

# Determination of Historic Rankings

## 2.1 METHODOLOGY

Once the historic resources of Reed had been defined and described (Section 1.0), they were organized into a hierarchy of historic importance. Ranking the resources creates a focus and emphasis on those buildings and landscape areas that have made the greatest contribution to the character of Reed's campus. Treatment guidelines can be developed accordingly. The ranking also provides a level of flexibility in managing resources deemed to be of lesser importance. This flexibility is important in allowing the Reed campus to grow and evolve in accordance with its needs and mission. This fits the overall goal of the Heritage Master Plan, which is to allow a natural campus evolution to occur while retaining and preserving the college's most significant historic resources.

Determining historic value is an inherently subjective endeavor: what is obviously of value to one person may be deemed valueless by another. For this study, historic value – or **significance** – was determined based on a resource's contribution to the history of Reed and the shaping of the campus character. When appropriate, properties were also analyzed based on their regional, and even national, significance. It should be emphasized that the rationale for determining a resource's level of significance is never entirely *irrefutable*, but should be *defendable*. Also, it needs to be recognized that a resource's significance may change over time as it develops greater connections to the character of the college, or previous important connections are discovered.

The determination of significance is the first step in a two-part process, the second being the establishment

of a resource's **integrity**. Integrity is evaluated after a level of significance has been developed, and is based upon it. In essence, integrity determines if the key elements that make up a resource's significance are still evident today. For example, if a building is deemed significant because of its exterior detailing and materials, it is necessary to evaluate if those items have remained relatively unaltered. If so, then its integrity is intact and its significance, in this instance, has been confirmed.

## 2.2 THE DETERMINATION OF SIGNIFICANCE

The criteria for determining significance used in this study was based upon that developed for acceptance into the National Register of Historic Places. Buildings and landscapes were assessed using the following criteria:

**Associative value** – associations with peoples or events that have made a significant contribution to the broad patterns of Reed College history.

**Physical/Aesthetic value** – entities that are characterized by one or more of the following:

- Embody distinctive characteristics of a type, period, or method of construction
- Represent the work of a master
- Possess high artistic value
- Represent a significant and distinguishable entity whose components may lack individual distinction

There are numerous examples of resources that contain both associative and physical/aesthetic value. At other times a resource might have strong associative values, but very little physical/aesthetic value – or the



Eliot Hall



Commons Quad

converse. Any of these scenarios could easily satisfy the benchmark for a high determination of significance.

After reviewing both its associative and physical/aesthetic values, the historic resource received a rating of significance – high, medium, or low. This information was then used to ascertain the resource’s level of integrity.

### 2.3 THE DETERMINATION OF INTEGRITY

Integrity describes the ability of an entity to convey its significance through an analysis which determines if the elements that make the resource important are still evident. Similar to the process of determining significance, the criteria for determining integrity was based upon that developed for acceptance into the National Register of Historic Places.

The method for assessing integrity involves:

- Defining the essential physical features necessary to be present for an entity to represent its significance.
- Determining whether the essential physical features are visible enough to convey their significance.
- Determining, based on the significance and essential physical features, which aspects of integrity are particularly vital to the resource, and if they are present.

Examining integrity, a worthy exercise when evaluating historic buildings, is less so when dealing with landscape areas. These areas, by their nature, are in a constant state of change as plant life grows or dies off. Therefore, an analysis of integrity was not conducted in this report for the landscape areas.

After a review of its integrity, the team rated the historic resource’s integrity as either high, medium, or low. This information was reviewed in conjunction with the entity’s rating of significance to establish the resource’s ranking of historic importance.

### 2.4 RANKING OF HISTORIC IMPORTANCE

Four levels of historic importance were developed, into which the historic buildings and landscape areas were distributed. The levels and their criteria are:

