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: Daniel Webster High School Historic District
   Other names/site number: ______________________________________
   Name of related multiple property listing:
   (Enter "N/A" if property is not part of a multiple property listing)

2. Location
   Street & number: 1919 West 40th Street
   City or town: Tulsa, State: OK, County: Tulsa
   Not For Publication: Vicinity: ____________

3. State/Federal Agency Certification
   As the designated authority under the National Historic Preservation Act, as amended,
   I hereby certify that this nomination request for determination of eligibility meets the
documentation standards for registering properties in the National Register of Historic
Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.
   In my opinion, the property meets does not meet the National Register Criteria. I
recommend that this property be considered significant at the following level(s) of significance:
   ___national ___statewide ___local
   Applicable National Register Criteria:
   ___A ___B ___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
4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:) _____________________

____________________________________________________________________________

Signature of the Keeper   Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

Private:   

Public – Local   X

Public – State   

Public – Federal   

Category of Property

(Check only one box.)

Building(s)   

District   X

Site   

Structure   

Object   

Sections 1-6 page 2
### Number of Resources within Property
(Do not include previously listed resources in the count)

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<tr>
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<th>Contributing</th>
<th>Noncontributing</th>
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Number of contributing resources previously listed in the National Register 0

### 6. Function or Use

#### Historic Functions
(Enter categories from instructions.)
- Education/School
- Recreation/Sports Facility

#### Current Functions
(Enter categories from instructions.)
- Education/school
- Recreation/Sports Facility
- Agricultural/Horticultural facility
Section 7 page 4

7. Description

Architectural Classification
(Enter categories from instructions.)

Modern/Art Deco
Modern/No Style

Materials: (enter categories from instructions.)
Principal exterior materials of the property: Glass, metal, stone, 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.)

Summary Paragraph

Daniel Webster High School Historic District sits on twenty-four acres of landscaped rolling hills west of Highway 75 in west Tulsa. The school sits at the corner of West 40th Street and South Yukon Avenue. South Yukon Avenue borders the school in the west side running north to south. West 40th street borders the property on the south side running east to west. On the north the campus is bordered by West 37th Place and the east South Union Avenue runs north to south along the border. The original Route 66 borders the northeast corner of the campus. Most of the neighborhoods surrounding the school are working class, featuring smaller homes. On all four sides of the school sit small older homes. The campus includes many original large trees and a dry creek bed running through the center. The main building is on a hill over-looking the campus square which features several matching original brick bridges crossing the dry creek. The back of the buildings face the streets. Across the creek from the main building sits the school’s stadium, which was built by the (Works Progress Administration) WPA in 1941 and is a contributing structure, and the athletics building, a non-contributing building.

The main building, constructed by the Public Works Administration (PWA) in 1938, has a center structure with wings angled off of it to the north and south. The south wing becomes the school’s auditorium with the entrance on the south end. Connecting to the south wing to the east is a
smaller two-story gym on the east end. Off of the south wing to the west is Daniel Webster Middle School. Both buildings are attached by metal covered walkways. The school district built the middle school building as an annex to the high school in 1961 and is a contributing building. Northeast of the original gymnasium and cafeteria is a small brick building with three doors and an overhead door. This structure, built in the late 1960s, served as the mechanic shop originally and now is used by the Future Farmers of America program. It is a contributing building. The campus center features a “campus square” feel as the buildings center around the creek bed and wooded area. The landscape architecture for the campus planned the site to focus on the wooded campus center. Three brick bridges cross the creek bed on the campus square. These are original to the campus and constructed in 1938. The two original buildings (main building and gymnasium), the stadium, the annex and the mechanic building are eligible for listing on the National Register of Historic Places under Criteria A and C. The historical integrity of the building’s architectural design remains. The school is historically important at the local level as it was the first high school in the Tulsa area to integrate in 1955 and one of thirty high schools nationwide to experiment with the progressive education reform movement ideas.

Narrative Description

SETTING

The Daniel Webster High School Historic District sits among small, modest homes in west Tulsa. The main building, which features a central core with two wings off of each side faces inward toward a campus square. The building sits at a forty-five degree angle to the intersection of West 40th Street and South Yukon Avenue. Terraced steps with planters along the sides flow upward to the front doors. Large trees grace the green space in front of the building with a creek running through it. Three bridges in an art deco style cross the creek, offering students a smooth passage across to the football stadium and athletic building across the green. Covered walkways connect the main building to the Dale Edwards Building, which is now the middle school to the southeast end of the main building angled between West 40th street and South Yukon Avenue. A covered walkway connects the original gymnasium and newer cafeteria addition to the east, which sits parallel to West 40th street. Picnic tables and pavilions dot the campus offering students outdoor places to sit.

Contributing resources are underlined and in **bold** while the non-contributing resources are unlined and in regular font.

1. **Daniel Webster High School Main Building (Contributing)**
   Built: 1938

   The main campus building overlooks the school sitting on a slope at a forty-five degree angle to the cross streets of West 40th Street and South Yukon Avenue on the southeast corner of campus. The large rectangular brick building commands attention. The building is situated not only for aesthetic purposes, but also to allow for at least half the classrooms to have sun exposure on two sides. It has a central section with two wings angled off of it to the north and south. The roof is
flat and with prepared roofing. The roofline of the building features a parapet. Below the parapet in linear block stone lettering, centered over the entrance reads, “DANIEL WEBSTER HIGH SCHOOL.” Below the name, a large clock comprised of simple raised dashes and a minute and hour hand gives the entire campus the time.

The entrance to the main building faces northeast and has three sets of metal double doors with metal horizontal bar handles that have Art Deco styling where they join the door facing. Each door has four vertical lights divided by metal bands and the door handles. Above each door are transoms that are comprised of two lights, and in the center of each light is a cast aluminum fan and volute designed grill. Separating the transoms from the upper story windows are metal spandrels. Each spandrel features a Greek theme. The spandrel on the south end features a woman kneeling with a lamp. The north spandrel features a man kneeling with a torch. An Ionic column with a wreath draped over it is the focus of the center spandrel. Each spandrel features a cornucopia or horn symbols. These symbols represent learning and knowledge. All of the spandrels have three small sections of decorative keys along the bottom. A modern horizontal design decorates the top of each. Above each of the spandrels, at the second story, is a fixed window with twelve lights and black metal framing.

The entrance features vertical raised areas giving the illusion of columns on either side of the entrance that frame two, one-over-one, stacked metal windows. The transom window above are now infilled black metal panels. The center space between the columns and above the second story windows features raised and recessed decorative header brickwork. Below the windows are metal spandrels featuring J shaped torches and the modern horizontal design along the top and keys along the bottom. Two cast aluminum lanterns sit the south and north side of each last double doors at the top of the knee wall that runs along the flier of steps that ascend up to the front doors from the parking lot below.

The center block of the building has two wings angling off the sides to the north and south. Both wings have a one set of metal doors similar to the front doors at the juncture of the wings and the main building. These additional doors feature metal spandrels with the “J” torch design, which is a symbol of learning, separating the doors from the large vertical fifteen light transom above the set of doors. Two lanterns like those at the entrance grace either side of the doors. After the doorway, the wing has eighteen windows, nine at each story. The current windows are similar to the original windows in size. The original windows featured three over three with the lower two awning style, thus providing fresh air into the building. These were replaced in the early-mid 2000s for energy efficiency. In the current windows, few of the lowest sash are awning. A band or patterned brick with a cream band above and below sits below each window on the first and second stories. The cream color has an alternating pattern of raised bricks. This window and brick layout hold for the north and south wings. The end windows of both the south and north extensions are divided into three sections with the lower two window and top is infilled with black metal panels. Metal spandrels with the “J” design separate the windows.
South Elevation

The south end of the building is the entrance to the school’s 400 seat auditorium. Three sets of brown metal doors similar to the front entrance center’s the façade. It has three sets of metal double doors with metal horizontal bar handles that have Art Deco styling where they join the door facing. Each door has four vertical lights divided by metal bands and the door handles. Above each door are transoms that are comprised of two lights, and in the center of each light is a cast aluminum fan and volute design. In a recessed band stone block letters spell “AUDITORIUM” above the doors near the roof line. On the east and west elevations of the auditorium (south) wing are five decorative vertical windows with six lights and aluminum fret design in the center of each pane. Black metal frames outline each of the vertical window of the east and west sides of the south wing.

The southeast elevation of the auditorium (south) wing features a set of metal double doors with a concrete ADA compliant ramp with round metal railing running the length of the ramp. The west elevation of the auditorium (south) wing has not only the vertical windows but has an additional entrance, about a quarter of the length of the building, with a small foyer and brick covered entrance with a set of two metal double doors.

