

# PAST : PRESENT : FUTURE

CELEBRATING 25 YEARS OF HISTORIC PRESERVATION AT  
THE UNIVERSITY OF OREGON



The Journal of the Associated Students for Historic Preservation  
Volume 18, Number 1 Spring 2005

## Letter From the Editor

**Bonnie Donaghy** ASHP Journal Editor

As the University of Oregon Historic Preservation Program embarks on its 25<sup>th</sup> year, the Associated Students for Historic Preservation felt that it was imperative to embrace this milestone with a special version of our annual journal. What better way could there be to celebrate the program then with a look at what is has accomplished in the past twenty-five years with a view ahead to what is to come in the future? With the National Trust for Historic Preservation Conference occurring in Portland in September, there is much to celebrate. Inside this volume you will find the usual student work, but also articles written by our program's director, University of Oregon planning and facilities services staff, and adjunct faculty. These contributors from outside the student body were chosen not just because of their positions, but also because of their unique status as alumni of our program.

I would like to thank my fellow journal committee members, Sheriffa Wright and Jim McNett. Without their hard work and aide this issue would not have occurred. I would also like to thank all of the contributors who took time out of their busy schedules to help make this happen. If the strength of an academic program is in its students and alumni, the University of Oregon Historic Preservation Program is strong indeed.

There are big plans on the horizon for ASHP in the coming year. We are planning to donate some of our time and energy

to the Mulkey Cemetery here in Eugene. We also just recently moved the Historic Preservation student suite from one location to another. This event was marked with a painting and pizza party and means a better space in which we can hold our meetings. As we become more fully entrenched in the digital age we're hoping for a revamp of our website to occur within the next year as well. We're also looking forward to hearing reports from summer internships which include work for the Historic American Building Survey, the Alaska List of Classified Structures, the Italy Field School and work with cultural resources more locally.

As always, feedback and submissions to the journal are welcome and encouraged from everyone within the preservation community. These can be sent to:

ASHP Journal Editor, c/o Historic Preservation Program  
5233 University of Oregon  
Eugene, OR 97403-5233

Questions regarding submission deadlines and formatting can also be sent to this address, if necessary.

Thanks for taking the time to read our publication, your input is greatly appreciated.



Annie Kidd [with roller] and Kristi Monahan work at painting the new HP suite [Photo: Donaghy]

## Letter From the Director

**Kingston Heath, Ph.D.**, Program Director Historic Preservation

At a recent meeting of the Eugene Historic Review Board, Board Chairman Gunnar Schlieder, stated that, "historic preservation in Eugene owed its existence to the groundwork laid by the University of Oregon's Historic Preservation Program." This collaboration between the city and the university has resulted in over 5,000 properties in the city being surveyed. As the H.P. program enters its 25th year next fall, I am proud of the work that our alumni, faculty, students and sponsors have done in serving as stewards for our region's cultural heritage. I am honored to be part of a program that has demonstrated sustained excellence both in the preservation field and as an academic unit.

The emphasis of our program as it exists today is two fold: firstly, hands-on emphasis in preservation practice, on which the program's reputation has been built, will continue to be of great importance to the department. This includes the continued partnership with the Park Service (particularly in the form of the award winning Pacific Northwest Field School—now in its 11th year), and our continued working relationship with the Oregon State Historic Preservation Office, which sponsors a "Preservation Practice" Saturday workshop free of charge to the preservation community on the U of O campus.

Secondly, the program is striving to emphasize research in the field of preservation theory and practice, specifically within cultural parameters. For example, current student research and thesis projects have focused on interpreting the cultural heritage of Jewish pioneers, Chinese frontier herbalists, and Japanese farmers in Oregon. In this regard, the program seeks to engage those students thinking globally who wish to practice in the field of preservation overseas. Part of this new emphasis includes improving connections with ICOMOS and UNESCO, and by stressing preservation policies abroad as part of our Italy Field School in Oira, as well as exploring recent opportunities in Asia.

This international agenda does not come at the expense of addressing national, regional and local concerns. Students in our program were awarded a \$2500 Ambassador Award by the Vernacular Architecture Forum to attend their 25th Anniversary meeting in Tucson, Arizona. Members of the AAA faculty at UO accounted for ten percent of the academic papers delivered at that meeting as well, underlining the impact that our faculty's scholarship has on shaping the field of regional studies. This year, our program entered into a formal agreement with Virginia City, Montana's National Historic site to assist them, through an internship program, in their ongoing restoration and preventive maintenance efforts. Further, the University Planning Office has applied for a Getty Foundation Grant to inventory and evaluate the University's historical resources and adjacent setting shaped between 1942-1967. The Historic Preservation Program is committed to assisting in this inventory effort by offering a class during winter term 2006.

Of the twenty universities that currently offer masters degrees in Historic Preservation nationally, Oregon's program is the

leader in the West. We attract students from around the country and from diverse backgrounds and academic disciplines. In true Oregon fashion, this year's incoming class of ten is not only highly skilled, but is engaged in improving the social condition. They hold degrees in fields such as Japanese studies, art and art history, history and anthropology, while bringing work experience ranging from the Peace Corps to ethnographic and folk living museums.

With our increased enrollment for fall term 2005, the department has started to look for ways of increasing financial aid for these students. In order to continue to attract top students into our M.S. degree program, the department is investigating fundraising opportunities, the funds from which will go toward tuition waivers and scholarships for incoming students. Currently, there is funding for two full year graduate assistant fellowships, and three single term instructional graduate teaching fellowships. These fellowships traditionally are awarded to second year graduate students.

