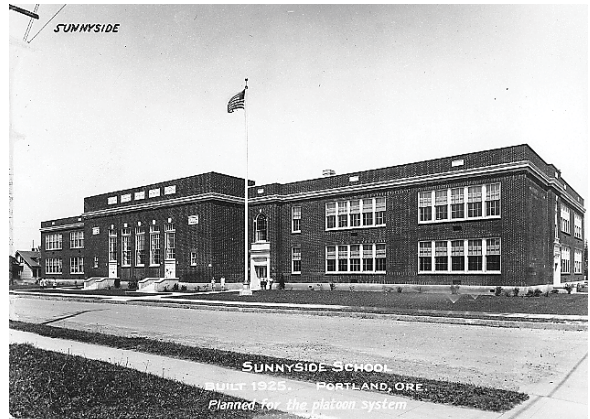


# Portland Public Schools

## Historic Building Assessment

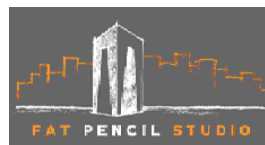


October 2009

Project Number : 42391001

Prepared by

Prepared for Portland Public Schools





# Portland Public Schools: Historic Building Assessment

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OCTOBER 2009

Prepared for Portland Public Schools,  
Office of School Modernization

by

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# Table of Contents

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<b>Executive Summary</b> .....	<b>vi</b>
<b>S E C T I O N 1 Project Objective and Background</b> .....	<b>1-1</b>
1.1 Conduct Background Research and Develop Historic Contexts .....	1-1
1.2 Survey All Existing Properties .....	1-2
1.3 Identify Eligible Properties .....	1-2
1.4 Develop Standardized Information .....	1-2
<b>S E C T I O N 2 Building Assessment Methodologies</b> .....	<b>2-1</b>
2.1 Previous Studies/Background Research .....	2-1
2.2 Field Methods .....	2-34
2.3 Historic Building Assessment/Evaluation .....	2-4
<b>S E C T I O N 3 Historic Context</b> .....	<b>3-1</b>
3.1 Introduction: What is a Historic Context? .....	3-1
3.2 1855-1905: Educating an Emerging City .....	3-1
3.3 1905-1945: The Naramore and Jones Schools.....	3-7
3.4 1945-1979: Expansion & Architectural Divergence.....	3-16
3.5 1965-1979: Integration, Public Outreach, and Planning .....	3-21
3.6 1979-Present: Demographic Shifts .....	3-22
<b>S E C T I O N 4 Architectural Survey/Assessment</b> .....	<b>4-1</b>
4.1 Property Types.....	4-1
4.2 Criteria of Evaluation.....	4-2
4.3 Historical Integrity.....	4-5
4.4 Red, Yellow, and Green Coding .....	4-6
4.5 Results.....	4-6
<b>S E C T I O N 5 Conclusion &amp; Recommendations</b> .....	<b>5-1</b>
5.1 Findings Summary .....	5-1
5.2 Historic Building Management Recommendations .....	5-1
5.1 Further Recommendations .....	5-6
<b>S E C T I O N 6 References</b> .....	<b>6-1</b>

## Tables

Table 2-1	Previously Recorded School Buildings Currently Owned by PPS.....	2-2
Table 4-1	Evaluation Categories of Schools Constructed Between 1908 and 1945.....	4-7
Table 4-2	Evaluation Categories of Schools Constructed Between 1945 and 1979.....	4-9
Table 4-3	Evaluation Categories of Schools Constructed Between 1965 and 1979.....	4-10
Table 5-1	Red Coded Schools With Contextual Period, NR Criterion, and Plan Type.....	5-2
Table 5-2	Yellow Coded Schools With Contextual Period, NR Criterion, and Plan Type .....	5-4
Table 5-3	Green Coded Schools With Contextual Period, NR Criterion, and Plan Type .....	5-4

## Figures

Figure 1.	First school at First and Oak Streets, 1850s .....	3-2
Figure 2	The Central School, 1856.....	2-22
Figure 3.	Harrison Street School, late 1860s .....	3-3
Figure 4.	North School, 1867.....	3-3
Figure 5.	The 1882 Couch School .....	3-5
Figure 6.	The Old Portland High School, 1887 .....	3-5
Figure 7.	The 1908 Richmond School and 1910 Woodstock School .....	3-8
Figure 8.	Jefferson High School, 1910s.....	3-9
Figure 9.	Rose City Park School, 1912-1914 .....	3-9
Figure 10.	Terra cotta bas relief panel at Benson High School .....	3-11
Figure 11.	The A.L. Mills Open Air School.....	3-12
Figure 12.	The Vestal School .....	3-13
Figure 13.	Cast stone detailing at Irvington School.....	3-14
Figure 14.	John Jacob Astor School .....	3-16
Figure 15.	Glass block windows at Gray School.....	3-17
Figure 16.	Rendering of the Creston School.....	3-18
Figure 17.	1950s photograph of the new Atkinson School.....	3-19
Figure 18.	Architectural Model of Wilson High School.....	3-20
Figure 19.	West elevation of the Clarendon School .....	3-21

## Appendices

Appendix A	Oregon SHPO ILS Cover Sheet and Summary Reports
Appendix B	Oregon Intensive Level Survey (ILS) Forms, Site Plans, and Floor Plans
	Abernathy School ILS Form
	Ainsworth School ILS Form
	Alameda School ILS Form
	Applegate Facility ILS Form
	Arleta School ILS Form
	Astor School ILS Form
	Atkinson School ILS Form
	Beach School ILS Form

Beaumont School ILS Form  
 Benson High School ILS Form  
 Beverly Cleary - Fernwood Campus ILS Form  
 Beverly Cleary - Hollyrood Campus ILS Form  
 Blanchard Educational Service Center ILS Form  
 Boise-Eliot School ILS Form  
 Bridger School ILS Form  
 Bridlemile School ILS Form  
 Buckman Arts School ILS Form  
 Capitol Hill School ILS Form  
 Chapman School ILS Form  
 Chief Joseph School ILS Form  
 Clarendon School ILS Form  
 Clarendon-Portsmouth School ILS Form  
 Cleveland High School ILS Form  
 Columbia School ILS Form  
 Creative Science School ILS Form  
 Creston School ILS Form  
 Da Vinci Arts School ILS Form  
 Duniway School ILS Form  
 East Sylvan School ILS Form  
 Edwards School ILS Form  
 Faubion School ILS Form  
 Foster Facility ILS Form  
 Franklin High School ILS Form  
 George School ILS Form  
 Glencoe School ILS Form  
 Grant High School ILS Form  
 Gray School ILS Form  
 Green Thumb Facility ILS Form  
 Grout School ILS Form  
 Harrison Park School ILS Form  
 Hayhurst School ILS Form  
 Holladay Center ILS Form  
 Hosford School ILS Form  
 Humboldt School ILS Form  
 Irvington School ILS Form  
 Jackson School ILS Form  
 James John School ILS Form  
 Jefferson High School ILS Form  
 Kellogg Facility ILS Form  
 Kelly School ILS Form

Kenton Facility ILS Form  
King School ILS Form  
Lane School ILS Form  
Laurelhurst School ILS Form  
Lee School ILS Form  
Lent School ILS Form  
Lewis School ILS Form  
Lincoln High School ILS Form  
Llewellyn School ILS Form  
Madison High School ILS Form  
Maplewood School ILS Form  
Markham School ILS Form  
Marshall High School ILS Form  
Marysville School ILS Form  
Meek School ILS Form  
Metropolitan Learning Center ILS Form  
Mount Tabor School ILS Form  
Ockley Green School ILS Form  
Peninsula School ILS Form  
Rice Facility ILS Form  
Richmond School ILS Form  
Rieke School ILS Form  
Rigler School ILS Form  
Roosevelt High School ILS Form  
Rose City Park Facility ILS Form  
Roseway Heights School ILS Form  
Sabin School ILS Form  
Sacajawea Facility ILS Form  
Scott School ILS Form  
Sellwood School ILS Form  
Sitton School ILS Form  
Skyline School ILS Form  
Smith Facility ILS Form  
Stephenson School ILS Form  
Sunnyside Environmental School ILS Form  
Terwilliger Facility ILS Form  
Tubman Young Women's Academy ILS Form  
Vernon School ILS Form  
Vestal School ILS Form  
Washington High School ILS Form  
West Sylvan School ILS Form  
Whitman School ILS Form



Wilcox School ILS Form  
Wilson High School ILS Form  
Winterhaven School ILS Form  
Woodlawn School ILS Form  
Woodmere School ILS Form  
Woodstock School ILS Form



# Executive Summary

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## PORTLAND PUBLIC SCHOOLS' HISTORIC BUILDING ASSESSMENT

The historic legacy of Portland Public Schools is experienced by thousands of school children, teachers, and administrators everyday within the school buildings that they occupy. For many neighborhoods, the school buildings are community assets that engender memories and emotional attachments to the past. Schools represent the social fabric of life in a city that has undergone dramatic changes since the first public school building opened in 1851. From the original wood frame schoolhouse to the “pod” classrooms of Clarendon Elementary, the historic Portland Public School (PPS) buildings are a virtual laboratory of education-related architecture and planning in the twentieth century. As stewards of this historic legacy, Portland Public Schools commissioned this study to better understand the historical significance of the district’s school buildings. This report is the product of that effort and will assist PPS in the planning and implementation of future facility improvements.

Between June and August 2009, ENTRIX was retained by PPS to conduct a historic building assessment (Project) of all properties currently owned by Portland School District 1J. Under the supervision of the District’s Office of School Modernization, ENTRIX conducted archival and secondary source research; a field study of the district-owned buildings constructed prior to 1979; and a comparative assessment of those buildings to identify their character-defining features, assess their comparative levels of historical integrity, and evaluate their eligibility for the National Register of Historic Places (NRHP). This project was greatly aided by the district’s retention of an unparalleled collection of original architectural drawings.

Approximately 68 of PPS’s currently owned properties were recorded at the reconnaissance level by the City of Portland beginning in the 1980s. Of those 68 properties, two are currently listed in the National Register as contributing resources to NRHP Historic Districts (HD); Abernathy (Ladd’s Addition HD) and Couch/MLC (Alphabet HD). Three schools (Benson, Duniway, and Woodstock) are currently listed as Portland Landmarks and four schools are considered contributing buildings to City of Portland Conservation Districts (Kenton, Woodlawn, Irvington, and Jefferson). The remaining schools received lower rankings (HRI Rank II and III) in the City of Portland’s Historic Resource Inventory (HRI) or no rankings at all. Due to the passage of time and subsequent alterations to several buildings since the survey, the HRI rankings no longer accurately reflect the relative historical importance of the PPS-owned schools.

For this Project, ENTRIX recorded all buildings located on 98 PPS properties which primarily featured four main property types; primary schools, elementary schools, high schools, and administrative buildings. Descriptions and significance statements for each property were prepared using the Oregon State Historic Preservation Office’s Intensive Level Survey form. In determining which properties were NRHP eligible (high significance/RED), NRHP eligible (moderate significance/YELLOW), or not NRHP eligible (non-contributing/GREEN), evaluation criteria were developed by ENTRIX. These criteria weighed each property’s historical integrity (integrity of association, feeling, setting, location, craftsmanship, design, and materials) and its historical significance (i.e. association with significant historical patterns or events, association with important people, or a good example of a particular building type, style, or method of construction). Using this comparative analysis, ENTRIX recommends that 35 schools are within the RED category, 15 in the YELLOW, and 48 in the GREEN.

In making these recommendations, ENTRIX produced scaled floor plans in CAD that identified key architectural features for thirty RED and YELLOW elementary schools and for all ten of the high schools. The floor plans provide a useful decision making tool for future facility improvement program development and implementation.



# Project Objectives

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Portland Public Schools (PPS) owns over 100 properties spread throughout the city. The properties include outstanding examples of architectural styles, methods of construction, and design principles from throughout the twentieth century. The buildings also reflect trends in twentieth century educational philosophies and their application to architectural form. Many of these properties are also strongly associated with the economic and demographic development of the surrounding neighborhoods. As a group, the schools represent the substantial investment Portland has made in educating its citizens. In recognition of the importance of the properties, the District's Office of School Modernization retained ENTRIX and Fat Pencil Studios to assist in a survey of its existing properties. In addition to buildings currently used as schools, the Project reviewed facilities that are closed, leased to other entities or utilized by the district for administrative purposes.

The purpose of the Project is to assist PPS in understanding the historical significance of its existing properties so that a planning process can begin for future building rehabilitations and renovations. In addition to providing a summary of the National Register of Historic Places (NRHP) eligibility and major physical features of each property, this report also provides recommendations on the future stewardship of existing facilities regardless of NRHP eligibility. The recommendations also focus on how the information gathered for the report can be reused or expanded upon to assist the district in using these historic resources to their fullest potential.

The project was divided into several phases with distinct objectives including research, field study of all of the district-owned buildings, and a comparative assessment of those buildings to identify their character-defining features, assess their comparative levels of historical integrity, and evaluate their eligibility for the National Register of Historic Places (NRHP). Each of these phases is tied into a broader goal of helping the district to better understand the condition and character of the school properties. All of the information and materials developed for the Project are provided in a manner that is publically accessible so the communities who use and support these schools may better understand the significance of these properties.

The Intensive Level Survey provides a moderate level of information on each property and relates it to the property within its larger context. Information provided on each school includes current campus organization, building plan and materials, and a summary of its current condition and integrity. The project did not entail a room-by-room condition assessment, extensive history, or a technical evaluation of each structure.

## 1.1 CONDUCT BACKGROUND RESEARCH AND DEVELOP HISTORIC CONTEXTS

The historic context traces the major school construction periods in Portland and relates them to larger national and regional movements in architecture, educational philosophies, and demographic change. Through the historic context the team of historians and architectural historians ascertained the associative relationships that schools may retain with significant architects, administrators, or events. In the creation of the historic context, historical research and writing largely focused on the period from about 1900-1979 which covers all surviving schools. This phase of the project not only provides the necessary background for formulating decisions about the potential significance of a school but also provides information that may be utilized by the district in preparing funding proposals, materials for use in the curriculum, and developing documents for the public.

## 1.2 SURVEY EXISTING PROPERTIES (1900-1979)

During this phase of the project all PPS properties constructed prior to 1979 were surveyed to identify their character defining features and formulate initial assessments on eligibility based upon the historic integrity of the building. In addition to gathering the information necessary to complete the evaluations of the historic property, architectural historians made note of significant features of each property that can be used in future planning.

## 1.3 IDENTIFY ELIGIBLE PROPERTIES

The evaluation phase of the project identified which properties are considered eligible for the NRHP. This process utilized the guidelines developed by the National Park Service and the Oregon State Historic Preservation Office (SHPO). The methodology and criteria is discussed in more detail in Chapter 4. The identification of eligible properties is considered only one phase in the planning for their future use. Many buildings that are not eligible for the NRHP play important roles in the community and may still be sensitively rehabilitated for continued use as a school or for other community purposes.

## 1.4 DEVELOP STANDARDIZED INFORMATION ON ALL PROPERTIES THAT IS PUBLICALLY ACCESSIBLE AND GRAPHICALLY RICH

In an effort to make information developed over the course of this Project more accessible to the public, the final report contains an accounting of the Project Objectives, the methods employed to research and evaluate historic resources, the development of a historical context, and a summary of findings. In addition to this summary information, the report also contains the individual SHPO Historic Site Inventory forms. These forms were prepared in a manner consistent with SHPO Standards so that information developed for the project is defensible and consistent with other historic building assessments. Upon completion of the project, the information will be provided to the public for dissemination. Each of these forms contains locational information, a description of the resource, and a brief history and context of the school. It also contains Sanborn Fire Insurance Maps of the property (if they exist), and graphic illustrations of the school that convey whether it is a highly significant, moderately significant, or non-contributing resource. Annotated first floor plans are also included for the ten high schools and thirty other schools. The plans are labeled with key notes that describe the major architectural features of the school. Each form is also accompanied by five interior and five exterior photographs.

# Building Assessment Methodologies

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## 2.1 PREVIOUS STUDIES/BACKGROUND RESEARCH

Prior to conducting the field evaluations for this project, ENTRIX staff performed background research on the historical development of the Portland Public Schools and previous studies of the schools. Research was also conducted at the following repositories.

- Portland Public Schools Archives, Facilities Records and Reports & Individual on-site school records
- Sanborn Fire Insurance Maps (online)
- City Building Inspection Records (online)
- Oregon Historical Society
- City of Portland Architectural Survey Records and SHPO Historic Sites Inventory Files (Salem)
- Multnomah County Public Library (secondary sources, Annual Reports, newspaper files, and card file)
- Portland State University Library (secondary sources)

During the background research, ENTRIX obtained information on the results of surveys conducted in the 1980s by the City of Portland. In this survey, approximately 68 of PPS's currently owned properties were recorded at the reconnaissance level. Of those 68 properties, two are currently listed in the National Register as contributing resources to NRHP Historic Districts (HD); Abernethy (Ladd's Addition HD) and Couch/MLC (Alphabet HD). Three schools (Benson, Duniway, and Woodstock) are currently listed as Portland Landmarks and four schools are considered contributing buildings to City of Portland Conservation Districts (Kenton, Woodlawn, Irvington, and Jefferson). The remaining schools received lower rankings (HRI Rank II and III) in the City of Portland's Historic Resource Inventory or no rankings at all. Table 2.1 summarizes the previously recorded buildings owned by PPS. Due to changing perceptions of historical importance and alterations to several buildings since the survey, the HRI rankings no longer accurately reflect the relative historical importance of the PPS-owned schools.

The archival sources consulted for this project did not include all repositories that may have additional information about individual school properties. While historic permit records were consulted, additional sources at the City of Portland Archives (SPARC) may have additional information about the nexus of other city agencies with Portland Public Schools over time. Other secondary sources and "gray literature" that may be available at the neighborhood level for individual schools was difficult to identify due to the number of properties and the timeline of the project. While some information concerning school buildings was obtained through conversations with city staff and building managers, formal oral histories about the schools were also not conducted. Lastly, while newspaper records of schools were largely based upon the card catalog index at the Multnomah County Main Branch Library, additional newspaper articles undoubtedly exist but could not be obtained due to the limitations of existing finding aids.

Table 2-1 Previously Recorded School Buildings Currently Owned by PPS

School Name (historic name in parenthesis)	Style	Year Built	NR Evaluation or Portland Landmark Listing/Ranking*
Abernethy	Georgian	1925/1955	NRHP-listed - Ladd's Addition Historic District-Cont. Resource; HRI Rank III
Ainsworth	Tudor Revival	1912/1947	HRI Rank II
Alameda	Bungalow	1922/1925	HRI Rank II
Arleta	Georgian	1930/1953	HRI Rank II
Atkinson (Elementary)	International	1953/1954	HRI Rank II
Beach	Georgian	1928/1948	HRI Rank II
Beaumont	Georgian	1926/1948	Eligible for NRHP; HRI Rank II
Benson H.S. (Benson Polytechnic)	Minimal Traditional	1916	Portland Historic Landmark; HRI Rank I
Binnesmead	Contemporary, International	1950/1975	Eligible for NRHP
Boise Eliot (Fremont)	Tudor Revival	1926/1952	HRI Rank II
Buckman	Georgian	1922	HRI Rank II
Capitol Hill	Georgian	1913	HRI Rank II
Chapman	Greek Revival	1924	HRI Rank II
Chief Joseph (Holly Primary)	International	1949/1954	HRI Rank III
Clarendon	International	1970	HRI Rank III
Clark (Creative Science)	Contemporary	1955	HRI Rank II
Cleveland H.S. (Clinton Kelly High School of Commerce)	Tudor Revival	1929	HRI Rank II
Columbia	Art Deco	1937/1958	HRI Rank III
Creston	International	1948/1967	HRI Rank II
Da Vinci (Girl's Polytechnic)	Georgian	1927	Not Eligible for NRHP; HRI Rank II
Duniway	Tudor Revival	1927/1948	Portland Historic Landmark; HRI Rank I
Fernwood	Beaux Arts	1911/1925	HRI Rank II
Foster	Contemporary, Utilitarian	1964	None
Franklin H.S.	Georgian	1916/1970	HRI Rank II
Glencoe	Mediterranean Revival	1924/1964	HRI Rank III
Grant H.S.	Georgian	1923/1925	HRI Rank II
Grout	Tudor Revival	1927	HRI Rank II
Holladay Center	International	1972	None
Hosford	Georgian	1925	Not Eligible for NRHP; HRI Rank II
Irvington	Mediterranean Revival	1932	Irvington Conservation District-Contributing Resource; HRI Rank II
Jackson H.S. (Jackson Elementary)	International	1966/1970	None
James John (Richard Williams)	Georgian	1929/1956	HRI Rank III
Jefferson H.S.	Other/Undefined	1909/1928	Piedmont Conservation District-Contributing Resource; HRI Rank II
Kellogg	Georgian	1917/1954	HRI Rank II
Kelly Elementary	Contemporary, Utilitarian	1954/c.1973	None
Kenton (Stockyard)	Minimal Traditional	1913/1922	Kenton Conservation District – Contributing Resource; HRI Rank II
King (Highland)	Georgian	1913/1970	HRI Rank II
Lane (Errol Heights)	Classical Revival: other	1928/c.1990	None



School Name (historic name in parenthesis)	Style	Year Built	NR Evaluation or Portland Landmark Listing/Ranking*
Laurelhurst	Georgian	1923/1951	HRI Rank III
Lee Elementary	Contemporary	1956	None
Lent (Binnsmead Elementary (Lents))	Contemporary	1950	None
Lincoln H.S.	Other/Undefined	1952	HRI Rank II
Llewellyn	Art Deco	1928	HRI Rank III
Madison H.S. (Northeast H.S.)	Contemporary	c.1957	HRI Rank II
Marshall H.S. (Southeast H.S.)	Contemporary	1960	None
Marysville	Bungalow	1921/1956	HRI Rank II
Metropolitan Learning Center (Couch)	Tudor Revival	1914	NRHP-listed -Alphabet Historic District-Contributing Resource; HRI Rank II
Mount Tabor Elementary	International	1953/1958	None
Portsmouth	Georgian	1927/1944	HRI Rank II
Rice (Rose City Primary or Rose City Park Primary)	Utilitarian	1955	None
Richmond	Other/Undefined	1907/1953	HRI Rank III
Roosevelt H.S. (James John H.S.)	Georgian	1921/1939	HRI Rank II
Rose City Park	Tudor Revival	1911/1922	HRI Rank II
Roseway Heights (Gregory Heights)	Tudor Revival	1923	HRI Rank II
Sabin	Minimal Traditional	1927/1952	HRI Rank II
Sellwood	Tudor Revival	1914/1925	HRI Rank III
Skyline		c.1939	Eligible for NRHP
Sunnyside	Georgian	1925/1952	HRI Rank II
Terwilliger	Georgian	1917	HRI Rank II
Vernon	Georgian	1931/1953	HRI Rank III
Vestal	Tudor Revival	c.1929	HRI Rank III
Washington H.S.	Beaux Arts Georgian	1923	HRI Rank II
Whitman Elementary	Contemporary Utilitarian	1956	None
Wilson H.S.	International	1955/1960	HRI Rank II
Winterhaven (Brooklyn)	Art Deco	1930	HRI Rank II
Woodlawn	Tudor Revival	1926/1956	Woodlawn Conservation District-Contributing Resource; HRI Rank II
Woodmere Elementary	Contemporary	1954	None
Woodstock	Other/Undefined	1911/1981	Portland Historic Landmark; HRI Rank I

\* Note: The original ranking system created for Portland’s Historic Resource Inventory was largely based upon a numerical score with points awarded for a resource’s relative historical importance and integrity. The HRI ranking system is no longer used and its purpose within this table is to show what rank a resource had when it was originally surveyed in the 1980s.