Before the south wing turns into the auditorium section, two metal double doors are situated near the angle providing another entrance into the main building. An aluminum lantern sits on each side of the entry doors. A metal roof covers the concrete walkway that extends out to the cafeteria entrance. A large window with one with one large light and six smaller ones sits above the door and awning. Six windows are on the elevation next to the entrance, three on the second story and three on the first story. These are single pane with muntins.

The west elevation of the main building is primarily functional and used for service entrances. The north wing and the south wing feature the same window configuration as the west façade. The first and second story windows are separated by a decorative brown brick band. The north end of the west elevation does have a smaller wing off of the northwest end that has two long rectangular rows of eight short windows that are one over one with a muntin in the center. The south wing of the building, just before it becomes the auditorium, has an exit that opens to the west. This exit/entrance has a covered walkway that leads to the southeast entrance of the Dale Edwards building that serves as the Daniel Webster Middle School. The district added this building, originally called the annex, to the campus in 1961.

North Elevation

The north elevation features a set of two brown metal double doors. Terraced stone steps lead up to the doorway ending with a stoop in front of the doorway. One aluminum lantern sits on the west side of the entry. A large rectangle window divided in half with a metal muntin features aluminum fans on each side. A spandrel with the same design as the front entry doors with “J” design is above the window. This separates the window from a larger window above that is divided into six lights. Four casement windows are to the west of the doorway. Two on the upper story and two on the lower story. A brown brick band and a raised key design adorns the brick
Daniel Webster High School Historic District
Tulsa, Oklahoma

Interior
The interior of the main building features many of its original structure and decorative elements. The hallways feature salt-glazed tile wainscoting. The tile work rises up to cover about two-thirds of the walls. The first story floor hallway features two niches with busts of Abraham Lincoln and Daniel Webster. The lights in the main entrance foyer are original Art Deco style which are square with metal bars decoratively set along the bottom of the shade to create four squares. A raised stacked square sits in the center of each fixture’s shade. These are suspended by aluminum rods from the ceiling. Three of these illuminate the foyer (See Figure 1). Wood classroom doors with six lights in a two-by-three pattern with wire reinforcing offer light into the classrooms (Figure 2). Each door features a metal door plates with vertical raised edges in the art deco style, and metal door handles. Both the first and second stories feature wood framed recessed display cases along the hallway walls. Schoolhouse style light fixtures hang from the ceilings on both floors. The current ceiling is a lowered ceiling covering the original plaster one. This was done for energy efficiency. Interior exits, other than the main entrance, feature terrazzo steps. The hallways have white porcelain tiles with large black random triangles (this is not the original 1930s floor).

Classrooms feature bulletin boards framed in wood and wooden frames that once held chalkboards now hold dry erase boards (Figure 3). Some classrooms feature sliding boards. Original built-in cabinets and drawers offer storage for supplies. Original speakers hang above many of the original bulletin boards.

The southwest end of the main building featured a swimming pool. The pool is still extant, but flooring has been placed over the pool opening and divided into four walls for classroom space. The new walls comprised of sheetrock, not tiled, and the flooring one-by-one foot porcelain tile. Modern wooden doors with vertical class opening are in each classroom. In 2017, this was changed to offer a new opening and covered connection to the Dale Edwards annex (built in 1961), which became Daniel Webster Middle School.

The administration office on the first floor along the south wing retains much of its original features. The original woodwork is still present along with doors and framing. The original office counter still covers the length of the room, and faculty still use the original mailbox system. The original grandfather style clock still keeps time on the wall.

The second story features wood framed display cases (Figure 4). The stone tile flooring and original wood classroom doors are present. Initially, the second story offered a girl’s gymnasium. This space still retains the original floor. Today the space is divided into classrooms. The original cafeteria space on the second story features decorative wood beams with carved art deco design. This space has been converted to a library, but the original beams and framing are still present. Blonde beams and framing are evident in the office space on the second floor that was
original to the school. The upstairs bathrooms retain their original cream/yellow tile and venting system. Two original mirrors hang angled out above the tile.

The school auditorium located at the south end of the building opens to the street. The interior gray wooden doors to the auditorium feature six recessed panels and raised vertically stacked metal door handles. The 400 seat auditorium features beams crossing to make rectangular patterns along the ceiling. (figure 5) Large cast aluminum chandeliers that raise and lower via a chain and pulley system located above the ceiling illuminate the auditorium. Aluminum bars decorate the sides of the light fixtures. The most substantial chandeliers feature a three square stacked design. The chandeliers closest to the east side entrance are smaller in size and have a flat rectangular design.

The central focus of the auditorium is the raised stage, which is flanked by engaged fluted columns. On the west side near the stage is a large rectangular clock set in bronze with open scroll work. The auditorium features long vertical rectangular windows with the art deco fret design over the panes. This is similar to the entrance windows. Each window has volute cast aluminum work. The foyer features a curved vault ceiling with horizontal light fixtures. The ceilings end with a modern fret design in the plaster. The entrance features three doors with a fan and volute aluminum decoration. The auditorium features an original organ on the floor next to the stage on the east side that has been restored.

2. Gymnasium/Cafeteria (Contributing) Built: Gym- 1938; Cafe addition- 2006

West Façade
The west façade of the cafeteria is angled and faces east toward the south wing of the main building. The rest of the façade faces west towards West 40th Street. The main entrance of the building is located on this angled side. The entrance features two brown metal double doors with metal framed sidelights and transom windows around the doors. A brown metal awning covers the doors. On either side of the doors are brick knee-walls with a case stone caps. Each of these knee-walls feature a cast aluminum lantern. Pilasters sit on either side of the doorway and a recessed front door with two vertical decorative brick patterns. The word “CAFETERIA” in metal lettering is centered over the recessed area. The cafeteria building sits along the west side of the campus and was added to the older gymnasium building in 2006. The rest of the west façade is a brick wall with no windows or doors. The cafeteria joins the gymnasium on the west side on the north side of the cafeteria addition. The gymnasium is tall and sits at the base of slope that slopes away from the north side of the cafeteria building. Near the north corner is a metal door that leads to the lower level of the gymnasium.

North Elevation
The north side of the cafeteria building features six large single light fixed windows, tinted and framed with metal. A walkway awning covers the sidewalk running along the northside of the building and stops at the entrance of the gymnasium that is attached to the building. Two brown
double doors sit under the awning. Above the awning is a vertical metal sign with “GYM” in art deco cut out lettering. This metal sign is original to the gymnasium building. The building slopes down-hill northwards with two different heights. The north side of the taller building features windows. The lower, basement level, has ten small rectangular windows with nine lights that give light to the basement. Above these windows are eight large vertical windows. These larger windows are divided into six lights. The lower three lights are infilled with metal panels.

East Elevation
The east elevation has an entrance that is recessed back behind the attached cafeteria building in the TV/Broadcasting addition that is connected to the original gymnasium building. The original gymnasium building sits recessed slightly behind this entrance and addition. It is recessed with a set of stone steps leading up to the door, which is off-centered on the east elevation. On the north side of the door sits a cast-aluminum lantern similar to ones found on the main building. A set of concrete stairs lead down to the lower level of the original gymnasium building. A set of brown double doors is situated in the center with two narrow rectangular windows with nine lights sitting on either side of the doorway. The brickwork above the door features recessed brick patterns that create vertical lines and rectangles. They give an appearance of a window outline.

South Elevation
The south elevation is devoid of any ornamentation, doors, and windows. It is a plain blonde brick wall. Sitting behind and recessed is the south elevation of the original gymnasium (taller building). This elevation features two long rectangular and horizontal sets of windows. Metal trim divides each window into four panes that are vertically stacked. The upper two panes are infilled. The wall is blonde brick, similar to the rest of the campus buildings. A plain brown metal door with no windows sits of windows. It has a concrete staircase leading up to it.

Interior
The gymnasium building is original to the campus and was constructed by the PWA in 1938. It features tall ceilings with tall casement rectangular windows near the ceiling. The wood floor, which is believed to be the original floor, features the school’s mascot and name. The first floor also features classrooms that were once used for shop class space. They have tall ceilings as well. The building has a basement with classroom space, gymnasium and areas that were formerly locker rooms and showers. Today these are used for wrestling, storage, target practice and workout areas.

