



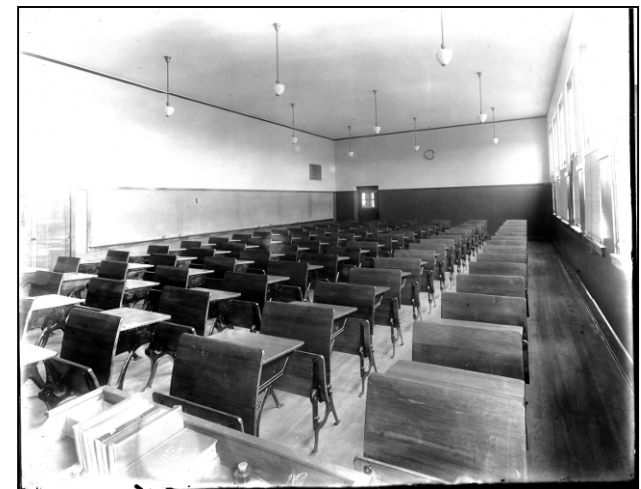
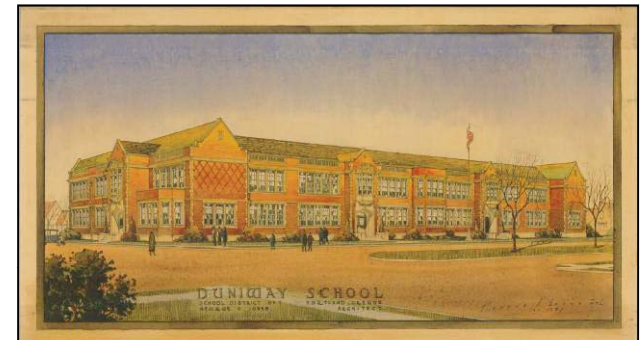
Historic Building Assessment Portland Public Schools

Kimberly Demuth

February 2013

Introduction: Historic Building Assessment

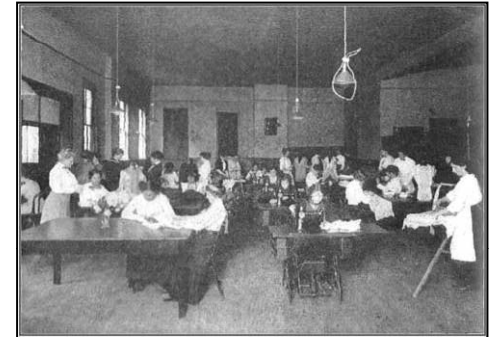
- > Intensive Level Architectural Survey of 98 PPS properties (pre-1979)
- > Determine eligibility for the National Register of Historic Places
- > Prepare site plans
- > Create annotated scaled floor plans for forty schools



Historic Building Assessment: Why?

Guidance for future facility improvement program

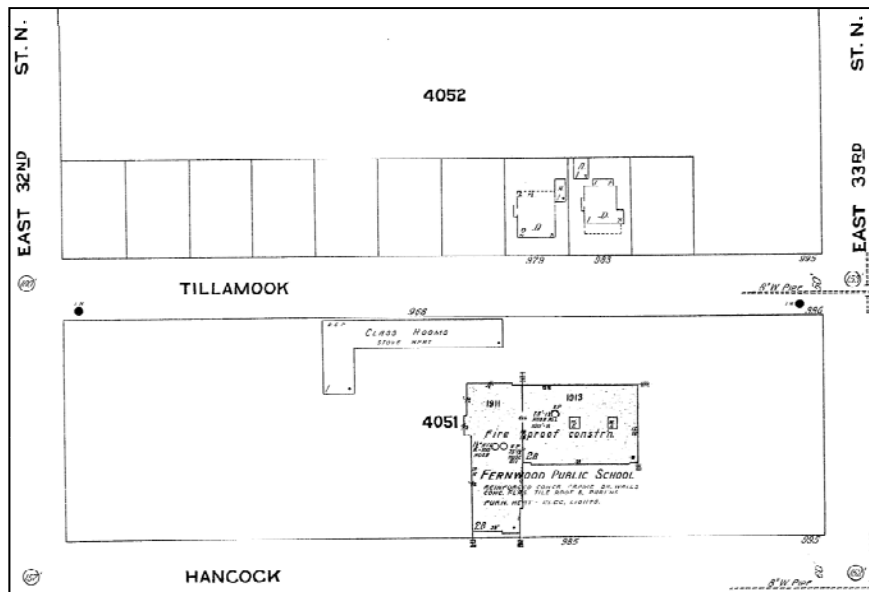
- > Identify significant properties where the retention of historic fabric should be considered in project decisions
- > Identify key characteristics of school buildings that are significant
- > Identify areas of buildings where design flexibility is possible
- > Create a pre-planning document to facilitate future decision making and dialogue with stakeholders



