

Banks Union High School
Name of Property

Washington Co., OR
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply.)

<input type="checkbox"/>	private
<input checked="" type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

Category of Property

(Check only **one** box.)

<input checked="" type="checkbox"/>	building(s)
<input type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
2		buildings
		site
		structure
	1	object
2	1	Total

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

Current Functions

(Enter categories from instructions.)

VACANT/not in use

EDUCATION/school

7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND EARLY 20TH CENTURY

REVIVALS: Colonial Revival

Materials

(Enter categories from instructions.)

foundation: CONCRETE

walls: BRICK, WOOD

roof: ASPHALT

other:

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Narrative Description

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

Summary Paragraph

Banks Union High School is a historically significant rural school building located at 13050 NW Main Street in Banks, Oregon. The nominated property, which encompasses approximately 4.3 acres, includes two contributing buildings—the original 1920 Colonial Revival–style high school, which includes multiple large classroom and corridor additions from the 1960s and 1970s, and a 1936 gymnasium constructed by the WPA—and one noncontributing object, a contemporary brick sign.¹

The 1920 building was constructed as Washington County's first union high school, created by consolidating students from multiple rural elementary schools to provide broader educational opportunities. Despite later additions, this two-story, rectangular building remains the visual and architectural focal point of the site. As shown in Figure 5a, the additions to the 1920 building connect only at the ground-floor level and only at the rear (east) façade. They are set back from the primary façade of the 1920 building, and the upper stories remain spatially and structurally separate. With its red brick veneer, flat roof with low parapet, classically inspired entrance, double-loaded U-shaped corridor plan, and central double-height gymnasium and auditorium space, the 1920 building exemplifies early twentieth-century educational architecture. Interior features include restored old-growth Douglas fir flooring, original plaster walls, wood trim, and period-appropriate replica lighting fixtures. The barrel-vaulted, wood-framed 1936 gymnasium, located directly south of the 1920 building and connected by an open covered walkway, is architecturally distinct yet historically and functionally associated with the original high school. Its construction marked the first and only major campus expansion before final school consolidation efforts (which mark the end of the period of significance) in 1944-1945.²

Despite later additions that have altered the setting of the property and design of the 1920 building, the school building and gymnasium together retain sufficient integrity of location, design, materials, workmanship, feeling, and association to communicate their association with the consolidation of Washington County school districts in the first part of the twentieth century. Collectively, they represent the evolution of public high school education in Banks and continue to serve as enduring symbols of the community's commitment to accessible education.

Narrative Description

RESOURCE OVERVIEW

The oldest contributing resource within the nominated property is the 1920 Banks Union High School building, the architectural focus of the historic campus (Photograph 1). As the first union high school in Washington County³ and the first designated high school in the City of Banks,⁴ the 1920 building embodies both the educational and architectural significance for which the property is being nominated. It retains integrity and is the clearest expression of the property's significant association with the consolidation of rural Washington County high schools during the period of significance (1920–1945).

¹ Eunice Pope, "A History of Banks Union High School," in *Memories* (Banks High School yearbook, 1951).

² "5 School Districts Vote to Join Banks," *Vernonia Eagle* (Vernonia, OR), July 5, 1945, 6, <https://oregonnews.uoregon.edu/lccn/sn99063854/1945-07-05/ed-1/seq-6/>.

³ Fred Wolford, "Banks: Fifty Years," *News-Times* (Forest Grove, OR), November 4, 1937, photocopy of original article; page number unknown.

⁴ Jennifer Allen Newton, *Banks: A Town on the Move* (Banks, OR: Banks Historical Society, 2020).

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The 1936 gymnasium, located just south of the 1920 building, is also considered a contributing resource. Completed by Works Progress Administration (WPA) within the period of significance as a federal New Deal-era infrastructure investment, the gym reflects both the growth of the school's extracurricular programs and the evolving educational mission of the union high school.⁵ Although linked to the 1920 building by a breezeway (Photograph 2), the gymnasium is a freestanding building, distinct in construction and form. Architecturally independent yet functionally and historically linked to the main building, it contributes to the overall significance of the property through its association with the school's early expansion and community development during the 1930s, prior to the final consolidation efforts in 1944–1945.⁶

Additions constructed after the end of the period of significance in 1945, including a 1951 vocational education facility and 1960s classroom, cafetorium, office, and gym wings, are included within the nominated 4.3-acre parcel because they are physically connected to the original 1920 building. Figure 4a delineates each construction phase by color: red indicates the 1920 building, orange the 1936 gym, pink the 1951 vocational and heating plant additions, yellow the 1960s additions, and green the 1970s additions. A brick sign constructed well after the period of significance is delineated in blue.

LOCATION AND SETTING

Banks Union High School is located at 13050 NW Main Street in the city of Banks, Washington County, Oregon. The nominated 4.3-acre portion of the tax lot encompasses the 1920 high school building, its connected additions, the 1936 gymnasium, and the immediate landscaped setting between the primary façade and NW Main Street. The area is bordered by NW Main Street to the west, a school parking lot and drive to the south, a student parking area to the east, and a small access roadway to the north. The nominated area occupies the western portion of a larger 15-acre parcel owned by the Banks School District and is surrounded by residential, civic, and educational development.

The 1920 building is positioned approximately 75 feet east of NW Main Street, separated from the sidewalk by a broad lawn and connected via a concrete walkway. Mature landscaping, including a large cedar tree and several trimmed shrubs, frames the front façade and partially obscures the main entry. A low brick sign bearing the words "*Banks School District*" is located near the sidewalk at the southwest corner of the lawn (Photograph 1); this sign is considered a non-contributing object due to its later construction date. A covered breezeway connects the southeast corner of the 1920 building to the 1936 gymnasium, while 1960s additions to the north and east connect it to classrooms, a cafetorium, and a second gymnasium, as well as to the 1951 vocational education building situated approximately 45 feet north. The west façades of the gymnasium and vocational education building are approximately even with the west façade of the 1920 building, about 75 feet east of NW Main Street (Figures 4a and 5c, Photograph 10).

1920 BANKS UNION HIGH SCHOOL BUILDING (CONTRIBUTING)

The 1920 Banks Union High School is a two-story rectangular building in the Colonial Revival style, with an approximate footprint of 96 feet by 67 feet. A 24-foot-by-35-foot eastward projection off the rear (east) façade originally housed the auditorium stage. The exterior walls are clad in red brick veneer laid in common bond over a wood-frame structure, and the building rests on a concrete slab foundation. While some of the original fenestration has been replaced, the building's openings retain a consistent pattern of vertical and horizontal emphasis. Original wood windows and their replacements maintain the spacing and rhythm of the façade. Muntins are mostly simulated in replacement units but align with the original proportions. Painted wood spandrel panels between floors are flat, unornamented, and integral to the building's restrained Colonial Revival style.

⁵ "WPA Employment Rules Banks Sewer Project Disappointing," *Hillsboro Argus* (Hillsboro, OR), January 16, 1936, 3, <https://oregonnews.uoregon.edu/lccn/sn84006724/1936-01-16/ed-1/seq-3/>.

⁶ *Vernonia Eagle*, July 5, 1945, 6.

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The flat roof is finished with a built-up membrane and is edged by low brick parapets, which are stepped at the center bay of the primary (east) elevation and at the corners, creating subtle variations that emphasize the building's symmetrical massing. A painted wood or wood-and-metal cornice projects slightly below the parapet, forming a continuous horizontal band around the building with a molded profile consistent with Colonial Revival detailing. A narrow coping line, likely concrete or stone, caps the parapets, though it is largely obscured by paint and weathering. The parapet brickwork is otherwise simple, with no decorative corbelling or patterned courses.

West (Primary) Façade

The primary façade, facing NW Main Street, is symmetrical and centered on a recessed entry bay (Photograph 1). The central entrance features paired wood doors framed by Tuscan pilasters and a simple classical entablature. Above the doors is a prominent half-moon transom window, which appears to be original based on its wood construction, dimensions, and detailing, all of which closely match historic photographs of the building (see Figure 10). The paired entry doors are replacements; however, they retain the original width, height, and overall appearance of the historic doors, ensuring continuity with the building's original design.

Flanking the entry at the second story are two large triple-window groupings separated by painted wood mullions. Each narrow sash is two lites across and eight lites high, with the upper six rows of lites fixed and the lower two operable. The current windows, which are set within original wood surrounds, are vinyl replacement units with simulated divided lites that replicate the historic fenestration rhythm and proportions. Historic photographs indicate that the original wood sash featured true divided lites in a two-over-five configuration within each narrow window. On the first story, similar flanking openings have been fitted with single frosted-glass sashes for privacy; however, the overall size, spacing, and rhythm remain consistent with the original design (cf. Photograph 1 and Figure 10), preserving the building's architectural integrity and Colonial Revival character.

North and South Façades

Both side elevations are highly symmetrical, with 20 evenly spaced window openings—10 on each floor, directly aligned vertically (Photographs 3 and 4). The original windows were double-hung wood sash with a three-by-four lite configuration on both sashes (24 lites per window). The current vinyl replacements are single-hung units with fixed upper sections and operable lower sashes, featuring four-by-eight lites on the second floor and four-by-six lites on the first floor. While these replacements lack true divided lites, their overall size, spacing, and rhythm retain visual compatibility with the historic design. Between the first- and second-floor windows, painted wood spandrel panels extend horizontally between the brick piers, reinforcing the continuous visual rhythm of the fenestration. The brick veneer runs vertically between the window bays, contrasting with the horizontal spandrels.

To maintain clarity and avoid duplication, the north- and south-facing side walls of the auditorium stage projection are not included in this section. These walls form part of the rear projecting bay and are described under the East Façade section, below.

East Façade

At the east side of the building, the auditorium stage projects outward approximately twenty-five feet from the main block, forming a rectangular bay centered on the rear (east) elevation. The north and south façades of this auditorium projection are simple, utilitarian elevations that reflect the building's original functional design. Both retain their original red brick masonry laid in common bond and rest on a poured concrete foundation.

On the north façade of the auditorium projection, a single doorway at the first-floor level remains in its original position but now opens directly into the 1960 classroom addition (see "1960 Classroom Wing, Cafetorium, and Woodworking Building" below), which was built directly against the north and part of the

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east walls of this projection. Because the 1960 addition is only one story in height, the original red brick masonry and three-part wood-framed window above the doorway remain unobstructed and fully visible above the later roofline, preserving the legibility of the original fenestration pattern. Although the doorway itself is no longer visible from the exterior, the door and surrounding brickwork remain intact behind the addition.

The south façade of the auditorium projection mirrors this configuration. A matching doorway at the first-floor level opens directly to the exterior and is accessed by a short concrete landing with a metal-railed access ramp. Above the door, a three-part wood-framed window with narrow vertical multi-lite sash admits light into the same auditorium space. Both façades retain their original materials, openings, and symmetrical arrangement, reinforcing the balanced design and functional character of the auditorium projection as an integral component of the rear elevation.

Flanking the auditorium projection, at the ends of the north and south wings, are two sets of vertically aligned egress doors that provided fire exits from both floor levels (Photograph 2). The upper doors open from the second-floor corridors, while the lower doors beneath them open from the first-floor hallways. Each upper-level door leads to an exterior wood egress stair that descends to grade. The lower south door opens directly to the exterior, while the lower north door now connects to the interior hallway of the 1960 addition. The openings are framed with simple brick headers and retain their original dimensions and alignment with the building's structural bays.

The existing wood egress stairs, though likely not original, occupy the same locations as the historic fire exits required for a two-story school of this period. The northwest stair is in deteriorated condition, while the southwest stair remains usable though not in optimal repair. The east façade retains integrity of materials, design, and workmanship, clearly conveying the original massing and circulation pattern of the 1920 Banks Union High School.

Interior

The interior of the 1920 building is organized around a U-shaped, single-loaded corridor on both floors, wrapping around a two-story auditorium and gymnasium space at the center of the building (see Figure 5a). Visitors reach the main entrance by ascending a short exterior stair of three to four steps and enter through the west-facing doors into a small vestibule. From this point, an interior landing provides access to the building's main stairwell. A broad central staircase rises directly ahead to the second floor (Photograph 5), while paired side stairs on either side descend to the ground-level corridor.

The ground floor follows a U-shaped plan around the central auditorium and contains four classrooms, two along the north hallway and two along the south. Just off the stairs are two restrooms, the women's to the south and the men's to the north. At the eastern end of the north hallway, two doors provide access to adjoining spaces. The door straight ahead, on the east wall, connects to the 1960 classroom addition through an enclosed hallway, while a second door immediately to the right, on the south side of the corridor, opens directly into the central auditorium space. The south corridor ends in an exterior door on its east wall, which provides egress but no direct interior access to the auditorium.

The second floor features a similar corridor configuration around the open auditorium space below (Photograph 6). A wood balustrade atop a low wall separates the second-floor hallway from the auditorium (Photograph 8), maintaining visual connection between the two levels and reinforcing the building's original multipurpose schoolhouse design. Along this upper corridor, the south wing once housed the district superintendent's office, while the north wing contained a large conference room that for many years served as the site of school board and administrative meetings. Each wing terminates in an exterior door that opens to egress staircases at the east end. Behind the large lunette window over the west entrance is a small breakroom, accessed by a narrow interior stairway from the second floor.

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The breakroom includes a pass-through window that opens into the corridor, allowing light from the lunette to filter into the hallway.

The gymnasium/auditorium is a tall, open-volume space with period-appropriate replica light fixtures suspended from the ceiling (Photograph 7). The east end, originally designed as a stage, has since been enclosed and repurposed. A mural, painted in 1999, now adorns the east wall, flanked by green-painted wood storage doors. A south-facing exterior door provides egress, and an accessibility ramp extends along the west wall. The space continued to serve civic purposes into the twenty-first century, hosting board meetings, student performances, and community events.

Throughout the building, original materials and finishes—such as plaster walls, painted wood trim, Douglas fir flooring, and original five-panel doors—have been preserved or sensitively restored. A 1998–99 restoration project reversed most mid-century alterations and returned the interior layout and finishes to their historic condition, enhancing the building’s historic integrity.⁷

Major Additions to the 1920 Banks Union High School Building

1951 Vocational Building

Sited approximately 45 feet north of the 1920 high school, the 1951⁸ vocational building is an L-shaped, one-story structure composed of a west wing (111 feet long by 32 feet wide) facing Main Street and a north wing (116 feet long by 43 feet wide) extending east (see Figure 4a). The building has a low-pitched gable roof covered in standing-seam metal and smooth, light-toned stucco or painted concrete-block walls. Fenestration consists of horizontal bands of steel-framed windows grouped in pairs or triplets, each shaded by a metal awning, with recessed entries beneath similar canopies (Photograph 14).

The interior retains a utilitarian layout organized along central corridors, with large instructional spaces originally designed for shop, agriculture, and home economics programs. Finishes include concrete or vinyl tile floors, painted masonry or plaster walls, and acoustic tile ceilings.

Though originally constructed as a freestanding building (see Figure 20), the vocational building is now physically connected to the 1920 building and is therefore considered part of this building for the purposes of Section 5 of this nomination. A corridor at the east end links the building to the 1960 classroom wing, which in turn connects to the 1920 high school, forming a continuous educational complex. The 1951 building’s scale, roofline, and simplified detailing are compatible with the later mid-century additions that followed.

1951 Heating Plant

Located just east of the 1920 building, the 1951⁹ heating plant is a small, square utility structure constructed of poured concrete with a flat roof. The west elevation contains the primary access door, a simple metal unit with no decorative trim. Original windows remain in place, including a narrow fixed transom above the doorway and a multi-panel awning window on the south wall (Photograph 15). The building was designed strictly for mechanical use and reflects the plain, functional character of mid-century service structures on school campuses.

Though originally constructed as a freestanding building (see Figure 20), the 1960 addition was built around the 1951 heating plan and physically incorporated it into the larger school complex.

⁷ Marilyn McGlasson, interview by Nina Shurts, Banks, Oregon, July 18, 2025.

⁸ Pope, “A History of Banks Union High School,” in *Memories* (1951).

⁹ U.S. Geological Survey, *Aerial Photograph of Banks, Oregon*, flight GS-VBQ, frame 2-35 (June 21, 1954).

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1960 Classroom Wing, Cafetorium, and Woodworking Building

Adjoining the east façade of the 1920 high school building, the 1960 classroom wing introduced a modern, mid-century design vocabulary distinct from the earlier building (see Figure 4a).¹⁰ The one-story, elongated building features a distinctive sawtooth roofline composed of alternating gables that create a dynamic rhythm along the south façade (Photograph 15). The roof is surfaced with built-up membrane materials and finished with narrow metal fascia and minimal overhangs.

Exterior walls are smooth stucco or painted concrete block, finished in a light tone. The façade is defined by horizontal ribbons of aluminum-framed windows, grouped in continuous bands between structural bays, providing ample daylight and a strong horizontal emphasis. The south façade, facing Main Street, is punctuated by large panels of glazing beneath the roof peaks, while a small square utility projection marks the main 1960s-era entrance.

The interior layout follows a double-loaded corridor plan, with classrooms organized on both sides of a central hallway lined with lockers (Photograph 18). At the east end, the wing terminates in a multi-use cafetorium—a combined cafeteria, gymnasium, and auditorium—with higher ceilings and minimal glazing suited to its function (Photograph 16). Interior finishes include vinyl composition tile flooring, plaster or gypsum board walls, and suspended acoustic tile ceilings, typical of postwar school design.

The 1960 wing connects to the 1920 high school via a narrow-enclosed corridor on the west and to the 1951 vocational building on the north, establishing continuous circulation across the campus. Its design reflects the practical modernism of mid-century educational architecture while maintaining scale with the earlier buildings.

Constructed the same year as the classroom wing, the woodworking building originally stood as a freestanding instructional structure positioned near the southeast corner of the 1951 vocational building's east-projecting wing but not physically integrated with it. Its design closely followed the materials and massing typical of late-1950s school construction, with vertical grooved siding, simple rectangular proportions, and minimal detailing. During the second phase of the 1960s additions (see below), new construction filled the space between the two buildings, incorporating the woodworking structure into the expanding campus footprint. Over time, later additions were built around it, incorporating the structure on three sides and leaving only the west elevation exposed. That remaining façade displays the original vertical-slat siding and a single metal door, which together reflect the building's modest, utilitarian purpose.

1967-1968 North Classroom Wing and Gym Addition

Constructed north of and parallel to the 1960 wing, the 1967-1968 addition encloses an open central courtyard between the two wings (see Figure 21).¹¹ Like the 1960 wing, this one-story structure features the same repeating sawtooth roofline, creating a cohesive visual rhythm across the north and south sides of the courtyard. The roof is finished with narrow fascia and minimal eaves, maintaining the crisp horizontal emphasis of the 1960 design.

As part of this 1967-1968 construction phase, two new north-south corridors were introduced to connect the north wing to the 1960 south wing. On the west end, a north-south office hallway houses the school's administrative functions and creates a direct interior link between the two wings. On the east end, a gym-side corridor provides circulation along the west wall of the gymnasium, joining the north and south wings and forming the eastern leg of the complex. Together, these corridors complete a continuous circulation

¹⁰ McGlasson, interview, July 18, 2025.

¹¹ McGlasson, interview, July 18, 2025; U.S. Geological Survey, *Aerial Photographs of Banks, Oregon*, 1970.

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loop around the courtyard, integrating classrooms, offices, and athletic spaces into a single, enclosed campus plan.

This construction phase also includes an expansion that physically linked the 1951 Vocational Building, and the former woodworking building, incorporating them into a single continuous building mass.

Exterior walls are smooth stucco or painted concrete block, and horizontal bands of aluminum-framed windows echo those of the earlier wing, visually linking the additions. The north wing houses specialized rooms for music, art, and an auxiliary gymnasium, the latter distinguished by a taller roof section with clerestory glazing that admits natural light while maintaining privacy and acoustical control.

Interior finishes remain consistent with those of the 1960 addition—vinyl or tile flooring, painted masonry or plaster walls, and acoustic tile ceilings, with exposed structural beams in larger spaces such as the gym. The plan follows a linear corridor layout, providing efficient circulation and clear wayfinding.

Although physically connected to the historic core through the office hallway, the addition does not modify the form, materials, or design of the 1920 building, and therefore does not diminish its integrity or its ability to convey significance.

Late 1970s North Wing Expansion and Corridor Extension

Between approximately 1975 and 1980 (see Figure 22), a further expansion was constructed at the east end of the north (1967-1968) wing, continuing the campus's incremental growth.¹² This one-story addition doubled the depth of the east end of the north wing by introducing additional classrooms, including a dedicated art room (Photograph 19), along a newly extended corridor. The expansion continued the internal hallway eastward along the north side of the gymnasium, creating new circulation space and access to a suite of music rooms.

The addition maintains the material palette and massing of the earlier mid-century construction, with painted masonry walls, aluminum-framed windows, and a low-profile roofline compatible with adjacent structures. Interior finishes—vinyl flooring, painted block partitions, and suspended acoustic ceilings—reflect the utilitarian character of late-1970s school design.

By enlarging instructional space and redefining movement patterns around the gymnasium, the 1970s addition further consolidated the northern portion of the campus into a continuous academic complex. Although outside the period of significance, this expansion illustrates the campus's ongoing functional evolution and the district's response to increased enrollment and programmatic needs during the late twentieth century. It is sufficiently visually and physically separated from the 1920 building that it does not diminish its integrity or its ability to convey significance.

1936 GYMNASIUM (CONTRIBUTING)

Located directly south of the 1920 high school building (see Figure 4a), the 1936 gymnasium is a barrel-vaulted, wood-frame building constructed in 1936 through a Works Progress Administration (WPA) project.¹³ The building introduced the school's first dedicated indoor athletic space and created a cohesive campus arrangement with the 1920 academic building. Its simple rectangular form, curved roof profile, and bands of windows reflect common gymnasium design practices of the 1930s, emphasizing efficient construction and ample natural light. The gymnasium remains connected to the 1920 building by a covered walkway and continues to anchor the southern portion of the historic campus (Photograph 12).

¹² U.S. Geological Survey, *Aerial Photographs of Banks, Oregon*, 1970, 1975, 1980.

¹³ Hillsboro Argus (Hillsboro, OR), "WPA Employment Rules Banks Sewer Project Disappointing," January 16, 1936, 3, accessed via Historic Oregon Newspapers, <https://oregonnews.uoregon.edu/lccn/sn84006724/1936-01-16/ed-1/seq-3/>.

