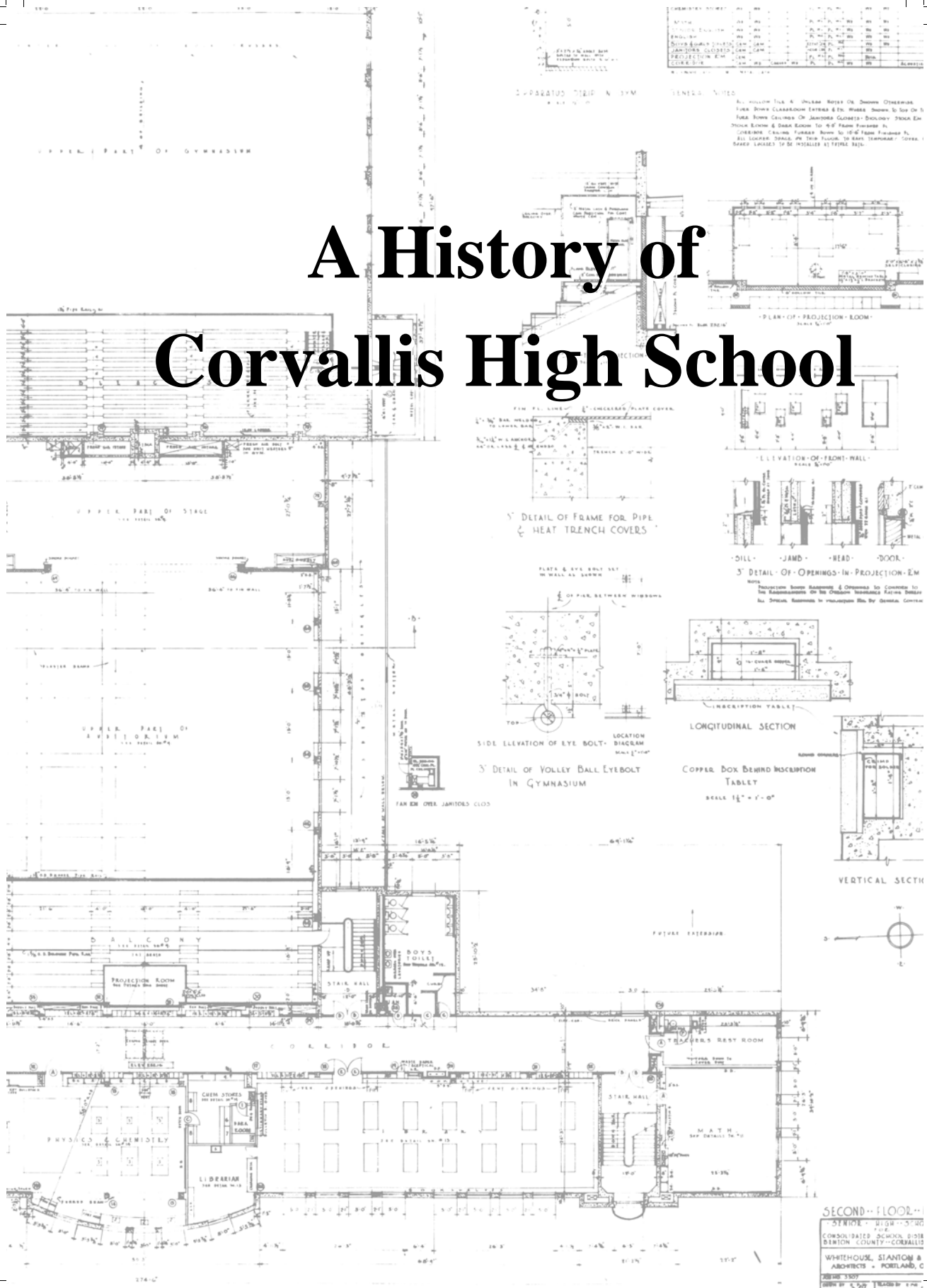


A History of Corvallis High School



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Title page: Circa 1934 perspective drawing of the proposed new high school.

Preface

This history of Corvallis High School was undertaken by the Corvallis School District as a commemorative piece on the occasion of the dedication of a new building. The design of the new high school was a community effort and will serve generations of students long into the future.

This book is dedicated to the new school and its ceaseless endeavor to educate students. Led by history teacher Tony Vandermeer, a group of seven students interviewed high school alumni from the 1930s through the 1970s. Their interviews form the heart of this book.



The main entrance to Corvallis High School as it appeared in 2005.



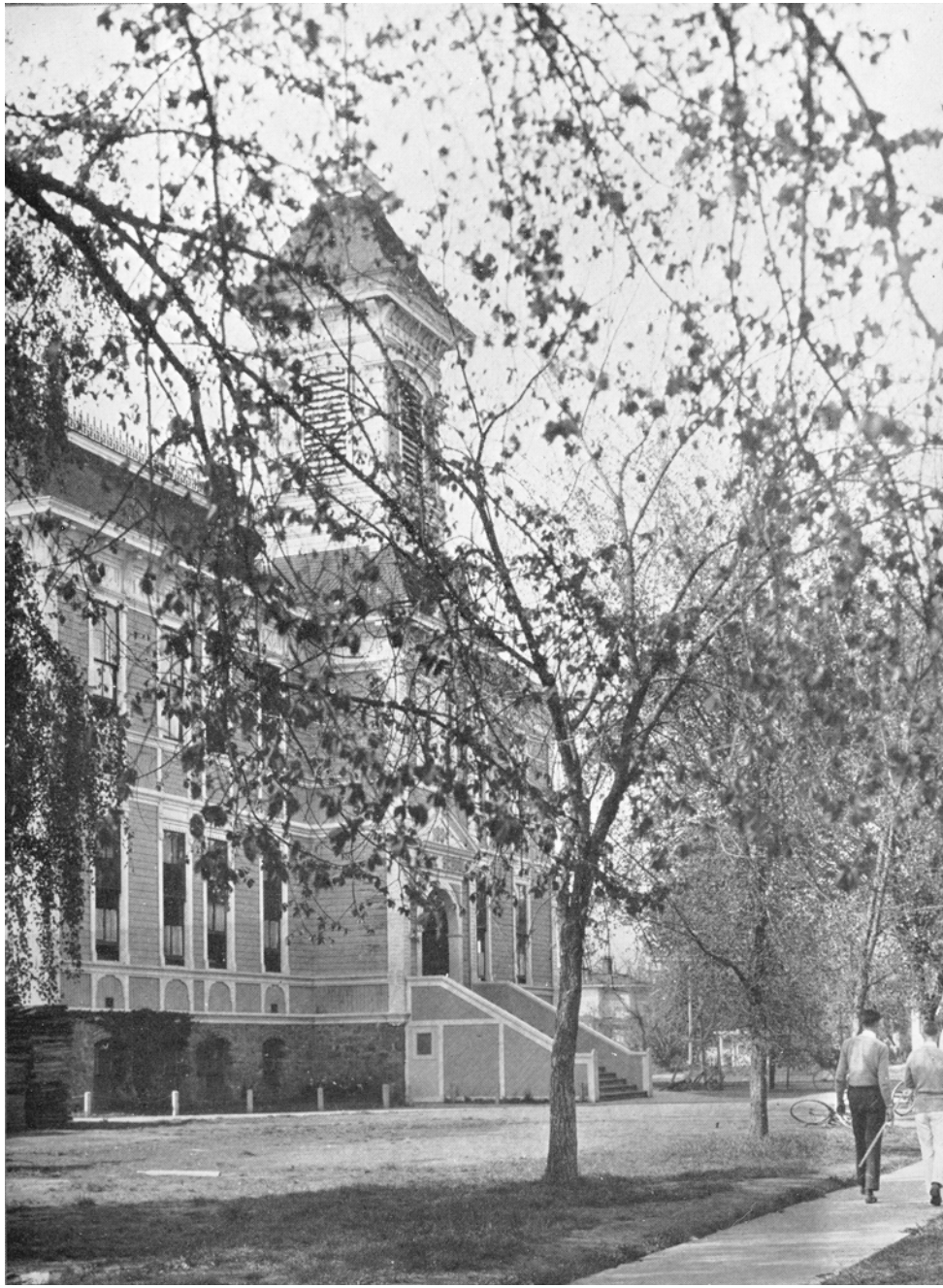
The First Corvallis High School

For years Corvallis students received their instruction at Central School. Built in 1889, it served a variety of grade levels throughout its history. Located in what is now Central Park, it was on the block bounded by Seventh and Eighth Streets between Madison and Monroe Avenues. Central School was a two-story wood frame structure built in the Italianate style; its most noticeable feature was a square bell tower with a truncated pyramidal roof that rose an additional story above the main roof level.

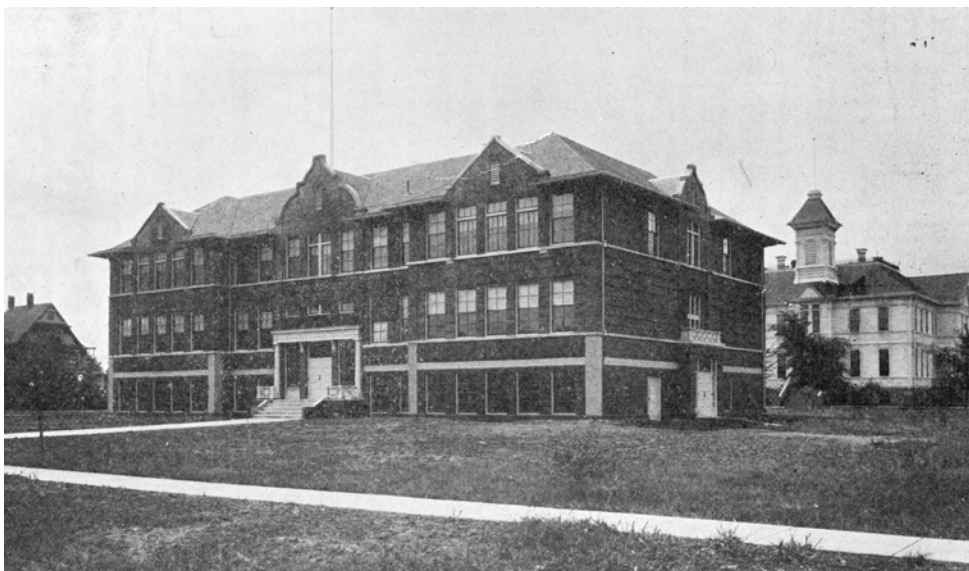
A graduating class wrote about their old school: “It was from the mice, and numerous ghosts and goblins which frequented that place that your class got its first instruction. This dark room was often visited by mice; and it was not uncommon to hear the cry of ‘Mice’ during a recitation. Of course the ghosts and goblins never appeared in daylight, but we could often hear their whisperings and moanings on dark days, as the wind whistled around the corners and through the cracks of that old building.”¹ Clearly, it was time for a change.

The first Corvallis High School (CHS) opened its doors in February, 1910. The new building contrasted strongly with the 1889 Central School building, which stood to its west and remained in operation as a grade school. Built of masonry, the new CHS was essentially a rectangular box of two stories, raised on a full daylight basement, and given visual interest by Arts and Crafts style detailing. The long entrance front was topped by three pediments, with a scrolled version at the center flanked by two plain ones. The exterior walls were dark, with each floor level separated from the other by a belt course of lighter colored masonry.

In 1911, a full four-year high school course was offered for the first time. The graduating class numbered fifteen, a seemingly respectable number;



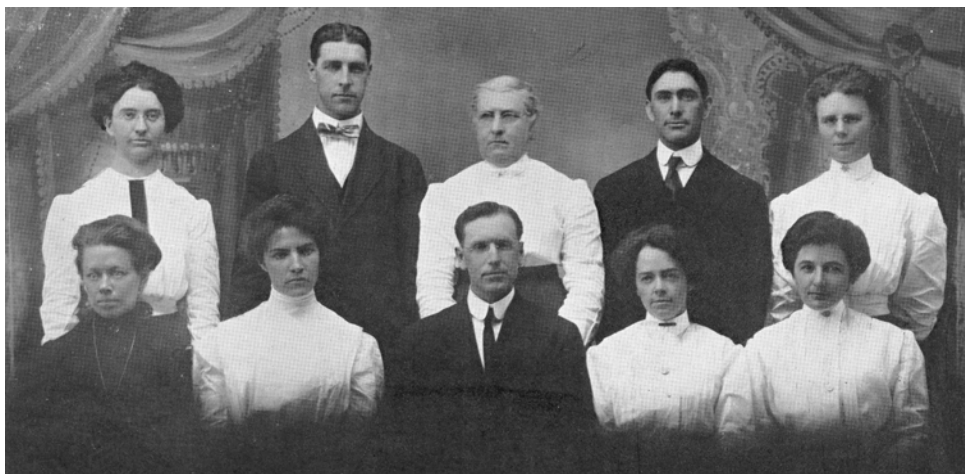
The 1889 Central School as it appeared in 1929. This is where high schoolers received their education prior to the opening of Corvallis High School in 1910.



The new Corvallis High School as it appeared in 1912. Behind the school is the Central School which continued as a grade school after CHS opened.

but considering that the class of 1911 started ninth grade with a full 46, the attrition rate is surprisingly high by modern standards. Less than half of the 46 returned for their Sophomore year; two students died before graduation and at least one was forced to drop out because of ill health. The others all presumably left to work and assume adult responsibilities. Nevertheless, *The Sparkler* of 1911, the first student annual, noted that the student population had already expanded significantly, from 165 students with 5 faculty, to 213 students and 8 faculty.

In 1911, the High School was still an emerging educational facility. The library got its start in the new school, gradually adding books and magazines to its collection as money permitted. Many of the student clubs were founded at this time, as was the student body government. Student athletics “had some difficulties to overcome,”² including the absence of a gymnasium. Groups that were singled out in the *The Sparkler* include the debating society, described as



Corvallis High School faculty in 1911. First row, l to r: Miss Allen, Miss Lura Keiser, Mr. Kirk, Helen Sprague, Marie Cheirch. Second row, l to r: Lena Belle Tartar, Elbert E. Arant, Mrs. J. B. Horner, Mr. Hall, Bertha Davis.



The 1911 CHS baseball team. First row, l to r: Charles Moore, catcher; Russel Feemster, pitcher; Lloyd Farmer, pitcher and manager; Ralph Fegley, first base; Ferd Cate, second base and captain. Second row, l to r: Ernest Copple, third base; Ray Price, shortstop; Theodore Mooris, left field; Earl Kintner, left field; Hugh Kellogg, center field; Harry Sprague, right field.

“progressive and beneficial”³; the Taminawa and Amasagacian Societies; and the Y. W. C. A.

Though it was noted that “Our building is comfortable, well lighted and furnished with many modern conveniences”⁴, Corvallis High was already in need of expansion by the end of the 1911 school year. “We have outgrown our present quarters, as a high school boy outgrows his knickerbockers.”⁵ The primary ambition of the students was to gain a gymnasium as well as a larger assembly room. They also longed to add new classes in music, drawing, and public speaking.

Corvallis High School experienced such growth that it desperately needed to be enlarged and remodeled by 1917. The community approved two bond issues: for construction in the amount of \$40,000 and for \$5,000 of equipment. Charles H. Burggraf, then practicing in Albany, was hired to design the



The overcrowding at this assembly in 1917 was apparent. The photo was taken just prior to the remodeling of the high school.

new building. A. Lombard of Eugene was given the contract for construction.

The remodeled school was substantially different from the original. In fact, in 1918, *The Chintimini* noted that “we students prefer to call it the new C. H. S.”⁶ The only unaltered feature was the façade’s massing and height and the placement of window openings. The Arts and Crafts styling was replaced by a Beaux Arts facade that was articulated into three distinct parts, with a recessed center. All windows were reconfigured to be topped by segmental arches. A large addition projected from the rear of the building, changing the footprint from a rectangle to a squat “T.” At

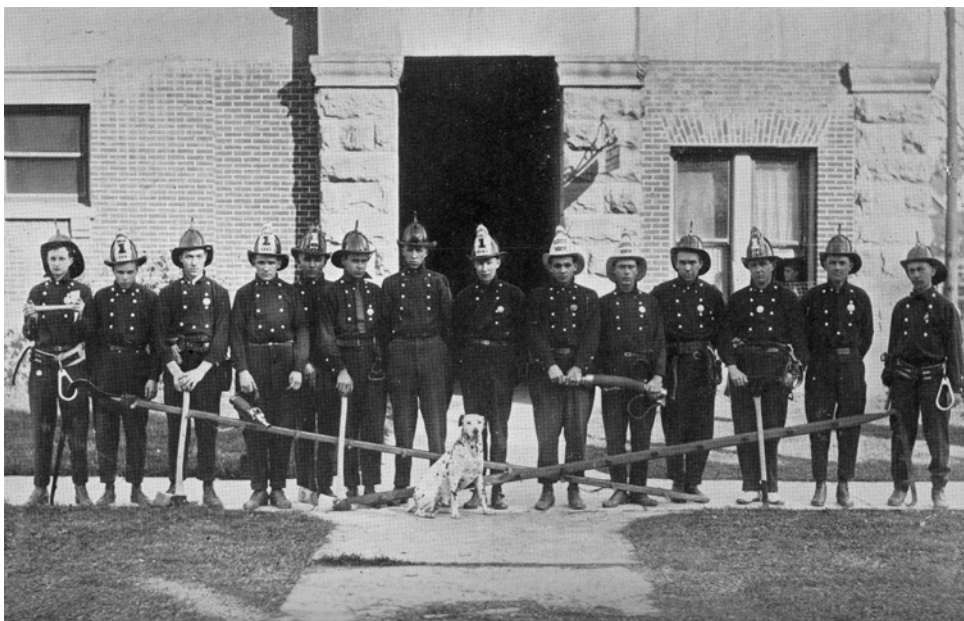
Charles H. Burggraf (also Burgraf) was born in 1866, in Centralia, Illinois. After attending public school in Illinois, he attended Hastings College in Nebraska, where he studied surveying, engineering, drawing, and architecture. He first established a successful office in Hastings before moving west, to Grand Junction, Colorado, in 1890. In 1891 Burggraf moved again, this time to Salem, Oregon. After working on projects in Salem and Woodburn he moved yet again, setting up his practice in Albany around 1896. In 1903 he designed Brownsville’s first brick building. His other projects include courthouses for Sherman County (1899) and Wheeler County (1902), the St. Francis Hotel in Albany, and the Albany Public Library (1914).⁷



Corvallis High School after its remodel in 1917, the tower of Central School is still visible behind it. The remodel was so complete, it almost appears as if the school was rebuilt.

the top of the building, the original pediments were replaced by a parapet with integrated shallow pediments. The entrance was also enhanced, with a substantial box volume topped by a balcony replacing the more unassuming doorway. Finally, the entire exterior went from dark to light with an application of cream-colored compressed brick.

