

**United States Department of the Interior**  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

## 1. Name of Property

Historic name: Harrison School

Other names/site number: N/A

Name of related multiple property listing: N/A

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

## 2. Location

Street & number: 212 W. Birch Avenue

City or town: Enid State: Oklahoma County: Garfield

Not For Publication: N/A Vicinity: N/A

## 3. State/Federal Agency Certification

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

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

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

I recommend that this property be considered significant at the following level(s) of significance:

   national    statewide X local

Applicable National Register Criteria:

X A    B X C    D

\_\_\_\_\_  
Signature of certifying official/Title:

\_\_\_\_\_  
Date

\_\_\_\_\_  
State or Federal agency/bureau or Tribal Government

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

\_\_\_\_\_  
Signature of commenting official:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Title :

\_\_\_\_\_  
State or Federal agency/bureau  
or Tribal Government

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#### 4. National Park Service Certification

I hereby certify that this property is:

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

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Signature of the Keeper

Date of Action

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#### 5. Classification

##### Ownership of Property

(Check as many boxes as apply.)

- Private: ☒
- Public – Local ☐
- Public – State ☐
- Public – Federal ☐

##### Category of Property

(Check only **one** box.)

- Building(s) ☒
- District ☐
- Site ☐
- Structure ☐
- Object ☐

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>1</u>	buildings
<u>1</u>	<u>0</u>	sites
<u>          </u>	<u>          </u>	structures
<u>          </u>	<u>          </u>	objects
<u>2</u>	<u>1</u>	Total

Number of contributing resources previously listed in the National Register 0

**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION/School

**Current Functions**

(Enter categories from instructions.)

VACANT

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

Collegiate Gothic

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**Materials:** (enter categories from instructions.)

Principal exterior materials of the property: BRICK

### Narrative Description

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

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#### Summary Paragraph

The Harrison School property at 212 W. Birch Avenue in Enid, Garfield County, Oklahoma occupies a full city block approximately one mile north of Enid's downtown courthouse square (*Figure 02*). The property has one contributing school building (1919-1937), one non-contributing gymnasium (1979), and one contributing playground site (1919-1937). The two-story, rectangular plan, masonry school building has double-loaded corridors lined with classrooms. The concrete frame building is clad in red brick and has a flat roof. Restrained exterior detailing in cut limestone conveys the Collegiate Gothic style (*Photo 01*). The western two-thirds of the building was constructed in 1919 while the eastern third was added in 1937 using the same ornament and fenestration pattern to create a nearly seamless transition between the two construction campaigns. Two articulated main entries on the front (south) façade access the main linear corridor that terminates in side entries on the east and west elevations. The 1979 gymnasium is a one-story rectangular-plan concrete building that occupies land west of the school building (*Photo 02*). The exterior is clad in large aggregate concrete panels that do not have any openings for fenestration. A covered walkway with a metal roof connects the gymnasium to the school building. The school and the gymnasium front W. Birch Avenue on the south half portion of the block and are surrounded by open space with minimal landscaping and a concrete pad court that serve as the playground site, a historic



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component of the property. The school building's fireproof, masonry construction, along with its linear plan, large bands of windows, and revival style detailing characterize it as a Progressive Era elementary school (*Figure 8*). Its small scale and location in the residential area surrounded by recreational space communicate its status as a neighborhood elementary school serving the surrounding community north of the St. Louis & San Francisco railroad tracks (Frisco tracks). The gymnasium is a later addition with a smaller scale in a secondary placement on the site, and reflects district-wide trends for constructing such resources. It does not connect to the main school building and does not detract from the school's ability to communicate its significance as an intact Progressive Era elementary school.

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## Narrative Description

### Setting

Harrison School occupies the southern portion of a block bounded by W. Birch Avenue, Washington Street, Poplar Avenue, and Independence Avenue. The school building fronts W. Birch Avenue and open recreation space with courts surround it and extend on the north portion of the site. The legal boundary of the parcel on which the school sits includes the twelve lots on the south half of the block. The north half of the lot is a separate parcel, also owned by the school district. Although the north half of the block has clearly been used as part of the outdoor space associated with the school, the north parcel was never platted. It is unclear when the north parcel became part of the school property. Historic Sanborn Fire Insurance Maps show only the south parcel.

The surrounding residential neighborhood contains early-twentieth century single-family housing of modest scale with some institutional church buildings that date to the early- and mid-twentieth century (*Photos 12-14*). Various transportation routes provide physical barriers for the neighborhood. The Frisco tracks (currently BNSF Railway) one-half mile south of Harrison School create an east-west transportation corridor lined with industrial uses that separate the neighborhood from the downtown area. North Van Buren Street is a primary north-south thoroughfare and the Chicago, Rock Island, & Pacific Railroad tracks (currently Union Pacific Railroad) form north-south barriers on the west and east, respectively (*Figure 02*). Grand Avenue is a historic commercial thoroughfare that extends north from the courthouse square and connects to the primary state highway leading north out of Enid. The U-shaped residential neighborhood is approximately one mile wide. Monroe Elementary School is a half mile north of Harrison School and served residential areas further north.<sup>1</sup> The physical barriers created by large-scale transportation corridors isolate the neighborhood from the downtown.

The school building is centered in the southern portion of a rectangular block and fronts onto W. Birch Avenue. The gymnasium is west of the main school building. Minimally landscaped recreation space with large expanses of grass lawn and several small non-historic concrete basketball courts fill the north portion of the block (*Figure 03*). Concrete sidewalks parallel the south and west boundaries of the block.

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<sup>1</sup> Students living in neighborhoods north of the Frisco tracks transferred to Monroe Elementary School when Harrison School closed.

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A cut-in asphalt parking area on W. Birch Avenue accesses the school's front, south entries via concrete sidewalks. A gravel parking area surrounds the gymnasium on the west and north elevations.

## **Harrison School**

### Exterior

Harrison Elementary School is a rectangular-plan, two story brick building with a basement (*Figure 28, Photo 37*). The building was constructed in two phases, although the 1937 addition to the east end of the 1919 building continued the interior plan and matches the material, styling, and scale of the earlier portion (*Photos 01-03*). A stepped parapet rises above a flat roof. Red brick cladding with a raised brick base and limestone trim at the parapet and entrances communicate the Collegiate Gothic style. The banded window openings have limestone sills. There are banded windows and two primary entrances on the south elevation. Secondary entrances on the east and west side elevations are centered within small one-story projecting vestibules. Single and pairs of windows pierce the east and west walls and banded windows characterize the nearly symmetrical rear elevation.

The front (south) façade is nearly symmetrical with five bays. Bands of windows flank the two ornate entrances. The two recessed entries on the front façade access the raised first floor via concrete steps surrounded by brick knee walls. The three west bays constitute the 1919 portion of the building and were symmetrical around the west entrance when it was built (*Figures 05 and 08*). The east entrance and the fifth bay of banded windows were constructed in 1937 (*Figure 09*). The addition added the east entry and the east bay to create a nearly symmetrical façade. The window openings in the addition are slightly wider than 1919 building and the basement fenestration consists of pairs of single windows rather than the wider paired windows in single openings on the 1919 building. A minor seam in the brick is barely visible where the 1937 addition meets the 1919 wall. The sympathetic materials, proportions, and detailing creates a single building with a unified façade. The Collegiate Gothic ornament includes the limestone entrance surrounds with Gothic style blind tracery, a crenelated entablature inscribed "Harrison School," and the recessed Gothic arches framing the doors (*Photo 08*). Limestone blind tracery ornaments the parapet at the outer corners and above the entrances. Floral finials rise above the center of the stepped parapet above the entrances. The second-story bays above the entrances each contain a pair of windows with a limestone surround. Soldier and rowlock brick courses define the watertable. Soldier course lintels span the long window openings. Sets of three diamond-shaped limestone blocks ornament the spandrel areas between floors at the windows. Similar single blocks ornament the crenelated parapet. Bands of rowlock brick with limestone corner blocks create narrow ornamental panels at the corners of the façade.

The windows were replaced during a late-twentieth century renovation of the building. The current bands of tripartite aluminum windows fill the historic masonry openings that historically held banded windows. The non-historic windows have fixed opaque panels at the top and single-hung single-pane windows across the bottom of each band. The bands consist of five windows. Main entry doors are pairs of non-historic metal slab doors with partial glazing missing and covered with plywood. Plywood fills the transom area.

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The east elevation has a centered entry with a one-story projecting vestibule (*Photo 04*). Paired non-historic aluminum windows are stacked above the entry to illuminate the stairwell. Contrasting rowlock and soldier brick ornamentation create geometric patterns and banding. Cut limestone lines the decorative parapet. The entry door is a non-historic metal door with plywood replacing the glazing. The replacement door does not fill the historic opening and plywood fills the remaining opening.

The rear (north) elevation has banded fenestration and paired windows similar to the primary south elevation. All windows are non-historic tripartite aluminum windows. There are no entries on the rear elevation. A brick chimney rises above the roofline where the 1937 addition meets the 1919 building. Four metal downspouts are fastened to the brick exterior (*Photos 05-07*).

The west elevation has a centered entry with a one-story projecting vestibule. Paired non-historic aluminum frame windows are stacked above the entry to illuminate the stairwell. Contrasting rowlock and soldier brick ornamentation create geometric patterns and banding. Cut limestone lines the decorative parapet. A metal awning covers a concrete walkway that connects the 1979 gymnasium to the west entrance (*Photos 09 and 10*).

### Interior

The interior contains eleven classrooms, an assembly room, a first-floor office, and finished office space and bathrooms in the basement. Classrooms line the single east-west corridor at the center of the building on both floors. The corridor leads to open stairwells at the east and west ends. The first floor office adjacent to the east entry is part of the 1937 addition. The 1937 addition also added an assembly room on the second floor in addition to three classrooms to the east end of the building (*Figures 26 and 27*).

The corridor and stairwell walls have glazed brick wainscot, wood chair rail, and plaster above (*Photo 20*). There is no trim at the intersection of the walls and the plaster ceiling. The first floor corridor has historic and non-historic finishes including VCT flooring, vinyl base, and plaster-wrapped concrete beams at the ceilings (*Photo 17*). The second-floor corridors have carpet, vinyl base, and dropped ceilings with a grid of lay-in acoustical tiles (*Photos 28-30*). The wainscot abruptly shifts from a dark brown glazed brick to a much lighter brown glazed brick at the transition from the 1919 building to the 1937 addition.

Three staircases provide vertical circulation through the building. These are located at the ends of the east-west corridor and at what would have been the east end of the 1919 building (*Photos 21, 26, and 27*). The east and west stairs connect the basement to the second floor. The center stair only goes to the basement, since the upper stairs were removed when the building was enlarged in 1937. Stairs are concrete with plaster kneewalls forming solid railings on the interior side of the stair runs. The wide kneewalls have wood caps. The glazed brick wainscot, wood chair rail, and plaster walls continue up the stairwells. Historic round and non-historic rectangular wood handrails are attached to the walls. The west stairwell has an additional pipe railing attached to the wood cap above the kneewall. A small set of stairs rises a partial height above the second floor at the east end in the 1937 stairwell. This stair leads to a small room with two fixed multi-light windows, a single door with four-light glazing, and a multi-light transom, all with obscure glass (*Photo 31*). The 1937 plans identify this space as the "Dressing Room," presumably

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affiliated with the adjacent "Assembly Room." This room has plaster walls and ceilings, wood base trim, and non-historic carpeting. There is a small closet with a wood slab door at the north end of the room.

The classrooms retain their historic configurations. Classrooms in the 1919 building have adjacent cloakrooms with internal access (*Photos 24 and 25*). The cloakrooms for the south classrooms in the 1919 building on both floors protrude into the main corridor and have single windows into the interior corridor for ventilation (*Photo 16*). The cloakrooms on the north side of the building have windows that vent to the exterior. Classrooms in the 1937 addition have built-in coat closets with pivoting doors (*Photos 22 and 23*). The classroom on the north side of the second floor of the 1937 addition has a pair of doors at the entry (*Photo 30*). Historic plans identify this room as the "Assembly Room" with a platform at the east end (*Figures 11 and 27; Photos 32 and 33*). Although the platform is no longer extant, the chalkboard at that end of the room is set higher than the chalkboards on other walls, indicating that there may have been a platform there at one time.

VCT flooring in classrooms on the first floor and carpet on the second floor cover the historic tongue and groove wood flooring. Ceilings on the first floor are historic plaster with plaster-wrapped concrete beams. Dropped ceilings of suspended grids with lay-in acoustical tiles hang below the historic plaster ceilings on the second floor and in the office on the first floor. Non-historic fluorescent light fixtures and ceiling fans hang from the historic ceilings. The classrooms have exposed electrical conduit painted to match the surface.

Walls are plaster with vinyl base. Some classrooms have wood base trim above and behind the vinyl base. Wood-framed chalkboards line the walls (*Photos 34 and 35*). Some of the chalkboards on the first floor are set very low for young students (*Photo 19*). Most of the historic slate has been removed and replaced with cork board or pressed fiberboard. The wood frames and chalk rails are extant. The building retains all of the historic doors to the classrooms. Doorways within the classrooms have wood jambs and wood slab doors. Painted wood classroom doors have four-light windows in the upper half of the door (*Photos 18 and 28*). Although there are no differences between the doors in the different building campaigns, the doorways in the 1937 addition have multi-light wood transoms.

The basement occupies the full footprint of the building. It contains historic bathrooms, the boiler room and coal room, and a series of other rooms used for various functions. Some of the rooms have a plaster coating on the ceiling, others have the painted concrete structure exposed (*Photo 37*). The corridor has painted brick wainscot and plaster walls. The walls inside the rooms have plaster. The floors are carpet except in the bathrooms where the floors are quarry tile. The bathrooms have non-historic fixtures. All of the rooms have exposed conduit, plumbing lines, and ductwork. The door to the girls' bathroom is the historic multi-light glazed door.

### **Gymnasium**

The 1979 gymnasium is a 90-foot by 51-foot, rectangular-plan building with a slab-on-grade foundation and a flat roof. Walls are vertical concrete panels with large exposed aggregate. A metal awning with metal posts spans a concrete walkway between the west door of the school and the east doors of the

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gymnasium (*Photo 02*). Two entry doors are metal slab doors with no glazing. An entry on the north elevation is a metal slab door. The interior has vinyl wall panels, CMU interior walls, laminate flooring, and corrugated metal ceiling panels with exposed metal trusses (*Figure 29*). A gravel parking lot abuts the rear, north elevation. The gymnasium is a non-contributing building due to its 1979 date of construction. Its secondary height and placement minimize the building's visual impact on the overall site. It is not attached to the historic school building and does not detract from the school's ability to convey its historical significance as a Progressive Era elementary school.

