NPS Form 10-900
(Rev. 8-86)

OMB No. 1024-0018

1602

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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NATIONAL REGISTER

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

1. Name of Property

historic name: Woodrow Wilson Junior High School
other names/site number: Lincoln Elementary School

2. Location

street & number: 650 W. Twelfth Avenue — N/A ☐ not for publication
city, town: Eugene — N/A ☐ vicinity
state: Oregon code: OR county: Lane code: 039 zip code: 97401

3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
		Contributing	Noncontributing
☐ private	☒ building(s)	1	____ buildings
☒ public-local	☐ district	____	____ sites
☐ public-State	☐ site	____	____ structures
☐ public-Federal	☐ structure	____	____ objects
	☐ object	1	0 Total

Name of related multiple property listing: N/A

Number of contributing resources previously listed in the National Register: N/A

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this ☒ 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 ☒ meets ☐ does not meet the National Register criteria. ☐ See continuation sheet.

James M. Hamrick — September 15, 1990
Signature of certifying official — Date

Oregon State Historic Preservation Office
State or Federal agency and bureau

In my opinion, the property ☐ meets ☐ does not meet the National Register criteria. ☐ See continuation sheet.

Signature of commenting or other official — Date

State or Federal agency and bureau

5. National Park Service Certification

I, hereby, certify that this 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.
☐ removed from the National Register.
☐ other, (explain:) _____

Entered in the National Register

Helen Byrne — 10/25/90
Signature of the Keeper — Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)	Current Functions (enter categories from instructions)
Education: school	Vacant
Social: meeting house	

7. Description

Architectural Classification (enter categories from instructions)	Materials (enter categories from instructions)
20th Century Revivals: Classical	foundation: reinforced concrete walls: stuccoed concrete roof: rolled asphalt: composition other: cornice: reinforced concrete and metal

Describe present and historic physical appearance.

[X] See continuation sheet

The Woodrow Wilson Junior High School building is a prominent fixture in the Westside neighborhood of Eugene, Oregon. The principal facade and building entry is oriented north. The building is sited with a shallow setback which creates a strong street wall dominating West 12th Avenue. Generally square in plan, the building exhibits rectilinear horizontally massed elevations. The building is a restrained, and simplified expression of the Classical style, and also somewhat evocative of an industrial building. The principal elevations are classical in organization and symmetrically balanced. They are composed of expansive window openings which are separated and defined by vertical wall space proportioned like, and suggestive of, classical pilasters or columns. The classical elements include a full entablature, temple fronted openings on secondary entrances, and a flat roof. The building exhibits eclectic non-classical elements such as a bold, flattened arched main entry portico, cartouche embellishments on the facade, and parapets designed in a rounded pediment shape. The two story building is constructed of reinforced concrete and finished with a smooth surface of stucco. Interior non-supporting walls are wood framed, finished with lath and plaster.

The school was constructed in 1924 as one of two school buildings designed that year for the Eugene Public School System by the well respected Portland architect F.Manson White, nephew of Stanford White of the distinguished architectural firm of McKim Mead and White. The Woodrow Wilson School was larger than the Theodore Roosevelt School. The Roosevelt School was built for 420 students, and the Wilson school for 840 students. In 1953 the Woodrow Wilson Junior High School, and its sister school Roosevelt, were converted to elementary schools, and renamed. Wilson became the Lincoln Elementary School, and Roosevelt became Condon Elementary. The Wilson building has been poorly maintained. Though it is generally structurally sound, water damage and exposure have left it in fair condition.

The parcel proposed for nomination consists of the following portions of Block 5, of the Amended Plat of the James Huddleston Addition to Eugene: Lots 1, 2, 3 and 4, and the northerly 53 feet of Lots 6, 7, 8, and 9; including that portion of the

vacated alley, running east to west being 14 feet wide. This description includes all of the original block that Wilson was constructed on, excluding the south 107 feet of the block. This parcel is located in Township 17 South, Range 3 West, section 31 of the Willamette Meridian. The site is approximately 1.74 acres. The gross square footage of the building is 57,120 feet. This area includes much of the original block, and includes all the open space originally flanking the main entry elevation. It does not include all of the back playing field which will be publically owned.

The building was sited on one square block in 1924, with the building centered on the north side of the block. The block was bounded by West Twelfth Avenue West on the north, Jefferson Street on the east, West Thirteenth Avenue on the South, and Madison Street on the west. In 1941 Madison Street was vacated at this block, and the Eugene School District increased its holdings to include the vacated street and one half of the adjacent block to the west. This created even a larger amount of open space surrounding the building. This additional property was used for playground and as playing field. A portion of this 'campus' has been partitioned off and sold.

"In the area immediately surrounding the school to the north and the west (are) large groupings of 'bungalow houses' mixed with groupings of 'transitional box' homes and some 'craftsman' types of homes. This pattern implies a period of intensive development from approximately 1905 to 1925 of primarily middle- and upper-middle class homes" (Pincus 1987:7). Development to the north and west of the school occurred between 1915 and 1940, and these properties consist of homes built in the Colonial Revival, Colonial Bungalow and Tudor Revival styles. The neighborhood is experiencing an influx of younger families, and a resultant renovation of the neighborhood housing stock.

Several small seven to twelve inch caliper Norway maples line the boulevard in front of the school. A narrow expanse of lawn separates the street from the building. Lawn flanks the building on the east side and west sides. A sand covered playground with typical playground fixtures is situated further west, beyond the lawn and on property that was acquired after 1941. Foundation plantings include rhododendron, and juniper. A mature deodor cedar is adjacent to the northwest corner or the building. A big leaf maple with five central leaders is sited adjacent to the northeast corner of the building. This tree has a sixty foot drip line. An asphalt covered parking lot covers most of the ground on the southeast portion of the block, the rest is taken up by a playing field that extends to West 13th Street. A concrete flag pole base still remains on the east side of the main entry. A single story gable roofed manual training shed is located behind the school, on the east side of the lot.

The school is square in plan except for the irregular line created by the heat plant and recessed portion on the southeast corner. The building is two stories, constructed with reinforced concrete exterior walls and wood framed interior walls. The original plans show a structural system made of interior concrete posts supporting wood girders and joists with 1"x 8" diagonal wood sheathing, and 1" x 4" Douglas fir tongue and groove flooring. The stairwell walls and the continuous footing are supported on shallow depth reinforced concrete footings with deeper footings periodically bearing on a ten foot deep sandstone substratum. A wood truss roof spans the auditorium and is supported by columns which are bearing down to the sandstone bedrock substratum.

The main elevation is classical in organization. This elevation is composed of expansive window openings corresponding primarily to classrooms. These windows are separated and defined by vertical wall space proportioned like, and somewhat suggestive of, classical pilasters. The window openings are rectangular and reflect the rectangular proportion of the elevation. The wood sash windows are industrial awning-type windows, with multipanes and narrow mullions. An incised reveal creates a panel between the upper windows and the lower windows, echoing the proportions of the window opening.

The central, administrative core of the school projects from the main volume, and the entry portico projects from this. The bold flattened arched portico is centrally located. It is relieved by various flutes and panels which give depth and form to the entry. The portico is capped by an unadorned classical cornice and scrolled parapet crest. Similar detailing is reflected in the parapet of the administrative core just above and behind it. The school name is in a recessed panel above the entry opening, and it is flanked by a two molded stucco cartouches depicting the 'book of knowledge', and the 'lantern of learning' as well as the date '1924'. A decorative molded stucco coat-of-arms type heraldry is located above the doors. Double doors access the building. The door surround is wood, with a multipane transom and fixed sidelights.

The west elevation is also symmetrical in composition. Six window openings, three on each floor, provide light to the inside classroom spaces. These are multipane wood sash windows, awning casements with five sash to an opening. Two temple fronted secondary entries access stairwells placed on either side of this elevation. Like the main entry, these entries project out from the main volume, and feature rounded, pedimented parapets above the cornices. These portals are flat topped, rather than arched, and are supported by paneled pilasters. A piedemented recessed panel is situated above the second story multipaned window

that lights the stairwell. The east elevation of the school building is similar to the west, except that the building does not extend beyond the southeast stairwell.

The south elevation is not symmetrical. The south east corner of the building is recessed, forming a slight 'L' which is filled-in with a one story heat plant and a kitchen area. A massive brick chimney projects from the heat plant. The architect, in the original plans, drew this elevation to be symmetrical, filled-in with an additional two story classroom bay which completed the square plan. The drawings show that the plan for this area was modified and that the back elevation was originally intended to be squared, but the drawing was subsequently altered, the squared portion marked out, two classrooms removed, and the recessed area drawn in. However, the architect enabled this portion to be added later by installing rebar tie-ins which can be seen projecting out from the south east corner and adjacent to the boiler room.

