1. Name of Property
   Historic name:  _Holland Hall Upper School______________________________________
   Other names/site number: _N/A_____________________________________
   Name of related multiple property listing:  N/A
   (Enter "N/A" if property is not part of a multiple property listing)

2. Location
   Street & number: __5666 East 81st 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   Not For Publication:   Vicinity:    ____________________________________________________________________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  _X_ nomination ___ request for determination of eligibility meets
   the documentation standards for registering properties in the National Register of Historic
   Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.
   In my opinion, the property _X_ meets   ___ does not meet the National Register Criteria.  I
   recommend that this property be considered significant at the following
   level(s) of significance:
   ___national                  ___statewide           _X_local
   Applicable National Register Criteria:
   ___A             ___B           _X_C           ___D


   ___________________________________________________________
   Signature of certifying official/Title:                        Date
   __________________________
   State or Federal agency/bureau or Tribal Government

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

   ___________________________________________________________
   Signature of commenting official:                           Date
   __________________________
   Title :                                                   State or Federal agency/bureau
   or Tribal Government
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:  x

Public – Local

Public – State

Public – Federal

Category of Property

(Check only one box.)

Building(s)  x

District

Site

Structure

Object
Holland Hall Upper School
Name of Property

Tulsa County, OK
County and State

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

<table>
<thead>
<tr>
<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
RELIGION/Religious Facility
LANDSCAPE/Parking Lot

Current Functions
(Enter categories from instructions.)
EDUCATION/School
RECREATION/Sports Facility
RELIGION/Religious Facility
LANDSCAPE/Parking Lot
7. Description

Architectural Classification
(Enter categories from instructions.)
OTHER: American Regionalism

Materials: (enter categories from instructions.)
Principal exterior materials of the property: Brick, concrete

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
The Holland Hall Upper School (1970) occupies the south portion of the Holland Hall campus at 5666 East 81st Street in Tulsa, Tulsa County, Oklahoma. Designed by Texas architect O’Neil Ford (Ford, Powell & Carson), the Upper School complex includes two contributing buildings (the Academic Building and the Gymnasium) and one contributing structure (the amphitheater), which were all completed in 1970. Although planned to be part of the initial construction phase, the associated All Saints Chapel was not built until 1978; this building is a non-contributing resource to the complex along with two parking lots (non-contributing structures) and a gymnasium annex built circa 2005 (non-contributing building). The three primary buildings (two contributing, one non-contributing) are two stories in height and feature tan brick cladding. The Academic Building and Gymnasium have flat roofs while the chapel has a pyramidal roof. Simple geometric masses organize the three buildings, which are sympathetically sited within the landscape. The concrete amphitheater sits at the center of the complex and utilizes the natural grade of the site. The Upper School complex retains its historic integrity from its 1970 period of significance and is an excellent example of Ford’s later career.
Narrative Description

Setting
The Holland Hall Upper School includes nearly five acres of the greater Holland Hall campus located in south Tulsa. The Holland Hall campus occupies just over one hundred sixty acres approximately nine miles southeast of downtown and two miles east of Oral Roberts University (Figure 1). Prior to construction, this area of Tulsa was just starting to develop; the land surrounding the Holland Hall acreage was mostly unimproved (Figure 2). Today, dense residential subdivisions surround the Holland Hall campus both on adjoining land sections in all directions and within its section to the west, south, and east (Figure 3). The Creek Turnpike (OK-364 Hwy), built circa 1990, is one mile south of the Holland Hall campus.

The Holland Hall campus lies between two small hills to the west and east. The site of the Upper School near the south end of the campus gently slopes from west to east toward an intermittent creek, meandering north to south within Section 15 (Figure 4). Prior to construction of the Upper School, this site contained few trees while a dense mixture of mostly deciduous trees covered the adjacent hills (Figure 5); this condition remains today. Within the Holland Hall campus itself, trees dot the landscape at the north end near East 81st Street, define edges of parking areas, and surround buildings.

The Holland Hall campus contains three primary building groupings that house the Primary, Middle, and Upper schools (Figure 3). The Upper School, the Walter Arts Center (circa 1995), and the Middle School (1981) align along a slight northeast axis. The Upper School, which includes the Academic Building, Gymnasium, and All Saints Chapel, is furthest south from East 81st Street, sited near the southwest corner of the campus. The circa 1995 Walter Arts Center sits adjacent to the north of All Saints Chapel. To the north of the Walter Arts Center is the Middle School cluster, whose first buildings opened in 1981. Athletic fields wrap around to the south and east of these buildings. Due east of the Middle School is the Primary School cluster, opened in 1976; a dense ribbon of trees separates the middle and primary school clusters. Two ball fields and a grouping of tennis courts cut into the wooded hills at the east side of the campus. A line of trees screens maintenance sheds located at the south edge of the campus.

Primary access from East 81st Street into the Holland Hall campus is at the west end of the north property line. A concrete drive meanders south along the western wooded hill. This drive wraps around the south edge of the Upper School cluster and connects to a smaller north-south drive accessing athletic fields to the south, southeast, and east, as well as the rear of the Walter Arts...
Center and the Middle School. The drive continues north, and curves to the east, providing access to the Primary School; the Primary School also has two separate entrances from East 81st Street. A drive runs to the north of the Middle School, connecting the east and west driveways. The driveway system also connects to the campus parking lots. Two parking lots occupy the south end of the Upper School cluster. Two larger lots to the north of the Upper School Academic Building also provide parking for the Walter Arts Center and Middle School cluster to their east. Two smaller parking areas sit to the west of the north end of the Middle School, and a parking lot is centered at the north of the Primary School.

**Upper School Site**

The Upper School cluster occupies approximately five acres in the southwest quadrant of the Holland Hall campus, one-quarter mile south of East 81st Street. The cluster includes four buildings and three structures that utilize the natural topography (*Figures 4 & 6*) at the base of the west hill. The grade slopes down approximately thirty feet from northwest to southeast, so the axis of the cluster follows this northwest-to-southeast orientation. The primary, and largest, resource within the cluster is the 1970 Academic Building (Contributing - C) that occupies the western (highest) side of the site. The 1970 Gymnasium (C) sits to the east of the Academic Building, intentionally built at the lower elevation so as not to dominate the view of the cluster upon approach from the north. Tucked into the south side of the Gymnasium is the circa 2005 Weight Room Annex (Non-Contributing - NC). North of the Gymnasium is 1978 All Saints Chapel (NC). The open space between the three buildings is the 1970 Amphitheater (C) built into the natural slope of the site. Two parking lots (NC) occupy the south end of the Upper School cluster. The west lot dates to 2000 and has twenty-five spaces; the east lot date is unknown and has eighty-five spaces. Both have asphalt paving, planted medians, and directional vehicular circulation.

Concrete sidewalks wrap the perimeters of each of the three main buildings. The sidewalks connect the buildings and lead to parking lots to the south and north and athletic fields to the east. The buildings and parking lots cover most of the land area of the Upper School cluster. However, areas of manicured lawn—including grassy medians within the parking lots—and strategically placed plantings comprise most of the landscaping around the buildings.

The campus drive creates the west and south boundaries of the Upper School cluster. The driveway also forms the west half of the north boundary; the boundary then steps down to the southeast,

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following a concrete sidewalk, and extends east along another sidewalk between the Walter Arts Center and All Saints Chapel. The north half of the east boundary follows a sidewalk to the east of the chapel south to its termination at an east-west sidewalk, then turns east and follows this sidewalk to the driveway; the south half of the boundary follows the driveway south to the south boundary. The east boundary is drawn to exclude retaining walls associated with the adjacent Walter Arts Center. The five-acre site incorporates the extent of the Upper School buildings that opened in 1970 and over which O’Neil Ford had direct design input.

1970 Contractor: Tulsa Rig, Reel & Manufacturing Co.
2000 Architects: Dewberry Design Group with Howell & Vancuren, Inc., landscape architects
2000 Contractor: Flintco Inc., Construction Management Services

The Academic Building (1970) is the focal point of the Upper School complex (Photo 1). The two-story building has an irregular floor plan due to intersecting orthogonal masses, including the one-story administration mass that forms part of the north façade, that surround central interior Barnard Commons. The flat roof of the Barnard Commons rises almost a full story above the surrounding school building, allowing clerestory windows on each elevation to light the interior space below. The structural system of the building is a combination of concrete, steel, and brick masonry. The foundation is concrete. The exterior tan brick is laid in a running bond and without expansion joints. A metal facia accentuates the flat built-up roof; the clerestory above the Barnard Commons pierces the center of the roof. Unless otherwise noted, windows and doors date to the 1970 construction. Windows have simple metal frames holding fixed panes without muntins. The walkway along the front (north) of the building is brick, and a concrete terrace extends to the east, connecting to the Gymnasium Building and Amphitheater.

In 2000, a brick addition to the rear (south) of the 1970 building extended the usable footprint of the Academic Building (Figure 7). This two-story L-shaped addition, most noticeable from the south, rises approximately six feet above the roof of the 1970 building. Although the addition shares similar details with the 1970 building, the 2000 construction is distinguishable from the original construction. The brick color is slightly more orange (Photo 2); the brick is a veneer, evident by its expansion joints; and masonry openings are shallower than in the 1970 building (Figure 8).

3 The letters before each resource correspond to the Boundary Map (Figure 6).
North (Primary) Façade
The primary side of the Academic Building faces north onto the main drive and parking lot. The one-story administration wing covers the east half of the main two-story school mass and continues to extend east. Eight bays organize this section of the brick façade. The westernmost bay features a wood door with vertical lites centered in the brick wall plane. Six window bays, separated by brick columns, extend to the east of this entry. Each bay contains a historic fixed window unit consisting of three vertical panes of plate glass separated by metal mullions. The window units entirely fill each bay. The easternmost bay consists of a brick wall without openings. Custom ceramic sconces adorn the brick wall, each column, and each side of the entry.