### **Playground Site**

The north and east boundary of the site and portions on the west boundary have a chain link fence enclosing recreational playground space. The north half of the block is a separate parcel, although it is currently associated with the school. It is unclear when this association began. Sanborn Fire Insurance Maps show only the south half of the block. The historic map shows one small residence at the southwest corner of the north parcel, a building that is also partially visible in the historic photograph (*Figures 08 and 16*). Otherwise the north parcel appears to have been vacant historically, possibly for use by the school. Mature trees line a portion of the north fence. The large flat outdoor space is planted with grass and fields or courts for designated sports (*Photo 12*). A high chain link curved fence in the northeast corner serves as a batting barrier for baseball. A concrete pad with metal pole basketball goals and a non-historic wood playscape occupy the north part of the lawn. Two metal pole goals form a soccer field. While the configuration of the athletic fields is not historic, the open outdoor recreation area was historically associated with the site. Progressive Era emphasis on physical activity often included separate indoor gymnasiums. Since Harrison School, in keeping with schools throughout the Enid School District, historically lacked a dedicated interior gymnasium space, open outdoor space was used for structured physical education and unstructured play. The school building's placement on the southern portion of the block allows for uninterrupted space north and east of the building. The flat area is cleared of trees, planted with grass, and partially fenced (*Photos 11, 13, and 15*).

### **Integrity**

Harrison School retains excellent architectural integrity to clearly communicate its historic function as a Progressive Era elementary school. The school stands in its original location and setting, surrounded by the residential neighborhood it was constructed to serve. The design, materials, and workmanship including the form, massing, and minimal ornamentation communicating the Collegiate Gothic style are intact and recognizable to the period of construction. The near seamless addition in 1937 designed by the original architect continued the interior program and extended its signature linear plan. Exterior materials, ornamentation, and near symmetry made the addition sympathetic and created a single building with a unified façade. The addition illustrates the evolution of educational philosophy in Enid as the School District modified existing buildings to accommodate the Platoon Plan curriculum in the 1930s.

Like many public school facilities in Enid and across the country, the windows are non-historic replacements. It was a common energy and maintenance cost-savings. The replacement windows fill historic window openings and the fenestration pattern is intact. The interior configuration of the school is intact with classrooms lining double loaded corridors on both floors. Historic stairwells at each end of the

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corridor represent the original stairs on the west and the historic-age 1937 stairs on the east. An interior stair to the basement was the east stairwell of the 1919 building and was truncated at the first floor when the 1937 addition was constructed. These stairs reflect historic circulation corridors. Interior finishes are largely intact or covered. Plaster and glazed brick walls remain intact and historic wood floors are covered. The fireproof finishes like glazed brick interior wainscoting in the halls and concrete stairs are intact and visible. Wood transoms and interior windows of cloakrooms are design details meant to improve ventilation. Later renovations introduced mostly cosmetic changes to the interior finishes, such as dropped ceiling, and did not alter the configuration of spaces.

The school retains its form and scale as a neighborhood elementary school. The 1979 gymnasium is a non-contributing element that does not detract from the school's historic appearance and feeling. The surrounding contributing site contains the historic playground area, a large open space created by placement of the school building at the south portion of the site. Prior to construction of the 1937 addition, Harrison School students used the area east of the 1919 building for outdoor play (*Figure 08*).

Harrison School served the area north of the Frisco tracks exclusively from its construction in 1919 until residential development in the area required an additional elementary school in 1951. The building retains the interior features, finishes, and configuration that communicate its significance as a town grade school, designed to accommodate individual grades in separate classrooms. As was common in small municipalities and in other schools in Enid, the school did not have designated spaces for specialized instruction, including a gymnasium, auditorium, or domestic science classroom. The Harrison School maintains the feeling of and association with early twentieth-century Progressive Era elementary schools in Enid.

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## 8. Statement of Significance

### Applicable National Register Criteria

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

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

### Criteria Considerations

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

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





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

Harrison School, at 212 West Birch Avenue, Enid, Garfield County, Oklahoma, is locally significant under Criterion A in the area of EDUCATION and Criterion C in the area of ARCHITECTURE (*Figure 01*). Harrison School is significant as an excellent example of an early twentieth-century primary school as it evolved to meet Progressive Era tenets in Enid, Oklahoma. Constructed in 1919 to serve the neighborhood north of the St. Louis & San Francisco Railroad tracks, the two-story brick Harrison School retains excellent integrity of the features and finishes that communicate its historic function as a town grade school, which reflects Progressive Era design concepts for the physical plan without incorporating all of the components of the Progressive Era curriculum. The primary feature differentiating town grade schools from contemporary schools in larger cities is the presence of standard classrooms rather than specialized spaces.<sup>2</sup> The compatible addition completed in 1937 expanded the building with near seamless matching of form, materials, and stylistic elements to accommodate district-wide implementation of the modified Platoon Plan curriculum. Local Enid architect, R. W. Shaw, designed the Collegiate Gothic style Harrison School and the 1937 addition to incorporate the physical manifestation of the major tenets of the Progressive Era, specifically the emphasis on hygiene and permanent, fireproof construction. The two-story, twelve-room elementary school has a rectangular plan with symmetrical classrooms flanking a double-loaded corridor that terminates in wide, open stairwells. In keeping with the distinctive characteristics of Progressive Era school design that emphasized safety, cleanliness, and ventilation, fenestration patterns maximize natural light and fresh air in each classroom to provide a healthier learning environment. Glazed wood classroom doors feature operable transoms and coat rooms have operable interior windows for ventilation. The fireproof structure has concrete floors, brick walls, wide corridors, and wide stairwells to reduce the amount of combustible materials and to facilitate egress in an emergency. The building's initial construction coincided with substantial growth in Enid's population during the 1910s and 1920s. The growing school district embraced the Progressive Era Platoon Plan during the 1930s and proceeded to modify existing schools or build additions to accommodate the implementation of this new teaching method. In addition to the primary contributing building (the 1919-1937 Harrison School), the property also contains a contributing site, specifically the open land surrounding the school historically designated for physical education and outdoor play, and the 1979 gymnasium, a free-standing building that is non-contributing because it is less than fifty years old and does not exhibit exceptional

<sup>2</sup> Brenda Spencer, "Historic Public Schools of Kansas," *National Register of Historic Places Multiple Property Documentation Form*, 2004, F-35. Although this MPDF was written for Kansas, the definition of "Town Grade School" applies to Enid as well.

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significance. The period of significance begins in 1919 with the initial construction of the school and ends in 1951 when the Monroe Elementary School opened north of the nominated property and signaled the end of Harrison School's status as the only elementary school serving the neighborhood north of the St. Louis & San Francisco Railroad tracks. The low sprawling mass of Monroe Elementary School also reflects the shift in educational practice and architecture from the Progressive Era to the Modern Era.

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

**ARCHITECTURE AND EDUCATION**

***The Progressive Era (1900-1930)***

The Progressive Era (1900-1930) was a period of social reform that focused on the general betterment of society, a higher standard of living, material advances, public health improvements and equality in access to these advances.<sup>3</sup> Progressive Era legislation aimed at industrial safety and child protection limited childhood labor, therefore allowing more children to attend public school. The Progressive Era ideal of upholding democratic ideals rested on accessible public education to create an informed and engaged society. Public schools offered more useful and practical curricula and expanded flexible summer and night school programs and correspondence schools to increase attendance. A 178% increase in high school enrollment between 1900 and 1930 indicates a popular embrace of education in the public school system. State-level compulsory attendance laws were often tied to child labor laws that had the effect of more children staying in school rather than entering the workforce. Oklahoma incorporated compulsory attendance into its constitution when it became a state in 1907. A greater emphasis placed on the importance of public education as a means of self and societal improvement, in tandem with state law, resulted in steadily rising student enrollment; nineteenth century schools quickly became overcrowded which increased concern about the possibility of fire and the spread of infectious diseases.<sup>4</sup> Constructing new and larger schools not only alleviated overcrowding but began to address some of the root causes of major health concerns.<sup>5</sup> Standardization was the key to affecting change on a large scale, both in the design of school facilities and in the curriculum. The standardized design of new school buildings addressed Progressive Era concerns about fire safety, heating, ventilation, sanitation, and lighting.

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<sup>3</sup> Elizabeth Rosin and Rachel Nugent, "Historic Resources of the Kansas City Missouri School District Pre-1970," *National Register of Historic Places Multiple Property Documentation Form*, 2012, E-3. Although this MPDF focused on the Kansas City School District, the information about Progressive Era education applies to Enid as well.

<sup>4</sup> Ibid, E-3.

<sup>5</sup> Ibid, E-5.

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The new ubiquity of public school programs prompted a professionalization of the education system. Academic examination of teaching methods and theories gave rise to the development of standardized textbooks and curricula developed by qualified educators rather than by individual teachers in disparate classrooms. Scientific studies favored learning by doing rather than rote memorization and new teaching methods followed. This hands-on approach to learning, particularly for the skills children could use after their formal education ended, required designated spaces for teaching specialized subjects. Domestic science and vocational training were incorporated into curriculums in school districts across the country.<sup>6</sup> Although school districts in large cities, small towns, and rural communities alike implemented Progressive Era principles, the size of the municipality often impacted the degree to which implementation occurred. In towns with a population small enough to require only one high school, the school district often continued to use the grade school format of the nineteenth century, where each grade occupied a single classroom.<sup>7</sup> Town grade schools often did not have separate classrooms designated for specialized instruction of domestic science or vocational training, particularly at the elementary level. Town school districts, including Enid, focused on designing the physical plant to Progressive Era standards for classroom size, proper ventilation, and improved sanitation.

The increase in school enrollment due to the broader access to and acceptance of the importance of education prompted new school construction between 1900 and 1920 nationwide and in Enid. Progressive Era goals of improvement sought to raise the standard for these buildings to promote health and safety while educating students. These principles drove design decisions for materials and form that created a recognizable property type that was different from its predecessor. Architects applied the same principles of standardization that improved the educational curriculum to school building design to support the Progressive Era focus on safety and sanitation. Published plan books that described the ideal features of Progressive Era schools promoted standardized designs, specifically Wilbur Thoburn Mills' *American School Building Standards* (1910) and Fletcher Dresslar's *American Schoolhouses* (1911). These plan books provided specific details about the design of schools, from the layout and proportions of the school as a whole to the materials and dimensions of interior spaces. Dresslar described ideal schools as one to two stories tall with a basement floor used for heating and ventilation systems, playrooms, toilet facilities, and manual training classrooms.<sup>8</sup> Dresslar suggested that corridors and stairs should be wide, well-lit, and made of fireproof materials. Ideally, corridors were straight, twelve feet wide to provide enough space to exit the building during an emergency, and

<sup>6</sup> The George-Reed Act of 1929, the George-Ellzey Act of 1934, and the George-Deen Act of 1937 were aimed at helping municipalities purchase equipment and train teachers to incorporate vocational training in public schools. Ibid, E-4.

<sup>7</sup> Spencer, F-34.

<sup>8</sup> Fletcher B. Dresslar, *American Schoolhouses* (Washington, D.C.: Government Printing Office, 1911), 14-15.

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have tile or concrete floors for durability. Classrooms were to line both sides of the corridor; stairwells with rectangular landings between floors located at either end of the corridor would provide ease of passage during an emergency. Open balustrades made of fireproof materials such as cast iron provide strength and allow the maximum amount of light to enter the stair well.<sup>9</sup> Harrison School retains the physical characteristics widely identified as Progressive Era features, illustrating how Enid School District architect Roy W. Shaw designed the city's elementary schools to adhere to prevailing educational philosophy.

Progressive Era schools developed a more linear form compared to the previous compact massing in nineteenth-century school buildings. Several factors influenced the new form. Wide corridors allowed for safe egress in case of fire or emergency. Placing classrooms on either side to create a double loaded corridor allowed each room exterior wall space for larger fenestration to provide natural light. Two-story examples are common and generous stairs on either end of the corridor also guarantee safe egress. The linear plan of early twentieth-century schools is notably different from late nineteenth-century grade schools that evolved from the one-room schoolhouse to include a classroom for each grade.<sup>10</sup> Early grade schools were one or two stories with a basement. L-shaped plans and T-shaped plans were common, as was a rectangular footprint.<sup>11</sup> The more vertical massing of late nineteenth-century grade schools notably lacks the extended corridor that characterizes Progressive Era schools. The architectural evolution of Enid schools reflects this trend. The first generation of permanent schools in Enid had compact, vertical massing (*Figures 04 and 15*).

For Progressive Era schools, brick, concrete, and clay tile construction materials offered fireproofing, an important advancement over frame construction. Interior finishes such as glazed tile and polished concrete were easy to clean and preferable for hygienic qualities. These durable building materials contrasted with Enid's first public schools that were wood frame.<sup>12</sup> Technological advances in ventilation and electricity were incorporated for safety and comfort. Dresslar described the most effective method of heating a school as through steam. Boilers in the basement would fill coils with hot steam; fans passed air over the coils and into classrooms, thus heating the space. Schools should have a fan-driven ventilation system in addition to operable windows. A plenum system, one of the suggested methods of ventilation, used a fan in the basement of the building to force air out through ducts into the classrooms, which were often

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<sup>9</sup> Ibid, 53-56.

<sup>10</sup> Spencer, E-18. "Town schools" as described in Kansas around the turn of the century are a type that fit Enid's scale as a smaller community school system rather than rural or city. The regional proximity and similar time period fit the definition.

<sup>11</sup> Ibid.

<sup>12</sup> Cornelius L. Dalke, *The Development of Education in Garfield County, Oklahoma* (Enid: Phillips University, 1934), 64

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located in the cloakrooms.<sup>13</sup> The concrete and brick construction of Harrison School are “fireproof” as noted on Sanborn Insurance Maps.<sup>14</sup> That safety measure is reinforced with its wide central corridor and stairs at both ends for ample circulation space in case of evacuation. The double-loaded corridor is lined with classrooms with high ceilings, interior ventilation, and natural light. Harrison School retains the historic boiler room in the basement as well as the ventilation shafts to each classroom.

Dresslar provided specific information about the ideal size of and orientation of classrooms. Progressive Era classrooms should be twenty-four feet wide and thirty-two feet long with twelve-and-one-half foot ceilings, large enough to hold forty to forty-five students. Classroom floors should be oak, maple, or pine boards two to two-and-one-half inches wide with straight grain and no defects. One wall with large bands of windows set as close together as possible and as high up as possible let in natural light and fresh air. Blackboards, preferably made of slate, should line the walls opposite the windows and in the back of the room. The height of the blackboard should be proportionate to the height of the children in the school, so an elementary school would have lower blackboards than a high school. Even within a school, blackboard heights could be tailored to the grade of students assigned to the classroom. Large cloakrooms, located in the rear of each classroom, should be well-lit and ventilated.<sup>15</sup> The dimensions of spaces within Harrison School abide by the Dresslar’s recommendations with classrooms twenty-two feet wide by thirty-four feet long and corridors eleven feet wide. The coatrooms in the 1919 portion of the Harrison School had windows that vented to either the outdoors or the open stairwells and are properly located at the back or side of each classroom (*Figures 6 and 7; Photos 16 and 25*). The classrooms in Harrison School, as identified on the historic plans, functioned as homerooms for separate grades. The school did not have designated spaces for specialized subjects, such as domestic science or vocational training, as was common for school districts in municipalities similar to Enid in size and population.

Early twentieth-century educational philosophy recognized the importance of recreation and physical activity for improving and maintaining health. Progressive Era schools often have incorporated gymnasiums and/or designated space for physical education and outdoor play. In Enid, Progressive Era elementary schools did not have gymnasiums.<sup>16</sup> Enid schools occupied small portions of large lots, leaving sufficient area for structured and unstructured outdoor activity (*Figure 08*).

### ***The Platoon Plan***

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<sup>13</sup> Dresslar, 87, 94.

<sup>14</sup> Sanborn Fire Insurance Map 1925, Sheet 16.