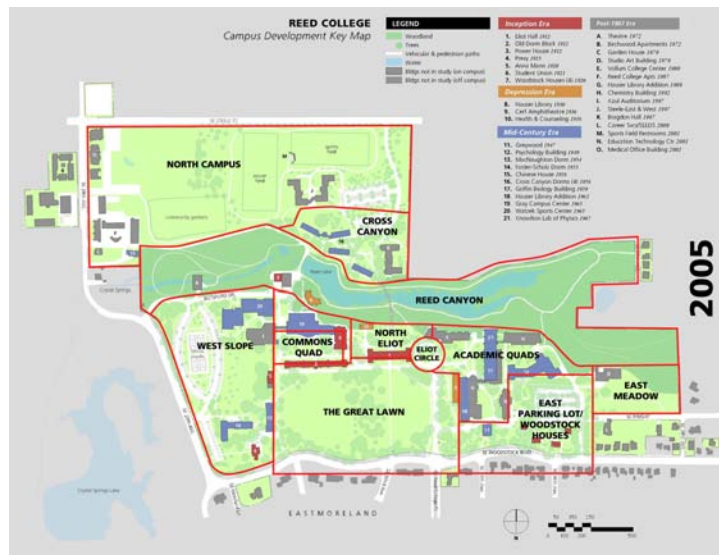
**Landmark Status** – resources considered to be icons of the campus

**Primary Status** – resources that offer major contributions to the historic character of Reed College

**Secondary Status** – resources that display important characteristics, but have a reduced degree of significance and/or integrity

**Tertiary Status** – resources that lack noteworthy significance at this time, or have had their integrity severely compromised

Section 2.5 presents the resources in their ranked position, with the associated rationale.



## 2.5 HISTORIC RANKINGS

The eleven landscape areas and twenty-four buildings within the period of study (1912-1967) were ranked according to their level of significance and integrity (overview at right). On the following pages are descriptions of the significance and integrity rating for each individual resource, which provided the rationale for their rankings. It should be reiterated that any sort of rating system based on values is inherently subjective. The rankings developed for this study are not intended to be the final word on the value of Reed's heritage resources, but act more as a good starting point for what is likely to be an ongoing discussion.

## LANDMARK STATUS

landscape areas: the Great Lawn  
Reed Canyon

buildings: Eliot Hall (1912)  
Old Dorm Block (1912)

## PRIMARY STATUS

landscape areas: Commons Quad  
North Eliot

buildings: Prexy Building (1915)  
Student Union (1921)  
Hauser Mem. Library (1930)  
Cerr Amphitheatre (1936)  
Psychology Building (1949)  
Watzek Sports Center (1965)

## SECONDARY STATUS

landscape areas: West Slope  
Eliot Circle  
East Parking Lot/  
Woodstock Houses  
Cross Canyon

buildings: Anna Mann (1920)  
Woodstock Houses (1920)  
MacNaughton Dorm (1954)  
Foster-Scholz Dorm (1955)  
Cross Canyon Dorms (1958, 1962)  
Hauser Library Addition (1963)

