

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 Springfield High School

other names/site number Springfield Junior High School; Mill Street School; Springfield Public Schools Administrative Building

Name of Multiple Property Listing N/A

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

2. Location

street & number 525 Mill Street not for publication

city or town Springfield vicinity

state Oregon code OR county Lane code 039 zip code 97477

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property 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 X local

Applicable National Register Criteria: X 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

Springfield High School
Name of Property

Lane Co., OR
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply.)

Category of Property
(Check only **one** box.)

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

- private
- public - Local
- public - State
- public - Federal

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
1	1	buildings
		site
		structure
		object
1	1	Total

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.)

VACANT/NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY
AMERICAN MOVEMENTS:
Classical Revival

Materials
(Enter categories from instructions.)

foundation: CONCRETE
walls: STUCCO

roof: METAL
other: _____

Springfield High School
Name of Property

Lane Co., OR
County and State

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

Springfield High School is located on a 1.14-acre trapezoidal lot at the northeast corner of Mill Street and D Street in Springfield, which is four blocks north of the historic commercial area on Main Street. The surrounding properties are primarily single-family residential homes. The nominated property features grassy lawn on its west, northwest, and south sides along with three old Bigleaf Maple trees. The east side of the building features a covered walkway and a parking lot. Completed in 1921¹, the high school design features simplified elements from the Classical Revival style. The building is two stories with a tall day-light basement. The concrete structure is finished with painted stucco and features a hipped metal roof. The primary entrance is centrally located on the west-facing façade and is topped by a multi-light pointed-arch transom. On either side of the entrance is a classical column and a square column. This entry ensemble is topped with a false pediment at the roof. The building retains most of its original double-hung wood windows, which are primarily two-over-two sashes, each with a raised false lintel above the window opening. The level of integrity on the exterior is moderately high as the building retains its stucco walls, columns, and most of its original windows. The interior of the building has a moderate-to-low level of integrity, retaining its U-shaped corridor layout with classrooms-converted-to-offices along the exterior walls, original doors and trim, and the ramps between floors. In the 1950s, additions were made at the rear of the building and, in 1964, the building was renovated as the school district's offices. This resulted in changes throughout the building such as the addition of wood paneling and dropped ceilings, and changes to the central auditorium. These included the removal of the stage and ground-floor seating, and the addition of a ceiling that now bifurcates the double-height space. On the south side of the lot is the manual training building, built in 1938. The simple wood-framed structure is clad in vinyl and metal siding and its gabled roof is metal. Due to the new siding and some window alterations, this accessory structure is designated as non-contributing.

Narrative Description

SETTING

Springfield High School is located on a 49,792-sf lot (1.14 acres) at 525 Mill Street, which is the northeast corner of the Mill and D Street intersection, as shown on the Figure 4 site plan. The extent of the land that comprised the campus during the period of significance extended farther east than the current property line. When the school district sold the school in 2022, they owned the entire block bounded by Pioneer Parkway West on the east, which can be visualized on the Figure 2 location map. They only sold the 1.14-acre lot on the western portion of the block.

As part of the original town plat, Mill Street is an arterial road that has a long history in Springfield connecting the town with the agricultural lands to the north. There are sidewalks with a small planting strip along Mill. Surrounding the building are low-scale and primarily single-family residences with some two-story apartment buildings and a mini-mart.

¹ The date of construction is well established in newspaper articles. See for example "High School Under Way," Oregon Daily Journal, June 26, 1921, 23 and "League Reception to High School," Springfield News, October 27, 1921, 1.

Springfield High School

Name of Property

Lane Co., OR

County and State

The high school is set back from the property line on all sides, which can be seen in Photos 1 and 3. The west, north, and south sides feature lawn. There are shrubs planted along the foundation of the building and along the central walkway that leads from the sidewalk. These are not historic, as photos (such as Figure 13) show there were few foundation plantings early in the period of significance and the basement windows were more visible. There are two large Bigleaf Maple trees flanking the steps that lead from the sidewalk to the main entry. Photos show that these were already mature trees during the period of significance. There is another Bigleaf Maple at the northwest corner of the lot that appears to be similar in age; none of them appear to be in good shape as they were poorly pruned over the years.

Immediately adjacent to the north elevation is an asphalt parking lot that abuts a much larger parking lot behind the building that extends to the manual training building to the south (described later). Beyond the present-day property line to the east is a significant amount of asphalt parking lot as well as a large warehouse building, all outside the proposed National Register boundary.

The footprint of the 1921 high school is roughly square. Originally, the rear (east) elevation stepped inward in a symmetrical fashion on both sides. This is best visualized in Photo # 6, as well as the historic images in Figures 14 and 16. While the “notches” created by this stepped footprint were later filled in with additions, the original composition is still easily discernable.

EXTERIOR

Springfield High School is a two-story, stucco-finished concrete building. Like many schools from this period, it has a tall daylight basement with windows that have at-grade sills, giving the appearance of an almost three-story building. Its hipped roof is truncated (flat) at the top and the overhanging eaves are closed. Directly below the eaves is a fascia with a crown molding trim piece that wraps the entire building, visible in Photo 2. The roof is a landing pad for mechanical equipment, which is not visible from the right of way. The original roof is believed to have been metal with a source stating it was tin.² It was recently replaced with a gray standing-seam metal roof.

West Elevation

Shown in Photos 1 and 2, the primary elevation is arranged symmetrically. The building’s stylistic identifiers are found adjacent to the main entry, so this entire entry ensemble will be described here first.

The building entry has a pair of non-original but compatible double doors that are set back within the foundation wall. The doors were lowered sometime after 1964 so they open at grade as an ADA accessibility modification. Originally, the building was constructed with two steps up to the door threshold. The original doors were wood with three rectangular recessed panels in the lower portion of the door and a square-shaped relite with four panes of glass in each leaf. Overhead was a narrow multi-light transom. Today, each door leaf has a recessed square panel in the bottom portion with three panes of glass above, each divided by a horizontal muntin. Above the entry is a large, new transom with two lights followed by a raised rectangular false lintel that is finished with stucco.

Another more decorative transom window with a low pointed arch and ten lights is placed above the entry, which daylights the staircase up to the main floor. Above it is a narrow band that follows the pitch of the arch and is finished in stucco. A pair of two-over-two double-hung windows cap this vertical composition at the second floor. On each side are single windows that have two-over-two sashes at the

² Paula Guthrie, “Springfield Downtown Walking Tour Guide,” 2008, 4, <https://www.springfield-or.gov/wp-content/uploads/2019/01/DowntownWalkingTour.pdf>, accessed 2/26/2023.

Springfield High School

Name of Property

Lane Co., OR

County and State

basement, first, and second floors. (The south basement window is actually one-over-two due to a sash repair that modified the top sash as a single light).

The foundation wall on either side of the double doors acts as a plinth for two beveled columns that flank the entry and two square columns that act as the outer edges of this entry ensemble. A concrete belt course divides the foundation from the upper portion, wrapping the west, north, and south sides of the building. The beveled columns are partially engaged with the building wall and have simple bases. Their capitals do not closely follow any of the classical orders but are perhaps closest to the Doric order. The square columns have no design detail.

The columns support a false pediment that rises above the roofline. Historically, this raised parapet had an overhanging cornice or small roof projection that divided it in half horizontally, which can be seen in Figure 15. There was also a vertical element that further divided it in half. Below the cornice was a sign that read "High School" and above were the numbers "1921" with some decorative scrollwork around the numbers. These features were removed in 1964 and today it is a flat concrete parapet.

Each side of the entry assembly is flanked with a symmetrical composition of windows. Starting at the outside edge of the elevation, the pattern is one larger single window, followed by two pairs of smaller windows. This is repeated on all three levels. The only differences are the sash types at the single corner windows. At the basement, these are two-over-two. At the first floor, they are three-over-two. At the second floor, they are also three-over-two, but the top sash muntins are set diagonally, creating a triangular shape that mimics the false pediment and pointed-arch transom. The pairs of windows are all two-over-two sashes. All are capped with a raised false lintel that is finished with stucco—a feature that is seen across the 1921 construction.

South Elevation

As shown in Photos 3 and 4, the south elevation is less rigorous in its symmetry than the west. Originally, the larger single windows on the west elevation were replicated at the west edge of the south elevation. However, the second-floor window has been removed and infilled with a door that accesses a new metal egress stair that is attached to the exterior of the building.

The remaining composition of windows beyond the stair to the east is symmetrical and comprised of a pair of windows, followed by a single window, followed by another pair, and ending with a single. These historically were all two-over-two windows. All six of the second-floor windows have been replaced and are one-over-one. One first-floor window is boarded up and one opening is infilled and stuccoed. One basement window has been replaced with a louver and one has been infilled and stuccoed.

Beyond this window composition, the façade steps in towards the north and has been infilled with two c. 1950 one-story additions. The more northern of the two visible additions has a flat roof with overhanging eaves and it is two levels tall (basement and first floor). It has one two-over-two south-facing window and one door at grade. The more southern addition is only a single level, has a shed roof, and no windows. At the second-floor level there is one historic south-facing window (daylights the interior ramp) that looks over the single-level addition.

North Elevation

Shown in Photo 5, the historic part of the north elevation is largely the same as the south elevation, matching the rhythm and types of windows. The windows on this elevation are all intact except for three at the basement level that have been partially infilled or boarded up.

Springfield High School

Name of Property

Lane Co., OR

County and State

Similar to the south elevation addition, the north has a larger rear addition that completely infills the building footprint so that it is a square. This 1953 addition is at the basement and main-floor levels. Like the south addition, the roof is flat and has overhanging eaves. There are eight smaller window openings at the basement level with two-over-two sashes and the main-floor level has eight larger windows also with two-over-two sashes. At the second-floor level there is one historic north-facing window (daylights the interior ramp) that looks over the addition.

East Elevation

The east elevation is the rear of the building and is shown in Photo 6. Historically, it had a strong symmetrical composition, which was altered by the aforementioned additions. As described previously, the façade steps in on both sides and the central portion that is farthest east is approximately 50% of the total façade length. This portion of the building was historically associated with the auditorium. It originally featured seven two-over-two windows at the first and second floors; however, all of the windows at the first-floor level have been completely infilled except for three replacement slider windows present today. The windows are intact at the second floor.

The south addition ensemble features two two-over-two windows that are east-facing while the northern has five two-over-two windows. At the second floor, there are two historic two-over-two windows that are east-facing (daylights the interior ramps) as the façade steps out on both sides of the auditorium and the building footprint widens beyond it.

There is a non-original covered walkway with a flat roof that visually divides the basement from the first floor. The covered walkway runs the length of the elevation and extends to the northern edge of the property. Several pieces of mechanical equipment sit on top of the walkway roof. The installation date of the walkway is not known but was likely around c. 1950. The walkway appears to connect to a former school bus loading area on the north side of the school where there were two curb cuts for bus access.

The building façade at the basement level has four entries with double doors—three sets are associated with the additions and one set is part of the original structure. The doors themselves on the 1921 building are not original. There are four two-over-two windows that have their sills at grade and three more, on the north addition, that have raised sills.

INTERIOR

Main Floor

Beginning at the main entry on the west elevation one enters the building at grade. Shown in Photo 8, there is a landing followed by a wide staircase to the main/first floor. Turning left from this landing is a ramp down to the basement (discussed after the description of the second floor).

This entire entry area and stair is finished with scored wood wall paneling that dates to 1964 or later. The ceiling is a T-bar dropped ceiling. The flooring at the landing is carpet and treads on the stair are finished with textured vinyl. There are wood handrails mounted to both walls and a center handrail on stanchions. They do not appear to be original.

At the top of the stairs is a reception area and an elevator. Directly south of the reception area is a short, narrow corridor accessing a closet, restrooms, kitchenette, and large office. None of these have historic finishes as they were built in the area that used to be the auditorium stage.

Springfield High School

Name of Property

Lane Co., OR

County and State

Shown in Photo 10, the main corridor that runs north-south is its original width and accesses the classrooms that ring the exterior window wall. Doors within the corridor have two different vintages. Some are original three-panel wood doors with an upper square light. Their jambs are cased with original flat-stock trim and a molding piece above the trim at the top of the opening. The other doors are newer flat-panel doors with square light and the jamb has a narrow casing trim. All door hardware has been removed.

Throughout the interior, a piece of flat-stock trim runs horizontally on the corridor wall at the height of the top of the door jambs. There are no other trim pieces, including the wall base, which was replaced with modern rubber base. Floors are carpeted and the ceilings are T-bar dropped ceilings with integrated lights and fire sprinklers.

The corridor legs running east-west feel narrower than the north-south one because they feature a switch-back ramp system up to the second floor rather than stairs, shown in Photo 9. The wood wall paneling continues up the ramp walls to the mid landing. At this point, it transitions to painted wallboard. The horizontal flat-stock trim also follows the ramps up to the second floor. The ramp's center wall has a painted wood balustrade cap, wood floor base, and a simple square newel post. There are simple wood handrails on the outside walls of each ramp. Two large windows provide daylight for each ramp towards the mid-point landing where they double back. Flooring is carpet and the dropped ceilings elsewhere in the building are continued here.

While the corridor walls are intact (as in, they have not been moved) and most door locations appear to be original, additional demising walls have been added within the rooms, changing the room layouts. Typically, these have divided some larger classroom spaces into offices. Today, these interior rooms feature plaster walls with wallboard up to the flat horizontal trim piece, shown in Photos 11-13. The exterior windows have flat-stock painted wood trim that is typical of a 1920s building with the same molding piece placed on top like the door trim. Some spaces have fin-style cast iron radiators. Floors are carpeted with rubber wall base and the lights are integrated into a dropped ceiling. Electrical distribution and fire alarms are surface-mounted. In some rooms, trim remains on the wall suggestive of areas where blackboards or bulletin boards were formerly attached. Some rooms have casework, though all of it appears to be from c. 1950 or later. Additionally, as no plans for the building dating to the period of significance were found, it is unknown which spaces were originally classrooms, laboratories, the library, or other support spaces.

The space that was the auditorium is located within the "U" of the three-legged corridor and is shown in Photo 14. It is accessed through double doors toward the east end of the building beyond the ramps. This space historically was a double-height volume with a stage in the area where the reception area/elevator is today and a small area of balcony seating along the east wall. The space was transformed into a board room after the building became the district's administrative offices. A new ceiling with an HVAC plenum was installed, bifurcating the double-height volume. The space does not have any historic features or finishes. The floor is carpeted and the ceiling is a combination of dropped ceiling, acoustical tiles, and drywall with exposed knee braces supporting the balcony that remains above the ceiling.

Second Floor

As one walks up either ramp to the second floor, at the top of the mid-landing is a single door that accesses the auditorium balcony. Shown in Photo 15, the wood bleachers and walkway remain, but they look out over the top of the boardroom ceiling. The walls in this space are painted plaster and the ceiling has acoustical tiles. The door and window casings are historic and match those found elsewhere in the

Springfield High School

Name of Property

Lane Co., OR

County and State

building. Two small schoolhouse fixtures provide illumination above the bleachers, while modern strip fixtures illuminate the walkway.

Completing the ramp ascent to the second floor, this level is largely the same in character and general layout to that of the main floor. It has the same wall finishes, trim, mix of door vintages, carpet, dropped ceilings, and occasional radiators. Like the main floor, the restrooms are located on the inside of the corridor in the southwest portion of the building and do not retain any historic character because they were built in this location in 1964. Originally, the building only had restrooms at the basement level.

Basement

Springfield High School's basement is accessed via a ramp from the primary entrance. The c. 1950 additions provided improved access with two new basement stairs that were located behind the ramps at the east end of the building.

It is known that the basement originally housed the more industrial spaces for the manual training program. The cafeteria was also at this lower level, as was the boiler room and other utility spaces. Other classroom or laboratory spaces may have originally been present, but specifics are not known.

Shown in Photo 16, the finishes in the basement include a mixture of original and new doors. As on the upper floors, there is original trim at the windows and older doors. There is no dropped ceiling, so the mechanical, electrical, and plumbing distribution is exposed. The floor is vinyl or asbestos tiles.

Manual Training Building

An accessory building to house the manual training program was constructed in 1938, located south and slightly east of the high school. Shown in Photos 3, 4, and 7, the gable-end building has a rectangular footprint and a new metal roof that matches the high school. It is clad in vinyl lap siding with metal siding within the gable ends. The primary entry is on the west elevation and has a pair of centrally-placed, original wood double doors protected by a small gabled overhang. A single eight-over-two double-hung wood window flanks either side of the entry. The northern one is modified and the southern one is intact. The south elevation has a single-entry door also with a small overhang and two flanking windows. The eastern window here is eight-over-two and likely original. The western one has been modified. There was also a window in the south gable, which has been enlarged and replaced with a slider. The east elevation has a single door accessed from a concrete ramp. There are four intact eight-over-two windows. The back of the building is the north elevation with five windows and no doors. Three are boarded up, one was replaced with a slider, and one is intact. Due to the changes associated with the siding and windows that have diminished the building's integrity, it is designated as non-contributing.

Alterations

The following is a summary of the alterations to the property after the period of significance:

- 1945 – Renovations to the kitchen, cafeteria, and basement including “replacement of concrete floor due to considerable damage done by the maple tree roots grown under the basement floor.”³
- 1947 – Fire escapes and stairs replaced⁴ and Quonset huts erected (demolished sometime after 1998).

³ "District 19 Receives \$6687 for Teachers," Eugene Register-Guard, July 1, 1945, 12.

Springfield High School

Name of Property

Lane Co., OR

County and State

- c. 1950 – Southeast corner additions were made. The smaller one-story included a new furnace, stack, and boiler room.^{5,6,7} The larger addition provided a stair to the basement and a small room.
- 1953 – New cafeteria and kitchen in basement.⁸
- 1953 – Northeast corner addition, which added another classroom, principal's office, and a stair to the basement.⁹
- 1962 or later – Gymnasium was demolished.
- 1964 – Renovations to convert building to the district's administrative offices including changes to the front entry doors and false pediment, select window replacement and infill, changes to interior finishes including wood paneling and flat panel doors, removal of the auditorium stage and converting the space to a board room, including a new lower ceiling.
- 1964 or later – The eastern portion of the property was developed with a warehouse and extensive parking lot.
- More recent changes include the new metal roof, egress stair on the south elevation, and the T-bar dropped ceilings throughout the interior.

