

# Oregon Historic Site Form

Lincoln High School  
1600 Salmon St  
Portland, Multnomah County

## LOCATION AND PROPERTY NAME

address: <u>1600 SW Salmon St</u> <input type="checkbox"/> apprx. addr	historic name: <u>Lincoln High School</u>
<u>Portland</u> <input type="checkbox"/> vcnty <u>Multnomah County</u>	current/ other names: <u>Abraham Lincoln High School</u>
Optional Information assoc addresses: (former addresses, intersections, etc.)  location descr: (remote sites)	block nbr: _____ lot nbr: _____ tax lot nbr: _____ township: _____ range: _____ section: _____ 1/4: _____ zip: _____

## PROPERTY CHARACTERISTICS

resource type: <u>Building</u> height (# stories): <u>3</u>	total # eligible resources: <u>0</u> total # ineligible resources: <u>1</u>
elig. evaluation: <u>not eligible/non-contributing</u>	NR status: _____ NR date listed: _____ (indiv listed only; see Grouping for hist dist)
primary constr date: <u>1951</u> (c.) <input type="checkbox"/> secondary date: _____ (c.) <input type="checkbox"/> (optional--use for major addns)	orig use comments: _____
primary orig use: <u>School</u>	prim style comments: <u>Finger Plan type school</u>
secondary orig use: _____	sec style comments: _____
primary style: <u>International</u>	siding comments: _____
secondary style: _____	architect: <u>Johnston, Hollis</u>
primary siding: <u>Standard Brick</u>	builder: _____
secondary siding: <u>Concrete: Other/Undefined</u>	
plan type: <u>School (General)</u>	
comments/notes: <u>HRI Rank II.</u>	

## GROUPINGS / ASSOCIATIONS

survey project name or other grouping name	<u>PPS Historic Building Assessment 2009</u>	<u>Survey &amp; Inventory Project</u>
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farmstead/cluster name: \_\_\_\_\_ external site #: 120  
(ID# used in city/agency database)

## SHPO INFO FOR THIS PROPERTY

NR date listed: \_\_\_\_\_  
ILS survey date: 6/23/2009  
RLS survey date: 6/23/2009  
Gen File date: \_\_\_\_\_  
**106 Project(s)**



## ARCHITECTURAL / PROPERTY DESCRIPTION

(Include expanded description of the building/property, setting, significant landscape features, outbuildings, and alterations)

### Description Summary

Lincoln High School is located at 1600 SW Salmon St. in the Goose Hollow neighborhood of southwest Portland. The 11 acre property includes the main school building (1950, 120A) and two frame portable classroom buildings (2000, no numbers). The two story brick face and reinforced concrete building, constructed in 1951, exhibits a low horizontal massing and a U-shaped plan. The building features a flat roof and the fenestration consists of repeating rows of single pane, large light windows. Overall, the building exhibits minimal architectural embellishments but still conveys the various components of the school by clearly differentiating between the classrooms and the double-height gymnasium and auditorium that largely lacks windows.

### Architectural Description

The Lincoln High School is situated within the Goose Hollow neighborhood of southwest Portland. The campus occupies an 11 acre, rectangular shaped parcels with the north side bounded by SW Salmon St., east side by SW 14th Ave. and west side by SW 18th Ave, and to the south by office buildings. Development in the surrounding areas consists primarily of commercial uses, surface parking lots, as well as I-405 which passes immediately to the east.

The high school campus consists of a finger-plan school building (120A), two portables (not numbered), as well as an artificial surface football field and oval track that are located to the west of the main building. The school is clearly integrated into the site, as a below ground level cafeteria provides easy access to the field. A grassy courtyard is formed between the two arms of the U-shape massing and a circular concrete planting bed lies near the top of the "U". The planting bed is formerly the site of a fountain, but it still contains a welded bronze sculpture by Thomas Hardy which was dedicated in 1960. The courtyard is terraced with the slope descending from east to west toward the building. A surface parking lot is located near the southeast corner of the property.

