

United States Department of the Interior
National Park Service

National Register of Historic Places

Date Listed 3-4-2020

NRIS No. 5910005016

Oregon SHPO

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Multnomah School

other names/site number Multnomah Arts Center

Name of Multiple Property Listing N/A

(Enter "N/A" if property is not part of a multiple property listing)

2. Location

street & number 7688 SW Capitol Hwy.

not for publication

city or town Portland

vicinity

state Oregon code OR county Multnomah code 051 zip code 97219

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance: ___ national ___ statewide local

Applicable National Register Criteria: A ___ B C ___ D

Christine Quinn

1.16.2020

Signature of certifying official/Title: Deputy State Historic Preservation Officer

Date

Oregon State Historic Preservation Office
State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official

Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:)

Signature of the Keeper

Date of Action

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5. Classification

Ownership of Property
 (Check as many boxes as apply.)

Category of Property
 (Check only one box.)

Number of Resources within Property
 (Do not include previously listed resources in the count.)

- private
- public - Local
- public - State
- public - Federal

- building(s)
- district
- site
- structure
- object

Contributing	Noncontributing	
7	1	buildings
		site
	1	structure
		object
7	2	Total

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
 (Enter categories from instructions.)

EDUCATION/School

Current Functions
 (Enter categories from instructions.)

RECREATION AND CULTURE

7. Description

Architectural Classification
 (Enter categories from instructions.)

LATE 19th and 20th CENTURY REVIVALS -
Spanish Colonial Revival

Materials
 (Enter categories from instructions.)

foundation: CONCRETE
 walls: STUCCO
WOOD
 roof: TERRA COTTA, SYNTHETIC, ASPHALT
 other: _____

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Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity).

Summary Paragraph

The Multnomah School is located at 7688 SW Capitol Hwy., roughly five miles southwest of downtown Portland and a quarter-mile east of the Multnomah Village commercial area.¹ The site is approximately six acres, located along SW Capitol Hwy. between SW 31st and SW 34th Aves. The surrounding area to the north, east, and south is predominately residential. To the west is a streetcar-era commercial area in a neighborhood main street setting. The one-story unreinforced masonry Spanish Colonial Revival-style Multnomah School was constructed in 1923 as a permanent replacement for temporary school structures built a decade prior. It is clad in stucco with self-mullioned multilight steel-sash windows and a red clay-tile shed roof at the perimeter. The school consists of classrooms as well as an auditorium and boys' and girls' play areas. In 1925, the play areas were enclosed and became gymnasiums. In 1929, a 5,000 square-foot addition of similar materials and design was built along the east. In the early 1940s, two free-standing classroom structures were added to the campus southwest of the school; six more were added at the west in the late 1940s. In 1979, the school closed. In 1984, it was adapted as a community arts center. The period of significance runs from the construction of the 1923 school building to the completion of the last major school alteration, which was the construction of the cafeteria in 1952. The complex consists of seven contributing resources and two non-contributing. The contributing resources are all buildings and include the main school building with 1925 and 1929 additions as a single functionally-related, interconnected contributing resource. They also include the six one-time portable, now permanent, rectangular classrooms located at the west of the property. Built circa 1940, these classroom buildings are of approximately identical massing, scale, and design. Each structure is 1,200 square-feet, wood-clad with hipped roof and comprising a single room. As for the non-contributing resources, there is one non-contributing building and one non-contributing structure. The one non-contributing building is a pottery shed, which comprises five interconnected structures, including three built outside the period of significance. It is non-contributing due to a lack of integrity. There is also a 4,750 square-foot open steel shed built in 1977, which is a non-contributing structure having been built outside the period of significance. Character-defining landscape features include street set backs from SW Capitol Hwy. and SW 31st St., as well as adjacent open space to the west and south making up the original site parcel. Though adapted largely for parking, the amount of land and space associated with the property is integral to its significance as a school as it creates a park-like atmosphere reflective of progressive-era school design. Character features for the school include building orientation, building form, exterior cladding, extant steel-sash windows, roof form and materials, interior organization, corridor plaster walls with wood trim, and original corridor ceiling tiles. In addition to the corridors being critical interior features, the auditorium and two gymnasiums are important intact interior spaces and are character-defining as such. The complex retains a very high degree of integrity with no substantial alterations outside the period of significance.

Narrative Description

Setting

The Multnomah School is located in the Multnomah Village neighborhood of southwest Portland, five miles southwest of downtown Portland. The Village today reflects its early 20th century founding ties to the Oregon Electric Railroad. It was at SW 35th Ave. and what is now SW Multnomah Blvd. that the railroad created a train stop/depot named Multnomah Station. When the rail closed in the 1940s, the track bed was transformed into SW Multnomah Blvd. An area of streetcar-era commercial buildings developed to the north and uphill of the rail line along SW Capitol Hwy. That area remains, largely comprising vintage main street buildings with

¹ Historically, the neighborhood was called simply "Multnomah." In the 1980s, the neighborhood's business association rebranded it as "Multnomah Village." Given the multiple and varying uses of "Multnomah" in the Portland area, for clarity the nomination refers to the neighborhood as either "Multnomah Village" or simply "the Village."

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smaller, independent commercial businesses. Generally, to the north and northeast, the one-time farmlands were platted for single-family homes, generally bungalows on oversized lots. The school then was developed a quarter-mile northeast of the rail station and one block east of the commercial area.

Site

The Multnomah School is located on a 6-acre site bounded by SW Capitol Hwy. on the north, SW 31st Ave. on the east, SW 34th Ave. on the west, and an adjacent private apartment building to the south. The site approximates a rectangle but the boundaries follow the slightly irregular street grid.

Like many school properties, development on the site today represents an evolution over time within the period of significance. Today, the school site is best understood as three terraced east-west components: the school at the east, a surface parking lot to the west, and a line of six originally portable, now permanent classroom buildings at the far west. These are described below:

School Building

In total, the school occupies the eastern two-thirds of the property. Facing north toward SW Capitol Hwy., the school today approximates a closed "L" in form with a uniform north and east elevation. At the rear is a collection of structures and additions which, though rectilinear, are not systematic. On the east-west axis, the school is approximately 375' along the east-west axis. On the north-south axis, it is roughly 200'. In total, it has approximately 41,000 square-feet.

The school is oriented to and set back from the two street elevations. Along the streets are city sidewalks with lawn strips on the street side and a 3' concrete knee-wall on the school side. The school structure and associated lawn/landscape features are raised another 3' sloping above the knee-wall. While the set back and lawn with mature trees are original, the knee-wall is a modern replacement.

The main entry faces north toward SW Capitol Hwy. but is set back approximately 60'. This set back has a paved parking lot at the east, built in 1965, and accessed off SW Capitol Hwy., and a landscaped lawn at the west. At the center, set in front of the main entry, is a modern free-standing metal canopy built in 1984.

Along SW 31st Ave., the school is set back 20' with knee-wall, lawn, and foundation planting beds. South of the school is a landscaped surfaced parking lot, roughly 175' across, and spanning the length of the school. The parking lot is accessed off SW 31st Ave. Originally, this area was green space; during the life of the school (and during the period of significance), it was adapted for parking. The current landscaped design of parking area dates to the adaptation of the school into an arts center. See photograph 8.

Within the "L" on the rear (south) side is a small hardscaped courtyard with a petite concrete stage. The courtyard is created by the west elevation of the 1929 addition, the south elevation of the 1923 school, and the east elevation of the 1925 boys' gymnasium. The stage and landscape design was part of the art center renovations in 1984. See photograph 6.

Along the west side of the school is another paved area that runs approximately the width of the full parcel (200' to the street) and is accessed off SW Capitol Hwy. At the center is a modern open metal shed structure for a basketball court; this measures 95' x 50'. See photograph 24. Just to the east of the basketball court is a free-standing pottery shed, roughly 25' across and 125' in length. The south and west paved areas do not connect. At the southwest corner is a large landscaped children's play area.

Throughout the site are trees, both mature and more recent. Just northeast of the school building is Memorial Rock, installed to commemorate World War II veterans.

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Parking Lot

To the west of the school, and approximately 15 feet below the grade of the school, is an area approximately 31,000 square-feet (90' by 350'). When the school was first built, this land was integral to its grounds and play area. Over the years, the school adapted it for parking with access off SW Capitol Hwy. After the school was closed and adapted into an arts center, the parking area was modernized, being re-graded, repaved, and re-landscaped with low-rise shrubbery. The current landscape design dates to ca. 2015. Pedestrian access from the lot to the school is via a single run of concrete stairs at the center built in 1984. See photograph 25.

West Classroom Buildings

The third portion of the site runs along 34th Ave. and contains a north-south row of six wood-frame structures. The structures are all roughly 30' north-south and 40' east-west. Typically, they are 15' apart with wood-framed covered walkways along the east elevations and between several of the structures. These functioned as classrooms for the school. After the property was adapted to an arts center, the classrooms were adapted into art work space. Access to these buildings is controlled by a recently installed chain-link perimeter fence; the fence installation included perimeter foundation plantings. At the north, along SW Capitol Hwy., is an ADA ramp installed for access as part of the arts center complex.

The buildings are described in more detail below.

School Building (Contributing)

Structure

The building is a one-story unreinforced masonry structure with concrete footings and a partial service basement.

Exterior

The building is in the Spanish Colonial Revival-style. Exterior materials are consistent with painted stucco walls and self-mullioned multilight steel frame windows. Fenestration generally maintains a consistent height though organization varies. Approximately 80% of the windows are original; replacements are modern aluminum placed within the historic opening, retaining the sill and head. At the perimeter is a shed-style, clay-tile roof.

North

The primary elevation is on the north facing toward SW Capitol Hwy. It consists of two elements: The north elevation of the 1923 original structure and the north elevation of the 1929 addition.

The 1923 façade is 320' in length and symmetrically organized with a central block 60' across, flanked by identical wings each 130' in length. The central block features stucco cladding and a pronounced clay-tile hipped roof. Located within, the school's main entry is defined with a pronounced complex stucco surround. Centered at grade is the school's main doorway, which is slightly recessed, and has three single-wing, wood, half-light/multi-light doors each surmounted by a multilight wood-framed transom and enframed by a stucco band. Two windows flank the entry. The window on the east is wood, double-hung, six-over-one; the west window is multilight steel-sash and slightly wider. The windows toward the outside are larger, and consist of three self-mullioned, multilight, steel-sash windows. Above the entry is an oversized panel defined by a stucco band reading "MULTNOMAH SCHOOL." Set in front of and off-center east to the entry is a free-standing canopy installed in 1984 that measures 30' x 40'. See photograph 1.

The flanking 1923 wings are approximately identical. They are 130' in length, divided into four equal bays. Each bay has a single window opening with seven self-mullioned, steel-sash windows, three lights across and five lights down over a continuous cast stone sill. The wings then have a slightly projecting eave and a clay-tile shed roof. The window in the westernmost bay has been replaced with modern aluminum. See photograph 2.

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The north wall of the 1929 addition is approximately 40' across and matches the height of the 1923 elevation. The western 12' align with the face of the 1923 elevation and includes paired self-mullioned, steel-sash windows. The eastern 20' is set north by roughly 12' and is a blank stucco wall. The entire elevation has a clay-tile shed roof, matching that of the 1923 structure. See photograph 3.

East

The east elevation is that of the 1929 addition and runs along SW 31st Ave. In materials and design, it largely mimics the 1923 elevation. It is 180' in length, ten equal bays, each with a single window with cast stone sill. Originally, these windows were self-mullioned steel-sash over a continuous cast stone sill, similar to the 1923 structure. All the windows on the east elevation have been replaced with modern aluminum within the historic openings, retaining the window heads and sills. In the second bay from the north is a second school entrance. That entrance is similar to the 1923 main entry with paired multilight wood doors flanked by multilight wood sidelights and surmounted by a multilight wood transom. Like the main entry, this entrance is enframed by a slightly projecting stucco band. See photograph 4.

West

The west elevation is that of the 1923 structure. It is rectangular in form, approximately 60' in length, clad in painted stucco with a central entrance. That entrance is slightly recessed with three single-leaf doors surmounted by a transom and enframed by a stucco band. Above the stucco band is a blank recessed panel. Similar to the north entry, the west entry has a free-standing canopy, this one roughly 20' square, also constructed in 1984. See photograph 10.

South

The south elevation located at the rear of the property and overlooking the south parking lot is an amalgamation of elements. From east to west, it includes the south and west elevation of the 1929 addition, the south center section of the 1923 school elevation; the 1925 play shed enclosures with associated boiler room and cafeteria addition, and finally the west section of the 1923 school south elevation.

The south elevation of the 1929 addition is roughly 60' across, expressed in three bays asymmetrically organized with a central recessed doorway of paired doors with flanking sidelights and transom, a blank wall bay on the east and a projecting bay on the west with three windows. Originally, these windows were steel-sash; they have been replaced with modern aluminum in the original opening. See photograph 5.

The west elevation of the 1929 addition runs approximately 100' south of the 1923 building. It is "L" shaped with the narrow portion connecting to the south of the 1923 building. It is clad with painted stucco and has a clay-tile shed roof. At the crux is a building entry of paired doors surmounted by a transom and flanked by paired windows. Continuing south are two bays. Historically, these bays were similar: flat stucco with single broad window opening. In 1984, the northern window was replaced with a bay window. Windows on this elevation historically were multilight steel-sash but have been replaced with modern aluminum within the original opening.

The south face of the 1925 play shed enclosures are more or less mirror images. Each is clad in painted stucco with two windows, the outside being paired steel-sash multilight, the inside being a group of five steel-sash windows. Toward the interior is a similar sized window, originally steel-sash but now modern aluminum. Unlike the 1923 and 1929 structures, the roof is flat with a sheet metal cornice. See photographs 7 and 9.

The south face of the 1923 structure is similar to the north with stucco cladding, broad multilight steel-sash windows, and a clay-tile shed roof. See photograph 10.

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Roof

The roof is wood-framed with wood deck covered by modern bituminous membrane. At the perimeter, the roof is a shed-style roof clad in red clay-tiles. Along the center of the 1923 structure are six skylights. There are additional skylights over the 1925 play sheds.

Exterior Alterations

The only notable exterior alterations outside the period of significance were the replacement of select steel-sash windows with modern aluminum within the historic opening. With one exception, all of the windows in the 1923 structure are extant. Replacement windows are mostly located in the 1929 addition. The modern windows are compatible yet distinguishable. Within the context of alterations to the school building in total, the limited window replacement has minimal impact on the building's integrity.