## TERTIARY STATUS

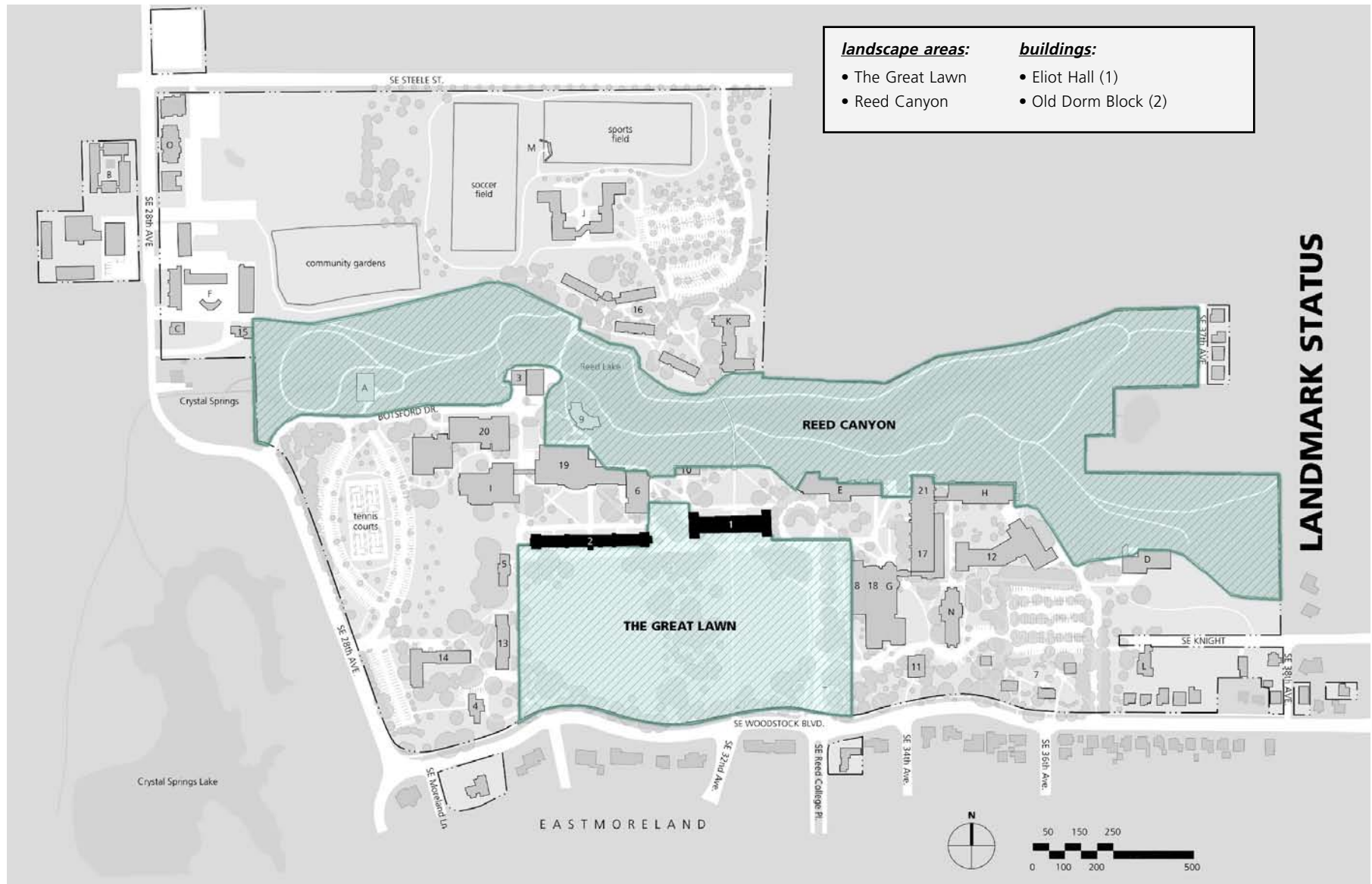
landscape areas: North Campus  
East Meadow  
Academic Quads

buildings: Power House (1912)  
Health & Counseling (1938)  
Greywood (1947)  
Chinese House (1958)  
Griffin Mem. Biology (1959)  
Gray Campus Center (1965)  
Knowlton Lab. of Physics (1967)

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## LANDMARK STATUS — *resources considered to be icons of the campus*



## Landmark Status — *Landscape Areas*

### The Great Lawn



The Great Lawn landscape area

#### Significance Rating . . . high

##### *Associative Values:*

Formal, primary campus entry; main view corridor to landmark buildings; defines Reed's reputation as a community green space.

##### *Physical/Aesthetic Value:*

Contains a great number of pre-Reed trees and historic trees.

### Reed Canyon



Reed Canyon landscape area

#### Significance Rating . . . high

##### *Associative Values:*

A city-wide amenity managed by Reed; unique natural feature in the heart of a campus; acts as an outdoor classroom.

##### *Physical/Aesthetic Value:*

Natural spring-fed lake; dense diverse naturalized plant community; bridge and crossing from north campus to south.

## Landmark Status — *Buildings*

### Eliot Hall

1912 (A.E. Doyle)  
remodels: 1980,90,93,98



#### Significance Rating . . . . high

##### *Associative Values:*

First academic building on campus; A.E. Doyle, architect; the home of important elements like the original library and chapel.

##### *Physical/Aesthetic Value:*

Distinctive Collegiate Gothic style; high craftsmanship; strong work of significant architect; prominent placement on campus.

#### Integrity Rating . . . . high/medium

##### *Essential Features Present:*

Exterior – *high*    Interior – *medium*

### Old Dorm Block

1912 (A.E. Doyle)  
remodels: 1991, 92



#### Significance Rating . . . . high

##### *Associative Values:*

First residential building on campus; A.E. Doyle, architect; unique room layouts.