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The building is a barrel-vaulted, wood-frame building oriented east/west, resting on a poured concrete foundation (see Figure 13). Its exterior is clad in vertical tongue-and-groove wood siding and capped by a broad, curved roof now clad in composition shingles. A brick chimney stack rises near the center of the south roof slope, marking the location of the original heating system (Photograph 11).

The gym's massing is simple and utilitarian, defined by its sweeping arched roofline and rectangular footprint. On the west elevation, facing NW Main Street, a projecting gabled vestibule originally served as the primary entrance. This extension, which is slightly lower than the full height of the façade, features paired wood doors beneath a small, centered window grouping and is no longer in active use. The east elevation, now serving as the main entry, includes a small gabled projection with a single door that opens onto an interior landing.

Fenestration is minimal yet rhythmically arranged. The north and south elevations feature continuous rows of narrow, vertically oriented wood-framed windows placed high beneath the eaves to provide diffuse natural light while minimizing glare, an intentional design feature common to WPA gymnasiums.¹⁴ Most windows are six-lite fixed or hopper-style sash units set within painted wood surrounds. Several lower window openings on the south side have been enclosed or covered, likely during subsequent maintenance campaigns.

Interior Description

Upon entering through the east door, visitors step onto a small interior landing. From this point, one may proceed forward and up several stairs to reach the gymnasium floor, entering the space at its southeast corner, or turn right and descend a stairway leading to the basement level, which formerly housed locker rooms and bathrooms (see Figure 5b).

The main gymnasium interior features a large open space with a vaulted ceiling supported by exposed old-growth fir bowstring trusses, showcasing the craftsmanship typical of WPA construction (Photograph 13). The wood flooring remains in good condition, and three rows of raised wood bleachers extend along both the north and south sides of the court. At the east end, a former stage area has been enclosed to form a small room, while the concrete basement remains accessible and retains its original plan and utilitarian character.

Despite modest modifications, the 1936 gymnasium retains a high degree of integrity. Its location on the original campus site, design as a barrel-roofed gym with vaulted ceilings, and materials such as old-growth fir and concrete remain intact. The craftsmanship and exposed timber workmanship are clearly visible, and the building continues to convey the original feeling and educational purpose of a Depression-era public works project. Its historic association with New Deal-era federal investment in rural schools underscores its significance and contributes to the overall integrity of the Banks Union High School historic property.

OTHER ALTERATIONS AND ADDITIONS

An important mid-century event affecting the campus occurred on October 12, 1962, when the Columbus Day Storm caused the roof of a majority of the recently constructed 1960 addition to lift off the structure (see Figure 23). Repairs and reconstruction extended for approximately five months, concluding in early 1963. While these repairs restored the building to functional use, no evidence indicates that the event produced lasting architectural changes to the earlier contributing resources or altered the historic character of the 1920 high school building or 1936 gymnasium.

¹⁴ Washington State Department of Archaeology & Historic Preservation, *Rural Public Schools in Washington from Early Settlement to 1945: Multiple Property Documentation Form* (Olympia: Washington State Dept. of Archaeology & Historic Preservation, 1987), 13, <https://wisaard.dahp.wa.gov/Resource/24143>.

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During the early 1970s, following the construction of the 1960s additions, the 1920 building was repurposed for use as the Banks Junior High School. To adapt the structure for its new function and meet safety and space needs, a series of interior modifications were undertaken that substantially changed the character of some spaces while leaving the exterior largely intact.¹⁵ Most notably, the open second-level U-shaped balcony hallway overlooking the gymnasium/auditorium was walled in, converting what had been an open walkway into enclosed circulation and storage space. This modification eliminated the original visual and spatial connection between the upper hallway and the auditorium below, concealing features such as the balustrades, trim, and other decorative details.¹⁶ At the same time, the auditorium stage was removed, and the recessed stage area was enclosed to create two small offices, each accessed through the former side-stage doorways. These changes provided needed administrative and instructional space but further disrupted the proportions and architectural intent of the original auditorium. Additional modernization work during this period included the installation of dropped acoustic ceilings, fluorescent lighting, and simplified interior finishes, obscuring much of the 1920s craftsmanship.¹⁷ Contemporary photographs from August 1974, preserved in the Banks Historical Society collections, document the timing of this work and show community volunteers participating in the junior-high renovation efforts (see Figure 26).

Between 1989 and 1999, under the leadership of Superintendent Marilyn McGlasson, the district carried out a comprehensive restoration campaign aimed at recovering character-defining features of the 1920 building. The project included brick masonry repair; installation of new vinyl windows matching the historic light configuration; and selective restoration or in-kind replication of plaster walls, wood trim, and tile flooring.¹⁸ Most significantly, the restoration work reopened the second-level hallway, removing the 1970s infill and reestablishing the original open U-shaped balcony overlooking the auditorium/gymnasium. This intervention restored the historic circulation pattern and reinstated the spatial volume and visual connection intended in the 1920 design. Accessibility and life-safety upgrades were incorporated with minimal visual impact, allowing the building to meet modern standards while recovering much of its historic character and architectural integrity.¹⁹²⁰

The adjacent 1936 gymnasium has undergone comparatively few documented changes. The primary known alteration is the enclosure of the original stage area at the east end of the building to create a separate room, likely completed in the later twentieth century. The basement locker rooms were later decommissioned, and the space now functions as storage and maintenance areas. No major exterior modifications are known to have occurred.

A covered breezeway now connects the gymnasium to the 1920 building, but its construction date is not documented in available architectural or permitting records. However, historic aerial imagery provides a reliable bracket: the breezeway is absent in the 1954 U.S. Geological Survey aerial (Figure 20) but appears in the next available image from 1970. Because the breezeway aligns with circulation patterns introduced by the 1960 classroom and cafetorium addition, it was likely constructed during or shortly after

¹⁵ Washington County, *Cultural Resource Inventory: Resource No. 241/82, Banks Junior High/High School*, compiled February 1983.

¹⁶ McGlasson, interview, July 18, 2025.

¹⁷ Ibid.

¹⁸ Ibid.

¹⁹ Ibid.

²⁰ *The Independent (Vernonia, OR)*, "Banks School District Holds First Meeting in Newly Constructed Renovated Offices," September 20, 2000, 10, <https://oregonnews.uoregon.edu/lccn/sn99063827/2000-09-20/ed-1/seq-10/>.

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that phase of campus expansion. As a later connector structure, the breezeway was not added within the period of significance but does not materially affect the integrity of the 1936 gymnasium.^{21 22}

Campus-Wide Changes After the Period of Significance

Substantial alterations to the broader campus over the past eighty years have significantly changed its spatial organization, circulation patterns, and functional layout. Comparative aerial images (see Figure 6) show that during the 1920–1945 period of significance, the contributing 1920 school and 1936 gymnasium occupied the western edge of a largely agricultural parcel, with open fields directly to the east historically used for athletics, school gardens, and agricultural programming.

In contrast, the contemporary campus is densely developed and reorganized around later additions (1951, 1960, 1967–1968, late 1970s) and large modern athletic facilities located further east. Track, baseball, and football fields have been relocated and expanded; new parking areas and circulation routes have been introduced; and the spatial relationship between the historic buildings and their former grounds has been significantly altered.

These extensive post-1945 landscape and site changes fall outside the period of significance and are not associated with the architectural or educational themes that define the importance of the 1920 and 1936 buildings. For this reason, the nominated boundary is intentionally limited to the two contributing buildings and the immediate setting necessary to convey their historic character. The larger modern campus is excluded because its current configuration no longer reflects the historic spatial organization, land use, or functional relationships present during the period of significance.

INTEGRITY EVALUATION

Although the campus expanded significantly in the mid-twentieth century, the 1920 high school and its adjacent 1936 gymnasium retain their architectural integrity and remain the visual and symbolic anchors of the property.

Most of the 1920 building's primary structure, brickwork, and overall massing remain intact. The red brick veneer exterior walls, concrete foundation, and rectangular two-story form continue to express the building's Colonial Revival design. The half-moon window centered above the main entry on the west (primary) façade is the only surviving original wood window. All other window openings contain replacement vinyl single-hung units that replicate the size, spacing, and rhythm of the historic configuration but differ in muntin pattern and lack true divided lights. Despite these replacements, the fenestration pattern retains its consistent vertical and horizontal emphasis, preserving the spacing and rhythm of the façade. Painted wood spandrel panels between the first- and second-floor windows are original, flat, and unornamented, reflecting the restrained character of the design.

Although portions of the rear façade of the 1920 building are partially obscured by later connections, the historic building remains a largely free-standing and visually distinct resource. Its exterior walls, massing, and architectural character remain substantially intact. The later additions are clearly differentiated through their use of modern materials, simplified forms, and lower rooflines, and they are positioned at the sides and rear of the original building so as not to obscure its prominent west-facing primary façade or the secondary north and south façades. These additions do not alter the original design, scale, or materials of the 1920 building, allowing it to retain a high degree of integrity and distinction in form, workmanship, and style. Although the post-1945 additions fall outside the period of significance and do not embody the same historical themes, they remain visually subordinate and do not detract from the architectural or historical integrity of the original high school building.

²¹ U.S. Geological Survey, Aerial Photograph of Banks, Oregon, June 21, 1954.

²² Historic Aerials, "Historic Aerials: Viewer, 1970 Banks, Oregon," accessed November 22, 2025, <https://www.historicaerials.com/viewer>.

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The 1936 gymnasium remains intact in form, massing, and materials, including its brick exterior and arched window openings, and continues to read as a contributing component of the historic school complex. Its physical connection to the 1920 building, while not original, underscores the site's continuous development and long-term educational use.

The additions of 1951, 1960, 1967–68, and the 1970s do not significantly detract from the integrity of the 1920 building or the 1936 gymnasium. Although constructed of modern materials and reflecting mid-century educational design, these wings were placed to the north and east, where they do not obscure the buildings' primary façades or alter their form. Their low rooflines and simplified massing reinforce the visual subordination described above, maintaining a compatible relationship and ensuring that the historic portions remain dominant in scale and character. Their restrained detailing and neutral color palette maintain a compatible relationship, reinforcing the perception of a cohesive educational complex rather than visually overwhelming the original structure. Despite the changes to the 1920 and 1936 buildings, their forms, fenestration patterns, and stylistic details remain legible, preserving the architectural integrity and visual character of the historic school property.

As detailed below, the property retains integrity sufficient to convey its significance under Criteria A and C:

- **Location:** The 1920 Banks Union High School building and the 1936 gymnasium both stand in their original locations, maintaining their historic orientation along NW Main Street, the town's main thoroughfare. Together they preserve the campus's historic visibility and civic prominence within the community.
- **Design:** The 1998–99 restoration reinstated key Colonial Revival design elements of the 1920 building and reversed intrusive mid-century alterations, while the gymnasium retains its original gabled form, exposed trusses, and board siding characteristic of WPA-era construction. Later additions remain clearly differentiated and secondary in placement and scale, allowing the original design intent of the 1920 and 1936 buildings to remain legible and dominant.
- **Setting:** The overall campus setting remains intact and easily recognizable, defined by open lawns, pedestrian walkways, and proximity to NW Main Street. The spatial relationship between the 1920 school and 1936 gymnasium continues to express the historic organization of the school grounds within the town center.
- **Materials:** Both the 1920 and 1936 buildings retain a high proportion of original materials. The 1920 school's red brick masonry and much of its interior plaster walls and wood trim remain extant, while the gymnasium retains its wood framing, board siding, and most interior finishes. Replacement elements such as windows and doors have been selected to be compatible in scale, material, and appearance with the originals.
- **Workmanship:** The quality of craftsmanship remains evident in both structures. The 1920 building exhibits refined brickwork, wood trim, and classical detailing, while the 1936 gymnasium reflects the utilitarian yet durable construction associated with WPA-era public works projects.
- **Feeling:** The architectural character of both the 1920 school and the 1936 gymnasium—along with their continued use for educational and community functions—conveys the historic sense of civic pride and collective effort that defined early twentieth-century rural education.
- **Association:** The physical relationship between the 1920 school and the gymnasium embodies the evolution of Banks Union High School as the first union high school in Washington County. Their connected design and ongoing educational use reflect the statewide movement toward

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consolidated rural schooling, directly linking the property to the historic themes of community cooperation and educational reform in Oregon.²³

²³ Wolford, "Banks: Fifty Years."

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8. Statement of Significance

Applicable National Register Criteria

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

- ☒ A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- ☐ B Property is associated with the lives of persons significant in our past.
- ☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

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

Property is:

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

Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

Period of Significance

1920-1945

Significant Dates

1920: Construction of Banks Union High School

complete: seven districts united to form a union
high school.

1944: Additional district joined the Banks Union
High School District.

1945: Final five districts joined, completing the
unionization of all area school districts.

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation (if applicable)

N/A

Architect/Builder

Tourtellotte, John

Hummel, Charles

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Period of Significance (justification)

The period of significance for Banks Union High School under Criterion C (Architecture) is limited to 1920, the year the high school building was constructed, reflecting its architectural importance as a representative example of early twentieth-century Colonial Revival/Georgian Revival school design common in Oregon during this period.

Under Criterion A (Education), the period of significance extends from 1920 to 1945, encompassing the establishment of Washington County's first union high school and its continued role in the consolidation of surrounding rural districts. Planning for a union high school in Banks began as early as 1915, when state and local officials convened a public "Union High School Picnic and Rally" to discuss the establishment of a regional high school to serve multiple rural districts.²⁴ By 1919, *The Beaverton Times* reported that "Banks and surrounding districts [were] considering the same proposition," citing the community's isolation from existing high school facilities and its need for a "standard high school."²⁵ The construction of the high school was not merely coincidental to the unification of local districts—it was deliberately conceived and purpose-built to accomplish that objective. As local historian Fred Wolford later reflected in 1937, "The first improvement was the high school which was the first union high school in the county. It is composed of seven districts—Banks, Greenville, Kansas City, Harrison, Fir Grove, Manning and Hayward—and was built in 1919."²⁶ Wolford's reference to 1919 likely reflects the commencement of construction; the building was completed and opened for classes in 1920, and 1920 is therefore the beginning of the period of significance under Criterion A.

In the 1940s, additional outlying districts in Washington County, including Prickett (1944)²⁷ and Scofield, Buxton, Mead, Green Mountain, and Strassel (1945), voted to join the Banks district,²⁸ completing the regional consolidation envisioned by Oregon's 1915 standard high school law. This legislation, enacted under State Superintendent J. A. Churchill, encouraged the creation of "union" or "standard" high schools by allowing rural districts without high schools to unite for the purpose of offering a full four-year course of study and to pay tuition to such schools.²⁹ Banks Union High School was a direct outgrowth of this policy, fulfilling the state's goal of consolidating small rural districts into centralized high schools that met state accreditation standards. Following the addition of those final districts to the Banks Union High School area, the Washington County District Boundary Board completed the re-zoning of non-high-school district territories. This reorganization legally finalized the consolidation process, expanded the district's assessed valuation to more than \$2 million, and established Banks as the educational center for a broad rural region of western Washington County.³⁰ The period 1920–1945 thus reflects the school's historical significance under Criterion A, encompassing its founding, growth, and full consolidation.

Note: The gymnasium was constructed in 1936, during the period of significance, as part of the federal New Deal program, adding an architecturally and historically significant component that complemented the main school building and supported the school's expanding educational and community functions. The gymnasium was built using Works Progress Administration (WPA) funding and represents the broader statewide trend of New Deal investment in public school facilities. While similar projects are documented in the *Oregon New Deal Resources from the PWA and WPA, 1933–1943* Multiple Property Documentation Form (MPD), this

²⁴ Oregon Daily Journal (Portland, OR), "Banks Has a Gala Day on Occasion of Union School Picnic," August 28, 1915, 8, <https://oregonnews.uoregon.edu/lccn/sn85042444/1915-08-28/ed-1/seq-8/>.

²⁵ Beaverton Times (Beaverton, OR), May 2, 1919, 2, <https://oregonnews.uoregon.edu/lccn/sn96088374/1919-05-02/ed-1/seq-2/>.

²⁶ Wolford, "Banks: Fifty Years."

²⁷ Hillsboro Argus (Hillsboro, OR), "Banks and Prickett School Merger Passed," August 24, 1944, 1, <https://oregonnews.uoregon.edu/lccn/sn84006724/1944-08-24/ed-1/seq-1/>.

²⁸ Vernonia Eagle, July 5, 1945, 6.

²⁹ Morning Oregonian (Portland, OR), "State's Standard High Schools 161," November 2, 1915, 6, <https://oregonnews.uoregon.edu/lccn/sn83025138/1915-11-02/ed-1/seq-6/>.

³⁰ "County Non-High School Territory Re-Zoned Friday," *Hillsboro Argus* (Hillsboro, OR), July 19, 1945, 1, <https://oregonnews.uoregon.edu/lccn/sn84006724/1945-07-19/ed-1/seq-1/>.

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nomination does not evaluate the gymnasium's significance under the New Deal MPD context, but rather recognizes its importance for its direct role in supporting the mission of educational consolidation in Banks and its functional association with the historic high school complex.³¹

Criteria Considerations (explanation, if necessary)

N/A

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).

The historic Banks Union High School is locally significant under National Register Criteria A in the area of Education for its central role in the educational development of rural Washington County, Oregon, and under Criterion C in the area of Architecture as a representative example of early 20th-century Colonial Revival-style school architecture. Construction began in 1919, with the school opening in 1920, the same year the city of Banks was incorporated.³² The school was Banks's first designated high school and the first union high school in Washington County, uniting seven rural districts to provide improved local access to secondary education.³³ At a time when the union high school model was still new in Oregon and the formation of such districts remained limited and challenging, Banks's successful establishment of a union high school represented a forward-thinking approach to expanding educational access in rural Washington County. The effort drew statewide attention: Oregon Governor Withycombe attended a 1915 rally in Banks promoting the proposal,³⁴ and within a few years Principal J. F. Santee was invited to speak at educational conferences about the school's pioneering success.³⁵ As a representative of the Colonial Revival/Georgian Revival school type, the building reflects common Progressive Era ideals in school design: symmetrical massing, a formal central entry, multi-pane windows, brick veneer over a wood-frame structure, and classical detailing such as Tuscan pilasters. These features convey permanence, civic pride, and order, traits considered important in school architecture of the period. The period of significance spans 1920–1945, encompassing the school's construction, early consolidation, and maturation as a union high school—its most formative and historically significant era. The property retains integrity in location, design, materials, workmanship, feeling, and association, with no applicable criteria considerations.

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

Historical Background of Banks

The Banks community's roots trace back to the mid-nineteenth-century colonization of the Tuality Plains, formerly inhabited by the Atfalati people, who were displaced following the 1855 Dayton Treaty and relocated to the Grande Ronde Reservation.³⁶ Oregon Trail pioneers such as the Wilkes family took advantage of the Donation Land Act of 1850, claiming and developing homesteads that attracted more settlers and led to the establishment of rural schools by the 1850s.

³¹ Oregon State Historic Preservation Office, *Oregon New Deal Resources from the PWA and WPA, 1933–1943: Multiple Property Documentation Form* (Salem, OR: Oregon State Historic Preservation Office, 2010; amended 2022), https://www.oregon.gov/oprd/OH/Documents/OR_Statewide_OregonNewDealResourcesFromThePWAandWPA%2C1933-1943MPD.pdf.

³² Eunice Pope, "A History of Banks Union High School," in *Memories* (Banks High School yearbook, 1951); Oregon Secretary of State, "Incorporated Cities: Banks," *Oregon Blue Book*, accessed November 24, 2025, <https://sos.oregon.gov/blue-book/Pages/local/cities/a-d/banks.aspx>.

³³ Wolford, "Banks: Fifty Years."

³⁴ Morning Oregonian (Portland, OR), "Governor to Go to Banks," August 19, 1915, 6, <https://oregonnews.uoregon.edu/lccn/sn83025138/1915-08-19/ed-1/seq-6/>.

³⁵ Aurora Observer (Aurora, OR), "Hundreds Hear Talk on Unionizing Schools," March 24, 1921, 1, <https://oregonnews.uoregon.edu/lccn/sn96088478/1921-03-24/ed-1/seq-1/>.

³⁶ Newton, *Banks: A Town on the Move*.

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Early education in the area was informal and centered around log schoolhouses, including Greenville School District No. 12 (established 1851) and Wilkes Point District No. 13 (established 1864), which served students of various ages and were staffed by local teachers.³⁷ These schools were critical community centers, hosting social, political, and religious functions in addition to classroom instruction.

The town of Banks itself emerged in the early twentieth century following the arrival of the railroad, which bypassed Greenville and shifted commercial activity northward to Wilkes's settlement. Entrepreneur Montgomery "Gum" Turner built the first general store in 1901, and with the establishment of a post office in 1902, Banks was officially named, setting the stage for sustained growth in commerce, logging, and agriculture.³⁸

By the early twentieth century, Banks was a thriving agricultural and logging community (see Figure 8). Dairy farming was a leading economic driver, with local creameries producing cheese and butter, although small farmers often struggled to compete with larger operations in neighboring towns. Logging camps and sawmills were numerous in the surrounding area, employing many residents who balanced life between forest work and farming. Hog farming and the cultivation of hay and oats also supplemented the local economy, while small-scale fruit and nut orchards supported family needs. This mix of occupations reflected a self-sufficient, close-knit community rooted in resource-based industries.³⁹

Responding to a growing population and evolving educational standards, Banks replaced its one-room schoolhouse with a modern, multi-classroom grade school around 1905.⁴⁰ In the years that followed, the community continued to pursue educational improvement, demonstrating a clear desire to expand and to meet the rising state standards of the era. Under Oregon's early twentieth-century education reforms, "Standard School" designation recognized schools that met specific state criteria for curriculum, facilities, sanitation, and teacher qualifications.⁴¹ By 1919, local newspapers reported that "Banks and surrounding districts [were] considering [forming a union high school]," noting that these were "quite isolated from high school privileges and really need standard high schools."⁴² This article underscores the community's awareness of its educational isolation and its determination to meet state standards. Its efforts demonstrate a community deeply invested in education as a cornerstone of civic life and economic opportunity.

CRITERION A: EDUCATION

Significance Overview

Banks Union High School is locally significant under Criterion A in the area of Education for its pivotal role in transforming rural secondary education in Washington County. Designed by the Boise-based firm Tourtellotte & Hummel (see Figure 9) and constructed between 1919 and 1920, it was the first union high school in the county and among the earliest in Oregon, established just as the state began promoting standardized and consolidated secondary education.⁴³ Its creation coincided with a statewide movement to expand rural education through district consolidation, a process that embodied Progressive-Era ideals of centralization, efficiency, and equal opportunity, demonstrating how small farming communities could modernize through cooperation. Within weeks of the union vote, the district initiated the construction process; on August 15, 1919, the *Morning Oregonian* reported that bids were being advertised for a \$25,000 brick high school slated to begin

³⁷ Ibid.