Interior

The school is organized around an east-west, double-loaded corridor with linoleum floor, plaster walls, and original acoustical square tile panels attached to the plaster ceiling. Trim is flat wood with door surrounds complemented by a continuous band at the door head height and a flat wood baseboard. The west end of the corridor slopes down to align with the west entry. At the center is an entry hall of similar materials but with a modern mural painted on the walls. Historically, the 1923 school entry hall was flanked by the principal's office (west) and teachers' lounge (east). Along the north were four classrooms on each wing with training room/classroom and toilets opposite. Classroom finishes are similar to the corridor with plaster walls, linoleum flooring, and original acoustical square tile panels attached to the plaster ceiling. See photographs 11, 13, 14, 15.

Directly south from the main north entry is an auditorium with a stage at the south. See photograph 12. The auditorium is flanked by the boys' (east) and girls' (west) play sheds. In 1923, both play sheds were open-air. In 1925, they were enclosed and developed into gymnasiums. See photograph 20. Access to the boys' shed is via an interior corridor that connects to the main east-west corridor. See photograph 19. Access to the girls' shed is via an exterior colonnade, exiting at a rear door that runs along the west exterior wall of the auditorium. See photograph 9. The two gymnasiums are similar with plaster walls, exposed ceilings and maple tongue & groove flooring.

The 1929 addition at the east has a single north-south corridor connecting to the 1923 corridor at the north. Along the east (street side) was a library north of the east entry and then four topic-specific classrooms. Opposite at the south were two topic-specific classrooms. Between the classrooms and the 1923 building was a west entry. Materials here match the 1923 structure. See photographs 16, 17, and 18.

Interior Alterations

In the 1980s, the building was adapted into the Multnomah Arts Center. Nonetheless, alterations are minimal. At the rear west overlooking the courtyard, a window just south of the west entry door was replaced with a bay window. The south end of the 1929 addition has been modified with removal of a portion of the corridor west wall. Partition walls between select classrooms have been eliminated, and in some instances some classrooms have been subdivided and modernized. At the center north entry, the principal's office was modified to create a check-in location for the facility; this modification was completed within the overall aesthetic of the school and maintains the historic feel of the entry. Generally, restrooms throughout have been modernized. Overall, the historic sequence of space, configuration, materials, and finishes remain intact, including the retention of some blackboards and historic cabinetry. Major interior spaces, including the entry, corridors, auditorium, gymnasium, and many classrooms, are intact.

Character-defining Features

Largely intact, the school's exterior character-defining features include siting, adjacent landscape, stucco-clad exterior, oversized steel-sash multilight windows, terra-cotta shed-roof, and distinctive north central and west entries. Interior character-defining features include interior organization, corridor finishes, auditorium and gymnasium spaces.

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Integrity

The Multnomah School building retains a high degree of integrity. National Register Bulletin 15 provides guidance on evaluating integrity, identifying seven aspects. The building is locally significant under Criterion A and C as relates to its role in the community as a school. Specific to Criterion C, the building is being nominated as an example of a building type; as such elements of massing, organization, overall design, and materials are important, while specific changes, such as window replacement, are less critical provided that these changes do not undermine the ability of the resource to convey its value as a school.

Specific to the seven aspects of integrity, the Multnomah School building retains integrity to each:

Location

The Multnomah School building is in its original location.

Association

The Multnomah School building was an integral asset in the development of Multnomah Village. In the 1980s, it was adapted for use as a community arts center. The building retains its direct association, its direct link, with the historic events for which the property is being nominated.

Feeling

The school building today, both on the exterior and interior, fully expresses and conveys its historic character and nature.

Setting

The school was constructed at the east end of the larger Multnomah Village community, in close proximity on the south to where the railway ran and just east of the community's commercial area. The railway was replaced with a roadway during the property's period of significance. The surrounding neighborhood has evolved but the character of the setting has not fundamentally changed.

Design, Materials and Workmanship

All three aspects relate to the degree to which there has been physical change to the property outside the period of significance. There have been no substantial alterations to the exterior of the building. Change has been limited to the replacement of a limited number of windows within the original openings. Similarly, there have been no significant alterations to the interior. Interior organization, as well as design and materials for primary and secondary spaces, remains largely intact, with only some accommodation for the modern use. Primary interior spaces are intact.

The Multnomah School building retains integrity to convey its historic values.

West Classrooms (Contributing)

Along 34th Ave. is a north-south row of six small free-standing classroom structures. These classroom structures all date to the late 1940s. All six buildings are more or less identical. Materials are consistent with wood clapboard siding, wood multilight windows, and asphalt-covered wood-framed roof.

Structure

Each building is one-story wood-framed on a concrete foundation with a hipped roof, measuring approximately 30' north-south and 40' east west.

Exterior

The buildings generally have two sets of similar elevations. The front and rear elevations are clad with wood siding. The front elevation has a single-leaf wood door at the east and west, each accessed via a concrete

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stairway. Along the front elevation is a line of transom-height wood windows. The rear elevation has a grouping of larger wood-framed windows. These windows, separated by a wood mullion, consist of a tripartite stack where the top and bottom lights are approximately one-third the size of the central light. Typically, these windows are grouped in six, but one building varies with a group of three. The side elevations are blank walls clad in clapboard siding. See photographs 26 and 27.

Roof

The roof is hipped in form, wood-framed, with wood deck covered with asphalt shingles.

Interior

Except for the third building from the north, the interiors are a single space with linoleum floors, gypsum board walls, and acoustical panels affixed to the ceiling. The third building is divided into men's and women's toilets with linoleum flooring, and painted gypsum board walls and ceiling. The bathroom alterations are limited to the interior; the function is not evident from the exterior. While the adaptive reuse diminishes the value of this structure as a contributing resource, its place as part of the overall ensemble compensates for that loss and justifies designation as a contributing resource. See photograph 28.

Character-defining Features

The character-defining features of the west classroom include siting as an ensemble, wood-clad exterior, wood framed windows and hipped roof form. Interior character-defining features include interior organization as a single open classroom.

Integrity

This ensemble of six classroom buildings retains sufficient integrity to convey its historic values. National Register Bulletin 15 provides guidance on evaluating integrity, identifying seven aspects. It is not necessary for a resource to retain all aspects, and the weight of each aspect is tied to the significance of the resource. The ensemble is important considered within the context of the larger Multnomah School. Specific to the seven aspects of integrity, these buildings retain integrity. Although portable classrooms were moved onto the site in the 1940s, the six buildings became permanent structures in the period of significance. They are in their original location as relates to the statement of significance. They are directly linked and associated with Multnomah School, and express individually and collectively the historic context. Though updated, their setting at the west end of the property is intact. Design, materials, and workmanship are all sufficiently intact for secondary structures; while the units have been updated for use as art spaces, they continue to read as ancillary classrooms to the school.

Pottery Shed (Non-contributing)

Located at the south center, just west of the school, is the Pottery Shed, a 4,400-square-foot structure comprising two portable classrooms abutting one another and interconnected. These were installed in the early 1940s. In the 1980s, three additions were constructed, two were located at the south and one was built at the east side of the south classroom. Because these structures are interconnected and functionally related, they are considered a single resource. They are non-contributing due to a lack of integrity.

Structure

The core structure is 30' east and west, and 90' north and south. The added structures at the south are 30' x 30', 35' x 15', and 35' x 23'.

Exterior

The exterior is clad with wood clapboard on the east and T-111 wood siding on the west, north, and south. Along the east elevation south is a doorway and at the east elevation north are the remnants of original wood-framed windows. See photographs 21 and 23.

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Roof

The roof is gabled along a north-south axis, wood-framed with wood deck covered with asphalt shingles.

Interior

The interior for each component consists of a single space with linoleum floor, gypsum board walls, and acoustical panel ceilings. See photograph 22.

Integrity

One-third of the building is modern. The construction of the modern additions as well as the re-cladding of the west, north, and south undermine the building's integrity. For these reasons, it is noncontributing.

Basketball Shed (Non-contributing)

Southwest of the school and west of the Pottery Shed is a modern open metal structure that covers a basketball court. The structure is rectangular, measuring 95' x 50'. Historically, the site was developed as open-air tennis courts. In the 1960s, the tennis courts were removed, the area paved, and a basketball court painted onto the asphalt. The shed was then constructed in 1977 to cover the court. Built outside the period of significance, it is a non-contributing structure. See photograph 24.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

Period of Significance

1923-1952

Significant Dates

1923 – Construction of the school

1929 – Construction of the east addition

1952 – Construction of the cafeteria

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation (if applicable)

N/A

Architect/Builder

Goodrich & Goodrich, Architect

George Jones, Addition Architect

Waale-Shattuck Construction, Builder

Period of Significance (justification)

The period of significance begins in 1923, is the year the school opened, and ends in 1952, the year of the cafeteria addition, the last major school modification.

Criteria Considerations (explanation, if necessary)

N/A

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations).

The Multnomah School was built in 1923 and expanded in 1929 on a 6-acre parcel that was acquired in 1913 for the original Multnomah School. The property is nominated at the local level under Criterion A for Education and under Criterion C for Architecture. The period of significance is 1923-1952, the year the school opened until the last major addition, the school cafeteria, which completed the full extent of the school. Regarding Criterion A, and the area of significance for Education, Multnomah School served as the community's only school until its closure in 1979. The inspiration and construction of the school represents the community's embrace of and commitment to public education as a core social value and the belief for over a half century that education is the key to a successful life. Its original construction and design, as well as its expansion and operation through the years, are reflective of the progressive education values not only of the community but the city generally. Similarly, the property is locally significant under Criterion C for Architecture as an example of a building type, specifically constructed to meet professional architectural standards for school design and to support the execution of a progressive educational philosophy. While locally significant to the Multnomah Village community, in comparison with similar Portland city resources, the school is a superior representative of the city-wide educational values that prompted extensive school construction in the decade following World War I. Compared to other elementary schools of the era, Multnomah School fully exemplifies the education and associated architectural values being promoted by School District No. 1, while maintaining a higher degree of integrity than most comparable resources. With a very high degree of integrity, it is a near-textbook example of school architecture in the era and thus is important as a building type.

Narrative Statement of Significance (Provide at least one paragraph for each area of significance.)

The Multnomah School is locally significant under Criterion A, Education, and eligible for the National Register as Multnomah Village's only school, representing the rise of progressive educational values in the early- and mid-20th century.

Multnomah Village is a coherent and distinct area of Portland. Its history and development are unique. It was formed from farmland following the establishment of the Multnomah Station of the Oregon Electric Railroad in 1907. The Village that grew at the station did so spontaneously. Unlike neighborhoods such as Kenton or Orenco, Multnomah Village was not a company town. And unlike Sellwood, which grew as the Portland's streetcar terminus, Multnomah Village did not have an overriding economic force. Unlike Ladd's Addition or Laurelhurst, Multnomah Village was not the product of a developer. And unlike the Nob Hill, Brooklyn, or Hollywood districts adjacent to the downtown core, Multnomah Village, five miles from Portland's downtown, was remote physically and culturally from the rest of the city.

Despite the isolation, the community believed it needed a school and in 1912 petitioned School District No. 1 for one. This direct action and its success were unusual. At this time, students trekked to Hillsdale Elementary School (now demolished), roughly a mile to the southwest. The school board was not planning a school in the outer southwest. Rather, the board was balancing the financial challenges of developing new high schools, and in building new fireproof school structures. What is unique about Multnomah's petition initiative is its grassroots nature. Multnomah lacked influential leaders who could advocate on their behalf. There were no prominent businessmen, developers, or politicians who could lobby the school board. Rather, the community, led by Mrs. G. R. Frazelle, a person of no particular stature beyond this one moment in history, perhaps naively, believed that if they could demonstrate the need, the board would respond.

To the community, the school was important in two ways: First, in a land of opportunity, parents saw formal education as an essential ingredient to personal success. Second, much like public utilities, streets, and a post office, a school was considered a fundamental component of a growing community.

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To its credit, upon receiving the petition, the school board surveyed Multnomah and determined there were 88 students (49 males and 39 females) of school-age. With the community's urging, the board agreed to create a school for Multnomah. With this framework and in the face of Multnomah's advocacy, in 1913, School District No. 1 purchased a 6-acre parcel one block northeast of Multnomah Station to house two portable classroom buildings at the far north. Almost immediately, the classrooms were overcrowded and two additional portable classrooms were installed.²

At the time, the concept of free public education was still relatively young and not necessarily a popular concept in Oregon. The first "free school" opened in Portland in 1851. But as late as the 1880s, the Oregonian newspaper questioned the efficacy of education and particularly the need for a free education system. Compulsory education was not established until 1889. By 1891, there were only a handful of elementary schools in Portland.³

However, by the early 20th century, funding streams were created to pay for public education. In 1903, Oregon created its first permanent education funding source, a tax that would provide \$6 for educating each child between the ages of 4 and 20. In 1906, the federal government began to pay a portion of national forestland receipts to states for the benefit of roads and schools (though most of the receipts went to roads). With funding for school operations, school boards also began to seek bond funding for construction.⁴

Multnomah School was part of School District No. 1, the predecessor organization to what is now Portland Public Schools. The roots of the school district date to 1851 when the city's first public school opened at First and Oak Streets. The district's first major building campaign occurred in the 1880s as the city's school-age population reached 3,000. This resulted in the construction of the Failing and Couch Schools (both now demolished). The first high school was built in 1883.⁵

Beginning in this period, the school district began to embrace the value system of the Progressive Education Movement. The movement stemmed from the belief that technology and industrialization could bring about a new level of efficiency and progress in childhood education. One key to success was the creation of buildings that adhered to and facilitated these principles. At the turn of the century, educator John Dewey emerged as one of the strongest advocates for a child-centered curriculum, and a community-oriented school that housed specialized spaces for child development, including gymnasiums, auditoriums, laboratories, music rooms, and art studios. Dewey believed that the classroom standard of time constricted the student's ability to learn, and he wanted to bring the environment and the community into the classroom through the expansion of outdoor spaces, movable furniture, increased natural light, and larger meeting spaces that were of use to the general public. Of particular note, education was intended to be co-educational.⁶

Over the first two decades of the twentieth century, under the leadership of Superintendents Frank Rigler and particularly Lewis Alderman, the public school system in Portland established underlying operations, systems, and principles that locally implemented the values of the Progressive Education Movement.⁷

Most visibly, these values were found in the architecture of its new construction. During the first two decades of the 20th century, the school board began developing new schools that embraced progressive values. The school buildings all followed a similar paradigm, with architecturally-stylish yet fireproof construction in a

² Angele Sanchoi Pasase, Is Everybody Ready for Kindergarten, (St. Paul, MN: Redleaf Press, 2010), p. 42.