INTEGRITY

Overall, Springfield High School retains sufficient historic integrity to convey its significance as an important educational institution within the history of community planning and development in Springfield, Oregon. The exterior has a moderately high level of integrity with its intact exterior wall materials, most of its original wood windows remaining, and the character-defining columns and decorative windows on the primary elevation still present. The interior has low/moderate integrity as it retains its original corridors with classroom doors, original door and window trim, and ramp locations. While alterations have been made with the dropped ceilings, removal of the stage, and other auditorium changes, the building continues to convey its historic use as a school.

The following is an analysis of the property's integrity:

Location. The property remains at the same location, so integrity is high.

Design. Integrity of design is moderately high on the exterior, as the building features many of the key aspects of its design from the historic period. The primary change on the front façade was the lowering of the entry doors and the alterations to the false pediment. While some changes to a few windows on the side elevations have been made, the large character-defining windows are substantially intact. The rear elevation and side elevations are affected by additions to infill "notches" in the floor plan, however, these do not extend beyond the historic width of the building and they do not rise above the main floor. The integrity of design is low on the interior due to the number of changes made in later remodels.

Setting. Integrity of setting is moderate. The neighborhood scale is intact in terms of the type and era of the residential buildings surrounding the high school and the retention of the grassy area surrounding the front part of the building, which is of greatest importance. The loss of the gymnasium

⁴ "School Superintendent Tells Plans for Springfield Work," Eugene Register-Guard, June 11, 1947, 2.

⁵ "District 19 School Building Program Awaits Voters' Decision, Silke Says," Eugene Register-Guard, December 5, 1949, 8.

⁶ "Mohawk School Work Awarded," Eugene Register-Guard, August 2, 1950, 4.

⁷ "Advertisement for Bids," Eugene Register-Guard, July 27, 1950, 25.

⁸ "Mill Street PTA Sets Variety Show," Eugene Register-Guard, April 13, 1953, 6.

⁹ "Voters Okay Bond Issue," Eugene Register-Guard, March 10, 1953, 1.

Springfield High School
Name of Property

Lane Co., OR
County and State

and athletic spaces behind the school is what downgrades the setting to moderate integrity.

Materials. Integrity of materials is high on the exterior. The building's stucco-finished concrete structure is intact and in good condition. Most original wood windows are extant. The roof has been replaced with a metal roof, but the original roof was also metal. Integrity of materials is low-moderate on the interior. Original materials such as doors, trim, and ramp components remain. However, there has also been noteworthy introduction of new materials including new flooring, dropped ceilings, new lights, wall base, etc.

Workmanship. Integrity of workmanship is moderate at the exterior, primarily reflected in the extant wood windows. While this building never had fine finishes, workmanship at the interior is low due to the removal of materials over the years. The remaining doors and door/window trim convey workmanship on the interior.

Feeling. Integrity of feeling is moderate/high at the exterior. The building evokes the aesthetic sense from the historic period with the original materials and the building's siting on the property surrounded by lawn. Integrity of feeling is moderate at the interior, resulting from the retention of the U-shaped floorplan accessing classroom spaces. It very much feels like a school inside and out.

Association. Integrity of association is high, as the building still very much looks and feels like the neighborhood school landmark building it was during the period of significance.

Springfield High School
Name of Property

Lane Co., OR
County and State

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for 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.

Areas of Significance

(Enter categories from instructions.)

COMMUNITY PLANNING & DEVELOPMENT

Period of Significance

1921-1942

Significant Dates

1921: construction

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.

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation (if applicable)

N/A

Architect/Builder

Burggraf, Charles H.: architect

Perkins, George W.: builder

Period of Significance (justification)

The period of significance for Springfield High School begins in 1921 - the year that construction of the building was complete. It ends in 1942 when the building ceased operating as a high school. Although the building continued as a junior high, elementary school, and the school district's administrative offices, the building's significance comes from its use as a high school. As this nomination chronicles, there was a decade of significant efforts in Springfield to authorize the construction of a standalone high school. This building is the culmination of those efforts and, therefore, the period of significance is constrained to the high school use.

Criteria Considerations (explanation, if necessary) N/A

Springfield High School

Name of Property

Lane Co., OR

County and State

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).

Springfield High School is locally significant under Criterion A in the area of Community Planning and Development. Like most small towns, schools in Springfield were landmarks: places where children grew and where a community gathered to support those children and their progress toward becoming knowledgeable and productive adults. Constructed in 1921 and designed by Charles Burggraf, Springfield High School served as the educational home for students for more than a 43-year span. The high school and its 1889 predecessor building on the property played a defining role in the identity of the town, especially as it grappled with establishing a standardized secondary education system that reflected the progressive values of the era. Increasing industrialization in Springfield and the resulting growth created a dire need for expanded school facilities, which this building fulfilled. It also was a response to the decrepit conditions that students were subjected to within the 1889 building, which had eroded local confidence in the town and was holding back its progress. While elected officials were cautious when it came to spending taxpayer dollars, groups within the local community—including the students themselves—advocated strongly for a safe, modern building. These realities and aspirations eventually contributed to the siting, design, and construction of the high school. As an important building that was a centerpiece in the community that grew around it, it reflects the priorities, values, and challenges of its time as Springfield struggled and then eventually was triumphant in advancing its public education program. The period of significance opens in 1921 when the school was built and closes in 1942 when the building ceased being a high school, although it would continue to serve Springfield in various educational capacities until 2017.

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

Introduction

Springfield High School was built in 1921 in Springfield, Oregon after residents of the small town had campaigned for over a decade to fund the construction of a purpose-built high school. Designed by prolific school architect, Charles Burggraf, it served as Springfield's only high school until 1942 when it became a junior high school, elementary school, and finally in 1964, administrative offices for the school district.

Springfield High School is locally significant under Criterion A in the area of Community Planning and Development. The high school site retains Springfield's oldest standing educational institution to have maintained a consistent discourse with its surrounding context. Although the community initially had mixed opinions about constructing a high school on this site, necessity eventually overpowered their concerns. The prior building's dilapidated condition, lack of fireproof construction, and inadequate space for the education of their children were all factors that ultimately convinced the voters to authorize bonds to build a modern high school. Springfield ultimately got the facility they needed in the construction of the nominated property. Built in 1921, the most critical concern was that Springfield High School provide a safe, modern, and adequately sized school to support a well-rounded high school education. Compared to its wood-frame predecessor from the late 1880s, the new building expressed the priorities that arose during the era of Progressive Education, evident in its concrete construction, large windows, monumental form, and symmetrical façade that were considered to inspire confidence in public education. This community landmark would go on to have a continuous rapport with the city and the surrounding neighborhood as a community centerpiece for decades to come.

This nomination begins with contextual information about the establishment of Springfield and the roots of its public education offerings. Next, it discusses how secondary education began in the town and chronicles Springfield's multiple efforts to pass a bond measure that would allow for a standalone high school, culminating in the successful campaign of 1921 and the ensuing construction. An overview of contextual information on the educational philosophies and priorities of the time is also provided. With the high school

Springfield High School

Name of Property

Lane Co., OR

County and State

complete, the nomination describes how the building was embraced by the community even as inadequacies were eventually noticed. Finally, the nomination recounts the changes in use that came to the 1921 school after Springfield built a larger high school building in 1942 (now demolished). The nomination concludes with a comparison of other older educational buildings still standing in Springfield today.

Springfield is Established

Springfield is located at the southern end of the fertile grounds of the Willamette River Valley. The first inhabitants of the area were members of the Kalapuya people, who were significantly impacted by epidemic disease and then relocation to reservations after fur trappers arrived in 1812. The first pioneer settlers arrived in 1847 and started farming, giving the town its name due to one early pioneer house that was built near a spring in a field. When a primitive road system was developed in 1851, Springfield became better connected with other towns in the valley and development increased. Springfield's most significant economic driver was the town's water-powered sawmill and grist mill built by Elias Briggs in 1854 to support his lumber company. However, with the Oregon & California Railroad routing to neighboring Eugene in 1871, Springfield would never outpace the growth of its sister city and Eugene became both the seat of Lane County and home to the University of Oregon (founded in 1876).

A post office was established in Springfield in 1868 and the town incorporated in 1885.^{10,11} Like many small towns in the Willamette Valley, early life in Springfield was supported by farming, timber, and the mills. Growth and progress came at a slower rate than Oregon's larger population centers. Springfield even had periods of significant population decline with the hamlet barely holding on. However, like all communities, Springfield developed socially and culturally by organizing and constructing churches, fraternal organizations, and, of course, schools.

Public Education Begins in Springfield

The roots of public education in Springfield began in 1854 when Springfield School District No. 19 was formed. Shortly thereafter, a small schoolhouse was built near the corner of South Seventh Street and South B Street. Although described as a "crude building," the school served the community for approximately 30 years.¹² It was a one-story, two-room building.¹³ Other early schools were built in adjacent settlements, but little is known about their character and quality. In November 1888, with the recently incorporated town "full to overflowing," the Springfield school had 84 pupils enrolled.¹⁴ At that time, the administration anticipated the construction of a larger schoolhouse as the current one was "entirely too small."¹⁵

In 1889, even as the town was shedding population due to the lack of a rail connection, the Springfield School District leased the land upon which the nominated property sits at Mill Street and D Street. (They would later take ownership of it in 1893.¹⁶) This was four blocks north of the city's commercial district and adjoining industries along the road that connected to the farmlands northwest of the growing town. It is not known exactly why this site was chosen rather than a site more directly adjacent to what was then the commercial core. Possibly it was because the land was cheaper being on the edge of town, though still on the main road.

¹⁰ Richard H. Engeman, *The Oregon Companion*, Timber Press, Portland, OR, 2009, 354.

¹¹ "The Legislature," *Daily Morning Astorian*, February 22, 1885, 3.

¹² Michelle L. Dennis, "Springfield Historic Context Statement", 1999, 16.

<https://scholarsbank.uoregon.edu/xmlui/handle/1794/1858>, accessed 2/1/2023.

¹³ *Ibid.*

¹⁴ "The Legislature," *Daily Morning Astorian*, February 22, 1885, 3.

¹⁵ "Springfield ltes," *Eugene City Guard*, December 1, 1888, 4.

¹⁶ "Sheriff's Sale," *Daily Eugene Guard*, September 15, 1893, 3.

Springfield High School

Name of Property

Lane Co., OR

County and State

One report suggests that the original pioneer schoolhouse may have been moved to Mill Street near the nominated property.^{17,18} How it was used is unknown because in 1889 the school district commenced building a new structure. Facing west towards Mill Street, it was a simple, rectangular, two-story vernacular schoolhouse with minimal decorative detail. It had four classrooms for primary education.¹⁹ When the new building called Springfield School opened, 60 students were enrolled.²⁰ A photo is provided in Figure 9.

Also in 1889, the district leased and repurposed an “old cheese factory building” two blocks away on Mill Street (between B and C Streets) into an overflow space for Springfield School.^{21,22,23} This two-story building was also used as a lodge hall and “show house” giving the site an added public draw.²⁴ Eventually, as a program for secondary education was underway in 1898, this building was used by the city’s first high schoolers while Springfield School was reserved for the greater numbers of grade schoolers.²⁵

A c. 1905 photo of Springfield showing the school on Mill Street and the town of Springfield with the mill in the distance can be seen in Figure 8 while a 1907 Sanborn shows the footprint of the school in Figure 20.

The Roots of Secondary Education Take Hold in Springfield

While the first public high school in the United States opened in 1821 in Boston, high school did not come to Oregon until 1869. In this year, Portland—the state’s largest population center—started its version within two rooms of an existing primary school followed by a new building for primarily high school use in 1885.²⁶ By June 1899, reports indicated between five to ten Oregon cities having high school courses of study, with Springfield and Eugene being first recognized in the 1899 report.^{27,28} Before then, education went no further than the eighth grade in Springfield—far short of the rigors needed to succeed at the university level.²⁹ In 1898, recently-hired superintendent of Springfield Public Schools, W. M. Sutton, persuaded the Board of Directors to prepare students for university across the river. The University of Oregon, which offered preparatory coursework for local students who ultimately wanted a college degree, was becoming increasingly displeased that their institution was developing a reputation as a de facto high school. Naturally, the University’s president began encouraging Oregon towns like Springfield to establish high schools, which resulted in the university phasing out preparatory classes by 1904.^{30,31}

As mentioned, the site of Springfield’s first high school classes took place at the start of the 1898 school year in the cheese factory building.³² This high school had a single room to start and shared a teacher with the primary school. There were only four students in that first class of ninth graders. They added tenth grade in

¹⁷ “School Fund Apportionment,” *Morning Daily Herald*, April 18, 1889, 3.

¹⁸ Sanborn maps shows a vacant building just to the southeast of the school in 1912.

¹⁹ “Springfield Will Build New School,” *Oregon Daily Journal*, June 21, 1906, 15.

²⁰ Pat Albright, *The Millers: A History of Springfield High School: Springfield High School in the 21st Century*, Lane Community College, 2016, 7.

²¹ “Cheese Factory Old Landmark to be Torn Down,” *Lane County News*, February 28, 1916, 1.

²² Dennis, 25.

²³ Originally built in 1868, the two-story building had a 20-by-40’ footprint and was erected in “the old style of wooden pin construction” with “square iron-type nails” and pegs to secure the joists. The cheese-making business lasted until at least 1871 but was not successful for long and the building was subsequently used as a lodge hall, show house, and as a residence. See “Sketches of Lane County,” *Albany Register*, April 15, 1871, 1.

²⁴ “Cheese Factory Old Landmark to be Torn Down,” 1.

²⁵ *Ibid.*

²⁶ Alfred Powers and Howard McKinley Corning, *History of Education in Portland*, unknown publisher, 1937, 74.

²⁷ “Growth of High Schools,” *Corvallis Daily Gazette*, June 25, 1909, 2.

²⁸ Henry Davidson Sheldon, *State Systems of High School Control: A Statistical Study of Four-Year High Schools in Oregon*, University of Oregon Bulletin, November 1906, 23.

²⁹ Albright, 7.

³⁰ *Ibid.*

³¹ “Cost of Education at the University of Oregon,” *Sunday Oregonian*, May 26, 1907, 49.

³² Albright, 8.

Springfield High School

Name of Property

Lane Co., OR

County and State

1900 and, in 1903, the district added an 11th grade for a single student, Merit Tuel.³³ Upon completion of the 11th grade in 1904, the district supported him to continue his secondary education and graduated him in 1905 as Springfield's first four-year high school graduate.³⁴

Interestingly, legislation passed at the state level in 1901 mandated public school districts to provide high school education *if* the voters approved of it but also forbid districts from providing anything beyond eighth grade instruction without such voter approval.^{35,36} School boards, with the State's backing, were responsible for formulating and promulgating a course of study for all public high schools.³⁷ In 1901, a state teachers association formed a committee to draft a course of study for four years of high school. Emphasis was placed on well-paid and skilled teachers to pull this off, with the committee noting that textbooks would not be enough.³⁸

Overcrowding Prompts Building and Expansion

A population explosion was afoot with the coming of the railroads to Springfield in 1891 and the Booth-Kelly Mill nine years later.³⁹ The mill was rebuilt and expanded in 1902, with some soon calling the town "Mill City."⁴⁰ Hearing talk of the growing industrial base, new residents came to Springfield looking for work.⁴¹ This growing "city of destiny" put pressure on the schools on Mill Street with increasing enrollment. Accommodations were made by building an addition onto Springfield School and, later, a new schoolhouse in West Springfield/Glenwood (demolished) in 1906.^{42,43,44} But the pressure would continue with railroads soon going in six directions, a streetcar connection to Eugene in 1910, and expanded use of some of the best agricultural land in the state.^{45,46,47,48}

The town continued to prosper, and by the start of the 1909-10 school year, the district had 415 students enrolled. It was reported that classrooms in every grade were crowded except for the high school.⁴⁹ The high school, however, as will be told later, was just beginning to mature as a program and fully establish itself. The district tried to stay abreast of the increasing pressure on the overcrowded schools but, ironically, hesitated to build another school for fear that it too would soon exceed capacity.⁵⁰ Instead, Springfield School was expanded again. It gained a second addition onto the rear and a cupola and bell on the roof of the original portion sometime between 1907 and 1911, visible in the Sanborn map provided in Figure 21.⁵¹ This nearly doubled its size and provided a total of ten rooms for the students there.⁵² The twice-expanded high school is shown in a c. 1910 photo provided in Figure 9.⁵³

³³ Ibid.

³⁴ Ibid.

³⁵ "County High Schools," Tillamook Headlight, January 31, 1901, 4.

³⁶ "All Above Eighth Grades," Daily Journal, September 2, 1901, 4.

³⁷ "The High School Books," Morning Oregonian, July 13, 1901, 8.

³⁸ "High School Studies," Morning Oregonian, May 16, 1901, 5.

³⁹ Albright, 7.

⁴⁰ Dennis, 24.

⁴¹ Ibid.

⁴² "Progress of Springfield Given Sudden Impetus by New Railroad Construction," Eugene Guard, November 19, 1910, 19.

⁴³ Ibid.

⁴⁴ "Springfield Will Build New School," Oregon Daily Journal, June 21, 1906, 15.

⁴⁵ Dennis, 17.

⁴⁶ "Progress of Springfield Given Sudden Impetus by New Railroad Construction," 19.

⁴⁷ Dennis, 18.

⁴⁸ Dennis, 31.

⁴⁹ "Large Opening School Attendance," Eugene Weekly Guard, September 23, 1909, 12.

⁵⁰ "New \$20,000 School for Springfield," Eugene Weekly Guard, March 3, 1910, 10.

⁵¹ The 1912 Sanborn Map shows this second addition while the 1907 edition does not.

⁵² "New School Building at Springfield Ready," The Twice-a-Week Guard, January 9, 1911, 6.

⁵³ Springfield School, <https://flic.kr/p/2khD3zM> accessed 2/17/23.