This portion of the building has been altered at least twice. Original plans show only the boiler room projecting from the inside of the 'L'. By 1945 The Sanborn Map shows two bicycle sheds flanking the boiler room. Currently the space that was occupied by a bike shed on the west side of the boiler room is filled by a kitchen, which is adjacent to the lunch room. Only the lunch room portion on the west half of this elevation features a cornice. The windows in the lunch room are double-hung wood sash, the only double-hung windows in the building.

The interior of the building exhibits Craftsman style carpentry work. Varnished straight grained fir planks are used for picture molds, base molds, moldings around windows, doors, open cloak closets, skylights, and lightwells, and as frames around recessed radiators. Particularly attractive are the grand, full height, paired pilasters which flank the entry hall. The stairwells feature boxed balustrades with oak caps and turned oak handrails attached with black iron brackets. Most of the wood within the classrooms, and in the auditorium has been painted. The classroom doors are solid core flush doors hung on three black iron hinges. The doors have a clear varnish finish on light maple, and are inset with a quarter inch wide strip of a dark wood, possibly mahogany.

The interior is organized so that all the classrooms, the administration offices, and the lunch room are situated around the outside wall of the building. The classrooms are accessed by three main corridors on each floor. On the first floor the administrative offices, teacher's lounge, and a community room are located in the front of the building. On the second floor the library is situated above the

administrative block. Originally there were two skylights in the library ceiling. These have been covered up on the roof, and the ceiling has been dropped to obscure the skylight openings.

The rooms located on the interior side of the corridors are utility areas, and auxiliary rooms. On the first floor these include the following: girls toilet, boys toilet, girls locker room, boys locker room, two store rooms, and two ante rooms adjacent to the stage. On the second floor these include; boys locker room, girls locker room, two toilet rooms, a store room, teachers lounge, two supply rooms, and meeting rooms made out of the enclosed balcony.

The architect brought light into the corridors through the four stairwells, which are located in each corner of the building. Light pours into the stairwells from the large tripartite multipane windows. The double doors accessing the stairwells have six fixed panes, and the door surround is composed of wide sidelights and large multilight transomes that extend to the ceiling, maximizing the light that comes into the corridors.

The primary way the architect handled natural light to the corridors, was with two light courts located on opposite ends of the main corridor. These are located on the inside of the right angles formed by the junction of the front corridors and the side corridors. The two out-facing walls in each office consist of window space looking out into the corridors, shedding the light coming in from above into the main halls. The hall windows accessing the light from these shafts are large, square, chair-rail to ceiling multipaned window openings with metal mullions. Sections of these windows articulate open with awning type casements. Light from each of these light shafts originally poured into both halls, on both floors. However, the shaft in the northwest corner has been blocked with a rough framework and insulation. The windows are glazed with clear glass on the main floor, and opaque glass on the second floor. In addition, four minor light shafts were designed to extend light to the main floor with the use of variously situated transoms and skylights.

Centrally located in the core of the building is the auditorium and stage. The auditorium features a large stage on the south side of the room. The proscenium forms a flattened basket-handle arch which is bordered by decorative plaster work patterned in a lattice motif. The proscenium is embellished at the top by a plaster heraldry plate set with a goblet motif. The two story ceiling of the auditorium is coved, also featuring a flattened semi-elliptical shape, with three multipane skylights providing natural light for the auditorium. Painted wood pilasters divide the wall space and visually support an entablature. The

horizontal counterparts of these pilasters rise above the entablature, extend around the curve of the coved ceiling and visually frame the skylights, which are set into sunken panels. The auditorium playing floor is maple. It is not large enough for regulation basketball, but has been painted with boundary lines for several indoor games, including volley ball. Fir floored built-in risers are present on the north side of the auditorium. Craftsman in detail, the risers are enclosed by a balustrade clad in tongue and groove siding and capped with an oak rail. On the second floor a balcony is set, with a metal rail. The back portion of the balcony has been enclosed to form two meeting rooms. These meeting rooms feature multipane windows looking out towards the stage. The back wall is coved.

The typical classroom features a window elevation, and full width slate blackboards on the front and side elevations. The blackboards feature a cork strip above the board and an wide chalk ledge. The back walls in some of the classrooms have cork bulletin boards. Many of the classrooms have low sinks set in cabinets with formica countertops. These are subsequent to the original construction.

The integrity of the building has been compromised by alterations and deterioration due to poor maintenance. The plaster ceilings have been covered over with acoustical tile, which is in a state of disrepair. Acoustical tile also covers some of the upper walls. Most of the original light fixtures have been removed, and replaced with ranks of hanging florescent fixtures with louvered shades. The fir floors are covered in most places with vinyl asbestos tile, and in the entry and stairwells the floors are covered with sheet linoleum.

The skylights were poorly maintained, and as a result water has been allowed to seep into the building, effecting wall, ceiling and floor surfaces. Mold and mildew are present on many surfaces. Some of the lightwells and skylights have been covered on the roof with rolled composition roofing. This is the same material that currently covers the roof. Where the skylights and light shafts are not covered, some of the glass has been broken, and debris has accumulated in the shafts. The various layers of roofing have impacted the drainage system of the roof, which is not as efficient as originally intended.

Several episodes of remodeling have altered the building. The most significant alterations occurred in 1953 when the school was converted from a junior high school to an elementary school. Drinking fountains, blackboards and bathroom fixtures were lowered to accommodate the smaller children (Pincus 1987).

There were twenty classrooms originally, where there are now fourteen. This discrepancy is the result of moving and removing wall partitions. On the first

floor there were three classrooms originally on the west side (old room numbers 8, 9, and 10). The wall partitions separating these classrooms were removed, and a single partition dividing this space into two large rooms was installed. On the second floor on this side the partition which separated old room numbers 22 and 23 was removed. This space was divided into a single large classroom space, and a small storage space. On the north side of the building, there were originally four classrooms, (room numbers 4, 5, 6, and 7) flanking the administrative section. Rooms 4 and 7 have been enlarged, at the expense of rooms 5 and 6. Some of the space from these two rooms has been partitioned into office space for administration and community rooms. On the second floor, the library has been partitioned making room 17 larger, and the library smaller. Room 20 has been enlarged at the expense of room 19, which is now a small library storage room.

Other modifications include the addition of the kitchen, the enclosing of the gymnasium balcony, the installation of new ceilings, flooring, and light fixtures, the closing off of skylights and shafts, the installation of plumbing, sinks and cabinets to the classrooms, and the insulation of a ramp on the west side of the stage. Permit records do not indicate the dates when most of the alterations occured, and they are brief, incomplete, and difficult to read. They indicate the following changes that were made to the building:

1932 a lumber shed was built
1933 heater wiring was changed
1937 unspecified repairs made to the building
1939 3 ranges were installed
1940 an addition was added, (this may have been the kitchen)
1947 fire damage repair to wiring
1954 kitchen was remodeled
1976 plumbing, footings, framing, and electrical remodel
1979 plumbing and electrical changes
1980 framing, lath and plaster, plumbing, mechanical and electrical changes
1987 plumbing for remodel, install 24 fixtures, remove 6 existing lavatories and 4 existing double urinals, 11 existing water closets, and all toilet partitions anaccessories, installation of two fans/duct for restroom

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

☐ nationally ☐ statewide ☒ locally

Applicable National Register Criteria ☒ A ☐ B ☒ C ☐ D

Criteria Considerations (Exceptions) ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G

Areas of Significance (enter categories from instructions)	Period of Significance	Significant Dates
Education	1924-1940	
Architecture	1924	1924

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

F. Manson White

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

☒ See continuation sheet

9. Major Bibliographical References

[X] See continuation sheet

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:
- [X] State historic preservation office
- [ ] Other State agency
- [ ] Federal agency
- [ ] Local government
- [ ] University
- [ ] Other

Specify repository: _____

10. Geographical Data

Acreage of property 1.74 acres Eugene East, Oregon 1:24000

UTM References

	Zone	Easting	Northing		Zone	Easting	Northing
A	10	491890	4876810	B			
C				D			

[ ] See continuation sheet

Verbal Boundary Description

The nominated area of 1.74 acres is located in Section 31, Township 17S, Range 3W, Willamette Meridian, in Lane County, Oregon. It is described as Lots 1, 2, 3 and 4 and the northerly 53 feet of Lots 6, 7, 8 and 9, including the corresponding portion of the vacated alley, running east to west, being 14 feet wide, in Block 5 of the Amended Plat of the James Huddleston Addition to the City of Eugene.