³ Entrix, Portland Public Schools: Historic Building Assessment, Portland, OR: Portland Public Schools, 2009, p. 3-1 – 3.5.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

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substantially sized building located in the center of a residential neighborhood. Integral to the buildings were large auditoriums, gymnasiums, and classrooms with moveable furniture.⁸

This effort to construct new modern schools that embraced progressive values accelerated in the 1920s. In May 1922, School District No. 1 successfully floated a bond proposal to the voters for school construction city-wide. The first wave of this new construction included a new Multnomah School, but also Chapman, Gregory Heights, Glencoe, and Laurelhurst schools.⁹ What is particularly notable about this collection of schools is that while schools constructed prior were designed by school district architect F. A. Naramore, and schools constructed later in the decade were designed by school district architect George Jones, these schools were each designed by an independent local architect. Multnomah School was designed by C. L. Goodrich. Chapman School was designed by F. Manson White. Gregory Heights School was the product of Richard Martin, Jr., Glencoe School was designed by A. E. Doyle, and Laurelhurst School by Claussen & Claussen. Nonetheless, apart from stylistic differences, these buildings featured several general similarities reflective of the accepted Progressive Education Movement: typically brick-faced one- to two-story buildings (often with a daylight basement) with gymnasiums and auditoriums located approximately at the center of the building, with a prominent central front entry and modest side entries.¹⁰

For Multnomah School, the new building would be constructed in 1923 on its existing site. The school would be an elementary school from first to eighth grades, but also included kindergarten.¹¹ This concept of pre-school education began in Germany in 1837 and appeared in the United States in 1856. By 1914, publicly funded kindergartens were common in public school districts.¹² The school included separate larger manual workshops for boys and girls. It also included play sheds for boys and girls which were later enclosed to become gymnasiums and an auditorium for not only school events, but public events as well. Oversized and self-mullioned steel-sash windows provided maximum light and ventilation. One classroom was dedicated to each grade, and each classroom had both movable desks and ample cabinetry for supplies.

In 1929, George Jones designed the east wing, mimicking the original architectural styling both on the exterior and interior. The addition included a library and specialized classrooms for art, music, and geography, again in the spirit of the Progressive Education Movement. While there were additions and interior modifications in the ensuing years, the building remained essentially intact until its closure in 1979.

Beyond the architecture, school leadership embraced the philosophical underpinnings of the Progressive Education Movement. The principal of the school for its first fifteen years, Harry Brookhardt, stated "There used to be a fixed rigid curriculum and the child had to fit into the school. Now, we think in terms of the needs of the child and helping all children."¹³ The fundamental underpinning of the school's education philosophy was a "Four Point Program" comprising "School Education, Health Education, Parent and Life, and World Understanding."¹⁴

The school employed the platoon system. This system, also known as the Gary Plan, was first developed in 1907 in Gary, Indiana. Conceptually, it was a "work-study-play" plan, with students being split into platoons. While one platoon was studying core academic subjects such as math, science, social studies, or English, another was receiving art, physical education, and industrial or domestic arts education. This approach was considered to allow a more efficient use of the school plant, as well as broader curriculum opportunities.

⁸ Ibid, p. 3-1 – 3.5.

⁹ The Gregory Heights, Glencoe, and Laurelhurst Schools were determined to be non-eligible in the 2009 Portland Public School Assessment due to integrity.

¹⁰ Entirx, *Portland Public Schools*, pp. 3-12 – 3-14

¹¹ Lowell Swanson, *Multnomah School, 1913-1979*; pp. 37-47, *Oregonian*, May 19, 1922, p. 25; C. L. Goodrich, *Architectural Plans for Multnomah School*, n.d.

¹² Angele Sanchoi Pasase, *Is Everybody Ready for Kindergarten*, (St. Paul, MN: Redleaf Press, 2010) p. 42.

¹³ Lowell Swanson, *Multnomah School, 1913-1979*, p. 140.

¹⁴ Ibid, p. 79.

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Through this approach, students were exposed to work-related activities, socialization, and planned physical exercise in addition to academics.¹⁵

The school also employed the Sloyd system. This system relied on handicraft-based education, allowing children to think in terms of conceiving a physical product, and then spending the day developing the concept, and eventually crafting the product.¹⁶ Specific to manual training, "Boys learn by doing as well as by acquiring the theory of design, shaping, assembling, and finishing wood products."¹⁷ The underlying philosophy also extended to girls, but focused on domestic arts such as dressmaking.

The focus was not on the rote learning of the past, but on the development of the student as a whole individual and future citizen. Teachers attempted to connect the students to events in the outside world. For example, in the 1930s, the school organized a student radio program on the contribution of the Negro in America, with the students broadcasting the program on KPBS. Similarly, during the Depression, students made garments for the needy; and during the war years, students organized bond rallies and planted victory gardens.¹⁸

As noted, physical education and health were important. Expanding physical activities was the primary reason for enclosing the play sheds in 1925, allowing the new gymnasiums to be used year-round. Physical activities were also expressed through extra-curricular sports teams, sponsored by neighborhood businesses, for both boys and girls. Other after-school programs focused on topic-specific student clubs, such as citizenship, business, gardening, dance, art, music, etc. The school even had a newspaper. The goal was to expand the students' horizons while connecting them to the larger community.¹⁹

Indicative of the student-centric approach was the revision of report cards in the 1950s. "Each card is tailored to each child and does not indicate how he is doing in relation to others. Parents are to be guided by the card as to their own attitude in counseling their youngster." Parents were encouraged to meet with teachers and parent-teacher conferences became routine.²⁰

Another key component of the Progressive Education Movement was connecting the school to the surrounding community. To a large degree, this was achieved through the Parent-Teacher Association (PTA). Created nationally at the turn of the century, the PTA provided a direct and active link between the school, teachers, and parents. The PTA was an advocate, supporter, and sponsor.²¹ At Multnomah School, the PTA raised funds to underwrite the education of needy students.²² It advocated for the creation of a school cafeteria and, when funding was not forthcoming, assumed the responsibility for providing student meals itself.²³ It purchased a motion-picture machine for the auditorium, and routinely organized graduating events and other special celebrations.²⁴ Many of the after-school clubs were sponsored by the PTA. On a regular basis, the PTA organized monthly meetings at the school involving teachers and parents, as well as developing annual themes for the school year, sometimes in concert with the National PTA but sometimes on more local themes.²⁵

For seven decades, this was the site of the Village's only school, first the 1913 classrooms and later the 1923 permanent school. The original school was the direct result of the community's activism and its belief in the importance of a free community-based public education system. The new school was the result of ongoing advocacy both by Multnomah School teachers and the Multnomah community. The 1923 school and its 1929

¹⁵ Ibid, p. 44.

¹⁶ Ibid., p. 45

¹⁷ Ibid.

¹⁸ Ibid., p. 58

¹⁹ Ibid, pp. 32-39.

²⁰ Ibid, p. 90.

²¹ Ibid, p. 38.

²² Ibid, p. 51.

²³ Ibid., p. 54

²⁴ Ibid, p. 43.

²⁵ Ibid, pp. 51-54.

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addition reflect the integration of Progressive Education Movement values into the school design. Apart from the architecture, the school is a manifestation and representation of the child-centric Progressive Education Movement. It served as the nexus between educators, parents, community, and students, with the singular goal of elevating and nurturing. While the architecture concepts were common to Portland Public Schools in this era, related resources are limited to approximately a dozen buildings, mostly located on the east side of the river. More importantly, the relatively isolated and unique site of Multnomah Village afforded an atmosphere more akin to the primary school in a small community than part of a large city-wide system.

The Multnomah School is locally significant under Criterion C, Architecture, and eligible for the National Register as a building type example of school architecture

The Multnomah School was designed by Portland architect C. L. Goodrich as a school in 1923. In 1925 and 1929, it was expanded by Portland school district architect George Jones. As the only public school in Multnomah Village, to some degree, it is axiomatic that this would be the community's best example of a school design. Nonetheless, with a high degree of integrity, the school is highly reflective of the best practices in the architecture of schools in this era, particularly as a physical manifestation of the Progressive Education Movement. Built as part of the Portland School District, Multnomah School is not unique in reflecting these values but is a superior example in three ways: First, it is one of the few schools built in this era by Portland Public Schools that was not designed by the district's school architect. Yet, it fully embraces the progressive education values found in the district schools as a collection. Second, while the district at large has 21 comparable resources, Multnomah School is the only example in the city's outer southwest neighborhoods. Third, the complex has a very high level of integrity with few physical alterations. When compared to the other 20 resources, there are only a couple of schools that match this integrity.

In 1910, Wilbur Thoburn Mills wrote American School Building Standards for the Franklin Education Publishing Company, detailing the fundamental design principles for schools. "School architecture – including all the problems of safety, sanitation, heating, lighting, ventilation, and others, having the physical well-being of the pupil in mind – has been the earnest study of many of the leading architects in the county."²⁶ In writing, Mills' intent was to "condense and standardize the best practices of the day as to produce a compact handbook for ready reference."²⁷

Mills was not alone in this era in attempting to provide definition to proper school architecture. In 1921, John Donovan wrote a comparable book titled School Architecture: Principles and Practices. That same year, S. A., Challman wrote a book focused specifically on the rural school, aptly named The Rural School Plant. A few years earlier, in 1917, the Superintendent of Public Instruction for the State of Oregon issued standards for rural school buildings. Fundamentally, these authors all attempted to address and codify how to create a superior, progressive school building while providing examples of best practices.

Through the ensuing pages, Mills details the salient aspects of a well-designed school. The study is exhaustive, including descriptions for classrooms, corridors, and buildings, but also for specific-use rooms (e.g., recitation rooms and conservatories). He also delves into elements of cost and discussed the wisdom of the broader public use of the school for the evenings and weekends. To support his discussion, Mills included several hundred school examples.

The architectural values Mills advocated and guidance that Mills provided largely represent an architect's plan to achieve in design the Progressive Education Movement values expressed in the earlier section. While Mills' narrative is void of an underlying philosophical discussion, fundamentally he and others provided a pathway to creating a progressive school.

²⁶ Wilbur Thoburn Mills, American School Building Standards, p. 7

²⁷ Wilbur Thoburn Mills, American School Building Standards, p. 1

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As a starting point, Mills argued the wisdom of hiring an architect to design the school. This may seem logical today, but it is important to realize that the architectural profession was still relatively youthful. The state of Oregon did not begin licensing architects until 1919, four years after Mills' book was published.

As to the school, the keystone is the classroom. According to Mills, these should be roughly 600 square-feet, slightly rectangular in shape with ceiling heights of 12-14'. Wall finishes should be painted plaster. Classrooms should have a single door, wood single-leaf. Trim should be minimal to facilitate cleaning. Windows should be as large as possible with a minimum number of light-blocking piers. "School rooms cannot be too well lighted."²⁸ Fresh air is "the blood of life"²⁹ and windows should be accommodating. Corridors should be broad and durable, designed to accommodate the simultaneous movement of students.

Mills continued, architecturally, the building should be dignified and distinctive, but generally plain. It should be masonry construction of permanent materials, no more than two stories. Siting should allow light and air, but minimize dust and noise. Siting should also minimize daytime sun glare. Roofs are best flat for cost and maintenance. Land for play is considered essential. Finally, while not always possible, schools should be planned for after-hours community use as being economically and politically wise.

The values that Mills expressed are readily found in both the 1923 Multnomah School and in the 1929 addition. Both the original building and addition were designed by architects and are a simplified Spanish Colonial Revival-style constructed of permanent materials. Large exits are found at the center of the school and at the each end of each 8' broad corridor. The classrooms each feature a broad continuous row of oversized windows uninterrupted by masonry piers, with oversized floating vents for ventilation. Classrooms are slightly rectangular 28' x 25' with a 14' ceiling and a single door. Walls are painted plaster. Trim is limited to simple flat wood. The building is sited with most classrooms facing north or east, organized to minimize dust and noise while maximizing light and ventilation. In addition to the school, the site's additional four acres provided ample land for organized and spontaneous play. Finally, the school included an oversized auditorium intended for community use.

Very nearly, Multnomah School adheres to Mills' best practices. With only slight modification over time, the school is a good example of school architecture and warrants listing on the National Register as a locally significant example of a building type.

Within the larger context of elementary schools of the era in Portland, Multnomah School is a superior example. As identified below, there are 20 other elementary schools built in this general timeframe that have sufficient integrity to convey historic and architectural values. With the exception of the wood framed Woodstock School and the small Fulton Park School, these resources largely reflected the values detailed by Mills. One key distinguishing factor, however, is geography. Of the 21 schools, only five are located on the west side of the Willamette River which divides Portland east and west. Of these, only three are located in the southwest quadrant: Fulton Park School, which is only 9,500 square-feet in size, and Terwilliger School, which is only 26,000 square-feet in size. Both are substantially smaller than Multnomah. Both are set in exclusively residential settings. Both Fulton Park and Terwilliger also lack the same level of integrity as Multnomah School.

Within the larger collection, all but four were designed by the school district's architect. These are:

- Woodstock Elementary School located at 5601 SE 50th Avenue. Designed by Thomas J. Jones in the Colonial Revival-style, the 1910 wood framed, wood-clad school is a one-story, 70,500 square-foot building located on a rectangular 5-acre parcel set in a residential neighborhood of single-family houses. The building was originally two stories but a fire in 1980 severely damaged the building. It was rehabilitated as a one-story school in 1984.

²⁸ Wilber Thoburn Mills, American School Building Standards, p. 28

²⁹ Wilber Thoburn Mills, American School Building Standards, p. 96

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- Rose City Park School located at 2334 NE 57th Avenue. Designed by Jacobberger & Smith in the College Gothic style, the 1912 brick-clad school is a two-story (plus daylight basement) structure with 54,000 square-feet on a rectangular 3.7-acre parcel set in a residential neighborhood of single-family houses. In 1978, the school underwent a \$750,000 modernization that included partially enclosing corridors. Additional remodeling occurred in the 1980s, including window and door replacement.
- Chapman School located at 1445 NW 26th Avenue. Designed by F. Mason White in the Classical Revival-style, the brick-clad school is a two-story (with daylight basement) structure with 32,000 square-feet located on a rectangular 5-acre parcel set in a residential neighborhood of single-family houses. Windows have been replaced but otherwise the building retains a high degree of integrity.
- Multnomah School was designed by C. L. Goodrich in the Spanish Colonial Revival-style. Built in 1923, the stucco-clad school has 41,000 square-feet on a visually prominent 6-acre site in Multnomah Village. It is largely intact.

What is of interest is the degree to which these four projects still embody the progressive design values. Nonetheless, Multnomah stands unique in its Spanish Colonial Revival-style, in its unique use of oversized self-mullioned, steel-sash windows, and its location, which is not centered in an exclusively residentially single-family setting, but prominently sited along the community's main arterial.