##### *Physical/Aesthetic Value:*

Distinctive Collegiate Gothic style; high craftsmanship; strong work of significant architect; prominent placement on campus.

#### Integrity Rating . . . . high/medium

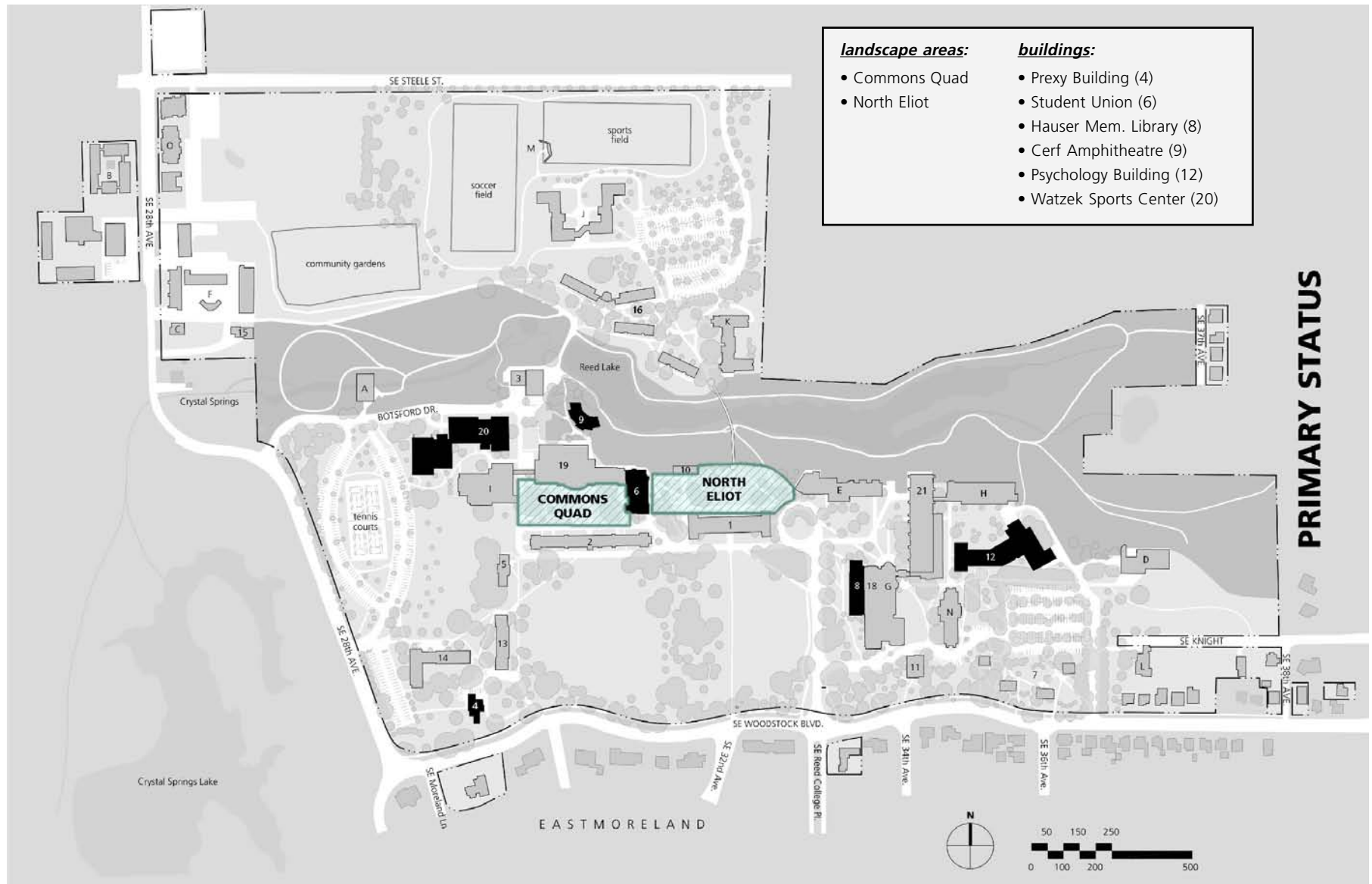
##### *Essential Features Present:*

Exterior – *high*    Interior – *medium*

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## PRIMARY STATUS — resources that offer major contributions to the historic character of Reed College



## Primary Status — *Landscape Areas*

### Commons Quad



- ★ Original pre-Reed trees
- Historic trees (50+) years



The Commons Quad landscape area

#### Significance Rating . . . high

##### *Associative Values:*

The heart of student life functions; multi-generational use.