The program is encouraging students to think of their career goals early on. By doing so, they can tailor their education to achieving those goals and finding work in areas that will be fulfilling to them in the future. As students progress in our program, their internship experience and their thesis research can further define their career opportunities. The Historic Preservation Committee has assisted me in streamlining our curriculum to offer a cohesive yet flexible career path from entrance in the program to full-time employment after graduation. The program currently has many professional connections in places like Virginia City, Montana, and on-going summer internships with the Alaska office of the National Parks Service, the Oregon State Historic Preservation Office and work with the Historic American Building Survey to name a few. In the future the program hopes to help fund students to attend programs such as Poplar Forest and the Nantucket Institute as well as aiding them in traveling further from the University to expand research abilities.

The University is well known for its yearly HOPES (Holistic Options for Planet Earth Sustainability) conference sponsored by students in AAA. In the past year, a student from our department sat on the planning committee for that conference to ensure preservation's logical place in the events. For the second year in a row, our program has sponsored two speakers to address the importance of cultural sustainability through preservation. Historical Architect, Gunney Harboe, spoke of his preservation work on many of Chicago's leading landmarks, and Portland Architect, Paul Falsetto, discussed the meaningful connection between sustainability and preservation in the work of his firm. In the future, the department will seek to bring in significant speakers, not just to the HOPES conference but also as part of classes, lectures, and workshops.

Please feel free to visit with us, take part (or perhaps even sponsor) some of these many activities, and share in the excitement of historic preservation at the University of Oregon.



Kim Emerson, HP student working on the first phase of the Villard Hall roof and tower restoration project in the late 1980s

## Twenty-five Years of UO Preservation: Students Deserve a Big Thanks

**Christine Taylor Thompson**, UO Planning Associate & UO Historic Preservation Program alumnus

A university provides two important and distinct opportunities for historic preservation, both of which are inextricably linked to its uniqueness as a place dedicated to learning. First, the campus setting itself is unique among landscape and architectural designs as a reflection of its educational mission. It is no wonder that many campuses are among the finest examples of large-setting site planning anywhere in the built environment. The University of Oregon (UO) fits into this category. It is fortunate to have such a rich cultural heritage represented in its collection of buildings and landscapes spanning its 125-year history.

The second unique opportunity for historic preservation on a campus is that it is filled with highly educated individuals who are eager to learn and apply their knowledge, many of whom care about enhancing and preserving the campus's cultural heritage. The UO is particularly fortunate to have an excellent Historic Preservation (HP) Program.

At the UO, these two aspects—a rich cultural heritage and an abundance of HP students eager to learn and apply their knowledge—are uniquely bonded together by the legacy of Ellis Lawrence. Not only was Lawrence the founder of the School of Architecture and Allied Arts (of which Historic Preservation Program is a part), he also was the planner and architect for the majority of the campus's historically significant open spaces and buildings.

Over the past twenty-five years, Historic Preservation students, led by skilled faculty, staff and professionals, have contributed in many ways to the preservation of the campus. The first hands-on student project, the restoration of Villard Hall's east porch in the mid-1980s, set the foundation for the program's unique collaboration with the campus Facilities Services. Since then students have helped with many projects including the restoration of the Villard Hall and Deady Hall mansard roofs, towers, and ornamentation (both National Historic Landmark buildings), the Povey Brothers stained glass from Johnson Hall,

the Education Annex exterior, and numerous other smaller projects. The most recent effort—preservation of the 1885 Normal Gate—is particularly impressive as it was entirely student driven. It is only fitting that the Gate, originally erected by students, was preserved by students 120 years later.

In addition, students have authored every UO National Register nomination encompassing six buildings, five open spaces, and one structure. Historic Preservation students also have assisted with survey work, most importantly the Ellis Lawrence Building Survey.

An untold number of special projects, ranging from materials and paint analyses, building preservation studies, and historical documentation, have benefited on-campus preservation efforts. Most important are the related theses and terminal projects, all of which are listed on the HP Program web page. Subjects covered include the wooden balustrade and urns of Villard Hall, O. B. Dawson's ironwork, Povey Brothers stained glass, Frederick C. Baker lighting fixtures, the Education Building and Commerce Hall (now Peterson and Gilbert Halls), the UO campus plan, and the Awbrey Watzek House.

These preservation efforts benefit both the UO by providing much-needed labor and research resources as well as the students by providing real experiences. I was lucky enough to benefit both ways—first as a student and now as the campus planner responsible for coordinating preservation efforts. I send a big thank you to all alumni and current students!

The question always is, what's next? One future proposal is to restore the original Lawrence Hall east wing stair hall, which now serves as a primary entrance to the current Historic Preservation Program offices. This project has strong ties to both Ellis Lawrence and the HP Program. Therefore, it seems a particularly fitting endeavor as this program celebrates its twenty-fifth Anniversary. Let's hope that it is the first of many projects that will be completed over the next twenty-five years.

## State of Preservation on the UO Campus

**George Bleekman**, UO Construction Project Manager & UO Historic Preservation Program alumnus

As a graduate of the Historic Preservation Program who now works for the University of Oregon Facilities Services Department as a Project Manager, I was asked to write an article on the state of preservation on campus. I am happy to report that after many years of deferred maintenance, outright neglect, and some extremely unsympathetic additions and alterations, the University is now taking a very proactive stance in its preservation and care of the historic resources located on Campus. Over 70% of our campus buildings hold historic designation (a mix of contributing, secondary, or primary, and two National Historic Landmarks, Deady and Villard Halls). Nearly 30 of these buildings were designed by Ellis Lawrence, the noted west coast architect and the founder and first Dean of the School of Architecture at the UO. With a rich architectural past, and a vocabulary of brick as the campus vernacular, it is essential that a comprehensive and proactive preservation plan be in place to protect these resources.

