United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form.* If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Oregon State School for the Blind

other names/site number Oregon Institute for the Blind, Oregon School for the Blind (OSB)

2. Location

street & number 700 Church Street SE ☐ not for publication

city or town Salem ☐ vicinity

state Oregon code OR county Marion code 047 zip code 97301

3. State/Federal Agency Certification

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

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

In my opinion, the property ___ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ **national** _X_ **statewide** ___**local**

Signature of certifying official/Title Date

Oregon SHPO
State or Federal agency/bureau or Tribal Government

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

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:) _____

Signature of the Keeper Date of Action

Oregon State School for the Blind
Name of Property

Marion Co., Oregon
County and State

5. Classification

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

- [ ] private
- [ ] public - Local
- [ ] public - State
- [ ] public - Federal

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

- [ ] building(s)
- [X] district
- [ ] site
- [ ] structure
- [ ] object

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

Contributing	Noncontributing	
10	1	buildings
		district
		site
		structure
2	1	object
12	2	**Total**

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions.)

EDUCATION / school
EDUCATION / education-related

Current Functions
(Enter categories from instructions.)

VACANT / NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE19TH & 20TH CENTURY REVIVALS /
Italian Renaissance
LATE19TH & 20TH CENTURY REVIVALS /
Colonial Revival / Georgian Revival
MODERN MOVEMENT / International Style

Materials
(Enter categories from instructions.)

foundation: CONCRETE
walls: BRICK; GLASS
roof: ASPHALT
other:

Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with **a summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

The Oregon State School for the Blind campus is 8.73 acres bound by neighboring Pringle Creek, Salem Hospital, Bush's Pasture Park, and residential neighborhoods, south of downtown Salem. The district boundary follows the legal property line as outlined in Figure 1. The campus consists of a conglomerate of eleven separate buildings constructed and altered over the past ninety years to serve the ever-evolving mission of the residential institution. The ten contributing buildings include an administrative complex including infirmary and dining wings, two dormitories, a classroom building, a gymnasium with pool and bowling alley additions, a boiler building, and two WWII Era houses. The only non-contributing structure is a modern maintenance building. Architectural styles represented include Italian Renaissance, Georgian Revival, International, and WWII Era Cottage and Minimal Traditional.

Development of the grounds was largely unplanned as campus growth was slow. As such, buildings have been scattered across the site with various orientations and challenging access. Vehicular access and parking are along the northern creek edge of the property. Pedestrian paths connecting the various buildings have been developed and rearranged over the years to accommodate building placement and additions. Early 20th century photos show a system of metal handrails along all paths to serve as guides. A majority of these aiding devices have since been removed.

The landscape has also evolved with each addition and increase in paved area but can be characterized overall as fairly formal in arrangement and maintenance with large manicured lawns and strategic groupings of shrubs. Small playground areas have been located throughout the campus and the entire east end of the property was devoted to a large track. Early gardens and patios have been removed or replaced and new ones added including a sensory rock garden constructed in the past decade. Contributing site features are limited to a concrete entry stair off of Church Street near the Administration Building and the track with center handrail system.

The structures and the site are generally in good condition having been continuously occupied and maintained. The property has suffered some loss of physical and design integrity through replacement of materials and alterations to buildings and site features over the years; however, it retains the aspects of location, setting, feeling, and association.

Narrative Description

The 8.37 acre campus boundary is established by Church Street to the west, Mission Street to the south, Winter Street to the east, and Pringle Creek and Salem Hospital to the north. A paved access road off of Winter Street separates the northeast edge of the property from the Hospital property and serves as shared access to delivery and parking areas along the north property line. A restricted road connects these parking areas to Church Street and provides private access to the two residential buildings located at the northwest corner of the property. One additional parking lot, accessed off of Church Street, provides visitor parking in front of the Administration Building. The remainder of the site is comprised of school buildings, walkways, playgrounds, gardens, lawns, and landscaping (photo 1).

The campus buildings are set amidst a fairly level park-like landscape with both natural and formal features. Pringle Creek provides an informal tree-lined northwestern boundary. Abutting a residential neighborhood and Bush's Pasture Park to the west and south provides the west half of the campus with the feeling of a small scale neighborhood school setting (photo 2), while the east half is more exposed to the traffic on Winter Street and the activities of the adjacent hospital creating the feeling of a more urban campus setting.

Landscape and Site Features

Natural campus landscaping includes a variety of both deciduous and coniferous trees scattered fairly densely throughout the campus, a majority likely dating back to its early development. Formal plantings and hedges surround each building with the expanses between buildings devoted to lawn, gardens, or sand/bark covered playgrounds (photo 3). The eastern end of the property features a full-size track with playground equipment in the center (photo 4). The track, installed by 1945, is a contributing resource featuring two paved lanes and one of the few remnants of the metal handrail system at its

inner bark lane. A majority of the playground equipment throughout the campus has been removed since the 2009 school closure and donated to the School for the Deaf.

Paved pathways interconnect all campus buildings, parking and other site amenities. Other site features of interest include a concrete entry stair, a flag pole, and direction sign south of the Administration Building, a Lions Club monument in front of Irvine Hall, and a sensory rock garden. The concrete entry stair is a contributing site feature consisting of a pair of curved concrete walls level with the Church Street sidewalk and a stair to a campus walkway located south of the Administration Building (photo 5). This feature appears to date back to John Bennes' work. The sensory rock garden consists of a planned circular garden with concrete edged gravel paths. Among flower beds and other plantings are CMU retaining walls that create irregularly shaped raised planters with tactile plants and rocks (photo 6). Signage in both text and Braille is provided at various planters. The garden is a non-contributing resource constructed in the past decade and dedicated to former Superintendent Charles Woodcock. The landscape and grounds, in general, continue to be well maintained.

Buildings and Structures

Early campus development consisted of a single large Gothic-Victorian wood school building, constructed in 1895, that housed all school operations including administrative, educational and residential functions. The original building was located adjacent to Church Street, where the current Administrative complex sits. Other small vocational and agricultural related structures were scattered around the site and a portion of the property was occupied by the School for the Deaf.