<sup>15</sup> Dresslar, 19, 21, 41, 52; Mills, 24-31.

<sup>16</sup> Gymnasiums were added to several Enid schools as stand-alone separate building additions in the 1970s.

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Rapidly increasing enrollment that outpaced construction of new facilities in school districts across the country prompted educators to develop creative solutions to providing comprehensive education to all students. In 1908, Gary, Indiana school superintendent implemented a new curriculum designed to maximize number of students using each building throughout the school day. Divided into four departments, the curriculum consisted of traditional academic subjects, art and natural study, drama and dance, and physical education and play.<sup>17</sup> The Gary Plan utilized all of the indoor and outdoor spaces simultaneously, thereby accommodating more students than the traditional curriculum through a complex scheduling system. This curriculum included a significant amount of recreation, both structured and unstructured. While this type of curriculum was quickly gained popularity, school districts often implemented modified versions of the Gary Plan.<sup>18</sup> Similar to the Gary Plan in the scheduled use of all spaces, the Platoon Plan focused more on academic instruction rather than recreation. Children were divided into groups based on grade; the groups rotated through academic subjects and special subjects, such as manual training and nature study. An important component of the Platoon Plan was the pursuit of activities such as art, music, speech, and debate, designed to promote self-expression, self-confidence, and citizenship.<sup>19</sup>

In 1934, Enid schools adopted the Platoon Plan which called for a departmentalization of subjects. Under the Platoon concept, students moved between rooms to specialized subjects taught by expert teachers in specifically-designed space. The format added special subjects like art, music, social science, penmanship, and physical education. Since the schools in Enid were constructed for conventional home-room instruction in a single room, it was not practical to fully adopt the mobile format and the Enid schools instituted a modified Platoon Plan. The Enid plan allowed teachers with a specialty to teach that subject to all groups for classes of the 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades in thirty minute periods as best fit the needs of each building and enrollment. The other half of the day was devoted to the traditional subjects of reading, arithmetic, language, and spelling taught in home rooms.<sup>20</sup>

In 1937, the Enid School District constructed an addition to Harrison School to accommodate the implementation of the modified Platoon Plan (*Figure 09*). The four additional classroom spaces have Progressive Era design features similar to the 1919 section. The generic designation as “class room” on the 1937 drawings differentiates them as flexible Platoon Plan classrooms rather than the “grade rooms” demarked on the 1919 drawings that were meant to be home-rooms for a specific grade. The 1937 addition has built-in wardrobes, generous glazing for natural light, and

<sup>17</sup> Lester D. Crow, Ph.D. and Alice Crow, Ph.D., *Introduction to Education: Fundamental Principles and Modern Practices* (Chicago: American Book Company, 1947), 351.

<sup>18</sup> Rosin and Nugent, E-21.

<sup>19</sup> Ibid, E-22.

<sup>20</sup> Fern Goltry Price, *A Survey of the Enid, Oklahoma Plan of the Platoon School* (Enid Oklahoma, Phillips University, 1939), 4.

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louvered vents covering stacked ventilation columns from the first floor to the attic (*Figures 10 and 11*). Other built-ins include bulletin boards and lowered chalk boards designed to be accessible to younger students. A dedicated Assembly Room on the second floor is indicative of the importance of specialized spaces for artistic and dramatic instruction as part of the Platoon Plan. A historic pair of wood doors with small glazed panels and transoms provide access to the Assembly Room from the second-floor corridor, indicating the special function of this room. According to the historic plans, the Assembly Room room was designed with a platform at the east end (*Figures 11 and 27*). Although the room currently does not have a platform, the elevated position of the chalkboard at the east end indicates that there probably was a platform there historically (*Photo 32*).

The 1937 addition to Harrison School ties it to larger Progressive Era educational reform within the Enid school district in adopting the modified Platoon Plan curriculum. The addition also reinforced its significance as the physical embodiment of Progressive Era elementary school design by sympathetically retaining the form, materials, and style of the 1919 building while adding flexible space to accommodate evolving teaching methods.

### ***Modern Era School Buildings***

With the onset of World War II, rationed building materials and a nationwide focus on supporting the war effort resulted in a construction hiatus. Modern Era elementary school buildings were constructed in large numbers in the postwar years to accommodate the baby boom generation and to replace aging Progressive Era schools deemed unsafe. Form is the most notable defining feature of the Modern Era schools and the biggest physical divergence from the Progressive Era linear block model. Modern Era educational philosophy moved away from the Platoon Plan and the Progressive Era focus on the domestic science and manual training, at least at the elementary level. National curricula centered on traditional academic subjects. Modern Era schools embraced Modern Movement materials such as brick, metal and glass in low-slung, sprawling plans with flat roofs. Most are one-story and some have two-story connected blocks. Separate spaces for specialized functions such as gymnasiums, cafeterias, or auditoriums are often simple forms attached to a main block. Asymmetrical plans and varied height blocks create irregular massing. L or T-shaped plans are common for the type. Banded fenestration and unadorned walls characterize exterior elevations. Low ceilings, bright interior colors, and patterned flooring created an inviting interior environment.<sup>21</sup> The Modern Era schools constructed in Enid reflect national architectural trends as well as local development patterns. As the town expanded outward from the original townsite, the school district constructed low, sprawling elementary schools on large sites near contemporary suburban developments. The

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<sup>21</sup> Rosin and Nugent, F-52.

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Monroe School, constructed in 1951, served the elementary school population in the new residential developments north of the railroad tracks.

## **BACKGROUND HISTORY**

### ***Early Settlement and Development***

Enid's natural setting on a spring made it a meeting place when the land belonged to the Cherokee Nation as part of the Cherokee Outlet in the post-Civil War period. The Cherokee leased land to Texas cattlemen in the 1860s and 1870s and the site was also a stop on the Chisolm Trail. The area around Enid opened for Anglo settlement in 1893 while it was still a territory. Railroad companies laid tracks into the territory in anticipation of settlement and government surveyors began to draw political boundaries. In 1893, Garfield County was established and the town plat for Enid was filed as the county seat.<sup>22</sup> The land run in September of 1893 brought 10,000 settlers obtaining land grants to the newly-platted Enid where a land office was the only permanent building.<sup>23</sup>

The original town site encompassed an area one-mile wide east to west and one-and-one-half miles long north to south.<sup>24</sup> Blocks were laid on an orthogonal grid pattern around a central courthouse square. The Chicago, Rock Island, & Pacific Railroad line predated the 1893 town plat and ran northeast-southwest through the center of town two blocks east of the courthouse square (*Figure 12*).<sup>25</sup> Enid's large and sudden population increase that resulted from the September 1893 land run created a need for housing, commercial, and institutional buildings. Residential neighborhoods quickly developed surrounding a commercial district downtown. Enid's first "tent" school operated out of a temporary shelter with an enrollment of 39 students in 1894. That same year, the Enid Board of Education opened three public schools in frame buildings.<sup>26</sup>

Enid's position as the Garfield County seat attracted visitors to the land office and additional railroads soon followed to pass through the town. After a successful wheat crop in 1897, the

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<sup>22</sup> Cathy Ambler, Ph.D., "Downtown Historic District, Enid Oklahoma" *National Register of Historic Places Registration Form*, 2007, Section 8-45.

<sup>23</sup> Oklahoma Encyclopedia of History and Culture, "Enid."

<http://www.okhistory.org/publications/enc/entry.php?entry=EN006> (accessed October 12, 2016).

<sup>24</sup> Hardy Heck Moore & Associates, "Historic Resources Survey of the Kenwood and Waverly Historic Districts Enid, Oklahoma," 1993, 44.

<sup>25</sup> Sanborn Fire Insurance Map 1894, sheet 1

<sup>26</sup> Stella Campbell Rockwell. *The First 65 Years Enid City Schools, 1893-1958*. (Enid Oklahoma, Phillips University, 1958), 74. "Enid Schools Came Later," *Neighbor*, February 5, 1986, 2.



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Atchison, Topeka & Santa Fe, and the St. Louis & San Francisco railroads were established as the primary lines and companies serving the Enid community.<sup>27</sup> Enid's crossroads of rail lines connected it to the rest of the state and the nation, therefore facilitating transportation for regional agricultural goods to far-away markets. Enid became a market for wheat storage and distribution.

Early residential development occurred primarily to the north of the original townsite and to the east and south within the town site.<sup>28</sup> The Kenwood Addition immediately northwest of downtown was the first addition in 1894.<sup>29</sup> Kenwood Boulevard traversed the grid pattern from northwest to southeast and ended a block northwest of the courthouse square, which represents the center of downtown. Jonesville was a contemporary but separate community that developed north of the town center in the area between the eventual St. Louis & San Francisco tracks and downtown. Jonesville was annexed by Enid in 1895.<sup>30</sup> A land dispute delayed development to the west until after the turn of the twentieth century.<sup>31</sup> East Hill was an early twentieth century residential neighborhood in the eastern half of the original townsite.<sup>32</sup>

#### North of the Frisco Tracks

The St. Louis & San Francisco and the Atchison, Topeka & Santa Fe railroad tracks paralleled each other on the east-west route one-half-mile north of the courthouse square. The railroad tracks separated the residential areas to the north from the downtown commercial area. The pair of tracks created a physical barrier and land use surrounding the tracks widened that corridor. By 1901, grain elevators along the tracks stored agricultural products before rail distribution.<sup>33</sup> The Enid gas works, Enid water works, parkland, and the St. Louis & San Francisco roundhouse and shops lined the tracks by 1908.<sup>34</sup> The industrial corridor along the tracks formed the southern boundary of residential neighborhoods to the north including Cullison's Addition, Murphey's Addition, Dunbarton Heights Addition, Frisco Place (*Figures 13 and 14*).<sup>35</sup> The area north of the "Frisco" tracks is characterized by modest, early twentieth-century single family housing stock. Cullison School was one-half mile north of the courthouse square and served this area before the

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<sup>27</sup> Hardy Heck Moore & Myers, "Historic Resources Survey of the Buena Vista Heights Addition Enid, Oklahoma," 2000, 39.

<sup>28</sup> Terri Myers, "Historic Resources Survey of the East Hill District Part 1 Enid, Oklahoma," 1995, 54.

<sup>29</sup> Ibid.

<sup>30</sup> Myers, 54. The Jonesville School was on Oak Street, five blocks north of the courthouse square in 1901. Sanborn Fire Insurance Map 1901, Sheet 1.

<sup>31</sup> Myers, 54.

<sup>32</sup> Ibid.

<sup>33</sup> Ibid.

<sup>34</sup> Sanborn Fire Insurance Map 1901, sheet 1.

<sup>35</sup> Sanborn Fire Insurance Map 1908, sheet 1.

<sup>35</sup> West Part of the City of Enid Oklahoma. Garfield County, Oklahoma (George A Ogle & Co., 1906).

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construction of Harrison School. Cullison School was the designated school for first graders north of the tracks by 1908.<sup>36</sup>

### Oil Production and the 1920s-era building boom

Beginning in the nineteen-teens, oil production added to the local economy, a trend reflected in Enid's built environment that expanded to accommodate rapid population growth. In 1916, the Garber Covington oil discovery, nineteen miles west of Enid, prompted the rapid construction of Enid's first oil refinery east of town in 1917.<sup>37</sup> The new petroleum industry fueled a fifty-nine percent growth in population during the 1920s.<sup>38</sup> During that decade, two oil refineries employed over one thousand workers and many related businesses, such as oil well supply and machine shops located in Enid. In addition to oil production and related industries, Enid still stored, sold, and shipped wheat products from surrounding farms. A new Pillsbury mill and a grain elevator complex added to Enid's mill production to generate a combined revenue of \$15,000,000 of business annually.<sup>39</sup> Enid's physical growth reflected this prosperity.

### ***Enid Schools***

Enid schools reflect local community trends and progressive growth. The first school opened immediately after the town was established in 1894. Early school buildings constructed in the nineteenth century were frame buildings. None of those buildings are extant. The Board of Education began replacing the frame schools with brick buildings in the early twentieth century and continued to upgrade and construct new Progressive Era schools during the boom years of the 1910s and 1920s. The Depression slowed new construction and some schools underwent renovations to accommodate new teaching models. New school construction began again in the postwar period and followed the geographic pattern of residential neighborhood development on the outer edges of town. The postwar Modern Era schools diverged from the Progressive Era model and represent a distinct type of modern school design.

Enid experienced marked growth in the first two decades of the twentieth century owing to its status as an important storage and shipping center for regional agricultural products. By 1900, the town had over three thousand residents, a phone system, five weekly newspapers, five churches, five wholesale houses, five hotels, and three banks.<sup>40</sup> In 1907, the Enid City Railway Company began streetcar service to the downtown square, all three railroad depots, the

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<sup>36</sup> "City School Districts are now Arranged," *Enid Daily Eagle*, September 19, 1908; "Enid School Came Later," *Neighbor* February 5, 1986, 2. The construction date of the Cullison School is unknown and the building is no longer extant.

<sup>37</sup> Victor Bolene and W. B Pipe constructed a small refinery on Enid's outskirts. Ibid.

<sup>38</sup> Terri Myers. "Historic Resources Survey of the East Hill District Part 1 Enid, Oklahoma," 1995, 46.

<sup>39</sup> Ibid

<sup>40</sup> Hardy Heck Moore & Associates. "Historic Resources Survey of the Kenwood and Waverly Historic Districts Enid, Oklahoma," 1993, 51. None of the four schools present in 1900 are extant.

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Oklahoma Christian University, and residential areas. The streetcar operated until 1929 and encouraged residential development along its path in cardinal directions radiating from the town square. It extended north of the St. Louis & San Francisco tracks and connected that residential area to downtown.<sup>41</sup>

Public school enrollment reached 681 students in 1900 and the Enid School Board began replacing the initial frame schools with brick buildings during the first decade of the twentieth century.<sup>42</sup> The brick Central School at 300 East Cherokee opened in 1900, the Kenwood School opened in 1902, and a brick building replaced the East Hill frame school in 1907.<sup>43</sup> These schools were two-story, brick grade school buildings typical of small towns at the time. Asymmetrical or rectangular floorplans and revival styles were popular.<sup>44</sup> Enid's public schools were segregated and the African American school buildings followed the same trend of constructing frame buildings and eventually replacing them with more permanent brick construction.<sup>45</sup> Elementary schools were dispersed in residential neighborhoods surrounding the downtown area and served grades one through eight. Multiple elementary schools fed into a single high school for white students built in 1906. This second wave of school construction resembled town grade school designs in their vertical massing and Late-Victorian style (*Figure 15*). The next wave of population growth and associated school construction in Enid embraced the Progressive Era form in new school buildings constructed during the 1910s and 1920s.

During the 1910s, the Enid School Board expanded school facilities by building new Progressive Era school buildings including a new high school in 1912 southeast of downtown and Adams Elementary School in 1915 on the eastern edge of Enid.<sup>46</sup> In 1919, the Enid School Board passed a resolution to call for a vote on a public bond in the amount of \$125,000 in order to fund an addition to the High School, replacement of the Garfield School recently destroyed by fire, and to construct Harrison Elementary School. The bond passed on February 28, 1919 along with a provision providing for the levy and collection of annual tax on taxable property.<sup>47</sup> The additional facilities were needed to ease immediate overcrowding and the provision for annual

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<sup>41</sup> A streetcar route map shows the streetcar extending north of Harrison School along Washington Street before it ceased operation in 1929. Terri Myers. "Historic Resources Survey of the East Hill District Part 1 Enid, Oklahoma," 1995, 58.