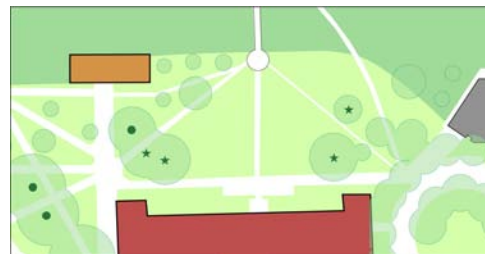
##### *Physical/Aesthetic Value:*

Formal quadrangle that fronts the Campus Center and the Student Union.

### North Eliot



- ★ Original pre-Reed trees
- Historic trees (50+) years



North Eliot landscape area

#### Significance Rating . . . high/medium

##### *Associative Values:*

Connections to bridge and cross canyon area; connections between student life and academic areas; views to a principal facade of Eliot Hall.

##### *Physical/Aesthetic Value:*

Views to the canyon; contains original pre-Reed trees.

## Primary Status — *Buildings*

### Prexy Building

1915 (A.E. Doyle); *Orig: President's Home*  
remodels: 1948, 58



#### Significance Rating . . . . high

##### *Associative Values:*

President's house until 1948; A.E. Doyle, architect; prominent placement on key corner of campus.

##### *Physical/Aesthetic Value:*

Shingle style cottage, good craftsmanship; work of significant architect.

#### Integrity Rating . . . . high

(the exterior being the significant element)

##### *Essential Features Present:*

Exterior – *high*      Interior – *medium/low*

### Student Union

1921 (A.E. Doyle); *Orig: Commons Union*  
remodel: 1963, 98



#### Significance Rating . . . . high

##### *Associative Values:*

First student life-type building on campus; A.E. Doyle, architect; home to a number of important Reed gatherings and events.

##### *Physical/Aesthetic Value:*

Distinctive English style; high craftsmanship on inside, with wood trusses; work of significant architect.

#### Integrity Rating . . . . high

(the interior being the significant element)

##### *Essential Features Present:*

Exterior – *low*      Interior – *high*



## Primary Status — *Buildings*

### Hauser Memorial Library - Original Building

1930 (Pietro Belluschi)  
remodels/additions: 1963, 89, 92, 02



#### Significance Rating . . . high

##### *Associative Values:*

Important academic building on campus; Pietro Belluschi, architect; unique transitional Gothic style.

##### *Physical/Aesthetic Value:*

Collegiate Gothic style; high craftsmanship; important early academic work of significant architect.

#### Integrity Rating . . . medium

##### *Essential Features Present:*

Exterior – *medium*      Interior – *medium*

### Barry Cerf Memorial Theatre and Garden Area

1936 (W.P.A.)  
remodel: 1988



#### Significance Rating . . . high

##### *Associative Values:*

WPA/NYA project; some work by landscape architects Miss Lord and Miss Schryver; site of numerous graduation and theater activities; associations with Barry Cerf.

##### *Physical/Aesthetic Value:*

Relationship with Reed Canyon and natural environs.

#### Integrity Rating . . . medium

##### *Essential Features Present:*

Exterior – *medium*

## Primary Status — *Buildings*

### Psychology Building

1949 (Pietro Belluschi); *Orig: Chemistry Wing*  
remodels/additions: 1967, 95



#### Significance Rating . . . high

##### *Associative Values:*

Pietro Belluschi, architect; first science building on campus, marking a postwar emphasis in this area.

##### *Physical/Aesthetic Value:*

Very early International Modernist style building (design dates from 1945), especially on a college campus in the U.S.; good craftsmanship; interesting and unique site layout; important work of a significant architect.

#### Integrity Rating . . . medium/low

##### *Essential Features Present:*

Exterior – *medium*      Interior – *low*

### Watzek Sports Center

1965 (Harry Weese & Assoc.)  
remodel: 2001



#### Significance Rating . . . medium

##### *Associative Values:*

The dedicated sports facility on campus with stage area; a number of important college events have occurred here.