[ ] See continuation sheet

Boundary Justification

The nominated area encompasses nearly half of the original 4-acre block originally reserved for the school. It includes all the open space flanking the entry elevation but does not include all of the playing field that was behind the school. Most of the back playing field area will be used for community purposes and parking in the proposed adaptive use rehabilitation project.

[ ] See continuation sheet

11. Form Prepared By

name/title Melissa Darby, Archeologist/Historian
organization _____ date March 15, 1990
street & number 3327 NE Simpson telephone (503) 281-0204
city or town Portland state Oregon zip code 97211

Woodrow Wilson Junior High School, built in Eugene, Oregon in 1924, is locally significant under National Register criteria A and C as an early and highly successful architectural expression locally of reforms that were taking place in modern education. The 1920s represented a transitional period in public school architecture. That there was a general similarity from one school to the next owed to conventions which were being worked out in response to progressive educational philosophy. Together with Eugene High School (1915) and the companion Roosevelt Junior High School (1924), Woodrow Wilson Junior High introduced to Eugene advanced natural lighting techniques and specialized spaces for new curricula including manual and home arts. The spreading, two-story plan framing an interior court or space easily reached from all classroom locations, the opening up of wall space for light and ventilation, and exterior articulation based on classical styles of architecture which at once convey dignity of purpose and reside well in urban surroundings--all are hallmarks of transition to the increasing functionalism of the 1940s which was spurred by still more revolutionary ideals involving child-scale furniture and flexible spaces for individualized learning programs.

Woodrow Wilson Junior High School faces north onto West 12th Avenue. It occupies a site of four acres and has been a focal point of Eugene's Westside neighborhood since its construction in 1924. The ultimate extent of the campus the building achieved in 1941 is not proposed for nomination, but nearly half of the four-acre site is included. Beginning in 1953, the place was in use as Lincoln Elementary School, and a number of minor changes were made to effect the conversion. The building was vacated by the School District in 1987, and it is now the object of a City-sponsored private adaptive use renovation for moderate income living units.

The former junior high school was designed by Fred Manson White, the one-time associate of McCaw and Martin, whose reputation most commonly derives from such well-know Richardsonian buildings in Portland as the Sherlock Building, Auditorium Building and Imperial Hotel, all completed in 1894. The architect's work in the Beaux Arts vein is well represented by the Spanish Colonial First Baptist Church of 1926 in McMinnville.

F. Manson White (1863-1952), a native of England, was the nephew of the eminent New York architect Standford White. He studied architecture with his uncle and at Cornell and MIT before settling in Oregon, where he did not enter independent practice until about 1892. While school buildings were not a particular specialty of his, White prepared a concurrent design for Chapman Grade School in northwest Portland which was similar to the two-story scheme carried out in Eugene. The Portland school had a brick exterior, however,

and its porch, or central entrance block was more fully detailed in the Classical style and distinguished by colossal Ionic columns in antis.

The Eugene school, on the other hand, represented an economical, pared-down classicism in which stuccoed concrete exterior elevations were conventionally organized, yet with a greater expanse of continuous window space. Woodrow Wilson Junior High School is sparingly detailed with string courses and simple parapet crest on the entrance block and its projecting portico. Well-proportioned aediculae mark corner stairhall entrances. Close inspection of the exterior reveals a masterly use of flat, banded moldings, inset panels and other sunk relief for articulation. A few stylized motifs are found, both incised, or punched-out, and appliqued, as in the cartouches at the main entrance which bear the attributes of learning and enlightenment. Without slavish historicism, therefore, the mood and tone of the exterior is in the classical spirit.

The interior is organized on a double-loaded corridor plan on three sides of a central auditorium having a coved, beamed ceiling and a stage with framed proscenium. Hallways are distinguished by glazed doorway assemblies including transoms, glazed light courts, and decorative wood trim in the form of string moldings and classical pilasters.

Plans for adaptive re-use of the vacated building, of necessity, call for conversion of the auditorium space in some part, and certain other modifications. However, it is the intent of developers to preserve the original spatial configuration generally and as many of the character-defining features of the historic institution as possible. Above all, the building exterior, including its continuous banks of three-part, stacked pivot lights, will be unaffected except for a portion of the rear elevation, where a modest addition is required.

The Woodrow Wilson Junior High School Building is significant under Criteria A and C because it is the embodiment of a shift in education away from classical academic teaching methodologies towards a system that was designed to prepare students to be productive members of an increasingly scientific and industrialized society. Reflective of the values of the time, the building is a physical remnant important for its interpretive value in relation to the growth and development of centralized, standardized, education in Eugene. The specialized design of the Wilson School illustrates the shift public education, and Eugene as a city, was taking. The building is a classical building with an industrial character, and plans of the building included a manual training room, a science room, an auditorium, a library, and a home economics room. Of local significance, the construction of the Woodrow Wilson Junior High School, and its sister school the Theodore Roosevelt Junior High School, marks the change of Eugene from an agriculturally based town with a university, to Oregon's second-largest city, and a marketing and industrial center. Woodrow Wilson Junior High was the focus of middle school education on the west side of Eugene from 1924 to 1953. The building is a prominent fixture in the community. It was the result of residential development in the Westside Neighborhood of Eugene, and it was the impetus for more residential development after it was built.

The building was sited on one square block in 1924, with the building centered on the north side of the block. The block was bounded by West Twelfth Avenue West on the north, Jefferson Street on the east, West Thirteenth Avenue on the South, and Madison Street on the west. In 1941 Madison Street was vacated at this block, and the Eugene School District increased its holdings to include the vacated street and one half of the adjacent block to the west.

When Wilson School was first built, it was located on the edge of town. The county fairgrounds, with its horse racing track, barns, and exhibition buildings was located directly south across the road that is now known as West 13th Street. "The first students enrolled in Woodrow Wilson Junior High experienced an unusual and significant combination of landscapes surrounding the building, connecting elements of a fully developed neighborhood, the edge of the agricultural countryside, and unique assemblage of public buildings" (Pincus 1987). The school faced northward, onto a neighborhood that had recently become fully developed. The Eugene streetcar system accessed the school indirectly via east-west running lines on 11th avenue and 8th avenue (Pincus 1987).

Previous elementary schools in Eugene had been one or two story 'school houses'. The first public school in Eugene was a log building constructed in 1856. It was

replaced by a four room school called the Central School House. The 1912 Sanborn Fire Insurance Map of Eugene indicates that this school had no electric lights, though it had a central heating system. A second floor was eventually added. This was closed in 1903, and razed in 1939. The Geary school was constructed by a local carpenter. It was an elementary school for fifty years, and was torn down in 1965. Operating concurrently with Geary and Central, Patterson Elementary School was a two story frame school with eight rooms and a prominent bell tower. Sanborn Fire Insurance Map of 1912 indicates that Patterson had steam heat and electric lights. This school was destroyed in 1936.

Twin elementary schools were constructed in 1909. This was the first time the Eugene School District had two schools built at the same time. These were the original Lincoln and Condon Schools (Elsesser and Donovan 1985). These two new schools had grades one through eight. When these schools were opened in 1909 no textbooks, supplies, or athletic equipment was furnished, and the only extracurricular activity was an occasional baseball game with another elementary school, (1959 Annual Report, School District 4).

In 1916 the first junior high school in Eugene was built. It was for seventh and eighth graders only. The building was located on Olive Street between 13th and 14th. This building was constructed at a cost of about $17,000. and had stove heat in each room. "The first curriculum included chiefly the traditional seventh and eighth grade subjects of the day. 'Exploratory' courses included sewing for girls, and manual training for boys. There were also extra-curricular activities in music, sports, and dramatics," (1959 Annual Report, School District 4:90).

Classes in the 'industrial arts' such as manual training, were just beginning to become popular at this time. In 1911 the State Board of Education decided that the board of directors in districts had the authority to prescribe the course of study, and they may include manual training in the course. In 1912 the Oregon Agricultural College was the only institution in Oregon offering instruction in the industrial arts. "When manual training was introduced the shops were located in any convenient place not needed for other specific use. Some of the first shops were sheds built by the boys; others were rooms in the basement or in the furnace room," (Morland, 1953:301).

The superintendent in 1913, Mr. C.I. Collins recommended that the science curriculum be expanded. "There is no surer proof of the dynamic qualities of modern education and no better evidence of its worth than the extent to which its seeks expression for itself in effective service for the community...chemistry should be added to the curriculum and a laboratory provided. The science courses, including biology, physiography, physics, and chemistry, should be readjusted and

so arranged as to correlate more closely with the industrial and pre-vocational subjects," (Wilkerson 1930:44). Eugene was becoming more industrialized, and Superintendent Collins recognized this fact and during his tenure tried to emphasize that "the training offered by the public schools does have a direct bearing upon the everyday life of the community," (Wilkerson 1930:44).

