

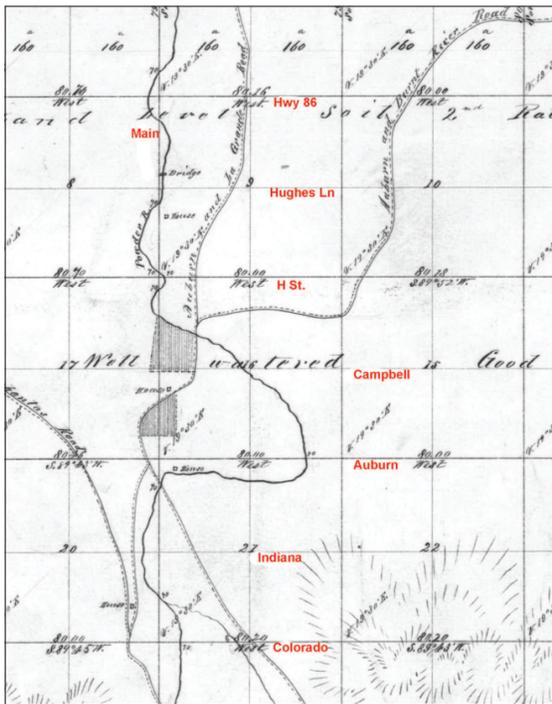
MAP

Continued from Page 3A

After field notes for all 36 sections were written, the surveyors, who have made contact with some of the occupants of the township, learned that the number of settlers in the township was about 20.

In the following sections all text is quoted from the field notes without the use of quotation marks. I use three periods ... (ellipsis) when text is omitted or is unreadable. All text in () parentheses are my comments. Occasionally I add punctuation for clarity. The first field note begins at the south boundary of the township.

North between Secs 32 & 33 Ascend hill (On May 16, 1864, the crew is at the south boundary of the Baker City Township starting to survey north from the bottom of the township. This section line runs right through the



Locations of current city streets.

middle of future Baker City line.)
Front Street, now known as 40.00 Set Stone...for ¼ Sec
Main Street, is on this section corner.

80.00 Set Stone ... for corner to secs 28 29 32 & 33 on top of hill. (The crew is on top of the hill east of Highway 7 at the north end of Bowen Valley. +600 in margin of the field note indicates the height of the hill.)
Land Steep and Stony.
Good Bunch Grass.

North between Secs 28 & 29
Descend hill
35.00 Foot of hill. Powder River 70 lks wide runs North 10° E. -500. (2,310 feet from beginning of the section line. Powder River is 46.2 feet wide running a little east of due north.)
40.00 (2,640 feet) Set Stone for ¼ Sec corner. (This is at the half-mile mark.)
40.40 (2,666.4 feet) Auburn Road bears NE & SW. (The crew crosses Auburn Road, which is headed southwest toward Auburn, the county seat.)
50.75 (3,349.5 feet) Auburn

Road bears NW & SE. (The crew again crosses Auburn Road.)
80.00 (5,280 feet = 1 mile) Set post for corner to secs 20, 21, 28 & 29. ...
Land hilly on 1st half mile and North ½ Mile Level.
Soil 1st rate (The soil is rated 1st, 2nd, or 3rd rate for agricultural purposes. The crew is now slightly north of what would be the intersection of Colorado Street and David Eccles Road in South Baker.)
East on a random line between Sec. 21 & 28 (The crew is surveying from the intersection of Colorado and Eccles streets one mile east, which is a little east of I-84.)
40.00 Set temporary ¼ Sec corner.
80.20 Intersect N & S Line at corner to secs. 21, 22, 27 & 28 from which corner I run West on a true Line between Secs 21 & 28. Descend hill. (A notation indicated that

the elevation drop is 200 feet. The crew is now headed back along the same section line.)
39.90 (2633 feet) Road bears NW & SE. (This is the road from Baker City to Durkee. It is not labeled on the map.)
41.50 (2739 feet) Brook 6 lks wide runs NW. (Sutton Creek is 3.96 feet wide. From here Sutton Creek is headed to its confluence with Powder River about three-quarters of a mile to the northwest.)
70.50 (4653 feet) Powder River 70 lks wide runs N. (Powder River is 46.53 feet wide and running north.)
80.20 The corner to secs 20, 21, 28 & 29. Land hilly. Soil 2nd rate.
In Part 2 of this series (in the Thursday, April 23, issue), we'll join the Thompson and Chaplin crew as they survey right up the middle of an area of some sagebrush and dusty roads that became Baker City.