Howard Hall

After twenty-five years of operating primarily out of the original 1895 school building, the campus finally expanded in 1923 onto the former School for the Deaf site, constructing a boys' dormitory at the corner of Church and Mission Street. Howard Hall, a contributing resource, is one of the oldest extant buildings on the campus, named for Superintendant Jerome Howard and family who served the school from1919 to 1931 (photo 7). The building was touted as a new "fireproof" structure in response to circulating concerns about the safety of the wood 1895 school building. Constructed of thick load-bearing masonry walls, Howard Hall is a single-story rectangular Renaissance Revival style building designed by prominent Oregon architect John V. Bennes. Under its original clay tile tiered hip roof it provided sleeping quarters, bathrooms, and living rooms for resident boys in two symmetrical wings flanking the central north-facing arched entry. Operable wood windows provide natural ventilation and symmetrical arcades at the south façade provide shelter for the associated play yard (photo 8). Additional decorative elements of the original building include a base soldier course of bricks, cast-stone quoins at corners, cast-stone keystone and spring point stones at entry arch, and exposed shaped rafter tails. In 1934, Howard Hall transitioned to house resident girls. The basement was expanded from a small room at the center of the building to include space under the entire east wing for classrooms. In 1957, in tandem with other campus modernization projects, a modern addition was attached to the west end of the building. In recent years the tile roof was replace with asphalt shingles.

The interior originally consisted of a symmetrical cross corridor plan with a hallway running the length of the building flanked on either side by dormitory and living rooms and bisected by the main entry hall connecting to centrally located toilet rooms. The dormitory housed roughly 40 students and staff and one supervisor. The interior was reconfigured in 1957 to provide more residential space and additional toilet facilities. Interior finishes appear to have been updated throughout the years. Howard Hall was continuously in use until its closure in 2009.

Boiler Building

In addition to Howard Hall, a boiler building was constructed around the same time (c.1920), possibly by John Bennes as part of a master plan that never came to full fruition. The Boiler Building, also a contributing resource, is utilitarian in design and architectural style, but utilizes the same materials and scale as Howard Hall (photo 9). Also called the Heating Plant, the Boiler Building is a single-story rectangular building centrally sited along the north side of the campus. Unreinforced load-bearing masonry walls top a concrete foundation and floor and wood framing supports the flat parapeted roof. Windows are typically wood eight-over-eight double-hung topped by a horizontal mullion and an eight lite hopper window.

The interior is divided into four sections. The northernmost section houses mechanical and plumbing equipment and features a mezzanine and an entry at both the east and west elevations. The middle section contains two massive 1947

Kewaunee fire tube low pressure steam boilers. The roof and brick parapet over this section were raised in 1949 to accommodate their installation. The brick chimney attached to the east exterior elevation was also added at that time. The southern two sections are additions that appear to have been made at the same time and prior to 1949. They align with the lower roof height and key into the brick coursing of the original portion of the building, but are constructed of a lesser quality brick and are imbedded partially in the adjacent hillside. These sections serve as storage. Concrete tunnels run from under the building out across the campus piping steam heat and hot water in the winter to all campus buildings. To eliminate the use of the boilers in the summer, the campus was retrofitted with individual electric water heaters located at each building complex. The Boiler Building has remained in continuous use since its construction.

Irvine Hall

Irvine Hall, a contributing resource, is the only representative of Depression Era growth on the campus (photo 10). Ten years after the construction of Howard Hall, the school began construction of its second dormitory in 1934. The resident boys were relocated from Howard Hall to the new facility and the girls were moved into Howard Hall. Irvine mirrors Howard Hall in size, scale, symmetry and alignment, but is of its own Georgian/Adam style. It was located, somewhat according to John Bennes' master plan, so that the two dormitories would flank a future entry walk loop off of Mission Street and a future new administration building. While these plans never fully came to fruition, this explains the unusual siting of Irvine Hall so far from Howard Hall and the 1895 school building at the time. Irvine Hall originally consisted of a symmetrical design with a two-story central mass addressing Mission Street and single-story wings extending east and west. A full basement runs the entire length of the building. The exterior walls are concrete clad in brick veneer supporting wood framed hipped roofs covered in asphalt shingles. The central mass features a truncated roof once outlined by a decorative balustrade with a chimney at its center. The primary entry is centered on the south elevation and is identified by a projecting square classical porch with columns and a decorative balustrade at its roof. Paneling flanks a half-glazed replacement door. Above the entry porch is a tall arched window with wood shutters. Additional original details include profiled cornice and enclosed eaves, arched ventilation dormers at the wing roofs, and a soldier course of bricks meeting the concrete foundation walls. Additional and accessible exits and ramps were added in the 1950s. Bracher Lounge was added, centered on the north elevation, in 1966 (photo 11). It consists of a single-story modern style square mass set at the first floor elevation hovering over an outdoor area with concrete column supports. An accessible exit and ramp connect the lounge at its north elevation to the campus grounds. More recently the windows have been completely replaced.

The interior originally consisted of roughly twenty rooms per floor used for dormitory quarters, living rooms, and toilet rooms flanking a central corridor running the length of the building. The interior finishes have been significantly altered over the years, except for the central stair at the first floor. The addition of Bracher lounge provided social space, as well as staff work rooms. Irvine Hall marks the continuing growth of the campus despite the hard times of the Depression.

School Building

With only the 1895 main building, and two dormitories full of resident students, the demand for new classroom facilities was at its peak at the end of the 1940s. The School Building, a contributing resource, was constructed in 1950 to meet that demand and also bring the campus into the modern era of education (photo 12). Ribbons of windows, modern building materials that aided in sanitization and a state of the art auditorium were all included in the design. The buildings location also finally created the intended link between both dormitories, as well as Mission Street. The School Building reflects the popular modern International style of the time. In plan, the building consists of a series of rectangular masses almost symmetrically grouped around a central auditorium. The southern half of the building is single-story and the northern half is two-story. Exterior walls are brick veneer clad concrete with a thin flat roof with slightly projecting eaves at the single-story portion and a parapeted flat roof at the two-story portion. Entries are located at all four corners of the single-story mass, deeply recessed under the thin flat roof supported by square columns. Entry doors are glazed aluminum. The south, east, and west facades feature ribbons of aluminum windows, typically fixed over narrow awning, set flush with the exterior face of brick and outlined by a thin projection of concrete. The north elevation is monumental in design, presenting a centered two-story narrow opening with glazed double doors topped by four large fixed lights stacked vertically (photo 13). Flanking the entry on each side are three cast-concrete decorative square panels featuring an abstract motif (photo 14), as well as low brick walled planters with low shrubs. A paved walkway and metal canopy addition lead to this north entry. Exterior alterations appear limited to the addition of a small greenhouse structure above the lower roof on the east elevation.

The interior consists of classrooms at the second floor and offices at the first floor surrounding an auditorium. The auditorium features a wood stage, wood theatre seating, and stepped indirect cove lighting on the side walls and ceiling. Interior walls are constructed of glazed hollow clay tile with the glazed side functioning as the finished surface in corridors. Most classroom and office finishes have been updated over time.

