NPS Form 10-900 OMB No. 1024-0018 Expires 5/31/2020)

United States Department of the Interior
National Park Service

National Register of Historic Places
Date Listed 6-07-2016
NRIS No. 16000347
Oregon SHPO

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form.* If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Antelope School

other names/site number Antelope Community Center

Name of Multiple Property Listing N/A

(Enter "N/A" if property is not part of a multiple property listing)

2. Location

street & number 45500 McGreer Street ☐ not for publication

city or town Antelope ☐ vicinity

state Oregon code OR county Wasco code 065 zip code 97001

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance: ___ national ___ statewide X local

Applicable National Register Criteria: X A ___ B X C ___ D

Christine Curran 4.13.16

Signature of certifying official/Title: Deputy State Historic Preservation Officer Date

Oregon State Historic Preservation Office

State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register ___ determined eligible for the National Register

___ determined not eligible for the National Register ___ removed from the National Register

___ other (explain:)

Signature of the Keeper Date of Action

Antelope School
Name of Property

Wasco Co., OR
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply.)

- [ ] private
- [X] public - Local
- [ ] public - State
- [ ] public - Federal

Category of Property
(Check only **one** box.)

- [X] building(s)
- [ ] district
- [ ] site
- [ ] structure
- [ ] object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		site
	3	structure
		object
1	3	**Total**

Number of contributing resources previously listed in the National Register

None

6. Function or Use

Historic Functions
(Enter categories from instructions.)

Education: School

Current Functions
(Enter categories from instructions.)

Government: City Hall
Recreation and Culture: Community Center

7. Description

Architectural Classification
(Enter categories from instructions.)

Late 19th & Early 20th Century Revivals
Classical Revival

Materials
(Enter categories from instructions.)

foundation: Concrete
walls: Concrete
roof: Concrete
other: N/A

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity).

Summary Paragraph

The Antelope School is located at the northern edge of the small rural community of Antelope, in southeastern Wasco Co., Oregon. Completed in 1925[1], the school is a single-story, concrete-and-stucco building on a roughly square plan, featuring elements of revival and classically inspired styles popular for school buildings of this era. The building exhibits characteristic stylistic elements associated with the Classical Revival style, including bilateral symmetry centered on the full-height grand entry, concrete-formed ashlar-faced walls below the water table and smooth, stucco finish above, and use of simplified cornice (no longer present), pilasters, and panels or medallions centered beneath each peaked parapet element. The school features only two classrooms, located at the front of the building, one on either side of the central entry hall. The rear half of the school houses the gymnasium. The basement, which currently houses City Council chambers, storage, and a flexible, multi-use space, is accessed by interior stairs at the northwest (closed) and southeast sides, where secondary entries open onto the half-landing between floors. The building has been updated over the decades, and exhibits materials frequently added to school buildings during the modern period, including fiber acoustic tile suspended ceilings, fiberboard wall treatments[2], updated lighting and electrical system, and rubberized stair treads. Other, more recent alterations include insulated replacement windows, updated restroom facilities, basement subdivided to create City Council chambers and kitchen facility, and chair lift allowing access to the basement and main floor from the southeastern side entry.

Narrative Description

Setting

The Antelope School is located at the northern margin of town of Antelope, a very small, rural community in southeastern Wasco County, Oregon. Antelope consists of approximately 12 blocks, laid out northwest-southeast along Oregon Highway 218 (also known as the Shaniko-Fossil Highway), which serves as the central road through town. Set on the north side of Antelope Creek at the confluence of that creek and Grub Hollow Creek, the town occupies a wide, relatively flat point in the Antelope Valley, which is bordered on the north by the edge of high, flat prairie approximately 700' in elevation above the Antelope Valley floor, and on the south by a large area of hilly, broken terrain that extends south into eastern Jefferson County. Oregon Highway 293 (Antelope Highway) ascends Antelope Valley from US Highway 97 southwest of Antelope, and skirts town at the very south edge before ascending Grub Hollow Creek and continuing on to the town of Clarno.

The Antelope School sits roughly in the center of a fenced area measuring 400' (northeast-southwest) x 250' (northwest-southeast), oriented to face Oregon Highway 218. The fenced enclosure itself is set

[1] Secondary sources that discuss the construction of the Antelope School give varying dates for the completion of the school. Most sources indicate either 1924 or 1925, with some ranging as late as 1930. While no primary sources have been identified that explicitly state that the school was completed in 1925, the December 12, 1924, edition of *The Dalles Optimist* indicates that the builder stated he was nearly finished with the construction, and that he expected to depart Antelope around December 20th. Subsequent editions of this newspaper are not preserved. The preparers of this nomination have decided on 1925 as the completion date of the school, assuming that some finishing work was left to do by others (local townspeople are known to have assisted the builder), and classes would have begun in the completed school in January 1925. It is unknown if the builder completed the school and left Antelope on December 20th, as he intended.

[2] The fiberboard wall panels may or may not be original. Although there is no mention of them being installed during or after initial construction, panels similar to these were manufactured before, during, and after the periods of significance. See Footnote 5, below.

back from Oregon Highway 218 approximately 120', and off of McGreer Street (which extends along the southeastern long axis of the property) by approximately 70'. In addition to the school, the property includes five pieces of steel-pipe constructed playground equipment (merry-go-round, sliding board, swing set, and two sets of climbing bars), a chain-link enclosed tennis court, and the perimeter chain-link fence. None of these can be demonstrated to belong to the period of significance, and none are considered to be contributing to the overall significance of the school building. For purposes of counting, the five pieces of playground equipment are collectively considered a single element, the tennis court is a second, and the perimeter fence a third. These account for the three non-contributing resources present (Photo 1).

Building: Exterior

Built in 1924-25 in the Classical Revival style, the overall presentation is characterized by its symmetry, dominant central front entryway with projecting steps and portico, banks of tall windows framed by pilasters, shaped parapet with centered medallions at every bay around the building, and ashlar-formed concrete water table containing a daylight basement below the concrete walls smoothed with parge coat (Photo 2). The building also originally featured a simplified, broad, overhanging cornice, no longer present. The cornice profile was repeated in the roofs at the covered side entries. Both side entrance covers are also no longer present.

The Antelope School is characterized by two massings, both built simultaneously as a single building, and distinguished by a setback on the side elevations. The front massing, which contains the classrooms, is approximately 12' wider than the rear massing, which contains the gymnasium, with a setback of 6'-0" on both side elevations. Although the two massings are distinguished in this way, all of the design elements are carried across both massings, creating a unified appearance.

The front elevation of the building (Photo 3), which faces southwest, is divided into three bays. The central bay containing the entry is flanked by matching window bays, within which the classrooms are located. The main entry is reached by a set of concrete steps flanked with projecting, stepped kneewalls. The entry itself (Photo 4) is on plane with the wall plane of the flanking bays, but is framed by the projecting portico, creating the feeling of a recessed, sacred entrance within a massive entrance, akin to a temple entrance. The entry doors are paired, wood doors with single-lite upper panels. Lower panels are now covered by plywood, though likely present. The doors are surrounded by single-light and panel sidelights, and topped by a multi-light transom. Above the entry is a pair of two-light wood sash windows. Windows on the main floor of both flanking bays are three-part aluminum windows with sliding sash at the upper and lower limits, both with screens. On both sides, the central of the five windows differs from the others at the lower sash, which is heavier-framed and somewhat taller than the others. Windows in the daylight basement are four-over-four, wood sash windows across the front elevation.

The two side elevations are essentially identical in design, generally characterized by the differential plane of the classroom massing and the narrower rear gymnasium massing. Although set back, the rear gymnasium massing presents as the mirror image of the classroom massing, as exhibited on the side elevations, with the centered entrance bay dividing the two. On the northwest elevation (Photo 5), the entry bay is on-plane with the gymnasium massing, and has a wide opening, now enclosed with concrete block, with a single entry door at the southwest corner, tucked against the return of the classroom massing. The door opens onto a broad concrete landing that steps down to the ground. This door, as well as the one on the opposite side elevation, provide entry to a landing that is mid-level between upper and lower floors. Two former window openings above the doorway have been enclosed with concrete block. The side elevations of the classroom and gymnasium massings feature large, unadorned panels divided vertically at the midpoint in the wall. The daylight basement windows have largely been enclosed

with concrete block. Both side bays have four such openings, with only the central two on the gymnasium massing still open. These windows are aluminum one-over-one windows, mounted at the outboard extreme of the opening, and with applied, simple board trim. The inner window on both bays is somewhat narrower than the others, and that on the classroom massing is partially enclosed with a louvered exhaust vent.

The rear elevation of the building (Photo 6) comprises two bays matching the flanking bays on the front elevation, meeting in a shared pilaster where the central entry of the front elevation is omitted (accounting for the narrower width of the elevation as compared to the classroom massing). On the main level, which contains the gymnasium, all of the ten tall windows have been partially or fully enclosed with concrete block. Counting from the center, the second and fifth windows on both sides are only partially enclosed, with paired three-light metal casement windows occupying the upper roughly 40 percent of the original opening. On the south side of this elevation, the outboard main floor window opening has been enlarged to accommodate a steel door (with casements above), opening out onto a small concrete landing with concrete steps with steel tube rails descending to ground level along the rear wall. Daylight basement windows on this elevation have largely been enclosed with concrete block. Only the inboard window on the south half remains, replaced with aluminum one-over-one window, and on the north half, the first, third, and fifth of the five window openings (counting from the center) have likewise been retained as openings, and have likewise been replaced with aluminum sashes.

The southeast (side) elevation (Photo 7) is essentially the same as the northwest side elevation, but retains three windows on the basement-level, classroom massing (aluminum, as already described, with the narrow, inboard window opening enclosed), and two aluminum windows on the outboard side of the gymnasium massing, the inboard two enclosed with concrete block. In the central bay of the southeastern (side) elevation, the large door opening has been enclosed around a modern single-entry door (central to the former opening), and both overhead windows are enclosed with concrete block, as on the other side elevation. This entry also has a long, recent access ramp that extends south from the door before turning to the west to meet the sidewalk that approaches the front doors from the head of College Street. The ramp is steel with composite board decking, and could be removed with little effect to the historic fabric of the side entry porch.

Building: Interior

The walls of the interior are clad in fiberboard panels down to a simple chair rail, below which the walls are wainscoted with plain panel and simple baseboard. Interior door trim is plain board. Ceilings throughout are suspended fiberboard panels, with the ceiling in the rear, north-south hallway substantially lower than that in the main hall and classrooms and gymnasium. Original wood floors are intact.

Entering the main entry, the doors open onto a small landing, which then ascends steps into a central hallway with a classroom to each side. The two classrooms and central hallway occupy the entirety of the main floor, forward massing (Photo 8). At the front of the rear massing (essentially down the center of the overall building, between the two side entries) is a perpendicular hallway ending on the south with stairs down to the landing at the south side entry (Photo 9), and on the north at a small storage room. This room likely was enclosed from the north end of the hallway, which likely ended at a set of downward stairs to the landing that still holds the north side entrance, though it is only accessible from the daylight basement now.

Classrooms retain their original floor dimensions, and include two closets/storage areas opposite the front wall. Windows in the classrooms, though replaced, retain their original trim, including simple board surrounds, wood sills, and aprons. Blackboards occupy most of the north and south walls. Both

classrooms have wall-mounted, octagonal porcelain water fountains, and both retain original heating grates, mounted on the walls at floor level. Classroom doors are original (with modern hardware), with a glazed upper panel. Lights are ca. 1965 pendant lights. While both classrooms are described as above, and largely retain their classroom character, that on the north is now a community room (Photo 10), and that on the south now houses the Antelope Fire Department (Photo 11). Two bathrooms, each behind a portion of the classrooms and accessed from the hall, have both been heavily remodeled with modern finishes.

At the end of the main hall, opposite the main entry, is a pair of double doors that open into the gymnasium. This room, together with the north-south hall and side entry areas, comprises the main floor of the rear massing of the building (Photo 12). The gymnasium is relatively small, not much larger than the basketball court it holds. The walls are clad with fiberboard sheet, as is the suspended ceiling. A simple wood backboard and basketball nets are flush mounted on the walls at each end. The wood floor is intact. The gymnasium holds the windows and door that correspond to those on the rear elevation of the building. In the northwest corner of the gymnasium is a small door that likely leads to the north side entry landing, likely accessed by a short stair, though this could not confirmed.[3]

The south side stair allows access to the half-landing at the exit, and returns descending into the daylight basement. This stair has been outfitted with an attached modern chair lift for those with mobility challenges. The basement itself, which once held an additional two classrooms, has been remodeled for use as an event kitchen (in the southwest quadrant – Photo 13), community area (in the northwest quadrant – Photo 14), and a wall-partitioned room along the rear wall of the building for use by the City Council for meetings (Photo 15). Various secondary and tertiary spaces are used for storage, electrical, communications, heating, and ventilation equipment. No historic finishes remain in the daylight basement. The space is now furred out and dry-walled, the frame for a suspended ceiling is in place, and no other trim has been installed (baseboards, window trim).