The remodeled school had 22 classrooms as well as a gymnasium that doubled as an auditorium. About 1,000 people could be seated in the auditorium. The task of setting up and removing the chairs was delegated to the Sophomore class. The school curriculum was divided into departments: Domestic Arts, Domestic Science, Manual Training, Commerce, and Science. The school population continued its rapid growth and by 1920 it became necessary to add a two-room portable unit to the school.

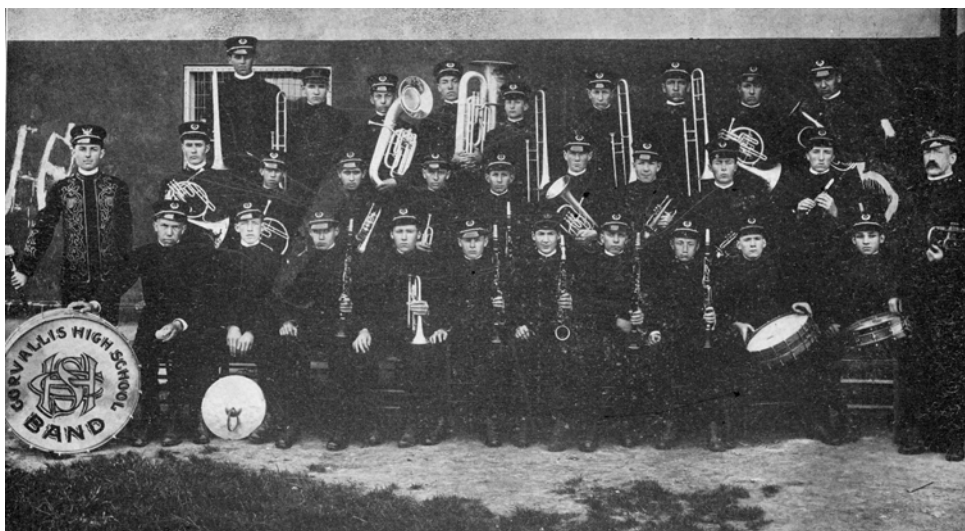


In 1915, Corvallis High School had its own volunteer Fire Department made up of students. They conducted fire drills every two weeks and were one of the best in the state.

Though pupils engaged in many of the same activities enjoyed by modern students, including sports such as baseball, football, and both boy's and girl's basketball, some clubs, such as the literary Websterians and Florensonians, have fallen by the wayside. In 1913, a Corvallis High Fire Department was organized. In 1915, the Department, led by Chief Robert Howard and Assistant Chief Robert Price, included 18 members who were in charge of conducting fire drills every two weeks. The average evacuation time for the 325 students was 55 seconds, a statistic that caused city officials to declare the program one of the best high school fire departments in the state.

Like the Fire Department, the School Band was organized in 1913. *The Chintimini* of that year reported that the 30-member band was directed by S. E. Wright. The band instruments were valued at \$1,320.50, and remarkable progress had been made since the organization's founding.

Other notable clubs include the Debate Team, which won the district in 1921, as well as the Yearbook. The first CHS annual was called *The Sparkler*



The 30-member Corvallis High School Band in 1913.

and covered the 1910-1911 school year. In the following 1912 edition, the name would change to *The Chintimini*, later simply *Chintimini*, by which it is still known today. “Chintimini” is the name of a legendary Indian maiden who saved her tribe in battle. To honor her, the tribe gave her name to the mountain that was later renamed Mary’s Peak by Anglo-European settlers.

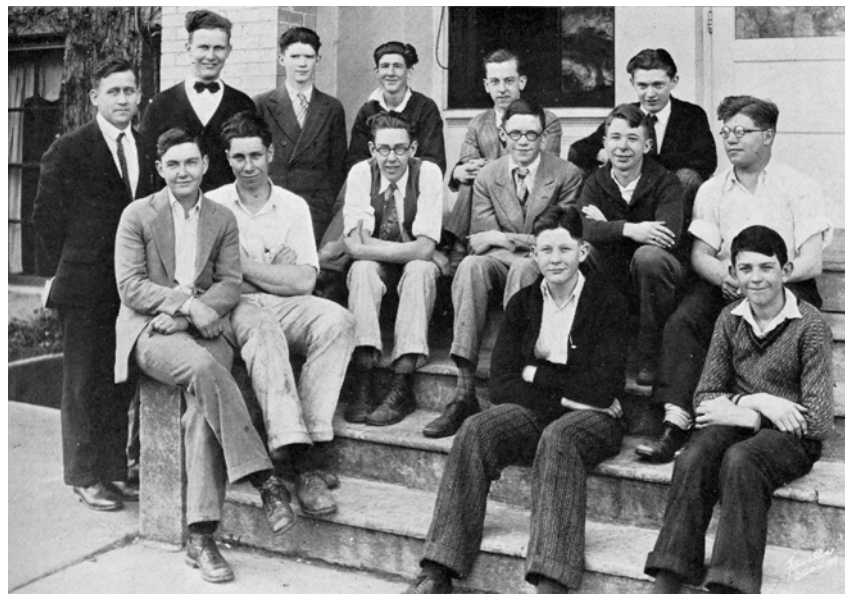
The school newspaper, *Hi-O-Scope*, was established in 1920. *The Chintimini* reported “Due to the infancy of a completely inexperienced staff, the high school paper fared poorly the first semester, being edited once every three weeks.”⁸ To add to the paper’s woes, the printing class, charged with the proof-reading as well as press management, lacked sufficient type. As a result the end product appeared with a variety of fonts and “did not look very encouraging.”⁹ A journalism class was established to improve the students’ skills and the overall organizational structure of the paper was revamped. Evidently the retooling was a success: the paper continues to be published to this day as *High-O-Scope*.



In 1929, the operetta “*The Lady of the Terrace*” was presented by the Girls and Boys Glee Club. The operetta was based on an “old Irish legend” about the Castle of Craughmont.

Many students also participated in the performing arts. Every year saw multiple productions, each spearheaded by a different association of students. There were the Junior and Senior class plays, the All School play, the Thalian Society play, as well as the annual operetta.

New clubs were continually added to the slate and reflected the evolution of modern technology. For example, 1929 saw the emergence of a Radio and Camera Club.



The Radio and Camera Club in 1929.

Senior portraits were formal affairs in 1912, in wardrobe as well as mien. Each oval picture, three per page, was framed by an elegant Art Nouveau border, accompanied by student names, accomplishments, a favorite quote, as well as a favorite saying. The latter often provided some levity to the otherwise serious pages. For example, the entry for the illustrious Ralph Hollenberg, President of the Student Body, the Websterian Society, and the Debating Society, among other activities, includes the following quote: “He argued high, he argued low, he also argued round about him.” His favorite saying was listed as: “You got me.”¹⁰

In 1917, the United States joined World War I. Corvallis High felt the effects almost immediately. *The Chintimini* paid tribute to the 24 CHS students who had



1912 Seniors: Bertha McHenry, Ralph Hollenberg, Grace Corbett



The 1933 football team. Front row, l to r: Goldsmith, Brown, Mitchell, Neville, Bailey, Tunison, Floyd, Keiser, Tallent. Middle row: Samson, Noble, Webb, Bullis, Felton, Patterson, Merryman, Torgerson, Weber, Edwards, McFadden. Back row: Rawie, McCready, Chaney, Lane, Blackledge, Milne, Torson.

enlisted, noting, in an impassioned scrawl: “Boys, we miss you but we can bear the loss when we stop to think that you are a member of a larger organization than a High School. The urgent wish of all your friends is ‘When the time comes BE BRAVE and BE MEN.’”¹¹

Despite much enthusiasm for the remodeled school, it too became rapidly over crowded. Attempts to build yet another school were long stalled for lack of funds, but when it finally was built in 1934-35, the old Corvallis High School became a Junior High School, which included the ninth grade. The old Central School was dismantled in the same year. In 1946, the Junior High (the original CHS) burned to the ground, leaving today’s Central Park vacant.



Corvallis High School in 1933 after a snowfall. The high schoolers moved to their new school in 1935 and this building became the Junior High School.

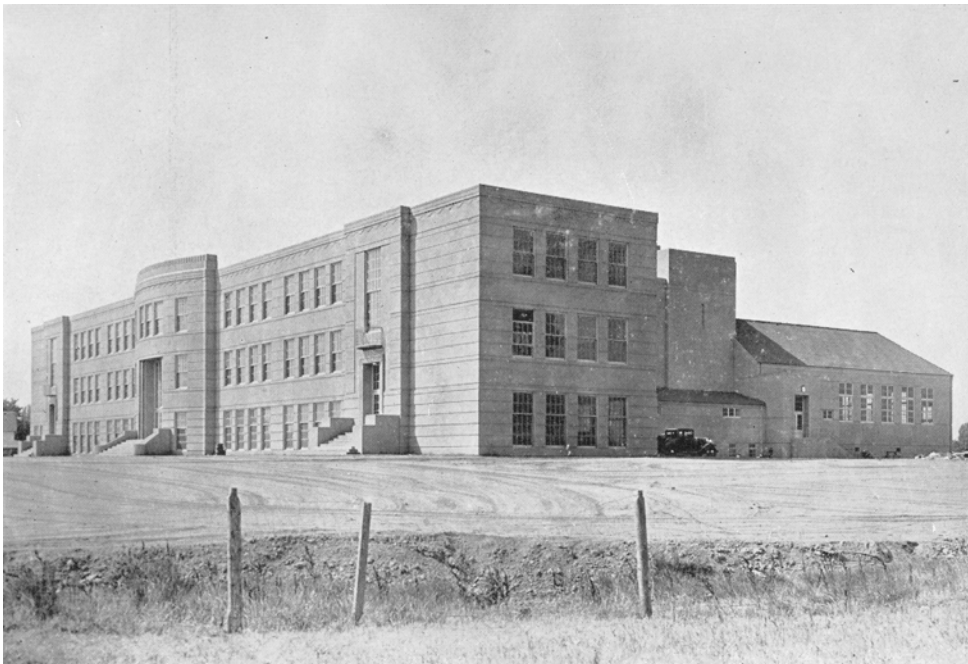
The Second Corvallis High School

“Clair, where are you?” cries Margaret, secretary of the student body.

“Here,” answers a voice from underneath a big table in the student body office.

“What on earth are you doing down there? Isn’t there room enough for you without having to sit on the floor?”

“I’m just trying to make myself feel at home,” he replies as he squints up at his questioner. “This table is just about as large as our office was in the old High School and I feel lost out there. What are we going to do with so much room?”¹²



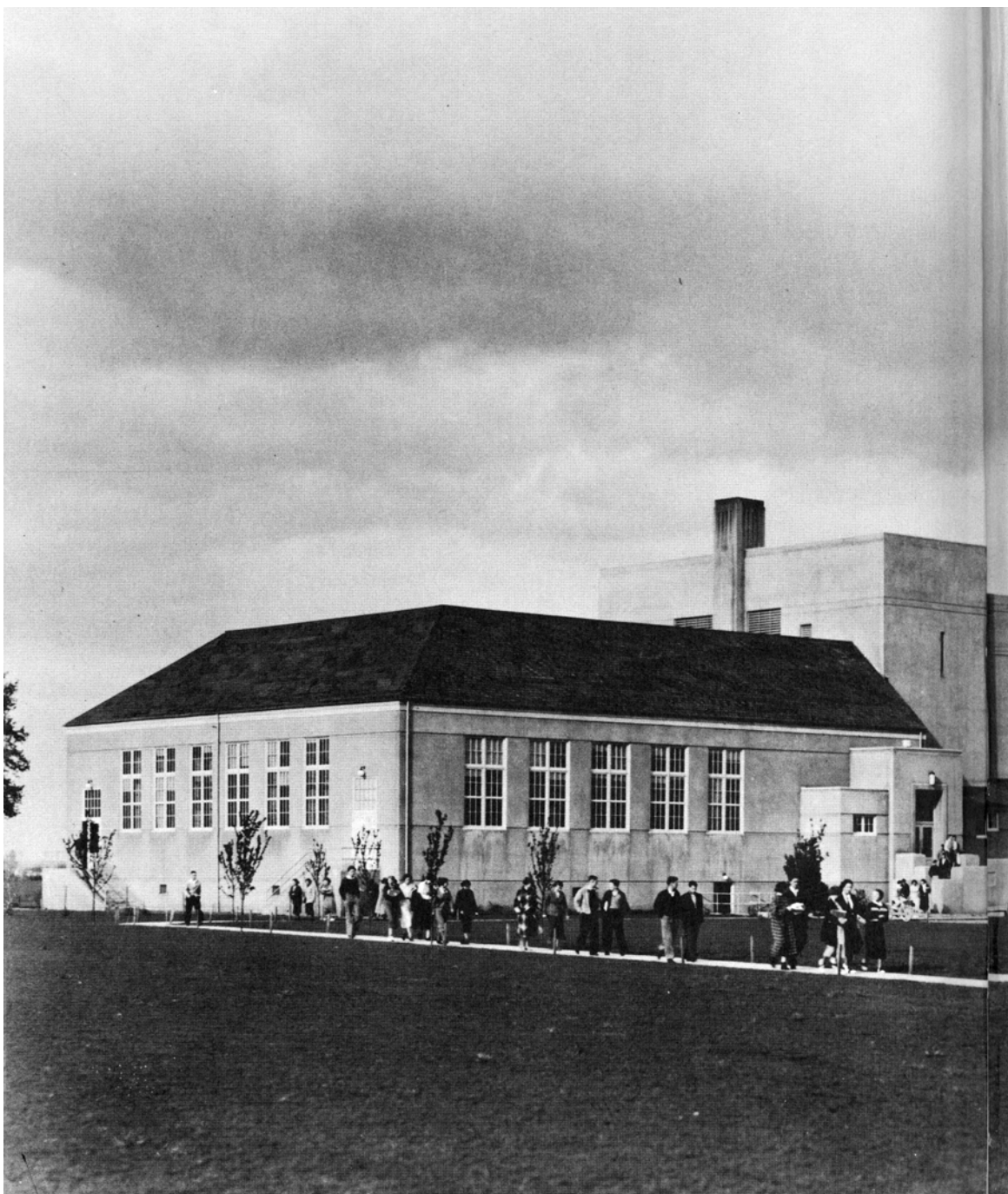
The new Corvallis High School as it looked just prior to occupation in the 1935-36 Superintendent's Annual Report.

Despite the thorough remodeling and expansion of the old Corvallis High School in 1917 and 1920, crowding was a persistent problem at all Corvallis area schools. In order to relieve enrollment pressures for younger students, two new schools were built in 1923-24: College Hill School/Harding School and Washington School. The old Central School was converted to a Junior High School.¹³ Unfortunately, the building program and reshuffling did little to relieve congestion at Corvallis High School. By 1933, the school, built for roughly 400 students, was attended by 650 students, and provided some Junior High courses as well.