Eugene was a center of industry in the Willamette Valley from the latter part of the nineteenth century due largely to the waterworks system and the millrace which provided power to lumber, grist, and woolen mills. It continued its growth, and by 1924 Eugene had several industries including "one of the largest and best equipped cooperative canning factories in the west, incubator factory, woolen, flouring and excelsior mills, 2 planing mills, saw mills, brick yards, ice plant, two creameries, cigar factory, bottling works, mattress factory, handle factory, cement works..." (Polks Oregon and Washington Gazetteer 1923-24, pg. 253).

Growing enrollment by 1923 led to the building of the two new junior high schools, the Woodrow Wilson Junior High School, which is the subject of this sketch, and the Theodore Roosevelt Junior High School. The increasing popularity of industrial arts, increasing pressure for more science in the schools, and growing emphasis on sports initiated innovative designs of specialized buildings to accommodate these needs. It is notable that the plans for new buildings were front page news in the Eugene Daily Guard which described as follows the accoutrements the new schools would have: "Class rooms will accommodate 35 students each and facilities will be provided in each of the new buildings for manual training, mechanical drawing, sewing, cooking, general science, a library for at least 70, a lunch room near a kitchen, and a combined auditorium and gymnasium with a seating capacity of 900," (Eugene Daily Guard, March 18, 1924:1). To illustrate how specialized school construction had become, it is interesting to look at he original plans of Wilson School by architect F. Manson White. The manual training room was designed with twelve work tables, a long work bench, lockers, a tool case, an office for the teacher, and a large stockroom. The science room had an adjoining apparatus room, and a dark room.

"Broader and more attractive exploration courses became a part of the curriculum. In addition to courses already offered were Latin, algebra, science, and world history" (1959 Annual Report, School District 4). The physical education program was expanded to include all the students.

The new schools had a large auditorium/gymnasium space that had several functions. This space accommodated the expanded physical education program, and provided an assembly space where all the students could gather in one place at one time. Electives and extra-curricular activities such as choir, band, drama as well as an

expanded program of competition sports all took advantage of the gymnasium/auditorium space.

The auditorium was also intended to be used for public meetings. "From 1900-1925, the development of the community school concept accelerated since school buildings were often the only available public building for community meetings and activities," (Donovan, John, School Architecture, 1921 as quoted in Taylor, 1989:5). The community school concept extended to the grounds surrounding the schools. Wilson was sited on a full block 'campus' in order to give the neighborhood large play grounds and open air space for the recreational functions of the neighborhood.

School districts during this time had become involved in the process of school design. "School Districts in the 1920's emphasized the need to construct a school building that would convey the community's prosperity and integrity. Lavish facades, often monumental in nature, were common especially from 1900-1930" (Taylor 1989:4). "Many schools of the 20's have similar characteristics because by 1918, all states required some level of school attendance, spurring an increased effort to standardize school buildings" (Taylor:1989:3). Many states put out books of appropriate school designs which reflected an increased interest in creating a healthful, wholesome and well regulated learning environment. New standards in fire safety, lighting requirements, and class size all contributed to the overall design of the school buildings.

The Eugene High School Building built in 1915 was the first of the three 'modern' school buildings in Eugene. The high school had a monumental facade, was constructed of masonry, and "clearly represented a significant departure from earlier major school buildings and the two junior high schools followed suit," (Pincus 1987). The Woodrow Wilson Junior High School, and the Theodore Roosevelt Junior High were the next modern schools to be built in Eugene. The characteristics these buildings shared that made them 'modern' were that they had monumental facades, the buildings were built as physical plants, they each had auditoriums, and they were built of masonry rather than wood. The three buildings in this group were designed so that class rooms wrapped around an auditorium-gymnasium on three sides. "The overall scale, composition and architectural design, presentation and siting of the (High School) building was very similar to the two junior high schools, particularly Wilson/Lincoln" (Pincus 1987:14). The Eugene High School has been torn down. The Roosevelt Building has been remodeled. The alterations include the replacement of the wood sash windows with aluminum sash, and blocking the skylights in the auditorium.

The Wilson building and the Roosevelt building are important in the historic landscape of Eugene. They were the focus of Junior High School education from 1924 to 1953; they are a construction set, and the work of single architect. Although there are similarities between the Roosevelt School and the Wilson School, the exterior detailing and composition of the facade of the Wilson School is more traditional and classical than the Roosevelt School, which has Spanish/Mexican Revival detailing. The buildings are similar in massing, and both schools have a centrally located auditorium. They were both constructed of reinforced concrete, and both buildings incorporated the latest fire safety innovations when they were built.

Eugene schools built previous to these three modern edifices were named for prominent local citizens, (except for the Lincoln School) or they carried generic names such as the Central School, or the Eugene High School. Naming the new junior high school buildings after prominent national figures reflected a rising sense of patriotism. The question of names for the proposed junior high schools came up at the May 12, 1924 meeting of the school board. A man named Elkins on behalf of the Lane County Post of the American Legion made a request to the board to name the west side school Woodrow Wilson Junior High School, and the building on the east side of town Theodore Roosevelt Junior High. His request was approved by the board. The ideals the city of Eugene held as important at that time are reflected by the names chosen for their schools. Woodrow Wilson, for example, was a sensitive and progressive leader, and as president was known as a pacifist and promotor of the League of Nations. Theodore Roosevelt was a great leader, friend to capitalists, defender of the Western Hemisphere, and promoter of major engineering projects such as the Panama Canal.

School districts became bureaucracies, more involved in regulating and standardizing such things as curriculum, attendance, and credential requirements for teachers. Eugene was no exception.

The educational system in Eugene changed significantly under the leadership of Joseph T. Glenn who was elected as school superintendent of the Eugene Public Schools in 1923. This was the beginning of a shift of daily operation and fiscal control of the business of the district from the school board to the superintendent. Joseph Glenn "was responsible for the board's adoption of a complete set of rules defining the duties and responsibilities of the board, superintendent, committees and clerk," (1959 Annual Report: 37). Before this the school board considered the superintendent as an executive officer that was to confine its activities to 'policy making.' One of Joseph Glenn's proposals was not accepted by the board, and a conflict ensued. The school board had complete control when it came to matters such as hiring and firing teachers, principals,

and staff. Joseph Glenn, proposed that no principal, supervisor, or teacher could be elected by the board without the recommendation of the superintendent. The board felt threatened by this bold proposal, and the fight over this proposal led to the loss of his position. However, the new set of rules defining duties and responsiblilites was an important contribution. Joseph Glenn was superintendent when the school district purchased the property for the proposed junior high schools.

Architects were notified to present proposals and preliminary sketches to the board for the new junior high schools by March 17, 1924. Eleven different firms presented their proposals on the appointed day. There was much deliberation, and the session lasted almost all night, ending at 3:30 a.m. the next morning. (Eugene Daily Guard, March 18, 1924:1). F. Manson White was chosen as the architect for the projects.

F. Manson White was a well respected architect. He was born in England in 1869. His mother, before she was married, was a lady-in-waiting to queen Victoria. F. Manson White was the nephew of Stanford White of the firm McKim, Mead and White, where F. Manson White studied architecture with his uncle for several years. Stanford White designed the Portland Hotel, which is now demolished. F. Manson White graduated from Winona college, and attended Cornell University, and the Massachusetts Institute of Technology where he won both the silver and the gold medal in architecture (Fred Lockley interview of Mrs. F. Manson White, Oregon Journal, April 6, 1935). He designed a number of world's fair buildings in Chicago in 1893.

White designed several schools, including the Chapman School in Portland, and Gresham Union High School. He was also well known for his church design. He had come to Portland in 1890 originally to design the interior of First Presbyterian Church with the firm of McCaw and Martin. The church is noted for its elaborate Victorian display of gothic woodwork. In 1894 he designed the Auditorium Building, which is considered one of Portland's best examples of Sullivanesque architecture.

White was a building engineer, as well as an architect, and this talent is reflected in the design of the Woodrow Wilson Junior High School. He had to produce a practical workable design within the parameters set by regulations and the school district's desires. Natural lighting in schools was assumed to be the primary source of light into the building, and was considered to be "the greatest disinfectant and preservative of life" (Talyor 1989:6) Guidelines specified that the glazed areas in classrooms should equal a minimum of one fourth of the total

floor area, and be placed no more than six inches from the ceiling (Taylor:1989:6). F. Manson White handled light into the building not only with windows, but with no less than thirteen skylights.

