

United States Department of the 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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

## 1. Name of Property

historic name Bolton School

other names/site number Bolton Middle School, West Linn High School Annex, West Linn Public Library, Bolton Primary School

Name of Multiple Property Listing N/A

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

## 2. Location

street & number 5933 Holmes St  not for publication

city or town West Linn  vicinity

state Oregon code OR county Clackamas code 005 zip code 97068

## 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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. I recommend that this property be considered significant at the following level(s) of significance:  national  statewide  local

Applicable National Register Criteria:  A  B  C  D

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

Oregon State Historic Preservation Office  
State or Federal agency/bureau or Tribal Government

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

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register  determined eligible for the National Register
- determined not eligible for the National Register  removed from the National Register
- other (explain:) \_\_\_\_\_

Signature of the Keeper Date of Action

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**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		buildings
		site
1		structure
		object
2	0	<b>Total</b>

**Number of contributing resources previously listed in the National Register**

N/A

**6. Function or Use**

**Historic Functions**  
 (Enter categories from instructions.)

EDUCATION / school  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Current Functions**  
 (Enter categories from instructions.)

EDUCATION / school  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**7. Description**

**Architectural Classification**  
 (Enter categories from instructions.)

MODERN  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Materials**  
 (Enter categories from instructions.)

foundation: CONCRETE  
 walls: BRICK  
 roof: METAL, SYNTHETICS, ASPHALT  
 other: METAL / aluminum  
GLASS

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### Narrative Description

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

#### Summary Paragraph

Bolton School, located in the Bolton neighborhood of West Linn, Oregon, sits on a sloped 3.28-acre site between Holmes Street and Perrin Street, near the Willamette River. Constructed in 1950 and designed by noted Oregon architect Donald W. Edmundson, the building exemplifies mid-century postwar educational architecture with its low, horizontal profile, flat rooflines, red brick veneer, and aluminum-framed ribbon windows that maximize natural light.<sup>1</sup> The single-story, wood-framed building with a concrete basement foundation was expanded by three sympathetic additions in 1954, 1957, and 1965, each maintaining the original architectural vocabulary. The L-shaped plan, with extended classroom wings projecting from the central gymnasium and administrative volume, provides direct outdoor access from nearly every classroom and incorporates a covered play area at the west end of the main classroom wing. A daylight basement beneath the gymnasium and the administrative rooms at the southeastern end of the 1950 building houses the cafeteria, kitchen, and support spaces. Interior spaces reflect progressive child-centered design with built-in display windows, reading nooks, classroom sinks for hands-on learning, and wide corridors accommodating flexible use. Other interior features include glass block windows in the basement level beneath the gymnasium and a double-height stairwell with exposed brick walls. A 2010 library addition, located in the ell between the original 1950 building and the 1957–1965 additions, sensitively connects the upper and lower levels while preserving original brickwork. In addition to the 1950 school building with its 1954, 1957, and 1965 additions (contributing building), the property also includes a 1957 covered play shed (contributing structure) located north of Perrin Street, across from the school building but within the nominated boundary. There are no noncontributing resources. Bolton School retains excellent integrity to convey its significance under Criteria A and C and is in good condition after more than seven decades of continuous service as an elementary school, middle school, high school annex, preschool, and host to the West Linn Public Library.

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### Narrative Description

#### SETTING

Bolton School is located in the Bolton neighborhood of West Linn, a residential area situated along the west bank of the Willamette River, north of Willamette Falls. The Bolton townsite was first platted in 1890 by the Bolton Land Company, with streets named alphabetically after early settling families, including Holmes Street, where the school is addressed.<sup>2</sup> The school occupies lots within the Moody Investment Company's Holly Gardens plat (Figure 9), recorded in 1923, within the Hugh Burns Donation Land Claim No. 51.<sup>3</sup> The neighborhood's residential character predates automobile ownership; the oldest residential areas of West Linn border the industrial area around the falls, where residents could walk to work in the mills or take the interurban railroad.<sup>4</sup> As documented in the McLean House National Register nomination, the Bolton area attracted working families while the adjacent Holly Gardens plat drew merchants and

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<sup>1</sup> John D. Stuckey, *Historical Development of the West Linn School District* (West Linn, OR: West Linn School District, December 1974), 1-11–1-13

<sup>2</sup> Bolton Neighborhood Association, "Historic Bolton Neighborhood Walking Tour" (West Linn, OR, 2008), [https://westlinnoregon.gov/sites/default/files/fileattachments/library/page/7380/bolton\\_neighborhood\\_tour.pdf](https://westlinnoregon.gov/sites/default/files/fileattachments/library/page/7380/bolton_neighborhood_tour.pdf).

<sup>3</sup> "Moody Investment Company's Plat of Holly Gardens," recorded September 26, 1923, West Linn Historical Society Historical Maps, <https://www.westlinnhistory.org/research/historic-maps>.

<sup>4</sup> Clackamas County Policy and Project Development Division, Clackamas County Cultural Resource Inventory: West Linn Study Area, Book V (March 1984), 26/A, West Linn Public Library, West Linn, Oregon.

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professionals, a social geography that influenced the demand for neighborhood school facilities.<sup>5</sup> Several City of West Linn Historic Landmarks dating from the 1890s and early 1900s remain along Buck Street, one block northwest of the school, including the Fosberg House (1715 Buck Street, ca. 1890).<sup>6</sup>

The school site slopes from southeast to northwest, following the natural topography toward the Willamette River. Willamette Drive (Highway 43), a major arterial route running north to downtown Portland, borders the site to the southwest, while Perrin Street provides access to the lower entrance (Figure 4). Residential lots in the surrounding blocks are modest in scale with mature landscaping. The surrounding neighborhood is zoned Single Family Residential Detached (R-10) and is developed with single-family residences on all sides except the southeast, which fronts Hammerle City Park. This 5.81-acre neighborhood recreational facility was purchased from the Moody Investment Company<sup>7</sup> and named in 1935 for Frank Hammerle, West Linn's longest-serving mayor (1925–1940)<sup>8</sup> and superintendent of the Crown Zellerbach paper mill.<sup>9</sup> Although the Bolton PTA managed playground equipment and supervised recreation at the park from the organization's founding in 1937, Hammerle Park has always functioned as a public park rather than a dedicated school playground. The park is not integrated into the school's designed landscape, and the school building is physically oriented away from it: the southeast façade, facing the park, is devoid of original fenestration, and classroom views and outdoor access are concentrated on the west and north sides of the property. Hammerle Park is therefore not included within the nominated boundary (see Section 10).<sup>10</sup>

Vehicular access to the school is provided by Holmes Street, which runs along the south and west sides of the site. A small portion of the school property—the playground area and the 1957 covered play shed—is located on the north side of Perrin Street, connected to the main campus by pedestrian crossings at Perrin Street.

## EXTERIOR DESCRIPTION

Bolton School has a roughly L-shaped footprint and presents a strong horizontal emphasis. The original 1950 building, which runs parallel to Holmes Street on the southwest, forms the “long arm” of the L. It contains classrooms, administrative offices, and a gymnasium on the main floor, as well as a cafeteria, kitchen, and various other rooms in a daylight basement. Extending from the northeastern corner of the original building, the shorter arm of the L is composed of three mid-century additions (1954, 1957, and 1965) (Figure 7). Each addition, as constructed, comprised three classrooms at the daylight-basement level (the interior wall between two of the classrooms in the 1957 addition has been removed, see Figure 6). A 2010 library addition is located on the north side of the building at the intersection between the two arms.

The building (including the mid-century additions) is of wood-frame construction on a concrete foundation, clad in red Roman brick veneer laid in running bond. Ribbon windows maximize natural light. Roofs are predominantly flat with built-up tar and gravel surfacing, terminating in broad projecting eaves that serve

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<sup>5</sup> McLean, Dr. Edward and Anne, House,” National Register of Historic Places Registration Form, National Park Service, 2024.

<sup>6</sup> City of West Linn, “Historic Landmarks,” <https://westlinnoregon.gov/planning/historic-landmarks>, accessed February 2026.

<sup>7</sup> West Linn Bicentennial Committee (Carol Geldaker and Marionbeth Wolfenden, co-chairs), *Just Yesterday: A Brief Story of West Linn, Oregon* (West Linn, OR: City of West Linn, 1976).

<sup>8</sup> West Linn Historical Society, “West Linn’s First City Halls.” (mayor dates, 1935 naming) <https://www.westlinnhistory.org/history/west-linns-first-city-halls>

<sup>9</sup> Bolton Neighborhood Association, “Historic Bolton Neighborhood Walking Tour” (Crown Zellerbach) See also: City of West Linn Parks and Recreation, Hammerle Park,

<https://westlinnoregon.gov/parksrec/hammerle-park>

<sup>10</sup> Bolton PTA Minutes, October 1937–May 1950, p.27-28. Original in the possession of Bolton School.

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both an aesthetic and functional purpose, shading the windows below while visually extending the building into the landscape.

A defining characteristic of the school's design is its integration of indoor and outdoor space. Nearly every classroom has an exterior access point with most opening directly onto garden terraces and play areas on the north and south sides of the building, consistent with mid-century educational design principles emphasizing connection to nature.<sup>11</sup> At the northwest end of the 1950 wing, the roof projects outward to create a sheltered outdoor area along Holmes Street, a feature that accommodates Oregon's characteristically wet climate.

Throughout the building and grounds, ceramic tile murals, painted panels, and mosaic installations created as fifth-grade legacy projects are visible; these community art additions were added after the period of significance and do not alter the underlying building fabric.

### **Primary (Southwest) Façade**

The southwest façade is the building's primary public face, oriented toward Holmes Street and Willamette Drive (Highway 43) beyond, the principal arterial connecting West Linn to Portland.<sup>12</sup> This prominent frontage, approximately 214 feet in length gives the school a strong civic presence along the community's most heavily traveled corridor. The elevation presents a single-story profile that contrasts with the two-story exposure on the north (rear) elevation, a result of the site's uphill grade at the front, which conceals the daylight basement beneath the gymnasium and southwestern end of the long, original classroom wing. The effect is a low, horizontal composition consistent with mid-century modern school design principles that emphasized human scale and integration with residential neighborhoods.

The elevation reads, from northwest to southeast, as three distinct zones: classroom wing with playground, central entrance area, and gymnasium with parking. All three are original to the building's 1950 construction and have experienced little exterior alteration.

### *1950 Classroom Wing*

At the northwest end of the southwest elevation, the classroom wing extends as a long, low volume clad in red brick veneer laid in running bond (Photograph 4). A continuous horizontal band of windows spans between brick piers at regular intervals, providing abundant natural light to the classrooms. The window assemblies consist of large fixed upper lites above smaller operable sections, with aluminum frames maintaining the original fenestration rhythm. These windows retain their original divided-lite pattern though some have been replaced with energy-efficient double-pane units during the 2016–2019 bond cycle; the replacement windows maintain the original opening sizes and proportions (Photograph 5).<sup>13</sup> Below the window sill line, louvered metal ventilation panels are set into the brick at regular intervals. A broad projecting eave with a painted steel fascia in a teal-green accent color extends beyond the wall plane, creating a pronounced horizontal shadow line that visually lengthens the building and reinforces its ground-hugging profile. Brick veneer coursework fills the area below the windows, with a slightly projecting brick water table defining the base. This long, unbroken horizontal wall of brick and glass is the image of the school most familiar to the West Linn community, visible to all traffic passing along the highway.

### *1950 Entrance*

At the southeast end of the classroom wing, the main entrance is located at the junction between the classroom wing and the gymnasium volume (Photographs 1-3). A flat-roofed entrance canopy projects

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<sup>11</sup> Stuckey, *Historical Development of the West Linn School District*, 1-11–1-13; Geldaker, *Hometown Study*, 12.

<sup>12</sup> Stuckey, *Historical Development of the West Linn School District*, 1-11–1-13. See also Kris A. Geldaker, *Hometown Study — West Linn, Oregon* (December 8, 1980), 12, West Linn Public Library, West Linn, Oregon.

<sup>13</sup> "WL-WV School District projects on schedule," *West Linn Tidings*, August 30, 2018.

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outward from the building facade to shelter arriving students and visitors, supported by slender steel columns and featuring the same teal-green painted metal fascia as the main roof eave. Adjacent to the entry doors, the school name “BOLTON PRIMARY SCHOOL EST. 1950” is displayed in raised applied lettering on the brick wall, serving as both identification and a record of the building’s construction date. Beneath the canopy, the flat panel ceiling with flush-mounted light fixtures maintains the clean, utilitarian character of the original design. Along the classroom wing facade visible from under the canopy, a series of brick piers separates large openings, establishing a regular rhythm of solid and void. Beneath these windows are built-in, child sized benches decorated in ceramic tile murals, created by a fifth-grade class project. The covered walkway creates a transitional outdoor-indoor space characteristic of mid-century school design in the Pacific Northwest, where sheltered circulation was a practical response to the regional climate. Steps at the center of the walkway ascend toward the parking area and Holmes Street, reinforcing the building’s siting on the sloped terrain. In the primary façade beneath the canopy, paired glass doors with sidelites and transoms provide access to the main corridor; these doors were updated as part of the 2014 bond cycle secure entry vestibule project, incorporating intrusion-limiting glass.<sup>14</sup> The address “5933” is displayed on the eaves of the entry overhang. A continuous low concrete planter, original to the 1950 construction, extends along the base of the entry facade between the canopy and the parking area, with terra cotta pots flanking the entrance walkway. The planter is integral to the building’s horizontal design composition, its long, low mass echoing the projecting eaves and reinforcing the ground-hugging profile. The entry canopy, with its clean horizontal lines and minimal structural expression, exemplifies the modernist approach to institutional entry design being functional, welcoming, and architecturally integrated rather than monumental.

### *1950 Gymnasium*

To the southeast of the entrance, at the south corner of the property, the gymnasium volume is expressed as a taller rectangular mass rising above the adjacent classroom wing roofline (Photograph 1). Its height provides a vertical counterpoint to the otherwise horizontal composition, marking the location of the school’s principal assembly space. It has a very low-pitched gable roof, contrasting with the roof over the classroom wing.

The gymnasium’s two-story brick wall is articulated by four full-height brick piers defining structural bays, with large opaque painted infill panels occupying the spaces between the piers at the upper level. Below, the brick wall surface continues uninterrupted at the lower level, where a contemporary ceramic tile mural depicting stylized trees and birds in bright colors has been affixed to the brick; this fifth-grade legacy project is a non-historic community art installation that does not alter the underlying masonry. At the very base of the wall are original glass block window panels, which admit diffused natural light to the basement (originally a lock room, now used as a staff break room).

### **Southeast Façade**

The southeast façade, which faces Hammerle Park, is devoid of original fenestration. The elevation reads, from south to north, as four distinct zones: the 1950 gymnasium, a 1950 volume including classrooms at the ground floor and multipurpose art/music rooms in a daylight basement, the one-story 1965 classrooms addition, and the one-story 1957 classrooms addition. A narrow exterior passageway or courtyard separates the 1950 classrooms and multipurpose rooms volume from the 1965 addition.

### *1950 Gymnasium*

The gable end of the gymnasium anchors the southern end of the southeast façade. It presents a largely unbroken brick wall plane, contrasting with the articulated pier-and-panel composition of the southwest

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<sup>14</sup> “WL-WV School District Projects on Schedule,” West Linn Tidings, August 30, 2018; WLWV School District, 2014 Bond website, accessed via Wayback Machine, January 5, 2019.

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(primary) face (Photograph 6). A ribbon of windows was added at the basement level in 2010, to provide natural light into what is now a “maker space.”<sup>15</sup>

#### *1950 Classrooms and Cafeteria Volume*

Immediately north of the gymnasium is a slightly shorter, two-story, flat-roofed volume including classrooms at the ground floor and a cafeteria and art room at the basement level. Its southeast façade is also a largely unbroken brick wall plane, punctuated only by several louvered vents and a pair of double doors at the south corner, beside the gymnasium (Photograph 6). Rooftop mechanical equipment installed during the 2021–2022 HVAC project is visible above the parapet line.<sup>16</sup>

The northwest side of this volume faces the narrow exterior passageway which separates this part of the building from the 1965 classroom addition (Photograph 7). The façade is punctuated by groups of vertically proportioned steel-framed ribbon windows set between brick piers, with several rows of soldier-coursed brick separating the windows in the upper level with those the daylight basement. These windows provide abundant natural light to interior instructional spaces and reinforce the building’s horizontal massing through repeated fenestration patterns.

#### *Passageway*

The passageway itself is paved in irregular stone slabs set directly into the ground, contributing a naturalistic, garden-like character that softens the otherwise rectilinear architecture. Mature and seasonal plantings line the base of the classroom wing, including bulbs and groundcover, further blurring the boundary between built form and landscape. It terminates at a pair of glazed double doors (Photograph 7).

#### *1965 Classrooms Addition*

The one-story 1965 classrooms addition, which forms the northwest side of the passageway, is at the same level as the daylight basement beneath the 1950 building. It is clad in running-bond brick veneer to match the original 1950 building. On its southwest façade, facing the passage, the wall of this addition is punctuated by multi-pane aluminum windows three doors into three separate classrooms. Its shed roof slopes down toward the passageway and features overhangs with exposed soffits (Photographs 6 and 7). Its southeast façade, which is trapezoidal in shape due to the shed roof, is a flat expanse of brick veneer unbroken by fenestration.

#### *1957 Classrooms Addition*

The southeast façade of the 1957 classrooms addition is a mirror image of the 1965 addition, with a shed roof that slopes down toward the northwest and brick veneer cladding unbroken by fenestration (Photograph 6).

#### **Rear (Northeast) Facade**

The northeast or Perrin Street elevation fully exposes the building’s response to the sloping topography of the 3.28-acre site, which drops approximately one story from the primary façade facing the highway to the lower playground and garden areas along Perrin Street. The 1957 and 1954 classrooms additions, which comprise the eastern half of this façade, are level with the daylight basement beneath the southeastern end of the 1950 building. The one-story 1950 classroom wing makes the western half of this façade. Between the 1954 addition and the 1950 building, directly opposite the 1965 addition on the southeast side of the building, there is a two-story library addition constructed in 2010.