Additions/Alterations
The cafeteria/gymnasium building is also one of the original buildings built in 1938. During its history it has had changes made to it to accommodate changing needs of the school. The school added the cafeteria on the southside to the original gymnasium building in 2006. It does not detract from the overall appearance of the building or the original scale of the building and was designed to blend with the art deco styling. The original gymnasium has had some minor interior changes that do not detract from the original integrity. The basketball court has been extended and the workout and squad rooms were enlarged. The shop classes have been closed in and made
Daniel Webster High School Historic District  Tulsa, Oklahoma

into regular classroom space. In the early 2000s, a television studio space was added to the east end of the building.

3. **Marshall Milton Stadium (Contributing)**

The Works Progress Administration (WPA) built the stadium in 1941 at the north end of the campus running parallel to West 37th Place South. This was at the end of that program's life. For some reason, no effort was made to match the brickwork to the main building. It is a red brick rather than a blonde brick. It is 240’ x 34’ rectangular shaped. In the center is turf marked for football with goal posts on the east and west ends. A red clay running track runs around the outside of the grass field. A chain link fence surrounds the entire stadium.

**South Elevation**
The south side structure is poured concrete enclosed with red brick. The stands are sixteen tiers. The enclosed area beneath the stands is red brick. It has thirteen metal encasement windows. Two of those are large square windows divided into four sections. The others are long rectangular units divided into six sections. Two bays are located on the south side of the stadium. A modern metal roll-up bay door covers these openings. The hinges and wood door framing for the original doors are still present. Auto mechanic shop and other shop classes used these spaces until the 1960s. Five single door openings are along this south side. Two of these have recessed entrances; one has boys above it and the other girls. In the center of the bleachers is a small square structure made of wood that serves as the press box.

**East Elevation**
The east side has one large bay opening and a single door opening. A single window is on this side. It is one large fixed unit divided into four sections. A press box rises above the stands. The northside stands along with the press box were added later but did not diminish the integrity of the stadium. At the end of the field is a metal score board sign supported by metal poles.

**North Elevation**
The north side of the stadium features metal bleachers that are accessed by metal stairs on the east side and an ADA compliant handicap ramp. At the east end of the bleachers is a small metal shed that serves to store maintenance equipment.

**West Elevation**
This is the main public entrance into the stadium. It features an arch entryway that has metal letters reading, “MARSHALL MILTON STADIUM” in block letters. At the corners of the sign are diamonds with feathers in the center- part of the school’s logo. The track and field are prominent on this end of the stadium. The west end of the southside bleachers along the side of the brick wall is a large bronze plaque denoting that the stadium was constructed by the WPA in 1941.
Alterations/Additions
The stadium has very little alterations that detract from the integrity of the building. The original doors to the large bay doors have been changed to metal roll-up bay doors. The original framing of the wooden swing doors is still present. The bleachers are now metal bleachers on both sides of the field and a press box sits in the center of the southside bleachers. This was added at a later unknown date. The field itself is made from a mound of dirt. A clay running track has been added at an unknown date around the field.


On the east end of the stadium running parallel to the field is a gray concrete brick building. The north side features a larger horizontal opening with a door. The south side of the building features two metal single doors.

5. Greenhouse (Contributing)  Built: 1968 Architects: Unknown

The metal greenhouse sits east of the original gymnasium along the eastern property line at the northeast corner of the FFA building. It is made entirely of glass and metal.

South Façade
The greenhouse has a curved glass roof with metal supports. The entire façade is made up of glass with metal framing. The entrance to the building is a metal door with a rectangular metal framed window on top of the door. A large square fan that is situated into the side of the building sits prominently in the center of the front façade.

East Elevation
The east side of the building is entirely glass with metal framing.

North Elevation
The north elevation or back of the building is entirely glass with metal framing.

West Elevation
The west side of the building is entirely glass with metal framing.


This simple small brick building was built ca. 1968 as an auto mechanic shop building. It sits east of the original gymnasium along the eastern property line. The rectangular building has a flat roof with prepared roofing. It is made of cinder block style stones painted in a blonde/cream color to match the main campus buildings.

West Façade
The west façade is a simple blonde stone with the line of the projecting stone with a single door near the north end. A single metal door is at the northwest corner of the façade. It appears that a
large rectangular vent is covered above the door. A metal sign with the FFA logo on it hangs next to the door. Two vertical projecting brick lines are evenly spaced across the façade.

South Elevation
The south elevation has one single metal door near the southeast corner. A metal vent sits above the door. The wall side feature seven rows of stone projecting outward in a vertical line. on all four exterior walls.

East Elevation
The east elevation is blonde brick with seven rows of stone projecting outward in a vertical line. A single roll up bay door is at the east end of this elevation and two single metal doors are in the middle of the elevation.

North Elevation
The north side of the building has the same brick design with no windows or doors. Vertical lines of brick project out evenly spaced along the elevation.

7. Saundra Ford Athletic Building (Non-contributing)        Built: 2012
Architect: Unknown

The field house is a non-contributing building due to its recent construction. It sits across the dry creek on the campus. It runs east to west in orientation and parallel to the southside of the stadium. The building is brick and metal. It has a corrugated metal roof. The walls are blonde brick with brown brick, thus matching the color scheme of the other campus colors.

West Façade
The west façade is brick with glass double doors with metal frames on each corner. Above the doors in metal letters reads, “TULSA” above the north door and “WEBSTER” above the south door. There are five, square, metal windows half-way up in a row horizontally across the façade. In metal lettering at the top, near the roof line, reads “WARRIORS” with “SAUNDRA FORD ATHLETIC BUILDING” underneath.

South Elevation
Blonde brick with brown brick along bottom quarter of building. Half-way up the elevation is a brown brick stripe. Three single metal doors with blue metal awnings are on this elevation. Two small rectangle windows with metal frames are near the southeast corner.

East Elevation
Blonde brick with brown brick along the bottom quarter of the building. No openings.

North Elevation
The north elevation features blonde brick with the bottom quarter in brown brick. This elevation features a single metal door near the northeast entrance. It has a walkway that leads to the back of the stadium bleachers.
8. Bill Allen Field House (Non-contributing)  
Built: 2003; Architect: Unknown

Due to the construction date, this building is non-contributing. Due to the growth of the athletics program, the school district added the Bill Allen Field House in 2003. It is a blonde brick and corrugated metal building built along the side of hill. Part of it is two story while the front portion is a single story.

North Façade
The north side of the building is shorter than the rest of the building. It is metal with large single glass entrance across the façade. Two sets of double metal doors are set in the center of the windows and building. Metal lettering over the entrance reads, “WEBSTER HIGH SCHOOL BILL ALLEN FIELD HOUSE”

West Elevation
The northwest and southwest ends are recessed. The southwest corner has a double metal door.

South Elevation
The south side is metal and brick. The lower half of the building is brown and blonde brick matching the athletic building. The upper half of the building is brick. The east and south corners protrude outwards. Metal double doors are located on the east and west side of the protrusions. Near the southwest corner of the protrusion is a set of double doors with rectangular fixed windows. On the southwest corner are metal lettering reading, “WEBSTER HIGH SCHOOL BILL ALLEN FIELD HOUSE.”

East Elevation
The east elevation is brick and metal like the rest of the building with not openings.

9. Dale Edwards Building/Webster Middle School (Contributing)  
Built: 1961; 
Architects: Unknown

This building was added to the campus in 1961 for additional classroom space. Originally the school referred to it as the annex. In 2017, the district consolidated and made this building the Daniel Webster Middle School. The building sits at the corner of West 40th street and South Yukon Avenue at an angle with entrance facing South Yukon Avenue.

East Façade
A metal double door with a set of stairs and a concrete handicap ramp leading to it serves as the main entrance on the east side near the north end of the building. Two aluminum art deco designs similar to those found on the main building sit on the front of the window above the doorway. A spandrel with the J shaped horn sits above the door and window similar to the main building.

South Elevation
The south elevation of the building is irregular. The elevation is made up of staggered sides. The farthest southeast side has four casement windows, and a single glass and metal door is recessed.
in the center. The next staggered wall features one-over-one hung windows. Moving westward along the elevation to the next section, which features a recessed and raised double door entrance with a set of concrete steps leading up to the doorway. Three double pane windows sit to the west of the entrance.

*West Elevation*

Like the south elevation, the west elevation is staggered. The southernmost end has a row of ten metal double-hung windows. The southernmost window features a metal spandrel with the “j” horn in the center above it. It is similar to the main building entrance spandrels. A recessed entrance with a brown brick surround is at the center of the west elevation. It features a set of three glass and metal doors. Above the door is another spandrel with the same design. A sloping concrete walkway with a railing leads up to these doors.