The Woodrow Wilson Junior High School building opened to students in September of 1925. The building is significant because it is illustrative of the development of Eugene from a small agriculturally based town with a university, to Oregon's second-largest city and a marketing and industrial center. Reflective of the values of the time, the building is a physical remnant important for its interpretive value in relation to the growth and development of centralized, standardized education in Eugene during this era. "This period of rapid urban growth encompassed economic social and geographic restructuring the consolidated the political and economic power of the modern middle class and in many ways crystallized our cultural images of modern urban American life" (Pincus:1987:16).

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Oregon Journal, April 24, 1952; F. Manson White obituary

Oregon Journal, April 6, 1935, Fred Lockley, Impressions of a Journal Man, interview with Mrs. Manson White.

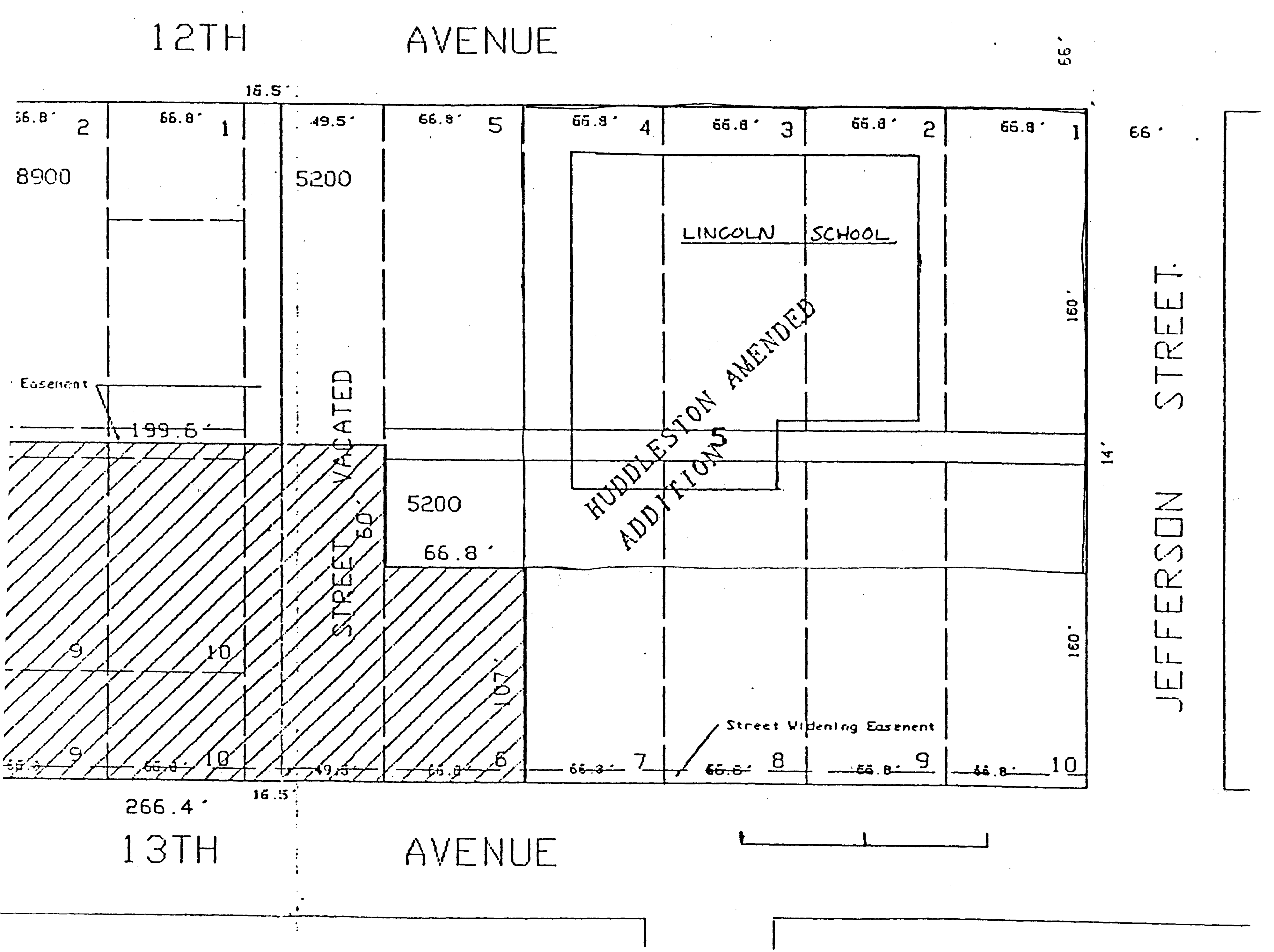
Oregon Statesman, January 24, 1967; from Oregon Historical Society vertical file, architects. The murder of F. Manson White's uncle was recalled.