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<sup>15</sup> City of West Linn, CUP-10-02, 2010.

<sup>16</sup> IBI Group, Bolton Primary School Renovations, Project No. 19049.009, Bid and Permit Set, January 15, 2021.

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### *1957 Classrooms Addition and 1954 Classrooms Addition*

The northeast façades of the 1957 and 1954 additions present as a single, continuous classroom wing. Their appearance echoes that of the 1950 classroom wing, with a continuous band of aluminum windows and six doors originally leading into six classrooms (the division between the two easternmost classrooms, in the 1957 addition, has been removed to create one larger space). Some of these doors are half-glass doors that appear to be original, while others are replacements. A pyramidal metal canopy element, painted teal-green and marked "LIBRARY," has been added over one of the entrances in the 1954 addition. This served as the public entrance to the West Linn Public library from 2001-2003. Today it is a parent pick up and drop off area for the fourth and fifth grade cohorts.

### *2010 Library Addition*

The most prominent alteration visible on this side of the building is the two-story library addition, designed by Dull Olson Weekes Architects (DOWA) of Portland and approved through a City of West Linn Conditional Use, Class I Design Review, Non-Conforming Structure, and Variance process in 2010.<sup>17</sup> The addition occupies a former courtyard between the 1954 addition and the 1950 building. Its most striking feature is a dramatic curved roof finished in standing seam metal, whose upturned profile contrasts with the restrained horizontality of the original building (Photograph 8). The conditional use application described the design as "curved in nature to compliment the contours of the existing landscape," with the roofline stepping down to create a bridge between the higher and lower classroom wing components while maintaining the low scale of the existing school structure.<sup>18</sup> The roof is supported by exposed structural members visible at the eave line. Below the roofline, the upper wall surfaces are clad in ribbed metal panels in a neutral blue-gray color, while red brick piers at the lower level reference the original building's primary cladding material. Large, aluminum-framed storefront glazing systems and clerestory windows fill the spaces between the brick piers, creating expansive transparent walls that provide natural daylight to the interior library space and establish a visual connection to the surrounding gardens and play areas. A large curved bay window wraps the northwest corner of the addition. The lower-level entry features paired aluminum-framed glass doors set within a glazed curtain wall, accessible from a curved concrete entry plaza at the playground level that incorporates a circular stone water feature with a mosaic tile surround. A learning garden with raised cedar beds and a hand-pump fountain occupies the entry court. While the addition's contemporary design language, including its curved roof form, ribbed metal panel cladding, and curtain wall glazing, differentiates it from the original mid-century modern building, the use of matching red brick, a complementary rhythm of windows and building lines, and a horizontal orientation demonstrates a deliberate effort to defer to the existing structure. The addition preserves the original brickwork of the adjacent walls where the new construction meets the 1950 building.

### *1950 Classroom Wing*

The northeast façade of the 1950 classroom wing presents a consistent rhythm of horizontal band windows set within the red brick veneer wall (Photograph 8). The brick is laid in running bond with flush joints, matching the treatment on all other elevations. The window assemblies are organized as continuous horizontal ribbons spanning between the single-leaf doors that lead to each classroom. Each window bay consists of multiple lites arranged in a horizontal format, with large fixed upper lites above smaller operable sections. The aluminum windows on this elevation appear to be original, with slender muntin profiles consistent with the building's 1950 construction date, preserving the intended transparency and lightness of the fenestration design. The flat roof extends beyond the wall plane as a broad projecting eave with a clean metal fascia edge, creating a pronounced horizontal shadow line that reinforces the building's low, ground-hugging profile and reduces glare.

<sup>17</sup> City of West Linn, CUP-10-02, 2010.

<sup>18</sup> City of West Linn, CUP-10-02, 2010.

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The basement level, where fully exposed at the southeast end of the wing, is clad in the same running bond red brick veneer, maintaining material continuity across the full height of the building envelope. Fenestration at the lower level follows the same horizontal emphasis, with window bands providing natural daylighting spaces within..

### **Northwest Façade**

The northwest façade of the 1950 classroom wing faces the intersection of Holmes Street and Perrin Street. The flat roof of the classroom wing extends well beyond the northwest wall of the building, creating a large, covered play area with a continuous concrete slab floor extending the full width of this façade (Photograph 9).<sup>19</sup>

The northwest wall of the classroom wing (forming the southeast wall of the play area) is clad in the same running bond red brick veneer, and its only fenestration is a centrally located, deeply recessed entryway with a set of double metal doors. The southwest wall of the play area, which is continuous with the southwest façade of the 1950 classroom wing, is a broad expanse of brick punctuated by two rows of small, square openings set high on the wall, admitting light while maintaining the privacy and security appropriate to a school building. The northwest edge of the play area is open except for five slender round steel columns, painted yellow, that support the roof. The northeast edge is completely open. The roof itself constructed of exposed tongue-and-groove wood decking laid over concrete beams, painted white.

Black metal bike racks against the wall of the classroom wing and yellow classroom sign placards mounted to the columns, indicating student lineup positions, are non-historic additions. Painted murals panels depicting landscape scenes that flank the recessed entryway and a painted sports court at the east end of the play area floor are non-historic fifth-grade legacy projects.

The covered play area serves as the primary parent drop-off and pick-up area for the school, providing weather protection for arriving and departing students along the full length of the Holmes Street frontage. Its yellow columns and broad sheltering roof are a distinctive and immediately recognizable feature of the school as seen from Holmes Street. It doubles as a covered recess area during inclement weather, reinforcing the mid-century modern principle of integrating covered outdoor space directly into the school's daily circulation and social life.

### **INTERIOR DESCRIPTION**

The interior plan organization reflects mid-century educational philosophy emphasizing flexibility, natural light, and age-appropriate scale. The main level contains classroom spaces arranged along double-loaded corridors, with each classroom featuring large windows providing views to exterior play areas (Figure 5). The basement level, accessible from both the upper level via internal stairs and externally from grade at the northwest elevation, contains the cafeteria, kitchen, library (added 2010), gymnasium, and support spaces (Figure 6). Corridor widths are generous, approximately twelve feet, accommodating contemporary use as supplementary learning spaces for individualized instruction. This alternative use of circulation space demonstrates the building's flexibility, a key design goal of mid-century educational facilities. The building is of wood-frame construction utilizing Douglas fir-larch lumber, with the original structural system and corridor alignments retained through all subsequent renovations.<sup>20</sup>

#### *Corridors and Circulation*

The main entry sequence proceeds through the 2014 secure entry vestibule into a broad foyer area that functions as a wide reception and gathering space. This foyer features exposed interior brick walls, the same running-bond brick used on the exterior, which continue as a primary interior finish material

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<sup>19</sup> Stuckey, *Historical Development of the West Linn School District*, 1-11–1-13.

<sup>20</sup> IBI Group, Bolton Primary School Renovations, 2021.

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throughout the building's circulation spaces. The foyer's generous proportions accommodate seating areas with tables and chairs, reinforcing the school's role as a community gathering place. A clerestory band above the foyer admits natural light into the interior, and a globe pendant light fixture is suspended from the ceiling at the transition point between levels.

The principal corridors extend linearly from this central foyer along the classroom wings. These corridors are wide by contemporary standards, approximately twelve feet, reflecting mid-century emphasis on flexibility and multiple-use spaces. Walls are a combination of exposed brick and painted gypsum board, with large panels of fabric-covered tackable surface mounted between classroom doors for the display of student work. Classroom doors feature wood frames with glazed vision panels and sidelites, allowing visual connection between corridors and instructional spaces. Built-in display windows are recessed into the corridor walls at intervals between classrooms, each featuring a wood-framed glass front, a shallow exhibition shelf, and a curtain or backing panel (Photograph 11). These showcase-style windows, original to the 1950 construction, are a characteristic feature of mid-century school design that encouraged the exhibition of student projects, cultural objects, and natural specimens. They function as miniature museum vitrines scaled to a child's eye level. Several remain in active use displaying artifacts related to the Chinese Dual Language Program, while others have been repurposed as calming corners. Floors throughout the corridors are carpeted, covering original terrazzo or resilient tile. Ceilings are acoustic tile with recessed fluorescent troffer lighting, likely updated multiple times but maintaining the general illumination approach of the original design. The generous corridor width currently accommodates supplementary learning spaces for individualized instruction, small group work areas, and storage, demonstrating the building's inherent flexibility and adaptation to evolving educational methods.

The main stairway connecting the upper level to the basement is centrally located within the building and occupies a double-height volume that is one of the most architecturally expressive interior spaces (Photograph 12). The stair descends along the exposed brick wall, with a wood-capped half-wall railing on the open side providing views down to the lower level landing. A large clerestory window band spans the upper portion of the stairwell, currently featuring a student-made stained-glass-style art installation depicting an aquatic scene in blues and greens. This clerestory floods the stairwell with natural light, creating a bright transition between floors. At the base of the stair, the full-height brick wall, rising the entire two stories, is fitted with a metal grid display system used for mounting student artwork while preserving the brick surface. The lower landing opens to a corridor serving the basement-level spaces, with painted concrete masonry unit (CMU) walls, metal-framed glass doors, and continuation of the carpeted flooring. The original corridor alignments remain unchanged through all subsequent additions and renovations.

### *Classrooms*

Bolton School retains eleven classrooms on the main floor of the 1950 building, including nine arranged along a double-loaded corridor in the primary classroom wing and two at the northeast side of the gymnasium, and eight classrooms at the daylight-basement level within the mid-century additions. All classrooms are similar in size, with a typical room measuring approximately 28 by 30 feet. Each features a full wall of windows with operable sash units that provide abundant daylight and natural ventilation, as well as an exterior door to facilitate indoor-outdoor connection. Window configuration consists of fixed upper lites and operable awning or hopper-style lower lites.

Interior finishes include painted gypsum board walls, resilient tile or terrazzo flooring, and acoustic tile ceilings. Built-in storage cabinetry, millwork stations, and window seats exemplify the "homelike" quality promoted in mid-century educational design theory. These features, designed to foster creativity and autonomy in young students, remain largely intact. Interior doors connecting the classrooms to interior corridors feature large glass lites, promoting visual supervision and connection between spaces. Several classrooms retain original built-in sinks and work areas designed to accommodate hands-on, project-based learning activities (Photograph 13).

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While a small number of classrooms have been consolidated or converted to other uses since the end of the period of significance, the corridor alignment remains intact, and most classrooms retain their original dimensions and finishes. As confirmed by the 2021 IBI Group renovation code analysis, no changes have been made to occupant load or exit configuration.<sup>21</sup>

*Administrative Suite*

The administrative suite, located on the main level of the original 1950 building near the primary entrance, includes the principal's office, a front office and reception area, and a conference room created during the 2010 renovation that built the library (see below). A 2014 bond project converted a classroom adjacent to the main office into a secure entry vestibule with intrusion-limiting glass. These spaces retain the building's characteristic exposed brick walls, wide door openings, and natural light from the clerestory band above the foyer.

*Gymnasium and Stage*

The gymnasium, located at the southeast corner of the building, exemplifies utilitarian mid-century institutional design. The space features exposed brick walls, painted concrete masonry units at the upper walls, exposed structural elements, and a vaulted ceiling providing the necessary volume for physical education activities. The floor is wood athletic surfacing, replaced in 2010 but maintaining the original spatial configuration.<sup>22</sup> Modern basketball hoops and a scoreboard are affixed to the walls. A stage at one end facilitates school assemblies and community events, reflecting the building's function as a multi-purpose community facility (Photograph 10). The gymnasium retains its original character, with minimal alterations beyond necessary equipment updates and life-safety improvements.

*Cafeteria, Art Room, Kitchen, Maker Space, Staff Room, Storage*

The cafeteria and adjacent art room occupy the basement level opposite the library (see below), taking advantage of the daylight basement configuration to provide natural light through large windows on the northeast elevation where the basement is fully exposed by the site's grade change. Originally designed as a single large multi-purpose room (as evidenced by the continuous window wall, consistent structural grid, and surviving stage platform) the space was subsequently divided by a partition wall to create separate cafeteria and art/activity room functions. Despite this subdivision, the two rooms retain evidence of their original unified volume: the large-scale window walls with brick piers separating multi-lite glazing panels are continuous across both spaces, and the ceiling height and structural grid remain consistent throughout. The cafeteria portion features resilient tile flooring, painted walls, and a flat ceiling with fluorescent strip lighting supplemented by distinctive pendant fixtures, large circular disc-shaped diffusers suspended from the ceiling, which appear original or early additions consistent with mid-century institutional lighting design. The large window wall, composed of steel-framed glazing panels divided by exposed brick piers, floods the space with natural light. The art room, on the opposite side of the dividing wall, shares the same window wall configuration and brick pier rhythm. This space also incorporates a raised wood-floored stage platform at one end, a remnant of the original room's multi-purpose design as a combined cafeteria-auditorium, a common planning feature in mid-century elementary schools where a single large room served dining, assembly, and performance functions. The stage area features its own ceiling-mounted lighting. The art room currently has carpeted flooring and a dropped acoustic tile ceiling, representing later modifications to adapt the space for classroom use.

In the basement level beneath the gymnasium, immediately adjacent to the cafeteria and art room, is the commercial kitchen. This space retains the functional layout established in the original 1950 construction, with equipment updated as required by contemporary health and safety codes. Rounding out the basement are a maker space, storage rooms, and a staff break room, which served as a locker room prior to the school's conversion to a primary school.<sup>23</sup> This room retains original glass block window

<sup>21</sup> IBI Group, Bolton Primary School Renovations, 2021.

<sup>22</sup> IBI Group, Bolton Primary School Renovations, 2021.

<sup>23</sup> West Linn-Wilsonville School District, Long Range Planning Committee Meeting Minutes, May 24, 2018.

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panels set high on the wall at grade level, admitting diffused natural light. The conversion of the locker room into a staff room involved no structural alteration; the original poured concrete ceiling structure supporting the gymnasium floor above, the glass block fenestration, and the spatial volume remain intact. The adaptive reuse of this space across multiple phases of the school's functional history demonstrates the flexibility inherent in the original design while preserving character-defining architectural elements.

#### *Library Addition*

The 2010 library addition is organized as a two-story volume with an open mezzanine level overlooking the main reading and circulation area below (Photograph 14). A staircase with a warm-toned wood handrail and metal balusters with decorative leaf-motif panels connects the two levels, serving as a central focal element within the space. The upper level provides additional shelving and a reading nook area, while offering views down into the main library floor, creating a sense of spatial generosity unusual in an elementary school setting.

The structural system features exposed glulam timber beams and diagonal braces supported by slender round steel columns, maintain the building's modernist ethic of structural legibility. Disc-shaped pendant light fixtures, similar in form to those in the cafeteria, are suspended from the ceiling throughout both levels, providing ambient illumination and visual rhythm. Fluorescent strip fixtures supplement the pendants for task lighting. Extensive storefront glazing and clerestory windows on multiple walls provide abundant natural light and visual connection to the surrounding gardens and wooded site. The upper level features a clerestory band that brings daylight deep into the mezzanine reading areas.

The design intentionally exposed portions of the original exterior brick wall within the interior, celebrating the building's architectural heritage where the new construction meets the 1950 fabric. The space maintains an open plan with minimal partitions, consistent with modernist design principles. Built-in shelving and millwork employ simple, rectilinear forms harmonizing with the building's overall aesthetic. Acoustic panels are mounted on walls and ceiling surfaces to manage sound within the open volume.

#### **SITE FEATURES**

Bolton School's site features and relationship with the landscape of its site reflect the mid-century educational design philosophy of extending the school's functional spaces into the landscape, providing flexible outdoor areas for play, circulation, and informal gathering.

#### **Landscape Features**

The front grounds between Holmes Street and the southwestern façade of the school building include mature foundation plantings and a landscaped garden. Rhododendrons, shaped boxwood specimens, and other evergreen shrubs soften the base of the classroom wing, with several specimens now reaching the windowsill line. Closer to the street, a Japanese maple, ornamental grasses, irises, and basalt rock features are set into bark mulch beds. A large mature cedar tree which predates the construction of the building and several deciduous oaks frame the classroom wing when viewed from the highway, integrating the building's institutional profile with the surrounding residential streetscape.

A fenced kindergarten and preschool playground occupies the ground directly southwest of the 1950 classroom wing, enclosed by a low black chain-link fence with gates providing direct access from the adjacent classrooms to the outdoor play area. The playground features wood chip surfacing, a green plastic slide, tractor tires repurposed as climbing features, wooden benches, and a curving concrete walkway connecting the classroom doors to the outdoor space. The integration of dedicated outdoor play space immediately accessible from classroom doors is a hallmark of the mid-century educational principle that learning environments should extend seamlessly into the landscape. The fenced enclosure creates a secure, age-appropriate setting for the youngest students, while the classroom wing itself buffers the playground from highway traffic noise.

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On the building's northwest (rear) elevation, the rooms in the 1950 classroom wing similarly open onto a rear playground and garden terraces. The playground and garden areas on this side of the building occupy the lower terrace between the building and Perrin Street. A basalt stone retaining wall defines the edge of a garden terrace developed as a fifth-grade student project, enclosed by a wood-framed fence with wire mesh infill panels decorated with student-made ceramic tiles and contained within raised timber beds. While not a historic landscape feature, the garden reflects the school's ongoing integration with its surrounding site and the community-driven stewardship of the property, as it helped supply the community food pantry at one time. A curved concrete path at the lower level connects the library entry court to the classroom wing sidewalk, passing a stone bench. A concrete stair with metal railings ascends from the lower playground level to the upper building entrance. Below this terrace, the playground area is surfaced in wood chip mulch and contains modern playground equipment (non-historic). Mature deciduous trees, including several large specimens that appear to predate or be contemporaneous with the building's original construction, shade the playground and frame views of the rear elevation.