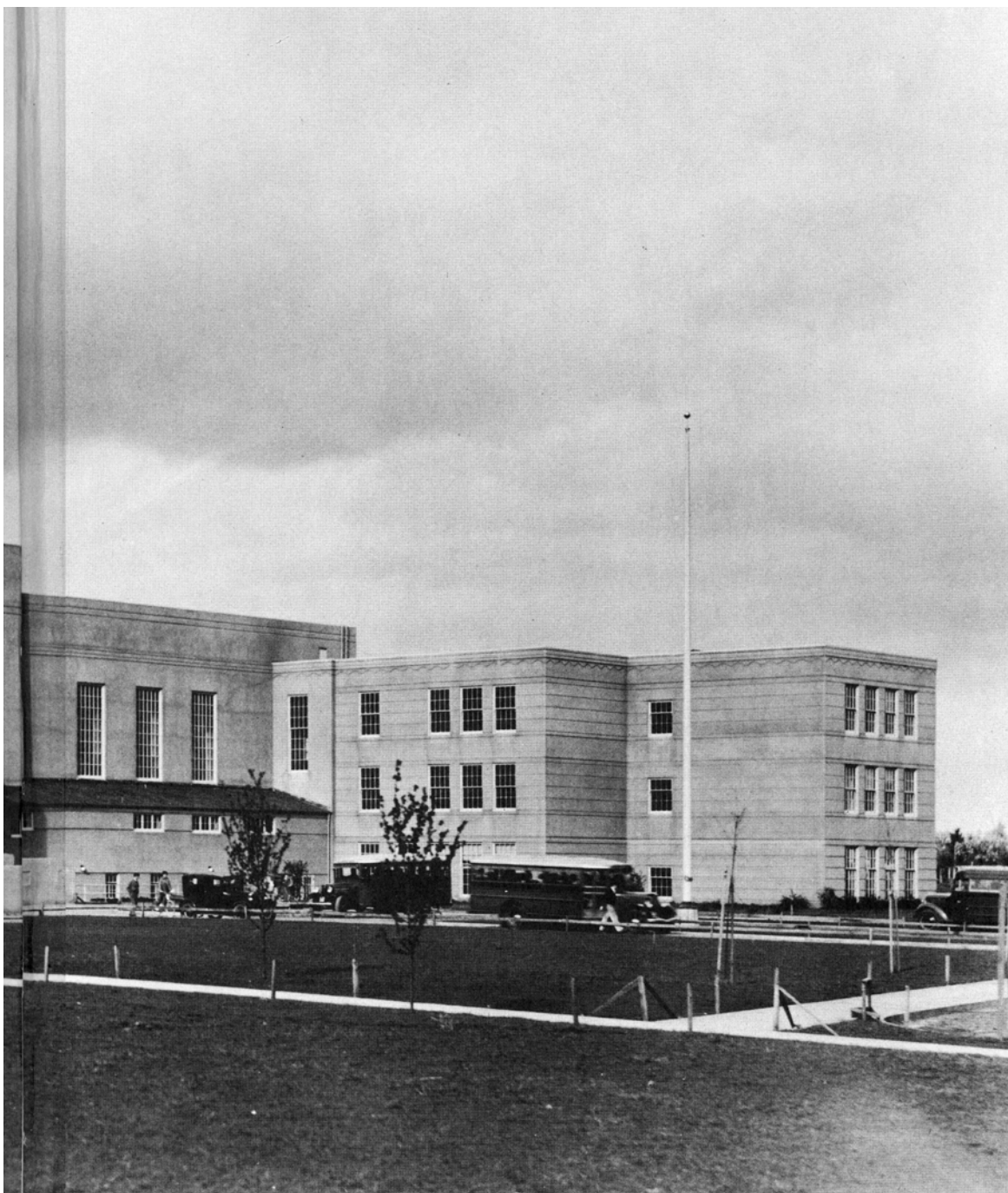
The 1935-36 Corvallis Public Schools Superintendent's Annual Report noted that the new High School building was a ten-year process from identification of need to actual construction. In the 1920s, the District had reached its debt

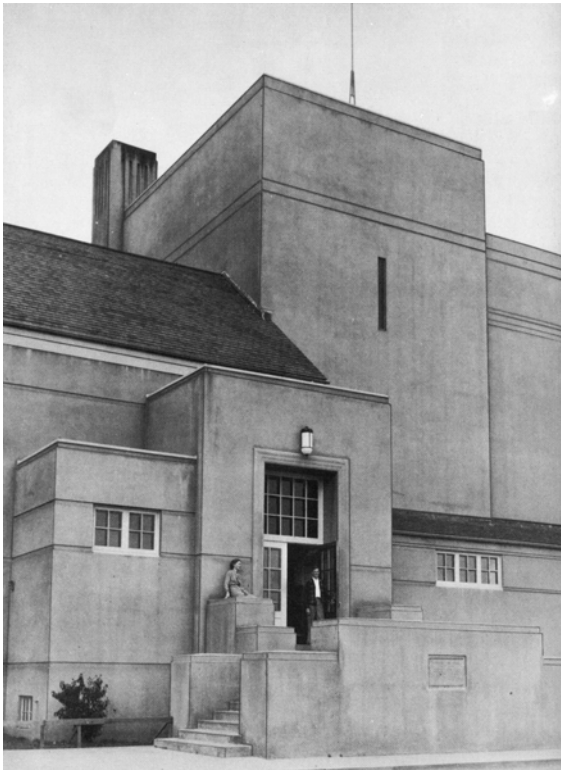


The 1934 auditorium with enough seats to accommodate the entire student body.



In 1938, looking northeast at the side of the school at the "old" gymnasium.





The “main” entrance on the south side of the school as it appeared in 1938.

limitation; over the next ten years that debt was gradually paid off. By the time the Public Works Administration was established in 1933, the District was in a position to arrange for federal funds totaling \$307,750, of which \$87,750 was an outright grant. Additional funds were raised through a bond issue of \$220,000, which was passed by the electorate in 1933. High schoolers, led by their band, paraded through the streets in celebration of the bond issue passage.¹⁴

The old Central High School site was bounded by the city grid and allowed no room for expansion. The city’s residential center was now shifting away from the core towards the north. The land selected for the new building (now bounded by 11th Street on the east, Buchanan Avenue on the north, 16th Street on the west, and Fillmore Avenue and Pierce Way on the south) was gradually acquired from Walter K. Taylor between 1927 and 1932. The land total amounted to nearly 17 acres, of which Taylor donated three.¹⁵

The Portland-based architectural firm, Whitehouse, Stanton and Church, was chosen to design the school. However, by the time designs were finalized, Arthur Glenn Stanton left to establish his own office. Accordingly, construction plans for the school are only credited to Whitehouse & Church. Earl P. New-

berry, chief draftsman and later partner in the firm, was the on-site representative during construction.¹⁶ Frederick Alexander Cuthbert was given the contract for the landscape design.¹⁷

Even though the Corvallis School District's application for funds to the Reconstruction Finance Corporation was successful, final federal approvals needed for construction to commence were delayed. It was not until Senator Charles McNary successfully intervened that the project could proceed. By this time (January, 1934) the cost of materials and labor had risen substantially; it became necessary to modify the original plans and designs to economize. In the Fall of 1934, the construction contract was finally given to Ross Hammond, Inc., who promised to have the school ready for operation by Fall 1935.¹⁸



The "new" Corvallis High School as it looked in 1936.



Dean Almgren Class of 1936

by Erica Zaworski, Class of 2005

I never expected to have the task of trying to capture what the Corvallis High School building has meant to people. However, as I toured the school with Dean Almgren from the class of 1936, the first class to graduate from the building, I began to fully realize the richness surrounding me in the halls, gymnasium, auditorium, cafeteria, and library where I had spent the last four years of my education.

We began our tour of what I know today as Corvallis High School in the cafeteria. As soon as we entered the original part of the building, Dean seemed to reopen a treasure trove of memories. With a twinkle in his eye, he began recounting his biggest project during his time as a student at CHS: digging out a rifle range. The area behind the cafeteria (underneath the school) was left unfinished. "The rifle club decided to dig out the dirt, and practice down there," he recalled. However, the practicing didn't begin happening until after Dean graduated; "we never quite got that far." Hearing the truth behind the rifle range rumors revealed to me an entirely new culture than that of the terror of school shootings of my own middle school and high school years.

As we continued around the school, we quickly found ourselves in the small gym. Dean's vision of the gym was that of state championships and social gatherings. Everyone attended home basketball and football games. The CHS basketball team took the state title in 1935 and 1936, and spirits soared after a win against their Albany rivals.



The Ball Studio

While the small gym is now the training and competition center for freshman and junior varsity teams, and the varsity teams instead use the large gym, attendance at home games is still a popular Friday night activity.

From the small gym we continued to the south hall, home of many tall, blue, scratched up lockers. I was surprised to hear that the popularity of lockers as a place to meet each other has a long-standing tradition, dating back to Dean's time at CHS. Students frequently found friends by their lockers unless they were part of a club that was constantly meeting in the same location, such as the rifle club that dug dirt for their range.

The auditorium was our next stop. I was particularly interested in this piece of the building, as it reveals so much about the era when CHS was designed. As we entered the gentle illumination of the auditorium, Dean seemed to light up with recognition; finally, a part of our tour that had experienced little change over time. There were few of the original wooden seats remaining in the last few rows and balcony. "My assigned seat was near the center, in the third or fourth row." With a student body of roughly 800 in his time, all CHS students could fit in the auditorium; whereas in my experience, late-comers may be left standing in the aisles.

After walking through the auditorium, we made our way downstairs to the first floor where the cafeteria used to be. Location is not the only change in the cafeteria. Now too small to house the entire student body, the cafeteria is merely one of the many places students eat. When Dean was a student, everyone ate lunch in the cafeteria. Today it is a mysterious void under the school, filled mostly with locker rooms, but once it was a busy area full of talking students enjoying their five-cent pineapple sundaes.

Our last visit was the second floor. In 1936 this was the home of the CHS library. As Dean recalled, "that was about the time rubber soled-shoes came out. The boys would wear these shoes and squeak them on the floor. The librarian would come over and say 'Now boys, shhhh, shhhh!!'." Today the library has become one of several computer labs. This may seem somewhat fitting, as most of our research is done online; but a stuffy room full of the hum of computers can hardly compare to a large, quiet library where the only sound is hushed whispers and quietly turning pages.

Interviewing Dean was an enormous privilege for me. As a member of the last class to graduate from the historic CHS building, I never expected to have the chance to hear and retell the stories of a member of the first class to graduate from the building. While many of the physical characteristics of the building have changed with additions, I realized after speaking with Dean that the character of the building has been preserved among the traditions of the students and staff who love and appreciate who they are and what Corvallis High School has meant to them and the surrounding community.



Erica Zaworski, 2005

The Architects

Morris Homans Whitehouse was born in Portland in 1878. After completing his early education in Oregon, he attended the Massachusetts Institute of Technology, and gained an architectural degree in 1905. He spent 1906 studying at the American Academy in Rome on the Guy Lowell scholarship, the first MIT student to receive the prestigious award. Whitehouse returned to Portland in 1907 and established his own firm, which would continue to exist, in various partnership permutations, for 80 years. Early partnerships with Bruce Honeyman (1908-1909), with Edgar M. Lazarus (1909-1910) and Jacques André Fouilhoux (1909-1919) yielded several significant Portland buildings, including Jefferson High School (1910) and Lincoln High School (1911). After these partnerships ended, Whitehouse operated alone until circa 1926, when Arthur Stanton and Walter Church became his associates and later, partners. Between 1926 and 1935 the firm's projects included: Temple Beth Israel in Portland (1927, in association with Herman Brookman and Bennes & Herzog); First Presbyterian Church in Salem (1929); the United States Courthouse in Portland (1932); the Sixth Church of Christ, Scientist in Portland (1932, with Carl H. Wallwork); and the new State Capitol Building in Salem (1936-38, with Trowbridge & Livingston and Francis Keally). Stanton left in 1935, leaving the other two to continue as Whitehouse and Church. Whitehouse died in 1944.

Arthur Glenn Stanton was born in Iowa in 1896. He and his family arrived in Portland around 1915. He received a Bachelor of Science Degree from the University of Oregon in 1919 and proceeded to architectural graduate studies at MIT. After he received the Master of Arts degree in 1921, he spent some time in France, working on the rehabilitation of schools following the devastation of World War I. Stanton returned to Portland in 1922 and started working at Whitehouse's firm, becoming an associate in 1925 and a partner in 1927. He left the partnership in 1935 and established his own office. During the Depression, Stanton supervised one of Oregon's first forays into Historic Preservation, the restoration of the 1846 McLoughlin House in Oregon City. Several partnerships followed in subsequent years. During World War II, while in partnership with Hollis E. Johnson, Stanton was responsible for several major projects, including the blimp hangars at Tillamook and portions of Lewis & Clark College. Stanton was also active in civic agencies and professional associations, serving as the President of the American Institute of Architects in 1951. Arthur Stanton died in Portland in 1969.

Walter Enos Church was born in Boston, Massachusetts, in 1893. He arrived in Portland in 1905 and graduated from the University of Oregon with a Bachelor's Degree in Architecture in 1917. While still in college, Church spent some time working in the offices of Ellis Lawrence and William Holford. After serving in the Field Artillery during World War I, Church returned to college, receiving a Master's Degree in Architecture from MIT in 1921. Church initially practiced in San Francisco, but returned to Portland in 1926. In 1926 or 1927 he joined Morris Whitehouse's firm, becoming a partner in 1932. Church remained in the firm after Stanton's departure in 1935 but was absent during World War II when he served in the U.S. Army Corps Engineers. Upon his return, and after Whitehouse's death in 1944, Church became head of the firm until his retirement in 1960. The firm continued to operate with Earl Presley Newberry, Frank G. Roehr, and Kurt Paul Schuette and was not dissolved until 1985. Walter Church died in 1976.¹⁹



The CHS library in 1936. It was located on the top floor on the east side of the hall just north of the “bulge.”

The Superintendent’s Annual Report of 1935-36 noted that the total amount of the loan and grant spent on the new school was \$307,750.²⁰ “The type of architecture is reminiscent of a number of the older types of architecture but cannot be called any one of them, the best description being that it is a restrained modern style. It is a splendid demonstration of the idea that utility and

Landscape Design

Frederick A. Cuthbert had joined the faculty of the Oregon State Agricultural College (later OSU) in 1929, one year after the program in landscape architecture, the first in the Pacific Northwest, was established. In 1932-33 the landscape architecture program was transferred to the University of Oregon. Cuthbert served as the first program director and later Department Head, a position he held until 1971. He also served as Dean of the U of O School of Architecture and Allied arts from 1968 until his retirement in 1971.²¹ Cuthbert was responsible for many projects from Seattle to Eugene, including Alton Baker Park and the University of Oregon Campus, both in Eugene, as well as the grounds of the State Capitol. He died in 1978.²²



Hector MacPherson Class of 1936

by Joel Egli, Class of 2005

Corvallis High School has changed physically since the first graduating class of 1936 inhabited it; there is no longer a field with wooden fencing on the south side of Pierce Way, and many new additions have been made to the school since the days of Hector MacPherson. These include a large gymnasium, a cafeteria, two separate wings for the arts and sciences, as well as buildings for home economics and shop related classes. Indeed many things have changed between its first graduating class of 1936 and its last class of 2005, but Corvallis High School still remains as the apex in public education and safe haven for mental growth for the youth of this remarkable town.

Hector MacPherson, a member of that first class in '36, explained to me the astonishment he felt when he discovered that there would be a replacement for the previous high school which was in Central Park. President Franklin Delano Roosevelt's Public Works Administration was solely responsible for such a project to be completed in the midst of the Great Depression. MacPherson said that the community was in awe to see such an edifice being constructed when most people were striving to make ends meet. It is no surprise that the pride of such a magnificent school continues to this day, exerting itself through an open and accepting community for all types of students, as well as continuing academic and athletic excellence.

Athletics have always been particularly strong. In 1936

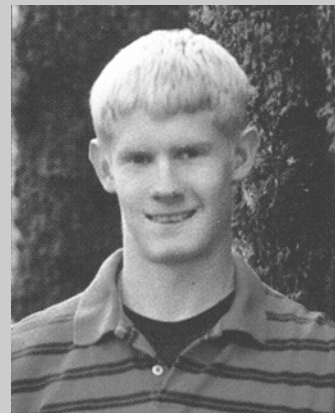


The Ball Studio

CHS boasted a basketball team which won the state title, and also had an excellent football team. Hector had a brief encounter with high school football, and reminisced with hilarity how he lasted only two practices with the team. Being a small person and a science buff, his areas of interest favored classes such as chemistry and physics. Above all, however, Hector's passion was debate. He was an integral part of the elite squad of debaters, coached by teacher Alice Ingalls (mother of Rick Wallace, a well-loved Theater Arts teacher and school play director in the 509J District for over 30 years, 27 of which were at CHS). Hector recalled that Miss Ingalls had a huge impact on his life, for she encouraged him to follow his interest in public affairs, which proved to be vital experience for his careers later in life. He remembered the debate team going to her house on Sunday afternoons for extra practices, and he enjoyed every minute of it.

Hector's familiarity with speaking in front of large groups under pressure proved to be invaluable, as he became involved with the State Legislature, serving a four-year term as a Senator. (Second generation, mind you; his father was involved with State Legislature; Hector's son makes it three generations, as he now serves in the State Legislature). This, of course, did not happen until after he returned from World War II. When I asked him if in high school he knew he would aspire to such a prominent occupation in the inner workings of the government, he replied "I couldn't foresee; in fact, I couldn't see beyond World War II, because even when I was in high school it looked like the war was possibly coming." He was so sure of its inevitability that when he went on to Oregon State College, he enrolled in the ROTC, taking four years to become an officer in the Army Air Corps. He served five years in the 15th Army Air Corps, flying 50 missions as a navigator on B-17 Flying Fortresses, later being head of the Radar Bombing Navigator section of the 15th Air Corps. I inquired if he served with anyone from his graduating class, and he informed me he went through ROTC infantry training with Clarence Thompson and Howard Holt, both of whom were good friends of his in high school. Clarence fought in the Battle of the Bulge, and Howard became a staff officer. All three men survived the war and still remain friends. Such fellowship is a trait that has endured through the years at Corvallis High, and I hope that I too am able to keep the strong friendships I have formed here, in the same way that Hector has been able to maintain his.

I have been extremely lucky to have had the opportunity to interview such an amazing man. He provided me with great inspiration to achieve goals in my life which now seem impossible; he also shared the perspective of a different era of Corvallis High School, an era when the burden of war was swelling on the shoulders of vivacious youth. Today Hector MacPherson is a living, breathing example of taking life by the reins and making the most out of it, and I honor him and his graduating class of 1936 for laying the foundation of superlative brilliance that is Corvallis High School, and showing us what it truly means to be a Spartan.



