

# Lebanon High School

---



*Lebanon Union High School  
Overpopulation*  
by Julie Barnhart  
From *A Piece of the Past*

During the 1970's, Lebanon's population was rising rapidly due to its growing timber industry. The student enrollment reached a peak in 1978, at 1650. This created a problem, considering the school was built to hold only 1200 students. Several solutions were considered by the school board, teachers, and community members.

As early as 1973, questions were being raised by the teachers and administrators at LUHS. The gym was the main issue. Fans were being turned away at basketball games, pep assemblies were difficult to plan because all the students couldn't fit in the gym at once, and the P .E. department was struggling to find space for classes. Sometimes there were six P .E. classes being taught at the same time, each class ranging from 32-48 students. A committee was formed to visit other schools, to make plans, and prioritize features for a new gym. The plan was rejected when voted upon by the community.

As the over-population problems grew and the student-teacher ratio kept getting bigger, Dr. Steve Wisely, the superintendent of the Lebanon UH-1 School District, took action and suggested building a new school. A board made up of twenty-five teachers, administrators, and community people got together to discuss options that would solve the high school's problems. Four ideas were discussed seriously. The first idea was to have two, two-year high schools on the same site. This would not solve the population problem, but the committee thought it would be a good idea to separate the freshman and sophomores from the juniors and seniors. The second option discussed was to have two, two-year high schools at different sites, which would serve the same purpose and separate the freshman and sophomores from the juniors and seniors. However, this would also create more classroom space. The third and most researched idea was to build an expanded four-year high school or remodel the present one. This would solve the over-crowding problem for sure, but there was controversy that doing this would weaken the athletic program when it divided the athletes into two groups. "The possibility of moving the ninth graders back into the middle school was discussed, but was not possible because the Lebanon Union High School was a union high school district." Studying the population rate, the board discovered that during the few years before 1980, there had been a one percent growth rate, but there wasn't another expected surge until the present fifth graders reached high school. The final decision was to wait for ten years before building a new high school. In the meantime, the board insisted on looking for a site to build a new high school, purchase it, and hire an architect to start drawing up plans.

Money was put down on a forty-acre piece of land that was located on South Main and can be seen when driving towards Tyler Hill from Lebanon. When a bond issue to purchase the land was presented to the community, they voted it down. People were generally upset that money had been spent on research for nothing. "The community

felt the new high school was more out of luxury and frills instead of necessity."

The conditions have not improved much over the years. Teachers still outnumber rooms. The computer labs and alternative education rooms take up more space, and so even though there are fewer students, the number of rooms available has decreased. Acknowledgement of this problem has disappeared.

#### WORKS CITED

Knapp, Gloria. Health teacher, Lebanon, Oregon. Personal Interview. 25 March 1994.  
MacDaniel, Jim. Economics teacher, Lebanon, Oregon. Personal Interview. 12 April 1994.

Montgomery, Marilyn. "School Board Decides." Lebanon Express 15 February 1980: A 1-2.

Speth, Steve. History teacher, Lebanon, Oregon. Personal Interview. 22 March 1994.

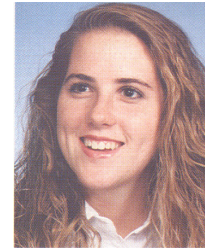
*Jennifer Knapp, class of '95, is the ASB Vice President of the 94-95 school year. She also participates in varsity soccer, varsity tennis, National Honor Society, Keystone Club, and several advanced classes. Her family has lived in the Lebanon community since the early 1970's.*

---



---

*Lebanon Union High School  
Fallout Shelters  
By Lisa Trimble  
From A Piece of the Past*



Beeeeeeeeeep this is a test of the Emergency Broadcast System. This is only a test. This is what millions in the US feared would happen in the 50's and 60's, except it would not be a test, it would be a real emergency.

It was surprising to find out how many people were scared to death of having a nuclear attack in Oregon, let alone in Lebanon. The way the Lebanon High School locker rooms were constructed to serve as a public fallout shelter showed just how much fear people had of a nuclear attack in Lebanon, Oregon.