The north façade of the main school block is two stories tall. Three bays organize the first story. The center bay features the main entrance into the school. The entry consists of two pairs of wooden doors with vertical lites; sidelites of similar design flank both sets of doors. A flat canopy extends north from this bay. Steel columns support the canopy, the ceiling of which consists of wooden slats. The canopy extends north to an east-west canopy, slightly taller, that shelters the brick walkway adjacent to the main drive. Decorative sconces adorn the undersides of both canopies. To the east of the entry, a series of four, tall rectangular masonry openings pierce the wall; each contains a fixed window. Four additional large square masonry openings pierce the wall to the west of the entry; these also contain fixed windows.

A continuous band of full-height fixed windows dominates the upper story of the north façade. A large, square brick panel adorns the wall to the east of the window wall. The wall to the west of the windows contains the name of the building “Upper School” in raised metal letters. The north wall of the Barnard Commons clerestory sets back from the two story mass approximately forty feet; ten fixed panes of glass separated by simple metal mullions comprise the clerestory (typical all sides).

West Elevation
The west elevation is a series of staggered wall planes (Photo 2). Two bays organize the west elevation of the one-story administration mass. This mass, which occupies the northeast corner of the building, sets back approximately ninety feet from the main west elevation of the building. Brick fills the north bay; a tall narrow window pierces the south end of the brick wall. The south bay is glass.

The north bay of the two-story west elevation contains no openings within its brick wall. A narrow, inset bay adjacent to the north bay features a glass entry system with a single door and glass side panel. A strip of brick laid in running bond surmounts the doors; above this brick, a panel of
decorative brick rises to the roof fascia and fills the width of the bay. The stretcher bricks in this panel are laid at forty-five-degree angles, alternating direction per row.

The remainder of the 1970 west elevation projects west from the inset entry approximately twelve feet; the north wall of this two-story mass contains no openings. Three irregular bays organize this west elevation. Excepting a door, each masonry opening contains a fixed metal window. Two sets of three large square openings pierce the north and center bays of the first story of this wall. The south bay contains three narrow masonry openings; a metal slab door fills the center opening. The upper story features six narrow masonry openings with deep splayed window sills composed of three rows of solider bricks; each bay contains two openings. The center and south bay windows demarcate the ends of the bays. The north window of the north bay aligns with the north edge of the window below it; the south window also aligns with the north edge of the window below it.

The 2000 addition projects approximately twelve feet west of the 1970 west elevation. The north wall of this two-story mass contains no openings. The first story of the west elevation features two large square masonry openings within the north half of the wall; each opening contains a pair of fixed metal windows separated by a metal mullion. A rectangular opening with a fixed metal window pierces the wall to the south of the square openings. The upper story features five evenly spaced, narrow rectangular masonry openings within the north half of the wall and four evenly spaced, narrow openings within the south half; each contains a fixed metal window. Three utilitarian sconces line the upper wall above second story windows.

South Elevation
The majority of the south elevation dates to 2000 (Photo 3). Similar to the 1970 building, staggered wall planes comprise this side of the building. Three irregular bays window organize the westernmost portion of the south elevation. The first story features two large rectangular masonry openings that flank a narrower rectangular opening. Six evenly spaced narrow rectangular masonry openings pierce the upper elevation with two windows per bay. Each opening contains a fixed metal window except the square openings which have a pair of metal framed fixed windows separated by a metal mullion. An inset bay to the east features a further inset pair of glass and metal doors at the first story, and a large, square, metal window pierces the wall above the entrance.

A three-story mass rises to the east of the entry bay. Three bays organize this portion of the elevation. The west bay contains no openings. The central and east bays are nearly identical. A metal storefront system pierces the first story; the center bay contains a pair of wood and glass doors that match those on the north façade. Two large rectangular masonry openings pierce the wall at the second story; these each contain a fixed window and a shallow metal awning. The third
story features four pairs of narrow masonry openings that each contain a louver. The easternmost portion of the 2000 addition’s south elevation sets back slightly; this two-story mass contains no openings, but the name of the addition “THE DUENNER FAMILY/SCIENCE, MATHEMATICS AND/TECHNOLOGY CENTER” adorns the upper center of the wall. A shallow metal shed roof supported by square metal columns spans from the center bay to the east edge of the south elevation and covers an outdoor terrace and walkway; a brick kneewall separates the terrace from the parking lot to the south.

Portions of 1970 building’s south elevation are visible at the east side of the building. For instance, the south elevation of the mass, containing the library, is fully exposed. Five bays organize this elevation. The westernmost bay is a stair tower that sits approximately four feet from the adjacent north-south exterior wall. The stair tower extends approximately fifteen feet south of the south elevation wall to the east and approximately twenty-five feet from the south elevation wall to the west; this wall features a single metal slab door. The two-story masonry opening that pierces the south wall of the stair tower contains a pair of glass and metal doors at the first story and fixed windows above; no openings pierce the east or west walls of the stair tower. The four bays to the east of the stair tower are identical. Each features a two-story masonry opening with splayed brick window sill. The openings contain large fixed metal windows.

Approximately ninety feet north of the above described wall, a two-story volume corresponding to the library projects twenty-five feet east of the east elevation. A full-height narrow glass bay (approximately three feet wide) at the west end of this wall abuts the east wall of the library and features a single metal and glass door at the ground level. A brick chimney rises to the east of this glass bay and integrates into the remainder of the brick south wall. A clerestory window caps the wall to the east of the chimney.

The south wall of the one-story administration mass at the northeast corner of the building contains a series of rectangular masonry openings that alternate between fixed metal windows and metal slab doors. These doors provide egress onto the terrace along the east of the building.

East Elevation

The east elevation is a series of staggered wall planes. The southernmost portion of the elevation dates to 2000. No openings pierce this wall. Six feet separate this mass from the south elevation of the 1970 stair tower described above. This allows the north wall of the 2000 mass to provide an egress point, in the form of a pair of double glass doors, at the west end of the first story. The east-facing wall at the west end of the sidewalk between the 2000 and 1970 buildings features a tall, narrow masonry opening with fixed window.
The main east elevation features five large square masonry openings with splayed window sills that each contain a fixed metal window. These openings are centered in the wall. To the north, the projecting east wall of the north portion of the library mass features five square masonry openings at ground level. The south and north openings each contain a deep-set pair of glass and metal doors while the center three openings have deep-set fixed windows. A clerestory caps the wall (Photo 7).

To the north, the wall of the main academic building mass steps back. At the south end of the first story, a pair of deep-set glass and metal doors pierce the wall. A flat roof canopy supported by metal posts covers this exit and extends north, wrapping around the south wall of the one-story administration mass then extending east to shelter a small portion of the concrete terrace at the east end of the building; decorative light fixtures adorn the underside of the canopy. The east end of the administration wing is stepped at the south end but contains no openings. Decorative sconces adorn the wall.

**Interior**
The Barnard Commons organizes the layout of the Upper School Academic Building. Centrally located within the 1970 building, the two-story volume is the focal point around which classrooms and offices are positioned. The exterior form and massing reveal the interior functional spaces of the building. Unless noted otherwise, finishes throughout the building include gypsum board or concrete block interior walls, exposed exterior brick walls, acoustical ceiling tiles (ACT) in high-traffic public spaces, and gypsum ceilings elsewhere. Carpet covers the floors of corridors and other high-traffic areas, as it did historically; ceramic tile, vinyl composition tile (VCT), and concrete cover utilitarian spaces. Custom light fixtures adorn ceilings throughout the building, and the frequent use of wood throughout softens the spaces (Figure 9). Brass fixtures and custom woodwork were crafted by architect O’Neil Ford’s brother, Lynn. Most doors, especially those within public spaces, are custom designed wood and glass units.

**First Floor**
The primary entrance into the Academic Building is through a pair of wood and glass doors near the west end of the north elevation. The exterior doors are mostly wood with narrow panes of glass; they open into a small vestibule with brick east and west walls and a wood slat ceiling. The south wall of this vestibule is also wood and glass and features two pairs of doors. Contrasting the north wall, this south vestibule wall is primarily glass within wood frames. The vestibule leads into a small foyer with carpet floors and gypsum walls. A door within the west wall leads into a series of faculty spaces demarcated by gypsum board partitions. This faculty area spans the entire
length of the west side of the first floor of the 1970 building. The entry foyer opens to the Barnard Commons to the south (Photos 12 & 13), described below.

A secondary entrance within the north wall leads into the one-story administration wing along the front of the building. The exterior door, which matches those of the entrance described above, opens into a small vestibule with brick walls and ACT ceiling; a decorative ceramic light fixture adorns the ceiling. A wood-and-glass door within the vestibule’s east wall leads into the reception area. A double-loaded corridor extends east from the south end of the reception’s east wall and leads to administrative offices and conference rooms along the corridor. The corridor jogs slightly near its east end at a small work area and continues east, providing access to additional staff rooms. The administration wing has carpeted floors, gypsum board interior walls, exposed brick exterior walls, ACT ceilings, and wood baseboards and trim. A short hallway extends south from the reception area. The principal’s office resides along the west side of this hallway. This room features a custom designed and crafted wood panel on its south wall (Photo 18). Two additional offices are grouped together with the principal’s office. The hallway continues south through a wood-and-glass door into the north corridor lining the Barnard Commons.

