SUMMARY: The English Settlement School is located in the vicinity of the City of Oakland among the region's rolling hills and prairies. The building itself is a simply adorned rectangular, one-story, wood-frame, front-gabled, one-room schoolhouse resting on a foundation of basalt field stones. Openings include regularly placed four-over-four double-hung windows and two paneled doors. The interior consists of a single room with a vestibule and two cloak rooms set to the east end, which are finished with bead-board wainscot, siding, and ceiling boards. SETTING: The English Settlement School is located at 17455 Elkhead Road in rural Douglas County, approximately eight miles northeast of the City of Oakland. Situated in flat east-sloping area in a ravine between the region's rolling hills, the schoolhouse sits in its original location aligned on an east-west axis. The entry faces east toward the outside bend of a prominent curve on Elkhead Road. A seasonal creek runs on the east side of the lot between the school and the road among a lightly-treed camas-flower prairie. The south façade of the building features two heritage rose bushes, daffodils, and other period foundation plantings. A fence of metal posts, woven-wire field fence, and metal pipe fencing along the east and south property lines, and a modern metal gate hung on wood posts is situated on the southeast corner to control access to the gravel drive from Elkhead Road. A non-contributing historic well lies approximately 35 feet north of the schoolhouse, and is capped with modern fittings. No other buildings, structures, or objects are located on the property. Views from the school include pastured hills rising on all sides and Elkhead Road to the immediate east. EXTERIOR DESCRIPTION: The English Settlement School building is a rectangular, one-story, wood-frame, front-gabled, one-room schoolhouse. Measuring 22' by 36', the schoolhouse is supported by its original system of wood girders and concrete footings. Mill-sawn tongue-and-groove flooring laid on an east-west axis complete the floor structure. The frame is balloon construction with a truss roof system. The building is covered with a medium-pitch front-facing gable roof clad in corrugated-aluminum sheets. Mill-sawn shiplap siding, corner boards and frieze boards finish the exterior. The shiplap cladding exposure is 5'. The mostly knot-free siding is nailed to the balloon-structured frame approximately 24” on center with round-head wire nails. The corner boards are approximately 6” wide and are attached with earlier square nails, thus suggesting that the builder ran short of the materials. The barge board encircling the roof line measures approximately 1” by 12” and is overhung by boxed eaves. The exterior of the schoolhouse was originally painted white, but it is now almost devoid of paint and the siding is weather-worn. Three wood double-hung four-over-four windows measuring 28” wide by 68” tall are symmetrically placed on the north and south facades, each with a decorative crown molding, Glass panes measure 16” by 12”; however, much of the original glass and parts of the muntins are missing. A modern one-over-one window is located on the northeast corner of the north facade. The main entrance is centered on the front-gabled east façade, with a 6’ x 2’ rough-cut basalt field stone placed as a step. The four-panel door with tall rectangles placed over smaller square panels has decorative crown molding, and a single hopper window is placed over the top. The south façade above the east-most window there is a round opening, apparently for a chimney pipe, cut through the siding. A rectangular metal plate with a semicircle cut out to accommodate the pipe is placed on the top half of the opening. The pipe is no longer present, leaving the space open to the elements. On the west façade there are two rectangular openings in the siding. One at the gable cuts through the siding. The other is set to the north side and has been bored from the interior. A horizontally placed board approximately 5’ in length is placed above it. The purpose of the openings and the board are not clear. On the same side, the remnants of electrical wiring and a ceramic insulator are present. A two panel door is set on the southwest corner. The two-panel door has a single rectangle placed on a smaller square panel. The door lacks the decorative crown molding present on the main entry. INTERIOR DESCRIPTION: The building’s interior consists of a large classroom with a small entry vestibule and two cloak rooms placed on the east end of the building. The main door on the east façade swings inward and opens to a vestibule measuring 10’6”x7’9”. On the west wall of the vestibule are two wood-plank doors with overhead openings. The doors open in toward the vestibule and provide access to the classroom, which measures 28’ 3” x 22’ 0”. A cloak room measuring 7’ 9” and separated by a 7’ partition is placed on each side of the vestibule. The plank doors for each cloak room open into the space from the main classroom. Although its placement is still evident by nail marks and missing paint, the partition between the north cloak room and the vestibule has been removed. Evidence of electrical lighting installed after the building’s original construction is demonstrated by four equally-spaced ceramic light