## 2.2 FIELD METHODS

Between June 10, 2009 and August 2009, the ENTRIX team of architectural historians conducted a site visit to each Portland Public School Property. During the site visits, ENTRIX staff photographed significant landscape features, notable structures, and the interiors and exteriors of each building on the school campus. While conducting the site visits, staff utilized historic and current floor plans to observe changes to the school buildings and campus. The ENTRIX team noted significant features of the buildings and campus on floor plans that were later developed into annotated site plans by Fat Pencil Studios. Observations regarding the

condition and integrity of each school were noted on field forms. The architectural features of the resources were recorded on historic property inventory forms for inclusion in the SHPO historic property database.

## 2.3 HISTORIC BUILDING ASSESSMENT/ EVALUATION

Once information about individual schools was collected, ENTRIX and Fat Pencil Studios prepared Oregon Historic Sites Inventory Forms for each school. When analyzed collectively and with the information collected for the historic context, ENTRIX comparatively evaluated the historical integrity of each building and then applied the NRHP Criteria of Evaluation to assess the significance of each resource. In addition to determining whether an individual property was eligible for the NRHP or not, this assessment used a color coded system (Red, Yellow, and Green) to differentiate between highly significant, moderately significant, and non-contributing historic resources. This color coded system was adopted to assist the district in understanding the relative significance of a particular property as well as the degree of flexibility it retained in the development its long range facilities improvement program. This process is explained more fully in Section 4.

## SECTION 3

# Historic Context

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## 3.1 INTRODUCTION: WHAT IS A HISTORIC CONTEXT?

A historic context is “an organizing structure for interpreting history that groups information about historic properties which share a common theme, common geographical location, and common time period. The development of a historic context is a foundation for decisions about the planning, identification, evaluation, registration, and treatment of historic properties, based upon comparative significance” (NPS National Register Bulletin 16A, Appendix IV). Indeed, a historic context not only helps to connect and integrate historic buildings with the broad historical themes and physical location that shaped their development but also provides a basis for evaluating the relative importance of historic buildings. A historic context based upon both a comprehensive field study and documentary research, such as the work conducted for this study, provides the most thorough means of recreating and understanding the significant relationships between the people, buildings, surrounding physical landscape, and social and economic forces that shaped them (Herman 1994: 6-7 and Herman 1996: 19-23).

In reviewing the historical documents and archival materials, ENTRIX determined that the themes of architecture, education, and urban development all played seminal roles in the development of Multnomah County School District 1J (also known as Portland Public Schools (PPS)) during three discrete time periods; 1845-1905, 1905-1940, and 1940-1979. From 1845-1905, the City’s public schools grew from a small frame schoolhouse set amidst a rough hewn town to an emerging urban school district that struggled to keep up with the dynamism and complexities of urban growth. Unfortunately, no schools owned by PPS survive from this period, but this early period nonetheless set an important precedent for the schools built in the twentieth century. Between 1905 and 1940, the public school district created a management structure that oversaw a significant rebuilding and expansion campaign of school facilities. This campaign was fueled by changing ideas concerning fire safety, new construction methods, changing urban demographics, and educational prerogatives. From 1940-1979, PPS underwent another expansion as the city began to expand out from the “inner” neighborhoods near the central business district. The post-war schools represented a dramatic departure from their predecessors as most hint of stylistic historicism were rejected in favor of new, more modernistic ideas about the role of architecture in education. Overall, the historic context helps to provide an initial framework for understanding the history of PPS and the buildings that it currently owns.

## 3.2 1845-1905: THE BIRTH OF A CITY’S SCHOOL SYSTEM

In 1843 the pioneers William Overton and Asa Lovejoy filed a land claim on an area previously referred to as “the clearing,” which marked the beginning of the city of Portland. By 1850 the population had grown to over 800, and the first schools, created by Dr. Ralph Wilcox, were called fee schools because the fee for tuition was estimated at approximately \$10 a quarter. During this period, these schools were the only education available to the public (Reynolds 1932: 335). The argument for a public school system in Portland didn’t emerge until George Henry Atkinson of Vermont was commissioned as a Methodist missionary and sent to the Oregon Territory. He and Josiah Failing would quickly become the earliest and most important proponents of public schooling in Portland. The Oregon Territory was officially organized in 1848 and in

March of that year Reverend Atkinson called a meeting to discuss and advocate the creation of a public school system. The following year the first school bill passed the legislature, allowing for the election of a public school board (Reynolds 1932: 336).



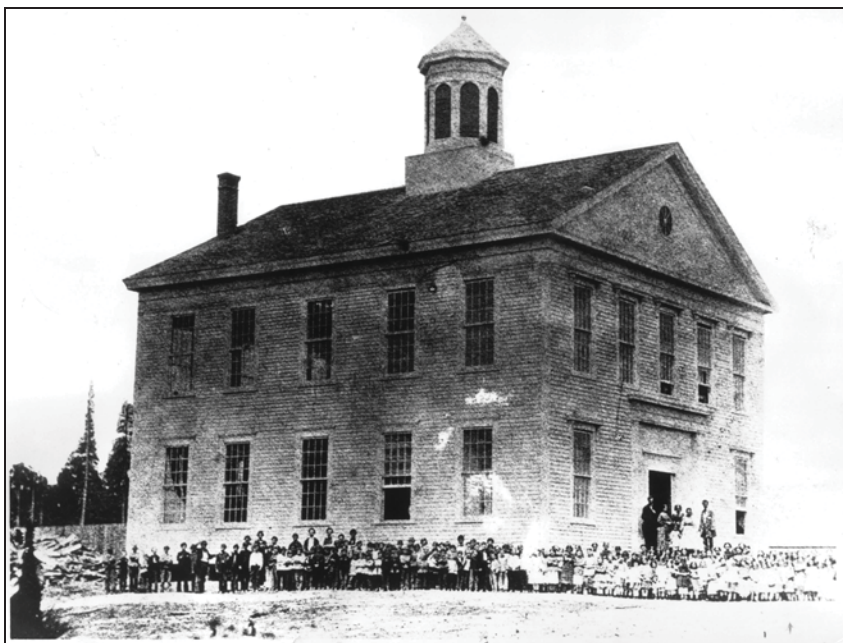
**Figure 1. Arrow points to first schoolhouse located at First and Oak Streets, 1850s.**

The Portland Public School System wasn't officially created until 1851. The first public school opened under the legislative act was located next to the City Hotel on First and Oak Streets; it had 20 pupils and was co-ed (Figure 1) (Powers and Corning 1937: 3-4; Reynolds 1932: 336). Although the school system was officially mandated, the district's first school building wasn't erected for several years due to heavy opposition from elements in the community. The most notable opponent was Harvey Scott, an editor of the *Daily Oregonian*, who believed that the school system extended beyond its prescribed legislative boundaries. Reverend Atkinson routinely contributed to the *Daily Oregonian* for Scott - who had been an early advocate for schooling much like Atkinson - and as their viewpoints diverged, much of their argument over schooling played itself out in the *Daily Oregonian*'s editorial pages (Sevetson 2007: 458-462). Further challenges to the early public school system were found in an early competitor in the Methodist Episcopal Church, which established several early schools in the state and was the leading pioneer religious denomination in the young Oregon Territory (Reynolds 1932: 335). The Methodist schools, however, would never eclipse the attendance in Portland Public Schools.

Despite the competition and opposition, in 1854 the legislature passed the first school tax. In 1856 Portland's First and Second Consolidated School Districts awarded a contract to builders Elwood M. Burton and E.D. Carson for construction and laying the floors for the first publicly owned school at Sixth and Morrison, called the "Central School" (Walton 1973: 232) (Figure 2). A \$4,000 tax was levied the following year to complete the building. This first school building was wood frame, two stories high, and designed in the Greek Revival style with gable-front entry, pediment, and a louvered and domed cupola. Reflecting the multi-faceted role of schools in this early period, the building housed Primary, Intermediate, and Higher Departments with students ranging in age from 4 to 21 (Walton 1973: 232-233).

(cont.)





**Figure 2: The Central School, 1856. Courtesy Oregon Historical Society.**

The Oregon Territory officially joined the Union in 1859, and the years 1858-1871 witnessed rapid development in both Portland and its school system. During this period, attendance at private denominational schools and public schools was roughly equal, but the public school system would soon eclipse its private counterpart as more and more school buildings were constructed (Reynolds 1932: 345). In 1866, the Harrison Street School (Figure 3) was erected at Harrison and Sixth Street. It was followed by the North School (Figure 4) – later Atkinson High School – in 1868, which was a seven room building located on North Tenth Street between C and D Streets (Scott 1890: 386). The Harrison Street and North Schools reflected Italianate style design influences through elongated windows, shallow pitched roofs, window hoods, and deep bracketed eaves. Both were large multi-storied buildings with a main hall in the center and classrooms that extended from the main hall. Schools at this time were vulnerable to fire damage, and it was not until the early twentieth century that schools used construction methods that incorporated fire resistant materials. PPS was also confronted by the African American community in the mid-nineteenth century who demanded improved educational opportunities. In 1867, a school for African-American children was opened. It was subsequently closed in 1871 when the children that attended that school were merged into the larger school system (Powers and Corning 1937: 34).



**Figure 3: Harrison Street School, late 1860s. Courtesy of Oregon Historical Society.**



Figure 4: North School, 1867. Courtesy of Oregon Historical Society.

As Portland's school age population continued to grow to approximately 3,000 pupils by 1880, PPS was prompted to engage in a building campaign (Cubberley 1915: 235). Perhaps the pinnacle of frame school construction in Portland came with the opening of the Failing School in 1882. Named after Josiah Failing, another of the early promoters of the public education system in Portland, the building was a two story wooden structure of twelve rooms. Construction began on another school, the first Couch school, the same year (Powers and Corning 1937: 130). Both schools were designed by one of the Portland's earliest architects, Justus F. Krumbein and constructed by builders Shorno and Davidson, and later completed by Goodwin and Townsend (Portland Public Schools 1883: 5).

Interestingly, these nearly identical frame two story schools represent some of the first efforts by PPS to re-use architectural designs to save on design costs. This sense of fiscal constraint was not reflected in the two buildings as both exhibited effusive expressions of Eastlake and Stick style embellishments that highlighted the decorative potential of wood during the time period. Faux curved bracing, a prominent front tower with a steeply pitched pyramidal roof, incised wood panels, turned brackets, polychromatic paint schemes, elongated windows with elaborate hoods, and deep eaves struck a decisively different architectural tone than the earlier schools that appeared restrained in their use of architectural ornamentation. The Couch School (Figure 5) and the earlier 1878 Park School represent the earliest school designs to be promoted at a national level as worthy of emulation by other school districts. John George Hodgeson's *Hints and Suggestions on School Architecture and Hygiene With Plans and Illustrations* featured floor plans of the two buildings supplied by Krumbein and then school superintendent T.H. Crawford (Hodgeson 1886: 116-117 and 123-124). Hodgeson notes that Crawford was particularly pleased with the Couch School and quotes him as saying:

*With scarcely any exception, every appointment and every phase of the arrangement of each building, in reference to light, heat, ventilation, and general conveniences has proven eminently satisfactory.....The possibility of the complete control over the [pupils of] entire school, as to their movements in the halls and on the stairways has been fully demonstrated (Hodgeson 1886: 125).*



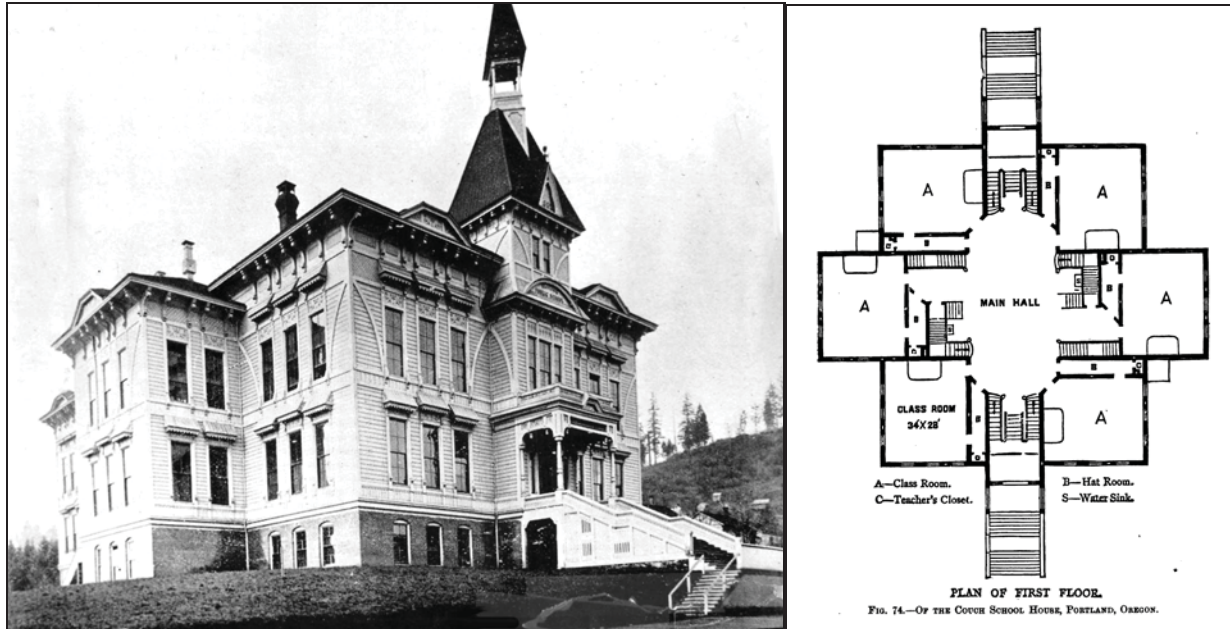
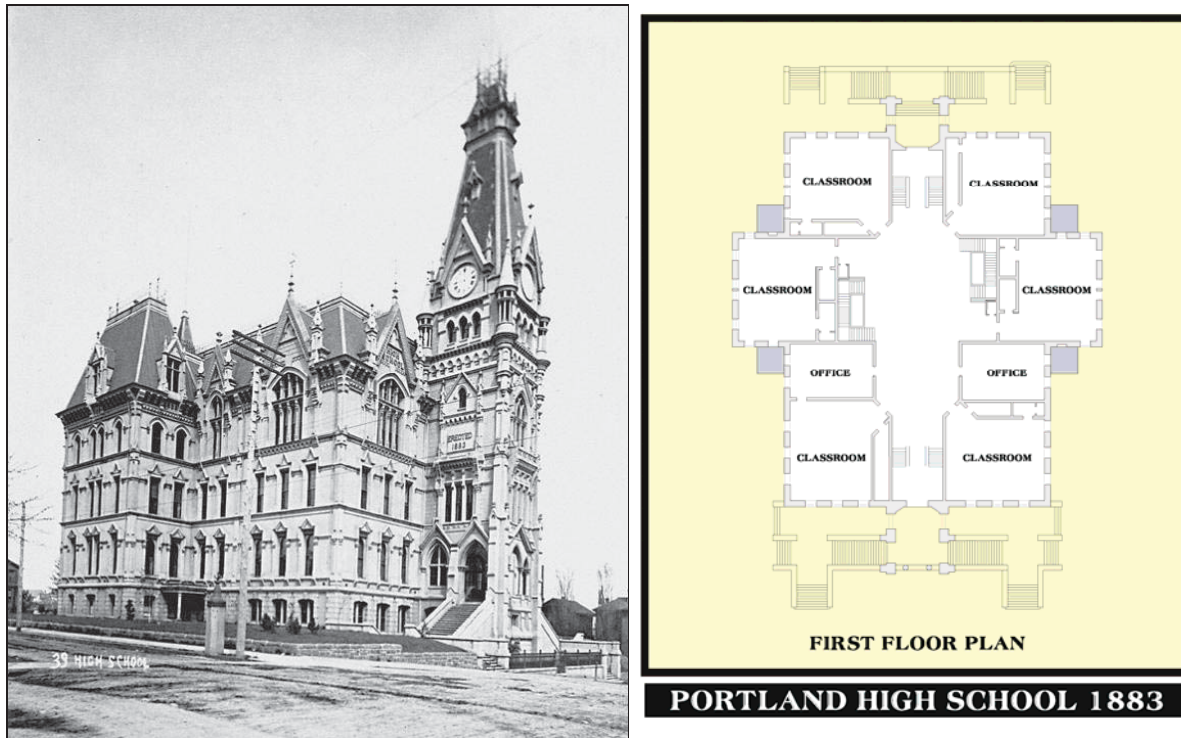


Figure 5. (Left) The 1882 Couch School. Courtesy of the Oregon Historical Society. (Right) The first floor plan of the Couch School as it appears in John George Hodgson's treatise on school designs entitled *Hints and Suggestions on School Architecture and Hygiene*.

The public's tolerance for education did not necessarily extend beyond the primary or elementary grades to high schools in the mid-nineteenth century. During this period, secondary education was not considered necessary or mandatory, but rather a tool for those wishing to pursue a college education. After some controversy, the first high school was established in 1869 on the second floor of the North School. This was a fairly progressive move, considering the conservative national attitude toward free secondary education at the time (Reynolds 1932: 346). Towards the end of the nineteenth century, Oregonians and Portlanders alike increasingly recognized the value of a higher education.

The Oregon School Code, adopted in 1878, officially authorized the construction of high schools in the city (Sevetson 2007: 465). In 1883 Portland High School (Figure 6) was built on Southwest Fourteenth and Morrison despite a serious debate among prominent citizens, including Atkinson and Scott. It was a three story building with two towers, constructed of stone brick in the Second Empire style (called "Transition Gothic" at the time), and utilized the most modern technologies in lighting, ventilation and heating (Public Schools of Portland 1883; Scott 1890: 387). Portland High School was an impressive and extremely ornamental building with Norman arches, mansard roofs, pedimented windows, iron cresting, and a projecting entry that housed the four story stair/clock tower capped by a spire. The interior consisted of a radial plan with a central hall space that provided access to all major classroom and office spaces on the first floor and the stairs to the basement and upper floors. The plan is marked by the relatively undifferentiated names for the individual classrooms – a reflection of the flexibility needed in Portland's early schools.

William Thayer's *Marvels of the New West*, a publication that espoused the economic and social virtues of the west, contained a depiction of the William R. Stokes-designed school and called it "a model of symmetry and beauty" (Thayer 1887: 334). Thayer also contended that the "public school system loses nothing in comparison with that of New England cities" (Thayer 1887: 334). Despite its architectural grandeur, the old Portland High School was labeled as "practically unfit for school use" by 1913 and was eventually demolished in 1929 (Cubberley 1913: 295; Sevetson 2007: 470). The building nonetheless established a high level of design expectations for future high schools in Portland.



