

1331

United States Department of the Interior National Park Service
NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION

1. Name of Property WILSON SCHOOL

historic name: Wilson School
other name/site number: West Augusta Historical Society Museum

2. Location

street & number: 917 East Main Street not for publication: N/A
city/town: Mannington vicinity: N/A
state: West Virginia county: Marion code: 049 zip code: 26582

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.

Susan M. Pierce 10/11/01
Signature of Certifying Official Date

State or Federal agency and bureau Date

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 Date

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4. National Park Service Certification

I, hereby certify that this property is:

Signature of Keeper

Date of Action

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):

Edson H. Beall 11-29-01

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 previously listed resources in the count.)

Contributing	Noncontributing	
1	1	buildings
		sites
	1	structures
		objects
1	2	TOTAL

Name of related multiple property listing N/A

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

Number of contributing resources previously listed in the National Register 0

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6. Function or Use

Historic Functions

Education/School

Current Functions

Recreation and Culture/Museum

7. Description

Architectural Classification:

LATE 19TH AND 20TH CENTURY REVIVALS
OTHER: Collegiate Gothic

Materials

Foundation: Concrete/Brick
Walls: Brick
Roof: Rubber membrane
Other: Sandstone

Narrative Description

(See continuation on sheets.)

8. Statement of Significance

Applicable National Register Criteria

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

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.

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Criteria Considerations

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

Property is:

A owned by a religious institution or used for religious purposes.

B removed from its original location.

C a birthplace or grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance

Education

Architecture

Period of Significance

1912-1951

Significant Dates

1912

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

N/A

Narrative Statement of Significance

(See continuation sheets.)

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9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

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: _____

10. Geographical Data

Acreeage of Property: Less than one acre

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

Mannington Quad Map

17 557174 4375100
Zone Easting Northing

Verbal Boundary Description

(See continuation sheet.)

Boundary Justification

(See continuation sheet.)

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11. Form Prepared By

Name/Title: Alan Rowe, Structural Historian, and Norma Wilcox, West Augusta Historical Society

Organization: WV SHPO

Date: June 15, 2001

Street & Number: 1900 Kanawha Blvd., East

Telephone: 304-558-0220

City or Town: Charleston

State: WV ZIP: 25305-0300

Property Owner

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

Name: West Augusta Historical Society

Street & Number: PO Box 414

Telephone: 304-986-1089

City or Town: Mannington State: WV Zip: 26582

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Architectural Description:

The Wilson School is located along US 250 about one half mile from the central business district of Mannington. Architecturally, the school is a modest expression of the Collegiate Gothic style. The land surrounding the school is a mixed use urban area with single family houses to the rear and sides of the property and a car dealership across from the main elevation to the south. A grassy, narrow yard separates the school from the highway to the south, Hill Street to the east, and a house to the west. The rear of the property is a large, open grassy space enclosed by a tall chain link security fence. The fence encloses the ca. 1850 Price log house and a 1912 Baltimore and Ohio Railroad caboose; both are considered non-contributing.

Wilson School 1912 Contributing Building

The Wilson School features a symmetrical two-story rectangular plan with a raised basement. The roof is flat and hidden behind a crenellated parapet. The walls of the school are laid in common bond red brick with a four foot tall watertable that has a band of sandstone coping. The main elevation of the school faces south and is divided into three major sections. The center section extends about two feet out from two flanking wings, or side sections. The centered main entrance is raised above grade and accessed by a flight of four concrete steps. The steps are flanked by low sandstone walls each with an ogee-shaped sloping capstone. At the top of the steps there is a sandstone four-centered arch that frames the recessed double main entry doors. Each wooden door has five horizontal glass panes. The doors are located beneath a clear glass arched transom comprised of six vertical glass panes. Located about two feet to each side of the main entry opening are two small 1/1 double-hung windows. Each window is capped with a heavy, rectangular sandstone lintel. Directly above the arched main entry is a large ribbon window broken into six main divisions by two thick wooden mullions and a thinner transom bar. The larger lower section is actually a series of three 6/6 double-hung sash windows, and the upper section is a series of three 3/3 double-hung sash windows. Above the top row of windows is a rectangular panel that reads "19/PUBLIC SCHOOL/12." This panel is directly below the parapet, which has a higher center section and two lower flanking sections. The parapet has a sandstone cap, and at its far corners it is decorated with spherical sandstone ball finials.

Each of the identical flanking side sections have three square basement windows present in the watertable. Directly above the watertable is a ribbon window on the first floor. The ribbon is created from a series of five connected 6/6 double-hung sash windows. A plain sandstone sill and a sandstone header are present along the length of the ribbon window. An identical window arrangement is present on the second floor level. Directly above the second floor window is the crenellated parapet with a plain sandstone cornice that has an overhanging capstone.

The west side elevation is quite plain and is devoid of decorative features. There is a small

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1/1 double-hung sash window present on the first floor which is positioned in the northwest corner of the building. Above this window on the second floor is a door that opens onto a metal fire escape stairway that descends the wall toward the south. The side wall terminates in a crenellated parapet with a sandstone cornice and capstone.