##### *Physical/Aesthetic Value:*

Distinctive Regional Modernist style by a nationally (even internationally) renowned architect; unique form and massing; sympathetic integration with site; interesting and unique interior detailing.

#### Integrity Rating . . . high/medium

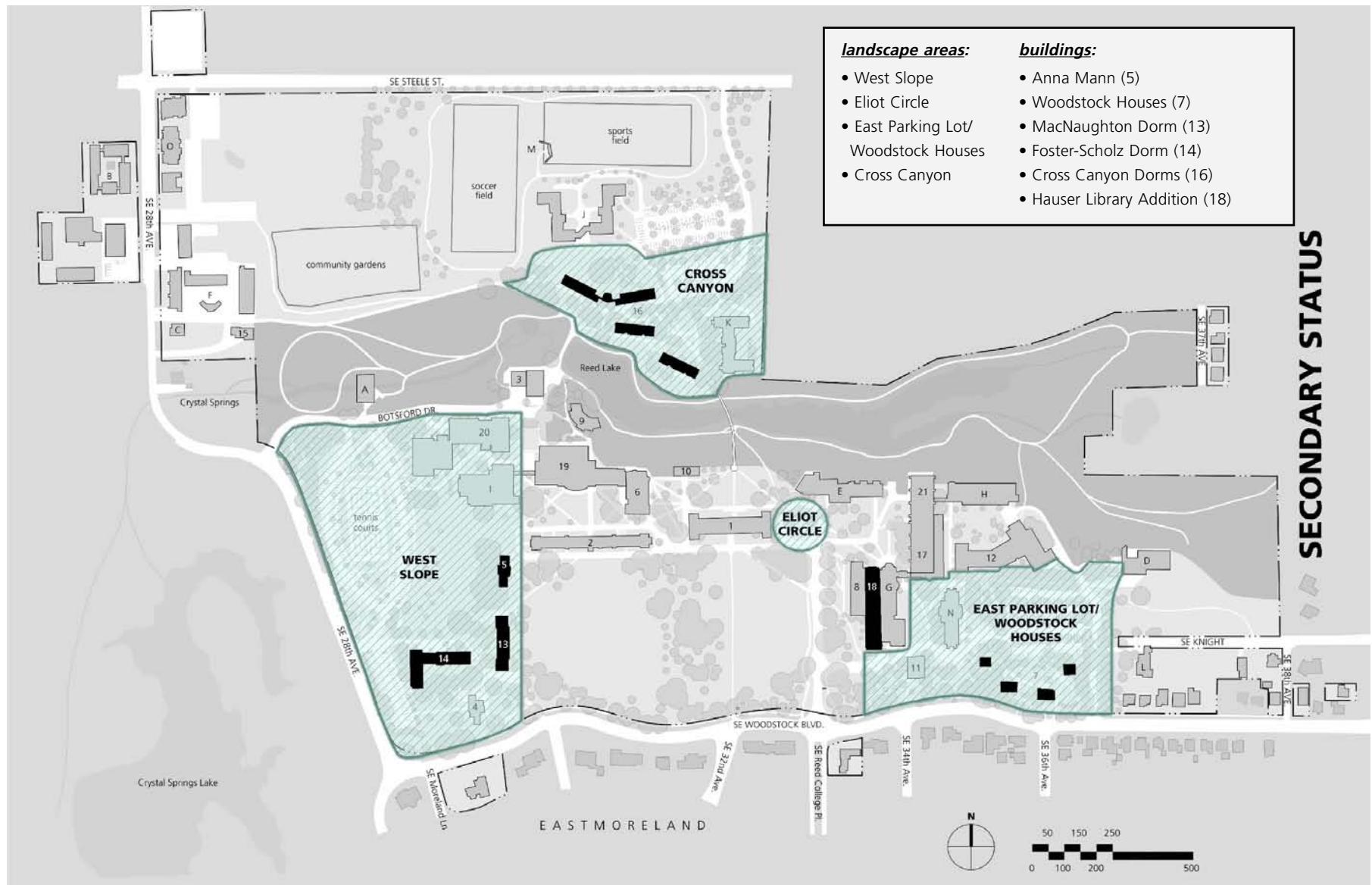
##### *Essential Features Present:*

Exterior – *high/medium*      Interior – *high/medium*



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**SECONDARY STATUS** — resources displaying important characteristics, but with a reduced degree of significance and/or integrity



## Secondary Status — *Landscape Areas*

### West Slope



The West Slope landscape area

#### Significance Rating . . . . **medium**

##### *Associative Values:*

Views west to downtown Portland; longtime location of the tennis courts; good solar access for campus.

