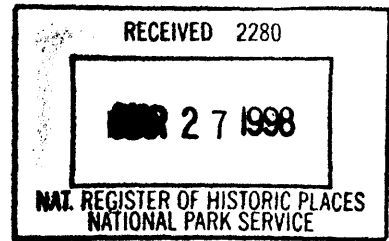


United States Department of Interior
National Park Service



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 *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an 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 entries and narrative items on continuation sheets (NPS Form 10-900A). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Oregon High School
other names/site number Red Brick School

2. Location

street & number 220 North Main Street N/A not for publication
city or town Village of Oregon N/A vicinity
state Wisconsin code WI county Dane code 025 zip code 53575

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 nationally statewide x locally. (See continuation for additional comments.)

Robert Lee Law 3/18/98
Signature of certifying official/Title Date
State Historic Preservation Officer-WI

State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

Oregon High School
Name of Property

Dane County, Wisconsin
County and State

4. National Park Service Certification

I hereby certify that the property is:
 entered in the National Register.
 ___ See continuation sheet.
___ determined eligible for the National Register.
 ___ See continuation sheet.
___ determined not eligible for the National Register.
 ___ See continuation sheet.
___ removed from the National Register.
___ other, (explain:) _____

Signature of the Keeper Date of Action

Ethan H. Beall 4/23/98

5. Classification

Ownership of Property (check as many boxes as apply)
___ private
 public-local
___ public-state
___ public-federal

Category of Property (Check only one box)
 building(s)
___ district
___ site
___ structure
___ object

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

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>0</u>	Total

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATION: School

Current Functions
(Enter categories from instructions)

VACANT

7. Description

Architectural Classification
(Enter categories from instructions)
Late Gothic Revival

Materials
(Enter categories from instructions)
foundation CONCRETE
walls BRICK

roof ASPHALT
other WOOD

Narrative Description

(Describe the historic and current condition of the property on continuation sheet(s).)

Oregon High School
Name of Property

Dane County, Wisconsin
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 the
National Register listing.)

Areas of Significance
(Enter categories from
instructions)
Architecture

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.

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.

Period of Significance

1922

Significant Dates

1922

Significant Person

(Complete if Criterion B is
marked above)

N/A

Criteria Considerations

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

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 of age achieved
significance within the past 50 years.

Cultural Affiliation

N/A

Architect/Builder

Tough, Edward (architect)
Hayes & Langdon (builders)

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographic References

(Cite the sources used in preparing this form on continuation sheet(s).)

Oregon High School
Name of Property

Dane County, Wisconsin
County and State

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 # _____

Primary location of additional data:
 State Historic Preservation Office
 Other State Agency
 Federal Agency
 Local government
 University
 Other
Name of repository:
State Historical Society of Wisconsin

10. Geographical Data

Acreege of Property 8 acres

UTM References (Place additional UTM references on a continuation sheet.)

1	<u>1/6</u>	<u>3/0/5/5/4/0</u>	<u>4/7/5/5/3/8/0</u>	3	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>
	Zone	Easting	Northing		Zone	Easting									Northing
2	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>	<u>/</u>
	Zone	Easting	Northing		Zone	Easting									Northing

_____ see continuation sheet

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet)

Boundary Justification (Explain why the boundaries were selected on a continuation sheet)

11. Form Prepared By

name/title Elizabeth L. Miller, Historic Preservation Consultant
organization Oregon Area Hist. Soc. (Joan Gefke) date 5-28-97
street & number 4685 Schneider Drive telephone 608-835-3046
city or town Oregon state WI zip code 53575

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs Representative black and white photographs of the property.

Additional Items (Check with the SHPO or FPO for any additional items)

Oregon High School
Name of Property

Dane County, Wisconsin
County and State

Property Owner

Complete this item at the request of SHPO or FPO.)

name School District of Oregon (Linda K. Barrows, Superintendent)
street & number 200 North Main Street telephone 608-835-3161
city or town Oregon state Wisconsin zip code 53575

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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects, (1024-0018), Washington, DC 20503.

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**National Register of Historic Places
Continuation Sheet**

Section 7 Page 1

Oregon High School
Oregon, Dane County, Wisconsin

INTRODUCTION

The Oregon High School is composed of the original contributing section and five noncontributing additions. The original section was designed by Madison architect Edward Tough and built in 1922.¹ It is one-story tall, with a raised basement, and shows the influence of the Collegiate Gothic style. The original section of the Oregon High School is of load-bearing clay tile construction with a red brick exterior finish, set on a poured concrete basement. It has a flat, composition roof. North and east of the original section, there are five noncontributing additions, constructed in 1952, 1954, 1958, 1962, and 1966.² These noncontributing additions have a minimal physical connection to the original section, and are set to the north and then to the east (rear) of the original section. The additions are also constructed behind a row of residences along Main Street, and are built into the hill that slopes downward from Main Street, such that they are not visible from Main Street, which the Oregon High School faces. The impact of the additions is minimized as a result, and the integrity of the Oregon School is not compromised by their presence.

DESCRIPTION

The Oregon High School (see photo 1) is set on a rise at the south edge of a single-family residential area just north and east of Oregon's traditional downtown. The parcel on which the Oregon School sits slopes downward to the east. The five noncontributing sections extend north and then east, down the hill. North and south of the school, along Main Street, is an area of single-family residences ranging from about 50 to more than 100 years old. There

¹"Oregon's New High School Building," The Oregon Observer (hereafter, Observer), April 6, 1922, p. 1.

²"School Board Awards New Building Contracts," Observer, July 15, 1954, p. 1; "Reflections from 1961," Observer, January 11, 1962, p. 13; and Florice Paulson, A Walk Back in History: Did You Know?, (Oregon: n. p., 1990), no page numbers.

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Section 7 Page 2

Oregon High School
Oregon, Dane County, Wisconsin

is a large park (School Park) with a play ground and ball fields east of the school. There is a lawn with tall trees west (in front) of the original section, between the school and Main Street.

The Oregon High School was built in six sections (see site map attached). The original section, which was originally free-standing and is the only contributing section, was designed by Edward Tough and built in 1922. The contractors were Hayes and Langdon of Janesville.³ The Oregon High School has Collegiate Gothic details, such as the crenellated parapet, stone shields, stepped stone door surrounds, and the stone balustrade inset in the parapet. The noncontributing additions were constructed in 1952 (a gymnasium for the high school and classrooms for the elementary school), 1954 (industrial arts shops for the high school students), 1958 (another classroom addition to the elementary school), 1962 (a classroom addition to the high school), and 1966 (demolition and replacement of the 1895 elementary school with kindergarten classrooms and a multipurpose room).

The original section of the Oregon High School is rectangular in plan and measures 114 feet (north-south) by 81 feet. It is of structural clay tile construction on a poured concrete basement, except that the west half, which houses the gymnasium and the assembly room, is reinforced with steel. The exterior is finished with red wire-cut brick in running stretcher bond. On the west-(front), north- and south-facing facades, the Oregon High School features a concrete water table, a simple limestone cornice framed with courses of brick soldiers, and a crenellated parapet with a stone coping. It has a flat, composition roof. There are five sky-lights on the roof; these have been covered over. All the windows have brick soldier lintels and Indiana Bedford limestone sills. No original windows remain. All were replaced by 1979,⁴ although probably not much earlier than that. Each opening has

³"Souvenir of Oregon Centennial," Observer, June 26, 1941, p. 23.

⁴Photograph, dated 1979, Wisconsin Inventory of Historic Places, on file in the State Historical Society of Wisconsin.

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Oregon High School
Oregon, Dane County, Wisconsin

either single-hung one-over-one aluminum sash, aluminum sliding windows, or fixed aluminum windows. Many openings have been reduced with an insulated metal panel at the top, although the original frames and surrounds are intact.