<sup>42</sup> Stella Campbell Rockwell. *The First 65 Years Enid City Schools, 1893-1958*. (Enid Oklahoma, Phillips University, 1958), 74. "Enid Schools Came Later" *Neighbor*, February 5, 1986, 2

<sup>43</sup> Rockwell. 74. "Enid Schools Came Later."

<sup>44</sup> Spencer, E-18.

<sup>45</sup> African American teachers represented less than 10% of teacher before Enid schools were integrated in 1959. Rockwell, 75 and 83.

<sup>46</sup> *Garfield County Oklahoma 1893-1982, Vol II*. (Topeka, Josten's Publications, 1982).

<sup>47</sup> Enid Independent School Board Meeting Minutes February 3 and 28, 1919. On file at Enid Independent School District, Enid Oklahoma.

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taxation would ensure future revenue for facilities and equipment. This 1910s period of construction represents Enid's introduction of Progressive Era design for its school buildings.

The 1920s were a time of tremendous growth in Enid and the ambitious building campaign reflected the larger community trend. School construction accelerated to add new Junior High Schools to the system and to replace early twentieth-century school facilities at Garfield, Lincoln, McKinley elementary schools.<sup>48</sup> Booker T. Washington, a segregated school, was also completed southeast of downtown in 1921.<sup>49</sup> In addition to constructing new facilities to educate a growing enrollment, the Enid School District's building program responded to evolving trends in public education. In 1923, the district changed their grade distribution from the eight-four plan (eight years of elementary school and four years of high school) to the six-three-three plan with six years of elementary school, a new junior high school format for three years and three years of high school.<sup>50</sup> The movement to reorganize secondary education became popular nationwide in the 1920s after experimental examples proved successful.<sup>51</sup> By the 1930s, the junior high school as a separate educational experience was the accepted format. Differentiating the junior high school sought to address unique needs of the age group and to reduce high drop-out rates.<sup>52</sup> The Junior High School incorporated the diverse curriculum and designated spaces for specialized instruction that were major components of Progressive Era education. These schools were much larger in scale due to the added classrooms as well as the integrated auditoriums and gymnasiums. The Enid School District constructed Emerson and Longfellow Junior High Schools in 1923 to accommodate the new format.<sup>53</sup> These two junior high schools and the single high school served the entire Enid community with nine elementary schools feeding into them in 1925.<sup>54</sup> The distribution and scale of elementary schools distinguished them from the larger, centralized secondary schools. Numerous neighborhood-scale elementary schools served distinct neighborhoods and were likely walking distance for most local students.

#### Platoon Plan and Depression-era additions

The modest improvements to overall school facilities during the Depression-era reflected that slower economic environment. School enrollment declined in 1931 and again in 1933 after a steady rise all through the 1920s.<sup>55</sup> Jackson and Taft Elementary Schools were new construction projects, though on a smaller scale, and additions were added to three elementary schools,

<sup>48</sup> Enid Independent School Board Meeting Minutes February 3 and 28, 1919.

<sup>49</sup> Hardy Heck Moore & Myers. "Historic Resources Survey of the Southern Heights/East Park Project Area, Part 2. Enid, Oklahoma," 1997, 66.

<sup>50</sup> Ibid, 84.

<sup>51</sup> John H. Lounsbury, "How the Junior High School Came to Be," *Educational Leadership* (Association for Supervision and Curriculum Development, 1960), 145.

<sup>52</sup> Ibid, 146.

<sup>53</sup> Rockwell, 110, 113. R. W. Shaw designed Longfellow Junior High School.

<sup>54</sup> Polk's City Directory Enid Oklahoma 1925.

<sup>55</sup> Rockwell, 74. Enrollment dropped 7 percent from 1930 to 1931 and from 1932 to 1933.

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including Harrison Elementary School during the 1930s. Much like the construction of new Junior High Schools reflects the 1923 policy decision to separate seventh, eighth, and ninth grades into new buildings, the 1930s additions coincided with the adoption of a new educational method. Additions of specialized spaces such as the Harrison Elementary assembly room, along with more generalized spaces accommodated Enid's modified Platoon Plan teaching method for grades four, five, and six. The method required an auditorium and classroom space beyond home-rooms for students to rotate for specialized subjects.

The 1934 adoption of the Platoon Plan prompted additions to buildings and upgrading of equipment in Enid schools.<sup>56</sup> The need to upgrade facilities to meet Platoon Plan space requirements necessitated a new fund raising effort. A 1936 Enid School District resolution authorized the issuance of a \$250,000 bond for the purpose of "erecting and equipping one ward school building, erecting and equipping additions to school buildings and making alterations to school buildings and property."<sup>57</sup> The bond funded additions to Harrison, Adams, and Wilson elementary schools.<sup>58</sup> Shortly after accepting construction bids, the School Board applied to the Federal Emergency Administration of Public Works for a grant of \$5,760.00 to aid in financing the purchasing of equipment and the additions "now under construction."<sup>59</sup> The need for, and availability of, federal financial aid for public building construction projects was a response to the Depression. The federal grants aided local communities by providing jobs for public improvement projects.

### Postwar Schools

New school construction resumed during the post-World War II period in Enid to educate the local baby boom generation. The location of new schools followed suburban development in a wider radius surrounding Enid. Three new elementary schools added space for students northeast, north, and west of Enid in 1950 and 1951 (*Figure 17*). Their geographic placement indicates Enid's postwar development in all directions radiating from the downtown center with the notable exception of the southeast, the location of the historically-segregated African American community.<sup>60</sup>

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<sup>56</sup> Ibid, 8.

<sup>57</sup> Enid Independent School Board Meeting Minutes March 16, 1936. On file at Enid Independent School District, Enid Oklahoma.

<sup>58</sup> Wilson School is no longer extant.

<sup>59</sup> Ibid. Meeting minutes March 8, 1937.

<sup>60</sup> The Booker T. Washington school was moved along with other African American institutions in the 1920s to this area effectively isolating the African American community by clustering their segregated institutions. Hardy Heck Moore & Myers. "Historic Resources Survey of the Southern Heights/East Park Project Area, Part 2. Enid, Oklahoma," 1997, 66.

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Monroe Elementary School opened in 1951 at 400 W. Cottonwood Avenue, approximately one mile north of the Harrison School. The new school served to augment Harrison Elementary School for students north of the railroad tracks. The H-plan building is one-story with taller block at its east end containing the gymnasium. Buff brick and banded metal windows characterize the exterior elevations. Its flat roof and sprawling footprint emphasize its horizontal form. Interior volumes are expressed in blocks with varying setbacks to create irregular massing. The Monroe Elementary School embodies the design characteristics of a Modern Era school and represents a new philosophy in school design that departed from the Progressive Era symmetrical linear block encasing all functions. The construction of Monroe Elementary School signaled the end of Harrison Elementary School's status as the only elementary school north of the tracks. Harrison continued operations through the twentieth century, but no longer served as the single neighborhood educational institution after the addition of Monroe Elementary School.

#### Additions and Consolidations

The 1960s-era school district expansions southwest and northwest of downtown included annexing and expanding the Glenwood School which had been an existing facility for a separate rural community northwest of Enid. The district added several detached gymnasiums to existing school campuses during the 1970s. The tilt-up concrete wall buildings are similar in design and are extant at Harrison, Adams, Garfield, Lincoln, McKinley, Coolidge, and Cleveland Elementary Schools. The addition of facilities to existing schools signaled a trend toward consolidation and expansion rather than construction of new schools.

The closing of some schools occurred while the School District expanded others to consolidate students during the 1980s. Declining population and enrollment prompted the closing of two elementary schools in 1985, a time that coincided with a larger downturn in the regional oil industry. After closing, the buildings housed community programs and district maintenance facilities. The local trend in school facility management favored expansion of select existing facilities. According to the superintendent, consolidation and expansion of remaining operating schools was more cost-effective than re-opening all of the "small schools."<sup>61</sup> The early twentieth century model of multiple small-scale elementary schools evolved into consolidated larger campuses.

#### Contemporary Schools in Enid

Harrison Elementary School remained an intact Progressive Era elementary school while many of its contemporaries experienced alterations and additions. The architectural plans by R.W. Shaw for Adams Elementary School, 2200 E. Randolph Avenue, are nearly identical to Harrison

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<sup>61</sup> Cleveland School housed the district's maintenance department and Woodrow Wilson Elementary School housed a Head Start Program and a nutrition project. Woodrow Wilson School has since been demolished. Sandy Bryant. "Closed Enid Schools are not just vacant buildings." *Enid News and Eagle*. August 11, 1990.

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School. However, the additions and wings at Adams School transformed it from an eight room school in 1915 –the same scale as Harrison—to an 18 room school by 1957. Construction in 1964 added another wing, along with the gymnasium in the 1970s, (*Figures 18 and 19*).<sup>62</sup> By contrast, the Harrison School retains its twelve-room form created with the 1937 addition. Its relatively small scale reflects its original use as a neighborhood elementary school serving students north of the railroad tracks.

Jefferson Elementary School at 500 S. Independence Avenue, constructed in 1926, was also an R.W. Shaw design. The elementary school served grades one through six and was a Progressive Era elementary school added to the district after the grading change to incorporate junior high school grades in separate buildings. Jefferson Elementary School currently serves as an administration building. Major alterations include infill of historic window openings, a rear addition and numerous later additions to the site, and significant alteration to the interior configuration and finishes (*Figure 20*). The building has changed use and does not retain its appearance as a Progressive Era elementary school.

Lincoln Elementary School at 601 Elm Avenue replaced the early twentieth century Kenwood School in 1927.<sup>63</sup> The school shares a site with the 1923 Emerson Junior High School. Lincoln Elementary School retains much of its Progressive Era design features, but is part of a larger complex that includes the adjacent junior high school, a 1970s gymnasium, and several later additions on the site. While it's roughly contemporaneous with Harrison Elementary School, its status within the larger site is part of a complex. Harrison Elementary School retains its stand-alone placement as the elementary school serving its isolated residential community north of the railroad tracks.

McKinley Elementary School at 1701 W. Broadway was another R.W. Shaw elementary school design constructed in 1927. The 1920s building replaced an earlier 1908 building. McKinley Elementary School displays Progressive Era linear massing. The two story brick building has generous fenestration and its scale is consistent with the neighborhood elementary schools in Enid during the 1920s. Like Harrison School, a 1937 addition added space to the building that was in keeping with the original design. Later additions added a one-story rear wing (1968), a 1970s gymnasium, and a separate one-story building connected to the complex via a covered walkway.<sup>64</sup> McKinley Elementary School's expansion detracts from its Progressive Era design and scale (*Figure 21*).

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<sup>62</sup> Rockwell, 105.

<sup>63</sup> Ibid, 101

<sup>64</sup> *Garfield County Oklahoma 1893-1982, Vol II.* (Topeka, Josten's Publications, 1982).

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Taft Elementary School at 1002 Sequoya is an R.W. Shaw design completed in 1937.<sup>65</sup> The one-story buff brick school has an L-plan with an east wing addition. Its lower profile and lengthened footprint, banded windows, and restrained Moderne stylistic detailing, including fluted vertical ornamentation, differentiate it from its predecessors (*Figure 22*). It does not share the linear block massing of the other local schools built during the 1910s and 1920s in Enid. While several of those schools including Harrison School and McKinley had 1930s additions, the additions matched and continued the earlier design. The design of Taft Elementary School represents a transition that shares some characteristics, mainly the low-slung sprawling plan, with Modern Era schools.

Jackson Elementary School is a 1936 R. W. Shaw design.<sup>66</sup> The one-story, Mission Revival style school is a smaller scale than Harrison School and is a highly stylized example of a 1930s school building. A curved parapet, cast stone moldings, and rounded entries on the front façade are flanked by symmetrical blocks on either side. The school has an addition on the site, but otherwise retains its feeling as a 1930s stylized institutional building. Its rectangular, symmetrical plan echoes Progressive Era footprints, but it lacks the linear block massing of the larger scale, two-story examples with extended corridors (*Figure 23*).

### ***Property History***

Enid's 1919 School bond funded the construction of a new elementary school "north of the Frisco tracks" at 212 West Birch Avenue.<sup>67</sup> The Cullison School served elementary school children north of the tracks as early as 1908, thus Harrison School was not the first school in the area. It likely replaced Cullison School as that building is no longer extant.<sup>68</sup> Harrison School represents Enid's Progressive Era school expansion and remained the area's dedicated elementary school until 1951 when Monroe Elementary School opened.

The residential neighborhood north of the railroad tracks is a mix of modest early twentieth-century vernacular houses and bungalows. Their scale indicates a working class residential area.<sup>69</sup> The physical barrier created by the east-west railroad tracks isolates the area from neighborhoods closer to downtown and makes it a district and separate neighborhood. By 1919

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<sup>65</sup> Rockwell, 119.

<sup>66</sup> Ibid, 118.

<sup>67</sup> Enid Independent School Board Meeting Minutes February 5, 1919. On file at Enid Independent School District, Enid Oklahoma.

<sup>68</sup> Cullison School was at 1923 N. Independence. That address is currently a vacant lot. "Enid Schools Came Later." *Neighbor* February 5, 1986. P. 2

<sup>69</sup> City Directories and the 1920 US Census data shows wage laborers on Birch Avenue.



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when the bond funding became available for a new school building, several additions had been platted indicating residential growth north of the railroad line (*Figure 24*).<sup>70</sup>

In 1919, the Enid School Board moved to purchase twelve lots owned by M. Belknap in Block 3 in Murphey's re-platted addition for \$3,600 for the construction of Harrison School.<sup>71</sup> Local architect R.W. Shaw produced drawings for the Harrison School and the School Board accepted a bid of \$33,377.55 from Harter and Wheeler of Enid to construct the building.<sup>72</sup> The school closely resembles the 1915 Adams School also designed by Shaw. Enid's pre-World War II-era schools followed the basic formula of two-story brick buildings with basements.<sup>73</sup> The scale, materials, and minimal historical revival style detailing displayed in Enid schools are recognizable as Progressive Era public schools that embodied larger ideas about the positive role of public education in society.

The Harrison School opened for the 1920 school year with eight classrooms, one for each grade, one through eight. The school's design reflects its use within the context of Progressive Era educational standards for public schools that emphasized health and safety. The symmetrical plan is a result of wide hallways and ample stairs at each end to ensure safe egress. The double-loaded corridors allowed abundant glazing on outside walls to provide daylight for each of the eight classrooms. Its concrete and brick construction demonstrated the school district's commitment to fireproofing by replacing frame buildings with masonry construction (*Figure 16*).

Shortly after it opened, enrollment between 200 and 300 students at Harrison School was the second largest elementary school enrollment in 1922-1923.<sup>74</sup> Around that time, the addition of junior high schools reduced elementary grades to one through six. The original design of Harrison School with a single classroom for each grade no longer fit the interior program, but the scale remained the same throughout the 1920s and it served as the elementary school for the neighborhood north of the Frisco railroad tracks.