The rear elevation faces north and is much simpler in appearance than the main elevation. It is divided in half by a centered entrance to the first floor and a series of three 6/6 double-hung sash windows above the door on the second floor. The entrance door is reached from grade by a flight of six concrete steps with an iron pipe railing. There is a door to the basement located beneath the porch and accessed by a concrete stair. The rear entrance has been modified from the original arrangement by having the double doors replaced with a single door and a shed-roof asphalt shingled overhang built over the stoop. The areas to each side of the new single door and between the porch roof and the lower edge of the second floor windows have been covered with white vinyl siding. There is a very small and narrow 1/1 double-hung sash window immediately to the right of the three centered second floor windows. At the extreme left and right edges of the elevation are first and second floor 4/4 double-hung sash windows.

Continuing to the east side elevation, once again there is a wide expanse of plain brick wall. The same architectural details on the watertable and parapet that are found on the other elevations are present here. On the far right side of the elevation there are small 4/4 double-hung sash windows on the first and second floor. Directly below the first floor window, and cut through the watertable, is an opening that at one time functioned as the coal chute. It has since been sealed for security reasons.

Interior divisions on the first and second floor are arranged around a grand central stairway that begins in a centered entrance hall on the first floor that runs from the front to the back of the building. Materials and finishes remain original, and consist of painted plaster and varnished wood trim and floors. Doors throughout the building have five horizontal, recessed panels and are coated with a dark varnish. The basement is rough finished with brick and concrete walls and a concrete floor. Presently, the four classrooms on the first and second floors are being used as museum display areas, and the basement is used for storage and meeting purposes.

The basement is divided into five major rooms, with two rooms on each side of a central hallway. Two flights of wooden stairs descend to the hallway from the first floor on the south end of the hall. There is a door to the outside at the north end of the hall, which opens beneath the back porch. Proceeding clockwise around the floor-plan and beginning in the northeast corner is the former coal bin, now used for storage. Next to this room in the southeast corner is a combination men's restroom and work area, which is divided from the stalls and sinks by a concrete block wall. All of the sinks, stalls, and urinals are original to the building. The school's dining room is located in the southwest corner, which adjoins a modernized kitchen in

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the northwest corner.

Moving to the first floor, the main entry space is dominated by a monumental stairway and hall. After passing through the double front doors and stepping into the entry vestibule, it is necessary to climb a flight of carpet-covered wooden steps to square hallway. It is also possible to use one of two descending stairways on either side of the vestibule to access the basement. From the square hall, it is possible to enter classrooms to the east and west, or move to the south and ascend one of two flights of wooden stairs to a landing between the first and second floors. There is a door to the back porch on the north wall of the hall, and a six-branch candelabra-type light fixture hanging from the ceiling. Both classrooms on the first floor are identical in shape and materials. They are roughly square in shape, with painted plaster walls, dark wood trim and varnished hardwood floors. The doorframes have deep wood paneled reveals that indicate the thickness of the first floor walls. Both classrooms retain their blackboards, and the east room retains its original wood-frame coat room divider wall. The coat room wall is about six feet high, and does not reach the ceiling. It is evident that the small corner 1/1 double-hung sash windows visible from the exterior were designed to provide light and ventilation in the coatroom. Each classroom is lighted by a large ribbon window consisting of five joined 6/6 double-hung sash windows. Electric lights are also present in the classrooms, with illumination provided by six hanging fixtures with the typical "schoolhouse" drop-center opaque glass globes.

On ascending to the landing between the first and second floors, the twin staircase on either side of the stair shaft combines into one flight of stairs on the south side of the landing, turning the viewer 180° as they ascend. The landing is lighted by a row of three 6/6 double-hung sash windows. The smaller 3/3 double-hung sash windows above them have been covered with painted plywood sheets on the inside to protect the museum artifacts from UV rays and to reduce solar gain. There are also two hanging light fixtures with opaque schoolhouse globes suspended from the ceiling. Continuing to the second floor hallway, it is possible to travel north into a small office space, or turn east or west to pass into the second floor classrooms. A five-branch candelabra-type light fixture and two hanging schoolhouse globe lights are suspended from the second floor hall ceiling. The second floor classrooms are identical to the two on the first floor. On this floor, it is the east classroom that is missing its coatroom divider wall. A slight difference in the west wall of the west classroom is a door to the fire escape in the northwest corner.

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Price Log House ca. 1850 **Non-contributing Building**

Moved to the Wilson School grounds by the West Augusta Historical Society in the winter of 1988, the Price family built this house in Wetzel County sometime between 1850 and 1870. This one and a half story hand-hewn log house has a side gable roof with wood shingles. The building is used to interpret mid-to-late nineteenth century Appalachian life. The house is considered non-contributing due to its move from its original site to a new location in a different county. It is otherwise in a good state of preservation and well cared for by members of the historical society.

B&O Railroad Caboose 1912 **Non-contributing Structure**

Acquired by the West Augusta Historical Society in 1983, the caboose was donated by the Chessie System (the corporate successor to the B&O) and moved to the museum grounds by the Hope Gas Company. A panel of standard gauge track supports the caboose and raises it slightly above grade. The caboose has two four wheel trucks, a steel frame and a wooden body with a centered cupola. The caboose holds artifacts from Mannington's railroad era, and is in a fair state of preservation. The original siding has been removed and replaced with plywood sheets painted red. Once common on American railroads, wooden body cabooses are now quite rare, but the loss of original material on the outside has negatively impacted its integrity. Since the caboose was moved to the museum recently, and is out of a rail-related context, it is considered non-contributing.