Springfield High School

Name of Property

Lane Co., OR

County and State

The matter of overcrowding continued and reached a new crescendo in the autumn of 1909 when the local Commercial Club began rallying for a new school building. One teacher reportedly had 70 students in one classroom.⁵⁴ Some students were even bringing their own chairs from home. Others were being turned away completely due to lack of space. While growth was reportedly planned for, no one could have predicted the congestion happening so quickly. The club met with the district and demanded they erect a new building while also making other arrangements in the interim.⁵⁵ Steps taken included reoccupying the cheese factory with “overflow” students, hiring three more teachers for a total of seventeen, and relocating some students to the West Springfield school, much to those students’ dissatisfaction.⁵⁶

First High School is Planned; Becomes an Elementary School Instead

During the winter of 1910, amidst bewildering growth in the town, the school board voted to build a new school on a two-acre site between 6th and 7th Streets, north of G Street.^{57,58} The intent was to house the high schoolers here while also allowing space for some of the lower grades.^{59,60} Built to accommodate 500 students, the school opened in January 1911 as the Lincoln School (now demolished). However, the school would not see high schoolers. For reasons unknown, but likely due to the large student population in the primary grades, it was ultimately used as an elementary school.^{61,62} This freed up Springfield School for a high school and thenceforth the building became known as Springfield High School. There were now ten classrooms for its 55 pupils, which allowed the cheese factory building to be vacated by the high schoolers.^{63,64}

Of note, the Lincoln School was the first example of a school building in Springfield that was embracing the progressive ideals of the time and moving away from the earlier schoolhouse typology. The large building offered abundant natural light and ventilation and the nearly square building had classrooms ringing a central assembly room.

The Lincoln School and Springfield High were all nearly full at the start of the next school year with nearly 700 students enrolled at just these two schools (there were additional students enrolled in the district’s third school in West Springfield).⁶⁵ Upon such a showing, the school superintendent anticipated that another school building would be needed in two to three years.⁶⁶ In the meantime, the district dealt with the overcrowding by moving some of the lower grades into the high school as needed.⁶⁷

Changing Approaches to School Design

A new school, or even changes to the existing facilities, were not yet being planned; however, the turn-of-the-century development of the Progressive Education Movement was changing the design of schools both nationally and locally. The safety and well-being of students were now the declared top priorities for school

⁵⁴ “New Public School Building a Necessity at Springfield,” Eugene Weekly Guard, October 7, 1909, 5.

⁵⁵ Ibid.

⁵⁶ “Springfield Wants More School Room,” Morning Register, October 12, 1909, 2.

⁵⁷ “School Contract Let,” Morning Oregonian, August 3, 1910, 2.

⁵⁸ “Springfield Selects School Site,” Sunday Oregonian, March 27, 1910, 7.

⁵⁹ “New \$20,000 School for Springfield,” Eugene Weekly Guard, March 3, 1910, 10.

⁶⁰ The building was designed by J. R. Ford and built by Buley & Applewhite for \$25,000. The wood-framed building had two stories with a full basement. See “Ford Will Plan Springfield School,” Eugene Weekly Guard, July 7, 1910, 1 and “School House for Springfield,” Oregon Daily Journal, July 7, 1910, 2.

⁶¹ “New School Building at Springfield Ready,” The Twice-a-Week Guard, January 9, 1911, 6.

⁶² “Springfield’s New \$25,000 School Building Ready for Occupation,” Morning Oregonian, January 10, 1911, 6.

⁶³ “New School Building at Springfield Ready,” The Twice-a-Week Guard, January 9, 1911, 6.

⁶⁴ The cheese factory building was demolished in 1916.

⁶⁵ “Springfield Enrollment Grows,” Morning Oregonian, August 31, 1911, 6.

⁶⁶ “Springfield Schools Crowded,” Morning Oregonian, September 21, 1911, 12.

⁶⁷ “Grade Teachers Named,” Morning Register, May 1, 1914, 2.

Springfield High School

Name of Property

Lane Co., OR

County and State

buildings. A model school was one that avoided fire risks; provided sanitary indoor toilet rooms and sinks to wash hands; allowed for window ventilation and sufficient ceiling height to help prevent respiratory diseases; and was designed to ensure abundant day-lighting from one direction so as to prevent eye strain from cross-lighting.⁶⁸ A two-story building over a tall basement was considered the ideal building size, with the tall basement being emphasized so that regular windows could be used to provide adequate daylight.⁶⁹ In 1910 and 1915, these characteristics were outlined in Wilbur Thoburn Mills' treatise *American School Building Standards*, which aimed to provide a comprehensive reference for best practices in "correct" public school design.⁷⁰ The book provided guidance on all aspects from lighting to restroom facilities to selecting an architect. These ideal school features were further incorporated into Oregon's "Requirements for a Standard School" a few years later.⁷¹ Finally, the mandating of school attendance in Oregon in 1919 further contributed to increasing efforts to standardize the physical components of school buildings.⁷²

Progressive Era education also drew a clear connection between both the stylistic and practical design of a school and the quality of the education within. Consequently, new schools were commonly built with monumental facades, often with high-style designs. They were typically brick-faced or stucco-finished with a prominent central front entry and modest side entries. Revival styles that incorporated classicism were commonly used to convey democratic ideals and, as the theory went, to stimulate a higher quality of education. School interiors were planned to create optimal learning environments, providing spaces such as libraries, gymnasiums, science rooms, music rooms, manual training spaces, and large multi-use spaces such as auditoriums. Exercise was also becoming more valued for its health benefits and would increasingly be considered in school campus programming.

It would be some time before Springfield could incorporate the new design principles of the era into the high school. However, when it was finally built, many of these elements were plainly evident as will be discussed later.

"Practical Studies"

The Progressive Education Movement, meanwhile, imparted other changes to education in Springfield. After ten years of meager high school class sizes, secondary education in Springfield was beginning to reach a substantial point of establishment as previous efforts eventually resulted in the creation of a regular program of education.⁷³ The high school curriculum at this time included courses in English, mathematics, science, history, Latin, and German.⁷⁴ However, in 1912, under the influence of a 1911 National Education Association report, significant statewide curriculum changes were made in what was called the "most radical departure from old educational ideals" and "the most advanced educational step ever taken in Oregon."^{75,76}

The Progressive Education Movement had a foundational belief that technology and industrialization could bring about increased progress and prosperity for the country. John Dewey, an important voice in the movement, asserted that the purpose of education was the realization of a student's full potential for the greater good of society.⁷⁷ In 1909, another Progressive Education proponent, Ellwood Cubberley, laid the

⁶⁸ "Model School Shown," *Oregonian*, December 9, 1923, 75.

⁶⁹ Wilbur Thoburn Mills. *American School Building Standards*. Columbus, Ohio : Franklin Educational Publishing Company, 1915.

⁷⁰ *Ibid.*

⁷¹ "Requirements for a Standard School, State of Oregon," 1917-18, 1918-19, 1925-26, 1927-28.

⁷² Christine Taylor, *Adaptive Use: How Regulatory Measures Imposed on Physical Characteristics Impact the Reuse of School Buildings*, University of Oregon, Historic Preservation Program, Department of Architecture and Allied Arts, April 1989, 3.

⁷³ Albright, 43.

⁷⁴ Albright, 9.

⁷⁵ "Latin and Greek Are in Displeasure with Teachers of Oregon," *Oregon Daily Journal*, December 28, 1912, 1 and 10.

⁷⁶ *Ibid.*

⁷⁷ John Dewey, *Experience and Education*, New York, MacMillan Company, 1938, 48.

Springfield High School

Name of Property

Lane Co., OR

County and State

foundation for public schooling in America with his publication *In Changing Concepts of Education*. He argued that universal education was indispensable to democracy, the public welfare, and was an appropriate exercise of state power.

In practice, the new educational paradigm caused the abandonment of the “classics” as high school subjects (that is, classical Greek and Roman/Latin languages and literature) and replacing them with alternative instruction.⁷⁸ The drilling of facts were similarly discarded in favor of “practical studies that deal with the needs of everyday life.”⁷⁹ One prominent educator explained it thusly: “We want to turn out of our schools, not so much boys conversant with the languages and ‘isms’ and ‘ologies,’ as boys who can originate valuable concrete ideas and put them into practice.”⁸⁰

Around this time, University of Oregon education professor F. C. Ayer was giving lectures about changing educational philosophies, including in Springfield.⁸¹ He raised concerns about the direction of education in Springfield within an evolving and still-industrializing economy. He argued for each boy and girl to be given the opportunity to “prepare for the work he or she can do best.” School districts would need to pivot more to courses in manual training and domestic sciences. The thought was that manual training would produce men who would manage the major infrastructure and technological projects that were needed in our advancing civilization. Likewise, domestic science would create women who would become managers of boarding schools and children’s homes; dieticians for hospitals, clubs, and restaurants; record and filing experts; as well as designers, stenographers, cooks, bookkeepers, and so forth.⁸² Ayer also promoted physical activity in schools, recreational activity outside of it, the learning of the “care [for] and rearing of children,” critical thinking, and “knowledge for civic activity.”⁸³

An industrial Springfield wasted no time modernizing their curriculum with domestic science and manual training as both were introduced to the high school under Superintendent R. L. Kirk after he began his tenure in 1912.⁸⁴ Manual training electives included wood making, agriculture, and the study of local industries. Pedagogy was elective and students could participate in a one-year program to receive their state teaching certificate.⁸⁵ Commercial coursework was offered and consisted of typing, bookkeeping, stenography, spelling, penmanship, and the study of commercial law.^{86,87,88} The construction of a manual training building at the Lincoln School in 1916 and later investments of federal funding (provided through the Smith-Hughes National Vocation Education Act of 1917) would cement the ideals of the “practical studies” into Springfield schools.^{89,90,91,92}

As the Springfield community began to embrace this new philosophy aimed at producing skilled workers as well as creating educational spaces that prioritized the health and safety of the student, this naturally created further impetus for a modern school building. A new school was needed to accommodate not only a growing population, but the changing needs and philosophies of the times. The high school building that was

⁷⁸ Ibid.

⁷⁹ “Latin and Greek Are in Displeasure with Teachers of Oregon,” Oregon Daily Journal, December 28, 1912, 1 and 10.

⁸⁰ Ibid.

⁸¹ “Sum of Knowledge Too Great for One,” Lane County News, March 18, 1915, 1.

⁸² Ibid.

⁸³ “Sum of Knowledge Too Great for One,” Lane County News, March 18, 1915, 1.

⁸⁴ “Supt. Kirk Will Continue Work,” Lane County News, March 4, 1915, 1.

⁸⁵ “Springfield Trains Teachers,” Morning Oregonian, October 24, 1911, 9.

⁸⁶ “Latin and Greek Are in Displeasure with Teachers of Oregon,” 1 and 10.

⁸⁷ “Union High School Plan Suggested,” Lane County News, April 1, 1915, 1.

⁸⁸ Albright, 9.

⁸⁹ “The School Meeting Tonight,” Lane County News, November 22, 1915, 2.

⁹⁰ “School District Levies Special Tax of 9.5 Mills,” Lane County News, November 25, 1915, 1.

⁹¹ “Manual Training Building is Fast Taking Form,” Lane County News, January 6, 1916, 1.

⁹² “Schools Want to Standardize,” Oregon Statesman, May 25, 1919, 2.

Springfield High School

Name of Property

Lane Co., OR

County and State

eventually built in 1921 was, in part, shaped by the progressivism that broadly and specifically redefined what a school should be.

It is worth noting here that even with these philosophical and practical changes in secondary education, attending high school in the 1910s and into the 1920s was a true accomplishment, as many teenagers had to work full- or part-time to help support their families. For context, just 14% of Americans in 1910 aged 25 and older had completed high school.⁹³ Attending and graduating from high school in rural areas like Springfield was especially notable, as teens were expected to work on their family farms, putting in long hours especially during harvest season. In 1919, the state legislature passed a law requiring at least part-time attendance at high school for students aged 16 to 18 years, although enforcement was difficult.⁹⁴ Completion of high school in Oregon did not become compulsory until 1945, although there were several exemptions including family hardship.⁹⁵ With that said, the growth in high schools during the first decade of the century is one of the most notable educational achievements in Oregon.⁹⁶

Local Efforts Continue with a Bond Measure and Monster Rally

While the building of the Lincoln School in 1911 gave pronounced relief on the old Springfield High School, conditions were still far from ideal. The first record of needing a “new Springfield high school” was in 1912 by the principal of Eugene High School who had spent some time visiting the Springfield schools.⁹⁷ Consequently, the Springfield school board appointed a committee of leading citizens to assist in drafting plans for a new building and selecting a site.⁹⁸ In June 1912, the school board voted to put forth a \$30,000 bond proposition and anticipated it would be passed by the voters.⁹⁹ However, it appears to have been defeated since no new building was constructed and the district continued to get by with the building on Mill Street.

Given all the recent growth in the town brought about by industrial, agricultural, and commercial expansion, Springfield High School averaged marked growth between 1912 and 1915, largely credited to boys enrolling due to the introduction of commercial and manual training courses that were new in the 1913-1914 year.¹⁰⁰ Some numbers come out to a 33% year-over-year influx of students.¹⁰¹ During this time the high school students organized a campaign of personal letters sent to every person of school age in Springfield and its vicinity, asking them to enroll and further their education.¹⁰²

In February 1914, the 100th pupil enrolled and, coinciding with this, the community held a “monster rally” to “arouse enthusiasm in a campaign for enlarged high school facilities.”¹⁰³ School was canceled for the celebration and a huge parade was held.¹⁰⁴ This is likely depicted in the parade photo shown in Figure 12. Resolutions expressing the views of the students regarding a new high school were delivered to the board of education and the local papers.¹⁰⁵ The mayor, school board chair, and the superintendent of Eugene schools

⁹³ Center on Education Policy, “History and Evolution of Public Education in the US,” 2020, <https://files.eric.ed.gov/fulltext/ED606970.pdf>, accessed 2/1/2023.

⁹⁴ “Views Concerning Part Time School Attendance Vary,” Oregon Journal, May 9, 1920, 5.

⁹⁵ “New School Attendance Law Outlined,” Eugene Register-Guard, October 21, 1945, 2.

⁹⁶ “Growth of High Schools,” Corvallis Daily Gazette, June 25, 1909, 2.

⁹⁷ “Prof. Hug Gives Address,” Morning Register, April 20, 1912, 8.

⁹⁸ “Need of New High School Apparent,” Eugene Daily Guard, December 11, 1912, 6.

⁹⁹ “Springfield to Vote on \$30,000 School Bonds,” Eugene Daily Guard, June 12, 1912, 6.

¹⁰⁰ Historic context statement, 31 and 34.

¹⁰¹ “Union High School Plan Suggested,” Lane County News, April 1, 1915, 1.

¹⁰² “Increase in Attendance,” Morning Register, September 22, 1914, 2.

¹⁰³ “Springfield High School Holds Monster Rally,” Eugene Daily Guard, February 28, 1914, 2.

¹⁰⁴ “Student Will Celebrate,” Morning Register, February 27, 1914, 2.

¹⁰⁵ “Springfield High School Holds Monster Rally,” Eugene Daily Guard, February 28, 1914, 2.

Springfield High School

Name of Property

Lane Co., OR

County and State

all participated in this campaign.¹⁰⁶ However, it was not until two years later that the voters would again be tested in their interest in further funding public education.

Building Condition of Great Concern

As the decade marched on, high school enrollment was flagging. One of the stated reasons for the decrease was the poor condition of the high school building and its effect on the students, causing many families to look for better options elsewhere.¹⁰⁷ Indeed, the condition of the high school was one of the chief features that was eroding confidence in the town and holding back its progress. Stoves, as shown in Figure 10, were used to heat the building and it was still too cold in the winter. Ventilation was found to be lacking. There were no fire escapes, making the wood-frame building a fire trap. The wiring for the building was exposed, strung in a lattice grid across the ceilings. During the rainy season, students called the school a “bath house” and joked the best place to stay dry was the newly-built bicycle shed.¹⁰⁸ There was no lunchroom or indoor plumbing and there was no indoor space for exercise on rainy days. Graduations were held elsewhere because the assembly room was too small. Painted gray with no decoration and with several haphazard additions, the community thought the structure to be unsightly and “dull.” There was a local joke that the school was the “rubbish of the town.”¹⁰⁹

Consistent with the ideals of the Progressive Education Movement, the health and safety of the students became the greatest area of emphasis in the push for a better high school facility. In 1915, the local paper wrote: “It is imperative that some action be taken toward providing the proper facilities for a high school. The present building has been patched and re-patched until it would seem that it was past re-patching. But whatever else is done, the building must be put in condition to safeguard the health of the pupils. A building as leaky as the high school building is, would not be tolerated as a woodshed by the great number of citizens of Springfield.”¹¹⁰

Getting Serious About a New High School

In 1915, the complaints and ribbing transformed into serious discussions about funding a new high school. However, the tenor of some newspaper articles from the period suggest there must have been some reluctance within the community, and thusly, advocates tried placating skeptics with assurances the new building would not play to “fads or ultra-fashions in education.”¹¹¹ There was nothing faddish about Progressive Education’s espousal of buildings that were fire-safe and provided the physical conditions that made for optimal learning including daylighting, heating, ventilation, and indoor plumbing. Further, the local paper emphasized that the manual training and domestic science courses were aligned with Springfield’s economic base in manufacturing and were not frivolous, non-essential curriculum being paid for by the taxpayer. Advocates asserted that the new school “need not be fancy or expensive,” and reminded residents of the school board’s track record of cautiously “spending other people’s money.”¹¹²

The school board met in in January 1916 and discussed that at least twelve rooms would be needed in a new school and the building should be designed “on the unit system,” so it could be added onto over time. The board wanted to study it further and “get the views of the taxpayers.”^{113,114} However, the community struggled

¹⁰⁶ “Springfield Residents Start Campaign to Secure Bigger Building,” Morning Oregonian, March 2, 1914, 2.

¹⁰⁷ “Census Gives 593 of School Age,” The Springfield News, November 18, 1920, 1.

¹⁰⁸ “H. S. Installs Swimming Pool and Shower Bath,” Lane County News, November 18, 1915, 1.

¹⁰⁹ “The Need for a New High School,” Lane County News, November 25, 1915, 2.

¹¹⁰ “H. S. Installs Swimming Pool and Shower Bath,” 1.

¹¹¹ “The Need for a New High School,” 2.