**Figure 6: Photograph (Left) of Old Portland High School, 1887 (Courtesy of Oregon Historical Society) and first floor plan by PPS (right).**

As seen in the progression of buildings mentioned in this section, ideas concerning the priority of education within the public sphere in the mid to late nineteenth century changed rather dramatically. The Progressive Education Movement was in many ways the catalyst for this gradual change in opinion. Spanning from the 1880s to 1920s, the movement stemmed from the belief that technology and industrialization could bring about a new level of efficiency and progress for the growing nation. Inspired by the emphasis towards organization and individual skill building that was seen in Germany at the time, architects and educators began focusing on creating school buildings that adhered to these principles. High schools were no longer seen as merely preparatory institutions, but rather as instrumental in building a skilled and specialized workforce, and the architecture of school buildings reflected this change (Deiber and Beedle 2002: 5). At the turn of the century educator John Dewey of Vermont emerged as one of the strongest advocates for a more child-centered curriculum, and a more community oriented school that housed specialized spaces for child development including gymnasiums, auditoriums, laboratories, clinics, workshops, and artist studios (Weisser 2006: 200). Dewey felt that the classroom standard of the time constricted students' ability to learn, and wanted to bring the environment and the community into the classroom through expansion of outdoor spaces, movable furniture, increased natural light, and larger dual use meeting spaces such as auditoriums that could provide use to the general public (Weisser 2006: 202).

This expanded vision for schools was certainly evident in the development of night schools for working pupils beginning around 1890. Over the next decade night schools continued to be conducted in existing school buildings. Immigrants took advantage of this opportunity and made up a significant portion of the classroom population; however, anyone over school age was required to pay a modest fee of one dollar per month, making the program economical to the school board. In addition to night schools, the first public kindergarten was also opened in the Watson School building in 1887 (Powers and Corning 1937: 138). Even as it was expanding its programs, PPS also updated or repaired all of the school heating and ventilation systems which helped lower costs and increase fire safety in the late 1890s (Powers and Corning 1937: 140).



By the end of the nineteenth century, Portland's public schools had expanded to not only fit a growing school aged population, but also respond to a growing mandate for public education. Night school, kindergarten, and high schools were all illustrative of how PPS adapted to changes in public ideas concerning the appropriate role of public schools in society. School buildings reflected this change in priorities. While earlier frame buildings such as the Central School and Harrison Street School tended to display more modest architectural ornamentation, later schools such as the Couch and Failing Schools as well as the Portland High School represented significant architectural expressions. These ideas were shared with broader audiences across the country in architectural publications, and announced Portland's prosperity and sophistication. Prominent architects such as Justus Krumbein played an integral role in assisting PPS with school building design, but PPS had not reached the size or experienced such significant growth as to warrant the hiring of a school architect. By the early twentieth century this would all change as explosive population growth necessitated a more organized and innovative approach to building design, construction management, and maintenance. Shifts in the ideas about the role education plays in society would also precipitate changes in the design of buildings.

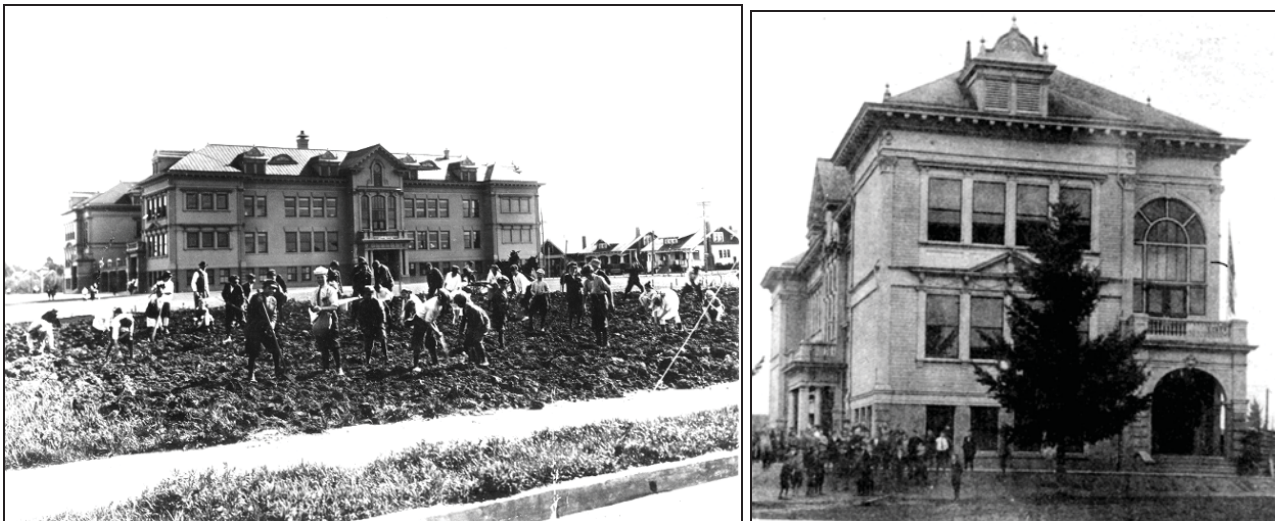
### 3.3 1905-1945: THE NARAMORE AND JONES SCHOOLS

Between 1900 and 1918, the population of Portland grew from approximately 90,000 to 250,000. School registrations during this same period grew from 12,280 to 40,000. With the population of Portland rapidly expanding in the late-nineteenth and early twentieth centuries, PPS was faced with significant dilemmas in keeping up with the needs of a city with thousands of new school age children and developing facilities that could accommodate their educational needs. These needs were varied as many new ethnic and religious groups arrived in the city. By 1920, several schools on the west side of the city had significant concentrations of immigrant children. For example, the Failing School had an attendance that was 40% Jewish and 17% Italian, while Shattuck School was 35% Jewish and 8% Italian (Toll 1985: 162-166). PPS was also educating Japanese and Chinese students as well. Already in the midst of a flurry of constructing new frame schools, PPS was soon faced with an abrupt change in the educational services it provided and in how their buildings could be constructed.

Several well-publicized school fires elsewhere in the United States began calls for a fundamental change in the construction of school buildings. These requests began as early as 1906, when Mayor Lane called for the construction of new "fireproof" school buildings (*Oregonian* 10-31-1906). In 1910, various city neighborhood "advancement clubs" joined forces to discuss the unfit school buildings in their respective neighborhoods (*Oregonian* 07-31-1910). Soon after this meeting, on August 16, 1910, the Portland City Council enacted a requirement that all schools constructed after January 1, 1911 would need to utilize fire proof construction methods (Powers and Corning 1937: 183). Debates surrounding the degree of fireproofing necessary ensued after initial implementation of the new code would have the potential to raise overall construction costs of ongoing projects by an estimated \$360,000 (*Annual Report* 1911: 19-20). The Superintendent hoped the ordinance would be amended "as to allow the buildings already begun to be completed according to present plans.....and avoid the unhappy effect of combining two styles of architecture in the same building (*Annual Report* 1911: 19-20). By 1913, over half of Portland's city budget went to funding the School System; in that year alone, approximately \$1 million was spent on fireproof construction (Cubberley 1913; *Oregonian* 02-11-1914). By 1914, the first joint meeting between Portland city officials, Multnomah County Commissioners, and the school board, resulted in officials agreeing to work with building code officials to implement adequate fire safety measures in all existing and future schools in a more cost effective manner (*Oregonian* 03-31-1914).

(cont.)

Prior to the renewed emphasis upon fireproof construction, most of Portland's new schools were frame buildings that were built in predesigned units that allowed PPS to increase a school's size as necessitated by neighborhood growth or as funding became available. The central and south units of the Richmond School, for instance, were constructed in 1908. These two units were followed in 1914 by an identical two story wing to the south. Although constructed of wood, Richmond and Woodstock (Figure 7) exhibited high degrees of craftsmanship and Classical Revival detailing that were hallmarks of the architect Thomas J. Jones. Born in Wales around 1854, Thomas Jones came to Portland sometime before 1887, and by the first decade of the twentieth century he was designing schools for PPS (Ritz 2003: 217). His most intensive contributions occurred between 1907 and 1912, and included designing schools such as a two story addition to Woodlawn in 1910 (demolished), 1910 addition to Midway (Llewellyn, demolished), two units in 1907 for Arleta (demolished), 1906 Vernon School (demolished), 1909 Irvington (demolished), 1907-1910 Creston (demolished), 1912 addition to Woodmere (aka Weston, demolished), two units in 1911 for Mt. Tabor School (demolished), 1908 south wing for Sellwood School (demolished), and two units for the 1912 Holman (South Portland) School (demolished) (PPS Architectural Drawing Archives). The wood buildings he designed were generally characterized by Classical detailing such as the two story engaged pilasters, cornice returns, modillioned cornices, pedimented main entries, elaborate louvered dormers, and flared eaves that terminated a hipped roof.



**Figure 7. The 1908 Richmond School (left) and the 1910 Woodstock School (right), both designed by Thomas J. Jones, represented two of the last two story frame schools constructed in Portland. The second story portion of Woodstock burned in 1980.**

Jones' work with PPS came just as PPS began to restructure the bureaucracy to manage its now sizable property holdings. In 1908, Portland Public Schools created the Bureau of Properties in an effort to centralize the maintenance and management of its school buildings and properties (Powers and Corning 1937: 182). Within this office, PPS utilized staff with architectural design experience to take on a more formalized role in the design, construction management, and maintenance of school facilities. Even though Thomas Jones is listed as the "Superintendent of Repairs," it is clear by the number and extent of surviving drawings that he was actively designing schools between 1907 and 1912 (*Annual Report 1911: Appendix*). The emerging crisis caused by the city's revised ordinance that required increased fire protection coupled with the need for large high schools caused PPS to initially rely on several of Portland's most significant private architects to erect fireproof buildings of reinforced concrete with brick facing.

Following a design competition held in July 1908, the School Board considered eleven sets of plans, and chose the firm Whitehouse & Honeyman (Honeyman was later replaced by Fouilhoux in the partnership) for its design of a new high school on the east side (PPS Portland School Board Minutes). Constructed beginning

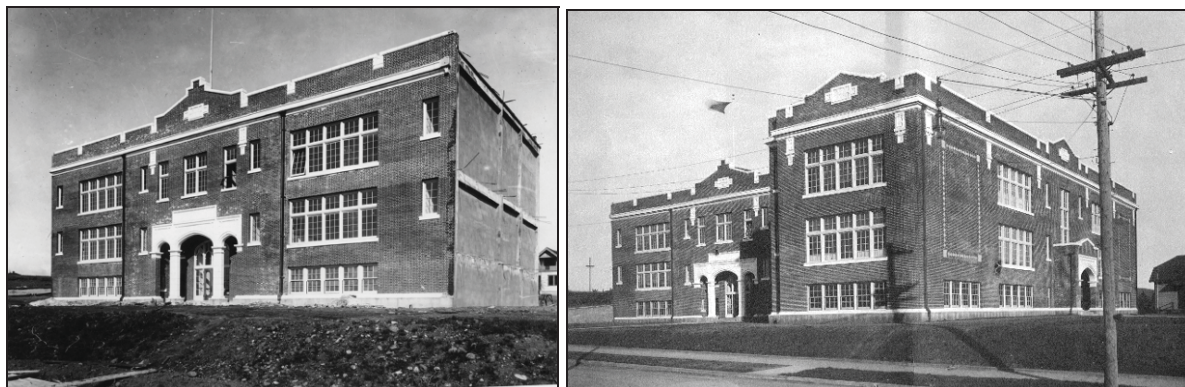


in 1909, Jefferson High School (Figure 8) was touted as the largest high school built in the United States during that period. The three story brick building with a full basement featured an E-shaped plan and reflected the architectural tensions of the Arts and Crafts Movement and classicism. Rather than exhibiting a plethora of Classical Revival detailing, for instance, the building featured concrete plasterwork that consisted of horizontal belt courses and diamond-shaped motifs to reduce the large massing of the building. The building also featured a distinctive flared eave as well as flush face dormers that projected from the hipped roof. The prominent use of brackets further accentuated the building's roof. The building was popularized through a series of color postcards following its construction. Whitehouse and Fouilhoux would also eventually design the Lincoln High School (1914, now Lincoln Hall on the campus of Portland State University).



**Figure 8. Jefferson High School, 1910s. Photograph courtesy of the Oregon Historical Society.**

One of the first fire proof elementary school buildings that appeared to meet the city's revised ordinance was Rose City Park School (Figure 9). Designed by the Portland architect Joseph Jacobberger, the building was not only constructed of concrete with a brick exterior in the Collegiate Gothic style, but was also designed to be added on to with pre-designed units. This was done in order for PPS to save on architectural design expenses, accommodate neighborhood growth, and reduce the need for large initial outlays associated with construction costs. The first unit of the building was constructed and occupied by 1912 with the next unit completed by 1914. The third unit was not completed until 1922. A similar lag was experienced at the Lawrence and Holford-designed Fernwood with its first two units completed in 1911 with the third unit of the



**Figure 9: Rose City Park School, 1912-1914. The first unit of Rose City Park (left) was occupied by 1912. Note the steel rebar protruding from the gable end of the building as well as the exposed concrete post and beam construction that clearly anticipated the next building "unit" which was not completed until 1914 (right).**

Classical Revival-styled school not completed until 1924. Not all extensible schools were completed. The Kenton School, for instance, only realized two of its three anticipated units (See Kenton School HSF form).

Recognizing the need for in-house expertise to deal with fireproof masonry building, PPS hired Floyd Archibald Naramore in 1912. Naramore gained fame as the architect and superintendent of school properties for the Portland Public Schools. A native of Illinois, Naramore attended the University of Wisconsin and graduated from the Massachusetts Institute of Technology in 1907. Naramore's first employment after his arrival in Portland in 1909 was as an engineer for the Northwest Bridge Works. In 1912, Naramore began his tenure at Portland Public School which would continue until 1919. During this period, Naramore designed at least 16 schools for PPS including the Mediterranean Revival-styled Kennedy School (no longer PPS-owned, NRHP) which gained national recognition as a single story response to the issue of fire safety in American public schools (*Evening Telegram* 11-03-1915). One story designs were employed elsewhere in the school district by Naramore at Terwilliger (1917) and Capitol Hill (1913).

For the most part Naramore, as well as George Jones who followed him, stayed within the conventions of the Collegiate Gothic, Mediterranean, and Classical Revival styles. These historically based revival styles were widely viewed as inspirational, and appropriate for use in educational settings (Betelle 1919: 28; Sibley 1923: 66; Patton 1967: 1-8). Several schools, such as Washington High School (1924), contained quotes that were inscribed into terra cotta and/or cast stone panels placed in prominent locations on the exterior near entrances.

Some of Naramore's most noteworthy designs were the Collegiate Gothic-styled Ainsworth School and the Couch School (now Metropolitan Learning Center) located in west Portland, as well as Franklin and Benson High Schools. Both the *Oregonian* and the *Oregon Journal* praised the Ainsworth School as "one of the best equipped public schools in the United States" (*Oregon Journal* 6-23-1914; *Oregonian* 6-23-1914). Likewise, Couch, Fernwood, Benson, and Franklin Schools received extensive attention in *School Architecture: Principles and Practices*, which was published to a national audience in 1921 (Donovan 1921). Not only were exterior and interior photographic plates of Naramore's schools included in the book, but the ventilation and heating systems of Franklin as well as the industrial shop classrooms of Benson Polytechnic received extensive attention as examples worthy of emulation. Indeed, Naramore's most significant contributions to the architecture of Portland's schools appeared in the construction of Benson and Franklin High Schools. These large, extensible schools represented the largest school buildings erected in Portland and created expansive campuses that survive largely intact today.

New educational programs were also introduced into Portland's public schools. During the late 1800s, manual training programs and schools emerged throughout the country. These programs emphasized the intellectual and social development associated with the practical training of the hand and the eye. In its most basic sense, manual training was the teaching of both wood and metal working, with the accompanying argument that this teaching improved perception, observation, practical judgment, visual accuracy, manual dexterity, and taught students the power of doing instead of merely thinking, discussing, and writing. Manual training would enhance the traditional curriculum, not replace it, and would thereby help achieve the full development and potential of the individual (Woodward 1969: passim). These Progressive Era philosophies found support within the increasingly industrialized and mechanized business world. Elwood Cubberley, the author of a study of Portland's school system in 1913, noted in a subsequent publication written in 1916 that:

*Our schools are, in a sense, factories in which the raw materials [children] are to be shaped and fashioned into products to meet the various demands of life. The specifications for manufacturing come from the demands of twentieth century civilization, and it is the business of the school to build its pupils to the specifications laid down. This demands good tools, specialized machinery, continuous measurement of production to see if it is according to specifications, the elimination of waste in manufacture, and a large variety in output (Cubberley 1916: 338).*



In 1908-1909, a trade school for boys and girls was opened at the first Atkinson School (*Oregon Journal* 12-13-1967; Powers and Corning 1937: 181). At the outset, 34 girls were enrolled in sewing and cooking. In 1914 the school was divided and boys and girls attended classes in different buildings (*Oregon Journal* 12-13-1916). A school, which included manual labor instruction, was eventually constructed in 1916; this facility was named Benson Polytechnic High School and included space for the Benson Polytechnic High School girls' department (*Oregon Journal* 12-13-1967). The girls' department eventually moved to the Girl's Polytechnic High School (1928), which featured twenty-one special rooms, eight classrooms, an auditorium, a gymnasium, a cafeteria, and a kitchen (*Oregonian* 8-19-1928). One of the special rooms included a "practice apartment" in which girls engaged in cooking, sewing, homemaking, and were taught the "graceful art of presiding in their own homes (*Oregonian* 1-21-1931)."

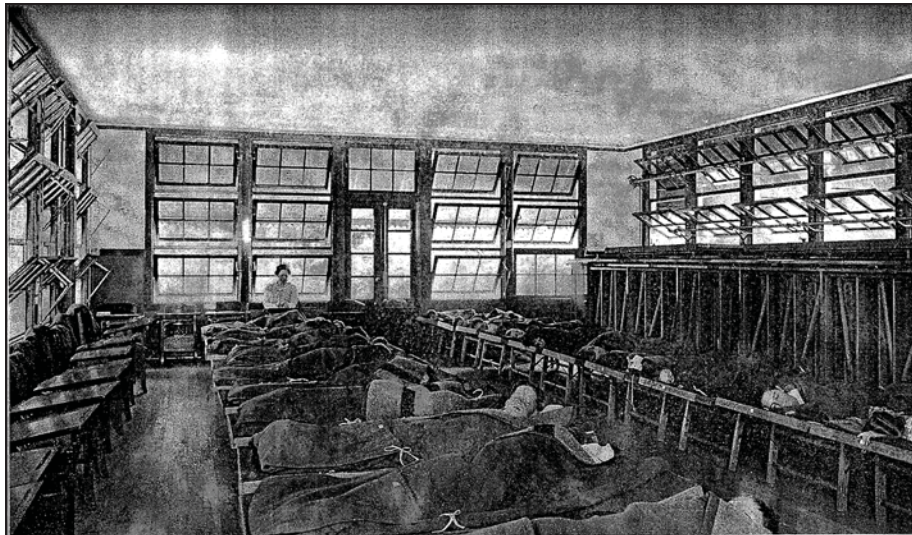
While elementary schools throughout Portland were constructed with one or two manual training classrooms, Benson Polytechnic was Portland's first purpose-built manual training high school. Lumber baron Simon Benson recognized the relative lack of industrial arts training in Portland and subsequently challenged the Portland School Board to match a \$100,000 gift to PPS in 1915 to construct a new high school dedicated to increasing the industrial capabilities of students (Powers and Corning 1937: 186). For the new school, Naramore chose a Classical Revival style with a prominent temple front complete with large fluted columns and entablature. Naramore also oversaw the creation and installation of terra cotta bas relief figures over the three main doorways that depicted students laboring with the implements of industry (See Figure 10). While the main entrance exhibited significant architectural attention, the main building was attached in the rear via a long enclosed hallway to a large factory building with a monitor roof.



**Figure 10. Terra cotta bas relief panel of two students forging metal over main (west) entrance. Benson High School (1917), photo 2009.**

In this building, students attended factory-like classrooms to study the fundamentals of electricity, metal forging and casting, woodworking, and mechanics. The size and diversity of offerings drew particular interest in Donovan's 1921 publication *School Architecture: Principles and Practices* that featured several photographic plates of the work-a-day classrooms. Like the elementary schools, Benson featured an extensible plan that would eventually come to include an auditorium (1931), a gymnasium (1925), and an additional industrial arts instructional building (1918). Another major extensible planned school designed by Naramore was Franklin High School (1915). The sprawling campus of buildings and playing fields, set within the pastoral periphery of the city, consisted of a uniformly executed Colonial Revival style group of buildings with the main building exhibiting an elaborately embellished clock tower. By the end of the 1920s, the campus would come to include the main building (1915), a gymnasium (1916), and an auditorium (1924).