The north corridor contains a bookstore and restroom on its north side to the east of the door from the reception area; a pair of doors at the east end of this corridor leads out to the east terrace. Wooden lockers line the north wall to the west of the reception door; the remainder of this north wall features wood slat paneling. The north corridor continues to the west to intersect with the main entry foyer and then into the faculty area along the west side of the building.

**Barnard Commons**

The Barnard Commons is a two-and-a-half-story volume around which the rest of the building is organized. A clerestory tops the perimeter walls. Round concrete columns support the exposed truss system that supports the roof above the space. Wood slat panels cover the ceiling, and decorative ceramic pendant lights hang from the ceiling to the bottom of the trusses. The floor features end grain woodblocks laid in a herringbone pattern. Portions of the perimeter walls historically had wood paneling; today gypsum board covers most of these walls. Wood baseboards line the perimeter walls and wood trim encases openings.

The columns within this space create a circulation path around the open central portion of the Commons. Classrooms line the south side of the Commons. The Holland Hall seal is framed within the center of the south wall between entrances to classrooms on either side. Teacher offices along the east side of the Commons open into the main space, and an open switchback stair occupies the south end of the east side of the Commons. The primary entrance into the Chapman Library is
located through a small vestibule between the southernmost office and the stair. An open straight-line stair to the second floor dominates the north half of the west wall of the Commons. Both the south half of the west wall and the north wall, described above, set back from the Commons. The west wall is also the west wall of a north-south corridor that leads to additional classrooms within the southwest corner of the 1970 building, the Lecture Center centered in the south portion of the 1970 building, and into the 2000 addition. Wood lockers line both sides of the corridor.

At the second floor, an open corridor surrounds the Commons on the north, south, and west sides; the walls along the Commons at this level are not full height; wood trim caps the half-walls. The east wall features a series of full-height shutters that open to two offices and a central gathering area. When open, the shutters reveal a simple double wood rail with metal balusters that span the openings. A similar railing spans the east side of the stair landing to the south of these shutters.

**Chapman Library**

The Chapman Library occupies the east portion of the 1970 building south of the administration wing. Entering the library from the Commons, one encounters the two-story volume of the main reading room to the north (*Photos 14 & 15*), a reception desk with wood slat backdrop is across from the entry, and the main portion of the library to the south. The brick south wall of the entry curves to the south. In the reading room, exposed trusses support the flat roof, and wood slat panels cover the ceiling. Clerestory windows line the north, east, and south perimeter walls of the reading room. Historic decorative brass pendant chandeliers hang from the ceiling. Carpet covers the floor. Exposed brick exterior walls line the north, east, and south walls of the space. An open-hearth fireplace with concrete lintel occupies the center of the south wall of the two-story volume. The second story of the west wall features a wood slat half-wall with glass above. The first story of the west wall sets back from the edge of the second floor. Four wood doors with narrow glass panes punctuate this wall between bookshelves; these doors formerly opened directly into the teacher offices along the east side of the Commons and are no longer operable. The south portion of the library is one story in volume with gypsum board ceilings and brick exterior walls with large windows. The south end of the library opens into a two-story volume. The second floor at this location is open with a metal and wood railing lining the edge of the floor. A vestibule at the southeast corner of the library leads into a stair tower with egress to the south of the building and a stair accessing the upper floor.

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4 Bookshelves in the offices today cover these doors.
Lecture Center
The lecture center occupies the center of the south elevation of the 1970 building. The lecture center mass features curved brick walls and a two-story lecture room oriented toward the northeast. Access to the center is through a doorway at the south end of the first floor’s west corridor. This door opens into a curved hallway with brick walls (Photo 16). A curving stair along the southeast side of this corridor leads up to the second floor. At the south end of the curving hallway, a pair of wood slab doors opens onto a set of carpeted steps that leads down to the lobby of the 2000 addition. A pair of wood and glass doors leads into the lecture center itself (Photo 17). Curved tiers with seating lead down to the lecture floor. A second-story balcony overlooks the main space and has a metal and wood railing across its edge. Walls within the lecture center are a combination of brick, acoustical paneling, and gypsum board. Curved gypsum board soffits with can lighting cover the seating tiers while the ceiling above the lecture area is higher. The floor is polished concrete, and wood trim lines the edges of each tier. A door within the north wall of the room leads into the library.

2000 Addition
A door at the end of the west corridor leads directly into the main lobby of the L-shaped 2000 science and technology addition. Classrooms line the west and south sides of the lobby while the curved brick walls of the lecture center dominate the northeast corner of the space. Round columns with wood paneling support the edge of the second floor, keeping the full mass of the lecture center wall exposed. Lay-in acoustical tiles cover the ceiling, carpet covers the floor, and walls are gypsum board.

Second Floor
The configuration of the second floor of the Academic Building is similar to the first floor. Classrooms line corridors overlooking the Barnard Commons below on the north, west, and south sides (Photo 21), and wood lockers line the corridor walls (Photos 19 & 22). Two offices and a central gathering area overlook the east side of the Commons. These spaces open to a small hallway along their east side; the east side of this hallway overlooks the library reading room. These areas have ACT ceilings and carpeted floors; decorative ceramic light fixtures adorn the ceilings of the offices.

A small hallway to the south of and perpendicular with the south corridor leads into classrooms within the southeast corner of the second floor. The south wall of this hallway features wood slats. The hallway bends to the south and leads into the classroom area above the south end of the library (Photo 20).
The west corridor leads south to the lecture center and the 2000 addition. The second floor of the addition features classrooms along the west and south sides; the northeast wall curves with the lecture center and is open to the lobby below.

B. Gymnasium Building (1970)  
1970 Contractor: Tulsa Rig, Reel & Manufacturing Co.

The Gymnasium Building has a modified T-shaped plan set on an east-west axis. The western two-story rectangular mass contains the gymnasium; the perpendicular eastern two-story mass houses the locker rooms; smaller two-story stairwell masses extend from the east elevation. The gymnasium mass rises six feet above the locker room mass. The siting of the building within the landscape provides entrances from grade at both stories. The structural system of the building is a combination of concrete, steel, and brick masonry. Most of the exterior is tan brick (Photo 5); however, glass and concrete block also form portions of the building envelope (Photo 6). Like the Academic Building, the exterior brick walls have no expansion joints. A metal fascia accentuates the flat built-up roof.

North (Primary) Façade  
The primary façade overlooks the Amphitheater to the north. Four wall planes organize this side of the building, and the walls step back from west to east (Photo 5). The dominant western portion of the façade features a concrete frame with a wall of windows at the upper story and vertical-board-formed concrete walls at the lower story. Concrete columns organize four window bays above. Each of the three bays contains six plate glass panels separated by metal mullions; the easternmost window bay contains only a single pane. The primary entrance into the Gymnasium Building occurs through two pairs of glass doors within in the window wall. One pair occupies the easternmost end of the westernmost bay; the other pair occupies the adjacent bay to the east (Photo 6). These doors open onto the concrete terrace shared with the Academic Building to the west and the Amphitheater to the north. A metal railing extends north from the east set of doors, marking the east edge of the terrace as it transitions into a set of concrete stairs between the Amphitheater and Gymnasium Building. This curving stair leads down to the lower level of the Gymnasium Building. The lower story of the window wall is board-formed concrete between concrete columns. A pair of glass doors with transom comprises the easternmost bay. To the west of these doors within the adjacent bay is a square wood panel. The east-facing portion of this wall features a narrow window at both stories.
An unadorned brick wall plane to the east of the window wall plane steps back approximately six feet. This wall corresponds to the north enclosed stair tower mass that extends from and is the same height as the gymnasium mass to the west. The south wall of this stairwell mass contains a door at the west end of the lower floor. The east wall of this mass features a large masonry opening in the upper half of the wall; the roof plane forms the header, and the splayed window sill consists of three rows of vertical stretcher bricks. A larger tri-pane window unit fills the opening; a square pane surmounts two vertical rectangular panes below.

The north wall of the locker room mass sets back from the north stair tower mass approximately twelve feet. The only opening within this brick wall plane occurs at the west end of the lower story where a single metal pedestrian door pierces the wall.

The easternmost wall plane of the north façade corresponds to the south enclosed stair tower; this wall steps back approximately six feet. A narrow two-story window pierces the east end of this wall.

**East Elevation**
The east elevation is a series of stepped wall planes. At the south end of the elevation, the wall of the gymnasium mass sets furthest back. Painted (historic finish) concrete block with upper brick half-story comprises the south portion of this wall. An enclosed stair mass runs along the north half of the gymnasium mass’s east elevation; the roof of stair mass is angled, and historic metal siding clads the walls. A metal framed glass door pierces the north end of the stair mass’s east elevation at ground level. A single, rectangular, metal framed, fixed window pierces the upper story of the gymnasium wall adjacent to the south wall of the stair mass.

North of the stair mass, the two-story locker room mass projects east from the gymnasium’s east wall. The brick east elevation of the locker room mass is mostly devoid of windows. The wall steps back at the junction with the south enclosed stair tower mass; large windows pierce both stories of the inset wall; a glass door is part of the ground floor window wall. The brick east wall of the north stair tower projects furthest to the east. This wall contains no openings.

**South Elevation**
Six bays organize the south elevation of the gymnasium mass (*Photos 3 & 4*). One-and-a-half-story concrete buttresses separate each bay. Brick clads the west two bays while the east four bays are concrete block with a brick half-story above the buttresses. A pair of metal slab doors pierces the ground level in each of the easternmost and westernmost bays.
A concrete structural frame organizes the south elevation of the locker room mass into five bays. Brick infills each bay; the easternmost bay (bay five) is a single plane of brick. The metal-clad stair mass obscures a portion of the westernmost bay; a glass transom pierces the top of this bay at the junction with the gymnasium mass. A pair of doors with glass transom pierces the first story of bay four.