The front facade of the original section of the Oregon High School faces Main Street, to the west (see photo 1). There is a slightly projecting central pavilion on this facade, with three groups of five windows at each of the basement and first stories. Those at the basement light the original gymnasium, while those above light the original auditorium. All the windows have been replaced with aluminum one-over-one single-hung sash, with a metal panel above each to reduce the opening. The openings originally held tall, wood double-hung sash in a Craftsman-influenced six-over-one configuration (see accompanying elevation).⁵ The parapet is enriched with a centrally-placed limestone balustrade that features a raised, scrolled cartouche flanked by two sets of four double balusters (see photo 2). At either end of the projecting pavilion, there is a one-story, flat-roofed enclosed entrance porch tucked into the corner. These provide direct access into the basement gymnasium. Each entrance porch has a canted corner entrance, one sliding window on the west face, a limestone cornice with a simple classical profile, and a parapet enriched with a balustrade (the balusters are missing), coping and shield, all of limestone. Each entrance has a plain brick surround, reduced slightly on either side with brick, to accommodate one windowless metal door. Originally, each opening held one pair of wood doors, each with a large pane of glass. These were still in place in 1979.⁶

The north-facing facade of the original section of the Oregon High School (see photo 3) has a centrally-placed two-story entrance pavilion. The entrance pavilion is flat roofed, with a crenellated parapet, and has one entrance on each of its east and west faces. Each entrance has been reduced with concrete block veneered with

⁵"Oregon High School," original plan, undated.

⁶Photograph, dated 1979, Wisconsin Inventory of Historic Places.

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Continuation Sheet**

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Oregon High School
Oregon, Dane County, Wisconsin

brick, and holds one single metal door with one single vertically-placed pane of glass. Originally, each entrance had one pair of wood double doors, each with a large single pane of glass, identical to the doors in the west-facing entrances. Above each pair of doors, there was a multi-pane transom (see accompanying elevation). These were still in place in 1979.⁷ The original limestone door surrounds have been retained, and feature simple classical moldings, that are stepped above the door to enclose a raised shield. Above each entrance is one single-hung one-over-one aluminum replacement window. Originally, there were two of the Craftsman-influenced wood windows above each entrance. On the north face of the entrance pavilion, there is one pair of aluminum single-hung sash at each story. Originally, there were three of the Craftsman-influenced wood windows in each of these openings. The north and east faces of the entrance pavilion, as well as the east half of the north-facing facade of the main block, is obscured at basement level by the 1954 addition (now the School District offices) to the high school. This is a one-story, flat-roofed cream brick addition that gently attaches to the original section of the school. This is the only connection the addition makes to the original section of the Oregon High School. East of the entrance pavilion, the original section has no windows. Originally, there were five of the Craftsman-influenced double-hung sash at the basement level, but none above. West of the entrance pavilion, there are three pairs of fixed aluminum windows at basement level, and one pair of aluminum single-hung windows (east) and one group of five single-hung aluminum windows (west) above. Originally, there were three pairs of fixed Craftsman-influenced multi-paned windows at basement level, and one pair and one group of five of the Craftsman-influenced double-hung sash above (see accompanying elevation).

The south-facing facade of the original section of the Oregon High School (see photos 4 and 5) is very similar to the north-facing facade. It features a centrally-placed two-story entrance pavilion identical to the one on the north-facing facade. East of the entrance pavilion, there is a group of four single-hung aluminum

⁷Ibid.

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Oregon High School
Oregon, Dane County, Wisconsin

windows, with a metal panel above each, at each story. There were four of the Craftsman-influenced windows at each story originally. West of the entrance pavilion, there are two groups of three fixed aluminum windows at basement level, and two groups of three single-hung aluminum sash windows above. Originally, there were Craftsman-influenced multi-pane fixed windows at basement level, and Craftsman-influenced double-hung sash above (see accompanying elevation).

The east-facing (rear) facade of the original section of the Oregon High School (see photo 6) is dominated by a centrally-placed, plain, square brick chimney. There was some decorative brickwork at the top of the chimney originally, but it has been lost. North of the chimney, there is one group of six, and one group of four, single-hung aluminum windows surmounted by metal panels at basement level. There is one group of six, and another group of seven, of the single-hung aluminum windows surmounted by metal panels at the first story. South of the chimney, there is one group of four and one group of five single-hung aluminum windows surmounted by metal panels at basement level, and one group of five single-hung aluminum windows surmounted by metal panels at the first story. Originally, each window opening held one of the Craftsman-influenced double-hung windows, and there was one pair of these same windows at basement level north of the chimney. This pair of windows has been removed and constitutes the only structural change to the exterior of the Oregon High School. There is no decorative trim on the rear facade of the school. While the 1952 gymnasium addition is visible on this facade, it is connected to the original section only on the north-facing facade (see photo 7) and does not impact the east-facing facade. Further, there is a lawn and a parking area east of the original section, separating it visually from the 1952 elementary classrooms, and the 1958 and 1966 additions (see site plan, and photo 8).

On the interior, the plan of the original section of the Oregon High School consists of a central, double-loaded corridor running north-south on axis with the north- and south-facing entrance pavilions, with three classrooms east of the hall, and a gymnasium (basement) and an assembly room (first floor) west of the hall. There is a dogleg stair at either end of the hallway, just inside

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Oregon High School
Oregon, Dane County, Wisconsin

the entrance pavilions. There is one small room in each entrance pavilion between the basement and first floors. In the north pavilion, there was a teachers' room. There was a music room in the south pavilion. In 1989, fire doors were installed at either end of the corridor.⁸

In the basement, the west side of the hallway had three "observation galleries," openings overlooking the gym. These provided a view into the gymnasium, whose floor is below basement floor level, giving the gymnasium a ceiling height of 17 feet. The hallway was enclosed, and lockers installed along both sides, after 1956.⁹ At the north end of the gymnasium, there is a stage. North of the stage is a restroom, which was originally the boys' locker room and restroom. South of the gymnasium, there was a large storage room and beyond, the girls' locker room and restroom. The latter space is intact, but the storage room was converted into a kitchen in 1952.¹⁰ The kitchen projects into the south end of the gym (see photo 9). Across the hall in the basement, the north classroom, originally a manual arts room, has been fitted with ramps up to an elevator for handicapped accessibility, which dates from either the late 1970s or the early 1980s. There is a straight concrete stair between the north classroom and the one next south. This stair leads to the partial sub-basement, where there is a boiler room and other mechanical equipment. The classroom south of the stair, originally for agricultural studies, is intact. South of the agricultural studies room, there was a domestic science classroom, and a sewing classroom. The domestic science and sewing classrooms had communicating doors between them. The wall and

⁸Linda K. Barrows, Superintendent of Schools, Oregon School District, personal communication, May 16, 1997.

⁹Karl Kellor, Oregon High School Student, 1952-1956, personal communication, May 27, 1997.

¹⁰"Small Attendance at Annual School Meeting," Observer, July 17, 1952, p. 1.

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Oregon High School
Oregon, Dane County, Wisconsin

doors between the two were removed after 1956 to create one single large classroom.¹¹

On the first floor, there were originally four classrooms east of the hallway. The northernmost was a recitation room. It is intact, except that an elevator projects into the southwest corner of the room. Next south was a lecture room, with a door at the southeast corner into a store room and a dark room. South of the store room and dark room, there was a laboratory, and south of that, a recitation room (see photo 10). These spaces are all intact, except that the partition between the laboratory and the southernmost recitation room was removed after 1956, creating one very large classroom. West of the hallway, there was the principal's office and a waiting room, as well as a recitation room, at the north end. The assembly room is south of this block. The assembly room was divided into three classrooms after 1956 (see photos 11). There was a library southeast of the assembly room, and a projection booth and storage room southwest of the assembly room. This area was made into a single classroom after 1956. Originally, five skylights provided light to various areas on the first floor. Although the skylights have been covered over, they are still in place. There are three over the former assembly room, one over the former library, and one centered over the corridor.

Interior finishes include terrazzo flooring on the stairs (see photo 12), in the former music and teachers' rooms, and in the corridors; wood flooring in the former gym, assembly room and classrooms; tile in the kitchen; asphalt tile in the classroom with the ramps; painted concrete floors in the old locker and rest rooms; plaster walls; and dropped acoustical tile ceilings. The original plaster ceilings are intact above the acoustical tile, as are some of the original incandescent pendant lights. There is both suspended and ceiling-mounted fluorescent lighting in the Oregon High School. Some of the original doors have been replaced, although many of the simple wood doors, with a wood panel in the bottom, and a glass panel on the top, do remain (see photo 13). There are operable transoms above the doors, and the simple,

¹¹Kellor.

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Oregon High School
Oregon, Dane County, Wisconsin

Craftsman door surrounds have been retained. Other details that are intact include the round-arched tile alcove in the gymnasium, which originally had a drinking fountain in it; and wood, Craftsman, built-in cupboards and bookcases in several of the classrooms (see photo 14).