The increasingly broad role of educators in Portland received a new voice in School Superintendent Lewis R. Alderman who served from 1913-1918. Hired by PPS on the heels of the stinging critiques of Cubberley's study of the educational standards of Portland's school system under former Superintendent Frank Rigler, Alderman was charged with implementing reforms within the schools to better embrace the child-centered instructional methods of the Progressive Era. While only serving five years, Alderman oversaw the PPS's gradual transition to fireproof schools, the implementation of the "two group" or platoon system of education, and actively encouraging the increasingly diversified educational offerings within PPS (Powers and Corning 1937: 335-336). The platoon system was a way for two teachers to teach students in two different sets of courses that were more attuned to that instructor's specializations. Along with the platoon system, more diverse offerings precipitated the installation of swimming tanks within schools, creation of "open air" classrooms to improve ventilation, and offerings that included foreign languages, art, music, natural studies, and increasing PPS resources for blind students (Powers and Corning 1937: 335-336). The implications of a more diverse set of educational offerings for the PPS's architects were significant, as more and more specialized classrooms were required to accommodate a variety of uses as well as employ the latest advances in ventilation and fire safety. The so-called "open air" school, for instance, ensured that students were constantly exposed to fresh air let in through a series of pivoted windows. The Mills School (Figure 11) in southeast Portland represented the only open air school ever built by PPS. Some individual classrooms in other schools were created to accommodate the open air concept.



**Figure 11: The A.L. Mills Open Air School, photograph c. 1919.  
From *Forty Sixth Annual Report, Portland Public Schools.***

In 1919, Floyd A. Naramore tendered his resignation as PPS architect to move to Seattle to become that city's school architect. By 1920, George Howell Jones was designing a large majority of the buildings for PPS. The son of Thomas J. Jones, George Jones was born in Portland in 1887. Jones received a degree in architecture from Oregon State College in 1913 and would later receive a 4-year architecture degree from Massachusetts Institute of Technology. Early in his professional career, Jones worked in New York and later served as a U.S. Army Combat Engineer during World War I. After returning to Portland in 1920, Jones obtained his architecture license and quickly thereafter assumed the post of PPS Architect (Ritz 2003: 217).

Jones' presence at PPS did not bring immediate design responsibilities. In the aftermath of Naramore's departure, PPS once again relied on outside architects to design and manage much of the new construction for a brief period from 1920 to 1924. In 1922, however, the board questioned whether PPS architects should even be deeply involved in the management of construction that included repair and minor work activities (*Oregonian* 05-18-1922). PPS's experience with private architect F. Manson White, however, would shift much of the design work back to the PPS's architect. In open session during November of 1923 the School



Board and White quarreled about undelivered work, slow ups caused during the construction of the Chapman school, unpaid commissions, and incompetence and negligence on the part of White (*Oregonian* 11-22-1923).

Between 1922 and 1925, PPS was also faced with another significant wave of new students. In 1922, the fears of an increasingly heterogeneous population in Portland and elsewhere in Oregon led to the passage of the Oregon Compulsory Education Act. Oregonians looked to the public school system for assistance in assimilating a new group of immigrants. While the idea of compulsory education for children was generally accepted across the United States during this period, the law would have required public education to the exclusion of any other choices including all private schools, thus significantly increasing the population of public school students (Tyack 1968: 74-98). On the eve of its implementation in 1925, the United States Supreme Court struck the law down as unconstitutional. (*Pierce v. Society of Sisters of the Holy Names of Jesus and Mary*, 268 U.S. 510 [1925]).

From 1924 to 1932, a large majority of the schools constructed by PPS would be designed by George Howell Jones who utilized a common school template for his designs. Ironically, Jones would largely be responsible for removing much of his own father's design legacy; during the 1920s, PPS replaced a majority of the two story frame school buildings designed by Thomas J. Jones only twenty years before. Indeed, from about 1920 to 1932, Jones designed at least twenty five schools as well as six additions to existing schools. As Portland's population stabilized in neighborhoods already "built out," PPS once again issued bonds and tax levies beginning in the early 1920s for a significant rebuilding campaign that sought to replace many of the older wooden school buildings. This effort was largely prompted by a survey conducted by the U.S. Bureau of Education, Department of the Interior in the fall of 1923. William Wirt, the principal proponent of the "platoon system," was part of the team that analyzed the existing facilities in Portland (Powers and Corning 1937: 234-235). The platoon system was devised to maximize school facilities by having one group of students use the classrooms and the other group occupy the more specialized spaces of the school including the library, gymnasium, music rooms, and auditorium at the same time (Case 1931: 19).

The so-called "Jones schools" that were constructed immediately following the release of the report, reflected the platoon system philosophy by integrating the gymnasium, auditorium, and special classrooms into the middle of the building amidst the classrooms. Overall, the schools featured several general similarities in terms of overall form. The brick faced, reinforced concrete school buildings featured U, H, or L-shaped plans with gymnasiums and/or auditoriums already incorporated into the building. Several of these two story schools, such as Ockley Green, Arleta, Lane, and Vestal (Figure 12) lacked the prominent ceremonial front entrances that characterized PPS's high schools, but instead featured a projecting auditorium that extended off



**Figure 12.** The Vestal School, east elevation, c. 1930. Designed by George Howell Jones, the school shares many design similarities with other Jones Schools such as Arleta, Beaumont, Beach, Boise Eliot, and Lane. Courtesy of PPS Archives.

a street side elevation flanked by entrances with more modest cast stone embellishments. Jones largely designed the schools in the Classical Revival, Mediterranean Revival, and Collegiate Gothic styles. The buildings typically employed cast stone forms to convey the principal design elements and also utilized brick diapering (or cross bond) to break up the massing of expansive brick walls. Two of the most elaborate Jones schools were erected in the Eastmoreland and Irvington neighborhoods. The Duniway and Irvington schools featured elaborate expressions of the Collegiate Gothic and Mediterranean Revival styles respectively. The 1932 Irvington School was one of the most ornate schools constructed during the period and would also represent one of the last schools designed by George Howell Jones for PPS.

With the onset of the Great Depression in the early 1930s, construction projects throughout the country ground to a halt. In Portland, however, at least seven public schools (including Arleta, Brooklyn, Clinton Kelley, Richard Williams High, Irvington (See Figure 13), Rigler, Vernon, and Vestal) were constructed during the early 1930s. These projects provided valuable jobs for contractors, tradesmen and laborers. In order to alleviate the extensive unemployment in the city, the school board negotiated contracts and specifications that “required that all labor on the job and also in the shops of the various sub-contractors, be rotated in order to spread employment among the greatest possible number of workmen. Under this plan of operation, individuals were employed for no more than ten consecutive days” (*Annual Report 1932-1933*: 40).



Figure 13. Cast stone detailing found near entryways at the Irvington School, 2009.

President Roosevelt’s New Deal agencies, the Public Works Administration (PWA) and the Works Progress Administration (WPA), were designed to increase employment and purchasing power by funding public works projects throughout the country. New Deal officials saw public art, in particular, as a commodity and believed that the government could take the lead in popularizing the production and consumption of art among ordinary Americans (Horowitz 2008: 4). Oregon artists such as Martina Gangle, Enrich Lamade, and Edward Burns Quigley were among the painters and artisans to participate in Portland public school commissions under the Oregon Federal Arts Project of the WPA. New Deal artists preferred genres such as the mural for school buildings, which enabled them to depict scenes of Oregon history and culture in large public spaces (Horowitz 2008: 4). Edward Burns Quigley painted a series of murals depicting the “Settling of the West” for the entrance lobby to Irvington School (*Oregonian* 06-21-1936). The school also exhibits



several wood inlay panels by noted Depression-era carvers Valentine Weise and Aimee Gorham (*Oregonian* 06-21-1936). Martina Gangle painted two murals for Rose City Grade School, which were entitled “The Columbia River Pioneer Migration” that are now installed at Madison High School and Enrich Lamade painted “Pageant of Oregon History” in the original Abernethy School library (Horowitz 2008: 4).

PPS viewed art as not only a means of conveying a variety of artistic mediums for children to experience, but to also imbue the broader community with a source of cultural pride (*Oregonian* 06-21-1936). Schools built during this era were increasingly seen as having community use that extended beyond the elementary curriculum towards adult educational opportunities. Several other schools, such as Alameda and Franklin High, received similar types of WPA-era artwork as well as other assistance during the period. For instance, in 1939 President Roosevelt approved a much-needed WPA grant of approximately \$380,000 for use in construction and repairs at Roosevelt, Jefferson, and Franklin High Schools, and for demolition of the Thompson school (*Oregonian* 06-08-1939).

Very few schools were constructed in the late 1930s and 1940s as a result of the Great Depression and the onset of America’s involvement in World War II. Portland Public Schools contributed to the war effort in countless ways - sponsoring victory gardens, collection drives for metal and other materials made scarce by defense building, and assisting in war bond sales. The schools also altered their curriculums, offering specialized courses in languages, mathematics, science, and physical education that would prepare students to take part in the war effort after graduation (Hansen 1995: 205).

The onset of World War II altered Portland’s demographics considerably. The high school age population decreased as many went on to serve in the military, while the population of grade school children increased as workers flooded into the city to work for defense related industries (Hansen 1995). Shipbuilders, manufacturers, and suppliers recruited workers from rural areas in the western states as well as the East Coast. Companies such as the Kaiser Corporation encouraged workers to relocate to Portland by offering free rail transportation and low cost housing. Much of the population growth that resulted from war-time industry was located near the shipyards in North and Northwest Portland. To accommodate the increased number of students, PPS instituted double shifts in some schools; however, these measures proved insufficient to accommodate all of the children who required placement and “when schools in North Portland neared 200 percent capacity in early 1943, PPS officials refused to admit additional students” (Hansen 1995: 212).

Kaiser Company constructed workers’ housing projects, such as Vanport City in North Portland, and provided services, including schools, for an ethnic and racially diverse population of workers. In order to provide services to the children of these workers (who often had to work the night shift without an adult to care for their children), Henry J. Kaiser commissioned the architectural firm of Wolff and Phillips to design a radically new building that offered combined education and round-the-clock childcare. The Portland Child Service Center represented a cutting edge design based upon the “ring school” concept originally conceived of by modernist architect Richard J. Neutra (Reid 1951: 116-120). Neutra’s ring plan schools consisted of prefabricated classrooms that were grouped in a ring enclosing a common space that was vehicle free and could be used for community gatherings. The one story brick child service center featured a ring of connecting playrooms illuminated by expansive banks of windows (Kesselman 1990: 81). The building’s form and details rejected the architectural conventions that characterized the previous era of school construction. The Portland Child Service Center (demolished) captures the ideals that would be explored in Portland’s public schools in the post-war period.

### 3.4 1945-1965: EXPANSION AND ARCHITECTURAL DIVERSIFICATION

As the war came to an end, the PPS administration recognized the need for new schools to accommodate the explosive growth that had occurred in the city as well as to address the deferred maintenance arising from the lack of funds during the depression. Census records indicate that 30,000 people moved to Portland in 1942,

which constituted a dramatic increase for a city whose population had risen by only 3,000 during the 1930s (Hansen 1995: 210-212). A sizeable percentage of Portland's new residents included African Americans, many of whom continued to reside in Vanport City after the war. Flooding in 1948 destroyed the entire housing development, and much of the African American community moved into the Albina neighborhood of North and Northeast Portland. A handful of new schools were constructed quickly after the flood to relieve overcrowding in these areas (Figure 14). Newcomers or war-time workers settled into neighborhoods in Northeast, East and Southwest Portland. Overall population growth pushed school enrollment from 41,000 in 1940-41 to over 49,000 in 1945, and the post war baby boom placed an increased strain on the existing school facilities (Hansen 1995: 212). The need to accommodate new students and new curriculum requirements during the war years exhausted PPS's financial reserves and many schools fell into disrepair or lacked appropriate facilities. Although PPS sought funds from the Federal Works Agency, authorized by Congress



**Figure 14: John Jacob Astor School, constructed in 1949 as a primary school, was illustrative of the inexpensive construction methods and materials utilized in the late 1940s by PPS for buildings constructed in north Portland after the Vanport flood. Other schools that utilized identical designs included Chief Joseph, Ball (demolished), Faubion, and Sitton, 2009 photo.**

through the Lanham Act of 1940 to direct federal aid to maintain schools and other essential services, little money was provided to PPS (Hansen 1995: 217).

In 1945, PPS embarked on a planning effort to improve its school facilities (Portland Public Schools 1945: 3). The citizens of Portland supported this effort by approving a ballot measure that provided \$5,000,000 over five years to construct, improve, and rehabilitate its public schools (Portland Public Schools 1945: 2). *Modernizing the School Plant*, a report produced by the Portland Public Schools Staff, surveyed the existing condition of its schools and made recommendations for the use of the funds provided by the ballot measure. The report outlined general recommendations for the types of school facilities needed in the school district as well as specific alterations to individual schools. Recognizing the new development patterns in the city, the report directed that new schools be constructed in East and Southwest Portland, and that many of the older schools be replaced. In a shift from its earlier pattern of employing a central school district architect, the report also recommended utilizing one architectural firm to provide planning services for the building program and to supervise the work of firms that would be engaged to design individual schools (Portland Public Schools 1945: 124).

The building program and designs for the roughly 51 schools constructed between 1945 and 1970 followed the principles laid out in *Modernizing the School Plant*. The new building program was rooted in the belief

that “a school is not merely a house in which teachers and children spend a portion of each work day. It is somewhat more like an industrial plant that turns out a certain kind of product and that must be designed and equipped to turn out that product in the most efficient way” (Portland Public Schools 1945: 3). The school administrators called for new equipment, improved acoustics, and enhanced lighting in single story buildings that could facilitate fire safety and accommodate growth and expansion. The metaphor of the machine was always coupled with an increased desire to access nature. In addition to the use of courtyards and horizontal buildings with extensive access to the outdoors, many of the new schools, such as Harrison Park (1949) and Creston (1949), were both designed within or on the border of a city park. Parks provided for additional recreation space and anchored individual schools within a specific neighborhood.

Emphasizing the need for economy and rapid construction, designers across the United States adopted new materials that were standardized and mass produced including glass block, steel, plywood, and aluminum (Figure 15). In many buildings, architects achieved flexibility through the building’s structure by employing non-load-bearing partition walls and zoned ventilation and heating systems. Folding walls and moveable cabinets provided additional flexibility intended to enable teachers to rearrange rooms based on lesson plan and activities (Ogata 2008: 568).



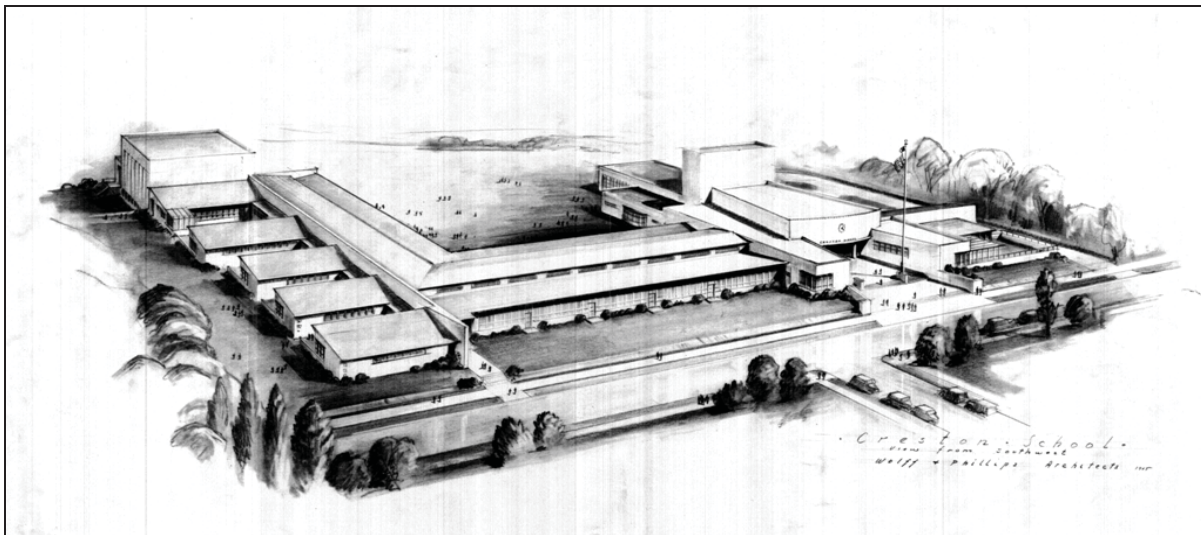
**Figure 15: Glass block windows were extensively used at the Gray School (1952) in southwest Portland.**

For the new building program, PPS adopted the call of architects and school planners across the country for new types of schools. Nationally known architects including Richard Neutra, Walter Gropius and the Architects Collective, and Perkins Will promoted new building types that reflected both evolving educational practices and design philosophies (Ogata 2008: 567-568; Perkins and Cocking 1949: 238-246). The work of these architects was promoted nationally through traveling exhibitions such as *Modern Architecture for the Modern School* organized by Elizabeth Mock of the Museum of Modern Art (MoMa) and *Schoolroom Progress U.S.A.* sponsored by the Henry Ford Museum (Ogata 2008: 567). Like the other exhibitions sponsored by the MoMA - including *The International Style* and *Built in the USA* - these exhibitions promoted new architectural forms with an emphasis on smooth industrial finishes, nonsymmetrical plans, a rejection of applied ornament or historical forms (Hitchcock and Johnson 1995: *passim*; Mock 1969: *passim*). While Modernism often celebrated industrial production and the machine, its architects and the organizers of the MoMA and Ford exhibitions also sought to provide new forms that cultivated an unpretentious attitude toward learning through openness and access to the outdoors (Ogata 2008: 567). There was also “a widespread interest in making the elementary classroom ‘homelike’” (Ogata 2008: 572).



The architects of the mid-century schools also emphasized creating colorful, lively buildings through innovative combinations of materials including wood, plywood, brick, and board-and-batten. The use of glulam arches to support large spans in auditoriums and gymnasiums furnished efficient and economical structure and decoration. This type of detailing favored an honest expression of materials and structure, and was also extended to the exteriors of the buildings where cantilevered entry porticoes, play structures, and broad overhanging eaves provided functional and visually distinctive exteriors. Although architects continued to utilize materials, primarily stone and glass block, to differentiate the entry and other portions of the exterior, they largely turned away from ornamental applications of brick, terra cotta, or cast stone associated with the revival styles that had dominated the school buildings in the early twentieth century.

Most Portland school buildings constructed during the mid-century featured single story plans that enhanced connection to the outdoors and promoted fire safety. Many buildings featured interior courtyards which facilitated access to the outdoors and expanded the opportunities for passive ventilation and day-lighting, another hallmark of the Northwest Regional style. Wood frame construction proved affordable in an economy still based upon the wide-ranging timber resources of the Northwest. Classrooms featured extensive built-ins that included sinks, slots for bulky rolls of paper, and coat storage. Fenestration was typically grouped metal frame windows that often featured a louvered panel above or beneath the window that provided additional ventilation. This type of window system originated in the Northwest in the designs of John Yeon, and was widely adopted by architects throughout the country (McMath 1974: 481). Bands of windows also served to blur the lines between indoor and outdoor spaces.



**Figure 16: Rendering of the Creston School (1949) by the architectural firm of Wolfe and Phillips.**

Architects adopted the principles of the Modern movement and its regional variant, the Northwest style, choosing to express functional areas through massing and materials to create innovative forms (McMath 1974: 628). The opening of Creston School (Figure 16) in 1949, the first building constructed by the Portland Public Schools since 1932, was heralded as the “Finest in the Northwest” (*Oregonian* 01-02-1949). The use of the double height auditorium bay to differentiate the administrative wing in an otherwise asymmetrical plan was characteristic of the buildings of the period. The mixture of exterior cladding materials including stucco, horizontal board, and brick veneer emphasized the horizontality and decentralized planning. The school’s sprawling single story plan was intended to segregate children according to age group. In addition to self contained areas for the kindergarten and lower grades, the campus featured individual playgrounds for different groups of students. The building also included specialized spaces equipped for instruction in arts and crafts, shop, and home economics.

The massing of buildings constructed during this period was decentralized to convey the impression of openness that corresponded with new philosophies on instructional methods (Ogata 2008: 568). Atkinson Elementary (1953) (Figure 17), designed by Pietro Belluschi with Skidmore Owings Merrill (SOM), featured a decentralized and functionally segregated floor plan that easily enabled its expansion over the next six years. The horizontal massing was accentuated through bands of windows and flat roofs or dramatically contrasted with double height gymnasium and auditoriums spaces. This sprawling horizontal plan was utilized for countless public school buildings constructed during the late twentieth century. The use of low pitched gable roofs with broad eaves was a regional adaptation for the climate that differentiated many of the schools in the Northwest Regional style from other school buildings around the country that also took inspiration from the International style.