The school's principal access into the building is situated on the north side of the building. The concrete paved plaza on the north side of the school affords access to the two separate main entrances. Each entrance is marked by a concrete column lined entry, but the two entries are separated by a long raised planting bed. Each entry exhibits two sets of double doors and concrete columns that exhibit horizontal channels and a raised panel. To the east and west of the entries are one story brick-faced projections that extend from the two story main building. The brickwork of these projections and the rest of the school is a mixed common bond that is largely composed of stretchers interspersed by randomly laid headers. The windows for these projections as well as for most of the main building consist of bands of metal, three part windows with a bottom hopper. Each set of windows is separated by a vertical brick-faced column. A concrete balustrade to the north of the main entrances overlooks the football field. Immediately below the plaza is the plate glass faced entry into the cafeteria. Two double doors and single entry provide access into the cafeteria from the field level. Each of the classroom fingers that extend from the main part of the building are clearly classrooms as they exhibit similar types of windows as those found on the main entrance. The auditorium and gymnasium, however, exhibit different exterior treatments as they both largely lack window openings and feature a double-height volume that is ultimately taller than the classroom wings. The school features three floors with a portion of the bottom floor lying below ground due to changes in the site's topography.

The interior spaces of the school are arranged around a U-shaped double-loaded corridor that provides entry to all floors of the school. The corridors and classrooms typically exhibit 12" by 12" tile floors and ceramic tile walls. The classrooms are typically square in shape and feature acoustic tile ceilings.

Unlike most finger-plan schools constructed in Portland in the 1950s, the gymnasium and auditorium are not as segregated from the classrooms. The gymnasium, for instance, is situated between rows of classrooms and is principally accessed via the main corridor and not from the outside. The auditorium is accessed through a faux-wood and stone foyer that exhibits paneled reveals. The interior of the auditorium features its original seating and balcony and the stage is framed by a wood paneled reveal similar to that found in the foyer. The gymnasium features a drop ceiling and ceramic tile walls.

### Alterations/Integrity

The most significant alterations to the school occurred in 2000 when the main office was expanded to the south. The exterior of this addition presents a different type of window pattern as that found on the school as each bank consists of four sets of four pane windows that are not separated by a brick column. A new entrance was also added to the south side of the south classroom finger in 2000. The two story entrance leads into a vestibule and elevator to the second floor. The building retains its integrity of design, materials, location, association, feeling, workmanship, and setting.

## HISTORY

(Chronological, descriptive history of the property from its construction through at least the historic period [preferably to the present])

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## Significance Statement

In 1945, the citizens of Portland approved a ballot measure that provided \$5,000,000 over five years to construct, improve, and rehabilitate its public school buildings (Portland Public Schools 1945: 2). The ballot measure enabled PPS to respond to the explosive growth in school-age children that had occurred in the city as a result of the arrival of defense plant workers and their families, as well as the deferred maintenance arising from the lack of funds during the depression (Portland Public Schools 1945: 2-3). Beginning with this initial bond measure, PPS embarked on an effort to improve its school facilities through renovations, additions, and new construction of over fifty schools between 1945 and 1970.

When the original Lincoln High School was erected at the corner of Market and Park in 1911, the building took up an entire block and was praised for its innovative, efficient, and attractive design. Following World War II, however, the building could no longer adequately serve a growing number of high school students. As early as 1945, PPS purchased the so-called "Kamm Tract" for \$250,000 for use as the site for a new high school. In 1949, site preparations at the site began with the improvement of the lot for athletic fields (Oregonian 1-28-1949). By 1950, PPS had retained Portland architect Hollis E. Johnston to develop plans for the new high school that would eventually cost over \$2.5 million dollars (PPS Chronology Binder). The school would eventually be dedicated and occupied by 1952, but newspapers reported the school had cost \$3.25 million dollars (Oregonian 9-11-1952).

Hollis Johnston, a graduate of Jefferson High School in Portland and the University of Oregon Architecture School, was an experienced designer of schools and other public facilities. Johnston worked with several prominent architects including Lawrence & Holford and Sutton & Whitney before establishing a solo practice in 1930. During the depression Johnston served as chief consulting architect for the U.S. Corps of Engineers on the Bonneville Dam Project. He subsequently worked with Herman Brookman before founding the firm of Stanton & Johnston with A. Glenn Stanton. Work during this period included the design of military projects, structures for the new Lewis & Clark College Campus, and the Stadium Branch of the U.S. Nation Bank. After the War, Johnston reestablished his own practice. In 1957 he invited Robert J. Koch, an employee since 1946, to become his partner. Johnston is known for his work on the Portland Town Club (1931- NRHP) by Johnson, Wallwork & Johnston, the Watson/Eastman house (1928-NRHP), Tillamook Blimp Hangers (NRHP), the Joseph Gerber House, and the new Lincoln High School. During his partnership with Koch, Johnston designed Bridlemile Elementary School (Ritz 2003: 214-215).