INTEGRITY

The contributing 1922 original of the Oregon High School retains very good integrity. On the exterior, alterations to the original section are limited to the reduction of some window openings with metal panels, and of door openings with brick; the bricking-in of two windows on the east-facing (rear) facade; the loss of decorative brickwork on the chimney top; and the loss of the stone baluster from the small balustrades on the west-facing facade entrance porches. The five noncontributing additions, which date from 1952, 1954, 1958, 1962, and 1966, are connected to the original section of the Oregon High School by means of a small, one-story connection on the northeast corner of the building, a very unobtrusive location. The connection abuts the north wall of the original section, with very little disruption to the historic fabric. The noncontributing additions themselves are built to the north of the contributing section, and then down the hill to east. The noncontributing additions cannot be seen from Main Street, and the impact of these additions on the contributing section is very small. On the interior, the wall has been removed between two classrooms in the basement, and on the first floor; ramps and an elevator have been built within one basement classroom; the basement storage room and the south end of the gymnasium have been remodeled into a kitchen; walls have been built within the first floor assembly room; and there are dropped acoustical tile ceilings and fluorescent lights throughout the building. With perhaps the exception of the kitchen, these alterations are all easily reversible, and the overall floor plans are intact, giving the visitor a very good understanding of how the building was originally laid out. Taken together, these changes are minimal, and do not compromise the integrity of the Oregon High School.

NPS Form 10-900-a
(Rev. 8-86)
Wisconsin Word Processing Format
(Approved 3/87)

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Section 8 Page 1

Oregon High School
Oregon, Dane County, Wisconsin

STATEMENT OF SIGNIFICANCE: SUMMARY

The Oregon High School is architecturally significant at the local level under Criterion C, as a school building type. The School's original 1922 section was a state-of-the-art school building plan when it was constructed. It reflects the changes in education, and in school design to accommodate those changes, that took place in Wisconsin in the early twentieth century. The period of significance coincides with the year of construction of the Oregon High School, 1922.

HISTORICAL CONTEXT

The Village of Oregon is located in Oregon Township in south central Dane County. Oregon Township was created by the division of Rome Township, which included what would become the towns of Fitchburg, Oregon, Dunn and Rutland, in 1847.¹² The first log house, and tavern, in what would become the village of Oregon was built for C. P. Mosley in 1842. I. M. Bennett soon bought the house and tavern, and operated a general store out of the building as well. This building became the nucleus of the small community that was at first called "Rome Corners," and would eventually become Oregon.¹³ Another Oregon pioneer was James Coville, who bought a 40-acre parcel for \$100. Coville may have built the log house that stood on what is now the front lawn of the Oregon High School around 1843. Coville had a shoe shop, the first in the village, in his log house. He sold the 40-acre parcel to Charles Waterman for \$600. Waterman had the parcel surveyed as "Oregon," and filed this, the original plat of the village, on April 7, 1857.¹⁴ The post office was established in the settlement in 1848.

¹²"Souvenir of the Oregon Centennial," p. 39.

¹³W. L. Ames, History of Oregon and Trade Territory, (Oregon: W. L. Ames, 1924), p. 16.

¹⁴Dane County Plats, A:36, April 7, 1857.

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Oregon High School
Oregon, Dane County, Wisconsin

Egbert Bennett was the first postmaster,¹⁵ and also erected the first frame house (which he also operated as a hotel) in the community, in 1849.¹⁶ Other early settlers of Oregon included William Bedford, John Tipple, William Dudley, J. L. Brown, John Kiser, R. P. Rawson, Jake Baum, Stoddard Johnson, Elias Jacobus, and Nathaniel Ames.¹⁷

In 1864, the Beloit and Madison Railroad (later a part of the Chicago and North Western system) extended a line through the village of Oregon. The railroad gave Oregon an economic advantage over competing settlements in the surrounding areas, such as Oak Hall, Lake View, Union and Rutland. By 1880, and despite a series of fires in the 1860s and 1870s, Oregon was a lively community of 527 persons, with a thriving commercial district. Businesses in 1880 included three general stores, one harness maker, one grocery and pharmacy, one grocery and confectionery, one grocery, one pharmacy, one public hall, one millinery, one confectionery and jewelry store, one wagon maker and blacksmith, one tailor, one meat market, two boot and shoe shops, one furniture store, one hardware store, one lumber yard, one machine shop and saw mill, one jeweler, one hotel, one livery, one agricultural implements dealer, one hotel, one stationer, one feed and seed store, one billiard hall, one barber, and one brickyard.¹⁸ The newspaper, the Oregon Observer, which is still published today, was founded in 1880. Oregon incorporated as a village in 1883, and boasted 595 inhabitants in 1890.¹⁹

¹⁵Ames, p. 18.

¹⁶"Souvenir of Oregon Centennial," p. 9.

¹⁷Ames, pp. 14-15, 18, and 20.

¹⁸"Souvenir of Oregon Centennial," p. 11.

¹⁹Wisconsin Legislative Reference Bureau, Blue Book, (Madison: State Printing Board, 1892).

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Oregon High School
Oregon, Dane County, Wisconsin

The Village of Oregon grew steadily between 1890 and 1940, reaching a population of 1,005 in 1940. The economy diversified during this period, to include a flour and grist mill (built 1890), a creamery (1900), the first bank (1892), the second bank (1900), and the third bank (1914).²⁰ The buying and shipping of livestock, particularly cattle, was also an important facet of Oregon's economy during the late nineteenth and early twentieth centuries. At one time, Oregon was the busiest shipping point for livestock and grain on the Chicago and North Western line between Chicago and Madison.²¹ Services expanded as well, with the organization of a volunteer fire-fighting company (1895), the erection of a water tower (1898) and installation of water mains (1899), street lights (1898), telephone exchange (1901), and the first paved streets (1916).²² Following World War II, Oregon boomed, expanding between 25 and 50 percent each decade through 1980. In 1990, the residents of Oregon numbered 4,519.

Most of the early residents of Oregon were "yankees," from New England and New York. They were firm believers in public education, and by 1856 or 1857, School District Number 1 (also known as the Oregon School District) had been organized and the first public school in Oregon was in session. At first, classes were held in a log outbuilding on a farm west of town, while a school building was under construction in the village, north of the current site.²³ In May 1860, the Oregon School District bought Lots 4 and 5, in Block 6 of the original plat, from Charles and Alvina Waterman for \$20.²⁴ These lots are a part of the current parcel. A new, one-room frame school was built on this site in 1860. By 1867, a one-story wing had been added to the school building. During the 1867-68 school

²⁰Ames, pp. 24-28.

²¹"Souvenir of the Oregon Centennial," p. 13.

²²Ibid., p. 41; and Ames, pp. 24-28.

²³"Souvenir of the Oregon Centennial," p. 21.

²⁴Dane County Deeds, 50:468.

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year, a second wing was added to the building, and the original (central) section was made two stories tall. Some \$3000 was raised to fund the additions to the school, and \$300 was spent to acquire additional land at the present site.²⁵ The additional land purchased was probably Lot 6, Block 6, of the original plat. When complete, the school had a two-story, front-gabled central section with a bell cupola and a hip-roofed front porch. On either side was a one-story, side-gabled wing. The school was finished with clapboards and had simple Greek Revival details, such as cornice and corner boards, six-over-six double-hung sash windows, and window and door surrounds with plain, classical profiles.²⁶

In January 1870, the Oregon School District purchased Lot 3, in Block 6 of the original plat, from Theodosia Sanford for \$200.²⁷ In 1879, the Oregon School District initiated a three-year "free high school" course. The State Superintendent of Schools approved the program immediately, making Oregon's program one of 88 certified high schools in the state.²⁸ Four students made up the first graduating class in 1884. In 1894, the high school program was expanded to a four-year course. That year, there were 66 students enrolled in the high school, nearly twice as many as there had been in 1880.²⁹ Increasing enrollment at both the grade and high school levels caused overcrowded conditions in the 1860s school building. In 1895, total student enrollment had reached 224. A series of special school district meetings were held, which

²⁵"Souvenir of the Oregon Centennial," p. 23.

²⁶Photo, on file, Oregon Area Historical Society, dated 1884.

²⁷Dane County Deeds, 85:364.

²⁸Wisconsin Department of Public Instruction, Biennial Report for the Years 1878-1880, (Madison: Wisconsin Department of Public Instruction, 1880).