Joel Egli, 2005

beauty can be achieved in the same building without undue cost. It is not just an aggregation of classrooms. A real attempt was made to make the school a beautiful and inspiring place to work and to adapt the interior to certain educational requirements.”²³

The completed building was to accommodate up to 750 students in grades ten through twelve. It was T-shaped, with a long front axis that ran roughly from north to south. This long volume contained most classrooms. The projection from the center of the building’s rear was primarily occupied by the auditorium and gymnasium. There were 19 classrooms distributed over three levels and a cafeteria with 25 tables and 300 chairs on the lower level. The 70 by 96 foot gymnasium offered seating for 1,050 spectators. The superintendent noted that additional classrooms could be constructed with slight expense, anticipating further growth of the district.



The Girls' Athletic Association in the original gym (i. e., the “small gym”) in 1937. Notice the windows prior to their removal.



From the 1940 yearbook, "Meeting twice a week, the Rifle Clubs, one for the boys and one for the girls, learned the fundamentals of shooting. Extensive target practice was held in the rifle range. Each member provides his own equipment."

Many of the classrooms were tailored to the needs of specific courses, but all shared some common features. Each room included a teacher's closet and a classroom library. The double-hung blackboards were slate and were actually smaller than those at the old school, to allow for more display and bulletin boards. Every room had a special dictionary holder; rooms designated for the Social Sciences had special equipment for maps, bulletin boards, and other visual materials. The Science Rooms combined labs and classrooms, featuring special furniture, such as sinks.

The interior arrangement of the rooms and hallways was designed to make the flow of student traffic more efficient. The north half of the building was oriented toward male students and included their locker hall, restrooms, and some classrooms that were regarded as geared towards males, such as Manual Training. The south half was a mirror image geared towards females, with all the same facilities but with Domestic Sciences replacing Manual Training.



Ruth Stahl Class of 1937

by Sophie Berkman, Class of 2006

“Hi, Ruth! My name is Sophie.” The words flew out of my mouth haphazardly. Walking up to Ruth Stahl that first time, I was uncertain about what the experience would be like. As I looked into her eyes, however, I glimpsed amazing depth and wisdom of the years behind a youthful glimmer. Her hat immediately caught my attention. It was black with a large brim and radiated a vibrant personality. The moment that introductions were over, Ruth began to tell stories about her experiences growing up. There was no time to get a notepad out or set up a tape player. I was enraptured by the images that spun themselves to life through her words.

In 1937, Ruth was a member of the second graduating class from the new Corvallis High School. She attended the old CHS in Central Park before, and remembers climbing out the basement classroom windows for a fire drill. She does not remember any real excitement over the new school because she and her classmates would not have considered complaining about their previous conditions.

While reminiscing about her high school experience, one of the first things that came to Ruth’s mind was her Chinese friend and locker partner. Her friend’s family was the only Chinese family in Corvallis at the time. Their locker always smelled like the food her friend brought for lunch. Ruth was proud to have a Chinese friend and felt that it broadened her life in many ways. It especially allowed her to distance herself from much of the discrimination that surrounded her.

Another of her most vivid high school memories was per-



The Ball Studio

forming in her class's senior play, the murder mystery *Double Door*. Ruth was the maid and especially remembers that it was nearly impossible to rent a maid's costume. Eventually, she ingeniously combined everyday clothes into her costume. This was such a memorable experience for her that years later she was able to advise a friend on how to put a maid's outfit together. In addition to her costume discoveries, there was a big to-do about a boy in the play saying "damn." Eventually the word was changed, but it was still upsetting to many people.

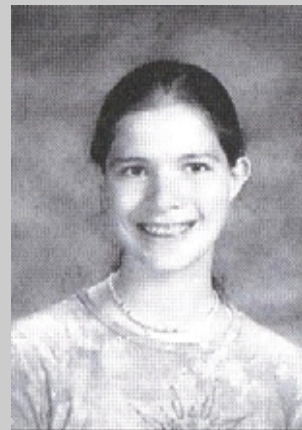
Ruth took visual art all through high school. She never thought of herself as an artist, but truly enjoyed her work in the class. The classroom was in the basement and she was especially close to one of the two art teachers. During World War II, Ruth was in Paso Robles, California because her husband was stationed there. As she was walking along the street one day in 115° weather, she saw her teacher walking down the street toward her. The two talked and became friends, more than teacher and pupil, but when the war was over they never saw each other again. This experience helped Ruth realize what a small, interconnected world we live in.

While in school, Ruth's favorite classes were cooking and French. She remembers learning to make meals for her family out of useful, basic ingredients. She especially enjoyed making grape fudge or jelly. Ruth also learned to make clam chowder from the high school cafeteria cook. He used bacon fat for flavor. Although she stopped using it now as a health precaution, Ruth doesn't think that any clam chowder can ever be as good without it. Ruth liked French mostly because of her spectacular teacher; he was also mentor for the drama club, which gave her another special connection with him.

The one class that Ruth always hated, however, was sewing. She did not enjoy the work, and found it tedious and difficult. Ruth was also expected to live up to her sister's high performance in the class, and her self-confidence was shattered when her teacher told her that she was the worst student in the class. Later, in college, she took tailoring and dressmaking, and learned to make clothes for her family. Because of her bad experience in high school, however, she would never admit to making any of her own clothes.

People were very poor while Ruth was growing up. This poverty was especially evident in Ruth's sewing class. She would share a needle with a partner, because neither girl could afford their own. The class projects often consisted of making clothes over or adding something different to jazz up old clothes.

In many ways, Ruth believes that life as a high school student is very similar now to as it was when she was growing up. Many of the experiences, such as theater, French, and graduation, are still parts of student life at Corvallis High School. Since interviewing her, I've exchanged several letters with Ruth, and her depth of wisdom and experience seems endless. In one of her letters, Ruth wrote what she has found to be one of the most important parts of life: "Always find something to be grateful for." Her words resonate as clearly today as they might have 70 years ago. They are words that hold the spirit of Corvallis High School and the people in it, unchanged by the building or the ever-present passing of time.



Sophie Berkman, 2005

There was also a vertical hierarchy of rooms. The ground floor was focused on vocational skills. On the north were a Manual Training area with lumber and tool rooms, as well as a planer and joiner; and a Mechanical Drawing room. The High School also had an Agriculture Program, which included a storage room equipped with lead-lined sinks for testing; a “special set-up in furniture for conference groups, especially farmers;”²⁴ and an outdoor shop. A typing room, acoustically treated and equipped with “noiseless machines,”²⁵ was fit into the northwest corner. The south ground floor was the domestic enclave with a Clothing Lab, as well as Domestic Science and Related Arts rooms. The more unisex Bookkeeping filled a space on the extreme south end of the school. The sexes met and mingled in the new cafeteria which occupied the center of the ground floor.

The first floor had the centered grand entrance stair that terminated in the Trophy Case; it was a popular spot for hanging out and served as the back-



The “Cafeteria Crew” from 1938. From L to R: Rice, Schrepel, Skaggs, Warren, Douglas, Brown, Stone, Palmer, Bramwell, Andrews, and Funk. This photo was taken when the kitchen and cafeteria was still in the basement under the auditorium.



Setting the stage for the 1937 play, "The Double Door."

ground for many a club picture.²⁶ This was, however, not typically used as the main student entrance: the south entrance, which included an automobile turn-around, allowed a more direct access route to the locker hallways, which ran down the south and north sides of the centered auditorium—girls lockers on the south and the boys on the north—an arrangement designed with the intention of more efficient traffic flow. Both sides of the main entrance were flanked by administrative offices, including the new spacious Student Body Office. The first floor also included a Journalism Room, with offices for the *High-O-Scope*; Oral English, three Social Sciences Rooms, and a Short Hand Room filled the remaining spaces on the floor.

The Auditorium was the subject of most enthusiasm. The superintendent called it imposing. The sophomore class rejoiced because the hall had fixed seats—in the old school they had been charged with setting up seats for assem-



Elizabeth Ball Peterson Class of 1945

by Maile Speakman, Class of 2006

As the sun poured down through a stairwell window in the southeast corner of Corvallis High School, two young girls sat. The stairwell window had a large enough ledge that the both could comfortably sit on it, inside of the window. As they sat, they talked and laughed with one another as best friends do. This window ledge was their special place and it was common to see both of the girls spending time together inside of this particular window. The girls frequently sat there before math class (which was a few steps away on the third floor) debating whether or not to go to a class they rarely enjoyed. One of these girls was named Elizabeth Ball Peterson. Elizabeth was to graduate with the class of 1945, one of four generations of Corvallis High School graduates in her family.

Sixty years later, I had the pleasure of sitting with Elizabeth inside the same stairwell window which held so many memories for her. As we talked about what life was like at Corvallis High School during the 1940s, I noticed that Elizabeth looked as youthful as she was the day she graduated high school. Her bright eyes shined and her mouth grinned as she told me about her days on the CHS Pep Squad and with the Girl's League.

Elizabeth said that the people of Corvallis High School were all connected through common activities. She met friends on the Pep Squad and bonded with them on trips to different towns across Oregon for away games at which they cheered on the football team. She even ended up dating a



The Ball Studio

boy on the pep squad—a smaller member who could do flips during the games. Also, she had connections in Girl's League, where she and her club members did good deeds for the community and engaged in patriotic activities for the war. World War II had a noticeable impact on her activities; for example, the Pep Squad could no longer travel to away games her senior year because of gas rationing.

Activities that were not sponsored by school were also affected by gas rationing and the war. On Senior Skip Day, Elizabeth went out to a farm and went swimming instead of going to the coast or another destination. She said that since gas was rationed teenagers were the last people to get to drive cars anywhere because usually they would be driving for leisure instead of necessity.

Elizabeth also described some of the different rules she had because of both the war and the times. Students were not allowed to leave campus during her high school years. Everyone ate lunch together in the cafeteria and no one could leave and eat elsewhere. Also in the cafeteria, noon-time dances were held on special occasions. Since no one wanted teenagers out at dances late at night, dances were held in the afternoon on special school days. The students would dance the dances of the '40s right up until their next afternoon class.

Discipline was another difference between the CHS Elizabeth attended and the CHS of today. When Elizabeth was a senior, she and some of her friends left a pep assembly. This wasn't an ordinary pep assembly; it was the assembly that was supposed to get the students hyped up about playing Corvallis High's arch rival at the time: the Albany Bulldogs. When Elizabeth and her friends were caught, they ended up having to clean the school and wash the windows for the rest of the school year. Today, students would probably not get in trouble for leaving a pep assembly, even though they still are mandatory. A lot of changes have been made since Elizabeth went to high school; however, the way she described her overall experience is very similar to the way I would describe my experience as a high school student.

Most of those who have graduated from CHS have said that their experience was a positive one. Although Mrs. Ball Peterson had to make many sacrifices because of the war during her high school years, she described her experience as a positive one as well. So what makes Corvallis High School such a great place to be? Those who have attended CHS, and currently attend CHS, agree that it is the people that make Corvallis High. The people of Corvallis High School have always been open-minded, friendly, and adaptive to their situation. Whether that situation is a war or a move to a new school, CHS kids can create great experiences for themselves in spite of any hardships or obstacles they are facing. They also include their classmates in these experiences and make CHS a place where many feel welcome. The actions of the students in the CHS building are what make the building a great place to be. The old CHS should be remembered as a stairwell window: open, comfortable, and full of light.



Maile Speakman, 2005

blies and theatricals. The auditorium, the heart of the school, was accessed from either side of the trophy case. It was used not only for assemblies, but also for up to four student plays each year and graduation ceremonies. The greater Corvallis community also benefited from the hall. During the 1935-36 school year, the auditorium hosted the Passion Players, the Shakespearean Players, and a Benton County Music Festival. Accommodating 900 seats on the

main level, with an additional 300 balcony seats, the sides featured three large windows draped by curtains. The balcony area also included a motion picture projection booth. The 40-foot wide proscenium arch had an asbestos curtain in tan, henna, and gold with matching velour drapes. Large bronze light fixtures hung from the ceiling, which was clad in acoustical tiles to maximize sound performance.²⁷

A second smaller auditorium was located in the north portion of the main floor. This had seating for 250-300 and was used for a variety of student and community clubs and meetings, as well as for music practice and education.

In addition to the first floor gymnasium, there were also outdoor athletic facilities, mainly a football field with bleachers. Though they were not included when the High School was completed, there were plans for tennis courts and a

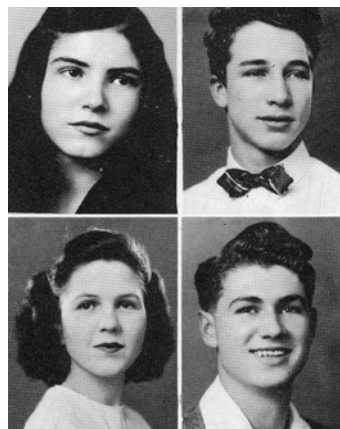


From the 1939 yearbook, "The Noon Hour Committee is one which is of great service to the school. The committee...scheduled volleyball, basketball and aerial dart tournaments, provided for shuffleboard and ping-pong games, sponsored noon hour dances, and slated outdoor activities when weather permitted."

baseball diamond. The superintendent also noted that these facilities would include “appropriate” landscaping and “provision for parking of automobiles.”²⁸

The second floor included science rooms, which were focused around the rounded bay in the front façade. Physics and Chemistry shared a space, equipped with lab facilities. Biology, Mathematics, and English also inhabited the top floor. However, most of the north wing was dominated by the school’s brains, the library, which was meant to supplement the classroom specific reading materials and also to serve as a study hall.

As the Superintendent anticipated, the school population continued to grow. Between 1936 and 2005 there were five expansion campaigns resulting in



1945 Seniors: (top) Colleen Moore, Harold Morse; (bottom) Joanne McKinney, Merle Neer



In 1943, CHS students picked beets for the war effort.



Dorothy Gathercoal Class of 1954

by Megan Luh, Class of 2006

Dorothy Gathercoal started her 7th grade year in Corvallis High School because the Junior High School had burned down: "Straight from elementary school to high school." When she was in high school, there was a Gathercoal in every class. It reminds me of the many families at Corvallis High whose entire family live here, so cousins and relatives go to school together. She graduated with the class of 1954, with several of her brothers right behind her. She remembers her locker being where the right junior hall is today: far away from the cafeteria. The senior hall hasn't changed; all those lockers belonged to the seniors. Although there are many similarities between her high school experience and mine, the biggest ones are the changes we both experienced. She represents a period of change in her school just like the one I am experiencing today. However, I am not jumping straight from elementary school to high school; I am moving to a completely new building to finish my high school education.

Dorothy was involved with art during high school after she became what she called "a music reject." The audition standards were stricter then. Art and music classes are still held on the side of the school where they were when she was in school. She played the clarinet but didn't want to. She tried to sing for choir; she was definitely good enough, but the conductor told her she didn't "blend well with others." She joined art. She said it was where all the "music rejects were." Art was something that influenced and changed her throughout the rest of her life. She enjoyed the mix of people who weren't rich enough or musical enough for band and choir. Because she was in art, she could slide down the banister in the back and be first for lunch. She didn't like her math



The Ball Studio

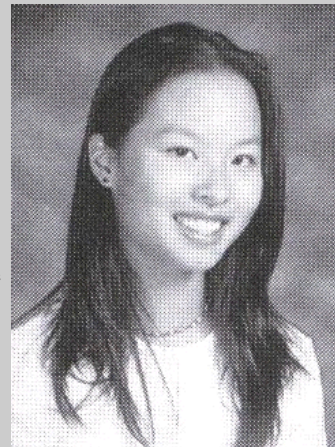
classes. She complains that she took math from the very first grade and now she doesn't have much use for it. "I use more art in my life." She didn't quit music because the school didn't choose her; in fact, she did a lot during college. It was their loss that they didn't choose her.

I was pleased and surprised that Dorothy was in many more clubs than I am, and that she enjoyed a variety of experiences. She was involved with clubs that did a lot of service projects, like Tri-Y and Hi-Y. Community service was a big thing when she was in high school. In many ways, this is like our modern day Key Club and National Honors Society, which help in and raise money for Corvallis community projects. Dorothy was in the Honors Society until her senior year and the pep club. The pep club consisted of fans that cheered the teams on during sporting events; the downside, however was that it was invitation only. Since then, Dorothy has only joined things that were open to everyone. The pep club served hot chocolate to the basketball team after the games. This can be likened to our cheerleaders and pep band combined. As a pep band, we have our own section at games, where we can go early and stay late. The cheerleaders also provide the teams with little gifts and posters. Spartan pride and spirit is something the Spartan community has kept alive for many years.

Ski club was a big part of Dorothy's life in high school. It wasn't very competitive because there were only two races a year. Through their numerous activities, Dorothy made many of her closest friends during high school on ski club. A favorite memory is how they all went to Bend for a weekend. The first day was to ski; at night, they went to watch the boy's basketball game. Because games alternated between home and away, she only spent the weekend in Bend every other year. The Corvallis High Ski Team still hasn't changed much over the years; they are still the most random and funny of all the sports teams; they are also all very close friends. Everyone tells me ski club is one of the most fun places you can be. And just as when Dorothy was in high school, one does not have to have experience skiing. Dorothy told me that many of her fellow teammates still get together for reunions; she still skis every chance she gets.