Finally, within this comparatively small cohort, another key distinguishing consideration is integrity. Multnomah School appears to have a very high degree of integrity relative to the other properties. This is most evident in that most school buildings have had their windows replaced with modern aluminum or in some cases vinyl. Others have suffered fires, and others have undergone inappropriate interior renovations. As discussed above, Multnomah School is largely intact with nearly all of its original windows and with major interior spaces intact. Other schools with a similarly high degree of integrity include the Kenton School in North Portland and Chapman School in Northwest Portland. Most, however, pale in comparison.

History of the Resource

On February 12, 1924, the Multnomah School was dedicated.³⁰ The ceremony was the third community event celebrating the opening of the school. On July 22, 1923, the Masons organized a celebration to lay the school's cornerstone with Oregon Masonic Grand Master Dr. Norris Cox as the keynote speaker.³¹ A month later, on August 28, 1923, the school board had another cornerstone ceremony, this one featuring Oregon State School Superintendent W. C. Alderson as the keynote speaker.³² At the final 1924 event, the Oregonian reported "Practically the entire community turned out for the exercises."³³ It is not an understatement to say the community of Multnomah was excited about its new state-of-the-art facility.

In 1923, Multnomah was still a young place. It began in 1907 when the Oregon Electric Railway built a passenger rail from southwest Portland to Garden Home and thence either south to the state capital or west to Forest Grove. The line ran along what is now SW Multnomah Blvd. with a stop at SW 35th Ave. marked by a small wood-frame shed and platform.³⁴ Following its policy of using Native American names, the Oregon Electric Railway named the stop "Multnomah Station."³⁵ At the time, the surrounding land was farmland and forest.

³⁰ Oregonian, February 12, 1924, p. 7.

³¹ Oregonian, July 22, 1923, p. 13.

³² Oregonian, August 28, 1923, p. 6.

³³ *Ibid.*

³⁴ The site is now the location of John's Market at 3535 SW Multnomah Blvd.; Marguerite Norris Davis and Cecil R. Tulley, The Building of a Community. (Portland, OR: Cecil R. Tulley, 1976), p. 5.

³⁵ McArthur, Lewis A., Oregon Geographic Names (Portland, OR: Western Imprints, 1982), p. 528.

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The neighborhood surrounding the station grew into what is now known as Multnomah Village. The area immediately north of the rail line saw the construction of one- and two-story, wood-framed stores today recognized as "streetcar commercial" in design. One such business was the Bungalow Grocery, a general store across the street from the station.³⁶ At the perimeter, lands were being subdivided and partitioned for single-family houses, predominately large parcels in the bungalow style. Some were the product of small-time developers, such as I. E. Pier, while others were individual efforts. Supporting growth and development were groups such as the Multnomah Improvement Club, later known as the Commercial Club. These groups encouraged the arrival of utilities, postal service, and community development.³⁷

As the one-time rail stop coalesced into a community, one of the missing pieces was a school. With the rise of Progressive Era values, childhood education was considered a public necessity, not only to promote literacy and mental discipline, but also to promote good moral character and citizenship. Within a larger society that embraced personal and economic self-improvement, access to education was key. In 1912, Multnomah Village, led by Mrs. G. R. Frazelle, embarked on a petition drive calling upon the Portland School Board to establish a local school. Upon receiving the petition, the school board surveyed Multnomah and determined there were 88 students of school-age. With the community's urgings, the board agreed to create a school for Multnomah. In 1913, School District No. 1 acquired a 6-acre site from realtor Ben Riesland for \$9,022 at SW 31st Ave., and what is now SW Capitol Hwy.³⁸ The land was cleared, and two new wood-framed 864-square-foot free-standing classrooms were installed. The school opened that fall with 41 students (20 girls and 21 boys). Thus began the Multnomah School.³⁹

By the 1920s, the community of Multnomah, like the rest of Portland, was growing quickly. The city as a whole saw its population grow from 90,000 in 1900 to 202,214 by 1910 and 258,288 by 1920.⁴⁰ Most of this growth followed the success of the Lewis & Clark Exposition. While there are no specific data for the Multnomah area, there is no reason to believe its population growth did not parallel that of the city. By this time, the Oregon Electric Railway was running some 20 trains through Multnomah Station daily. A local post office was established in 1914. Portland General Electric brought electricity to the community in 1915 and natural gas service followed the year after. Construction in the commercial area boomed.⁴¹

And as the community grew, the school became overcrowded. Initially, as a stopgap, the school board addressed the issue by adding two more portable classrooms. The problem was not isolated to Multnomah, however, but being faced city-wide. In May 1922, School District No. 1 successfully floated a bond proposal to the voters for school construction city-wide. This funded school construction throughout the city. Within that bond issue was funding for the Multnomah School to be built on the 6-acre site that the current school occupied. The school would be an elementary school from first to eighth grades, but also include kindergarten.⁴²

The architect for the school was Clenath L. Goodrich. Goodrich practiced architecture from 1904 to 1937. With an office in the Fenton Building, most of his work was in Portland, but he also designed buildings in Vancouver, Washington, Hood River, Oregon, Canby, Oregon and other regional communities. One of his first major commissions was the now-demolished Portland Public Market, located on a full block bounded by 5th and 6th Avenues, Glisan and Hoyt Streets, completed in 1909. Beginning in 1906, Goodrich worked with his father, William Goodrich, in the firm of Goodrich & Goodrich. William Goodrich died in 1907 but in 1908 Clenath's younger brother joined the firm to continue the "Goodrich & Goodrich" name. The firm was primarily active through the 1910s to the early 1920s. Among his known projects were the Ideal Candy Company (404

³⁶ Marguerite Norris Davis and Cecil R. Tulley, The Building of a Community, p. 29.

³⁷ Ibid.

³⁸ \$9,022 is approximately \$39,000 per acre in 2019 dollars.

³⁹ Lowell Swanson, Multnomah School, 1913-1979, pp. 21-24.

⁴⁰ Census of Population and Housing, Census.gov.

⁴¹ Marguerite Norris Davis and Cecil R. Tulley, The Building of a Community, pp. 27-51.

⁴² Lowell Swanson, Multnomah School, 1913-1979; pp. 37-47, Oregonian, May 19, 1922, p. 25; C. L. Goodrich, Architectural Plans for Multnomah School, n.d.

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NW 10th Avenue), Clayton Hotel (411 SW 12th Ave.), Meriwether's Restaurant (2601 NW Vaughn St.), the Hanthorne Apartments (1125 SW 13th Ave.), and an addition to the Parish of St. Michael & All Angels (1704 NE 43rd Ave.). He is represented in the National Register by the Hanthorne Apartments.⁴³

Newspapers described the new school as "Pretentious New Building, Ample in Dimensions, Fireproof and Modern in All Respects."⁴⁴ At roughly 20,000 square-feet, it was fourteen times larger than the 1913 school. The 300-foot long façade dwarfed other buildings in Multnomah. The most common "large" structures were only fifty feet square. The community lacked a church, grange hall, or other community meeting place. The new school, as was common to the other schools of the era, had an oversized auditorium intended not only for student use but for community use. Then, too, the distinctive Spanish Colonial Revival styling was exotic in relationship to the largely vernacular style found on the surrounding commercial blocks and the bungalow-style houses elsewhere.

The finished school featured a central entry that led to eight academic classrooms on the north and on the south, two classrooms and a pair of larger manual and domestic education classrooms. In total the school was designed to accommodate 125 students. At the center was the auditorium with a stage at the south. Flanking the auditorium were a girls' and boys' outdoor play sheds. The contractor was Waale-Shattuck Construction, the contractor that built the Multnomah Falls Lodge two years later.⁴⁵

The school was prominently sited on Slavin Road (later called SW Capitol Hwy.). It was located to allow the wood-framed classrooms to remain operational while the new school was being built. Once the new school was fully finished in the spring of 1924, the older classrooms were moved off-site to Hillsdale School to relieve overcrowding there. Shortly after opening, the Multnomah School had a population of 95 students.⁴⁶

Like its predecessor structure, the Multnomah School played an integral role in the civic lives of the surrounding community. A Parent-Teacher Association (PTA) formed, serving as a vocal advocate for the school, but also as a fund-raising source not only for the school, but to help with the education costs of individual students. The PTA also organized and managed a series of events at the school over the school year. Absent other meeting locations, the school hosted church services as well as public lectures, concerts, exhibitions, dances, and celebrations. As with the building, the nearly four acres of land and playground also served as a centerpiece for the community for outdoor activities, including sporting events, picnics, and other summertime activities. The school was also home to youth organizations such as the Boy Scouts, Girl Scouts, 4-H Clubs, and YMCA groups.⁴⁷

As mentioned, the Goodrich-designed school featured two similar sized 2,500 square-foot open-air play sheds that flanked the auditorium at the rear. In order to better accommodate student needs, in November 1924 the principal requested funding from the school board to enclose these structures.⁴⁸ Funding was approved and on February 20, 1925, the school advertised for contractors to submit sealed bids.⁴⁹ The architect for this work was George Jones, who was the architect for Portland School District No. 1, following Floyd A. Naramore. Jones was the son of an architect, and trained at both Oregon State College and the Massachusetts Institute of Technology. Jones remained with the school district until 1934, designing over 25 schools. He left the school district in 1934 and went into private practice, specializing in schools.⁵⁰ The play shed enclosures and the associated heating plant were completed in 1925.⁵¹ The cost was \$18,242.⁵²

⁴³ Richard Ritz, *Architects of Oregon*, pp. 150-51; C. L. Goodrich, *Architectural Plans for Multnomah School*, n.d.

⁴⁴ *Oregonian*, July 22, 1923, page 13.

⁴⁵ Lowell Swanson, *Multnomah School, 1913-1979*, p. 37-47. C. L. Goodrich, *Architectural Plans for Multnomah School*, n.d.

⁴⁶ *Ibid.*, p. 37-47.

⁴⁷ *Ibid.*

⁴⁸ *Ibid.* p. 43.

⁴⁹ *Oregonian*, February 20, 1925, p. 5.

⁵⁰ Richard Ritz, *Architects of Oregon*, pp. 216-217.

⁵¹ George Jones, *Architectural Plans*, February 18, 1925.

⁵² \$18,242 is \$266,000 in 2019 dollars.

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By 1926, the school's population was nearly 300 with 38 students per class, overtaxing the school's facility. To accommodate the larger population, School District No. 1 committed to an expansion of the Multnomah School in October 1928.⁵³ The cost of the new addition was \$75,000.⁵⁴ Project architect was again George Jones, who drew up plans in December. Jones designed a seven-room "second unit" that attached to the east end of the 1923 school, again in the Spanish Colonial Revival-style so as to appear more or less seamless with the older structure. This building also was one-story of unreinforced masonry construction. It ran southerly with a central double-loaded corridor attaching to the east end of the 1923 east-west corridor. The second unit featured topic-specific classrooms that included library, music room, art room, geography room, and nature studies room.⁵⁵

About this same time, the PTA petitioned the school to add a cafeteria. The school board was not willing to fund this new construction, so the cafeteria became an informal accommodation which adapted interior space for student use. The PTA provided some of the food staples. A makeshift cafeteria opened on December 1, 1930. Twenty years later, a formal kitchen and faculty dining room was built just north of the boys' gymnasium at a cost of \$36,000.⁵⁶

Physically and functionally, the school remained largely intact through the next fifty years. The school board attempted to balance school populations and new school grade paradigms. This resulted in a short-term experiment to add a 9th grade at Multnomah which siphoned some students from neighboring schools. It also resulted in the addition of portable classrooms in 1941. After World War II, six free-standing small classroom buildings were built along the west; these were used for kindergarten, first, and second grades; covered walkways around these structures were then added in 1977. Later changes included the addition of parking northeast of the main entry with a bus lane, and the development of the west lot for parking. Tennis courts were built just north of the girls' gymnasium in 1936; in the 1960s, the tennis courts were removed, the area was paved with asphalt, and was painted to create basketball courts. In 1977, the court was covered with a steel shed.⁵⁷

Throughout these decades, the school remained the cultural, intellectual, and social center of the community. Even today it remains the community's largest public gathering space. It continued to host extracurricular school clubs, in addition to small and large public meetings, public lectures, and events. The 200th anniversary of George Washington's 200th birthday was celebrated in 1932 in a large public outdoor celebration. During World War II, bond rallies were held. And after that war, Memorial Rock was installed in a ceremony on the grounds to celebrate the veterans, both returning and lost. The school formed bands and orchestras, presenting public performances. It served as the polling station. The grounds and green space remained active.⁵⁸

In both the 1978 and 1979 school years, Multnomah School received the McPherson Award for Racial Understanding. The McPherson Award was given annually to the competing Portland School that had the most outstanding on-site program leading to racial understanding by its faculty, parents, and students. In both years, Multnomah School bested 30 other city schools. Although located in a predominately white neighborhood, 15 percent of the school's population was Afro-American, mostly bused to the school from northeast Portland. The award was named for Reverend and Mrs. J. Gordon McPherson.

Sadly, in January of that year, despite wholesale community opposition, the school board voted to close Multnomah School, effective spring of 1979. Over the next few years, Multnomah Village advocated to find an effective adaptive re-use that retained this critical centerpiece as an active community landmark.

⁵³ Oregonian, October 16, 1928, p 20.

⁵⁴ \$75,000 is \$1.1 million in 2019 dollars.

⁵⁵ George Jones, Architectural Plans for Multnomah School Second Unit, December 17, 1928.

⁵⁶ Lowell Swanson, Multnomah School, 1913-1979, pp. 51-63.

⁵⁷ *Ibid*, pp. 51-73.

⁵⁸ *Ibid*.

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In 1982, the Portland Parks Bureau took over the school. With community support and involvement, Multnomah School was adapted into the Multnomah Arts Center and Senior Center, thereby continuing and expanding its critical role as a community resource. The renovation was completed by Portland-based SERA Architects. Led by preservationist George "Bing" Sheldon, the adaptive reuse was a light touch that updated building systems and repaired the building envelope, but largely retained the exterior and interior without major modification. The primary spaces such as the corridors, auditorium, and gymnasiums were retained virtually intact. Where possible, details such as cabinetry and blackboards in classrooms were retained. The center has served as an important and defining neighborhood and city resource, hosting visual, literary, and performing art classes for ages ranging from children to seniors. It also provides resources for fitness classes, community meetings, and event space.⁵⁹

Comparable Resources

As discussed above, Multnomah School is locally significant within the context of Education, specifically reflecting the value system of progressive education, and of Architecture, specifically as a building that typifies school designs of the Progressive Education Era. In geographical terms, local is defined as Portland's Multnomah neighborhood. The school is the sole extant school resource in the community. Nonetheless, Multnomah School was part of Portland's school system and a component of a larger trend in the city reflecting the same values. It is therefore useful to understand how Multnomah School compares with other relevant extant elementary school buildings.