The main entrance faces the west side of the primary/original campus building. It has over thirty-four metal casement windows. Most of these are long rectangular with three lights. Like the main building, the uppermost window is covered. The brickwork around the windows mimics the style of the original main building in that there is a middle brown band between each story windows and a raised design along the top of the brown band. At the southeast end of this elevation is another entrance. This entrance has one set of metal double doors protected by a walkway awning that connects to the west side of the main building and a spandrel above the door and a window above the spandrel similar in style to the main building entrance.

*North Elevation*

The north elevation is simple with blonde brick.

10. **Bridges (Contributing)**

   Built: 1938


   The campus features three sets of bridges that cross over the dry creek bed. This was part of the campus design. They tie the north end of the campus with the south end of campus. These are blonde brick with rounded/curved ends. The centers are joined by metal railing. Concrete provides the walkway. The center bridge is wide enough for a vehicle to cross over. Due to the nature of the bridges, for the purposes of this nomination, they are all considered one resource.

11. **Campus Square (Contributing)**

   Built: 1938. Architect: Dougherty-Vinson

   The buildings of the school look inward on the campus square. This space features a parking lot with the road leading through the center of the campus and in front of the main academic building. The dry creek bed runs through square. Three blonde brick bridges cross the creek connecting the north end of the campus which features the sports buildings to the south end of the campus which features the academic buildings. The landscapers planted numerous trees around this space giving it a park like quality. Numerous picnic tables and pavilions dot the area providing areas for socializing.
Daniel Webster High School Historic District  
Tulsa, Oklahoma  
Name of Property  
County and State  

12. Parking Lots (Non-contributing)  
Built: Various  

The school features several parking lots. All of which are asphalt. The original parking lot sits in front of the main building and has a road that runs from the south to the east crossing in front of the academic building. The south side of the cafeteria features a parking lot. The north side of campus has parking lot in front of the stadium and field house. Due to the nature of the parking lots, for the purposes of this nomination, they are all considered a single resource.
8. Statement of Significance

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

- [x] A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- [ ] B. Property is associated with the lives of persons significant in our past.
- [x] 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
- [x] F. A commemorative property
- [ ] G. Less than 50 years old or achieving significance within the past 50 years
Daniel Webster High School Historic District  
Tulsa, Oklahoma

Areas of Significance  
(Enter categories from instructions.)
- Ethnic/Heritage: Black  
- Education  
- New Deal Programs  
- Architecture

Period of Significance  
1938-1970

Significant Dates  
1938  
1941  
1955

Significant Person  
(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder  
- John Duncan Forsyth-Architect  
- Arthur M. Atkinson-Engineer  
- William H. Wolaver-Architect  
- Robert Kerr- Architect  
- Doughtery-Vinson Landscaper  
- Coleman, Johnston, Clyma, Inc
Daniel Webster High School Historic District
Tulsa, Oklahoma

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.)

Daniel Webster High School Historic District is eligible for inclusion in the National Register of Historic Places at the local level of significance under Criteria A and Criteria C. Its period of significance is from 1938-1970, to include the date of construction of the primary buildings, the Progressive Education Program curriculum and the integration of African-Americans into the school in 1955. It is eligible under Criteria A under the category of Education and Ethnic Heritage: Black due to it being the first public school in the Tulsa Public School District, and possibly in northeastern Oklahoma, to end school segregation and integrate after the Brown vs The Topeka Board of Education Supreme Court ruling in 1954. The school enrolled its first African-American students in the fall of 1955. It is also eligible under Criteria A due to its early experimental use of the Progressive Education Program in the 1930s-1940s. It is also eligible under Criterion A for its association with the New Deal Programs of the 1930s-1940s.

It is also eligible under Criteria C due to the architectural style of the primary buildings. The first buildings were constructed by New Deal Programs, in the 1930s and 1940s. The architects chose to build the main building, Daniel Webster High School, in the Art Deco style which was popular at the time. It is rare for Public Works Administration (PWA) projects to exhibit elaborate architectural styles and detailing. These were often simple, heavy and lacked ornamentation. Daniel Webster High School is exemplary example of PWA Art Deco style architecture built in 1938. The Stadium is an example of a Works Progress Administration (WPA) project. The WPA hired locals to complete civic projects to provide employment during the Great Depression. These projects often included school buildings and facilities. The significant dates for this district are 1938 the year the main building and gym were constructed under the PWA, 1941 the year the stadium was constructed under the WPA and 1955, the year it became an integrated school.

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

Growth of Tulsa

Although Tulsa is known as an oil town with elaborate Art Deco buildings, it did not begin that way. The town’s humble beginning started with the removal of the Muskogee peoples from their traditional homelands in Alabama and Georgia in the 1820s-1830s. In 1833, after a grueling and deadly journey, these peoples arrived in what is now modern-day Oklahoma. The “lower Creeks” of Lochapoka Town/settlement in Alabama settled in this area surrounding the bend in the Arkansas River and constructed a long house, stomp grounds and residences. The Muscogee (Creek) began calling the settlement Tallasi, which meant “Old Town.” Their settlement became
known as “Tulsey Town”. The appointment of the first postmaster, full blood Muskogee Josiah Perryman, formalized the name Tulsa around 1879.¹

White settlement did not significantly occur until after the Civil War. The expansion of railroad service into the area created an economic and population growth in the area. In 1882, the St. Louis and San Francisco railroad ran a line from Vinita to connect with the natural fording places just below the southward bend of the Arkansas River in Tulsa. This allowed local ranchers and Texas trail herders to move their herds to markets at a faster rate and brought more people to the town. A year later in 1883, the railroad extended across the river to the west, allowing cattle to be shipped from the west side of the river, thus encouraging more settlers to move across the river. James H. Parkinson established a general store on the railroad ten miles from the junction of the Cimarron River and the Red Fork of the Arkansas River. Despite the change from the railhead’s planned location, the area became known as Red Fork. The growth in economics and population led to the incorporation of the town on January 19, 1898.²

On June 5, 1901, Dr. J. C. W. Bland and Mr. Fred S. Clinton discovered oil on Bland’s wife’s allotment. This ushered in an oil boom in Oklahoma and caused the population of Tulsa to explode. Prior to the “gusher” of the Sue Bland Discovery Well #1 near the community of Red Fork on June 25, 1901, Bland and Clinton became involved with some Eastern-backed investors and a local drilling crew they had hired as prospectors for possible petroleum resources. The well came in on Muskogee land which had not yet been allotted to an entitled tribal member. The day following the well’s completion, Dr. Clinton went to the Muscogee Agent in Muskogee and succeeded in having the parcel awarded as a Homestead Allotment to the ownership of Dr. Bland’s wife, Sue A. Bland, a half-blood Muscogee citizen.

The Sue Bland well sparked an oil boom in Oklahoma. In November 1905, oil came in at the Glenn Pool Field with the first well producing eighty-five barrels a day and the second well producing 700 barrels a day. By 1907, oil came in at the Ida Glenn #1. The Glenn Pool wells became significant producers. The Glenn Pool Field would eventually have 125 oil producing wells and twelve gas wells. This is where dreams were achieved, and millionaires were made. The discovery of oil created a boom in settlers in Oklahoma and Tulsa. At statehood in 1907, Tulsa boasted of a population of 7,298 residents.³

By 1920, the town of Tulsa was flowing with money and people and the town’s population exploded to 72,075 people. Almost twenty refineries worked to refine and move the crude oil


that was quickly coming in from the Glenn Pool and other oil fields. On the west side of the river, small towns were growing due to the influx of money and oil industry workers, attorneys, bankers and other oil related suppliers and manufacturers. Just in the 1920s, what is considered Southwest Tulsa included the towns of West Tulsa, Red Fork, Berryhill, Carbondale, Garden City and the segregated all black “town” of New Haven. In 1927, Tulsa annexed most of the Red Fork area. Tulsa did not annex South Haven until 1966. This area became known as West Tulsa.4

Creation of Tulsa Public Schools

The growth of town meant that the public schools were needed to educate the growing population of children. The first schools in Tulsa were mission schools operated by the Methodist Episcopal and Presbyterians for the Creek Indians. In 1884, the Presbyterian Board of New York and Mission Board funded a school in Tulsa for Creek children and non-native children. Because the land could not be owned by non-whites, the school was funded by subscription. In 1899, the Presbyterians gave up the property and the Tulsa Banking Company loaned the school board money to purchase the building. As the town grew so did the continued need for schools. In 1906, Sequoyah Elementary School opened on North Boston Avenue and a twenty-one-room high school opened on South Main Street. On the west side, workers and their families began moving into the area, thus creating a need for schools across the Arkansas River. In 1905, a frame school building was built near the corner of 40th West Avenue and 33rd West Avenue for the children in the West Tulsa/Red Fork area. In 1908, the district added a four room, two-story brick building at 3205 West 39th Street and became known as Park School. Another two-story brick building built in 1918, housed the Red Fork High School. The growing population on the west side led to the building of Clinton High School and the conversion of Red Fork High School to an elementary school. In 1929, the district added yet another elementary school on the west side Eugene Fields Elementary School.5

By the 1930s enrollment in Tulsa schools increased, despite the economic depression that continued to grip the nation. The Tulsa School Board looked for solutions to solve the shortage of facilities. In 1933, the school board began to explore funding under the many new federal government programs created under President Franklin D. Roosevelt’s New Deal. In preparation, they had the district architects draw up plans for future projects and new buildings.