Dorothy herself represents a drastic turn in female athletics at Corvallis High School. She participated in many sports including ski club and tennis. She said that the boy's coach would not let the girls practice on the tennis courts, even if the boys weren't using it. This bothered her a lot in high school. However, Dorothy Gathercoal was the first female athlete at Corvallis High School to receive a letter for her sporting achievements. Then she didn't think it was a big deal and even now she brushes it aside, but Dorothy represents a widespread change in feminism all around the world.

Dorothy and I both represent generations of radical changes and ideas. Although we are several generations apart, our Corvallis High School experience has been a very wonderful and fulfilling one. Although I am sad and a little frightened at the prospect of going to a new school, confronting a new environment and having to deal with getting lost again, I know that the spirit and core of Corvallis High School have not changed. For this reason, I am excited and a little scared at the coming of a new building.



Megan Luh, 2006



Joe Malango, CHS Teacher 1957-88

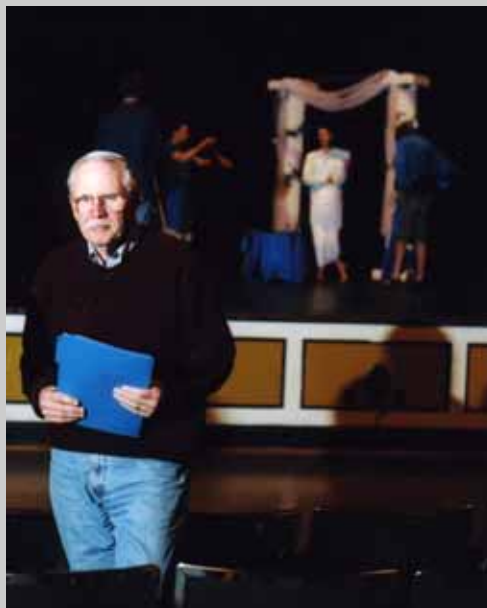
by Joe Malango

I came to CHS in 1957 and stayed for 31 years. I was assigned Speech, Drama, and English, and directed three plays a year. Over the years I directed 60 productions. Yearly I produced a children's play that was always double cast with each cast giving two performances in one day. This filled a void for children's theater in Corvallis, but also was an opportunity for students to have more acting opportunities. It also encouraged me to do Summer Drama for ten years through Corvallis Parks and Recreation, using the CHS stage for rehearsal.

At CHS every three years we also produced a musical in conjunction with the music department. The first one was *Finian's Rainbow*, which starred Rick Wallace who would one day become the Drama Director at CHS. Rick would also be the last director in the old building. After he retired, he was asked to return and direct his last show, *Oklahoma!*

Working in the auditorium was certainly a challenge. The acoustics were poor and projection for young voices was difficult. For musicals, we used microphones set up in the orchestra pit area but the system was fairly primitive. To try to improve the acoustics, we would hang an old set of stage curtains from the balcony railings. The lighting system also had major drawbacks and it took some inventiveness and eventually some negotiating to get some changes made.

When I first started directing I was told that the six lighting instruments located in the ceiling that lit the downstage areas were permanent. I eventually solved that problem by climbing through the rafters; and with the use of pipes, we were able to lower the instruments, which gave us more flexibility. Through the years I also advocated for a whole new system, which did happen: a combination catwalk and cage setup and light board. Storage space for costumes, props, and electrical



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equipment was also a major problem. We found space scattered throughout the building. Another goal was to have comfortable seating installed to replace the wooden seats and most were replaced eventually.

Our three daughters grew up in the CHS theater atmosphere. They loved coming to rehearsals; and on Saturdays when I had work parties, they would come to play on the stage or in the costume room. One of my fondest memories is when I cast all three as the Snow children in the musical *Carousel*.

It was also at CHS that I met my wife, Lois. She is my support system and attended tryouts and provided input on casting. Saturday work parties involved building sets, making costumes, and silk screening posters. As an incentive, at the end of the work parties, we would play basketball in the old gym. But first you were required to put in your time before you could play.

Lunchtime was also a special treat; we would order Bob's Burgers followed by ice cream sandwiches from the vending machine. These Saturday work parties were lots of fun and were an opportunity to get to know kids out of the classroom; this was a rare opportunity for a classroom teacher.

After 20 years of directing, I made a major change and stopped directing plays for health reasons. For the next 10 years I taught a Mime class, and each year created a troupe that performed in the schools and throughout the community.

In some ways I am not totally sorry to see the old building go. I worked in a number of classrooms. One room was so cold that I would joke with the maintenance staff that you could hang a beef in the room and it wouldn't spoil. Twice I taught in a trailer while remodeling was going on.

Over the years, I saw many changes in the physical layout of the campus: the new gym, the cafeteria, the home economics building, the wood, metal, auto and agricultural shops and the library and science wing. One of the biggest changes was when Crescent Valley was built, and the population changed from 1800 to a more manageable 900. The building suddenly seemed spacious.

Although there were so many production drawbacks and physical limitations, I was very proud of the plays and musicals we staged. Even to this day, I have kept in contact with many students, and they often speak of the program as being memorable. The dedication, commitment, and talent that the students brought to the program made it all worthwhile.

Drama is a wonderful avenue for students to express themselves, to gain confidence in their abilities, and develop a sense of commitment. For six to eight weeks, and longer for musicals, they become a family and bond together. Although some students after high school continued their interest in theater as performers, technicians, and teachers at both the professional and amateur level, my goals were broader. I wanted students to develop an appreciation for the theater arts, to become discriminating theatergoers, and to see theater as a worthwhile lifetime leisure interest and activity.

My 31 years at CHS were memorable. I am so grateful for having had the opportunity to work with so many talented and committed young people and such an outstanding and supportive staff. In addition to the students and the staff, the community was also very supportive of CHS productions and we often had very full houses.

The opening of the new CHS building is an exciting event and begins a new phase in the outstanding history of Corvallis High School. I look forward to how the new high school develops, but I especially look forward to the theater, which will be a wonderful asset for the school and community.

nine additions.²⁹ The first major new student influx was involuntary. Junior High students, displaced by the disastrous fire that destroyed the old CHS in 1946, swelled the ranks of

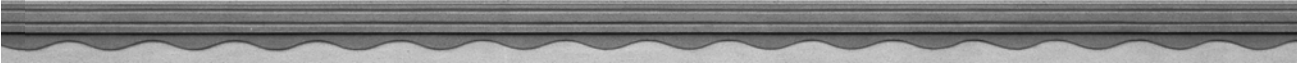


1956 Seniors: C. Milliken, S. Moser, D. Moyle

pupils. Students “double shifted” with high school students going in the morning and junior high school students attending in the evening.³⁰ In the same year two classrooms per floor were added to the north wing. Almost simultaneously, an entire wing was added to the south, stretching back toward the west. The additions were designed by the Portland firm of Stokes & Allyn and blended almost seamlessly into the original 1935 construction.³¹



The Sparskis, the CHS ski team, from 1947. Rumored to have always been the club that has the most fun.



Francis Marion Stokes arrived in Portland as an infant in 1883. He gained early experience in construction by working with his father, a prominent builder and brick mason. Stokes attended the Oregon Agricultural College in Corvallis and returned to work with his father after completing his schooling. In 1910 he became a full partner in his father's firm. After World War II, Stokes joined forces with another young architect. **Frederick Stanley Allyn** was born in 1883 in South Dakota and arrived in Portland as a young man of nineteen. Like many architects of the first half of the twentieth-century, Allyn did not gain his architect's credentials through a University, but through a series of apprenticeships. The first of these, from 1903 to 1906 was with the Firm of W. R. Stokes & Co. It seems likely that he formed an early bond during this time with his future business partner, Francis Stokes, who worked as a carpenter in this, his father's, firm. Allyn continued his apprenticeships with several other firms and opened his own offices in 1917. In 1929 he became a partner in the prestigious firm of Lawrence, Holford, Allyn, & Bean. Allyn left this firm in 1941, perhaps to become part of the war effort. The Stokes and Allyn partnership lasted from the end of World War II until Allyn's retirement in 1958. In addition to their work on Corvallis High, Allyn & Stokes were well known as having designed several grade and high schools in the Portland area and on the Oregon Coast.³²

Another addition followed within four years. This new volume, attached to the north of the gymnasium, was different from previous construction in two main ways. For the first time, a local architect was employed to complete the design. James J. Gathercoal practiced in Corvallis from 1944, when he received his license, and remained active until his death in 1976.³³ The new construction was also not designed to mimic the style of the original building, but reflected the industrial character of the intended use as wood and metal shops on the first floor, with art and music studios on the second floor.³⁴

By 1960, the student body was once again chafing against space constraints. The pinch was especially felt in common areas, such as the gym, library, and cafeteria. It was not until 1962 that new construction got under way. Much of the construction was in progress during the school year, resulting in creative new uses for old spaces during transitional phases. The auditorium, for example, became a classroom for some, while its balcony served as a library for part of the year.³⁵ Temporary structures also served as class-



Irene Stauss Gresick Class of 1964

by Anna Dennis, Class of 2006

For a chosen few, high school is where lifelong passions develop. This was the case for Irene Stauss Gresick, a 1964 CHS graduate, whose high school interest in journalism blossomed into a publishing career. During her high school days when “back to the drawing board” was a literal truth, Irene could usually be found in the journalism room, a tiny niche in the end of the third floor hallway. As the editor of the school newspaper, the *High-O-Scope*, she often frequented the windowsill in the stairwell during her free time, completing the editing that had gone unfinished due to class discussions. For Irene, journalism was more than a simple activity—journalism represented a place for her to express herself; somewhere she could be creative and experiment with her ideas, as well as a place for students to explore controversial issues.

Irene saw Corvallis High as “a great place to try things . . . the opportunity to stretch and to learn.” This remains her advice to high school students, to “get involved in something rather than just follow the direction of someone else.”

Irene turned to journalism after failing a drama audition; shifting to drama publicity, she found she could stay close to the young, cute drama teacher, Joe Malango: “Half the school had a crush on him.” Journalism, Irene shared, became a way to define herself, and like all activities, “a way to get out of the walls.” While editor for the *High-O-Scope*, Irene traveled to Washington State University for a journalism convention, competing against other schools’ papers.



The Ball Studio

In the 1960s, the *High-O-Scope* was printed at the *Gazette-Times* building, now the Headline Café in downtown Corvallis. A testimony to the era, they used linotype print, where the phrase “mind your p’s and q’s” came about. Apparently, the small lead letters were identical; depending on which direction they were placed. Therefore, careful placement was required while typesetting.

Irene stretched herself by participating in other activities, such as cheering on the pep squad her senior year, earning the faded blue letter and Spartan insignia that she brought with her to the interview. Yet the pictures in the yearbook that sat on the table were not faded, nor were the eyes of the woman who explained to me how the student body sang their way to away games and track meets on rally busses, and depending on the outcome, either “cheering or crying on the way home.” All high school students from Corvallis attended CHS, and Irene’s class (a cozy 400) danced in stocking-clad feet at rally dances, the “fellas wearing sweaters and slacks, and gals in skirts and sweaters.” This hometown team spirit developed into a closeness among classmates, a fourth of whom still come to class reunions.

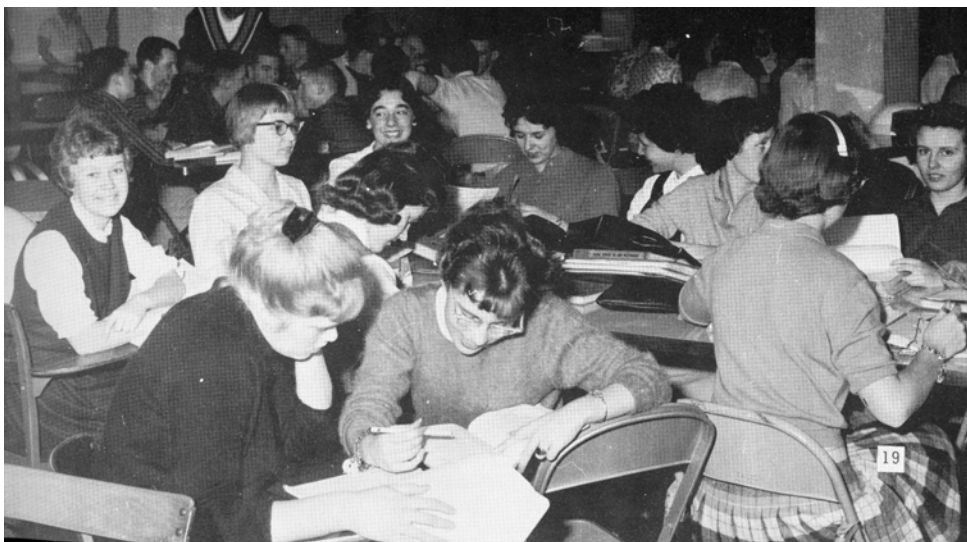
Not all moments of high school stand out like the old-fashioned familiarity of linotype print and sock hops. There are also those defining moments from our high school years that forever color our view of the world. For Irene, this was the day when Kennedy died. “The assassination of John Kennedy shattered our sense of confidence; we all remember the day the world changed for us on November 22, 1963.” When a friend had phoned Irene the news, Irene shared it with the principal, who made the tragic announcement over the intercom. The students then gathered for an assembly.

To the Corvallis High students of today, Irene offers a hall pass to a different time when students didn’t drive cars to school and pep squads were fixtures at every athletic event. Yet despite the changing CHS eras, much remains familiar. The Kennedy assassination is distant history to today’s high school students, living only in the pages of their history textbooks. Yet the image of the Twin Towers carried the same defining emotional resonance with many teenagers, who discuss politics and the Iraq war in classrooms and hallways. What used to be the journalism room was in 2005 a staff room for the English department—but the windowsills are still popular spots for students to spend lunchtime and off-periods, where friends laugh, couples cuddle, and head-phoners bend over books, silhouetted in the light from the window. And the *High-O-Scope*, bearing its original name, still shakes up a controversy or two.

With the new CHS building opening in the fall of 2005, Irene and every student of the old Corvallis High will always prize their memories of a grand building and the nostalgia of a grand Spartan history.



Anna Dennis, 2005



Entitled "Crowded Cafeteria," in 1962 the school needed expansion.

rooms, and the sound of jackhammers and other tools was nearly constant. Since the cafeteria was closed, classrooms became lunch-rooms for those who were inclined to brown bag it. Those seeking hot lunches turned to the fortunate local merchants. When all was complete, the school could boast a new and larger second gymnasium, an above ground cafeteria, a library, and a science wing.



Entitled "Morning Confusion" in 1952, little changed in what was known as the "Senior Hall" over the 70 year history of the building.

The additions had a significant impact on the overall configuration of the school and continued the modern themes first introduced in 1950. The library was the most visible element of the construction campaign. It was attached to the east end of the science wing and connected to the north end of the old building by a ground floor corridor. Before its appearance was later softened by the addition of covered walkways and bike racks, it appeared almost alien in contrast to the old school—all sharp angles with a dynamically folded roof. The other additions had no less an impact on student life.

The large gym was attached to the west of the original gym and became the center of athletic life. The cafeteria was built to the south of the new gym, moving its function from the center to the periphery of the school. In the process, the original south side entrance was eliminated, along with its popular turnaround.

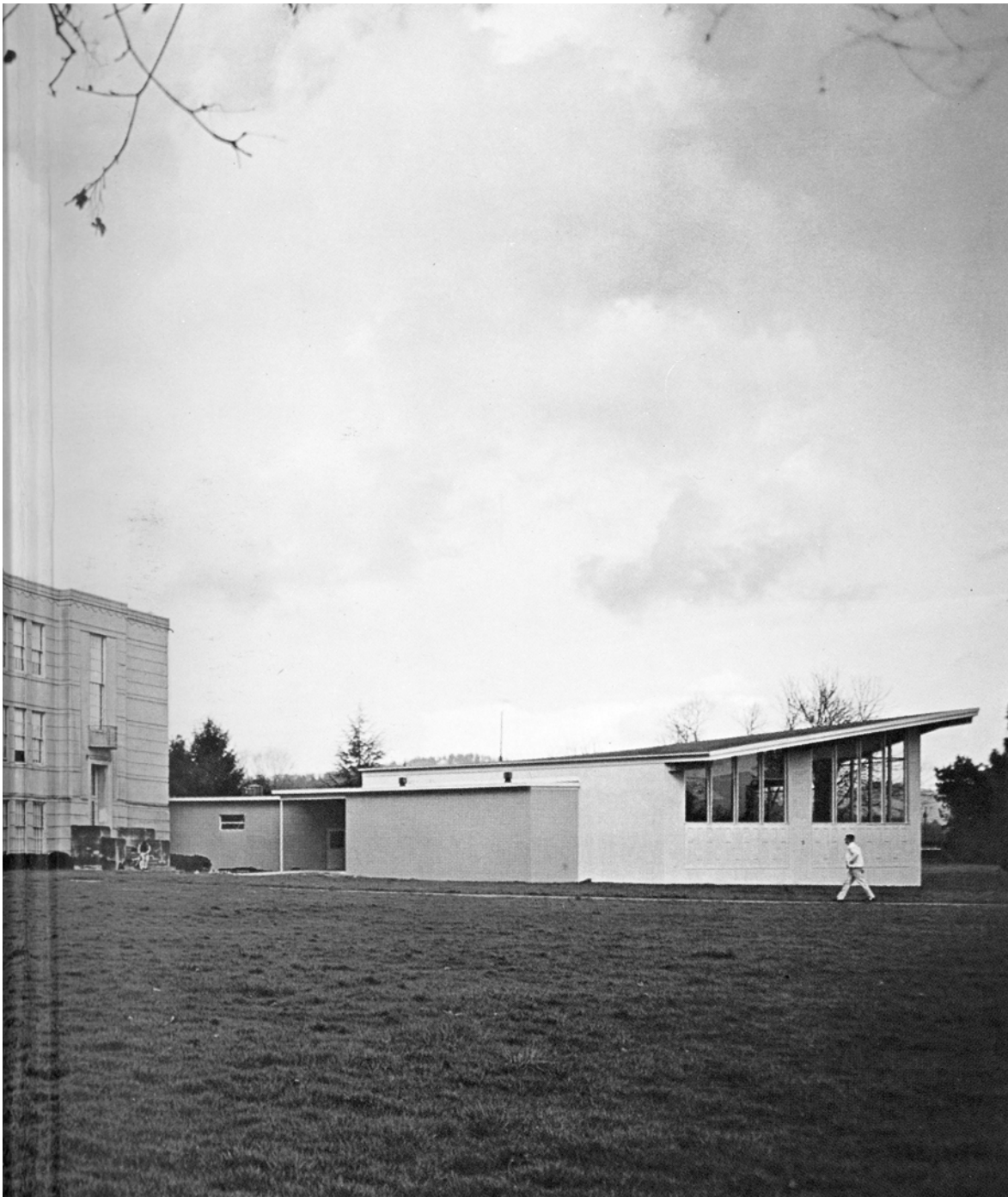
In 1967, the Vocational Department moved out of the main school building into a brand new, detached complex located northwest of the school. The new modern structures, designed by Corvallis architects Jeppsen & Miller, were connected to the main school by a covered walkway. The additions in-



In 1962-63, "The student body of Corvallis High was without a cafeteria part of the year. During noon hours, classrooms were converted into lunchrooms for those students desiring to eat cold lunch. The nearby drive-ins, received a very profitable business since many Spartans desired hot lunches. Herb Hammond, Steve Robison, Cheryl Belnap, Janette Johnson, and Sharon Hodory attempted to break in the new cafeteria for use before the roof was added to the building."