Known Alterations

Throughout its 90 years of service to the community of Antelope, the Antelope School has had several alterations that have affected its integrity. The impact of some of these alterations is somewhat moderated by the retention of original window openings on the primary elevation, preserving the original rhythm and scale of the fenestration, and by the setback or material differentiation of enclosures, preserving the window and door openings (and thereby the rhythm and scale) on secondary elevations as well. While the interior circulation patterns are modified, the modification is limited to the north end of the north/south transverse hall. The original orientation of the north end of this hall is likely represented at the south end; the remaining elements as well as the overall design of the building very strongly suggest original symmetry in this hallway. Other alterations are unfortunately permanent, such as the loss of the side entrance roofs and doorways, and the cornice around the school. Despite these, however, the school retains sufficient integrity to convey its significance under both Criteria A and C.

As originally constructed (Figure 6), the Antelope School included a simple, flat cornice and Craftsman-inspired wood details supporting the cornice at corners and pilasters. It is unknown when these were removed, though the scars from these features can still be seen. Plywood has been applied over the

[3] At the time of the site inspection, both the door to the storage room between the gymnasium and the northern classroom, as well as the door in the northwest corner of the gymnasium, were locked and could not be opened. Based on the landing orientation of the south stair, which is intact, it is assumed that the north stair landing was identical in its original form, and modified when this portion of the interior was reoriented. The basement stair door at the north end was also locked, and so no direct inspection could be made. However, it is likely that at least a portion of the landing remains, and that the stair from the basement and the door from the gymnasium lead to the modified landing, and allow exterior access through the side entrance on the northwest elevation.

lower panels of the front doors, though it is believed that the original panels remain behind this. On the side elevations, both side entries (at ground level) were originally constructed with a large opening approximately the size (and likely matching) the doors and transom/sidelights of the front entry, and both were (apparently – these are difficult to see in the few historic photos) covered by a flat entry roof supported by a single fluted column or half (engaged) column in the outside corner of the landing. Both of these entries have been largely enclosed to accommodate a single door, and neither retains the roof or column. On the south side entry, a removable steel ADA ramp has been attached to the concrete landing.

Windows throughout the building were wood sash, multi-light windows, generally 4-light in the basement and over the main entrance (either fixed or hopper or awning sash – this is unclear from the photos), and four-over-four wood sash in the first floor front elevation, and likely rear elevation (gymnasium). All of the windows in the building, with the exception of those at the entrance (transom and sidelights, doors) appear to have been replaced at least once during the life of the building. On the first floor, the building currently has inappropriate aluminum windows in the front elevation, first floor (classrooms), windows over the side entrances have been enclosed with concrete block, and on the rear, original large gymnasium windows (of which there are no known photos, but likely originally matching those on the front elevation) have been either entirely closed with concrete block (6 out of 10), partially enclosed to include paired casement windows high within the opening (3 of 10), or converted to an emergency door (1 of 10, with casement windows above) with a concrete emergency stair to the ground surface. Around the basement level, 14 out of 36 windows have been enclosed with concrete block, and an additional nine have been replaced with inappropriate aluminum windows. All of the enclosed and replaced windows are on side and rear elevations. Wood windows remain across the front elevation at the basement level, but these appear to have been replaced as well.

Interior alterations include some linoleum and rubber flooring at the main entrance landing and steps up to the first floor. Walls are clad with a vertical fiber board from the chair rail up and across the ceilings, and this is likely a later application, though similar material is seen on interior walls of buildings in Oregon as early as 1934 (Oregon Caves Chateau)[4], and may be original, may reflect repairs following the reported 1929 fire, or may be later. Light fixtures in classrooms appear to be replacements. The door into the southern classroom has been replaced to provide security, as this room serves as the City of Antelope Fire Department headquarters. At an unknown date, it appears that the north-south hallway was truncated on the north end to accommodate a rest room and storage room. It is assumed that the north end of this hallway originally mirrored the south end, with stairs descending to the north side entrance and to the basement. In the gymnasium, the walls and ceiling have been clad in fiber pegboard at an unknown date. The basement has been remodeled in its entirety; it is not known to what degree the current space reflects the historical condition in terms of subdivision of the overall space (if any).

[4] Much of the interior wall surfaces and ceilings of the 1934 Oregon Caves Chateau (listed National Historic Landmark), particularly in the guest rooms, are clad with a fiberboard product called "Nu-Wood," manufactured in Kloquet, Minnesota. This product was manufactured in 16-inch wide panels of varying length, which appears to match that found in the Antelope School. Production years for Nu-wood are not clear, but very similar fiberboard products, such as Homasote and Beaver Board were patented in the 1910s, and in production by the early 1920s (Jester, Thomas C. [ed.], *Twentieth-Century Building Materials*. Washington D.C., Archetype Press. 1995, pp.120-122). It is not known if this is what is cladding the interior walls of the Antelope School.

Antelope School
Name of Property

Wasco Co., OR
County and State

8. Statement of Significance

Applicable National Register Criteria
(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

[X] A Property is associated with events that have made a significant contribution to the broad patterns of our history.

[ ] B Property is associated with the lives of persons significant in our past.

[X] C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

[ ] D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations
(Mark "x" in all the boxes that apply.)

Property is:

[ ] A Owned by a religious institution or used for religious purposes.

[ ] B removed from its original location.

[ ] C a birthplace or grave.

[ ] D a cemetery.

[ ] E a reconstructed building, object, or structure.

[ ] F a commemorative property.

[ ] G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance
(Enter categories from instructions.)

Criterion A: Education
Criterion C: Architecture

Period of Significance

Criterion A: 1925-1936
Criterion C: 1925 (completion)

Significant Dates

1925, Construction completed
1936, Loss of High School classes

Significant Person
(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation (if applicable)

N/A

Architect/Builder

Louis C. Baldwin (builder)

Period of Significance (justification)

The Antelope School has two periods of significance. Under Criterion A, the period of significance begins in 1925 with the completion of the school, and ends in 1936 with the loss of certification of the high school, due to the school's having only one high school instructor. Elementary and intermediate instruction continued into the 1980s. Under Criterion C, the period of significance is 1925, the year of completion of the school.

Criteria Considerations (explanation, if necessary) N/A

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations).

The Antelope School is locally significant under Criterion A in the area of Education as a significant representative of rural education in central Oregon during the first half of the twentieth century. A testament to the continued commitment to education of the residents of the town and vicinity, since its completion in 1925 it has been by far the most substantial building in town, occupying the most prominent parcel in town, and is generally considered to be the most important building in the community, filling a wide variety of community roles. The school is the third built in Antelope, and was the central focus of education in the surrounding area for 60 years. The Antelope School stands out among other rural schools of its period because of its size (originally including four classrooms and a gymnasium as opposed to the far more common one room), and breadth of education offered (including primary through secondary until 1936), designed to meet the state requirements for Standard Schools at all grade levels through that time. The period of significance for Criterion A is from 1925 when the school was opened to 1936, when the Antelope School lost certification as a high school due to its maintaining only a single high school instructor. Although after 1936 the Antelope School no longer provided instruction for all grade levels, it continued to provide instruction at the elementary and intermediate levels until 1983, when it was closed as a public school, an event that is associated with the Rajneesh movement's establishment of political dominance of the town. In the 1940s, state-supported rural school consolidation resulted in the centralization of public education throughout southeastern Wasco County and nearby portions of Wheeler and Jefferson counties at Antelope. From its construction in 1925 to the present, the school has been a focus of community activity, hosting school activities, community events, and locally produced plays. The school has also functioned as the local polling place and the seat of local government, concurrent with and subsequent to its role as a place of formal education.

The Antelope School is also locally significant under Criterion C in the area of Architecture as a unique example of a formal, concrete Classical Revival-style school building in this extremely rural setting where one and two-room, wooden schoolhouses are far more typical. Completed in 1925, it is the largest schoolhouse in Wasco County south of Maupin (which provides separate grades K-6 and 7-12 school buildings and serves all of southern Wasco County), despite being built in a town that has never had more than 250 residents, and only approximately half that when the school was built. No other buildings in the community are built in as enduring a material as concrete, and the school is by far the most substantial building in town. It is built in a center hall block form, utilizing a relatively austere interpretation of the Classical Revival style, a form and style commonly employed for educational buildings of the period in larger communities (although frequently more elaborately adorned in those communities), but that is very rare in communities the size of Antelope. The Antelope School is prominently located on the highest ground in town, and its use of concrete as the primary material makes it the only historic-period building in town constructed of material other than wood.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

Brief History of Antelope

Howard Maupin first settled the city of Antelope in the 1860s.[5] He established a stage stop on the wagon road between The Dalles and Canyon City (much of which was incorporated into The Dalles Military Road in 1868) within the town.[6] This station had a high volume of traffic due to its location on a major route connecting the Columbia River and gold mines in Eastern Oregon.[7] In 1881 the wagon road was reconfigured away from

[5] Harris, Bruce. *The Wasco County History Book*, (The Dalles: Oregon, 1983) 22.

[6] Nielsen, Lawrence E., Doug Newman, and George McCart. *Pioneer Roads in Central Oregon*. Maverick Publications, Bend, Oregon, 1985. p.43.

[7] Mark Highberger, *The Long Road to Lonesomeville: A Guide to Small Town Eastern Oregon*, (Wallowa, Oregon: Bear

Antelope by one-and-a-half miles. The residents decided to relocate Antelope to the present site in order to maintain its tie to the stagecoach line.[8] The first school constructed in Antelope was built during the 1880s, and was likely located to the south of Maupin Street, between Main and College streets. As the town's population grew to exceed 200 persons for the first time, a new school was needed. In 1891 Mr. Laughlin, one of the town's early citizens, donated land to the city to be used specifically as the site of a public school.[9] This school building was constructed and opened in Antelope in 1892. In total it cost $2,300, one third of which was supplied by a special tax levied by the school district and the remaining two thirds paid for by selling bonds.[10] Such fundraising for a school was common at the time, as there was not yet formal state funding in place for public schools.

During the 1890s Antelope saw large growth in its population, reaching 184 citizens. With so many new residents, incorporation of the town was viewed as a necessity. By a vote of 33 to 14 the town was incorporated on October 2, 1896.[11] Just two years later the town experienced a devastating fire on Main Street. On July 11, 1898, the fire destroyed all but a few businesses, creating a hardship for the town, but also the opportunity to redevelop the demolished properties into a modern community.

Antelope continued to grow at a steady pace, in part fueled by hope for a railroad station triggered by the arrival of the Columbia Southern Railroad to Shaniko (6 ½ miles away, as the crow flies) in 1900.[12] That year, Antelope reached its highest population of 249.[13] At that time, the city boasted three livery stables, one blacksmith shop, three mercantile stores, four hotels, one meat market, seven saloons, a church, drug store, barber shop, bowling alley, funeral parlor, post office, jail, and the city hall/community center known locally as "Tammany Hall".[14] By 1910, however, no further expansion of the Columbia Southern had taken place, and Antelope's population embarked on a steady decline. As rail traffic came to replace stagecoach travel, Antelope was no longer a necessary stop for many travelers, and a decline in business and employment was evident.

In 1921, state transportation officials again spurned Antelope. On April 7, 1921, the Highway Board decided to relocate The Dalles-California Highway to eliminate Shaniko and Antelope.[15] The decision was to help straighten the highway through this section of Wasco County; however, it pushed Antelope into further decline. The decision to move The Dalles-California Highway away from Antelope not only removed through traffic to the area, but also state road funds. Antelope was no longer a destination on any major transportation route, eliminating economic support for hotels, multiple saloons and restaurants, as well as other shops not selling necessities. All of these factors accelerated the already declining population throughout the subsequent decades. Antelope continued in a pattern of steady decline throughout the years until few local residents were left. By 1960 only 46 residents remained.[16] The history of Antelope remained steadily quiet with few major changes. A small rise in residents occurred in 1976 when the population increased to 55.[17]

Creek Press, 2003) 16.

[8] Harris, *The Wasco County History Book,* 22.