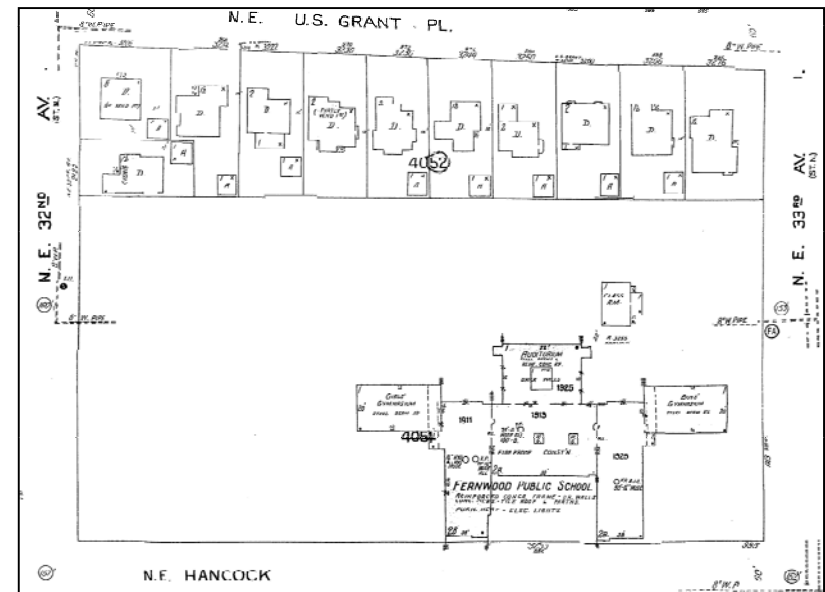
Historic Building Assessment: How?

Methodology

- > Background Research (previous studies, archival research, secondary source materials, PPS Archives)



1924-1928



Updated 1950

Historic Building Methodology: How?

Methodology (Field Study)

- > Photographed each property
- > Examined historic fabric
- > Identified significant characteristics & physical changes to buildings
- > Utilized historic floor plans from PPS Archives
- > Used field notes to annotate existing condition floor plans for 10 high schools and 30 other schools



Historic Building Assessment: How?

Methodology (Assessment / Evaluation)

- > Apply the National Register (NR) Evaluation Criteria to determine significance
- > Evaluate integrity of resource to determine whether it retains sufficient physical characteristics to be eligible for the NR
- > Examine how the property fits into the larger historic context of education in Portland



Historic Building Assessment: How?

Methodology (Assessment/Evaluation)

> National Register Eligibility

– Apply National Register Criteria A, B, C

» Criterion A – Associations with events that made significant contributions to broad patterns of history

» Criterion B – Associated with the lives of persons significant to our past

» Criterion C – Architectural significance (type, period, or method construction, work of master, high artistic values)



Historic Building Assessment: How?

Historic Context

- > Basis for comparative analysis
- > Resources grouped/compared according to:
 - Historic Theme
 - Chronological Period
 - Location



Historic Building Assessment: How?

Methodology (Assessment/Evaluation)

- > Historic Integrity
 - Materials
 - Design
 - Association
 - Feeling
 - Setting
 - Workmanship
 - Location

- > Registration Requirements



Historic Building Assessment: How?