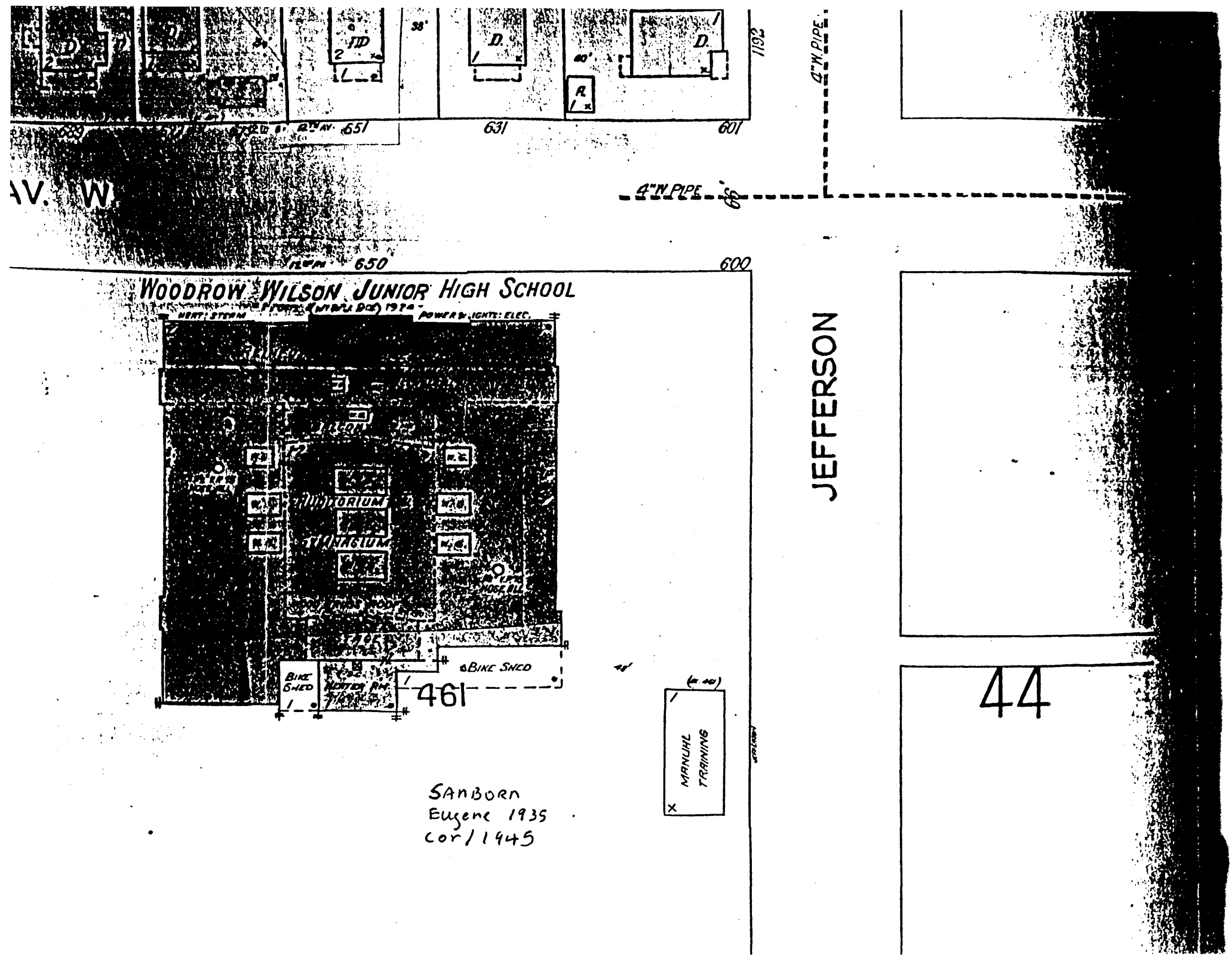
MAPS AND PLANS

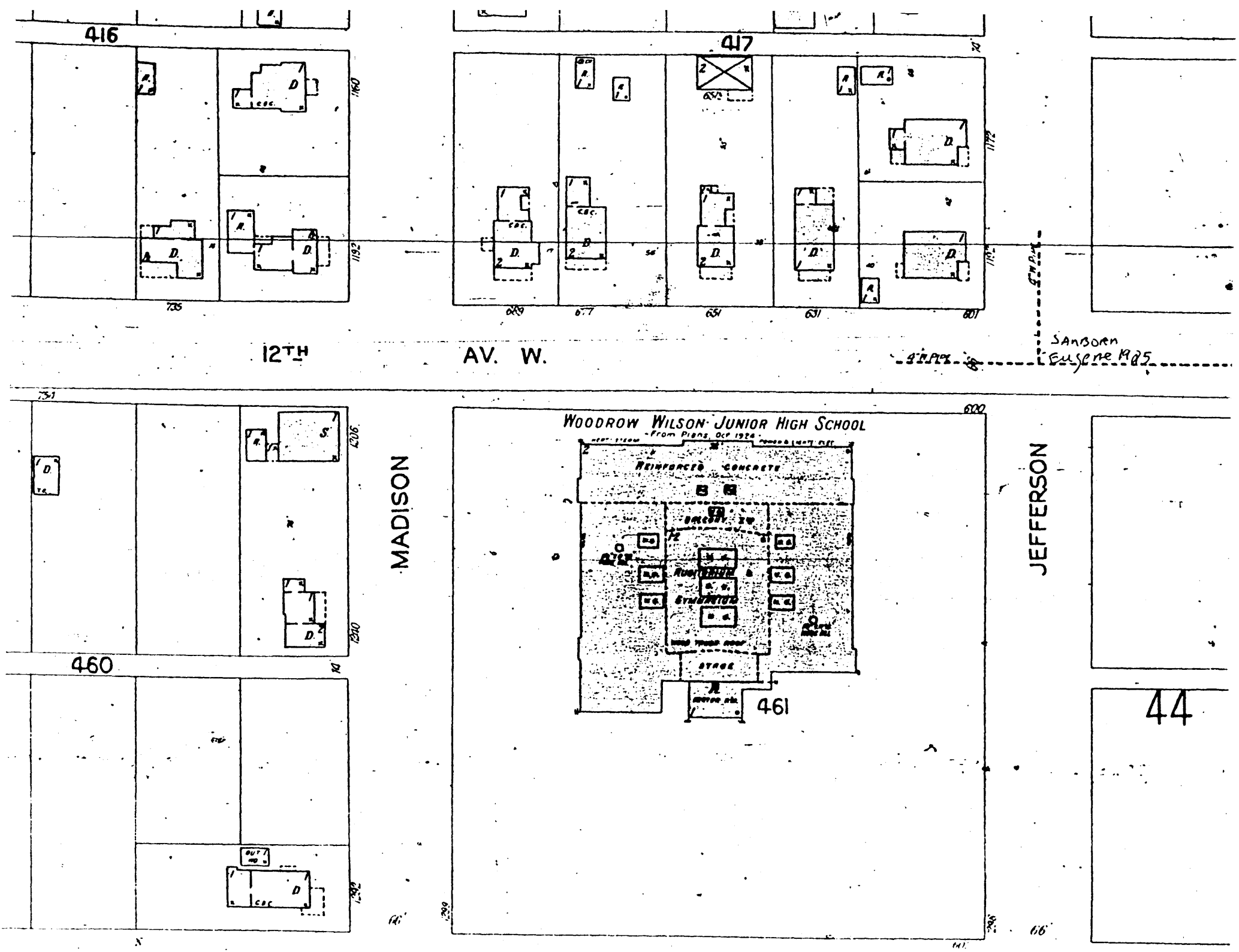
Original drawings of the Woodrow Wilson School

Working drawings of the Condon School, (formerly Roosevelt Junior High). 4-J's School District office, Eugene.

Sanborn Fire Insurance Maps, City of Eugene, 1924, and 1935 corrected to 1945.


12TH AVENUE
13TH AVENUE
JEFFERSON STREET
STREET VACATED 60'
HUDDLESTON AMENDED ADDITION 5
LINCOLN SCHOOL
Easement
Street Widening Easement
8900
5200
5200
199.6'
266.4'
16.5'
66.8'
49.5'
160'
14'
66'
107'


WOODROW WILSON JUNIOR HIGH SCHOOL
HEAT: STEAM
POWER & LIGHTS: ELEC.
AUDITORIUM
GYMNASIUM
BIKE SHED
BIKE SHED
461
MANUAL TRAINING
JEFFERSON
4" W. PIPE
4" W. PIPE
651
631
601
650
600
44
SANBORN
Eugene 1935
cor/1945


416
417
12TH
AV. W.
SANBORN
EUGENE 1925
MADISON
JEFFERSON
460
461
WOODROW WILSON JUNIOR HIGH SCHOOL
From Plans, Oct 1924
REINFORCED CONCRETE
GYMNASIUM
STAGE
44