The University of Oregon was established in 1875, and for ten years was housed in Deady Hall, the first building on Campus. Deady was joined in 1885 by Villard Hall, and for a brief time these two buildings comprised the whole University of Oregon campus. The campus grew quickly, with much building activity between 1890 and the advent of World War II. The post war years saw building activity in the form of science buildings, dormitories, and administrative buildings as the campus grew east, but fortunately, there never seemed to be enough money to tear down and start over (though the sentiment was certainly there!). As a result, the majority of our historic resources escaped the wreckers ball, but many instead suffered interior (and some exterior) "modernizations." The late 1970's and early 1980's were times of economic difficulties in Oregon, and in turn, maintenance and the upkeep of buildings was deferred while money was diverted to fund the educational component of the University.

While admirable in some ways, funding the education element of a University while ignoring infrastructure has its downside—the rapid deterioration of buildings. By the mid 1980's, many of our historic buildings were in serious need of attention, especially Deady and Villard Halls. The deterioration was so serious that the two buildings were in danger of losing their landmark status. Although funding was still scarce, restoration plans were developed for both buildings. As plans for the two buildings progressed, it became evident that the rest of the campus needed to be protected as well. As such, Campus Planning began to assemble a set of guidelines that would govern the repairs and alterations of the Historic buildings on Campus. The end result was a document entitled "Historic Preservation Requirements for Repairs and Alterations on the University of Oregon Campus."

These guidelines are used by both consultants and owner, and address both exterior and interior—any work that may alter the resource's character must under go a historic review. Additionally, any exterior work must be reviewed by our Campus Planning Committee, and all resources listed in or that

are eligible for the National Register of Historic Places are subject to review by the State Historic Preservation Office. Any resource listed as a City Landmark must also be reviewed by the City's Historic Preservation Planner and all alterations to historic resources must also follow the Secretary of the Interior Standards. The end result is a many layered protection plan with many checks and balances, and a clear, well-thought and straightforward approach.

One of the more unique aspects of campus preservation at the UO is the special relationship between the Historic Preservation Program and UO Facilities Services. In the late 1980's, mostly because of the aforementioned lack of funding, Preservation students partnered with skilled craftsman from Facilities and began restoration on Villard Hall under the guidance of skilled restoration carpenter Gregg Olson. Under Olson's supervision, the east porch was restored, and by using student labor, the expenses were minimal relative to the end product. With the success of the porch in hand, students went on to begin restoration of the north end of Villard, which again proved to be very successful. These classes continue today, and over the past 15 years, students have restored portions of many buildings on campus, including Deady Hall, Lawrence Hall, Agate House, the TAG House, the Collier House, the STP building, and the complete exterior restoration of Villard Hall, a ten year endeavor!

These classes are invaluable to historic Preservation students, many of whom would take the classes multiple times, and who would get so proficient in restoration that they were hired as student restorationists by Facilities Services. These student workers have been an integral part of the restoration program on campus, and act as a bridge between the HP program and the University at large. With learned skills in carpentry, masonry, metalwork and the overall craft of restoration, the students enter the world of preservation with the unique perspective of having mastered some of the more tangible aspects of preservation/restoration.

Thankfully, we have an administration that supports and promotes the preservation of our campus and our historic resources, both fiscally and philosophically. We strive to do the right thing, and attempt to make it a learning experience for all involved.



Earen Russell records yet another historic building.

## The Perks Are What Brings Fulfillment

**David Pinyerd**, Adjunct Professor & UO Historic Preservation Program alumnus

As one of several graduates from the University of Oregon's Historic Preservation program to stay in Oregon, I was asked back to teach a course. I'd done the "long haul" through the master's program and stuck around much longer than I should have. Work was therefore needed to support myself throughout my extended stay. I decided to practice what I was learning and dived into the world of Certified Local Government (CLG) grants. Back in the 1990s, you could perform the work for these grants without a master's degree or hardcore experience. So, that led me into the world of historic building survey. I've been "doing survey" now for ten years subsisting primarily on CLG contracts for the first seven years.

Appropriately, I was invited to teach the Historic Building Survey and Inventory class -- "survey" for short. I'm just wrapping up my fourth time teaching the class. No better way to really learn a topic than to teach it. Teaching one class is definitely not a money making proposition, but it does give one that altruistic, warm fuzzy of giving back to the school.

The first time I taught the course, I actually put the students on a CLG contract I was doing in Oregon City and paid the students for their work. I thought a true "real world" experience would be good for them; however, the distance to the survey area turned out to be quite a handicap. Since then, the students have worked in Eugene and Albany doing pro bono survey work for the cities. In Eugene, it's been the College Hill area and just this year, we started picking away at the River Road area. I use Albany as a "final exam" site and we've been hitting areas surrounding the historic districts. Eugene uses our survey data to pick up more recent resources ignored by previous surveys. In Albany, planning staff use our data to see potential district boundary expansion or new district areas.