A rain garden, installed as part of the 2010 library addition project to meet City of Portland Stormwater Management Manual requirements, occupies approximately 420 square feet adjacent to this addition.<sup>24</sup> This stormwater facility manages runoff from the library roof and approximately 920 square feet of new hardscape associated with a small amphitheater cut into the existing slope northwest of the library. The amphitheater, also constructed as part of 2010 renovations, features concrete benches and pavers integrated into the natural grade.<sup>25</sup>

### **1957 Play Shed (Contributing Structure)**

A covered play shed, constructed concurrently with the 1957 classroom addition, is located in a play area on the north side of Perrin Street (Figure 4, Photograph 15). It features a concrete slab floor and a pitched corrugated metal roof supported by four branching steel columns and a utilitarian rear wall constructed of concrete masonry units. It is open on three sides and faces the rest of the play area, which is covered with bark and features non-historic play equipment. The play shed represents the functional integration of covered outdoor space into the school plan, consistent with Oregon's climate-responsive approach to mid-century school design, where covered play areas allowed year-round outdoor use despite the region's frequent rainfall.

### **Parking Areas**

The site includes 42 off-street parking spaces, including 4 handicapped-accessible spaces, distributed in lots on the north and south sides of the building.<sup>26</sup> The largest paved surface parking lot occupies the area immediately southwest of the gymnasium (Photograph 1). A poured concrete retaining wall along the northwest edge of the lot negotiates the grade change between the parking lot and the walkway leading to the primary entrance, in the building's main level. Additional off-street parking spaces are located along Holmes Street at the southwest property boundary, in front of the 1950 classroom wing, and along Perrin Street at the northeast boundary of the property, in front of the 1954 and 1957 additions. Additional on-street, parallel parking spaces are available along Holmes Street.

Regularly scheduled TriMet bus service (Route 35 Macadam/Greeley) is available along Willamette Drive, reflecting the property's accessible location within the Bolton neighborhood. Covered bicycle parking providing 14 spaces was installed in 2010 near the front entrance and at the northwest end of the school, replacing a smaller uncovered bike rack.<sup>27</sup>

<sup>24</sup> City of West Linn, CUP-10-02, 2010.

<sup>25</sup> City of West Linn, CUP-10-02, 2010.

<sup>26</sup> City of West Linn, CUP-10-02, 2010.

<sup>27</sup> City of West Linn, CUP-10-02, 2010.

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## ALTERATIONS AND INTEGRITY ASSESSMENT

Bolton School has undergone a series of alterations since its original 1950 construction, primarily through West Linn-Wilsonville School District capital bond programs. The following alterations have been documented through bond records, district planning documents, Wayback Machine captures of district websites, and contemporaneous reporting in the *West Linn Tidings*.

The 1954 addition (cost: \$46,974) added three classrooms and a connecting hallway off the northeast side of the building, maintaining the original architectural character in materials, scale, and fenestration pattern.

The 1957 addition (cost: \$40,000) added three classrooms and a hallway to the southeast end of the 1954 addition, continuing the pattern of sympathetic expansion. Also in 1957, the covered playshed was added to the small play area on the north side of Perrin Street. The playshed, featuring a pitched corrugated metal roof supported by steel columns with a brick rear wall, extended the building's material palette into the site.

The 1965 addition (cost: \$64,265) added three classrooms, student restrooms, and two faculty restrooms at the southwest side of the 1957 addition, leaving a narrow walkway along the northeast side of the gymnasium.

A 2000 renovation removed interior walls between classrooms in the 1954 and 1957 additions for West Linn Public Library use. A 2001 renovation reconstructed some classroom divisions to accommodate changing educational programs. Neither project altered the building's exterior character or structural system.

2001: Upon reopening as an Early Learning Center and Primary school following closure in 1999,<sup>28</sup> the building was cleaned, painted, and a new playground installed. The West Linn Public Library occupied a portion of the lower level during this period while conducting its own facility renovations.<sup>29</sup>

2002–2006 Capital Bond (Measure 3-75): Projects completed at Bolton included gym floor refinishing, plumbing fixtures were lowered to be accessible for the younger students, elevator installation for ADA accessibility, repair of the covered play structure, safety lighting and electrical improvements, ventilation and heating system upgrade, parking lot repaving, and addition of accessible parking spaces.<sup>30</sup>

2008–2014 Capital Bond (Measure 3-308): The primary completed project of this bond cycle at Bolton was the 2010 library addition, described above. Safe Routes to School (SRTS) improvements were completed in summer 2014, encompassing pedestrian safety upgrades, stormwater management infrastructure, embankment stabilization along the Perrin Street frontage, domestic water supply improvements, and security fencing.<sup>31</sup>

2010 library Addition (described in detail in the Exterior and Interior Description sections above): This project added 2,500 square feet in the ell between the original 1950 building and the later midcentury additions. The project also included conversion of the former library space back into classrooms, creation of a conference room and staff facilities, addition of a fire sprinkler system throughout the building, and new windows in the southeast façade of the gymnasium's daylight basement (facing Hammerle Park).

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<sup>28</sup> "Bolton to Serve Younger Students," *West Linn Tidings*, March 15, 2001.

<sup>29</sup> "History of the West Linn Library" from *The Meteor* (2024)

<sup>30</sup> "Promises Made, Promises Kept at Bolton Primary," WLWV School District website, accessed via Wayback Machine, 2004.

<sup>31</sup> West Linn-Wilsonville School District, Long Range Planning Committee Meeting Minutes, September 2014.

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2014–2019 Capital Bond (Measure 3-456): Work completed approximately 2016–2018 included replacement of windows in portions of the building with energy-efficient units in the front-facing elevation; carpet and lighting replacement throughout; conversion of a classroom adjacent to the main office into a secure entry vestibule with intrusion-limiting glass; creation of separate art and music rooms beneath the gymnasium; conversion of the lower-level locker rooms beneath the gymnasium into a makerspace, staff room, and book storage area; and installation of a key-fob classroom lockdown system.<sup>32</sup>

A 2021 systems renovation by IBI Group was limited in scope to non-character-defining upgrades including addition of classroom air conditioning, data rewiring from T-5 to CAT6A cabling, electrical redundancy, generator connection, and MDF room expansion. Rooftop mechanical equipment installed during this project is visible above the cafeteria and kitchen volume on the Hammerle Park elevation. The project did not alter the building’s massing, footprint, spatial relationships, or architectural expression. The district’s code analysis confirmed no change in occupant load, exit configuration, or primary space arrangements. New roof framing was added only to support rooftop mechanical units. Existing glass block windows in the basement level beneath the gymnasium were largely retained, with limited removal only where required for mechanical systems integration. The district formally documented the building’s existing condition in photographic documentation sheets (A4301, A4302) prior to commencing work.<sup>33</sup>

### **Integrity Assessment**

Bolton School retains excellent integrity of location, design, setting, materials, workmanship, feeling, and association, successfully conveying its significant association with the post-World War II expansion of public education in Clackamas County and its significance as an excellent example of mid-century modern institutional architecture

### *Location*

The building remains at its original site at 5933 Holmes Street, maintaining its relationship to the surrounding Bolton neighborhood and the sloping topography descending toward the Willamette River.

### *Design*

Despite the 2010 library addition and a limited 2021 systems renovation, Bolton School retains the essential characteristics of its original midcentury design. The building’s horizontal massing, red brick veneer, fenestration patterns, rooflines, and modular planning remain intact. The 2010 library addition differentiates itself with a contemporary curved roof and ribbed metal panel cladding, yet remains both subordinate and complementary through its use of matching red brick at the lower level, its horizontal orientation, and its careful preservation of original brickwork where it meets the 1950 building. The 2021 systems renovation was intentionally limited to non-character-defining systems upgrades, including classroom air conditioning, data rewiring, electrical redundancy, generator connection, and new rooftop mechanical units were added only where necessary and are minimally visible above the gymnasium roof. Interior spaces continue to reflect characteristic mid-century educational design principles, including generous window walls, wide corridors, and exterior classroom connections. Despite twenty-first century renovations that have consolidated or converted some interior spaces, the gymnasium, corridors, and a large majority of classrooms retain their original dimensions and configuration.

### *Setting*

The surrounding Bolton neighborhood retains its character as a mid-century residential area, with the school continuing to serve as a community focal point consistent with post-war suburban planning principles. The adjacency of Hammerle City Park reinforces the school-park-neighborhood relationship

<sup>32</sup> “WL-WV School District Projects on Schedule,” West Linn Tidings, August 30, 2018.

<sup>33</sup> West Linn-Wilsonville School District, 2019 Bond website, Project 19048.009/19050.009, accessed via Wayback Machine, October 21, 2021, and June 1, 2023.

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typical of mid-century community planning and the park, while historically separate and not included in the nominated boundary, remains a feature of the property's historic setting.

*Materials*

Original materials remain largely intact, including the red Roman brick veneer, steel window frames, concrete foundations, terrazzo flooring, glass-block fenestration, and built-up roofing. The original 1950 brick veneer has never been cleaned, resealed, or replaced, despite appearing in multiple capital bond cycles, and represents an uninterrupted material record from the building's original construction. Interior finishes such as terrazzo, resilient tile, acoustic ceilings, and built-in millwork generally survive with only typical maintenance-related replacements, further supporting the building's integrity of materials.

*Workmanship*

The building exhibits the high level of workmanship characteristic of substantial mid-twentieth-century public construction. Brick masonry, steel window fabrication, terrazzo installation, and built-in millwork demonstrate skilled craftsmanship. The survival of original glass-block assemblies in the gymnasium, poured-in-place concrete structural systems, and intact millwork further illustrates the workmanship of the original construction and the care taken in subsequent renovations.

*Feeling*

Bolton School continues to convey the character of a mid-century modern educational facility. Its horizontal profile, extensive glazing, integration with the landscape, and child-scaled interior features reflect the progressive educational ideals of the period. The 2010 library addition does not diminish this feeling; its transparency and emphasis on natural light align with the original design philosophy, which its sensitive siting and relatively small scale ensure that it is visually subordinate to the original building. Interior spaces maintain the "homelike," age-appropriate environment promoted by mid-century educational theory, preserving the building's integrity of feeling.

*Association*

The school's direct association with public education and the post-war expansion of Oregon's school system is reinforced by the survival of the physical features that supported (and continue to support) its use as a neighborhood school. Intact classroom layouts, double-loaded corridors, exterior classroom doors, generous window walls, built-in millwork, terrazzo flooring, and child-scaled interior elements all remain in place, allowing the building to function much as it did during the period of significance. The community's ongoing investment in the facility, including sensitive renovations and additions, demonstrates its enduring significance as a neighborhood and city institution.

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**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.

**Criteria Considerations**

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

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

**Areas of Significance**

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Period of Significance**

1950-1965

\_\_\_\_\_

**Significant Dates**

1950 (construction)

1954 (first addition)

1957 (second addition)

1965 (third addition and conversion from a  
grades 1-8 school to a grades 5-8 school)

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

**Cultural Affiliation** (if applicable)

N/A

**Architect/Builder**

Edmundson, Donald W. (architect)

\_\_\_\_\_

\_\_\_\_\_

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### Period of Significance (justification)

The period of significance under Criterion A (Education) extends from 1950, when the new school building was completed, to 1965, when grades 1–4 were transferred to the newly built Cedaroak School and Bolton was reconfigured as a grades 5–8 school. This transition marked a change in the building’s educational function and concluded the period during which it served as a comprehensive neighborhood grade school embodying progressive postwar educational principles. The period of significance under Criterion C (Architecture) also extends from 1950 to 1965, corresponding to the physical development of the school from its original construction through the completion of the last mid-century addition that contributes to the building’s architectural character. The 1954, 1957, and 1965 additions each maintained the original design vocabulary of red brick veneer, horizontal massing, flat rooflines, ribbon windows, and indoor/outdoor connections, creating a cohesive architectural ensemble.

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### Criteria Considerations (explanation, if necessary)

N/A

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

Bolton School, constructed in 1950 and opened in 1951 at 5933 Holmes Street in West Linn, Oregon, is eligible for listing in the National Register of Historic Places at the local level of significance under Criterion A, in the area of education, for its association with the post-World War II expansion of public education in Clackamas County; and under Criterion C, in the area of Architecture, as an excellent example of mid-century modern institutional architecture. The building represents the consolidation and modernization of West Linn’s educational system during a period of rapid population growth following World War II. Designed by prominent Oregon architect Donald W. Edmundson, Bolton School exemplifies progressive educational design principles of the postwar period, emphasizing natural light, flexibility, connection to outdoor spaces, and child-centered learning environments. The building, described by school Superintendent Chester Tunnell as “classed first in the State of Oregon” in building requirements and educational system (Figure 19), served as a model toured by other Oregon school boards.<sup>34</sup> Local historian Kris Geldaker later described it as an “ultimate” example of modern educational design during the 1950s.<sup>35</sup> Today, Bolton School continues to function as an elementary school and maintains its significance as a community focal point. The period of significance extends from 1950, the date of construction, to 1965, the year the last mid-century addition was completed and the school was reconfigured from a grades 1-8 school to a grades 5–8 school, marking a clear change in educational function and concluding the period of the building’s physical development under its original design vocabulary.

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

### HISTORIC AND CULTURAL CONTEXT OF THE SITE

Bolton School is built on the traditional lands of the Ne-ka-mas<sup>36</sup> (the Clowewalla Clackamas peoples),<sup>37</sup> specifically between the notable Walamt Village (the Willamette River and Willamette Valley namesake),<sup>38</sup> and

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<sup>34</sup> Stuckey, *Historical Development of the West Linn School District*, p.1-11–1-13; Bolton PTA, Minutes, January 19th, 1953, p. 28, Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>35</sup> Geldaker, *Hometown Study—West Linn*, 1980, p.12; Bolton PTA, Minutes, January 19, 1953.

<sup>36</sup> Fitzgerald, Kimberli, and Amy McFeeters-Krone. City of West Linn Historic Context Statement, Willamette and Holly Grove Neighborhoods (Summer 2006),

[https://westlinnoregon.gov/sites/default/files/fileattachments/planning/page/5928/historic\\_context\\_statement\\_0.pdf](https://westlinnoregon.gov/sites/default/files/fileattachments/planning/page/5928/historic_context_statement_0.pdf)

<sup>37</sup> Kristopher K. Townsend, “The Clackamas,” Discover Lewis and Clark,

<https://lewis-clark.org/native-nations/chinookan-peoples/clackamas/>

<sup>38</sup> David Lewis, “Willamette Falls” *Oregon Encyclopedia*,  
[https://www.oregonencyclopedia.org/articles/willamette\\_falls/](https://www.oregonencyclopedia.org/articles/willamette_falls/); Ronald Kent,

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the Indigenous travel route that later became Willamette Drive/Highway 43. The present-day Bolton neighborhood occupies a stretch of the west bank of the Willamette River just north of the Willamette Falls National Heritage Area, an area long shaped by Indigenous stewardship and, beginning in the mid-nineteenth century, by Euro-American settlement.<sup>39</sup>

Euro-American settlement in the area that would become Bolton began in the 1840s and 1850s with Donation Land Claims filed by Hugh Burns, Robert Moore, and Daniel Dean Tompkins.<sup>40</sup> Burns platted the short-lived town of Multnomah City on his 1842 claim (which included the future site of Bolton School), while Tompkins established his family home just to the north.<sup>41</sup> In the late nineteenth century, George, Pauline, and M.J. Bolton acquired part of the Tompkins claim and began subdividing and selling parcels, leading to the platting of the townsite of Bolton in 1890 and the establishment of the Bolton Land Company, which deeded land to School District No. 34 in 1900.<sup>42</sup> The neighborhood's street grid—much of it named for these early settler families—reflects this period of community formation.<sup>43</sup>

By the early twentieth century, Bolton had developed into a working-class community shaped by its proximity to the Crown Willamette (later Crown Zellerbach) paper mill, one of Oregon's largest employers, in nearby West Linn. Mill workers and their families settled in Bolton, while merchants and professionals gravitated toward the adjacent Holly Gardens neighborhood.<sup>44</sup> This social and economic geography—industrial laborers near the river and a professional class on the surrounding hillsides—persisted throughout the twentieth century and formed the community that Bolton School would come to serve. The property on which the school is located was incorporated into West Linn in 1923 as part of the Holly Gardens Addition.<sup>45</sup>

### **EARLY HISTORY OF PUBLIC EDUCATION IN THE BOLTON NEIGHBORHOOD**

The history of public education in Bolton predates the nominated property by nearly six decades. In 1892, parents in the Bolton area, tired of their children having to walk over the hill to attend Sunset School, petitioned the school board for their own school. A store was purchased from Mr. Cramers for twenty-five dollars and became the first Bolton School, housing only primary grades while older children continued attending Sunset School.<sup>46</sup> The store-school building survives today, having been relocated to the corner of Failing Street and Buck Street (approximately 500ft northwest of the nominated property), where a house was later built around the original structure.<sup>47</sup>

The first purpose-built school for the Bolton community was constructed in 1922, across the street from the store. The main building measured 69ft x 102ft and contained four classrooms, a manual training shop, sewing

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<sup>39</sup> "Oregon Archaeological Survey," University of Oregon, Museum of Natural History (June 30, 1977); "Early Inhabitants of the Maddax Woods Area," *The Meteor: The Quarterly Journal of the West Linn Historical Society*, 2, no. 2, (Summer 2023): 13,

<https://drive.google.com/file/d/1uCzjS02ecNKKc2QwQZCBHGaHBsKx4MIG/view>.

<sup>39</sup> "Willamette Falls," National Park Service, <https://www.nps.gov/places/willamette-falls.htm>.

<sup>40</sup> Bolton Neighborhood Association, "Historic Bolton Neighborhood Walking Tour" (West Linn, OR: Bolton Neighborhood Association, 2008), 1.

<sup>41</sup> West Linn Historical Society, "Bolton (West Oregon City)," <https://www.westlinnhistory.org/history/bolton>; Walking Tour, 1.

<sup>42</sup> West Linn Historical Society, "Bolton"; Walking Tour, 1; Just Yesterday: A Brief Story of West Linn, Oregon (West Linn: West Linn Historical Society, 1976), 100.

<sup>43</sup> Walking Tour, 4 (Stop #4, The Alphabet Streets).