²⁹Wisconsin Department of Public Instruction, Biennial Report for the Years 1894-1896, (Madison: Wisconsin Department of Public Instruction, 1896).

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resulted in the erection of a new school building on the current parcel in 1895.³⁰

The 1895 school building (demolished in 1966) was a two-story, cream brick structure with six classrooms, and cost \$11,588.37 to construct.³¹ The Oregon Grade School and High School was Queen Anne in style, with a rock-faced stone foundation, round-arched windows, hip-with-deck roof enriched with iron cresting, decorative brickwork and rock-faced stone belt courses, shouldered and parapeted wall dormers, and a patterned brick chimney.³² Just prior to the erection of the 1895 school, the 1860s school building was split into three parts and moved off site. The central, two-story section was moved into the commercial area, where it became the town hall. Each wing was moved into a residential area and remodeled into a home, one for Pat Cusick, the other for Emmett Fincher.³³

School enrollment increased steadily between 1895 and 1920. By 1920, total enrollment was approaching 250 pupils, and the 1895 school building had become overcrowded. In January 1920, the School District purchased Lots 8 through 11, Block 1, original plat, from Ira D. and Jessie Johnson, for \$4000.³⁴ The School District apparently intended to erect a high school building at that time, but did not have sufficient funds. At the annual school meeting held July 5, 1921, a committee was appointed to assist the School Board in investigating the cost of erecting a high school

³⁰"Souvenir of the Oregon Centennial," p. 23.

³¹Ibid.

³²Photo, on file, Oregon Area Historical Society, circa 1900.

³³"Souvenir of the Oregon Centennial," p. 23.

³⁴Dane County Deeds, 277:270.

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building. The committee members were Arthur Criddle, W. H. Dreher, and W. L. Ames.³⁵

On September 26, 1921 a special election was held to vote on several questions related to the proposed erection of a new high school building. These included whether to authorize the School Board to apply for a loan of \$21,000 from the State Trust Fund; whether to authorize the School Board to apply for a loan of \$44,000 from a bank or individual; and whether to raise property taxes in an amount sufficient to pay the interest and principal on these two loans.³⁶ Electors voted in favor of these questions by a margin of 134 to 111. The Oregon Observer also reported the breakdown of votes by gender. While men split on the issue (74 in favor, 74 opposed), women voted overwhelmingly in favor of building the new high school, 60 to 37.³⁷ Thus, the support of women voters, in what must have been one of the first elections in Oregon in which women could exercise their franchise, brought the new Oregon High School into being.

Prior to the adoption of the Nineteenth Amendment to the Constitution in 1919, which gave women the right to vote nationwide, Wisconsin women were permitted to vote only in the election of the State Superintendent of Instruction. The 1885 School Suffrage Bill gave Wisconsin women the right to vote in "school matters," an ambiguous term that was not clarified until 1902, when the Wisconsin Supreme Court ruled on the intent of the bill. Wisconsin women, therefore, were prevented from voting on local school issues until the ratification of the Nineteenth Amendment in 1920.

³⁵"Take Steps Toward New School Building," Observer, July 7, 1921, p. 1.

³⁶Notice, Observer, September 15, 1922, p. 1.

³⁷"Oregon to Have New H. S. Building," Observer, September 29, 1921, p. 1.

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Interestingly, Wisconsin was the second state, by a matter of hours, to ratify the amendment.³⁹

The Oregon High School was designed by Madison architect Edward Tough, for whom school building design was a specialty.³⁹ Hayes and Langdon of Janesville were the contractors. Although \$65,000 had been budgeted, the total cost of the Oregon High School, including equipment, exceeded \$70,000.⁴⁰ The new building was state-of-the-art, with many specialized rooms and the latest equipment. In the basement, there was a large gymnasium with a stage at one end, bathrooms and locker rooms for boys' and girls' on opposite sides of the gymnasium, and classrooms dedicated to domestic science, sewing, manual arts and agriculture. On the first floor, there was a large auditorium with a stage, a projection booth, a library, a dark room, a laboratory, a principal's office and waiting room, a lecture room and three recitation rooms. Between floors in the stair halls at either end of the building, there was a music room and a teachers' room. The Oregon High School had electricity and was heated with coal-burning steam and forced-air heating.⁴¹

When the Oregon High School opened in the fall of 1922, the 1895 building became strictly an elementary and junior high school facility. In the new Oregon High School, there were four teachers and one principal for a student body of 106.⁴² Two four-year high school programs were offered: the general English course, and the Agriculture course. Perhaps because of the Agriculture course,

³⁸Barbara L. Wyatt, editor, Cultural Resource Management in Wisconsin, (Madison: State Historical Society of Wisconsin, 1986), III:3-1 through 3-6;

³⁹"Oregon's New High School Building."

⁴⁰"Souvenir of the Oregon Centennial," p. 23.

⁴¹"Oregon High School," original plan.

⁴²"Report of the Oregon Schools," Observer, October 12, 1922, p. 1.

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rural school districts adjacent to the Village of Oregon began applying to join the Oregon School District in 1924. This is quite different from the typical pattern of school consolidation in Wisconsin, taking place earlier and voluntarily, rather than after 1938 and by force of law. By 1941, eight rural school districts were sending students to the Oregon schools. These included Waubesa Beach (joined the Oregon School District in 1925), Swan Creek (joined 1925), Prairie View (joined 1926), Lake View (joined 1930), Oak Hill (1930), Dreher (joined 1937), Colby (1938), and Lake Harriet (1940). In 1941, there were 122 high school students, 235 in kindergarten through eighth grade, and 16 teachers.⁴³

The number of students enrolled at Oregon High School and the Oregon Grade School remained steady throughout the 1940s. With the first of the baby boomers entering elementary school in the early 1950s, conditions in the Oregon Grade School quickly became severely overcrowded. Total enrollment in 1945 was 360; in 1950 it was 707.⁴⁴ Between 1922 and 1952, the school grounds had been expanded with the purchase of Outlot 134 (the east end of the current site) in 1932,⁴⁵ but no new construction had taken place. As a temporary measure, three rural school buildings were moved to the Oregon Grade School site, and set south of the 1895 building. The Oregon School District then undertook a building program, and a remodeling program to accommodate the burgeoning student population. In 1950 and 1951, the School District bought the east end of each of Lots 1, 3, 5 and 7, Block 1, in the original plat.⁴⁶ In 1952, an addition with ten elementary classrooms, an office, bathrooms and a new gymnasium was constructed running north and east of the 1895 school building. The new gymnasium was built

⁴³"Souvenir of the Oregon Centennial," pp. 23 and 25.

⁴⁴Paulson, section titled "School Reorganization," no page numbers.

⁴⁵Dane County Deeds, 355:99.

⁴⁶Dane County Deeds, 605:240 and 605:242.

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between the 1922 and 1895 buildings, connecting the two.⁴⁷ The connection to the 1922 building was at the northeast corner. Shortly thereafter, the storage room and the east end of the gymnasium in the basement of the Oregon High School was remodeled into a kitchen, and the old gymnasium became a cafeteria.⁴⁸

In 1954, a one-story, flat-roofed, brick-finished addition was construction north of the 1922 building and west of the 1952 gymnasium. This addition, which gently attaches to the east half of the north-facing facade of the 1922 building, housed industrial arts classrooms and a band room for the high school students. It was erected by contractor Anthony Grignano at a cost of \$80,000.⁴⁹

Student enrollment had continued to climb, however, and reached 894 in 1955. In 1958, another elementary classroom addition was built onto the 1895 building. This one-story, flat-roofed, brick-finished addition attached to the south-facing facades of the 1895 and 1952 sections, and wrapped around the east-facing facade of the 1952 addition.⁵⁰ When the 1958 addition was constructed, the three rural school buildings were sold and moved off site. The School District added to the school grounds in 1959 with the purchase of Lot 7, Block 6 in the original plat, and part of Outlot 132.⁵¹

Despite these additions and alterations, conditions continued to be overcrowded due to student enrollment, which increased as the Baby Boom peaked and with the incorporation of the Brooklyn School District into the Oregon School District in 1962. In 1960, there

⁴⁷"Reflections from 1961."

⁴⁸"Small Attendance at the Annual School Meeting," Observer, July 17, 1952, p. 1.