##### *Physical/Aesthetic Value:*

Topographic variation; heavily treed campus edge along SE 28<sup>th</sup> Avenue.

### Eliot Circle



Eliot Circle landscape area

#### Significance Rating . . . . **medium**

##### *Associative Values:*

Terminus of main entry; transition point between east and west campus.

##### *Physical/Aesthetic Value:*

Flowering cherry trees reminiscent of nursery trees in North Campus.

## Secondary Status — *Landscape Areas*

### East Parking Lot/Woodstock Houses



The East Parking Lot/Woodstock Houses landscape area

#### Significance Rating . . . . medium

##### *Associative Values:*

Indicative of Reed's 'softer' residential edge; remains of former campus nursery.

##### *Physical/Aesthetic Value:*

Rows of trees; woodland shade garden.

### Cross Canyon



Cross Canyon landscape area

#### Significance Rating . . . . medium

##### *Associative Values:*

First developed area north of the canyon; integration of buildings and topography.

##### *Physical/Aesthetic Value:*

Topographic variation; views south to and across canyon.



## Secondary Status — *Buildings*

### Anna Mann

1920 (A.E. Doyle); *Orig: Women's Dorm*  
remodel: 1993



#### Significance Rating . . . . medium

##### *Associative Values:*

Original program specific to women students; A.E. Doyle, architect.

##### *Physical/Aesthetic Value:*

Distinctive English Tudor style; strong craftsmanship.

#### Integrity Rating . . . . medium

##### *Essential Features Present:*

Exterior – *medium/low*      Interior – *medium*  
(due to a recent addition that significantly changed the exterior building form)

### Woodstock Houses

1920 (A.E. Doyle); *Orig: Faculty Houses*  
remodel: 1979



#### Significance Rating . . . . medium

##### *Associative Values:*

Built to accommodate faculty; A.E. Doyle, architect; interesting building groupings on site.

##### *Physical/Aesthetic Value:*

Shingle style cottage.

#### Integrity Rating . . . . high

(the exterior being the significant element)

##### *Essential Features Present:*

Exterior – *high*      Interior – *medium*



## Secondary Status — *Buildings*

### MacNaughton Dorm

1954 (Belluschi & SOM); *Orig: Women's Dorm*  
remodel: 1996



**Significance Rating . . . . medium**

*Associative Values:*

First permanent residential building on campus after a thirty year gap; indicative of postwar enrollment boom; Pietro Belluschi & SOM, architect.

*Physical/Aesthetic Value:*

Distinctive International Modernist style; solid craftsmanship; notable work of significant architects.

**Integrity Rating . . . . high/medium**

*Essential Features Present:*

Exterior – *high*                      Interior – *medium*

### Foster-Scholz Dorm

1955 (Belluschi & SOM); *Orig: Men's Dorm*  
remodels: 1990, 95



**Significance Rating . . . . medium**

*Associative Values:*

Pietro Belluschi architect; indicative of postwar enrollment boom.

*Physical/Aesthetic Value:*

Distinctive International Modernist style; solid craftsmanship; notable work of significant architects.

**Integrity Rating . . . . high/medium**

*Essential Features Present:*

Exterior – *high*                      Interior – *medium*

## Secondary Status — *Buildings*

### Cross Canyon Residence Halls

1958, 1962 (Farnham, Shell & Hoyt)  
remodel: 1999



**Significance Rating . . . . medium**

*Associative Values:*

First major buildings north of Canyon; a complex of multiple residential buildings, denoting a new type of housing on campus.

*Physical/Aesthetic Value:*

Distinctive Regional Modernist style; strong craftsmanship; interesting and unique site layout.

**Integrity Rating . . . . high/medium**

*Essential Features Present:*

Exterior – *high*    Interior – *medium*

### Hauser Library Addition - 1963

1963 (Harry Weese & Assoc.)