**Figure 17: 1950s photograph of the new Atkinson School.**

In 1954, PPS initiated another round of public school system improvements. PPS received bids for the construction of a new high school, three new grades schools, two primary schools, and additions to several other schools (Romtvedt 1954: 7). New schools were built in the rapidly expanding southeastern neighborhoods of Portland, where such schools as Whitman and William Clark Grade Schools were built; also Portland's southwest districts were given new schools, such as David Douglas Grade School and Woodrow Wilson High. The new schools and additions were designed by a host of regionally based architects and architectural firms. Architects such as Pietro Belluschi, Dukehart and Kinne, Donald Edmundson, Hollis Johnson, Glen Stanton, Raymond Thompson, Wick & Hilgers, and Wolff & Phillips adopted the planning and design principles of the day that corresponded with changes in educational philosophies of the period. Many of these architects made significant contributions to the development of Portland's Modern and Northwest Regional style architecture, and brought their understanding of how new forms, materials, and technology might transform educational buildings.

The need for rapid construction and increasingly sophisticated buildings inspired the architectural innovation witnessed in Wilson High School (1954) (Figure 18). Donald Edmundson and Neil Kochendoerfer employed the first use of lift-slab construction in the Northwest to construct the new high school to serve the rapidly growing population of southwest Portland. Pioneered in Texas, this form of construction was rapidly gaining



popularity in California and around the U.S. The economical means of building eliminated the need for extensive formwork by instead pouring each slab on the ground and lifting them, beginning with top floor, into place. The use of the steel frame to support the concrete slabs of the roof and floors enabled the architects to approach the exterior as a curtain wall. In addition to extensive glazing, the school featured porcelain glazed steel panels hung between the steel supporting columns (*Oregon Journal* 01-01-1956).

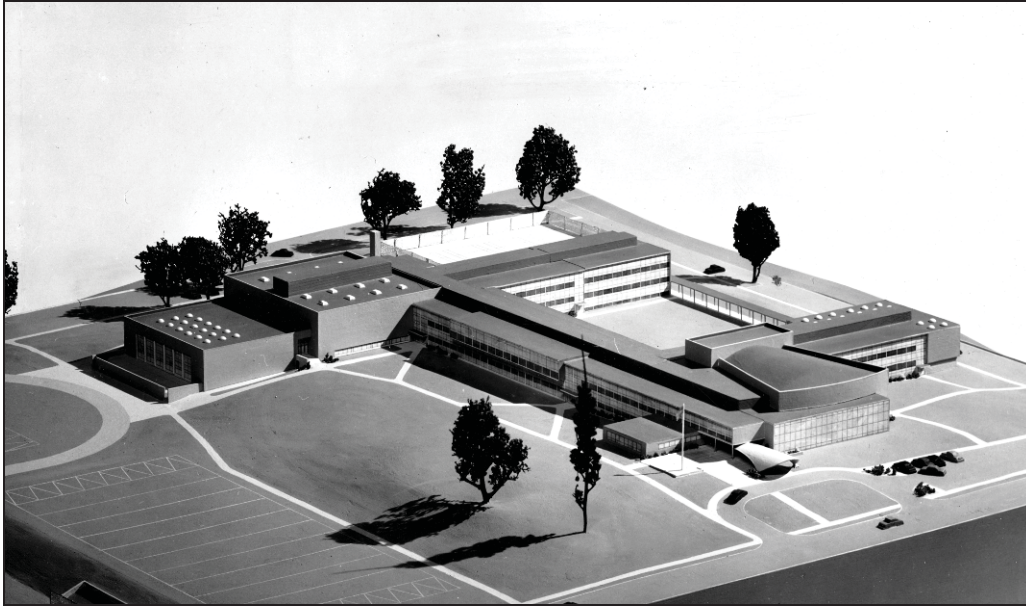


Figure 18: 1950s Architectural model of Wilson High School.

### 3.5 1965-1979: INTEGRATION, PUBLIC OUTREACH, AND PLANNING

By the mid 1960s, school construction declined as enrollment in Portland’s public schools began to slow (Portland Schools Timeline). Few new schools were constructed during the 1960s and 1970s, and declines in enrollment resulted in the closures of several schools during the 1980s including Foster, Washington, and Adams (*Oregonian*. 12-31-1982). The 1970s and 80s witnessed the renovation of a number of older buildings to support new uses as Middle Schools or Early Childhood Education Centers.

Supplementary funding to support the construction of additions and renovation was provided through tax measures and the state legislature (*Oregon Journal* 01-17-1975; *Oregon Journal* 01-20-1982). Clarendon Elementary (1971) and Holladay Center (1973) were the last buildings to be constructed during the 1945-1979 period. The design of these schools represents a shift away from the planning principles, Modernist and Northwest styles, and finger school plans of the 1950s.

For the Clarendon School (Figure 19), PPS followed an innovative planning process where approximately 30 individuals consisting of area residents, teachers, and school administrators “visited other schools, studied drawings and writings” and eventually engaged in a collaborative decision-making process that chose the “open style” (*Oregon Journal* 11-12-1971). Unlike the earlier “finger plan” schools, the Clarendon Elementary School was based upon the hexagon as the organizational unit for each classroom and the common space in the building. Each hexagon or “pod” could house up to 90 students in an open classroom environment – an experimental shift in educational focus. The design of the school facilitated shifting students based upon daily evaluations of their mastery of material (*PPS Staff Report* 1971: 2). The non-hierarchical plan, wide open classroom space, and use of bright colors such as oranges and yellows, as well as formed concrete columns that resembled tree trunks created unique interior experiences. The independence of each pod was further enhanced by having direct access to the exterior spaces of the school and neighboring Northgate Park, thus minimizing potential distractions during recesses and increasing fire safety. The use of

poured concrete in the Brutalist style as the primary structure and decoration was well suited to the organic hexagonal forms and informal teaching style. Holladay Center (1973) was similarly designed; the building features a large open interior space for group activities, brightly colored walls, and geometric shaped windows.



**Figure 19: West elevation of the Clarendon School showing the school’s distinctive hexagonal “pod” unit design.**

During the later part of this period, PPS placed increased emphasis on better serving the existing population of children and young adults. To better serve the needs of an existing population of students, PPS adopted a resolution in 1970 to establish early childhood centers, to develop more work study, college prep and vocational programs for young adults, and to achieve better racial integration (Portland Public Schools 1970: 2120). Racial segregation has been a particular challenge for Portland Public Schools. The Model Schools Program and Administrative Transfer Program were introduced into Albina neighborhood schools, which were predominantly African American, during the 1960s. Funded by the Federal government, the Model Schools Program included preschool programs, educational materials and equipment, teacher aides, and reading specialists (League of Women Voters 1980: 1-2). Through the Administrative Transfer Program, several hundred African American children were bussed to other Portland public schools during the 1960s (League of Women Voters 1980: 2). *Portland Schools for the Seventies*, a resolution adopted by the Board of Directors of School District No. 1, proposed a new set of strategies to address segregation. Strategies such as the redrawing of school attendance boundaries, the establishment of primary schools (grades K-4) that are separate from middle schools (grades 5-8), and the creation of Early Childhood Education Center (ECEC) were intended to achieve desegregation (Portland Public Schools 1970: 2120). All of Albina’s Elementary Schools (except Boise-Eliot) were converted into ECECs during the 1970s (League of Women Voters 1980:2).

Despite the significant challenges encountered by PPS in addressing continued shifts in demographics and educational philosophies, PPS retains a remarkable collection of school campuses that are a testament to the importance of its role in the civic development of Portland. The construction program carried out by PPS during the mid-twentieth century resulted in more than 50 schools, many of which uniquely combined regional approaches to architecture with nationwide shifts in philosophies regarding education and building design. The diversity of these approaches makes the post-war schools of Portland a laboratory for architectural design during the period and the evolution of educational instruction and administration.

### 3.6 1979-PRESENT: DEMOGRAPHIC SHIFTS

Beginning in the late 1970s, the demographics of Portland began to shift as the number of school age children became static and then began a period of decline causing a number of school closures and reorganizations. Between 1981 and 1983, for instance, seven schools including Jackson High School, Normandale Elementary, Sylvan Elementary, Adams High School, Washington/Monroe High School, Foster Elementary, and Sacajawea Elementary were closed (*Oregonian* 12-13-1981; *Oregonian* 6-13-1983). As a consequence of this contraction, very few schools have been constructed since the beginning of this change in the city's population. Development along the suburban fringe of the city led to the construction in 1998 of Forest Park school. In 2006 Rosa Parks School was erected to serve the growing population of school age children who lived in the New Columbia community of north Portland. The new school received the Portland Mayor's AIA Award for Design Excellence and received a Gold LEED certification (*Architectural Record*, July 2007; Portland AIA, 2007). Due to the recent construction of these schools, they were not evaluated for their historic significance.



## S E C T I O N 4

# Architectural Survey/Assessment

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To assist in evaluating the large number of buildings of a similar type owned by the Portland Public Schools, ENTRIX utilized components of the National Register's Multiple Property Documentation format (MPD) for this Project. The MPS format, most notably the Historic Context, Property Types, and Registration Requirements sets the stage for making National Register eligibility determinations. It accomplishes this by identifying school district property types (i.e. buildings that share physical similarities or historical associations), establishing registration requirements that outline criteria by which each resource is evaluated for National Register eligibility, and lastly a historic context that provides a source for comparative analysis and situates buildings within a larger historical chronology. This approach enabled the team to effectively evaluate buildings according to their relative historical integrity and historical significance.

## 4.1 PROPERTY / PLAN TYPES

### 1845-1905

Unfortunately, no school buildings from the earliest period of Portland's public school history are extant. The following school typology is derived from exterior photos and surviving plans. Some of these early buildings appear in Section 3.2.

#### One and Two Room Plan Schools (one and two story)

The two earliest public school buildings, the building at First and Oak and the first Central School were modest frame school buildings with simple one or two room plans. This school type was common throughout the United States and Oregon in the mid-nineteenth century, particularly in rural or frontier areas. The Central School building is a two story example of the type. The Greek Revival style, with the modest application of plain, classically inspired door and window surrounds, appears to have been the prevalent architectural style for schools in this early period.

#### Radial Plan Schools

These schools, such as the first Portland High School, as well as Couch and Failing Schools, featured main entries that lead into a wide, centrally located commons area that provides entry to stairways to the second floor as well as to every classroom/office on the first floor. These plans were particularly common between 1880-1900. Stylistically, these schools featured Gothic style and Stick/Eastlake style architectural embellishments.

(cont).

### U-shaped Corridor Plans

These usually frame school buildings typically featured exterior entries for boys and girls on opposing wings. These entries would lead into a corridor that forms a U-shape providing access to all classrooms on the inside of the building. Examples of this type include the North School and the second Central School.

## **1905-1945**

### Single Story Fire Proof Schools (Primary and Elementary Schools)

Built primarily after 1910, these schools were intended to provide an economical option to building a two-story brick structure as a means of providing a “fire-proof” school. The provision of additional exits at regular intervals in wings, arranged symmetrically around a central entry lobby, facilitated rapid egress in the event of a fire. Marysville, Capitol Hill, and Alameda are good examples of this type of school.

### Extensible Schools (Elementary and High Schools)

Built to accommodate the rapidly expanding population of Portland, the extensible or “unit” plan schools, were largely the innovation of district architect Floyd Naramore. Typically constructed of reinforced concrete with brick facing, the schools were designed to be built in units over time. The initial building unit typically featured minimal provisions of classroom spaces. Specialized spaces including auditoriums, gymnasiums, and cafeterias were added in intervals as enrollment grew. Rose City Park School is a good example of the fully developed unit plan school. Rear end walls were often constructed of hollow clay tile to ease expansion (see Figure 9).

### U, L, I, and T-shaped Corridor Plans (Jones Schools) (Elementary Schools)

The majority of the schools designed by George H. Jones employed a U, L, I, and T-shaped corridor plans to provide circulation with a square or rectangular building. Typically two story reinforced concrete with brick facing, the buildings often featured a central projecting mass containing an auditorium or library. Gymnasiums were often located in a parallel bay opposite the auditorium. Cast stone or terra cotta detailing in the Revival styles highlighted the windows, entries, and rooflines.

### Square-shaped Plans (High Schools)

Several high schools were erected between 1905 and 1945 with square-shaped plans. These plans were typically developed for urban schools that were constrained by the property they were built on – typically a city block. One of the earliest examples was the old (1914) Lincoln High School (no longer PPS owned) and old (1905) Washington High School. Extant examples of the plan type include the 1923 Washington High School.

## **1945-1965**

### Finger Plan (Elementary and High Schools)

Many architects in Portland in the post-war period adopted variations on the finger plan. These schools typically feature a single story E, H, or L-shaped building with classrooms separated by courtyards extending from a central spine of administrative and service spaces. Throughout the 1950s and 1960s, PPS enlarged several schools through classroom and gymnasium additions. These additions were a response to aging and outdated gymnasium spaces as well as to expanding needs for classroom space. They were typically integrated into the existing school building plan.

### Square Plan (High School)

The only example of a square plan in the post-war period is Marshall High School, which exhibits a square-shaped corridor plan that provides access to all classrooms as well as the auditorium, gymnasium, and cafeteria. In the post-war period, the plan does not appear to have been constrained by the property upon which it was built, as Marshall was erected on an expansive suburban property.

### 1965-1979

#### Unit (or school-within-a-school) Plan

Although many Portland Schools of the early-twentieth century were designed as units, with a goal of providing for later expansion, they differ from the unit plan schools developed during the post war period. The post war schools were composed of much smaller building units, in shapes such as hexagons that allowed for expansion across the site. These buildings were typically single story and relied on economical and reproducible materials to facilitate expansion. The most fully developed version of this type in the Portland schools is Clarendon. Another type of unit school on a larger scale is the Jackson school which featured two “units” that housed its own principal and staff. Each unit would then share the remaining spaces of the school including the auditorium, cafeteria, music rooms, and gymnasium.

#### Open Plan (Elementary or Special Education)

During the 1970s the open plan was popularized throughout American schools as a means of fostering exploration and independent learning (Ogata 2008: 581). Although some schools such as Smith were remodeled to support these pedagogical shifts, Portland’s major phase of school construction had ended by the early 1970s resulting in very few schools of this type other than Clarendon and the Holladay Center.

## 4.2 CRITERIA OF EVALUATION

For this assessment, ENTRIX evaluated the eligibility of each school for the NRHP. The NRHP is maintained and expanded by the National Park Service on behalf of the Secretary of the Interior. To guide the selection of properties included in the NRHP, the National Park Service has developed the NRHP Criteria for Evaluation. The criteria are standards by which every property that is nominated to the NRHP is judged. In order to be eligible for the NRHP, the property must exhibit significance in American history, architecture, archaeology, and culture. Districts, sites, buildings, structures, and objects that possess integrity of location, design, setting, material, workmanship, feeling, and association, and meet one of the following criteria are eligible for the NRHP:

**Criterion A:** Are associated with events that have made a significant contribution to the broad patterns of our history; or

**Criterion B:** Are associated with the lives of persons significant in our past; or

**Criterion C:** Embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components make lack individual distinction; or

**Criterion D:** Has yielded, or may be likely to yield, information important in prehistory or history (36 CFR Part 60).

Although there may be important individuals or groups associated with individual schools, due to the time constraints of this project, biographical research could not be undertaken to fully explore these relationships and associations according to the evaluation guidance of National Register Criterion B. For the purposes of

this project, the lone exception is Benson Polytechnic High School which was constructed following a \$100,000 donation made by significant Portland industrialist Simon Benson. Benson's contributions led to the construction of the city's largest industrial arts institution. Benson followed efforts by industrialist philanthropists across the United States who sought to improve the industrial skills of America's workers. Additional research, conducted in the future, may uncover other associations with significant people or persons.

Archaeological sites are primarily assessed under Criterion D. While there may be sites in Portland related to the history of the Portland Schools that may be eligible as archaeological sites they were not examined during this project.

Buildings less than 50 years old do not meet the NRHP criteria unless they are of exceptional importance, as described in the National Park Service Bulletin No. 22, "How to Evaluate and Nominate Potential National Register Properties That Have Achieved Significance Within the Last 50 Years." This project reviewed all properties owned by the district with buildings constructed before 1979. These properties were evaluated utilizing the NPS criteria outlined in the above document for planning purposes.

After reviewing the historic development of the Portland Schools, ENTRIX Architectural Historian developed more explicit registration requirements to assist in the evaluation of the eligibility of individual properties. These requirements relate to the major trends in educational, architecture, and the development patterns in the city of Portland. The standards are organized by period of construction and NRHP Criterion.

### **1905-1945**

Criterion A. To be eligible under NRHP Criterion A, a resource should be:

- 1) Reflective of the Progressive Era educational ideologies such as the platoon system, open air classroom, vocational, etc.;
- 2) Associated with large re-building programs that sought to replace frame schools with fireproof schools;
- 3) Strongly associated with the development of a Portland neighborhood. While all of the schools play important roles in their community, some of the schools such as Duniway have been particularly integral to the growth of the surrounding area;
- 4) Associated with the Great Depression. Due to the lack of funds, there was very little construction during the Depression. However, a few schools were built in this period and may be eligible. For example, Irvington Elementary School was built during this period and features murals designed by WPA artist Edward Quigley.

Criterion C. To be eligible under NRHP Criterion C, a resource should be:

- 1) A particularly good example of fire proof construction through its building materials, floor plan, or height;
- 2) An extensible school that is either fully or incompletely realized and that retains historical integrity from that period of significance;
- 3) Associated with architects or builders who are considered masters by their peers and clients. George Jones and Floyd Naramore, for instance, are considered significant due to their significant impact upon the design and construction of schools from 1908-1934. Buildings designed by other architects who were well known for school design in Portland or the Northwest may also be eligible under this

criterion. Buildings that are eligible under this Criterion should be strong examples of the work of the respective architects.

### **1945-1965**

Criterion A. To be eligible under NRHP Criterion A, a resource should be:

- 1) Reflective of modern era educational or social ideologies such as the open classroom, house schools, pods, etc.;
- 2) Associated with desegregation or integration of Portland Public Schools and retains additions or modifications that responded to changes in the student population at the particular facility;
- 3) Associated with the development of areas annexed by the city after World War II;
- 4) Related to the modernization program initiated by the Portland Schools after World War II.

Criterion C. To be eligible under NRHP Criterion C, a resource should be:

- 1) Associated with architects or builders who are considered masters by their peers and/or clients. Pietro Belluschi is an example of an internationally renowned architect who contributed to the design for Atkinson Elementary School. Other architects, such as the firm of Wolff & Phillips, were well known throughout the Pacific Northwest for the design of their public buildings. Buildings that are eligible under this Criterion should be strong examples of the work of the respective architects;
- 2) Reflective of the suburbanization of Portland's schools through the use of shelters on the front of the building or through an orientation of the school that facilitates drop off and pick ups by cars or buses;
- 3) Reflective of architectural principles related to the Northwest Regional style, through the use of plan, massing, innovative materials, and forms;
- 4) Reflective of the use of mid-century materials, planning, and building techniques such as lift-slab construction or the finger plan to facilitate rapid construction and expansion.

### **1965-1979**

Criterion A. To be eligible under NRHP Criterion A, a resource should be:

- 1) Reflective of modern era educational or social ideologies such as the open classroom, house schools, pods, etc.;
- 2) Associated with desegregation or integration of Portland Public Schools and retains additions or modifications that responded to changes in the student population at the particular facility;
- 3) Associated with the development of areas annexed by the city after 1965;
- 4) Related to the modernization program initiated by the Portland Schools after 1965.

Criterion C. To be eligible under NRHP Criterion C, a resource should be:

- 1) Associated with architects or builders who are considered masters by their peers and/or clients. Buildings that are eligible under this Criterion should be strong examples of the work of the respective architects;

- 2) Reflective of the suburbanization of Portland's schools through the use of shelters on the front of the building or through an orientation of the school that facilitates drop off and pick ups by cars or buses;
- 3) Reflective of architectural principles related to the Northwest Regional style, through the use of plan, massing, innovative materials, and forms;
- 4) Reflective of the use of mid-century materials, planning, and building techniques such as lift-slab construction or the unit or open plan to facilitate rapid construction and expansion.

### 4.3 HISTORICAL INTEGRITY

In addition to meeting at least one of the NRHP criterion of evaluation, properties that are eligible for the National Register should retain their integrity of materials, design, setting, association, craftsmanship, location, and feeling. As the majority of the schools retain their setting, location, and association, the characteristics of materials, design, and craftsmanship are essential to establishing the integrity of an individual property. Most importantly for schools, the schools should exhibit the character defining features of their style, type, or method of construction. The character defining elements associated with the style of the building typically include choice of cladding, use of architectural details such as terra cotta or cast stone to highlight significant spaces, and roof form. Elements associated with the building's type include location of entrance, circulation plan, classroom arrangement, and placement of common areas. Interior finishes such as built-in cabinets, doors, flooring, and moldings are also important to conveying both the building type and method of construction.

Alterations have diminished the integrity of nearly every school in order to improve acoustics and lighting, increase fire safety, and meet contemporary building codes. Additionally, many schools required modification to respond to demographic shifts, to address changes in academic philosophies, or to facilitate the use of a building in a new function, for example from an elementary to a middle school. Individually, these modifications would not necessarily disqualify a school from being eligible for the National Register. Some of these alterations may also be considered to contribute to the significance of the building. Alterations, when considered cumulatively may diminish the building's historical integrity to a point where, from a comparative point of view with other schools, it does not retain enough integrity to be eligible for the National Register of Historical Places. The majority of schools no longer retain their original windows. This is a significant alteration to a character defining feature but if a significant portion of other character-defining features are intact the building would still be eligible for the NRHP. Additionally, the rarity of a particular school building type was also considered during the evaluation process.