Methodology (Assessment/Evaluation)

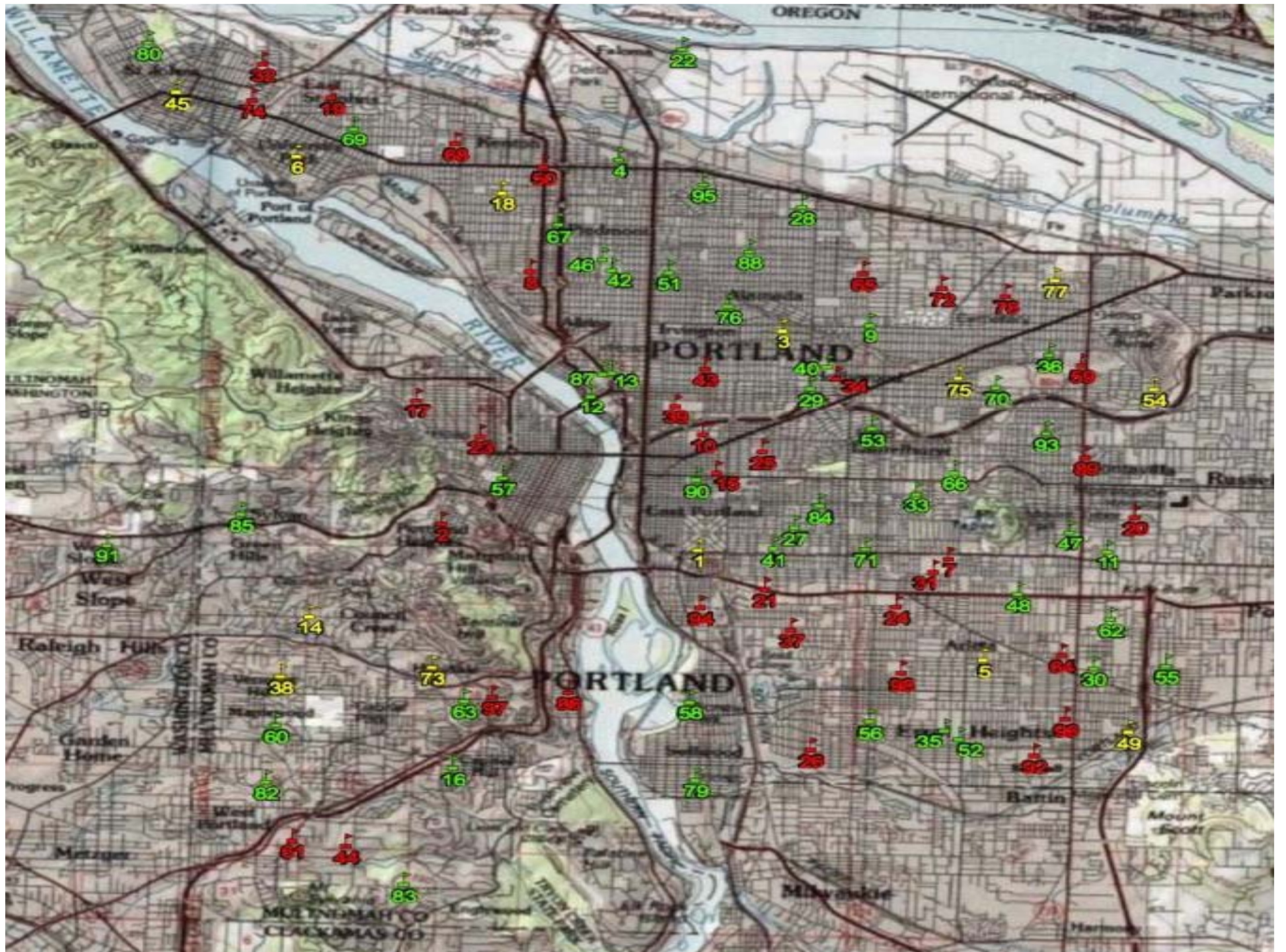
- > PPS Management Codes
 - Red (highly significant, NR eligible)
 - » High integrity, strong historic associations
 - Yellow (moderately significant, NR eligible)
 - » Diminished/Moderate integrity, moderate historic associations
 - Green (not contributing, not NR eligible*)
 - » Significant interior and exterior modifications (limited integrity), low comparative value, may have some significance, but significance is blurred by subsequent modifications

Historic Building Assessment: Findings

Findings

- > 35 schools (Red, Highly Significant, NR eligible)
- > 15 schools (Yellow, Moderately Significant, NR eligible)
- > 48 schools (Green, Non-contributing, not eligible)