At the east end of the elevation, the brick south elevation of the south stair tower contains a narrow vertical window at the east end of the wall that lights the landing of the enclosed stair tower.

**West Elevation**
The west elevation is closest to the Academic Building (*Photo 3*). Seven bays organize this wall, and the grade slopes most dramatically along this wall from north to south. One-and-a-half-story concrete buttresses separate bays two through seven; brick clads the walls of these bays. Concrete structural members frame the northernmost bay (bay one) comprised of a metal storefront system similar to the north elevation. A pair of glass doors is centered in the storefront.

**Interior**
The Gymnasium Building has details and finishes similar to the Academic Building. Perimeter walls feature exposed brick, and custom designed light fixtures adorn corridors. The building massing dictates the interior spatial arrangement; the largest portion of the building contains the gymnasium itself with locker rooms to the east, and smaller masses indicate the location of vertical internal circulation. The primary entrance into the building is through doors within the upper story of the north wall. Unless otherwise noted, interior partition walls are painted concrete block.

**Upper Floor**
The front doors of the building open into an east-west oriented lobby along the north side of the two-story gymnasium (*Photo 23*). This lobby functioned as the Upper School Refectory until the early 2000s. A small kitchen occupies the west end of this lobby; a gypsum board wall with centered wood door separates the kitchen from the lobby. The lobby extends into the north stairwell. Windows dominate the north wall of the lobby; wood paneling covers the south wall. A gypsum board ceiling floats over the lobby; the ceiling soffit does not extend to the windows, and a narrow gap accentuates the junction between the ceiling and south walls. VCT covers the floor.

A series of four inset pairs of doors pierce the south wall of the lobby and lead onto the top tier of the retractable bleachers lining the north wall of the two-story gymnasium (*Photo 24*). The vestibules created by these inset doors also contain doors within their east and west walls that lead into storage rooms and a ticket booth. The ticket booth is at the east end of this wall.
A north-south corridor runs along the east wall of the gymnasium. A short set of concrete steps at the north end of this corridor leads down from the lobby to the corridor; a pair of fire doors is located at the bottom of these steps. VCT covers the floor of the corridor. Two doors within the east wall of the corridor lead into the women’s locker room and restroom. An exit stair occupies the south end of this corridor. The south stair tower lies adjacent the north end of the east wall of the women’s locker rooms and leads down to the men’s locker rooms.

Lower Floor
The main stair of the building is at the east end of the upper floor lobby. This switchback stairwell has concrete stairs and metal railings and leads down to both the lower floor and then down to an exit door on the south side of the north stair tower. The brick wall at this lower half story has a curved northeast corner at the stair landing. The stairwell off the locker rooms matches this main stairwell and provides egress through a door in the east wall of the building.

The main stairwell leads down to the lower floor vestibule to the north of the gymnasium. This vestibule has a polished concrete floor and gypsum board ceiling. Doorways within the west concrete block wall of the vestibule provide access to restrooms. An exit door pierces the center of the north wall of the vestibule. Two storage rooms occupy the area to the west of the restrooms and north of the gymnasium.

Similar to the upper floor, a north-south corridor runs along the east wall of the gymnasium. A short set of concrete steps at the north end of this corridor leads down from the vestibule to the corridor; a pair of fire doors is located at the bottom of these steps. VCT covers the floor of the corridor. Two doors within the east wall of the corridor lead into the men’s locker room and restroom. The exit stair occupies the south end of this corridor. The south stair tower is adjacent to the north end of the east wall of the men’s locker rooms and leads up to the women’s locker rooms.

The two-story gymnasium has a square floor plan. A pair of metal slab doors at the east end of the north wall provides primary access into the gymnasium from the north vestibule. Four pairs of metal slab doors at the upper level of the north wall open directly onto the retractable bleachers along this wall; a small rectangular window to the east of the east pair of doors corresponds to an announcer booth. Acoustical tiles clad the gymnasium ceiling between the exposed steel truss and joist grid of the roof structure. Painted concrete and concrete block walls enclosed the space. The wood floor, painted with basketball and volleyball markings, replaced the 1970 wood floor in the 1990s.
C. Amphitheater (1970)  Contributing Structure
1970 Contractor: Tulsa Rig, Reel & Manufacturing Co.

The Amphitheater fills the space between the Academic Building to its west, the Gymnasium Building to its south, and All Saints Chapel to its east. The concrete terrace that connects the Academic and Gymnasium buildings forms the east side of the Amphitheater. Board-formed concrete knee walls line the east edges of the terrace due to the drastic grade change. At the center of the terrace, the wall breaks, and a series of narrow concrete terraces lead down from the main terrace to the grassy area west of All Saints Chapel (Photo 8). Each terrace has a concrete edge and a grass strip. Board-formed concrete walls flank the north and south edges of the terraced steps; the south wall angles while the north wall is perpendicular to the terraces. The bottom terrace is wider and extends north of the north wall; a concrete sidewalk extends east from the south end, angling with the concrete wall. A grassy area extends between the bottom of the terrace and the west wall of the chapel; a raised concrete slab, constructed in 1978 along the south end of the chapel wall becomes the focal point of the stepped terrace.

D. All Saints Chapel (1978)  Non-Contributing Building
Architects: Ford, Powell & Carson; Barnard & Starr

All Saints Chapel has a two-story mass with a square plan and pyramidal hipped roof. A one-story L-shaped volume with a shed roof wraps the west and south sides of the two-story mass. A two-story shed-roof volume interrupts the one-story mass in the center of the south elevation. The building rests on a concrete foundation; its walls are tan brick veneer, and corrugated metal covers the roofs with wooden rafter tails exposed at the eaves. A decorative metal cross tops the roof pinnacle. This building is considered non-contributing to this nomination; although designed by the architecture firm bearing his name, O’Neil Ford had minimal design input on the chapel.5

West (Primary) Façade
The primary façade faces west toward the Amphitheater and Academic Building (Photos 8 through 10); although, entrances into the building are in the north and south elevations. The shed roof one-story mass dominates the first story. Square wood columns support the roof at the north end of the northernmost bay, which shelters the main entrance. To the south of this entry bay, the wall is brick, enclosing a foyer. Centered within the building at both the first and second stories, three sets of narrow, vertical masonry openings pierce the wall. Each opening contains a fixed window with

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5 The Academic Building and Gymnasium Building represent Ford’s direct design influence. As discussed in Section 8, by 1972, Ford’s role in the firm was mostly marketing and public relations with less input in design.
brick sill and soldier brick lintels. The second story windows are shorter than those on the first story. The windows in the building do not have muntins.

The west wall of the two-story mass on the south elevation sets back from the main west wall plane. This wall has no openings.

North Elevation
The north elevation faces the Walter Arts Center (Photo 10). The two-story mass of this elevation features a continuous brick wall without openings. The main entrance into the building is centered in the one-story mass at the west end of this elevation. The entrance features a pair of wooden doors with three square lites each; a heavy concrete lintel spans the opening and is flush with the wall. Decorative sconces flank the opening. A shed roof covers the entry, creating a small portico. Wood columns support the shed roof at the north end, and wood columns, attached to the wall by metal ties, support the roof on either side of the doorway. The concrete sidewalk slopes up approximately four inches from the west to access the portico floor, which features brick pavers, an extension of the flooring used in the foyer accessed from this entrance.

East Elevation
The east elevation of All Saints Chapel faces the football field across a grassy lawn to the east. This wall is two stories tall and five even bays wide; square brick pilasters with canted concrete caps separate the first story bays (Photo 5). The north and south bays do not contain any openings. The center three bays are identical. A full-width masonry opening pierces east first story bay between the pilasters. The openings have brick sills atop brick knee walls, and a concrete lintel spans each opening just below the top of each pilaster. Each masonry opening contains a set of four tall, ganged, fixed windows; the window framing is metal. A set of six tall, narrow masonry openings pierce the wall above each of the three centered first story bays. As on the west elevation, brick separates each window, and each opening has a brick sill and soldier brick header.

The one-story mass along the south elevation has a brick east wall with a rectangular metal louvre generally centered within it. This wall sets back from the main east elevation. Further set back is the east wall of the two-story mass on the south elevation; the east wall of this mass contains no openings.

South Elevation
The south elevation faces the gymnasium building (Photo 9). The one-story, shed-roof mass from the west elevation wraps around the south elevation; this does not extend all the way to the east corner of the elevation. Centered within the two-story mass of the main chapel building is a two-
story, shed-roof mass; the south wall is flush with the one-story mass, and the roof extends south from the main roof of the building. To the west of the centered two-story mass, only the first story mass contains openings. The westernmost opening is a double-door entry into the building foyer. Decorative sconces flank the opening, which is spanned by a concrete lintel. The doors match those on the north elevation: wood with three square panes of glass each. To the east of the entry doors is a set of three narrow, vertical windows like on the west and east elevations. Each window opening has brick sills and headers and a fixed window. The two-story mass features a single door opening on each story at the east end of the wall. Both openings have concrete lintels. The first story door (metal slab) opens to a small concrete porch with metal railing; the upper opening has a brick sill but does not open to a landing. The function of this opening is unknown. The one-story portion of the wall to the east of this two-story mass contains a single metal louvre in the upper portion of the wall; a larger louvre pierces the ground level of the wall; a short set of concrete steps leads down to this louvred vent. No openings pierce the upper story wall at this location.