Administrative Complex

When principal Everett E. Wilcox became Superintendent in 1956-57, he continued the modernization begun in 1950. The original 1895 school building was demolished to make way for a new modern complex of three buildings housing administrative, dining, and healthcare services constructed in 1957. The new Administration Building provided an updated face and point of contact for the school (photo 15). The U-shaped complex is formed by three contributing resource: the two-story rectangular Administration Building facing Mission Street (west) flanked by the Dining Building (photo 16) to the south and the Infirmary to the north. These buildings are connected by an exterior canopy and form a courtyard at the complex center (photo 17). The exterior walls are concrete clad in brick veneer with flat built-up roofs and parapets. The façades are generally unadorned except for an applied projecting pattern of vertically oriented rectangles on the west elevation of the Administration Building and the inverse at canopy support walls where openings of the same pattern and size are punched through the walls. The public entry through the Administration Building consists of an asymmetrical arrangement of the aluminum glazed door with transom and side lite, narrow vertical slat windows, and a perforated wall, perpendicular to the entry façade, supporting one side of a cantilevering concrete entry canopy. A campus oriented entry is simpler, but also utilizes the single perforated wall supporting one side of the canopy connecting the building to the Infirmary building. Windows throughout the complex are typically long horizontal ribbons of aluminum fixed over narrow awnings set flush with the exterior wall.

The Administration Building includes a lobby and reception area, administrative offices, and restrooms. Principals', superintendants' and eventually directors' offices were located in the building until its closure in 2009. In 1996 the second floor was leased to a blind publication non-profit. Interior finishes, including carpet, paint, ceiling, and lighting, appear to have been updated since completion, possibly in the 1980s.

Gymnasium

A gymnasium was also constructed during the 1957 wave of construction along the north access road just east of the Boiler Building (photo 18). The Gymnasium is of the same style and materials as the administrative complex. The facility, a contributing resource, was constructed in two phases - the main gym erected in 1957 followed by the pool addition in 1958. A third bowling alley addition was made in 1959. The two-story mass of the main gym is accessed both at the south façade from the campus and the east façade linked to the track and field. The single-story pool is adjoined to the north and is also accessed from the field, as well as from the locker rooms in the main gym and the adjacent parking area to the north. The bowling lean-to addition is an enclosed single lane added along the length of the west elevation of the main gym, accessed from the gym or from the adjacent parking area. The exterior walls of the main gym are composed of heavy timber columns with wood infill framing and glu-lam beams supporting the flat roof. The pool features brick walls and a concrete roof and the lean-to is wood framed construction. The exterior is typically clad in brick veneer at the first floor level and v-groove vertical wood siding at parapet, second floor level, and the entire bowling addition. Access doors are hollow metal and sometimes partially glazed. Windows are typically aluminum fixed over awning set flush with the exterior wall.

Approximately two-thirds of the main gym plan is devoted to a two-story open volume for athletic courts with the remaining north third divided into two stories with a weight room located above lockers, restrooms, and showers. Windows are placed in ribbons at the upper half of the space on the east and west sides. Interior sliding wood windows provide a connection between the weight room mezzanine and the lower court. The pool is a single room with long narrow vertical slit windows of glass block, exposed interior brick walls, and a mosaic tile floor. The lean-to bowling alley is largely unfinished with no windows. Little change has occurred to the interiors over the past 50 years and the entire facility remained in use until the 2009 closure.

Auxiliary Structures

Additional structures on site include a non-contributing metal maintenance building erected in 1970 (photo 19) and two contributing WWII Era residences. These houses are located along the northwest property line. Constructed c.1945, the northern most house (650 Church Street) served as the Superintendent's residence into the 1970s when it transitioned to

a rental property (photo 20). It is a single story Minimal Traditional style house of approximately 1500 square feet. The rectangular plan is of wood framed construction clad in asbestos siding set on a concrete slab. An asphalt shingles clad hipped roof covers the main body of the house with a slightly lower hipped roof over an attached garage extending east. The shingles and gutter system appear to have been replaced within the past ten years. Enclosed eaves extend out, creating a shallow overhang, and a projecting porch cover protects the primary entry centered on the south elevation of the main body of the building. The entry door is a hollow core molded door with a vinyl upper fan light. Windows throughout are vinyl fixed and one-over-one single-hung. The attached garage has been converted to living space with framed infill and a vinyl sliding window in place of the garage door. A metal frame parking canopy is sited directly south of the garage wing. Attachments to the house are failing and the canopy is temporarily shored. The interior consists of a living area, kitchen, two bedrooms and a bathroom. An additional bedroom is located in the former garage. While the interior configuration does not appear to have changed, finishes and decorative features appear to have changed through the years with the various occupants. Alterations affecting the buildings integrity include reroofing, replacement of all windows and doors, garage addition and conversion of that garage to living space, addition of the parking canopy, and changes to interior finishes. The residence was occupied up until the closing of the school.

The other house (670 Church Street) served as the Principal's residence until 1972 when the Oregon Commission for the Blind took over occupancy (photo 21). It is a single story WWII Era Cottage style house of approximately 1000 square feet. Its roughly rectangular plan is of wood framed construction clad in asbestos siding set on a concrete slab. Multiple hipped roofs are clad in asphalt shingles and a centrally located brick chimney projects above the highest ridge. The shingles and gutter system appear to have been replaced within the past ten years. Enclosed eaves extend out, creating a shallow overhang and covering a recessed entry at the northwest corner. The entry door is a solid utilitarian door with security hardware and the concrete slab entry porch is lit by a motion sensing fixture. Windows are vinyl fixed and one-over-one single-hung. An opening on the north façade has been covered with vertical siding. An addition extends from the east elevation with a hip roof and small high vinyl sliding windows. The interior consists of an open reception space/living room with brick fireplace and a hallway off of which are a bathroom, kitchen, and two offices (formerly bedrooms). The addition provides another office/room. What appears to be a remnant of a garage is sited just to the east of the addition. The remnant is composed of the south wall of the garage and a few feet of wall and roof to the north. The north opening is walled over with two solid access doors. Additional alterations affecting the building's integrity include change of roofing, windows, and doors, the east addition, and change of interior finishes to accommodate reuse of residence as office.

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.)

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

Criteria Considerations

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

Property is:

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

Areas of Significance

(Enter categories from instructions.)

EDUCATION

SOCIAL HISTORY

Period of Significance

1923 - 1958

Significant Dates

1923 – Construction of Howard Hall

1934-36 – Construction of Irvine Hall

1950 – Construction of the School Building

1957-58 – Construction of the Administration Complex and Gymnasium/pool

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

BENNES, JOHN V.