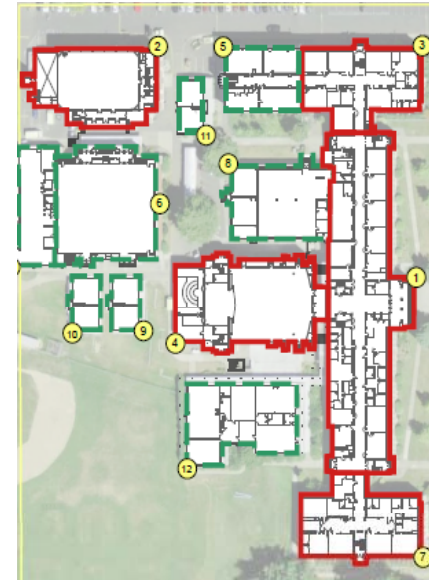
Recommendations

Apply Secretary of Interior's (SOI) Standards for Rehabilitation (36 CFR 67) according to the relative significance of each school

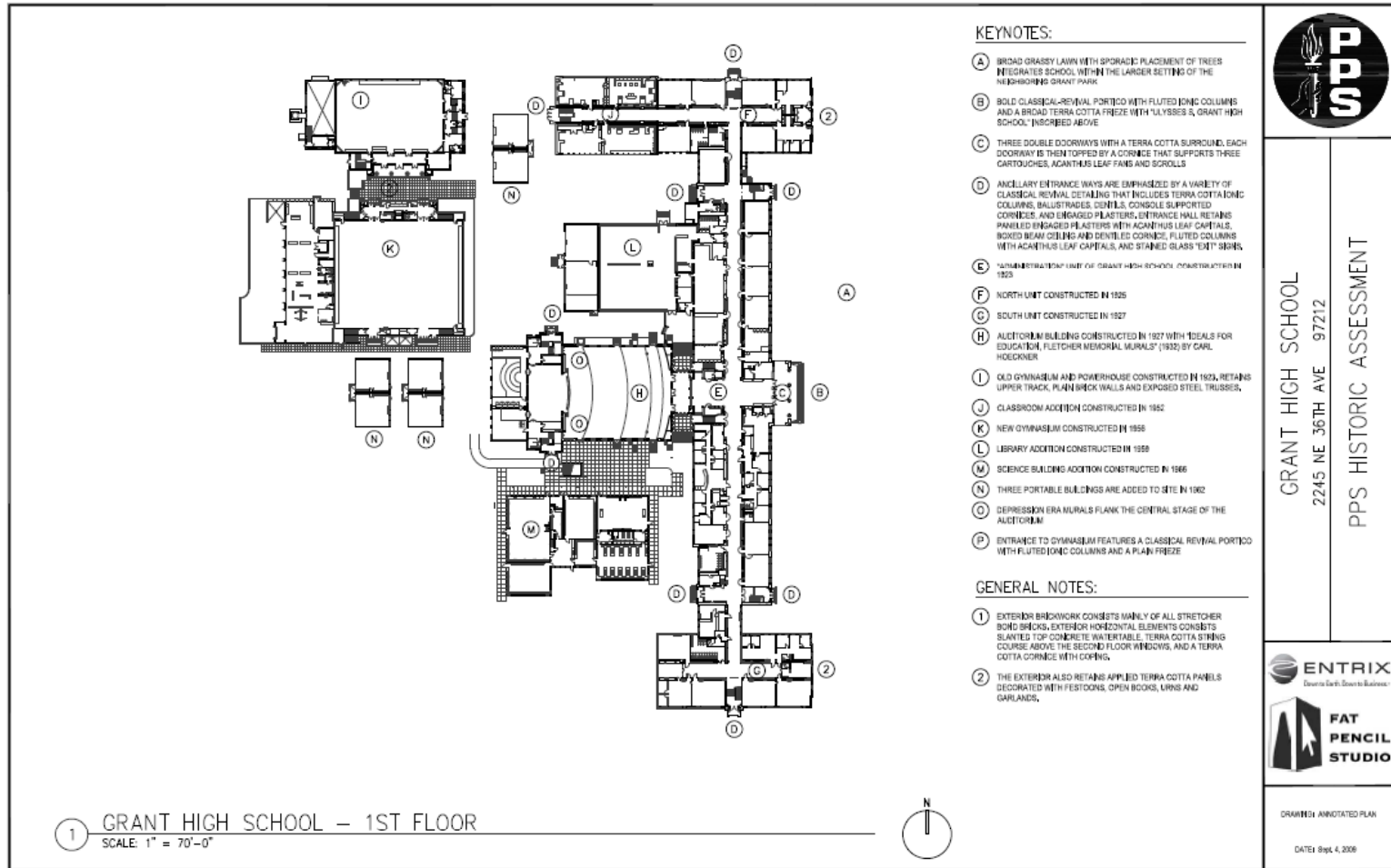
- > Red: Maximize retention of historic fabric (key elevations, details, public interior spaces)
- > Yellow: Moderate to strict application of Standards
- > Green: Minimal application of Standards, identify opportunities to increase integrity of buildings