Interior
The exterior massing of All Saints Chapel indicates the interior spatial arrangement. The main, square two-story mass holds the chapel function, a two-story volume. To the west, the one-story portion corresponds to the entry and foyer of the building; the south one- and two-story portions relate to offices, storage, and mechanical spaces. Interior finishes of the public areas are simple but highlight the structure and form of the building. Brown brick pavers, laid in running bond, cover the floors of the chapel and foyer. Interior and exterior perimeter walls are a combination of concrete and brick covered with a rough cementitious skim coat and painted white to reflect the sunlight. Ceilings have natural finish wood planking.

The north and south entrances open directly into the west foyer, which is lighted by the narrow windows along the exterior west elevation. Exposed wood rafters line the ceiling, with wood planking between. Custom-designed brass light fixtures hang from the center of every other rafter bay. Three pairs of custom pivot doors are centered between concrete columns in the east wall and lead into the chapel. These doors are wood frame with three rows of glass panels; the top and bottom rows have eight narrow panes, mimicking the exterior window, and the middle row has four panes. Door hardware is brass.

The chapel itself is a two-story volume. Concrete parabolic arches spring from each corner of the square space to meet in the center of the vaulted ceiling. Exposed rafters support the pyramidal roof between the columns. The west wall features the three double-door entries into the

6 Rooms within the southern portion of the building were not visited.
The rectangular openings have expressed concrete lintels. A series of eighteen narrow clerestory windows pierce the wall directly above the entrances. The rectangular openings have arched sills that direct sunlight down into the chapel; each window has a single interior wood shutter made of wooden slats with brass button fasteners. The concrete north wall features eight perforated panels, four at the first and second stories; the upper panels are taller than the lower panels. Each perforated panel is flush with the surrounding concrete wall. The perforations—voids—are the size of an end brick, laid flat in an offset pattern. The east wall is similar in design to the west wall. At the first story, three masonry openings contain windows with full size, custom-designed shutters comprised of wood slats with brass button fasteners. Eighteen narrow clerestory windows with arched sills pierce the wall above the first story windows. A decorative wood screen dominates the south wall and hides the organ, with pipes visible in the center of the screen. Hidden doors at the east and west ends of the screen lead into storage rooms behind. The altar formerly resided at this wall, but today it is along the east wall. Seating within the chapel consists of moveable upholstered chairs.

E. Weight Room Annex (ca.2005) Non-Contributing Building

The weight room annex is a one-story prefabricated metal building tucked into the southeast corner of the Gymnasium Building (Photo 4); the two buildings are not attached. Standing seam metal clads the sides and low-pitch gable roof. One window pierces the east elevation. A door located at the west end of the north elevation provides access into the building; a pair of double doors pierces the east end of the south elevation. The building is considered non-contributing because it was built outside of the period of significance and was not designed by O’Neil Ford.

Upper School Integrity

The Upper School complex retains its historic integrity from 1970. The buildings remain within their original locations. Development today surrounds the entire Holland Hall campus; however, school officials and city leaders anticipated this development, which helped determine the location of the new campus. The Holland Hall campus, including the Upper School complex, continues to be surrounded by wooded hills. The Upper School’s design remains intact. The Academic Building, Gymnasium, and later Chapel occupy the locations within the Upper School site as originally planned by architect O’Neil Ford. Although the construction of the 1978 Chapel completed the master plan of the Upper School complex first envisioned by O’Neil Ford, its ultimate design is not directly associated with Ford despite his firm’s involvement. The 1970 Academic Building continues to communicate its historic design. The rear addition is clearly

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7 Based on available aerial images, a shorter building was erected in this location between 1980 and 1995 and remained in place up through 2004; a building of the current length appears in this location in 2005.
discernible from the 1970 building, and the interior arrangement defers from the historic building. The Gymnasium and Academic buildings remain relatively unaltered from their 1970 construction. Most historic materials, including decorative features and lighting, doors, windows, and flooring, remain intact. Although the Barnard Commons no longer retains most wood slat walls, the design and materials remain intact, and the space continues to function as the focal point of the school. The decorative features continue to highlight the building’s workmanship, including the carved wood panel wall in the principal’s office. Together, these tangible aspects of integrity support the more qualitative aspects of integrity such as feeling and association. The complex, and the Academic and Gymnasium buildings especially, clearly communicate the feeling and association with the designs of O’Neil Ford.
8. Statement of Significance

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

- [ ] A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- [ ] B. Property is associated with the lives of persons significant in our past.
- [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
- [ ] F. A commemorative property
- [ ] G. Less than 50 years old or achieving significance within the past 50 years
Area of Significance
(Enter categories from instructions.)
ARCHITECTURE

Period of Significance
1970

Significant Dates
1970

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

Cultural Affiliation
N/A

Architect/Builder
Ford, O’Neil (Ford, Powell & Carson)
Bernard, Horace Greeley (H.G.), Jr.
Tulsa Rig, Reel & Manufacturing Co.
The Holland Hall Upper School (1970) in Tulsa, Oklahoma, is locally significant under Criterion C in the area of ARCHITECTURE as a representation of the late career work of architect O’Neil Ford (1905-1982). Based in Texas, Ford created architecture heavily influenced by the landscape in which it was designed and constructed, and although most of his work was in Texas, Ford projects can be found in New York, Illinois, Colorado, Wyoming, Florida, and Oklahoma. The Holland Hall Upper School is one of three projects Ford designed and constructed in Oklahoma. All three projects were in Tulsa, including two residences; the school was his final project in the state. Ford designed the Holland Hall Upper School, beginning in 1967, two years after partnering with two associates to create the architecture firm Ford, Powell & Carson. Holland Hall was established in 1922 as an independent school. The campus on East 81st Street is the fifth and largest iteration of the school. Between 1970 and 1981, the Holland Hall slowly relocated from its Birmingham Place campus just southeast of downtown to the East 81st Street location. Built in 1970, the Upper School was the first complex on the new site. In 1976, the Primary School opened, and the Middle School opened in 1981. Ford, Powell & Carson designed the entire campus; however, Ford was most directly associated with the design of the Upper School Academic Building and Gymnasium Building, the two contributing buildings. Due to the connection to Ford, the period of significance for the Upper School includes the year these two buildings opened, 1970.

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

Brief History of Tulsa
Tulsa’s roots can be traced to 1836 when the Lochapokas Creek tribe settled on the east bank of the Arkansas River in the area today roughly bounded by 17th and 18th streets and Denver and Cheyenne avenues. By 1900 1,390 people lived here.

Oil dominated the economy of Tulsa in the first decades of the twentieth century. It was first discovered across the river from the original town site in 1901, and new settlers quickly inundated Tulsa hoping to share in the potential wealth of this natural resource. There was a direct correlation between the growth of the oil industry and that of the city of Tulsa, especially between 1900 and 1930. Three years after statehood, 1910, 18,182 people called Tulsa home. The prolific Mid-
Continent oil field surrounded the Tulsa area, producing two-thirds of the nation’s oil. During the first world war, the Tulsa economy greatly benefitted from supplying vast quantities of petroleum products to the war effort. In 1927, when the city was known as the Oil Capital of the World, fifteen thousand oil-related companies headquartered in Tulsa and employed a significant number of the 140,000-plus residents of the city. As the oil industry expanded, more workers were needed both in the labor and executive sectors. In the 1920s the population continued to climb from 72,075 in 1920 to 141,258 in 1930. Between 1930 and 1940, the city added only 899 residents, as the oversupply of oil during the Great Depression detrimentally affected Tulsa’s economy and stagnated population growth.

World War II bolstered and diversified Tulsa’s economy. Several industrial plants either expanded or were constructed during the war years. The largest factory was a new $15 million Douglas Aircraft Company plant. The United States War Department selected Tulsa for the construction of this bomber plant because of city’s “central, secure location in the middle of the country; ready sources of cheap fuel; a good network of roads and highways; and a large pool of available trained and unemployed workers.” By war’s end Tulsa’s manufacturing industries employed approximately forty-two thousand area residents, and not all of these workers were in the oil industry.

Tulsa became a leader in the nation’s airline industry soon after World War II. Sustained by federal military spending as the Cold War and Korean Conflict began, Douglas Aircraft Company built bombers and Nike, Thor, and Minuteman missiles, and Spartan established a school to train airplane mechanics from all over the world. In 1950 American Airlines chose Tulsa as the location of its maintenance operations. As the companies continued to expand through the 1950s,

11 Ambler & Rosin, “Downtown Tulsa,” 46, 49. See also Debo, *Tulsa: from Creek Town to Oil Capital*, 84, 87. The 1927 *Tulsa City Directory* estimated the city’s population at 145,000; the city’s population in 1930 was 141,258, indicating the estimate may have been inflated. The 1919 *Tulsa City Directory* states that the city is “The recognized oil capital of the world” (Tulsa, OK: Polk-Hoffhine Directory Co., 46).
Tulsa housed more engineers and scientists per capita than any other place in the country.\textsuperscript{16} The city population in 1950 was 182,740 people, increasing to 261,685 people in 1960; by 1970, Tulsa had 331,638 residents.