⁴⁹"School Board Awards New Building Contracts," Observer, July 15, 1954, p. 1.

⁵⁰"Reflections From 1961."

⁵¹Dane County Deeds, 697:386.

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were more than 1,100 students in kindergarten through twelfth grade; nearly 300 were enrolled in high school. In response, the School District bought parts of Outlots 60 and 62 at the north end of the school grounds in 1961, and had a classroom addition erected for the high school students. When this \$650,000 addition opened in January 1963, all the high school programs were moved into it, and the 1922 building became a part of the elementary school.⁵²

By 1964, total enrollment in the Oregon School District had jumped to 1,955.⁵³ A series of meetings were held to discuss building a new high school building on Perry Parkway, some blocks north of Oregon High School site. Voters initially rejected the proposal, but approved it in referendum in November 1964.⁵⁴ The new high school building was completed in 1966. The same year, the 1895 building was demolished, and two kindergarten rooms and a multipurpose room erected in its place.⁵⁵ Student enrollment continued to rise through the 1960s, and in 1970, a middle school was built north of the old Oregon High School, but not attached to it. The same year, an addition to the new high school building was constructed.⁵⁶ A second addition to the new high school building was erected in 1977, as the number of students in the Oregon School

⁵²"Work Starts on New H. S. Addition," Observer, January 18, 1962, p. 1 and "1,700 Anticipated in Oregon Consolidated Schools," Observer, August 23, 1962, p. 1.

⁵³"Oregon Consolidated Schools," Observer, July 30, 1964, p. 1.

⁵⁴"Voters Turn Down Oregon School Building Proposal," Observer, August 6, 1964, p. 1; and "Referendum Gives O. K. To New School," Observer, November 5, 1964, p. 1.

⁵⁵Paulson, "School Reorganization."

⁵⁶"Oregon Grows With America," Observer, July 1, 1976, pp. 1-3.

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District continued to increase.⁵⁷ Student enrollment remained fairly constant during most of the 1980s, but began to increase at a rapid during the late 1980s. This was due in part to a baby boomlet echoing the Baby Boom of 1946-64, and to an influx of new residents moving to Oregon. In 1991, voters approved construction of a new middle school. By the time the building opened in 1993, it was at full capacity.⁵⁸ Currently, the Oregon School District continues to grow. In 1996-97, there were three elementary schools, one middle school and one high school in the Oregon School District, and total student enrollment stood at 3,106.⁵⁹

ARCHITECTURAL SIGNIFICANCE

The Oregon High School is significant as a school building type because the plan and the intended uses of the various rooms in the 1922 original section were state-of-the-art for their time, reflecting the development of education in Wisconsin in the early twentieth century.

In 1875, the Wisconsin state legislature passed the Free High School Law, providing state aid to high schools. The state offered to pay one-half the cost of educational instruction in any high school, up to \$500 per school. State Superintendent of Schools, Edward Searing, worked with several professors at the University of Wisconsin to devise three different curricula. One curriculum was a three-year course, intended for communities of less than 6,000. The other two were four-year courses, intended for larger communities. One was nearly identical to the three-year course, aimed at developing well-rounded individuals who would be good citizens and workers, but were not necessarily college-bound, while the other

⁵⁷Oregon Chamber of Commerce, "Welcome to Oregon," June 12, 1990.

⁵⁸"Schools, Sewers Feel Newcomers," Wisconsin State Journal, February 23, 1993, p. 1.

⁵⁹"School District Report to Parents and the Community," Oregon Outlook, supplement to The Oregon Observer, April 1997, p. 2.

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four-year course emphasized the classics (Latin, Greek and ancient history). Eighteen high schools took advantage of the new law within the first year after its enactment; 24 more followed in 1876.⁶⁰ The Oregon School District was officially named a three-year "free high school" in 1879, one of only 88 in the state at that time. The curriculum was expanded to the standard four-year course in 1894.

In the late nineteenth and early twentieth centuries, most free high schools were located in the same building as the elementary school. In the 1913-14 school year, for example, there were 219 buildings in the state in which both elementary and high school students were taught, and only 24 buildings dedicated to high school students. This changed during the 1920s, as the high school curriculum diversified, requiring complex buildings with libraries, large gymnasiums and specialized classrooms for science, manual training, and so on.⁶¹ The Oregon High School, a free-standing building dedicated to high school students, represents this trend.

The state-of-the-art free-standing high school of the late 1910s and 1920s was spacious, light, with good ventilation and heating, electricity, indoor plumbing, and built of fireproof construction. The classrooms were assigned by subject, with teachers who specialized in one or more subjects. There were often classrooms with built-in equipment and facilities, intended for certain subjects, notably manual training, domestic arts, and the sciences, as well as a library and a principal's office. During this period, school designers began to include a gymnasium in school buildings. The early gymnasium was located typically in either the attic or the basement, and was often not very functional. Educators urged the inclusion of an assembly room, or an auditorium (a larger space), in the school plan during the 1920s. The auditorium would provide space for school programs and plays, as well as cultural events, and would enable the school to play a larger role in its community by providing lectures for the general public at the

⁶⁰Wyatt, III:3-4 through 3-5.

⁶¹Ibid.

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school. This, in turn, would promote the Americanization of immigrants and the development of better-educated citizens.⁶² The Oregon High School, completed in 1922, incorporated all of these "modern" ideas. It had electricity, plumbing, coal-fired steam and forced-air heating, classrooms designed for science, manual training, domestic science and sewing. There was a library, a principal's office with a waiting room, a teachers' room and a music room. The auditorium was state-of-the-art, with a projection booth. The Oregon High School gymnasium with its 17-foot ceiling, unlike many early gymnasiums, was quite functional despite its basement location. Many of the classrooms had built-in cupboards and bookcases, as well. Unusual features of the Oregon High School included the dark room, and the observation galleries overlooking the gymnasium.

When the Oregon High School opened in the fall of 1922, two four-year courses were offered, each of which required 16 units to graduate. The first was a general, college-preparatory program, called the English course. The second was called the Agriculture course, a new program instituted in 1922, inspired in part by the federal Smith-Hughes Act. This act paid half the salary of one high school teacher specializing in agriculture courses, and its aim was to encourage the youth to farm, and to prepare future farmers to be successful.⁶³ The Oregon School District took this aim to heart, adopted the state-certified Agricultural course, incorporated a classroom specifically for agricultural studies into the plan of the new high school, and hired a graduate of the University of Wisconsin College of Agriculture to be the new agriculture teacher. Required classes in the Agriculture course included Poultry, Gardening, Farm Crops and Soils, Agricultural Economy, Farm Accounts, Farm Animals, Farm Management, and Farm Mechanics. Students in the Agriculture course, as did those in the English course, took English, Algebra, Citizenship, Arithmetic, Geometry, Geography, Science, Biology, American History, and Physics in addition to their specialized classes. Classes that the

⁶²See any issue of the Wisconsin Journal of Education, 1920s.

⁶³"Annual School Meeting," Observer, July 6, 1922, p. 1.

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students in the English course took, and which the Agriculture students did not take, included Latin, Ancient History, Economics, and Civics.⁶⁴ Manual arts, domestic science and sewing were apparently electives.

The inclusion of the Agricultural course in the Oregon High School curriculum of the 1920s is noteworthy. First, the fact that a new curriculum was so readily adopted reflects the Oregon School District's progressive approach to education. The District's location in a community surrounded by farms may have inspired this, although other similar school districts, such as New Glarus, did not follow Oregon's lead. School Board members may have been concerned personally, as were many people at the time, about the nationwide trend of young farmers leaving farming for a more comfortable urban life. This concern had led the development of the rural reform movement (sometimes called the "Country Life" movement) in the U. S., which came into being around 1909. Rural clubs and Country Life associations were founded throughout the nation to raise the standard of living of farm families. These groups promoted good roads, electricity and telephone service for rural areas, cooperative associations such as laundries and creameries, consolidation of rural schools, preserving natural areas. They also helped disseminate the latest scientific methods for farming, and organized social activities for everyone. The 4-H is a remnant of the rural reform movement. The Agricultural course at the Oregon High School, therefore, may represent the effect of the rural reform movement on the Village of Oregon and its surroundings.