In evaluating the Portland Schools, the following list of alterations were considered significant changes that substantially reduced the integrity of a property:

- 1) An addition whose massing and scale visually competes with the original school building;
- 2) An addition that is stylistically discordant with the main building and does not effectively convey significance unto itself;
- 3) An addition that is placed in a prominent position, near the principal entry of the original school building;
- 4) Interior modifications to plans or circulation patterns that include closing off main entries, closing or reducing a courtyard or light well, modifying corridor walls or creating barriers to movement;



- 5) Major interior remodels of key public spaces such as entryways, auditoriums, gymnasiums, corridors, or libraries where the spaces are subdivided or where prominent architectural features were once present;
- 6) Extensive changes to the exterior, particularly on the primary elevation, including removal or infill of windows, blockage of entries, installation of incompatible cladding material;
- 7) The removal of campus buildings that convey multiple learning spaces that were an integral part of school, particularly high school, curriculums.

## 4.4 RED, YELLOW, AND GREEN CODING

To better plan for future facility improvements, a red, yellow, and green coding was developed so that the district could better understand the relative significance and integrity of each building. This is critical for modernization and rehabilitation plans, as designers and school planners need to understand how their projects could affect historic fabric and how flexible or invasive design solutions can be within a historic context.

The red or highly significant code represents a historic school that retains much of its historic integrity and has strong historic associations with the educational and architectural development of Portland and its neighborhoods. The yellow or moderately significant code represents a historic school that has a diminished but moderate level of integrity and is moderately associated with the educational and architectural development of Portland when compared to other schools of similar plan or construction date. The green or non-contributing code represents a historic school that has experienced a significant degree of exterior and interior alterations. This type of school, when compared to other schools erected during the period, also does not convey as strong an association to the educational and architectural development of Portland and its neighborhoods due to the loss of interior and exterior historical integrity. The school may also not retain associations with a significant architect or reflect the characteristics of a distinctive building type or period of construction. The codes should be revised over time to reflect changes in building integrity.

## 4.5 RESULTS

Due to the substantial differences in the context in which the schools of the early twentieth century and mid-twentieth century developed this survey considered the schools of each period as a group when formulating evaluations for the NRHP. While there were issues common to each period in terms of limiting building costs, planning for future expansion, enhancing daylight and ventilation, and providing specialized classrooms and recreation facilities, the design response to these concerns was very different. Issues of meeting contemporary building codes, accessibility requirements, and energy conservation goals were significant challenges to the continued use of the older schools. Many of the mid-twentieth century schools were constructed rapidly and the relatively inexpensive nature of their materials hampered efforts to maintain the original quality of the finishes and details due to gradual deterioration and the lack of availability of in-kind materials.

### 4.5.1 1905-1945

The schools of the early twentieth century are an impressive collection of architectural styles and building types. Their large campuses are anchors within the community. The majority of the buildings are concrete structures with a brick veneer, designed to respond to concerns regarding fire safety. However, there are several notable early schools that survive including Alameda and Marysville that utilized a single story wood frame structure. F.A. Naramore developed an innovative approach to planning known as the extensible school. Rose City Park Elementary School and Kenton School are good examples of the fully or nearly fully

developed unit plan. The later buildings of the 1920 and early 1930s designed by George Jones have a strong physical presence due to their two story construction and symmetrical plans.

Although many schools have been altered in response to changing enrollment patterns, safety codes, instructional methods, and required facility updates many of the buildings exhibit a high degree of integrity with character defining features. In this period 20 schools were found to be of high significance, 7 of moderate significance and 23 not eligible for the NRHP. Table 4-1 lists the individual eligibility results by school name. Appendix B contains the complete inventory form for each property. In the majority of cases, a property was not eligible if the numbers of alterations had substantially reduced its integrity either through the construction of incompatible additions or an accumulation of alterations to its materials and original spatial arrangements. It should be noted that several schools in the green category are denoted with a “\*”. This symbol identifies buildings that, if subsequent alterations are made to conform to the Secretary of the Interior’s Standards, could become eligible for the NRHP. Additionally, prior to making planning decisions regarding each school, information on each school contained within the report should be reviewed.

Table 4-1 Evaluation Categories of Schools Constructed Between 1908 and 1945

Site ID	Historic Name	Current Name	Year Erected	PPS Red	PPS Yellow	PPS Green
275	Richmond	Richmond	1908			X
118	Jefferson	Jefferson	1909			X
297	Woodstock	Woodstock	1910	X		
249	Fernwood Grammar School	Beverly Cleary @ Fernwood Campus	1911			X
278	Rose City Park	Rose City Park Facility	1921		X	
132	Ainsworth	Ainsworth	1912	X		
168	Kenton	Kenton facility	1913	X		
283	Sellwood	Sellwood	1914			X
154	Couch	Metropolitan Learning Center	1914	X		
215	Franklin	Franklin	1915	X		
366	Terwilliger	Terwilliger Facility	1916	X		
115	Benson Polytechnic	Benson Polytechnic	1916	X		
144	Capitol Hill	Capitol Hill	1917			X
261	Hoffman	Kellogg	1917			X
124	James John HS	Roosevelt High School	1921	X		
268	Marysville	Marysville	1921	X		
143	Hawthorne Buckman	Buckman	1921	X		
230	Alameda	Alameda	1922		X	
146	Chapman	Chapman	1923	X		
157	Glencoe	Glencoe	1924			X
254	Gregory Heights	Roseway Heights	1923			X
265	Laurelhurst	Laurelhurst	1923			X*
217	Ulysses S. Grant	Grant	1923	X		
131	Abernethy	Abernethy	1924		X	
370	Washington HS	Child Service Center	1924			X*
262	Highland	King	1925			X
257	Hosford	Hosford	1925			X
178	Ockley Green	Ockley Green	1925			X
191	Sunnyside	Sunnyside Environmental School	1925			X
235	Beaumont	Beaumont	1926			X*



Site ID	Historic Name	Current Name	Year Erected	PPS Red	PPS Yellow	PPS Green
244	Duniway	Duniway	1926	X		
263	Errol Heights	Lane	1928			X
141	Fremont	Boise-Eliot	1926			X*
294	Woodlawn	Woodlawn	1926			X*
255	Daniel A. Grout	Grout	1927	X		
279	R.L. Sabin	Sabin	1928			X
365	Girls Polytechnic School	Da Vinci Arts	1928	X		
140	J.V. Beach	Beach	1928	X		
269	Llewellyn	Llewellyn	1928			X
182	Portsmouth	Clarendon-Portsmouth	1928			X*
232	Arleta	Arleta	1929		X	
213	Clinton Kelly HS of Commerce	Cleveland HS and Fieldhouse	1928	X		
286	John L. Vestal	Vestal	1929	X		
166	Richard Williams	James John	1929		X	
239	Brooklyn	Winterhaven at Brooklyn	1930	X		
276	Rigler	Rigler	1931	X		
284	Vernon	Vernon	1931			X
259	Irvington	Irvington	1932	X		
372	Sylvan Grade School	West Sylvan at East Sylvan	1933			X
353	Columbia	Columbia facility	1937			X
186	Skyline	Skyline	1939		X	
	<b>TOTALS</b>			<b>20</b>	<b>7</b>	<b>24</b>

\* Note: Green schools marked with a "\*" are identified as buildings that could become eligible for the NRHP if alterations consistent with the Secretary of the Interior's Standards are made. See discussion at the end of Section 4.5.1.

#### 4.5.2 1945-1965

The construction program carried out by the PPS during the mid-twentieth century resulted in more than 50 schools. Many of the schools, such as Marcus Whitman Elementary uniquely combined regional approaches to architecture with nationwide shifts in philosophies regarding education and building design. Other schools such as Chief Joseph are more straightforward examples of the use of widely available materials to quickly construct economical buildings to serve a rapidly expanding population during World War II. Some of the buildings of the period, such as Wilson High School exhibit innovative construction techniques. Other schools such as the Bridlemile School are linked to the expansion of the city in the post-war period. In this period 12 schools were found to be of high significance, 8 of moderate significance and 22 not eligible for the NRHP. In the majority of cases, a property was not eligible if the school appeared to be a smaller campus that was developed quickly, did not utilize particularly innovative building materials, is not a good example of the planning principles of the mid-twentieth century school, or when compared to other schools constructed during the period is not a strong example of post-war school architecture. Table 4-2 lists the individual eligibility results by school name. Appendix B contains the complete inventory form for each property.

(cont.)

Table 4-2 Evaluation Categories of Schools Constructed Between 1945 and 1965

SiteID	Historic_Name	Current_Name	Year Erected	Red	Yellow	Green
243	Creston	Creston	1948	X		
266	Binnsmead Elementary School (Lents)	Lent Elementary	1949			X
172	Maplewood	Maplewood	1948			X
236	Binnsmead Elementary	Harrison Park	1949			X
282	Harvey W. Scott	Scott	1949	X		
148	Holly Primary	Chief Joseph Elementary	1949		X	
136	Portsmouth Primary	Astor Elementary	1949		X	
184	Sitton Primary	Sitton Elementary	1949			X
170	Edwin Markham	Markham	1951	X		
248	Faubion Primary	Faubion Elementary	1950			X
156	George Elementary	George MS	1950	X		
120	Lincoln	Lincoln	1951			X
238	Bridger	Bridger	1951			X
158	Gray	Gray	1952		X	
199	Eliot Elementary	Tubman Middle School	1952			X
264	Jason Lee Elementary	Lee	1953		X	
267	Meriwether Lewis Primary	Lewis Elementary	1952			X
176	Mount Tabor Elementary	Mount Tabor MS	1952			X*
180	Peninsula	Peninsula	1952	X		
368	Sacajawea	Sacajawea Head Start	1952		X	
258	Clinton Kelly	Kelly	1952		X	
270	Alberta Court	J.L. Meek Professional Tech. HS	1953	X		
234	George H. Atkinson	Atkinson	1953	X		
196	West Sylvan	West Sylvan MS	1954			X
160	David Douglas	Hayhurst	1954		X	
134	Farragut Primary	Applegate facility	1954			X
290	Marcus Whitman	Whitman	1954	X		
126	Wilson	Wilson	1954	X		
296	Woodmere	Woodmere	1954	X		
218	Northeast HS	Madison HS	1955	X		
274	Rose City Primary	Rice facility	1955			X
240	William Clark Elementary	Creative Science School	1955	X		
142	Bridlemile	Bridlemile	1959		X	
188	Smith	Smith	1958			X
256	Fernwood Annex Primary School	Beverly Cleary-Hollyrood Campus	1958			X
164	Humboldt	Humboldt	1959			X
292	Kensington	Wilcox facility	1959			X
220	Southeast HS	Marshall HS	1960			X
183	Woodrow Wilson Elementary	Mary Rieke Elementary	1961			X
246	Edwards	Edwards facility	1961			X
367	Philip Foster Elementary	Mount Scott/Steele Site	1962			X

SiteID	Historic_Name	Current_Name	Year Erected	Red	Yellow	Green
190	Stephenson	Stephenson	1965			X
	<b>TOTAL</b>			<b>12</b>	<b>8</b>	<b>22</b>

\* Note: Green schools marked with a "\*" are identified as buildings that could become eligible for the NRHP if alterations consistent with the Secretary of the Interior's Standards are made. See discussion at the end of Section 4.5.

### 4.5.3 1965-1979

During this period, PPS underwent a transformation that involved additional community involvement in decision making, racial integration, and changing city demographics. The schools constructed during this period were associated with evolving education and school management and planning principles, and a diversification of educational offerings for a wider range of students. In this period 3 schools were found to be of high significance, 0 of moderate significance and 2 not eligible for the NRHP. In the majority of cases, a property was not eligible if the school appeared to be a smaller campus that was developed quickly, did not utilize particularly innovative building materials, is not a good example of the planning principles of other schools constructed during the period, or when compared to other schools constructed during the period is not a strong example of post-war school architecture. Table 4-3 lists the individual eligibility results by school name. Appendix B contains the complete inventory form for each property.

Table 4-3 Evaluation Categories of Schools Constructed Between 1965 and 1979

SiteID	Historic_Name	Current_Name	Year Erected	Red	Yellow	Green
174	Jackson HS	Jackson	1966	X		
150	Clarendon	Clarendon	1971	X		
306	Holladay Center	Holladay Center	1972	X		
305	Green Thumb facility	Green Thumb facility	1974			X
356	Blanchard Educational Service Center	BESC	1977			X
	<b>TOTAL</b>			<b>3</b>	<b>0</b>	<b>2</b>





## SECTION 5

# Conclusions

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## 5.1 FINDINGS SUMMARY

Portland Public Schools retains a remarkable collection of school buildings. These facilities represent the significant investment made by an emerging city in educating its citizens. Taken together, the buildings provide an impressive showcase of architectural styles, construction techniques, and planning principles. In their designs the schools also convey the important trends and shifts in education philosophies during the twentieth century. The placement within the city and expansion of facilities on individual campuses demonstrate changing development patterns, economic shifts, and regional growth. Many campuses illustrate the dynamic relationship between the school and the surrounding neighborhood. The impressive involvement of the community in the development and maintenance of gardens, artwork, and other resources on the campus is a testimony to their value not just in educating its students but in strengthening the entire community.

The integrity that many of the buildings exhibit is a testimony to the quality of the original construction and the ongoing maintenance the schools have received. Most of the schools were designed with expansion in mind and are located on large campuses that provide ample room for expansion that would not diminish the original design or setting. With sensitive planning many of the original buildings can be rehabilitated in a way that maintains the important interior and exterior features. While there are some schools from each major period that were deemed not eligible for the NRHP due to diminished integrity, they are still attractive and functional buildings that intimately connect to their respective neighborhoods. With sensitive planning these buildings can continue to be utilized. Additionally, many of the changes are fairly easy to reverse and/or implement in a less intrusive manner. Some possible changes that would improve the overall integrity include removing corridor partitions, changing light fixtures, and selecting energy efficient windows that are more compatible with the original design and materials than the ones installed in the majority of the older schools in the mid-1980s. The overall quality and integrity of the buildings provides a strong platform on which to build and plan for the district's long range facilities plan.

## 5.2 HISTORIC BUILDING MANAGEMENT RECOMMENDATIONS

The red, yellow, and green coding allows PPS to develop individualized preservation management approaches for each school. Typically, historic building managers will consult the Secretary of the Interior's (SOI) Standards for the Rehabilitation as codified in 36 CFR 67 as a means for developing preservation-oriented approaches within a long range facilities plan. The Standards are as follows:

1. A property shall be used for its historic purpose or be placed in a new use that requires minimal change to the defining characteristics of the building and its site and environment.
2. The historic character of a property shall be retained and preserved. The removal of historic materials or alteration of features and spaces that characterize a property shall be avoided.

3. Each property shall be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or architectural elements from other buildings, shall not be undertaken.
4. Most properties change over time; those changes that have acquired historic significance in their own right shall be retained and preserved.
5. Distinctive features, finishes, and construction techniques or examples of craftsmanship that characterize a property shall be preserved.
6. Deteriorated historic features shall be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature shall match the old in design, color, texture, and other visual qualities and, where possible, materials. Replacement of missing features shall be substantiated by documentary, physical, or pictorial evidence.
7. Chemical or physical treatments, such as sandblasting, that cause damage to historic materials shall not be used. The surface cleaning of structures, if appropriate, shall be undertaken using the gentlest means possible.
8. Significant archeological resources affected by a project shall be protected and preserved. If such resources must be disturbed, mitigation measures shall be undertaken.
9. New additions, exterior alterations, or related new construction shall not destroy historic materials that characterize the property. The new work shall be differentiated from the old and shall be compatible with the massing, size, scale, and architectural features to protect the historic integrity of the property and its environment.
10. New additions and adjacent or related new construction shall be undertaken in such a manner that if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

From a very broad perspective and using the color codes, it is recommended that the Standards be used in the following manner:

### Red Schools

These schools warrant strict application of the SOI Standards to maximize the conservation of existing historic fabric. Identify areas where modern additions or alterations have diminished integrity and seek to accommodate modifications within these areas. Table 5-1 identifies the 35 red coded schools including year erected, contextual period, National Register eligibility criterion (NR ID), and plan type.

**Table 5-1 Red Coded Schools with Contextual Period, NR Criterion, & Plan Type**

SiteID	Historic_Name	Current_Name	Year Erected	Contextual Period	NR ID	Plan Type
297	Woodstock	Woodstock	1910	1905-1945	A, C	Single Story
132	Ainsworth	Ainsworth	1912	1905-1945	A, C	Square-Shaped
168	Kenton	Kenton facility	1913	1905-1945	A, C	Extensible
154	Couch	Metropolitan Learning Center	1914	1905-1945	A, C	U-Shaped
215	Franklin	Franklin	1915	1905-1945	A, C	U-Shaped

**PPS HISTORIC BUILDING ASSESSMENT**

<b>SiteID</b>	<b>Historic_Name</b>	<b>Current_Name</b>	<b>Year Erected</b>	<b>Contextual Period</b>	<b>NR ID</b>	<b>Plan Type</b>
366	Terwilliger	Terwilliger Facility	1916	1905-1945	A, C	Single Story/ U-Shaped
115	Benson Polytechnic	Benson Polytechnic	1916	1905-1945	A, B, C	U-Shaped
124	James John HS	Roosevelt High School	1921	1905-1945	A, C	U-Shaped
268	Marysville	Marysville	1921	1905-1945	A, C	Single Story
143	Hawthorne Buckman	Buckman	1921	1905-1945	A, C	U-Shaped
146	Chapman	Chapman	1923	1905-1945	A, C	U-Shaped
217	Ulysses S. Grant	Grant	1923	1905-1945	A, C	U-shaped
244	Duniway	Duniway	1926	1905-1945	A, C	L-Shaped
255	Daniel A. Grout	Grout	1927	1905-1945	A, C	U-Shaped
365	Girls Polytechnic School	Da Vinci Arts	1928	1905-1945	A, C	T-Shaped
140	J.V. Beach	Beach	1928	1905-1945	A, C	H-Shaped
213	Clinton Kelly HS of Commerce	Cleveland HS and Fieldhouse	1928	1905-1945	A, C	Square-Shaped
286	John L. Vestal	Vestal	1929	1905-1945	A, C	U-Shaped
239	Brooklyn	Winterhaven at Brooklyn	1930	1905-1945	A, C	L-Shaped
276	Rigler	Rigler	1931	1905-1945	A, C	L-Shaped
259	Irvington	Irvington	1932	1905-1945	A, C	U-Shaped
243	Creston	Creston	1948	1945-1965	A, C	Finger Plan
282	Harvey W. Scott	Scott	1949	1945-1965	A, C	Finger Plan
170	Edwin Markham	Markham	1951	1945-1965	A, C	Finger Plan
156	George Elementary	George MS	1950	1945-1965	A, C	Finger Plan
180	Peninsula	Peninsula	1952	1945-1965	A, C	Finger Plan
270	Alberta Court	J.L. Meek Professional Tech. HS	1953	1945-1965	A, C	Finger Plan
234	George H. Atkinson	Atkinson	1953	1945-1965	A, C	Finger Plan
290	Marcus Whitman	Whitman	1954	1945-1965	A, C	Finger Plan
126	Wilson	Wilson	1954	1945-1965	A, C	Finger Plan
296	Woodmere	Woodmere	1954	1945-1965	A, C	Finger Plan
218	Northeast HS	Madison HS	1955	1945-1965	A, C	Finger Plan
240	William Clark Elementary	Creative Science School	1955	1945-1965	A, C	Finger Plan
174	Jackson HS	Jackson	1966	1965-1979	A, C	Unit Plan
150	Clarendon	Clarendon	1971	1965-1979	A, C	Open Plan
306	Holladay Center	Holladay Center	1972	1965-1979	A, C	Open Plan
	<b>TOTALS</b>					<b>36</b>

(cont.)

Yellow Schools

These schools warrant moderate to strict application of the SOI Standards to maximize the conservation of existing fabric while integrating new uses or alterations. Identify areas where modern additions or alterations have diminished integrity and seek to accommodate modifications within these areas. Minimize visual impacts for new additions by maintaining key public facades and relegating additions to secondary or rear elevations. Encourage design within a historic context that is complementary to an existing historic building. Table 5-2 identifies the 14 yellow coded schools including year erected, contextual period, National Register eligibility criterion (NR ID), and plan type.