¹¹² Ibid.

¹¹³ “New High School to Be Discussed at a Taxpayers Meeting Today,” Lane County News, January 27, 1916, 1.

¹¹⁴ “Tonight Time to Talk Plans for a High School,” Lane County News, January 31, 1916, 1.

Springfield High School

Name of Property

Lane Co., OR

County and State

to determine how much they wanted to invest in a new school, given that they felt the immediate future of Springfield was “so uncertain.” Ironically, the rapid increase in the town’s population, as well as the resumption of some key road projects made people cautious about putting too much money into the high school. On the other side of the spectrum, some residents felt that lumber prices and other building materials were as low as could be expected in the coming years and that the community should therefore invest in a new school now.¹¹⁵

That year, a citizen committee was formed to work with the school board to improve school facilities in Springfield. This came at a time when education was also framed in local papers as a process to advance the community and thereby reduce the costs associated with prisons and poverty.¹¹⁶ Informed by the principles of Progressive Education, the citizen group set out to determine what facilities were necessary for an optimal education, as well as for “enlightenment, happiness, advancement, and achievement in this world.”¹¹⁷

Architectural plans that the school board commissioned in 1916 were very much reflective of progressive ideals. Shown in Figure 12, the proposed two-story high school building was designed in the Neoclassical style with a prominent central entry and secondary side entries. With a “fireproof” masonry structure, large windows, and rooms that were supportive of modern learning needs, the building was also designed to address future needs with a logical plan to make ongoing additions.¹¹⁸ While this design would never be built, it demonstrated the administration’s aspirations to have a fully modern high school that would be one of the most architecturally significant buildings in the city.

Voters Say No Again and the District Must Make Do

In the spring of 1916, a \$30,000 bond measure was put forth to fund the construction of a new high school, but the voters struck it down—222 to 67.^{119,120} The primary objection was the interest on the bond. The Lane County News, which was a strong proponent of the new school, reported the news of the defeat with snark, noting that “maybe a fairly good built barn will be available [to use as a school].”¹²¹

Not long after the measure failed, the school board was forced to move all high schoolers to Lincoln for the last few weeks of the school year after a student was injured falling through the floor and other structural deficiencies were subsequently discovered.¹²² They proceeded with repairing the building and getting by for several more years.¹²³

The US entry in World War I was likely a large factor in the delay to build a high school in Springfield, though the need was still keenly felt. The war showed that a high percentage of local teen boys were unable to pass the physical examination necessary for entering the Armed Forces. This ultimately resulted in physical education becoming compulsory in Oregon’s public schools in 1919.¹²⁴ In Springfield, this made the need for a gymnasium all the more urgent. In general, it was noted that there was a “teenage problem” with not enough spaces in Springfield for the youth.¹²⁵

¹¹⁵ “For a New High School,” Lane County News, January 31, 1916, 1.

¹¹⁶ “1915 Proves to Have Been a Very Busy Year for Springfield,” Lane County News, January 3, 1916, 1.

¹¹⁷ “Taxpayers Name Committee to Find Cost of a New School Building,” Lane County News, February 3, 1916, 1.

¹¹⁸ “High School Notes,” Lane County News, February 17, 1916, 3.

¹¹⁹ “District Votes Down Plan for New School,” Lane County News, May 4, 1916, 1.

¹²⁰ “Springfield School Bond Issue is Lost,” Oregon Daily Journal, May 3, 1916, 6.

¹²¹ “No New High School,” Lane County News, May 4, 1916, 1.

¹²² “High School Students Registering,” Morning Register, September 24, 1916, 2.

¹²³ “School Board Will Inspect,” Springfield News, August 3, 1916, 1.

¹²⁴ “Object of Bill is Physical Education in Schools, Springfield News, January 16, 1919, 2.

¹²⁵ “Teenage Problem, City Building For Auditorium and Gym Are Discussed,” Springfield News, November 14, 1919, 1.

Springfield High School

Name of Property

Lane Co., OR

County and State

Additionally, the Spanish Flu of 1918-1919 was a factor in the growing emphasis on schools as health-promoting spaces. As one local paper put it: "Disease germs shun the good company of pure air and cleanliness."¹²⁶ There were two different quarantine periods in Springfield where schools were closed for up to five weeks and the buildings were disinfected. The impacts to the community caused by this flu season imbued a greater emphasis on schools being sanitary and having abundant light and air.¹²⁷ In 1919, the school superintendent put forth a plan to form a club at each Springfield school to promote good health habits, spread knowledge about the prevention of disease, and improve sanitary conditions at home and at school.¹²⁸

Revisiting the Need for a New High School in 1920

Discussions on the need for a new high school resumed in 1920 even as the population of Springfield was only up a mere 0.9% since 1910.¹²⁹ There was a renewed feeling that Springfielders needed to come together in order to help the town progress. A school board member captured the sentiment in an op-ed, writing: "A united and well-organized Springfield, all pulling for the banks, for the businessmen, for the industries, for your newspaper, for your schools, for good wages and for all things of a community interest will make telling blows for the progress and welfare of Springfield."¹³⁰

In March 1921, a notice of a special meeting ran in the Springfield News notifying the community of a discussion about a new high school building.¹³¹ The next month the school board met on a bond measure proposal and all board members voted to proceed with a measure for \$47,500.¹³² Springfield's Mayor C. F. Eggimann was heartily in favor of the new high school and said it was "a move that none would regret."¹³³ For the public in attendance at this meeting, 51 people voted in favor of funding the construction of a new high school and 26 voted against.¹³⁴

Once again, the local papers widely published the community's sentiments around the high school bond measure, most of which were little changed from the concerns raised five years earlier. People called the existing school "a disgrace to our town," noting that it was "criminal" to send children there. It was felt that the new school was needed in order for people with children to stay in Springfield, as more and more families were leaving for Eugene and other locales in order to access better high school education. The existing school was seen as a "detriment" to the growth of the town, while building a new school was seen as a "real progressive move" to make Springfield better and as a "cooperative effort" to attract new enterprises and investors to the area. Conversely, the major arguments against the bond measure were that material prices were at their peak and, therefore, building was not prudent, while others felt that their property taxes were "already intolerably high."¹³⁵

Charles Burggraf is Hired and New Plans Are Drawn

The proposed high school design from 1916 was scrapped for reasons unknown. However, it was becoming more common around this time for school districts to exert even more cost control when it came to capital improvements and, thusly, the 1916 Neoclassical design may have been considered too grand and expensive.¹³⁶

¹²⁶ "No Spanish 'Flu' Hits Springfield," Springfield News, October 10, 1918, 1.

¹²⁷ "Lid is Lifted as Epidemic Wanes," Lane County News, November 14, 1918, 1.

¹²⁸ N. A. Baker, "Modern Health Crusaders," Springfield News, March 14, 1919, 1.

¹²⁹ V. D. Bain, *Survey of Springfield High School*, University of Oregon, 1929, 5.

¹³⁰ Thomas Sykes, "In a Spirit of Fairness," Springfield News, January 20, 1921, 1.

¹³¹ "Notice of Special School Meeting," Springfield News, March 10, 1921, 1.

¹³² "School Bond Election to be Voted on May 4," Springfield News, April 14, 1921, 1.

¹³³ "Springfield News," Eugene Daily Guard, April 29, 1921, 3.

¹³⁴ "New High School Likely as Result of Meeting," Springfield News, March 31, 1921, 1.

¹³⁵ "Sentiments on Coming Election," Springfield News, April 28, 1921, 1.

¹³⁶ Taylor, 4.

Springfield High School

Name of Property

Lane Co., OR

County and State

The district hired architect Charles H. Burggraf of Albany to put forth a new design in 1921. Burggraf was one of the most prolific designers of public schools in the state, having designed at least 35 and possibly over 100.^{137,138,139} In fact, while practicing, he was arguably the most well-known architect in the southern half of the Willamette Valley due to the large number of buildings he designed.¹⁴⁰ Burggraf's style varied heavily depending on the project and he was willing to accommodate his clients' budgets and tastes. Some of his works, like Waldo Hall on the Oregon State University campus, were heavily embellished with tall, octagonal towers and steeply sloped roofs, while others, like the St. Francis Hotel in downtown Albany, were starkly unadorned, box-like buildings with punched windows.

Springfield High School is one of Burggraf's more subdued exterior designs; again, likely driven by cost-consciousness and the imperative that this upcoming bond measure gain the approval of the voters. While more modest than the earlier design, it did, however, still express the type of formal, dignified edifice considered ideal during the era of Progressive Education. This is reflected in the symmetrical front elevation with a centrally placed entry surrounded by columns and a false pediment. The two-story height over a tall daylight basement, which raises the building up, gives it a more monumental street presence, further emphasized with the smooth stucco finish and regular pattern of windows with false lintels.

Burggraf's interior design also conforms with the era's expectations of a modern educational facility with its fireproof concrete construction, large operable windows providing daylight and ventilation, and indoor restrooms. The design was also aligned with Oregon's "Requirements for a Standard School."¹⁴¹ For instance, most classrooms had only one wall with windows and, for those classrooms at the building corners, there was only one window on the perpendicular wall creating the gap in the fenestration pattern seen on the north and south elevations. This cross lighting was, as recommended, at the backs of the students. Further, Springfield High School also appears to meet the state requirement that windows provide a glazing area that is equal to at least one-sixth of the floor area. While there were currently 115 high schoolers in the town when the building was constructed, the design attempted to be forward-looking and could accommodate up to 200 students.¹⁴²

After Much Campaigning, the Voters Say Yes

Leading up to another bond measure vote, there was a "strenuous" campaign.¹⁴³ Businesses got behind the push for a new high school advertising their support in local papers.¹⁴⁴ Students of all ages demonstrated along Main Street in Springfield, chanting "We want a high school!" A cage made from rough lattice was mounted on a wagon and packed full of students to represent the old school. It was paraded through the business district with a banner reading: "We have been in here 30 years. Help us out."¹⁴⁵

The vote for the special bond election occurred on May 4, 1921 at Springfield City Hall. At long last, the measure passed with 154 votes in favor and 92 votes against. Less than two weeks later a bond was issued in the amount of \$47,500, which would run 20 years at 6% interest.¹⁴⁶ Local contractor George Perkins won the contract with his low bid of \$33,524. With no time wasted, the old school was demolished on June 19 and

¹³⁷ "Stayton's New High School," Albany Daily Democrat, April 24, 1915, 2.

¹³⁸ Count of 35 determined by preparer.

¹³⁹ "Burggraf Architecture Tour," <https://archive.ph/20130628024501/http://albanydowntown.com/wordpress/burggraf-architecture-tour/>, accessed 2/28/2023.

¹⁴⁰ Burggraf, <https://scarc.library.oregonstate.edu/omeka/exhibits/show/waldo/burggraf/burggraf/>, accessed 2/28/2023.

¹⁴¹ "Requirements for a Standard School, State of Oregon," 1917-18, 1918-19, 1925-26, 1927-28.

¹⁴² "New High School Planned," Morning Register, May 3, 1921, 2.

¹⁴³ "Bonds Are Voted," Springfield News, May 5, 1921, 1.

¹⁴⁴ "The Country Gentleman," Springfield News, March 24, 1921, 4.

¹⁴⁵ "Bonds Are Voted," 1.

¹⁴⁶ "School Bond Sold," The Springfield News, May 19, 1921, 1.

Springfield High School

Name of Property

Lane Co., OR

County and State

the new building underway. Construction moved at a rapid pace by modern standards, but they experienced delays that resulted in the completion occurring in October 1921.^{147,148}

When the building opened, the community held a well-attended reception to celebrate and “everyone rejoiced in the new high school building.”¹⁴⁹ Students expressed thankfulness for the new amenities, but also said they missed the old outdoor water pump that was used to “dunk” freshmen.¹⁵⁰ Painted a creamy white with the words “High School” standing out in contrasting black lettering above the main entry, the town had finally succeeded in erecting a high school that was safe, fire-resistant, modern in its educational function, and far from being architecturally “dull.”

Immediately, the student body benefited from the expanded space in the school with community celebrations, Christmas programs, and school fundraisers that drew much of Springfield.^{151,152,153} In addition to the high schoolers, the building helped relieve crowding in the 1911 Lincoln School by utilizing up to five classrooms in the new building.^{154,155}

Period photos of students and teachers are provided in Figures 17-19.

The Significance of the Mill Street Site for Education in Springfield

At the time of the old Springfield School’s demolition, newspapers noted the building’s 40-year tenure and that, while severely dilapidated, it had become a true landmark in the town.¹⁵⁶ The status of the site being well-known and well-established as the center of public education in Springfield naturally transferred to the new building and was amplified through its more prominent design. Not only did the district already own the land, but the collective consciousness of the community strongly associated this site with public education. Practically, with 90% of students living less than a mile from the school and 37% within six blocks, the community had developed around the site that was now at the center of an established residential area.¹⁵⁷ It was easily accessible to the greatest density of Springfield teens, cementing its educational use for decades to come.

A Gymnasium is Built Too

When the new school was approved in 1921, plans included the building of a standalone gymnasium nearby. The school board negotiated for months to acquire the necessary lots east of the school. With the land secured, construction commenced in the fall of 1921 to build a 62 x 100 foot, wood-framed, truss-roof gymnasium fronting E street.¹⁵⁸ By December the gym was completed and Springfield youth, having a “long-felt want,” finally had an indoor space of their own to engage in competitive sports.^{159,160} Of note, interscholastic sports for Springfield high schoolers started as early as 1904 but were hampered by a lack of accessible facilities. Previous facilities were usually rented and always off-site.^{161,162,163} Later enlarged as a

¹⁴⁷ “Springfield News,” Eugene Daily Guard, October 15, 1921, 10.

¹⁴⁸ “Town and Vicinity,” Springfield News, October 20, 1921, 3.

¹⁴⁹ “League Reception to High School,” Springfield News, October 27, 1921, 1.

¹⁵⁰ “The SHS Tattler,” Springfield News, February 16, 1922, 4.

¹⁵¹ “Lest We Forget,” Morning Register, November 11, 1921, 4.

¹⁵² “Fifteenth Class Graduated from the Springfield High School,” Springfield News, June 15, 1922, 1.

¹⁵³ “The SHS Tattler,” The Springfield News, December 15, 1921, 4.

¹⁵⁴ “Town and Vicinity,” The Springfield News, October 6, 1921, 3.

¹⁵⁵ “Organization of School Work,” Springfield News, September 29, 1921, 1.

¹⁵⁶ “High School Under Way,” Oregon Daily Journal, June 26, 1921, 23.

¹⁵⁷ Bain, 30-31.

¹⁵⁸ “High School Will Have Gymnasium,” Springfield News, October 6, 1921, 1.

¹⁵⁹ “Tossers’ Season Opens,” Morning Register, December 11, 1921, 14.

¹⁶⁰ “Basketball Hall to be Opened,” Springfield News, December 5, 1919, 1.

¹⁶¹ “Springfield,” Eugene Guard, December 10, 1914, 6.

Springfield High School

Name of Property

Lane Co., OR

County and State

Works Progress Administration project, the gymnasium was demolished sometime after 1962.^{164,165} More Space Needed Already

In 1923 there was already talk that more space was needed and another school was anticipated to be built.¹⁶⁶ To help free up classrooms in the meantime, the school board put forth a bond measure in 1924 to purchase more land and build a separate manual training building for the high school.¹⁶⁷ With a total cost of \$9,000, Springfielders rebuffed the proposal due to cost as well as the several counterproposals that were made. There were two separate votes and each time the measure was defeated.^{168,169,170,171}

In 1926, city population was up an astounding 40% since 1920.¹⁷² Consequently, Springfield School District had experienced a 22% increase in enrollment between 1922 and 1925.¹⁷³ Since its completion, the once-commodious high school was now also accommodating students traveling from other school districts.^{174,175} Fortunately, Springfield was completing its third school (Brattain) that opened in October 1925, and, for the time, it alleviated the shortage of classrooms. But with continued growth into the 1930s, there was soon again significant pressure on the capacity of the high school building.^{176,177}

Deficiencies Noted, but the Depression Thwarts Changes

In 1929, the high school principal V. D. Bain wrote his University of Oregon master's thesis on Springfield High School. In it he made a "careful and scientific survey...to evaluate the efficiency" of both the high school as a building and the system of secondary education therein.¹⁷⁸ He tried to veil a seeming frustration with the town's subservient relationship to Eugene, leaving Springfield with a "large transient population of relatively small and uncertain income" and an economy that sends its money west over the Willamette River.¹⁷⁹ He attributed the troublingly high drop-out rate to this.¹⁸⁰

Overall, the building was judged, according to five main categories (and 22 subcategories) to be average and well kept. He critiqued the small size of the site, its muddy playgrounds, subpar gymnasium, exit door safety, the quality of the artificial and natural lighting, "glaring white" unpainted plaster walls, basement rooms being used as classrooms, the location of toilets, the teachers' room being "a mere cubby-hole," and the library lacking furniture and sound isolation from the shop classrooms below. Bain thought the school could, with some slight changes, accommodate 300 students.¹⁸¹ However, with the stock market crash of 1929 that ushered in the Great Depression, his concerns were not immediately addressed. In fact, the impact of Bain's thesis on the future of Springfield High School is uncertain, although future changes did resolve some of the

¹⁶² "Schools to Have Basketball Room," Springfield News, December 9, 1920, 1.

¹⁶³ "Athletes Start Training for Basketball," Springfield News, October 28, 1920, 6.

¹⁶⁴ "Springfield School WPA Job to Start," Eugene Register-Guard, November 3, 1935, 1.

¹⁶⁵ "Willamalane Program Opens Saturday," Eugene Register-Guard, January 4, 1962, 12.

¹⁶⁶ "School Room is Needed," Morning Register, December 5, 1923, 10.

¹⁶⁷ "Discuss School Bonds," Morning Register, February 7, 1924, 2.

¹⁶⁸ "State News in Brief," Maupin Times, February 7, 1924, 3.

¹⁶⁹ "Bond Issue is Approved," Morning Register, January 27, 1924, 2.

¹⁷⁰ "School Bond Election at Springfield Today," Morning Register, April 11, 1924, 8.

¹⁷¹ "School Bond Issue is Beaten at Springfield," Morning Register, April 13, 1924, 2.