³⁸ Ibid.

³⁹ Ibid.

⁴⁰ Ibid.

⁴¹ "State's Standard High Schools 161," *Morning Oregonian* (Portland, OR), November 2, 1915, 6,

<https://oregonnews.uoregon.edu/lccn/sn83025138/1915-11-02/ed-1/seq-6/>.

⁴² "County will Honor Graduates," *Beaverton Times* (Beaverton, OR), May 2, 1919, 2,

<https://oregonnews.uoregon.edu/lccn/sn96088374/1919-05-02/ed-1/seq-2/>.

⁴³ Charles Abner Howard, "A History of High School Legislation in Oregon to 1910," *Oregon Historical Quarterly* 24, no. 3 (1923): 229–31; Wolford, "Banks: Fifty Years."

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construction in September,⁴⁴ underscoring how rapidly Banks translated policy into physical infrastructure. Drawing first from seven rural districts and later absorbing six more during the 1940s, Banks provided farm families with standardized instruction, vocational training, and civic programming once available only in larger towns, reshaping educational and social life across the county.

Before consolidation, rural children around Banks had limited access to education beyond the eighth grade. The 1926 *Memories* yearbook recalled that early settlers' children attended a one-room school where "about fifteen pupils were taught," with terms of only five months, and "a person hardly ever attended school after he was fourteen years of age." Education was often secondary to clearing land, and travel to larger towns for schooling was slow and difficult. The yearbook observed that "as time passed, the land was cleared and the country became more thickly populated," making communication and transportation easier and allowing the community to sustain a modern high school. It concluded, "Later, when it was seen that higher education was necessary, a Union High School was erected at Banks."⁴⁵

This firsthand recollection captures the transformation from scattered pioneer education to organized public schooling and shows why a union high school met both practical and social needs. It allowed farm families to keep their children close to home while offering the academic and vocational training required by a modern economy. The school quickly became the primary means by which rural students could obtain accredited secondary education, influencing later district organization throughout Washington County.

Regional Context and the Standard School Movement

Oregon's shift toward consolidated rural education developed gradually over more than a decade of legislation and experimentation. In 1907, Oregon first authorized adjoining districts to unite for secondary education and levy taxes across a combined territory, as reported in the *Oregon City Courier*.⁴⁶ The statutes, publicly explained by Crook County Superintendent C. B. Dinwiddie, first allowed adjoining districts to unite "for high-school purposes only." Dinwiddie emphasized that such schools must match the quality of county high schools to merit tax support, warning that isolated rural districts could not sustain effective education without cooperation. His argument, that joint organization promoted both fiscal stability and academic parity, became the foundation of Oregon's rural education policy.⁴⁷

A 1908 law, reported in the *Oregon City Courier*,⁴⁸ clarified petition procedures, boundary-board approval, and shared taxation for creating union high school districts. This legislation provided a legal framework enabling small farming communities to pool resources and jointly fund a central school offering complete secondary instruction. Together, these early measures established the administrative and financial groundwork that made Banks's later unionization possible.

By 1915, Oregon had refined both its union school laws and its expectations for educational quality. State Superintendent J. A. Churchill advanced the "Standard School" movement to ensure that rural and urban districts alike adhered to measurable benchmarks for facilities, staff, and curriculum. As reported in the *Morning Oregonian*, the state now recognized 161 "standard" high schools meeting strict criteria: each offered a four-year program, maintained a library of at least 250 reference volumes (including an encyclopedia and dictionaries), employed certified high school teachers, and followed the State Board's approved course of study.⁴⁹

⁴⁴ "Banks Plans New School." *Morning Oregonian* (Portland, OR). August 15, 1919.

<https://oregonnews.uoregon.edu/lccn/sn83025138/1919-08-15/ed-1/seq-7/>.

⁴⁵ *Memories* (Banks Union High School yearbook, 1926), "History of Vicinity."

⁴⁶ *Oregon City Courier* (Oregon City, OR), May 17, 1907, 1,

<https://oregonnews.uoregon.edu/lccn/sn00063698/1907-05-17/ed-1/seq-1/>.

⁴⁷ *Crook County Journal* (Prineville, OR), "Union High Schools Explained by Superintendent Dinwiddie," May 30, 1907, 1, <https://oregonnews.uoregon.edu/lccn/sn00063661/1907-05-30/ed-1/seq-1/>.

⁴⁸ *Oregon City Courier*, May 17, 1907, 1.

⁴⁹ "State's Standard High Schools 161," *Morning Oregonian*, November 2, 1915.

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Districts maintaining “standard” schools could receive tuition payments for students from areas without high schools, an incentive that linked state funding directly to quality and access. Few schools of the era achieved both “union” and “standard” designation, underscoring the exceptional achievement of Banks when it opened in 1920. Together, the dual systems of unionization and standardization provided the financial and academic mechanisms that made rural consolidation feasible. When Banks began organizing in 1915 and constructed its new building in 1919–1920, it did so squarely within this statewide reform framework, combining the efficiency of the union model with the academic credibility of a standard high school (see Figure 7). The resulting 1920 building thus represents not only architectural refinement but the physical outcome of these statewide reforms, serving as an enduring symbol of Oregon’s Progressive-Era commitment to equal educational opportunity.

Union School Model and Community Impact

Public enthusiasm for the idea of a union high school in Washington County was evident at a Union High School Picnic and Rally held in Banks on August 25, 1915. Governor James Withycombe, county and state education officials, and delegations from more than a dozen rural districts surrounding the town of Banks, all within Washington County, including Banks, Harrison, Prickett, Manning, Roy, Greenville, Kansas City, Shearer, Buxton, Mountindale, Mead, and Hayward, attended the event, which the *Oregon Daily Journal* described as a “gala celebration of rural progress.”⁵⁰ State and local leaders promoted consolidation as a practical means of securing modern secondary education. Governor Withycombe and Superintendent R. B. Harner urged farmers to “co-operate for the sake of their children’s future.” Local leaders W. B. Munford and W. B. Warfield of the Banks Commercial Club emphasized that consolidation promised equal access to high-school education and reduced costs through shared taxation. For rural families, the appeal was both practical and ideological: their children could obtain a modern education without leaving home, while their town would gain recognition as a forward-looking community. The rally framed the school as a shared regional investment, galvanizing residents around a shared vision of opportunity and collective advancement.⁵¹

By 1919, this vision had translated into concrete action. A May 2, 1919, *Beaverton Times* article reported that Sherwood, Middleton, and Cipole districts had already circulated petitions for the formation of a union high school, and that “Banks and surrounding districts” were likewise considering the same proposition. The newspaper noted that these rural areas were “quite isolated from high school privileges” and “really need[ed] standard high schools,” underscoring the persistent educational inequities that consolidation sought to remedy.⁵²

On June 17, 1919, seven Washington County districts (Banks, Greenville, Kansas City, Harrison, Fir Grove, Manning, and Hayward) participated in the vote to form a union high school, with six voting in favor and one opposed.⁵³ Despite the single dissenting vote, the measure passed, and all seven districts became part of the new union high school at Banks, the first in Washington County. Contemporary newspaper coverage emphasized the significance of the decision for rural education and noted the strong regional support for locating the county’s first union high school at Banks.⁵⁴

According to early administrative records, the school site was acquired from H. C. and Lorinda Woodman and formally conveyed to Union High School District No. 1 in a deed recorded by the Washington County Clerk on February 7, 1920 (see Figure 26).⁵⁵ The districts issued bonds and commissioned Tourtellotte & Hummel to design a dignified two-story Colonial Revival building.⁵⁶ By January 1920, the school opened as a fully

⁵⁰ *Oregon Daily Journal*, August 28, 1915, 8.

⁵¹ *Beaverton Times*, May 2, 1919, 2.

⁵² *Ibid.*

⁵³ *Morning Oregonian* (Portland, OR), “Banks Gets Union High School,” June 18, 1919, 7, <https://oregonnews.uoregon.edu/lccn/sn83025138/1919-06-18/ed-1/seq-7/>.

⁵⁴ *Oregon Daily Journal*, August 28, 1915; *Beaverton Times*, May 2, 1919.

⁵⁵ Washington County, Oregon, Record of Conveyances, pp. 318–319, deed from H. C. and Lorinda Woodman to Union High School District No. 1, filed February 7, 1920 (photocopy), Banks Historical Society Archives.

⁵⁶ Tourtellotte & Hummel, *Concept Drawing for Banks Union High School*, architectural rendering, n.d., Banks Historical Society Archives, Banks, Oregon.

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accredited four-year institution offering both academic and vocational curricula. Students immediately joined the Oregon High School Debating League and participated in Industrial Clubs for livestock, sewing, and agriculture supported by the Farm Bureau and Smith-Hughes Act programs, activities that connected Banks students to a statewide culture of academic competition and reform-minded civic participation.⁵⁷

The 1922 *Memories* yearbook reveals that within two years the school had developed a rich extracurricular life, including boys' and girls' basketball teams, a track team, and other student organizations, reflecting the holistic educational ideals of the Progressive Era.⁵⁸ By this time, enrollment had already grown significantly from the school's inaugural year, evidence of its swift regional influence and community support. Together, these activities established the school as a combined educational and social center (see Figure 16).

Local Leadership and Expansion

By 1921, Banks had become a model for other Oregon towns. Principal J. F. Santee's leadership extended far beyond his own district. That year, he joined Governor James Withycombe and members of the State Board of Education on a statewide speaking tour promoting the benefits of the new union high school model. At a major rally in Aurora (40 miles southeast of Banks) attended by more than 700 people, Santee stood alongside H. E. Elliott of the State Board of Education and H. S. Goodwin of Gresham Union High School No. 2 to explain "how the Banks Union High School was organized, how they solved these consolidation problems, and secured larger revenues,"⁵⁹ referring primarily to shared taxation across a larger district and through state-supported tuition payments available only to accredited high schools.⁶⁰

Newspaper coverage described the Aurora gathering as one of the largest educational meetings ever held in that region, with participants from multiple counties seeking guidance on how to replicate Banks' success. Santee's inclusion alongside state officials demonstrated statewide recognition of Banks's organizational model. His account of Banks's achievements illustrated the practical success of Oregon's consolidation laws, demonstrating how a cooperative, tax-supported model could elevate educational quality even in small farming communities. Santee's presence on the program, appearing with the Governor himself, demonstrated that Banks Union High School was already recognized statewide as a pioneering model of rural educational reform. His willingness to remain after the event to advise local committees further illustrates his personal commitment to spreading the union-school concept throughout Oregon. Through his advocacy, Banks's example evolved from a local experiment to a regional template for rural modernization, reinforcing the school's broader legacy within Oregon's Progressive-Era educational transformation.

Regional Influence and Consolidation

Banks's 1919 vote to establish a consolidated high school marked a turning point in Washington County's educational landscape. Designated Union High School District No. 1, Banks was the earliest organized example of the union model in the county.⁶¹ Its success quickly drew regional attention. By 1926, the *Hillsboro Argus* reported that Hillsboro was preparing to organize its own union high school and explicitly pointed to Banks as the model demonstrating that consolidation could stabilize—or even lower—tax burdens.⁶² Meanwhile, discussions were already underway in Tigard (approximately 26 miles southeast of Banks), which by the mid-1920s advanced plans that ultimately resulted in the formation of Union High School District No.

⁵⁷ Banks Union High School Debate and Industrial Clubs Records, 1920–1921, referenced in *Memories* Yearbook (1922), Banks Union High School, Banks, Oregon.

⁵⁸ *Memories* (Banks Union High School, 1922), "Athletics" and "Clubs."

⁵⁹ *Aurora Observer* (Aurora, OR), "Hundreds Hear Talk on Unionizing Schools," March 24, 1921, 1.

⁶⁰ *Oregon City Courier* (Oregon City, OR), May 17, 1907, 1,
<https://oregonnews.uoregon.edu/lccn/sn00063698/1907-05-17/ed-1/seq-1/>.

⁶¹ "Banks Gets Union High School," *Morning Oregonian*, June 18, 1919.

⁶² "No Tax Levy in Union High School Until Voted," *Hillsboro Argus* (Hillsboro, OR), April 15, 1926, 1, 3,
https://oregonnews.uoregon.edu/lccn/sn84006724/1926-04-15/ed-1/seq-3/print/image_486x817_from_0,3456_to_2093,6975/.

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2.⁶³ In 1928, voters in Hillsboro (approximately 12 miles southeast) formally followed with Union High School District No. 3, adopting centralized administration, shared transportation, and unified curricular planning already proven in Banks.⁶⁴ Together, these developments confirmed that Banks's early experiment became the prototype for countywide modernization in public secondary education.

For rural families, the change brought by consolidation was transformative. Before unionization, attending high school often required long daily travel or temporary boarding in town, since few rural families owned automobiles and rural roads were frequently poor. As contemporary reports emphasized, many outlying districts were "quite isolated from high school privileges," leaving some rural teenagers unable to attend high school at all.⁶⁵ Educators across the state recognized these inequities. As one 1921 discussion of unionization argued, "Communities should no longer be measured by the old district boundary lines for school purposes," noting that improved roads, telephones, and rural routes were beginning to make centralized secondary education feasible.⁶⁶

The establishment of union high school districts made regular attendance both possible and practical. Reformers stressed that transportation was central to this new model: free conveyance "brought the school to the homes of the children" and reduced the need for students to board in town.⁶⁷ By the mid-1920s, rural residents themselves described transportation as the deciding factor in whether their children could remain at home during the school year; one Hillsboro-area parent insisted that a union high school must include his ranch "so that his girls could be home at night," and warned he would move otherwise.⁶⁸ Newspapers underscored that transportation in a union district "cut down the necessity for their staying in town and paying board and room" and allowed students to be "under the supervision of their parents" each evening.⁶⁹ A district-operated bus system was established for Banks Union High School within the school's first decade, allowing students from surrounding rural districts to commute daily rather than boarding in town. Early photographs show the school's first motorized bus in regular use by the late 1920s–early 1930s, demonstrating how transportation infrastructure made the union high school model workable for families dispersed across the countryside (see Figure 11).

This wave of rural consolidation reshaped Washington County's educational landscape. Across the United States in the early twentieth century, educational reformers and state agencies increasingly promoted the replacement of small, isolated districts with larger cooperative systems, observing that "the most dramatic change in school district organization has occurred through consolidation" as improvements in roads, transportation, and state policy made centralized high schools newly accessible.⁷⁰ Washington County followed this broader pattern as its rural communities organized or joined union high school districts to secure reliable access to accredited secondary instruction.⁷¹ Two decades later, even the county's largest city, Beaverton, looked to the successes of earlier rural union high schools when proposing its 1944 plan to consolidate fourteen surrounding districts, explicitly citing the financial efficiencies and equitable access

⁶³ "Tigard Union High Will Be Voted On," *Hillsboro Argus*, November 13, 1924, 1, https://oregonnews.uoregon.edu/lccn/sn84006724/1924-11-13/ed-1/seq-1/print/image_614x817_from_2869,1999_to_5522,5528/.

⁶⁴ "Notice of Special School Meeting," *Hillsboro Argus*, February 16, 1928, 10, https://oregonnews.uoregon.edu/lccn/sn84006724/1928-02-16/ed-1/seq-10/print/image_609x817_from_2605,4040_to_5211,7532/.

⁶⁵ *Beaverton Times*, May 2, 1919, 2.

⁶⁶ *Aurora Observer*, March 24, 1921, 1.

⁶⁷ *Ibid.*

⁶⁸ *Hillsboro Argus* (Hillsboro, OR), "The Union High School," April 29, 1926, 4, <https://oregonnews.uoregon.edu/lccn/sn84006724/1926-04-29/ed-1/seq-4/>.

⁶⁹ *Ibid.*, 4.

⁷⁰ James L. Smith, *School District Consolidation: History, Analysis, and Recommendations* (ERIC Document ED512638, 2010), 4–5.

⁷¹ Terry E. Spradlin, Fatima R. Carson, Sara E. Hess, and Jonathan A. Plucker, "Revisiting School District Consolidation Issues," *Education Policy Brief* 8, no. 3 (Summer 2010).

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demonstrated by Banks and other early adopters.⁷² These comparisons underscore Banks Union High School's pioneering status and lasting influence: through its early adoption and sustained example, the school helped establish a model that shaped local policy for generations.

WPA-Constructed Gymnasium and Community Role

During the Great Depression, the Works Progress Administration (WPA) funded construction of a new gymnasium adjacent to the 1920 Banks Union High School building.⁷³ Local reports from January 1936 described the basement excavation as nearly complete, pending administrative approval in Portland, showing how closely the project was monitored and how eagerly the community followed its progress.⁷⁴ The project provided employment for local laborers while expanding the school's facilities for physical education, assemblies, and public gatherings. Its approval under the WPA program linked Banks to a nationwide federal initiative to modernize educational infrastructure, stimulate local economies, and restore civic morale during the depths of the Depression.

Although few records survive from the 1930s and early 1940s, later Banks High School yearbooks and photographs from the late 1940s and 1950s show how the gym became the center of school and community life. The large vaulted space hosted basketball games, wrestling matches, and school dances that drew students and families from across the district. In 1948, photographs show a boxing ring set up in the gym for the school's boxing team,⁷⁵ and by the mid-1950s both boys' and girls' tumbling teams were performing there.⁷⁶ The elevated stage was used for plays, musical programs, and assemblies, transforming the gym into an all-purpose gathering place for educational and civic events (see Figure 15).

These later records demonstrate that the gymnasium continued to serve the same social and educational purposes that had inspired its construction. In this way, the gym carried forward the cooperative and community-centered ideals that had defined the school's founding two decades earlier. Built through federal investment and sustained by local participation, the gym remained a focal point of community identity and activity for decades (**see Figure 15**). As both a New Deal project and a local gathering space, it bridged government programming and small-town civic tradition, embodying the shared values that had guided the creation of Banks Union High School twenty years earlier.⁷⁷

Final Phase of Consolidation (1944–1945)

By the mid-1940s, Banks's early experiment had become a countywide standard, and additional districts were consolidated into Banks Union High School. On January 6, 1944, representatives from nine nearby districts, including Mountindale, Meacham, Mead, Green Mountain, Scofield, Buxton, Roy, and Bacona, met at Banks Union High School with County Superintendent Austin Scrafford to discuss the possibility of consolidation. Scrafford noted that most students from those districts already attended Banks and estimated that, if all nine formally joined, the district's assessed valuation could rise from \$1,153,530 to more than \$2,000,000.⁷⁸

Although this meeting was exploratory and did not produce immediate boundary changes, consolidation began later that year. On August 15, 1944, the Prickett and Banks districts approved a merger by a combined vote of

⁷² *Hillsboro Argus* (Hillsboro, OR), "Beaverton Union High School Plan Election Slated," April 6, 1944, 1, accessed via Historic Oregon Newspapers.

⁷³ "WPA Employment Rules Banks Sewer Project Disappointing," *Hillsboro Argus* (Hillsboro, OR), January 16, 1936, 3, <https://oregonnews.uoregon.edu/lccn/sn84006724/1936-01-16/ed-1/seq-3/>.

⁷⁴ *Ibid.*

⁷⁵ *The Chief* (Banks High School, Banks, OR), 1948, *Banks High School Library*.

⁷⁶ *The Chief* (Banks High School, Banks, OR), 1954, *Banks High School Library*.

⁷⁷ *The Chief* Yearbooks (Banks Union High School, 1948–1956), photographic documentation of gym use, Banks High School Library.

⁷⁸ *Hillsboro Argus* (Hillsboro, OR), "Consolidation with Banks Union High School Considered at Meet Thursday," January 13, 1944, 14, <https://oregonnews.uoregon.edu/lccn/sn84006724/1944-01-13/ed-1/seq-14/>.

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23 to 19, with both communities supporting the proposal.⁷⁹ The following year saw more significant changes. On July 5, 1945, the *Vernonia Eagle* reported that five districts (Scofield, Buxton, Mead, Green Mountain, and Strassel) voted 64 to 4 to consolidate with the Banks Union High School district, and that Banks voters approved their admission by a vote of 27 to 0.⁸⁰ Two weeks later, the Washington County District Boundary Board confirmed the addition of these same five districts, reporting that the mergers increased Banks Union High School's assessed valuation by \$456,036.87, bringing the total to \$2,122,649.39 and reducing the county's remaining non-high-school territory by more than half.⁸¹

These changes occurred within a broader effort to incorporate rural districts across Washington County into union high school territories. Throughout 1944 and 1945, the *Hillsboro Argus* reported ongoing rezoning and reorganization, and Superintendent Scrafford expressed hope that all remaining districts would eventually be incorporated into union high school territories. Banks, which had pioneered this model nearly thirty years earlier, emerged from this phase of consolidation as the administrative and geographic anchor of northern Washington County's education system (see Figure 12).

Although much of this progress can be measured in numbers, its social and cultural meaning was equally significant. The final consolidations unified the surrounding rural communities under a single educational identity, strengthening local pride and extending opportunities for secondary education to every farm family within the district.

Through these actions, the Banks district completed the long arc of consolidation begun at the 1915 Union High School Rally, establishing itself as the cornerstone of Washington County's unified public education system. The 1945 consolidation marked not only an administrative milestone but also the realization of a three-decade community vision, providing clear proof that cooperation and shared investment could permanently transform the educational landscape of rural Oregon.

Conclusion

Banks Union High School stands as a tangible expression of Oregon's Progressive-Era commitment to public education as a means of social and civic advancement, particularly in rural areas where access to accredited secondary schooling had long been limited and uneven. As late as the 1910s, northern Washington County's rural districts remained "isolated from high school privileges," forcing families to rely on long travel or tuition payments to send older children to established high schools in towns like Forest Grove or Hillsboro.⁸² Banks Union High School offered an unprecedented alternative within a predominantly agricultural landscape. From its 1915 rally and 1919 consolidation vote through the 1920 opening, construction of the 1936 gymnasium, and the final 1944–1945 consolidations, the school represents this portion of Washington County's transformation from a scattered network of one-room schools into a unified and equitable system of secondary education. Its early success demonstrated that small rural communities could sustain academically rigorous and socially vibrant institutions through cooperation, shared taxation, and civic engagement.