Summary:

Overall, the Wilson School retains a high amount of exterior and interior architectural integrity. It is still evident that the building served as a school, and it continues to reflect Mannington's early twentieth century efforts to provide large, modern facilities for its children. For the most part, any changes made by the West Augusta Historical Society have been practical alterations necessary for the building's present function as a museum, and all are considered reversible. The log house and the caboose reflect the museum's interpretation of local history, but are recent additions to the property and are not connected to the school's past, therefore they are considered non-contributing.

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Statement of Significance:

The Wilson School is significant under Criterion A for Education and Criterion C for Architecture. The period of significance begins with its construction in 1912 and continues to 1951, a thirty-nine year period that runs to the end of the fifty year requirement. The building continued in use as a school until 1979.

A Survey of Education in Mannington: 1842 to 1889

Marion County was formed on January 14, 1842 from parts of Monongalia and Harrison Counties. In April, 1852 by an act of the Legislature Marion County was divided into seven districts. This was done for the convenience of the voters, but later used for the organization of the school districts. The seven districts were: Fairmont, Union, Grant, Winfield, Paw Paw, Lincoln and Mannington.

Springing up throughout Virginia were "Subscription" schools. Sometimes they were called "Charity" schools, and at other times "Old Fields," since often the rude buildings were on land which could not be used for farming or other profitable activities. The teacher would approach families of the area to see which were willing to subscribe for a term of school, usually two or three months, at 25 cents to a dollar a month. Sometimes children of large families took turns attending. Parents provided their children's books, and alternated in boarding the teacher. The curriculum was mainly the three R's--"reading, 'riting, and 'rithmetic."

In the school term of 1856 or 1857 there was a one-room subscription school opened in Mannington on Sycamore Street across from the back portion of the present City Hall. Shortly afterwards this building was abandoned and a log building on the north side of Main Street was used. The building belonged to Mr. A. D. Brooks and bore the dignified name of "Brooks Academy." It stood on the site of what was later the F. H. Huey Funeral Home, and is now the parking lot of a Rite-Aid drug store. It is unknown what connection Mr. Brooks had with the day-to-day operation of the school. Both of Mannington's first schools were operated on a subscription basis, as there were no free public schools at that time. The fee was a dollar for a month tuition for each of the three months of the school term.

The teacher at the Brooks Academy was Mr. Fountain Smith, who later made his mark in Marion County. Reared in old Virginia, Smith was certified to practice law in 1850. Moving west to Marion County several years later, he taught in Mannington and practiced law in Marion and adjoining counties. Mr. Smith was one of the Marion County representatives at the Second Wheeling Convention in June of 1861, out of which came the Reorganized Government of Virginia, a government loyal to the Union.

Free school proponents began fighting against the subscription system at an early date in Virginia. As early as 1796 there were people who attempted to have the state provide free

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education for children. In that year the "Alderman School Law" was passed for that purpose. However, opponents of free education succeeded in amending the law in order to make it ineffective. Their amendment provided that the county court had the power to determine when the aldermen, who were to supervise the schools, were to be elected. Thomas Jefferson, a free school supporter, was quoted as saying: "The justices being generally of the wealthy class (and were sending their own children to private schools), were unwilling to incur the burden, so that it was not suffered to commence in a single county."

The cause for free education advanced in 1810 when provisions for a "Literary Fund" were made over a period of several years. This fund secured the money from fines, confiscations, penalties and forfeitures. It paid for the education of children from poor families, enabling those children to attend subscription schools. In the beginning the amount paid from the fund in Marion County was 2 ½ cents per day for the days the child was in attendance. In 1844 the Marion county school commissioners reported that there were 600 poor children entitled to Literary Fund benefits, 400 of whom were enrolled in the county's 63 schools. The report went on to claim that there were 22,555 days of attendance paid for at 2 ½ cents a day. By 1860, it was with some pride when the county school commissioners reported "there were more schools being taught in Marion County (108) than in any other county of Virginia, with the exception of Rockingham County in the Valley." In the same report, it was stated that the Literary Fund's payments for each child had risen to 3 cents a day.

West Virginia became a state June 20, 1863, and in December of that year passed an act providing the establishment of a statewide free school system. This act provided for a Board of Education for each district to consist of three members with the power to establish schools and appoint teachers. In 1865 the first school board members in the Mannington District were Mr. William Hawker, Mr. James C. Hamilton and Mr. Alpheus Prichard. They busied themselves with a school levy sufficient to operate a school for four months that winter, finding a building, and in securing teachers. They arranged for the use of the Methodist Episcopal Church on the west side of Clarksburg Street. Mr. B. F. Charleton, who later was called by some "the father of the Mannington Public Schools," was engaged as principal and teacher, and Miss Mary Smith, of Fairmont, as a teacher. As the school enrollment increased over the next three years, two rooms were added to the church building and a room across the street was rented. Two years later the school board secured money from the Peabody Fund, which made it possible to lengthen the school term to six months. The Peabody Fund came into being when Mr. George Peabody, a wealthy merchant, set up an educational fund to help the schools. Several years later money from local taxes made it possible to go to an eight-month term.