As the first high school constructed in Portland after World War II, Lincoln was an example of revised modernist ideas about the appearance and function of schools. For the new building program, PPS schools adopted the call of architects and school planners across the country for new types of schools. Nationally known architects including Richard Neutra, the Walter Gropius led Architects Collective, and the Perkins Will architectural firm promoted new school types that reflected both evolving educational practices and design philosophies (Ogata 2008: 567-568; Perkins and Cocking 1949: 238-246). Emphasizing the need for economy and rapid construction, the designers adopted new materials that were standardized and mass produced including steel, plywood, glass block, and aluminum. In many buildings, architects achieved flexibility through the building's structure by employing non-load-bearing partitions 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).

Although many of the architects for schools in Portland continued to design their schools to be extensible, designers turned away from the two-story schools with centralized massing and the period revivals that were popular in the 1920s. Instead many architects adopted the principles of the Modern movement and its regional variant, the Northwest Regional style, choosing to express functional areas through massing and materials to create innovative forms (McMath 1974: 628). Classrooms featured extensive built-ins that included sinks, slots for bulky rolls of paper, and coat storage. Many buildings incorporated interior courtyards which facilitated access to the outdoors and expanded the opportunities for passive ventilation and daylighting.

Like many of Portland's elementary schools erected during the period, the new Lincoln High School featured a finger plan that sought to decentralize and segregate classroom instruction from other school functions housed in the gymnasium, auditorium, music rooms, as well as the cafeteria. The cafeteria, located below an open plaza, opened directly onto the athletic fields. The most significant alterations to the school occurred in 2000 when office spaces on the east side of the school were expanded and a new entrance was constructed.

While indicative of the post-war design principles and retaining its historical integrity, Lincoln High School does not appear to be eligible for the NRHP. The overall architectural design, structural composition, and building materials used for the school were commonly reflected in most high and elementary schools of the period. Other high schools constructed in the post-war period in Portland, such as Wilson and Madison, better reflect the experimentation with building materials, school planning, and overall design. The school represented a major commission for Hollis Johnston, but other buildings already listed on the National Register better reflect his mastery of modern structural materials and architectural composition.

## RESEARCH INFORMATION

(Check all of the basic sources consulted and cite specific important sources)

- |  |  |  |  |
|--|--|--|--|
| <input type="checkbox"/> Title Records           | <input type="checkbox"/> Census Records                  | <input type="checkbox"/> Property Tax Records  | <input checked="" type="checkbox"/> Local Histories      |
| <input checked="" type="checkbox"/> Sanborn Maps | <input checked="" type="checkbox"/> Biographical Sources | <input checked="" type="checkbox"/> SHPO Files | <input type="checkbox"/> Interviews                      |
| <input type="checkbox"/> Obituaries              | <input checked="" type="checkbox"/> Newspapers           | <input type="checkbox"/> State Archives        | <input checked="" type="checkbox"/> Historic Photographs |
| <input type="checkbox"/> City Directories        | <input type="checkbox"/> Building Permits                | <input type="checkbox"/> State Library         |  |

Local Library: Multnomah County Library

University Library: Portland State University Library

Historical Society: Oregon Historical Society

Other Repository: PPS Archives

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## Bibliography: Bibliography

McMath, George. "A Regional Style Comes to the City." In *Space, Style and Structure: Buildings in Northwest America*. Ed. Thomas Vaughan, 467-499. Portland: Oregon Historical Society, 1974.

Ogata, Amy F. "Building for Learning in Postwar American Elementary Schools." *Journal of the Society of Architectural Historians*, Vol. 67, no. 4, December 2008: 562-591.

Oregonian. "\$3,250,000 Lincoln High School Building Awaits Swarm of Students." 9-11-1952.

Perkins, Lawrence B and Walter D. Cocking. *Schools*. New York: Reinhold Publishing Corporation, 1949.