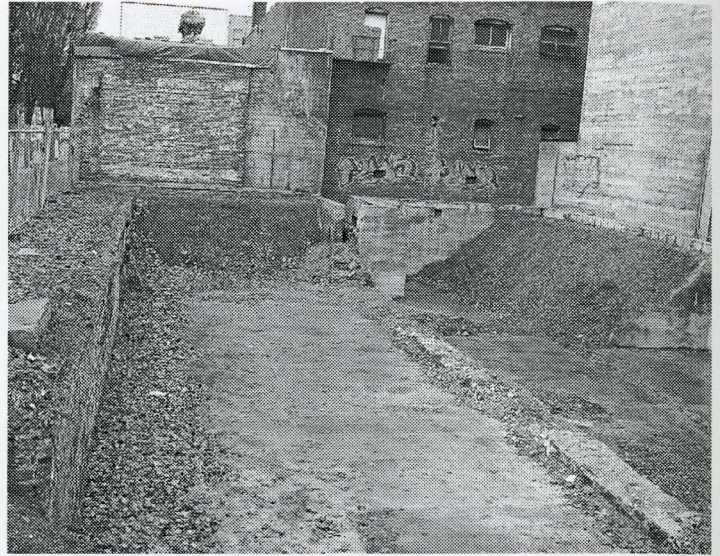
The survey class consists of the students doing reconnaissance and intensive-level survey. There are lectures on all the "values" they can enter on a survey form, but the bulk of the learning happens out in the field looking at buildings. I constantly try

to bring in the "real world" aspect by talking about what the city would like to see for a product and how "gray" survey can be. It's an art, not a science. The students get to interact with the property owners. The students tell them what they're doing staring at their building and then a little bit about historic preservation, and the owners can sometimes tell them something about the history of the property. Articulating what you're doing to a lay person can really help you decide if you're in the right field. The students also get to dive into deeds, city permits and city directories to see how difficult properties can be to research. And they get to enter all of their data into a database. From field form to pasting up the photos in the final product, they get to do it all.

In my last class of the term, I talk about bidding a project and what types of projects are out there for the self-employed historic preservationist. I try to put it in terms of, "Can you work independently after you graduate and survive?" I attempt to make it sound like it's a resounding "YES!" but in reality it's a tough way to make any serious money. But being an independent historic preservationist consultant does have some nice intangibles. Sure, we have to pay self-employment tax and our benefits package sucks, but we as a group tend to live comfortably, set our own hours, pick our projects, and advocate for what's right for historic resources. For many historic preservationists, the perks are what brings fulfillment.



Left: The surviving facade of Erickson's Saloon [Photo: Lingo]



Right: The crater left where the hotel that housed Portland's first IWW once stood. [Photo: Lingo]

## The IWW and the Disappearance of Portland's Working Class Cultural Landscape OR Floppin' in the Hall Shawn Lingo, Current Student UO Historic Preservation Program

In the opening years of the twentieth century the Industrial Workers of the World strongly influenced the built environment and cultural landscape of the cities of the Pacific Northwest. The early 20th-century brick hotel building that once stood at the corner of Burnside and Third Avenues in Portland, Oregon opened as the first I.W.W. hall on the West Coast early in 1907. The Wobblies held a series of strikes that shut down forty large sawmills and the waterfront of Portland that year, marking the beginning of three decades of labor struggle in the timber industry of the Pacific Northwest. As Stewart Holbrook says in his cultural history of the American logger, "the Wobblies were to raise more hell in the timber than booze, hurricanes, forest fires, and Acts of Congress."

With the recent demolition of this building an important part of Portland's working-class history has been erased. One could walk the streets of Old Town Portland and never realize that in this place a social movement arose that tested the social fabric of the United States. The places have disappeared and with them the physical connection to the past has disappeared. There is no record of demolition permit, no involvement of the preservation community or any mitigation requirement. It seems that the building's importance to labor history and to the cultural landscape of Old Portland was overlooked.

It was common practice in the West to locate IWW halls in commercial space on the ground floor of hotels and the location directly across 3rd from Erickson's Saloon must have been carefully chosen and prized.

The life of an itinerant laborer constituted a cycle of work alternating with trips back to town, "blowing her in," in the summer and winter when the logging camps closed down. Time off meant living the high life in saloons, brothels, restaurants, and hotels until the year's "stake" was spent. If a good stake had been earned it provided a chance to buy new boots and a new suit of Falcons to replace those tattered by five months of working in the woods. Failing to have the cash to do this would

mean a cold and miserable winter ahead.

Workers who were "flush" would almost certainly stay at a hotel, rather than sleeping in their bindles on the hard wooden benches of the hall. Even the modest facilities of the union hall would have been an improvement over a waterfront rooming house, though. Throughout the country it had become the custom of union members to use the Wobbly halls as overnight shelter as occasion demanded.

As newspapers, poems and songs from period demonstrate, workers were sensitive about the economic discrimination that, by depriving them of the comforts and benefits of home-life, reduced them to less than human status in the eyes of the people they enriched. An apocryphal newspaper story reports a river accident on the Columbia which concludes: "there were three men killed, and a logger."

There are numerous references to holiday festivities the in the IWW press, including a 1912 advertisement for two Christmas functions at the Marshfield, Oregon local. These events would have provided workers separated from home during the holidays with a social setting other than the saloon. The Wobbly hall also provided a much needed cultural outlet for workers. An ad from Spokane's Industrial Worker newspaper gives an idea of the cultural and social functions of the hall--

Lectures on Industrial Union,  
I.W.W. Hall  
Rear 412-420 Front Ave,  
Tuesday, Thursday, Saturday, Sunday  
All welcome. . .  
Moving Pictures. Good Music.

These migratory working men read books, attended lectures, and wrote poetry to an extent that may seem surprising. As IWW drew an increased following, the life of the Wobbly hall offered a cultural retreat of a markedly higher caliber than the

saloon. The halls stocked a wide variety of radical literature, as well as the latest "modern" books from Europe. In 1909 the IWW published the first 100,000 copies of Margaret Sanger's Family Limitation for distribution through their halls. The IWW hall would have been the only place in many towns to find such books. Lectures allowed ordinary working people to hear the leading progressive thinkers of the day speak on subjects from anarchism and industrial unionism to free love and birth control.

