



Reed College Heritage Master Plan





Reed College Heritage Master Plan

June 2006

prepared by:



Fletcher Farr Ayotte Inc
ARCHITECTURE PLANNING INTERIORS

Mayer/Reed

Robert Z. Melnick FASLA

FOREWORD TO THE REPORT

The Reed College Heritage Master Plan is an intensive, multi-disciplinary study funded by the Getty Foundation in the spring of 2004. Composed of outside specialists – architectural, landscape, preservation consultants – working in conjunction with a number of Reed College faculty and staff, the Heritage Master Plan Team was charged with identifying the historic value and significance of structures and landscapes developed prior to 1967. The process involved archival research, oral interviews, physical inspections, and some fine detective work in tracking down historic documents such as old architectural drawings, faded photographs, and even wayward gargoyles. The inventoried buildings and grounds were then scrutinized through the lenses of pragmatics and semiotics, or to put it more simply, their structural and functional soundness, and their aesthetic, historic, and, equally important, local symbolic significance. Every fragment of the campus setting, after all, is a Proustian madeleine for someone, a repository of memories and associations. The objective of this careful, deliberate evaluation was to develop a coherent set of data that will be critical in conceptualizing the future of Reed's campus.

The American college campus is a three-dimensional dream of utopia cast in bricks and mortar. As much as the words exchanged and produced in the classrooms, lecture halls, and laboratories, the spaces in which the verbal interactions occur are fundamental to learning. In the hoary dualism

that dichotomizes the value of matter and spirit, surface and depth, the built environment is the material carapace and the stage setting within which great minds and great ideas are conceived, incubated, and delivered. As the Italian semiotician-turned-novelist Umberto Eco likes to remind us, the academic mind gravitates toward the unseen, the hidden, to go beyond surface into depth, to read surface for signs of essences, of fundamentals.

And yet, as Christopher Alexander (author of *A Pattern Language*) and Bruno Zevi (architectural critic, historian, and theorist of Italian organic and social architecture) tell us, and as every architect from Andrea Palladio to Frank Lloyd Wright to Frank Gehry insists, buildings have the power to shape dynamically the immaterial human interactions that occur within them. The form, in other words, has a profound power to inhibit, encourage, depress, or inspire. Thus, we must acknowledge that in some measure Reed's academic success over the decades received an important contribution from its architects, landscape designers, engineers, builders, and those who commissioned them.

The Getty Grant provided the ideal opportunity for taking systematic inventory of this precious and distinguished architectural heritage at an especially opportune moment: at the beginning of the capital campaign planning and an update of the master plan for future campus development.



The synergy of these three initiatives is truly serendipitous. We are now, I believe, for the first time poised to perform like the Roman God Janus, to look both into the past and into the future as we consider how to maintain a flexible, responsive, challenging and nurturing physical environment in which learning, socializing, and dreaming can occur in this precious utopia of Reed.

For the initiative in identifying and seeking out the tremendous opportunity afforded by the Getty Foundation and in recognizing the importance of having a coherent inventory of our "real estate," credit must go to Johanna Thoeresz, Director of Development, Diane Gumz, Director of Corporate and Foundation Support, and, of course, Colin Diver, Reed College President.

Lena Lencek
Professor of Russian and Humanities

Table of Contents

PROJECT PARTICIPANTS

PREFACE TO THE REPORT

1.0 THE HISTORIC RESOURCES OF REED COLLEGE

- 1.1 Campus Development Overview
- 1.2 Campus Development Diagrams
- 1.3 Reed Landscape Components
 - 1.3.1 Overview
 - 1.3.2 Processes
 - 1.3.3 Components
 - 1.3.4 Landscape Area Descriptions

1.4 Survey of Historic Buildings

Inception Era (1912-1929)

- 1.4.1 Eliot Hall
- 1.4.2 Old Dormitory Block
- 1.4.3 The Power House
- 1.4.4 Prexy
- 1.4.5 Anna Mann Dormitory
- 1.4.6 Woodstock Houses
- 1.4.7 Student Union

Depression Era (1930-1945)