Grant High School

- > First units constructed in 1923, later wings in 1925, 1927,
- > Further additions in 1952, 1956, 1962, 1966, 1970
- > Significant under NR Criteria A, and C
 - Crit. A – rise of high school educ., relationship between PPS and Department of Parks and Recreation
 - Crit. C – association with architects Kington and Howell, Classical Revival style
- > High to moderate integrity

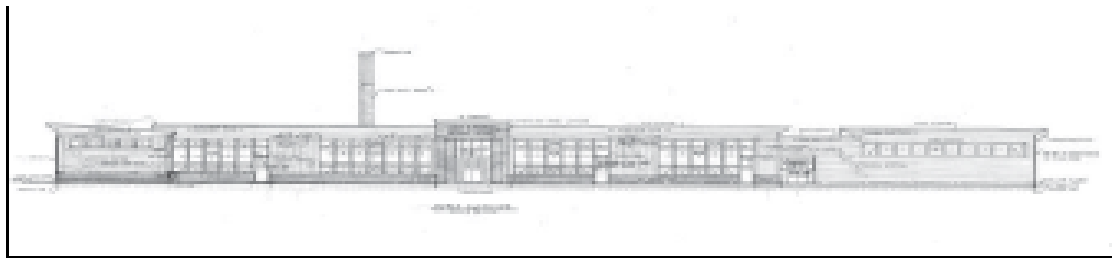
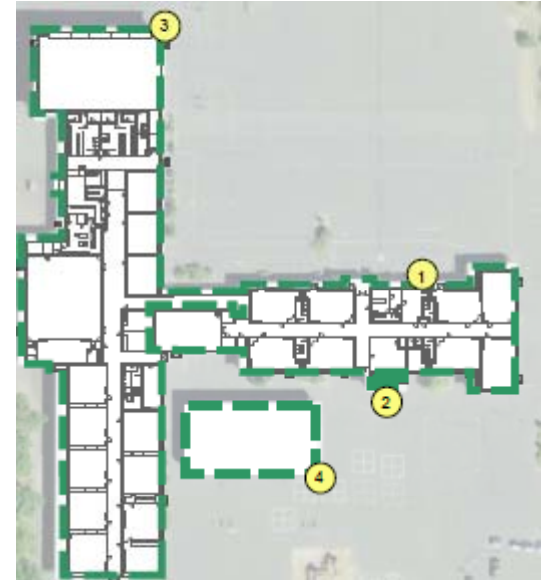


Grant High School Annotated Floor Plan



Faubian School

- > Originally constructed in 1950 (William Henry Jones architect)
- > 1952 Addition
- > Not eligible for NR
- > Limited integrity of design, feeling, setting



Conclusion: What did PPS Learn?

- > Just over half of PPS's pre-1979 schools are either highly or moderately significant
- > Just under half of PPS's pre-1979 schools do not retain integrity and/or do not appear to meet the NR Criteria of Significance
- > The district owns a showcase of architecture that provides a rich narrative of educational development in the city from 1908 to present

Conclusion: Project Benefits

- > Serves as a source document for teachers, students, and neighbors to learn more about the history of their school;
- > Fills in a gap in the City's historic resources inventory;
- > Historic context places the current situation of PPS's schools in a larger historical perspective - useful for modern problem solving.



Historic Building Assessment: Next Steps

- > Use document to facilitate future decisions regarding facilities (maintenance and facility improvement programs);
- > More detailed studies of each school prior to renovation process
- > Work with architects and PPS facilities team to review renovation plans