As Washington County's first union high school, and among the earliest in Oregon, Banks Union High School provided a practical model that neighboring rural districts would emulate over the next two decades. Its creation showed that even small agricultural communities, separated by long distances and poor roads, could join together to support a fully accredited secondary program. The school's enduring role as both an educational and social hub linked generations of farm families through graduation ceremonies, community events, and athletic traditions that reinforced local identity. Within a predominantly rural setting where churches, grange halls, and schoolhouses often served as the primary gathering places, Banks Union High

⁷⁹ *Hillsboro Argus* (Hillsboro, OR), "Banks and Prickett School Merger Passed," August 24, 1944, 1, <https://oregonnews.uoregon.edu/lccn/sn84006724/1944-08-24/ed-1/seq-1/>.

⁸⁰ *Vernonia Eagle*, July 5, 1945, 6.

⁸¹ "County Non-High School Territory Re-Zoned Friday," *Hillsboro Argus* (Hillsboro, OR), July 19, 1945, 1, <https://oregonnews.uoregon.edu/lccn/sn84006724/1945-07-19/ed-1/seq-1/>.

⁸² *Beaverton Times*, May 2, 1919, 2.

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School functioned as a central civic anchor, drawing scattered communities into a shared public life. The 1936 gymnasium embodied these same civic ideals, extending federal investment into local life and ensuring that the building continued to serve as the literal and symbolic heart of the district.

In summary, Banks Union High School meets Criterion A in the area of Education for its pioneering role in transforming rural schooling and for illustrating how early twentieth-century communities used education to shape civic identity and regional progress. Its physical and social legacy testify to the lasting power of cooperation in defining the educational character and cohesion of northern Washington County.

CRITERION C: ARCHITECTURE

Architectural Significance of the 1920 High School

Banks Union High School is locally significant under Criterion C as a well-preserved and representative example of early-twentieth-century Colonial Revival institutional architecture with Georgian Revival detailing. Completed in 1920, the two-story brick building embodies a regional interpretation of academic classicism widely adopted for educational and civic architecture during the Progressive Era. While designed by the Boise-based firm Tourtellotte & Hummel, identified as architects on a historic rendering held by the Banks Historical Society (Figures 1, 7),⁸³ the structure's primary significance lies not in its association with its designers but in its faithful execution of prevailing national standards for modern, healthful, and dignified school design.

The building's symmetrical façade, flat roofline, low parapet, and recessed central entrance bay framed by Tuscan pilasters and topped with a semicircular lunette window reflect characteristic traits of the Colonial Revival and Georgian Revival Styles. The classrooms flanking the entrance project slightly forward, emphasizing the recessed central mass and creating a sense of depth, while the parapet above the entry accentuates the entrance and balances the broad composition. The use of red-brick veneer in common bond, coupled with a concrete foundation and restrained ornamentation, conveys permanence and civic pride while maintaining functional efficiency appropriate for a small-town high school.

The building's design also reflects Progressive Era standards for educational design. Tall, grouped sash windows in the north and south classroom wings admit abundant, even natural light, ensuring bright interiors throughout the day. Tuscan columns reference Greek and Roman culture, considered the basis for a Classical education, and the auditorium provides space for varied academic and educational programming. Overall, the building's composition expresses the order, illumination, and cleanliness valued by Progressive-Era educators, making it an excellent example of its architectural type within Washington County.

Architectural Context: Colonial Revival and Georgian Revival in Progressive-Era Schools

The Colonial Revival style emerged in the late nineteenth century as Americans sought to revive architectural traditions associated with the nation's founding era.⁸⁴ Georgian Revival, a more formally ordered subset emphasizing strict symmetry and classical detailing, became especially prominent in civic and educational buildings between 1900 and 1930.⁸⁵ By combining historic stylistic cues with modern construction methods, these modes offered visual dignity and symbolic continuity that reassured the public that education rested on stable cultural foundations.⁸⁶ These ideals were closely aligned with broader City Beautiful principles that encouraged civic architecture to embody classical order, beauty, and restraint as a means of promoting public

⁸³ "Tourtellotte & Hummel, Architects, Concept Drawing for Banks Union High School," architectural rendering, n.d., Banks Historical Society Archives, Banks, Oregon.

⁸⁴ U.S. General Services Administration, "Explore by Architectural Style: Colonial Revival (1900–1940)," accessed October 29, 2025, <https://www.gsa.gov/real-estate/historic-preservation/explore-historic-buildings/explore-by-architectural-style>.

⁸⁵ Virginia Department of Historic Resources, *Classic Commonwealth: Virginia Architecture from the Colonial Era to 1940, Style Guide* (Richmond, VA: Department of Historic Resources, 2015), 22–23, https://www.dhr.virginia.gov/pdf_files/Classic_Commonwealth_Style_Guide.pdf.

⁸⁶ U.S. General Services Administration, "Colonial Revival (1900–1940)."

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virtue. Although Banks is modest in scale compared to urban examples, it participates in this same national movement that linked architectural beauty with ethical and educational uplift. Schools, courthouses, and libraries constructed in the Colonial Revival idiom projected moral order and civic virtue through their balanced proportions, centered entrances, and disciplined detailing.⁸⁷ In this respect, Banks Union High School embodies the essential visual vocabulary of the style—symmetry, classical restraint, and a dignified central entry—despite its rural setting and modest size.

In Oregon, as in many parts of the United States, Colonial Revival and Georgian Revival school buildings frequently featured brick construction, symmetrical façades, hipped or flat roofs, and large double-hung sash windows.⁸⁸ Progressive-Era reformers and architects considered such features essential to creating healthy learning environments (see following section) and also believed that the visual dignity of school buildings played a direct role in shaping character. As one writer in *Scribner's* magazine observed in 1901, schools designed with “symmetry, order, restraint, and dignity” provided children with an “unconscious aesthetic education” through exposure to buildings that were “rightly, honestly, and beautifully done.”⁸⁹

Banks Union High School's balanced primary façade, regular fenestration, and dignified entrance treatment embody the restrained classical vocabulary typical of Colonial Revival and Georgian Revival school buildings. Taken together, these features demonstrate that Banks Union High School was fully aligned with contemporary national trends in educational architecture, even as it served the rural communities of western Washington County.

Progressive-Era Educational Standards and the Influence of Mills (1915)

Building on this broader architectural context, the design of Banks Union High School closely parallels the national standards set forth in *American Schoolhouses* (1911) by Fletcher B. Dresslar and *American School Building Standards* (1915) by architect Wilbur T. Mills, two of the most influential handbooks of their day. Dresslar and Mills codified Progressive-Era ideals emphasizing health, sanitation, safety, and effective pedagogy through architecture. Mills cautioned that “no more than two stories above the basement are advisable,” warning that taller buildings posed both fire hazards and physical strain, especially for “young growing girls,” who, he wrote, might suffer “serious troubles ... by too frequent climbing of stairs.”⁹⁰ Banks Union High School's two-story configuration directly conforms to this recommendation, reflecting how national health and safety guidance informed even rural Oregon school construction during the early twentieth century.

Mills also recommended that lower-level instructional spaces be used only if they were “clean, well-lighted, and hygienic,” and that every standard applied to upper-story classrooms “applies also to the basement.”⁹¹ The ground floor of Banks Union High School, which originally housed manual-training and domestic-science rooms, reflects these principles. Dresslar too stressed the hygienic and civic value of orderly, well-proportioned buildings, arguing that school architecture should promote “cleanliness, healthfulness, and efficiency.”⁹² Accordingly, Banks Union High School's high ceilings, wide corridors, and large windows provide ventilation throughout the structure, ensuring bright, airy teaching environments consistent with Progressive Era ideals of healthful education.

Natural lighting and orientation were also central to Progressive Era standards for school design. Dresslar emphasized that proper window placement, adequate glass area, and well-lit interiors were fundamental to

⁸⁷ Virginia Department of Historic Resources, *Classic Commonwealth*, 22–23.

⁸⁸ National Park Service, “Colonial Revival Architecture,” accessed October 29, 2025, <https://www.nps.gov/articles/colonial-revival-architecture.htm>.

⁸⁹ Terry E. Spradlin, Fatima R. Carson, Sara E. Hess, and Jonathan A. Plucker, “Revisiting School District Consolidation Issues,” *Education Policy Brief* 8, no. 3 (Summer 2010).

⁹⁰ Wilbur T. Mills, *American School Building Standards* (Columbus, OH: Franklin Educational Publishing Company, 1910), <https://archive.org/details/americanschoolbu00mill/page/n5/mode/2up>.

⁹¹ Ibid.

⁹² Fletcher B. Dresslar, *American Schoolhouses*, U.S. Bureau of Education Bulletin No. 5 (Washington, D.C.: Government Printing Office, 1911). Full text: <https://archive.org/details/americanoeschool00dres/page/n7/mode/2up>.

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student health and academic performance,⁹³ while Mills wrote: "Care should be taken not to have [obstructions] close enough to the building to interfere with the perfect lighting of every room ... it is wise ... to have most of the windows on the East and West façades, thus avoiding ... the heat and glare of direct Southern exposure." Although Banks Union High School is oriented with its primary classroom wings facing north and south rather than east and west, the design achieves the same intent. Each classroom benefits from balanced, even daylight and cross-ventilation through paired sash windows on opposite sides of the U-shaped plan. South-facing rooms receive moderated sunlight during winter months, while north-facing rooms maintain steady illumination free from glare—both outcomes supporting adequate light and hygienic air circulation.

Later additions to the campus were deliberately placed so they would not obstruct this lighting pattern. The 1960 classroom wing is connected to the 1920 building only by a one-story corridor on the rear façade, leaving the entirety of the two-story north and south façades and their windows fully exposed to natural light. The 1951 vocational building was originally constructed as a separate, one-story structure north of the 1920 building, with at least fifty feet of open space between them, ensuring it did not cast shadows or interfere with ventilation. All major expansions occurred to the east, at the stage end of the auditorium where no classroom windows existed, preserving the illumination and airflow that were fundamental to the 1920 design. As a result, the large classroom windows on the north and south façades remain completely unobstructed by later additions and continue to receive full natural light as originally intended. This careful siting of additions allows the building to continue functioning as intended under Progressive-Era lighting principles, supporting the integrity of setting, design, and feeling.

Other Mills standards outlined in *American School Building Standards*—flat roofs for economy and maintenance, outward-opening doors with plate-glass windows for safety, ample cloakrooms, and sanitary indoor toilets—are also represented in the Banks design. Collectively, these features illustrate the translation of national Progressive Era ideals into a rural Oregon context, showing how even small communities implemented cutting-edge educational planning.

Comparative Architectural Context

A close stylistic and functional comparison exists with Ainsworth Elementary School in Portland (1912), whose plan and façade appear in Mills's *American School Building Standards* (Figure 19).⁹⁴ The footprint and massing of Ainsworth closely parallel those of Banks Union High School, underscoring the latter's adherence to nationally circulated models. Other early-twentieth-century schools in the Pacific Northwest likewise employed Colonial Revival and Georgian Revival design principles, demonstrating the broad regional adoption of these styles in educational architecture.

Within Washington County itself, several early schools are known to have incorporated elements of classical or Colonial Revival design, including the 1929 Hillsboro High School, a prominent example that has since been demolished. Because many early high school buildings in the county have been significantly altered or no longer survive, the closest surviving stylistic parallels to Banks Union High School are found in neighboring counties and regional examples. The following comparative examples, some extant and others no longer standing, illustrate buildings in smaller, more rural communities whose massing, symmetry, brick construction, and classical entrance treatments most closely parallel the architectural vocabulary of Banks Union High School (Figure 19).

⁹³ Fletcher B. Dresslar, *American Schoolhouses*, U.S. Bureau of Education Bulletin No. 5 (Washington, D.C.: Government Printing Office, 1910). Full text: <https://archive.org/details/americanoeschool00dres/page/n7/mode/2up>

⁹⁴ Mills, *American School Building Standards*, 368-369.

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School	Location	Year Built	Status	Notes on Plan and Style
Wasco High School	Wasco, Oregon	1917 ⁹⁵	Extant	Two-story brick Colonial Revival; symmetrical façade with recessed entry and pedimented detail
Athena Union High School	Athena, Oregon	1915 ⁹⁶	No longer extant	Brick construction with classical detailing and balanced fenestration
Beaverton High School	Beaverton, Oregon	1916 ⁹⁷	Extant	Colonial Revival plan with symmetrical front and recessed central entry
John Gumm School	St. Helens, Oregon	1919 ⁹⁸	Extant	Georgian Revival; symmetrical multi-bay façade with central entry
Springfield High School	Springfield, Oregon	1921 ⁹⁹	No longer extant	Two-story brick with Colonial Revival details and high window-to-wall ratio
Chinook High School	Chinook, Washington	1924 ¹⁰⁰	Extant	Brick Colonial Revival plan similar in massing and proportion

These examples collectively demonstrate the widespread adoption of classical symmetry, restrained ornamentation, and light-filled interior planning across the Pacific Northwest during the Progressive Era. In this context, Banks Union High School stands out for retaining its original two-story brick massing, balanced façade composition, and classical entrance detailing, allowing its Colonial Revival and Georgian Revival features to be understood with unusual clarity among surviving rural high schools of its period.

Conclusion

In summary, the 1920 Banks Union High School building embodies the defining characteristics of early-twentieth-century Colonial Revival scholastic architecture. Its balanced proportions, classical detailing, and light-filled classrooms also reflect the aesthetic and hygienic ideals advanced by Progressive Era reformers and codified in national architectural standards of the period. Despite later additions, the building retains integrity in design, materials, workmanship, feeling, and association, clearly expressing the ideals of dignified, healthful, and orderly education that shaped American school architecture at the time. As an architectural resource, it is an excellent and remarkably intact example of the Colonial Revival/Georgian Revival style applied to a small-town high school, exhibiting the symmetry, classical entrance treatment, brick construction, and restrained ornamentation that define the style nationally. Within this architectural context, the 1920 Banks Union High School stands as a rare and exceptionally intact example of a small-town high school built to embody both civic aspiration and Progressive Era design principles.

⁹⁵ City of Wasco, "About Wasco," accessed February 25, 2025, <https://wascooregon.com/>.

⁹⁶ "Athena Union High School," *Northwest Digital Heritage*, accessed February 25, 2025, <https://northwestdigitalheritage.org/s/athena/item/998#lg=1&slide=0>.

⁹⁷ Beaverton High School, "About Us," accessed February 25, 2025, <https://bhs.beaverton.k12.or.us/about-us>.

⁹⁸ Columbia County Museum, "John Gumm School," accessed July 2025, <https://www.colcomuseum.org/schools/st-helens-schools/john-gumm>.

⁹⁹ *Springfield Historic Context Statement*, City of Springfield, Oregon, 2016, 38, <https://www.springfield-or.gov/wp-content/uploads/2016/12/SpringfieldHistoricContextStatement.pdf>.

¹⁰⁰ "About," *Chinook School*, accessed February 25, 2025, <https://chinookschool.com/about/>.

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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: Banks Historical Society

Historic Resources Survey Number (if assigned): N/A

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10. Geographical Data

Acreage of Property 4.3 acres

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

Latitude/Longitude Coordinates

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

1	<u>45.615084°</u> Latitude	<u>-123.113917°</u> Longitude	3	<u></u> Latitude	<u></u> Longitude
2	<u></u> Latitude	<u></u> Longitude	4	<u></u> Latitude	<u></u> Longitude

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

The nominated property is located at 13050 NW Main Street, Banks, Oregon, within Tax Lot 2N331BC06900 (Account R802279).¹⁰¹ The boundary is drawn to include the footprint of the 1920 Banks Union High School building (and its additions), the 1936 gymnasium, and the landscaped lawn area extending west to NW Main Street. The boundary excludes the modern athletic fields, track, parking lots, and outbuilding buildings located to the east and south of the historic structure.

Boundary Justification (Explain why the boundaries were selected.)

The nominated boundary has been defined to include the portions of the campus that contribute to its architectural and educational significance and that retain integrity to the 1920–1945 period of significance, i.e., the 1920 Banks Union High School building, the 1936 gymnasium, and the area west of the building, extending to NW Main Street, which contributes to the buildings' historic setting and public presence along Main Street. Various later additions are included in the boundary because they are physically connected to the 1920 building. Despite these additions, the contributing buildings collectively retain integrity of location, design, materials, workmanship, feeling, and association, clearly conveying the property's early-twentieth-century design and its continued role in the educational development of Banks.

Since the end of the period of significance, the broader campus has undergone substantial reconfiguration. Mid-century and contemporary aerial imagery illustrate the transformation of the eastern and southern portions of the parcel, where later athletic fields, parking lots, and circulation routes were introduced or relocated (see Figure 6). The former open play fields and agricultural edges visible in historic photographs have been replaced by modern sports facilities and surrounding residential development, altering the spatial organization and visual setting of the original campus. These post-1945 changes occurred outside the defined period of significance and do not contribute to the property's historic character. Consequently, the boundary has been drawn to encompass just the 1920 high school, the 1936 gymnasium, all later additions that are physically attached to the historic building, and the front lawn area extending to NW Main Street, while excluding the more substantially altered grounds to the east and south. This area does include the Banks High School brick sign located within the front lawn, which is a noncontributing resource.

Areas beyond this defined boundary are excluded because they have undergone significant alteration since the end of the property's period of significance. The selected boundary, therefore, includes only the portions of

¹⁰¹ Washington County Assessment and Taxation, *Intermap* (GIS mapping database), accessed November 7, 2025, <https://wcgis1.co.washington.or.us/Html5Viewer/index.html?viewer=Intermap>.

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the parcel that retain sufficient integrity to represent the property's historic period and significance while excluding areas that have lost integrity through later development and alteration.

11. Form Prepared By

name/title Nina Shurts (lead preparer and member of the Banks Historical Society);
Laurelen Jabbor (President, Banks Historical Society); Carol Rosenblath,
Ayla Hofler, Celia Anderson (members of the Banks Historical Society) date November 27, 2025
organization Banks Historical Society telephone 503-330-3527
street & number _____ email _____
city or town Banks state OR zip code _____

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).

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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:	<u>Banks Union High School</u>		
City or Vicinity:	<u>Banks</u>		
County:	<u>Washington</u>	State:	<u>Oregon</u>
Photographer:	<u>Nina Shurts</u>		
	<u>July 2025 (Photos 2–4)</u>		
	<u>October 2024 (Photos 6–8)</u>		
Date Photographed:	<u>October 2025 (Photos 1, 5, 9–19)</u>		

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

- Photograph 1 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0001**
Front (west) façade of Banks Union High School (1920 building), with the noncontributing brick “Banks School District” sign in the foreground. Camera facing east.
- Photograph 2 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0002**
Rear of Banks Union High School, showing south and east façades. Covered walkway and carport added after the period of significance in foreground. Camera facing northwest.
- Photograph 3 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0003**
South façade of Banks Union High School. Camera facing north.
- Photograph 4 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0004**
North façade of Banks Union High School. Camera facing south.
- Photograph 5 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0005**
Main staircase. Camera facing east.
- Photograph 6 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0006**
Second-floor open hallway overlooking lower common area with mural in background. Camera facing east.
- Photograph 7 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0007**
Rear of common area with accessibility ramp. Camera facing west.
- Photograph 8 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0008**
Second-floor gallery showing arches and railing. Camera facing northeast.
- Photograph 9 of 19:** **OR_WashingtonCounty_BanksUnionHighSchool_0009**
Typical classroom on second floor, showing original windows and trim. Camera facing west.

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- Photograph 10 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0010**
View of overall school complex from Main Street, showing relationship between 1951 vocational building, 1920 school and 1936 gymnasium. Camera facing southeast.
- Photograph 11 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0011**
1936 gymnasium, view from southwest corner. Camera facing northeast.
- Photograph 12 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0012**
View of west side of 1936 gymnasium, showing its connection to the 1920 school and the 1960s addition with carport and covered walkway. Camera facing west.
- Photograph 13 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0013**
Interior of 1936 gymnasium, showing rounded trusses and arched roof structure. Camera facing west-southwest.
- Photograph 14 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0014**
1951 vocational building. Camera facing east.
- Photograph 15 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0015**
Portion of 1960s addition exterior showing main entrance, 1951 heating plant, and classrooms. Camera facing north.
- Photograph 16 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0016**
East side of 1960s addition, showing 1960s gym on right and classrooms and cafetorium on left. Camera facing west.
- Photograph 17 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0017**
North side of 1960s addition, showing vocational buildings on right. Camera facing west-southwest.
- Photograph 18 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0018**
Interior of 1960s addition showing south hallway corridor, double-loaded with classrooms and lockers. Camera facing west.
- Photograph 19 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0019**
Interior view from the 1960s addition looking northwest into the late 1970s art room addition. Camera facing northwest.

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.