When the city built the high school in 1956 and 1957, they constructed the boys locker room to be used as a fallout shelter. The girls locker room was built a year later, out of thick concrete without any windows, which would block most of the radiation fallout and could serve as a fallout shelter in the event of a nuclear war. Not only would the students use this fallout shelter in the event of a bomb, but other civilians around the high school were instructed to come to the fallout shelters if there ever was a need. The high school locker rooms and other public shelters were marked by fallout shelter signs on the building. All of this preparation for the event of a nuclear war put fear into the students and public. Many schools had drills to prepare the students in the event of a nuclear attack, like our fire or earthquake drills. Yet Lebanon High never got to the point of having fallout drills.

The fear of Oregon being a target of some other country grew almost to the extreme. They had information on TV to show you how to build your own fallout shelter in your backyard, if you did not have a basement or cellar. The Federal Emergency

Management Agency was established at this time to set up warning alarms and help towns and cities build, designate, and store food in the fallout shelters. The high school locker rooms never had food or water stored in them, but if there were a nuclear explosion the public would bring food, water, and other supplies with them.

Students everywhere during the 50's and 60's were so influenced by the threat of a nuclear war that they were brought up with the fear of a World War III. All of this fear of a nuclear war led some students to have bad dreams, behavior problems, and academic deficiencies. Yet most of the students were only affected mildly, like most students are now with the earthquake and fire drills.

These fallout shelters were very well built, yet never used for a nuclear fallout shelter, which everyone was and is thankful for. The fear of a nuclear bomb led to many good things like the establishment of the emergency system and the realization that the only real defense would be "...to reduce nuclear armaments and to promote international treaties that would ban their use."

### Works Cited

- Academic American Encyclogedia. Vol.5, 1989. Pg.10. "Civil Defense."  
 Dinges, Carol. LUHS teacher, Lebanon, Or. Personal Interview. 6 April 1994.  
 "School picture." The Warrior 26,27 (1958,1959):4-5.  
 Stanley, Tim. Former LUHS student, Lebanon, Or. Personal Interview. 28 March 1994.  
 Trimble Doris. Former LUHS student~ Lebanon, Or. Personal Interview. 5 April 1994.  
World Book Encyclogedia. Vol. 4, 1991. Pg. 60S, 606. "Civil Defense."  
World Book Encyclogedia. Vol. 7, 1991. Pg. 18,19. "Fallout Shelter."

*Lisa Trimble, class of '95, is active in many sports, including track, cross-country, and volleyball. She is a member of the Honor-Society and is also involved in the Close-up and Pacific Rim programs, which raise money to take a week long trip to Washington D.C. and Hawaii. There she learns about the government and economics of the US. She is going to graduate from Lebanon High and go on to W.O.S.C. and major in law enforcement.*



*Lebanon Union High School  
The Student Project  
 by Jaime Rouse  
 From *A Piece of the Past**

The bell rings for school to start. It's the fall of 1957, the first year the new high school building is open. The students go to each class, and then at lunch, some students go out to eat lunch at fast food restaurants and the rest go to the cafeteria to eat. Notice that I said the cafeteria. There was no Student Center for 14 years after Lebanon Union High School was built. The place that is now the Student Center was a courtyard.

The Student Center was created by the students of Lebanon Union High in the year of 1971. This student project made an incredible difference in the students' lives.

The Student Center was built in the summer of 1971, at a cost of about \$10,000. The

idea of the Student Center being built came from the students. It seems almost impossible that kids can raise up to \$10,000 by themselves, but they did it with lots of hope, courage, and fundraisers. The different types of fundraisers that the students had were car washes, bake sales, fairs, auctions, and individual fundraising, like going to houses asking for donations. Having students be in charge of this project got them more involved in the community and gave them more experience with responsibility, which would improve their lives to come.

The students that were most involved with organizing the building of the Student Center were Steve Neuman, president, and Rick Mudrow, vice president, of the class of 1969; Stuart Gourley, president, and Doug Robbins, vice president, of the class of 1970; John Adams, president, and Wayne Miller, vice president, of the class of 1971. Most people were really excited about the Student Center being built, but they were also disappointed that they couldn't still be in school to actually spend time in the new building. This project brought lots of students together because everyone had a main goal to get the money for the building of the Student Center.

The students benefited tremendously with the building of the Student Center. The main reason that the Student Center was built was to provide another place for the students to eat lunch. After the building of the Student Center was completed, the Warrior Trading Post (student store) and the Warrior Hut (snack stand) were built, which gave kids a wider variety of what was available to eat. The Student Center also provided a better place to have after game dances, a place to have noontime activities, and a quieter place for students to study during class time. There are many benefits from the building of the Student Center, which improves the everyday lives of the students at school.