<sup>44</sup> Kristen Minor, "Dr. Edward and Anne McLean House," National Register of Historic Places Registration Form (Washington, DC: U.S. Department of the Interior, National Park Service, 2024), Section 8, pp. 24–25.

<sup>45</sup> "1923 Moody Plat of Holly Gardens," Historical Maps, West Linn Historical Society, <https://www.westlinnhistory.org/research/historic-maps>

<sup>46</sup> Walking Tour, 3 (Stop #3, Bolton School); Stuckey, *Historical Development of the West Linn School District*.

<sup>47</sup> Nicki and Jerry Ross, personal communication, 2025. The current owners' children walk to Bolton Primary School, maintaining a direct connection between the neighborhood's first and current school buildings.

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room, restroom, office, kitchen, dining room, and auditorium, with a separate 60ft x 90ft gymnasium located to the rear. The 1922 building served students in the first through eighth grades.<sup>48</sup>

The Bolton Parent-Teacher Association (PTA), organized in May 1937, quickly demonstrated its capacity to shape educational and recreational facilities.<sup>49</sup> It secured playground equipment for adjacent Hammerle Park,<sup>50</sup> convinced the school board to add music, art, and sewing instruction to the curriculum,<sup>51</sup> and established a library station at West Linn City Hall in March 1939—the city’s first public library.<sup>52</sup> The PTA affiliated with the County, State, and National Parent-Teacher Association in November 1938, formalizing its organizational capacity; membership at the time stood at 56 persons.<sup>53</sup>

The Bolton PTA continued its educational and civic programming into the early years of the Second World War, with activities reflecting national priorities. The 1942–1943 theme was “Health for Defense,” and members made surgical dressings for the Casualty Center at West Linn High School before voting to suspend operations when many women entered defense work.<sup>54</sup>

## DEVELOPMENT OF BOLTON SCHOOL

### Planning and Community Advocacy (1945-1949)

By the mid-1940s, the 1922 Bolton School had become inadequate for the growing student population. When the war had ended and the PTA revived in 1945–1946, it turned its attention to replacing the aging school building.<sup>55</sup> A committee of parents headed by Luin Latourette did considerable research and made observational tours of other new schools, gathering ideas.<sup>56</sup> In 1949, informed by Superintendent Chester Tunnell of the possibility of constructing a new school, the Bolton PTA voted to circulate a petition placing the measure on the ballot.<sup>57</sup> The successful bond measure provided \$393,813 for construction of the current building. In October 1949 the district purchased the property for a new school facility for the sum of \$6,750.<sup>58</sup> The process by which the district selected Edmundson as architect was not uncovered in available records.

Construction of the new school was timed to coincide with the consolidation of West Linn School District 3, Wilsonville School District 23, and Stafford School District 4, forming the present West Linn–Wilsonville School District.<sup>59</sup> This consolidation reflected statewide trends toward larger, more efficient districts capable of providing comprehensive educational programs and modern facilities.

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<sup>48</sup> West Linn-Wilsonville School District, historical records [typescript], n.d., Bolton Primary School records, West Linn, OR.

<sup>49</sup> Bolton PTA Minutes, October 1937–May 1950, p.27-28. Original in the possession of Bolton School.

<sup>50</sup> Bolton PTA, Minutes, 1951–1952, p. 41, Bolton Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>51</sup> Bolton PTA, Minutes, 1951–1952, p. 41, Bolton Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>52</sup> Bolton PTA, Minutes, March 1939 Bolton Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>53</sup> Bolton PTA, Minutes, November 1938 Bolton Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>54</sup> Bolton PTA, Minutes, 1942–1943, p. 17, Bolton Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>55</sup> Bolton PTA, Annual Report, 1945-1946, p. 22, Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>56</sup> Bolton PTA, Annual Report, 1945-1946, p. 22, Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>57</sup> Bolton Parent-Teacher Association. Minutes, October 1937–May 1950, p.136-137. Original in possession of Bolton Primary School, West Linn, Oregon.

<sup>58</sup> Stuckey, 1974, p.1-11–1-13; Geldaker, *Hometown Study—West Linn*, 1980, p.12.

<sup>59</sup> Bolton PTA Minutes, October 1937–May 1950, p.145-146. Original in the possession of Bolton School; “West Linn History Timeline, 1945-1956,” West Linn Historical Society, <https://www.westlinnhistory.org/history/west-linn-history-timeline/west-linn-area-1945-to-1956>.

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### **Design and Construction of Bolton School (1949–1950)**

The design and construction of Bolton School reflects both the district's postwar need for larger, more modern educational facilities as well as broader architectural trends of the mid-twentieth century. The school was designed by architect Donald W. Edmundson, whose early career and growing specialization in educational architecture positioned him well to shape a contemporary, forward-looking facility for the Bolton community. The building's aesthetic is influenced by the Contemporary Style, as seen in its asymmetrical, horizontal massing, broad eaves, and lack of applied ornament. It also incorporates characteristic features of post-World War II educational design including functional planning, a modified "finger plan" design, extensive glazing for natural light, and classroom features that facilitate hands-on and experiential learning, such as sinks and indoor-outdoor connections.

### *Forces Shaping Postwar School Architecture in the United States*

Bolton School reflects the broader postwar transformation in American school design, driven by population growth, national defense considerations, and new educational theories that prioritized child-centered learning and flexible instructional spaces. In the immediate aftermath of World War II, the United States faced an unprecedented classroom shortage as the baby boom increased enrollments from 23.3 million for the 1945-1946 school year, to 26.6 million the year of the new Bolton School's opening, to 36 million by 1959-1960.<sup>60</sup> Material scarcity during the Great Depression, compounded by wartime restrictions on labor and construction supplies, meant that older school buildings were frequently poorly maintained and undersized for the expanding student population. To cope with the literal shortage of seats, many districts resorted to overcrowded classrooms, split-session schedules, and hastily constructed temporary facilities.<sup>61</sup> At the same time, increasing migration to the suburbs, and to the American West in general, demanded rapid school construction in regions with insufficient infrastructure. Against the backdrop of the Cold War and fears of communist influence, public education also took on heightened cultural significance as a means of cultivating democratic citizens and national resilience.<sup>62</sup>

In addition to these practical conditions, postwar progressive educational theory advocated a new pedagogical focus aligned with child-centered learning. Together, these forces encouraged a departure from prewar school design and a movement toward low-rise, flexible buildings. Earlier four- and five-story masonry schools, with symmetrical corridors, fixed rows of desks, and the teacher's desk at the front, embodied discipline and authority.<sup>63</sup> Postwar designers rejected these forms in favor of new, more modern typologies including "finger-plan" schools, featuring parallel rows of single-story classrooms; compact cluster plans, where groups of classrooms were arranged around a centralized space; and, later, open-plan schools, with few walls or windows, partitioned with folding panels.<sup>64</sup> These one-story, rigid-framed structures maximized daylight, ventilation, and direct access to outdoor spaces. They were also easier to expand through phased additions, a major concern as America's school-aged population continued to grow, and—in the context of Cold War civil-defense planning—they were considered safer to evacuate than multistory buildings with few exits.<sup>65</sup>

Crow Island School (Winnetka, IL) provided the most influential model for this new direction in school design. Designed in 1939-1940 by Eliel and Eero Saarinen with Perkins, Wheeler & Will, it introduced L-shaped classrooms connected by long corridors, each with its own workroom, storage, long counters, and a sink for messy projects. Ceilings were lowered to child-scaled residential heights, and classrooms featured built-in seating, colorful shelving, and movable plywood furniture to create a homelike, emotionally supportive environment. Individual gardens between classrooms provided indoor-outdoor teaching spaces, embodying

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<sup>60</sup> Association of School Administrators (AASA), *Planning America's School Buildings: A Report of the AASA School-Building Commission* (Washington, D.C., 1960), 18.

<sup>61</sup> Amy F. Ogata, "Building for Learning in Postwar American Elementary Schools," *Journal of the Society of Architectural Historians* 67, no. 4 (December 2008): 562.

<sup>62</sup> Ogata, 563.

<sup>63</sup> Ogata, 563.

<sup>64</sup> Ogata, 568, 572-574, 581.

<sup>65</sup> Ogata 568.

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Winnetka superintendent and educational reformer Carleton Washburne's emphasis on hands-on, project-based learning and the psychological comfort of young children.<sup>66</sup>

After the war, Crow Island became a national point of reference, and its spatial innovations and pedagogical integration appeared in countless postwar schools across the country. The ideas embodied by its design were spread through the Museum of Modern Art's traveling exhibition *Modern Architecture for the Modern School* (1942-1946) and they were reinforced by contemporary research on lighting, color, and environmental psychology. MoMA showcased Crow Island and California precedents, promoting one-story, bilaterally lit classrooms with lowered ceilings. Simultaneously, studies by educational researchers including Darell Boyd Harmon, director of school services at the Texas State Department of Health, established new technical standards for lighting: large expanses of glass for visual connection and natural illumination, glass block or deep overhangs to diffuse daylighting and reduce glare, yellow-green chalkboards and lighter wall and desk finishes to equalize brightness, and bright incandescent lighting intended to reduce fatigue. These research-driven innovations shaped the design and materials of postwar schools on the individual classroom level.<sup>67</sup>

Changing trends in classroom teaching style also shaped, and were shaped by, postwar school architecture. "Modern" pedagogy repositioned teachers as guides who moved throughout the classroom, prompting the relocation of the teacher's desk to the back or side of the classroom and the widespread adoption of lighter, sometimes stackable furniture for students.<sup>68</sup> Manufacturers responded with child-scaled plywood, fiberglass, and molded-plastic seating marketed as creating "living rooms for learning," while architects specified resilient flooring that could withstand frequent rearrangement of desks and other classroom furniture.<sup>69</sup> As project-based and child-centered learning trends became more mainstream, architects further incorporated long counters with built-in storage, sinks, expansive wall display boards, outdoor connections, and even dedicated classroom gardens.<sup>70</sup>

In an era shaped by rapid population growth and suburban expansion, Cold War anxieties, and progressive educational theory, the postwar elementary school emerged as a deliberately flexible, homelike, and psychologically attuned environment for the nation's youngest learners. Bolton School is an excellent illustration of these priorities and principles. Its two one-story classroom wings—one built in 1950 and the other an aggregate of additions made in 1954, 1957, and 1965, as enrollment grew—feature broad ribbon windows for natural illumination and direct access to outdoor play spaces on the north and south sides of the building. Inside the classrooms themselves, resilient tile floors, built-in storage, sinks, large wall display boards, interior display windows facing the central hallway, and direct indoor-outdoor connections all align with postwar child-centered pedagogies. In its organization, circulation, and integration of outdoor space, Bolton School stands as clear expression of how postwar educational trends shaped American elementary school design.

### *Modern Architecture and Postwar School Design*

America's postwar educational architecture was heavily shaped by modern design, including the International and Contemporary styles whose influence are seen in Bolton School. The International Style emphasized expansive glazing, rectilinear forms, and an unembellished, often explicit expression of structure and materials.<sup>71</sup> The Contemporary Style, strongly influenced by Frank Lloyd Wright's Usonian houses and widely adopted by residential and institutional architects into the mid-1960s, favored flat or low-pitched gable roofs

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<sup>66</sup> Ogata 564-567.

<sup>67</sup> Ogata 567-570.

<sup>68</sup> Russell E. Wilson, *Flexible Classrooms: Practical Ideas for Modern Schoolrooms* (Detroit, MI: The Charter Company: 1953), 9.

<sup>69</sup> Ogata 580, 589n94.

<sup>70</sup> See Russell E. Wilson, *Flexible Classrooms: Practical Ideas for Modern Schoolrooms* (Detroit, MI: The Charter Company: 1953).

<sup>71</sup> Virginia Savage McAlester, *A Field Guide to American Houses: The Definitive Guide to Identifying and Understanding America's Domestic Architecture*, 616-621.

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with broadly overhanging eaves and exposed roof beams, horizontal massing, smooth wall planes, recessed entries, and natural materials such as wood, brick, and occasionally concrete block.<sup>72</sup>

These stylistic characteristics aligned closely with the functional and pedagogical needs of postwar American schools. Schools required abundant daylight, adaptable interior spaces, and efficient circulation—needs readily met by rigid framing systems that supported generous window walls, simple floor plates, and easy expansion by addition as enrollments increased. The emphasis on openness, transparency, and integration with outdoor spaces also complemented postwar progressive educational theory, which valued hands-on learning and a fluid relationship between indoor and outdoor environments. As a result, modernist design became a popular architectural language for thousands of schools constructed between 1945 and 1965.<sup>73</sup>

Bolton School fits squarely within this broader architectural context. The building's flat and low-pitched roofs, strong horizontal emphasis, and plain wall surfaces reflect the modernist preference for simplicity and structural honesty. Its ribbon windows provide generous daylight and visual openness are characteristic of the International Style, while its deep overhangs, broad expanses of brick on the gymnasium and southeast façade, and recessed entrance all exemplify the Contemporary Style. In its form, materials, and spatial organization, Bolton School embodies the modernist values that shaped many American schools during the mid-twentieth century.

#### *Donald W. Edmundson*

Bolton School's architect, Donald W. Edmundson (1904–1991), born in Rosedale near Salem, Oregon. He completed his architectural coursework through the University of Oregon Extension Division and emerged as a specialist in school design through early work with architect Claud N. Freeman, a recognized leader in modern educational facilities.<sup>74</sup> As Freeman's chief draftsman through the 1930s, Edmundson helped plan several notable Northwest school buildings, gaining substantial experience in functional layouts, daylighting, and modern construction methods tailored to evolving pedagogical needs. After World War II, he established an independent practice in Portland, operating as Donald W. Edmundson, Architect, from 1943 to 1953.<sup>75</sup> Bolton School, completed in 1950, was among his earliest solo commissions and reflects the design principles he carried forward from his apprenticeship: horizontal massing, generous glazing, brick cladding, and flexible interior planning aligned with mid-century educational theory.

Edmundson continued to build a significant educational portfolio through the 1950s and 1960s, designing schools such as Kelly Clinton School,<sup>76</sup> Jason Lee Elementary,<sup>77</sup> and George School in Portland.<sup>78</sup> His growing reputation in the field led to service on the American Institute of Architects' national Committee on School Buildings from 1954 to 1957,<sup>79</sup> confirming his standing as a regional authority in educational facility design during the period in which Bolton School was conceived and built. Many of his school buildings from this era shared common characteristics, including horizontal massing, extensive glazing, brick veneer, and flexible planning, and demonstrated his consistent emphasis on functional clarity, honest expression of materials, sensitivity to human scale, and the translation of progressive educational theory into architectural form.

<sup>72</sup> McAlester, *A Field Guide to American Houses*, 628-635.

<sup>73</sup> Thomas Hille, *Modern Schools: A Century of Design for Education* (John Wiley & Sons, 2012).

<sup>74</sup> "Edmundson Opens New Offices in Spalding Building," *The Oregon Daily Journal* (Apr. 20, 1941), p.10,

<sup>75</sup> "Obituary: Donald William Edmundson," *The Oregonian*, June 14th, 1991, p. 25

<sup>76</sup> Oregon Digital, Unique Cultural Heritage Collections, Kelly, Clinton, School (Portland, OR),

<https://www.oregondigital.org/concern/documents/df67rn777?locale=en>

<sup>77</sup> Oregon Digital, Unique Cultural Heritage Collections, Lee School (Portland, OR)

<sup>78</sup> Oregon Historic Site Form, George School,

[https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/Historic%20Building%20Assessment/George\\_ILS](https://www.pps.net/cms/lib/OR01913224/Centricity/Domain/58/Historic%20Building%20Assessment/George_ILS)

<sup>79</sup> AIA Directories (1956, p. 152, 1962)

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### **Opening and Reception (1950–1953)**

The new Bolton School building was completed in 1950, the beginning of the period of significance. The old 1922 school building and gymnasium were sold to a church on August 14, 1950, marking the direct transition from the old facility to the new Bolton School.<sup>80</sup> The new school opened for the 1951–1952 school year under Superintendent Chester L. Tunnell, with Gordon Tuor serving as principal.<sup>81</sup> The ground floor measured 78' x 214' and included ten classrooms, an office, library, teachers' room, health room, arts and sewing room, music room, gymnasium, and entrance. The basement housed a cafeteria, kitchen, physical education dressing rooms, manual training room, boiler room, and storage.<sup>82</sup>

Upon first occupancy, the Bolton PTA noted that “the year 1951–1952 had a special significance” for them, “since the new building was completed and this was the first year of its occupancy.” The group’s membership surged in the first year after the school’s opening, from 92 at the initial September 1951 meeting to 135 by the following January, reflecting the community’s enthusiastic engagement with the new facility.<sup>83</sup>

The Bolton community’s enthusiasm was matched by broader recognition, as district leaders and other educational officials took note of the new school’s modern design and facilities. Being “justly proud of these new surroundings,” the PTA hosted the district’s four other parent-teacher associations, Wilsonville, Willamette, Sunset, and Stafford, for a tour of the new building in November 1951.<sup>84</sup> In January 1953, Superintendent Tunnell reported to the Bolton PTA that “the Bolton School is classed first in state of Oregon” in requirements of building and educational system.<sup>85</sup> Local historian Kris Geldaker’s “Hometown Study” of West Linn (1980) further records that Bolton “was thought to be the ultimate school by those who criticize school plants” and that “many school boards from around the state came to visit the wonderful building.”<sup>86</sup>

### **Additions and Evolving Use (1954–1965)**

Sources suggest that at the time of dedication, Bolton School served students in grades one through eight. As the children of the baby boom reached school-age and enrollment at Bolton increased, three additions, all consistent with the original design, expanded the building over the following fifteen years. In 1954, three classrooms and a connecting hallway were added off the rear (northeast) of the building at a cost of \$46,974. In 1957, three additional classrooms and a hallway were added to the southeast side of the first addition, and the covered playshed was constructed in the play area north of Perrin Steet, for a total of \$40,000. In 1965, architect Frank C. Allen of the firm Stewart, Allen, McMath designed a final expansion adding three classrooms, lavatories, and two teachers’ restrooms in the space between the second addition and the gymnasium, at a cost of \$64,265. In 1965, grades one through four were transferred to the newly built Cedaroak School, and Bolton was reconfigured as a fifth-through-eighth-grade school, effectively functioning as the neighborhood’s middle school.<sup>87</sup>

Throughout its history the school has functioned as the primary educational and civic institution of the Bolton neighborhood, fulfilling the mid-century ideal of the school as a community center. Within the period of significance, the Bolton PTA sponsored Cub Scouts, Boy Scouts, Camp Fire Girls, and Blue Bird groups, provided blood donors monthly for the bloodmobile, and organized community carnivals, teachers’ receptions,

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<sup>80</sup> Stuckey, 1974, p.1-11–1-13; Geldaker, *Hometown Study—West Linn*, 1980, p.12.