Criteria A: The Public Works Administration

The economic crash of 1929 brought the U.S. economy almost to a screeching halt. For Oklahoma, the problems were only magnified. The prices of oil lowered and agriculture suffered due to severe droughts. In 1935, the state’s annual rainfall was only six inches. The economic

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crisis started a mass migration from the state. President Franklin D. Roosevelt, elected in 1932, created numerous federal programs and legislation under his New Deal Program in an attempt to save and restore the U. S. economy. The Civilian Works Program (CWA) created in 1933, put hundreds of Oklahomans to work on public construction projects. Despite his efforts, Roosevelt did not solve the economic crisis in his first term. In 1934, the nation’s unemployment rate sat at 25-30% and 50% in Oklahoma. In 1935, under Roosevelt’s Second New Deal, he implemented the Public Works Administration. This was similar to the CWA in that it put people to work on public works projects. These included bridges, parks and public buildings. With the idea of stimulating heavy industry, the program let contracts to private companies. One stipulation was that the projects were required to use local materials and employ local workers. In Oklahoma, the WPA and PWA built more schools than any other state. By the end of the depression Oklahomans had 825 new schools and 185 additions built.\footnote{6}

Despite having a construction date set, the contract for construction of the new school did not get approval until February 1, 1937. Charles M. Dunning Construction of Oklahoma City received the contract for the construction work at the cost of $502,422.00. In March 1937, the board approved a change order to change the windows from architectural projection type to Truscon Donovan Awning type. As the construction neared an end, the school awarded a contract to Dougherty-Vinson for the landscaping. The school opened to students in the fall of 1938 and on the first day 767 students filed into the doors of the new school. On Sunday, October 30, 1938, the school district showed off the new building to the public with an open house and dedicated the school on November 4, 1938.\footnote{7}

After completion of the gymnasium and main academic buildings, the school still lacked an athletic stadium and continued to use the facilities at the University of Tulsa. The district was already using Works Progress Administration (WPA) funds to build, expand, and renovate other school properties. The board searched for other avenues of funding for the stadium. The Works Progress Administration, already having completed numerous projects throughout the state, still offered grants and assistant. On June 5, 1939, the board approved working with the WPA in building a stadium and outdoor athletic facilities at Daniel Webster High School. The school board would have to pay $27,849.94 maximum of the total $105,753.84 cost. This fit within the school’s limited budget and kept locals employed while the economic depression continued. The stadium would be only one of many school buildings constructed across the state during the 1930s and early 1940s before the federal government discontinued the program.\footnote{8}

\footnote{7} “Open House” Tulsa Tribune, November 6, 1938, Webster, Vertical Files, Tulsa City-County Library, Tulsa, Oklahoma; Tulsa Board of Education, Meeting Minutes 1936-1938, Tulsa, OK; Schell, “Intensive Level Study,” 4.
\footnote{8} Tulsa Board of Education, Meeting Minutes, 1936-1938, June 5, 1938, Tulsa, Ok.
Criteria A: Progressive Education Program

The Tulsa Public School District experimented with the new Progressive Education Program idea in their two new high schools, Daniel Webster and Will Rogers. The progressive education ideology rejected the traditional subjects and methods and instead focused on the needs of the child. The curriculum put a focus on problem solving life skills and practical application of the subjects. Subjects were taught in natural or real-life situations. The idea, proposed originally by John Dewey at the turn of the twentieth century, was that everyone is able to succeed in their own way and that education was most effective when it is perceived as democratic. The key to program was to foster critical thinking and independent learning among students. Although John Dewey first proposed the basic concepts of Progressive Education, William Heard Kilpatrick took it a step further and argued that all subjects in schools must be real and relatable to students. By the 1930s, education reformers formed the Progressive Education Association.9

The modern Daniel Webster High School not only had the most modern architectural design, but the curriculum and classroom features were modern and progressive. The main building itself featured a regulation size swimming pool, two corrective gyms, and a sun porch for sun treatments. The 400-seat auditorium featured heating and air and separate entrances for easy public access. Each classroom was individually heated by ventilator units. Direct and alternating currents ran to the science lab desks as well as gas and running water. A separate building, the gymnasium building, included classroom space for a manual arts department. Students could partake in wood working with modern machines as well as electrical and mechanical shop classes.10

Tulsa’s Board of Education took an interest in the Progressive Education Program and curriculum. In 1933, the school district participated in an eight-year study conducted by the Progressive Education Association. The Association invited thirty school districts to participate in order to see how a progressive education effected a student’s college success. Students who graduated from these participating high schools received a tuition waiver at one of the 300 colleges working with the Progressive Education Association. The district’s high schools provided the perfect place to implement the program. Daniel Webster High School featured curriculum focused on daily life problem solving. The idea of preparing students for jobs made practical sense for students on the west side who were primarily from working class families. Daniel Webster High School featured a family life class which gave students hands-on experience working with three and four-year-old children from the community. The students were to gain knowledge in a child’s personality development and self-reliance by learning how to take care of young children. Students at Webster could also take classes in the manual arts such as woodworking, electrical and mechanical shop courses. Home economics courses as well

as vocational classes provided students with real life applicable skills. Female students could also take sewing classes.\textsuperscript{11}

By the 1940s, educators saw Tulsa’s school district as one of the most progressive in the country. In 1942, Time Life magazine sent a reporter to Tulsa to do a story and photo spread on Tulsa’s cutting-edge educational system. The photographer, Alfred Eisenstaedt, would later gain fame for his photograph of a sailor kissing a nurse on V-J day in Times Square New York. At the end of the study, Tulsa was singled out as a success and by the late 1940s, the program began ended, but the progressive educational ideas became the standard across the nation.\textsuperscript{12}

**Criteria A: School Integration**

Oklahoma experienced little violent protest to public school integration even though it was a Jim Crow state. Blacks entered Oklahoma long before statehood. Many came as either slaves of the relocated American Indians or during the Oklahoma territorial days as freedmen looking for a better life. Upon statehood, the Oklahoma State Legislature adopted bills that segregated Oklahoma’s society and legalized Jim Crow laws. By 1930, black citizens represented 7.4% of the state’s population. In the 1930s, only 5% of the funding for schools went to segregated black schools. By 1953, the state was spending $280.00 per black student and $215 per white student this higher per capita was due to the smaller portion of the population that blacks made up. As a result, the state spent more money on school operations for segregated black schools than they did for white schools. The segregated school system was costly. Ultimately, cost would be a argument for integrating Oklahoma schools. In 1954, the U.S. Supreme Court ruled in the *Brown v. Topeka Board of Education* that racially separated schools were unconstitutional and must end. Lawsuits previously filed by black Oklahomans influenced the Supreme Court ruling. In 1955, with the push from newspaper publisher Roscoe Dunjee, Oklahoma Governor Raymond Gary began working to amend the State Constitution and make the Sooner State in full compliance with the *Brown* ruling. That year the state legislature considered the “Better Schools Amendment.” This eliminated racially segregated schools in Oklahoma. In April 1955, the amendment passed without much criticism or protest from Oklahomans.\textsuperscript{13}

Despite its violent racial past, Tulsa integrated its public school system quietly and uneventfully. In May 1954, Tulsa began exploring how to integrate its schools after the *Brown v. Board* ruling. Money was the focus. The district explored how it would absorb the $1 million funding for black schools into its white schools. White schools were funded on a district basis. Segregated schools were funded on a county wide basis. The district also noted and reassured citizens that because of its district school rules, students were distributed to schools based on neighborhoods, there

\textsuperscript{11} No Author, “Tulsa High Schools: They are making Progressive Theories Work,” (*Time Magazine* April 13, 1942):79-81.