The 1963 library makes a striking juxtaposition to the 1934 school façade.





Carl Wieman Class of 1969

by Tony Vandermeer

Carl Wieman was born in Corvallis on March 26, 1951, but he spent the first 13 years of his life growing up in nearby Kings Valley. Much of his youth was spent wandering around in the forests of towering Douglas fir trees. After attending schools in Kings Valley through the sixth grade, he took a long bus ride into Philomath for his seventh grade year where, according to the future winner of the Nobel Prize for physics, “My young idealistic teachers in mathematics and science there had a significant influence on me.”

His time at Philomath was short as his family moved to Corvallis so that he and his siblings would not have a long bus ride to school and could also take advantage of schools in the ‘big city’ of Corvallis, with 25,000 population. The advantages of living in what was also a university town soon became evident to a young scholar like Carl when he became fast friends with Brook Firey, whose father was a professor of mathematics at Oregon State University. Brook’s father, Bill Firey, gave the boys their own summer course on geometry when the two were 14. The impact of studying math with a high-level professional mathematician stayed with Carl into his adult life.

His earliest memory of Corvallis High School comes from when Carl was a middle school student who saw the building as ugly, a huge blocky building. “Rather prison-like architecture is how I thought of it . . . at that time I thought of it as a big intimidating place with vast dark hallways.” Carl put any feelings of intimidation aside when he first set foot in the hallways of CHS as a middle school chess player competing with and against high school students. Another memorable activity that Carl and his friends engaged in was skateboarding on the patio outside the cafeteria. Chess, along with tennis, continued to be an important aspect of his high school experience and memories. “The places I remember distinctly are the room where we used to play chess most every



afternoon after school, the library where we had the chess matches, and the tennis courts. I also remember spending lots of time practicing hitting tennis balls against the large, featureless back wall of the gymnasium.”

Carl sees his academic life at Corvallis High as different from the majority of high school students. Rather than the socialization aspects of high school, his recollections center on his educational experience, and, surprisingly for a world-renowned physicist, his most memorable high school classes were in literature and writing. He describes it this way: “I liked several literature and writing classes and can still clearly remember many of the more memorable books, such as *Raisin in the Sun*, *Death of a Salesman*, a number of Shakespeare plays. Strangely enough, I have memories of feeling that I learned more in those classes than in my science and math classes.”

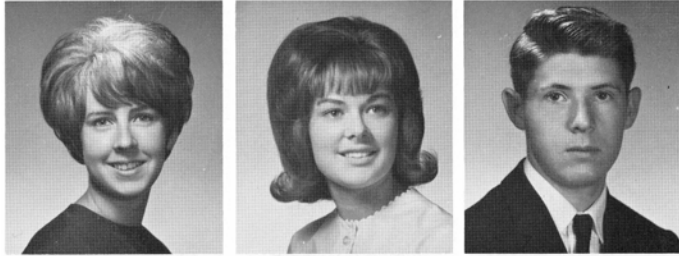
The positive reflection on his experience in the humanities do not, however, diminish the memories that Mr. Twedt, chemistry teacher, and Mr. Rasmussen, physics teacher, left on Carl. Both teachers impressed him as strong and confident instructors who were serious about their topics as well as with their students learning the material.

The intellectually motivated Carl still remembers major projects and reports that he did in many of the academic disciplines while at CHS, to the exclusion of memories about his social life. “I was a slightly rebellious, not-very-sociable nerd type.” The rebelliousness manifested itself in mastering the material well enough to succeed in his classes while often not doing precisely what the teacher wanted. He sees his tendency towards an intense focus on certain interests, often to the exclusion of others, as both a weakness and strength.

Carl competed as a top chess player in the Northwest his first few years as a high school student and then “retired” at age 16 to focus on his studies. He did, however, find time to continue his involvement in tennis. This allowed him to expand his circle of friends as his class and chess mates didn’t include the country club set that typically filled the tennis team roster. His tennis playing continued in college where he competed so intensely that he “wore out” his right arm, only to switch to his left hand and compete at the college level left-handed! After developing problems with his left arm, he was forced to quit tennis and focus on his college academic work.

Even though he wasn’t at the top of his class at CHS, his grades and involvement in extra curricular activities were good enough to gain him entrance to MIT. The summer before going to college, Carl had one last life-informing experience in Corvallis: he worked in a lumber mill pulling on the green chain. This intense physical work inspired him to do well academically so that he might gain employment in a professional setting. His years at MIT set him up to become the notable physicist whose work led to winning the Nobel Prize. He currently continues his work at the University of Colorado in Boulder, where his wife Sharon also works as a physicist at the NIST Boulder labs.

He visits Corvallis occasionally as his parents still live a just a few blocks from Corvallis High. For him the town has obviously grown a bit; but it always seemed, to the boy who grew up in the woods of Kings Valley, “like a big city full of affluent people.” The independent, pioneer spirit that led his parents to relocate to the woods of Oregon, along with their approach to rearing an intellectually stimulated student, helped Carl become the world famous scientist that he is—one of Corvallis High’s most notable alums.



1964 Seniors: Sandra Cutforth, Marilyn Dalton, Jerry Davis

cluded a Home Economics/Child and Family Science building; rooms for Industrial Arts, including wood-working, metal working, and mechanical drawing; and facilities for Agriculture, Auto Mechanics, and Electronics. The departure of these courses from the main building resulted in some remodeling, including a new look for the Administration and Counseling Offices, as well as a new Health



State Wrestling Champs 1964-65. Front row, l to r: N. Pasley, D. Thomas, L. Garion, K. Thomas. Second row: D. Byington, B. Hanson, S. Kernek, L. Thornburgh, E. Coomes. Back Row: Manager Kellog, S. Green, D. Harris, J. Hibbs, J. Blackford, Manager Guerber.



The 1970 play, "The Warrior's Husband."

Center in the former Home Economics rooms, and an Art room and Audio-Visual center in the space vacated by the former shops.³⁶

Despite the waves of construction, population pressure continued as more and more of the baby boom generation reached high school age. Almost 2,000 students crowded the halls of CHS when Crescent Valley High was built in 1972. Its construction abruptly reduced the student population of CHS to around 900. An audible sigh of relief must have escaped from faculty, administration, and students.

Corvallis High athletes continued successfully throughout the years after their inauspicious early start in 1910 without a gym. The basketball team saw



1970 Seniors: Paul Abraham, Robert Abraham, Kathy Adams, Allen Terry



Jenna Dorn Class of 1969

by Tony Vandermeer

In the summer of 2001, Jennifer (Jenna) L. Dorn was confirmed by the U.S. Senate to serve as the Administrator of the Federal Transit Administration (FTA) for President George W. Bush. This was the third Senate-confirmed, Presidential appointment for the 1969 graduate of Corvallis High School, who previously served in the administrations of President Ronald Reagan and President George H.W. Bush. As the head of the FTA, Jenna leads a 500-employee agency with a \$7 billion dollar annual budget.

After experiencing frustration in her first job in the advertising industry that women weren't being treated as professionals, she took her newly minted master's degree in public administration and headed for Capitol Hill, ready to change the world. Jenna's first job in Washington, DC, was on the staff of Oregon's Senator Mark Hatfield, then Chairman of the Senate Appropriations Committee, whom she credits as both a mentor and a friend. Soon after joining Senator Hatfield's staff, she eagerly became a member—and later became the chair—of the Capitol Hill Women's Political Caucus. In that capacity she was pursuing what, at the time, was an important issue for many of her colleagues—women's pay equity on the Hill. Congress had exempted itself from the laws requiring that women and men be paid equally for equal work, even though those laws applied to every profit and not-for-profit entity in America.

Jenna and a small band of renegades sorted through the pay records of Congressional offices. They were fully armed with information showing that, overall, Congress had a pretty poor track record in hiring, promoting and paying women in professional jobs. She explained to Senator Hatfield that she would be making this announcement to the press—and that some of his colleagues might be embarrassed by the disclosure. "I just wanted to make sure that wouldn't be a problem," she innocently explained. He paused for a moment, and quietly considered the bombshell she had just dropped on his desk. Then he looked at her, sighed softly, and said, "Jenna, if you believe it's the right thing to do, then do it."



Senator Hatfield's response has stayed with her as a guiding light for all the tough decisions in her career. He created an environment where it was safe to take a risk to do what she believed was the right thing to do.

That environment and her personal commitment to public service led Jenna to accept an appointment from President Reagan to serve as the Associate Deputy Secretary of Transportation to then Secretary of Transportation, Elizabeth Hanford Dole. Later, President George H.W. Bush appointed Jenna as the Assistant Secretary for Policy at the Department of Labor. Jenna also served for seven years as Senior Vice President of the American National Red Cross, overseeing the organization's international services, as well as marketing and fundraising operations.

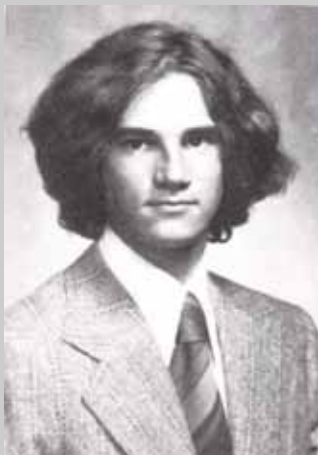
The Dorn family moved to Corvallis from LaGrande, Oregon, just before Jenna started high school at CHS. Far from being intimidated by the school—which was much bigger than her school in LaGrande—Jenna thrust herself into the many clubs and activities that were available. She became active in Girl's League, eventually serving as President. Reflecting back today, the idea of a "girl's only" club strikes Jenna as out of touch with the real world of business, government, and life in general. Yet she values the experience for the skills it helped her develop in organizing, consensus building and leadership, as well as the life-long bonds that it fostered with her female classmates. Those bonds were reinforced in Jenna's sports activities, which included participation on the Sparta Pacers drill team and the girl's volleyball team.

Jenna's first day at Corvallis High left vivid memories. "I remember approaching the building and thinking that it had such character, especially the older parts of the structure, which seemed so solid." Even as a newcomer, the building itself seemed ripe with history and tradition, and the memories and accomplishments of the many students that had walked through its doors. The images and sounds of squeaky seats of the auditorium, the school's "memorable gymnasium," and dozens of lockers slamming shut in the hallways can all still be conjured in her mind.

Jenna's memories of Corvallis High extend well beyond the building itself. Favorite classes became so largely because of the people teaching them. The passion of biology teacher, Robert Christianson, drew many students like Jenna to a subject they might not have otherwise pursued. His ability to relate to students and his genuine fondness of them is still remembered today.

Another favorite teacher was Robert Baldwin, who taught English. Baldwin's brilliance, analytical mind, and high expectations encouraged Jenna to develop the good communication skills that have served her well in Washington. In a recent radio interview, she spoke of the skills that Mr. Baldwin had a hand in cultivating: "I think one of most important skills in any job, in government or not-for-profit, is writing. My journalism background helped me develop that skill, and I didn't quite realize then just how useful that would be. The fact is, if you can't clearly articulate an issue, it's going to be very hard to solve the problem."

In high school, Jenna was a member of the Prom Court, and remembers her disappointment when she didn't win the title of "Prom Queen." These days, however, she is far more philosophical. In fact, her advice to young professionals often includes this bit of disquieting news: "Doing the right thing is probably not going to get you elected homecoming queen! A leader who is focused on measurable results that really matter," she notes, "will undoubtedly encounter resistance from people who are more comfortable with the way things have always been done." For Jenna, doing what she believes is right and achieving real results through public service has brought both personal and professional satisfaction.



Jon Krakauer Class of 1972

by Ali Stewart, Class of 2005

Jonathan Roblee Krakauer was born in Corvallis, Oregon in 1954, the third child of five. Jon, as he prefers to be called (only his family gets away with calling him Jonathan) began walking the halls of Corvallis High School in September 1969, and graduated in June 1972. No one would have guessed that he would eventually grow to become a notable Corvallis High graduate, known for both his mountain climbing exploits and for writing three best sellers: *Into The Wild*, *Into Thin Air*, and *Under The Banner of Heaven*.

Jon describes himself as being an “okay” student, as he wasn’t very motivated most of the time. He did well in subjects that interested him and slacked “big-time” in the other classes. Luckily for Jon, his identical twin older sisters, Karin and Wendy, who had been attending CHS for two years before him, were excellent students, which not only “allowed me to ride their coattails,” he says, but also allowed him to get better grades than he believed he truly deserved. “Teachers gave me the benefit of the doubt because I was the little brother of Karin and Wendy.” When Jon received early admittance to college, he quit going to classes altogether after completing his first semester of his senior year. He instead went to Naselle, Washington and Kalispell, Montana to work as a tree planter for the timber industry. Jon describes his job as being “the hardest work I’ve ever done, but wages started at \$3.25 an hour, which was a princely wage in 1972.” Jon even made enough money to buy a 1961 Volkswagen Microbus later that spring. Somehow, despite Jon’s lack of attendance, he managed to receive his diploma.

Although Jon slacked off some in high school, looking back, he realizes that the academics indeed left a long-lasting impression on his life. Jon took French class for three years, even though he believed himself to be terrible with language. He hardly ever did the home-



work and nearly flunked during his senior year, but he looked forward to the class anyway because of the wonderful teacher, Carol Newman. Madame Newman was young and pretty, and Jon supposes he may have had a secret crush on her. More than that, though, “She was unaccountably nice to me, considering my lack of discipline and linguistic talent, and—*zut alors!*—she even managed to teach me a little bit of French in spite of myself,” Jon says.

Jon’s favorite classes (other than French) were English and History; he believes they led him to become a writer. His English class was taught by Roberta Shaw; James Martin taught his history course, “Anatomy of Revolution.” He describes both Mrs. Shaw and Mr. Martin as “exceptionally inspired teachers who had a profound effect on the direction my life would take. Although I didn’t recognize it at the time, they planted seeds in some deep corner of my intellect that eventually led me to becoming a writer.”

As for extracurricular activities at CHS, Jon doesn’t remember doing many. Formal dances were not an interest for him either. He remembers being on the gymnastics team his sophomore year, but then quitting when told he wasn’t allowed to ski if he was on the team. Jon has a varsity letter that he received his junior year playing doubles on the Corvallis High tennis team with Paul Stoltenberg. Other than his one year of playing tennis, Jon did not participate in school-organized activities. After performing poorly as the student body president in junior high, Jon decided he was temperamentally unsuited for political life and declined to take part in student government during his high school years.

The social scene at CHS is a whole other story for Jon. He seemed to hang out with kids from several different cliques. Jon hung out with the jocks, the stoners, the thespians, and even the geeks—“pretty much the whole gamut.” Even though on the outside it may have appeared that Jon was outgoing, successful and popular, in truth he felt somewhat removed from the crowd: “I saw myself as an outsider, a fraud, an imposter. I was always most comfortable hanging out by myself.” This remains true for Jon today as well. He thinks this may be part of the reason he chose to be a writer. Being a writer means spending a great bit of time alone, “staring at a keyboard.” Jon believes that his “less-than-stellar tenure” at CHS should give hope to other students who aren’t the best and don’t seem to fit in well with the crowd.