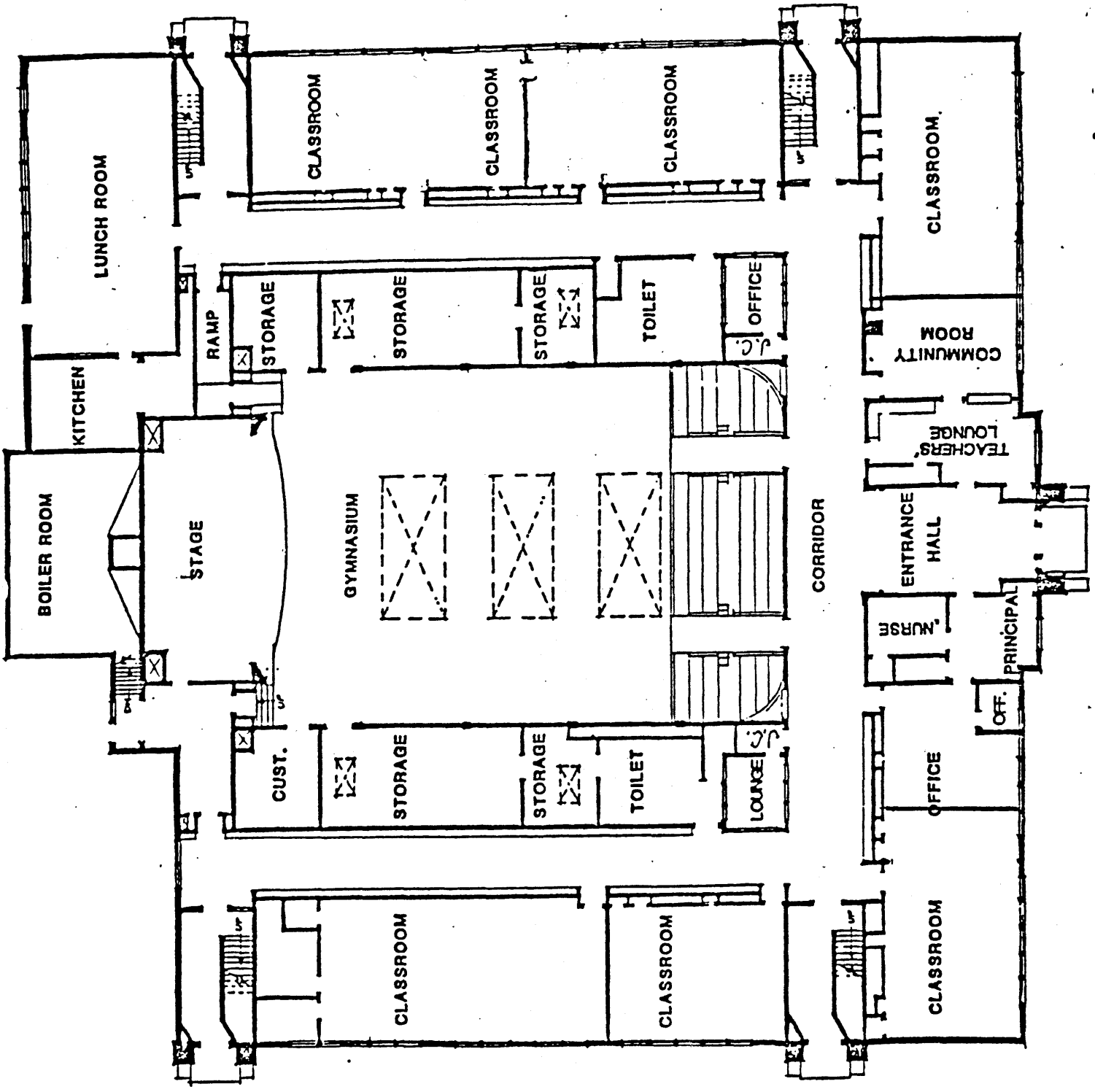
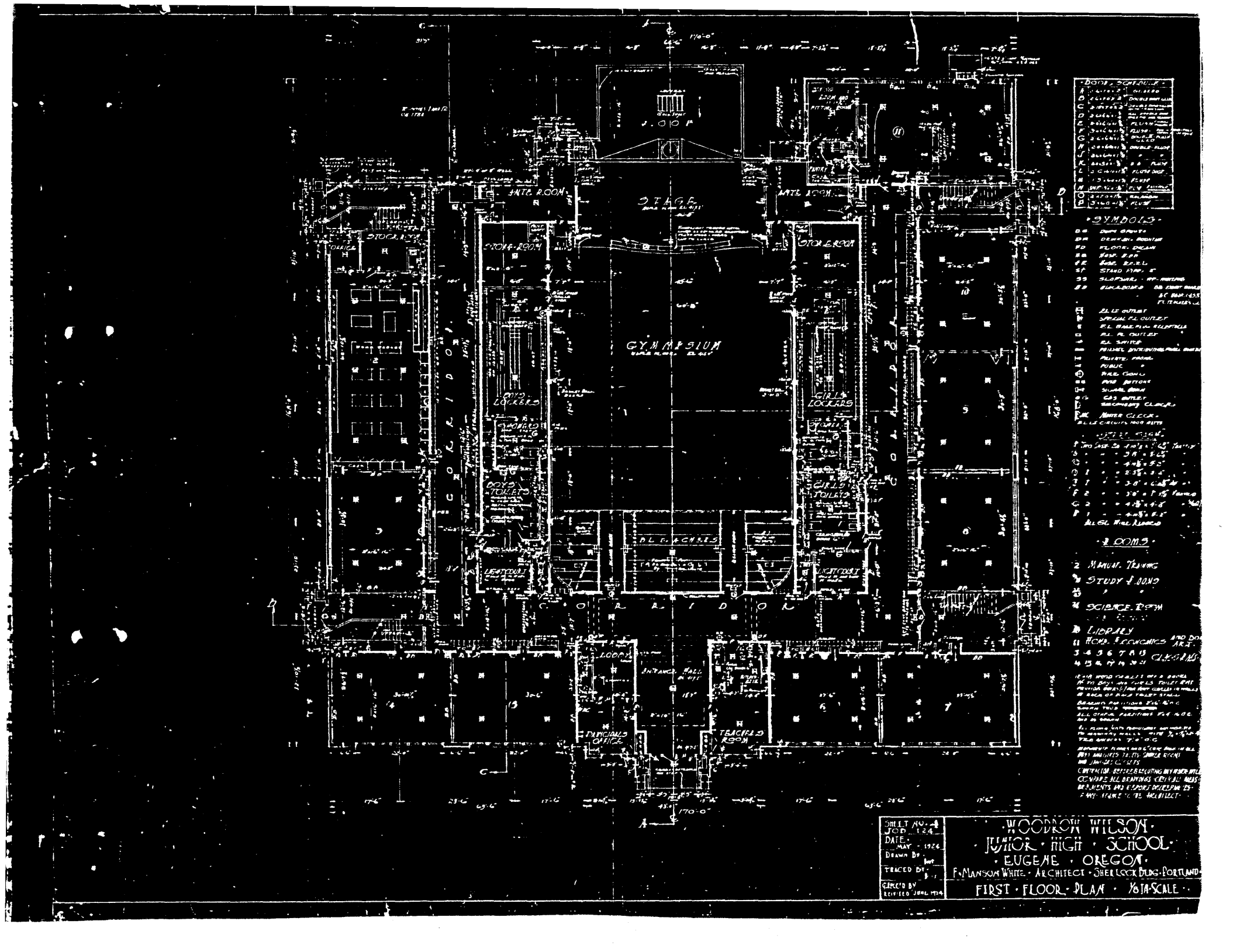
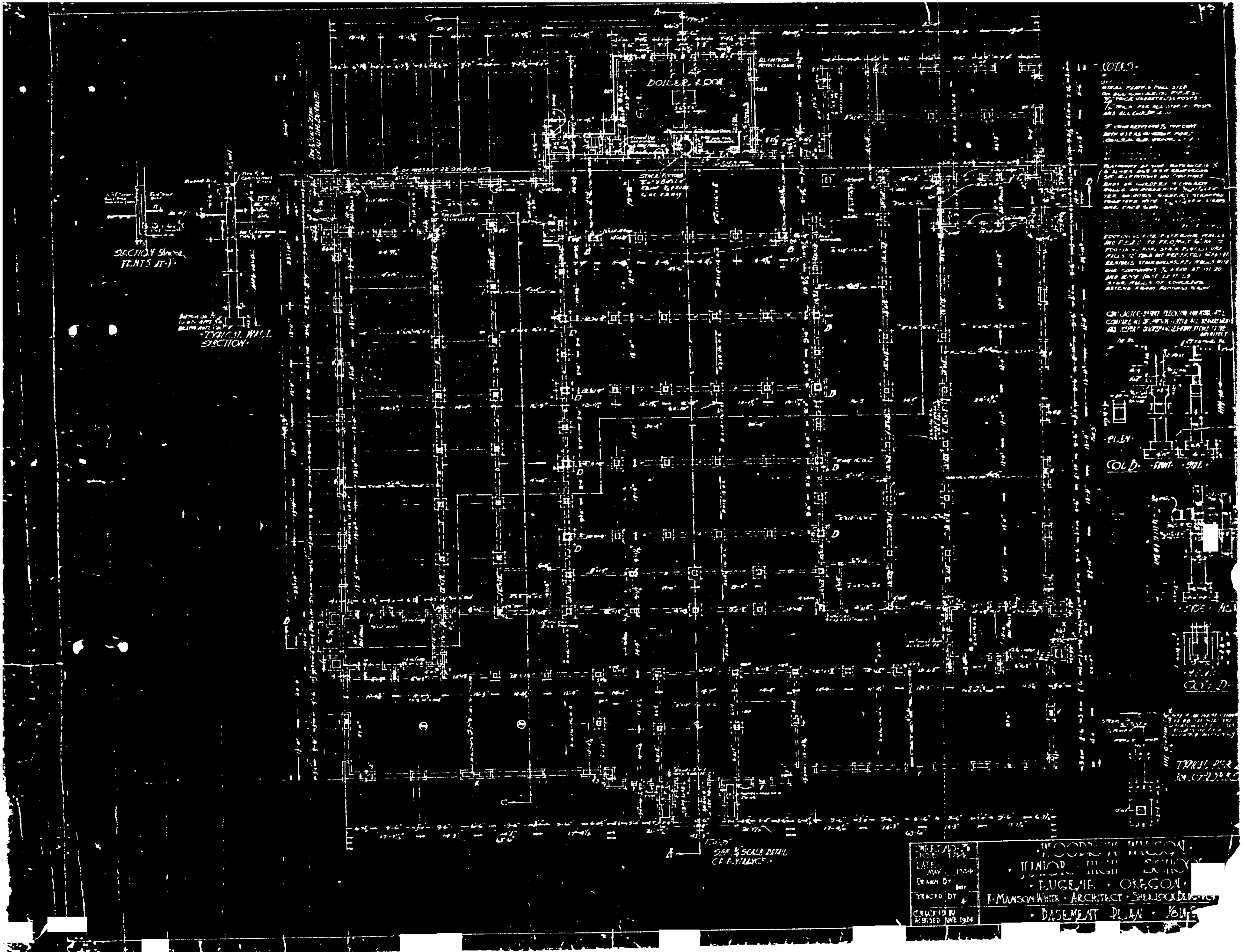
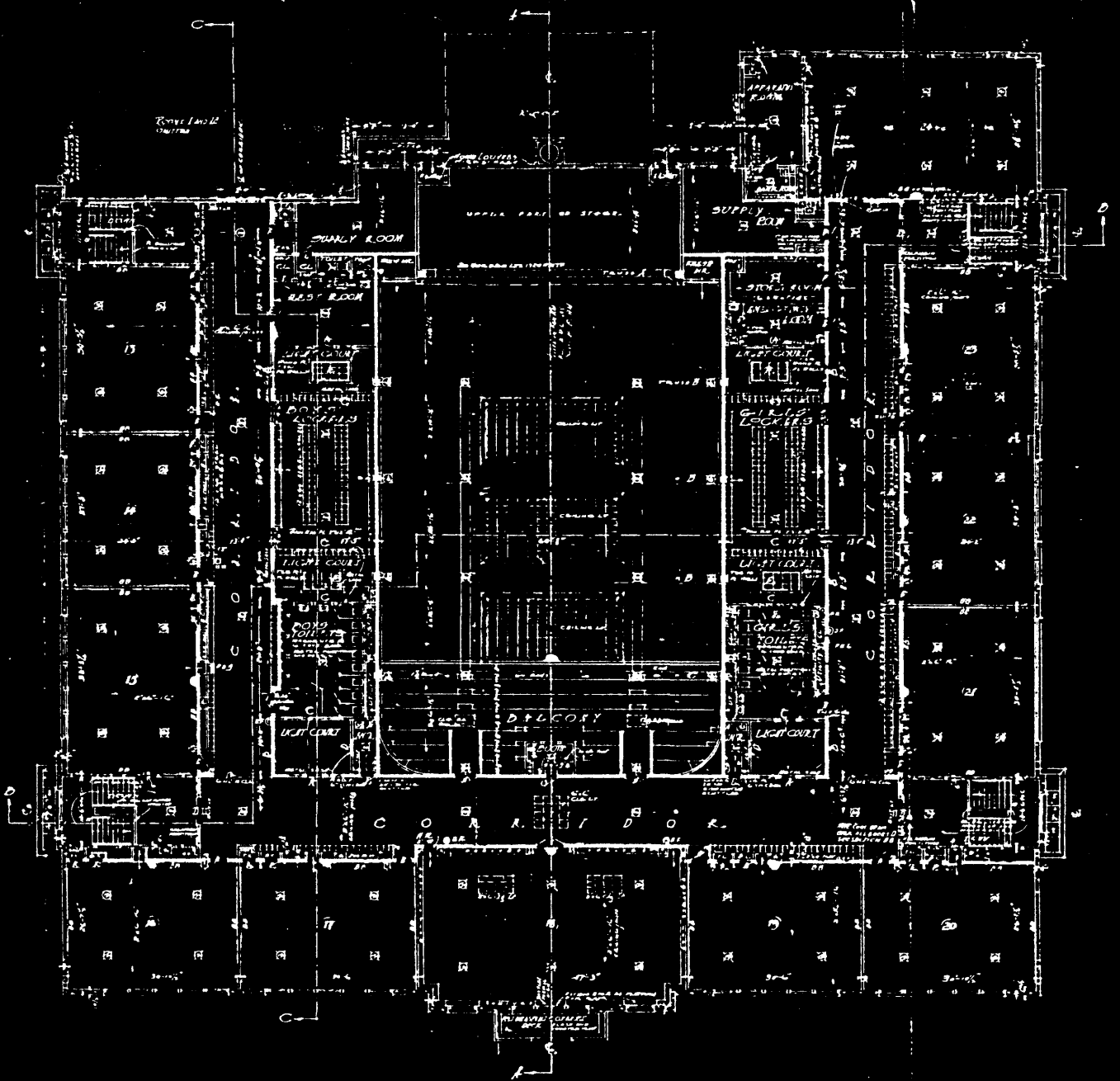