Jack Reed, the famous Portland reporter and revolutionary, said of IWW halls in Portland; "Whenever ... there is an IWW local, you will find an intellectual center--a place where men read philosophy, economics, the latest plays, novels; where art and poetry are discussed, and international politics. In my native place, Portland, Oregon, the IWW hall was the liveliest intellectual center in town"

It is interesting to try and picture the corner of Burnside when the IWW hall and Erickson's Saloon stood across the street from one another. The surviving facade of the saloon at 9 Second Avenue maintains one of few remaining physical connections with the age of the bindlestiff in Portland. The saloon offered more than just a place to drink, it was a place where the working class came together in large numbers to share in a common cultural milieu.

Holbrook tells us that "Erickson's ... [was] founded as a simple saloon in the early eighties. ... it grew in size and magnificence until loggers vowed they had rather see Erickson's. ... than to view the Grand Canyon or the Chicago World's Fair."

This was no average saloon. In the Sanborn map from 1908 we see it sprawling diagonally across an entire city block, labeled "Concert Hall and Saloon." Entrances let on to all four sides of the block. The mahogany bar stretched 684 feet. Taken together with the fine furnishings, the free lunch featuring halves of roast oxen, mountains of flatbread, sausages, and barrels of pickled herring, real whisky two for a quarter, live music, dancing, even natural history displays, the scale and opulence of Erickson's must have awed workers fresh from the brutal conditions of the logging camp.

The essence of the Wobblies' primitive Marxism, namely the notion that "labor is entitled to all that it produces", must have seemed attainable in a place like Erickson's. Here every trapping of affluence denied to an itinerant worker was on display and accessible, all paid for and made available by the collective labor of the timber-beasts, harvest-stiffs, and the other species of bindlestiff.

The IWW is important in the broad sweep of labor history because it represented a mass movement. The Federal Government reported I.W.W. membership for 1917 at over 250,000. It is important to bear in mind that the IWW drew from the very poorest classes of workers, many of whom could not afford even the twenty-five cent minimum dues of the Wobblies. Since their association with the union was ideological, these people would have considered themselves Wobblies whether or not they were able to remain dues paying members.

The Skidmore area of Portland is a historic district, but this status does not seem to have brought about anything but a very slight movement toward gentrification. Some buildings of obvious historical importance under architectural criteria are abandoned and in severe states of disrepair. Street life consists of well-dressed people nervously going to and from restaurants and antique shops, large groups of homeless people, open drug dealing, and dozens of police cars. Walking maps from Powell's Books tell the visitor that the area isn't safe after dark.

The loggers, miner, and other working "stiffs" that congregated at Erickson's to drink, and at the IWW halls to read, sing, and hear speeches, lived in tents, in bunkhouses, or under the stars. They had few durable physical possessions, and left no physical trace except for the very ordinary buildings in which they lived their lives.

How to present this past raises a difficult problem. To offer a worker's-eye view of labor history presents a critique of the economic power structure. It asks an increasingly conservative and reactionary system to pay for criticism of itself. The radical tradition in America has always been a part of mainstream political discourse, so it is disturbing to see the final disappearance of part of that history with the loss of our built memory.

From the point of view that preservation is a local activity; some possible responses for preservation of working-class heritage present themselves. Local labor councils have not traditionally been associated with preservation activities, but they present an excellent means of reaching people who would have a natural interest in labor history. Alternative models like micro-finance, urban agriculture (there are many vacant lots and the Farmer's Market is one of the area's only vital activities) should be examined. Labor history districts should be considered to safeguard this nearly invisible history.

In closing I would like to note the irony that on the site where the hotel housing the IWW's first Oregon hall stood a sign advertises the expansion the rescue mission next door. A hotel structure with large spaces on the ground floor could be easily adapted to semi-residential use by a mission. Since the building also had great historical significance for the same social class (though we no longer refer to them as "barrel-stiffs") that would benefit from the social services offered by a rescue mission, the loss seems doubly felt.



"Napa Valley, California. More than twenty-five years a bindle-stiff." December 1938, Dorothea Lange. Farm Security Administration Photo from Library of Congress on-line





Excavation on the Normal Gate in progress. Approximately five feet of the structure was buried.

## History is Made. Again.

**Chris Bell**, Current Student UO Historic Preservation Program

The Normal Gate is a wrought-iron ornamental arbor that was gifted to the University of Oregon by the class of 1885 as a memorial to the "Normal School" that was discontinued at the University during that year. Normal School training prepared students for teaching careers, which was distinctly different from the training that many students received in classical subjects at the University. As needs in the community changed, the University responded by changing the curriculum, the Normal School ceased to operate at the University. The Normal School was thus memorialized in this class gift.

The Normal Gate was assessed and excavated in May of 2004 by the Associated Students of Historic Preservation (ASHP), a student group devoted to the propagation of historic preservation within the community. The project began as an event for National Historic Preservation Week, May 3-8, 2004. This project served as an educational experience for historic preservation students at the University and worked to restore a neglected campus landscape feature. Historic preservation graduate students led this project under the guidance of professor emeritus Don Peting.

Previous historical research done for the purpose of academic course work was the basis for this project. During three days of site work, ASHP members assessed and documented the current condition of the Normal Gate and its site, and then began excavating the Gate with assistance from the University's Facilities Services department. On the first day of work, ivy and weeds were removed from around the Normal Gate. The lower portion of the Gate was carefully excavated using a backhoe and shovels.

Over the summer of 2004, restoration occurred at Fern Bottom Forge, under the direction of wrought-iron craftsman, Martin Gabbert. Together, the students worked to dismantle the gate to the extent necessary. Where possible, each and every scroll in the gate was kept. Where it was beyond repair, it was replaced with in kind material, size and formed by the

students on Martin's anvil. The four legs were severely bent, so the students hammered the legs back into shape. The "Normal 85" feature was kept as it, being largely intact. The top-most element was kept, including the missing feature, as well as the c. 1950s welding work on the spire so as to not "over-restore" the gate.