All the experience that the students had, changed their lives and gave them more knowledge in dealing with such a large project. As Steve Neuman put it, "The building of the Student Center was a fun and educational experience for myself and everyone else. It was an event I'll always remember."

#### Works Cited

"Academics." *The Warrior* volume#(1969): 12,13.

"Academics." *The Warrior* volume#(1970): 12,13.

Academics." *The Warrior* volume#(1971): 12,13.

McDaniel, Jim. Teacher, Lebanon, Oregon. Personal Interview. 17 March 1994.

McKenzie, Kate. Office Secretary, Lebanon, Oregon. 451-7392. 18 March 1994.

*Jaime Rouse, from the graduating class of 1995, is an all around, fun-loving person. Her main interest is being a cheerleader, which is her only after school activity, but she has a blast doing it. She mostly spends her time at cheerleading practice and work. She plans on going to college and majoring in business and law. Jaime believes that high school is a time to have fun because you're only young once.*

---



---

*Lebanon Union High School*

*The School Hasn't Changed*

by Mike Borg

From *A Piece of the Past*

(photo of Mike not available)

Throughout all the changes in the town of Lebanon since 1957, the high school has remained an oasis of the time.

In 1957 Lebanon was a booming town, but since then it has calmed down. In 1957 there was a Buick dealership and J.C.Penney. Today these shops are closed and are now second-hand shops. In the southern part of town some more modern stores have been added, but these stores are where the people shop, not work. In 1957 most of the people in Lebanon were employed by the mills, but mostly by US plywood, the largest plywood mill in the world at the time. With all the problems with lumber, the mills were forced to shut down from the recession. Lebanon has become a bedroom community, where people sleep, not work. Most the jobs in Lebanon died out with the mills, but there are more people now than ever before. In 1957 the population of the town was 6,453, and today it is 10,475, with fewer jobs. The enrollment in '57 for the high school was 1,137 today it is 1,076. A higher population and a lower enrollment show that most of the working class has left the town of Lebanon. Lebanon has become a town for the elderly and the retired.

Since 1957 the school has been added on to, but only according to the original plans. When the school first opened in 1957, the building was not completed due to insufficient funds. In 1958 the school was completed, which included the seats in the auditorium, part of the south hall, and the girl's locker room. Since then they have been adding on bit-by-bit all according to the original plans. They have finished south hall, and the shops; they even added the student center. T

he high school has added a few new things that weren't in the original plans. In 1967 the pool was added on next to the gym, but it was paid for by community fund raiser. All the fields were added on, but they were paid for by community fund raising, too. In 1969 they added rooms 82-91, and in 1978 rooms 101-105 were added as a temporary fix to the population problems. These temporary classrooms were only supposed to last for 10 years, but it is 1994 and they are still here. They have added a few new fluorescent lights to save electricity so the school could be run more cheaply. That has been the whole idea behind this school: run it cheap.

If this school is to last, it needs to be updated to the times with new equipment and class rooms that fit what is being taught today. Even though the enrollment is smaller than '57, the school still needs to be expanded. We do not need a museum of 1957 for a school.

#### Works Cited

MacDaniel, Jim. Teacher at LUHS, Lebanon, OR. Personal interview. 29 March 1994.  
LUHS History. On file at Lebanon Public Schools Central Office. 22 Nov. 1989.  
Construction, additions. On file at Lebanon Public Schools Central Office.  
Jordan, Bell, et al. The Lebanon Story. Lebanon, Or.: 1976

*Mike Borg is a member of the class of 1995. He is taking advanced classes including AP US History, Advanced 20th century American Lit, Physics, and Electronics. He was volunteered his time for the forest service, and in elementary school.*

---

---

*Lebanon Union High School*



**THE L.U.H.S. LAND LAB**

**by Tracie McQuistan**

**From *A Piece of the Past***

Production needs of World War II sent Lebanon's agricultural program into hibernation in 1941 as the existing shop was needed for training, according to Dan Dunham. There are no records or remembrance of any school related agricultural activity for twenty four years. The long drought of activity produced a thirst in parents and students that Dan Dunham began to satiate in 1965 when he was hired as vocational director to re-start vocational programs.

Political development regarding the Land Laboratory began in 1966. Col. Larsen volunteered to lease a large piece of vacant land, located on the south side of Rock Hill road, at a token fee of one dollar a year to the school district for educational purposes. Dunham said that after developing the property, the Colonel stepped away from the Land Lab and sold approximately fifty-six acres costing \$46,000.