The 1937 addition to Harrison Elementary School coincided with the district-wide adoption of the modified Platoon Plan. The School Board accepted a bid for \$34,794.00 from D.C. Bass & Sons Construction to add six classrooms to Harrison School in 1937.<sup>75</sup> R.W. Shaw designed the

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<sup>70</sup> The 1917 Sanborn Fire Insurance Map shows twelve additions north of the Frisco line that did not appear on the 1911 Enid Citywide Sanborn Fire Insurance Map.

<sup>71</sup> Enid Independent School Board Meeting Minutes April 1, 1919. On file at Enid Independent School District, Enid Oklahoma.

<sup>72</sup> Enid Independent School Board Meeting Minutes April 19, 1919. On file at Enid Independent School District, Enid Oklahoma.

<sup>73</sup> Rockwell, 68.

<sup>74</sup> Rockwell, 108.

<sup>75</sup> Ibid. Meeting minutes January 7, 1937.

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addition to blend with and enlarge his original 1919 design. The addition continued the plan of the original building with four classrooms and a double-loaded corridor. A first floor entry vestibule and office are part of the addition (*Figure 26*).

The nominated property functioned as a neighborhood elementary school until the 1980s when the school was closed and the building was converted to School District use. With the exception of the construction of the free-standing gymnasium in 1979 and the replacement of windows in the 1980s, the exterior of the Harrison School property is virtually unchanged since the construction of the 1937 addition. Interior modifications are minor as well, specifically the subdivision of one classroom into smaller offices, the installation of dropped ceilings and carpeting on the first floor, and the installation of wood paneling in one classroom on the second floor. The Harrison School clearly communicates its historic educational function and the Progressive Era in which it was constructed.

### ***Architect – Roy W. Shaw***

Roy W. Shaw was a prolific local architect who designed numerous buildings in Enid during the first part of the twentieth century. He moved to Enid in 1900 from Illinois and began practicing in 1910.<sup>76</sup> Shaw served as the School Board architect, designing most of Enid's public schools starting with the Enid High School in 1912. His Progressive Era public school buildings included Adams Elementary School (1916), Harrison School (1919), Longfellow Junior High, Emerson Junior High (both 1923), McKinley Elementary School (1927), and Garfield School (1919-no longer extant). Incorporating common Progressive Era design philosophies at the time, these buildings were one to three story, brick buildings with symmetrical facades and ornamentation in a variety of revival styles. Parapets, columns, pilasters, and articulated entries are common to the schools he designed during this time. His 1930s designs for Jackson and Taft elementary schools explored Mission Revival and Moderne styles near the end of his career. His large body of work in Enid includes high style residential commissions and institutional buildings for the city and for Phillips University. He died in 1947.<sup>77</sup>

### **CONCLUSION**

The Harrison School is an excellent intact example of an early twentieth-century public school in Enid, Oklahoma. School Board architect R.W. Shaw designed town grade schools that embodied Progressive Era principles of design and educational philosophy. As was common for school districts in small municipalities, early twentieth-century elementary schools continued the use of the grade system, rather than the fully diverse curriculum and designated spaces for specialized instruction associated with the Progressive Era. In keeping with other public schools in Enid,

<sup>76</sup> Rachel Nugent, "Clay Hall," *National Register of Historic Places Registration Form*, 2012, 10.

<sup>77</sup> *Ibid*, 11.

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Harrison School was designed and built without a gymnasium. The students participated in physical education and engaged in unstructured play in the large open areas historically surrounding the building, a contributing site. Harrison School reflects the evolution of Progressive Era educational philosophy in Enid as the School District embraced the modified Platoon Plan in the 1930s, which required the construction of additional classrooms and an auditorium. As part of the system that dispersed small-scale elementary schools to serve individual neighborhoods, Harrison School served the neighborhood north of the railroad tracks. Its location and exclusion to this specific neighborhood made it an important institution for the local community. It was the only elementary school in that neighborhood until Monroe Elementary School opened in 1951 and its design communicates Progressive Era ideals for public education.

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Sanborn Fire Insurance Map Enid, Oklahoma, Sheet 1 and 12, 1947

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

- ☐ preliminary determination of individual listing (36 CFR 67) has been requested  
☐ previously listed in the National Register  
☒ previously determined eligible by the National Register (Part I approved 12/9/2016)  
☐ designated a National Historic Landmark  
☐ recorded by Historic American Buildings Survey # \_\_\_\_\_  
☐ recorded by Historic American Engineering Record # \_\_\_\_\_  
☐ recorded by Historic American Landscape Survey # \_\_\_\_\_

**Primary location of additional data:**

- ☒ State Historic Preservation Office  
☐ Other State agency  
☐ Federal agency  
☐ Local government  
☐ University  
☒ Other  
Name of repository: Cherokee Strip Museum; Enid Public Library

**Historic Resources Survey Number (if assigned):** \_\_\_\_\_

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**10. Geographical Data**

**Acreage of Property** 1.66 acres

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

- |                        |                       |
|------------------------|-----------------------|
| 1. Latitude: 36.409647 | Longitude: -97.880789 |
| 2. Latitude:           | Longitude:            |
| 3. Latitude:           | Longitude:            |
| 4. Latitude:           | Longitude:            |

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

The nominated property is bound by W. Birch Avenue on the south, W. Washington Street on the west, W. Poplar Avenue on the north, and N. Independence Avenue on the east. The boundary encompasses two parcels: Lot 1-12, Block 3, sd-E57 Murphy's Addition, SE/4 6-22-6, Harrison School and 06-22N-06W Acres-1.36 sd-E57 U NPLATTED REAL ESTATE TR #405 IN SE/4 6-22-6 BEG 850' S NW/C OF S E/4, E 420' S 140.9' W 420' N 14 0.9' TO BEG HARRISON SCHOOL (BAC K STOP)

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

The boundary encompasses the parcels historically associated with the nominated property.

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**11. Form Prepared By**

name/title: Rachel Nugent, National Register Coordinator and Sophie Roark, Historic Preservation Specialist

organization: Rosin Preservation

street & number: 1712 Holmes Street

city or town: Kansas City state: MO zip code: 64108

e-mail: Sophie@rosinpreservation

telephone: 816-472-4950

date: October 2016

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**Additional Documentation**

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

**Photographs**

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Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

### Photo Log

Name of Property: **Harrison School**

City or Vicinity: **Enid**

County: **Garfield**

State: **Oklahoma**

Photographer: **Brad Finch, f-stop Photography**

Date Photographed: **April 2015**

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

- 1 of 14. South elevation. View north
- 2 of 14. South elevation and west elevations. View northeast
- 3 of 14. Entry detail on south elevation. View north
- 4 of 14. Detail of original brick and new addition on south elevation. View north
- 5 of 14. Detail of parapet on south elevation. View north
- 6 of 14. Detail of windows on south elevation. View north
- 7 of 14: Playground. View southeast
- 8 of 14. West elevation with covered walkway connecting gymnasium. View southeast
- 9 of 14. Second floor corridor. View west
- 10 of 14: First floor corridor. View north
- 11 of 14: West stairwell. View west
- 12 of 14: First floor classroom. View northwest
- 13 of 14: Second floor assembly room. View southwest
- 14 of 14. Interior gymnasium. View northwest

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

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



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## FIGURE LOG

**Figure 01.** Location map 212 W. Birch Ave. Harrison Elementary School Enid, Garfield County, Oklahoma. Source: Google maps, 2016.

**Figure 02.** Enid, Garfield County, Oklahoma. Source Google Maps 2016.

**Figure 03.** Site Plan Harrison Elementary School 212 W. Brich Ave. Enid, Garfield County, Oklahoma. Source: Google maps, 2016.

**Figure 04.** Central Public School circa 1901. Source: Sanborn Fire Insurance Map 1901.

**Figure 05.** Front Elevation Harrison Elementary School architectural drawings 1919. Source: Enid School District.

**Figure 06.** First floor Harrison Elementary School architectural drawings 1919. Source: Enid School District.

**Figure 07.** Second floor Harrison Elementary School architectural drawings 1919. Source: Enid School District.

**Figure 08.** Harrison School before the 1937 addition with open recreation area. Source: Enid School District.

**Figure 09.** Front elevation of 1937 addition to Harrison Elementary School architectural drawings 1937. Source: Enid School District.

**Figure 10.** First floor of 1937 addition to Harrison Elementary School architectural drawings 1937. Source: Enid School District.

**Figure 11.** Second floor of 1937 addition to Harrison Elementary School architectural drawings 1937. Source: Enid School District.

**Figure 12.** Downtown Enid with the north south Chicago, Rock Island, & Pacific Railroad line immediately east of the downtown courthouse square. The east west St. Louis and San Francisco Railroad line is one halt mile north of the courthouse square and is extant in 1901, but not represented on this map. Source: Sanborn Insurance Map 1901, sheet 1.

**Figure 13.** The neighborhood north of the St. Louis and San Francisco Railroad line separated from downtown Enid. Source: Sanborn Insurance Map 1908, sheet 1.

**Figure 14.** Detail of the neighborhoods north of the St. Louis and San Francisco Railroad tracks. Source: Enid, Garfield County Atlas 1906.

**Figure 15.** Kenwood Elementary School at 602 West circa 1902. Source: McIntyre, Glen V. Images of America Enid 1893 – 1945. Arcadia Publishing, 2012.

**Figure 16.** Harrison Elementary School prior to the 1937 addition. Source: Sanborn Fire Insurance Map 1925, sheet 16.

**Figure 17.** Enid School district map with construction dates. Source: Enid School District, no date.

**Figure 18.** Aerial view showing Adams Elementary School and additions. Source: Google maps, 2016.

**Figure 19.** Adams Elementary School and additions. View northwest. Source: Google maps, 2016.

**Figure 20.** Jefferson Elementary School. View north. Source: Google maps, 2016.

**Figure 21.** Aerial view of McKinley Elementary School and additions. Source: Google maps, 2016.

**Figure 22.** Taft Elementary School. View northwest. Source: Google maps, 2016.

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**Figure 23.** Jackson Elementary School. View south. Source: Google maps, 2016.

**Figure 24.** Enid's development north of the St. Louis and San Francisco Railroad tracks. Source: Sanborn Fire Insurance Map, 1917, sheet 1.

**Figure 25** Photo map exterior.

**Figure 26.** Photo map first floor.

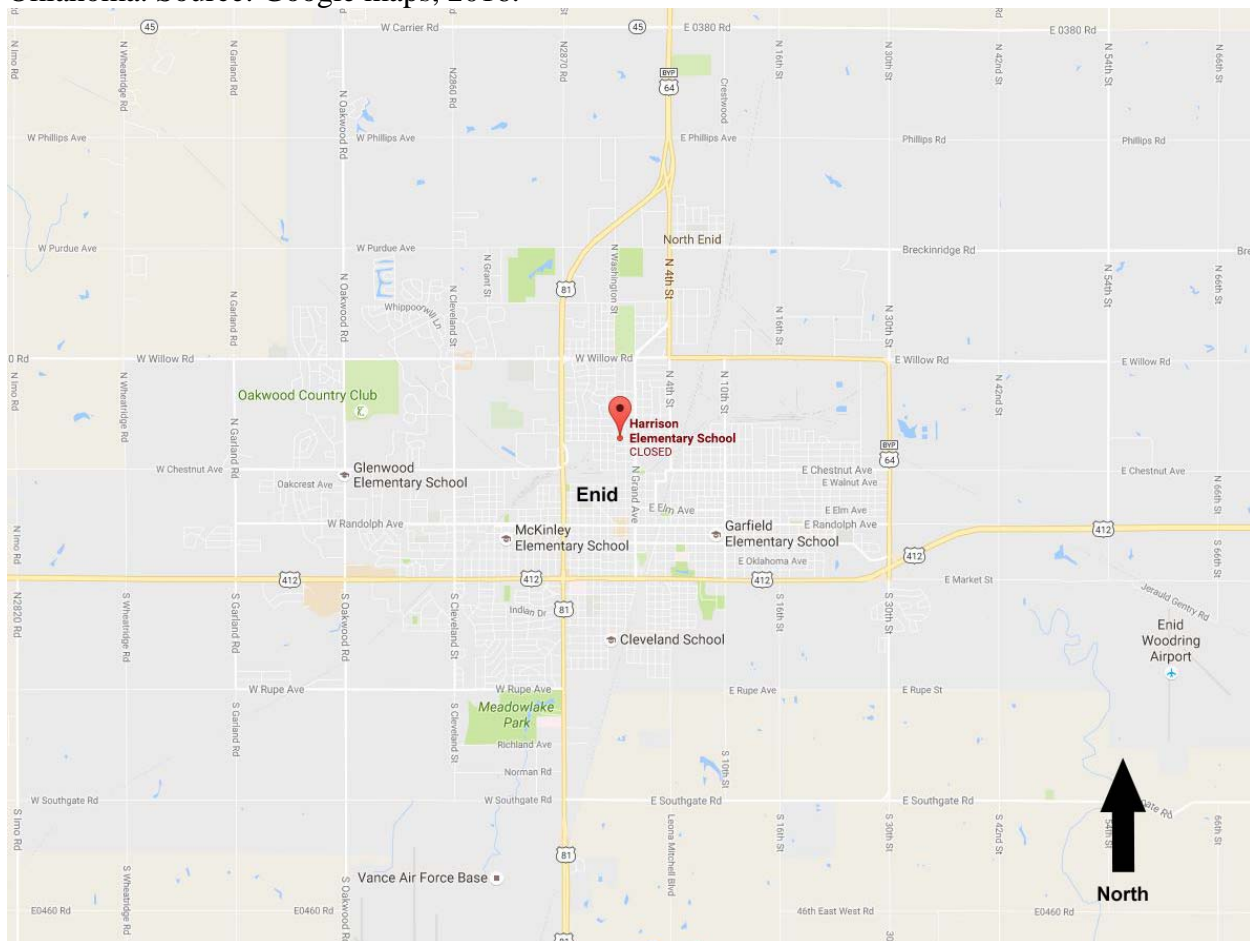
**Figure 27.** Photo map second floor.