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List of Figures

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

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- Figure 2.** Local Location Map
- Figure 3.** Tax Lot Map (Parcel Context)
- Figure 4a.** Site Plan: Building Phases
- Figure 4b.** Site Plan: Boundary and Coordinate Map
- Figure 5a.** Floor Plans – 1920 Banks Union High School
- Figure 5b.** Floor Plans – 1936 Gymnasium
- Figure 5c.** Floor Plan – Full Campus, Current Configuration
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- Figure 7.** Early Development of Banks Union High School (1915–1920)
- Figure 8.** Early Town Layout of Banks, Oregon, ca. 1920
- Figure 9.** Architectural Concept by Tourtellotte & Hummel
- Figure 10.** Banks Union High School, ca. 1920 (Completed Building)
- Figure 11.** Early Student Transportation and Campus Life, ca. late 1920s–early 1930s
- Figure 12.** Expansion and Consolidation of Banks Union High School (1930s–1945)
- Figure 13.** 1936 Gymnasium (Historic Exterior View)
- Figure 14.** Early Student Life and School History, 1922
- Figure 15.** 1936 Gymnasium Interior and Student Activities, ca. 1936–1950s
- Figure 16.** Student Life and Athletics at Banks Union High School, 1920s–1930s
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- Figure 18.** Architectural Comparison: Ainsworth Elementary School (Model School Plan) and Banks Union High School
- Figure 19.** Comparative Oregon High Schools (1915–1924)

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- Figure 20.** 1954 Aerial View Showing the Free-Standing 1951 Heating Plant
- Figure 21.** Aerial Photographs Showing Construction Progression of the Banks High School Campus, 1970–2025.
- Figure 22.** Oblique Aerial Views of the Banks High School Campus Before and After the Late-1970s Additions.
- Figure 23.** Columbus Day Storm Damage and Reconstruction, ca. 1962–1963
- Figure 24.** 1974 Community-Led Modernization of the 1920 Banks Union High School
- Figure 25.** 1982 State Historic Site Inventory Form for Banks Junior High School (1920 Banks Union High School)
- Figure 26.** 1920 Land Conveyance for Banks Union High School

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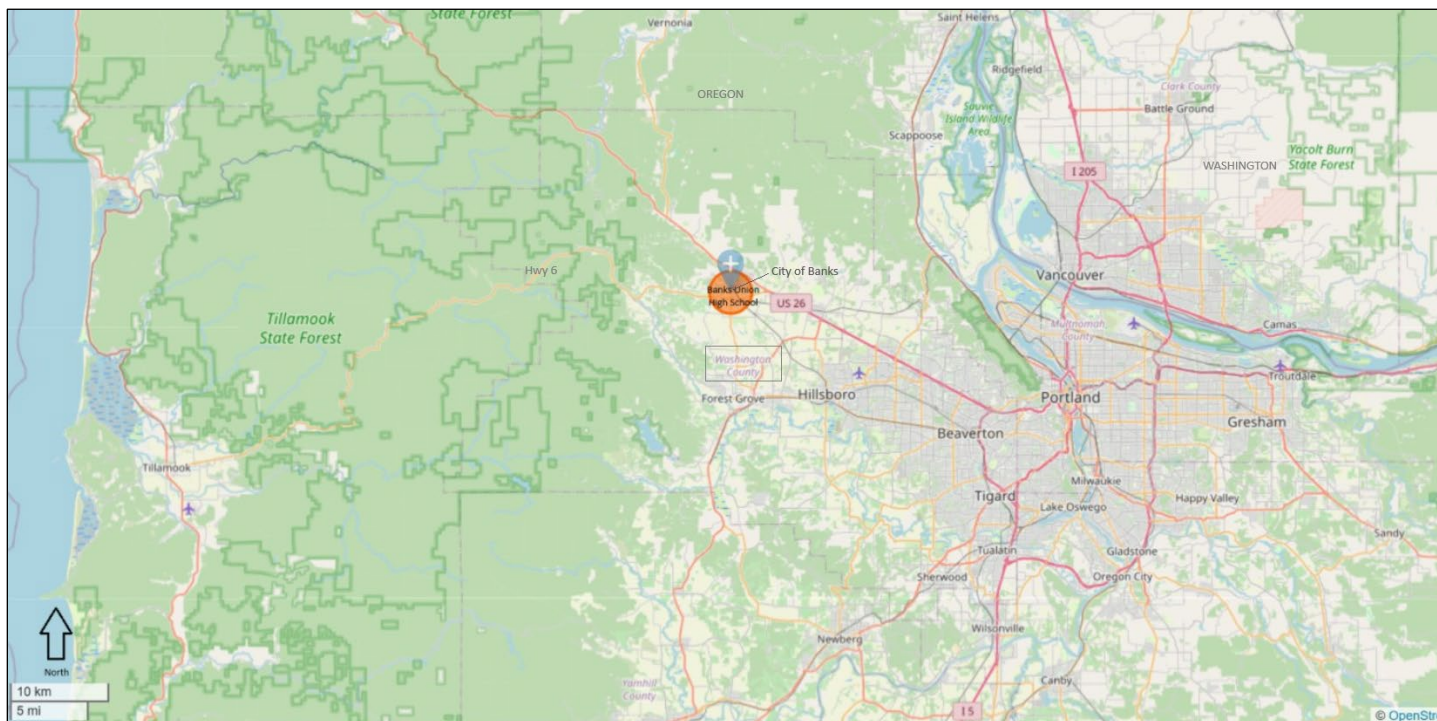
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Figure 1. Regional Location Map

Map showing the location of Banks Union High School in Banks, Oregon, relative to Portland and the northwestern Oregon region. The nominated property is indicated by the orange marker.

Coordinates: 45.615084°, -123.113917° (WGS 84). North arrow and scale shown.



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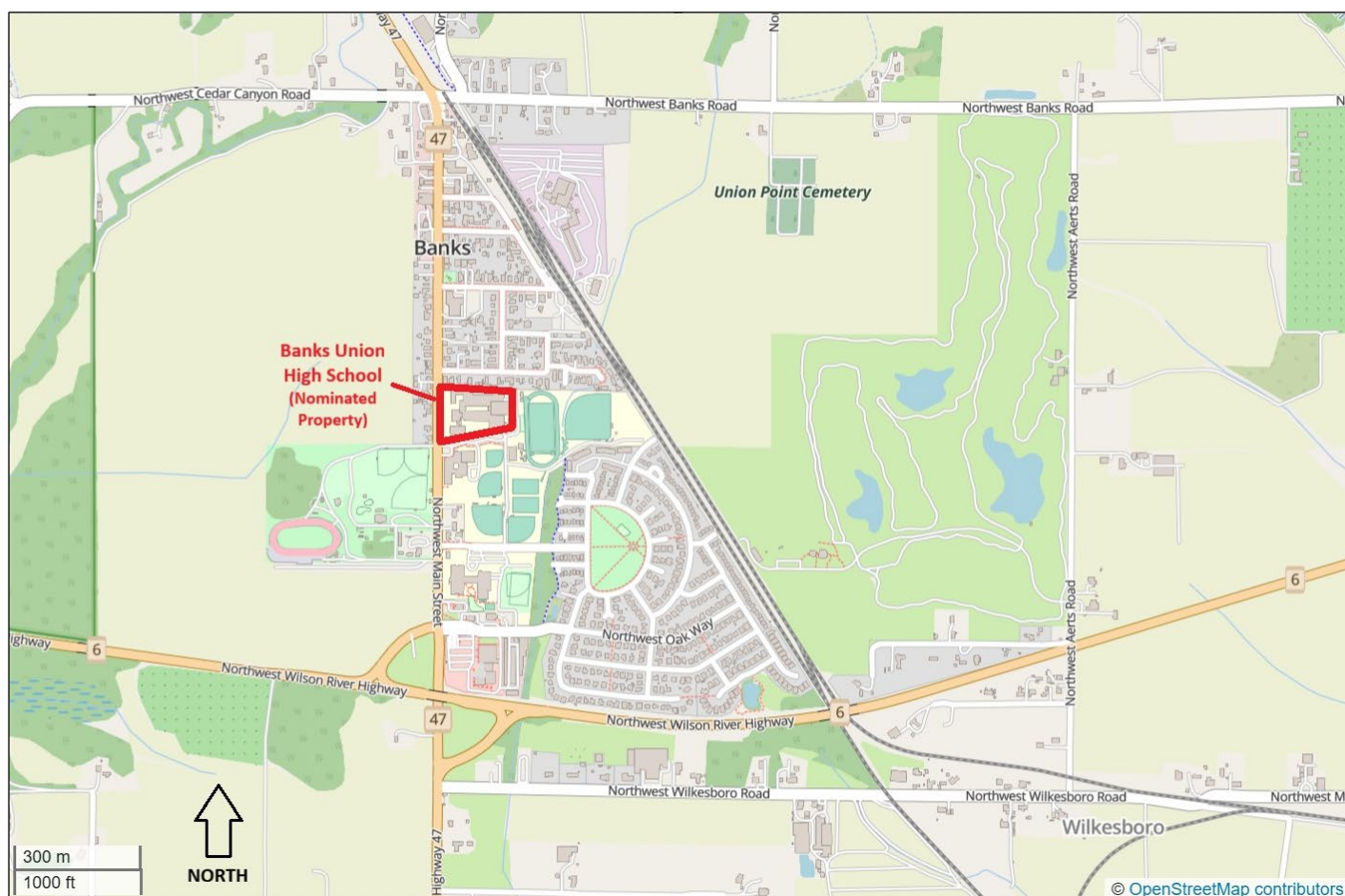
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Figure 2. Local Location Map

Map showing the location of the nominated Banks Union High School property within the city of Banks, Oregon. The red outline indicates the boundary of the nominated property at 13050 NW Main Street, situated west of Main Street and south of Banks City Hall.

Coordinates: 45.615084°, -123.113917° (WGS 84). North arrow and scale shown.



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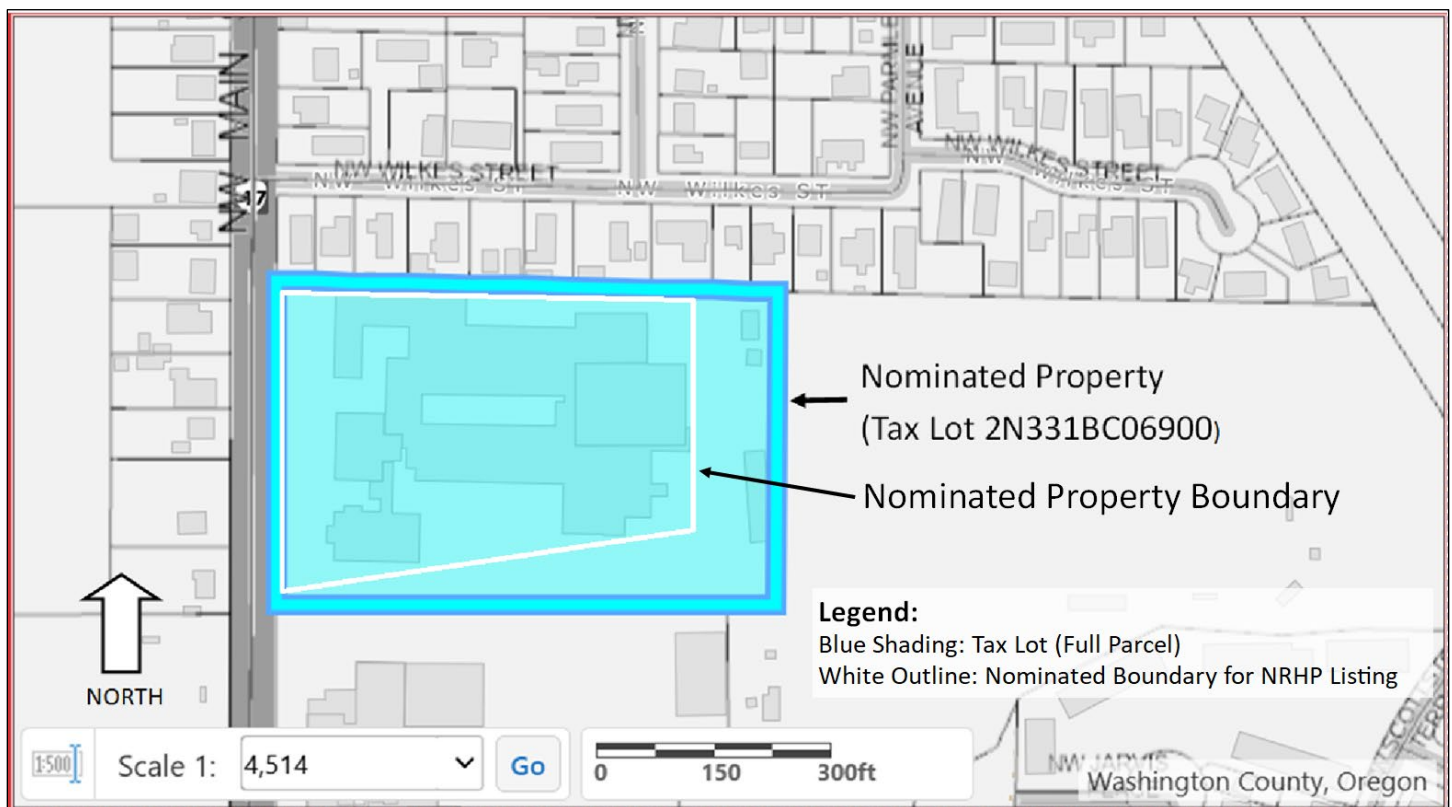
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Figure 3. Tax Lot Map (Parcel Context)

Washington County Assessor's map showing Tax Lot 2N331BC06900 (blue shading) and the smaller National Register nominated boundary (white outline) at 13050 NW Main Street, Banks, Oregon. The blue area represents the full tax parcel, while only the area within the white outline is included in the National Register nomination, containing the 1920 Banks Union High School and 1936 gymnasium. *Coordinates: 45.61084°, -123.113917° (WGS 84). North arrow and scale shown.*



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Figure 4a. Site Plan: Building Phases

Aerial site plan of the nominated Banks Union High School property at 13050 NW Main Street, Banks, Oregon, showing the 1920 original building (red) and the 1936 gymnasium (orange), both constructed within the period of significance (1920–1945) and categorized as contributing. Later additions include the 1951 vocational building (pink) and the 1960s classroom, cafetorium, office, and gym additions (yellow), which were constructed outside the period of significance but remain within the nominated boundary. The white outline indicates the boundary of the nominated property.

Coordinates: 45.615084°, -123.113917° (WGS 84). North arrow and scale shown.



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Figure 4b. Site Plan: Boundary and Coordinate Map

Aerial site plan showing the nominated property boundary of Banks Union High School (Tax Lot 2N331BC06900), with latitude and longitude coordinates at each corner point. The total nominated area encompasses approximately 4.29 acres.

Coordinates (WGS 84): Point 1 – 45.61565°, –123.11433°; Point 2 – 45.61562°, –123.11221°; Point 3 – 45.61478°, –123.11221°; Point 4 – 45.61458°, –123.11433°. North arrow and scale shown.



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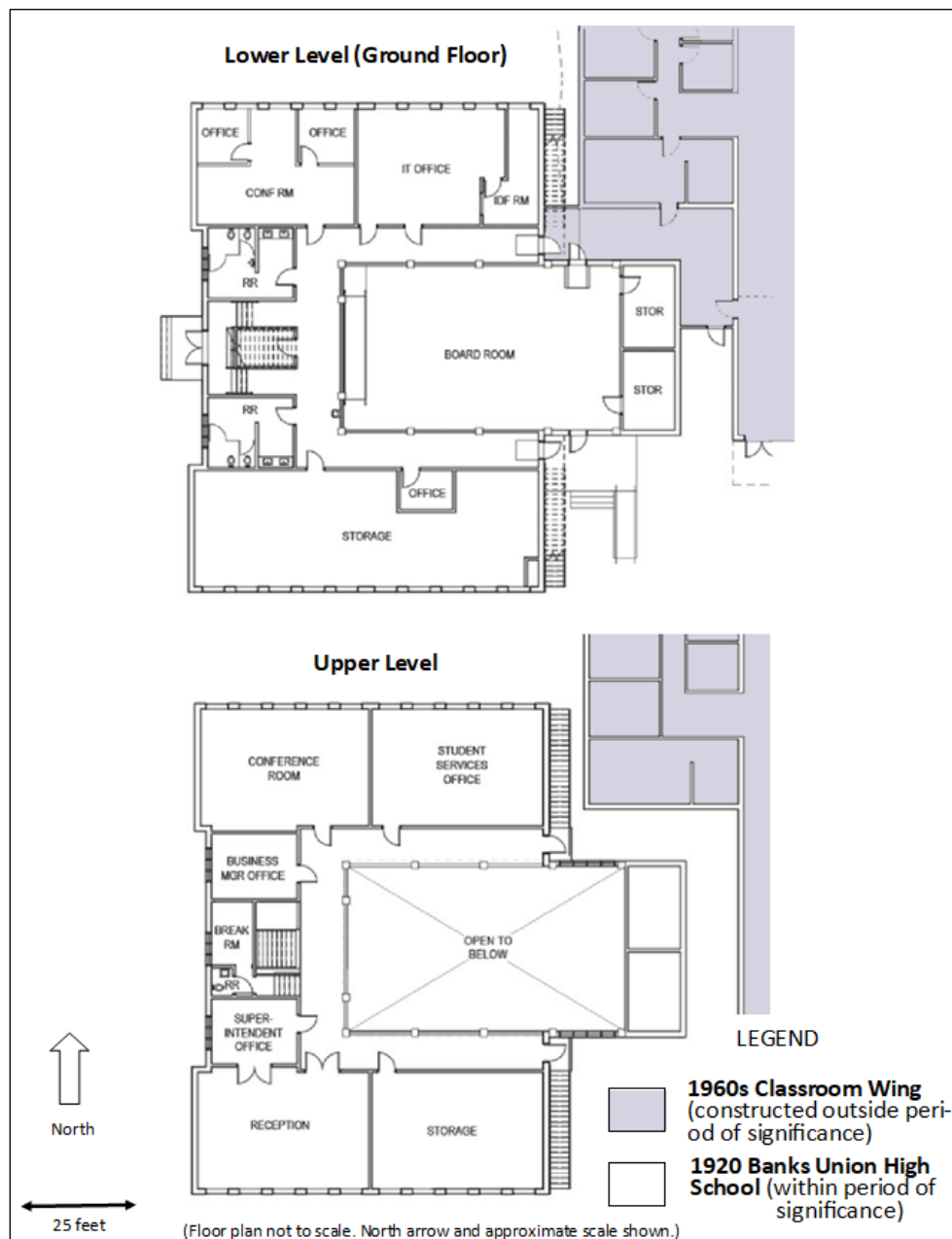
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Figure 5a. Floor Plans – 1920 Banks Union High School

Floor plans showing the lower (ground) and upper levels of the 1920 Banks Union High School, which retain their original symmetrical double-loaded corridor layout, central stairwell, and office and classroom configuration. The adjoining 1960s classroom wing (gray) was constructed outside the period of significance but remains within the nominated boundary.

Coordinates: 45.615084°, -123.113917° (WGS 84). North arrow and approximate scale shown.



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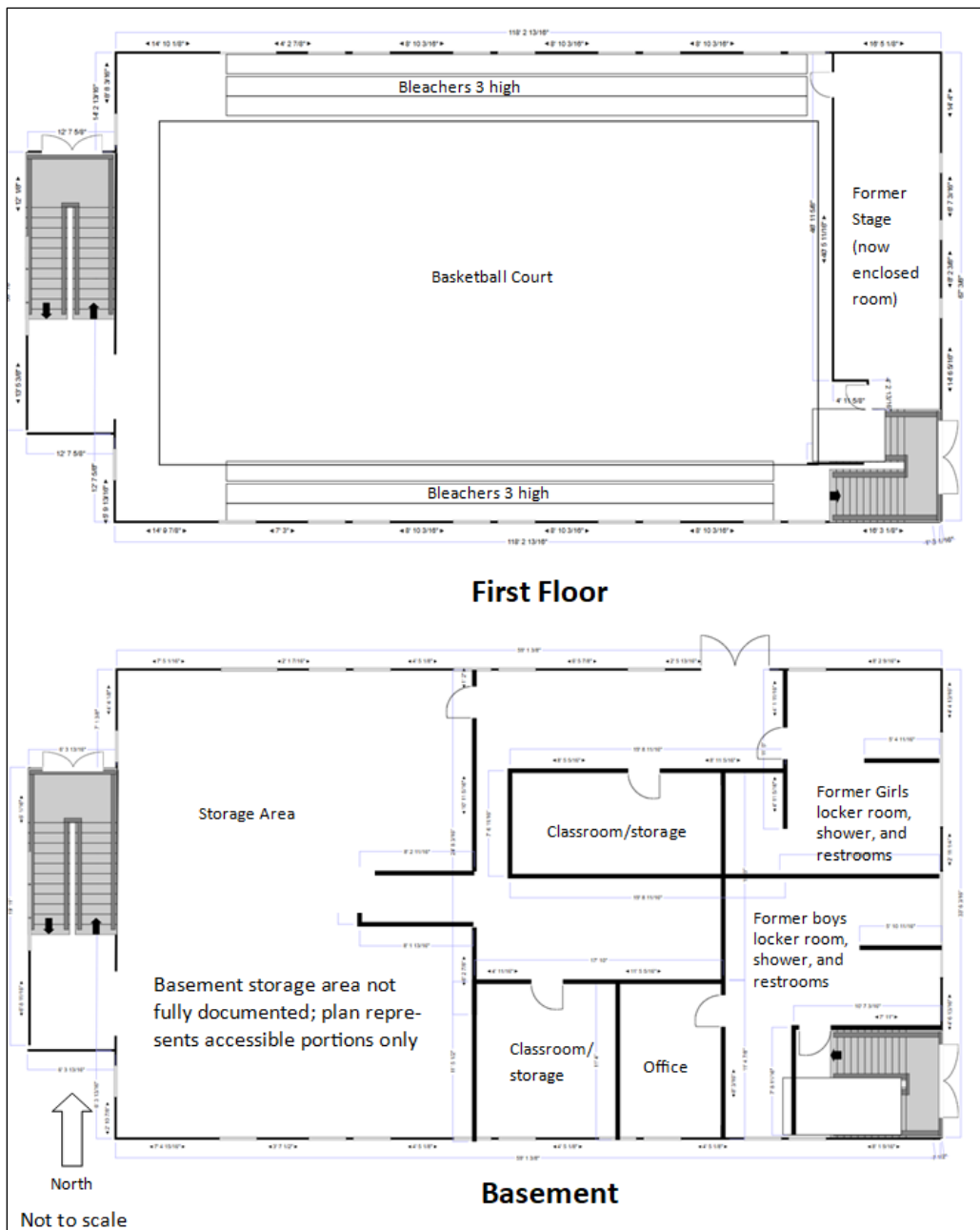
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Figure 5b. Floor Plans – 1936 Gymnasium

Floor plans of the 1936 gymnasium addition to Banks Union High School, showing the first floor with basketball court, bleachers, and stage, and the basement level with former locker rooms, showers, classrooms, and storage areas. The gymnasium connects to the 1920 building via a covered walkway and retains its original configuration and materials, reflecting its dual academic and community use. The basement plan represents only the accessible portions of the space.

Coordinates: 45.615084°, -123.113917° (WGS 84). North arrow and approximate scale shown.