[9] Campbell, *Antelope*, 142.

[10] Campbell, *Antelope*, 142.

[11] Harris, *The Wasco County History Book,* 22.

[12] Campbell, *Antelope*, 48.

[13] Moffatt, Riley Moore (1996). *Population History of Western U.S. Cities and Towns, 1850–1990.* Lanham, Maryland: Scarecrow Press, 206

[14] City of Antelope, Oregon. *Some Antelope History*. Electronic Document, available: http://www.cityofantelope.us/antelope-history/?doing_wp_cron=1431536005.3236520290374755859375. Accessed May 13, 2015.

[15] The Bend Bulletin, "Relocation of Road Made By HighwayBoard: Eliminates Shaniko and Antelope," *The Bend Bulletin*, April 7, 1921, Print.

[16] Mid-Columbia Economic Development District. *The Comprehensive Land Use Plan, Antelope, Oregon.* Mid-Columbia Economic Development District, The Dalles, Oregon, 1978, 16.

[17] Mid-Columbia Economic Development District, 17.

Criterion A: Education

The present school building is the third school building in Antelope, and the second to occupy this location. As was frequently the case during the settlement era, education in Antelope in the 1860s was informal, taking place in kitchens and living rooms, and taught by a parent or neighbor. Howard Maupin was the first to propose the idea of a school in order to educate his own children. By 1873 there was no official building; instead the location of school was determined by which children would be attending.[18] The attendance was determined on the time of the year and the age of children, creating a varying number of pupils. The school year only lasted six months out of the year, a commonality with the rest of Wasco County, and in 1880 the first schoolteacher was listed on the census.[19] As the local child population increased and the demands of instruction became greater, semi-formalized schools began to form; although, still not in a dedicated building, but instructed by a community adult for whom teaching was their primary responsibility in the community. Instruction took place in any appropriately sized room. In Antelope, by the beginning of the 1880s, it was clear that a specialized school led by a trained teacher was needed.[20] Thus, the first dedicated school building was built in Antelope in the early 1880s, located at the south end of town, on the east side of the main road, just above the intersection of present day OR-218 and OR-293.

By the late 1880s, with the population of the town rapidly expanding, replacement of the first school was needed, and two sites were selected. The first was in the approximate location of the then-existing school, and the second was on the northern end of town. In 1891 the upper location was selected, and construction began, completed the following year. This building faced south, and, located at the highest point in the community, overlooked the burgeoning settlement. The wood-frame schoolhouse had two classrooms, and was built by H.G. French at a total cost of about $2,300 (including furnishings and finishes). The rapidly expanding population, however, rendered this building insufficient within the decade.

In 1898, in the face of a growing population, the original schoolhouse was expanded from two rooms to four. Because the wood frame construction of the school was deemed inadequate to support a second story, the building was raised, and a new ground floor constructed beneath it. The additional classrooms not only provided adequate space for the growing school-age population, but also allowed more separate and differentiated instruction for the various grade levels, with only a few grades occupying each classroom.[21] This four-room school was to serve Antelope area residents until the present school was built, and for the first time accommodated all grade levels through high school.

According to a *The Dalles Daily Chronicle* article from May 5, 1921, the Antelope School was one of nine schools to receive a certificate of standardization from the county. This distinction meant that the school had all "fourteen points of standardization" in place within the school's structure and curriculum as well as enacting new curriculum every year.[22] The fourteen points of standardization included mandates such as the U.S. flag flying on all school days, amount and orientation of natural light, proper desks and blackboards, a heating source, a framed picture of specified size selected from an approved list, clean grounds with recreational equipment, clean drinking water on site, two outdoor restrooms, a skilled and trained teacher, a library containing a specified number of titles and maps, student attendance of 92 percent, a minimum of four visits to the school by members of the school board, and minimum teacher salary.

The Antelope School appears to have been designed to address those points specific to building design, including the emphasis on natural light (the school is oriented to face southwest, to take fullest advantage of natural light), heating with a basement furnace, and water fountains. The most significant point of

[18] Campbell, *Antelope*, 141.
[19] Campbell, *Antelope*, 141.
[20] Campbell, *Antelope*, 141.
[21] Campbell, *Antelope*, 142.
[22] The Dalles Daily Chronicle, "News Notes," *The Dalles Daily Chronicle*, May 5, 1921, Accessed May 12, 2014.

standardization embodied in the building is the size of the windows. The 1927-28 Standards (the nearest available to the date of construction) prescribe that the classrooms be lit by windows equaling in area one-fifth of the area of the classroom itself.[23] The five large windows (3'x8') in each of the classrooms (28'x21') in the Antelope School achieve that ratio almost exactly, being only about 2' square over one fifth of the square footage of the classrooms.

On May 23, 1924, *The Dalles Optimist* reported that a community gathering had announced the need for a new school in the district. The reasons cited were that the old school building was "inconvenient and unsanitary."[24] There seems to have been a consensus among the Antelope residents, and in order to start raising money local citizens had been selling hand-made baskets to generate starting funds. The community attitude toward the new building can be summed up by a statement made by the reporter: "There are children growing up who need and are entitled to the best school facilities that the district can give them. More than ever, a good education is essential for our growing and future American citizens."[25] The construction of the new school building was a community effort from the start, and was closely intertwined with local proceedings since its first mention.

The Dalles Optimist reported that the Antelope residents voted on bonds to finance the new school building on June 20th.[26] It is evident from the article that they were having trouble financing the bonds, and again on August 1, 1924, another vote was taken. The meeting was called to discuss the amount that would be borrowed from the Eastern Oregon Bank, including the number of bonds that would be issued. The article states that at the price of $18,000 the new school had already had plans drawn up and a contractor chosen.[27] The journalist noted that the new school's location on the lot was different from the "old" school building.[28] It is also noted that the old school was still standing while the new building was constructed, presumably to continue classes while the new school was being constructed throughout the fall of 1924. It is not clear from this or other articles when the old school was torn down. The article also notes that by this time the digging for the basement had started ahead of the contractor's arrival.

By October 3, 1924, construction had begun and was moving at a fast pace. As noted by a journalist for *The Dalles Optimist:*

> The new schoolhouse is rapidly assuming shape. The joists for the floor and the ceiling are in place, the frames for the walls of the upper portion are in place, the hoist has been built and pouring concrete was resumed on Thursday. Owing, we presume, to some irregularities in the proceedings, the directors have called for another meeting to vote on the bond issue.[29]

The financing of the construction of the Antelope School was clearly a community process. The above-mentioned bond issue appears to have been procedural, and was resolved such that the bond was ultimately issued.[30] This can be seen again in November of 1924, when the school children put on a play to raise money for the school. According to *The Dalles Optimist*, it was a huge success and everyone enjoyed not only the

[23] This 1/5 ratio of window area to classroom area is unchanged from the earlier available standards from 1918-19, and so the standard is assumed to be unchanged. It is not clear that the 1898 schoolhouse that first achieved certification under these standards met that standard. However, the 1927-28 standards specifically allowed for older schools to qualify with a 1/6 ratio, suggesting that there may have been some room for compromise on this point, even before that allowance was officially adopted. (State of Oregon. *Requirements for a Standard School*. Oregon State Library, call# 379.19 OR31 1914/15 and 1927/28).

[24] The Dalles Optimist, "Antelope," *The Dalles Optimist*, May 23, 1924, Print.

[25] The Dalles Optimist, May 23, 1924.

[26] The Dalles Optimist, "Antelope," *The Dalles Optimist*, June 20, 1924, Print.

[27] The Dalles Optimist, "Antelope," *The Dalles Optimist*, August 8, 1924, Print.

[28] The Dalles Optimist, August 8, 1924.

[29] The Dalles Optimist, "Antelope," *The Dalles Optimist*, October 3, 1924, Print.

[30] References to these proceedings, though incomplete, can be found among the school board meeting notes in the archived collection held by Jefferson County School District 14J. The collection is unsorted, and poorly stored in four cardboard bankers boxes in a warehouse.

play, but also the dinner and dancing afterwards.[31] The local residents had been involved in all steps of the process, and it was a significant building not only as a symbol of education but for the community as a whole.

The last mention of construction of the Antelope School from *The Dalles Optimist* was on December 12, 1924. Unfortunately, the year of 1925 was not preserved and is therefore not accessible for research. However, it was reported that:

> Mr. Baldwin, the contractor who built the new schoolhouse, says he has nearly finished the job and is making preparations to leave here with his family on the 20th, much to our regret. Though they have only been here some three months, they have made so many friends that we are all sorry to see them go.[32]

This article is the first mention of the name of the contractor within this newspaper, as well as the fact that his family was also staying in town with him. This is not surprising, though, due to the rural nature of Antelope, and the fact that there were no paved roads leading in and out of town. As can been seen from the above excerpt, Mr. Baldwin and his family became part of the Antelope community, even for his short time there.

When it opened in 1925, the school served approximately 40 students at all grade levels. From its opening, the school was intended to be a forum for all manner of community activities, including indoor recreation for community children, socials, community meetings, and less formal events like card parties.

In 1929, a fire broke out in the building while students were present in the classrooms, the result of a defective furnace flue. Although the fire itself was confined to the area between the ceiling and the roof, considerable damage was done by the axes of those fighting the fire, and water damage from extinguishing the flames, with most of the damage located in the main hallway. The school was closed for one or two weeks while repairs were underway, and during that time elementary classes were held in the church, while high school classes were held in the public library, which was in what had formerly been the Commercial Hall, built in 1903 (demolished in 1963, long after it had fallen out of use).

During the life of the Antelope School, the importance of the school as a community building increased, as other buildings from earlier times when Antelope was home to a larger population fell into disuse or were destroyed. Other buildings that had helped fill community roles were the Occidental Hotel, which was built in 1898 and burned in 1925, the same year the school was built, and the Commercial Hall, which was a large space suitable for wedding receptions and balls, and which fell into disuse as the decreasing population had little need for very large spaces, until it was finally condemned by Wasco County and demolished in 1963.[33] By 1928, the former city hall and community center, locally known as "Tammany Hall," had either been demolished or substantially altered and repurposed as an auto repair garage. All three of these buildings were wood-frame construction, in contrast to the concrete school.

As the 1920s wore on, and populations in rural communities continued to decline, the number of students getting education in the rural public schools declined as well.[34] At the same time, educational standards set forth by the state for certification continued to rise. In 1936, the close of the period of significance for Antelope School under Criterion A, Antelope School had only one instructor for high school-level instruction. While this was likely sufficient for the small number of students actually attending the school, the standards increasingly required specialized training for teachers in various subjects, such that high schools typically employed several or more teachers.

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[31] The Dalles Optimist, "Antelope," *The Dalles Optimist*, November 21, 1924, Print.
[32] The Dalles Optimist, "Antelope," *The Dalles Optimist*, December 12, 1924, Print.
[33] Campbell, *Antelope*, 268,272.
[34] In 1924, as the Antelope School was being constructed, 60 students were attending school in Antelope. By 1933 that number had declined to 35. In 1939 the number of students briefly rose to 40, but thereafter steadily declined to 30 students in 1954, 25 students in 1958, 20 students by 1975, and only 12 students in 1979 when intermediate instruction was ceased, and only grades 1-6 were taught in Antelope (Campbell, *Antelope*, 293-4).