While Edward Tough is not likely to be recognized as "master architect" for the purpose of National Register evaluation, he was very active in school and church construction in Wisconsin during the first half of the twentieth century. Tough (1878-1970) was born in Scotland. He attended the Technical College of Glasgow, and began practicing as an architect in 1901. Tough moved to Madison in 1911 to serve as Wisconsin's State Architect, a post

⁶⁴"H. S. Enrollment Work Begins," Observer, August 3, 1922, p. 1.

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that he held until 1913. Tough went into private practice in Madison in 1914, where he continued to work until 1946. Tough designed in a variety of styles, and received many commissions. His best design is the University Presbyterian Church at 731 State Street (1931, extant), an outstanding Tudor Revival/Late Gothic Revival building with a beautiful traceried tower. Thirty-two buildings in Madison have been identified as Tough's work, including three school buildings. These are Dudgeon School at 3200 Monroe Street (1927, altered); Sherman School at 1601 North Sherman Avenue (1927, altered); and Sunnyside School at 3902 East Washington Avenue (1927, demolished). Each of these schools is, or was, vaguely Collegiate Gothic. Outside of Madison, Tough is known to have designed four other schools, also all vaguely Collegiate Gothic: Mineral Point High School (1924, extant), Omro High School Annex (1934, extant), the DeForest High School (circa 1922, demolished) and the Oregon High School.⁶⁵ The DeForest High School was identical to the Oregon High School.

CONCLUSION

The Oregon High School is significant as a school building type because the plan and the intended uses of the various rooms in the 1922 original section was state-of-the-art for their time, reflecting the development of education in Wisconsin in the early twentieth century.

⁶⁵Katherine H. Rankin, "Intensive Survey of the Historic Resources of Madison," Report Prepared for the City of Madison Department of Planning and Development, 1995, p.225-228.

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VERBAL BOUNDARY DESCRIPTION

The Oregon High School is located on a parcel in the NE 1/4 of the NW 1/4 of Section 12, Township 5 North, Range 9 East, in the Village of Oregon, Dane County, Wisconsin, more particularly described as follows:

The East 70 feet of Lots 1, 3, 5 and 7, Block 1; all of Lots 8-11, Block 1; and Lots 1-7, Block 6, Original Plat of Oregon; Part of Outlot 60; the East 70 feet of Outlot 62; and the West 70 feet of Outlot 134.

The parcel contains approximately 7.5 acres.

VERBAL BOUNDARY JUSTIFICATION

The boundaries of the Oregon High School coincide with those of the legal parcel on which it sits. These boundaries enclose all the historic resources, as well as the nonhistoric additions, historically associated with, or attached to, the Oregon High School.

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Oregon High School
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Photo by Elizabeth L. Miller, April and May 1997
Negative on file in the State Historical Society of Wisconsin
View of the west-facing (front) facade of the Oregon High School,
looking east.

The information for the following photographs is the same as the
above, except as noted.

Photo 2 of 14
Closeup of the limestone balustrade on the parapet, west-facing
facade, facing east.

Photo 3 of 14
View of the north-facing facade, looking southeast.

Photo 4 of 14
View of the south end of the west-facing facade, and the south-
facing facade, looking northeast.

Photo 5 of 14
View of the south-facing facade, looking northwest.

Photo 6 of 14
View of the east-facing facade, looking west.

Photo 7 of 14
View of north end of east-facing facade of the original section,
and south-facing facade of 1952 addition, showing connection at
corner.

Photo 8 of 14
View of south-facing facades of the 1958 addition and the original
section, showing addition is downhill from original section.

Photo 9 of 14
View of the original gymnasium, looking toward 1952 kitchen.

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Photo 10 of 14
View of second floor northwest corner classroom.

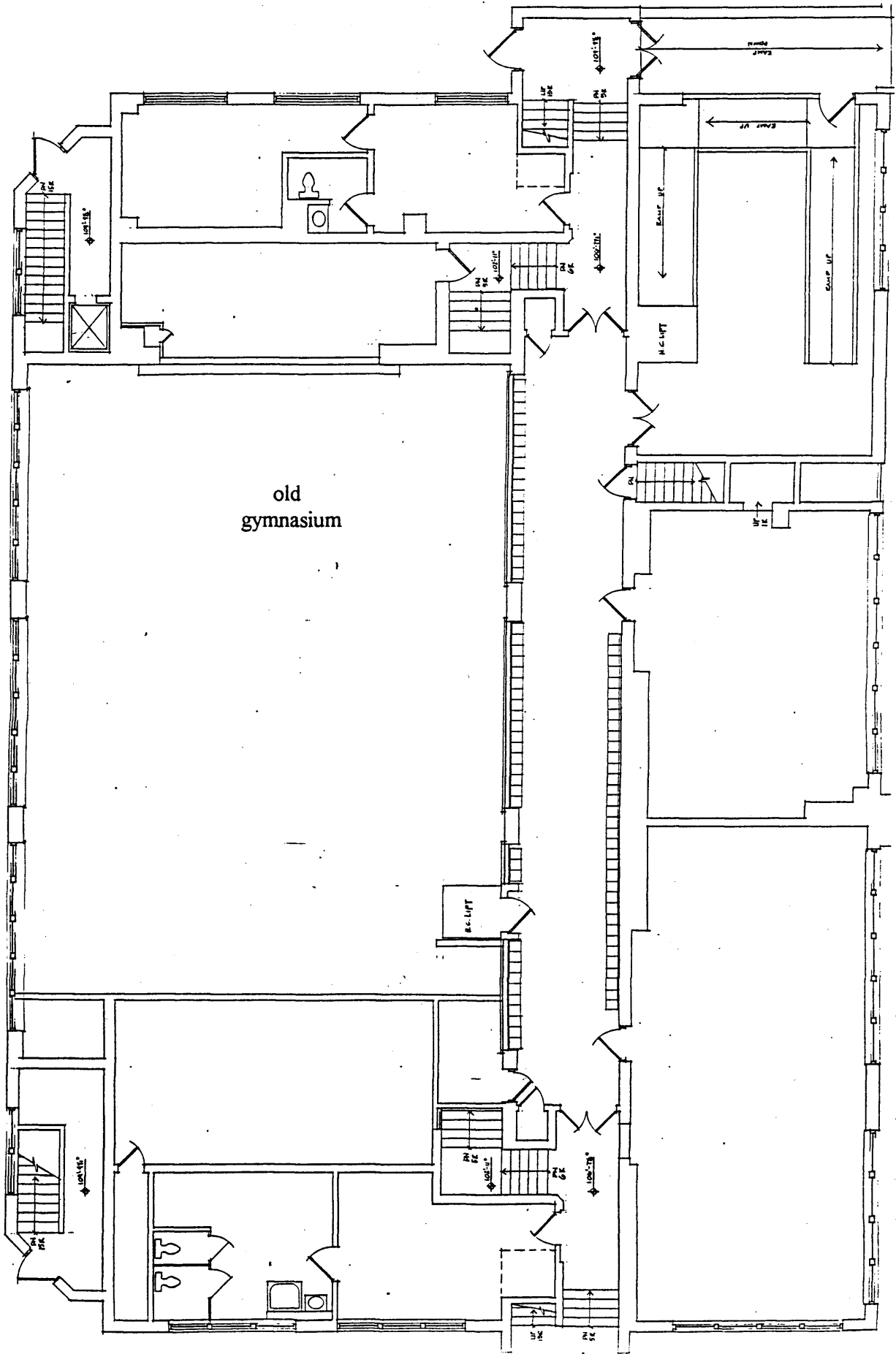
Photo 11 of 14
View of part of the original assembly room.