<sup>81</sup> Stuckey, 1974, p.1-11–1-13; Geldaker, *Hometown Study—West Linn*, 1980, p.12.; Bolton PTA, Minutes, 1951–1952, p. 40, Primary School records, West Linn, OR.

<sup>82</sup> Stuckey, 1974, p.1-11–1-13; Geldaker, *Hometown Study—West Linn*, 1980, p.12.

<sup>83</sup> Bolton PTA, Minutes, 1951-1952, p. 40, Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>84</sup> Bolton PTA, Minutes, 1951-1952, p. 39, Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>85</sup> Bolton PTA, Minutes, January 19th, 1953, p. 28, Primary School records, West Linn, Oregon. Original in the possession of Bolton School.

<sup>86</sup> Kris A. Geldaker, *Hometown Study—West Linn*, Oregon (December 8, 1980), p.12. Original in the possession of the West Linn Public Library.

<sup>87</sup> Stuckey, 1974, p.1-11–1-13; Geldaker, *Hometown Study—West Linn*, 1980, p.12.

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and Founder's Day celebrations.<sup>88</sup> Former student Doug Tunnell, son of Superintendent Chester Tunnell, recalled Bolton as "the central school of the three schools in district #3" during the 1950s and early 1960s, and remembered the gymnasium hosting ballroom dancing lessons and class plays and performances, demonstrating the multi-purpose design of the space beyond its athletic function.<sup>89</sup>

### **Bolton School's Later History as a Community Institution (1965–Present)**

Bolton School's adaptability is demonstrated by its continuous use across multiple educational configurations over more than seven decades. After its initial period as a grade school, the building served as a high-school annex for West Linn High School in 2000.<sup>90</sup> From 2001 to 2003, it temporarily housed the West Linn Public Library, creating a remarkable arc of association between Bolton School and public library services that began when the Bolton PTA successfully advocated for the city's first public library in 1939.<sup>91</sup> When the library relocated to its current building, Bolton schoolchildren helped move the books in a walking parade through the neighborhood. The children enjoyed the experience so much that adults brought a truckload of books back to Bolton so the students could continue carrying them over, an episode that captures the deep community attachment to the building and its civic role.<sup>92</sup>

The building currently serves as Bolton School, housing students in preschool through fifth grade. Its continuous adaptation to changing educational needs, from elementary school to middle school to high school annex to library host to primary school, demonstrates both the flexibility of the building's original design and the community's enduring commitment to preserving its central role in neighborhood life.

### **COMPARATIVE ANALYSIS: POSTWAR ELEMENTARY SCHOOLS IN CLACKAMAS COUNTY**

World War II profoundly impacted Oregon's demographic and economic landscape, creating unprecedented demand for public services including education. Veterans returning home through the GI Bill stimulated residential construction and family formation, resulting in the baby boom generation that strained existing educational infrastructure. Oregon's population increased by approximately 39.6 percent between 1940 and 1950, with Willamette Valley communities like West Linn and its neighbors in Clackamas County absorbing much of this growth.<sup>93</sup> By the 1940s, Bolton's 1922 school building was just one of many early twentieth-century Oregon school buildings that were overcrowded and obsolete.

School districts across the state responded with major construction campaigns funded through local bonds, state programs, and federal assistance. These efforts produced a wave of postwar, modern schools designed for efficiency, light, and flexibility. Bolton School was just one of several Clackamas County schools constructed during this period. Willamette Primary School (1949) and Lake Grove Elementary School (1949) were near-contemporaries of Bolton School, constructed during the same wave of postwar school building. Cedaroak Park Primary School (1958), Sunset Primary School (c. 1958), and Lot Whitcomb Elementary School (1958, expanded 1959) represent the next generation of district construction, while Mulino Elementary School (1952, expanded in the 1960s and 1970s), Seth Lewelling Elementary School (1963), and Gaffney Lane Elementary School (1965) illustrate the continued pattern of postwar school construction and expansion across the county into the 1960s.

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<sup>88</sup> Bolton Parent-Teacher Association, Minutes, September 1950–May 1959, Bolton Primary School records, West Linn, Oregon.

<sup>89</sup> Doug Tunnell (student, Bolton Grade School, ca. 1956–1964; son of Superintendent Chester L. Tunnell), personal communication to Christi Lanz, December 2024.

<sup>90</sup> "Memories of Bolton," West Linn Tidings (June 3, 1999), p. A6.

<sup>91</sup> "Memories of Bolton," West Linn Tidings, June 3, 1999, p.A6; Bolton Primary School website, 2001, retrieved via Wayback Machine, [www.wlww.k12.or.us/bolton](http://www.wlww.k12.or.us/bolton); WLWV School Board Meeting Minutes, March 1, 2004, Bolton Update; "History of the West Linn Library," *The Meteor: The Quarterly Journal of the West Linn Historical Society*, 3, no. 1 (Summer 2024), p.11.

<sup>92</sup> Jill Ashcroft, personal communication, 2025.

<sup>93</sup> 1950 United States Census, West Linn, Clackamas County, Oregon, Sheet 72.

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Over time, enrollment shifts, seismic upgrades, and changing educational standards have led many of these buildings to be heavily altered or demolished. Bolton School's survival, with much of its original floorplan and finishes intact, makes it an unusually intact example of this once-common building type within its Clackamas County context. Bolton School represents the distinctive characteristics of post-World War II Oregon educational architecture at a moment when school design reflected both the optimism of the era and the practical demands of rapid suburban growth.

At the time of this writing, no Oregon elementary school of the post-World War II era has been individually nominated to the National Register of Historic Places for its architectural significance. The Oak Hills Historic District in Beaverton, listed on the National Register in 2013 as Oregon's first mid-century modern historic district, includes a mid-century elementary school as a contributing resource within a larger planned community, establishing that the building type possesses recognized historic value.<sup>94</sup> However, no individually significant nomination of this type has yet been pursued in Oregon.

### **SIGNIFICANCE UNDER CRITERION A: EDUCATION**

Bolton School is locally significant under Criterion A for its association with the post-World War II modernization and expansion of public education in Oregon. Constructed in 1949–1950 at the leading edge of the baby boom, the school embodies the district's response to unprecedented enrollment growth, deteriorated prewar facilities, and the rapid suburban expansion that reshaped the American West. Its development was timed with the consolidation of the West Linn–Wilsonville School District, marking a decisive local investment in modern educational infrastructure at a moment when national discourse framed public schooling as essential to democratic strength and Cold War preparedness. Bolton School's construction addressed both immediate capacity shortages and the broader mid-century mandate to create schools capable of supporting new pedagogical expectations.

The school reflects the major educational trends that defined the postwar era, including the shift toward child-centered learning, flexible instructional spaces, and environments designed to support hands-on, experiential education. Bolton School's modified finger-plan layout, extensive glazing, direct indoor–outdoor connections, and classroom features such as sinks, built-in storage, and large display boards demonstrate the district's adoption of these progressive educational principles. The building's one-story wings and rigid-frame construction also reflect postwar concerns about safety, efficient circulation, and the need for phased expansion as enrollments continued to rise.

During the 1950s, Bolton School achieved regional recognition as a model educational facility, with school boards from throughout Oregon touring the building to observe its innovative design and functional layout. This recognition underscores the building's significance as an influential example during a critical period of educational infrastructure development. The school's continuous use for educational purposes over 74 years demonstrates the enduring success of its design and its central role in the educational life of West Linn. As a well-preserved example of the postwar modernization of public education and the local expression of national pedagogical and demographic forces, Bolton School is significant under Criterion A in the area of Education.

### **SIGNIFICANCE UNDER CRITERION C: ARCHITECTURE**

Bolton School is locally significant under Criterion C as an excellent and intact example of mid-century modern school architecture that synthesizes the functional imperatives of postwar educational design with the aesthetic vocabulary of the Contemporary and International styles. Designed by architect Donald W. Edmundson, whose early career increasingly focused on educational facilities,<sup>95</sup> the school exhibits the defining characteristics of

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<sup>94</sup> Kirk Ranzetta, et al., "Oak Hills Historic District," National Register of Historic Places Registration Form (Washington, DC: U.S. Department of the Interior, National Park Service, 2013).

<sup>95</sup> Edmundson and some of his most prominent works are listed in the 1956 American Architects Directory, p.151, <https://aiahistoricaldirectory.atlassian.net/wiki/spaces/AHDAA/pages/20644319/1956+American+Architects+Directory>; the 1962 American Architects Directory, <https://aiahistoricaldirectory.atlassian.net/wiki/spaces/AHDAA/pages/20677106/1962+American+Architects+Directory> and the 1972 American Architects Directory, [https://aiahistoricaldirectory.atlassian.net/wiki/x/LoE\\_AQ](https://aiahistoricaldirectory.atlassian.net/wiki/x/LoE_AQ). His obituary also lists

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postwar elementary school planning: horizontal massing, one-story classroom wings, modular expansion capability, and circulation patterns that support both safety and instructional flexibility. Its modified finger-plan organization, broad ribbon windows, and direct connections from classrooms to the outdoors reflect the era's emphasis on natural light, ventilation, and seamless indoor-outdoor relationships.

The building's architectural expression draws from the modernist design widely adopted for institutional construction between 1945 and 1965. The International Style's influence appears in the school's rectilinear forms and extensive glazing, while the Contemporary Style is evident in its broad eaves, recessed entrance, and smooth wall planes. These stylistic elements were not merely aesthetic choices but aligned closely with the functional needs of postwar schools, which required adaptable interiors and environments that supported progressive, child-centered pedagogy. Bolton School's design demonstrates how modernist principles could be effectively adapted to the specific requirements of elementary education.

Interior spaces retain a high degree of integrity and clearly express mid-century educational design priorities. Classrooms feature built-in storage, counters and sinks for project-based learning, large display boards, and interior display windows facing the central corridor in the 1950 classroom wing. Resilient flooring, movable furniture, and generous natural light reflect contemporary research on child psychology and environmental design. The gymnasium and cafeteria also exhibit the honest expression of materials and structure characteristic of modernist institutional architecture. The 2010 library expansion, which is the only major alteration since the end of the period of significance in 1965, respect the original building's character by maintaining its emphasis on openness and daylight while also retaining portions of the original exterior brick as interior features. As a cohesive and well-preserved example of mid-century modern school architecture, Bolton School is significant under Criterion C in the area of Architecture.

## COMMUNITY SIGNIFICANCE

The school is located in the Bolton neighborhood, a historic residential area and cohesive mid-century suburban community. Adjacent Hammerle City Park, named for Frank Hammerle, West Linn mayor during the 1930s and superintendent at Crown Zellerbach Paper Mill, reinforces the connection between industrial employment, residential development, and community institutions during West Linn's growth period. The importance of the paper mills to the Bolton community is further documented in the National Register nomination for the McLean House, which describes the development of the Physicians' Association of Clackamas County, a prepaid healthcare plan created to serve millworkers and their families.<sup>96</sup> The Hammerle family maintained direct ties to Bolton School: Mrs. Gordon Hammerle, Frank's daughter-in-law, served as first grade teacher and chaired the PTA Study Club committee in 1941-1942.<sup>97</sup> The Bolton PTA itself was responsible for obtaining playground equipment and supervising play at Hammerle Park, creating the school-park relationship that persists to this day. Andrea Hammerle, granddaughter of Frank Hammerle, likely attended and graduated Bolton School.<sup>98</sup>

The Bolton Neighborhood Association's Historic Walking Tour (2008) includes Bolton School as a featured stop, demonstrating existing community recognition of the building's historic value.<sup>99</sup> Bolton School occupies a significant position in West Linn's community development, serving as a neighborhood focal point since 1950. The school served not only as an educational facility but as a community focal point, hosting public events,

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many of the buildings he built - see "Donald William Edmundson," *The Oregonian* (June 24, 1991), p.25. Edmundson's trail blazing work on federal buildings and bank buildings is recognized in Judith H Robinson and Stephanie S. Foell, *Growth Efficiency and Modernism: GSA Buildings of the 1950s 60s and 70s* (United States General Services Administration, September 2003), 33 and W.S. Kidd, "A Bank as an Art and Architectural Patron," *Journal of the American Institute of Architects* (November 1966), 46: 5, 60-65. See also Bolton PTA Minutes, October 1937-May 1950, p.143-144.

<sup>96</sup> McLean, Dr. Edward and Anne, House," National Register of Historic Places Registration Form, National Park Service, 2024.

<sup>97</sup> Bolton PTA Minutes, October 1937-May 1950, p.27-28. Original in the possession of Bolton School.

<sup>98</sup> 1950 United States Census, West Linn, Clackamas County, Oregon, Sheet 72.

<sup>99</sup> Historic Bolton Neighborhood Walking Tour," Bolton Neighborhood Assoc. (2008),

[https://westlinnoregon.gov/sites/default/files/fileattachments/library/page/7380/bolton\\_neighborhood\\_tour.pdf](https://westlinnoregon.gov/sites/default/files/fileattachments/library/page/7380/bolton_neighborhood_tour.pdf)

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library services (2000-2010), and serving multiple educational levels (elementary school, middle school, high school annex) throughout its history. The building's continuous educational use across multiple generations has created strong community associations and collective memory. Its adaptability demonstrates the building's central role in community development across seven decades.

Bolton School was built and opened during Chester Tunnell's tenure as West Linn School District's superintendent (1946-1976).<sup>100</sup> Mrs. C. L. Tunnell served as the Bolton PTA Historian during the 1951–1952 year, the first year of the new building's occupancy, reflecting the personal investment of the superintendent's family in the Bolton school community. Chester Tunnell is the father of Doug Tunnell, a distinguished foreign correspondent for CBS News, who covered major international events and has earned respect for his in-depth reporting.<sup>101</sup> Doug Tunnell attended Bolton from first grade (ca. 1956) through eighth grade (ca. 1964), and his recollections provide firsthand documentation of the building's use during the period of significance. He recalled playing kickball "under cover at the far north end of the school" in his earliest years, confirming the covered play structure's active recreational use from the mid-1950s onward, and remembered ballroom dancing lessons in the gymnasium and class plays and performances, illustrating the building's function as a multi-purpose community facility.<sup>102</sup> His childhood was "spent fishing and boating amid the log rafts of the Willamette River, downstream from two belching paper mills at Willamette Falls", while his mother served on Bolton School's PTA.<sup>103</sup>

In its time, the facility now known as Bolton Primary School (originally Bolton School) has served as a preschool, an elementary school, the local middle school, the West Linn High School annex<sup>104</sup> and hosted the West Linn Public Library.<sup>105</sup> Its continuous adaptation to changing educational needs demonstrates both the flexibility of Edmundson's original design and the community's enduring commitment to preserving the building's central role in neighborhood life. Alumni of the school have gone on to achievements in professional athletics,<sup>106</sup> music, and public service.

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<sup>100</sup> *Just Yesterday: A Brief Story of West Linn, Oregon* (West Linn Bicentennial Comm. 1976), p.29, <https://studylib.net/doc/13518967/just-yesterday-a-brief-story-of-west-linn--oregon>

<sup>101</sup> Cornelia Becker Seigneur, *West Linn* (Charleston, SC : Arcadia Publishing, 2008), p.39.

<sup>102</sup> Doug Tunnell, personal communication to Christi Lanz, December 2024.

<sup>103</sup> Our Story," Brick House Wines.com, [Brickhousewines.com/team-brick-house](https://www.brickhousewines.com/team-brick-house)

<sup>104</sup> "Memories of Bolton," *West Linn Tidings* (June 3, 1999), p. A6.

<sup>105</sup> "History of the West Linn Library," *The Meteor: The Quarterly Journal of the West Linn Historical Society*, 3, no. 1 (Summer 2024), p.11, [https://drive.google.com/file/d/1JWoy\\_83UpWlr1HbW\\_d--lae9DY-h6ex/view](https://drive.google.com/file/d/1JWoy_83UpWlr1HbW_d--lae9DY-h6ex/view)

<sup>106</sup> Principal's Album, Bolton Primary, 2009-2010 Grade 5, Class Photo, Row 1, Original in the possession of Bolton School. See also: Principal's Album, Bolton Primary, 2004-2005 Grade 4/5, Class Photo, Row 1, Original in the possession of Bolton School; 2004/2005 Class Photo, row 4, signature in lower right. Original in the possession of Bolton School.

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**Previous documentation on file (NPS):**

preliminary determination of individual listing (36 CFR 67 has been requested)  
 previously listed in the National Register  
 previously determined eligible by the National Register  
 designated a National Historic Landmark  
 recorded by Historic American Buildings Survey # \_\_\_\_\_  
 recorded by Historic American Engineering Record # \_\_\_\_\_  
 recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

State Historic Preservation Office  
 Other State agency  
 Federal agency  
 Local government  
 University  
 Other  
Name of repository: West Linn Historical Society

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**10. Geographical Data**

**Acreage of Property** 3.28 acres

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

**Latitude/Longitude Coordinates**

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

1	<u>45.369802°</u>	<u>-122.618837°</u>	3	<u></u>	<u></u>
	Latitude	Longitude		Latitude	Longitude
2	<u></u>	<u></u>	4	<u></u>	<u></u>
	Latitude	Longitude		Latitude	Longitude

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

The boundary corresponds to Clackamas County Assessor's Map Number 22E30BC, Tax Lot 302, encompassing the entire school property at 5933 Holmes Street, West Linn, Oregon, in the SW 1/4 of the NW 1/4 of Section 30, Township 2 South, Range 2 East, Willamette Meridian.<sup>cvi</sup> The property includes all buildings, associated grounds, and playground areas.