¹⁷² Bain, 5.

¹⁷³ "Building Needs Shown," Morning Register, February 18, 1925, 8.

¹⁷⁴ "Organization of School Work," The Springfield News, September 29, 1921, 1.

¹⁷⁵ "Extra School Tax Voted," Oregonian, November 11, 1926, 13.

¹⁷⁶ "School Enrollment Necessitates Shifts," Eugene Guard, October 6, 1933, 7.

¹⁷⁷ "Schools Re-Open at Springfield Monday Morning," Eugene Guard, September 13, 1936, 4.

¹⁷⁸ Bain, 1.

¹⁷⁹ Bain, 3.

¹⁸⁰ Bain, 25.

¹⁸¹ Bain, 30.

Springfield High School

Name of Property

Lane Co., OR

County and State

deficiencies he noted. His survey did, perhaps, foretell the fact that Springfield would outgrow this site for their high school in the near future.

During the Depression, Springfield remained enthusiastic and tight-knit as a community, with activities remaining robust at the high school. The 1930s was a decade of expanding athletics with football, baseball, and basketball being the biggest community draws. The high-school sports teams were named the "Millers" by November 1935.¹⁸² The high school added a tennis court on site and started a boxing team and track team.^{183,184} Girls sports included basketball, canoeing, and ping pong. The high school added a journalism class, had interscholastic typing competitions, published a school newspaper, introduced their first art class, and organized their first school-sponsored dances in the 1930s.^{185,186,187}

PWA Funding for Manual Training Building

It was not until 1938 that the sounds of saws and other tools were banished from the high school basement with the opening of a dedicated manual training building. During the summer of 1938, the school board discussed securing a Works Progress Administration project for a shop building and by the end of the year it was complete.^{188,189} Subsequently, the vacated classrooms in the basement were filled with classes for biology, US history, and French.¹⁹⁰ The manual training building still stands today adjacent at the SE corner of the school, but its exterior has been altered as discussed in Section 7 and is thus non-contributing.

Building is Outgrown as a High School

Continued growth in Springfield and its surrounding communities meant increasing school enrollment that Springfield High School could no longer accommodate.^{191,192,193} Starting in 1938, Springfield and the nearby rural school districts began to form a "Union High School District," which would pool funds to build and operate a more substantial high school that would include all students from the enlarged district.^{194,195} (Called the "Lane County Plan," Union High Schools were enacted in the State Legislature in 1908 as a product of the Progressive Education Movement allowing the expansion of high school education, chiefly outside of cities.¹⁹⁶) For the Springfield area districts, there was a series of successful votes in 1940 to first consolidate into Union High School district U-15 and then ensure funding for the new school.^{197,198, 199,200}

High school construction at North 10th Street and H Street was almost complete at the end of 1941, when the attack on Pearl Harbor took place, launching the US into World War II. Students took turns atop the nominated school to spot potential enemy aircraft flying over the West Coast.²⁰¹ Eventually the effort was

¹⁸² "Millers to Rely Upon Air Attack," Eugene Register-Guard, November 21, 1935, 8.

¹⁸³ "S.H.S. May Have Tennis Court," Eugene Register-Guard, March 4, 1938, 3.

¹⁸⁴ "Springfield Mittmen Wallop Lebanon," Eugene Register-Guard, April 19, 1938, 6.

¹⁸⁵ "Local Typists Win Over Mohawk High," Eugene Register-Guard, April 19, 1934, 5.

¹⁸⁶ "Springfield Lists News of the Week," Eugene Register-Guard, November 29, 1936, 10.

¹⁸⁷ Albright, 14.

¹⁸⁸ "School Board Meets," Eugene Register-Guard, July 12, 1938, 3.

¹⁸⁹ "1938 Exciting Year for Springfield," Eugene Register-Guard, January 1, 1939, 23.

¹⁹⁰ "Changes in High School," Eugene Register-Guard, January 12, 1939, 8.

¹⁹¹ "Industries Also Show Increase," Eugene Register-Guard, July 28, 1940, 20.

¹⁹² "School Enrollment Necessitates Shifts," Eugene Register-Guard, October 6, 1933, 7.

¹⁹³ "P.T.A. to Discuss Union High School," Eugene Register-Guard, January 22, 1939, 10.

¹⁹⁴ "School Merger Plan Develops," Eugene Register-Guard, May 18, 1939, 1.

¹⁹⁵ "School Plan to Get Vote," Eugene Register-Guard, May 22, 1939, 2.

¹⁹⁶ "Country High Schools," Statesman Journal, September 22, 1908, 4.

¹⁹⁷ "Union School Plan Accepted," Eugene Register-Guard, January 31, 1940, 1.

¹⁹⁸ "Springfield Has Growth Pains, Aims," Eugene Register-Guard, March 18, 1940, 4.

¹⁹⁹ "Springfield Accepts Proposed Budget," Eugene Register-Guard, June 25, 1940, 3.

²⁰⁰ "Springfield to Get School," Eugene Register-Guard, July 24, 1940, 1.

²⁰¹ Albright, 27.

Springfield High School

Name of Property

Lane Co., OR

County and State

taken over by volunteers as the Aircraft Warning Service, which continued to utilize student observers, training them in the 1921 building.²⁰²

Junior High, Then Elementary School, Then Administrative Building

With the high schoolers at the new Union Senior High School (now demolished) by February 1942, the nominated property was converted to "Springfield Junior High School."^{203,204,205} However, it was customary for the building to have some primary school classrooms as the district played "the annual shuffleboard game" of trying to fit students into district classrooms.^{206,207}

With unprecedented growth and district consolidation continuing after the war, more bond measures were passed, resulting in many school expansions and numerous new schools being constructed.^{208,209,210,211} At the nominated property, standalone classrooms in the form of Quonset huts were built on the campus behind the high school building in 1947.^{212,213,214} They provided additional space for third- and fourth-graders, and later, for a music room and "special achievement classes" for mentally-disabled children, following a pilot program wherein Lincoln School was one of five schools in the state offering new special education classes.^{215,216,217} (It is unknown when the huts were removed but they were still standing in 1998.) Further improvements to the classrooms, building systems, and grounds were funded by the voters in 1948 and 1949.²¹⁸ Two small additions were built on the southeast part of the building to accommodate a new furnace, stack, and boiler room.²¹⁹

By 1949, Springfield School District was the fourth largest district in the state, behind Portland, Salem, and Eugene. Remarkably, it had been ranked 34th in 1935.^{220,221} Postwar growth had fostered the demand for local industry and greatly expanded Springfield's population. The approval of bonds produced a new building called Springfield Junior High School, built near North 10th Street and G Street, which opened in 1951 and the nominated property then became known as Mill Street Junior High School.²²² A two-story addition was built on the northeast corner of the building in 1953 to create space for two more classrooms.²²³ In 1957, the junior high students were moved to another new (Hamlin) Junior High school and the nominated building became Mill Street Elementary School.^{224,225}

²⁰² "Observation Post," Eugene Guard, May 24, 1942, 3.

²⁰³ Albright, 30.

²⁰⁴ State of Oregon Inventory Form for 525 Mill Street, July 1980.

²⁰⁵ "Voters Can Help Solve Problem," Eugene Register-Guard, December 15, 1949, 1 & 6.

²⁰⁶ "Dist. 19 to Transfer Students to Available Classroom Space," Eugene Register-Guard, August 15, 1961, 17.

²⁰⁷ "Springfield School Enrollment Bursting Present City Facilities," Eugene Register-Guard, November 25, 1947, 16.

²⁰⁸ Dennis, 46.

²⁰⁹ "Springfield School Officers Studying Growth of System," Eugene Register-Guard, March 9, 1948, 13.

²¹⁰ "Voters Can Help Solve Problem," Eugene Register-Guard, December 15, 1949, 1 & 6.

²¹¹ "Projects Promise Active Year," Eugene Register-Guard, July 23, 1950, 74.

²¹² "Springfield School Enrollment Bursting Present City Facilities," Eugene Register-Guard, November 25, 1947, 16.

²¹³ "Springfield Records," Eugene Register-Guard, August 24, 1947, 5.

²¹⁴ "School Enrollment Still Rising; Officials Scout for More Room," Eugene Register-Guard, October 21, 1947, 6.

²¹⁵ "More Quonset Huts to End Double Shifts," Eugene Register-Guard, November 16, 1947, 8.

²¹⁶ "Springfield School District Voters Asked to Approve Two New Money Measures," Eugene Register-Guard, September 19, 1961, 11.

²¹⁷ "Springfield Special Achievement Classes," Eugene Register-Guard, September 8, 1957, 21.

²¹⁸ "District 19 School Building Program Awaits Voters' Decision, Silke Says," Eugene Register-Guard, December 5, 1949, 8.

²¹⁹ "Advertisement for Bids," Eugene Guard, July 27, 1950, 25.

²²⁰ "Schools-," Eugene Guard, December 15, 1949, 6.

²²¹ "Springfield Schools Grow to 4th Largest in Oregon," Eugene Register-Guard, August 8, 1951, 21.

²²² "School Boundaries Set at Springfield," Eugene Register-Guard, August 31, 1951, 7.

²²³ "Voters Okay Bond Issue," Eugene Guard, March 10, 1953, 1.

²²⁴ "Springfield District 19," Eugene Register-Guard, August 6, 1958, 21.

²²⁵ "Plans for High School Delayed," Eugene Register-Guard, August 11, 1959, 11.

Springfield High School

Name of Property

Lane Co., OR

County and State

In 1964, the building was renovated and became the administrative offices for the school district.^{226,227,228} Students at the school were transferred to the new Menlo Park (Centennial) school.²²⁹ It is likely the one-story, concrete block warehouse building near the southeast corner of the nominated property (outside the boundary at Pioneer Parkway West and D Street) was built around this time for warehouse space.^{230,231} The nominated property housed the school district administrative offices until the end of 2017. The building was shuttered at that time and, in 2022, was sold to Red Cedar Capital Partners.

Lastly, it is widely thought that the 1921 Springfield High School served as the inspiration for Matt Groening in his creation of the cartoon school in the TV show, *The Simpsons*, which debuted in 1989. Groening was born and raised in Oregon and Springfield was the basis for the fictitious town of the same name in which the Simpsons lived.²³²

Comparative Analysis

For this comparative analysis, a windshield survey of all schools in Springfield was done to determine other period schools that may still be standing. This was coupled with an Oregon Historic Sites Database query. From this, it was determined that the 1921 Springfield High School is the oldest school building in Springfield that remains today. The two other extant buildings in the town constructed as high schools are Springfield High School built in 1971 and Thurston High School, originally built in 1960, but either fully replaced or heavily improved in more recent years. Both of these are excluded from the comparative analysis due to their relatively recent construction.

Very few other vintage education buildings of any type in Springfield still stand. The three next oldest school-related buildings are featured in the following discussion, which establishes that there are no other buildings that could better reflect the significant story of Springfield's first high school and the community's efforts to formalize a program of secondary education in the town.

Brattain School

Located at 425 10th Street, the Brattain School was built as an elementary school by the same builder as the 1921 Springfield High School and opened on October 17, 1925.²³³ Funding for the \$25,000 school was approved by voters after an earlier defeat amidst a 28% increase in school enrollment over the previous three years.^{234,235,236,237} The Brattains—a prominent Springfield family—donated the land to the school district upon which the building sits.²³⁸ When completed, elementary school students relocated from the Lincoln School and Springfield High School into the initial eight classrooms. Nearly one hundred years after being built, the building still serves the educational needs of Springfield as an alternative high school.

²²⁶ State of Oregon Inventory Form for 525 Mill Street, July 1980.

²²⁷ "\$3.45 Million Proposal on Springfield Ballot," Eugene Register-Guard, September 22, 1963, 1.

²²⁸ "Springfield Voters OK School Bonds," Eugene Register-Guard, September 24, 1963, 1.

²²⁹ "Building Plans Scrutinized by Springfield School Board," Eugene Register-Guard, May 28, 1963, 13.

²³⁰ A site plan drawing from 1998 notes the building as being a book depository.

²³¹ "Springfield Growth Cited by Planner," Eugene Register-Guard, July 2, 1963, 15.

²³² Claudia De La Roca, "Matt Groening Reveals the Location of the Real Springfield," Smithsonian Magazine, <https://www.smithsonianmag.com/arts-culture/matt-groening-reveals-the-location-of-the-real-springfield-60583379/>, accessed February 25, 2023.

²³³ "Board Authorizes Changes in School," Eugene Guard, January 6, 1926, 10.

²³⁴ "Superintendent at Springfield," Eugene Guard, October 16, 1925, 5.

²³⁵ "Applications for Positions Viewed by School Board," Eugene Guard, March 27, 1925, 10.

²³⁶ "New School is Needed," Morning Register, January 23, 1925, 2.

²³⁷ "Building Needs Shown," Morning Register, February 18, 1925, 8.

²³⁸ "Bond Sales Announced," Morning Register, March 21, 1925, 2.

Springfield High School

Name of Property

Lane Co., OR

County and State

Shown in Figure 23, the building is one story and was originally built in a U orientation with the main entry being at the bottom of the U. The building features a gabled roof, plain stucco exterior, no decoration except for a gabled entry with an arched opening. Today the building has minimal fenestration, with the original windows having been removed and infilled.²³⁹ The current windows are one-over-one vinyl. Additions to the building were made beginning in 1938, with two more in the 1940s, and another in 1950. A gymnasium and auditorium were also added in the 1950s. The largest readily visible addition is along C Street, which has a flat roof and lap siding instead of stucco. Other additions are less visible as they were made inside of the U-shaped footprint.

While the Brattain School is nearly as old as the nominated property (although not nearly as old as the education use at the Mill Street site), it is not associated with the significant story of Springfield's efforts to establish a stand-alone high school for the town. Additionally, it has lost much of its historic integrity, making the building ineligible for listing in the National Register in its current condition.

Brattain House

Shown in Figure 24, the Brattain House is listed in the Oregon Historic Resources Database as a building associated with Springfield Public Schools. Located at 1030 East G Street, this Four Square-style, two-and-a-half-story home was built in 1914 for Paul J. Brattain. In 1852, his ancestors had settled here, acquired a donation land claim, and managed a large farm starting at this site and extending south and east.²⁴⁰ Paul's wife, Grace, was involved in Springfield civics, including the schools, and in 1944 they sold or donated the house and some of the land to the City.²⁴¹ By 1947, the City had their parks department headquarters here and, in 1950, the school district utilized voter-approved funds to move its administrative offices to the house.²⁴² This was likely when the City built a single-story, commercially-styled addition that wraps around the front and east-side portions of the building. The house was badly damaged by a fire in 1951 likely requiring the replacement of at least some of its original wood windows.²⁴³ (Vinyl windows are present today.) With the conversion of the nominated property into the school district's administrative offices in 1964, the house was likely used for another purpose. Today a "Springfield Public Schools" sign is out front and remains in their ownership.

More research is needed to understand whether the Brattain family's disposition of the house to the City was historically significant and whether the City's subsequent alterations are part of the building's potential significance. Nevertheless, given that the building was never used as a school and is unrelated to the early development of secondary education in Springfield, the 1921 high school remains the preeminent building that represents this significant development in the town's history.

Two Rivers Dos Rios Elementary (formerly Springfield Junior High School)

Located at 1084 G Street and shown in Figure 25, Springfield Public Schools built this building—their first junior high—in 1951 with bonds approved by the voters in the winter of 1950.²⁴⁴ Designed by architects Freeman, Hayslip, and Tufts of Portland and built by Industrial Building Company of Eugene, it is a brick veneer building, originally built for a capacity of 600 students.^{245,246,247,248,249}

²³⁹ "Springfield Schools Pictured," Eugene Guard, March 9, 1948, 7.

²⁴⁰ "Springfield Bank President Dies Suddenly," Eugene Daily Guard, September 5, 1912, 1.

²⁴¹ "Springfield," Eugene Register-Guard, March 31, 1944, 2.

²⁴² "District 19 School Building Program Awaits Voters' Decision, Silke Says," Eugene Register-Guard, December 5, 1949, 8.

²⁴³ "School Records Were Damaged," Eugene Register-Guard, January 23, 1951, 1.

²⁴⁴ "\$450,000 Bond Bid Called for Springfield Junior High," Eugene Guard, August 25, 1950, 3.

²⁴⁵ "Springfield School System Continues Rapid Expansion," Eugene Guard, February 24, 1952, 49.

²⁴⁶ "Springfield Schools Grow to 4th Largest in Oregon," Eugene Register-Guard, August 8, 1951, 21.

²⁴⁷ "\$450,000 Bond Bid Called for Springfield Junior High," 3.

²⁴⁸ "Springfield Schools Grow to 4th Largest in Oregon," 21.

Springfield High School

Name of Property

Lane Co., OR

County and State

Apropos to its era of construction, the modernist building has a prominent double-story entry and a low-slung gabled roof. Both wings extending along G Street have significant glazing. The west wing surrounds a central auditorium and the east wing connects to the gymnasium. Behind the school is an original brick boiler/utility/sawdust storage house with an attached transformer room. Additions were made in 1955 and 1964, all seeming to have been made on the interior of the wings and out of view from the front of the building.²⁵⁰

Today, the building is the Two Rivers—Dos Rios Elementary School. The building's appearance remains fairly similar to when it was built except for the windows and doors all having been replaced. It also has a newer, blue standing-seam metal roof. The attached gymnasium remains although the siding has been replaced and an entry from G street has been added.

While additional research and analysis may find that Two Rivers school is an important example of modernism in Springfield, any potential significance it may have does not overshadow the nominated property's important history as the first stand-alone high school in the town and the oldest school building still standing today in Springfield.

Conclusion

This nomination has established that Springfield High School is locally significant under Criterion A, reflecting an important part of the town's historical development. The building tells the story of Springfield's struggles to establish a program of secondary education with a newly-constructed high school in a cost-conscious, industrial town amidst changing educational ideals of the time. The building's monumental front façade with classical elements, fireproof concrete and stucco construction, large operable windows allowing abundant daylight and ventilation, wide corridors, and tall basement for industrial education are all present today and demonstrate the priorities of the era. No other educational building in Springfield is better able to reflect the story of Springfield's efforts to establish an up-to-date program of secondary education in the first half of the 20th century.