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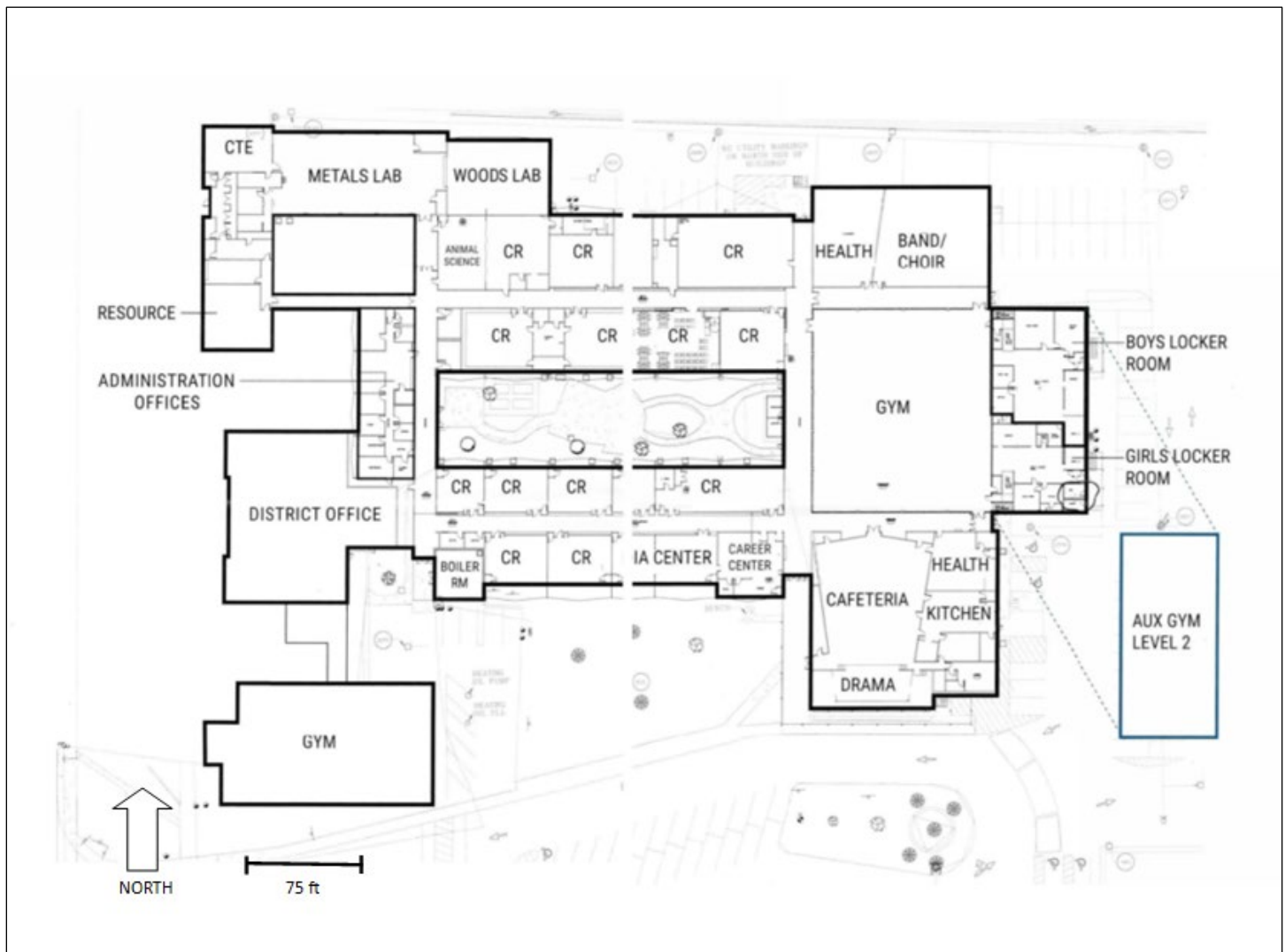
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Figure 5c. Floor Plan – Full Campus, Current Configuration

Complementing Figures 5a and 5b, this plan shows the full Banks High School campus in its current configuration, including the 1920 Banks Union High School building, the adjoining 1936 gymnasium, and later additions constructed after the period of significance. The plan illustrates how the historic core relates to subsequent educational and administrative facilities, such as the cafeteria, district offices, and vocational shops. It is provided for reference to show the overall layout and spatial relationship between the historic and later components of the school complex.

Coordinates: 45.615084°, -123.113917° (WGS 84). North arrow and approximate scale shown.



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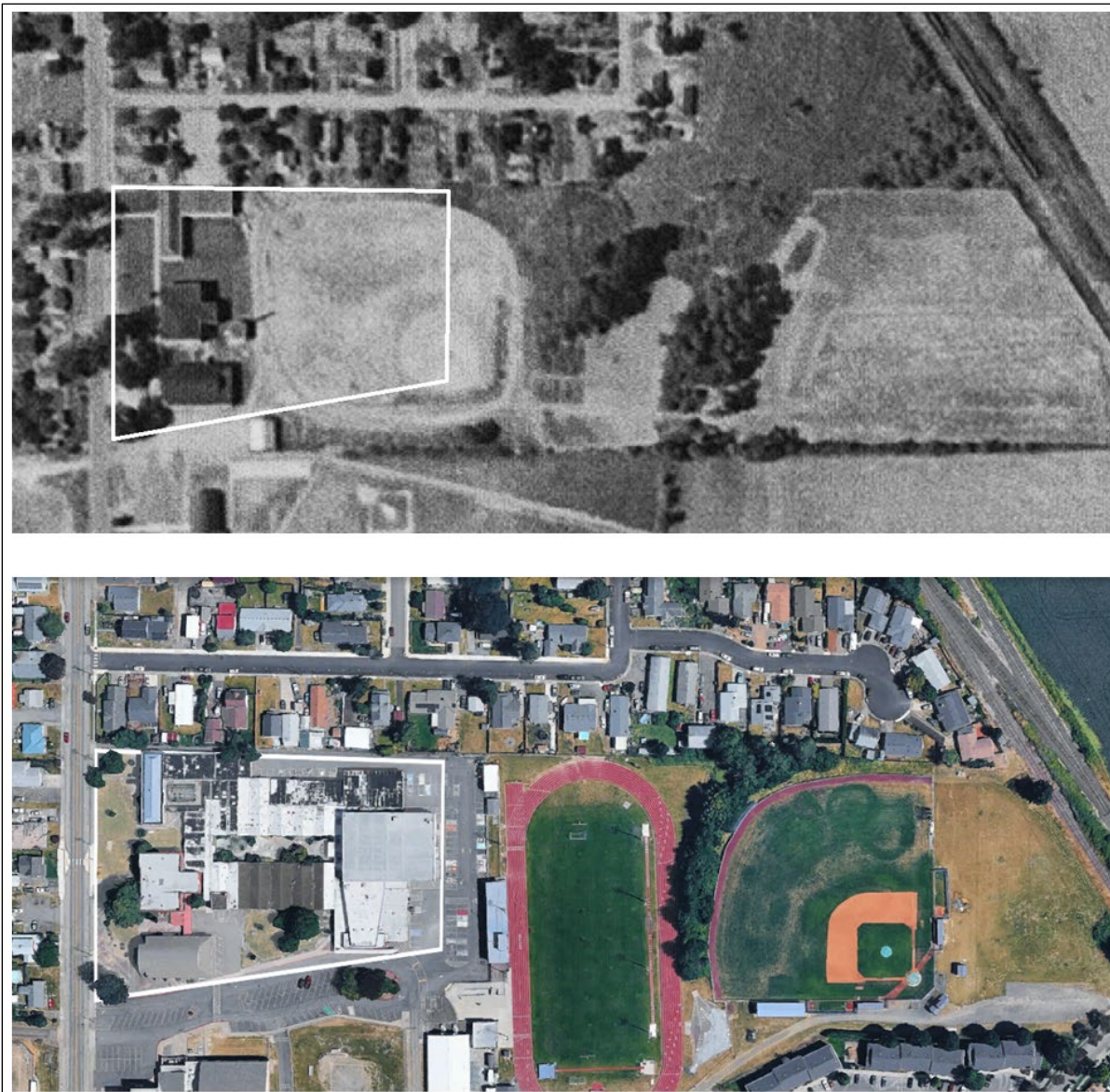
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Figure 6. Aerial Comparison of Nominated Area (1953 and 2024)

Comparative aerials showing the nominated boundary (white outline) encompassing the 1920 Banks Union High School and the 1936 gymnasium. The upper image (1953) depicts the early campus configuration within a rural setting, while the lower image (2024) shows the same area within the developed city of Banks. The nominated boundary reflects the intact historic core of the campus, excluding later non-contributing expansions to the east.

Sources: 1953 aerial, U.S. Department of Agriculture Aerial Photography Field Office; modern aerial, Google Earth (2024). Boundary overlay by author.



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Figure 7. Early Development of Banks Union High School (1915–1920)

Historic newspaper articles documenting the planning, bond, and establishment of the union high school — the origin story.

GOVERNOR TO GO TO BANKS
Speech to Be Made at High School Rally and Picnic.

BANKS, Or., Aug. 18.—(Special.)—Governor Withycombe will be the principal speaker at a high school rally and picnic to be held at Banks, August 28. This will be the first public appearance of the governor in his home county of Washington since he took office, and the people of the northwestern end of the county are preparing to make it a gala occasion.

Eleven school districts will participate in the event, which has for its object the creating of enthusiasm and interest in the proposal to establish a union high school at Banks.

Besides Governor Withycombe, County Superintendent of Schools Barnes and Assistant State Superintendent Welles will appear.

"Governor to Go to Banks," Morning Oregonian, August 19, 1915, p. 6.

Governor Withycombe to speak at Banks Union High School rally and picnic, the first public event promoting the union high school idea in western Washington County.

BANKS PLANS NEW SCHOOL
Structure Costing \$25,000 to Be Commenced in September.

BANKS, Or., Aug. 14.—(Special.)—At a meeting today of the district school board, advertising was ordered for bids on a new brick high school building for Banks. The school board election of union high school district No. 1 has just voted by a 2-to-1 vote in favor of bonds for a \$25,000 building.

The bonds were purchased by the Washington County bank, at Banks, at a premium of \$250. The new high school building is to be started not later than September of this year.

"Banks Plans New School," Morning Oregonian, August 15, 1919, p. 7.

District approves \$25,000 bond for new brick high school building, marking the formal

Banks Gets Union High School.

BANKS, Or., June 17.—(Special.)—Six out of seven school districts in Washington county voted, 227 to 117, to build the first union high school in this county in Banks.

"Banks Gets Union High School," Hillsboro Argus, June 18, 1919 — Six out of seven school districts voted 227 to 117 to form the Banks Union High School district, the first in Washington County.

Historic newspaper clippings, 1915–1920

BANKS HAS A GALA DAY ON OCCASION OF UNION SCHOOL PICNIC

State Officials Have Part in Program Which Includes Athletics and Dance.

Banks, Or., Aug. 18.—Today is a big day in Banks, the occasion being the Union high school picnic and rally to consider Union high school question, with Governor Withycombe and other officials as special guests of the day.

Participating in the event are the school districts of Banks, Harrison, Prickett, Manning, Hay, Greenville, Kansas City, Rhearer, Burton, Mountsboro, Mead and Hayward. Forest Grove and Hillsboro also sent delegations.

W. B. Warfield is marshal of the day, and W. B. Mumford, president of the Commercial club, as chairman, introduced the speakers.

Athletic contests are a feature of the afternoon program and the local band will give a dance tonight as the closing function.

Following is the program of the day:

Governor Withycombe met by reception committee and band at depot. Parade to Moore's grove. Overture by band. Speaking by Benton Bowman, County Superintendent Barnes, Assistant State Superintendent Welles, Governor Withycombe. "Star Spangled Banner," Banks band. Basket dinner for all. Band concert on program.

Conference of school directors and officials and commercial club representatives. B. W. Barnes, chairman. Racing and sporting events. General picnicking and merry making. Grand ball, Farmley's hall, by Banks band.

"Banks Has a Gala Day on Occasion of Union School Picnic," Oregon Daily Journal, August 28, 1915, p. 1.

Seven districts gather in Banks to promote the proposed union high school; state and county officials attend.

During the boom, following the World war, Banks made a big showing toward becoming a very modern town. The first improvement was the high school which was the first union high school in the county. It is composed of seven districts, Banks, Greenville, Kansas City, Harrison, Fir Grove, Manning and Hayward and was built in 1919. Prof. J. P. Santel was the first principal. Mrs. Bernard Sellers

News-Times 11-4-37 Banks: Fifty Years article written by Fred Wolford page number not known as this is a photo copy of the original.

"Debate Question Changed; Beaverton Meets Banks," Beaverton Times, January 23, 1920, p. 1.

Early record of student participation in the Oregon High School Debating League shows integration of Banks into regional academic life.

THE BEAVERTON TIMES
Beaverton, Oregon.
A Weekly Newspaper, Second Friday.
R. V. Jones, Editor and Publisher

Entered at the Beaverton (Oregon) Postoffice as second-class mail matter.

SUBSCRIPTION RATES
In advance except by arrangement with the publisher.
One year by mail..... \$1.50
Six months by mail..... .75

Advertising rates on application.

FRIDAY, MAY 2, 1919.

COUNTY WILL HONOR GRADUATES

Industrial School Fair Will Proceed State Fair—County Superintendent Welles. Other Working County School Notes

About 150 teachers and a few school board members were present at the local institute at Beaverton Saturday and all felt well repaid for attendance. This is the last meeting of the association for this school year.

A county eighth grade graduation will be celebrated in Hillsboro on June 24th. The diplomas will be presented at that time to those passing at the May and June examinations.

Sherwood, Middleton and Clatsop districts have petitions out for the formation of a union high school district. Banks and surrounding districts are considering the same proposition. Both these sections are quite isolated from high school privileges and really need standard high schools.

The Mountsboro school held a picnic last Friday evening securing \$75 to be used in improvements needed to the school.

The Prickett school basket social Friday evening netted over \$50. The teacher and some of the older people were out Monday morning in for things needed in the school.

The Prickett school board met with the County Superintendent at the school house Monday planning improvements. The lighting system will be changed and everything done necessary to make their school standard. A play shed and gravity water system are also being considered.

The Washington County Industrial Club School fair is now assured. It will be held the Thursday and Friday preceding the state fair.

There are sixteen standard industrial clubs now organized with a membership of 209. Besides this there are about 250 enrolled in individual projects.

N. A. FROST.

L. E. Wilson spent Sunday at Selem with his father, who has been ill for some weeks.

Front Page

"County Will Honor Graduates," Beaverton Times, May 2, 1919, p. 1.

County Superintendent's notes mention Banks and surrounding districts considering the formation of a union high school.

DEBATE QUESTION CHANGED; BEAVERTON MEETS BANKS

Forest Grove Team Comes Here Feb. 23—New Question Proposed—All Schools To Get Two Trials.

The Oregon High School Debating League will not debate the Teachers' Union question. Whether its friends thought it hopeless or whether its opponents feared to stir up a hornet's nest which they could not quell and hence make a bad matter worse, does not appear. The simple announcement reads that owing to the opposition to the former question, the high school students will determine to advisability of using injunctions in labor disputes, rather than advising their instructors when to unionize and when to refrain.

The new question is: "Resolved, that the use of the writ of injunction in labor disputes should be prohibited by Federal law."

The first debate will occur on February 18. The local affirmative team will meet the negative team from Forest Grove in the first try-out in the local forum, while the negative team will visit Banks on the same evening to seek to bring home honors from the new high school at that place.

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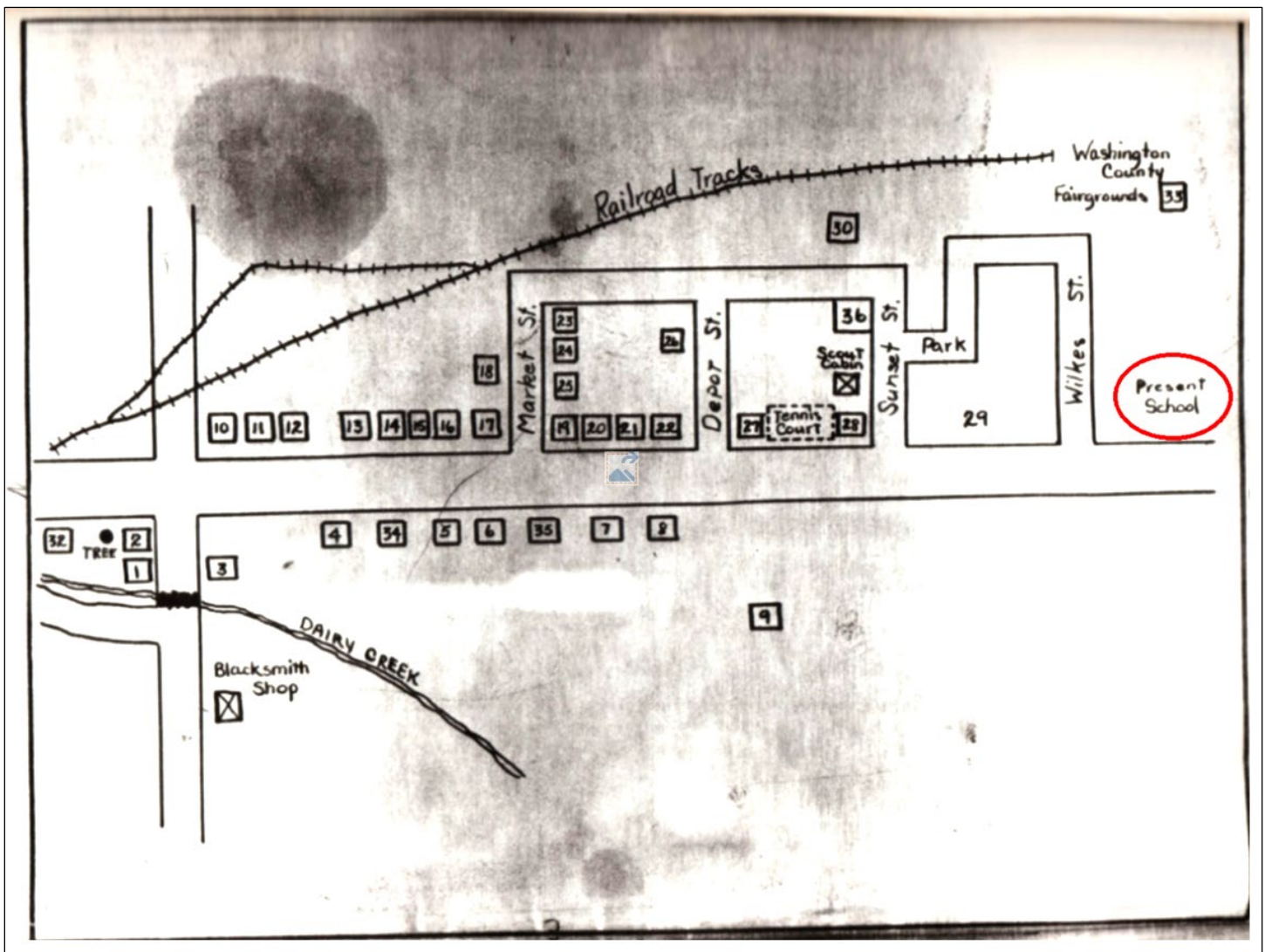
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Figure 8. Early Town Layout of Banks, Oregon, ca. 1920

Hand-drawn map showing the early layout of Banks, Oregon, including Main Street, Wilkes Street, and the location of the newly constructed Union High School (circled at right). The map illustrates the town's small commercial corridor, proximity to the Portland–Astoria Railroad, and the school's siting on the east side of town near Sunset Park.

North is to the left; east is at the top.

Source: Banks Historical Society Archives.



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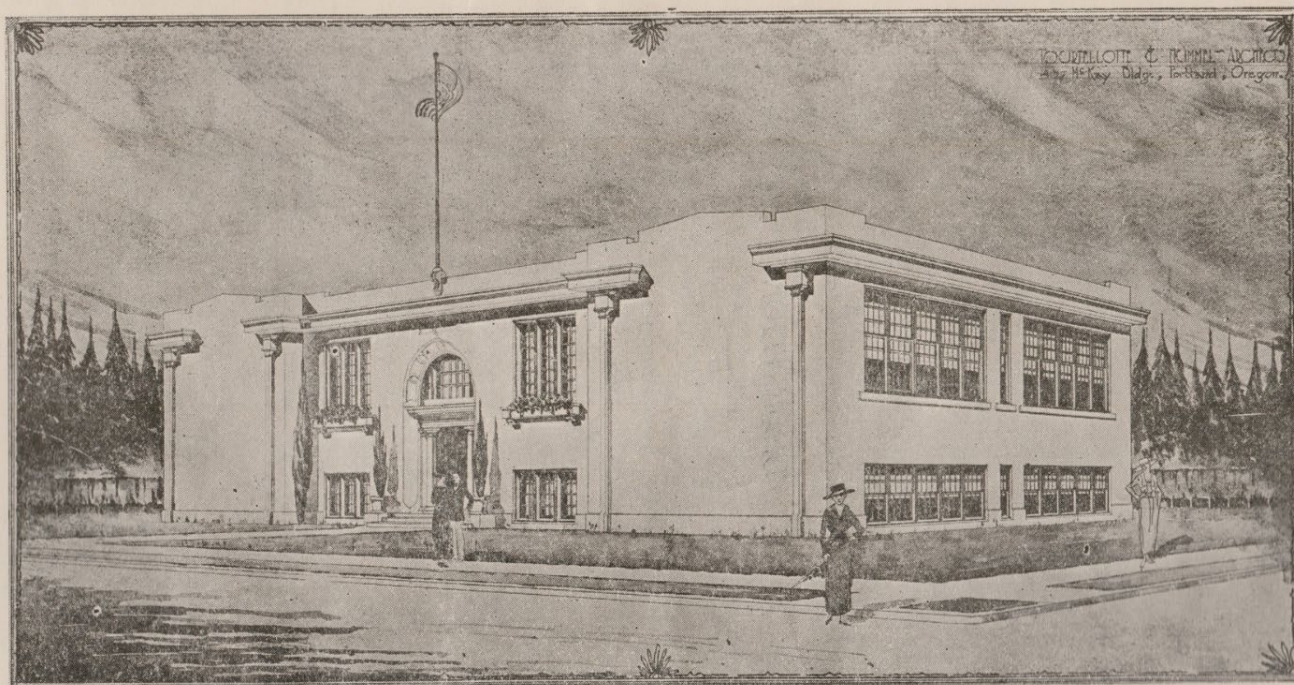
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Figure 9. Architectural Concept by Tourtellotte & Hummel

Architectural rendering of Banks Union High School by the Portland firm Tourtellotte & Hummel, ca. 1920. The firm's name appears in the upper right corner of the image, confirming authorship. The drawing illustrates the proposed Colonial Revival design, featuring a symmetrical façade, central arched entrance, and classical detailing that closely match the completed building.

Source: *Banks Historical Society Archives.*



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Figure 10. Banks Union High School, ca. 1920 (Completed Building)

Early photograph of the completed school showing the symmetrical façade, red-brick veneer, Tuscan pilasters, and arched fanlight window above the entrance. The image demonstrates the building's original Colonial Revival design and integrity of materials and craftsmanship.