During the 1930s and 1940s, with rural school districts struggling to meet state certification standards, largely to do with maintaining instructors in sufficient numbers, attention began to turn toward consolidation. The Oregon Rural School Districts Bill, a bill referred to ballot measure by the state legislature for the 1946 election, among other things encouraged the consolidation of rural schools and empowered rural school boards to levy taxes for their operation. The measure was passed that November.[35] In 1947, under the authority of that act, Clarno,[36] Lower Antelope,[37] and Tub Springs[38] schools were merged with Antelope School into a unified district. During the spring of 1948, discussions were held by the school board around merging with the nearby school districts, and these discussions included proposals to bond and build a new school. Initial thoughts to construct a new school were sidelined by cost considerations, and it appears that the existing Antelope School was retained after the merger, likely explaining the "1948" date that at one point was painted onto the panel at the center of the parapet over the main entry. This date has since been painted over, but is still discernable. It is not clear that these other schools ceased operation at that time, as there seems not to have been any discernable increase in the number of students attending Antelope School. More likely, the immediate effect was to share resources across these four schools.[39] In 1976, the number of students was reduced to 12, as the school was reconfigured to serve only the primary grades (1-6), with all other students sent to Madras middle and high schools.[40]

Recent History

Starting in 1981, the City of Antelope became embroiled in a power struggle between Wasco County and the followers of Bhagwan Shree Rajneesh, who had begun to establish a large commune on the Big Muddy Ranch, approximately 20 miles from Antelope. During the first year of Rajneesh presence, the Antelope School was used for the first meeting called by the town to discuss the commune and its effects.[41] As the Rajneesh Movement continued to infiltrate the town of Antelope, the school became used for a wider variety of political purposes, but was also still used as a school. It was during this struggle that the Antelope School ceased to be a school, the students bussed to Madras, and the school decertified in 1983. These political uses started to change the distinction of the school from merely a place of education and community gathering, to a political space, with the school famously being the polling location where the votes for city council that led to the takeover and renaming of Antelope to the City of Rajneesh were cast. The establishment of the school building as the political center of the newly renamed community soon followed. When the Rajneeshee left in 1985, and Rajneeshpuram (the large Rajneesh commune outside of Antelope, formerly known as Big Muddy Ranch) was closed, the school was not able to resume educational services due to the small number of residents left in Antelope.[42] After being closed as a school, the building was reopened as City Hall and Antelope Community Center and has continued in that role to the present day.[43]

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[35] Lucy Burns Institute. "Oregon Rural School Districts, Measure 3 (1946)" Electronic Document, available at http://ballotpedia.org/Oregon_Rural_School_Districts,_Measure_3_%281946%29. Accessed June 19, 2015.

[36] As of July 2014, Clarno School still stands. Built in 1914, it is a single room, wood frame schoolhouse of the traditional model.

[37] Lower Antelope School, located approximately 6 miles west of Antelope, was, as of June 2013, still standing, although heavily modified for use as a residence. The building has an added eastward wing, steel roof, replaced windows, and the original entrance removed. It is now only recognizable by form. The date of construction was not available, but appears to have been around 1900-1910. It was a one-room, wood frame building.

[38] According to the 1994 Wasco County Amendment to the county Comprehensive Plan, Tub Springs School was demolished sometime between 1983 and 1994.

[39] Primary source information related to this episode in Antelope's school history is complicated by the fact that the records (including board meeting minutes) are poorly organized, kept in no particular order, and unbound in four boxes at the Jefferson County School District warehouse. The records for Antelope, Clarno, Tubb Springs, Lower Antelope, and possibly other schools are randomly mixed in, making it difficult to ascertain which records pertain to which schools. An excellent and very helpful project could be made of organizing these records, which span nearly 100 years of materials.

[40] Campbell, *Antelope*, 294.

[41] Quick, Donna. *A Place Called Antelope: The Rajneesh Story*. August Press, Ryderwood, Washington, 1995. p. 34.

[42] Campbell, *Antelope*, 143.

[43] The historical significance of the Rajneesh episode in Antelope and Wasco County history may indeed prove to be historically significant. These events occurred approximately 30 years ago, and the typical 50 years perspective on historical events

Criterion C: Architecture

The Classical Revival Style

The origin of the rise in popularity of the Classical Revival style of the late-nineteenth and early-twentieth centuries is variously attributed. Leland Roth, in his book *A Concise History of American Architecture*, suggests that the resurgence of interest in classical design was begun in 1882-85 with the collection of New York City brownstone townhouses designed for railroad baron Henry Villard by the firm of McKim, Mead and White, drawing on stylistic and form motifs of the Italian Renaissance of the fifteenth and sixteenth centuries.[44] Dell Upton, by contrast, places the birth of broad popularity at this time with the classically inspired style adopted for the 1893 World's Columbian Exposition in Chicago, where planners for that momentous public event mandated the unifying architectural design theme of the various buildings erected to be derived from the European Renaissance translation of classical forms.[45] It seems likely both are correct, and that early adopters such as McKim, Mead and White inspired a renewed interest, which was then brought to a wide popular audience at the Columbian Exposition. In any event, the style made a strong resurgence during the closing decade of the nineteenth century, and continued in the popular architectural vocabulary into the second decade of the twentieth century, and, in public building applications (especially libraries, schools, and municipal buildings), into the 1920s, possibly informing the austere, monumental architectural style popularly employed in public buildings (particularly federal buildings) through the 1930s. The style is meant to express a sense of sober rationality, formalism, and stability.

Classical Revivalism, as expressed in this period, is characterized by an odd number of bays across primary elevations, with a clear hierarchical precedence given to the central bay (containing an entrance). This dominant central bay typically breaks overall horizontal forms by emphasizing verticality, extending through visual horizontal breaks in the flanking bays created by water tables, continuous sills, or ribbons of panels. This verticality is created by columns or pilasters, frequently set off by projecting forward from the wall plane. Though often including a full or simplified pediment at the central bay, this feature in later iterations begins to recede until it is implied, rather than elaborated. Roof lines are typically low-hipped, or flat with parapet. The Antelope School fits well into the later phase of this design continuum, built in 1924/1925, and includes features such as bilateral symmetry across three bays centered on a full-height entry between projecting pilasters. The roof is flat with gently peaked parapets above all three bays, each with a panel below the peak, medallions at the side bays, and a date panel at the center bay. Tall, narrow windows across both flanking bays are separated by narrow intermediate wall structure that further reinforces the sense of pilasters, though none of these are elaborated as such. Notably, the school is oriented to face the southwest, providing excellent natural light through the tall windows, satisfying the second of the 14 points of school standardization (1918-19 edition), which called for a minimum ratio of floor space to window space.[46]

Drawing from the Renaissance-inspired origins of the style, the basement level exterior is formed with scoring to create the look of ashlar block with flat arches, while above the water table the walls are smooth-finished. Pilasters at each corner reinforce the framing of the bays. Although now missing, the building as originally built featured a flat, simplified cornice with simple wood "capitals" at each pilaster, that provide a somewhat Craftsman-inspired look. The overall impression created by the execution is of a formal, heavy building that, together with its position on the north end of Antelope, on the highest ground in the community, gives the building a pre-eminence among the buildings of Antelope. The Antelope School is therefore an excellent example of the Classical Revival style as it emerged in the 1910s and 1920s, stripped of elaborated

applied as a benchmark for interpretation have not yet passed. In time, these events may be viewed within a historical context and any broader impacts may be better understood at that time.

[44] Roth, Leland. *A Concise History of American Architecture*. Westview Press, Boulder, Colorado, 1979, 193.

[45] Upton, Dell. *Architecture in the United States*. Oxford University Press, New York, 1998, 223-4.

[46] The previous school, built in 1892 and expanded with an additional floor in 1898, was located at the same parcel, oriented southeast toward the center of town. With the design of the present school placing most windows on the front elevation, the school was likely oriented toward the southwest to maximize afternoon light.

ornamentation but retaining the key elements that identify its classical origins. The Antelope School is the only building of this style, material, and size in Antelope, and stands out starkly on the landscape of the community.

While no direct statements regarding the reasoning behind the selection of the design and materials of the new school could be found in the available primary source material, it is noteworthy that there were no more classrooms incorporated in the school than had the previous building, although historical photos certainly indicate that they were more spacious. Motivating factors are therefore speculative, but may have included the desire for sturdy, long-lasting materials (recalling that the previous school was replaced due to structural deficiency), fireproof construction (recalling the devastating fire well within the memory of Antelope residents in 1925), the desire to provide an attached, enclosed gymnasium for recreational, sporting, and exercise space during inclement weather, and the desire to boost civic pride after the loss of the highway by constructing what was clearly the finest and most modern educational facility in the surrounding area.

Comparative Analysis

Although the Antelope School stands out as a highly unusual building for its time and place, some comparative analysis is useful to illustrate the then-prevailing types of educational architecture. Comparative analysis includes the setting (rural, eastern Oregon), time period (1920s), and architectural style (Classical Revival).

The Fossil School (listed in the National Register 2013 – Figure 7), built in the Classical Revival style in rural Fossil, Oregon, in 1924 is the nearest comparable building. The Fossil School was designed by the Portland architecture firm of DeYoung and Roald, and built nearly contemporaneously with the Antelope School. Fossil is located in northwestern Wheeler County, approximately 25 miles east-northeast of Antelope. Although larger than Antelope throughout its history, the historical context of Fossil is similar to that of Antelope, existing in a very comparable setting (eastern Oregon ranch land), both having been settled by ranching families during the same period (mid-1860s for Antelope, late 1869-early 1870 for Fossil), both rapidly evolving into small communities in the mid-1870s, and incorporating within five years of each other.

Both buildings are located prominently within the community on high ground. While both buildings are designed in the Classical Revival style, the two interpretations of that style offer immediately recognizable differences. Both buildings adhere to the important design characteristics of the style, notably in the use of bilateral symmetry and prominent central entry with ascending stair. However, the style is more fully executed at Fossil, where the main entry is characterized by the use of columns and pilasters, quoins at all corners of the building, and more clearly Classically inspired cornice and pediments at the central and outboard bays. Both structures are constructed of fireproof materials (likely brick at Fossil, concrete at Antelope), and both have a smoothed finish of stucco or parging. As originally designed, both buildings employed multi-light windows. Differences between the two buildings include the rooflines (flat at Antelope, hipped at Fossil), size, and elaboration. Almost certainly these reflect the differences between the two communities that emerged between their initial founding and 1924-25. Fossil expanded rapidly after 1890, and reached its peak population around 1960, while Antelope reached its peak population around 1900 (comparable to Fossil at that time) and began to decline immediately after. At the time that the four-classroom school was built in Antelope, the total population of that city stood at around 150, comparable to just the student population served by Fossil's six-room school.[47]

Maupin Elementary School (Figure 8), located in central Wasco County, approximately 25 miles northwest of Antelope, was built the same year as the Antelope School. Also built of fireproof materials (concrete block, skinned with stucco), Maupin Elementary is designed in a markedly different form and style. While the school shares some design characteristics with the Antelope School, such as its symmetry and prominent central entry, the school blends Classical influences with Craftsman-style design elements, including kneebraces

[47] Gunn, Kenneth. *Fossil School National Register Nomination*. NRIS No. 13000312. On file at Oregon State Historic Preservation Office, Salem, Oregon.

supporting the overhanging eaves of the gabled entry and exposed rafter ends beneath the overhanging eaves of the hipped roof. Maupin Elementary School also has had several additions beginning in the 1960s, most prominently a large, single story, flat roofed structure attached to the southwest corner of the 1925 school, clad in concrete block.[48]

Shaniko School (Figure 9), located in Shaniko, Oregon, approximately 6.5 miles north of Antelope (as the crow flies), was built in 1901, and is only analogous to Antelope in the similar location and historical arc of the community. Both Shaniko and Antelope experienced their periods of growth in the late 1890s and early 1900s and both declined precipitously thereafter. The school at Shaniko is unlike the Antelope School in that it was constructed earlier, and reflects the nineteenth century school building tradition exhibited in this area by the earlier Antelope School (1891, expanded 1898). The Shaniko School is wood-framed and clad, features a central tower containing the entrance on the front elevation, and hipped-roofed. It is included here due to the comparable towns, and the fact that it was never replaced (as was the contemporary school at Antelope), and continued in operation into the 1970s, closing less than 10 years before Antelope School.[49]

[48] Oregon State Historic Preservation Office. *Site Information: Maupin Elementary School.* Electronic Document, available: http://heritagedata.prd.state.or.us/historic/index.cfm?do=v.dsp_siteSummary&resultDisplay=653916. Accessed November 4, 2015.
[49] Oregon State Historic Preservation Office. *Site Information: Shaniko Public School.* Electronic Document, available: http://heritagedata.prd.state.or.us/historic/index.cfm?do=v.dsp_siteSummary&resultDisplay=39318. Accessed November 4, 2015.

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Previous documentation on file (NPS):

____preliminary determination of individual listing (36 CFR 67 has been requested)
____previously listed in the National Register
____previously determined eligible by the National Register
____designated a National Historic Landmark
____recorded by Historic American Buildings Survey #_____
____recorded by Historic American Engineering Record # _____
____recorded by Historic American Landscape Survey # _____

Primary location of additional data:

_X_State Historic Preservation Office
____Other State agency
____Federal agency
____Local government
____University
____Other
Name of repository: _____

Historic Resources Survey Number (if assigned): None

Antelope School
Name of Property

Wasco Co., OR
County and State

10. Geographical Data

Acreage of Property 2.5 Acres
(Do not include previously listed resource acreage; enter "Less than one" if the acreage is .99 or less)

Latitude/Longitude Coordinates
Datum if other than WGS84: N/A
(enter coordinates to 6 decimal places)

	Latitude	Longitude		Latitude	Longitude
1	44.913098°	-120.723844°	3		
2			4		

Verbal Boundary Description (Describe the boundaries of the property.)