fixtures placed on the ceiling of the classroom and another centered in the vestibule. Interior finishes include a vertical bead-board wainscot measuring 3 1/3” wide and extending approximately 3’ from the floor. The wainscot is topped with a 2 ½” decorative chair rail. The chair rail in the northwest corner of the building is missing. Walls above the wainscot are clad in horizontally placed bead board and the same material is used to enclose the rafters, but it is placed on an east-west axis in contrast to the flooring that is set on a north-south axis. Quarter round molding finishes the floor and the ceiling. Windows are trimmed with 3 ¼” x 1” molding and have 3 ½” sills. Nail marks and missing paint on the north wall between the two west-most windows indicate a 5 1/2’ partition once divided this area from the rest of the room. Windows on the south side of the building have attachments for window shades, but the coverings are not present. An opening for a
chimney for a wood stove is centered in the main classroom, but apparently was removed. On the west wall a large 2"x5" board is nailed diagonally across the wall to support it, and there is evidence of a now missing shelf along the wall west. A nailed square piece of plywood covers an opening on the same wall. DATE OF CONSTRUCTION: Although the Douglas County Historic Building Inventory lists the building's construction date as sometime after 1870, this is apparently incorrect as it references an earlier school building. Local historian Larry Moulton compiled a book on Douglas County school history and indicates that the first school for the English Settlement School was built in 1849. Moulton speculates that a second school, probably board-and-batten styled, was built around 1870 "north of Power's barn" on the other side of Elkhead Road, which was later moved to a hill north of Wilber on Highway 99. However it is unclear whether such a building was ever constructed or where it may have been located. No documentary evidence has yet been found that definitively dates the current English Settlement School; however, a thorough examination of the building's construction by Oregon State Historic Preservation Office staff and local oral histories indicate that this particular school was built around 1910. ALTERATIONS: Sometime during the building's history electricity was installed as evidenced by the remains of four screw-in light bulbs on the ceiling and exterior electrical equipment. Other evident additions that presumably occurred during the building's use as a school includes the addition of a wood stove pipe, a single one-over-one double-hung window on the northeast corner, and several cutouts made on the west façade. Archival photos available at the Douglas County Museum show that a wood-burning stove was installed behind these cutouts and during its location of a wood-burning stove was removed. A new chimney was installed around 1930 to facilitate the installation of a new wood stove. Moulton speculates that this wood stove was installed by the County Superintendent. No other training was required, but some teachers had other credentials. Generally men were preferred because they were easier for the school to hire and it was thought to be able to handle the farm boys better than women. Administration of the schools was the responsibility of the School Superintendent, often an elected official, who organized teacher education and testing, supervised teachers, and provided supplies. By the mid-nineteenth century several separate Progressive efforts to standardize state-level education were underway, including teaching methods, teacher education, and building design. One aspect of these reforms was a push toward consolidation of school districts to increase the efficiency of the system. This push toward consolidation was considered an answer to the "rural school problem" of poor teacher preparation and inadequate facilities. The debate continued through the next two decades with many educators, civic leaders, and state school superintendents promoting consolidation. Many State School Superintendents provided architectural plans for the "model" rural school to promote this shift. Encouraged by political pressure and a shift of the rural population to cities, consolidation began in earnest in the 1930s and continued through the early 1960s. EDUCATION IN THE STATE OF OREGON Schooling in the West was highly valued and seen as the path to the future, and Oregon's Territory and State governments took an active role in creating and administering schools. Providing adequate schools was one of the first priorities of the Oregon Territorial Legislature. A year after the U.S. Congress granted the northwest region territory status, the Oregon's Territorial Legislature created its public education system in 1849. Oregon's public education system became enshrined in the state constitution, which assigned the legislature the responsibility of establishing and maintaining a public education system. General and English Education initially explored in 1811, Euro-American settlement began in Douglas County in the 1840s. Movement into the area accelerated with the opening of the "Applegate Trail" in 1846. Although not incorporated until decades later, towns such as Oakland, Wilbur, Winchester, and Drain formed in the 1840s and in