In 1869, a four-room frame building was erected on the Clarksburg Turnpike in downtown Mannington. The building's central location led to it being called the "Central School." All of the

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pupils from the variously located classrooms were brought together for the first time in a centralized, free school. Five years later the enrollment had increased to the extent that two more rooms were added. In appearance, the building was a plain two-story affair and was painted dark brown. Sanitation facilities were crude and remote from the building. A high board fence enclosed the lot surrounding the building. For about twenty years, this building would serve the gradually growing school age population. It took the discovery of gas and oil to push the local school system to new capacity straining heights.

The Oil Boom Years, and the Expansion of Public Education: 1889 to 1912

When the local oil boom began in 1889, people poured into town, and once again more classrooms were needed. Mr. Frank Burt, of the Burt Tannery and Burt Oil Company, built a frame schoolhouse, costing \$1500 near the tannery for the children of that neighborhood, and gave it to the school board. Mr. Burt stipulated that it could be used as long as the board provided a teacher. Mr. Burt's donation was just a stop-gap, however, and it became clear that a new main school building was necessary. In 1890, the year after the oil boom began, the U.S. Census gave the number of residents in Mannington as 908. Two decades later, the 1910 Census reported that the population nearly doubled to 1,681.

By 1893, enrollment in the old Central School passed 300, and the six-room building no longer could accommodate the children properly. The school board, consisting of Mr. George V Millan, president, Mr. B.F. Charleton, secretary, and Mr. Harrison Sturm and Mr. Caleb Moore as members, began planning for a larger and more suitable school building. The old wood-frame building was demolished, and a fine 12-room brick building, costing \$35,000 was ready for use in 1895. Having a 12-room school made possible more classes and additional subjects. This opened the way for a high school program. It was only a one-year course with just five in the first class to graduate in 1896.

In 1899, Mr. Perry C. McBee was hired as "superintendent of the local school, the first to hold that title, and to serve as secretary of the board of education." He proved to be an exceptionally good school man, as he was a good teacher, a fine organizer, and a hard worker. Under his supervision, Mannington's schools would mature into a modern system of graded schools housed in clean, well-lighted and heated brick buildings. Under McBee's direction, the high school course was changed from one to three years in the fall session of 1899.

A few years after Mr McBee's arrival, a fire in January 1902 destroyed the comparatively new school building, burning most of the furniture, records and books. The school board arranged for classes to be held wherever space could be found. School board president Charles E Jolliffe and Superintendent McBee began marshaling forces for a new building, and by 1903 a \$100,000 building was completed, located on the same parcel of land as the old Central School. It was

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declared to be one of the most modern, most complete public school buildings in West Virginia (see historic photo 1).

In 1905 the high school course was expanded to four years, with the first students from the four-year course to receive their diplomas in the spring of 1907. The 1906-07 WVU catalog listed Mannington High as one of only 13 accredited preparatory schools in the state whose graduates could be admitted to their freshman class without examination or further study.

Amazingly, continued population growth filled the new Central School building to capacity by 1910. Thus the school board was forced to seek additional classroom space where they could. It was at this time that the board decided to build a permanent, brick school building outside of downtown Mannington in the east end residential area.

Construction, History, and Architecture of the Wilson School, 1912 to 1951:

With the oil boom and the establishment of the Homewood/Bowers Pottery Company in 1904, numbers of families began settling in residential areas beyond the original town center. In addition to the pottery, the Burt Tannery, a foundry, and a glass plant all located in the east end of town. To meet this outward-spilling trend, the school board purchased property in the growing east end from Mr. Bud Wilson, who owned several large lots along East Main Street. A two-story brick building was erected in 1912 to provide educational facilities for children in the first four grades living in that area (see historic photo 2). Since the new school was built on land purchased from Mr. Wilson, it was known colloquially as the Wilson School. Its first principal was a young Mannington man, Mr. Arthur Jones, who later studied medicine to become a fine doctor. Other principals through the years have been Mr. Lloyd Moore, Ms. Tocia Moore, Ms. Hazel Reed, Ms. Grace Arnett, and Mr. Lloyd Moore a second time from 1937 to 1955. Principals were also teachers in the Wilson School.

As originally designed, the Wilson School had four large classrooms--one grade to each room, serving the first through fourth grades. There was a cafeteria lunchroom added in the basement in the 1940's. Hot lunch was cooked and served there until the school closed. There was a very active "Parent/Teachers" group at the school helping to get more books for the rooms, improving the play ground and the building's furnishings. In 1926, the original Central School was expanded, leading to the closure of several annexes, but the importance of having a local school in the east end left the Wilson School in service well past the end of this nomination's period of significance in 1951.

Architecturally, the Wilson School is unique in Mannington (see historic photo 2). The Central School building, its only brick counterpart within the town limits, is a grandiose expression of the Romanesque Revival style, which shares few hallmarks with the more humble design of the Wilson School. The unknown designer of the Wilson School applied sparse

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Collegiate Gothic detailing to what is essentially a rectangular box pierced with large ribbon windows on its southern exposure. The choice of Collegiate Gothic over the more ebullient style of the Central School is telling; the style of a building, especially a school, shows much about the intent and philosophy behind its use. The choice of Collegiate Gothic elements such as the Tudor four-centered arch over the door, reveal the designer's intent to express the educational mission of the building.