would be no influx of black students into white schools because most of the black population lived in North Tulsa. Students in the segregated South Haven School would find it more convenient to attend Daniel Webster High School rather than travel to the all-black Booker T. Washington High School. The South Haven community, created after the 1921 Tulsa Race Massacre, existed between 33rd Street and end of the turnpike in West Tulsa. The area had its own elementary school that educated children grades first through sixth. The school’s eighth-grade school had come to be considered as part of Tulsa’s Independent School District Number 1 prior to the city annexing South Haven. After sixth grade the students were transported to Carver Junior High School and Booker T. Washington High School. With the Oklahoma State Legislature fully behind integration of public schools, the principals of Daniel Webster High School and Booker T. Washington High School agreed to integrate Daniel Webster High School in the fall of 1955. For students at New Haven, the distance to Webster High School was shorter and more convenient. Twenty-seven black high school students volunteered to enter Daniel Webster High School that fall. It was a peaceful event with no protesting. Webster integrated black students into its student body a full year before other schools in the district and possibly throughout Northeastern Oklahoma.14

Criteria C: Architectural Design

Forsyth and the other architects designed a modern building in the fashionable Art Deco style. The Paris Exposition of 1925 made the style popular. As Tulsa grew, builders and designers adopted the Art Deco style for the new downtown buildings. This was due in part to the flow of money from the oil companies that made Tulsa their headquarters. By 1930, Tulsa had more ten story buildings than any other city of comparable size. The building boom and money flow in Oklahoma attracted talented and noted architects such as Bruce Goff, Francis Barry Byrne, and Frank Lloyd Wright to design buildings throughout the state. Many of the PWA buildings reflected this new modern style. The PWA buildings were generally heavy and bulky. The idea being that it “conveyed strength and permanence to the victims of lost wealth and income.” Daniel Webster High School consisted of a main building and a gymnasium building.

In July 1937, the Tulsa Public School Board approved John Duncan Forsyth, Raymond Kerr and William H. Wolver as the architects for the new high school on the west side of town. John Duncan Forsyth was well known and respected in Oklahoma. Born in Florence, Italy in 1886, Forsyth attended school at Edinburgh College in Scotland and the Sorbonne in Paris, France. In 1925, he moved to Tulsa, Oklahoma during the oil boom. Ernest Whitworth Marland, oil millionaire and later Oklahoma governor, hired the architect to design his mansion in Ponca City, Kay County, Oklahoma (NRIS #3000883). Forsyth’s architectural firm became responsible for the design of many prominent homes and buildings in Tulsa and throughout the state, including the Pensacola Dam on the Grand River. By 1937, Forsyth and Bryan W. Nolan held most of the

architectural contracts funded by federal aid programs throughout the state. In 1937, Forsythe received state commissions totaling $118,464.25 at the usual five percent commission. He held commissions for the Oklahoma Military Academy’s Auditorium and Gymnasium, 4-H Club Building at Oklahoma A & M, McAlester Hospital, and a dorm at Northwestern State Teacher’s College.\textsuperscript{15}

According to Robert W. West, the local architects were selected in order to provide them employment. Forsyth’s company did the exterior elevations of Daniel Webster High School and West coordinated all the drawings. West worked for Forsyth and did most of the work for Forsyth’s office on the building. West, born in Indian Territory, graduated from Oklahoma A & M in 1926 and moved to Texas to work for F. W. Redlich. In the mid-1930s he returned to Oklahoma and began working for John Duncan Forsyth. After World War II, West started his own business with Ralph M. Black in Tulsa.\textsuperscript{16}

Robert Wolver and Robert Kerr also worked for John Duncan Forsyth. Wolver moved to Tulsa, Oklahoma in 1930. The Minnesota native attended the University of Illinois. In 1941, Wolver became an associate architect with Forsyth’s busy firm after working for the firm of Smith and Senator in Tulsa. According to Robert West, Kerr worked for Forsyth, but did not do any work on the Daniel Webster High School building. Interestingly his name remained on the final project.\textsuperscript{17}

Arthur M. Atkinson, the supervising architect for both the Daniel Webster High School project and the Will Rogers High School project, moved to Tulsa from Kansas City, Missouri, his hometown and where he apprenticed. A registered member of the American Institute of Architects, Atkinson opened his own business in 1921 and applied for his Oklahoma license in 1925. In 1935, the State of Oklahoma required all engineers to register with the state, Atkinson wasted no time registering as a profession engineer. Atkinson not only supervised the work on the district’s two new high schools but was also responsible for numerous other public and private buildings in Tulsa, such as the National Guard Armory at the Tulsa State Fairgrounds and Lorton Hall at the University of Tulsa.\textsuperscript{18}

During the fall of 1936, the board mandated that construction of the new Westside High School should begin no later than January 11, 1937 and be completed by January 11, 1938. In January 1936, the board had decided and approved the Westside High School’s name as George Washington High School. Two months after approval of the construction contract, local residents approached the board about the school’s name. Fifteen people signed a petition and presented it to the board requesting that the name be changed from George Washington High School to Woodland High School. The board, not giving the petition much consideration, passed it on to the education committee. During the March 23\textsuperscript{rd} meeting, the architects presented a drawing showing the new school’s front stone trim with the proposed design for carving the new name

\textsuperscript{15} “Art Deco Architects,” Art Deco Collection, University of Tulsa, McFarland Library, Tulsa, OK.
\textsuperscript{16} Ibid.
\textsuperscript{17} Ibid; Doyle, “Tulsa Art Deco,”
\textsuperscript{18} Ibid.
over the school’s entrance. He pointed out that the group wanting to change the name to Woodland were the only people who protested the school’s name. Based on the design and lack of any strong disagreement, the board agreed to accept the proposed name of George Washington. The locals did not like the accepted name. Tulsa Public Schools had a segregated school named Booker T. Washington and locals were concerned that the name George Washington would be confused with Booker T. Washington. Mrs. Jack Richard and Mr. H. V. Bennett appeared before the board with a petition containing 500 signatures requesting the school’s name be changed to Woodland High School. The citizens argued that, “the name Woodland would be very suggestive of its beautiful surroundings, also short and easy to pronounce.” The board received the petition and referred it to the education committee. The following month, the head of the education committee, Mrs. Keys reported that she had met with a group of concerned citizens from Red Fork who would like to have the name of the school changed to Daniel Webster High School, thus naming it after the famous 19th century statesman Daniel Webster. Keys moved that the board change the name and have the contractor carve it above the school entrance. The board approved the name change.

Despite having a construction date set, the contract for construction of the new school did not get approval until February 1, 1937. Charles M. Dunning Construction of Oklahoma City received the contract for the construction work at the cost of $502,422.00. In March 1937, the board approved a change order to change the windows from architectural projection type to Truscon Donovan Awning type. As the construction neared an end, the school awarded a contract to Dougherty-Vinson for the landscaping. The school opened to students in the fall of 1938 and on the first day 767 students filed into the doors of the new school. On Sunday, October 30, 1938, the school district showed off the new building to the public with an open house and dedicated the school on November 4, 1938. In contrast to the usual unadorned building style typical of PWA projects, the buildings were designed and built in the Art Deco architectural style, which was the premier architectural style in Tulsa at the time. The campus buildings aren’t as tall as the most well known of the type in Downtown Tulsa, but it’s scale in the residential area is occupies makes it a significant and prominent property.

After completion of the gymnasium and main academic buildings, the school still lacked an athletic stadium and continued to use the facilities at the University of Tulsa. The district was already using Works Progress Administration (WPA) funds to build, expand, and renovate other school properties. The board searched for other avenues of funding for the stadium. The Works Progress Administration, already having completed numerous projects throughout the state, still offered grants and assistant. On June 5, 1939, the board approved working with the WPA in building a stadium and outdoor athletic facilities at Daniel Webster High School. The school board would have to pay $27,849.94 maximum of the total $105,753.84 cost. This fit within the school’s limited budget and kept locals employed while the economic depression continued. The

19 Tulsa Board of Education, Meeting Minutes 1936-1938, Tulsa, OK.
20 Tulsa Board of Education, Meeting Minutes 1936-1938, Tulsa, OK.
stadium would be only one of many school buildings constructed across the state during the 1930s and early 1940s before the federal government discontinued the program.22

Instead of employing the heavy and less ornate style of the PWA projects, the architects chose to incorporate Art Deco details throughout the buildings. This included the interior as well. The project did not just focus on the buildings, but the overall feel and design of the entire school campus. The architects created central campus area and utilized a landscape architecture company to design the campus landscape. All the buildings faced this woodland landscape area. 23 The addition to the original gymnasium and the FFA building retain a similar style and feel to their architecture, thus blending with the original campus buildings. The Art Deco style and the imposing central building give the campus a sense of modernism and progress.