²⁴⁹ "Springfield School System Continues Rapid Expansion," 49.

²⁵⁰ "3 Local Construction Firms Bid Low for Springfield Jobs," Eugene Register-Guard, January 12, 1955, 23.

Springfield High School

Name of Property

Lane Co., OR

County and State

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Springfield High School

Name of Property

Lane Co., OR

County and State

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Springfield High School

Name of Property

Lane Co., OR

County and State

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Springfield High School

Name of Property

Lane Co., OR

County and State

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Name of Property

Lane Co., OR

County and State

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Springfield High School

Name of Property

Lane Co., OR

County and State

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Springfield High School
Name of Property

Lane Co., OR
County and State

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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: Newspapers

Historic Resources Survey Number (if assigned): 175-SW-34

Springfield High School
Name of Property

Lane Co., OR
County and State

10. Geographical Data

Acreage of Property 1.14

(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 WGS8: N/A

(enter coordinates to 6 decimal places)

1	<u>44.050228°</u>	<u>-123.025244°</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.)

Beginning at the southwest corner of the property the boundary extends 168.87 feet parallel with D street until just beyond the manual training building. It then travels 225.93 feet across the block to the north. It then turns and runs westward 220.04 feet, parallel with E Street. Finally, it turns and runs south 260.74 feet, parallel with Mill Street until it intersects back with the southwest corner of the property. This is also the tax lot #170335230-4503 and the current property line, shown in the Figure 4 site plan.

Boundary Justification (Explain why the boundaries were selected.)

This boundary was selected because it encompasses the 1921 high school along with the setting, the green space to the front and sides of the property and a roughly equal amount of space at the rear of the property. It also includes the manual training building that was constructed during the period of significance, even though this resource is non-contributing. The land to the east of the property that was originally part of the campus is excluded because it no longer has any historic integrity. The gymnasium has been torn down and the athletic fields have been removed. In their place is a larger warehouse and extensive asphalt paving.

11. Form Prepared By

name/title Jessica Engeman and Erik Hovmiller, Historians date March 1, 2023
organization Continuum Preservation Consulting, LLC telephone (971) 221-6796
street & number 3135 NE 23rd Ave email Jessica@continuumpreservation.com
city or town Portland state OR zip code 97212

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).

Springfield High School
Name of Property

Lane Co., OR
County and State

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: Springfield High School
City or Vicinity: Springfield
County: Lane **State:** Oregon
Photographer: Jenna Fribley
Date Photographed: March 24, 2022

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

- Photo 1 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0001)
West and north elevations, camera facing southeast.
- Photo 2 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0002)
West elevation, camera facing east.
- Photo 3 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0003)
West and south elevations and west elevation of manual training building, camera facing northeast.
- Photo 4 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0004)
South elevation and west elevation of manual training building, camera facing north.
- Photo 5 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0005)
North elevation, camera facing south.
- Photo 6 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0006)
East elevation, camera facing east.
- Photo 7 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0007)
South and east elevations of manual training building, camera facing northwest.
- Photo 8 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0008)
Staircase to main entry doors, camera facing west.
- Photo 9 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0009)
Ramp to second floor, camera facing east.
- Photo 10 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0010)
Corridor, camera facing south.
- Photo 11 of 16:** (OR_LaneCounty_SpringfieldHighSchool_0011)
Classroom, camera facing west.

Springfield High School
Name of Property

Lane Co., OR
County and State

Photo 12 of 14: (OR_LaneCounty_SpringfieldHighSchool_0012)
Classroom, camera facing south.

Photo 13 of 16: (OR_LaneCounty_SpringfieldHighSchool_0013)
Office, camera facing northwest.

Photo 14 of 16: (OR_LaneCounty_SpringfieldHighSchool_0014)
Former auditorium, camera facing north.

Photo 15 of 16: (OR_LaneCounty_SpringfieldHighSchool_0015)
Auditorium balcony, camera facing north.

Photo 16 of 16: (OR_LaneCounty_SpringfieldHighSchool_0016)
Basement corridor, camera facing southeast.

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

National Register of Historic Places Continuation Sheet

Springfield High School

Name of Property

Lane County, Oregon

County and State

N/A

Name of multiple listing (if applicable)

Section number Additional Documentation

Page 41

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
- Figure 2:** Local location map
- Figure 3:** Tax lot map
- Figure 4:** Site plan, 2023.
- Figure 5:** First floor plan, 2023.
- Figure 6:** Second floor plan, 2023.
- Figure 7:** Basement plan, 2023.
- Figure 8:** Overview photo of Springfield from Kelly Butte, c. 1905.
- Figure 9:** Predecessor Springfield High School, c. 1895 and 1910.
- Figure 10:** Springfield School interior, 1908.
- Figure 11:** Parade with students carrying Springfield High School banner, c. 1914.
- Figure 12:** Rendering of proposed Springfield High School, 1916.
- Figure 13:** Springfield High School, c. 1930.
- Figure 14:** Overview photo of Springfield, c. 1947.
- Figure 15:** Springfield High School, c. 1945.
- Figure 16:** Springfield High School, c. 1948.
- Figure 17:** Springfield High School Girls League Party, 1929.
- Figure 18:** Springfield High School students standing in front of the building, c. 1925 and teachers in 1933.
- Figure 19:** Springfield High School football players in front of the building in 1933 and the girls' softball team in 1927.
- Figure 20:** Sanborn Map, 1907.
- Figure 21:** Sanborn Map, 1912.
- Figure 22:** Sanborn Map, 1960.
- Figure 23:** Brattain School, 2022 and c. 1940.
- Figure 24:** Brattain House, 2022 and c. 1915.
- Figure 25:** Two Rivers Dos Rios School, 2022.

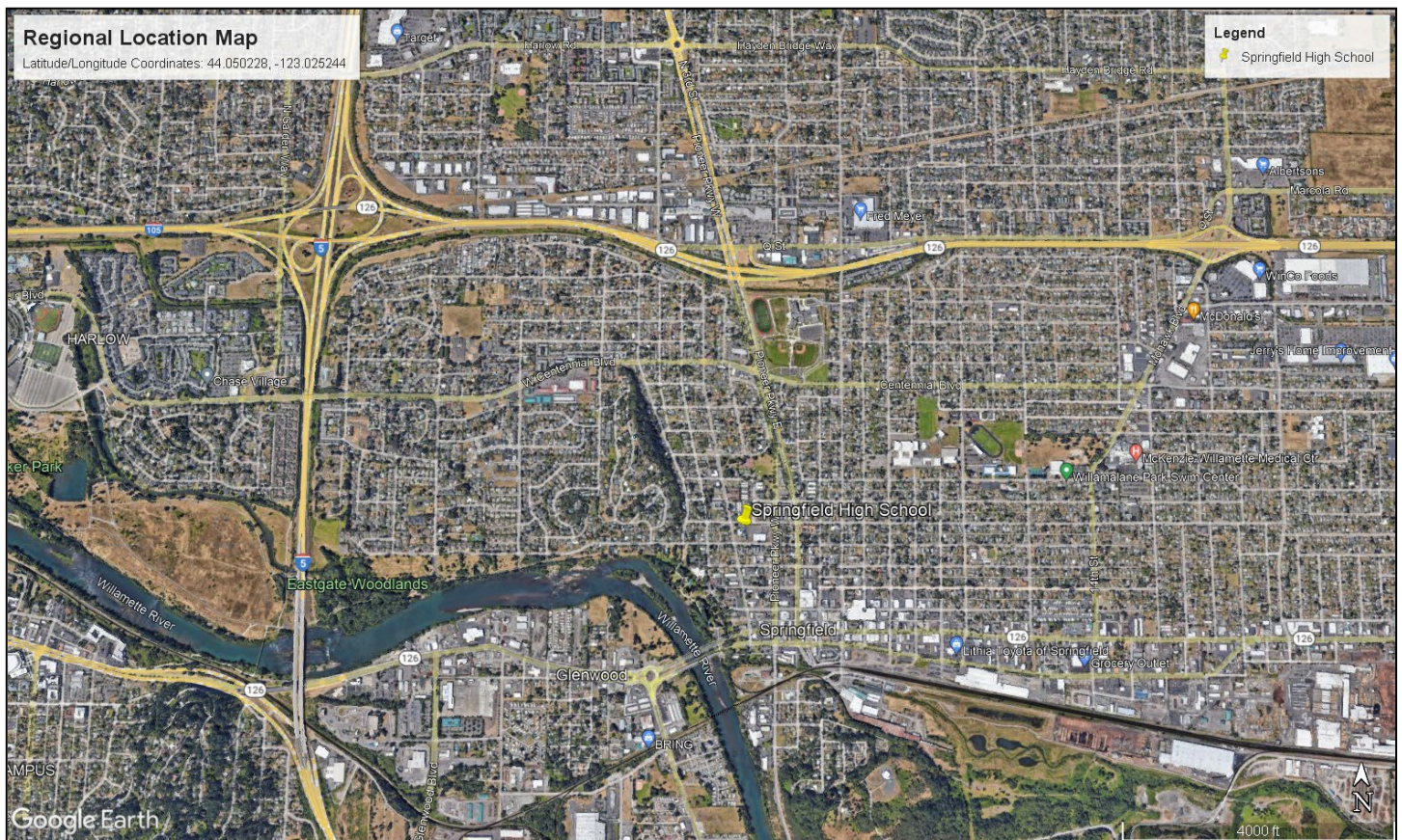
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 42

Figure 1: Regional Location Map. Latitude 44.050228°, Longitude -123.025244°.



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School

Name of Property

Lane County, Oregon

County and State

N/A

Name of multiple listing (if applicable)

Section number Additional Documentation

Page 43

Figure 2: Local Location Map. Latitude 44.050228°, Longitude -123.025244°.



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School

Name of Property

Lane County, Oregon

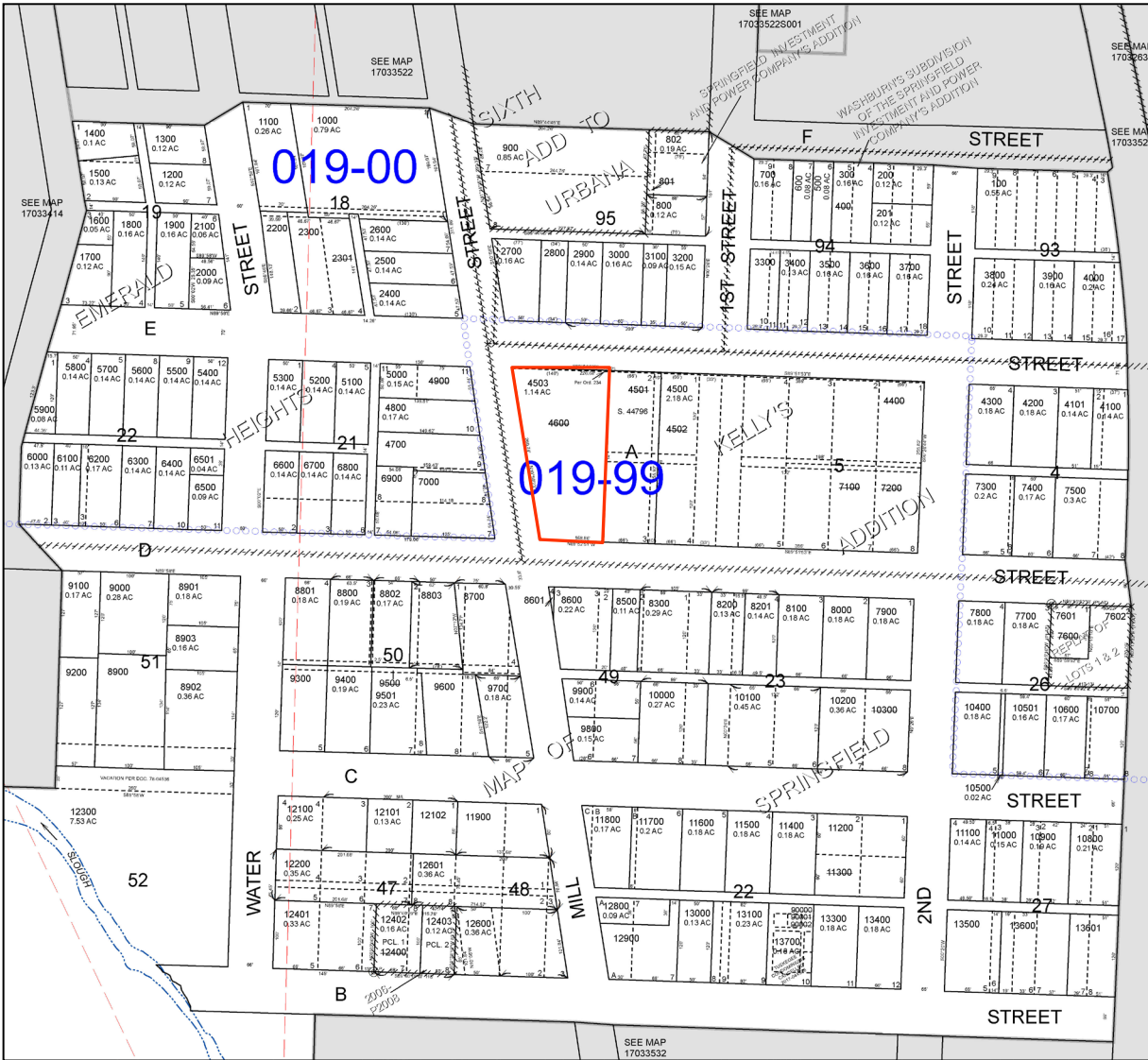
County and State

N/A

Name of multiple listing (if applicable)

Section number Additional Documentation Page 44

Figure 3: Tax Lot Map. Nominated property boundary outlined in red.



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School

Name of Property

Lane County, Oregon

County and State

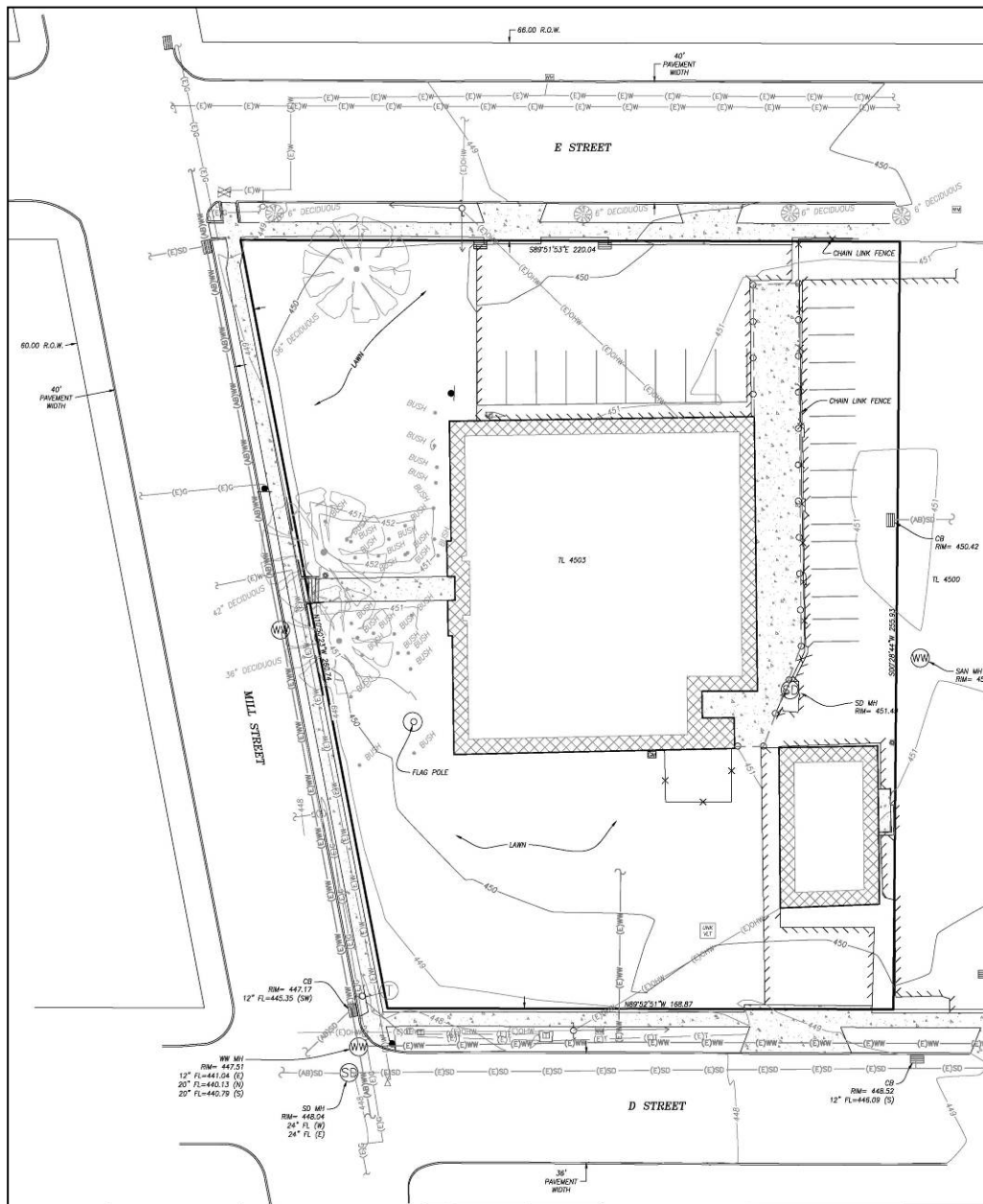
N/A

Name of multiple listing (if applicable)

Section number Additional Documentation

Page 45

Figure 4: Site Plan showing the 1921 high school building and, to the southeast, the 1938 manual training building. The bolded property line is the National Register boundary.