Portland Public Schools. *Repairing, Rehabilitating and Modernizing the School Plant*. Portland: Portland Public Schools. Office of the Superintendent, 1945.

\_\_\_\_\_. *School Chronology Binder*.

\_\_\_\_\_. *Lincoln High School Dedication Pamphlet, 1952*.

Ritz, Richard. E. *Architects of Oregon. A Biographical Dictionary of Architects Deceased – 19th and 20th Centuries*. Portland: Lair Hill Publishing, 2003.



**ENTRIX**

Down to Earth. Down to Business.™



East elevation (rear) entrance (120A).



Gymnasium (120A), looking southeast.



West elevation (120A), looking east.



New entrance on west side of building (120A).



Parking lot and west elevation (120A).

**Lincoln High School  
Exterior Photos  
ENTRIX, 2009**





Main corridor (120A).



Typical stairway (120A).



Auditorium with balcony (120A).



Typical classroom (120A).



Gymnasium (120A).



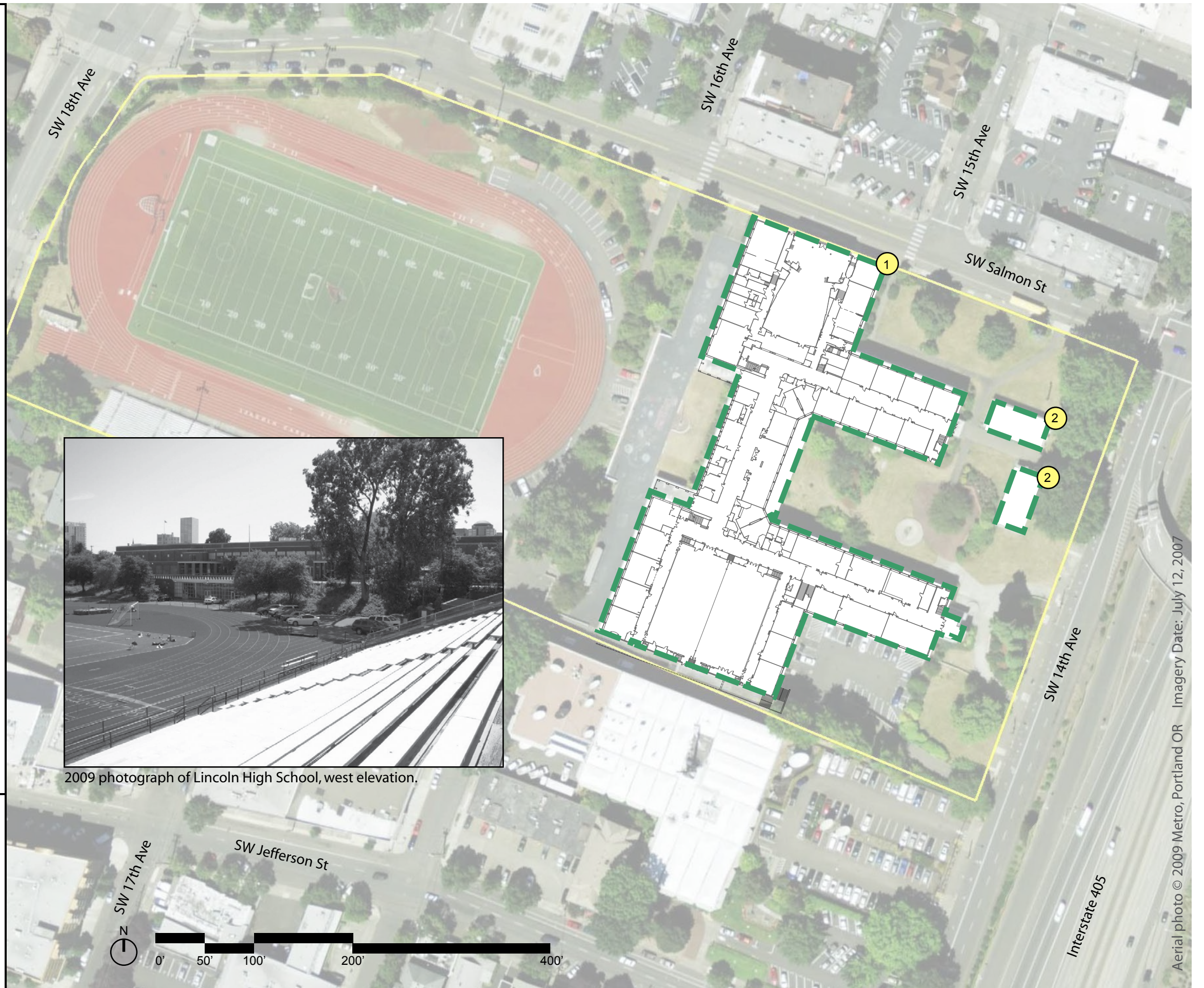
# Lincoln High School

1600 SW Salmon St, Portland OR, 97205

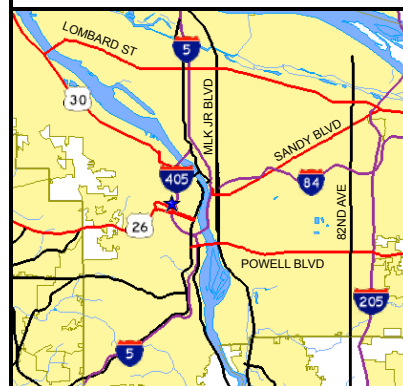
[View Site in Google Maps](#)

## Building Periods




1. Main Building (180A), 1950
2. Portables, 2000



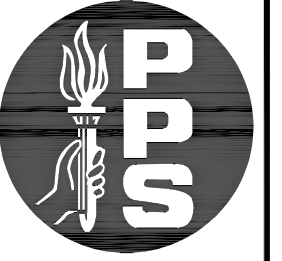
2009 photograph of Lincoln High School, west elevation.



## Historical Significance and Building Integrity

-  Contributing High Significance
-  Contributing Moderate Signif.
-  Non-Contributing