the 1850s Sutherlin, Yoncalla, Myrtle Creek, and Roseburg became established. In order to encourage rapid settlement the U.S. government offered settlers 320 acres per individual or 480 acres per family of free land for those willing to meet a four year residency requirement through the Donation Land Claim Act of 1850. The offer of land and the discovery of gold led to a population surge, and Umpqua County was organized 24 January 1851. The Donation Land Claim Act was amended several times, and was eventually replaced by the Homestead Act of 1862 that gave settlers up to 160 acres of land. Federal subsidy of railroad companies through the 1866 Oregon and California Railroad Land Grant and other initiatives encouraged the establishment of new communities. An early free school was opened in English Settlement in the 1840s. The School Superintendent's C as an aspect of the district's early-twentieth-century educational policies and the development of an early-twentieth-century educational system, which was historically determined due to ground disturbance by cattle. Other alterations include the removal of a partition on the north wall and a shelf on the west wall. Last used as a school in 1930, the building has since been vacant, with domestic animals using it for shelter and wild animals as a home. Within the last two decades plywood was placed over the wood exterior door and was removed by the front door to permit the installation of an exterior safety door in the 1970s. A new window unit was installed between the two windows of the 1930s to provide ventilation. A new door was installed to the east outside door to permit year-round access to the school. The new door unit includes a storm door with a lock and a new door plate below. The roof was replaced with a three-foot overhang due to the installation of a new roof vent. During this process the original corbelled brick chimney was removed. In 2005 the recently formed Friends of Mildred Kanipe Memorial Park Association cleaned out the chimney from the inside of the school and secured the back door with a lock. The organization also cleaned out the weeds and brush around the building and the grounds. In the same year the Douglas County Parks Department removed deteriorated siding on the lower 1' of the building on the north, east, and west sides, replaced rotten foundation joists, and leveled the building on new cast-concrete foundation block. Several of the original foundation stones and much of the 1849 section were still supported by the slab, which is part of the repair work the City of Eddyville undertook to repair the north and west sides of the building approximately 15' from the foundation to carry away the winter seepage that caused the structural problems. A historic well on the property has been capped with modern fittings, and thus is considered a non-contributing feature.
before receiving their diploma. To ensure the quality of instruction, the County held annual Teachers' Institutes. For instance, attendees at the 1889 institute received instructions on new teaching methods and subject matter. Standardized record-keeping, which began in 1900, allows for a more comprehensive look at the teaching profession before receiving their diploma. To ensure the quality of instruction, the County held annual Teachers' Institutes. For instance, attendees at the 1889 institute received instructions on new teaching methods and subject matter. Standardized record-keeping, which began in 1900, allows for a more comprehensive look at the teaching profession. Two decades later, in 1911, the Oregon State Department of Education established standards for the one-room school building that were likely based on the recommendations of the 1889 institute. These standards included requirements for the number of pupils expected to attend but was no larger than the maximum distance that a single teacher's voice could carry across a room. As Historian Andrew Miller notes, these standards were often followed, even more so in rural districts where the costs of building materials were lower. In addition, the standards encouraged the use of locally sourced materials, such as hand-hewn timber, "probably log." Most communities upgraded from this first structure to a "second generation" frame building as time and finances allowed. The third building, or "third generation" schoolhouse was often larger and more decorative to reflect the community's growing wealth. These date to the last decades of the nineteenth century. The style generally had a single entrance on the short side of the building, which was sometimes sheltered by a porch or portico, but was often open to the elements. Entry doors usually faced south or east. Many buildings had separate entrances for boys and girls, although more practical-minded communities often installed only a single door to cut costs. Many had three to four widely spaced small-pane windows set in a double-hung sash, often on the north and south sides of the building to provide the best possible light. Almost all were clad in mass-produced roof shingles and clapboard siding, as these products were inexpensive and widely available. Before 1870 most vernacular schools were unpainted, but the introduction of linseed oil paints and manufactured pigments made painting affordable. Most schools were painted