After World War II Tulsa continued to grow physically with the continued population increases. Much of the growth was in the form of new residential subdivisions to the south and east of the city center. Land was available outside the established community, and as transportation infrastructure improved, commuting longer distances by personal vehicle became more appealing.\textsuperscript{17}

\textbf{Brief History of Holland Hall}\textsuperscript{18}

After the discovery of oil in Tulsa in 1905, the population of the city exploded, and the public schools quickly became overcrowded. Tulsa High School (now Central) opened in downtown in 1906, and the African American Booker T. Washington High School opened in 1913 northeast of downtown. The baby boom following World War I continued to increase the number of people residing in Tulsa. As a result, by the late 1920s, the student population of Tulsa High School alone reached five thousand, even at a time in the country where many children did not attend high school.\textsuperscript{19}

Beginning in 1921, Tulsan Richard Mather Young, president of Carter Oil Company, led discussions among his peers about creating a private school in the city. Young was dissatisfied with the overcrowded public school system. However, he and other wealthy leaders in the city also desired a college preparatory school in Tulsa that would enable their children to attend universities back East. They envisioned an independent coed school, meaning it was unaffiliated with any religious institutions or the city’s public education system, and a separate agency would accredit the institution.\textsuperscript{20}

The founders of Holland Hall subscribed to the tenets of the Progressive Movement. This student-centric philosophy encouraged the child to have more influence over the way in which they

\textsuperscript{18} Unless otherwise noted, the information in this section comes from the seminal two volume history written by former Holland Hall Latin teacher, Ronald Palma. Ronald Palma, \textit{Holland Hall Since 1922}, Vol. I & II (Franklin, TN: Grandin Hood, 2016).
learned. The teacher was there to guide rather than dictate. Learning was experiential rather than rote; rather than repetitive memorization, students learned enacting lessons. The Progressive Movement heavily influenced Holland Hall. As Ronald Palma writes, “Progressive educators stressed problem-solving skills, hands-on learning, using a student’s interest as a basis for developing curriculum, self-discipline, and flexible methods.” Holland Hall balanced classical and utilitarian educational methods. This philosophy continued to guide the administrators of Holland Hall throughout the succeeding decades ultimately leading to the design of a building that helped facilitate this form of learning.

Holland Hall opened in September 1922 with ten teachers and approximately sixty students enrolled in kindergarten to twelfth grade. The first year, Holland Hall utilized the former Brock Elliott School at 909 South Cheyenne Avenue within what is today downtown Tulsa. The first headmistress, Winnifred Schureman, provided the name of the school in homage to her Dutch heritage. When Headmistress Schureman passed away five months into the inaugural school year, Frances Perl Bemis assumed the role. During her term, Headmistress Bemis facilitated the move from Cheyenne Avenue to a newly constructed three-story brick building at 1858 South Boulder Avenue, where the school remained for the next ten years. Upon the death of Ms. Bemis, Marjorie Fleming Parr served as headmistress (1924-32). During her term, Holland Hall incorporated as a non-profit entity with the state in 1930.

Despite incorporating as a coeducational school, Holland Hall graduated only one boy in its early years. Boys attended Holland Hall up through the second grade until 1939, and by 1940, the school promoted itself as an independent girls’ school. Palma surmises the reasons for this include the lack of competitive sports, the opening of the private all-boys Cascia Hall in 1926, and the inclination of parents at the time to send their male children to boarding schools. Male students did not enroll at Holland Hall again until 1959 when the school made a concerted effort to recruit them. School leaders developed an athletic program and hired male faculty to accommodate male students. By 1964, each grade level was coed.

Holland Hall incorporated as a non-parochial private school. However, since its inception, the school had an indirect association with the Episcopal Church. Regular chapel services occurred

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22 A parking lot currently covers the lot where this school was located.
23 This building, Boulder-on-the-Park, is currently addressed as 1850 South Boulder Avenue. The building was not built for the school. It was listed in the National Register in 2003 under Criterion A for its communications history significance (with a period of significance of 1947-1953).
on-site. Trinity Episcopal Church hosted commencement services in the 1930s and eighth grade graduations until the 1990s. Beginning in 1947, the Episcopal Diocese of Oklahoma began exploring its educational outreach in Tulsa. In 1959, with half of the school trustees and nearly half of the student body claiming membership with the Episcopal Church, Holland Hall and the Diocese formally affiliated with each other. The affiliation allowed the Diocese to financially assist the school as enrollment increased. Soon, the need arose for additional faculty and larger facilities.  

Enrollment increases necessitated relocations of the school body over the years. For instance, between 1922 and 1930, the student population doubled. Headmistress Avis Jeanne Mooney (1932-40) facilitated two campus relocations during her term. From 1933 to 1938, the former Riverside Studio at 1403 Riverside housed the school body. However, this seems to have been planned as temporary, for in 1929, the school acquired almost nine acres approximately three miles southeast of downtown in order to construct their first purpose-built school building. Despite delays related to the Great Depression, students first occupied the new campus at 2640 South Birmingham Place (not extant) for the 1938-39 school year. When constructed, the Birmingham property was surrounded by hills and woods and intentionally separated from the more developed areas of the city. The property also was large enough to construct additional buildings to accommodate growing student numbers. Under Headmistress Eliza Bennett Heavey (1948-59), enrollment continued to increase, especially during the baby boom following World War II. In 1949, approximately 157 female students attended Holland Hall. By the end of the 1950s, Holland Hall employed thirty teachers and four teaching assistants and taught 266 coed students. The Birmingham campus also added new buildings between 1950 and 1964 under Headmistress Heavey and Headmasters Gordon Delano Davis (1959-65) and Herbert “Bert” Moore (1965-70). Headmaster Moore, championed the independent school, believing in the students being allowed the freedom to influence their own education, much in the vein of the early Progressive Movement. Mr. Moore also oversaw the relocation efforts from Birmingham Place to East 81st Street due to increased enrollment. Holland Hall continued to operate the Birmingham campus until 1970. That year, the Upper School relocated to the East 81st Street campus, preparing the way, eventually, for a total relocation. By 1982, the entire Holland Hall school system operated out of the new campus, where it continues to function today.


26 The school on Riverside, now addressed 1381 Riverside Drive, was built in 1928 as a private home and studio. Riverside Studio was listed in the National Register in 2001 under Criterion C for its association with Bruce Goff.


O’Neil Ford

Otha Neil (O’Neil) Ford (1905-1982) is among the upper echelon of twentieth century Texas architects. Ford was the oldest of three siblings born and raised in a rural community near Denton, Texas. As children, O’Neil, his sister Authella, and his brother Lynn were always building and creating things. Their early education in the public school system focused on manual vocational training; everything was taught through art and handiwork. This mode of education, coupled with the landscape and people of Ford’s early life, deeply impacted his worldview. These early influences ultimately formed his architectural style. He valued simplicity, accepted limitations, delighted in craftsmanship, and honored natural materials.29

Ford aspired to be an architect. Tuition cost prevented him from attending architecture school, but he enrolled at North Texas State Teachers College in Denton for drafting. Ford, his siblings, and their mother used their artistic skills to pay for four semesters at the college. Ford built bird cages and concrete benches; Authella sold her jewelry and copperwork; Lynn, who was the most talented of the three, focused on his woodcarving; and their mother, Belle, wove fabric. At the college, Ford mastered machine drafting and architectural drawing. To complete his architectural education, Ford enrolled in a correspondence course through the International Correspondence Schools (ICS) out of Scranton, Pennsylvania. The Architectural Drawing and Design course was Ford’s only formal training. The school catered to students who were already working, and the curricula focused on the practical rather than theoretical applications of the field of study. Ford’s theoretical training, however, was in his upbringing.30

Ford began his professional architecture career in 1926 when he moved to Dallas to work with David Williams. Williams, who also had a degree from ICS, revered the character and practicality of vernacular Texas architecture. In this way especially, Williams and Ford were kindred spirits, and together their work celebrated the region in which they worked. When Williams left Texas in 1932, Ford spent two years in private practice in Dallas before working two years as a chief architect for the Rural Rehabilitation Administration. From 1936 to 1939, he formed a partnership in Dallas with Arch B. Swank, Jr. When he permanently relocated to San Antonio, he partnered with Jerry Rogers until 1953. That year, he organized O’Neil Ford and Associates, hiring and mentoring new architecture school graduates, some of whom eventually became partners. In 1965,


Boone Powell and Chris Carson became partners with Ford; the firm was renamed Ford, Powell, & Carson and incorporated in 1972. As the firm grew both in prominence and employees, Ford became less involved in the company. From the year of incorporation, 1972, until his death in 1982 at the age of 77, Ford worked more as a business development director and less as an architect, designing only smaller projects for old friends within this ten year period.\textsuperscript{31}

The architecture of O’Neil Ford is part of the American Regionalism movement. This movement emerged in the mid-1920s among the arts and literature spheres in the country, and architects like Ford envisioned architecture as the highest form of art. This movement sought an American precedent instead of blindly mimicking European trends. American Regionalist architecture eschewed the influence that Europe wielded over American architects for decades. This influence included both Classicism and the International Style. As architect David Dillon writes, American Regionalism challenged “the internationalist fervor that had swept the country after World War I.”\textsuperscript{32} Architects who ascribed to this ideal favored traditional building forms and methods of their localities to inform new designs. This contrasted with both Euro-centric revival styles imported into a landscape and the abstract, intellectualized designs of early Modernism. Modernism, especially in the International Style promoted by architects like Le Corbusier and Walter Gropius, espoused that it was a universal design, meeting needs “for all nations and climates.”\textsuperscript{33} While admiring the simple forms and technical promise of Modernism, Ford looked to the American past, particularly the Southwestern American past, to create innovative buildings that were simple, honest, and connected to the place in which they were built. He married innovation and concrete with timber and stone. Brick was also a preferred material, being used as part of the load-bearing structure rather than applied as a veneer—which he called “brick veneral”—showing that even the building structure was honest. Where the term “regionalist” was used derisively by some architects, Ford unabashedly claimed it.\textsuperscript{34} Writing about Ford upon his death, architect William Caudill opined, “He’s been a regionalist from the very beginning, and to be a regionalist during the onslaughts of the International Style—you’re going upstream. And he did it all the way; never veered his course.”\textsuperscript{35} This affinity with regionalism permeated Ford’s entire career.