Land survey system dates to act of Congress in 1785

By Gary Dielman

In Oregon and Washington, land ownership is described in terms of where a given piece of land is located within a "Township."

The township is the basic unit of a system that goes back well over two centuries, when the Continental Congress passed the "Land Ordinance of 1785." The ordinance created the Public Land Survey System (PLSS) for the purpose of describing precisely where land is located.

PLSS is still used today, but now it is administered by the U.S. Bureau of Land Management (BLM). An excellent history about describing the location of land in the U.S. may be read and/or downloaded at the BLM website below. It may be more than you ever wanted to know, but I think it makes fascinating reading. <https://www.blm.gov/sites/blm.gov/files/histrect.pdf>

The basic PLSS units are six-mile-square "townships." Each township is divided into 36 sections, each covering one square-mile. The Government Land Office contracted with surveyors to survey every one of the 36 sections of a township. A property's legal description was, and still is, in relation to where the property is located within a given township. In 1864 the Oregon Surveyor General's



Submitted photo

This marker in west Portland was the starting point for land surveys in Oregon and Washington.

office was in Eugene City, Oregon, with a satellite office in La Grande. In Oregon and Washington, the starting point of the PLSS system is in west Portland, where the Willamette Meridian (WM) and a

Baseline were established in 1851. The WM runs north/south from the Canadian border to the California border. The line runs, for example, 13 miles east of Salem and 17 miles east of Eugene. The

6	5	4	3	2	1	N ↓	
7	8	9	10	11	12		
18	17	16	15	14	13		SECTIONS
19	20	21	22	23	24		
30	29	28	27	26	25		
31	32	33	34	35	36		

The land survey system is based on the township — an area divided into 36 sections, each covering one square-mile. The chart above shows the numbering system for sections in each township.

east-west Baseline (45° 31' 11") runs from the Oregon Coast to the Idaho state line.

In Portland, Stark Street, for example, runs down the Baseline. In Eastern Oregon the Baseline runs, for example, east and west three miles south of Elgin. All township locations in Oregon and Washington are in reference to how far they are from the Willamette Meridian and

the Baseline. Baker City is located in Township 9 South, Range 40 East, abbreviated T9S R40E WM. In other words, it is the 40th township east of the Willamette Meridian and the 9th township south of the Baseline. Since townships are six-miles square, the Baker City township is 240 miles east of the WM and 54 miles south of the Baseline.

Story Miller's coronavirus chronicle

Editor's Note: This is the fourth installment of the diary that Story Miller, who grew up in Richland, wrote from her home in Italy, where she has lived since 2012. The first installment was in the Herald's April 9 issue, the second was published April 11 and the third on April 18. All are available at www.bakercity-herald.com

Despite being here for eight years, there is still a cultural gap, both in language and working styles and my strong American personality and upbringing, where women did what Italians would consider "men's work," doesn't mesh well with an old-school Italian mentality. Nope, it's best that I continue with my garden, get through the loads of things I've neglected in the house, and introduce new things about the world with my daughter, Lamia. For her, there's beauty in being just under 3 in this moment. Mommy is home all the time now. Everybody is at my disposal, ice pops are plentiful, and I can play outside all the time.