**Conclusion**

Daniel Webster High School Historic District is a historically and architecturally significant campus on a local level. It is eligible for the National Register of Historic Places listing under Criterion A for it being an excellent example of a Public Works Administration school building in the Art Deco style. It is also eligible under Criterion A for Education for its early adoption of the Progressive Educational Program and for it being the first public high school in the Tulsa Public School district and possibly Northeastern Oklahoma to integrate black students in 1955 after the *Brown v. Topeka Board of Education* decision in 1954. Criterion C is also applicable as it is an excellent example of the Art Deco style as applied to a high school campus built during the PWA and WPA New Deal programs.

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22 Tulsa Board of Education, Meeting Minutes, 1936-1938, June 5, 1938, Tulsa, Ok.
9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

PRIMARY SOURCES:

Art Deco Collection, McFarland Library Special Collections, University of Tulsa, Tulsa, Oklahoma.


Schools-Webster, Vertical Files, Tulsa- City County Library, Tulsa, Oklahoma

Tulsa Board of Education. Meeting Minutes, 1931-1935. Tulsa Board of Education Service Center, Tulsa, Oklahoma

Tulsa Board of Education. Meeting Minutes, 1936-1938. Tulsa Board of Education Service Center, Tulsa, Oklahoma.

Tulsa Tribune. May 1938, Tulsa City-County Library, Tulsa, Oklahoma.

Tulsa World. November 1938, Tulsa-City County Library, Tulsa, Oklahoma.

Tulsa World. May 1954, Tulsa-City County Library, Tulsa, Oklahoma.

Schools-Webster, Vertical Files, Tulsa- City County Library, Tulsa, Oklahoma


SECONDARY SOURCES:


Daniel Webster High School Historic District

Name of Property


Daniel Webster High School Historic District  
Tulsa, Oklahoma

Previous documentation on file (NPS):

___ preliminary determination of individual listing (36 CFR 67) has been requested
___ previously listed in the National Register
___ previously determined eligible by the National Register
___ designated a National Historic Landmark
___ recorded by Historic American Buildings Survey #__________
___ recorded by Historic American Engineering Record #__________
___ recorded by Historic American Landscape Survey #__________

Primary location of additional data:

___ State Historic Preservation Office
___ Other State agency
___ Federal agency
___ Local government
___ University
___ Other
   Name of repository: __________________________

Historic Resources Survey Number (if assigned): _____________

10. Geographical Data

  Acreage of Property __24__________
  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: 36.107811  Longitude: -96.015621
  2. Latitude: 36.0631  Longitude: -96.012285
  3. Latitude: 36.105473  Longitude: -96.05791
  4. Latitude: 36.107915  Longitude: -96.012285
  5. Latitude: 36.105470  Longitude: -96.012212
Daniel Webster High School Historic District
Tulsa, Oklahoma

Or

UTM References
Datum (indicated on USGS map):

☐ NAD 1927 or ☐ NAD 1983

1. Zone: Easting: Northing:
2. Zone: Easting: Northing:
3. Zone: Easting: Northing:
4. Zone: Easting: Northing:

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

The school boundary sits in the Clinton Homesites covering lots 4 though 23, Block1; lots 7 through 26, Block 2; and all Blocks 3 and 4; lots 8 through 27, Block 5; and vacant streets adjacent therefore and west alley adjacent to lot 4 block 1 on East and W10 vacant alley adjacent to lots 8 and 27 block 5 on East. It is section 22 in township 9 range 12.

Boundary Justification (Explain why the boundaries were selected.)

The main campus building and the middle school face the corner of South Yukon Ave West and West 40th St. South. The property is bounded on the north by West 37th Street, Route 66 on the northeast corner, and South Union Avenue West on the east side. The boundaries were selected to include the entire 24 acres of the campus. This encompasses all the land owned by Tulsa Public Schools and operated by Daniel Webster Middle and High School.

11. Form Prepared By

name/title: Stacy W. Reaves, Ph.d, Sr. Historian
organization: Reaves Research and Consulting, LLC.
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city or town: Jenks state: OK zip code: 74037
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date: 1 December 2019
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**
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: Daniel Webster High School Historic District
City or Vicinity: Tulsa
County: Tulsa State: Oklahoma
Photographer: Stacy W. Reaves
Date Photographed: September 2019

Description of Photograph(s) and number, include description of view indicating direction of camera:
<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Camera direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0001</td>
<td>Main building</td>
<td>Southwest</td>
</tr>
<tr>
<td>0002</td>
<td>Main building and auditorium SE elevation</td>
<td>North</td>
</tr>
<tr>
<td>0003</td>
<td>Main building northwest elevation</td>
<td>East</td>
</tr>
<tr>
<td>0004</td>
<td>Main building West elevation</td>
<td>East</td>
</tr>
<tr>
<td>0005</td>
<td>Main Building Southeast Elevation</td>
<td>Northwest</td>
</tr>
<tr>
<td>0006</td>
<td>Dry creek bed and bridge</td>
<td>West</td>
</tr>
<tr>
<td>0007</td>
<td>Main Building East Entrance</td>
<td>West</td>
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<tr>
<td>0008</td>
<td>Cafeteria Entrance West elevation</td>
<td>East</td>
</tr>
<tr>
<td>0009</td>
<td>Gym and Cafeteria West elevation</td>
<td>East</td>
</tr>
<tr>
<td>0010</td>
<td>1961 Addition entrance West elevation</td>
<td>East</td>
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<tr>
<td>0011</td>
<td>1941 WPA Stadium South elevation</td>
<td>North</td>
</tr>
<tr>
<td>0012</td>
<td>FFA/Mechanic building North elevation</td>
<td>South</td>
</tr>
<tr>
<td>0013</td>
<td>Greenhouse South elevation</td>
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<td>0014</td>
<td>Bill Allen Fieldhouse North Elevation</td>
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</tr>
<tr>
<td>0015</td>
<td>Saundra Ford Athletic Facility West Elevation</td>
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</tr>
<tr>
<td>0016</td>
<td>Gymnasium Building West Elevation</td>
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**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.
Daniel Webster High School Historic District

Tulsa, Tulsa County, Oklahoma

Names of multiple listing (if applicable):
1. 36.108076, -96.015337
2. 36.108076, -96.012188
3. 36.105415, -96.012188
4. 36.105415, -96.015921
5. 36.107682, -96.015921
Daniel Webster High School Historic District
Name of Property
Tulsa County, Oklahoma
County and State
Name of multiple listing (if applicable)
Figure 1: Aluminum plaque detail. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing 1938. Daniel Webster High School Alumni Foundation, Tulsa, OK.
Daniel Webster High School Historic District

Name of Property
Tulsa County, Oklahoma

County and State

Name of multiple listing (if applicable)

Section number 11 Page 2

Figure 2: Display cabinets. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing, 1938. Daniel Webster High School Alumni Foundation, Tulsa, OK.
Daniel Webster High School Historic District

Name of Property: Daniel Webster High School Historic District
County and State: Tulsa County, Oklahoma

Name of multiple listing (if applicable)

Figure 3: Southeast Entrance-Auditorium. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing, 1938. Daniel Webster High School Alumni Foundation, Tulsa, OK.
Figure 4: Front Elevation. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing, 1938. Daniel Webster High School Alumni Foundation, Tulsa, OK.
Daniel Webster High School Historic District
Tulsa County, Oklahoma

Figure 5: East side entrance. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing, 1938. Daniel Webster High School Alumni Foundation, Tulsa, OK.
National Register of Historic Places
Continuation Sheet

Section number: 11  Page: 6

Name of Property: Daniel Webster High School Historic District
County and State: Tulsa County, Oklahoma

Name of multiple listing (if applicable):

Figure 6: Inside of auditorium. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing, 1938. Daniel Webster High School Alumni Foundation, Tulsa, OK.
Figure 7: Auditorium blueprint. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing, 1938. Daniel Webster High School Alumni Foundation, Tulsa, OK.
Figure 8: Niches in hallways. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing, 1938. Daniel Webster High School Alumni Foundation, Tulsa, OK.
Figure 9: Gym Entrance Light Fixture. John Duncan Forsyth, William Wolaver, Robert Kerr. West Side High School Architectural Drawing, 1938. Daniel Webster High School Alumni Foundation, Tulsa.OK.
Daniel Webster High School Historic District

Tulsa County, Oklahoma

County and State

Name of multiple listing (if applicable)

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number 11  Page 11

Daniel Webster High School Historic District

Name of Property
Tulsa County, Oklahoma

County and State

Name of multiple listing (if applicable)

Tulsa Public Schools Board of Education Minutes, April 27, 1937. Tulsa Public Schools, Tulsa, Ok.
Daniel Webster High School Historic District
Name of Property
Tulsa County, Oklahoma
County and State
Name of multiple listing (if applicable)

Integration at Webster High School

We, the students and faculty of Webster, feel a special distinction this school year. The honor of being Tulsa's first high school to practice full integration has fallen on us. The manner in which this has been accomplished does us all great credit, especially as we note the spirit of mutual acceptance that has been built during this past year. Our hope is that others may in the future find the same experience and realize as fully as we the satisfactions that are to be gained.