FRED K.A. & KENNETH C. LEGG ARCHITECTS

WOLFF & PHILLIPS ARCHITECTS

JACOBBERGER STANTON FRANKS & NORMAN

Period of Significance (justification)

The period of significance begins with the construction date of the oldest extant building on the campus, Howard Hall, encompasses each distinct period of campus growth, and ends with the completion of the last significant building, the Gymnasium.

Criteria Considerations (explanation, if necessary)

N/A

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Oregon State School for the Blind campus, located in Salem, Oregon, is eligible for the National Register as a Historic District at a state level of significance under Criterion A, in the areas of Education and Social History, for its association with state mandated education of the blind and sight impaired. The campus boundaries, though initially including the separate School for the Deaf facilities, remained largely unaltered from the original land donation throughout the history of the school and continue unchanged as the Historic District boundary. The period of significance identified for the District begins with the school relocation to the Church Street site in 1895 and concludes in 1958 when the last building of the modernization period, the Gymnasium/Pool, was completed. The school was the only resource of its kind established within the State of Oregon.

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

The Oregon School for the Blind's significance lies more with its embodiment of the idea of providing specialized education for the blind at a State funded level, the public's recognition that the blind were not mentally impaired, and the State's backing of the belief that the blind should receive an equal opportunity to succeed in life, than with the physical design of the campus or its individual buildings.

Following national trends in education reform around the mid-19th century, Oregon was early among the West Coast states to recognize the state's responsibility in providing special education to meet the intellectual, social, and vocational needs of the state's blind population. The Oregon State School for the Blind was first established by the Legislature in 1873, outgrowing three previous sites before finally settling at the Church Street property in 1895, where it remained in operation for almost 115 years. Throughout its long history, the campus grew slowly to meet the needs of its students, faculty and staff, as well as reforms to general education and curriculum. Buildings were added or replaced to accommodate increased admissions due to outreach and state education mandates, changes in fire and life safety codes, and changes in curriculum requiring specialty buildings such as a gymnasium. By the end of the period of significance, 1958, much of the campus had been altered in response to the modern movement in both architecture and education, in addition to increasing commitment to streamlining the education of blind students with that of standard public education. Few physical indicators of a school for blind children remain, however, until its closure in 2009, the Oregon School for the Blind continued to service Oregon's visually impaired population as a publically funded residential institution – the only one of its kind in the state.

Developmental history/additional historic context information (if appropriate)

Blind Education in the United States

Education for the blind has evolved in the U.S. as concepts of public education and perceptions of how best to meet the needs of blind and visually impaired children and adults have changed. For thousands of years and across many cultures, institutionalization of the blind in asylums was practiced. The idea of educating the blind wasn't introduced until the 18th century.

Following the lead of several European countries in the early 1800s, America established its first institutes for blind education in 1831. In the 1880s, compulsory elementary education for the blind was implemented throughout the U.S. State institutes were established to provide basic education and vocational training and Braille had gained acceptance as the primary method of written communication. By the close of the 19th century the U.S. had founded 44 educational institutes and 24 trade schools and asylums to serve nearly 64,000 blind citizens, more than any other leading nation.[1] Most institutes were residential schools for both economy and 24 hour real life training.

Perceptions of the disabled population began to change around the turn-of-the-century. Physical disabilities were no longer seen also as mental deficiencies. The term "asylum" came under scrutiny and was removed from institution names. Schools began moving away from industrial/trade training and focusing more on academics with the growing

[1] Stadelman, Joseph. "Education of the Blind." The Catholic Encyclopedia. Vol. 5. New York: Robert Appleton Company, 1909. 3 Dec. 2009 <http://www.newadvent.org/cathen/05306a.htm>.

public belief that the visually impaired possessed the same capacity for learning and mental stimulation as sighted children. However, special attention was still paid to manual training – such as solid work, home economics, and simple craft work; physical training – health, strength, and correction of movement behavior; and literacy – ability to read and write using the Braille system. By the mid-to late-1900s, attendance of residential institutions began to decline as special education in neighborhood schools began to better accommodate blind students. With the adoption of the white cane as a mobility tool and symbol in the 1930s, the U.S. saw a gradual increase in the mainstreaming of the visually impaired through the close of the 20th century.

The latter half of the 20th century into the 21st century has seen the educational needs of the blind met increasingly by neighborhood schools and regular academic teachers. Skills such as those required for independent travel and Braille, as well as training in self-care, home economics, spatial concepts, anatomy, and social skills are handled by specialists either through the public school system, state, or private establishments. None the less, state schools and institutes for the blind are still in operation in over thirty states. These schools, sometimes in combination with services for the deaf, remain state funded residential institutions, many of which are still operating from their original or early campus facilities. The earliest established institutes are mostly found in the eastern states, dating back to the 1850s. The first western school was established in San Francisco, California in 1860. The oldest western facility still in operation at its historic campus location is the Colorado School for the Deaf and Blind, founded in 1874 and still utilizing its 1876 planned campus in Colorado Springs.[2]

Oregon State School for the Blind

In 1873, the State of Oregon joined in the national effort to provide appropriate and publically funded education for the blind. As the national movement, begun in the 1830s, reached the west coast, several proposals for the care of the blind were entertained by the Legislative Assembly until finally a law was passed in 1872 appropriating funds to procure buildings, teachers, books, and room and board for the education of blind scholars.[3] The school was officially established and opened its doors to an initial enrollment of two students on February 26, 1873, at the Salem home of William Nesbit. Mr. Nesbit served as Superintendent and his wife as Matron. The objective of the school was to provide educational programs that would prepare blind students for independent living. The first teacher was Miss Nellie Simpson, a young blind woman who had lobbied for the formation of the school. By the end of the first year, enrollment had grown to five students, however, in June1874, the school closed due to an accident resulting in the death of Mrs. Nesbit.