The Oregon State Historic Site Database identifies the universe of extant elementary schools in the City of Portland built between 1900 and World War II. In total, there are 53 resources; of the 53, 42 are properties currently owned by the Portland Public School District. These were evaluated by the school district for significance in 2009. That survey found that twenty-four schools were not considered eligible due to lack of integrity. Additional research has found that seven other properties currently deemed eligible in the database likely are not eligible, due to a lack of integrity. Examples here include Shattuck School on the Portland State University campus; Failing School, now operated by the National University of Naturopathic Medicine; Linnton Public School, which has been adapted into condominiums; Alice Ott School, which has been substantially expanded; and Riverdale, which has been demolished. Also included in the database is the Skyline Public School, built in 1939 in a rural setting. This school is an anomaly to the urban building type.

The universe of eligible resources found in the database then totals 21. Only one property is in private ownership, the Kennedy School. It is also the only property individually listed on the National Register. This was done to secure federal historic tax credits in adapting the building to a boutique hotel/restaurant. Three schools are contributing resources within a National Register district. These are Couch School (1914), Abernathy School (1924), and Irvington School (1932). One property, Buckman School (1921), was determined to be a contributing structure within the North Buckman Historic District; the district was found eligible for the National Register but not formally listed.

Based on the database, below is a list of those elementary schools in the City of Portland considered eligible for the National Register. In comparing Multnomah School, the school in many ways reflects the general cohort. It was built in 1923 during a period of intense school construction. Collectively, school construction spanned the period 1910 to 1939, with a cluster of five schools built before World War I, and the remainder built from 1921 to 1932. Multnomah School was built on a 6-acre site; most schools were constructed on large parcels of land. The smallest site is 1.6-acres; the largest is 8.8-acres. Most parcels were in the four to five acre site range. Multnomah School has the second largest parcel.

Multnomah School is also comparable in terms of building size. Schools built in this era ranged in size from 26,000 square-feet to 73,000 square-feet, excepting Fulton Park School, which was only 9,500 square-feet. Here, Multnomah School, at 41,000 square-feet, is toward the lower end of the spectrum.

⁵⁹ Ibid, pp. 115-133.

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At the same time, within the cohort, Multnomah School is unique. It is one of four in the group not designed by the school district architect. It is the only school of Spanish Colonial Revival-style; others are predominately Collegiate Gothic and Colonial Revival. It is the only school with steel-sash fenestration; most schools had double-hung wood sash windows. Most schools are located in entirely residential areas, surrounded by single-family houses. Multnomah School is sited in a visually prominent location along the primary access street to the neighborhood. It is also located in close proximity to the business center, which is not true of the others.

Geographically, Multnomah School is one of only five schools on the west side of the Willamette River and one of three in southwest. One of the southwest schools is Fulton Park School, which by size at 9,500 square-feet is an anomaly. The other, Terwilliger School, is located along the I-5 corridor and not largely reflective of the elementary school model generally.

Finally, within the cohort of elementary schools in Portland, Multnomah School has a very high degree of integrity relative to the other properties. This is most evident in that most other schools have had their windows replaced with modern aluminum, or in some cases vinyl, windows. Other schools have suffered fires, and have undergone inappropriate interior renovations. As discussed above, Multnomah School is largely intact with nearly all of its original windows extant and with all major interior spaces intact. Other schools with a similarly high degree of integrity include Stockyard in the Kenton neighborhood in North Portland and Chapman School in Northwest Portland.

Below is the list of elementary schools in the City of Portland that have been determined eligible for the National Register in the State of Oregon's historic site database. These schools are listed in chronological order. As discussed above, Multnomah School is reflective of the general values expressed by these schools but in many aspects represents a superior resource within this context.

Woodstock Elementary School (5601 SE 50th Avenue; Thomas J. Jones, architect): Built in 1910 in the Colonial Revival-style, the wood framed, wood-clad school is a one-story, 70,500 square-foot building located on a rectangular 5-acre parcel set in a residential neighborhood of single-family houses. The building was originally two stories but a fire in 1980 severely damaged the building. It was rehabilitated as a one-story school in 1984.

Rose City Park (2334 NE 57th Avenue; Jacobberger & Smith, architect): Built in 1912 in the Collegiate Gothic style, the brick-clad grade school is a two-story (plus daylight basement) structure with 54,000 square-feet. It is located on a rectangular 3.7-acre parcel set in a residential neighborhood of single-family houses. In 1978, the school underwent a \$750,000 modernization that included partially enclosing corridors. Additional remodeling in the 1980s included window and door replacement.

Kenton School (7528 N. Fenwick Avenue; F. A. Naramore, architect): Built in 1913 in the Mediterranean Revival-style, the brick-clad school is three-stories with 41,000 square-feet. It is located on a rectangular four-acre parcel set in a residential neighborhood of single-family houses. In the 1980s, the school was remodeled with new windows, classroom subdivision, and corridor modifications. In 2007, the school was closed and leased to the Roman Catholic Archdiocese as a high school.

Couch School (2033 NW Glisan Street; F. A. Naramore, architect): Built in 1914 in the Collegiate Gothic style, the brick-clad grade school is two-stories (plus daylight basement) with 50,000 square-feet. It is located on a rectangular 1.67-acre lot in the National Register Alphabet District. The school is a contributing resource in the district. In the 1980s, the windows were replaced, and the auditorium and library modified.

Fulton Park School (68 SW Miles Street; F. A. Naramore, architect): Built in 1914 in the Mediterranean Revival-style, the four-classroom, stucco-clad building is one-story with 9,500 square-feet. It is now part of the 1.6-acre Fulton Park, operated by the city. The one-time school is located just west of I-5 near the Terwilliger curves. The school closed in the 1950s and is managed by the Portland Parks as a community center.

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Kennedy School (5736 NE 33rd Avenue; F. A. Naramore, architect): Built in 1915, the two-story stucco-clad Renaissance Revival building has 58,000 square-feet on a rectangular 4.22-acre parcel. The building is individually listed on the National Register and was adapted through a federal historic tax credit application into a McMenamins hotel/restaurant complex. It has been noticeably altered while maintaining the fundamental character of the space.

Terwilliger School (6318 SW Corbett Avenue; F. A. Naramore, architect): Built in 1916 in the Colonial Revival-style, the one-story, brick-clad, 26,000 square-foot school is located at the center of a rectangular 3.33-acre parcel set in a residential neighborhood of single-family houses. The exterior is largely intact. The interior has been modified with the south and north wings adapted for office use in the 1980s and 1990s. Windows have been mostly replaced.

Marysville School (7733 SE Raymond Street; George Jones, architect): Built in 1921 in the Colonial Revival-Style, the one-story, 53,000 square-foot, wood-clad school is located on a rectangular five-acre parcel set in a residential neighborhood of single-family houses. Windows have been replaced but otherwise the building retains a high degree of integrity.

Buckman Elementary School (320 SE 16th Avenue; F. A. Naramore, architect): Built in 1921 in the Collegiate Gothic style, the brick-clad grade school is a two-story, 64,000 square-foot building located on a rectangular 4.9-acre parcel set in a residential neighborhood of single-family houses. Windows have been replaced but otherwise the building retains a high degree of integrity.

Alameda School (2732 NE Fremont Street; George Jones, architect): Built in 1922 in the Bungalow style, the wood-clad grade school is a two-story, 43,000 square-foot building located on a rectangular 3.7-acre parcel set in a residential neighborhood of single-family houses. There have been changes over time, but generally limited and the building retains a strong level of integrity.

Chapman School (1445 NW 26th Avenue; F. Mason White, architect): Built in 1923 in the Classical Revival-style, the brick-clad grade school is a two-story (with daylight basement), 32,000 square-foot building located on a rectangular five-acre parcel set in a residential neighborhood of single-family houses. Windows have been replaced, but otherwise the building retains a high degree of integrity.

Abernethy School (2421 SE Orange Avenue; George Jones, architect): Built in 1924 in the Classical Revival-style, the brick-clad grade school is a three-story, 56,500 square-foot building located on a rectangular 5.23-acre parcel set in a residential neighborhood of single-family houses. Although suffering through two fires, and experiencing the typical organic growth of a school building, the building retains a reasonable degree of integrity.

Duniway School (7700 SE Reed College Place; George Jones, architect): Built in 1926 in the Collegiate Gothic-style, the brick-clad school is a two-story, 60,500 square-foot building located on a rectangular 4.9-acre parcel set in a residential neighborhood of single-family houses. Windows have been replaced but otherwise the building retains a high degree of integrity.

Beach School (1710 N. Humboldt Street; George Jones, architect): Built in 1928 in the Collegiate Gothic-style, the brick-clad grade school is a three-story, 64,000 square-foot building located on a rectangular 4.9-acre parcel set in a residential neighborhood of single-family houses. In 1976, interior remodeling changed the auditorium, library, halls, and classrooms. Windows have been replaced. The school has a moderate-to-low level of integrity.

Arlita School (5109 SE 66th Avenue; George Jones, architect): Built in 1929 in the Classical Revival-style, the brick-clad grade school is a one-story building with a 1-story 1953 addition. Together, the complex has 68,000

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square-feet located on a rectangular 4.2-acre parcel set in a residential neighborhood of single-family houses. Windows have been replaced but otherwise the building retains a good sense of integrity.

Vestal School (161 NE 82nd Avenue; George Jones, architect): Built in 1929 in the Collegiate Gothic-style, the brick-clad grade school is a two-story, 73,000 square-foot building located on a rectangular 4.5-acre parcel set between the north-south arterial 82nd Avenue and a residential single-family neighborhood to the west. Although experiencing the typical organic growth of a school building, and although additional buildings have been constructed on site, the building retains a good degree of integrity. The windows have been replaced.

James John School (7439 N. Charleston Avenue; George Jones, architect): Built in 1929 in the Georgian Revival-style, the brick-clad two-story, 66,000 square-foot building is set on an L-shaped 1.2-acre site in the residential neighborhood of single-family houses. The windows have been replaced. While experiencing the typical organic growth of a school building, and although additions have been constructed on site, the building retains a good degree of integrity.

Brooklyn School (3830 SE 14th Avenue; George Jones, architect): Built in 1930 in the Mediterranean Revival-style, the brick-clad grade school is a two-story, 36,000 square-foot building located on a rectangular 4.9-acre parcel set in a residential neighborhood of single-family houses. In 1976, interior remodeling changed the auditorium, library, halls, and classrooms. Windows have been replaced. The school has a moderate level of integrity.

Rigler School (5401 NE Prescott Street; George Jones, architect): Built in 1931 in the Mediterranean Revival-style, the brick-clad grade school is a two-story, 70,000 square-foot building located on a rectangular 8.8-acre parcel set in a residential neighborhood of single-family houses. In 1976, the school experienced major remodeling of the auditorium, library, classrooms, and corridors. Windows have been replaced. The school has a moderate to low level of integrity.

Irvington School (1320 NE Brazee Street; George Jones, architect): Built in 1932 in the Mediterranean Revival-style, the brick-clad grade school is a two-story, 68,000 square-foot building located on a rectangular 3.5-acre lot in the National Register Irvington District. It is a contributing resource in the district. In the 1980s, the windows were replaced. Although experiencing the typical organic growth of a school building, and although additional building additions have been constructed on site, the building retains a good degree of integrity.

In many respects, the above-listed schools are similar, generally reflecting the values of the Progressive Education Movement. All were designed by architects embracing the underpinnings of modern progressive architecture. The schools were built within a relatively narrow time-frame of three decades. They were generally one- and two-story buildings with roughly 26,000 to 73,000 square-feet on multi-acre parcels of land. Typically, the schools featured both auditoriums and gymnasiums, as well as both flexible and purposeful classroom space which emphasized natural light and ventilation. Yet, within this cohort, Multnomah School stands out for the following reasons: It was one of a handful not designed by a school district employee. It was one of only five elementary schools built on the west side of the Willamette River, and one of three in southwest Portland. It is unusual for its siting near the Multnomah Village main street center. It is also unusual for its Spanish Colonial Revival architectural style and use of steel-sash windows. Finally, Multnomah School has a higher degree of integrity than most comparable resources.

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9. Major Bibliographical References

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OTHER SOURCES

Multnomah Arts Center microfilm

Multnomah County Tax Assessor Records

Multnomah Historical Association Archives

Oregon Historic Sites Database

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67 has been requested)
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government (Portland Public Schools)
 - University
 - Other
- Name of repository: Oregon Historical Society

Historic Resources Survey Number (if assigned):

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Photographs:

Submit clear and descriptive photographs. The size of each image must be 3000x2000 pixels, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Multnomah School

City or Vicinity: Portland

County: Multnomah **State:** Oregon

Photographer: Multnomah Neighborhood Association

Date Photographed: June, 2019

Description of Photograph(s) and number, include description of view indicating direction of camera:

- Photo 1 of 28:** OR_MultnomahCounty_MultnomahSchool_0001
Exterior View, Looking SE at the 1923 north elevation and main entry
- Photo 2 of 28:** OR_MultnomahCounty_MultnomahSchool_0002
Exterior View, Looking SW at the 1923 north elevation
- Photo 3 of 28:** OR_MultnomahCounty_MultnomahSchool_0003
Exterior View, Looking SW at the north elevation of the 1929 addition
- Photo 4 of 28:** OR_MultnomahCounty_MultnomahSchool_0004
Exterior View, Looking NW at the east elevation of the 1929 addition
- Photo 5 of 28:** OR_MultnomahCounty_MultnomahSchool_0005
Exterior View, Looking N at the south elevation of the 1929 addition
- Photo 6 of 28:** OR_MultnomahCounty_MultnomahSchool_0006
Exterior View, Looking N at the courtyard between the 1929 east addition and the 1925 boy's gymnasium
- Photo 7 of 28:** OR_MultnomahCounty_MultnomahSchool_0007
Exterior View, Looking N at the south elevation of the 1925 boys' gymnasium
- Photo 8 of 28:** OR_MultnomahCounty_MultnomahSchool_0008
Exterior View, Looking E from the west end of the school south parking area
- Photo 9 of 28:** OR_MultnomahCounty_MultnomahSchool_0009
Exterior View, Looking SE at the west elevation of the 1923 school and the west elevation of the 1925 girls' gymnasium