\textsuperscript{32} Dillon, The Architecture of O’Neil Ford, 12.
\textsuperscript{34} Dillon, The Architecture of O’Neil Ford, 12-13, 17, 20; Roth, American Architecture, 530-533.
\textsuperscript{35} As quoted in Dean, “Architecture Loses Three Very Different Leaders,” AIA Journal, 11.
Ford applied his design ethos to buildings large and small, from residences to college campuses. While most of his work was in Texas, clients as far away as New York and Peru commissioned his firm. Ford’s career blossomed upon his relocation to San Antonio. In 1959, he designed two residences in Tulsa, Oklahoma, both of which still stand. The Doyle Cotton House at 3201 East 65th Street is an L-shaped mass with flat roof (Figure 10). The three-story house is set within a bluff, so from the front, it appears to be one-story. The Dale Carter House at 6626 South Evanston Circle is a one-story building with a modified H-shaped plan and low gable roofs (Figure 11). Large brick chimneys pierce the roof.36

One of his first commissions upon moving to San Antonio was the campus of that city’s Trinity University (extant) in 1949; the buildings themselves were built over the next decade and a half. Of particular interest is the 1962-66 Chapman Graduate Center (Figure 12), which he designed in collaboration with Tulsa architect Horace G. Barnard, Jr. The brick and concrete building has a complex plan created by intersecting masses that surround a central courtyard. Each building elevation has a different design, and brick stairwell towers extend from the building. Skylights and lightwells provide daylighting into the great hall and library while administrative offices have floor-to-ceiling windows. Lynn Ford designed and handcrafted fixtures and decorative wood details throughout the building; Lynn collaborated on most of O’Neil’s buildings.37

In 1966, St. Mary’s Hall, a private preparatory school in San Antonio, hired Ford to design a new educational campus. Completed in 1968, the campus (extant) includes tan brick buildings with simple massing sympathetically set within the landscape. Timber structural members are exposed in exterior arcades and interior great rooms, and custom-designed light fixtures adorn ceilings and walls throughout. The library features brass chandeliers designed by Lynn Ford, a brick fireplace, a wood-slat ceiling, and walls of windows (Figure 13).

Holland Hall Upper School
The relocation of Holland Hall to south Tulsa was years in the making. Under Headmaster Moore in 1966, the Holland Hall trustees engaged an educational consulting firm out of New York to help them develop a long-range plan. The school population continued to grow, and the school needed to understand if they should stay at the Birmingham Campus or relocate to a larger plot of land. The consulting firm found that the area south and east of Tulsa proper was growing at a fast rate and advised the school to consider splitting the campus and moving the Upper School south to

increase enrollment possibilities. In response to the advice, the school acquired eighty acres off
East 81st Street, donated from trustee Charles W. “Bill” Flint Jr.38

School administrators and the Board of Trustees consulted with faculty as to recommendations of
curricula updates and ideal physical conditions within which to teach. In the fall of 1967,
administrators and the board visited schools in Cleveland, Houston, and San Antonio that also had
split campuses. The Kinkaid School in Houston, completed in the late 1950s on forty acres, had
already run out of space, indicating to the Holland Hall representatives the need for adequate land
space in which to grow. The contingency also visited the Trinity University campus, which was
nearing the end of completion. Horace G. Barnard likely encouraged the visit, as he was intimately
connected to Holland Hall as a trustee and parent of students. While in San Antonio, the group
also visited Ford’s St. Mary’s Hall campus under construction. Both schools, and no doubt Barnard
himself, influenced the decision of the school to commission Ford. Upon return, the trustees
purchased an adjacent eighty acres on East 81st Street and decided to extend a contract to O’Neil
Ford. The board stipulated that Ford work with Barnard to which Ford agreed, and in November
1967, plans began in earnest for the Upper School campus.39

In May 1968, Ford presented the first preliminary plans to the school trustees (Figure 14). The
Upper School complex featured three buildings. The primary building was to be the academic
building where all classes and most administrative offices were to be housed. Down the hill to the
south and east would be a recreational building with multiple gymnasiaums and girls’ and boys’
locker rooms. The third building would house the chapel and refectory; this would be the first
dedicated chapel on a Holland Hall campus. By January 1969, the Board of Trustees authorized
Ford to prepare working drawings and announced a long-range plan to raise over $9.3 million,
$3.4 million of which would be for the construction of the Upper School buildings.40

Although a significant amount of funds was raised, including $250,000 by Horace and Mary
Frances Barnard for a central commons area within the academic building, the trustees reduced the
scale of the campus project to reduce cost. The trustees emphatically supported the Academic
Building being constructed as designed with no value-engineering. Instead, Ford redesigned the

38 Holland Hall Board of Trustees, “A Presentation to the J.E. and L.E. Mabee Foundation from the Holland Hall
39 Holland Hall Board of Trustees, “A Presentation;” Minutes of the Board of Trustees of Holland Hall School,
September 19, October 26, & November 28, 1967 HH Archives
40 Minutes of the Board of Trustees of Holland Hall School, May 22, June 28, September 5, November 20, 1968 &
athletic unit, removing all but one gymnasium in order to reduce cost. The trustees decided to postpone the construction of the chapel-refectory building, hoping that future funds would provide for its construction; in the interim, the dining function transferred to the upper story lobby of the Gymnasium Building. Instead of a chapel, a small physical plant was to be constructed to the east of the Academic Building and north of the Gymnasium Building (*Figure 15*).  

Groundbreaking for the Academic Building occurred on May 26, 1969. Tulsa Rig & Reel Company worked throughout the summer and fall; by the beginning of October, site preparation was complete. Due to the nature of the site and the way the buildings were designed, the site required little grading. Construction on the Gymnasium Building began in January 1970, and both buildings were expected to be ready for use in time for the fall semester. Despite weather delays, work continued in earnest throughout the spring; by mid-March concrete floors were poured, the structural steel framing was in place, and brickwork along the east side was laid. The south side of the building was almost complete by mid-April (*Figure 16*). The school opened September 14, 1970 with an enrollment of 190 students (*Figure 17*).

At their meeting following the opening of the new school, the Board of Trustees enthusiastically noted their approval of the two buildings, “There is a human feeling about the school that stems largely from one-ness created in the arrangement of rooms and buildings.” Simple masses interconnect to form a complex plan with no two sides of the building the same. Individual masses hint at function within, and decorative features such as handcrafted wood panels and light fixtures by Lynn Ford adorn the building. The central Barnard Commons organizes both the student life and the building design. The commons is the primary gathering space where students meet every morning and between classes. Classrooms surround the commons, and most feature views out to the surrounding landscape. The open design facilitated freedom for the students to use spaces at their leisure; the learning experiences became more relaxed than the rigid schedules previously used at the former campus.

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43 Minutes of the Board of Trustees of Holland Hall School, May 21, October 8, 1969.

44 “Holland Hall Unit Due Completion Soon,” *Tulsa World* (12 March 1970): np, HH Archives


46 Minutes of the Board of Trustees of Holland Hall School, October 13, 1970.

Headmaster Moore touted the design of the school as an integral part of student success. The building is the expression of the learning philosophy of Holland Hall. The design, based on faculty input, followed three guiding principles as outlined by Moore: “A close student-faculty relationship, an interdisciplinary approach to academic subject matter, and a gradual severing of the dependence of student upon teacher.” Like the early champions of the Progressive Movement, Moore believed that reliance on the idea that the teacher should dominate the learning process actually thwarted learning. He believed in the “modern inquiry approach” used particularly in science and math but wanted to apply it across the board. He also emphasized independent study.48

Although not extensively noted in contemporary newspaper articles, the Gymnasium Building also features quintessential Fordian details. The building sits lower in elevation and further south than the Academic Building due to the natural topography. This siting allowed the focus of the complex to be literally and figuratively on the building in which most education occurs instead of recreation. The location of the Gymnasium Building within the site also allows primary access into the building to be from the same level as the Academic Building. The building is a series of simple two-story brick masses, and even the stairwells are celebrated through their own towers. Ford also adorned the simple interior with decorative light fixtures, signaling that even simple forms are worth celebrating.

The completion of the Upper School complex came in 1978 with the opening of All Saints Chapel. Funds for the building became available in 1975 when the Diocese gave $100,000 to spur the completion of a smaller (275-seat) chapel than the building originally conceived. Ford, Powell & Carson teamed again with Barnard to design the chapel building. Construction began in 1977, and the chapel building opened in 1978.49 The upper lobby of the Gymnasium Building continued to function as the dining facility.

Although designed by O’Neil Ford’s firm and sharing influences with Ford’s other work, the construction details of the chapel diverge from those advocated by Ford. One of the primary changes was the use of brick veneer, evidenced by expansion joints. However, the chapel fulfilled the original masterplan of the Upper School complex, and its blonde brick exterior and interior details pay homage to the other two buildings within its cluster. The building also completed the Amphitheater by creating a focal point to the concrete steps built into the terrace.

Each of the three buildings of the Upper School complex, oriented around a central amphitheater, communicate with each other. The Gymnasium Building and All Saints Chapel are in deference to the Academic Building in terms of siting and size; however, these two buildings complement the primary building on the site.

**Conclusion**

Holland Hall continued to slowly relocate to the East 81st Street campus in the decade following the Upper School. In 1976, the Primary School opened at the northeast corner of the property, and when the Middle School opened in 1981, the Holland Hall campus was complete. Over the following decades, the school added buildings such as the Walter Arts Center and a recent addition to the Middle School in order to continue to facilitate their mission.

The Holland Hall Upper School is perhaps the last educational project designed by O’Neil Ford. Although he continued as principal at Ford, Powell & Carson, his role became more marketing and business development, especially after 1972. Holland Hall Upper School showcases what former editor of *Texas Architect* Larry Paul Fuller called the “quiet elegance” of Ford’s architecture.\(^{50}\) Ford allowed history and the natural environment to influence him throughout his career.