Associated with the Late Gothic Revival, Collegiate Gothic earned its name due to the application of Tudor Gothic stylistic idioms to university buildings during the mid-to-late nineteenth century. This movement sought to forge a stylistic and philosophical link to the ancient centers of learning at Oxford and Cambridge in England. In America, those educational cues were picked up and applied to grade schools, high schools, and college buildings alike, recasting antique stylistic cues as symbols of what historian Charles Ambler termed the "new education." Ambler identified the period between 1909 and 1929 as the rise of a new way of funding, housing, and administering education in the state. The construction of the Wilson School in 1912 illustrates Mannington's participation in the overall trend by raising a building that was roomy, well heated, electrically lighted, and the built around the philosophy of grades occupying their own rooms. The style continued in popularity through the 1930s, when the sharper, cleaner, and historically non-associated lines of modern architecture swept it away, but the ideas of the time have continued to the present.

Epilogue: Wilson School to West Augusta Historical Society Museum, 1951 to 1982

Following World War II, there was a general decrease in coal mining, oil production, and manufacturing in general in the Mannington area. This slow but steady industrial decline led to an equal loss of population over the middle decades of the twentieth century. As enrollment at the Wilson School decreased in the late 1960's, fifth and sixth graders were brought to the school to keep up attendance, a policy that remained in practice until the school closed in 1979. In the summer of 1979, Mannington schools were merged with Fairview, Farmington, Monongah, and Barrackville to form a consolidated school system. This massive consolidation initiative left the old Wilson School redundant, thus it was closed for good in the summer of 1979.

In 1979, West Augusta Historical Society members Mary Yost & her two daughters Phyllis and Lorna, who had each served as officers of the society, willed their estate to the society, the Mannington Library and the Methodist Church. The society used \$4,000 of this money to purchase the Wilson School from the city of Mannington. The museum opened in 1982, and acquired a 1912 B&O Caboose the next year. The ca. 1850/1870 Price family log louse from Wetzel County was donated to the society by the Higgins Family, then moved to the museum grounds in 1988.

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Summary:

The Wilson School continues to reflect the rapid growth of Mannington in the second decade of the twentieth century. Fueled by a local oil boom, the school age population swelled, causing the Mannington District school system to build the school in 1912. The school served in its role as a center for grade school education until consolidation in 1979 forced its closure. Saved by a local historical society, the school building now enjoys a new life as a museum. Under Criterion A, the school is significant for Education, as its mostly unmodified appearance continues to attest to its use as a school. Under Criterion C, the school's modest Collegiate Gothic architecture continues to reflect the preference for that style in school districts across the country between 1900 and 1920, and is also a significant, unaltered example of the style locally.

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Wilson School
Name of Property

Marion, West Virginia
County/State

Section number 10 Page 1

Verbal Boundary Description

The boundary encloses two parcels: The first begins at the point in the northern line of what is now or formally known as the Maryland and Ohio River Turnpike at which the western line of a twenty-four foot street or alley intersects said line of said Turnpike, which said point is twenty-four feet from the southwestern corner of lot number five of the Snodgrass Addition; thence N. $1/4^{\circ}$ W. three hundred feet to a cross street or alley; thence N. 89° W. seventy feet; thence S. $1/4^{\circ}$ E. one hundred forty-eight feet; thence N. 89° W. thirty feet; thence S. $1/4^{\circ}$ E. one hundred fifty-two feet to a point in said northern line of said Turnpike; thence S. 89° E. one hundred feet to the beginning; the second parcel begins at a point in what is now or formally known as the Maryland and Ohio River Turnpike, corner to land now or formally owned by Margaret Yeater, thence with said Turnpike S. 89° E. ninety-four feet; and thence S. $1/4^{\circ}$ E. one hundred fifty-one feet to the beginning. Quoted from deed book 839, pp. 654-656.

Boundary Justification

This is the boundary historically associated with the Wilson School.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Wilson School Marion, West Virginia
Name of Property County/State

Section number Photo Page 1

Name of Property: Wilson School
Address: 917 East Main Street
Town: Mannington
County: Marion
State: West Virginia

Photographer: Alan R. Rowe

Date: April 4, 2001

Negatives: WV SHPO, Charleston, WV

- Photo 1 of 14 Main elevation, camera facing north.
- Photo 2 of 14: Streetscape, camera facing east.
- Photo 3 of 14: Main elevation detail, camera facing north.
- Photo 4 of 14: East side elevation detail, camera facing west.
- Photo 5 of 14: Rear elevation detail, camera facing south.
- Photo 6 of 14: Main stair detail, camera facing south.
- Photo 7 of 14: Upper main stair detail, camera facing north.
- Photo 8 of 14: First floor east classroom, camera facing east.
- Photo 9 of 14: Second floor west classroom, camera facing west.
- Photo 10 of 14: Second floor east classroom, camera facing east.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Wilson School
Name of Property