EXHIBIT A
LINCOLN SCHOOL
FIRST FLOOR PLAN


STAGE
GYMNASIUM
GIRLS LOCKERS
BOYS LOCKERS
GIRLS TOILETS
BOYS TOILETS
ENTRANCE HALL
PRINCIPAL'S OFFICE
TEACHER'S ROOM
LIBRARY
SYMBOLS
ROOMS
WOODROW WILSON
JUNIOR HIGH SCHOOL
EUGENE OREGON
F. MANSON WHITE - ARCHITECT - SHERLOCK BLDG - PORTLAND
FIRST FLOOR PLAN 1/8 IN. SCALE
SHEET NO. 4
JOB 124
DATE MAY 1926



BOILER ROOM
TYPICAL WALL SECTION
NOTES
PLAN
COL. D
3/4" SCALE DETAIL OF ENTRANCE
WOODROW WILSON
JUNIOR HIGH SCHOOL
EUGENE · OREGON
F. MANSON WHITE · ARCHITECT
BASEMENT PLAN
MAY 1924
REVISED JUNE 1924



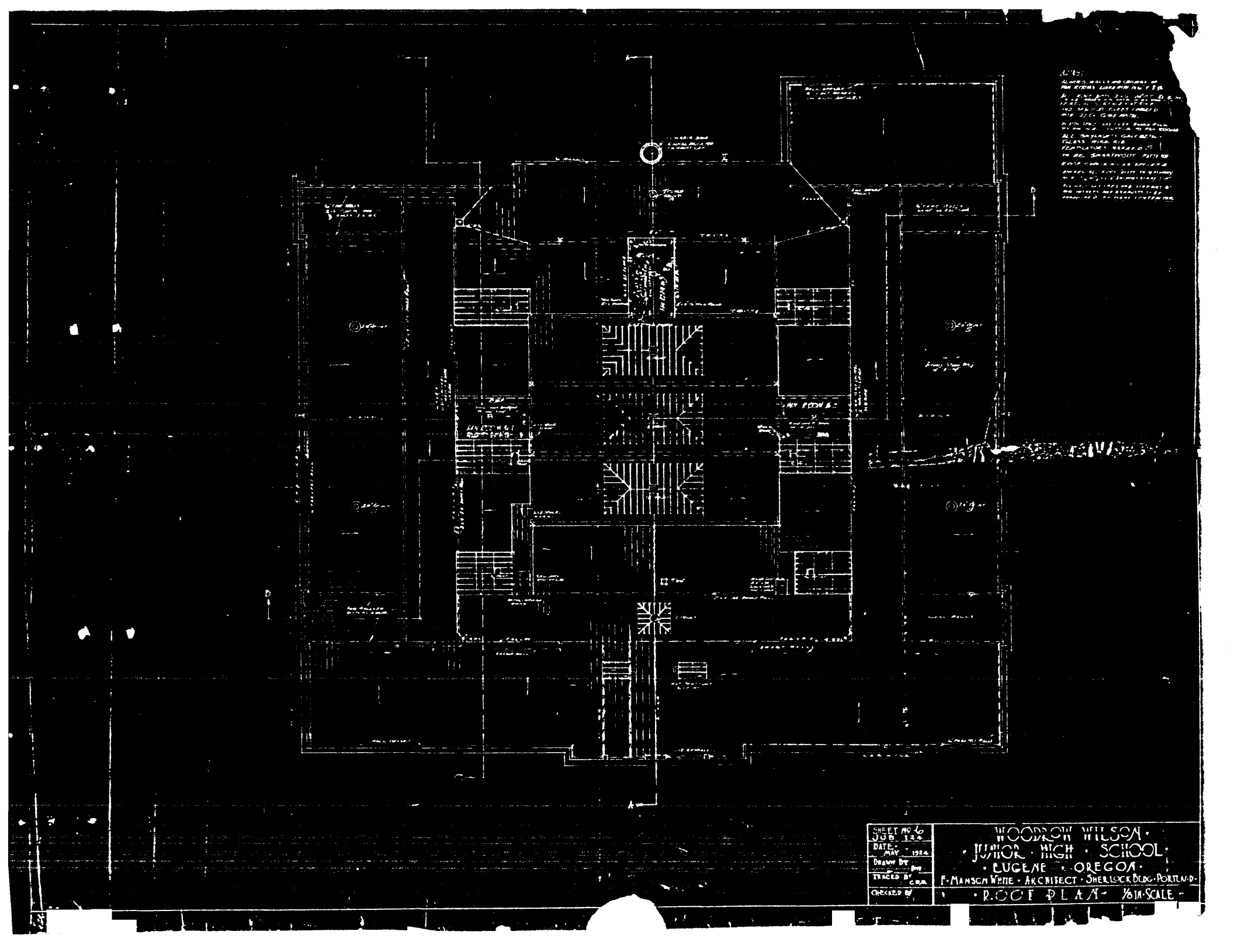
SHEET NO. 5
JOB 124
DATE MAY 1924
DRAWN BY
TRACED BY
CHECKED BY

WOODROW WILSON JUNIOR HIGH SCHOOL

EUGENE · OREGON

F. MANSON WHITE · ARCHITECT · SHERLOCK, DOLPH · PORTLAND

SECOND FLOOR PLAN · 1/8 IN. SCALE



SHEET NO. 6	WOODROW WILSON
JOB 134	JUNIOR HIGH SCHOOL
DATE: MAY 1924	EUGENE OREGON
DRAWN BY	F. MANSON WHITE - ARCHITECT - SHERLOCK BLDG. PORTLAND
TRACED BY CBR	ROOF PLAN 1/8 IN. SCALE
CHECKED BY	