Superintendant Rev. J.H. Babcock reopened and moved the school to a location on 13th Street between Court and Chemeketa in October 1874. Curriculum was limited to the basics of reading, grammar, composition, writing, U.S. history, ciphering, type printing, music, fancy work, and sewing. At this time there were only eight students, but nearly fifty blind residents identified by the state census, of which roughly half were of an age suitable for attendance.[4] As a result, the Legislature passed a more detailed law in 1974 stating:

> "All blind persons who are residents of this State, of sound mind and in good health, shall be entitled to free education at the Institute, for a period of not more than two years, and the Board of Trustees shall have authority to give full or partial board and maintenance to such pupils as, in the judgment of the Board, cannot be supported by their parents or guardian, or friends. The Board shall further have authority to allow pupils, for special reasons, to remain for a longer period than two years."[5]

In 1879, the school was temporarily closed, reopening again in 1883, at a new location on 12th Street between Ferry and State. Under Superintendant C.E. Moore, the 12th Street property, including a building and three lots, was purchased. In 1891, new legislation was passed requiring school district clerks throughout the state to report any blind children within their district to the blind school superintendant, who in turn would contact the families of these children and provide them with the application for enrollment in the school. Consequently, enrollment grew to twenty-nine pupils resulting in overcrowded conditions at the 12th Street campus and the imposition of an age limit.[6]

In 1895, the school moved to its final home at 700 Church Street SE, on land donated by both prominent citizen Ashel Bush and former Portland mayor Henry Failing and previously occupied by the deaf school. Under Superintendent J.L.

[2] "History of CSDB," *Colorado School for the Deaf and the Blind (Online)*, Colorado Department of Education. http://www.csdb.org/Default.aspx?DN=b2cfb84c-d975-4f68-8174-2099d5a0356e. Retrieved 2009-12-4.
[3] Wayne Satchwell, "History of the Oregon State School for the Blind," Master's Thesis (University of Oregon, 1940): 9.
[4] Satchwell, 11.
[5] Satchwell, 11.
[6] Satchwell, 11-12.

Carter, a large three-story gothic influenced folk Victorian school building became the primary facility for the school. This building provided living quarters, dining, administrative offices, and classrooms for around 25 students and staff. A law requiring school attendance by all children ages nine to fourteen and children fourteen to sixteen who were not employed was passed in 1907. This again boosted enrollment to fluctuate near capacity, however, little other construction or expansion occurred over the next two decades under either Superintendents George Jones and Ephraim Moores, both of whom resided at the school, with Moores' wife, May, serving as school Matron. Conversely, the curriculum experienced a major shift.

As was nationally typical around the turn-of-the-century, the school became primarily focused on industrial and trade training that would prepare graduates for real jobs allowing them to be self-sufficient. In 1909, an industrial arts concentration was added to the curriculum which included working skills such as weaving, chair caning, hammock-making, and piano tuning – all commonly offered vocational programs among blind educational institutions.

In 1913, Governor West recommended condemning the school citing its school building as a fire hazard and its site as difficult being located next to a railroad track, mill race, and creek. The school was not closed however, and when Jerome W. Howard became Superintendent in 1919, plans were put into motion to erect a new boys' dormitory of "fireproof construction". Howard Hall was designed by prominent architect John V. Bennes in 1923, as a typical dormitory with no particular attention to the fact that the occupants were blind. This provided students with a real life living situation complete with stairs to negotiate, standard toilet facilities, and group sleeping quarters. Additionally around this time, a heating plant was erected across campus and connected to both Howard Hall and the original school building.

As published in a 1927 information pamphlet for family and friends of current and potential students:

> "…This school is not established out of charity for the afflicted, but in order to grant the free education considered, under our principles of government, the birthright of all children in order that they may make the most of life. Hence, it is not a hospital to cure blindness, nor an asylum for the blind, but a boarding school with special equipment to educate and train the children that are either blind or of such defective vision as to be unable to profit by attending "seeing" public schools.
>
> Keeping a blind child at home, after reaching the school age of six, is both unfair and unjust to the child. Each year's delay makes the child more dependent; the task of educating it more difficult; and the training of the fine, delicate touch, so necessary to the sightless, more incomplete. Finally, preparing to make a living gives purpose to its life; and thinking and doing interesting, worthwhile things make for human usefulness and happiness."

The school and its mission continued to develop, providing a residential facility where the state's blind could receive not only training in self care and communication, but a curriculum again shifting back toward academics including physical education, music, debate, and other intellectual and social skills coinciding with a national shift in attitude and understanding of the blind population. Students were provided room and board, but had to bring their own clothing, shoes, and toiletries, as well as $4 for a Braille slate and incidentals.[7] Each student followed a rigorous academic schedule, attended church on Sunday, and returned home for holidays. The campus grew as well to include gardens, orchards, and a fully stocked Braille library. Though unpopular among the students, Superintendant Howard served the school until 1930, overseeing a healthy enrollment of approximately 48 students, but with little other campus growth.

In 1929, new legislation was passed declaring the blind school to be a free school and allowing students ten years of attendance unless granted extension or unable to progress. By the early 1930s, enrollment had risen to an all-time high of 74, well beyond the campus capacity of 50 students.[8] Depression and War Era campus growth, however, was limited to an additional boys' dormitory completed in 1936 and conversion of Howard Hall to a girls' dormitory. Irvine Hall, designed by prominent local architect Fred Legg and son Kenneth Legge, was erected under PWA auspices along with several other state and local New Deal projects. It was dedicated to blind Oregon publisher/editor B.F. Irvine under the direction of Superintendent Walter Dry. Like Howard Hall, the design of Irvine Hall provided no special advantages to blind students, instead allowing them to learn to deal with living in a world primarily catering to the sighted. The new dormitory did, however, provide the space needed to accommodate the growing enrollment, as well as allow for isolation of sick students.

[7] "General Information, Oregon State School for the Blind: Information for the Parents and Friends of Blind and Partially Blind Children." (Salem, OR: State Printing Department, 1927).
[8] Satchwell, 17.

Under Superintendent Dry's twenty-five year reign, one additional building was built at a time of great reform in general education which likely affected schools of thought regarding education for the handicapped as well. The battle for better school design had long been underway with movements in the United States rising in waves. The concept of a school evolved from schoolhouse to school plant/campus with reforms to America's general education system and concerns for health and safety. From 1915 to 1945, progress in school design was slowed, in part due to the reactionary enactment of codes and regulations. However, a post-war movement brought enlightened school design back to the forefront. William Caudill, author of *Toward Better School Design* published in 1954, sites 1950 as "a year in history when for the first time a large majority of architects and educators throughout the entire nation got together to try to solve their common problems."[9] Codes were revised, conferences were held bringing architects and school administrators together, and public opinion finally accepted modern contemporary design over traditional. The result was a pupil focused approach to school design – recognizing the physical and emotional needs of the student in order to produce peak academic performance. Thought was even given to social needs, generating the idea of the social center. Caudill describes the space as an "area for social interchange."[10] The concept of "form follows function" also came into wide acceptance resulting in modest, unadorned buildings that openly expressed their structure and function as elements of importance and beauty. The School Building, constructed in 1950, reflects the education and design issues of its era with long expanses of operable ribbon windows into each classroom, interior finishes such as tile walls that allowed for more sanitary conditions, and social spaces. It features classrooms, an auditorium, and additional administrative offices designed by Wolff & Phillips in the minimalist International style.