Before reassembly, the rust was removed, and treated with rust mort and sealer. Then, using soft iron rivets (these were used on the original gate, and are still commercially available), the gate was completely reassembled at the Forge. In order to strengthen the legs, which despite being straightened, lacked rigidity, Martin and the students created four "u" shaped supports at the base, to fasten the Gate to the pressure-treated wood. These were distinctively formed, and stamped with Martin's blacksmith symbol to be set apart from the original work. Finally, it was given three coats of black matte rustoleum. While uncertain of the original finish color, it was generally believed it would have been painted and given the period, black was the most common feature for wrought-iron work. Lastly, like the original, two coats of a wax coating were applied to the surface to provide further protection.

Finally, in the fall of 2004, the Gate was transported back to campus, where it was set back in the same location, into pressure-treated wood footings (originally set in 4X4 cedar posts). Facilities replicated a gravel area under the Gate, and has again begun vines, which once climbed all over the Gate creating a hidden respite for the would-be romantic couple (it had often been called the "Nookie" gate for secret smooching).

On May 12th, a brief ceremony and tape-cutting honored the year of restoration and planning that brought the 1885 wrought-iron Gate back to its original standing.

The first speaker, Horace Robinson, at 95 years of age gave a refresher on campus history, primed the group with the sheer absence of buildings and trees when the Gate was erected in



Above: The structure as it was before work began.

Below: The structure as it exists today, after restoration.

1885. Horace described how this honored the closing of the Normal School, which moved to Monmouth University, now Western Oregon University.

Horace also took part in the design and construction of the theater behind the Gate from 1947 to 1949. He explained how vast amounts of dirt was excavated to dig the stage down, and ultimately, the fate of the gate to be buried up to the top was at his behest, to save at least part of the Gate for view, instead of burying it completely.

Following Horace, Tim King spoke to the role Facilities has played - a large part - providing the equipment for excavating, transporting and, just recently, a brass plaque to honor this effort. Martin, the blacksmith, offered his reflections on the experience, citing his passion for history and this craft, offering his services pro bono to help the students accomplish this restoration. Don Peting and Kingston Heath of the Historic Preservation Program commented on previous student-led projects, and projects to come, respectively.

Finally, President Frohnmayer ended the ceremony with a reminder of what it was like in 1885. Grover Cleveland was the US President. Golf was introduced to this country. Edison gets a patent the wireless induction telegraph. And with a grateful recognition of this restoration of the campus' "most abnormal" monument, he cut the ribbon to the applause of the group.

And thus history is made. Again.



## Whose History Are We Preserving?

Anne E. Kidd, Current Student UO Historic Preservation Program

When answering the question, "Whose history are we preserving?" it's easy to give a definitive answer, "Everyone's!" and claim that historic preservation was a gift to society from our thoughtful government—a free token to ride history's merry-go-round. We all jump aboard to visit the lives of those who went before us, learning from their legacies. Everyone is remembered and everything is saved. In an ideal United States everyone would be interested in history and have something to say about preservation, their past, and what is significant. However, this is not the case. We still live in a society that thinks "newer" and "bigger" equal "better"<sup>1</sup> and especially in the lifestyles of my generation, life is a quest for the newest, fastest form of everything, and does not fit into the historic preservation mind-set.

If the general public is apathetic toward the cause, this leaves historic preservation professionals with the task of deciding what's worthy of protection for future generations. There was a time when only the biggest, wealthiest, best-documented households were preserved. Do we only preserve those properties belonging to interested parties? Do we tell unenthusiastic communities which properties are significant? Whose history do we preserve?

In order to answer this question we must look at the legislature passed by our national government regarding historic preservation. This legislature is an outline for preservation professionals to follow. Also, it is important to understand the criteria for evaluation of historic sites and their application to what we preserve. Only then can we thoroughly answer the question, "Whose history are we preserving?"

### Government Involvement in Preservation

By understanding the government's evolution of thought on preservation, a clear picture of the guidelines for preservation practice is presented. After years of preservation in the United States being led by local groups and private individuals, our government began its involvement in the historic preservation movement with the passing of several key acts.

This began with President Theodore Roosevelt and The Antiquities Act of 1906. This Act, mainly concerned with archaeological ruins, clearly stated that anyone "who shall appropriate, excavate, injure, or destroy any historic or prehistoric ruin or monument, or any object of antiquity" on government property is subject to fines and/or imprisonment.<sup>2</sup> With the passing of this act, the government took a proactive stance to protect America's historic and prehistoric sites. The act also gave the President of the United States the authority on government land to declare "by public proclamation historic landmarks, historic and prehistoric structure, and other objects of historic or scientific interest...to be national monuments."<sup>3</sup> National historic resources were proclaimed worthy of protection. The Antiquities Act of 1906 paved the way for later presidential administrations to demonstrate their concern for our country's historic resources.

With the passing of the Historic Sites Act of 1935, Franklin D. Roosevelt and the government expanded the protection of historic resources. The act gave the authority to "provide for the preservation of historic American sites, buildings, objects and antiquities of national significance,"<sup>4</sup> to the Department of Interior through the National Park Service. To implement this preservation, the Historic American Building Survey was established, creating a well-documented list of historic structures. The act also allowed for the Department of Interior to acquire historic properties, and established a National Park Service Advisory Board to oversee the "restoration, reconstruction, conservation, and general administration of historic and archaeological[a] sites, buildings, and properties."<sup>5</sup> The government saw the need to intervene with current preservation practice and establish government organizations to oversee the process.