**Boundary Justification** (Explain why the boundaries were selected.)

The boundary includes the entire parcel associated with Bolton School since initial construction was completed in 1950, encompassing the contributing building and the contributing structure (covered play shed) in the playground area north of Perrin Street, as well as associated grounds and parking areas. This boundary has not changed since the end of the period of significance in 1965 and represents the complete educational complex that has served the West Linn community for more than seven decades.

Hammerle Park, which adjoins the school property to the southeast, is not included within the nominated boundary, which has functioned consistently as a public park rather than a dedicated school playground. It is not integrated into the school's designed landscape, and the school building was physically oriented away from it—the southeast façade facing the park is devoid of original fenestration, and classroom views and outdoor access are concentrated on the west and north sides of the property. These factors support the conclusion that the park did not play a meaningful role in the postwar educational theories, practices, or architectural design principles that define the property's significance, and it is therefore not included in the boundaries.

**11. Form Prepared By**

name/title Christi Lanz date April 6, 2026  
organization  telephone (480)430-3270  
street & number 1410 Buck Street email christimlanz@protonmail.com  
city or town West Linn state OR city or town West Linn

<sup>cvi</sup> Clackamas County Assessment & Taxation data accessed April 9, 2026, at <https://maps.clackamas.us/maps/cmap?maptaxlot=22E30BC02300>.

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**Additional Documentation**

Submit the following items with the completed form:

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

**Photographs:**

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

**Photo Log**

**Name of Property:** Bolton School  
**City or Vicinity:** West Linn  
**County:** Clackamas **State:** Oregon  
**Photographer:** Christi Lanz  
**Date Photographed:** October 2024 (Photographs 10, 11, and 13);  
February 2026 (Photographs 1-9, 12, and 14-15)

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

- Photograph 1 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0001  
Looking northeast at southwest (primary) façade, primary entrance and gymnasium.
- Photograph 2 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0002  
Looking southwest from entrance canopy toward Willamette Drive (Highway 43), "BOLTON PRIMARY SCHOOL EST. 1950" lettering visible.
- Photograph 3 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0003.  
Looking north from under the entrance canopy, bricked openings with built-in benches decorated in ceramic tile mural and main entry doors.
- Photograph 4 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0004  
Looking west at main entrance and classroom wing from kindergarten playground from beneath mature cedar tree.
- Photograph 5 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0005  
Looking southeast at rear classroom wing from Perrin Street, Hammerle Park grounds continuous.
- Photograph 6 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0006  
Looking northwest at southeast elevation, gymnasium and cafeteria volumes from Hammerle Park.

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- Photograph 7 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0007  
Looking northwest through exterior passage between gymnasium/cafeteria wing and classroom wing.
- Photograph 8 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0008  
Looking northeast along rear (northwest) elevation, classroom wing with ribbon windows and teaching garden. Library addition at left.
- Photograph 9 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0009  
Looking southeast under covered western entrance, Holmes Street elevation.
- Photograph 10 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0010  
Interior, looking south in gymnasium at hardwood court, vaulted ceiling, and stage.
- Photograph 11 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0011  
Interior, looking southeast along main level corridor with built-in display windows.
- Photograph 12 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0012  
Interior, looking down main stairwell from upper level toward basement landing.
- Photograph 13 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0013  
Interior, looking northwest in typical main level classroom.
- Photograph 14 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0014  
Interior, looking down from upper mezzanine in 2010 library addition.
- Photograph 15 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0015  
Looking south at 1957 covered play shed (contributing structure).

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

United States Department of the Interior  
National Park Service

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### List of Figures

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

- Figure 1.** Regional Location Map. Bolton School (blue dot), 5933 Holmes St, West Linn, Clackamas County, Oregon.
- Figure 2.** Local Location Map. Bolton School, 5933 Holmes St, West Linn, Clackamas County, Oregon.
- Figure 3.** Tax Lot Map. Bolton School, 5933 Holmes St, West Linn, Clackamas County, Oregon.
- Figure 4.** Site Plan. Bolton School, 5933 Holmes Street, West Linn, Clackamas County, Oregon.  
Contributing resources denoted in dark grey.  
*Source:* Bolton School Remodel/Addition, West Linn-Wilsonville School District, Sheet A1.00.
- Figure 5.** Floor Plan Main Level. Bolton School, 5933 Holmes St, West Linn, Clackamas County, Oregon.  
*Source:* Bolton Primary School Renovations, Project No. 19049.009, Bid and Permit Set, January 15, 2021.
- Figure 6.** Floor Plan Lower Level. Bolton School, 5933 Holmes St, West Linn, Clackamas County, Oregon.  
*Source:* Bolton Primary School Renovations, Project No. 19049.009, Bid and Permit Set, January 15, 2021.
- Figure 7.** Historic aerials showing Bolton School between 1952 and 1970.  
*Source:* NETRONLINE, <https://www.historicaerials.com/>.
- Figure 8.** Holly Gardens Plat, West Linn, Oregon, showing early subdivision of the Bolton neighborhood and the residential context surrounding the future site of Bolton School. Plat map, date unknown.
- Figure 9.** Moody Company plat of the Bolton subdivision, West Linn, Oregon, illustrating early residential lot layout and development patterns within the Bolton neighborhood. Plat map, date unknown.
- Figure 10.** Portrait of Chester Tunnell, longtime superintendent of West Linn schools and key figure in the planning and development of Bolton School.  
*Source:* West Linn Bicentennial Committee (Carol Geldaker and Marionbeth Wolfenden, co-chairs), *Just Yesterday: A Brief Story of West Linn, Oregon* (City of West Linn, Oregon, 1976).
- Figure 11.** Mrs. Goodall, educator at Bolton School, pictured in a classroom setting, undated.  
*Source:* Clackamas County Historical Society, ObjectID P-3695.
- Figure 12.** Dora Bottomley, educator at Bolton School, pictured in a classroom setting, ca. 1960.  
*Source:* Clackamas County Historical Society, ObjectID P-2554.
- Figure 13.** Anna McLarty, Bolton School cafeteria worker and later attendance secretary, undated.  
*Source:* West Linn Bicentennial Committee (Carol Geldaker and Marionbeth Wolfenden, co-chairs), *Just Yesterday: A Brief Story of West Linn, Oregon* (City of West Linn, Oregon, 1976).

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- Figure 14.** Bolton School building during its period of use as the West Linn Public Library, illustrating adaptive civic use of the school facility prior to construction of a dedicated library building.  
*Source:* West Linn Historical Society.
- Figure 15.** Bolton Parent-Teacher Association meeting agenda, September 17, 1950, introducing newly elected officers. The agenda lists Mrs. Chester Tunnell as PTA historian, documenting the formal role responsible for maintaining the organization's records during the year of Bolton School's construction.
- Figure 16.** Bolton Parent-Teacher Association records, 1951–1952, listing officers and documenting the first year of occupancy of the newly completed Bolton School building. The minutes note the school's role as host for district-wide Parent-Teacher Association meetings, including representatives from Willamette, Sunset, and Stafford schools, underscoring Bolton's leadership position within the West Linn school district during the postwar period.
- Figure 17.** Bolton Parent-Teacher Association records, 1951–1952, describing the annual program theme "Our Children's Heritage," membership growth, fundraising activities, and community engagement following completion of the new Bolton School building. The minutes document robust participation, successful fundraising efforts, and ongoing collaboration between parents, educators, and district leadership during the school's early postwar years.
- Figure 18.** Bolton Parent-Teacher Association minutes, January 19, 1953, recording remarks by Superintendent Chester Tunnell stating that Bolton School was "classed first in the State of Oregon" in building requirements and educational system, reflecting contemporaneous recognition of the school's design and instructional quality.

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**Figure 1.** Regional Location Map. Bolton School, 5933 Holmes St, West Linn, Clackamas County, Oregon.  
Basemap: West Linn Maps, <https://geo.westlinnoregon.gov/Html5Viewer/index.html?viewer=Public>



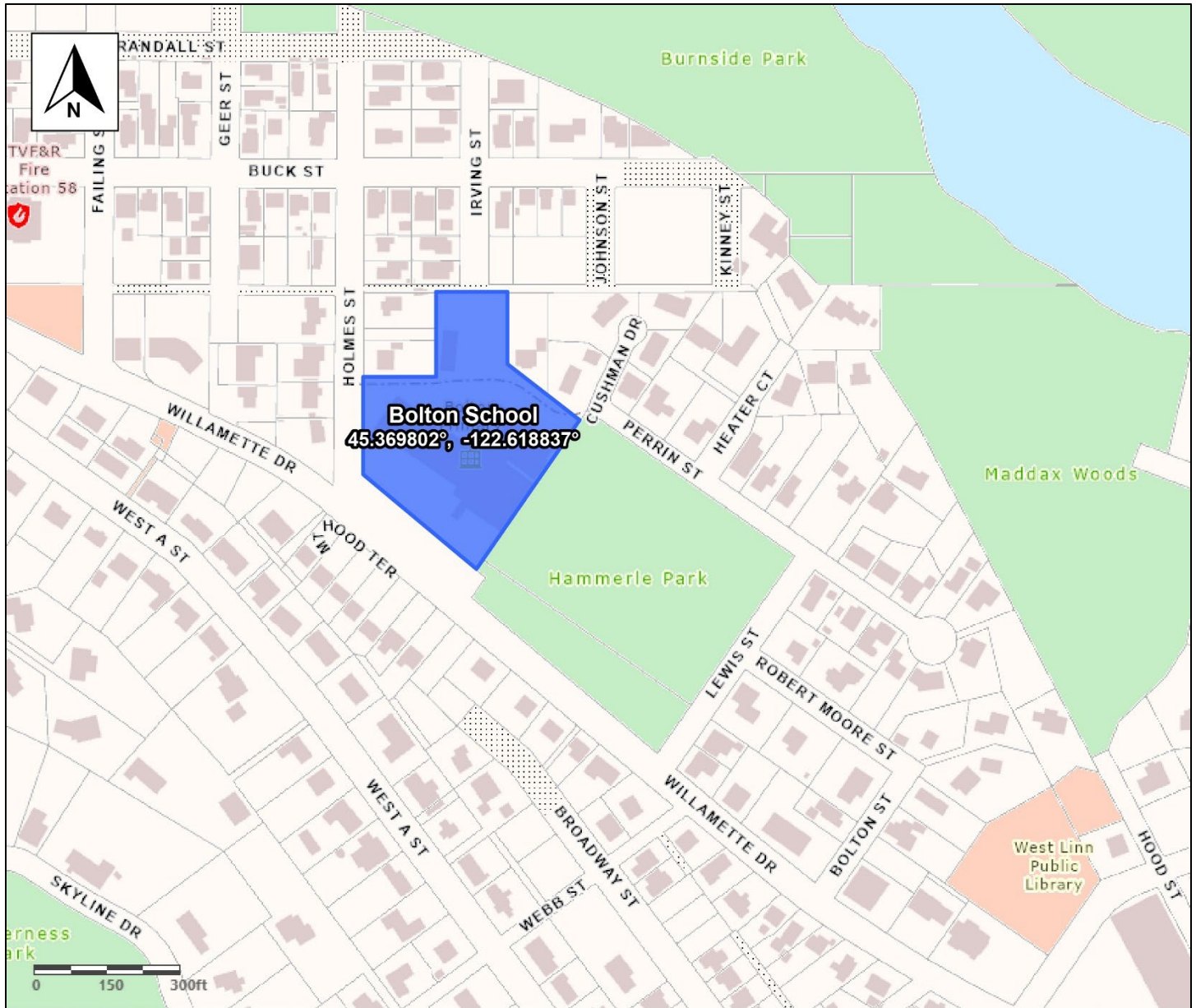
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**Figure 2.** Local Location Map. Bolton School, 5933 Holmes St, West Linn, Clackamas County, Oregon.  
Basemap: West Linn Maps, <https://geo.westlinnoregon.gov/Html5Viewer/index.html?viewer=Public>



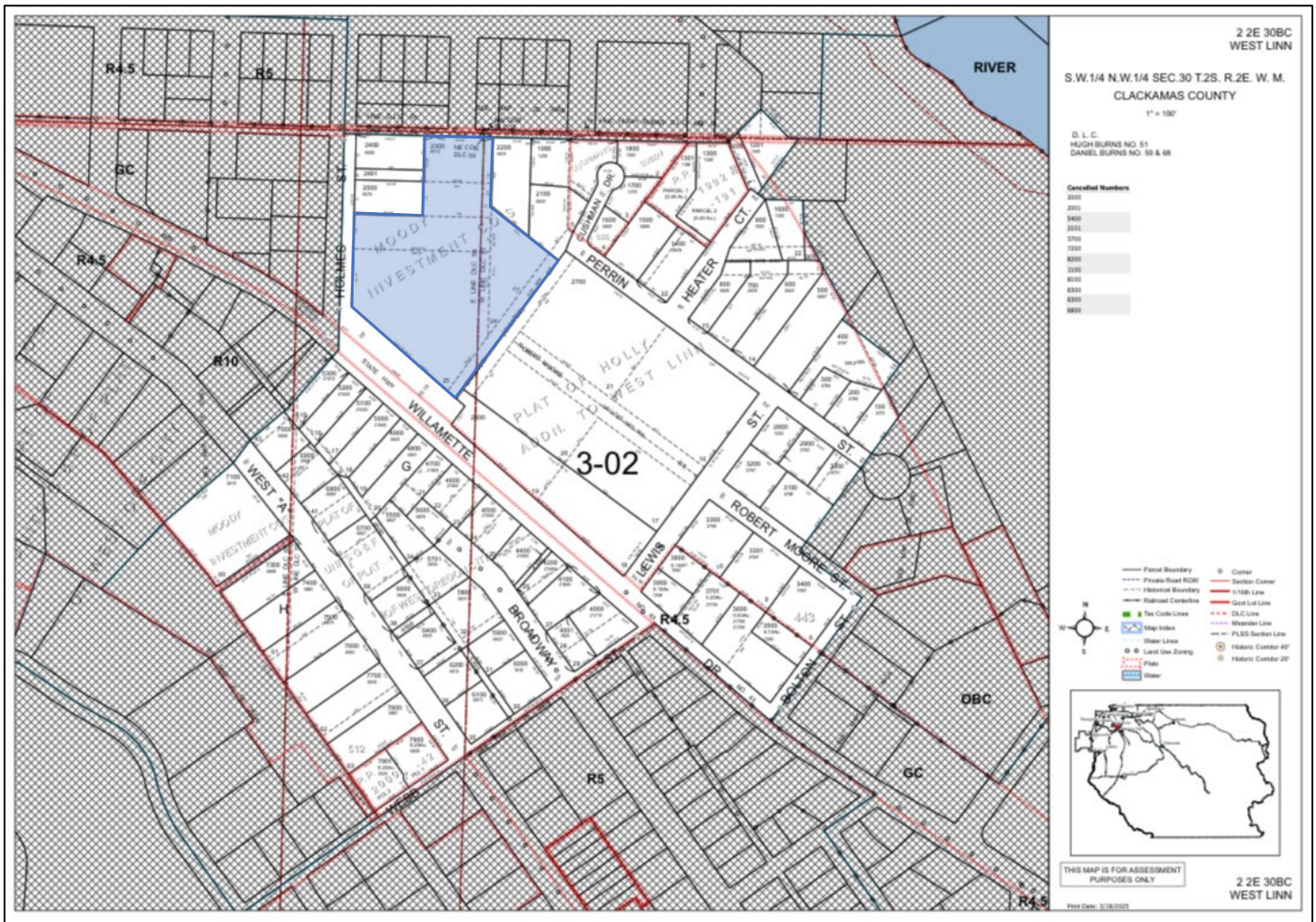
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**Figure 3.** Tax Lot Map. Bolton School, 5933 Holmes St, West Linn, Clackamas County, Oregon.



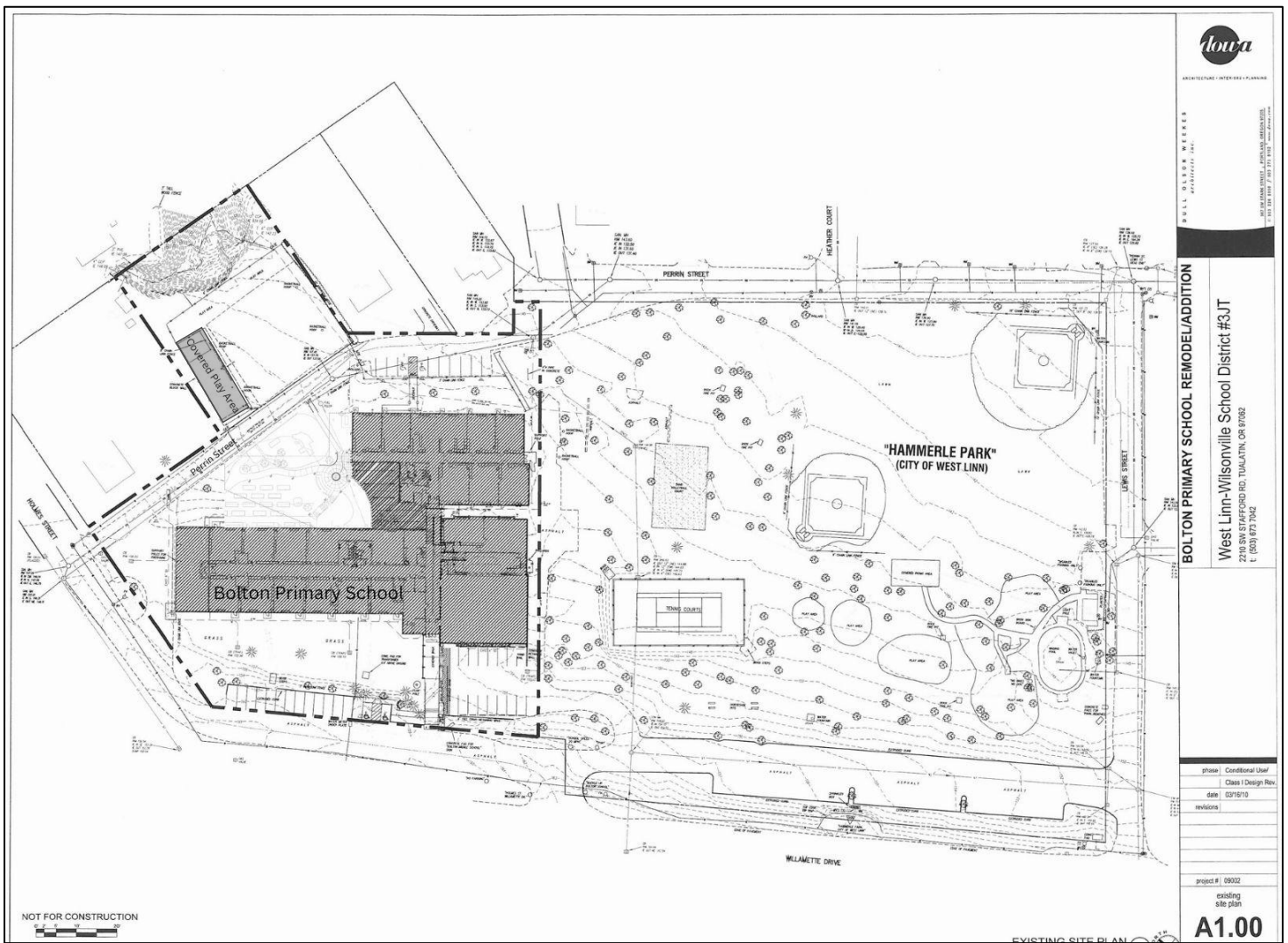
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**Figure 4.** Site Plan. Bolton School, 5933 Holmes Street, West Linn, Clackamas County, Oregon. Contributing resources denoted in dark grey. Source: Bolton School Remodel/Addition, West Linn-Wilsonville School District, Sheet A1.00.