As a family, we have also had moments of healing. My daughter learned how to make pasta with her Italian Nonna (grandmother). Music has been a very important factor in both my husband's and my lives and we now have time to share that with our daughter as she strums the guitar with Daddy while I either

play the harmonica or trumpet. Yesterday we washed my car by hand and memories flooded my mind with how I used to do this with my father and brother on hot summer days, the joy of a sudden water fight, and the satisfaction of a job well done. Could it be that COVID-19 could actually help reawaken the innate human need to create and express oneself through art, and music? Could it reawaken skills and activities that have been at the brink of extinction in the wake of this digital era?

Because I'm a teacher, many families have asked me what to do about their child's education. I see many schools and teachers panicking about reaching the bar, maintaining reading levels, keeping up with mathematics, etc. I, too, feel the anxiety of making sure my students reach their grade-level objectives but I have also noticed that creativity and practical skills have diminished as more and more kids channel that creativity into digital devices, mostly due to the grueling work schedule and extracurricular activity pace that most families face. What can one do, now that organized sport practice has been canceled? I have to smile because most ranching families simply continue working and the kids work right alongside them. In town and in the cities, the scenario is different, especially with

both parents having essential jobs and schools can no longer be taken for granted as free "child care" for 8 hours a day. As a community, we cannot be blind to this fact and so even through social distancing, if help can be provided, these are the families that need everyone's help.

Regarding activities and practical skills that foster common sense, never has it been a better time. In the past 10 years, I can say that I've been repeatedly shocked that most middle school kids cannot use sewing thread to tie knots to squares of plastic garbage bags to make parachutes (this has been in the USA and Italy) to study the physics concept of air resistance as a force. As I've observed the shift in school curriculums worldwide, it is shocking to me that most "laboratory" experiences are now based on the aforementioned activities because many children do not have the opportunities to engage in these activities with their families, largely due to the pace of organized activities and "keeping up with the Joneses."

Now is the time to reinforce practical mathematical and scientific concepts with your child in measurement, proportions, geometry and arithmetic while cooking, woodworking, building a tree house, quilting, building a kite, making parachutes, constructing little sailboats, sewing clothes for dolls or oneself, washing

and waxing a car, taking apart an engine or changing the oil, refurbishing old furniture, etc. I recently introduced a friend to the art of sourdough cooking and we had a long discussion about anaerobic respiration, pH neutralization, straining off the hooch and realizing the word's connection to alcohol. Even understanding the chemistry behind why vinegar is used in coloring Easter eggs, or something as simple as observing the bees, growing a small vegetable garden, knitting, looking for arrowheads, fishing, tying flies, making a basket, painting, reading a new book, truly feeds the essential skill of turning boredom into productive hobbies that can last a lifetime.

This skill of turning boredom into productive, self-fulfilling activities, I feel is at the root of many psychological conditions First World societies have been plagued with and why schools have seen substantial results in "10-minute meditation" or the push for complex "coloring books" and "safe spaces." The time to do calming, methodical activities has become nonexistent in many households. Now is the time to bring these skills back into the lives of our children and I truly wonder if we take the time to make lemonade from the COVID-19 lemons, that our kids will come back into the schools in September with greater

skills and ideas simply because time has been provided to create and explore the world (while of course, in the safety of our homes).

Having said that, I am off to color Easter eggs with my daughter. Perhaps we'll talk about how mixing primary colors can make new, secondary colors. Then I'm off to help my mother-in-law prepare our Easter specialty, baked rabbit (shhhh ... don't tell the kids that we actually eat the Easter Bunny here!)

I shall now close this part of my thoughts. I'm incredibly grateful for the warm welcome and questions coming in from Pine and Eagle valleys. I encourage you to stay alert and please don't be distracted by the media. Open your eyes to what has happened in other countries and know that we are just as frustrated as the American people have started and will continue to be. None of this is truly ideal. None of this is fair. Nobody asked for a pandemic and our businesses and family livelihoods are taking grave hits as a consequence. I ask you to stay strong and continue the hope that we have been building during these dark times. Perhaps the children of Pine and Eagle valleys can build on what the Italian children have created by hanging signs of hope *Andrà Tutto Bene* (It will all be OK). Buona Pasqua (Happy Easter)

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