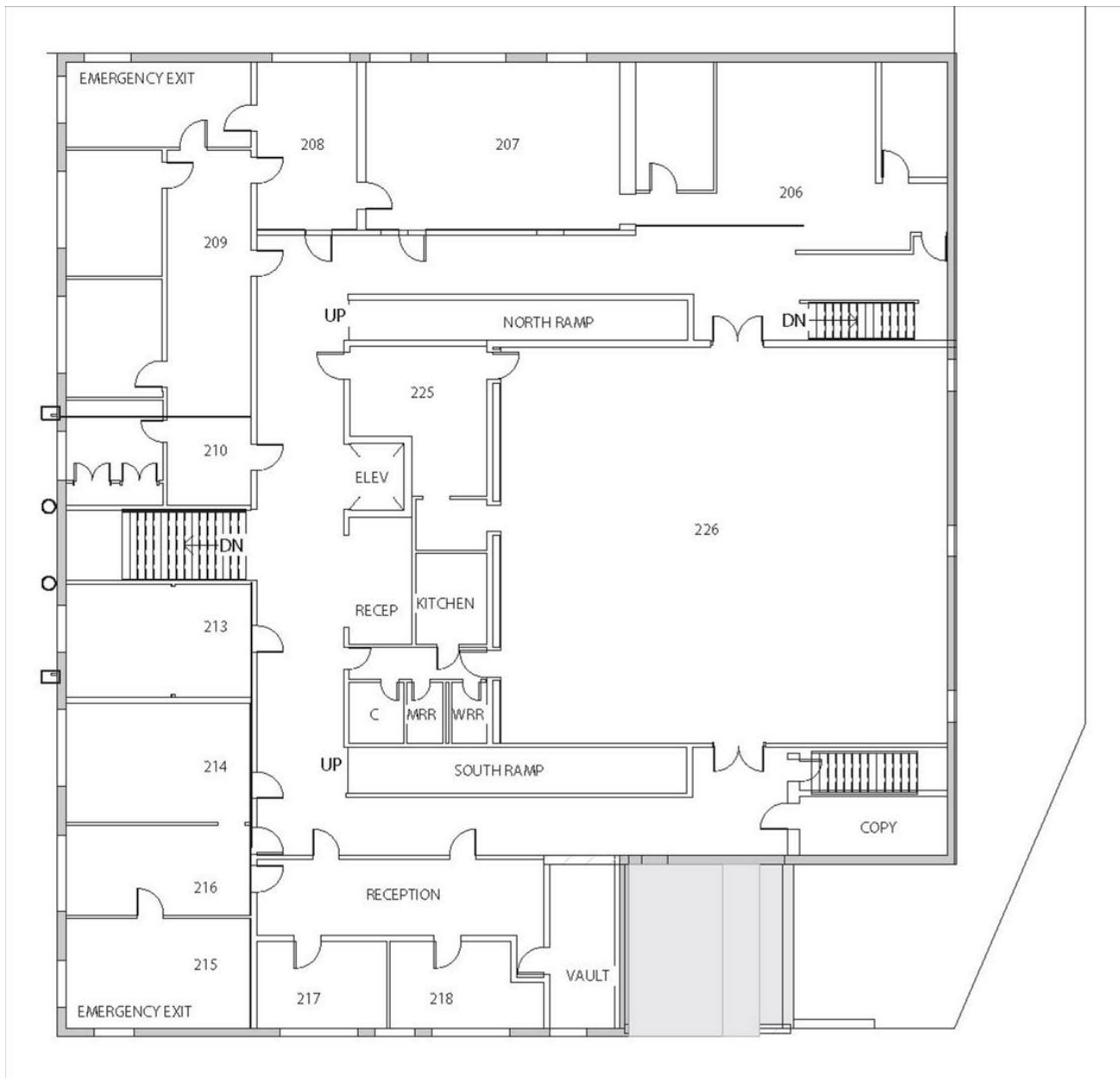
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 46

Figure 5: First Floorplan



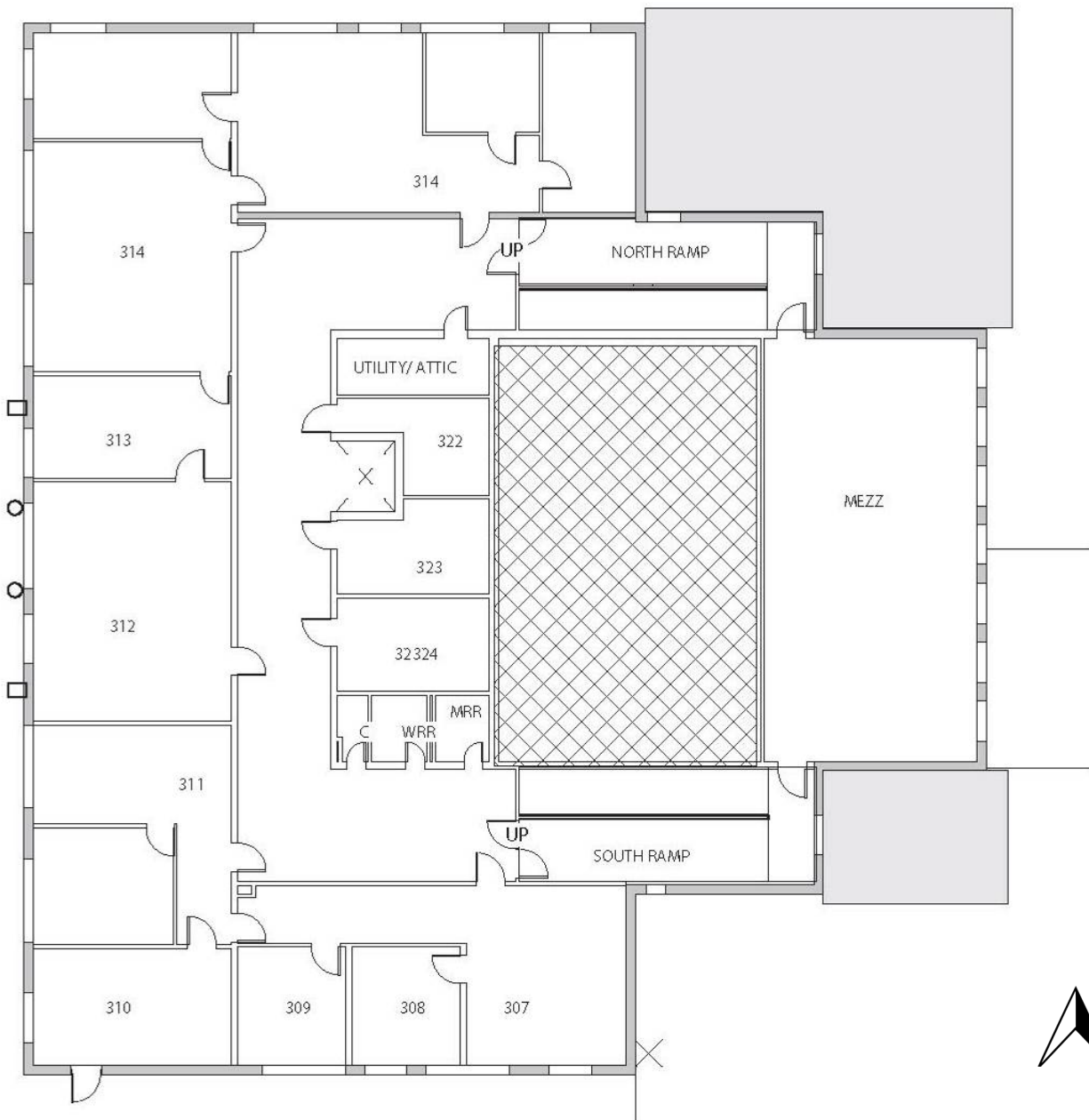
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 47

Figure 6: Second Floorplan



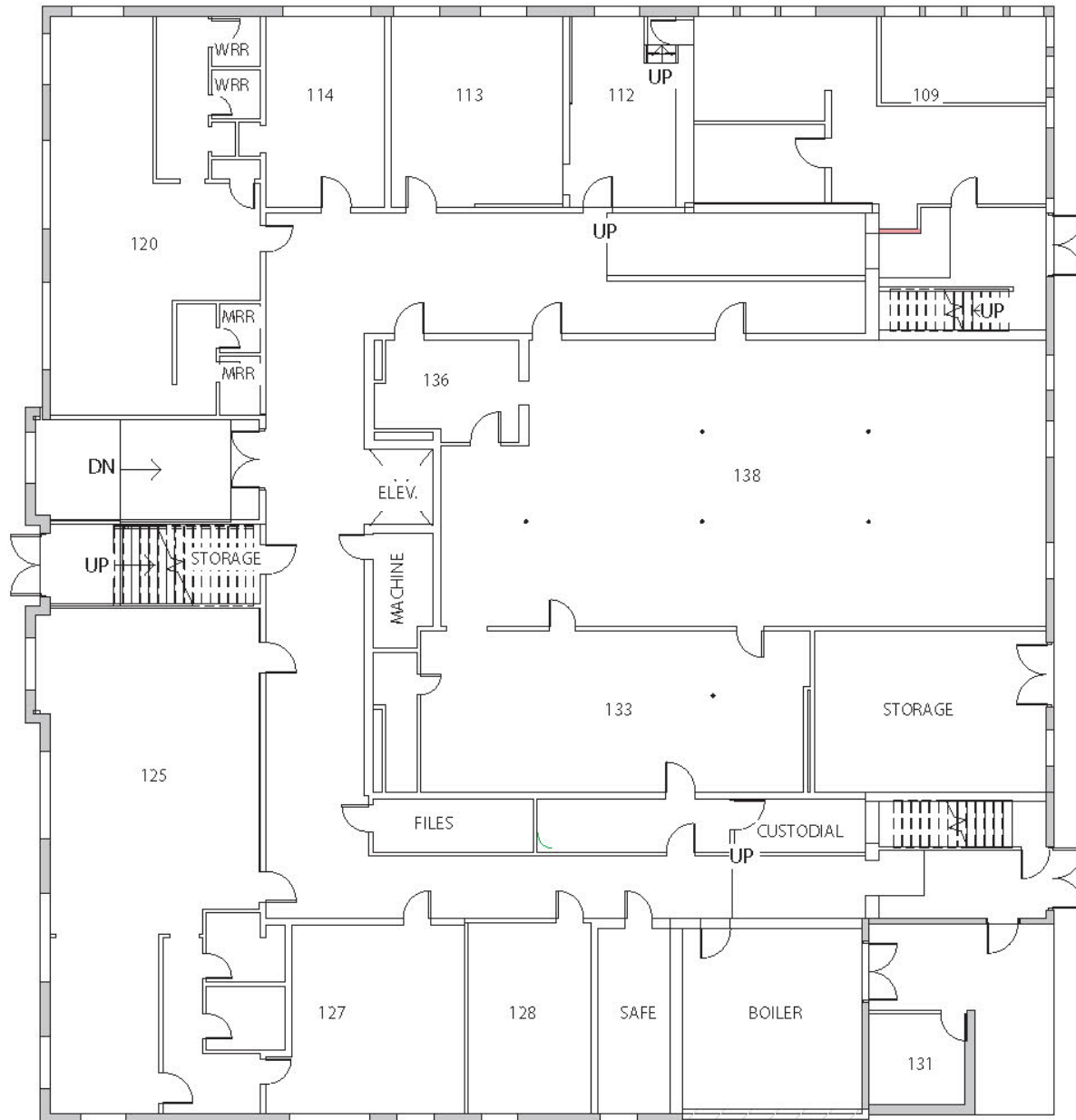
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 48

Figure 7: Basement Floorplan



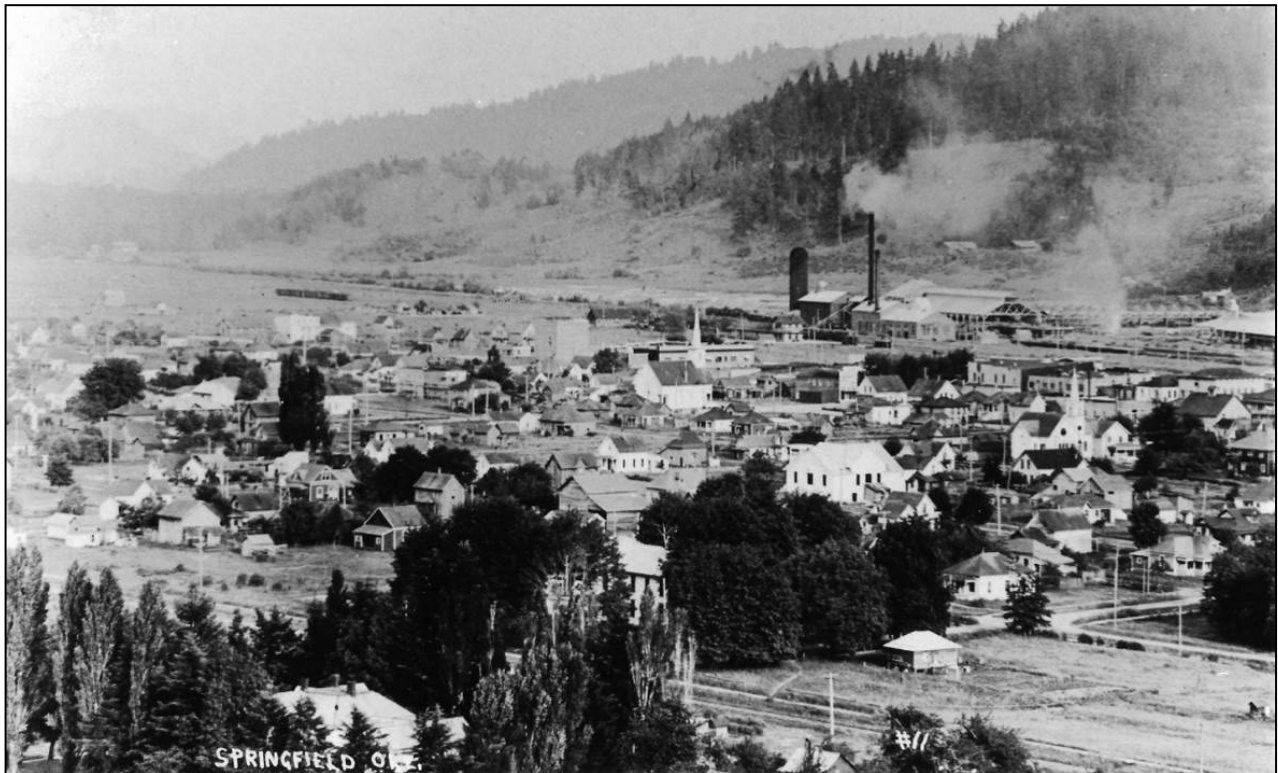
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 49

Figure 8: Overview of Springfield from Kelly Butte, looking southeast with the mill in the distance and the old Springfield School centered in the picture in the foreground amongst the trees, c. 1905.²⁵¹



²⁵¹ Overview of Springfield, <https://flic.kr/p/7obcfX>, accessed 2/28/2023.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 50

Figure 9: Predecessor Springfield High School on the Mill Street site in c. 1895 and c. 1910. Building demolished in 1921.²⁵²



²⁵² Old Springfield High School, <http://lchm.pastperfectonline.com/photo/567001E6-89DF-4FDD-84E4-219601454910>, accessed 4/2/2023 and <https://flic.kr/p/2khD3zM>, accessed 2/28/2023.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 51

Figure 10: Springfield School interior, 1908.²⁵³



²⁵³ Springfield Museum, accessed 2/28/2023.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 52

Figure 11: Parade with students carrying Springfield High School banner, c. 1914. ²⁵⁴



²⁵⁴ Lane County Historical Museum, <http://lchm.pastperfectonline.com/photo/977C4EED-B65C-4010-BDE3-951842904628>, 4/2/2023.
52

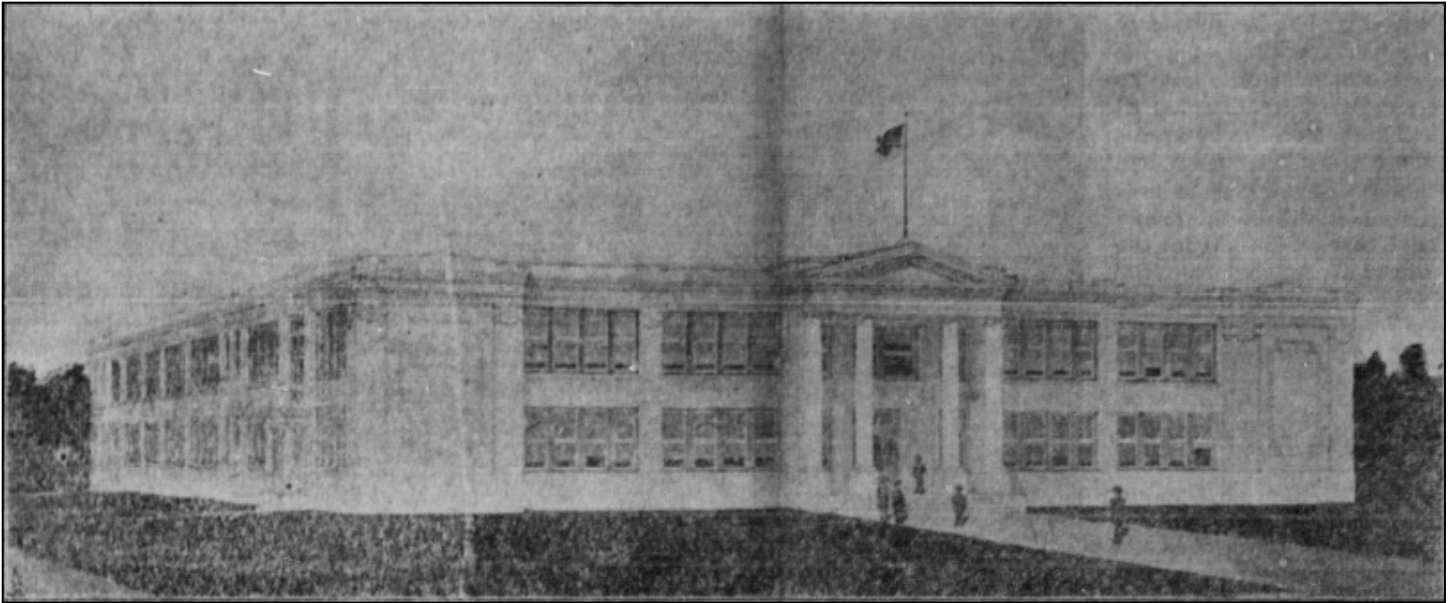
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 53

Figure 12: Proposed Springfield High School, 1916.²⁵⁵



²⁵⁵ "Proposed New \$30,000 School for Springfield," Lane County News, April 27, 1916, 1.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 54

Figure 13: Springfield High School, c. 1930.²⁵⁶



²⁵⁶ Springfield High School, <https://flic.kr/p/RkYXNX>, accessed 2/28/2023.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School

Name of Property

Lane County, Oregon

County and State

N/A

Name of multiple listing (if applicable)

Section number Additional Documentation

Page 55

Figure 14: View of Springfield looking north-north-east taken some time after 1947.²⁵⁷ Springfield High School is the largest building in the middle/left of the photo, along with the manual training building, Quonset huts, athletic fields, and gable-roof gymnasium at the east end of the campus.