Jon describes Corvallis as being a wonderful town to live in during the 1960s and 1970s: “I can’t think of a better environment in which to come of age. Not too small, not too big. Safe. Lots of open space to escape to.” The university brought many interesting people and their ideas into the community; however, Jon was impatient to graduate CHS and move on to bigger things. He wanted to be exposed to other cultures, other ways of life, and new perspectives. “I couldn’t wait for ‘real life’ to begin.” And I think we can safely say that Jon did indeed find a place in the bigger world, and he continues to explore it today. He is glad he ventured away from the Willamette Valley, but Corvallis still holds a place in Jon’s heart. He still returns to visit his family, and he still believes Corvallis is a safe and terrific place to live. “Corvallis will always be very special to me. Corvallis shaped me into the person I am today.”



Ali Stewart, 2005



Rick Wallace, CHS Teacher 1976-2002

by Rick Wallace, Class of 1966

My earliest connection with Corvallis High School is that my mother, then Alice Ingalls, taught in the building the year it opened “way out north of town” in 1935. That was a number of years before my birth and my own first CHS memories are of her going off to teach evening classes there in the early 1950s. She had taught there in the 1930s and again in the 1940s during WWII.

Since I grew up only three blocks away, Corvallis High was very much a center of activity in my childhood. I attended the Circus, crept cautiously through the haunted house in the old locker rooms under the gym, attended plays and concerts, and took a summer school class or two. As a toddler, I paddled in the wading pool and later learned to swim in the “big pool.” I was a Knot Hole Club member, going to football games as part of an attendance-promoting appeal to community youngsters.

I arrived as a student at the newly remodeled building in the Fall of 1963. Gone was the turnaround, so favored as a hang out in earlier decades, and new were the patio, cafeteria, new gym, science wing, and library. Today’s staff and students know nothing of the old cafeteria under the auditorium nor of the old library on the third floor. The old gym, site of those deafening, thrilling varsity basketball games for the school’s first three decades, is now used for JV sports and its upper seating area as storage space for stage scenery.

My three student years at CHS in the early 1960s are a bit blurred and nostalgia-tinged; some images are vivid: the JFK assassination, outstanding sports teams, proms, Iowa tests, opening nights of plays, choir concerts, the student body election with fictional candidate Clebeth Gnu, and, most important, friends. In those days, Principal Ray Hardman’s kindly, but somewhat dour, demeanor reigned over a dedicated and energetic staff.

One of my former teachers described my Class of 1966 as “the last



The Ball Studio

good class.” While I disagree, having seen many great groups learn and mature since, I think the message was that our class was one of the last before the cultural turmoil of the ‘60s swept through the nation and the school. Vietnam was still a small “police action;” the sex-drugs-and-rock-and-roll era was largely still underground (though by no means unknown); and tradition was more valued than change.

As Baby Boomers continued to swell the school’s population in the late 1960s, temporary classrooms were added on the lawn, double shifts instituted and even the auditorium was pressed into service for several simultaneous classes. To relieve the overcrowding, Crescent Valley High School was built “way out north of town” in 1971. By then, over 2,000 students thronged the CHS halls.

The original building has continued to enjoy—or suffer—changes and additions. In 1967, a new Home Economics building was added on the site of the demolished Ag. Shop and two new Industrial Education buildings were built north of “Dixie” Creek on the corner of 11th and Buchanan. Throughout the next two decades, room uses were altered, heating and cooling overhauled, locker rooms and team rooms added, and the concrete halls were carpeted to reduce noise and make the place seem warmer. The swimming pool was filled in to make more parking spaces for student cars.

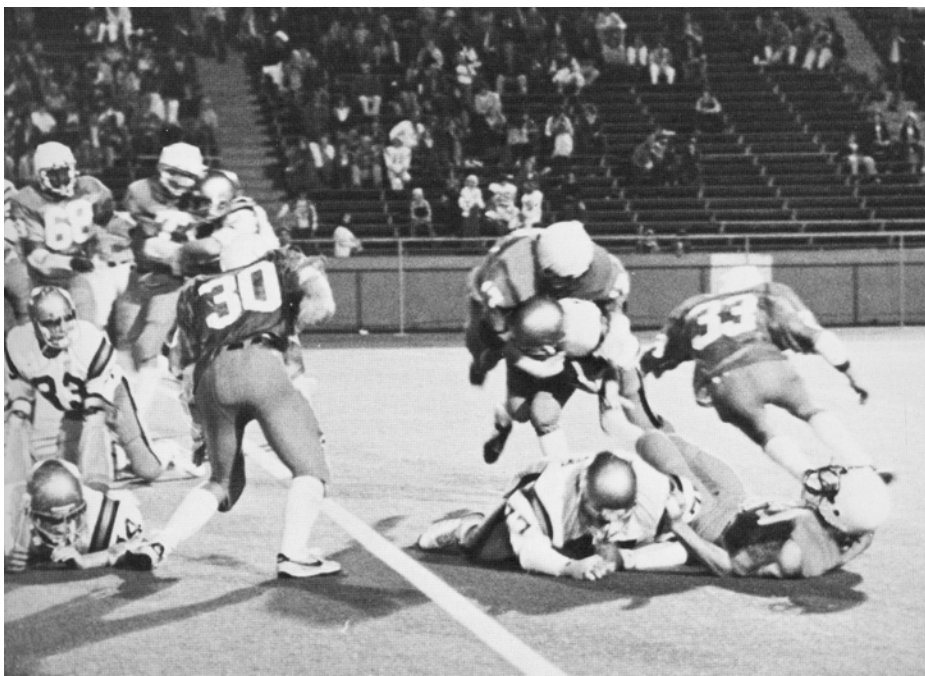
I returned to CHS in the Fall of 1976 to teach Speech and Journalism and act as advisor to the *High-O-Scope* and *Chintimini*. In the 27 years I remained on the faculty, I also taught English, US History, Advanced Politics and Rhetoric, and Leadership. For a time, I was Activities Director, and for the last 20 years I taught Theatre and directed nearly four-dozen plays for the school. I found myself walking in the footsteps of my mother and my own mentors, notably my remarkable Speech and Drama teacher, Joe Malango.

Alterations in curriculum, behavior policies, staff, teaching philosophies and technology during the last quarter of the twentieth century are too numerous to list. Clubs largely faded away, athletic teams’ fortunes ebbed and flowed, “real world” issues intruded more and our population became richer in diversity as students from many of the world’s cultures joined us.

There were also constants amid the changes: the commitment of dedicated colleagues, the support of great parents and community, and the eagerness of *nearly* all students to learn. This combination has continued to make CHS an excellent school, despite the erosion of funding, cuts in staff, growing classes and deterioration of the building that mark the last 15 years.

I retired in 2002, but was pleased to be invited back to CHS to direct the last play on the old stage. It was a joy to work again with enormously talented students and staff. In April, 2005, our production of Rodgers and Hammerstein’s classic *Oklahoma!* brought to a close 70 years of theatre in the auditorium. It will remain a great memory for all of us.

When the School Board decided in 2001 to build a new Corvallis High, I was eager to serve on the Design Committee. This broadly-based group of school staff and community members worked for more than a year with educational experts and an excellent architectural firm (a CHS grad is a partner) to design a beautiful, functional building that should provide the flexibility to help students learn for the next century. Despite my own sadness at the loss of the Corvallis High that had been the site of so much of my life, I believe that Corvallis students will be better for the choice to abandon the big beige edifice on 11th street in favor of the new brick building on Buchanan—right in the middle of town.



Corvallis Spartans working over Roseburg Indians to become the state football champions in 1979.

many fine seasons and trips to the state finals. One of these was during the 1953-54 school year, when six-foot-six Dave Gambee scored an average of 22.27 points per game, broke the Big Six scoring record, and scored a school record of 35 points in one game.³⁷

The 1964-65 season was a banner year for sports. The varsity wrestling squad under Coach John Platt and Assistant Phil Luarca, captured the first State



1982 Seniors: Jamie Chamoulos, Marilee Cohen, Peggy Colman, Katy Condon, Rob Cooley

Championship in school history. Though the team had an impressive 21-2 record that year, its victory at the championships was somewhat of a surprise; the team's opposition, Grants Pass, was strong. The victory marked the end of a three-year climb from last place in District 8.³⁸

The football team also had an impressive showing in the same year. The team racked up a 7-2 season record and was the state's highest scorer. As a result, they were rewarded with their first trip to the state finals since 1955-56. At the State A-1 Finals, held that year at a muddy Multnomah Stadium in Portland, the team lost to Grants Pass in a 7-0 heartbreaker.³⁹

Some of the football team's greatest glory days were yet to come. In 1978-79, the Spartans started their season by beating the rival Crescent Valley Raiders, 27 to 20. The auspicious beginning was followed by a perfect 13-0 regular season. The Spartans had not seen a perfect season since the simpler days of 1922. They were the first team in the history of Oregon high school football to go 13-0. In the play-offs, the Spartans slaughtered the Benson Techmen 40-7 and dealt similarly with the Dallas Dragons, defeating them 42-13. Medford's Black Tornados proved a bigger challenge, but the Spartans pulled off a 13-12 squeaker. In the finals, they faced the Roseburg Indians and defeated them by 21-14, gaining their second state championship in ten years.⁴⁰



Joe Malango's mime troupe in 1988.



***Steve Locey,
CHS Teacher
1975 - present***



***Barb Locey,
CHS Teacher
1985 - present***

***by Steve and Barb Locey,
Classes of 1969 and 1970***

Our ties to Corvallis High School run deep and long. Three generations of our family have walked and run the halls of the school. Steve's parents and his uncles were Spartans during the '40s. All of them were involved in many different activities and sports. We both attended Corvallis High in the late '60s and have very fond memories of our high school days. Our daughter, son, and son-in-law all graduated from Corvallis High School.

Corvallis High was a 10th through 12th grade school at the time we attended with close to 2,000 students crowded into the hallways and portable classrooms scattered over the front and side lawns. Our memories as students are many: the private hideaway spaces underneath the auditorium that was the original cafeteria; the weight room that was a closet off the big gym; running on a clay track, then a cinder track; high jumping into wood shavings; taking swimming classes for P. E.; climbing the fence to swim in the pool at night; finding fish and nutria in the pool before your swim class; and two lunch periods each day, to accommodate all the students. Even though there were so many students, you felt it was a special place and everyone had a sense of belonging.

Steve started his teaching and coaching career at Corvallis High in 1975. He was there when the last major remodel took place. The boys and girls locker rooms and team rooms were remodeled and they added the training room and weight room areas. This utilized the previously unused space that had been the original cafeteria.

In 1985, Barb came to CHS, transferring from Crescent Valley High School. We were both Spartans, once again. Teaching in the building where we were once students proved to be interesting. The classrooms we once sat in, as students, were now the

rooms in which we had to teach. They were a challenge because of their quirky shapes and sizes. Fond memories: buckets in the hallways; the toilets that were removed because they couldn't repair or replace them; the clocks that never worked; the faulty PA system; the flickering lights in the big gym; and critters scurrying throughout the school were all a part of everyday life at CHS.

The best and most special memories come from, not the building, but from all the people who walked the halls of Corvallis High School. This will carry over into the new building and continue to make it the special place it has always been. Another generation of our family will walk the halls of CHS in 2018 and make new memories.



The Ball Studio



***Linda Keller,
CHS Office Manager
1978 - present***

by Linda Keller

Once upon a time, a bright-eyed, naïve and innocent-to-the-“working-world” young woman began her daily trek up Corvallis High School’s front walkway. With application and resume in hand, she approached the fortress-like building never envisioning the number of times she would take this trek or the number of hours she would spend inside its walls. It was a brief interview with questions such as, “If your marriage engagement doesn’t work out, how can I be guaranteed you won’t pick up and leave this job and move back to Portland?” This was my first introduction to the staff. My second was an encounter with a veteran, sarcastic social studies teacher, “And how long are you going to stay in this position?” Apparently I was the fifth employee recently hired for the position. Fighting back any signs of intimidation or insecurity I replied, “Give me 20 years.” The conversation concluded with a “Humph!” as he turned and walked away. Despite these quirky interactions, I was determined this place would become a place of familiarity.

This familiarity and routine at Corvallis High School, though, has evolved over time. I have walked up to the front doors at least 14,040 times observing building color and landscape changes. The structure of CHS has always remained the same, but I have seen it dressed in several different color combinations from an orange with green trim to a two-tone taupe. Flowers, shrubs, and trees have been added or taken away. Yet every year I know season it is when the huge, magnificent maple tree in front and the cherry blossoms lining the front walkway go through their annual circle of life. In 1988, one particularly “memorable” tree was added to the landscape. The tree was



The Ball Studio

planted by the Class of 2000 when they were first graders. I watched from my two-story office window as the principal place the *little* tree in the hole he had just dug and spoke a few words. "This tree is a reminder to you all that your Class of 2000 will be a smoke-free class." This little tree has now surpassed the height of my office window. When I look at this tree, it *does* remind me of a group of first graders who strived to be the first class who would not smoke cigarettes. Did they make it? I will let the reader guess.

All of the groups of students I have known who spend four years at Corvallis High School have experienced their own stylistic fashion and hairstyles, their own form of communication, and have their own type of technology fad. I have been through the years where earrings have become fashionable for men and tattoos considered art on women. Tape decks used to listen to their own style of music evolved into the Walkman to the compact disc player to iPods. "My bad" now means "I'm sorry." "He's bad" means he is nice looking. "Cry me a river" tells a person to quit whining. "Keep it on the down low" translates into keeping a secret.

The position that I have held for 27 years in the Counseling Center has given me the privilege to serve, work with, and become familiar with each class. One of my favorite parts of this job is to participate in some way with each student's unique struggles as they try to maneuver through the thicket of life. The students basically have remained the same. Each class that follows the other still struggles to juggle and balance the peer pressure and acceptance, where and how to fit in the school environment, dates, boyfriends, girlfriends, drama of life, school work, grades, parent expectations, cruelty, depression, and lasting memories of their high school years.

The surroundings that have become routine, ordinary, and familiar to me will soon change. The new CHS will be a different fortress with different walls and different landscape. Though with change, familiarity will follow. I anticipate a new group of students with their own style of life. Their costumes will always change; the players continually remain the same.



Blou Carman, CHS Teacher 1980 - present

by Blou Carman

I grew up in six small Oregon towns as my forestry engineer father changed companies or got promoted, so I had little experience of historic architecture. My senior year, my family landed in Lebanon, and I remember my first trip to Corvallis High. I had never visited a two-story school, and, although it appeared an oddity from the outside, once inside, I found a vast, brass-handrailed foyer rising to a glittering trophy case. Unlike the long, straight shots of all my schools, CHS's halls were labyrinthine, cryptic, mysterious. The ceilings were higher; there were more and larger windows. The building had character, intimations of grandeur—present and past. And the Spartans whose palace this was seemed more beautiful, sophisticated, kinder and friendlier than any student body I had ever belonged to. At the basketball game I attended, the Spartans trounced the Warriors—it was before the Crescent Valley split and CHS was untouchable—and I went home and told my parents how cheated I felt at having moved to Lebanon and not Corvallis.

It was not until 1977 that I became connected with CHS. I was getting an OSU Master's in literature, psychology and education, and I student-taught with the brilliant Roberta Shaw. Her encouragement and the engaging students at CHS decided me on English, and after five years of teaching at OSU, I got a call from Roberta asking me if I didn't want to "join" her "on Eleventh Street." In April of 1980, I stepped into room 306 and began my transition with retiring Audrey Swygard.

Immediately, I loved my room. Everything about it was gracious, generous. The door—84 by 40 inches of mellowed wood with nine glass panes—opened to a small vestibule leading to the 11-foot-high classroom. One wall had old-growth fir cabinets and sliding glass-door bookcases. Another was almost covered with a massive fir-framed double-hung blackboard. On a third wall—directly across from the door—ran windows which looked straight into the



The Ball Studio

oak tree outside. Three stories up, my students and I were unaware of houses, streets, cars. Fall and spring we saw the leaves change color, go and then return. We were ensconced in a luxurious treefort. On winter mornings when the leaves were gone, I watched crimson sunrises illuminate the silhouette of the Cascades.

I loved the history, aesthetics and character of my room; the nature of the space affected the community within it. I felt that each day I hosted a salon for bright, engaging and motivated conversants. In that room, no “party” was larger than 24, and we soon knew and supported one another.

By the mid ‘90s, however, there was less to celebrate as the unthinkable materialized: reduced funding decimated library acquisitions, and there was no longer money to buy textbooks. In order to help provide my students with adequate resources, I foraged through garage sales, thrift shops and used bookstores, and my library outgrew 312’s space. I spent a summer moving my additions and 12+ years of accumulation to room 308, my final resting place at CHS. There the environment was even more grand: the room was much larger, had even more antique fir built-ins, and—being above the entry rotunda—308 had a bonus bulge at one end. I furnished this space with a Sears oriental rug and seven pieces of K-Mart wicker, and we called this favorite spot our “back porch.”

As memories piled up in room 308, I grew more attached and more convinced that its spacious 1,250 square foot, high-ceilinged environment—as well as that of the other capacious rooms, halls, stairs and window-well seats—contributed significantly to the open, caring climate and to students’ comfort, focus and success both in community-building and in academics. Old CHS was a springboard to thousands of successful people, some of whom are even nationally acclaimed. On the wall in 308, I had a poster for alum Brad Bird’s blockbuster, Oscar-winning film, *The Incredibles*. Next to it was an announcement of alum Carl Wieman’s Nobel Prize in physics, and on a table was an autographed copy of alum Jon Krakauer’s best selling book, *Into Thin Air*. Jon’s niece, Ali Stewart, was in my psychology class that last term. She, too, aspires to be a professional writer.