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- Photo 10 of 28:** OR_MultnomahCounty_MultnomahSchool_0010
Exterior View, Looking NE at the west and south elevation of the 1923 school
- Photo 11 of 28:** OR_MultnomahCounty_MultnomahSchool_0011
Interior View, Looking NE at the school lobby
- Photo 12 of 28:** OR_MultnomahCounty_MultnomahSchool_0012
Interior View, Looking S at the 1923 auditorium
- Photo 13 of 28:** OR_MultnomahCounty_MultnomahSchool_0013
Interior View, Looking W at the east-west in the 1923 School
- Photo 14 of 28:** OR_MultnomahCounty_MultnomahSchool_0014
Interior View, Looking NE at a north classroom in the 1923 School
- Photo 15 of 28:** OR_MultnomahCounty_MultnomahSchool_0015
Interior View, Looking NE at a north classroom in the 1923 School
- Photo 16 of 28:** OR_MultnomahCounty_MultnomahSchool_0016
Interior View, Looking E at the east entry of the 1929 Addition
- Photo 17 of 28:** OR_MultnomahCounty_MultnomahSchool_0017
Interior View, Looking S at the north-south corridor of the 1929 School
- Photo 18 of 28:** OR_MultnomahCounty_MultnomahSchool_0018
Interior View, Looking NW at the current Senior Center in the 1929 Addition
- Photo 19 of 28:** OR_MultnomahCounty_MultnomahSchool_0019
Interior view, Looking N at the 1925 N-S Corridor between the auditorium and cafeteria kitchen
- Photo 20 of 28:** OR_MultnomahCounty_MultnomahSchool_0020
Interior View, Looking S at the 1925 girls' gymnasium
- Photo 21 of 28:** OR_MultnomahCounty_MultnomahSchool_0021
Exterior View, Looking SW at the Pottery Shed
- Photo 22 of 28:** OR_MultnomahCounty_MultnomahSchool_0022
Interior View, Looking SW in the Pottery Shed
- Photo 23 of 28:** OR_MultnomahCounty_MultnomahSchool_0023
Exterior View, Looking SE at the Pottery Shed
- Photo 24 of 28:** OR_MultnomahCounty_MultnomahSchool_0024
Exterior View, Looking S at the Basketball Shed

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- Photo 25 of 28:** OR_MultnomahCounty_MultnomahSchool_0025
Exterior View, Looking S at the west parking lot
- Photo 26 of 28:** OR_MultnomahCounty_MultnomahSchool_0026
Exterior View, Looking SW at the ca. 1940s Classrooms at the west
- Photo 27 of 28:** OR_MultnomahCounty_MultnomahSchool_0027
Exterior View, Looking NW at the ca. 1940s Classrooms at the west
- Photo 28 of 28:** OR_MultnomahCounty_MultnomahSchool_0028
Interior View, Looking W at the ca. 1940s Classrooms at the west (typical)

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington

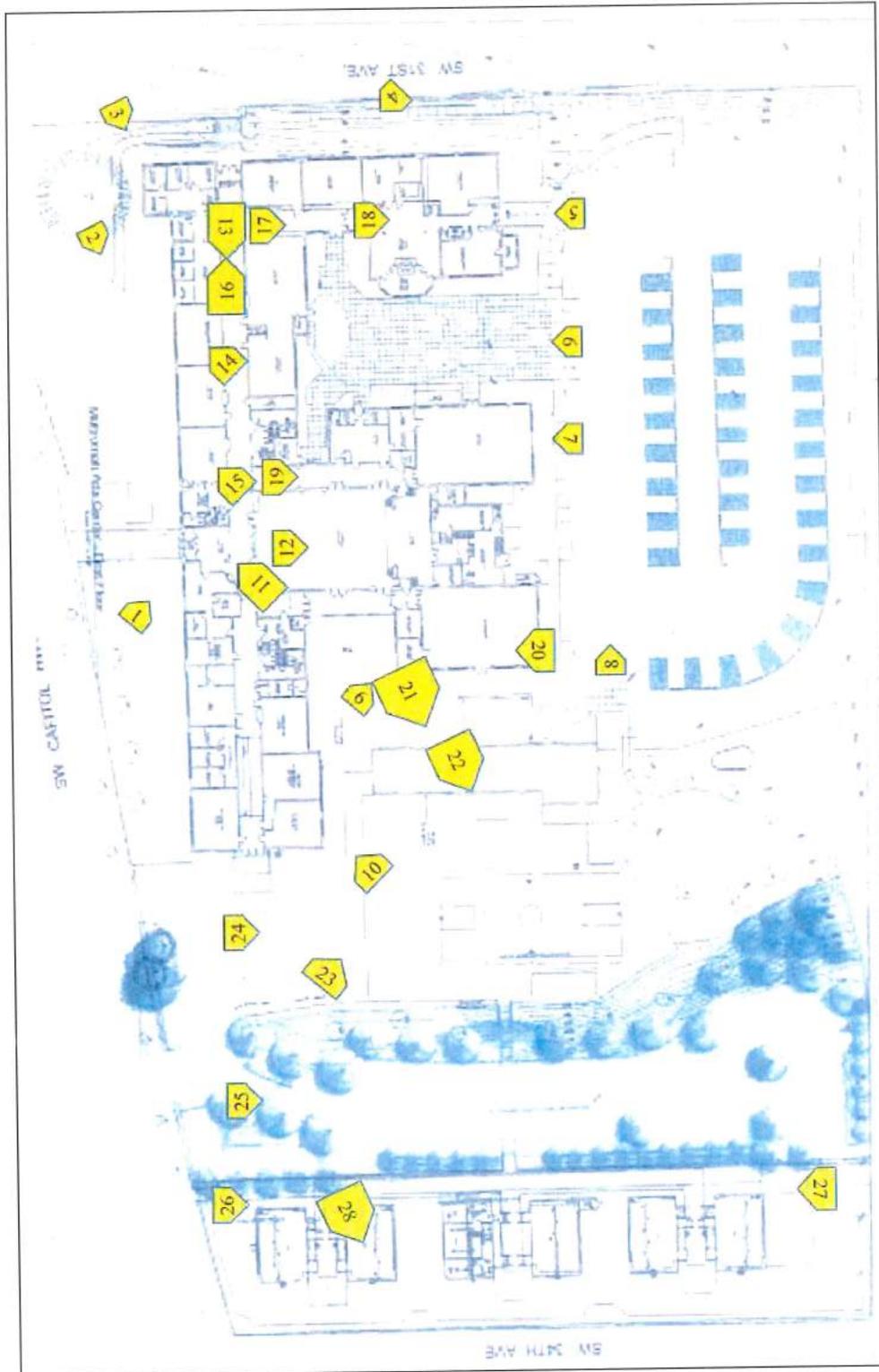
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Photograph Key



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List of Figures

(Resize, compact, and paste images of maps and historic documents in this section. Place captions, with figure numbers above each image. Orient maps so that north is at the top of the page, all document should be inserted with the top toward the top of the page.)

Figure 1: Regional Location Map, Latitude/Longitude Coordinates: 45.468243°, -122.709952°

Figure 2: Local Location Map, Latitude/Longitude Coordinates: 45.468243°, -122.709952°

Figure 3: Tax Map

Figure 4: Current Site Plan (with construction dates)

Figure 5: Photograph of the 1913 Classroom Buildings

Figure 6: Photograph of the Multnomah School Dedication, February 12, 1924

Figure 7: Sanborn Map, Multnomah, 1930, Sheet 8

Figure 8: Photograph of Multnomah School, North Elevation, ca. 1930

Figure 9: Photograph of Multnomah School, North Elevation, ca. 1979

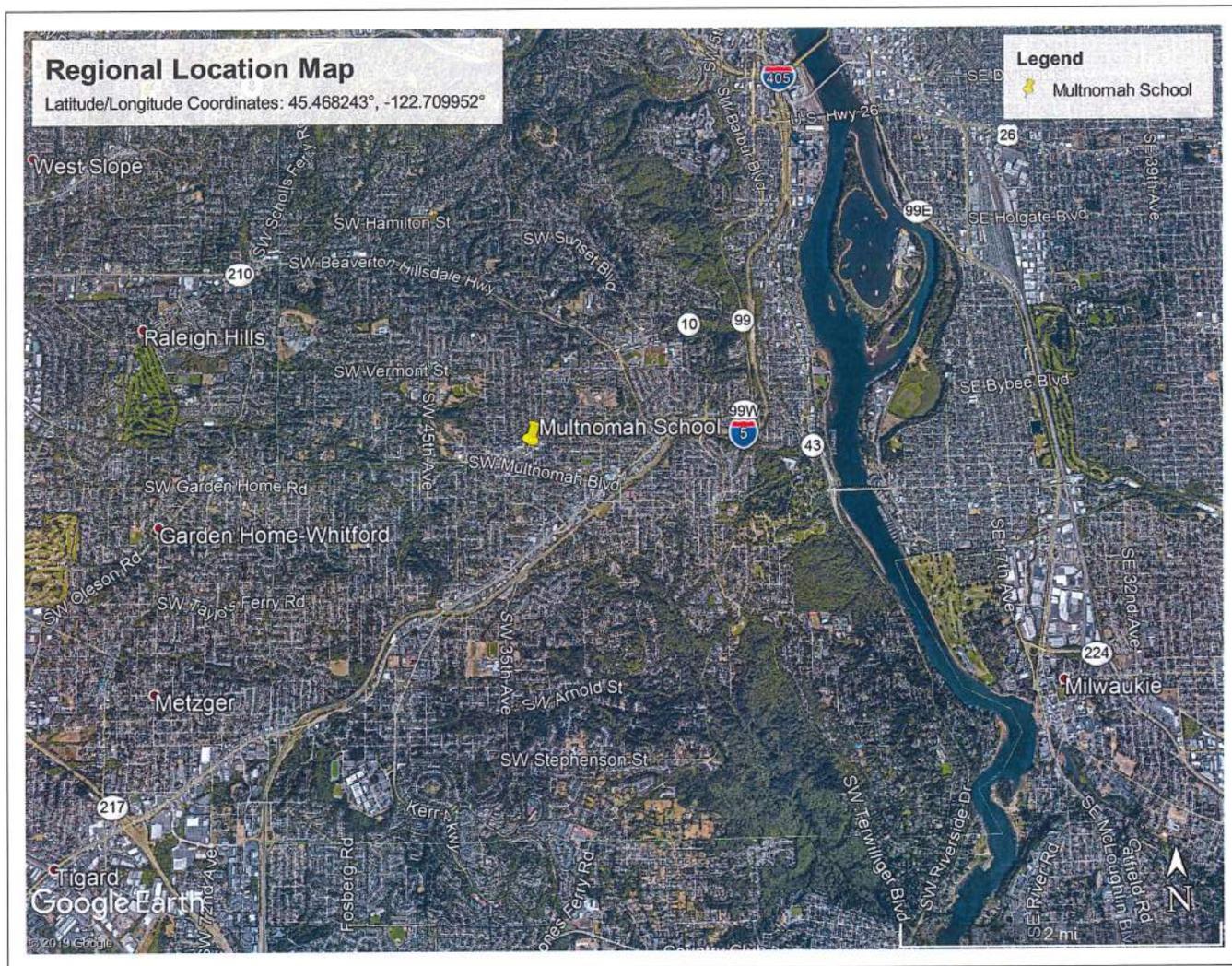
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Figure 1: Regional Location Map, Latitude/Longitude Coordinates: 45.468243°, -122.709952°



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Figure 2: Local Location Map, Latitude/Longitude Coordinates: 45.468243°, -122.709952°



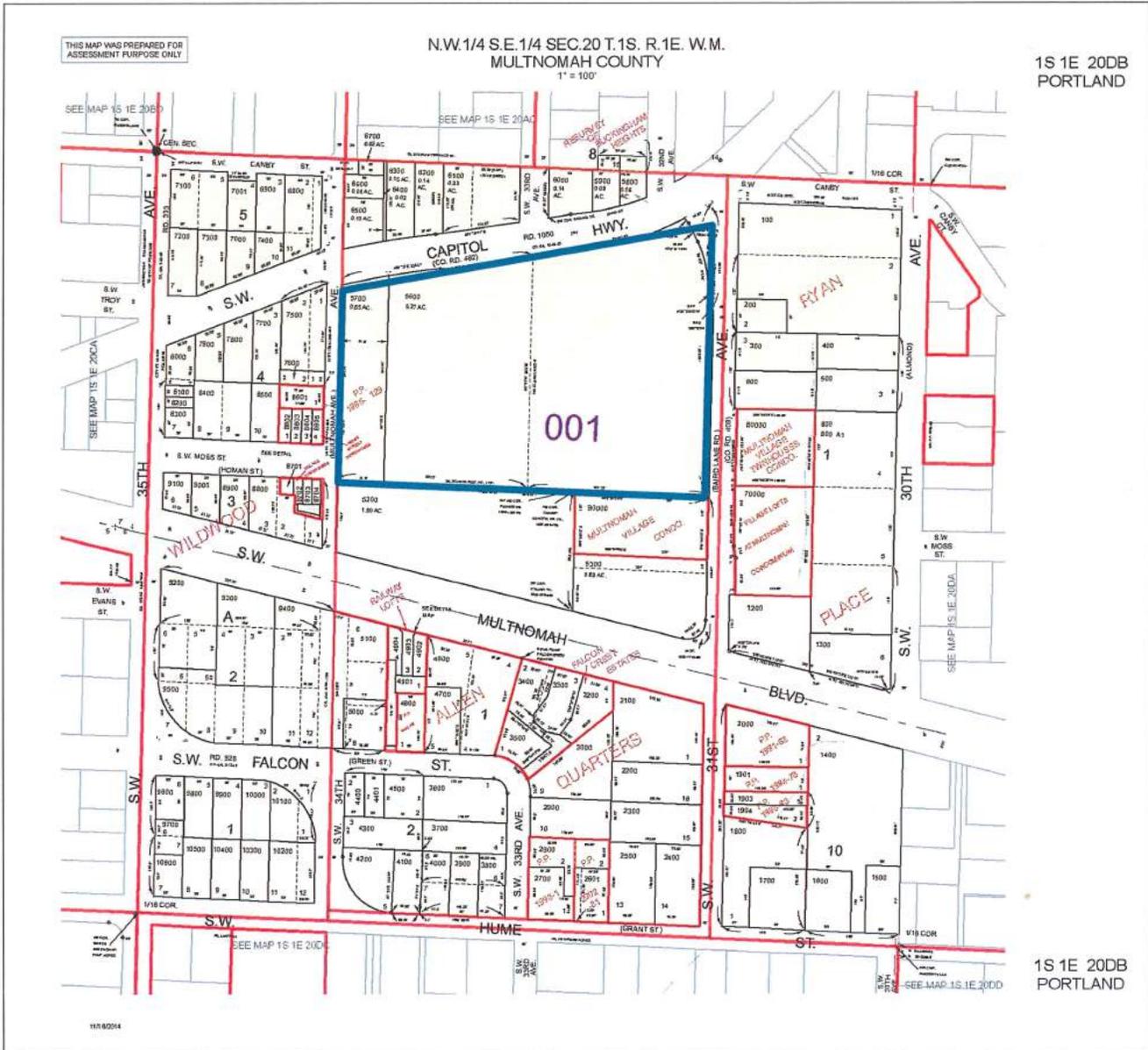
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Figure 3: Tax Map (Parcel is noted with a blue border)