The National Register-listed boundaries for this property are defined as the area east of Shaniko-Fossil Hwy and north of North Street within the currently fenced grounds containing the school building, schoolyard, playground, and tennis courts. This area includes portions of tax parcels 07S17E32CC100 and 07S17E32CC1700, and undeveloped areas platted to receive northward extensions of College Street and East Street.

Boundary Justification (Explain why the boundaries were selected.)

Because the tax parcels upon which the Antelope School and grounds are located do not match the grounds of the school as built, the area historically used for the school grounds forms the boundary of the National Register property. The area is enclosed by a 4'-0" tall chain-link fence, and includes all areas directly associated with historical school functions, including the school, schoolyard, and recreational appurtenances.

11. Form Prepared By

name/title Jason Allen and Baily Ring date Nov. 4, 2015
organization Oregon State Historic Preservation Office telephone (503) 986-0579
street & number 725 Summer St NE, Suite C email Jason.Allen@oregon.gov
city or town Salem state OR zip code 97301

Additional Documentation
Submit the following items with the completed form:

- **Regional Location Map**
- **Local Location Map**
- **Tax Lot Map**
- **Site Plan**
- **Floor Plans (As Applicable)**
- **Photo Location Map** (Include for historic districts and properties having large acreage or numerous resources. Key all photographs to this map and insert immediately after the photo log and before the list of figures).

Antelope School
Name of Property

Wasco Co., OR
County and State

Photographs:

Submit clear and descriptive photographs. The size of each image must be 3000x2000 pixels, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Antelope School

City or Vicinity: Antelope

County: Wasco **State:** OR

Photographer: Jason Allen, Oregon SHPO Staff

Date Photographed: October 9, 2014

Description of Photograph(s) and number, include description of view indicating direction of camera:

Photo 1 of 15: OR_WascoCounty_AntelopeSchool_0001
Overview of site, looking northeast

Photo 2 of 15: OR_WascoCounty_AntelopeSchool_0002
Exterior view, southwest elevation (left) and southeast elevation (right), looking northeast

Photo 3 of 15: OR_WascoCounty_AntelopeSchool_0003
Exterior view, southwest elevation, looking northeast

Photo 4 of 15: OR_WascoCounty_AntelopeSchool_0004
Exterior view, entry detail, southwest elevation, looking northeast

Photo 5 of 15: OR_WascoCounty_AntelopeSchool_0005
Exterior view, northwest elevation, looking southeast

Photo 6 of 15: OR_WascoCounty_AntelopeSchool_0006
Exterior view, northeast elevation, looking southwest

Photo 7 of 15: OR_WascoCounty_AntelopeSchool_0007
Exterior view, southeast elevation, looking northwest

Photo 8 of 15: OR_WascoCounty_AntelopeSchool_0008
Interior view, first floor, central hallway, looking northeast

Photo 9 of 15: OR_WascoCounty_AntelopeSchool_0009
Interior view, first floor, hallway, looking southeast

Photo 10 of 15: OR_WascoCounty_AntelopeSchool_0010
Interior view, first floor, former classroom now current community room, looking northwest

Photo 11 of 15: OR_WascoCounty_AntelopeSchool_0011
Interior view, first floor, former classroom now fire department office, looking south

Photos Continued:

Photo 12 of 15: OR_WascoCounty_AntelopeSchool_0012
Interior view, first floor, gymnasium, looking south

Photo 13 of 15: OR_WascoCounty_AntelopeSchool_0013
Interior view, basement, classroom now kitchen, looking south

Photo 14 of 15: OR_WascoCounty_AntelopeSchool_0014
Interior view, basement, classroom now community area, looking northwest

Photo 15 of 15: OR_WascoCounty_AntelopeSchool_0015
Interior view, basement, classroom now community area, looking east

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

List of Figures
(Resize, compact, and paste images of maps and historic documents in this section. Place captions, with figure numbers above each image. Orient maps so that north is at the top of the page, all document should be inserted with the top toward the top of the page.

Figure 1: General Location Map
Figure 2: Local Location Map
Figure 3: Tax Lot Map
Figure 4: First Floor Plan
Figure 5: Basement Floor Plan
Figure 6: Antelope School, (1924)
Figure 7: Fossil School, Comparative School Building
Figure 8: Maupin Elementary School, Comparative School Building
Figure 9: Shaniko School, Comparative School Building

Figure 1: General Location Map, Latitude/Longitude Coordinates: 44.913098° / -120.723844°

Figure 2: Local Location Map, Latitude/Longitude Coordinates: 44.913098° / -120.723844°; property boundary marked with thick black line.

Figure 3: Tax Lot Map; property boundary marked with thick black line.