LINCOLN HIGH SCHOOL - 120

1600 SW SALMON ST 97205

PPS HISTORIC ASSESSMENT



DRAWING: ANNOTATED PLAN

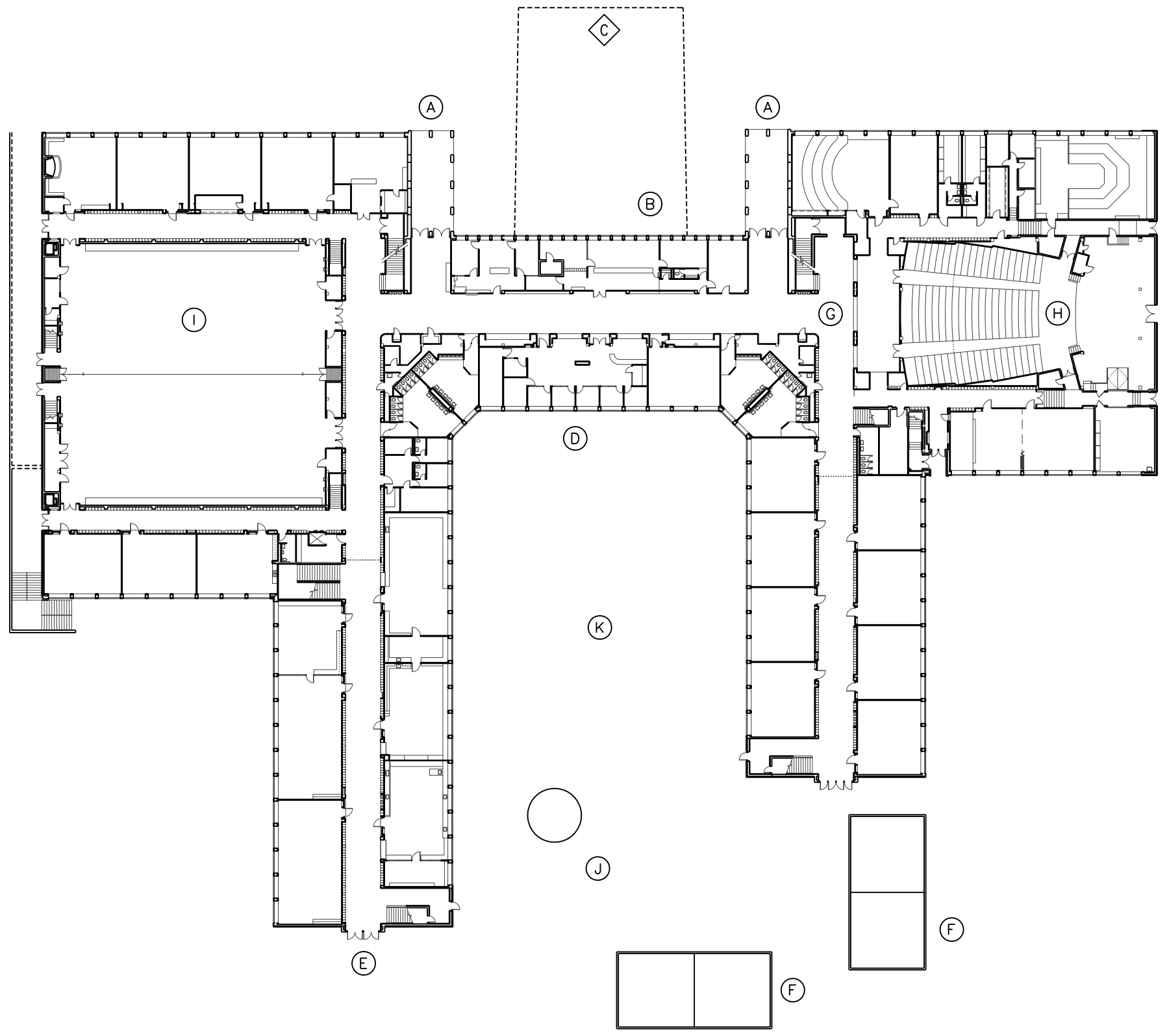
DATE: Sept. 4, 2009

KEYNOTES:

- (A) DUAL MAIN ENTRIES ARE SHELTERED BY FLAT ROOFS AND CONCRETE COLUMN SUPPORTS WITH RECTANGULAR PROJECTIONS. RAISED PLANTING BED.
- (B) BROAD CONCRETE PLAZA THAT OVERLOOKS ARTIFICIAL SURFACE PLAYING FIELD AND TRACK. PLAZA IS DEFINED BY MODERN CONCRETE BALUSTRADE.
- (C) CAFETERIA IS LOCATED IMMEDIATELY BELOW THE PLAZA SPACE.
- (D) EXTERIOR ALTERATIONS IN 2000 EXTENDED THIS WALL TO INCREASE OFFICE SPACE.
- (E) NEW TWO STORY ENTRYWAY ON SW 14TH STREET SIDE OF THE BUILDING ADDED IN 2000.
- (F) TWO PORTABLE CLASSROOM BUILDINGS ADDED TO CAMPUS IN 2000.
- (G) FAUX-WOOD AND STONE FINISHED BOARDS ADORN ENTRANCE INTO AUDITORIUM. CURRENT LOCATION OF BRONZE STATUE OF LINCOLN THAT WAS DEDICATED IN 1959.