**Figure 28.** 1979 Gymnasium, interior. Brad Finch, 2016.

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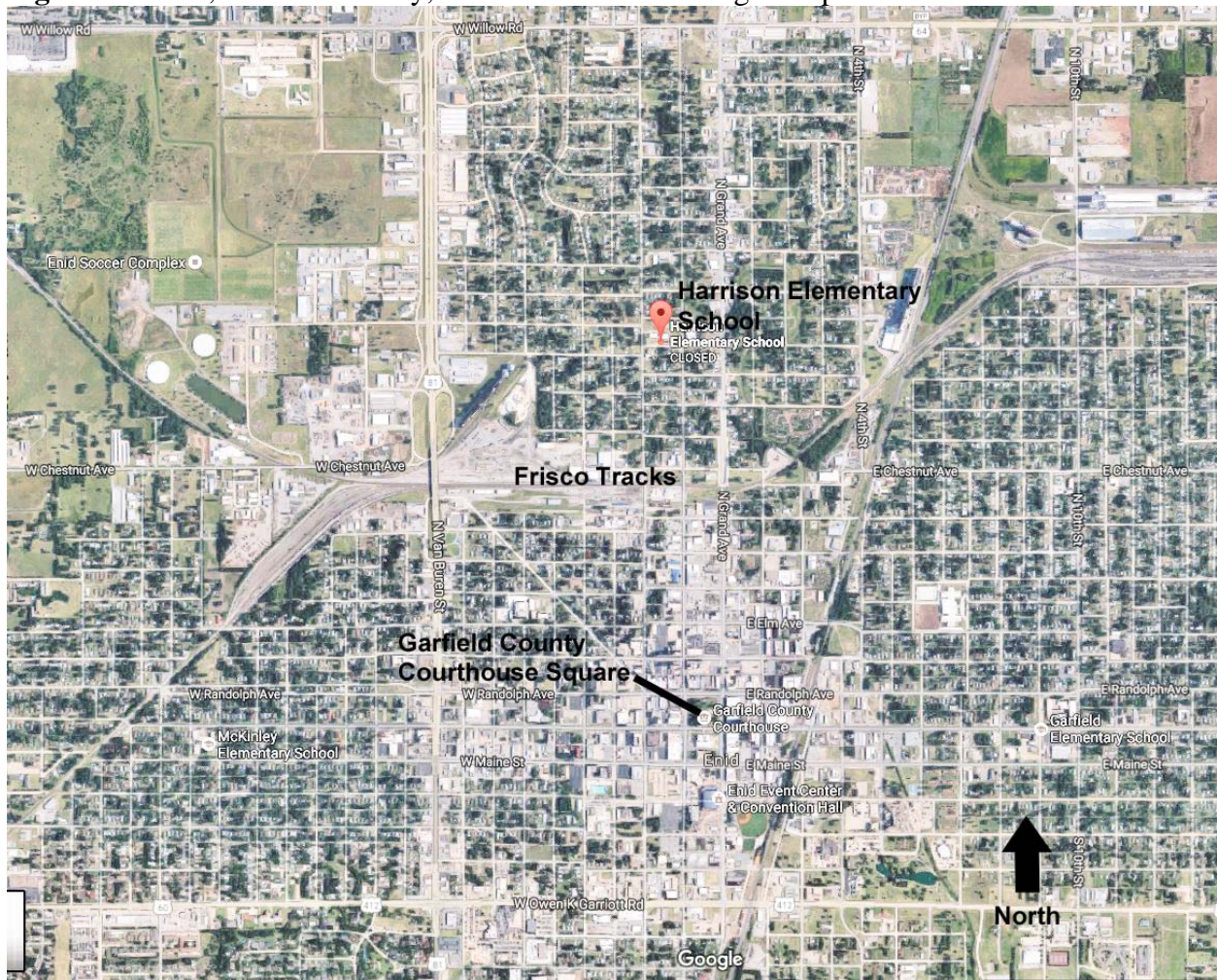
**Figure 01.** Location map 212 W. Birch Ave. Harrison Elementary School Enid, Garfield County, Oklahoma. Source: Google maps, 2016.



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**Figure 02.** Enid, Garfield County, Oklahoma. Source Google Maps 2016.





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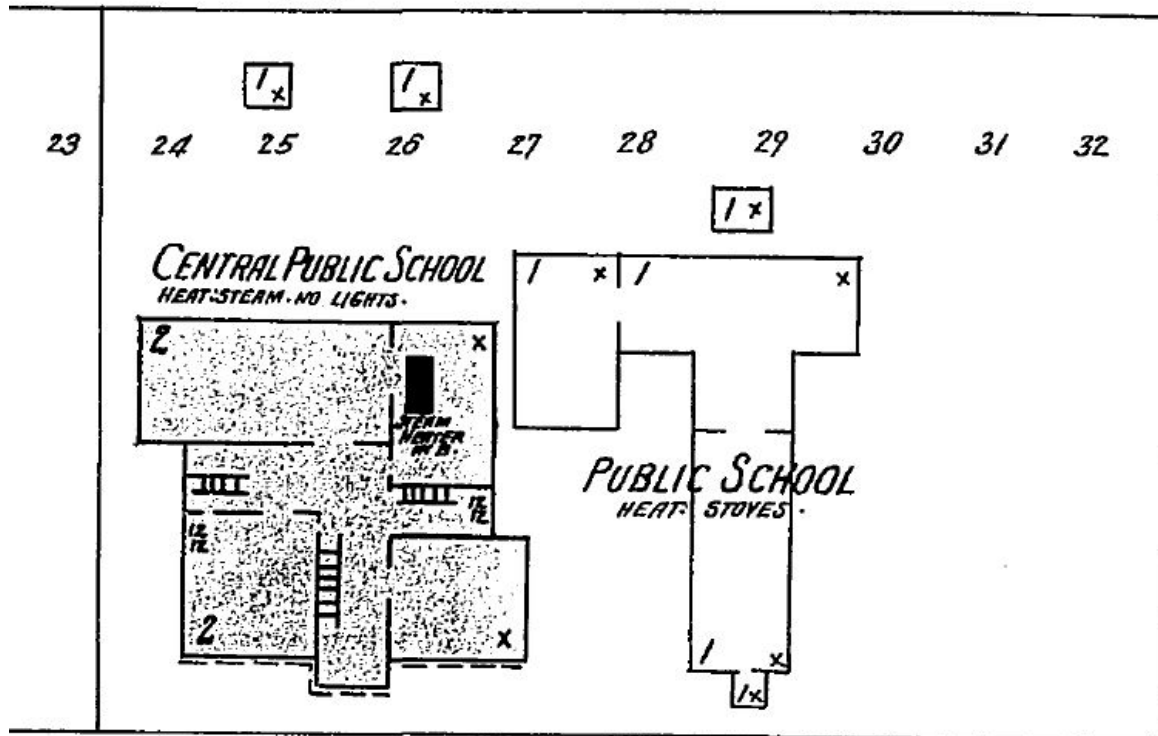
**Figure 03.** Site Plan Harrison Elementary School 212 W. Brich Ave. Enid, Garfield County, Oklahoma. Source: Google maps, 2016.



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**Figure 04.** Central Public School circa 1901. Source: Sanborn Fire Insurance Map 1901.



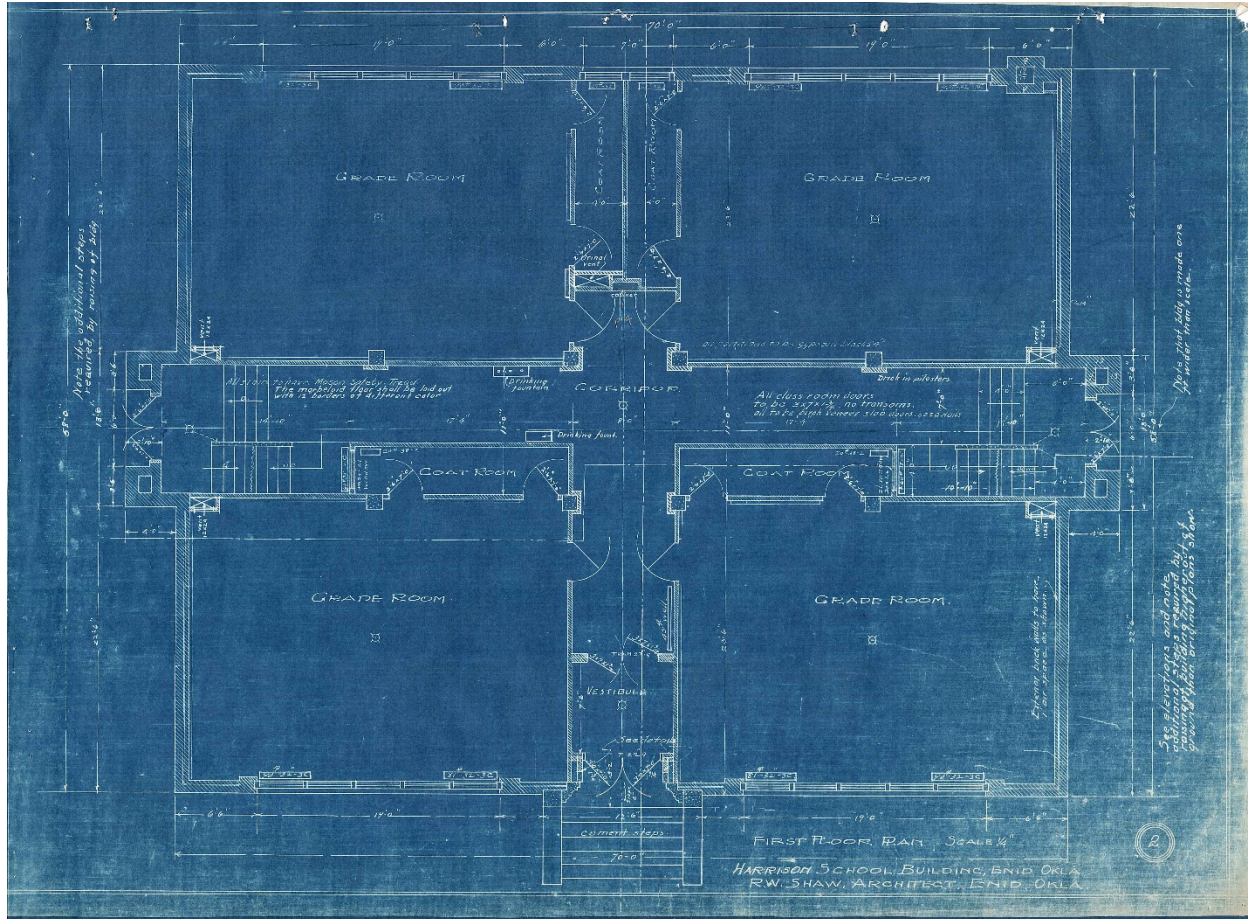




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**Figure 06.** First floor Harrison Elementary School architectural drawings 1919. Source: Enid School District.

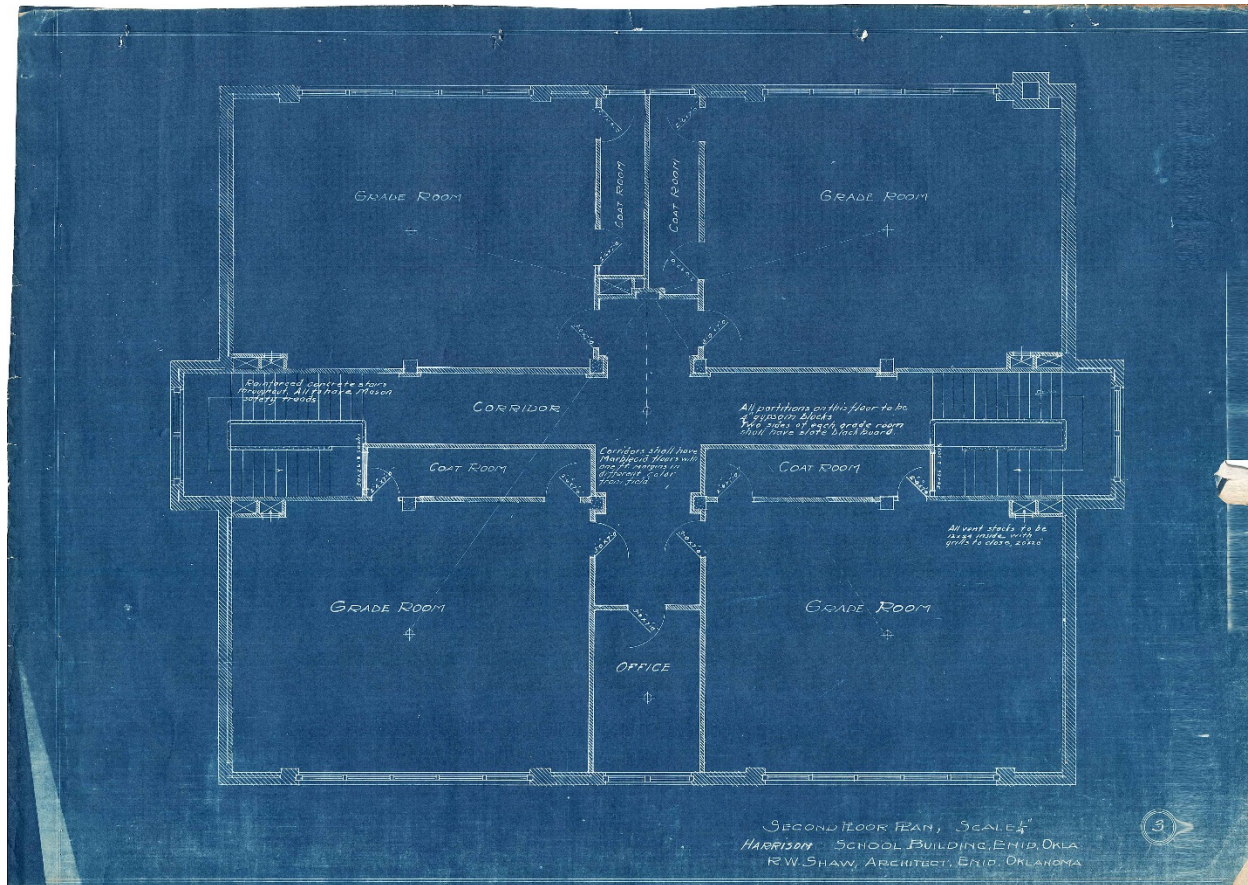




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**Figure 07.** Second floor Harrison Elementary School architectural drawings 1919. Source: Enid School District.



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**Figure 08.** Harrison School before the 1937 addition with open recreation area. Source: Enid School District.



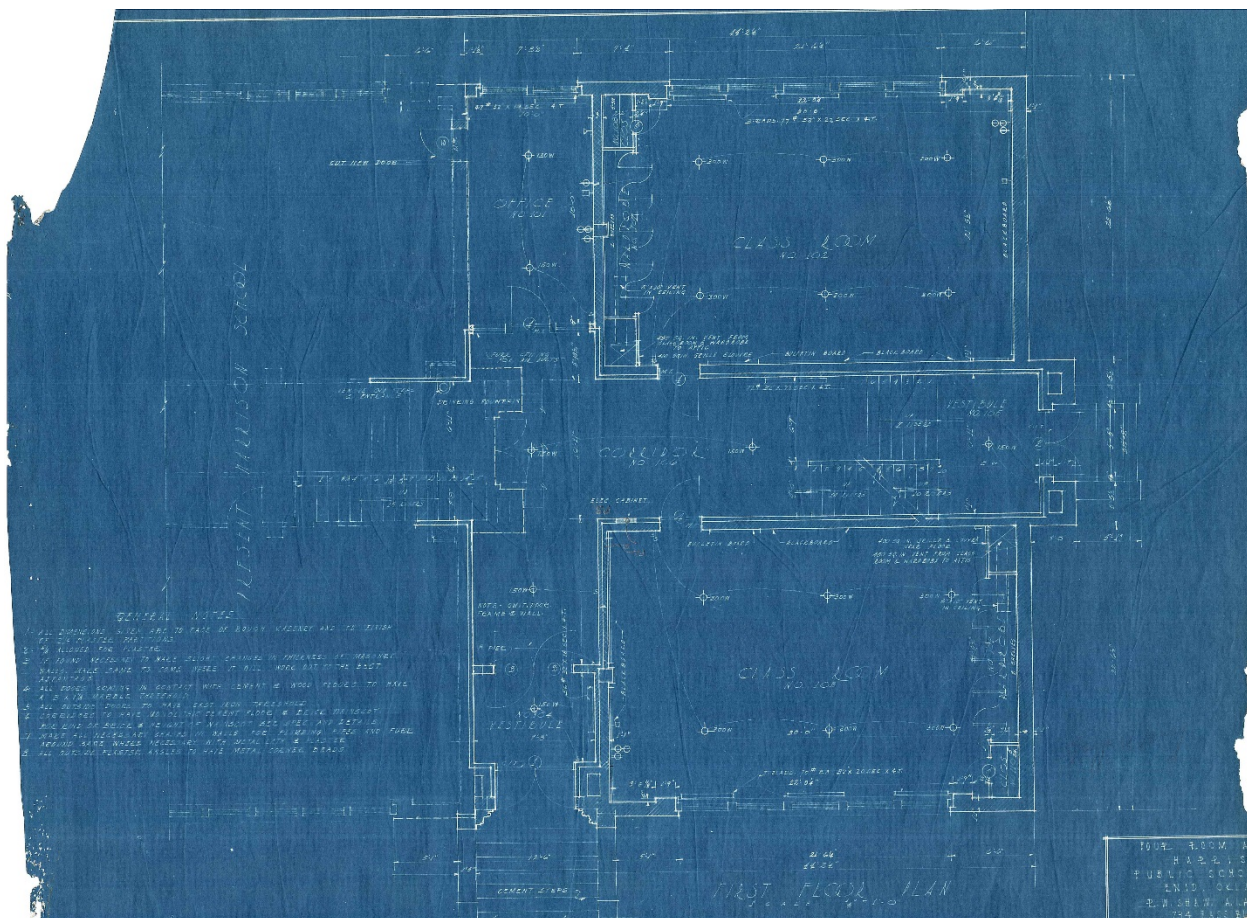




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**Figure 10.** First floor of 1937 addition to Harrison Elementary School architectural drawings 1937. Source: Enid School District.