Additionally, two houses were constructed at the northwest edge of the property by 1950, a modest cottage for the Principal and a slightly larger home for the Superintendant.

Everett Wilcox succeeded Walter Dry as Superintendant in 1957. Wilcox continued the wave of modern and enlightened construction resulting in the demise of the original 1895 main building and replacement with a modern administrative complex including dining and health services designed by Jacobberger Stanton Franks & Norman Architects of Portland. These buildings also feature ribbons of operable windows and modern sanitary finishes. A separate gymnasium was constructed on the opposite side of the property with subsequent immediate additions of a natatorium wing and a modest bowling alley. The gymnasium incorporates natural light by way of clerestory windows and is tailored to blind athletes providing indentations on the floor outlining sport courts. A modern addition was also made to the west end of Howard Hall to increase housing capacity.

Other than the replacement of the shop building in 1970, the Bracher social space addition to Irvine Hall in 1966, and interior renovations to Irvine and Howard Halls, little change has occurred since 1958. Over the past few decades, per the national trend, residential enrollment declined as neighborhood schools became increasingly able to take on disabled students and states became less able to fund the schools. The mission statement of the Oregon School for the Blind grew to include providing services to the blind, as well as those with partial sight and with other disabilities. In the summer of 2009, the campus was permanently closed by the Legislature, directing funds for the visually impaired directly to neighborhood schools servicing such individuals.

Oregon was early among the west coast states to establish and quickly settle their school on property adequate for continued future growth demonstrating the State's recognition of the need and commitment to the campus' longevity. Oregon School for the Blind represents the State's 135 year commitment to the support and education of its blind and visually impaired population. It is significant as a singularly unique institution in the State of Oregon, established as part of a national movement for blind education and allowed to evolve with educational and architectural reform and public opinion and demands for over a century. Though development and physical alterations have occurred with this evolution, the school maintained its location, setting, and dignity as a humble state residential campus for the blind until its closure in 2009.

[9] William Caudill, *Toward Better School Design* (New York: F.W. Dodge Corporation, 1954): 16.
[10] Caudill, 38-39.

People of Interest

John V. Bennes, Architect

John Virginius Bennes was a prominent Oregon architect of the early 20th century. He began his practice in Baker City in 1900. Bennes focused on residential and commercial design in Baker City and is responsible for notable buildings such as the Elks Building and Geyser Grand Hotel. In 1906, Bennes relocated to Portland and continued to practice, taking on a variety of partners, and then practicing independently from 1914 to 1925 before partnering with Harry A. Herzog from 1925 to 1930. Between 1915 and 1935, Bennes was primarily responsible for the design of most of the buildings on the Oregon State University campus in Corvallis. He practiced alone again from 1931 until his departure from Portland in 1943 when he relocated to Los Angeles, California, to improve his health and died shortly after.[11]

Bennes' architectural legacy lives on in his volume of work predominantly in Portland, Baker City, and the OSU campus. Examples of his work can also be identified scattered across the state and range from grand educational facilities to small hotels and residences. His portfolio included a number of small classical and craftsman style houses, 1930s Art Deco apartment buildings, large warehouses, and the Hollywood Theater in Portland. Howard Hall is a small scale representative of Bennes' classical style education/residential buildings. Remnants of interior features typical of Bennes designs are the curved corners at the entry lobby/corridor crossing.

Fred Legg and Kenneth Legge Architects

Fred Legg and his son Kenneth Legge (Kenneth legally changed the spelling of his name), were notable architects local to Salem. Little is known about Fred's background and training as an architect, having first worked as a druggist in Salem at the turn of the century. In 1907, Fred formed a partnership with Walter Pugh in Portland while remaining in Salem. That partnership was dissolved in 1910, but Fred Legg continued to practice independently out of Portland. In 1915 Fred relocated his practice to Salem. Significant Salem buildings include the John and Douglas Minto Houses, Old Garfield School, R.P. Boise Building, and Dr. William A. Cusick House.

Kenneth Legge joined his father after graduating from Willamette University in 1920 and then completing the University of Oregon School of Architecture program in three years. It is possible that there was a connection between Kenneth Legge, B.F. Irvine, and OSB through his alumni status at Willamette University.

Independently, Kenneth Legge partnered with Whitehouse and Church on the design of the Salem YWCA Building, worked for Lawrence, Holford and Allyn on the plan for Camp Adair, and finally joined the Army Corps of Engineers Portland District in 1941. He transferred to the North Pacific Division in 1950 and finally retired in 1962.

B.F. Irvine

Benjamin Franklin Irvine was a native Oregonian educated at Willamette University receiving a Bachelor of Science, Master of Arts, and Doctor of Laws. Irvine began his newspaper career early in life, at the age of 13, as a correspondent from Scio for a paper in Albany. In 1892 Irvine pursued the opportunity to become the editor and owner of The Corvallis Times. His eye site was beginning to fail at this time to the point of certain blindness, but he did not let this deter him. Irvine remained with The Corvallis Times for sixteen years, during which time he was noticed by C.S. Jackson, publisher of The Oregon Journal. Jackson hired Irvine as editorial writer in 1908 and advanced him to editor-in-chief by 1919. Irvine served as editor for The Oregon Journal from 1919 to 1937 and then editor emeritus until his death in 1940. Irvine was also heavily involved with the Board of Regents at Oregon State University.

The following is an excerpt from B.F. Irvine's obituary published in the New York Times on May 2, 1940:

"Benjamin Franklin Irvine became an editor despite failing eyesight and certainty of blindness. He did not regard this as a handicap, however, for he said in later years that he believed his blindness had somehow aided him to expand his energies and sensibilities. He became one of the most widely quoted editors on the Pacific Coast."

B.F. Irvine was present at the dedication of Irvine Hall in 1936.

[11] Ritz, Richard E., *Architects of Oregon. A Biographical Dictionary of Architects Deceased – 19th and 20th Centuries* (Portland: Lair Hill Publishing, 2002)

Wolff and Phillips Architects

The firm of Wolff and Phillips is a mid-century partnership of notable Portland architect George Melville Wolff, founding partner of what became the present day firm of ZGF. Wolffe was a graduate of the University of Oregon School of Architecture and an interned under prominent architect Morris H. Whitehouse as a youth. After working for the firm of DeYoung and Roald followed by Lucius and Cash over the course of a year, Wolff opened his own office in 1927. Wolff produced several Georgian and Colonial style houses before being forced into WPA work mapping sewer lines during the Depression. In 1932, Wolff formed a partnership with his former employer Earl Cash. This partnership lasted ten years.