white. Wood stoves were the most common heating method, thus brick chimneys were a common feature. More ornate buildings often had a round or square bell tower. Third-generation buildings were often influenced by Revival, Queen Anne, Richardsonian Romanesque, Bungalow, Mission, and International styles; however, the vernacular aesthetic often asserted itself as local builders created simplified interpretations of these styles. Early vernacular school buildings were often designed to be easily remodeled into other buildings. The second type are architect-designed schoolhouses which are uncommon in rural areas. Most rural one-room schools are "eclectic" in that they use the commercial construction products seen in mass vernacular types, but are adapted by local architects to accommodate their building materials and site conditions. These eclectic vernacular buildings resembled rural homes or small country churches in their size, scale, materials, and construction methods. These vernacular school buildings were rectangular in shape, often one-story, with steeply pitched roofs, and sometimes clad in mass-produced shingles and clapboard.努力维护建筑的内部空间。1889年，教育家A. W. Alcott在一次教师会议上提出了一个设想，在一个教室中可以容纳尽可能多的学生，以便于教师进行有效的教学。此外，他还建议教师们在教学中采用多样化的方法，例如歌谣、故事、游戏等，以吸引学生的注意力。A. W. Alcott的设想在一定程度上影响了城市发展，使得更多的城市开始了对教育的重视。

Schools were designed to be energy-efficient, with large windows for natural light and ventilation, and wood stoves for heating. The second type of schoolhouse was architect-designed, often incorporating local materials and styles. These schools were designed to be easily remodeled into other buildings, such as community centers or churches. The third type were "third generation" schoolhouses, which were often larger and more ornate, reflecting the community's growing wealth. These date to the last decades of the nineteenth century. The style generally had a single entrance on the short side of the building, which was sometimes sheltered by a porch or portico, but was often open to the elements. The entrance doors usually faced south or east. Many buildings had separate entrances for boys and girls, although more practical-minded communities often installed only a single door to cut costs. Many had three to four widely spaced small-pane windows set in a double-hung sash, often on the north and south sides of the building to provide the best possible light. Almost all were clad in mass-produced roof shingles and clapboard siding, as these products were inexpensive and widely available. Before 1870 most vernacular schools were unpainted, but the introduction of linseed oil paints and manufactured pigments made painting affordable. Most schools were painted white. Wood stoves were the most common heating method, thus brick chimneys were a common feature. More ornate buildings often had a round or square bell tower. Third-generation buildings were often influenced by Revival, Queen Anne, Richardsonian Romanesque, Bungalow, Mission, and International styles; however, the vernacular aesthetic often asserted itself as local builders created simplified interpretations of these styles. Early vernacular school buildings were often designed to be easily remodeled into other buildings. The second type are architect-designed schoolhouses which are uncommon in rural areas. Most rural one-room schools are "eclectic" in that they use the commercial construction products seen in mass vernacular types, but are adapted by local architects to accommodate their building materials and site conditions. These eclectic vernacular buildings resembled rural homes or small country churches in their size, scale, materials, and construction methods. These vernacular school buildings were rectangular in shape, often one-story, with steeply pitched roofs, and sometimes clad in mass-produced shingles and clapboard.努力维护建筑的内部空间。1889年，教育家A. W. Alcott在一次教师会议上提出了一个设想，在一个教室中可以容纳尽可能多的学生，以便于教师进行有效的教学。此外，他还建议教师们在教学中采用多样化的方法，例如歌谣、故事、游戏等，以吸引学生的注意力。A. W. Alcott的设想在一定程度上影响了城市发展，使得更多的城市开始了对教育的重视。
balloon frame construction, a gable-front roof, and make use of bead board, shiplap, double-hung windows, and panel doors for finishing materials. Most are set in picturesque rural settings and were painted white. Interior layout is similar with one or two entrances, vestibules, and cloak rooms. All are located in the northern Willamette Valley. The principal difference between the resources is in stylistic details. For instance, built in 1889 the Victor Point School’s architecture is described as a vernacular adaptation of "late Victorian" or "Rural Gothic." Similarly, the Briedwell School, constructed in 1895, also mirrors contemporary Victorian styling. Both buildings have bell towers. Built during the same period, the Dry Creek School does not reflect a particular architectural style and does not have a bell tower, but exhibits "classical detailing." The Rock Hill school does have a bell tower, but this 1910 building lacks distinctive ornamentation. The 1914 Parker School and the 1935 Soap Creek School both feature a bell tower and are constructed to resemble the craftsman style, which the Oregon State Department of Education proposed during this time period. The imitation of specific architectural styles or the inclusion of a bell tower indicates that these schoolhouses are high-style interpretations of the building