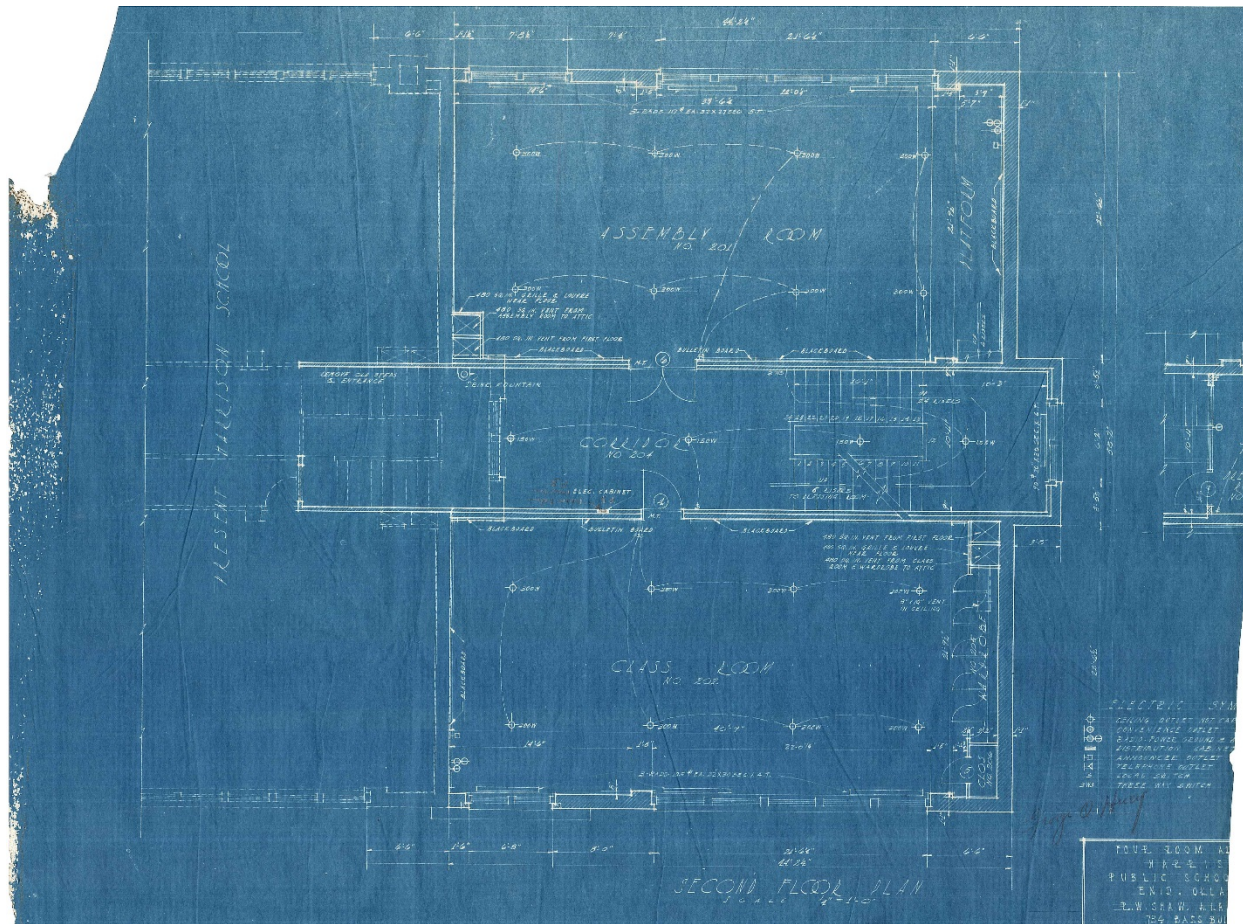




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**Figure 11.** Second floor of 1937 addition to Harrison Elementary School architectural drawings 1937. Source: Enid School District.

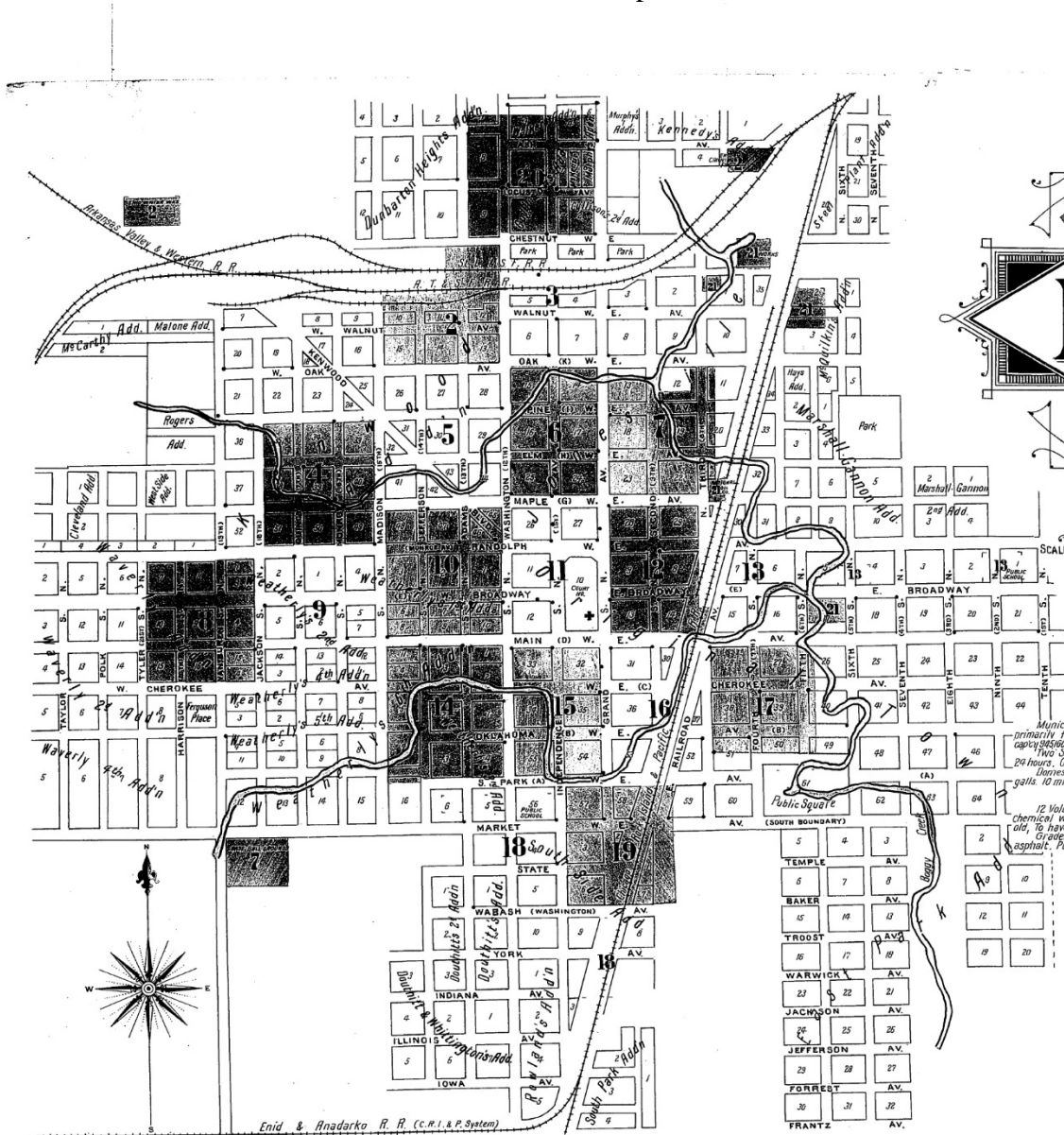




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**Figure 13.** The neighborhood north of the St. Louis and San Francisco Railroad line separated from downtown Enid. Source: Sanborn Insurance Map 1908, sheet 1.

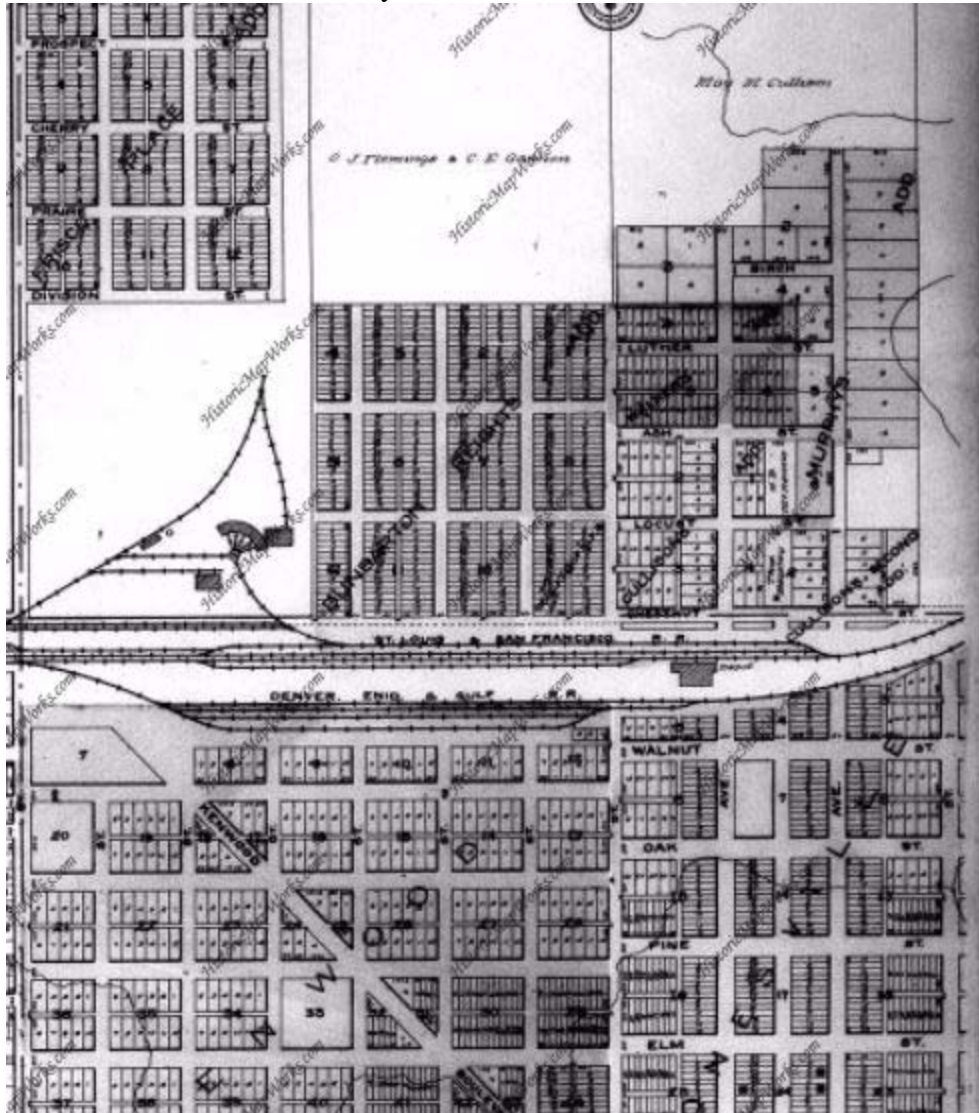




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**Figure 14.** Detail of the neighborhoods north of the St. Louis and San Francisco Railroad tracks.  
Source: Enid, Garfield County Atlas 1906.





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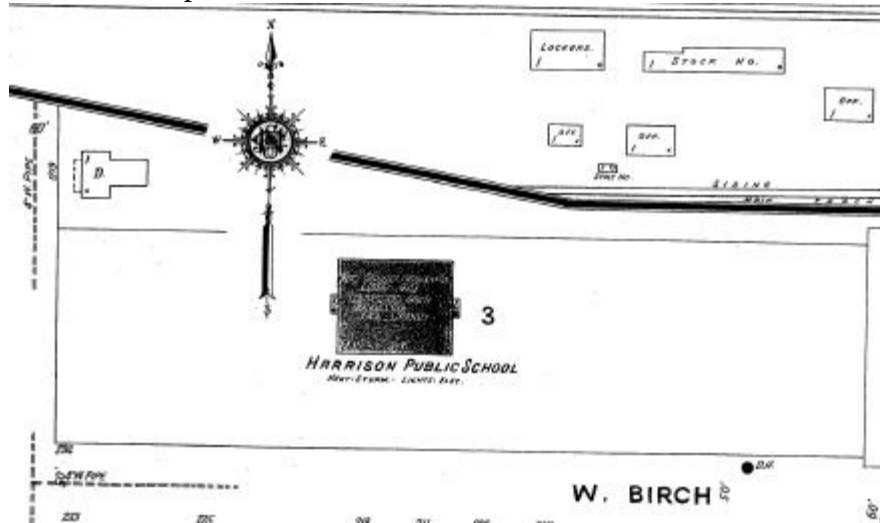
**Figure 15.** Kenwood Elementary School at 602 West circa 1902. Source: McIntyre, Glen V. Images of America Enid 1893 – 1945. Arcadia Publishing, 2012.