Right away, gravel was donated and Hugh Johnson lent use of his dump truck to put a road in, recalls Hulan Miller. After this, students built the perimeter fence line. Dunham reports witching the well, which was drilled in 1966. Ag teacher Hulan Miller, who was responsible for the second year groundwork, directed his Ag mechanics students as they laid the water system. Also, that year, Burr Fancher commented that vocational students combined efforts to build a hog house, and cleared two acres for forestry lab activities.

The property was further enhanced when Fancher, who added horticulture studies, was hired in 1968 as the vocational director. Fancher ignited the enthusiasm of several students, who remember pouring concrete on Halloween day and often working well beyond school hours to build a 35' by 50' greenhouse. A beef barn was also built that year. Fancher remembers the nature trail at the Land Lab, made by high school students, that gave elementary children access to forestry field trips, enabling them to learn more about science

Originally, students used the Land Lab as a center for independent projects such as raising and showing animals. When Fancher arrived, he argued that the land lab should instead be an educational institution supported by the district. As a result, Fancher said more students were able to participate in the benefits of the land lab. Stock animal and other resources were now owned by the school, giving students equal opportunity to raise, nurture, and showcase live stock. This provided a significant expansion of experience, as figures from Miller show that in 1968, of the 130 students involved in the Ag program, only four kids actually came from full time farms.

Fancher's Horticulture students raised bedding plants, grafted fruit trees, forced seasonal bulbs, and experimented with Christmas trees. The game commissioner donated seed to Miller's students, who developed a bird habitat in the forest area. Initially, herdsman and greenhouse aides were delegated by the Ag teachers to monitor projects at the Land Lab. In recent years, Ag 3 & 4 students have been allowed to choose from the beef, swine, sheep, and horticulture class committees. Students work within their groups during and after school, tending to committee related responsibilities at the Land Lab.

To support un met costs of the lab, fund raisers are continually held. In the 60s,

Dunham said chicken catching was the prime source of student raised income. Terrie McQuistan remembers crews of nine to ten kids often working for local farmers, from 10 p.m. until 1 a.m., snatching chickens from their peaceful perches, and putting them in shipping crates for market. Modern methods include the sale of plants and shop projects, like student constructed horse trailers, McKenzie river boats, and various welding projects. Less formal venues range from hog raffles and petting zoos to the "Kiss A Cow" contest.

Teachers act as overseers and consultants, leaving students responsible for the operational activities, building maintenance, animal husbandry, and field chores such as tilling, planting, haying and fencing. This kind of group work has lent itself to the benefit of a broad economic and intellectual range of student needs and diverse capabilities. The Land Lab has allowed special education students, who have worked in the green house and forestry unit, to strive toward common goals together with gifted students. It has been an equalizer.

#### Works Cited

Budd, Jason. High School Agriculture Student, Lebanon, Oregon. Personal Interview. 4 April 1994.

Clingenpeele, Charlie. High School Agriculture Teacher, Lebanon, Oregon. Personal Interview. 4 May 1994.

Dunham, Dan. Former High School Vocational Director, Lebanon, Oregon. Telephone Interview. 4 April 1994.

Fancher, Burr. Former High School Vocational Director, Lebanon, Oregon. Personal Interview. 20 March 1994.

McQuistan, Terrie. Former High School Agriculture Student, Lebanon, Oregon. Personal Interview. 5 April 1994.

Miller, Hulan. Former High School Vocational Teacher, Lebanon, Oregon. Personal Interview. 5 April 1994.

*Tracie McQuistan, class of 1995, is kept busy with her studies, family, and church. After graduating from high school, she plans to get a degree in medicine and then enter a health care profession. Her interest in the L.U.H.B. Land Lab is family oriented, as Burr Fancher, her grandfather, helped establish it in 1967.*





**One of the year-around residents of the LHS Land Lab.**







**In February of 2002 the Lebanon area experienced a severe windstorm. Electrical power was interrupted for 24 hours in Lebanon, schools were closed, and some rural residents went without electricity for nearly a week. A large number of trees at the Land Lab were blown down. With the services of a local forestry consultant, the wind-thrown trees were salvaged and a thinning operation was completed on the remaining timber stand. The sale of the timber brought more than \$50,000 into the district treasury.**