- 1.4.8 Hauser Memorial Library
- 1.4.9 Cerf Amphitheatre
- 1.4.10 Health & Counseling Building

Mid-Century Era (1946-1967)

- 1.4.11 Greywood
- 1.4.12 Psychology Building
- 1.4.13 MacNaughton Dormitory
- 1.4.14 Foster-Scholz Dormitories
- 1.4.15 Chinese House



- 1.4.16 Cross Canyon Dormitories
- 1.4.17 Griffin Mem. Biology Building & Knowlton Laboratory of Physics
- 1.4.18 Gray Campus Center
- 1.4.19 Watzek Sports Center

2.0 ANALYSIS OF SIGNIFICANCE

- 2.1 Methodology
- 2.2 The Determination of Significance
- 2.3 The Determination of Integrity
- 2.4 Ranking of Historic Importance
- 2.5 Historic Rankings

3.0 MANAGEMENT OF REED'S HISTORIC RESOURCES

- 3.1 Overview
- 3.2 Management Guidelines for Landscape Areas
- 3.3 Management Guidelines for Campus Buildings

APPENDIX

Vanished Reed Buildings



Professor Charles Rhyne leads a tour of the campus during the project kick-off meeting.

PROJECT PARTICIPANTS

Reed Advisory Group

Townsend Angell
Director
Facilities Operations

Diane Gumz
Director
Corporate and Foundation Support

Lena Lencek
Professor
Russian and Humanities

Charles Rhyne
Professor Emeritus
Art History

Mike Teskey
Director
Alumni Relations

Gay Walker
Librarian
Special Collections

Consultant Team

Fletcher Farr Ayotte Inc

Hal Ayotte, *Principal*

Troy Ainsworth, *Project Manager*

Paul Falsetto, *Project Coordinator*

Shannon Bell, *Preservation Specialist*

Mayer/Reed

Carol Mayer-Reed, *Principal*

Irene Bowers, *Project Manager*

Robert Z. Melnick, FASLA

PREFACE TO THE REPORT

The Reed College Heritage Master Plan was funded through a grant from the Getty Foundation's Campus Heritage Initiative. The Campus Heritage Initiative assists colleges and universities in the United States towards the understanding, management and preservation of their significant buildings and landscapes. It is a program that focuses on the survey of historic resources and the creation of a campus preservation master plan, or the augmentation of an existing master plan with an historic preservation component. The Getty Foundation is to be acknowledged for developing and funding a program to address this critical need.

With the provided funding, Reed College engaged a team of architectural, landscape and preservation consultants to identify, record and interpret the significant character-defining features of the campus' natural and built environment. A major aspect of this effort was the development of planning guidelines to address the protection and possible restoration of these resources. Information on these resources will also enable Reed to proceed with planning activities for its centennial with confidence and historic sensitivity. The overall goal of this project was to establish heritage resource preservation as an important value to be considered within the campus planning process.

The Heritage Master Plan includes three major sections. First, Reed's historic resources within the period of study (1912–1967) are identified and described in detail. This will assist Reed in understanding the nature of these resources in terms of their historic significance and physi-

cal integrity. Each resource's character-defining features have been clearly, accurately, and succinctly defined.

The second section analyzes the historic resources and assesses their level of significance to Reed and its campus history. The Heritage Master Plan focuses on the meaning and value of sites, buildings and landscapes in the almost 100-year development of the Reed campus, being mindful that some of these resources may also be important regionally or nationally.

The final section of the Heritage Master Plan provides guidelines for the protection and management of these historic resources. These guidelines address potential future planning issues, especially in relation to development and building on the campus over time. The guidelines are not intended to be prescriptive; but rather to identify and understand the ways in which the value of the campus historic resources can be appropriately considered in the course of larger campus planning efforts.

The Heritage Master Plan will assist Reed College as it looks towards its future, well beyond its first century of existence. Through the identification of the college's historic resources, the understanding of their significance, and guidelines for their protection, Reed can ensure that heritage and meaning are considered alongside all other campus concerns, pressures and opportunities. These considerations allow the college to confidently address current and future needs while retaining those features of significance that have, over time, come to define Reed itself.