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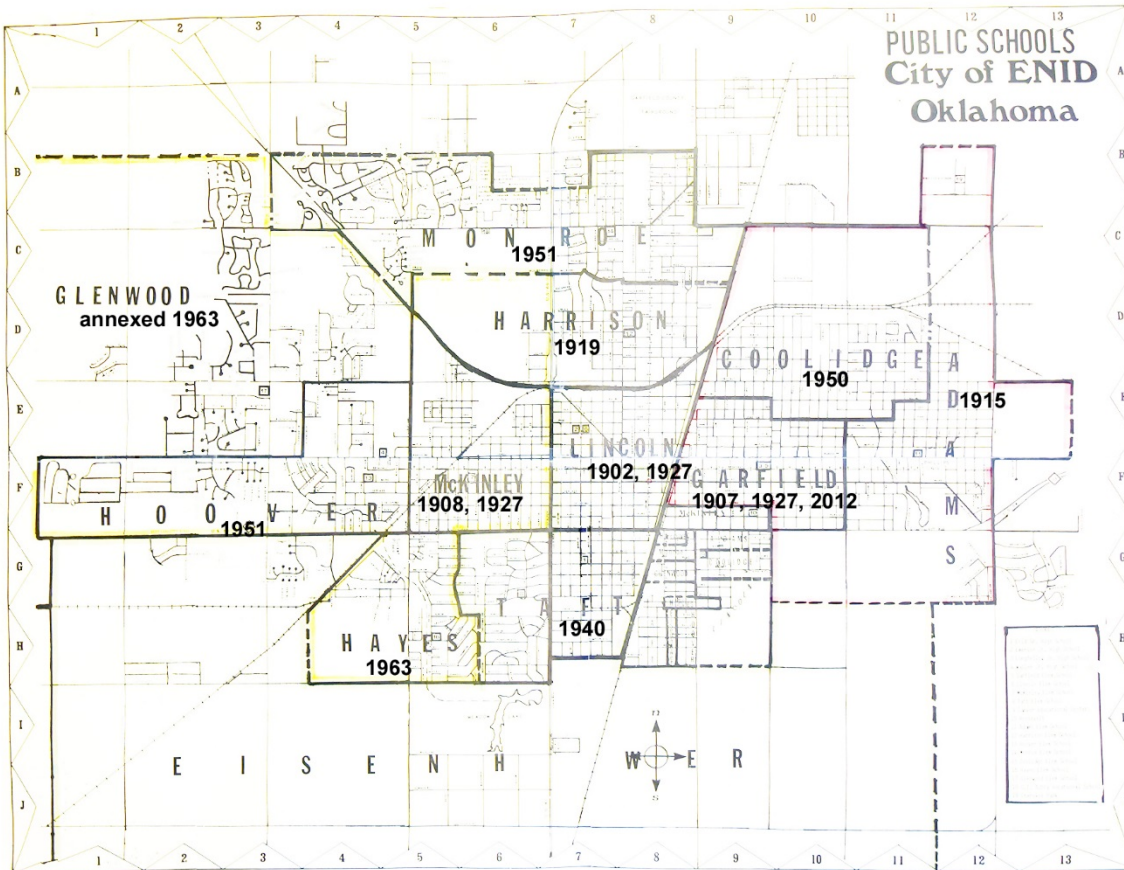
**Figure 16.** Harrison Elementary School prior to the 1937 addition. Source: Sanborn Fire Insurance Map 1925, sheet 16.



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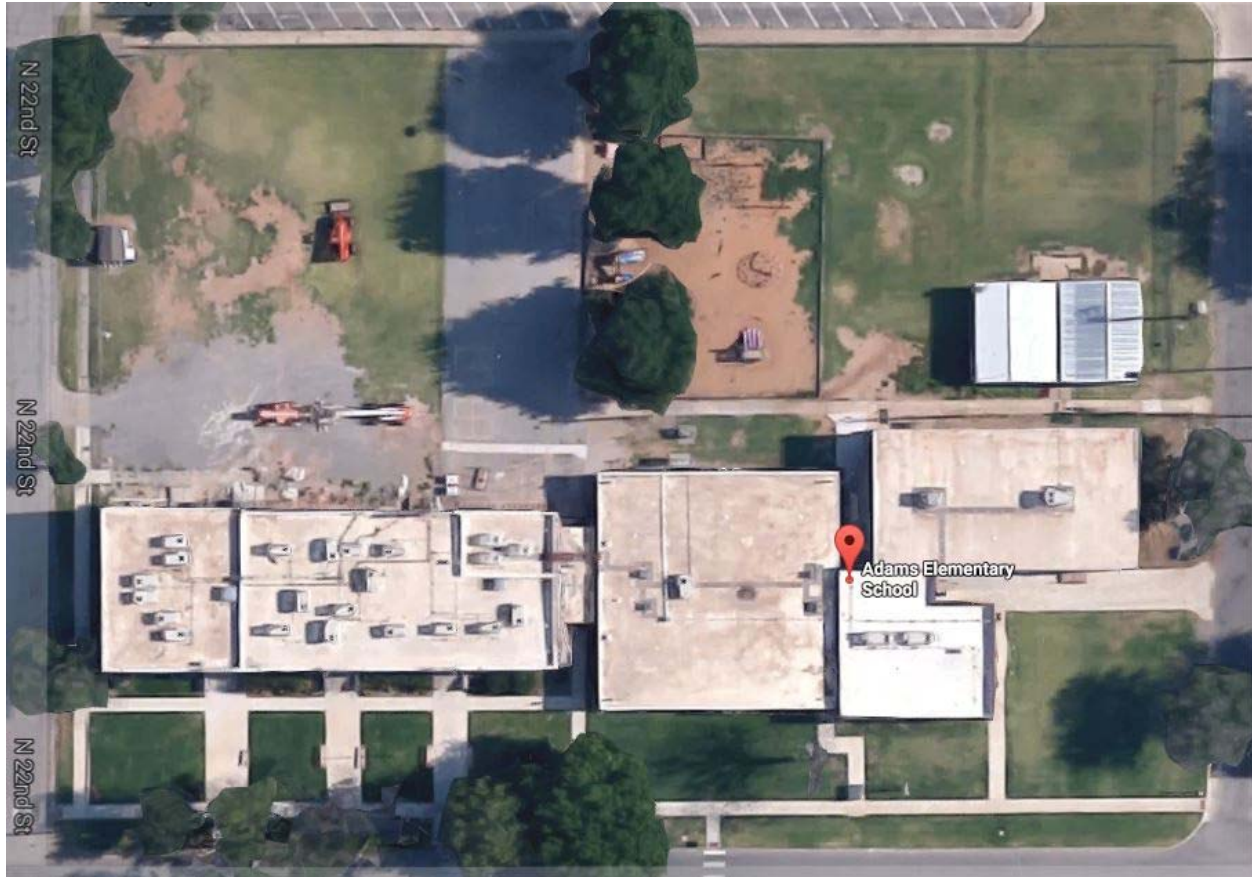
**Figure 17.** Enid School district map with construction dates. Source: Enid School District, no date.



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**Figure 18.** Aerial view showing Adams Elementary School and additions. Source: Google maps, 2016.



**Figure 19.** Adams Elementary School and additions. View northwest. Source: Google maps, 2016.





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**Figure 20.** Jefferson Elementary School. View north. Source: Google maps, 2016.



**Figure 21.** Aerial view of McKinley Elementary School and additions. Source: Google maps, 2016.



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**Figure 22.** Taft Elementary School. View northwest. Source: Google maps, 2016.



**Figure 23.** Jackson Elementary School. View south. Source: Google maps, 2016.



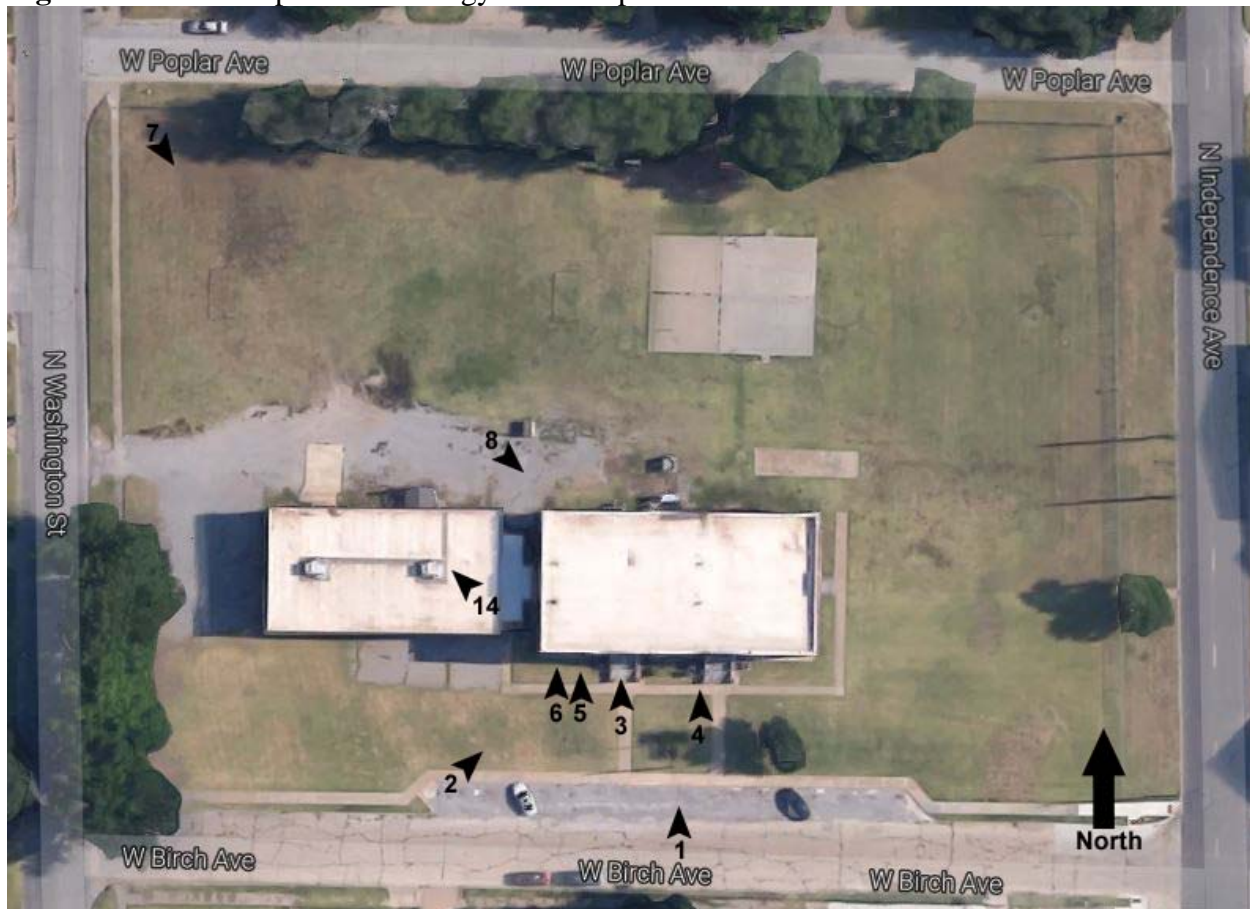




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**Figure 25.** Photo map exterior and gymnasium photos

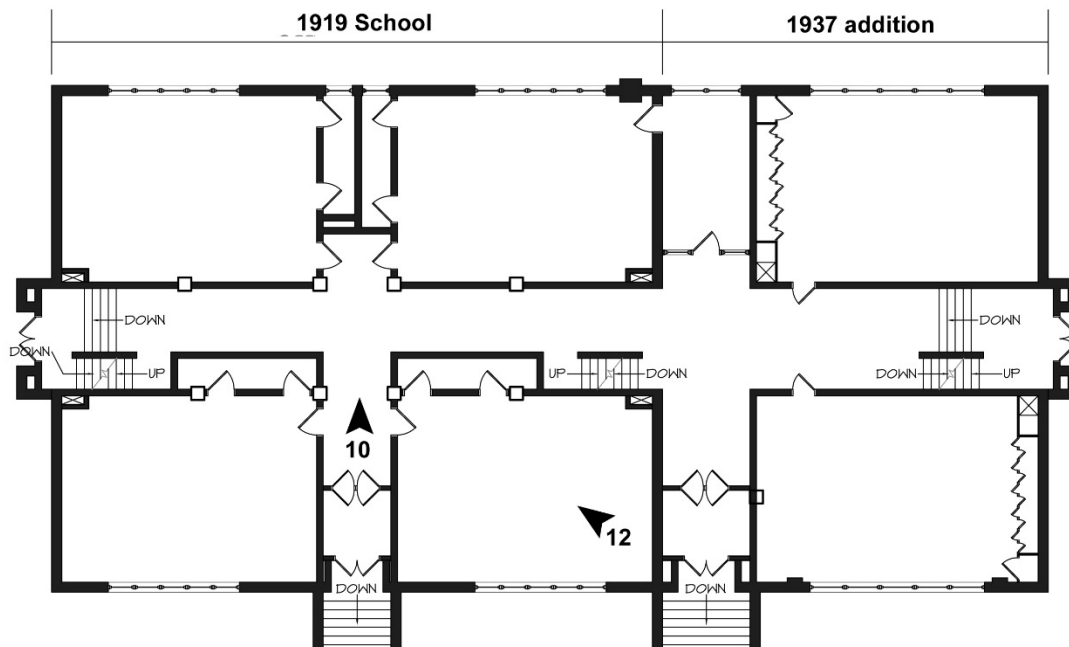




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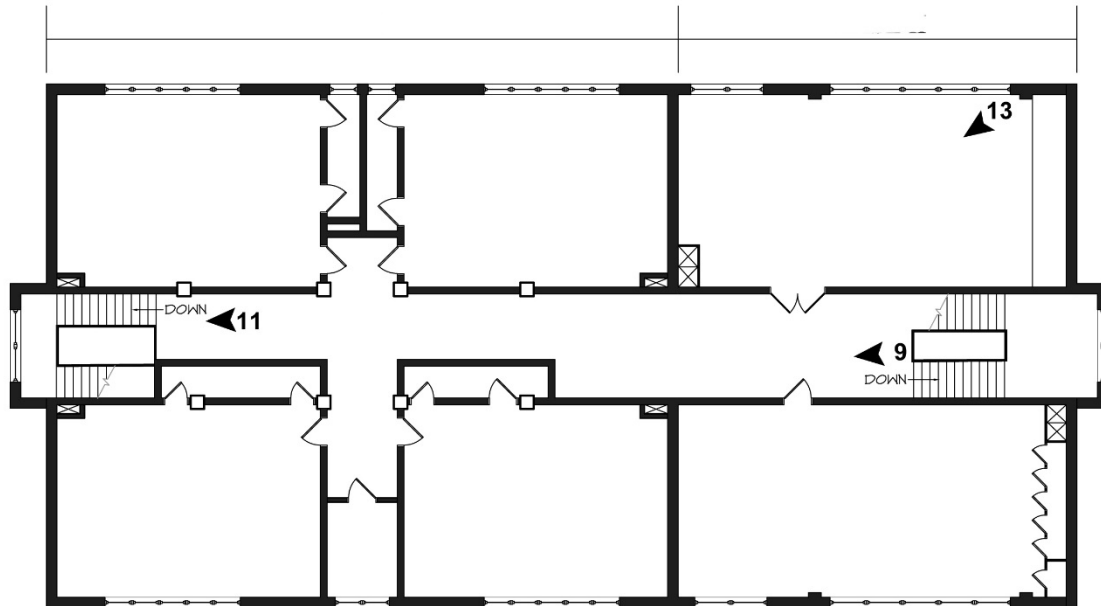
**Figure 26.** Photo map first floor



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**Figure 27.** Photo map second floor.



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**Figure 28.** 1979 Gymnasium, interior. Brad Finch, 2016.