Source: *Banks Historical Society Archives.*



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Figure 11. Early Student Transportation and Campus Life, ca. late 1920s–early 1930s

Students gathered in front of Banks Union High School beside the district's first school bus, owned and operated by local resident Cliff Sandy. The image captures the everyday experience of rural students attending Washington County's first union high school and illustrates the importance of early transportation networks in making secondary education accessible to surrounding farming communities. The background shows the original 1920 building with its symmetrical brick façade and arched fanlight entrance intact.

Source: *Chris Bergstrom Historic Photo Collection (Banks Historical Society Archives).*



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Figure 12. Expansion and Consolidation of Banks Union High School (1930s–1945)

Historic newspaper articles and documents illustrating the continued growth of Banks Union High School during the 1930s and 1940s, including the 1936 gymnasium construction and the consolidation of surrounding rural districts under the Banks Union district.

Sources: Banks Historical Society Archives and Oregon Historical Newspaper Database.



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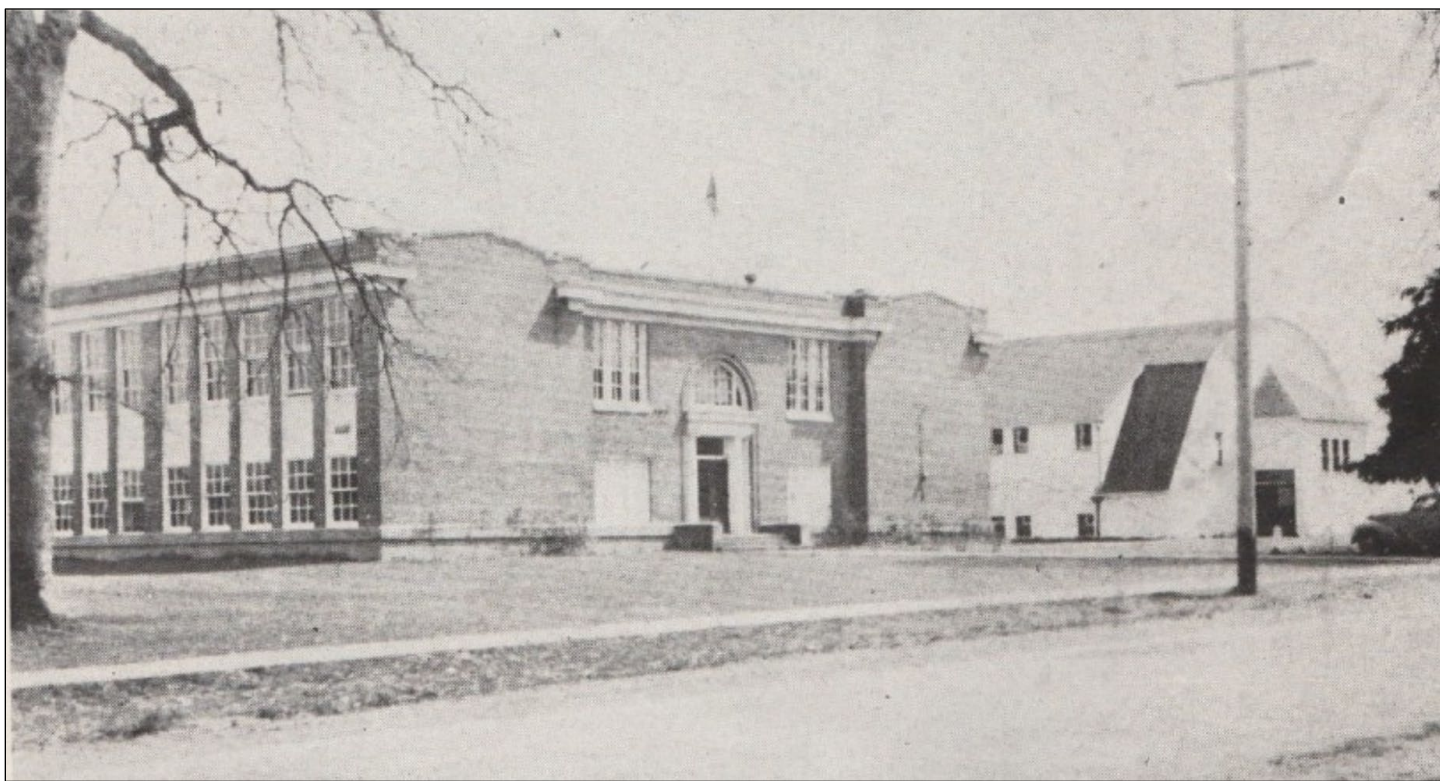
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Figure 13. 1936 Gymnasium (Historic Exterior View)

Historic photograph of Banks Union High School with the newly completed 1936 gymnasium at right. The image, dating from the late 1930s or early 1940s, illustrates the expansion of the campus during the New Deal era and the architectural compatibility of the gymnasium with the original 1920 school.

Source: *Banks High School yearbook, The Chief, 1949 (reproduced historic photograph).*



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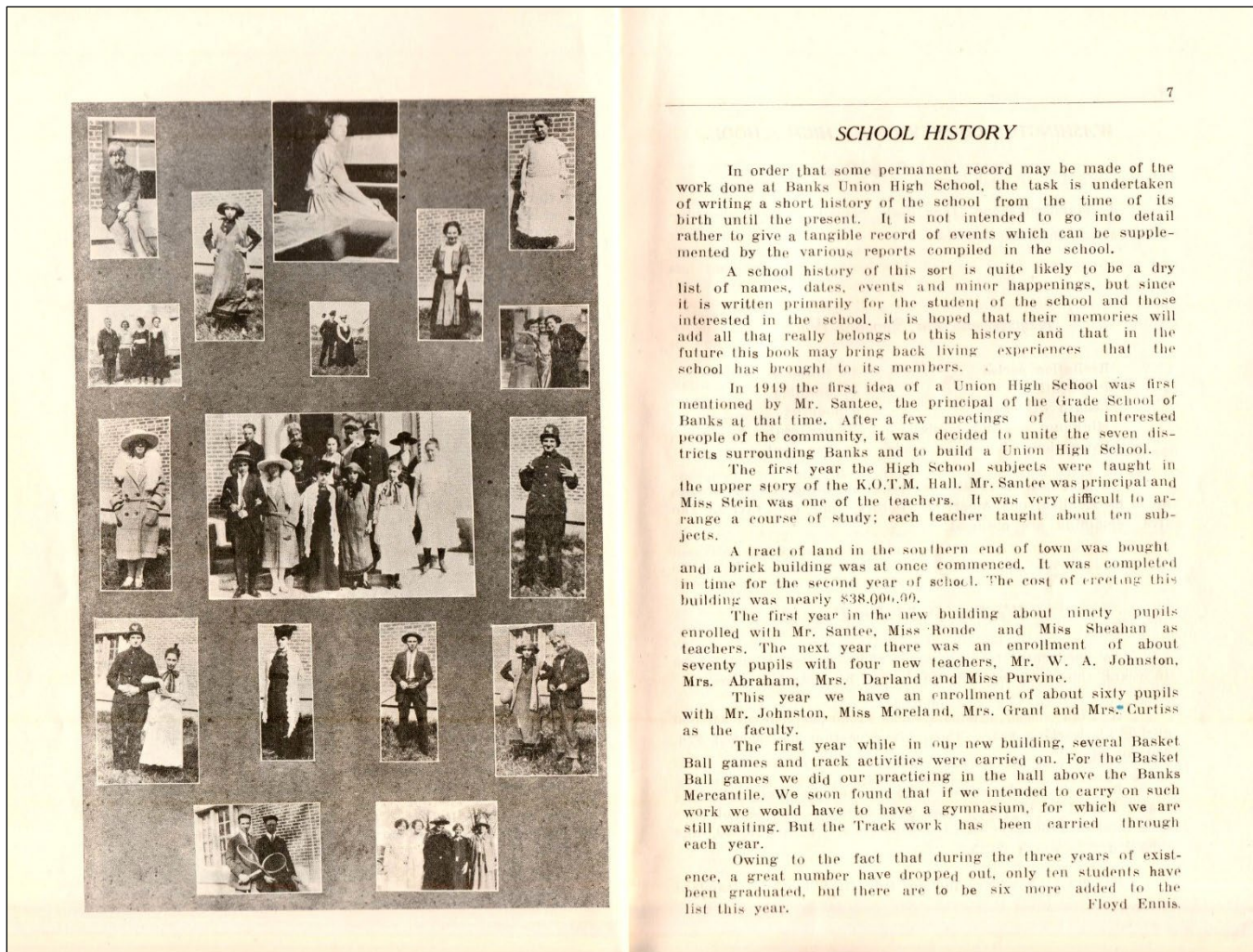
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Figure 14. Early Student Life and School History, 1922

Yearbook spread from *Memories*, 1922, documenting the first years of Banks Union High School following its 1920 completion. The accompanying essay recounts the formation of the Union High School in 1919, the site purchase and building cost, early faculty, and student enrollment—illustrating the school's emergence as a central institution in western Washington County.

Source: *Banks Union High School Yearbook, 1922. Banks Historical Society Archives.*



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Figure 15. 1936 Gymnasium Interior and Student Activities, ca. 1936–1950s

Photographs from 1940s *Banks Union High School* yearbooks depicting assemblies, athletics, and community events held in the 1936 gymnasium. The images illustrate the gym's role as both an educational and social gathering space, reflecting its continued importance to school and community life through the mid-twentieth century.

Sources: *Various Banks Union High School Yearbooks, 1940s and 1950s (Banks High School Library).*



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Figure 16. Student Life and Athletics at Banks Union High School, 1920s–1930s

Compilation of photographs and newspaper clippings depicting early student organizations and athletic teams at Banks Union High School. Images include the Girls' Basketball Team (1922), Sewing Club (1924), Boys' Basketball Team (1924), the junior class play *Fascinating Fanny Brown* (1924), and the full student body portrait (1939). Together these materials illustrate the school's vibrant extracurricular life and its role as a cultural and social hub for the Banks community during the interwar years.

Sources: *Memories Yearbooks* (1922, 1924, 1939); *Hillsboro Argus* (1924).



"Girls Basketball Team," *Memories Yearbook*, 1922 — One of the earliest female athletic teams at Banks Union High School, photographed on the front steps.

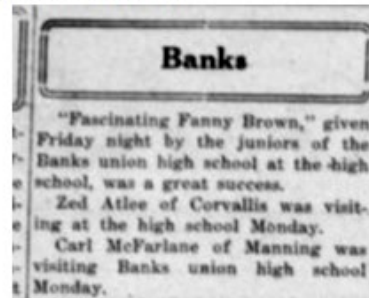


Zed Orel Glen John Floyd Wilbert
Atlee Creps French Hartwick Ennis Mumford

Boys' Basket Ball

The spring of the year 1924, at the close of the basket ball season, we feel that we have a right to be proud of ourselves. Our percentage is .167. We have had many handicaps to overcome and have done our best. Our hopes for next season are high for we have learned much from our experience. Our center and manager, Douglas Dreesen, can't be beat. Our Captain did his best. And all the others helped to make our opponents work for every point they gained.

"Fascinating Fanny Brown," *Hillsboro Argus*, 1924 — Junior class play performed in the school auditorium, representing the school's cultural and social life.



"Sewing Club," *Memories Yearbook*, 1924 — Female students in home economics, representing early vocational and practical arts education.



"Boys Basketball Team," *Memories Yearbook*, 1924 — Boys' varsity team competing in county athletic programs.

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Figure 17. Growth of the Student Body at Banks Union High School, 1924–1939

"Students and Faculty," *Memories Yearbook*, 1924 and 1939 — Comparative class portraits showing the rapid expansion of Banks Union High School during its first two decades. The 1924 image, taken on the steps of the main entrance, depicts the early student body soon after the school's establishment. By 1939, the large group portrait taken along the east elevation illustrates the school's growth following consolidation of surrounding rural districts and the addition of the gymnasium, reflecting the institution's increasing role as the educational center of western Washington County.

Sources: *Memories Yearbooks* (1924, 1939); *Banks Historical Society Archives*.



"Students and Faculty," *Memories Yearbook*, 1924 — Full student body portrait taken in front of the main entrance of the 1920 building.



"Students and Faculty," *Memories Yearbook*, 1939 — Full student body portrait taken in front of the side of the 1920 building.

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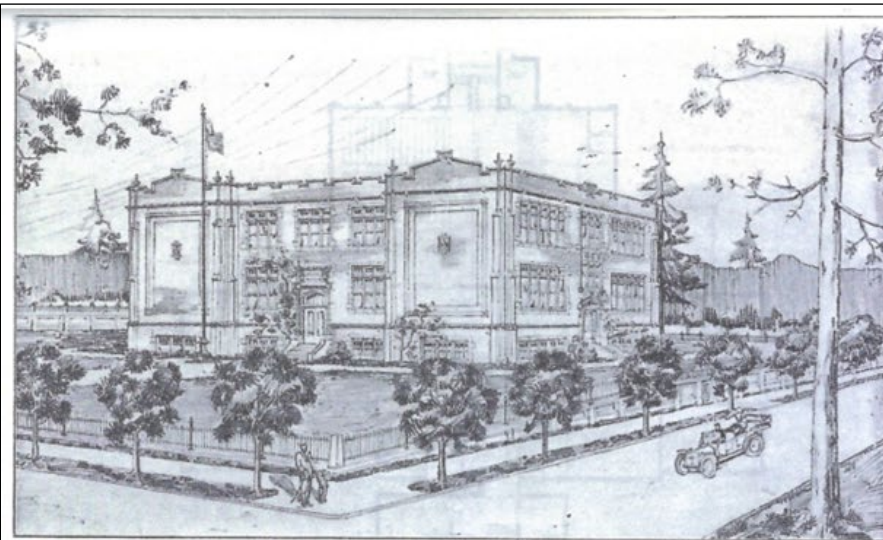
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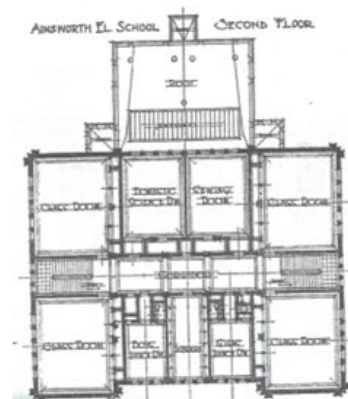
Figure 18. Architectural Comparison: Ainsworth Elementary School (Model School Plan) and Banks Union High School

Architectural comparison illustrating the shared design vocabulary between Ainsworth Elementary School (Portland, top) and Banks Union High School (bottom). Both are two-story, symmetrical, brick-veneered schools designed in the Colonial/Georgian Revival tradition with central entrances and balanced fenestration. Ainsworth Elementary, designed by F. A. Naramore and published in *American School Building Standards* (1915) by Wilbur T. Mills, served as a model plan disseminated to school districts nationwide. Banks Union High School (1920), by Tourtellotte & Hummel, closely follows this prototype, adapted for a smaller rural setting. The accompanying Sanborn Fire Insurance map (right) confirms the similar footprint and spatial organization.

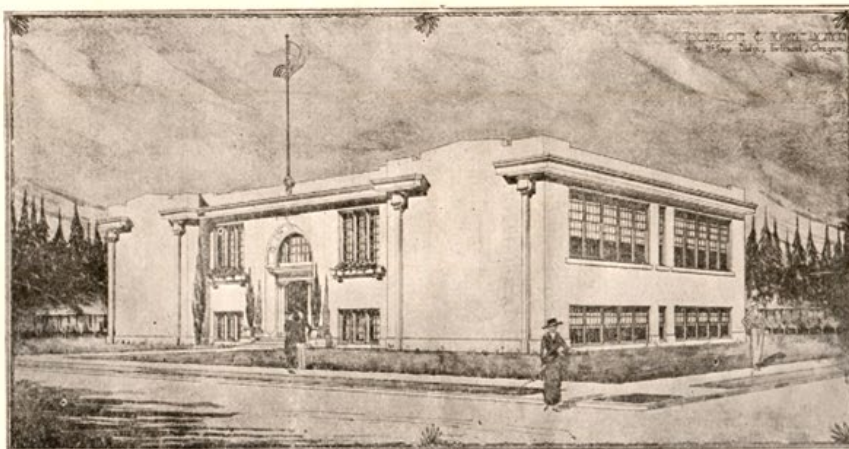
Sources: Wilbur T. Mills, *American School Building Standards* (1915), 368–69; Sanborn Fire Insurance Map, Banks, Oregon, 1927.



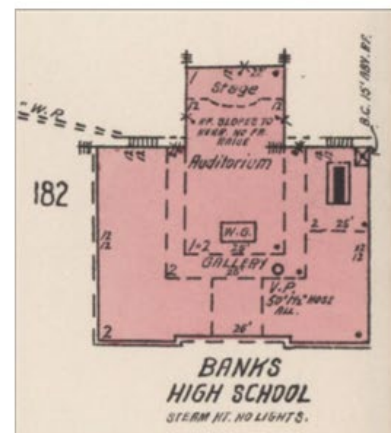
Ainsworth Elementary School, Portland, Ore. F. A. Naramore, Architect.



Ainsworth School 2nd Floor



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Figure 19. Comparative Oregon High Schools (1915–1924)

Representative examples of early twentieth-century Oregon schools designed in Classical and Colonial Revival–influenced styles, reflecting the same architectural ideals of symmetry, proportion, and civic dignity seen in Banks Union High School (1920). These schools illustrate how Progressive-era educational design principles were applied consistently across the state during the 1910s and 1920s.

(Top row) Wasco High School (1917) and Athena High School (ca. 1915).

(Middle row) Beaverton High School (1916) and John Gumm School, Independence (1919).

(Bottom row) Springfield High School (1921) and Chinook School (1924).

All display key traits also evident at Banks Union High School: central entrance bays, raised basements, restrained ornamentation, and balanced fenestration that reflect the influence of national model-school standards.

Sources: City of Wasco, “About Wasco,” accessed October 20, 2025; Northwest Digital Heritage, “Athena Union High School,” accessed October 20, 2025; Beaverton High School, “About Us,” accessed October 20, 2025; Columbia County Museum, “John Gumm School,” accessed October 20, 2025; City of Springfield, Springfield Historic Context Statement (2016), 38; Chinook School, “About,” accessed October 20, 2025.



Wasco High School, 1917



Athena High School, ca. 1915



Beaverton High School, 1916



John Gumm School, 1919



Springfield High School, 1921



Chinook School, 1924

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Figure 20. 1954 Aerial View Showing the Free-Standing 1951 Heating Plant

This 1954 aerial photograph documents the campus before the 1960s classroom and cafetorium additions were constructed around the 1951 heating plant. At this time, the heating plant stood as a free-standing structure east of the 1920 Banks Union High School building and south of the 1951 vocational building. The image illustrates the campus layout prior to mid-century expansion and highlights how later additions enclosed and integrated the heating plant into the larger school complex.

Source: U.S. Geological Survey, *Aerial Photograph of Banks, Oregon, flight GS-VBQ, frame 2-35, June 21, 1954.*



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Figure 21. Aerial Photographs Showing Construction Progression of the Banks High School Campus, 1970–2025.

(a) 1970 USGS aerial image showing the 1920 building (red), 1936 gymnasium (orange), 1951 Vocational Building and Heating Plant (pink), and completed 1960 classroom, cafetorium, office, and gym additions (yellow).

(b) 1975 USGS aerial image showing no major changes since 1970.

(c) 1980 USGS aerial image showing the appearance of the final late-1970s additions, including the art and music room expansions (green).

(d) 2025 Google Earth aerial image included for clarity, showing the present-day campus configuration and the relationship of all historic additions.

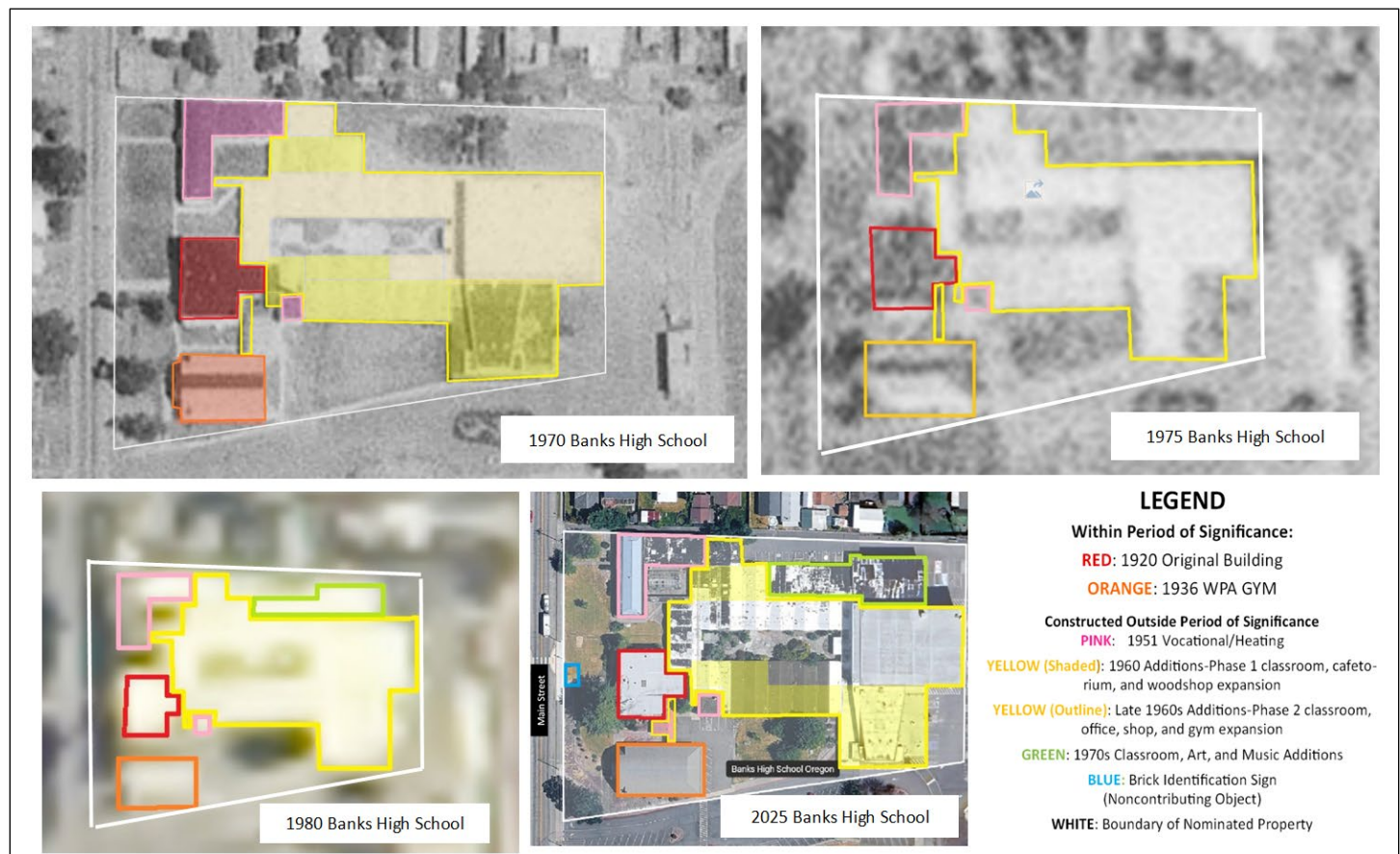
Sources:

(a) U.S. Geological Survey, Aerial Photograph, Entity ID AR1VCOA00010132, acquired July 8, 1970, scale 1:30,000.