Table 5-2 Yellow Coded Schools with Contextual Period, NR Criterion, &amp; Plan Type

SiteID	Historic_Name	Current_Name	Year Erected	Contextual Period	NR ID	Plan Type
278	Rose City Park	Rose City Park Facility	1921	1905-1945	A, C	Extensible
230	Alameda	Alameda	1922	1905-1945	A, C	Single Story
131	Abernethy	Abernethy	1924	1905-1945	A, C	U-Shaped
232	Arleta	Arleta	1929	1905-1945	A, C	U-Shaped
166	Richard Williams	James John	1929	1905-1945	A	U-Shaped
186	Skyline	Skyline	1939	1905-1945	A, C	U-Shaped
148	Holly Primary	Chief Joseph Elementary	1949	1945-1965	A, C	Finger Plan
136	Portsmouth Primary	Astor Elementary	1949	1945-1965	A, C	Finger Plan
158	Gray	Gray	1952	1945-1965	A, C	Finger Plan
264	Jason Lee Elementary	Lee	1953	1945-1965	A, C	Finger Plan
368	Sacajawea	Sacajawea Head Start	1952	1945-1965	A, C	Finger Plan
258	Clinton Kelly	Kelly	1952	1945-1965	A, C	Finger Plan
160	David Douglas	Hayhurst	1954	1945-1965	A, C	Finger Plan
142	Bridlemile	Bridlemile	1959	1945-1965	A, C	Finger Plan
	<b>TOTALS</b>					<b>14</b>

Green Schools

These schools warrant minimal application of the SOI Standards to either allow for maximum flexibility in accommodating modern alterations or to increase the historical integrity of buildings by conserving existing historic fabric and by restoring character-defining features to the building that could include the restoration of historic period windows, restoring historic interior circulation patterns and features, or by making sensitive additions to extensible schools in a manner consistent with historic designs. Some green schools could become eligible for the National Register if appropriate treatments are implemented. Table 5-3 identifies the 48 green coded schools including year erected, contextual period, National Register eligibility criterion (NR ID), and plan type.

Table 5-3 Green Coded Schools with Contextual Period, NR Criterion, &amp; Plan Type

SiteID	Historic_Name	Current_Name	Year Erected	Contextual Period	Plan Type
275	Richmond	Richmond	1908	1905-1945	H-Shaped
118	Jefferson	Jefferson	1909	1905-1945	U-Shaped



**PPS HISTORIC BUILDING ASSESSMENT**

<b>SiteID</b>	<b>Historic_Name</b>	<b>Current_Name</b>	<b>Year Erected</b>	<b>Contextual Period</b>	<b>Plan Type</b>
249	Fernwood Grammar School	Beverly Cleary @ Fernwood Campus	1911	1905-1945	Extensible/ U-Shaped
283	Sellwood	Sellwood	1914	1905-1945	E-Shaped
144	Capitol Hill	Capitol Hill	1917	1905-1945	Single-Story/ U-Shaped
261	Hoffman	Kellogg	1917	1905-1945	Extensible/ H-Shaped
157	Glencoe	Glencoe	1924	1905-1945	U-Shaped
254	Gregory Heights	Roseway Heights	1923	1905-1945	Extensible/ T-Shaped
265	Laurelhurst	Laurelhurst	1923	1905-1945	U-Shaped
370	Washington HS	Child Service Center	1924	1905-1945	Square-Shaped
262	Highland	King	1925	1905-1945	H-Shaped
257	Hosford	Hosford	1925	1905-1945	U-Shaped
178	Ockley Green	Ockley Green	1925	1905-1945	U-Shaped
191	Sunnyside	Sunnyside Environmental School	1925	1905-1945	U-Shaped
235	Beaumont	Beaumont	1926	1905-1945	U-Shaped
141	Fremont	Boise-Eliot	1926	1905-1945	U-Shaped
294	Woodlawn	Woodlawn	1926	1905-1945	U-Shaped
263	Errol Heights	Lane	1928	1905-1945	U-Shaped
182	Portsmouth	Clarendon-Portsmouth	1928	1905-1945	U-Shaped
279	R.L. Sabin	Sabin	1928	1905-1945	U-Shaped
269	Llewellyn	Llewellyn	1928	1905-1945	I-Shaped
284	Vernon	Vernon	1931	1905-1945	U-Shaped
372	Sylvan Grade School	West Sylvan at East Sylvan	1933	1905-1945	Single-Story
353	Columbia	Columbia facility	1937	1905-1945	Single-Story/ U-Shaped
266	Binnsmead Elementary School (Lents)	Lent Elementary	1949	1945-1965	Finger Plan
172	Maplewood	Maplewood	1948	1945-1965	Finger Plan
236	Binnsmead Elementary	Harrison Park School	1949	1945-1965	Finger Plan
184	Sitton Primary	Sitton Elementary	1949	1945-1965	Finger Plan
248	Faubion Primary	Faubion Elementary	1950	1945-1965	Finger Plan
120	Lincoln	Lincoln	1951	1945-1965	Finger Plan
238	Bridger	Bridger	1951	1945-1965	Finger Plan
199	Eliot Elementary	Tubman Middle School	1952	1945-1965	Finger Plan
267	Meriwether Lewis Primary	Lewis Elementary	1952	1945-1965	Finger Plan
176	Mount Tabor Elementary	Mount Tabor MS	1952	1945-1965	Finger Plan
196	West Sylvan	West Sylvan MS	1954	1945-1965	Finger Plan
134	Farragut Primary	Applegate facility	1954	1945-1965	Finger Plan
274	Rose City Primary	Rice facility	1955	1945-1965	Finger Plan
188	Smith	Smith	1958	1945-1965	Finger Plan
256	Fernwood Annex Primary School	Beverly Cleary-Hollywood Campus	1958	1945-1965	Finger Plan
164	Humboldt	Humboldt	1959	1945-1965	Finger Plan

SiteID	Historic_Name	Current_Name	Year Erected	Contextual Period	Plan Type
292	Kensington	Wilcox facility	1959	1945-1965	Finger Plan
220	Southeast HS	Marshall HS	1960	1945-1965	Square Plan
183	Woodrow Wilson Elementary	Mary Rieke Elementary	1961	1945-1965	Finger Plan
246	Edwards	Edwards facility	1961	1945-1965	Finger Plan
367	Philip Foster Elementary	Foster Facility	1962	1945-1965	Finger Plan
190	Stephenson	Stephenson	1965	1945-1965	Finger Plan
305	Green Thumb facility	Green Thumb facility	1974	1965-1979	Agricultural
356	Blanchard Educational Service Center	BESC	1977	1965-1979	Warehouse/ Office
	<b>TOTALS</b>				<b>48</b>

### 5.3 FURTHER RECOMMENDATIONS

In addition to the management recommendations noted above, additional recommendations include the development of public awareness tools, mini-historic structures reports for individual schools, historic preservation building management guide, sustainable building guidelines with historic preservation best practices, and development of mitigation measures for the potential demolition of a school building. Taken collectively, or individually these additional conservation tools would assist PPS as it moves forward with any building improvement programs in the future.

## SECTION 6

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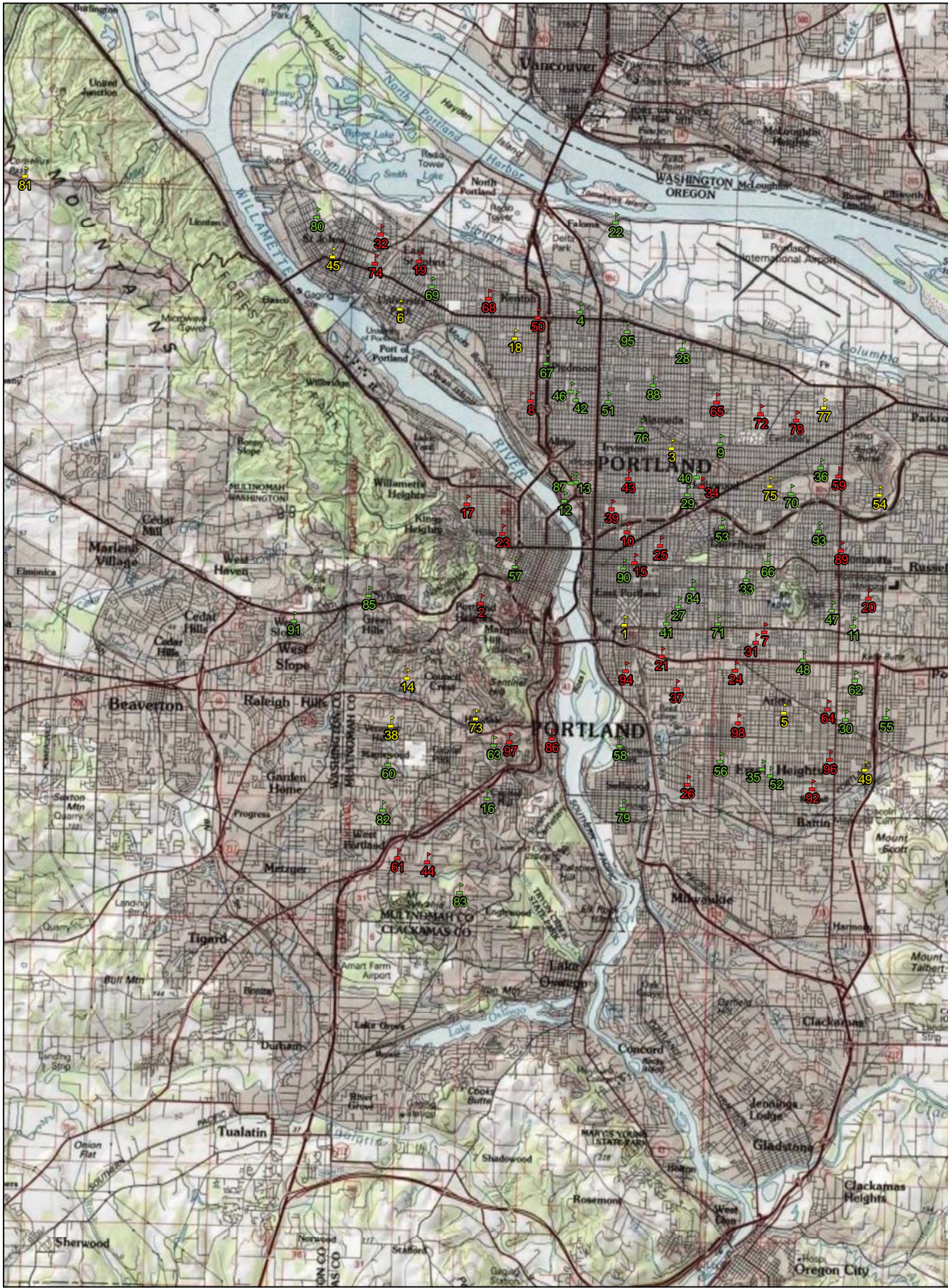
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1) Abernethy School	28) Dunaway School	57) King School	96) Sabin School
2) Alameda School	29) Edwards School	58) Lane School	97) Sacajawea School
3) Alameda School	30) Fairview School	59) Laurelwood School	98) Scott School
4) Arlington School	31) Fremont School	60) Lee School	99) Seaside School
5) Arleta School	32) Foster School	61) Lemli School	100) Seton School
6) Astor School	33) Franklin High School	62) Lewis School	101) Seton School
7) Atkinson School	34) George School	63) Lincoln High School	102) Smith School
8) Beach School	35) Johnson School	64) Llewellyn School	103) Stephen School
9) Beaverton School	36) Grant High School	65) Madison High School	104) Sunnyside School
10) Benson High School	37) Green Thumb Facility	66) Maplewood School	105) Sylvan School
11) Harrison Park School	38) Green Heath School	67) Marshall School	106) Terwilliger School
12) BESE	39) Grant School	68) Marshall High School	107) Tubman School
13) Beise - Elliot School	40) Hayburn School	69) Mary Beise School	108) Uerman School
14) Bridle School	41) Holaday Center	70) Maryville School	109) Uerman School
15) Buckman School	42) Hollywood School	71) Meek School	110) Washington High School
16) Cannon Hill School	43) Hartford School	72) Meier Labor School	111) West Salem School
17) Chapman School	44) Humboldt School	73) Oakley Green School	112) Whitman School
18) Chief Joseph School	45) Irvington School	74) Peninsula School	113) Wilcox School
19) Clarendon School	46) Jackson School	75) Pennington School	114) Winthorn School
20) Creative Science School	47) James John School	76) Rice School	115) Woodlawn School
21) Cleveland High School	48) Jefferson High School	77) Richmond School	116) Woodlawn School
22) Columbia School	49) Kellogg School	78) Rigler School	117) Woodlawn Wilson High School
23) Metropolitan Learning Center	50) Keith School	79) Robert Gray School	118) Woodstock School
24) Creston School	51) Kirk School	80) Rosemary High School	
25) Du Vin School	52) Kenston School	81) Rose City Park School	

## Location Map of Portland Public School Owned Properties

### Evaluation Categories

- ▲ Highly Significant
- ▲ Moderately Significant
- ▲ Non-contributing



Data Source: ESRI ArcGIS Online NGS USA Topographic Maps, Portland Public Schools

This map and all data contained within are supplied as is with no warranty. ENTRIX, Inc. expressly disclaims responsibility for damages or liability from any claims that may arise out of the use or misuse of this map. It is the sole responsibility of the user to determine if the data on this map meets the user's needs. This map was not created as survey data, nor should it be used as such. It is the user's responsibility to obtain proper survey data, prepared by a licensed surveyor, where required by law.







# SHPO HISTORIC SITES DATABASE SUMMARY REPORTS & COVER SHEET\*

\*Note: School properties listed in the summary report are organized by address due to the constraints of the SHPO automated printout





# Cover Sheet

for  
Reconnaissance Level Surveys

Submit this Cover Sheet to the Oregon SHPO along with all survey materials (see checklist below).

<b>Survey Project Name</b>	PPS Historic Building Assessment	<b>Survey Start Date</b>	5/22/2009
<b>City</b>	Portland	<b>County</b>	Multnomah
<b>Survey Type</b>	Intensive Level Survey	<b>Survey End Date</b>	8/31/2009
<b>Survey Sponsor</b>	Portland Public Schools	<b>Year Completed</b>	2009
<b>Surveyor Name</b>	Kirk Ranzetta, Kimberly Demuth, Jennifer Flathman, Heather Scotten, Brannon Lobdell		
<b># Elig. properties</b>	<input type="text"/>	<b># Ineligible properties</b>	<input type="text"/>
		<b>Acreage Surveyed</b>	<input type="text"/> (approx)
<b>Survey Boundaries</b>	All PPS owned properties were surveyed and each building was evaluated for eligibility to the NRHP.		
<b>Survey Summary/ Comments</b>	See Project Report.		

## To Be Completed by SHPO Staff

### SHPO Evaluation of Survey Project

- Approved
- Conditionally Approved
- Returned for Corrections

### SHPO Comment on NR Eligibility Evaluations

- Concur
- Do Not Concur
- Returned for Additional Data

### SHPO Comment on Effect Determinations

- Concur
- Do Not Concur
- Returned for Additional Data

### Checklist of Required Items:

1.  Completed "Cover Sheet" (in data base and hard-copy)
2.  Research Design (highly recommended prior to field work)
3.  Survey data submitted in electronic format
4.  Properly labeled photos (digital photos incl. with data)
5.  Properly marked survey map
6.  Copy of USGS Map Showing Location of Surveyed Area
7.  Final Report

### Optional Items

- Completed Survey Forms (Field Forms)
- Expanded Final Report, including outline of relevant historic contexts

SHPO Staff Signature \_\_\_\_\_

Date \_\_\_\_\_

Comments:



## Historic Building Report/Counts

(All Properties Inventoried)

### Evaluation Counts - PPS Historic Building Assessment

Evaluation	Quantity	% of Total
eligible/contributing	14	14%
eligible/significant	36	37%
not eligible/non-contributing	48	49%
<b>Total:</b>	<b>98</b>	

### Construction Date Decade Counts - PPS Historic Building Assessment

Decade	Quantity	% of Total
1900s	2	2%
1910s	12	12%
1920s	30	31%
1930s	7	7%
1940s	8	8%
1950s	29	30%
1960s	6	6%
1970s	4	4%
<b>Total:</b>	<b>98</b>	

### Original Use Counts - PPS Historic Building Assessment

Original Use	Quantity	% of Total
EDUCATION	98	100%
<b>Total:</b>	<b>98</b>	

### Material Counts - PPS Historic Building Assessment

Materials	Quantity	% of Total
BRICK	76	78%
CONCRETE	4	4%
METAL	2	2%
STUCCO	3	3%
SYNTHETIC SIDING	1	1%
WOOD	12	12%
<b>Total:</b>	<b>98</b>	












## Historic Building Report/Counts

(All Properties Inventoried)

### Style Category Counts - PPS Historic Building Assessment











Style Categories	Quantity	% of Total
OTHER		
Other / Undefined	1	
Category Total:	1	1%
MODERN PERIOD		
Art Deco	1	
Brutalism	2	
Contemporary	2	
International	24	
Minimal Traditional	1	
Northwest Regional	16	
Category Total:	46	47%
LATE 20TH CENTURY		
Neo-Colonial	1	
Category Total:	1	1%
LATE 19TH/20TH CENT. PERIOD REVIVALS		
Beaux Arts	1	
Colonial Revival	9	
Late Gothic Revival	12	
Mediterranean Revival	7	
Renaissance Revival	1	
Tudor Revival	1	
Category Total:	31	32%
CLASSICAL REVIVAL		
Classical Revival: other	19	
Category Total:	19	19%
<b>Total:</b>	<b>98</b>	

## Architectural Survey Data for PPS Historic Building Assessment Oregon State Historic Preservation Office

Address/ Property Name	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date	
7200 NE 11th Ave Woodlawn School <i>Woodlawn Elementary School</i>	1	NC	1926 1956	Standard Brick Cast Stone <i>Comments: HRI Rank II. Woodlawn Conservation District - Contributing Resource.</i>	Late Gothic Revival	School School (General)	7/9/2009 7/9/2009		
546 NE 12th Ave Benson High School <i>Benson Polytechnic High School</i>	2	ES	1916 1953	Standard Brick Terra Cotta: Other/Undefined <i>Comments: HRI Rank I. Portland Historic Landmark.</i>	Classical Revival: other	School School (General)	6/22/2009 6/22/2009		
531 SE 14th Ave Washington High School <i>Child Service Center Facility</i>	4	NC	1924 1957	Brick:Other/Undefined Poured Concrete <i>Comments: The main classroom building (370A) and auto shop (370E) are not contributing resources/not eligible.</i>	Beaux Arts Classical Revival: other	School School (General)	6/9/2009 6/9/2009		
3830 SE 14th Ave Winterhaven School <i>Winterhaven at Brooklyn School</i>	2	ES	1930	Standard Brick Cast Stone <i>Comments: HRI Rank II.</i>	Mediterranean Revival	School School (General)	6/24/2009 6/24/2009		
6301 SE 14th Ave Llewellyn School <i>Llewellyn Elementary School</i>	2	NC	1928 1952	Standard Brick Cast Stone <i>Comments: The property contains three resources that are not eligible. They include the main building (269A), a playshed (269B) as well as a portable (269PI).</i>	Classical Revival: other Mediterranean Revival	School School (General)	6/24/2009 6/24/2009		
8300 SE 15th Ave Sellwood School <i>Sellwood Middle School</i>	2	NC	1914 1925	Stucco Cast Stone <i>Comments: HRI Rank III.</i>	Tudor Revival	School	6/24/2009 6/24/2009		
320 SE 16th Ave Buckman Arts School <i>Buckman Elementary School</i>	2	ES	1921	Standard Brick Terra Cotta: Other/Undefined <i>Comments: HRI Rank II.</i>	Late Gothic Revival	School School (General)	7/2/2009 7/2/2009		
8401 SW 17th Ave Capitol Hill School <i>Capitol Hill Elementary School</i>	2	NC	1917 1948	Standard Brick Wood:Other/Undefined <i>Comments: The Capitol Hill School is listed as an HRI Rank II resource.</i>	Colonial Revival	School School (General)	6/23/2009 6/23/2009		
4013 NE 18th Ave Sabin School <i>R. L. Sabin Elementary School</i>	3	NC	1928 2008	Standard Brick <i>Comments: HRI Rank II.</i>	Mediterranean Revival	School School (General)	6/19/2009 6/19/2009		
5505 SW 23rd Ave Gray School <i>Robert Gray Middle School</i>	1	EC	1952	Standard Brick	International	School School (General)	7/10/2009 7/10/2009		