²⁵⁷ Overview of Springfield, <https://flic.kr/p/qdaWnp>, accessed 2/28/2023.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 56

Figure 15: Springfield High school, c. 1945 with detail of front façade below.²⁵⁸



²⁵⁸ Springfield High School, <https://flic.kr/p/yCDSQ4>, accessed 2/28/2023.

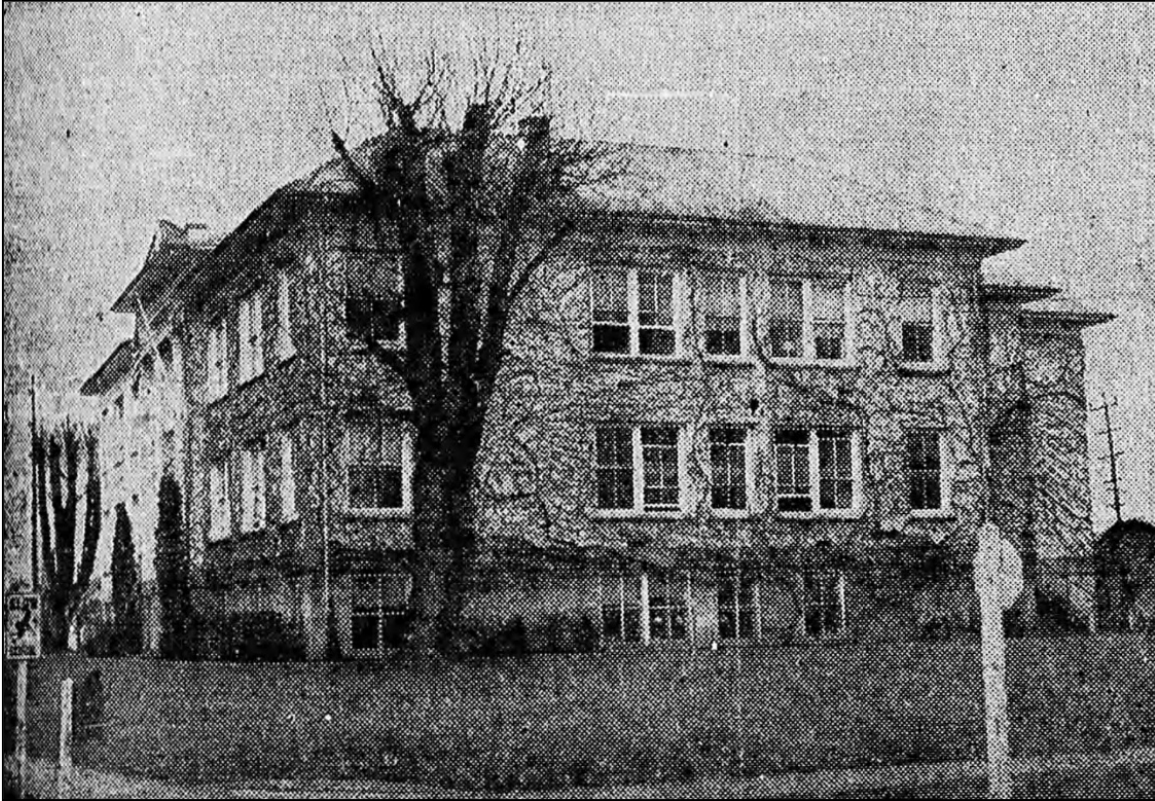
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 57

Figure 16: Springfield High School in 1948.²⁵⁹



²⁵⁹ "Springfield Schools Pictured," Eugene Register-Guard, March 9, 1948, 7.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 58

Figure 17: Springfield High School auditorium, Girls League Party, March 15, 1929.²⁶⁰



²⁶⁰ Girls League Party, Lane County Historical Museum, <http://lchm.pastperfectonline.com/photo/977C4EED-B65C-4010-BDE3-951842904628>, accessed 4/2/2023.

United States Department of the Interior
National Park Service

Springfield High School

Name of Property

Lane County, Oregon

County and State

N/A

Name of multiple listing (if applicable)

National Register of Historic Places Continuation Sheet

Section number Additional Documentation

Page 59

Figure 18: Springfield High School students standing in front of the building, c. 1925 and teachers in front of building in 1933.²⁶¹



²⁶¹ Springfield High School class, <https://www.flickr.com/photos/36241830@N06/4192175532/>, accessed 4/2/2023; Teachers, <http://lchm.pastperfectonline.com/Photo/AACC7A82-9FEE-4D09-A3FD-114397530929>, accessed 4/2/2023.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 60

Figure 19: Springfield High School football players in front of the building in 1933 and the girls' softball team in 1927.²⁶²



²⁶² Lane County Historical Museum <http://lchm.pastperfectonline.com/Photo/F2EBCDDF-CFA9-41FF-A9F4-754562315416> and <http://lchm.pastperfectonline.com/photo/977C4EED-B65C-4010-BDE3-951842904628>, accessed 4/2/2023.

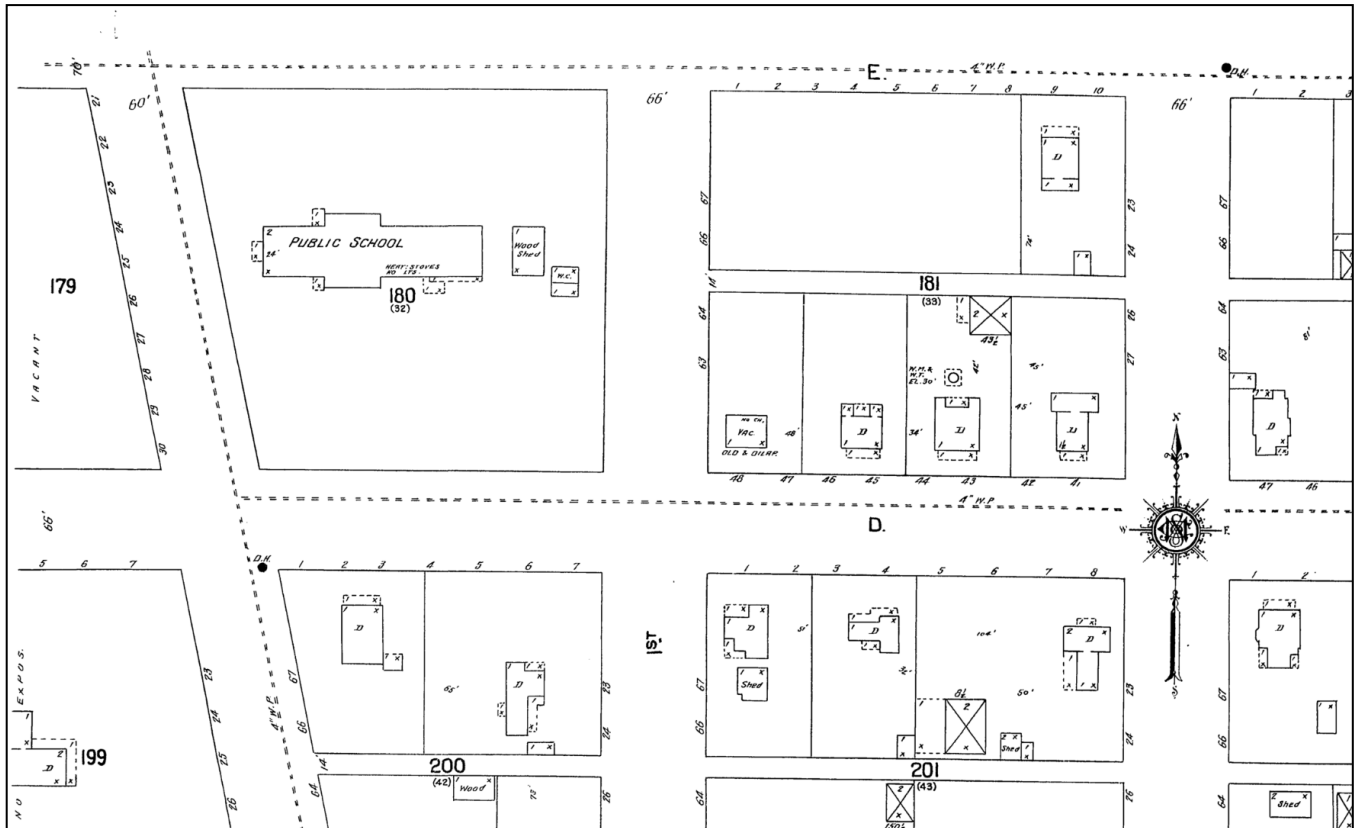
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 62

Figure 21: Sanborn Map, 1912. Predecessor school in the upper lefthand corner.



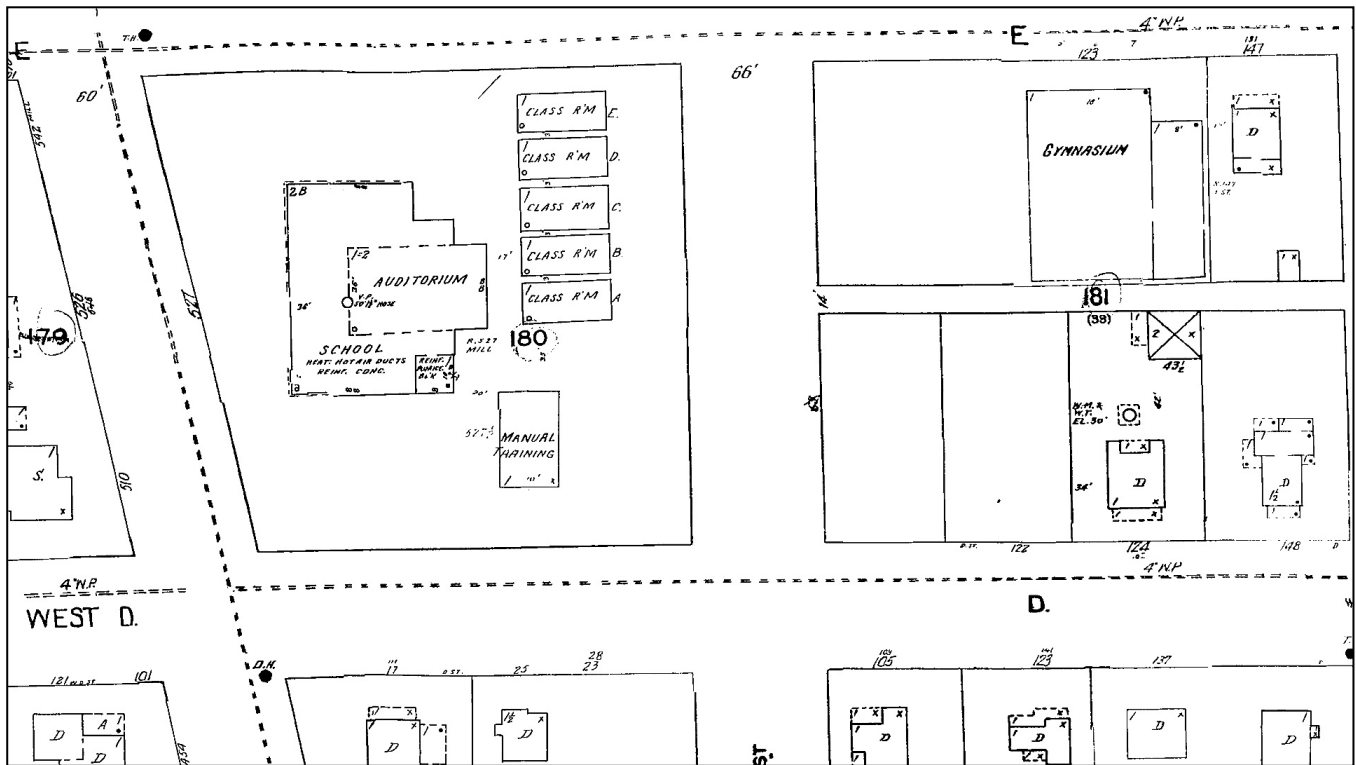
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 63

Figure 22: Sanborn Map, 1960, showing nominated property, manual training building, Quonset huts, and gymnasium farther east. Street bisecting the campus was vacated (unofficially) in 1921.



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 64

Figure 23: Brattain School in 2022 and a photo from c. 1940.²⁶³



²⁶³ Brattain School, <https://flic.kr/p/RtaybN>, accessed 2/28/2023.

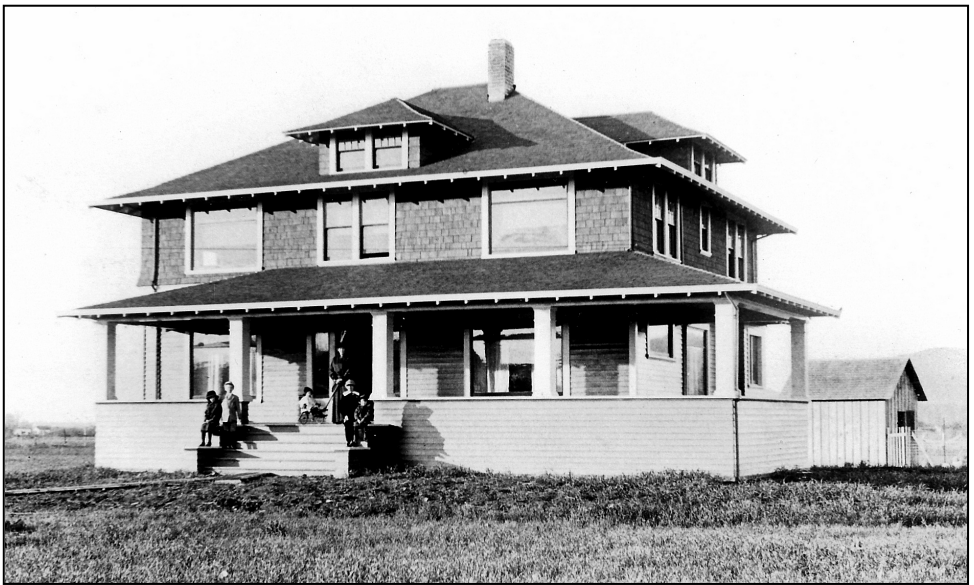
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 65

Figure 24: Brattain House in 2022 and a photo from c. 1915.²⁶⁴



²⁶⁴ Brattain House, <https://flic.kr/p/7oiTAY>, accessed 2/28/2023.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Springfield High School
Name of Property
Lane County, Oregon
County and State
N/A
Name of multiple listing (if applicable)

Section number Additional Documentation Page 66

Figure 25: Two Rivers--Dos Rios School, 2022.



Photo 1 of 16: West and north elevations looking southeast.



Photo 2 of 16: West elevation looking east.



**Springfield High School
Lane County, OR**

Photo 3 of 16: West and south elevations and west elevation of manual training building, looking northeast.



Photo 4 of 16: South elevation and manual training building, looking north.



Photo 5 of 16: North elevation looking south.



Photo 6 of 16: East elevation looking west.



Photo 7 of 16: Manual training building looking northwest.



Photo 8 of 16: Main entry looking west.

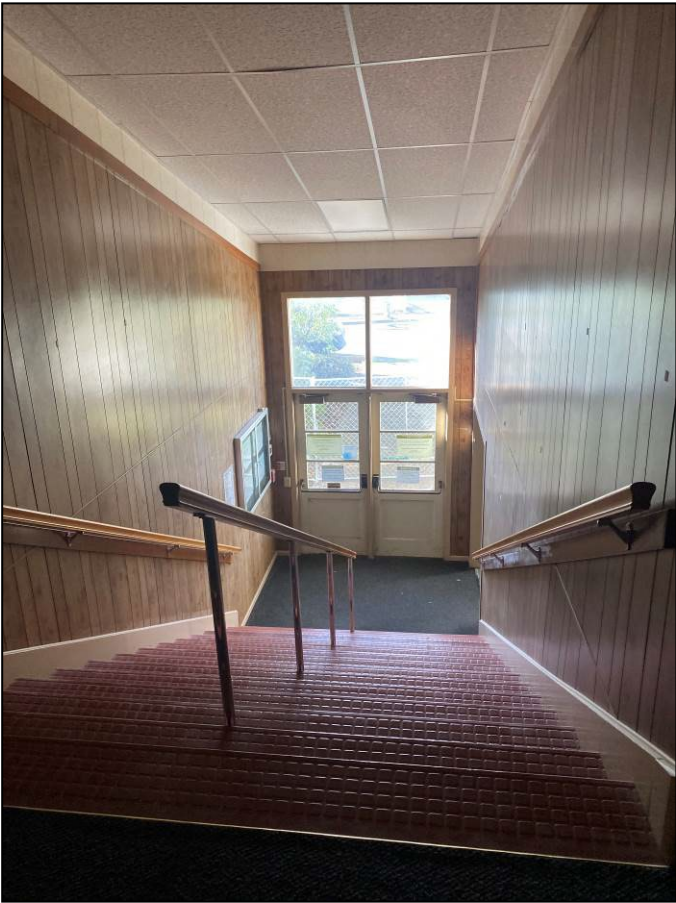


Photo 9 of 16: Ramp to second floor looking east.



Photo 10 of 16: Corridor looking south.



Photo 11 of 16: Classroom looking west.



Photo 12 of 16: Classroom looking south.



Photo 13 of 16: Corner room on second floor looking northwest.



Photo 14 of 16: Former auditorium looking north.



Photo 15 of 16: Auditorium balcony looking north.



Photo 16 of 16: Basement corridor looking southeast.