(b) U.S. Geological Survey, Aerial Photograph, Entity ID AR1VDYL00040017, acquired September 19, 1975, scale 1:78,000.

(c) U.S. Geological Survey, Aerial Photograph, Entity ID AR5800029004193, acquired June 30, 1980, scale 1:64,500.

(d) Google Earth, accessed 2025.



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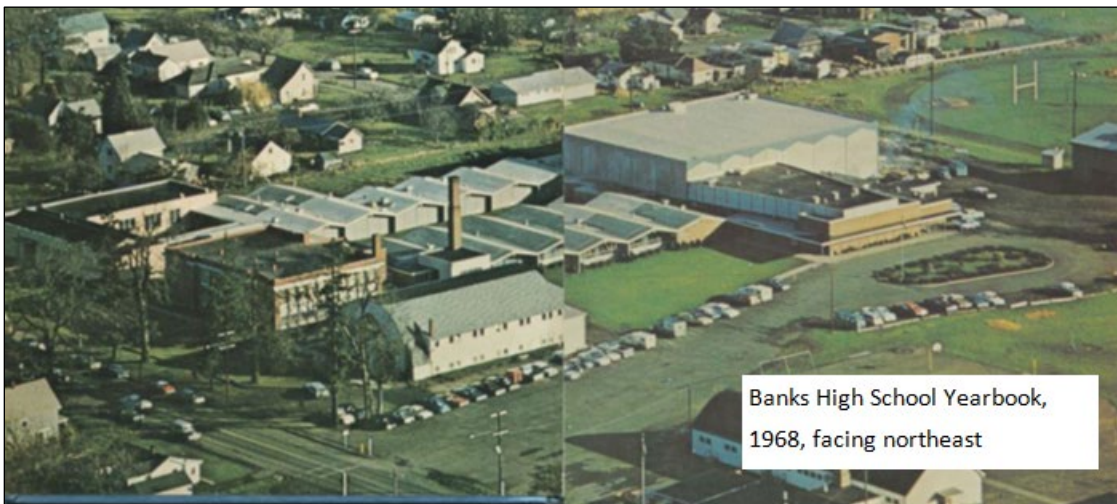
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Figure 22. Oblique Aerial Views of the Banks High School Campus Before and After the Late-1970s Additions.

(a) **1968** oblique aerial view facing northeast, showing the 1920 building (foreground), the 1936 gymnasium, the 1951 Vocational Building and Heating Plant, and the completed 1960s classroom, cafetorium, office, and gym additions.

(b) **1989** oblique aerial view facing northeast, showing the campus after completion of the late-1970s additions, including the art and music room expansions on the north side of the 1967–1968 wing.

Source: *Banks High School yearbook, The Chief, 1968 and 1989 editions.*



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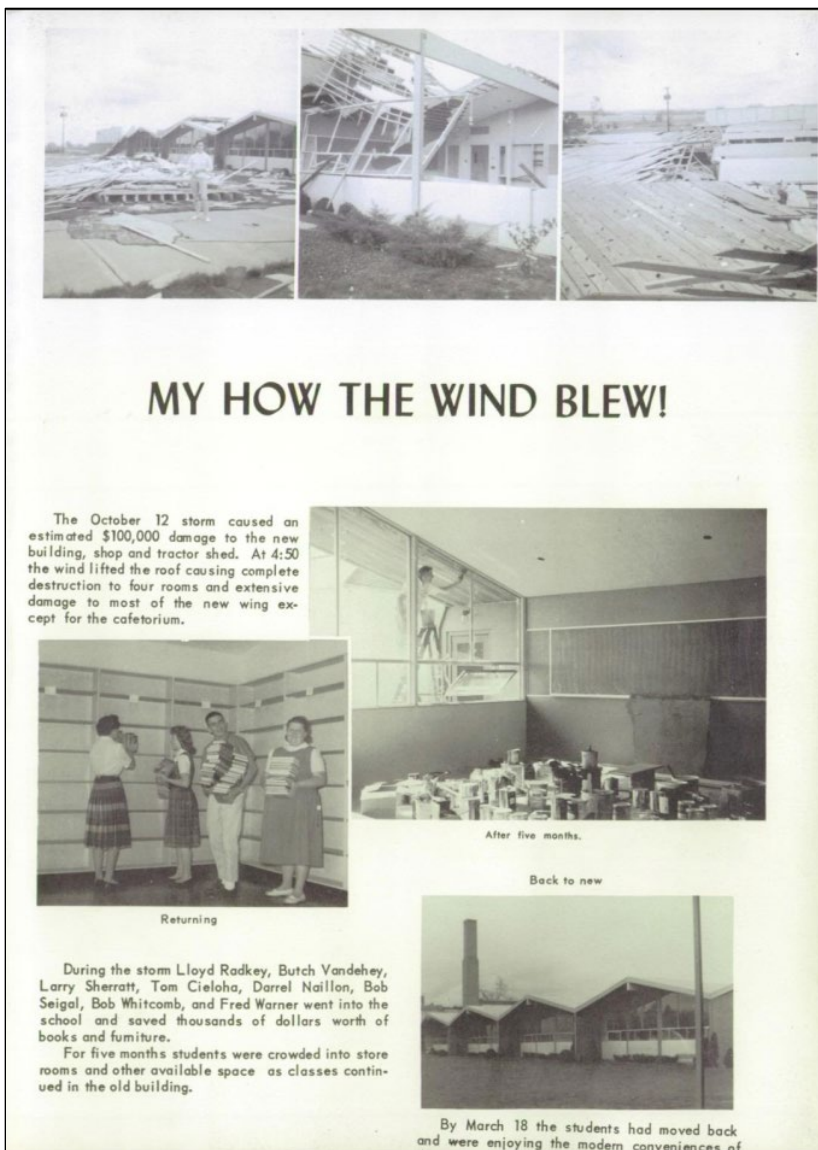
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Figure 23. Columbus Day Storm Damage and Reconstruction, ca. 1962–1963

Composite page from the *Banks High School* yearbook documenting the effects of the October 12, 1962 Columbus Day Storm on the newly completed high school addition. The storm lifted the roof from much of the 1960 wing, causing extensive interior and structural damage. Images also show volunteer salvage efforts and the reconstructed building approximately five months later.

Source: *Banks High School Yearbook, 1963.*



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Figure 24. 1974 Community-Led Modernization of the 1920 Banks Union High School

(a) Students at Banks Junior High School prepare for the November 1974 open house celebrating the community-led effort to update and improve the building for junior high use.

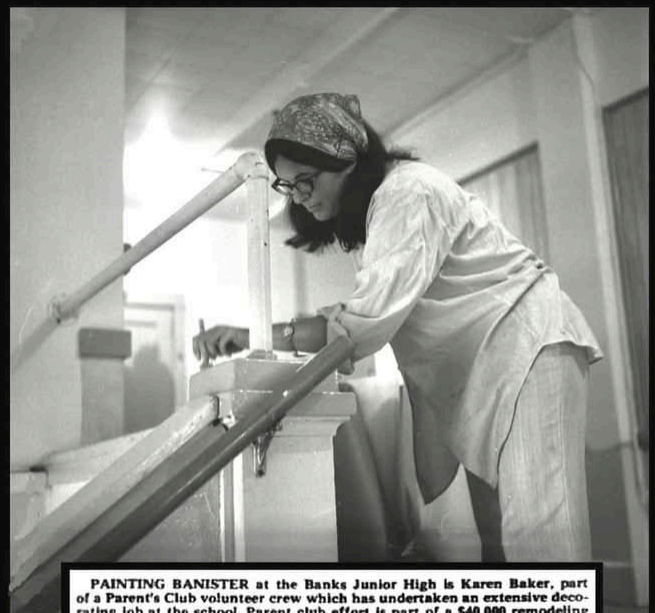
(b) Parent Club volunteer Karen Baker paints the stairway banister as part of the community improvement effort.

Source: Banks Historical Society, photograph clippings, August 22, 1974.



PUPILS AT BANKS Junior High School donned garments of the 20s, 30s, 40s and 50s in preparation for Nov. 20 open house to celebrate summer remodeling of school. One room in school will be devoted to each decade since building was first erected as high school. Mrs. Bernard Sellers was first graduate in 1921. Affair will be held from 7 to 9 p.m. Scrapbooks, photos, pennants, diplomas from years past will be on display. Refreshments will be served.

11-14-1974



PAINTING BANISTER at the Banks Junior High is Karen Baker, part of a Parent's Club volunteer crew which has undertaken an extensive decorating job at the school. Parent club effort is part of a \$40,000 remodeling project underway this summer according to Harold Pittman, head of maintenance for the school district. Story on project will appear in the Focus on Banks section of the Sept. 5 News-Times.

8-22-1974

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Figure 25. 1982 State Historic Site Inventory Form for Banks Junior High School (1920 Banks Union High School)

Scanned copy of the 1982 Oregon State Historic Preservation Office (SHPO) inventory form documenting the former Banks Union High School, later Banks Junior High School. The form summarizes ownership, location, architectural features, contextual setting, and historical significance, noting the building's construction in 1919-1920, its use as the city's first high school, and community-led improvement efforts during the 1970s. Includes a historic photograph of the west façade with its central arched entry, Tuscan pilasters, entablature, and grouped multi-light sash windows.

Source: Oregon State Historic Preservation Office, *Historic Sites Inventory Form, Resource No. 241/82* (1982).

PRESENT OWNER: <u>Banks School District #13</u>		RESOURCE NO: <u>241/82</u>
ORIGINAL OWNER: <u>Banks Union High School Dist. #1</u>		T 2N R 3W Sec. 31 1/4
ARCHITECT/BUILDER: _____		TAX LOT #: <u>801</u>
LOCATION: <u>Main Street, Banks</u>		CONDITION: <u>Good</u>
COMMON/HISTORIC NAME: <u>Banks Junior High/High School</u>		CONSTRUCTION DATE: <u>1919-20</u>
USE: PRESENT <u>Jr. High School</u>	THEME: <u>Education: Formal Schooling</u>	
ORIGINAL <u>High School</u>	TYPE: <u>Building</u>	

Description of the resource and statement of historical significance:
(Continue on back if necessary)

ARCHITECTURAL DESCRIPTION
Banks Junior High School is a two story building, rectangular in plan with attachments. It has a flat roof with a parapet wall on all elevations. Below the parapet is a simple wooden entablature which is broken on two fronts of the west facade. The building is sided with common bond brick. The prominent central entry on the west facade is accentuated by two wooden pilasters of the Tuscan order which support an entablature. The doors have five fixed lights and a transom. Above the entry a lunette window of twenty lights is trimmed by a soldier course of brick. Casement windows of 10/8 lights are grouped in bays of three on the west facade. Twenty double hung sash windows of 6/6 are on the north elevation. The school has a concrete foundation and a two foot watertable. Concrete steps lead to the main entry. An addition was made to the rear (east facade of the building) in the 1970's.

CONTEXTUAL DESCRIPTION
Banks Junior High is situated east of Highway 47 in the town of Banks. To the north is a mixed use area. The commercial core of Banks stretches one half mile north on either side of Highway 47. The school is landscaped with a tended lawn, foundation shrubs, and a large evergreen tree.

(continued)

Sources consulted:
- Washington County Museum Vertical Files: Banks.
- News Times, Forest Grove, Oregon, October 3, 1974.

Recorded by: Demuth/McLaughlin Date: February, 1983

HISTORICAL SIGNIFICANCE

The present Banks Junior High was formerly known as Banks Union High School. The building was constructed as a high school in 1919-1920. The first graduation was held in the Spring of 1920. While the school was under construction, classes were held in the American Legion Hall.

The school building cost \$38,000 to construct. Professor J.F. Santee and Miss Alice Stein were the first instructors. This building served as a high school until 1959, when a new school was constructed. The former high school building was then used as a Junior High School. It is still in use as a Junior High School today.

During the 1970's a group of Banks citizens, concerned about the state of disrepair of the building, organized a building improvements committee. They requested money be set aside in the school budget for interior repair and remodeling. The budget increase was approved, and the building was repainted, carpeted, re-wired, and a new heating system was installed.

Banks Junior High School is a significant building architecturally as one of the few brick buildings in the area. It has unusual wooden architectural detail exhibited in the wood frieze, pilasters and lunette window above the entry. The building has maintained its original use as a school since 1920. It is an important historical feature in the City of Banks as the first high school.



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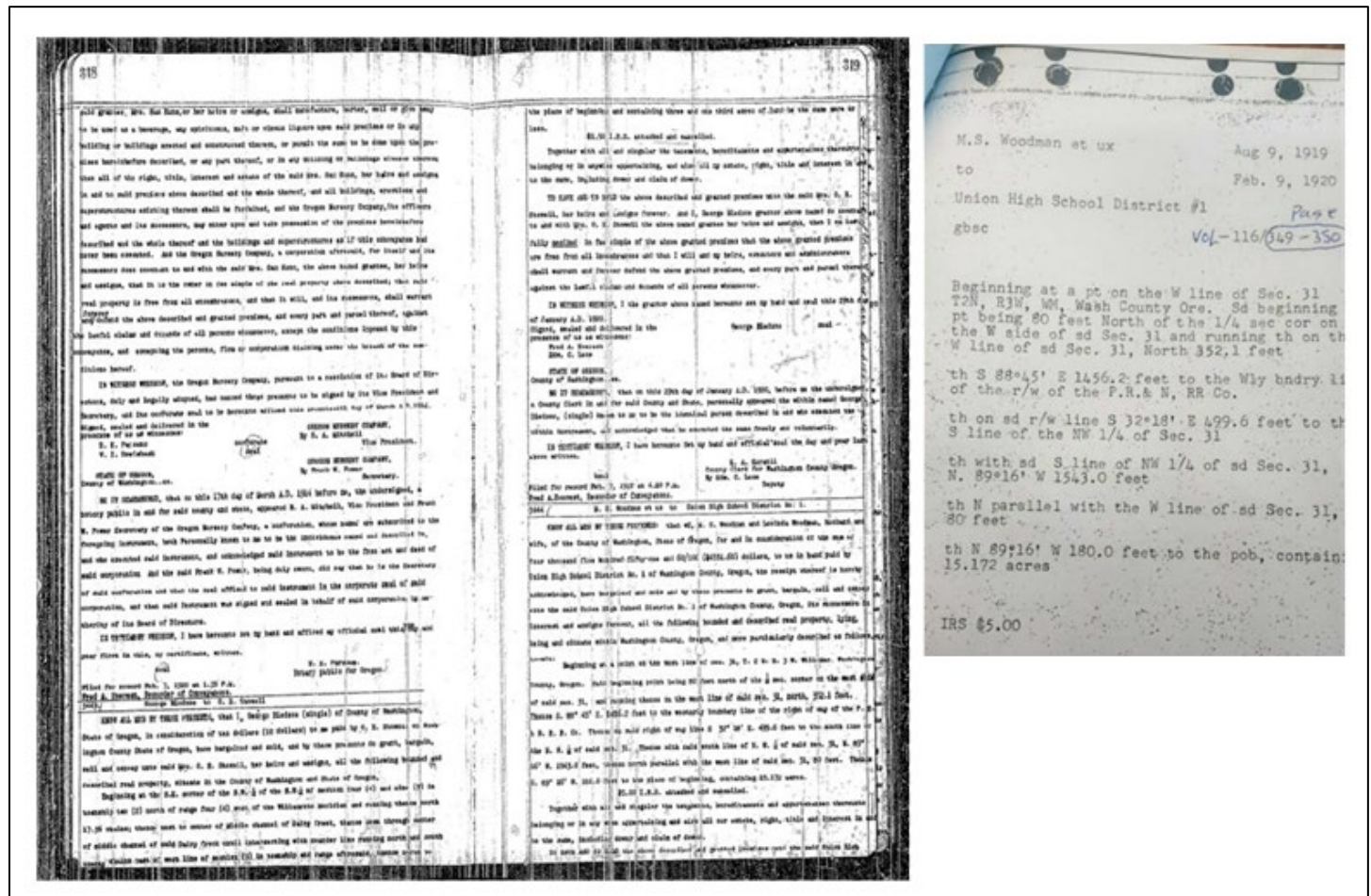
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Figure 26. 1920 Land Conveyance for Banks Union High School

- (a) Photocopy of pages 318–319 from a Washington County *Record of Conveyances* volume, showing the recorded deed from H. C. Woodman and Lorinda Woodman to Union High School District No. 1 of Washington County, Oregon. The deed was filed with the Washington County Clerk on February 7, 1920, at 4:20 p.m.
- (b) Photocopy of a typed deed abstract and recording slip for the same transaction, listing the grantors (M. S. Woodman et ux), the grantee (Union High School District No. 1), the filing dates (August 9, 1919, and February 9, 1920), the recording reference, and the metes-and-bounds description of the 15.172-acre parcel.

Source: Banks Historical Society Archives.



**Banks Union High School
Washington County: OR**



Photograph 1 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0001
Front (west) façade of Banks Union High School (1920 building), with the noncontributing brick "Banks School District" sign in the foreground. Camera facing east.



Photograph 2 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0002
Rear of Banks Union High School, showing south and east façades. Covered walkway and carport added after the period of significance in foreground. Camera facing northwest.



Photograph 3 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0003
South façade of Banks Union High School. Camera facing north.



Photograph 4 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0004
North façade of Banks Union High School. Camera facing south.



Photograph 5 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0005
Main staircase. Camera facing east.



Photograph 6 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0006
Second-floor open hallway overlooking lower common area with mural in background.
Camera facing east.



Photograph 7 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0007
Rear of common area with accessibility ramp. Camera facing west.



Photograph 8 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0008
Second-floor gallery showing arches and railing. Camera facing northeast.



Photograph 9 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0009
Typical classroom on second floor, showing original windows and trim. Camera facing west.



Photograph 10 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0010
View of overall school complex from Main Street, showing relationship between 1951 vocational building, 1920 school and 1936 gymnasium. Camera facing southeast.

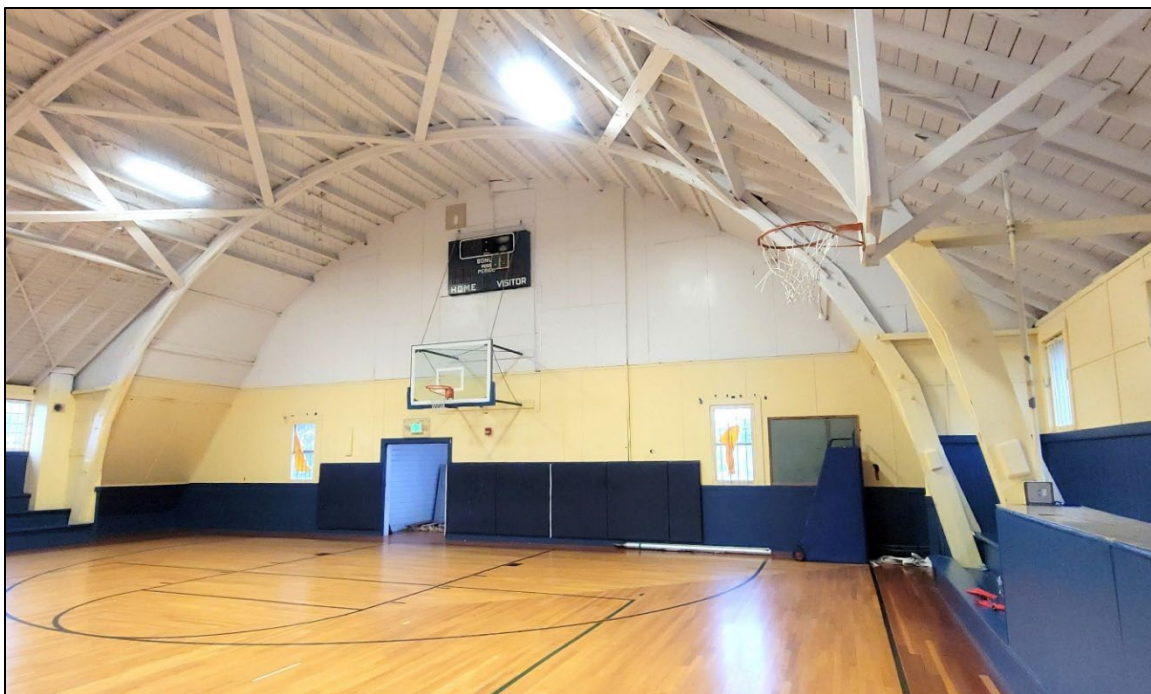
**Banks Union High School
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Photograph 11 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0011
1936 gymnasium, view from southwest corner. Camera facing northeast.



Photograph 12 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0012
View of west side of 1936 gymnasium, showing its connection to the 1920 school and the 1960s addition with carport and covered walkway. Camera facing west.



Photograph 13 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0013
Interior of 1936 gymnasium, showing rounded trusses and arched roof structure.
Camera facing west-southwest.



Photograph 14 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0014
1951 vocational building. Camera facing east.

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Photograph 15 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0015
Portion of 1960s addition exterior showing main entrance, 1951 heating plant, and classrooms. Camera facing north.



Photograph 16 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0016
East side of 1960s addition, showing 1960s gym on right and classrooms and cafeteria on left. Camera facing west.



Photograph 17 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0017
North side of 1960s addition, showing vocational buildings on right. Camera facing west-southwest.



Photograph 18 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0018
Interior of 1960s addition showing south hallway corridor, double-loaded with classrooms and lockers. Camera facing west.



Photograph 19 of 19: OR_WashingtonCounty_BanksUnionHighSchool_0019
Interior view from the 1960s addition looking northwest into the late 1970s art room addition. Camera facing northwest.