In 1941, the firm Wolff and Phillips was formed. During his partnership with Phillips, the firm became associated with tycoon Henry Kaiser and was fed numerous projects in connection with the war effort including worker housing at Bonneville Dam, Oregon, Vancouver, and Swan Island shipyards, and establishment of Vanport City. The School Building at OSB was designed toward the end of this partnership.

During the ten year partnership with Phillips, Wolff hired Norman Zimmer. In 1953, Wolff and Phillips was disbanded and the predecessor to ZGF – Wolff and Zimmer – was founded. Wolff continued to practice until he retired in 1965. [12]

Jacobberger Stanton Franks & Norman Architects

The Portland firm of Jacobberger Stanton Franks & Norman is a mid-century iteration of the firm started in the early 1900's by prominent architect Joseph Jacobberger. Upon Joseph's death in 1930, his son Francis B. Jacobberger succeeded him, practicing on his own for 15 years. Francis was a graduate of the University of Oregon School of Architecture and continued his father's business relationship with the Catholic Church designing Catholic schools, hospitals and other institutions including St. Francis Church and Providence Hospital in Portland. In 1945 Jacobberger began taking on partners, starting with Elmer Zeller and followed by friend John Joseph Stanton, practicing under the name Jacobberger Stanton Zeller. Zeller left the firm in 1948, changing the name to Jacobberger Stanton. In 1956, Jacobberger extended partnership to his son-in-law Everett Franks and a long time employee Richard Norman, thus establishing Jacobberger Stanton Franks & Norman. It was this iteration of the firm that designed and completed four modern education buildings on the OSB campus in 1957 (the administration, dining and infirmary complex and the gymnasium) and two additions in 1958 (the west wing addition to Howard Hall and the pool). In 1960, Stanton retired and in 1962 Jacobberger passed away.[13]

The legacy of the many evolutions of Francis Jacobberger's firm is best represented by its many years of work for the Catholic Church. The representative body of work is primarily revival style religious and civic buildings taking a slight turn toward modern trends from the late 1940s on. Good examples of Jacobberger's modern work are Holy Trinity Greek Orthodox Church and St. Mary's Academy in Portland. The four buildings and additions designed for OSB moderately reflect Jacobberger Stanton Franks & Norman's modern designs of that time, but more accurately echo the architectural trends of 1950s office building design than design characteristics specific the Jacobberger's firm.

[12] Ritz.
[13] Ritz.

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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
__x__Other State agency
____Federal agency
__x__Local government
____University
____Other
Name of repository: _____

Historic Resources Survey Number (if assigned):

10. Geographical Data

Acreage of Property 8.37
(Do not include previously listed resource acreage.)

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

	Zone	Easting	Northing		Zone	Easting	Northing
1				3			
2				4			

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

The Oregon State School for the Blind campus is bound by Pringle Creek and Salem Hospital to the north, Winter Street to the east, Mission Street to the south, and Church Street to the west. The boundary is indicated by a thick black line following the legal property line on the Site Survey map shown in Figure 2 on page 31.

Boundary Justification (Explain why the boundaries were selected.)

The boundary represents the extent of the campus grounds throughout the period of significance (1923-1958).

11. Form Prepared By

name/title CARIN CARLSON

organization FLETCHER FARR AYOTTE, INC. date

street & number 520 SW YAMHILL ST., SUITE 900 telephone 503.222.1661

city or town PORTLAND state OR zip code 97204

e-mail ccarlson@ffadesign.com

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.

  A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Continuation Sheets**

- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: OREGON STATE SCHOOL FOR THE BLIND

City or Vicinity: SALEM

County: MARION **State:** OREGON

Photographer: CARIN CARLSON, Fletcher Farr Ayotte, Inc.

Date Photographed: Photos 5, 13, and 20: October 27, 2009
Photos 8 and 14: November 12, 2009
Photos 10, 12, and 15: November 16, 2009
Photos 1-4, 6, 7, 9, 11, 16-19, and 21: May 14, 2010

Ink and Paper: HP Premium Plus Photo Paper, HP Vivera 95 dye-based ink

Location of Negative: Digital (held by FFA and SHPO)

Description of Photograph(s) and number:

1 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0001.tif)
Elevated view northwest showing Woodcock sensory garden and internal campus grounds.

2 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0002.tif)
View south along Church Street from northwest corner of property, Administration complex in distance.

3 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0003.tif)
View south of internal campus playground near School Building, curvilinear ramp connecting School Building and Irvine Hall in background.

4 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0004.tif)
Track at east end of property with inner guiderail and remnants of central playground.

5 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0005.tif)
Curved concrete wing walls and stair off Church Street near Administration Building.

6 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0006.tif)
View south from Woodcock sensory garden, east elevation of School Building in background.

7 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0007.tif)
Directional sign near Administration Building, primary/north elevation of Howard Hall in background.

8 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0008.tif)
South elevation and play yard of Howard Hall, modern addition in background.

9 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0009tif)
Northeast corner of Boiler Building.

10 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0010.tif)
Primary/south elevation of Irvine Hall from across Mission Street.

11 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0011.tif)
View east of internal campus grounds, modern Bracher addition to Irvine Hall in background.

12 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0012.tif)
Primary/south elevation of School Building from across Mission Street.

13 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0013.tif)
North elevation of School Building auditorium wing.

14 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0014.tif)
Detail of decorative concrete element with modern motif flanking north entry of School Building.

15 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0015.tif)
Primary/west elevation of Administration Building.

16 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0016.tif)
View east from Church Street, flagpole and Dining Building in background.

17 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0017.tif)
East elevation of Administration complex showing courtyard flanked by Dining and Infirmary Buildings.

18 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0018.tif)
East elevation of Gymnasium with track in foreground.

19 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0019.tif)
North elevation of pool (left), Boiler Building (center), non-contributing Shop Building (right), and parking/drive between OSB and Salem Hospital in foreground.

20 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0020.tif)
South elevation of Superintendent’s residence at northwest corner of property.

21 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0021.tif)
West elevation of Principal’s residence/Commission Building and private drive off of Church Street.

Oregon State School for the Blind
Name of Property

Marion Co., Oregon
County and State

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

name _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

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 18 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.

Oregon School for the Blind

National Register of Historic Places Photo Location Map

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Elevated view northwest showing Woodcock sensory garden and internal campus grounds.

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View south along Church Street from northwest corner of property, Administration complex in distance.

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View south of internal campus playground near School Building.

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Track at east end of property with inner guiderail and remnants of central playground.

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South elevation of Superintendent's residence at northwest corner of property.