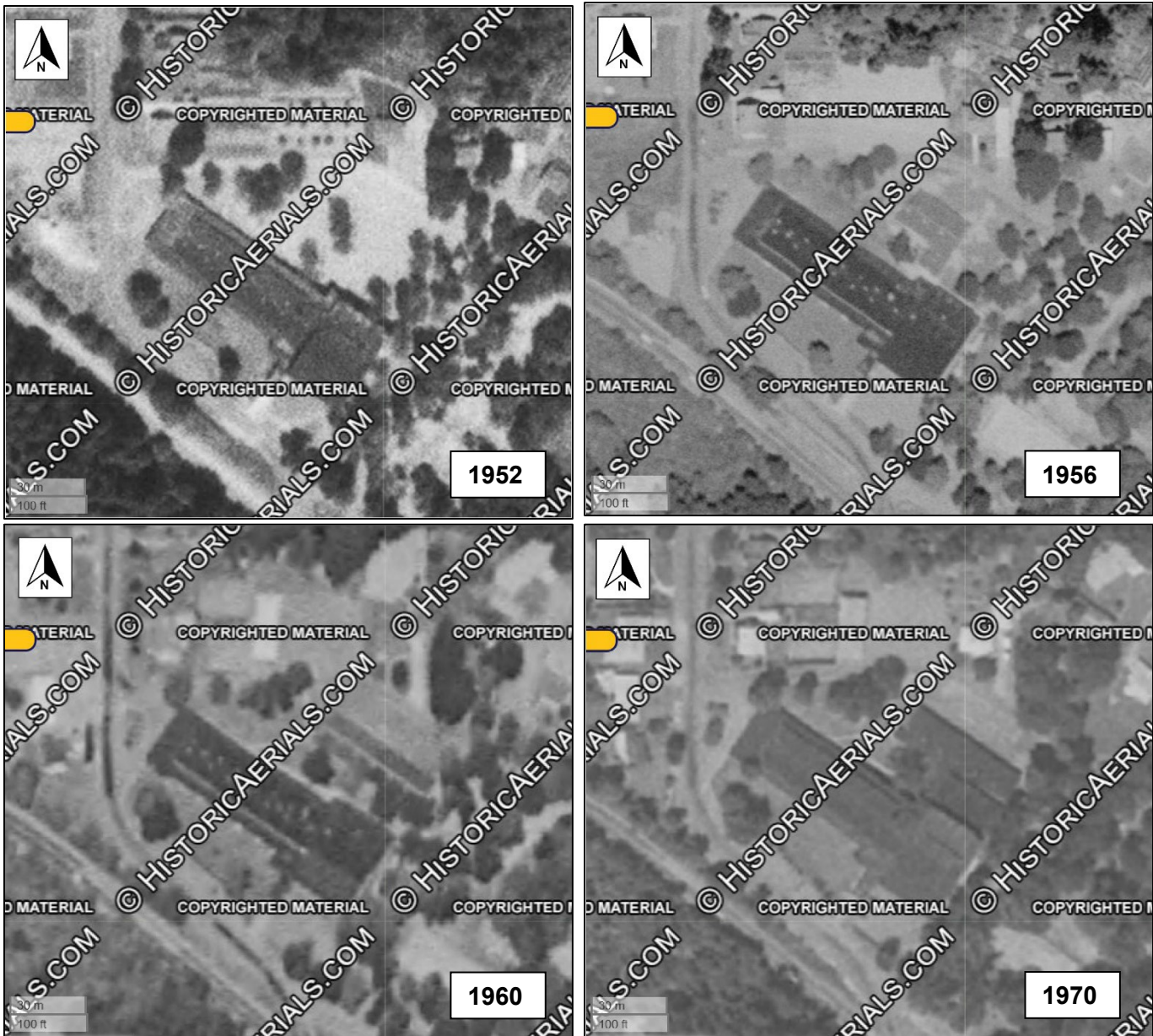
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**Figure 7.** Historic aerials showing Bolton School between 1952 and 1970.  
Source: NETRONLINE, <https://www.historicaerials.com/>.



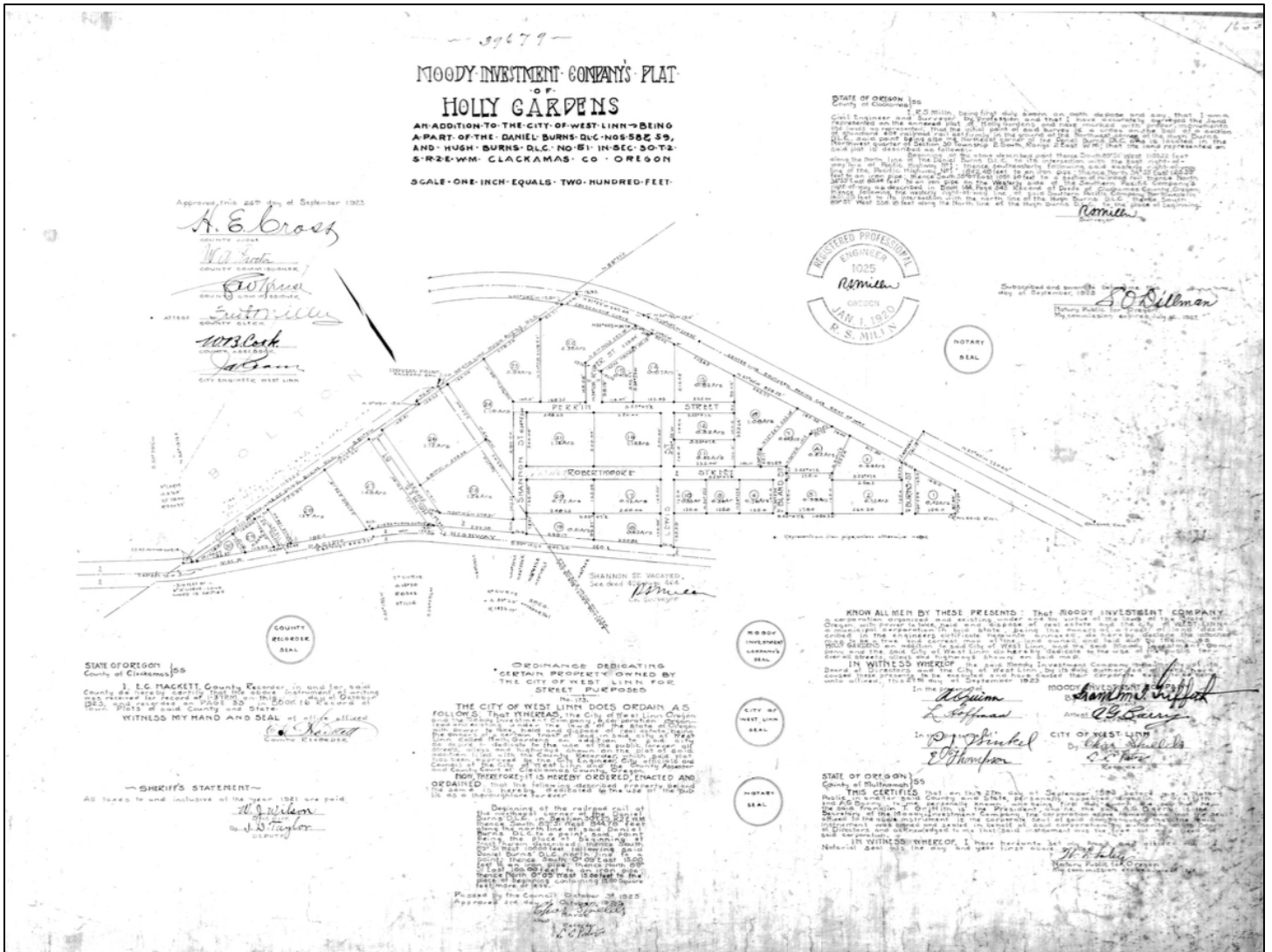
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Figure 8. Holly Gardens Plat, West Linn, Oregon, showing early subdivision of the Bolton neighborhood and the residential context surrounding the future site of Bolton School. Plat map, date unknown.



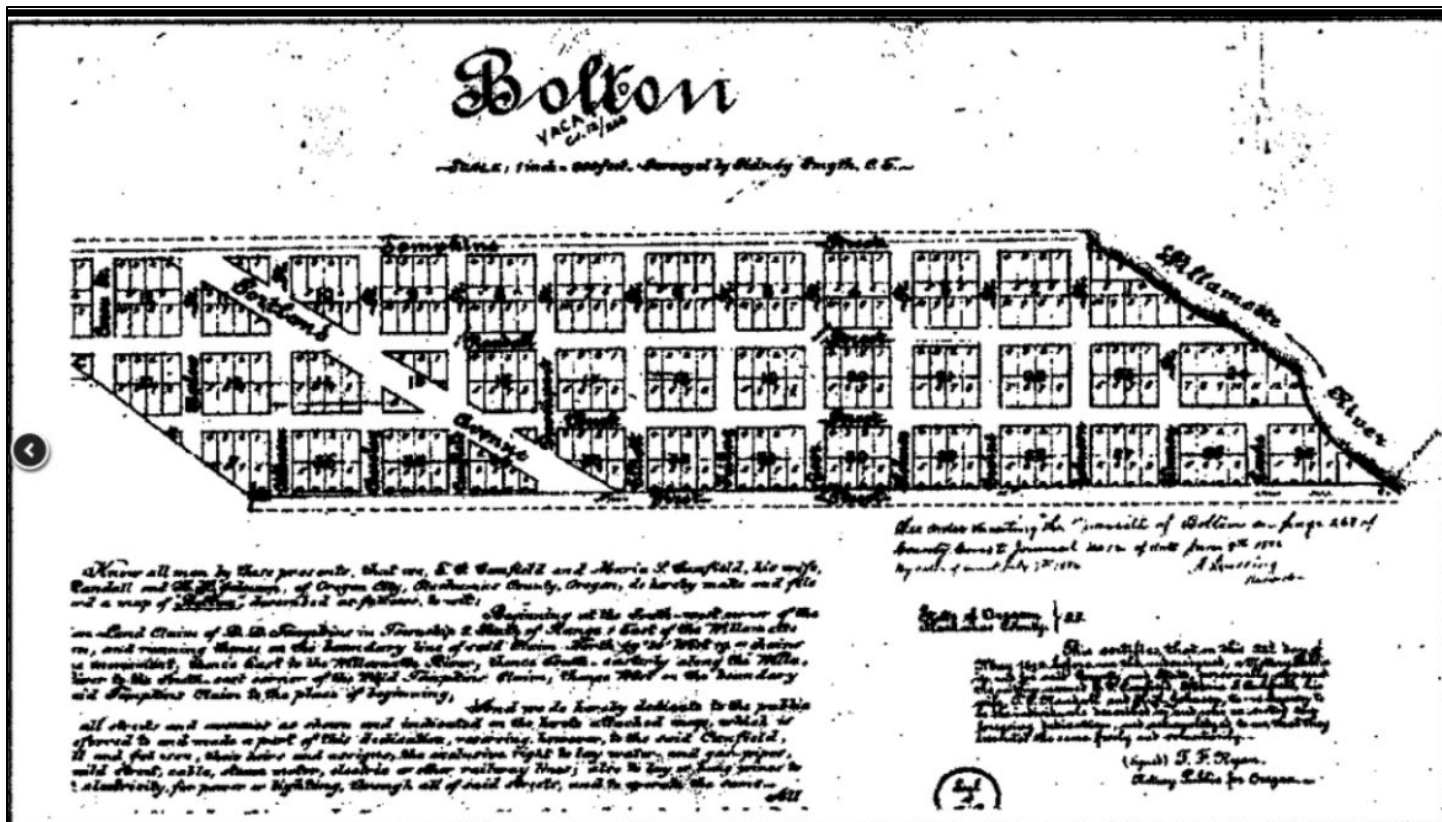
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**Figure 9.** Moody Company plat of the Bolton subdivision, West Linn, Oregon, illustrating early residential lot layout and development patterns within the Bolton neighborhood. Plat map, date unknown.



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**Figure 10.** Portrait of Chester Tunnell, longtime superintendent of West Linn schools and key figure in the planning and development of Bolton School, pre-1976.  
*Source:* West Linn Bicentennial Committee (Carol Geldaker and Marionbeth Wolfenden, co-chairs), *Just Yesterday: A Brief Story of West Linn, Oregon* (City of West Linn, Oregon, 1976).



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**Figure 11.** Mrs. Goodall, educator at Bolton School, pictured in a classroom setting, undated.  
*Source:* Clackamas County Historical Society, ObjectID P-3695.



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**Figure 12.** Dora Bottomley, educator at Bolton School, pictured in a classroom setting, ca. 1960.  
*Source:* Clackamas County Historical Society, ObjectID P-2554.



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**Figure 13.** Anna McLarty, Bolton School cafeteria worker and later attendance secretary, undated. McLarty’s husband Matthew worked as Bolton School custodian and her daughter Sally later worked there as a teacher. Sally McLarty later became president of the Bolton neighborhood association and was instrumental in getting the school reopened as a primary in 2001.  
 Source: West Linn Bicentennial Committee (Carol Geldaker and Marionbeth Wolfenden, co-chairs), *Just Yesterday: A Brief Story of West Linn, Oregon* (City of West Linn, Oregon, 1976).



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**Figure 14.** Bolton School building during its period of use as the West Linn Public Library, illustrating adaptive civic use of the school facility prior to construction of a dedicated library building, undated.  
*Source:* West Linn Historical Society.



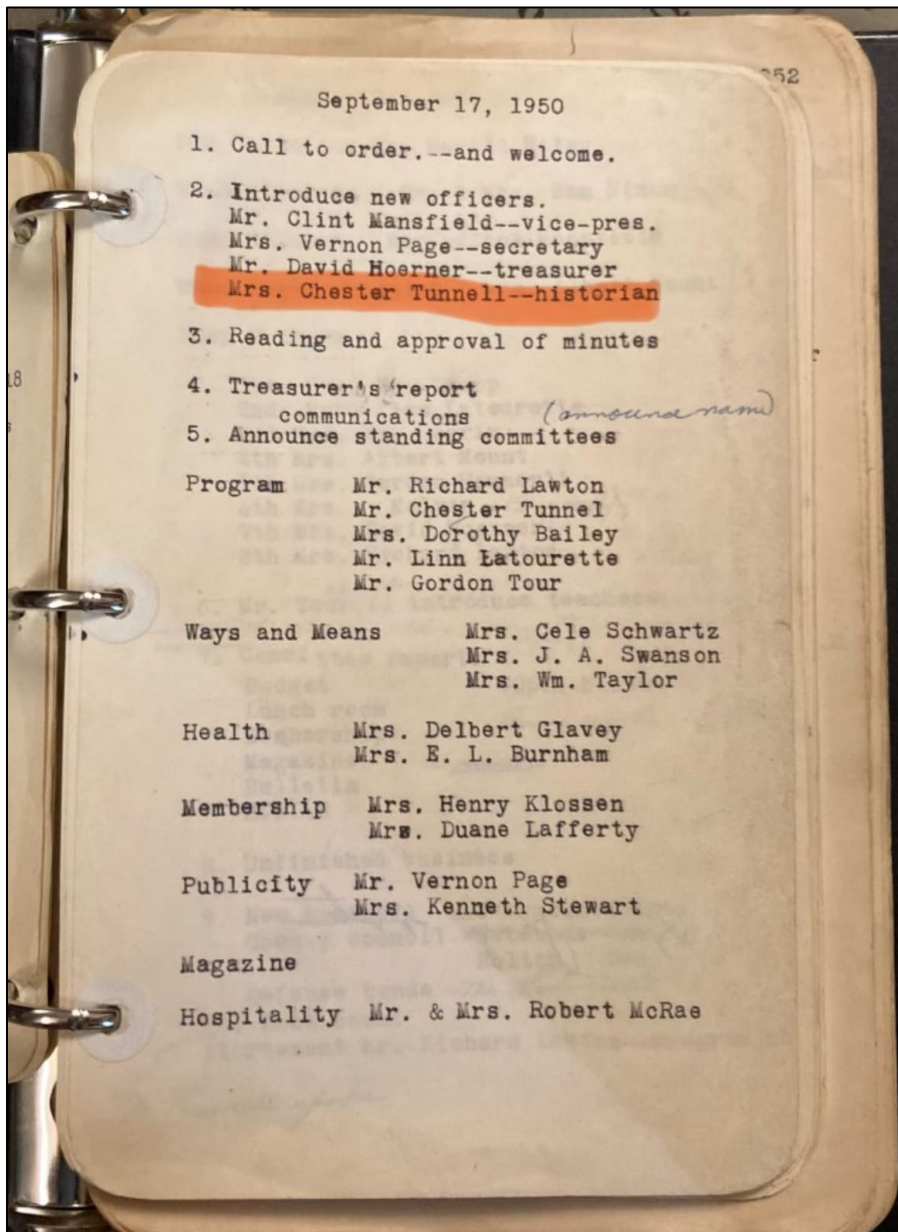
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**Figure 15.** Bolton Parent-Teacher Association meeting agenda, September 17, 1950, introducing newly elected officers. The agenda lists Mrs. Chester Tunnell as PTA historian, documenting the formal role responsible for maintaining the organization's records during the year of Bolton School's construction.