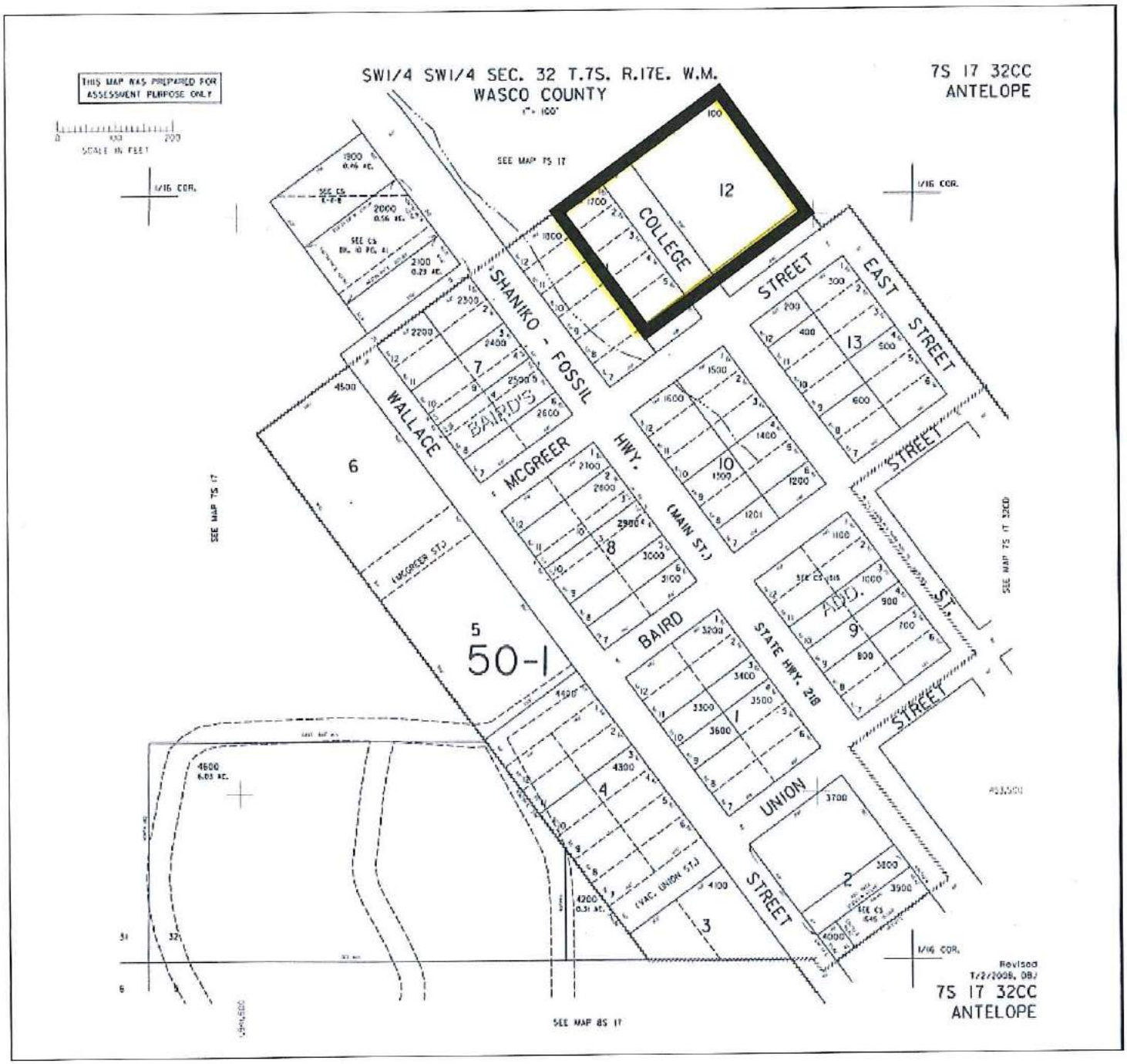


Figure 4: First Floor Plan

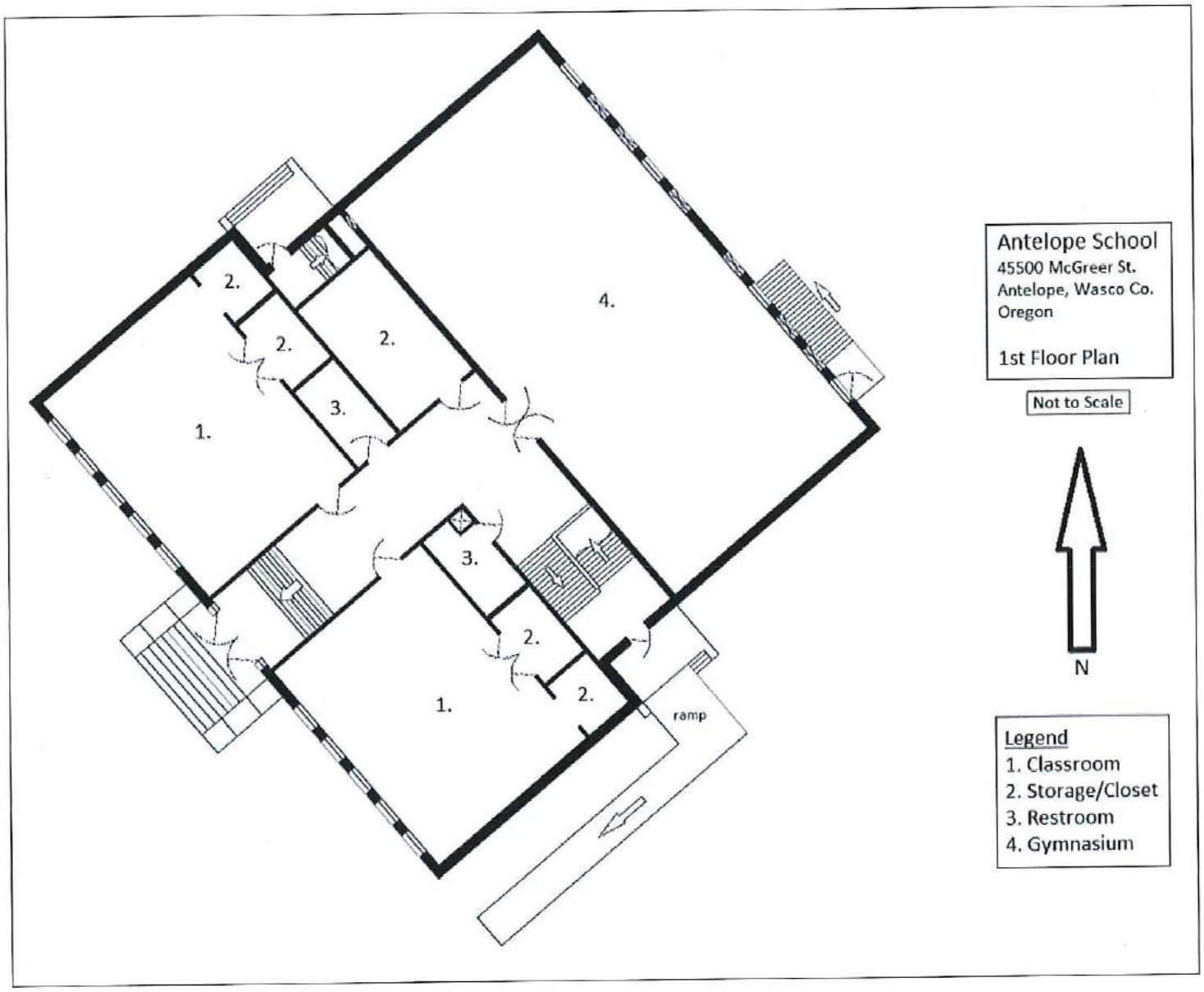


Figure 5: Basement Floor Plan

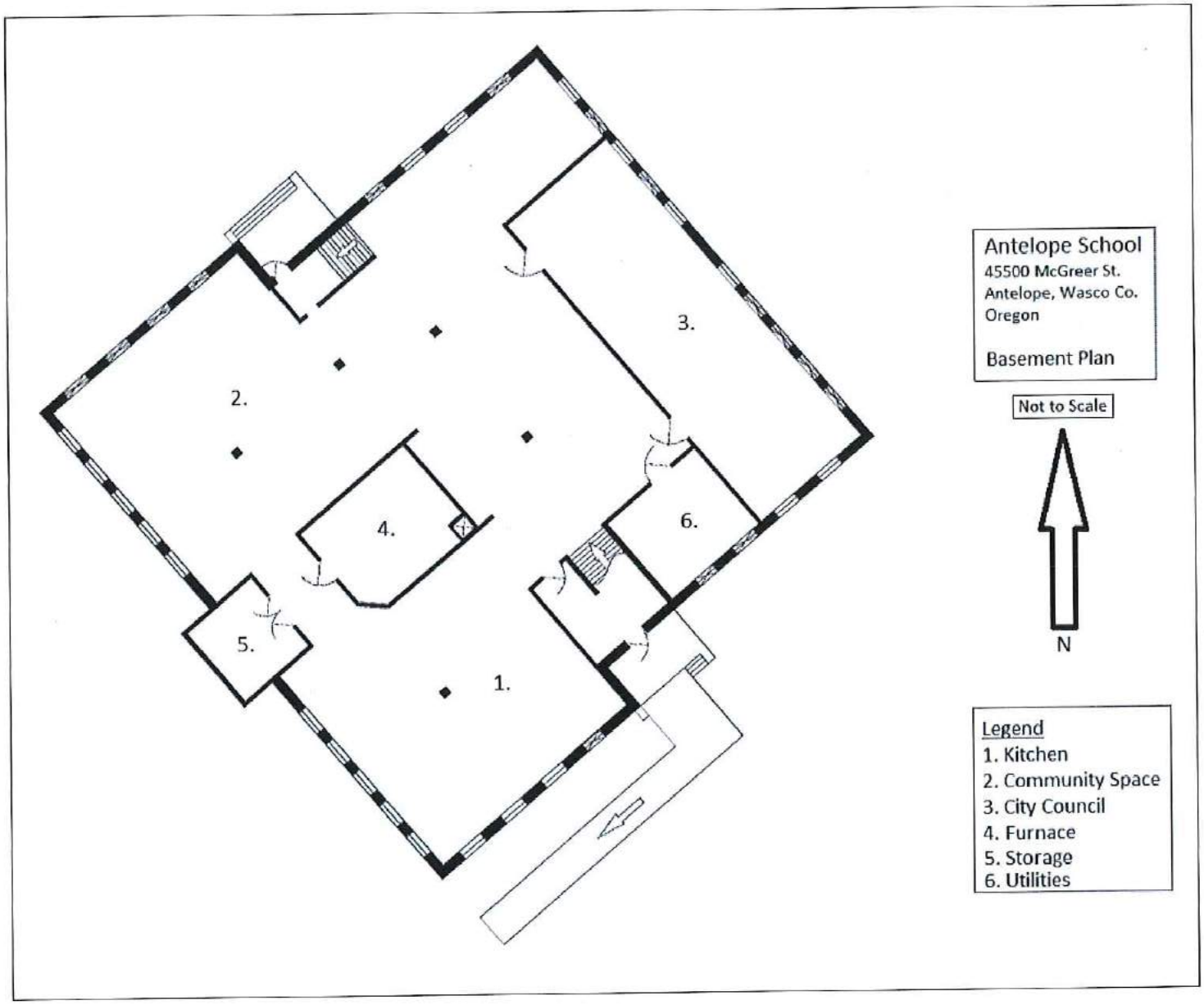
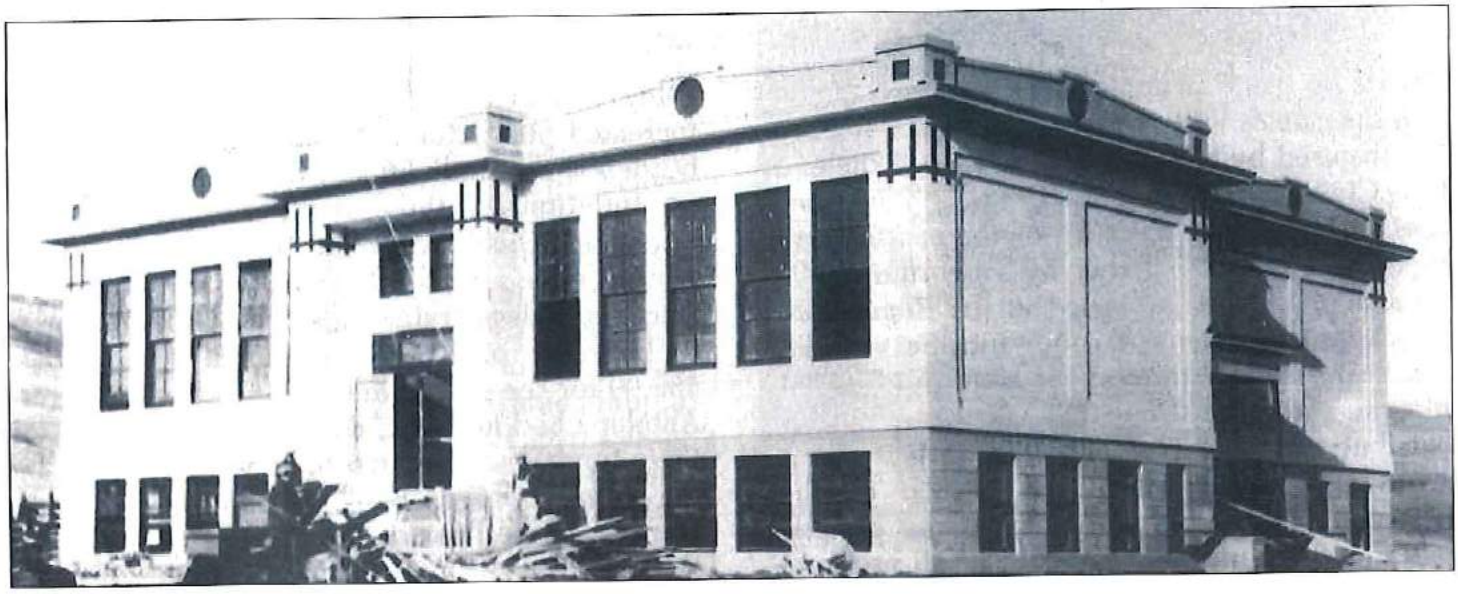


Figure 6: Antelope School, nearing completion, likely taken in fall, 1924[50]



[50] Source: Campbell, Art. Antelope: The Saga of a Western Town. Bend, Oregon: Maverick Publications, 1990.