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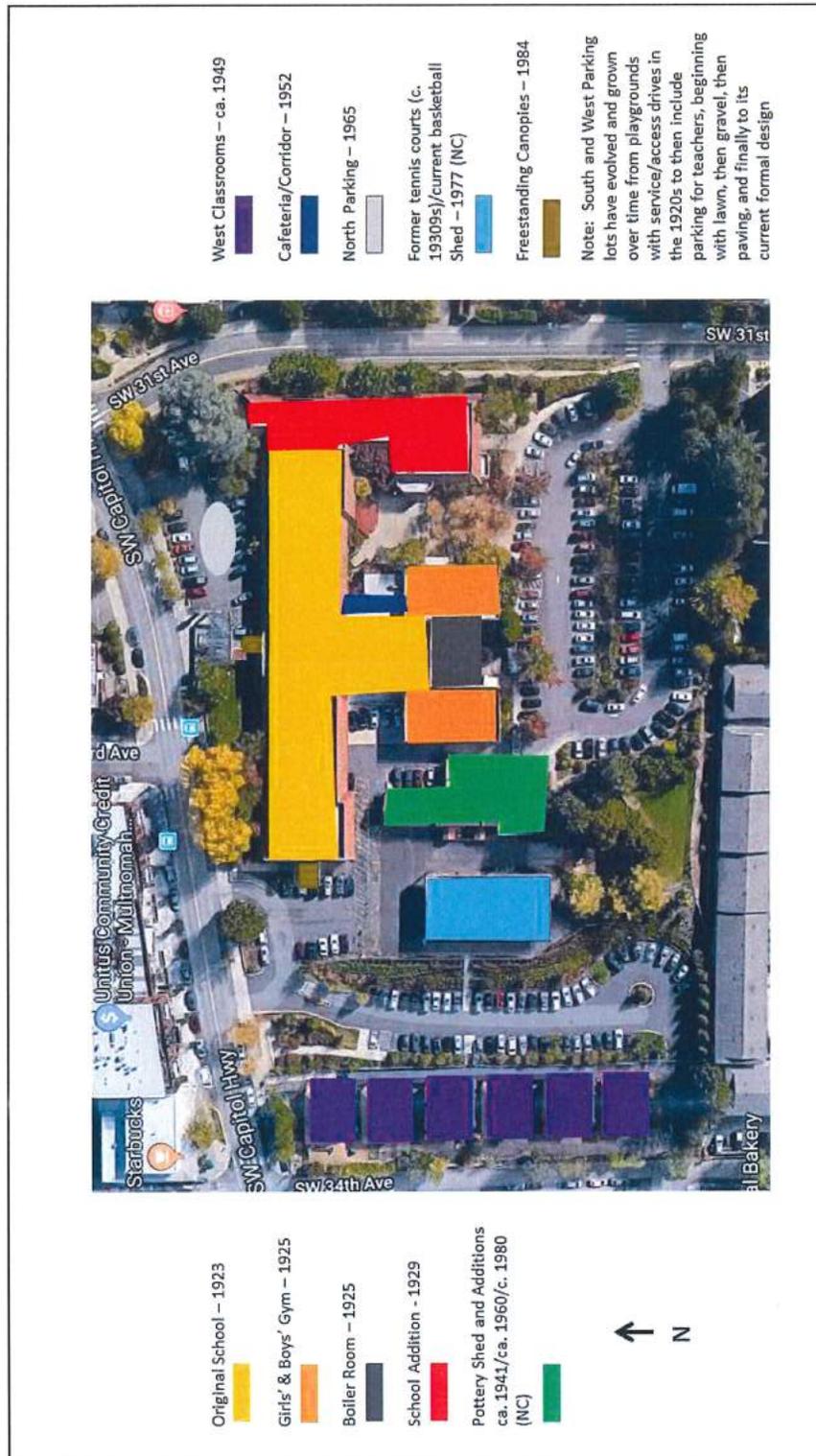
N/A

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Figure 4: Current Site Plan (with construction dates)



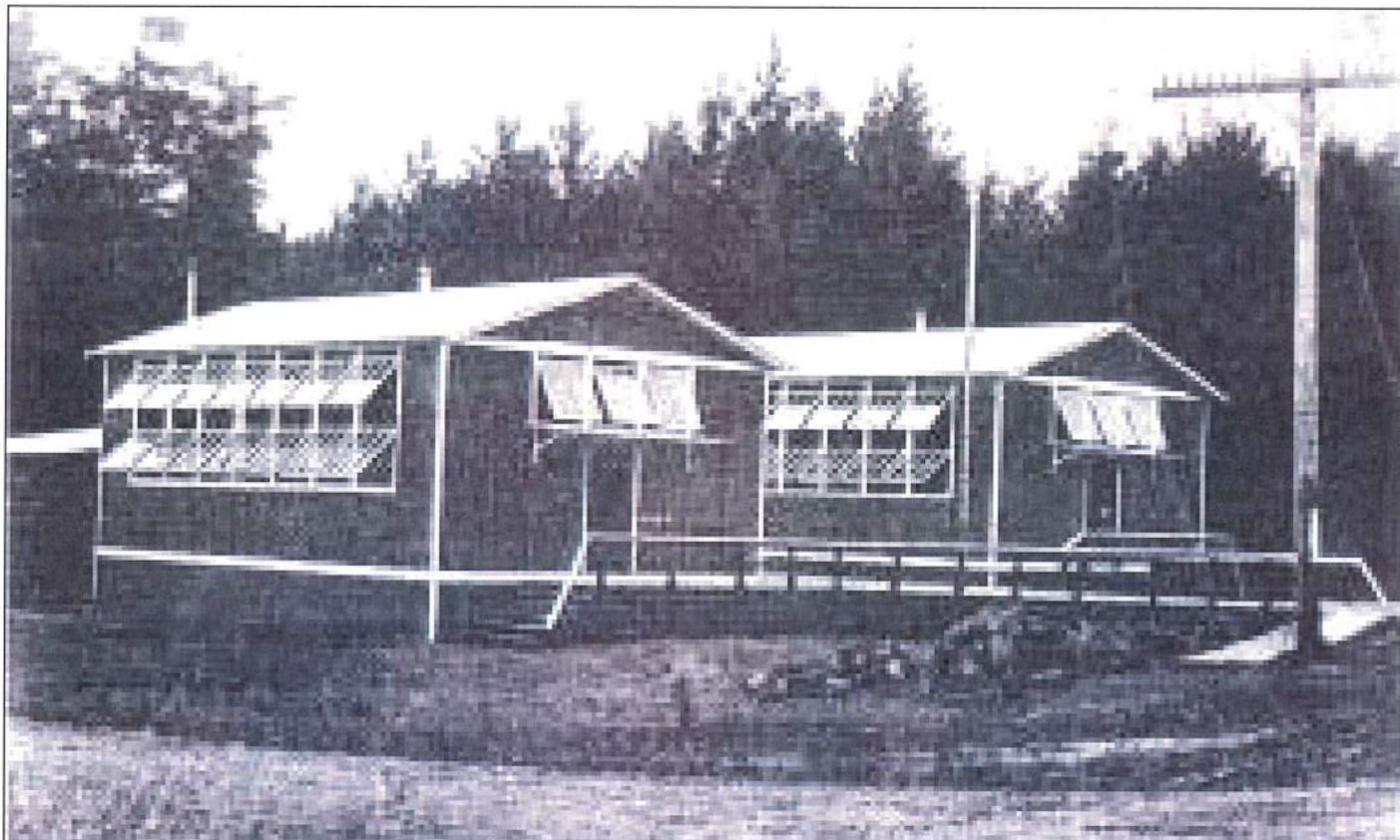
United States Department of the Interior
National Park Service

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Figure 5: Photograph of the 1913 Classroom Buildings



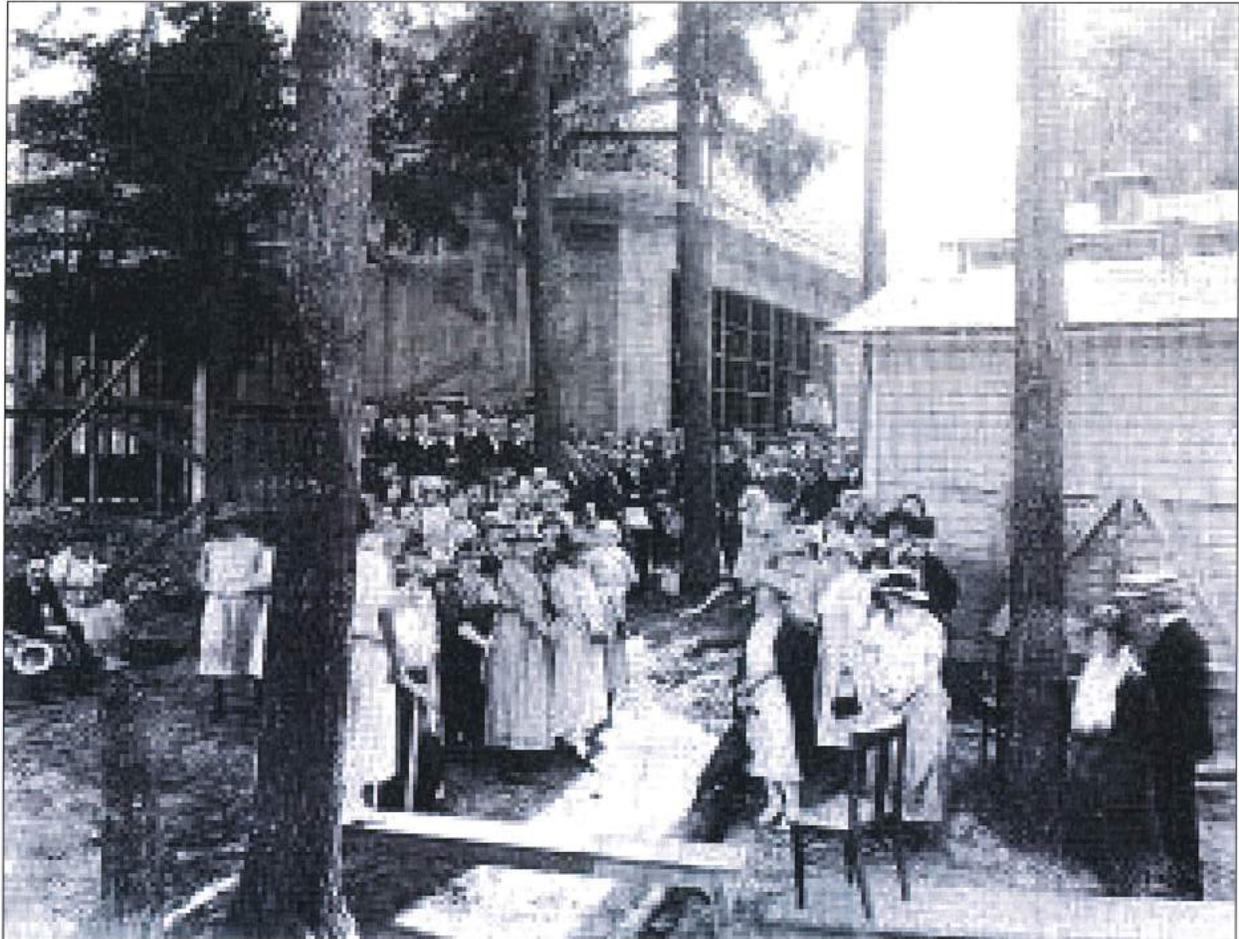
United States Department of the Interior
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Figure 6: Photograph of the Multnomah School Dedication, February 12, 1924



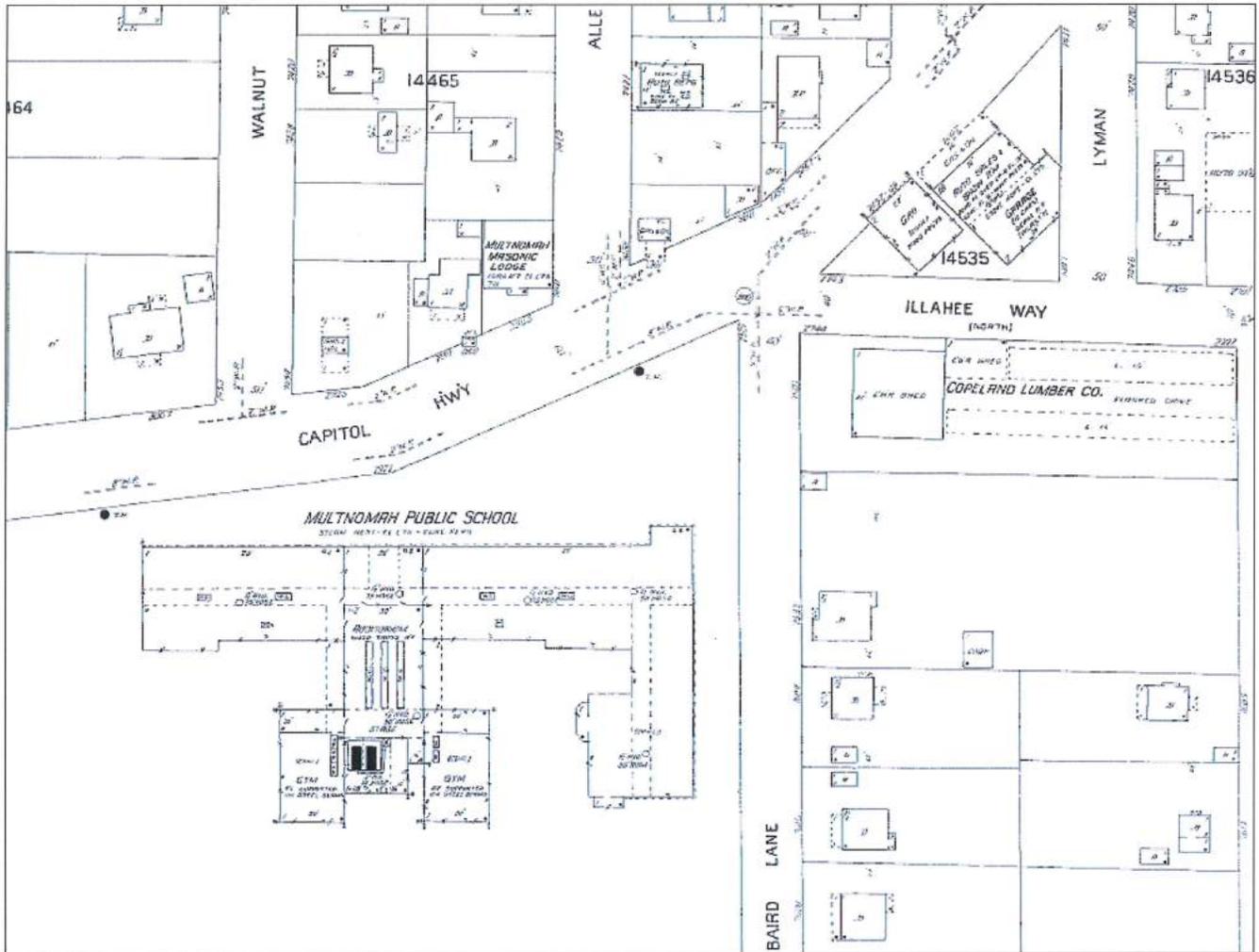
United States Department of the Interior
National Park Service