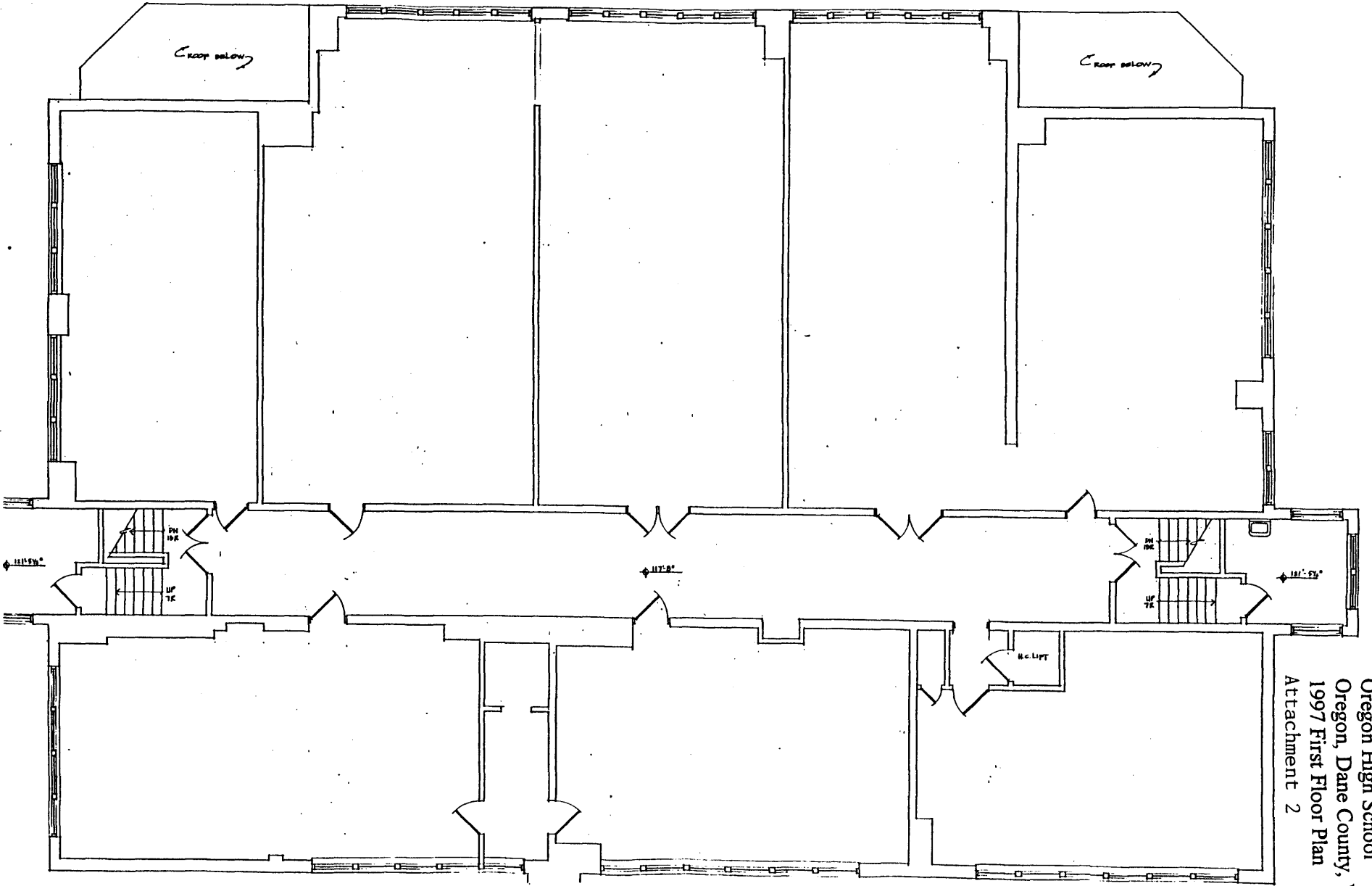
Photo 12 of 14
View of staircase in original section, showing terrazzo flooring,
and closed rail with wood bannister.

Photo 13 of 14
Closeup of original wood doors and operable transom into part of
the original assembly room.

Photo 14 of 14
View of wood built-in bookcase in second floor northwest corner
classroom.

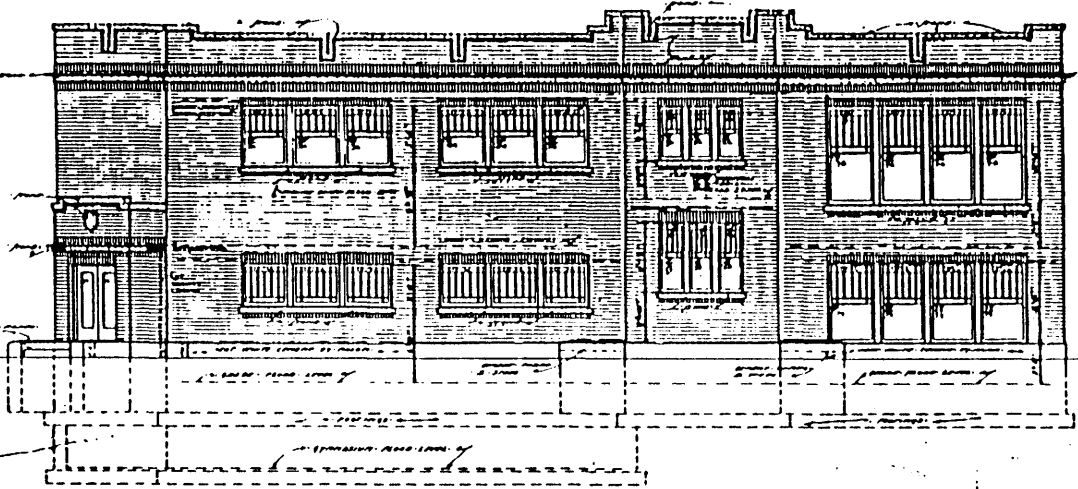
Oregon High School
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1997 Basement Plan
Attachment 1



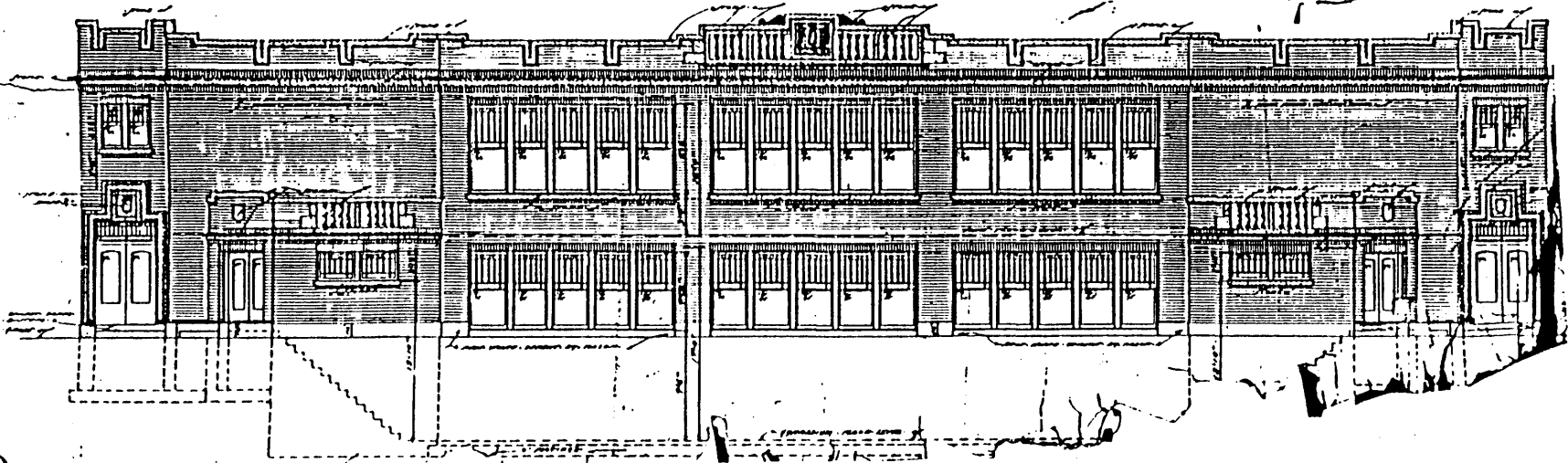


Oregon High School
Oregon, Dane County, Wisconsin
1997 First Floor Plan
Attachment 2