Figure 7: Fossil School, Fossil, Wheeler County, Oregon

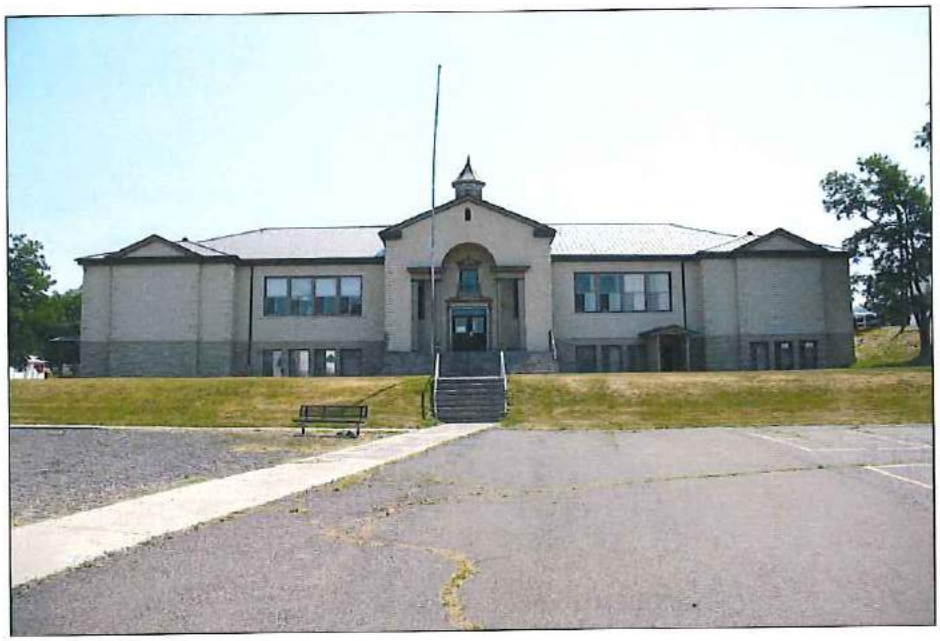


Figure 8: Maupin Elementary School, Maupin, Wasco County, Oregon

Figure 9: Shaniko School, Shaniko, Wasco County, Oregon

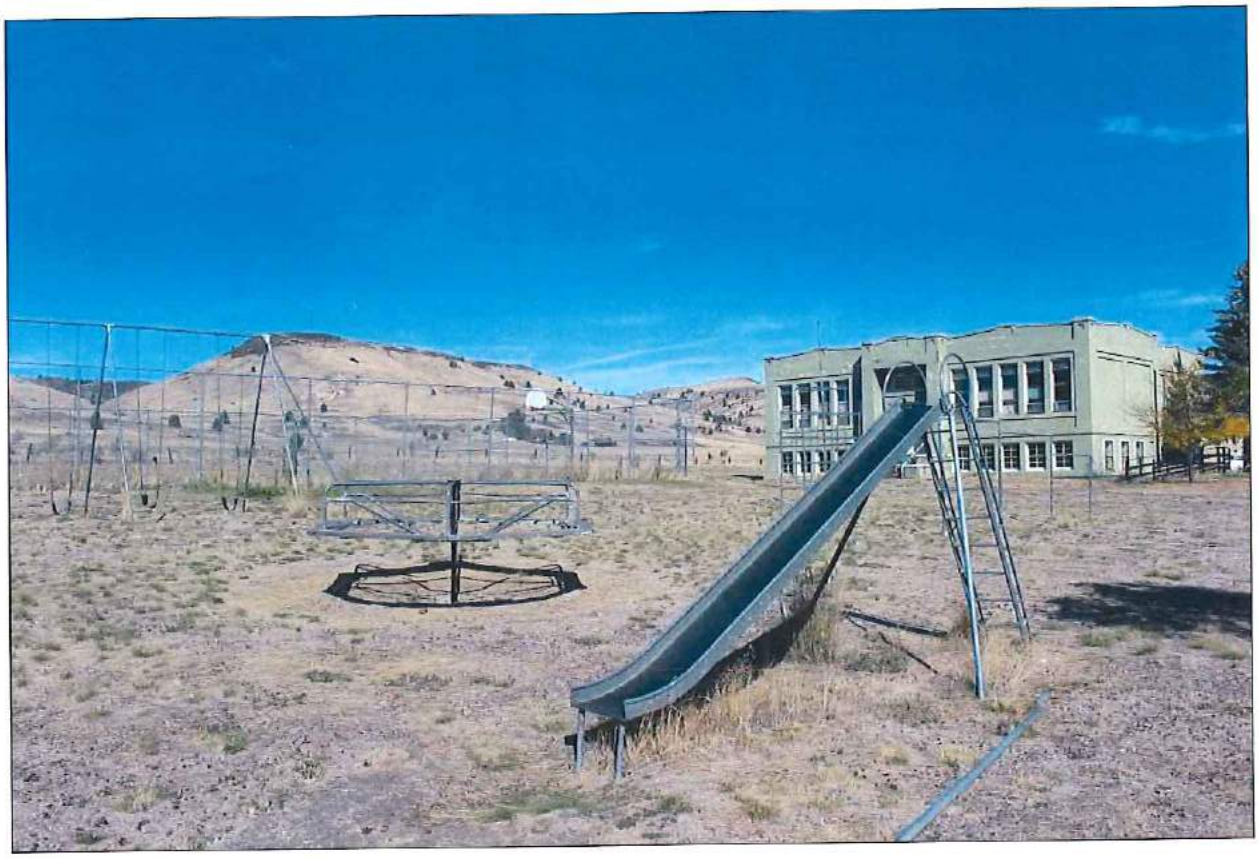


Photo 1 of 15: Overview of site, looking northeast

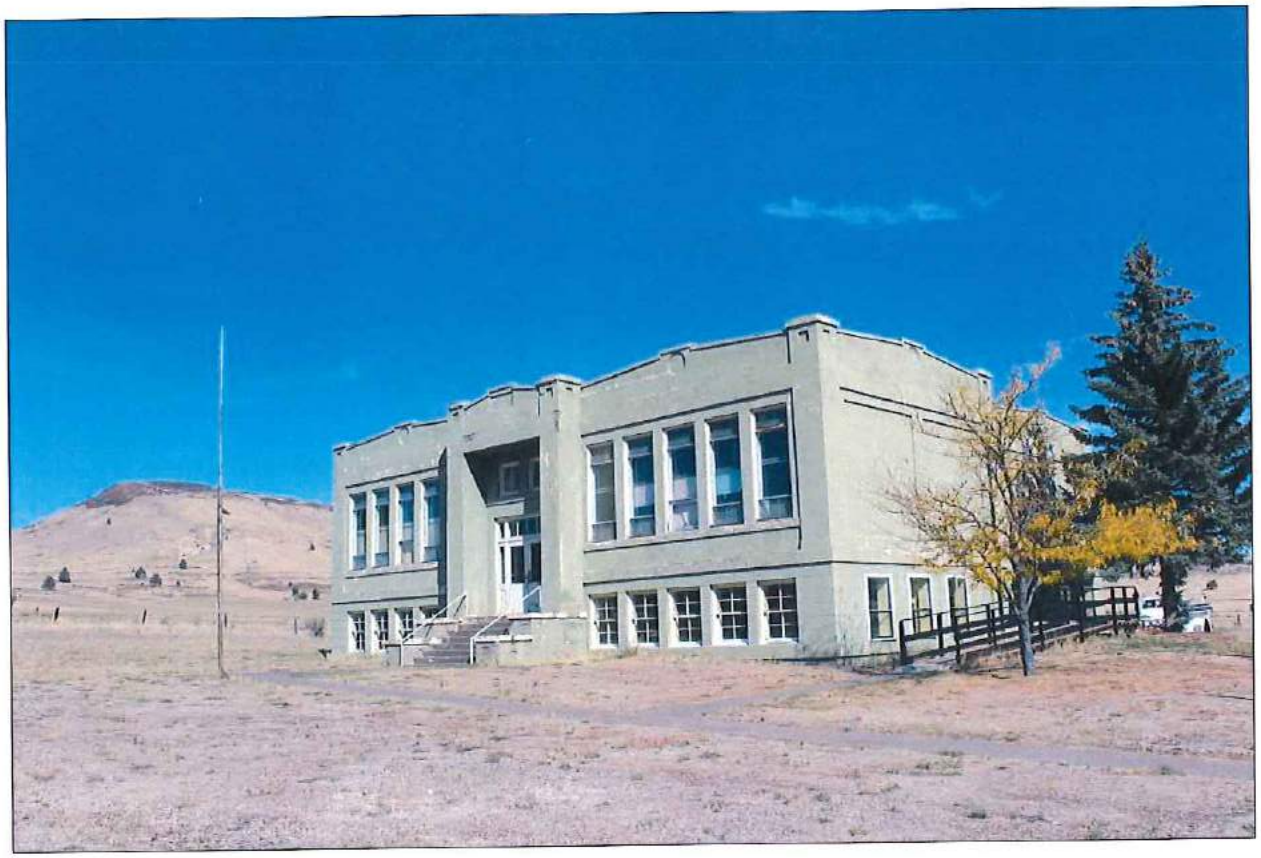


Photo 2 of 15: Exterior view, southwest elevation (left) and southeast elevation (right), looking northeast

Photo 3 of 15: Exterior view, southwest elevation, looking northeast

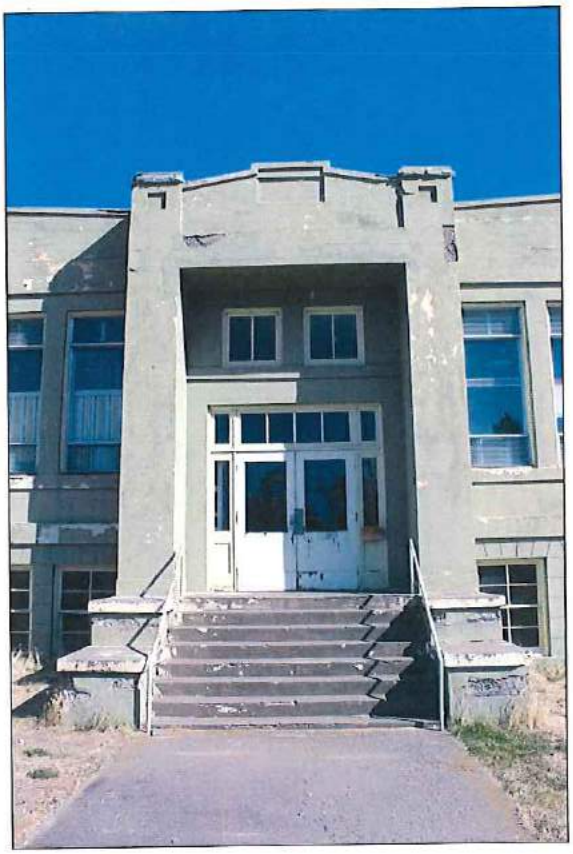


Photo 4 of 15: Exterior view, entry detail, southwest elevation, looking northeast

Photo 5 of 15: Exterior view, northwest elevation, looking southeast

Photo 6 of 15: Exterior view, northeast elevation, looking southwest

Photo 7 of 15: Exterior view, southeast elevation, looking northwest

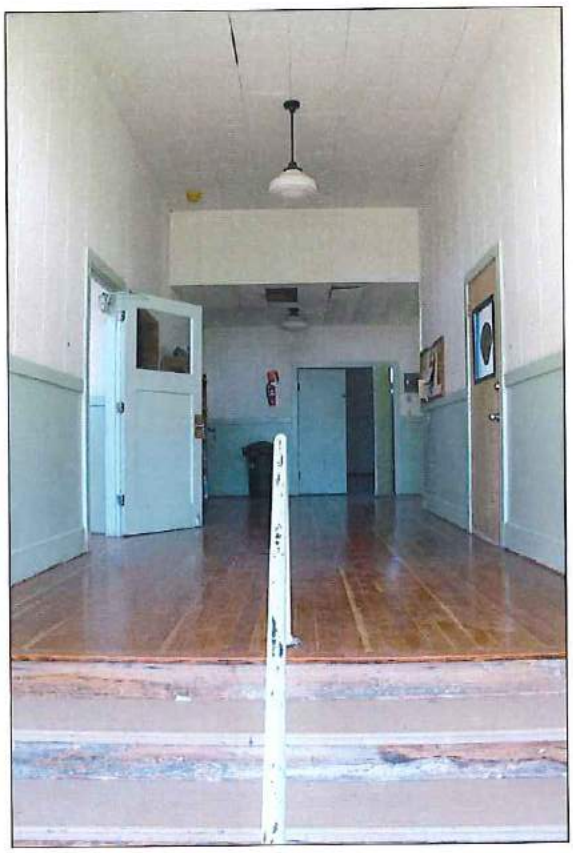


Photo 8 of 15: Interior view, first floor, central hallway, looking northeast

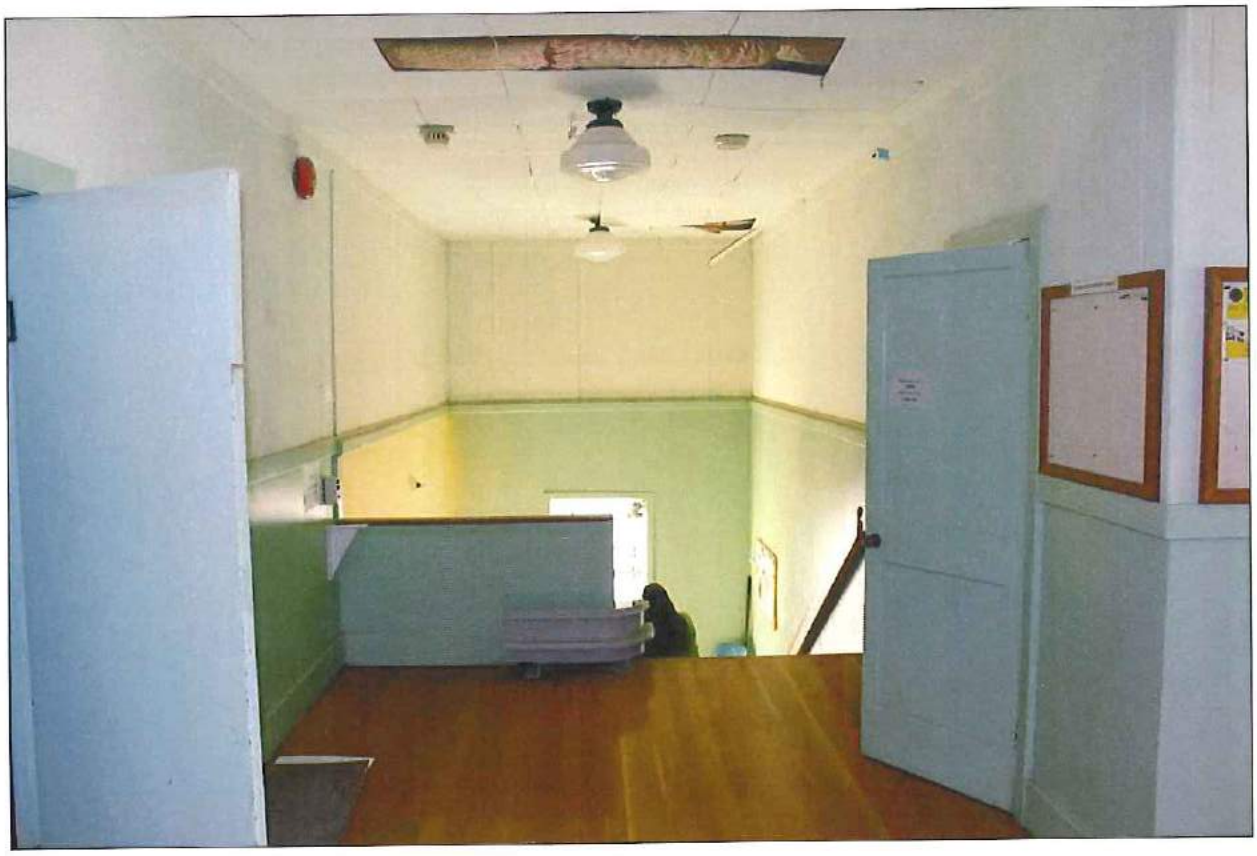


Photo 9 of 15: Interior view, first floor, hallway, looking southeast

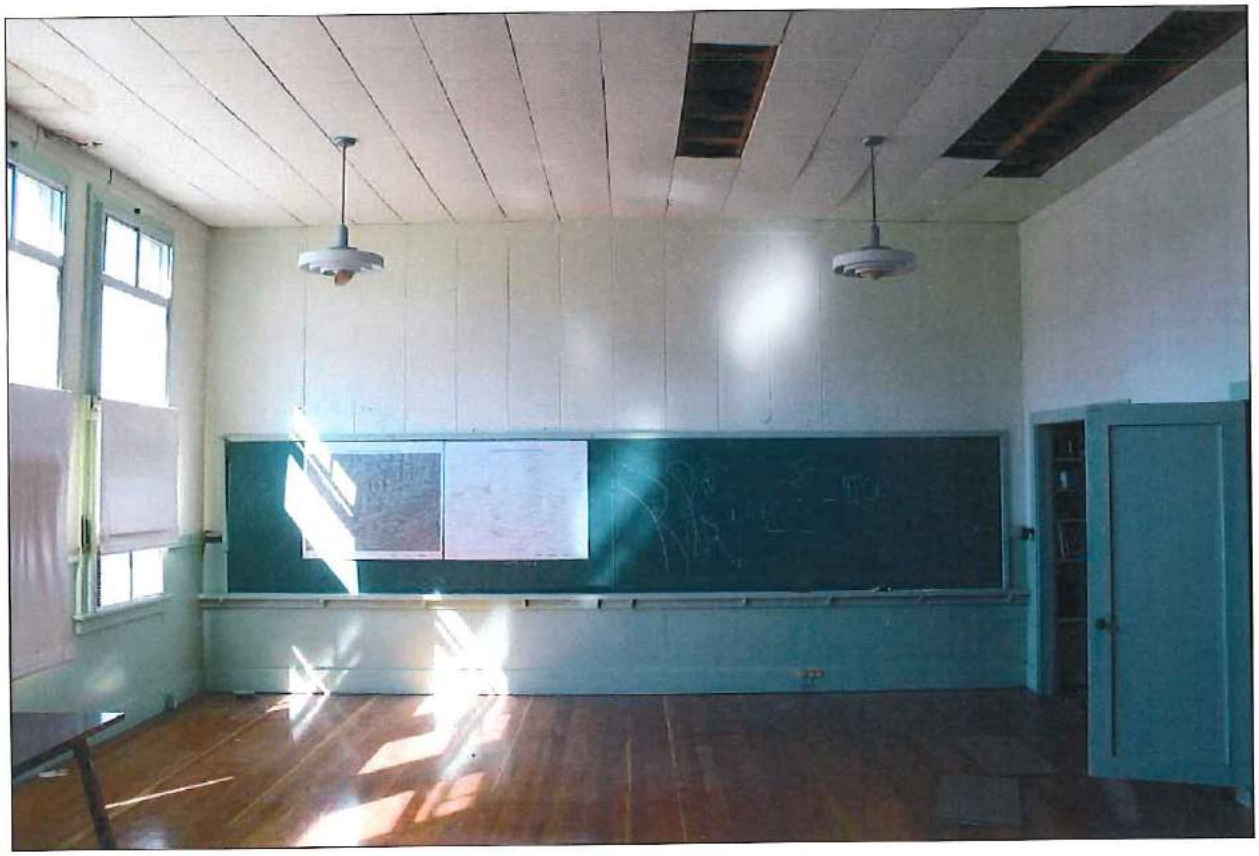


Photo 10 of 15: Interior view, first floor, former classroom now current community room, looking northwest