The 1970 Upper School Academic Building, Gymnasium Building, and Amphitheater are significant as representative examples of the late career of architect O’Neil Ford. All Saint’s Chapel, built in 1978, completed the Upper School complex; although, its design and program differed from the initial master plan. The chapel is considered non-contributing to the district because it does not directly represent the work of O’Neil Ford. Although completed by his firm, Ford had shifted his role in the firm away from direct design input.

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\(^{50}\) As quoted in Dean, “Architecture Loses Three Very Different Leaders,” *AIA Journal*, 13.
9. Major Bibliographical References

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


Holland Hall Archives. Located at the Upper School Academic Building. Includes architectural plans of all buildings on campus, as well as their additions.


Tulsa City-County Library. Oklahoma Room. “Tulsa Schools—Holland Hall Vertical File.” (Library VF in footnotes)
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:
  x  State Historic Preservation Office
  ___ Other State agency
  ___ Federal agency
  ___ Local government
  ___ University
  x  Other
  Name of repository: Oklahoma Historical Society; Holland Hall Archives

Historic Resources Survey Number (if assigned): N/A

10. Geographical Data

Acreage of Property 5

Latitude/Longitude Coordinates (See Figure 6)
Datum if other than WGS84: __________
(enter coordinates to 6 decimal places)

1. Latitude: 36.042786  Longitude: -95.916708
2. Latitude: 36.041728  Longitude: -95.917097
3. Latitude: 36.041307  Longitude: -95.915311
4. Latitude: 36.041902  Longitude: -95.915084
5. Latitude: 36.041988  Longitude: -95.915445
6. Latitude: 36.042328  Longitude: -95.915351
7. Latitude: 36.042423  Longitude: -95.915797
8. Latitude: 36.042652  Longitude: -95.915840
Verbal Boundary Description (Describe the boundaries of the property.) See Figure 6.
The nominated five acres is within an unplatted eighty-acre parcel in south Tulsa in the E1/2 of the NW corner of Section 15, Township 18N, Range 13E (parcel number 98315-83-15-08110). The irregular boundary is drawn to include the full Upper School Complex. The west and south boundary follows the inner curb of the main drive as it wraps around the education building and south parking lots. The boundary turns north to follow the driveway to the north edge of the east-west sidewalk leading from the east athletic fields to the Upper School Complex. The boundary line follows this sidewalk west to the north-south sidewalk east of the Chapel and continues north to the east-west sidewalk separating the Chapel from the Walter Arts Center. The boundary follows this sidewalk west, turning north-northwest as it wraps the southwest corner of the arts center then turns west to follow the inner curb of the north drive in front of the Upper School education building.

Boundary Justification (Explain why the boundaries were selected.)
O’Neil Ford designed the Upper School complex as the first planned building grouping on the current Holland Hall campus. The Upper School plan included the main education building, the gymnasium, and the chapel. The nominated boundary is drawn to include the full Upper School complex even though the chapel was not opened until 1978. The boundary follows manmade delineations (curbs and sidewalks) that form a path around the complex, allowing the Walter Arts Center, constructed in the 1990s and not part of the initial plan, to remain outside of the complex. Most importantly, the Academic Building and Gymnasium were the two buildings on the entire campus over which architect O’Neil Ford had direct design influence. Most of the remaining campus buildings were designed by his firm, but after he had stepped back from the design process in 1972.

11. Form Prepared By

name/title: Amanda K. Loughlin/National Register Coordinator
organization: Rosin Preservation, LLC
street & number: 1712 Holmes
city or town: Kansas City state: MO zip code: 64108
e-mail: amanda@rosinpreservation.com
telephone: 816.472.4950
date: May 2020

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 (See Figures 18 to 22 for key maps)

Name of Property: **Holland Hall Upper School**

City or Vicinity: **Tulsa**

County: **Tulsa County**

State: **Oklahoma**

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

Date Photographed: **31 January 2020**

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

01 of 25. Academic Building. View southeast of north and partial west elevations
02 of 25. Academic Building. View east of west elevation
03 of 25. Academic Building. View northeast of south elevation
04 of 25. Upper School Complex. View northwest at south elevation
05 of 25. Gymnasium & All Saints Chapel. View west of east elevations
06 of 25. Gymnasium. View southeast at north elevation
07 of 25. Academic Building. View northwest of partial east elevation and plaza
08 of 25. Amphitheater. View east toward All Saints Chapel
09 of 25. All Saints Chapel. View northeast at west and south elevations
10 of 25. All Saints Chapel. View southeast at north and west elevations
11 of 25. Amphitheater. View northwest
12 of 25. Academic Building. Ground floor, Barnard Commons, view southeast
13 of 25. Academic Building. Second floor, Barnard Commons, view northwest
14 of 25. Academic Building. Ground floor, Chapman Library, view southeast
15 of 25. Academic Building. Ground floor, Chapman Library, view west
16 of 25. Academic Building. Ground floor, Lobby to Lecture Center, view northwest
17 of 25. Academic Building. Ground floor, Lecture Center, view northwest
18 of 25. Academic Building. Ground floor, Principal’s Office south wall, view southwest
19 of 25. Academic Building. Second floor, south corridor, view west
20 of 25. Academic Building. Second floor, Chapman Library mezzanine, view southwest
21 of 25. Academic Building. Second floor, Barnard Commons/south corridor, view east
22 of 25. Academic Building. Second floor, west corridor, view southeast into addition
23 of 25. Gymnasium. Upper floor lobby, view northeast
24 of 25. Gymnasium. View of gym from upper floor bleachers, view southeast
25 of 25. All Saints Chapel. Ground floor, chapel, view southwest

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.
Figure 1. Contextual map, showing location of Holland Hall campus within greater Tulsa. Base map: Google.
Figure 2. Circa 1970 aerial image, showing the Upper School alone on the campus and the surrounding landscape. Source: Tulsa Historical Society & Museum, cat. no. 2016.021.4231.
**Figure 3.** Aerial image showing extent of the Holland Hall campus within its immediate neighborhood. The Upper School complex is toward the southwest corner of the property. Base map is from Google Earth, March 2018 imagery.
Figure 4. Section 15 on the 1973 7.5’ USGS Jenks Topographical Map. The approximate boundary of the Upper School is shown in bold outline. The site was minimally graded to accommodate the buildings.
Figure 5. Holland Hall site prior to construction. Source: “The Holland Hall Forward Fund,” 1969. Source: Holland Hall Archives. The “X” generally marks the location of the Upper School.
Figure 6. Boundary map, showing nominated boundary in heavy line. Base map: Google Earth, March 2018 aerial image.

A: Upper School Academic Building (C)
B: Upper School Gymnasium & Refectory (C)
C: Amphitheater (C)
D: All Saints Chapel (NC)
E: Upper School Gymnasium Weight Room Annex (NC)

GPS Coordinates (WGS84):
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2: 36.041728/-95.917097
3: 36.041307/-95.915311
4: 36.041902/-95.915084
5: 36.041988/-95.915445
6: 36.042328/-95.915351
7: 36.042423/-95.915797
8: 36.042652/-95.915840
Figure 7. Diagrammatic aerial of the 1970 Upper School Academic Building, showing its 2000 addition. Base map from Google.
Figure 8. Masonry opening details. At left is a 1970 window opening from the west elevation, showing brick header and splayed sill with three rows of brick. At right is a 2000 window opening with steel lintel and canted sill with single brick. Photos: Brad Finch, January 2020.
Figure 9. Examples of the custom light fixtures. Photos: Brad Finch, January 2020.
Holland Hall Upper School
Tulsa County, Oklahoma

Figure 10. Doyle Cotton House, Tulsa, Oklahoma, 1959. Source: Tulsa County Appraiser, photo 2010.
Figure 11. Dale Carter House, Tulsa, Oklahoma, 1959. Source: County Appraiser, photo from 2018.
Figure 12. Chapman Graduate Center, Trinity University, 1966, looking southeast. Source: Larry Speck, undated photo https://larryspeck.com/photography/trinity-university-chapman-center/
Holland Hall Upper School
Tulsa County, Oklahoma

Figure 13. St. Mary’s Hall library. Unknown date. Source: George, *O’Neil Ford, Architect*, 189.
Figure 14. Initial proposed site plan. Source: Holland Hall Vertical File.
Figure 15. The Upper School campus shortly after opening in September 1970. View is looking south. Source: Palma, *Holland Hall*, Vol 1, 64.
Figure 16. View looking northeast at the south elevation of the academic building and gymnasium under construction in April 1970. Source: *Tulsa Tribune* (29 April 1970): 3-B in Holland Hall Vertical File.
Figure 17. Barnard Commons, looking northeast, on opening day, September 14, 1970. Source: *Tulsa Tribune* clipping, Holland Hall Vertical File.
**Figure 18.** Exterior photo key map. Not to Scale. Base map from Google Earth.
**Figure 19.** Upper School Academic Building. First Floor Plan with photo key. Base map from Holland Hall. Not to Scale.
Figure 20. Upper School Academic Building. Second Floor Plan with photo key. Base map from Holland Hall. Not to Scale.
Holland Hall Upper School
Tulsa County, Oklahoma

Figure 21. Upper School Gymnasium Building. Upper Floor Plan with photo key. Base map from Holland Hall. Not to Scale.
Figure 22. Upper School Gymnasium Building and All Saints Chapel. Ground Floor Plans with photo key. Base map from Holland Hall. Not to Scale.
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National Register of Historic Places
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