21 of 21: (OR_MarionCounty_OregonStateSchoolfortheBlind_0021.tif)
West elevation of Principal's residence/Commission Building and private drive off of Church Street.

Documents

Figure 1. Location Map
Figure 2. District Map (adapted from Alta/ACSM Land Title Survey, Site Survey, 2009)
Figure 3. 1895 Sanborn Map
Figure 4. 1926-27 Sanborn Map
Figure 5. 1950 Sanborn Map
Figure 6. Location Plan by John Bennes, 1923
Figure 7. Site Survey, 1945
Figure 8. Site Survey, 1956
Figure 9. Site Plan by Jacobberger, Stanton, Franks & Norman Architects, 1957
Figure 10. Period Illustration, 1895
Figure 11. Historic Photograph, 1901
Figure 12. Historic Photograph, 1901
Figure 13. Historic Photograph, 1901
Figure 14. Historic Photograph, 1904
Figure 15. Historic Photograph, 1904
Figure 16. Historic Photograph, 1910
Figure 17. Historic Photograph, 1921
Figure 18. Historic Photograph, 1921
Figure 19. Historic Photograph, 1921
Figure 20. Historic Photograph, 1924
Figure 21. Historic Photograph, 1927
Figure 22. Historic Photograph, 1934
Figure 23. Historic Photograph, 1936
Figure 24. Historic Photograph, 1936
Figure 25. Historic Photograph, 1940
Figure 26. Historic Photograph, 1945
Figure 27. Historic Photograph, 1951
Figure 28. Historic Photograph, 1951-52
Figure 29. Historic Photograph, 1951-52
Figure 30. Historic Photograph, 1951-52
Figure 31. Historic Photograph, 1954
Figure 32. Historic Photograph, 1955
Figure 33. Historic Photograph, 1955
Figure 34. Historic Photograph, 1955
Figure 35. Historic Photograph, 1956
Figure 36. Historic Photograph, 1957
Figure 37. Historic Photograph, 1958
Figure 38. Historic Photograph, 1958
Figure 39. Historic Photograph, 1958
Figure 40. Historic Photograph, 1958
Figure 41. Historic Photograph, 1958
Figure 42. Historic Photograph, 1964
Figure 43. Historic Photograph, 1966
Figure 44. Historic Photograph, 1966
Figure 45. Historic Photograph, 1970
Figure 46. Historic Photograph, 1972

Figure 1. Location map

Figure 2. District Map – boundary indicated by heavy line
(adapted from Alta/ACSM Land Title Survey, Site Survey, 2009)

Figure 3. 1895 Sanborn Map of property

Figure 4. 1926-27 Sanborn Map of property

Figure 5. 1950 Sanborn Map of property

Figure 6. Location Plan by John Bennes, 1923.
Shows Howard Hall as well as future plans for loop drive and new administration building.

Figure 7. Site Survey, 1945

Figure 8. Site Survey, 1956

Figure 9. Site Plan by Jacobberger, Stanton, Franks & Norman Architects, 1957

Figure 10. Period illustration of original 1895 school building (from OSB website 2009)

Figure 11. Historic Photograph: Original school building, 1901 (from OSB website 2009)

Figure 12. Historic Photograph: Classroom in original school building, 1901 (from OSB website 2009)

Figure 13. Historic Photograph: Gymnasium in original school building, 1901 (from OSB website 2009)

Figure 14. Historic Photograph: Music class in original school building, 1904 (from OSB website 2009)

Figure 15. Historic Photograph: Woodworking class in original school building, 1904 (from OSB website 2009)

Figure 16. Historic Photograph: Original school building, 1910 (from OSB website 2009)

Figure 17. Historic Photograph: Students and faculty, c.1920-21 (photographer unknown)

Figure 18. Historic Photograph: Typing class, 1921 (photographer unknown)

Figure 19. Historic Photograph: Students attend church in chapel of original school building, 1921 (from OSB website 2009)

Figure 20. Historic Photograph: South elevation of Howard Hall, 1924 (from OSB website 2009)

Figure 21. Historic Photograph: Original school building, 1927 (from OSB website 2009)

Figure 22. Historic Photograph: Domestic science class in original school building, 1934 (from OSB website 2009)

Figure 23. Historic Photograph: Irvine Hall, 1936 (from OSB website 2009)

Figure 24. Historic Photograph: Irvine Hall dedication (B.F. Irvine seated left), 1936 (from OSB website 2009)

Figure 25. Historic Photograph: Original school building, 1940 (from OSB website 2009)

Figure 26. Historic Photograph: South elevation Howard Hall, c.1945 (Photographed by Hugh Stryker)

Figure 27. Historic Photograph: New School Building under construction, 1951 (from OSB website 2009)

Figure 28. Historic Photograph: South elevation School Building, 1952 (unknown, Statesman Journal)

Figure 29. Historic Photograph: Back of original school building and north end of new School Building, 1952 (from OSB website 2009)

Figure 30. Historic Photograph: School Building entry, 1952 (from OSB website 2009)

Figure 31. Historic Photograph: Auditorium in School Building, 1954 (from OSB website 2009)

Figure 32. Historic Photograph: Howard Hall, 1955 (from OSB website 2009)

Figure 33. Historic Photograph: School Building, 1955 (from OSB website 2009)

Figure 34. Historic Photograph: Mission Street view of campus, 1955 (from OSB website 2009)

Figure 35. Historic Photograph: Demolition of original school building, 1956 (from OSB website 2009)

Figure 36. Historic Photograph: Administration Building, 1957 (from OSB website 2009)

Figure 37. Historic Photograph: Infirmary Building, 1958 (from OSB website 2009)

Figure 38. Historic Photograph: Dining Building, 1958 (from OSB website 2009)

Figure 39. Historic Photograph. Howard Hall addition, 1958 (from OSB website 2009)

Figure 40. Historic photograph: Gymnasium (pool under construction), 1958 (from OSB website 2009)

Figure 41. Historic Photograph: Pool wing of Gymnasium, 1958 (from OSB website 2009)

Figure 42. Historic Photograph: Construction of ramp from School Building to Irvine Hall, 1964 (from OSB website 2009)

Figure 43. Historic Photograph: Bracher addition to Irvine Hall, 1966 (from OSB website 2009)

Figure 44. Historic Photograph: Administration complex courtyard, 1966 (from OSB website 2009)

Figure 45. Historic Photograph: South elevation of Irvine Hall, c.1970 (unknown, Statesman Journal)

Figure 46. Historic Photograph: View northwest from southeast corner of property, 1972 (unknown, Statesman Journal)