Marion, West Virginia
County/State

Section number Photo Page 2

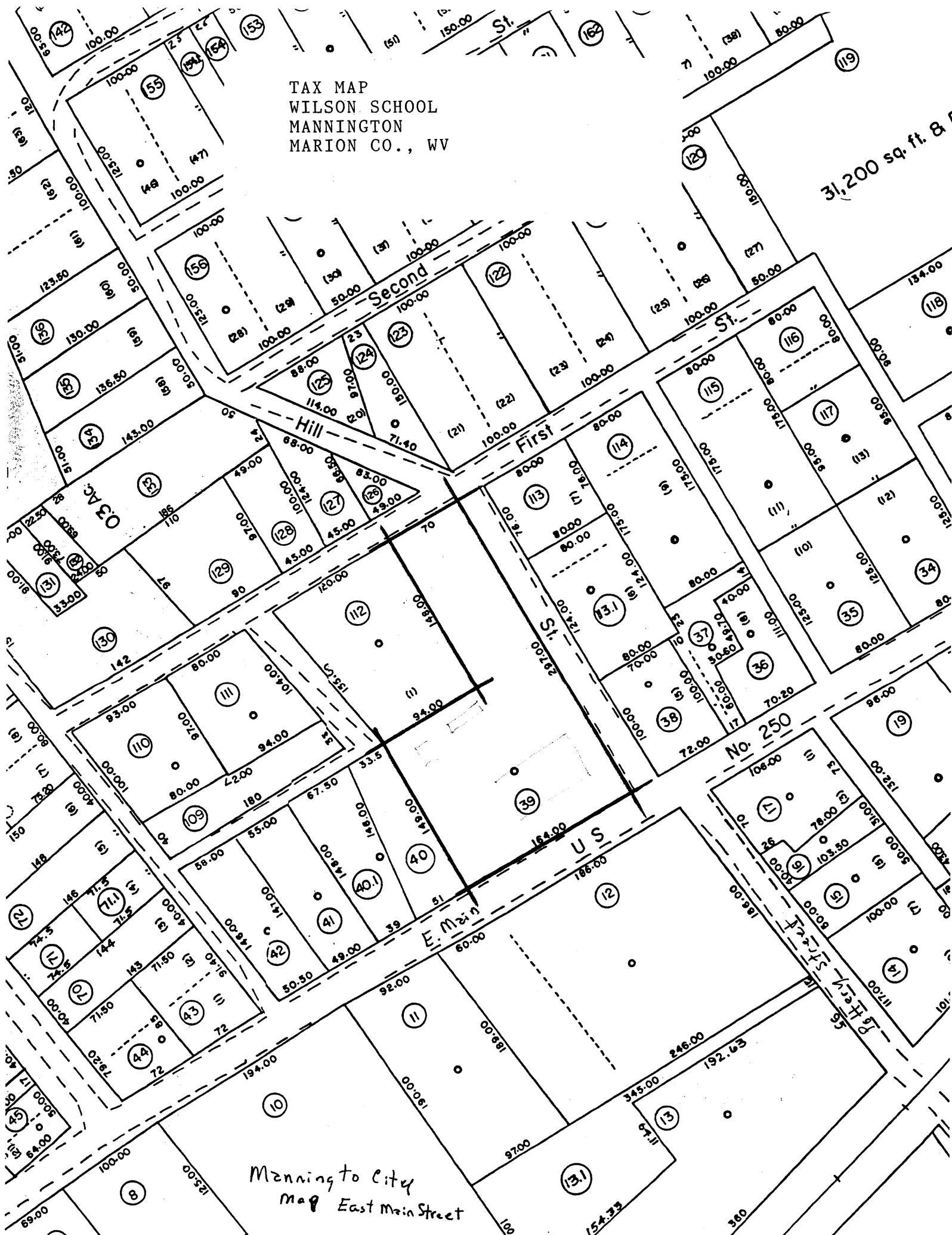
Photo 11 of 14: Basement, restroom detail, camera facing east.

Photo 12 of 14: Basement, cafeteria, camera facing west.

Photo 13 of 14: Price log house, camera facing west.

Photo 14 of 14: Caboose, camera facing north.