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Figure 7: Sanborn Map, Multnomah, 1930, Sheet 8



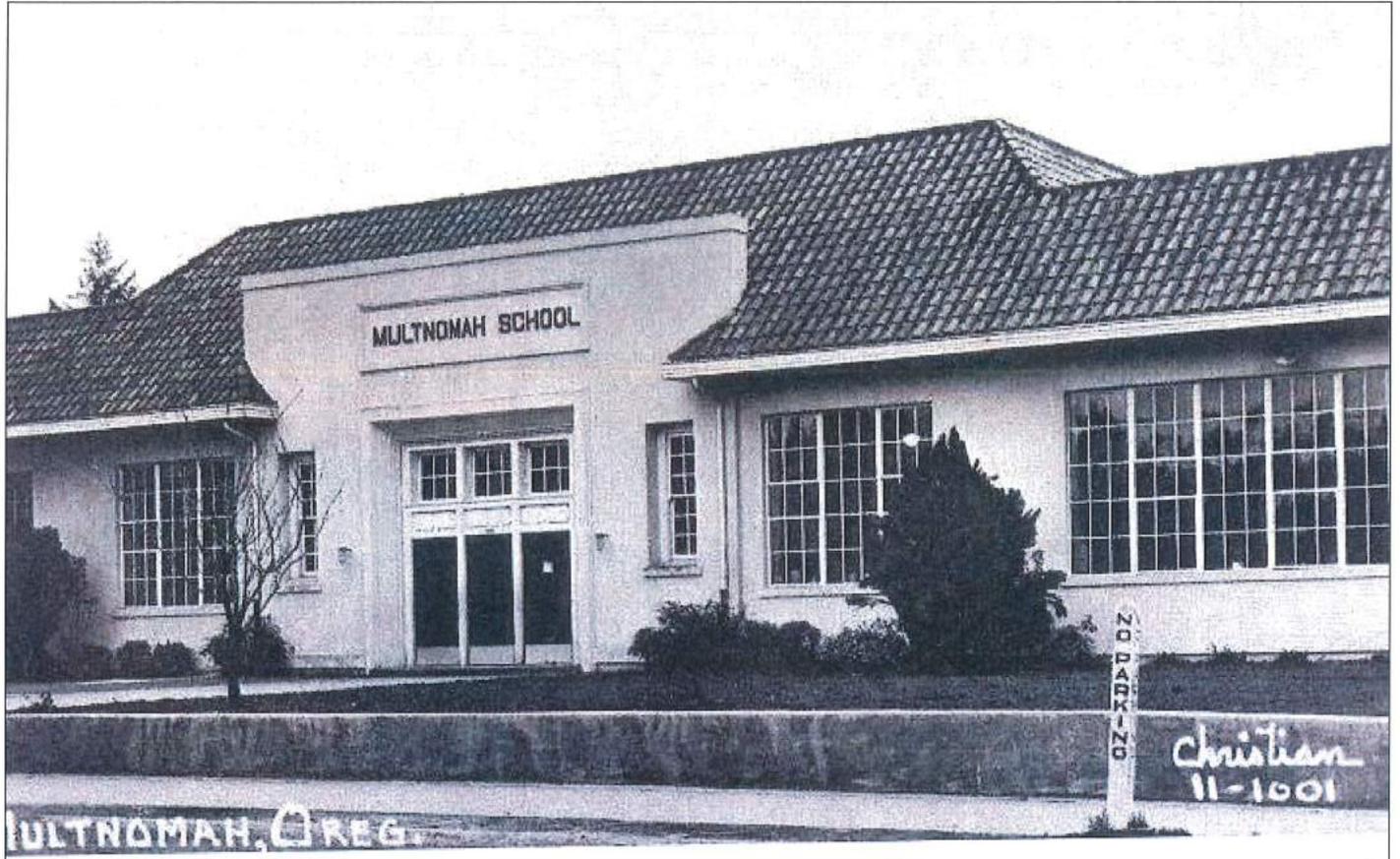
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Figure 8: Photograph of the Multnomah School, North Elevation, c. 1930



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Figure 9: Photograph of thr Multnomah School, North Elevation, c. 1979





Photo 1 of 28: OR_MultnomahCounty_MultnomahSchool_0001
Exterior View, Looking SE at the 1923 north elevation and main entry



Photo 2 of 28: OR_MultnomahCounty_MultnomahSchool_0002
Exterior View, Looking SW at the 1923 north elevation



Photo 3 of 28: OR_MultnomahCounty_MultnomahSchool_0003
Exterior View, Looking SW at the north elevation of the 1929 addition

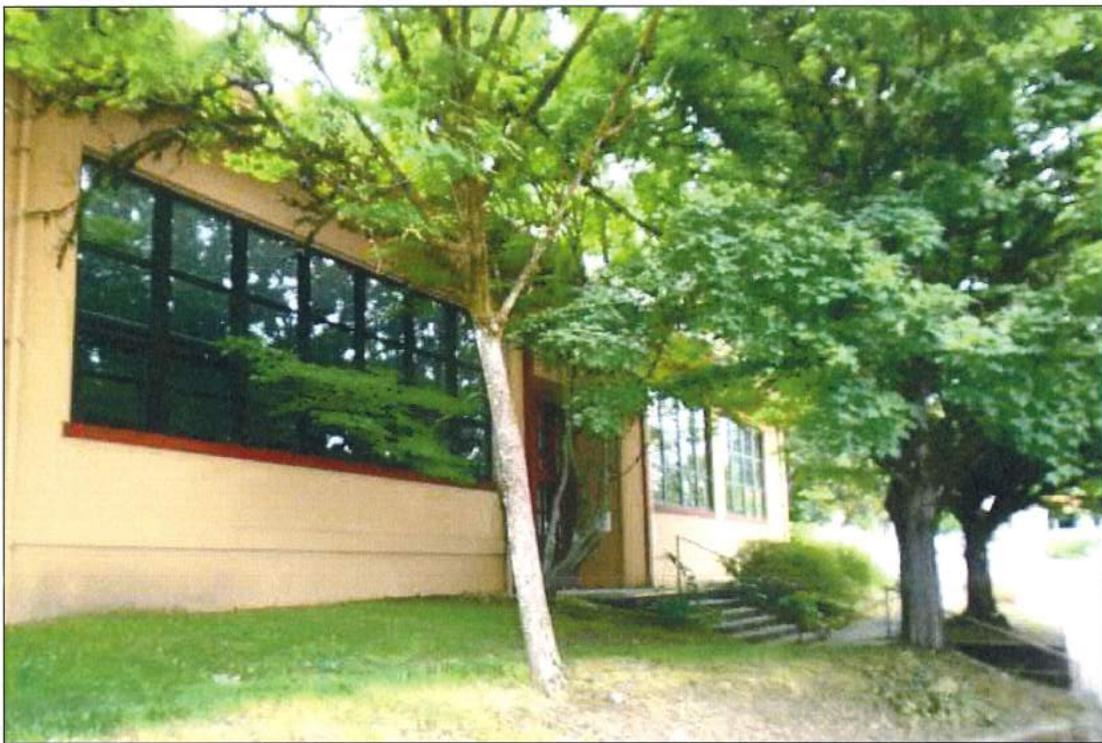


Photo 4 of 28: OR_MultnomahCounty_MultnomahSchool_0004
Exterior View, Looking NW at the east elevation of the 1929 addition



Photo 5 of 28: OR_MultnomahCounty_MultnomahSchool_0005
Exterior View, Looking N at the south elevation of the 1929 addition



Photo 6 of 28: OR_MultnomahCounty_MultnomahSchool_0006
Exterior View, Looking N at the courtyard between the 1929 east addition and the 1925 boys' gymnasium



Photo 7 of 28: OR_MultnomahCounty_MultnomahSchool_0007
Exterior View, Looking N at the south elevation of the 1925 boys' gymnasium



Photo 8 of 28: OR_MultnomahCounty_MultnomahSchool_0008
Exterior View, Looking E from the west end of the school south parking area



Photo 9 of 28: OR_MultnomahCounty_MultnomahSchool_0009
Exterior View, Looking SE at the west elevation of the 1923 school and the west elevation of the 1925 girls' gymnasium



Photo 10 of 28: OR_MultnomahCounty_MultnomahSchool_0010
Exterior View, Looking NE at the west and south elevation of the 1923 school



Photo 11 of 28: OR_MultnomahCounty_MultnomahSchool_0011
Interior View, Looking NE at the school lobby



Photo 12 of 28: OR_MultnomahCounty_MultnomahSchool_0012
Interior View, Looking S at the 1923 auditorium



Photo 13 of 28: OR_MultnomahCounty_MultnomahSchool_0013
Interior View, Looking W at the east-west corridor in the 1923 School



Photo 14 of 28: OR_MultnomahCounty_MultnomahSchool_0014
Interior View, Looking NE at a north classroom in the 1923 School



Photo 15 of 28: OR_MultnomahCounty_MultnomahSchool_0015
Interior View, Looking NE at a north classroom in the 1923 School



Photo 16 of 28 OR_MultnomahCounty_MultnomahSchool_0016
Interior View, Looking E at the east entry of the 1929 Addition



Photo 17 of 28: OR_MultnomahCounty_MultnomahSchool_0017
Interior View, Looking S at the north-south corridor of the 1929 School



Photo 18 of 28: OR_MultnomahCounty_MultnomahSchool_0018
Interior View, Looking NW at the current Senior Center in the 1929 Addition



Photo 19 of 28: OR_MultnomahCounty_MultnomahSchool_0019
Interior view, Looking N at the 1925 north-south corridor between the auditorium and cafeteria kitchen



Photo 20 of 28: OR_MultnomahCounty_MultnomahSchool_0020
Interior View, Looking S at the 1925 girls' gymnasium



Photo 21 of 28: OR_MultnomahCounty_MultnomahSchool_0021
Exterior View, Looking SW at the Pottery Shed



Photo 22 of 28: OR_MultnomahCounty_MultnomahSchool_0022
Interior View, Looking SW in the Pottery Shed



Photo 23 of 28: OR_MultnomahCounty_MultnomahSchool_0023
Exterior View, Looking SE at the Pottery Shed



Photo 24 of 28: OR_MultnomahCounty_MultnomahSchool_0024
Exterior View, Looking S at the Basketball Shed

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Photo 25 of 28: OR_MultnomahCounty_MultnomahSchool_0025
Exterior View, Looking S at the west parking lot



Photo 26 of 28: OR_MultnomahCounty_MultnomahSchool_0026
Exterior View, Looking SW at the ca. 1940s Classrooms at the west

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Photo 27 of 28: OR_MultnomahCounty_MultnomahSchool_0027
Exterior View, Looking NW at the ca. 1940s Classrooms at the west

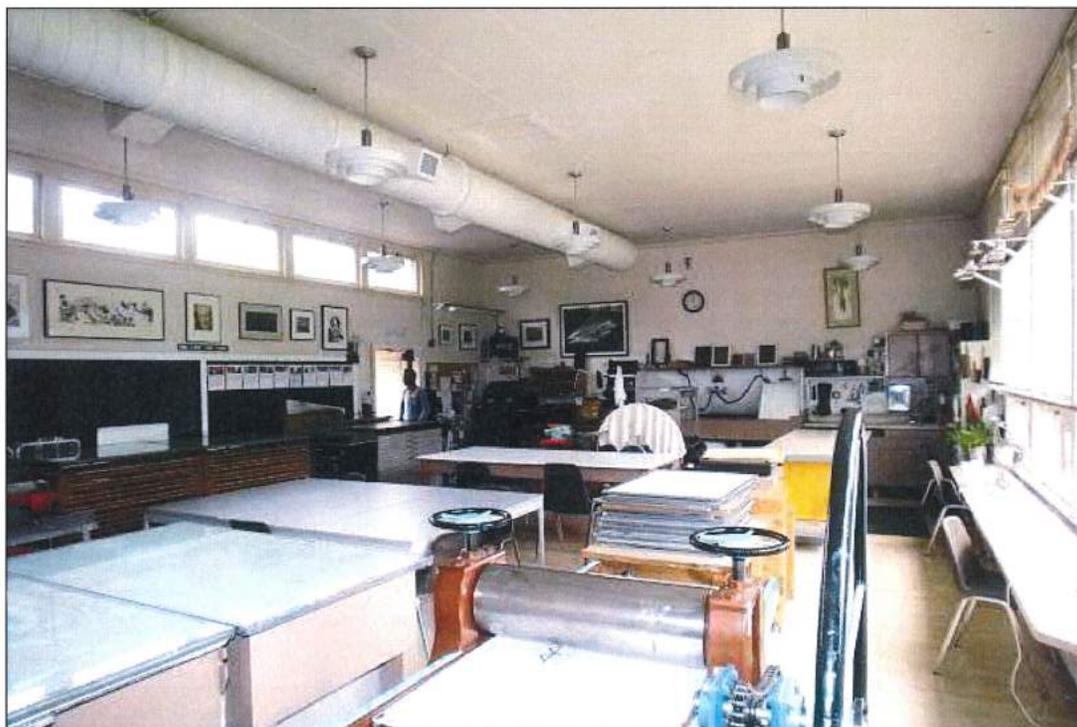


Photo 28 of 28: OR_MultnomahCounty_MultnomahSchool_0028
Interior View, Looking W at the ca. 1940s Classrooms at the west (typical)