## Architectural Survey Data for PPS Historic Building Assessment Oregon State Historic Preservation Office











Address/ Property Name	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date
1445 NW 26th Ave Chapman School <i>Chapman Elementary School</i>	3	ES	1923	Standard Brick Cast Stone <i>Comments: HRI Rank II.</i>	Classical Revival: other	School School (General)	6/22/2009 6/22/2009	
3400 SE 26th Ave Cleveland High School <i>Cleveland High School, Clinton Kelly High</i>	3	EC	1928 1957	Brick:Other/Undefined Glazed Terra-Cotta <i>Comments: HRI Rank II.</i>	Classical Revival: other	School School (General)	6/25/2009 6/25/2009	
2303 SE 28th Pl Hosford School <i>Hosford Middle School</i>	3	NC	1925 1953	Standard Brick Cast Stone <i>Comments: HRI Rank II.</i>	Classical Revival: other	School School (General)	6/23/2009 6/23/2009	
1715 SE 32nd Place Edwards School <i>Edwards Facility, Jonathan W. Edwards</i>	1	NC	1961 1989	Standard Brick	Northwest Regional	School School (General)	7/10/2009 7/10/2009	
1915 NE 33rd Ave Beverly Cleary - Fernwood Campus <i>Fernwood Grammar School</i>	3	NC	1911 1977	Standard Brick Glazed Terra-Cotta <i>Comments: The property is listed as an HRI Rank II resource.</i>	Classical Revival: other	School School (General)	7/2/2009 7/2/2009	
10625 SW 35th Ave Jackson School <i>Andrew Jackson Middle School; Andrew</i>	1	EC	1966	Concrete: Other/Undefined	Contemporary	School School (General)	6/3/2009 6/3/2009	
2245 NE 36th Ave Grant High School <i>Ulysses S. Grant High School</i>	2	ES	1923 1952	Standard Brick Concrete: Other/Undefined <i>Comments: HRI Rank II.</i>	Classical Revival: other	School School (General)	6/25/2009 6/25/2009	
840 NE 41st Ave Laurelhurst School <i>Laurelhurst Elementary School</i>	2	NC	1923	Brick:Other/Undefined Terra Cotta: Other/Undefined <i>Comments: The property contains two resources: the main building (265A) is not eligible and the classroom annex (265B) and attached portables (265P) are not eligible. The property is listed as having an HRI Rank III.</i>	Colonial Revival	School School (General)	7/7/2009 7/7/2009	
2276 SE 41st Ave Richmond School <i>Richmond Elementary School</i>	3	NC	1908 1953	Brick:Other/Undefined	Classical Revival: other	School School (General)	6/23/2009 6/23/2009	
4300 SW 47th Dr Bridlemile School <i>Bridlemile Elementary School</i>	1	EC	1958	Standard Brick	International	School School (General)	6/23/2009 6/23/2009	

Evaluation Codes: ES=eligible/significant EC=eligible/contributing NC=not eligible/non-contributing NP=not eligible/out of period UN=undetermined/lack of info XD=demolished  
NR Status Codes: NRI=individually listed NHD=listed in Hist Dist NRB=listed individually and w/i Hist Dist NHL=listed as National Hist Landmark

## Architectural Survey Data for PPS Historic Building Assessment Oregon State Historic Preservation Office












Address/ Property Name	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date	
5601 SE 50th Ave Woodstock School <i>Woodstock Elementary School</i>	1	ES	1910	Horizontal Board 1981 Wood:Other/Undefined <i>Comments: HRI Rank I. Portland Historic Landmark.</i>	Classical Revival: other	School School (General)	6/5/2009 6/5/2009		
825 SE 51st Ave Glencoe School	2	NC	1923 1964	Stucco Concrete: Other/Undefined <i>Comments: The property contains two non-contributing resources; the main building (157A) and a portable (157PI). The school is listed as a HRI Rank III resource.</i>	Mediterranean Revival	School School (General)	7/7/2009 7/7/2009		
7452 SW 52nd Ave Maplewood School <i>maplewood Elementary School</i>	1	NC	1948 1954	Standard Brick Concrete: Other/Undefined	Art Deco	School School (General)	6/22/2009 6/22/2009		
8935 SW 52nd St Smith Elementary School	1	NC	c.1958	Standard Brick	Northwest Regional	School School (General)	6/23/2009 6/23/2009		
2334 NE 57th St Rose City Park School <i>Rose City Park Facility</i>	2	EC	1912 1977	Standard Brick Terra Cotta: Other/Undefined <i>Comments: HRI Rank II.</i>	Late Gothic Revival	School School (General)	6/5/2009 6/5/2009		
1849 SW 58th Ave East Sylvan School <i>Sylvan Grade School</i>	2	NC	1933 1943	Standard Brick	Colonial Revival	School School (General)	6/23/2009 6/23/2009		
6801 SE 60th Green Thumb Facility	1	NC	1974	Cement Fiber Siding Wood:Other/Undefined	Other / Undefined	School Other/Undefined	6/22/2009 6/22/2009		
7200 SE 60th Ave Lane School <i>Lane Middle School, Errol Heights School</i>	2	NC	1927 1987	Standard Brick Cast Stone	Classical Revival: other	School School (General)	6/4/2009 6/4/2009		
5109 SE 66th Ave Arleta School <i>Arleta Elementary School</i>	1	EC	1929 1953	Standard Brick Glazed Terra-Cotta <i>Comments: The school is listed as an HRI Rank II resource.</i>	Classical Revival: other	School School (General)	7/2/2009 7/2/2009		
4906 NE 6th Ave King School <i>Martin L. King Elementary School,</i>	2	NC	1925 1952	Standard Brick Cast Stone <i>Comments: HRI Rank II.</i>	Late Gothic Revival	School School (General)	6/19/2009 6/19/2009		

**Architectural Survey Data for PPS Historic Building Assessment**  
Oregon State Historic Preservation Office

Address/ Property Name	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date
2600 SE 71st Holladay Center <i>Youngson School, Holladay, Mt. Tabor</i>	1	ES	1970	Concrete: Other/Undefined	International	School School (General)	7/8/2009 7/8/2009	
833 NE 74th Wilcox School <i>Wilcox Elementary School, Kensington</i>	1	NC	1959 1966	Standard Brick	International	School School (General)	7/7/2009 7/7/2009	
4800 NE 74th Saccajawea Head Start <i>Saccajawea Primary School</i>	1	EC	1952 1991	Horizontal Board Standard Brick	International	School School (General)	6/26/2009 6/26/2009	
161 NE 82nd Ave Vestal School <i>John L. Vestal Elementary School</i>	2	ES	c.1929	Standard Brick Terra Cotta: Other/Undefined	Late Gothic Revival	School Modern School	7/7/2009 7/7/2009	
2735 NE 82nd Ave Madison High School <i>Northeast High School</i>	3	ES	1955	Standard Brick	International	School School (General)	8/23/2009 8/23/2009	
5205 SE 86th Ave Foster Facility <i>Steele Site Facility, Phillip Foster</i>	1	NC	1962	Wood Sheet	Northwest Regional	School School (General)	6/26/2009 6/26/2009	
2225 SE 87th Ave Harrison Park School <i>Clark at Binnsmead Elementary School,</i>	1	NC	1949 1975	Standard Brick	International	School School (General)	7/8/2009 7/8/2009	
3905 SE 91st Ave Marshall High School <i>Southeast High School</i>	3	NC	1960	Standard Brick	International	School Modern School	6/26/2009 6/26/2009	
2222 NE 92nd Ave Lee School <i>Jason Lee Elementary School</i>	1	EC	1953 1957	Standard Brick Stone:Other/Undefined	International	School School (General)	6/26/2009 6/26/2009	
1231 SE 92nd Ave Creative Science School <i>Clark School, William Clark School</i>	1	ES	1955 2008	Standard Brick Metal: Other/Undefined	International	School School (General)	7/8/2009 7/8/2009	










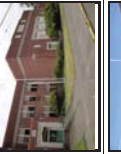

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**Architectural Survey Data for PPS Historic Building Assessment**  
**Oregon State Historic Preservation Office**

Address/ Property Name	Ht	Eval/ NR	Yr(s) Built	Materials	Arch Classifs/Styles	Orig. Use/ Plan (Type)	RLS / ILS Dates	Listed Date	
5105 SE 97th Ave Lent School <i>Oliver P. Lent Elementary School</i>	1	NC	1949 1963	Standard Brick Poured Concrete	International	School School (General)	6/9/2009 6/9/2009		
4039 NE Alberta Ct Meek School <i>J.L. Meek Professional Tech. High School,</i>	1	ES	1953 1985	Standard Brick	International	School School (General)	6/26/2009 6/26/2009		
5800 SE Ash St Mount Tabor School <i>Mount Tabor Middle School</i>	1	NC	1952 1958	Standard Brick	International	School School (General)	7/7/2009 7/7/2009		
1320 NE Brazee St Irvington School <i>Irvington Elementary School</i>	2	ES	1932 1951	Standard Brick Terra Cotta: Other/Undefined	Mediterranean Revival	School School (General)	6/19/2009 6/19/2009		
10000 N Burr Ave George School <i>George Middle School, George Elementary</i>	1	ES	1950 1987	Standard Brick	Northwest Regional	School School (General)	6/25/2009 6/25/2009		
4701 SE Bush St Creston School <i>Creston Elementary School</i>	1	ES	1948 1964	Stucco Standard Brick	International	School School (General)	6/4/2009 6/4/2009		
10531 SW Capitol Hwy Markham School <i>Edwin Markham Elementary School</i>	1	ES	1951 1950	Standard Brick	Neo-Colonial	School School (General)	6/23/2009 6/23/2009		
6941 N Central Roosevelt High School <i>James John High School</i>	2	ES	1921 1930	Standard Brick Cast Stone	Colonial Revival	School School (General)	6/23/2009 6/23/2009		
7439 N Charlestone Ave James John School <i>James John Elementary School, Richard</i>	2	EC	1929	Standard Brick Cast Stone	Classical Revival: other	School School (General)	8/4/2009 8/4/2009		
7650 N Commercial Applegate Facility <i>Farragut Primary School</i>	1	NC	c.1954 1990	Wood:Other/Undefined	Northwest Regional	School School (General)	6/25/2009 6/25/2009		

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2231 N Flint Tubman School <i>Harriet Tubman Leadership Academy for</i>	2	NC	1952 1983	Standard Brick Concrete: Other/Undefined	International	School School (General)	7/9/2009 7/9/2009		
620 N Fremont St Boise-Eliot School <i>Boise-Eliot Elementary School, Fremont</i>	2	NC	1926 <i>Comments: HRI Rank II.</i>	Standard Brick Cast Stone	Classical Revival: other Late Gothic Revival	School School (General)	7/22/2009 7/22/2009		
2732 NE Fremont St Alameda School <i>Alameda Elementary School</i>	2	EC	1922 1925 <i>Comments: The building has an HRI Rank II.</i>	Horizontal Board Wood:Other/Undefined	Colonial Revival	School School (General)	7/2/2009 7/2/2009		
4043 NE Fremont St Beaumont School <i>Beaumont Middle School</i>	2	NC	1926 1930 <i>Comments: The Beaumont School is listed as a HRI Rank II resource.</i>	Standard Brick Cast Stone	Classical Revival: other	School School (General)	7/2/2009 7/2/2009		
4915 N Gantenbein Ave Humboldt School <i>Humboldt Elementary School</i>	1	NC	1959 1990	Standard Brick	Northwest Regional International	School School (General)	6/19/2009 6/19/2009		
2033 NW Glisan St Metropolitan Learning Center <i>Couch School</i>	3	ES NHD	1914 1977 <i>Comments: NRHP listed (within Alphabet Historic District - Contributing Resource), HRI Rank II.</i>	Standard Brick Glazed Terra-Cotta	Late Gothic Revival	School School (General)	6/22/2009 6/22/2009		
3119 SE Holgate Blvd Grout School <i>Daniel A. Grout Elementary School</i>	3	ES	1927 <i>Comments: The property contains one contributing resource, main school building (255A). The building is listed as a HRI Rank II resource.</i>	Standard Brick Cast Stone	Mediterranean Revival	School School (General)	6/24/2009 6/24/2009		
3560 NE Hollyrood Ct Beverly Cleary at Hollyrood Campus <i>Fernwood Annex - Hollyrood Primary</i>	1	NC	1958 1982	Steel	International	School School (General)	7/2/2009 7/2/2009		
1710 N Humboldt St Beach School <i>J.V. Beach Elementary School</i>	3	ES	1928 1948 <i>Comments: HRI Rank II.</i>	Standard Brick Cast Stone	Late Gothic Revival	School School (General)	6/25/2009 6/25/2009		
5037 SW Iowa St Hayhurst School <i>Hayhurst Elementary School, David HRI.</i>	1	EC	1954 1989 <i>Comments: The property contains the main school building and it is a contributing resource. The building was not ranked by the Portland HRI.</i>	Standard Brick	Northwest Regional	School School (General)	6/23/2009 6/23/2009		

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9030 SE Cooper St Kelly School <i>Clinton Kelly Elementary School</i>	1	EC	1952 1969	Standard Brick	Northwest Regional	School School (General)	6/22/2009 6/22/2009	
6318 SW Corbett Terwilliger School <i>Portland French School; Terwilliger</i>	1	ES	1916 1970	Brick; Other/Undefined Wood; Other/Undefined <i>Comments: HRI Rank II.</i>	Colonial Revival	School School (General)	7/7/2009 7/7/2009	
5800 SE Division St Atkinson School <i>George H. Atkinson Elementary School</i>	1	ES	1953 1954	Standard Brick Wood; Other/Undefined <i>Comments: HRI Rank II.</i>	Northwest Regional International	School School (General)	6/9/2009 6/9/2009	
501 N Dixon Blanchard Educational Service Center <i>BESC</i>	3	NC	c. 1978	Concrete; Other/Undefined Steel	Brutalism	EDUCATION: General Other/Undefined	6/4/2009 6/4/2009	
7900 SE Duke St Woodmere School <i>Woodmere Elementary School</i>	1	ES	1954 1957	Standard Brick	Northwest Regional	School School (General)	6/24/2009 6/24/2009	
8125 N Emerald St Peninsula School <i>Peninsula Elementary School</i>	1	ES	1952 1960	Standard Brick	International	School School (General)	8/22/2009 8/22/2009	
2508 NE Everett St Da Vinci Arts School <i>da Vinci Arts Middle School, Girls</i>	3	ES	1928	Standard Brick Glazed Terra-Cotta <i>Comments: HRI Rank II.</i>	Classical Revival: other	School School (General)	7/23/2009 7/23/2009	
4401 SE Evergreen St Lewis School <i>Meriwether Lewis Elementary School,</i>	1	NC	1952 1956	Standard Brick	Contemporary	School School (General)	6/22/2009 6/22/2009	
7528 N Fenwick Kenton School <i>Kenton Middle School</i>	3	ES	1913 1928	Standard Brick Terra Cotta; Other/Undefined <i>Comments: HRI Rank II. Kenton Conservation District - Contributing Resource.</i>	Mediterranean Revival	School School (General)	6/25/2009 6/25/2009	
7326 SE Flavel St Whitman School <i>Marcus Whitman Elementary School</i>	1	ES	1954 1955	Standard Brick	Northwest Regional Utilitarian	School School (General)	6/19/2009 6/19/2009	

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5210 N Kerby Ave Jefferson High School <i>Thomas Jefferson High School</i>	4	NC	1909 1952	Brick;Other/Undefined	Renaissance Revival Late 19th/20th Amer. Mvmts; Ot	School School (General)	6/22/2009 6/22/2009	
2044 NE Killingsworth St Vernon School <i>Vernon Elementary School</i>	3	NC	1931 1953	Brick;Other/Undefined Cast Stone	Classical Revival; other Mediterranean Revival	School School (General)	6/19/2009 6/19/2009	
716 NE Marine Dr Columbia School <i>Columbia Facility</i>	2	NC	1937 1959	Horizontal Board Wood;Other/Undefined	Colonial Revival	School School (General)	6/24/2009 6/24/2009	
7910 SE Market St Bridger School <i>Hudson Primary, Bridger Elementary</i>	1	NC	1951 1958	Standard Brick	International	School School (General)	7/8/2009 7/8/2009	
6031 N Montana St Ockley Green School <i>Ockley Green Elementary School</i>	2	NC	1925 1980	Standard Brick	Late Gothic Revival	School School (General)	6/25/2009 6/25/2009	
2421 SE Orange Ave Abernethy School <i>Abernethy Elementary School</i>	3	ES NHD	1924 1955	Standard Brick Glazed Terra-Cotta	Classical Revival; other	School School (General)	6/23/2009 6/23/2009	
3039 NE Portland Blvd Faubion School <i>James B. Faubion Elementary School</i>	1	NC	1950 1952	Standard Brick	Northwest Regional International	School School (General)	7/9/2009 7/9/2009	
6909 SE Powell Blvd Kellogg School <i>Kellogg Middle School, Hoffman School</i>	3	NC	1917 1954	Standard Brick Glazed Terra-Cotta	Late Gothic Revival	School School (General)	6/4/2009 6/4/2009	
5401 NE Prescott St Rigler School <i>Rigler Elementary School</i>	2	ES	1931	Standard Brick Concrete: Other/Undefined	Mediterranean Revival	School School (General)	6/26/2009 6/26/2009	
6700 NE Prescott St Scott School <i>Harvey W. Scott Elementary School</i>	1	ES	1949 1951	Standard Brick Poured Concrete	International	School School (General)	6/9/2009 6/9/2009	

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7733 SE Raymond St Marysville School <i>Marysville Elementary School</i>	1	ES	1921 1925	Horizontal Board Wood:Other/Undefined	Colonial Revival	School School (General)	6/26/2009 6/26/2009	6/26/2009 6/26/2009
<i>Comments: The property contains one resource. The main school building (266A) is eligible for the NRHP. The building is listed as an HRI Rank II.</i>								
7700 SE Reed College Pl Duniway School <i>Duniway Elementary School</i>	2	ES	1926 1948	Standard Brick Cast Stone	Late Gothic Revival	School School (General)	6/24/2009 6/24/2009	6/24/2009 6/24/2009
<i>Comments: HRI Rank II.</i>								
1600 SW Salmon St Lincoln High School <i>Abraham Lincoln High School</i>	3	NC	1951	Standard Brick Concrete: Other/Undefined	International	School School (General)	6/23/2009 6/23/2009	6/23/2009 6/23/2009
<i>Comments: HRI Rank II.</i>								
3421 SE Salmon St Sunnyside School <i>Sunnyside Environmental School</i>	2	NC	1925 1952	Standard Brick Cast Stone	Classical Revival: other	School School (General)	6/24/2009 6/24/2009	6/24/2009 6/24/2009
<i>Comments: HRI Rank II.</i>								
2409 N Saratoga St Chief Joseph School <i>Holly Primary School, Chief Joseph</i>	1	EC	1949 1954	Horizontal Board Brick:Other/Undefined	International	School School (General)	6/25/2009 6/25/2009	6/25/2009 6/25/2009
<i>Comments: HRI Rank III.</i>								
7334 NE Siskiyou St Roseway Heights School <i>Gregory Heights School</i>	2	NC	1923 1929	Standard Brick Terra Cotta: Other/Undefined	Late Gothic Revival Mediterranean Revival	School School (General)	6/5/2005 6/5/2005	6/5/2005 6/5/2005
<i>Comments: HRI Rank II.</i>								
11536 NW Skyline Blvd Skyline School <i>Skyline Elementary School, Skyline Grade</i>	2	EC	1939 1956	Standard Brick	Minimal Traditional	School School (General)	6/23/2009 6/23/2009	6/23/2009 6/23/2009
<i>Comments: Previously determined eligible for the NRHP. Source unknown.</i>								
9930 N Smith St Sitton School <i>Sitton Elementary School, Sitton Primary</i>	1	NC	1949 1954	Vertical Board	Northwest Regional	School School (General)	6/25/2009 6/25/2009	6/25/2009 6/25/2009
2627 SW Stephenson St Stephenson School <i>Stephenson Elementary School</i>	1	NC	1965 1975	Vertical Board	Northwest Regional	School School (General)	6/23/2009 6/23/2009	6/23/2009 6/23/2009
6433 NE Tillamook Rice Facility <i>Rose City Park Primary School</i>	1	NC	1955	Horizontal Board	Northwest Regional	School School (General)	7/7/2009 7/7/2009	7/7/2009 7/7/2009

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Oregon State Historic Preservation Office

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9325 N Van Houghton Ave Clarendon School <i>Clarendon Primary School</i>	1	ES	1970	Standard Brick Concrete: Other/Undefined <i>Comments: HRI Rank III.</i>	Brutalism	School School (General)	6/12/2009 6/12/2009	
1151 SW Vermont St Wilson High School <i>Woodrow Wilson High School</i>	3	ES	1954 1960	Concrete: Other/Undefined Standard Brick <i>Comments: HRI Rank II.</i>	International	School School (General)	6/26/2009 6/26/2009	
1405 SW Vermont St Rieke School <i>Mary Rieke Elementary School, Wilson</i>	1	NC	1961	Steel	International	School School (General)	7/10/2009 7/10/2009	
2425 SW Vista Ave Ainsworth School <i>Ainsworth Elementary School</i>	3	EC	1912	Standard Brick Terra Cotta: Other/Undefined <i>Comments: HRI Rank II.</i>	Late Gothic Revival	School School (General)	6/22/2009 6/22/2009	
8111 SW West Slope Dr West Sylvan School <i>West Sylvan Middle School</i>	2	NC	1954	Standard Brick	Northwest Regional	School School (General)	6/23/2009 6/23/2009	
5103 N Willis Blvd Clarendon-Portsmouth School <i>Portsmouth School</i>	1	NC	1928	Standard Brick Cast Stone <i>Comments: HRI Rank II.</i>	Classical Revival: other Spanish Revival	School School (General)	6/25/2009 6/25/2009	
5405 SE Woodward St Franklin High School <i>Benjamin Franklin High School</i>	2	ES	1915 1950	Brick:Other/Undefined Cast Stone <i>Comments: HRI Rank II.</i>	Colonial Revival	School School (General)	6/26/2009 6/26/2009	
5601 N Yale St Astor School <i>Astor Elementary School, Portsmouth</i>	1	EC	1949 1957	Vertical Board	International Northwest Regional	School School (General)	6/25/2009 6/25/2009	

**Total Resources Identified: 98**