- (H) AUDITORIUM.
- (I) GYMNASIUM.
- (J) SITE OF CIRCULAR FOUNTAIN THAT HAS SINCE BEEN CONVERTED INTO A PLANTING BED. ALSO SITE OF WELDED BRONZE SCULPTURE OF SHORE BIRDS AND REEDS. THE SCULPTURE WAS BY THOMAS HARDY AND DEDICATED IN 1960.
- (K) COURTYARD IS TERRACED SLOPING FROM EAST TO WEST.

GENERAL KEYNOTES:

- (1) EXTERIOR BRICK FACING LAID IN AN ALL STRETCHER BOND.
- (2) WINDOWS CONSIST OF SINGLE PANE, PLATE GLASS WINDOWS WITH BOTTOM HOPPER-STYLE WINDOWS. EACH BAY TYPICALLY CONSISTS OF THREE WINDOWS. SOME GLASS BLOCK WINDOWS ILLUMINATE THE GYMNASIUM.
- (3) VERY FEW ALTERATIONS TO THE BUILDING HAVE OCCURRED OVER TIME.
- (4) OVERALL SITE PLAN INTEGRATES THE BUILDING WITH THE PLAYING FIELDS TO THE WEST.
- (5) U-SHAPED CORRIDOR PLAN IS INTACT.



1 LINCOLN HIGH SCHOOL - 1ST FLOOR  
SCALE: 1" = 50'-0"