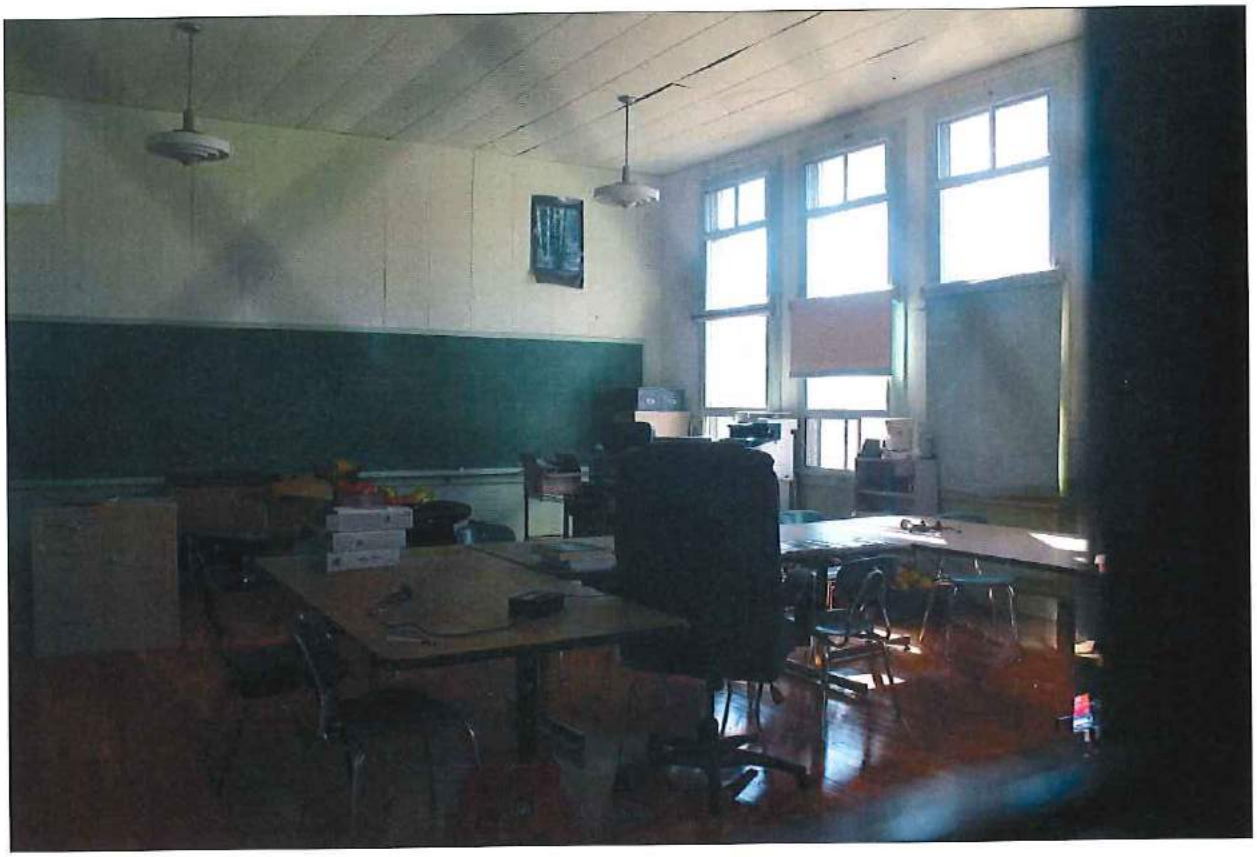


Photo 11 of 15: Interior view, first floor, former classroom now fire department office, looking south

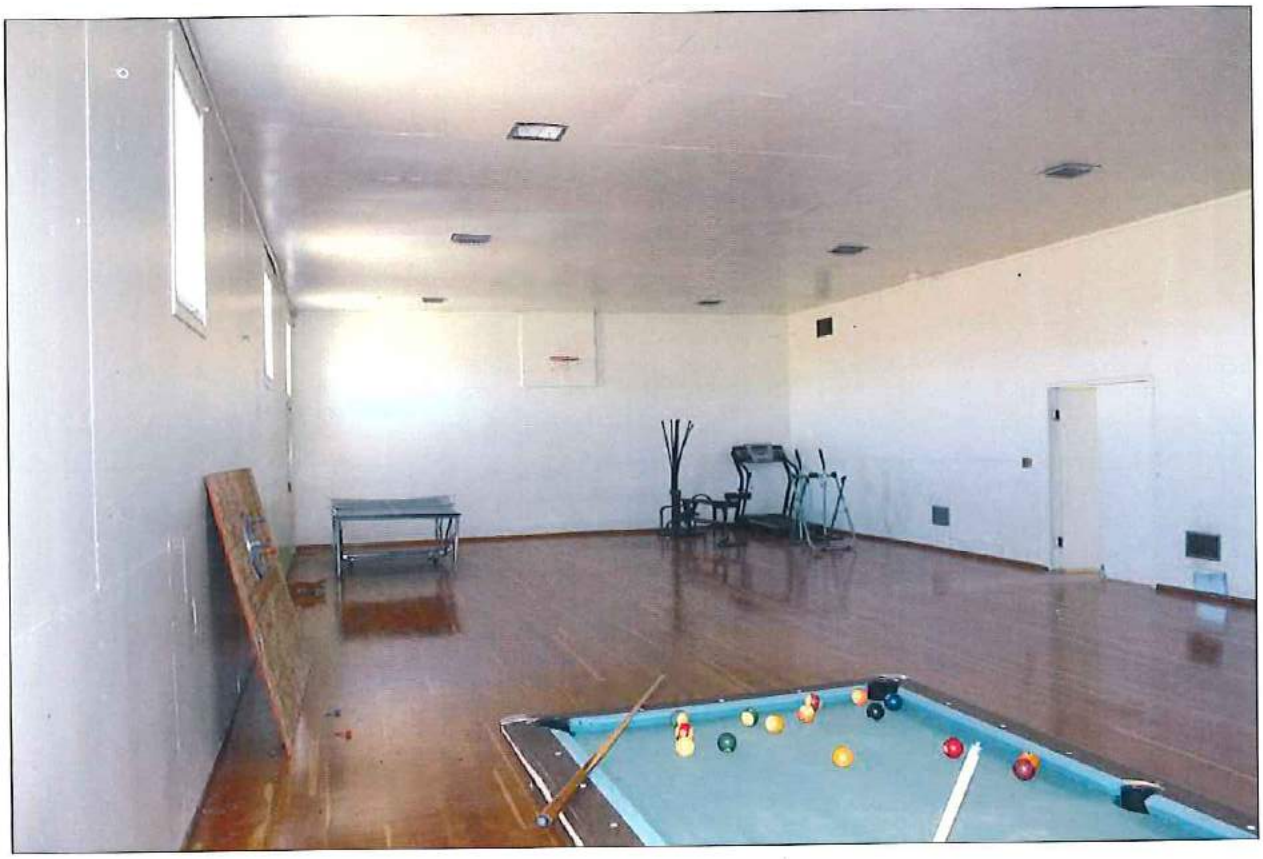


Photo 12 of 15: Interior view, first floor, gymnasium, looking south

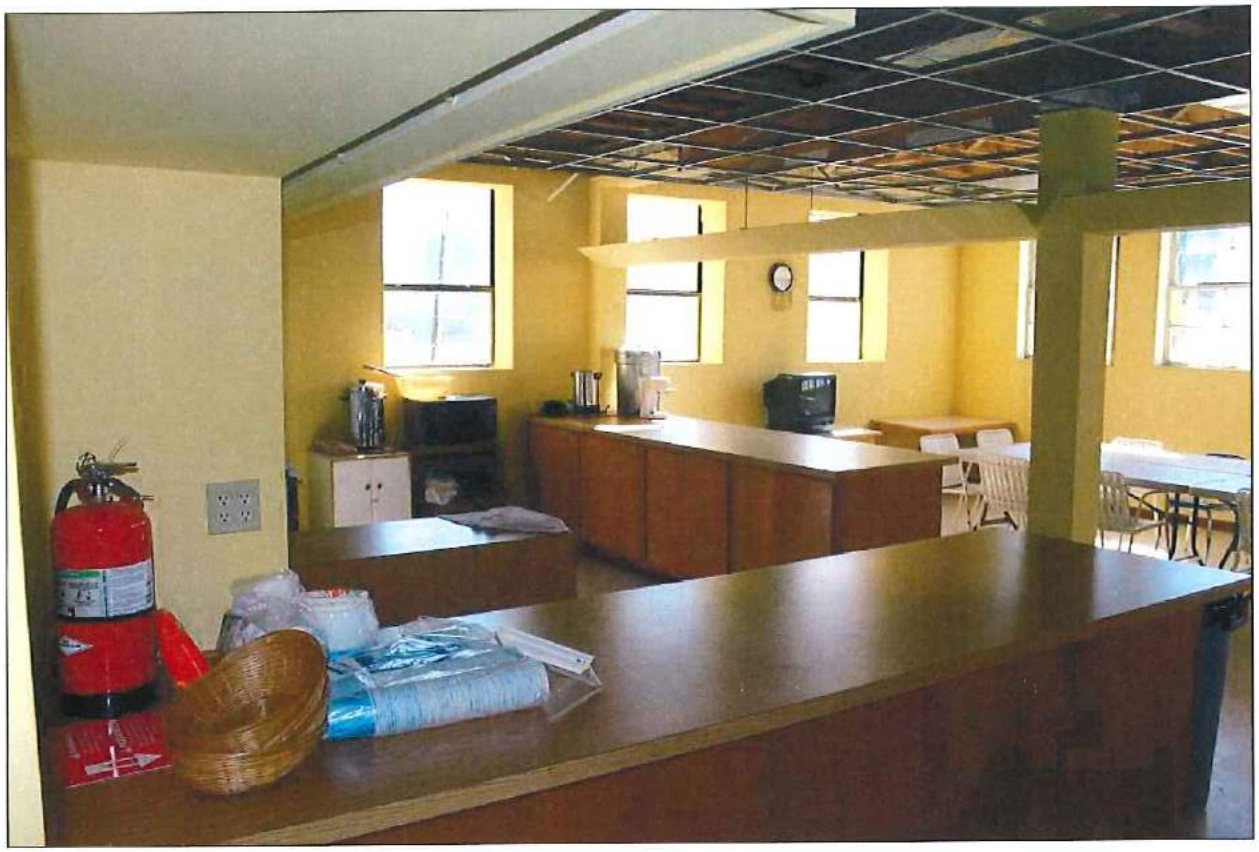


Photo 13 of 15: Interior view, basement, classroom now kitchen, looking south

Photo 14 of 15: Interior view, basement, classroom now community area, looking northwest

Photo 15 of 15: Interior view, basement, classroom now community area, looking east