Oregon High School
Oregon, Dane County, WI
Attachment 3



• SIDE • ELEVATION •
• SCALE • 1/4" = 1'-0" •

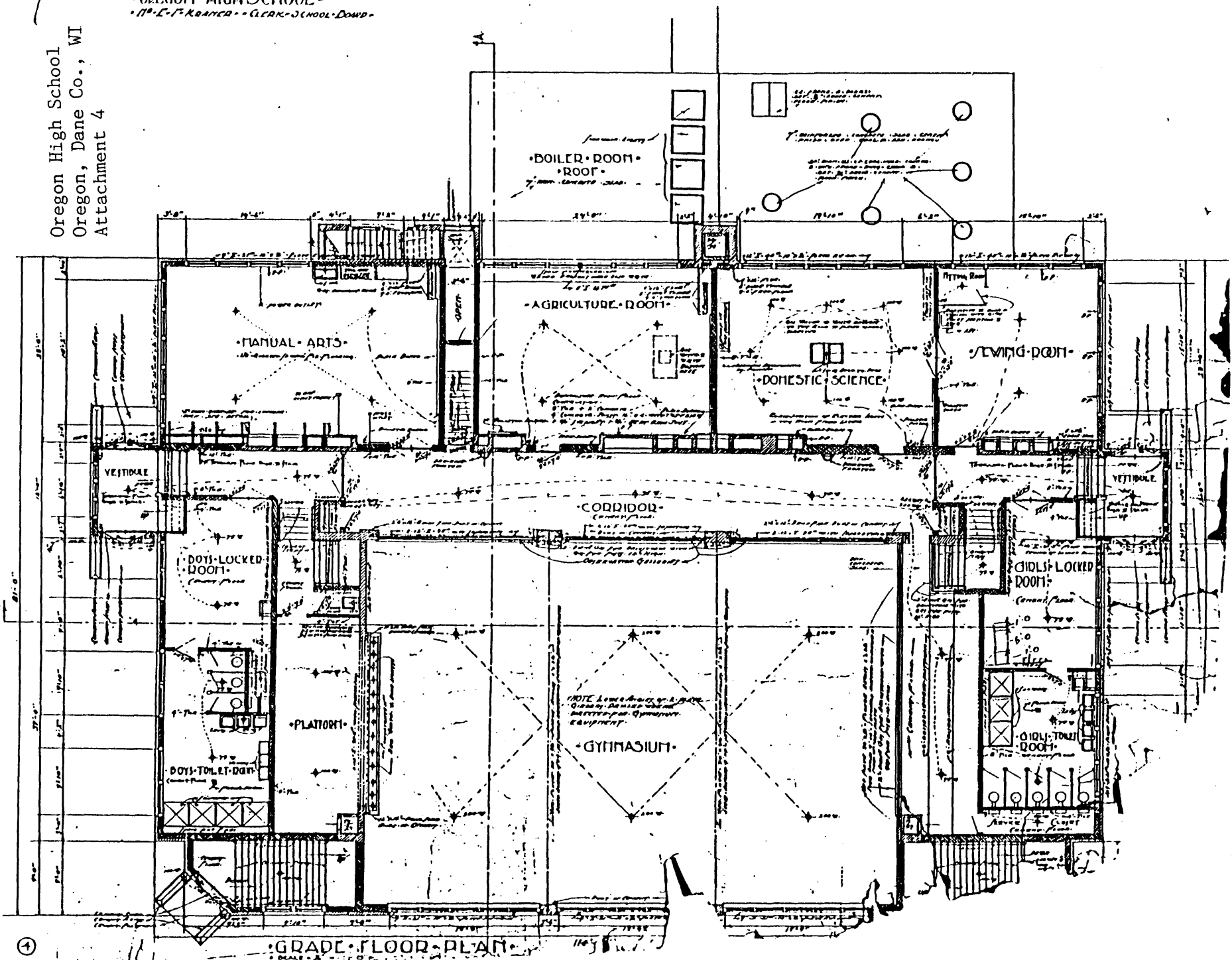


① • FRONT • ELEVATION •

Original Elevation

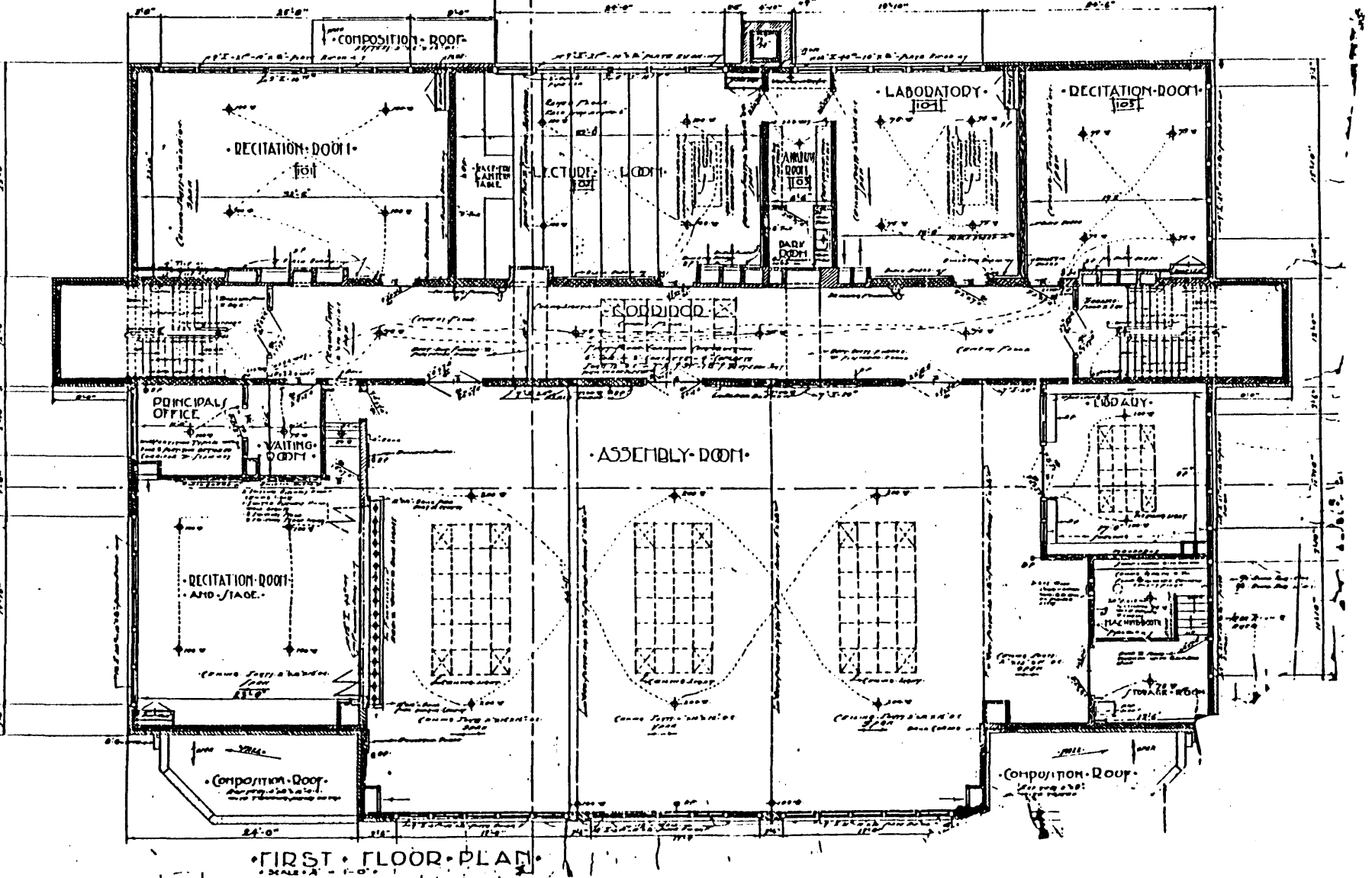
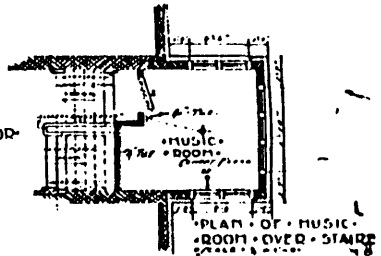
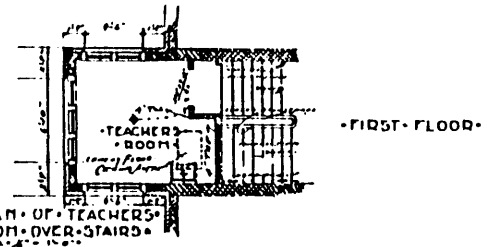
Oregon High School
Oregon, Dane Co., WI
Attachment 4

• OREGON HIGH SCHOOL -
• 110 E. KORTNER • - G. CRAN SCHOOL BOARD -



Original Basement Plan

Oregon High School
Oregon, Dane Co. WI
Attachment 5



Original First Floor Plan

Oregon High School
Oregon, Dane County, Wisconsin

Scale: 1" = 60'

- ▨ Contributing
- Noncontributing