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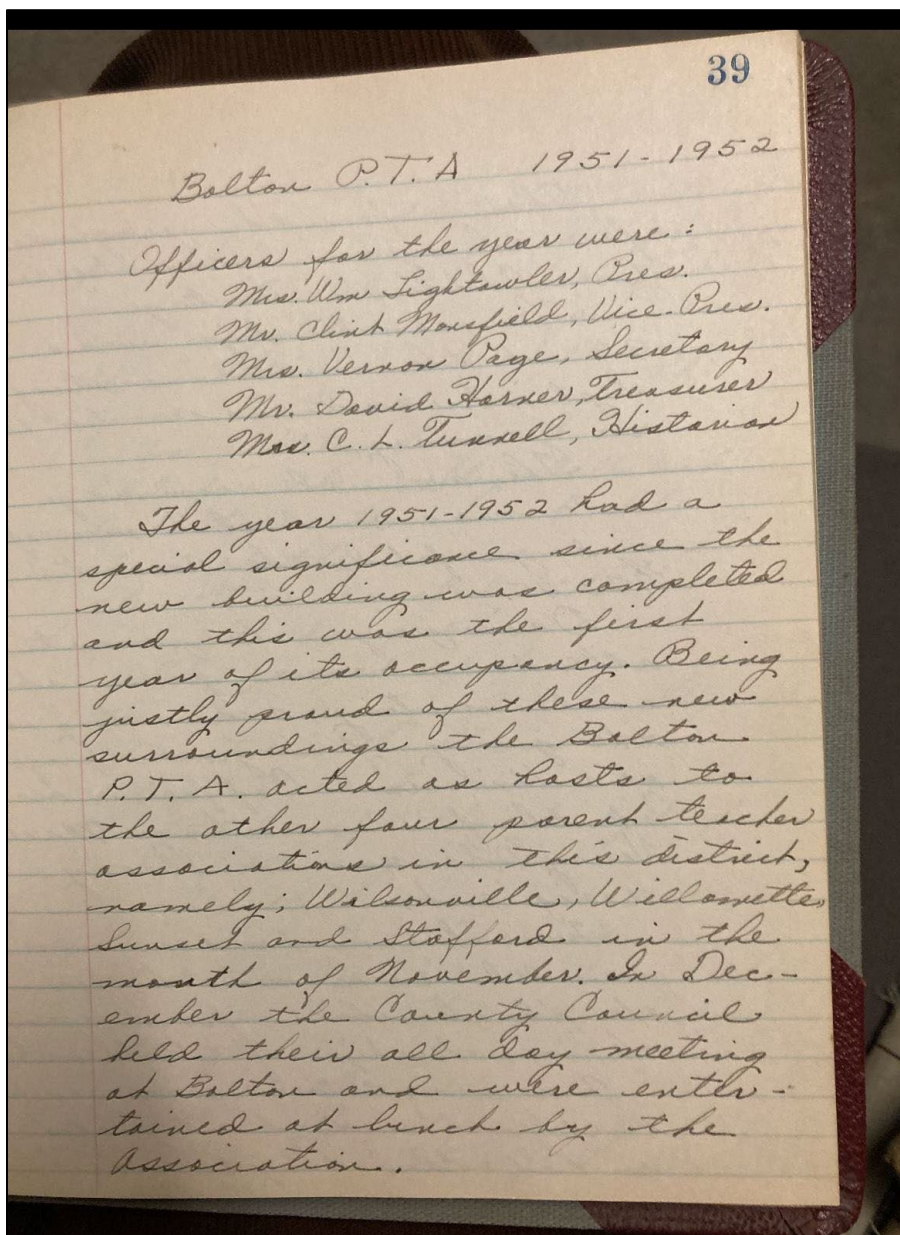
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**Figure 16.** Bolton Parent-Teacher Association records, 1951–1952, listing officers and documenting the first year of occupancy of the newly completed Bolton School building. The minutes note the school's role as host for district-wide Parent-Teacher Association meetings, including representatives from Willamette, Sunset, and Stafford schools, underscoring Bolton's leadership position within the West Linn school district during the postwar period.



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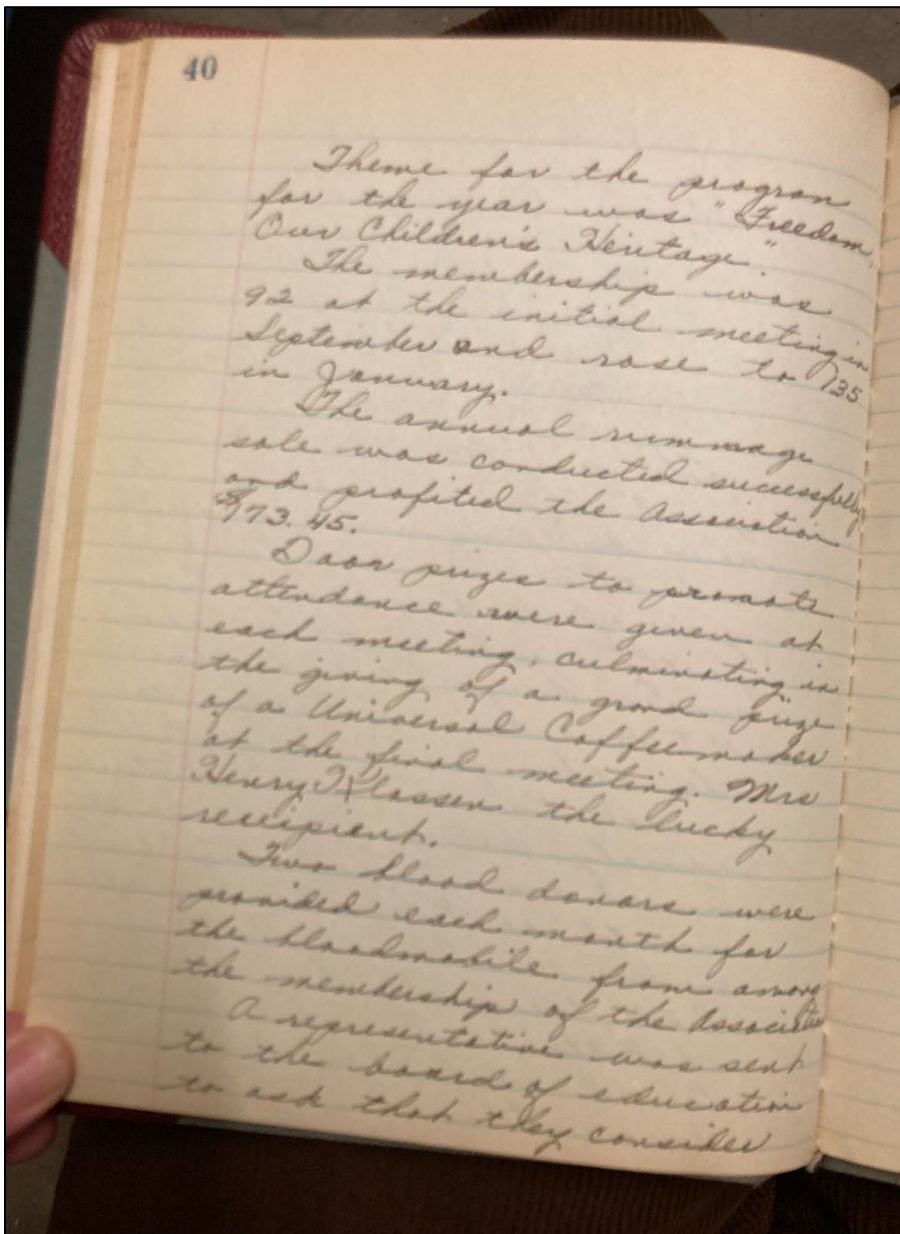
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**Figure 17.** Bolton Parent-Teacher Association records, 1951–1952, describing the annual program theme “Our Children’s Heritage,” membership growth, fundraising activities, and community engagement following completion of the new Bolton School building. The minutes document robust participation, successful fundraising efforts, and ongoing collaboration between parents, educators, and district leadership during the school’s early postwar years.



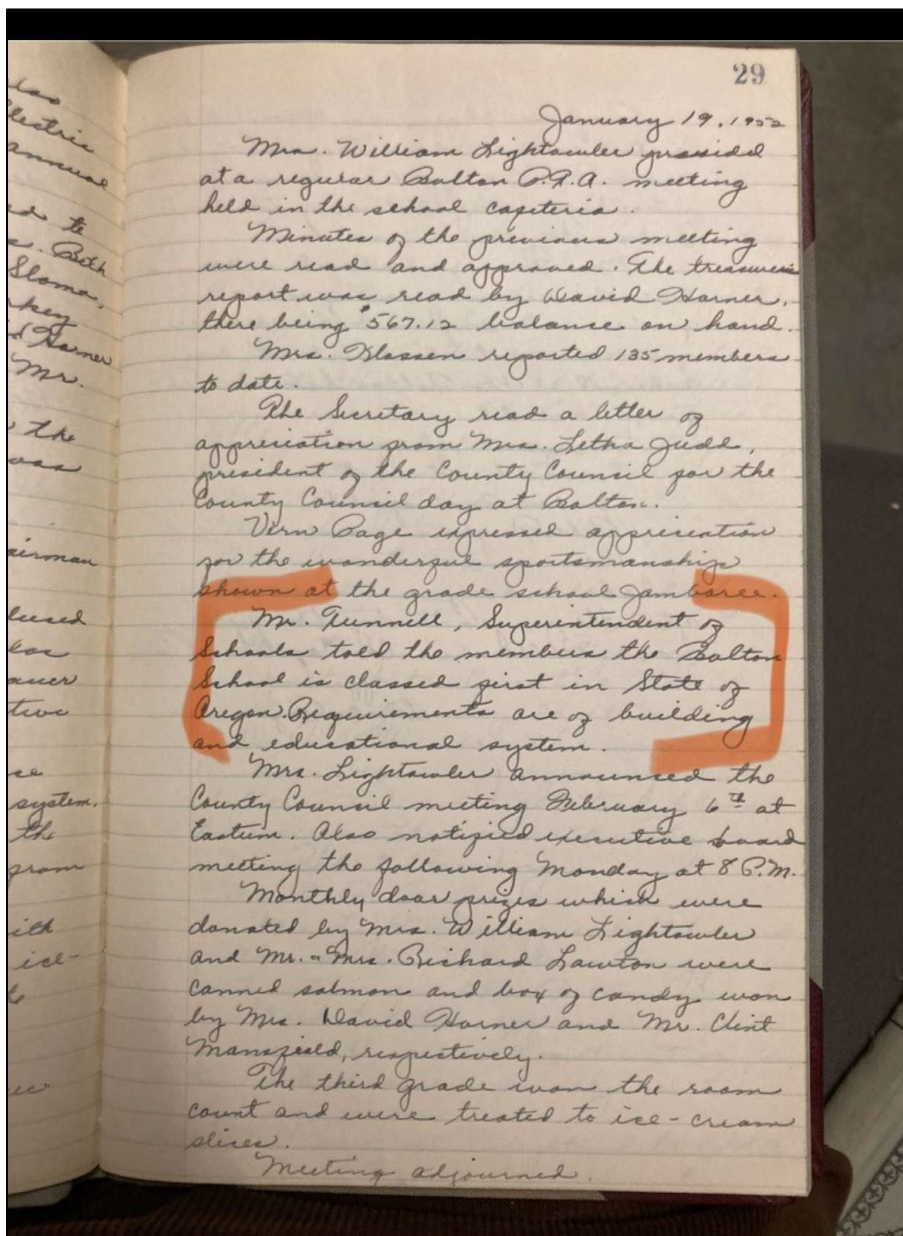
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**Figure 18.** Bolton Parent-Teacher Association minutes, January 19, 1953, recording remarks by Superintendent Chester Tunnell stating that Bolton School was “classed first in the State of Oregon” in building requirements and educational system, reflecting contemporaneous recognition of the school’s design and instructional quality.





**Photograph 1 of 15: OR\_ClackamasCounty\_BoltonSchool\_0001**  
Looking northeast at southwest (primary) façade, primary entrance and gymnasium.



**Photograph 2 of 15: OR\_ClackamasCounty\_BoltonSchool\_0002**  
Looking southwest from entrance canopy toward Willamette Drive (Highway 43),  
"BOLTON PRIMARY SCHOOL EST. 1950" lettering visible.



**Photograph 3 of 15: OR\_ClackamasCounty\_BoltonSchool\_0003**  
Looking north from under the entrance canopy, bricked openings with built-in benches decorated in ceramic tile mural and main entry doors.



**Photograph 4 of 15: OR\_ClackamasCounty\_BoltonSchool\_0004**  
Looking west at main entrance and classroom wing from kindergarten playground from beneath mature cedar tree.



**Photograph 5 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0005  
Looking southeast at rear classroom wing from Perrin Street, Hammerle Park grounds continuous.



**Photograph 6 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0006  
Looking northwest at southeast elevation, gymnasium and cafeteria volumes from Hammerle Park.



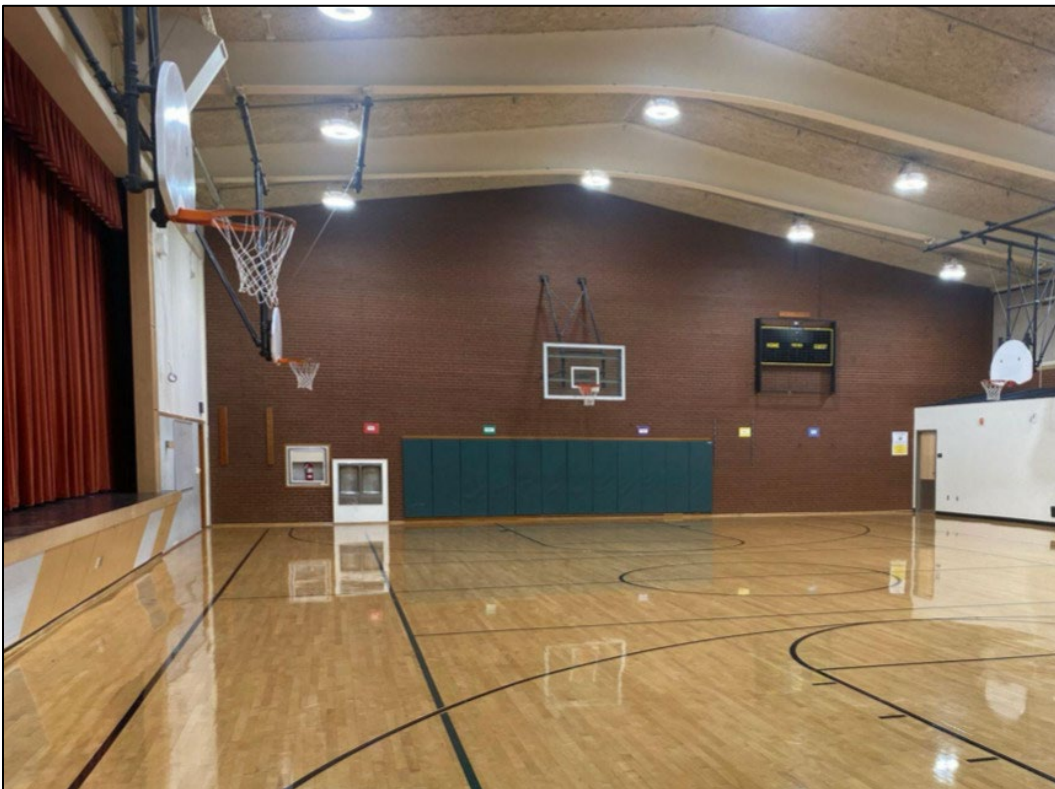
**Photograph 7 of 15: OR\_ClackamasCounty\_BoltonSchool\_0007**  
Looking northwest through exterior passage between gymnasium/cafeteria wing  
and classroom wing.



**Photograph 8 of 15: OR\_ClackamasCounty\_BoltonSchool\_0008**  
Looking northeast along rear (northwest) elevation, classroom wing with ribbon  
windows and teaching garden. Library addition at left.



**Photograph 9 of 15: OR\_ClackamasCounty\_BoltonSchool\_0009**  
Looking southeast under covered western entrance, Holmes Street elevation.



**Photograph 10 of 15: OR\_ClackamasCounty\_BoltonSchool\_0010**  
Interior, looking south in gymnasium at hardwood court, vaulted ceiling, and stage.



**Photograph 11 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0011  
Interior, looking southeast along main level corridor with built-in display windows.



**Photograph 12 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0012  
Interior, looking down main stairwell from upper level toward basement landing.



**Photograph 13 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0013  
Interior, looking northwest in typical main level classroom.



**Photograph 14 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0014  
Interior, looking down from upper mezzanine in 2010 library addition.



**Photograph 15 of 15:** OR\_ClackamasCounty\_BoltonSchool\_0015  
Looking south at 1957 covered play shed (contributing structure).