However, it became apparent that the previous acts were not helping enough. In the Preamble to The National Historic Preservation Act of 1966, passed during Linden B. Johnson's administration, it was explained that growth across the country was highlighting the inadequacy of the nation's historic preservation programs.<sup>6</sup> The National Historic Preservation Act, divided into two Titles, sought to solve these shortcomings.

Title I outlined the authority of the Secretary of the Interior regarding historic preservation. First, under the Secretary of the Interior, was established the National Register, to keep a listing and documentation of our country's historic resources. "The National Register is a list of properties, generally fifty years old or older, and includes districts, sites, buildings, structures, and objects significant in American history, architecture, archaeology, engineering and culture."<sup>7</sup> The act instituted the State Historic Preservation Offices (SHPO) with the responsibility of preparing statewide surveys of historic resources, and protecting these resources from federally funded projects that may disturb them. Title I also implemented preservation with funds through the Secretary of the Interior and SHPO, and established grants-in-aid guidelines to assist with preservation projects.<sup>8</sup>

Title II of the National Historic Preservation Act of 1966 established the Advisory Council on Historic Preservation as the authority on national historic resources. The Council was formed to "recommend, advise, encourage, inform and educate" along with "evaluate" governmental actions that affect the nation's cultural resources.<sup>9</sup>

These three main legislative acts have shaped the federal government's involvement in historic preservation. Analyzing their key points allows us to understand the evolution of thought towards historic preservation. However, the acts alone do not answer the question, "Whose history are we preserving?" A look at the criteria for evaluation established by the government, and adopted by preservation professionals throughout the field, will explain more thoroughly what is deemed "worthy" of preservation.

## Criteria for Evaluation

In the article, "The Cultural and Historical Mosaic and the Concept of Significance," in the book, *Preservation of What, for Whom? A Critical Look at Historical Significance*, the authors, Elizabeth Lyon and Richard Cloues, explain that "since the passage of the National Historic Preservation Act, the nationwide preservation field has largely determined the significance of historic properties by using the National Register criteria and evaluation process."<sup>10</sup> The National Register was established for use on the national level, but its criteria for evaluation is used extensively throughout all aspects of preservation.

The National Register's guidelines, established by the National Park Service, are for architecture, history, archaeology, engineering and culture. These guidelines evaluate significance and "recognize the accomplishments of all people who have made a contribution to our country's history and heritage."<sup>11</sup> The criteria address three main issues of eligibility. An historic resource is worthy of preservation if it has both integrity and significance and is more than 50 years old.

First, integrity is found in the form of "location, design, setting, materials, workmanship, feeling and association,"<sup>12</sup> as stated in the National Register's criteria for evaluation. When addressing the question, "Whose history are we preserving?" it is important to realize we, as preservation professionals, are preserving the history of those resources that have integrity, which differs from a resource's condition. Integrity is shown by a resource's ability to convey its historic significance, regardless of its current condition. A property may look well-maintained, but be too altered to have integrity, or it may be in total disrepair, but have high integral value.<sup>13</sup>

Once a resource is decided to have integrity, it must also qualify as being significant. The significance of a resource is clearly outlined in the National Register's four criteria of evaluation: (a) those that show association with events that are significant to "broad patterns of our history" or (b) those that associate with the "lives of persons significant in our past," or (c) those that are of unique "type, period or method of construction," or represent the "work of a master," or "that represent a significant and distinguishable entity whose components may lack individual distinction," and, finally, (d) those that are, or possibly could be, archaeologically important.<sup>14</sup> Significance is important because it becomes a filter through which value is discerned. "The concept of significance has functioned as the means to establish the value of historic places and to motivate people to save them,"<sup>15</sup> claim Elizabeth Lyon and Richard Cloues in their article, "The Cultural and Historical Mosaic and the Concept of Significance."

Finally, the National Register's criteria require a resource to be more than fifty years old. This is an important aspect because it allows a resource to establish itself as both integral and significant, and avoids partiality in preservation, by disconnecting the resource from the professionals.

We are now narrowing the spectrum to the history we are

preserving. As preservation professionals, we are now preserving a history with specific qualifications in integrity, significance and age. Whose history are we preserving? In order to best answer this question we must see how these acts and standards set for evaluation play a role in the application of historic preservation.

## An Application to What We Preserve

The guidelines set aside by the National Park Service's criteria for evaluation of the National Register have become the standard for preservation across the country, on all levels of government. In his book, *Keeping Time: The History and Theory of Preservation in America*, William J. Murtagh addresses this issue by claiming, "during the course of this century, preservation has moved from a preoccupation with only nationally significant landmarks to buildings and sites of local value."<sup>16</sup> Historic preservation is in the hands of the community. Although the federal government has a strong hold on preservation, in both regulations and criteria, our local governments have begun to acknowledge those historical resources important at a local level (those that wouldn't necessarily qualify for the National Register, as demonstrating national importance). With the formation of city, county, and state historic registers, and the help of SHPOs, funds allocated from the Department of Interior, and "grants-in-aid" assistance, we are taking preservation into our own hands. We are giving recognition to local icons, local craftsmen, and locally significant pieces of history needing to be preserved. "Now we recognize vernacular architecture, social history, cultural diversity, and intangible traditions and beliefs. The universe of properties considered to be significant has grown, the methodologies used to validate significance have expanded, and the constituency of users and affected groups has broadened."<sup>17</sup> We have learned to apply the standards from our federal government to local applications. As preservation professionals we are reaching out to draw our community in.