TAX MAP
WILSON SCHOOL
MANNINGTON
MARION CO., WV



Manning to City
Map East Main Street

31,200 sq. ft. 8 r

No. 250

US

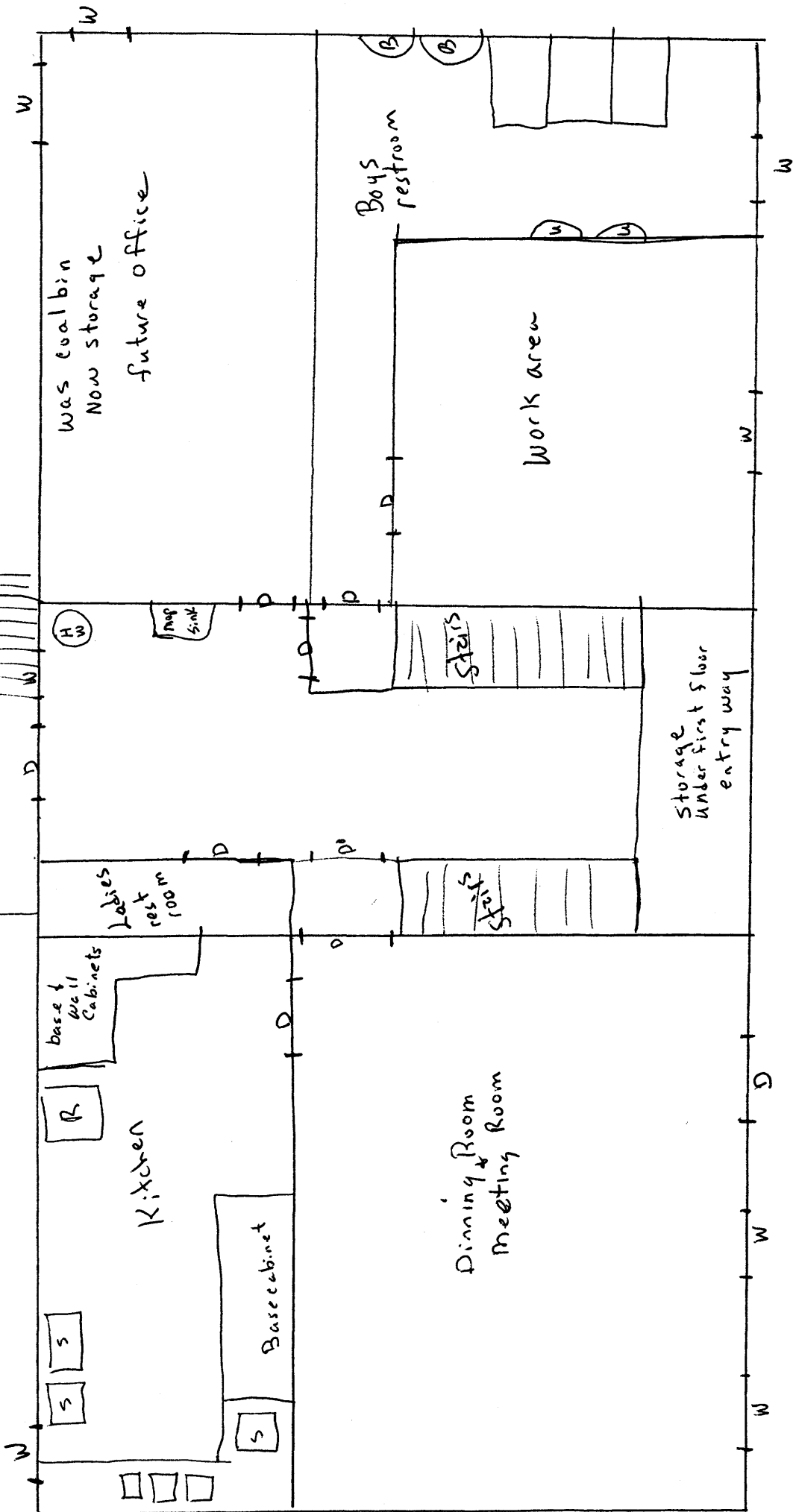
E. Main

O.S.A.C.