type. Only relatively wealthy communities, such as those of the Willamette Valley, would have been able to construct such buildings. Thus the collection does not accurately reflect the geographic and stylistic variety of this resource type in the state. THE ENGLISH SETTLEMENT SCHOOLHOUSE The builder of the English Settlement School is unknown, but it is evident through the attention to detail that this school was built with skill and experience. The building retains its original interior and exterior features. It is exceptionally intact and possesses integrity of design, materials, workmanship, setting, and location. It embodies the distinctive characteristics of an American rectilinear eclectic mass-vernacular schoolhouse, a folk design common from the beginning of the eighteenth century through the middle of the twentieth Century. The English Settlement Schoolhouse also exemplifies the characteristics of a third-generation schoolhouse, which typically began with a crude log school building, followed by a small frame schoolhouse, followed by a larger, stylized schoolhouse. Available records show that this building is possibly the third schoolhouse built in the English Settlement. The building was likely built around 1910, and was operated until 1930. The setting of the English Settlement School in an open picturesque area in close proximity to a major road among the farms of English Settlement reflects the historic placement of schools, but also the ideals proposed by pattern books. The location in a relatively flat lightly-treed camas prairie with views of the surrounding rolling hills, yet tucked out of the prevailing winds suggests attention to contemporary wisdom that education buildings should be set in a beautiful and healthful atmosphere conducive to learning. The historic landscaping on the south side of the building shows intentional efforts to beautify the area and enhance the building beyond the natural environment. Placement of the school on the major local highway is a logical choice, and fits the historic pattern of locating schools so that no one family had to send their children too far from home. As was the accepted wisdom for choosing a school location, English Settlement School is aligned on an east-west access to allow the windows to be placed on the north and south facades, which was thought to be optimal for providing adequate light and ventilation. Although not remarkable, the building's construction is representative of similar schools. Like other Oregon examples, the building is placed on readily available field stones and constructed with the light and versatile balloon-frame and truss system. Using existing physical evidence and historic photos, it is clear that as originally built the school made use of mass-produced building materials such as wood shingles, shiplap siding, dimensional-lumber corner boards, wire nails, red brick, and bead board and decorative moldings for the interior. Lumber for construction no doubt originated from one of the county’s numerous lumber mills. Other materials were most likely obtained locally or shipped by rail to Oakland. Although the original roof and chimney are no longer present, sufficient historic material still exists to demonstrate the clear departures from the more crude construction and limited building materials of first and second generation buildings, and demonstrates English Settlement’s rising economic fortunes during Oakland’s heyday as an important shipping point for agricultural goods. Interior finishes and the building’s design likewise demonstrate the community’s wealth and common educational practices. Although the building’s design is not attributable to a specific architectural style, attention to finish details and a vague classical styling are demonstrated by the decorative crown moldings over the doors and windows, enclosed eaves, and frieze boards. The interior shows similar attention to detail with the use of moldings and the alternating direction of the bead board used throughout the interior. These details show the community’s efforts to provide the best possible school for their children and emulate the designs popularized by pattern books. In the interior, separate entries from the vestibule into the main classroom and closets for each sex mirror the belief in separating boys and girls in the education process. Although no longer present, the rear shelving and partition are modest attempt to provide the storage areas for teaching aids proponed by Alcott. Still, the limits of the community’s finances are also evident in the building’s construction and layout. The simple exterior decoration, mix of square and wire nails, use of knotted lumber, lack of a bell tower or porch, and a single one-door main entry show that even while emulating high-style schoolhouses, the community made practical compromises. The interior shows similar patterns in the use of only a few finish materials. CONCLUSION Despite some deterioration, the English Settlement School is an excellent and well-preserved example of the rectilinear third-generation eclectic mass-vernacular schoolhouses built in Oregon in the late nineteenth and early twentieth centuries. The building’s setting, location, design, materials, and workmanship are representative of other contemporary buildings, and the school physi...