"Advantages of a Democratic Society" was the title of a round table discussion held early this year. It was televised and photographs, along with other materials, were sent to the "Freedom Shrite" at Valley Forge, Pennsylvania. These students who participated are shown on the right. At the top, Alice Ewing, Louise Skeeter and Linda Rodriguez, also are Gary Cheatham and Darrell Fisher.

Tree Planting—Below is a picture of one of the house rooms planting a tree on Arbor Day.

No author, “Integration at Webster High School.” Daniel Webster High School, 1956.
Program for Dedication of School Ready

School officials today announced the program for dedication of the Daniel Webster building, Friday. Students of Webster will hold a dedication assembly at 9:40 a.m. Friday and in the afternoon patrons of Red Fork and West Tulsa will meet in the auditorium for a service. The Friday noon luncheon of the chamber of commerce will be devoted to the occasion with George Bush, personnel director of the Mid-Continent Petroleum Corp., and former board of education member, speaking.

Sunday from 1 to 5 p.m. the building will be open for public inspection and at 3 p.m. a short dedication program will be held in the assembly. All Tulsans are invited to inspect the school.

The new school received further praise today, in a letter to the chamber of commerce from Dr. N. T. Engelhardt, educational consultant of New York City, who has assisted in construction of over 300 schools in the nation.

Engelhardt said the school "represents the highest ideals of educational opportunity and educational advancement which have been expressed as being necessary for the maintenance of American democracy."

"The architects grasped the vision of what the high school of the future should be like and planned the Daniel Webster building in cooperation with the entire educational staff of the Tulsa system," he said.

"The Daniel Webster school means opportunity for many. It will make for better health for thousands. It will open up new vistas of learning."

“Program for Dedication of School Ready,” Newspaper Clippings, Webster High School Vertical File, Tulsa Public Library, Tulsa, OK.
Daniel Webster High School Historic District

Name of Property: Tulsa County, Oklahoma

County and State: ________________________________

Name of multiple listing (if applicable): ________________________________

“Webster School Opening Today” News clipping, Webster High School Vertical File, Tulsa Public Library, Tulsa, OK.
Daniel Webster High School Historic District
Name of Property
Tulsa County, Oklahoma
County and State
Name of multiple listing (if applicable)

Aerial Photo of Webster High School, ca. 1952. Webster High School Alumni Foundation, Tulsa, OK.
Daniel Webster Offers Well-Balanced Program

Facilities Present for Courses In Practical Application Of Learning

In addition to modern equipment and an exceptionally well balanced educational program, the Daniel Webster high school offers a number of courses in practical application.

Most courses show a marked trend toward application of education to making a living. This linking of education and occupations is evident in classes in commercial cookery, commercial art and design, metal work, auto mechanics, and electric welding.

The art room accommodates classes in mechanical drawing, commercial design, and fine arts. The room is furnished with beautifully finished high desks and stools suitable for either mechanical drawing or fine art work. Besides his own desk equipment, the student is at liberty to use three large easels and six model stands.

Reproductions of famous paintings have been purchased for the art room. Among them are The Laughing Cavalier, by Hals; Spring, by Carrot; and The Buccaneers, by Brangwyn. In a conspicuous place is hung a magnificent reproduction of the Leda della Robbia Singing from Scroll. There are numerous casts of famous works of sculpture among which is a full-length cast of Venus de Milo.

Adjoining the art room is a laboratory room. Here is the machine for making and washing blueprints, together with other laboratory equipment. Metal bins for mixing sculpturing clay, and storage and filing cabinets occupy one side. Something unusual in art room equipment is found in an electric stove for drying purposes.

There is a special class which remains in the art room for four hours each day. It might be called "the psy<ref>"ology of advertising," since the students are studying the effect of poster and magazine advertisements upon the reader. In the home economics laboratory, there are three completely equipped kitchens. The first, an electric kitchen, is the most convenient. The second is an average kitchen, equipped with a gas range, and the other facilities found in the average home. The third is the type one would find in a home of poor circumstances, and it is furnished with a minimum of equipment. There is a dining room to correspond with each kitchen.

In the nursery school the student studies the requisite food require<ref>ments.

(Continued on Page 6)

CLASS ACTIVITIES AT WEBSTER  
(Pictures on opposite page)

Happy Websters at lunch
Well-planned meals prepared in cooking classes
Tiny tots at play
Right number of cooks observe the broth
Boys designing woodworking projects
Classroom speech activities
Students operate new machines
Future housewives of America
Volleyball in a modern gymnasium

Daniel Webster High School Historic District

Name of Property
Tulsa County, Oklahoma

County and State

Name of multiple listing (if applicable)

Section number 11 Page 18
Daniel Webster High School Historic District

Name of Property
Tulsa County, Oklahoma

County and State

Name of multiple listing (if applicable)

This High Planned for the West Side, ”Tulsa Tribune, May 16, 1938. Webster High School Vertical File, Tulsa Public Library, Tulsa, OK.
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OK_Tulsa County_Daniel Webster High School Historic District_0001
Daniel Webster High School Historic District

Name of Property
Tulsa County, Oklahoma

Name of multiple listing (if applicable)

Section number 11 Page 22

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Name of multiple listing (if applicable)

OK_Tulsa County_Daniel Webster High School Historic District_0003
Daniel Webster High School Historic District

Name of Property: Daniel Webster High School Historic District

County and State: Tulsa County, Oklahoma

Name of multiple listing (if applicable): OK_Tulsa County_Daniel Webster High School Historic District_0004
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Daniel Webster High School Historic District

OK_Tulsa County_Daniel Webster High School Historic District_0005
Daniel Webster High School Historic District

Name of Property
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OK_Tulsa County_Daniel Webster High School Historic District_0006
Daniel Webster High School Historic District
Name of Property
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OK_Tulsa County_Daniel Webster High School Historic District_0007
Daniel Webster High School Historic District
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OK_Tulsa County_Daniel Webster High School Historic District_0008
Daniel Webster High School Historic District

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County and State

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OK_Tulsa County_Daniel Webster High School Historic District_0009
Daniel Webster High School Historic District

Name of Property
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County and State

Name of multiple listing (if applicable)

OK_Tulsa County_Daniel Webster High School Historic District_0010
Daniel Webster High School Historic District

Name of Property

Tulsa County, Oklahoma

County and State

Name of multiple listing (if applicable)

OK_Tulsa County_Daniel Webster High School Historic District_0011
Daniel Webster High School Historic District
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Tulsa County, Oklahoma
County and State
Name of multiple listing (if applicable)

OK_Tulsa County_Daniel Webster High School Historic District_0012
Daniel Webster High School Historic District

Name of Property
Tulsa County, Oklahoma
County and State

Name of multiple listing (if applicable)

OK_Tulsa County_Daniel Webster High School Historic District_0013
National Register of Historic Places
Continuation Sheet

Section number 11  Page 34

Daniel Webster High School Historic District

Name of Property
Tulsa County, Oklahoma

County and State

Name of multiple listing (if applicable)

OK_Tulsa County_Daniel Webster High School Historic District_0014
National Register of Historic Places
Continuation Sheet

Section number  11   Page 35

Daniel Webster High School Historic District
Name of Property
Tulsa County, Oklahoma
County and State
Name of multiple listing (if applicable)

OK_Tulsa County_Daniel Webster High School Historic District_0015
National Register of Historic Places
Continuation Sheet

Section number 11   Page 36

Daniel Webster High School Historic District
Name of Property
Tulsa County, Oklahoma
County and State

Name of multiple listing (if applicable)

OK_Tulsa County_Daniel Webster High School Historic District_0016