Wilson
Basement floor

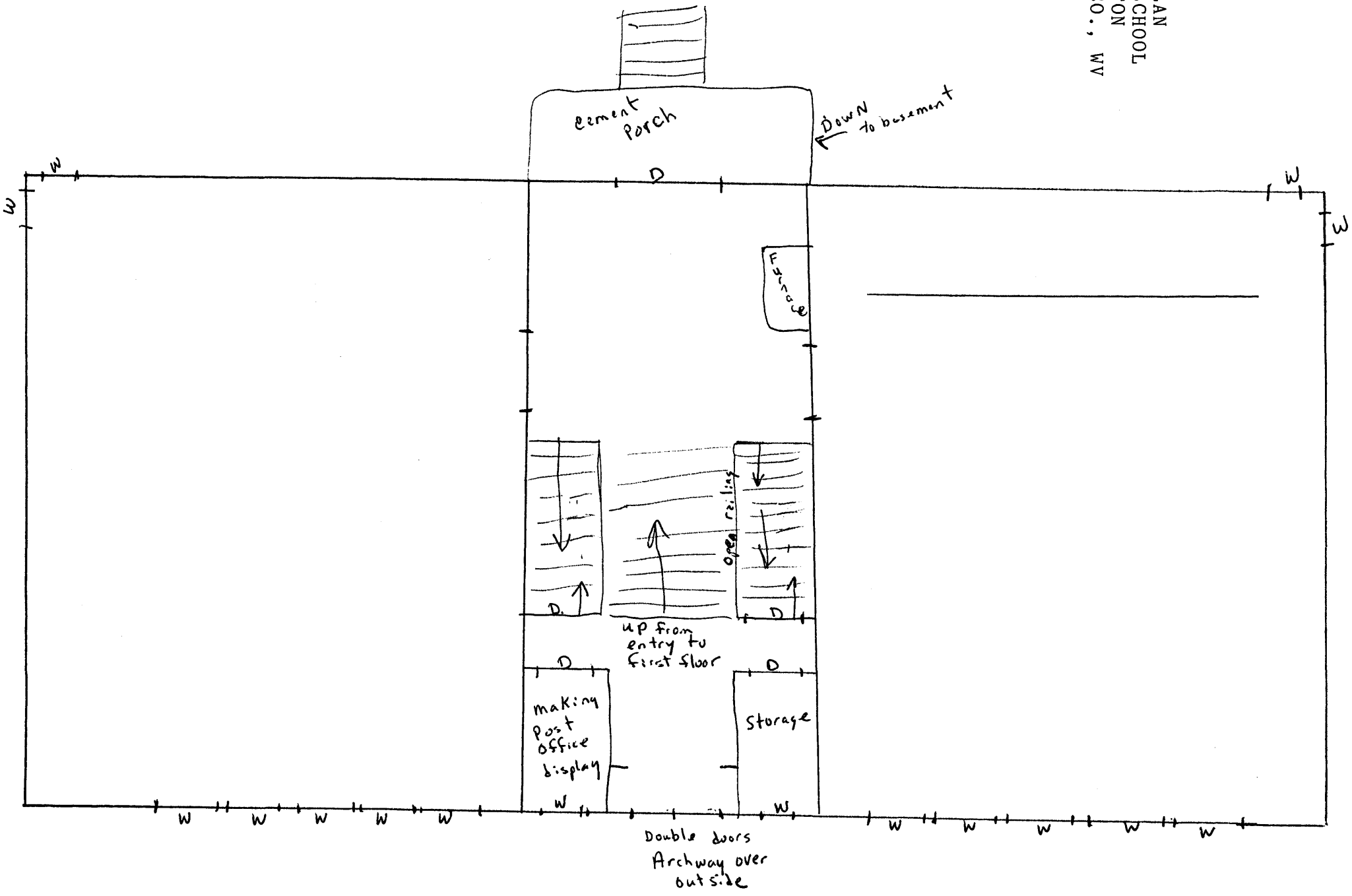
FLOOR PLAN
WILSON SCHOOL
MANNINGTON
MARION CO., WV

W = windows
D = Door
||| Stair ways



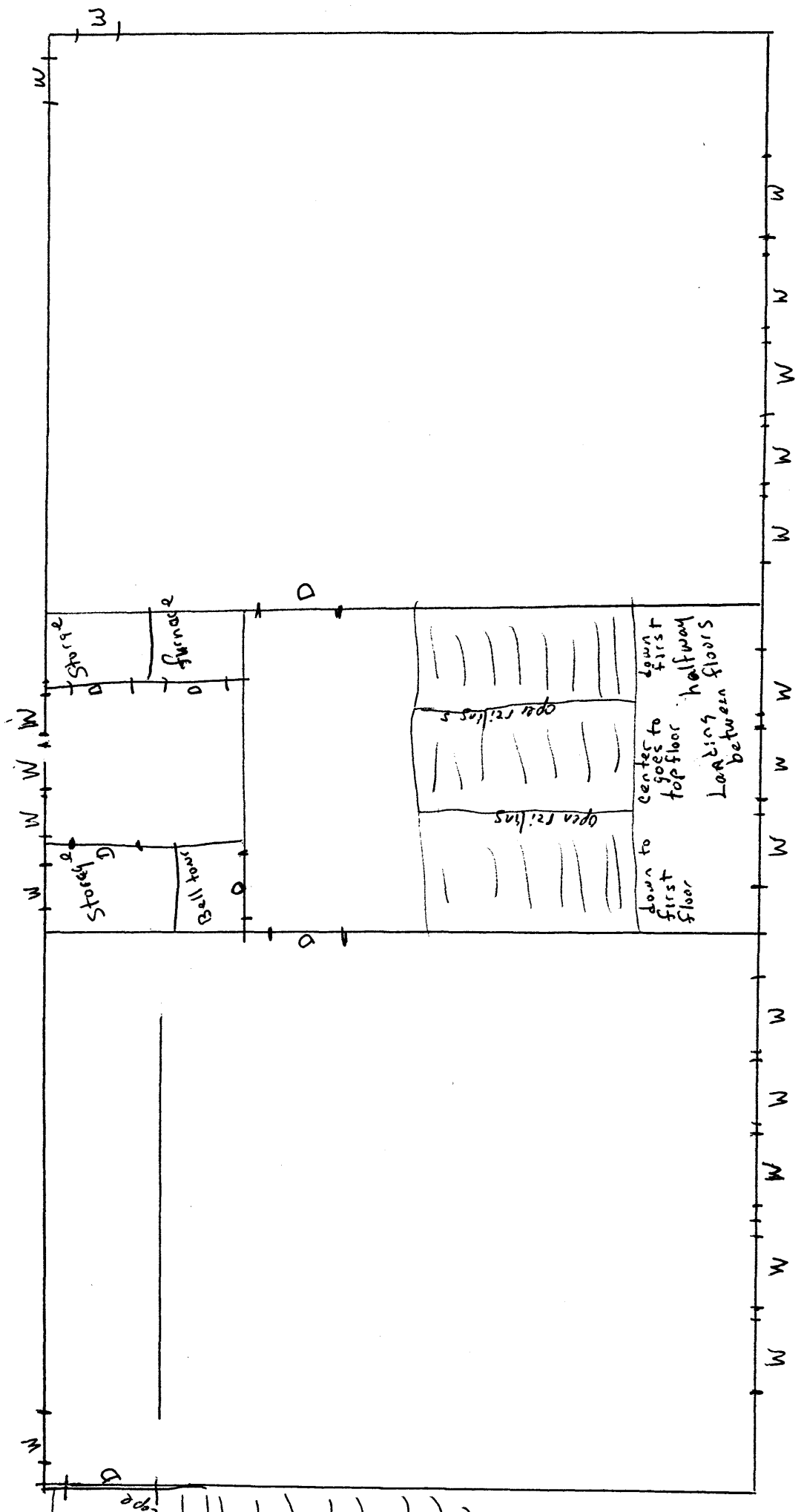
Wilson School
Ground floor

FLOOR PLAN
WILSON SCHOOL
MANNINGTON
MARION CO., WV



Wilson School
Top floor

FLOOR PLAN
WILSON SCHOOL
MANNINGTON
MARION CO., WV



These three windows
are 1 1/2 windows high