## Whose History Are We Preserving?

History's fantasy merry-go-round, the one that takes us all for a spin to meet and learn from those who went before us, isn't quite grounded in reality. Preservation is not a gift to society from a thoughtful government; it is an exact tool that has evolved over many decades. Preservation is not only in the hands of professionals, but also local and state governments and the citizens in those regions. By looking at the federal government's proactive stance on preservation, understanding the acts which they past in the 20th century, explaining the criteria used to evaluate historic structures, and realizing preservation is taken to a local level, we can see that the history being preserved is very broad and inclusive. Whose history are we preserving? We are preserving the history of our grandparents, and those who went before them. We are preserving the history they left behind which tells an accurate story of growth, professionalism, craftsmanship, or the life of a historic figure. We are preserving their history in its weathered state, with its story still available to be told.

#### Endnotes

- 1 William J. Murtagh, *Keeping Time: The History and Theory of Preservation in America*, revised ed. (New York: John Wiley & Sons, Inc., 1997), p. 168.
- 2 National Park Service, "Antiquities Act of 1906," <http://www.cr.nps.gov/local-law/anti1906.htm> (accessed 14 November 2004).
- 3 Ibid.
- 4 Murtagh, *Keeping Time: The History and Theory of Preservation in America*, p.174.
- 5 National Park Service, "Historic Sites Act of 1935," <http://www.cr.nps.gov/local-law/hsaact35.htm> (accessed 14 November 2004).
- 6 Kirk RanZetta, "A Brief History and Overview of the National Historic Preservation Act of 1966 and other Historic Preservation Regulations in Oregon," (class lecture given to Special Problems 606, University of Oregon, 13 November 2004).
- 7 Suzanne S. Pickens, "The Silent Criteria: Misuse and Abuse of the National Register," ed. Michael A. Tomlan, *Preservation of What, for Whom? A Critical Look at Historical Significance* (Ithaca, NY: The National Council for Preservation Education, 1999), p. 195.
- 8 RanZetta, "A Brief History and Overview of the National Historic Preservation Act of 1966 and other Historic Preservation Regulations in Oregon."
- 9 RanZetta, "A Brief History and Overview of the National Historic Preservation Act of 1966 and other Historic Preservation Regulations in Oregon."
- 10 Elizabeth A. Lyon and Richard C. Cloues, "The Cultural and Historical Mosaic and the Concept of Significance," ed. Michael A. Tomlan, *Preservation of What, for Whom? A Critical Look at Historical Significance* (Ithaca, NY: The National Council for Preservation Education, 1999), p. 39.
- 11 Advisory Council on Historic Preservation, "National Register Evaluation Criteria," <http://www.achp.gov/nrcriteria.html> (accessed 14 November 2004).
- 12 Ibid.
- 13 Michelle Dennis, "National Register Program: Identification, Documentation, and Registration," (class lecture given to Special Problems 606, University of Oregon, 23 October 2004).
- 14 Advisory Council on Historic Preservation, "National Register Evaluation Criteria," <http://www.achp.gov/nrcriteria.html> (accessed 14 November 2004).
- 15 Lyon, and Cloues, "The Cultural and Historical Mosaic and the Concept of Significance," p. 37.
- 16 Murtagh, *Keeping Time: The History and Theory of Preservation in America*, p. 154.
- 17 Lyon and Cloues, "The Cultural and Historical Mosaic and the Concept of Significance," p. 38.

## Experiences in Russia

**Michael Tornabene** Historic Preservation Minor

I am a 5th year undergrad in the Architecture program. I have worked to specialize my Architecture degree in preservation with minors in Art History (Western Architecture) and Historic Preservation. So while I am technically in the Architecture program, I have had the opportunity to attend the historic preservation field school in Oira, Italy and have been very involved in the preservation program.

I had the opportunity to travel in Russia from the end of October to the middle of December, followed by a week's stay in Washington DC for debriefing. The destination for the trip was Yaroslavl, Russia, at large town approximately four hours north of Moscow. We spent time at the beginning and end of the trip in Moscow, including dinner at the American Embassy there, but the vast majority of the time in Russia was spent in Yaroslavl.

When we first arrived in Yaroslavl, the organizations that we were working for were not prepared for the skills that the team came with. There were five of us, each with differing skills which blended to create a cohesive preservation team. When we first arrived and we were set to doing manual labor, such as working with windows and some basic masonry. Yet, the more we were able to meet with the people in charge and the more time we spent at the site, the more we realized that our time was not going to be best spent in these hands-on activities.

The church of St. Peter and Paul (Petrapavlaski Park) was built in 1711. It was designed by the same architect that designed St. Peter and Paul's in St. Petersburg, where Peter the Great and all of the successive czars are buried. Even though the church was a national icon, it was ignored, turned into a movie theater, and almost torn down during the Soviet period. Also, adjacent to the church was the school that the first female in space attended. It was evident that this building had a vast significance that was being ignored.

My team worked with the leader of the preservation project and a team of qualified professionals to develop a plan for the restoration of the church. This included everything from immediate stabilization to short term and even long-term (fifty-year) goals. We left them with a framework to develop further planning for the project.

My impressions of Russia were that it was some of the hardest and most rewarding travel that I have ever participated in. The language barrier was incredibly difficult to overcome and the Cyrillic alphabet made even basic travel potential for disaster. Yet, the people are some of the most amazing people that I have come across. On the street they may seem cold, not even saying hello, but I have never felt so welcomed once in a house. The way the Russian warm to you as you enter their home and life is one of the greatest memories I have. With all that I did, I felt successful, like I left an impression of what had to be done to help save this national icon.



Fenton Hall, University of Oregon [Photo: Donaghy]



IWW Arlington, WA Local 110 Hall. c. 1910 from University of Washington Special Collections

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