It’s good that room 308 was bigger than 312 because with continued funding cuts, our “salons” were no longer intimate. With classes of 35 to 40+ students, everyone had to work much harder to get acquainted, to be comfortable and productive. Still, I have loved every one of my classes; felt privileged to work with my students; and been proud of their enthusiasm, hard work and accomplishment. They, too, now have a history at CHS, and for some of them, it is a long legacy. Ashley Wood is a member of the last class to graduate from the old building. For four years, Ashley was my advisee, and as a senior, she earned an A and three hours of LBCC English credit for her work in my college writing class. In the 80s, her mother—then Tammy Doty—was my student in junior English, and her grandfather, Larry Doty, was also a CHS grad. It saddens me that there will be no generational legacies in the new school for the better part of two decades.

Others spoke with pride of being the second or third generation to walk the halls of old CHS. Because of my nomadic childhood, I am particularly happy that they have had such deep family tradition and roots in their school. After 25 years there, I too felt deeply grounded: Old CHS is the school I wanted growing up, and it became my school. With a playing field to be on the site where historic CHS once stood, like countless others, I feel an incalculable loss.



Students for Peace Through Global Responsibility meet in 1996.

Though they attracted smaller audiences than football and basketball, other sports also gained their share of aficionados and enthusiastic participants. These include baseball, cross-county, track and field, boxing, golf, tennis, gymnastics, and swimming and diving. Some sports, such as shooting and skiing, were supported through clubs. One of the “newer” sports, soccer, grabbed its first Valley Title in 1988. Under the direction of Tony Vandermeer and Jon Bullock the team would go on to win nine titles in thirteen years.⁴¹

Student clubs and activities continued through the years, albeit in gradually declining quantities. 1950 saw the emergence of the Key Club, sponsored by the Kiwanis to encourage leadership and responsibility. Clubs continued to reflect current events and concerns. After World War II, the International Relations Club was started in order to gain a greater understanding of world events. A Students for Global Responsibility Club, founded in 1986, had similar goals, as did the American Field Service student exchange program.

In addition to the venerable *Chintimini* and *High-O-Scope*, CHS also welcomed a bi-annual literary magazine.



2000 Seniors: C. Beedlow, I. Benes, A. Blakeman, J. Brown



2001 powder puff football had freshman Kelli Cronkrite dodging sophomore Kathleen Tokuda.

This journal was originally called *The Garden of Joy*, but had difficulty in amassing contributions from busy students and staff. In 1979, the magazine's name was changed to *Guinea Pig Lightning* in an attempt to attract more attention. Its contents included a variety of artistic expressions, including short stories, drawings, calligraphy, essays, and even original music. The cover was a reflection of the changing times, listing such features as Boring Sex, Spider, Sheepcamp Morning, and Knees.⁴²

Through major and minor world events, through changing trends and fashions, each new generation of Corvallis High Spartans brought fresh energy to its surroundings. The next chapters of the school's history will once again be written in new surroundings.

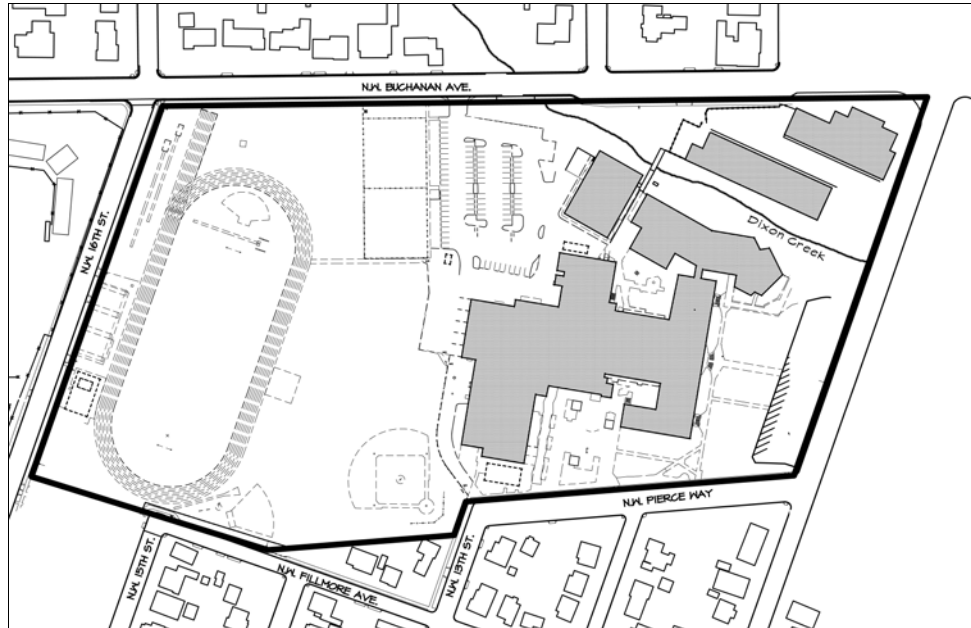
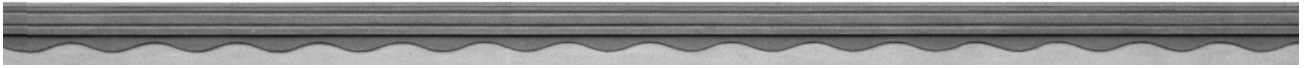
The Third Corvallis High School

In March 2001, the Corvallis School Board made the decision to replace the 1935 Corvallis High School. Lack of space, deferred maintenance, energy inefficiency, evolving teaching methods, poor accessibility, and seismic deficiencies were some of the concerns the Board had with the 70-year-old high school. A Design Committee was created in 2002, and met seven times during the year. Comprising over 40 community members, parents, students, and school district staff, the committee wrestled with the design program for a new high school.⁴³ A detailed program came out of those meetings. The architectural firm of Dull Olson Weekes was selected to design the new school according to that program; Robinson Construction was chosen as the builder.

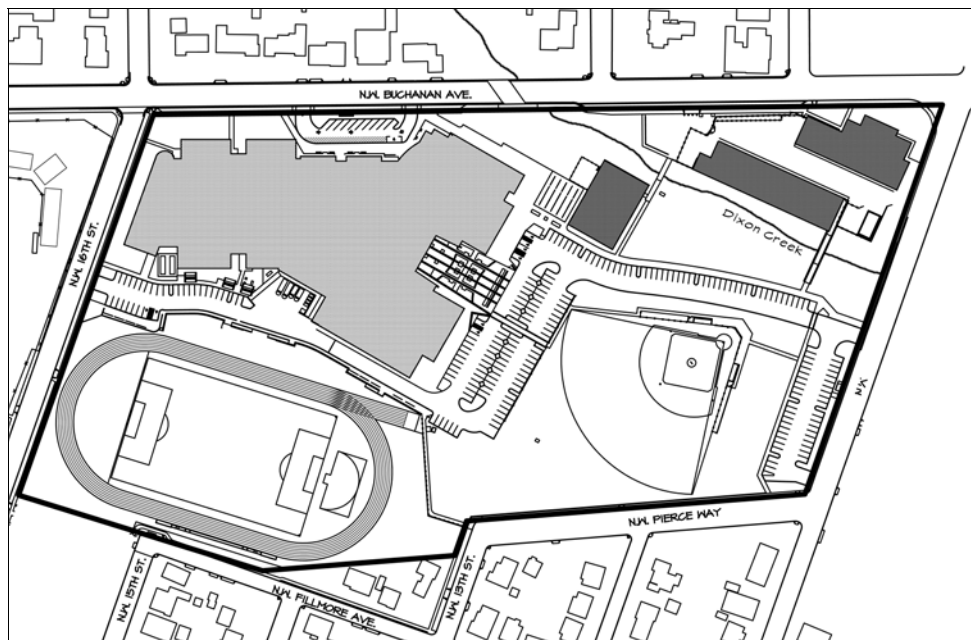
The decision to tear down the 1935 high school and build a new one on the same site was not an easy one. The “old” high school was loved by many; so when the news spread that the school district was planning to tear down 70 years worth of community memories, the school district heard from a number of concerned citizens. Additional architectural and engineering studies were made on the high school to explore the possibility of rehabilitating the old structure



Perspective drawing looking south of the new Corvallis High School by Dull Olson Weekes Architects.



The second Corvallis High School site prior to the construction of the third CHS in 2004.



The third Corvallis High School site after the demolition of the 1934 school. The heavy shading delineates those buildings that were retained and incorporated into the new campus.

and to continue using the building as a school. Despite additional study, the district determined renovation to be both less functional and less cost effective, so work proceeded on a design for a new building. In November 2002, the community passed an \$86.4 million bond measure, with \$46 million designated for constructing a new high school.

Meanwhile, a “Save CHS” campaign was launched by a group of community members, led by local historian, Carol Chin. The group was formed to watchdog the school replacement project and to make sure the school district did everything in its power to make the right decision. The group even took the step of nominating the school to the National Register of Historic Places. The State Historic Preservation Office agreed that the school was worthy of inclusion on



David Dodson

Track hoe crunching through the remains of the old gymnasium in July 2005.



David Dodson

The new Corvallis High School as it appeared in September 2005. At this point, classes had begun but contractors were still finishing up details and working on the landscaping.

the National Register, and in 2004, the 1935 Corvallis High School was added to the list.

Listing on the National Register in and of itself, however, cannot stop the demolition of a historically-designated property. The school district agreed to several mitigation measures: the creation of this book, large-format photographic documentation of the 1935 school, installation of a historical plaque commemorating the old school, and the salvage and reuse of many of the school's important architectural elements.

Corvallis High School's new school building, stadium, athletic fields, and parking all are located on the same site that has served CHS since 1935. The new high school building is located along the north face of the property at Buchanan Avenue and 16th Street. Its arrangement and shape stems directly from the program needs for effective, adaptable, and secure places for learning, activ-

ity, and community uses. The compact, two-story design responds to unique determinants of place: use of the older school building during construction , preservation of Dixon Creek, a link to the remaining remodeled school buildings, and the position of a renewed, larger community and regional connection via the school's new Buchanan Avenue presence.

The primary classroom and media center wing lies parallel to Buchanan Avenue. Its scale and articulation promotes a recognition of the institution and offers an inviting, human-scaled appearance. Classrooms are arranged in clusters supported by adjunct, open common areas; these clusters are connected by an open aisle that loops the new media center, which is a double-height, top-lit room that is the heart of this academic wing.

Activity wings for the gymnasium, student center, and auditorium/music/drama are splayed away from the street, parallel to Dixon Creek, and oriented toward parking areas. The student center opens to the east, looking onto a courtyard framed by the surrounding gym and auditorium building masses.

These classroom and activity area wings come together at a central portion that includes the entrance lobby, support areas, and a cylindrical hall known as The Forum. The Forum is a gathering place of geographic,



Entry into the new school. Through the glass and inside of the foyer, the chandeliers from the old auditorium are visible.

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symbolic and way-finding importance; a place of linkage and ceremony; and a place for showcasing excellence.

The new high school building employs a modern structural steel frame, erected to strict seismic safety standards. Metal stud partitions allow flexibility for potential changes over time. The school's exterior walls balance durability and aesthetics with the use of masonry and precast concrete. Aluminum-framed windows with clear, insulating, low-emissivity glass are all proportioned and grouped in ways inspired by the older CHS building.

The new school is making use of a number of building parts from the old school: some wonderful 1935 artifacts are being recycled to provide continuity between the old and the new buildings. Several light fixtures have been moved



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Clock from the very first Corvallis High School reinstalled in the library of the new school.

to the new school; and an entire room is being furnished with the cabinetry, windows, and doors from the old school. Wooden chairs from the auditorium will be used outside the new theater. The distinctive balconettes and bronze letters will adorn the new school. The Benton County Historical Museum received some of the premier artifacts from the 1935 school to add to their collection. The community was allowed to come into the school to select fixtures for the cost of removal. All non-attached furnishings were given to other public agencies.

Demolition of the 1935 school began in July 2005. In Fall 2005, Corvallis High students began attending the third Corvallis High School. The building is designed and built to last for many decades to come.

LEED CERTIFICATION

Corvallis High School is a registered project with the U.S. Green Building Council and is currently seeking Silver LEED certification. The LEED (Leadership in Energy and Environmental Design) rating system is a voluntary, consensus-based national standard for developing high-performance, sustainable buildings. Members of the U.S. Green Building Council representing all segments of the building industry developed the LEED program. Consistent with commitments made to Corvallis citizens at the outset of the project, the school district and the design team have incorporated green and sustainable strategies in the areas of site design, energy performance, water use, best practice commissioning, high-recycled content and low-emitting materials. Daylight was introduced to the school's interior areas, designed with care and with special guidance from the University of Oregon's Daylighting Laboratory, funded by the Northwest Energy Efficiency Alliance.

“Many years ago during the Great Depression, the citizens of Corvallis made a commitment to build a new high school to give their children the most modern education possible for their time. Seventy-five years later, we are carrying forward this legacy by once again joining together as a community to provide our high school students with a new facility designed to match the high caliber of learning we have come to expect in Corvallis.”

- Jim Ford, Superintendent⁴⁴



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Cabinetry and windows taken from the 1935 Corvallis High School and reinstalled in the Beyond CHS room at the new Corvallis High School.

Endnotes

- ¹ *The Chintimini*. Corvallis, OR: Corvallis High School, 1912. unpagued.
- ² *The Sparkler*. Corvallis, OR: Corvallis High School, 1911. p. 4.
- ³ *Ibid.*
- ⁴ *Ibid.*
- ⁵ *Ibid.*, p. 5.
- ⁶ *The Chintimini*. Corvallis, OR: Corvallis High School, 1918. p. 10.
- ⁷ Ritz, Richard Ellison. *Architects of Oregon*. Portland: Lair Hill Publishing, 2002. p. 58.
- ⁸ *The Chintimini*. Corvallis, OR: Corvallis High School, 1920. p. 10.
- ⁹ *Ibid.*
- ¹⁰ *The Chintimini*. Corvallis, OR: Corvallis High School, 1912. unpagued.
- ¹¹ *The Chintimini*. Corvallis, OR: Corvallis High School, 1917. p. 5.
- ¹² *Chintimini*. Corvallis, OR: Corvallis High School, 1935. p. 6.
- ¹³ Gallagher, Mary Kathryn. *Historic Context Statement, City of Corvallis, Oregon*. Corvallis, OR, 1993. p. 132.
- ¹⁴ *Chintimini*. Corvallis, OR: Corvallis High School, 1935. p. 6.
- ¹⁵ “Corvallis High School National Register Nomination.” Corvallis, OR, 2002. pp. C-14 and C-27.
- ¹⁶ *Ibid.*, p. C-30.
- ¹⁷ *Chintimini*. Corvallis, OR: Corvallis High School, 1935. p. 6
- ¹⁸ *Ibid.*
- ¹⁹ Ritz, Richard Ellison. *Op. cit.* pp. 75-76 (Church), pp. 368-69 (Stanton), pp. 421-22 (Whitehouse).
- ²⁰ Corvallis Public Schools. *Superintendent’s Annual Report, 1935-36*. p. 18.
- ²¹ University of Oregon, Department of Landscape Architecture. “History.” <http://landarch.uoregon.edu/index.cfm?mode=about&page=history>, as of 7/24/05.

- ²² Lovinger, Ronald J. "Frederick Cuthbert Memorial," 1978. <http://darkwing.uoregon.edu/~assembly/Assembly1978-1979ALL.html>, as of 7/24/05.
- ²³ Corvallis Public Schools. *Op. cit.* p. 15.
- ²⁴ *Ibid.*, p. 16.
- ²⁵ *Ibid.*
- ²⁶ Newton, Bob. Personal communication, August 9, 2005.
- ²⁷ Corvallis Public Schools. *Op. cit.* p.18.
- ²⁸ *Ibid.*
- ²⁹ "Corvallis High School National Register Nomination." *passim*.
- ³⁰ Newton, Bob. Personal communication, August 9, 2005.
- ³¹ "Corvallis High School National Register Nomination." p. C-31.
- ³² Ritz, Richard Ellison. *Op. cit.* pp.7-8 (Allyn), 373-74 (Stokes).
- ³³ *Ibid.*, p. 144.
- ³⁴ "Corvallis High School National Register Nomination." p. C-31.
- ³⁵ *Chintimini*. Corvallis, OR: Corvallis High School, 1963. p. 40.
- ³⁶ *Chintimini*. Corvallis, OR: Corvallis High School, 1967. p. 33.
- ³⁷ *Chintimini*. Corvallis, OR: Corvallis High School, 1954. p. 138.
- ³⁸ *Chintimini*. Corvallis, OR: Corvallis High School, 1965. p. 193.
- ³⁹ *Ibid.*, p. 174.
- ⁴⁰ *Chintimini*. Corvallis, OR: Corvallis High School, 1979. pp. 38-39.
- ⁴¹ *Chintimini*. Corvallis, OR: Corvallis High School, 2001. p. 15.
- ⁴² *Ibid.*, p. 26.
- ⁴³ Corvallis School District. "Report of the Corvallis High School Design Committee." September 9, 2002, p. 7.
- ⁴⁴ *Ibid.*, p. 5.

A History of Corvallis High School

In 1910, the first high school was built in Corvallis, Oregon. In 1935, a new high school was built. Today, the 1935 high school is being torn down to make way for a new high school.

This book is a dedication to the new school and the ceaseless endeavor to educate students.

Written by David Pinyerd and Bernadette Niederer of Historic Preservation Northwest, this book is a history of the first two Corvallis High Schools and an introduction to the new, third Corvallis High School.

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