**Significance Rating . . . . medium**

*Associative Values:*

Harry Weese & Assoc., architect.

*Physical/Aesthetic Value:*

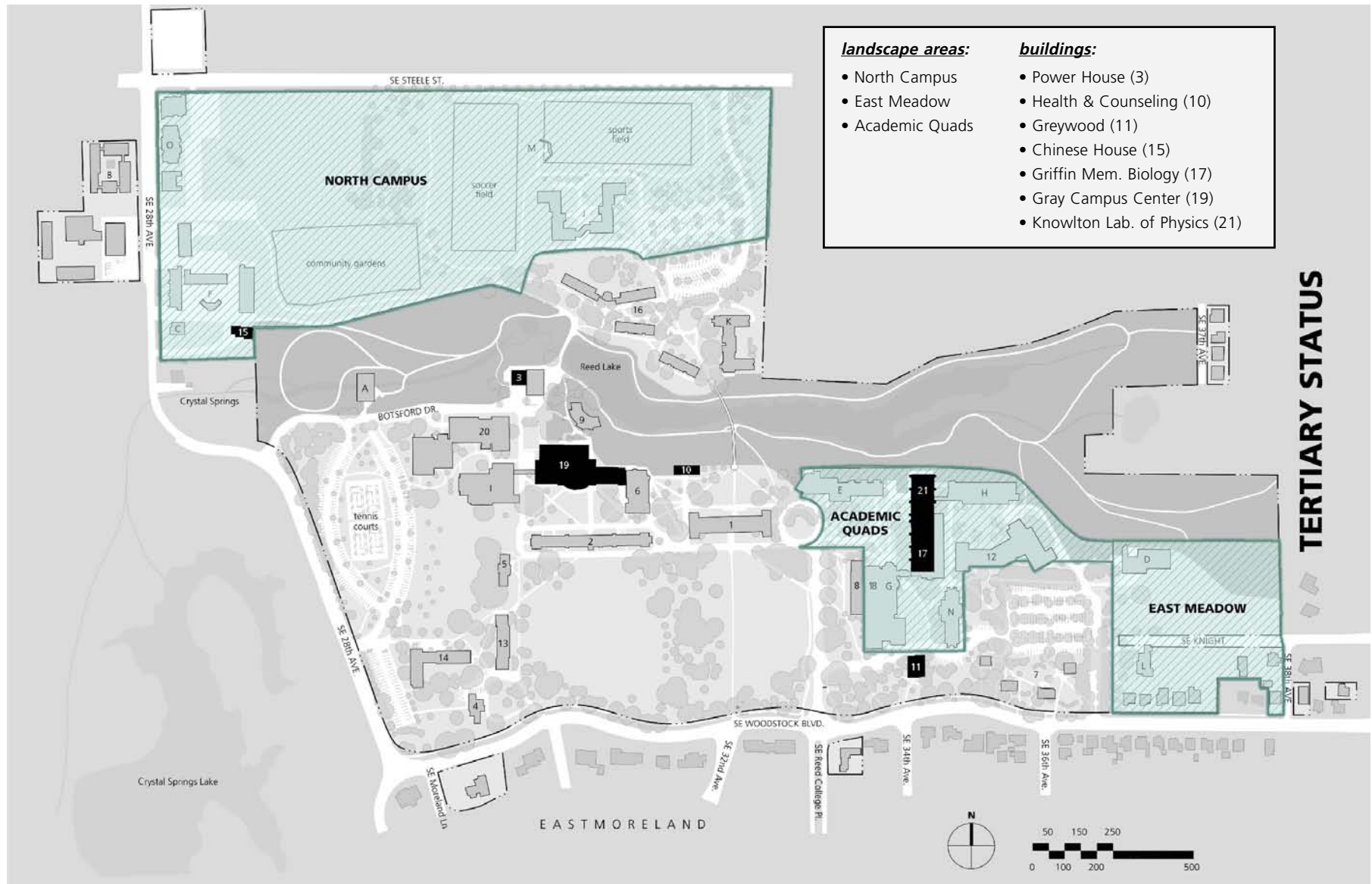
Regional Modernist style (interesting contextual application with original library).

**Integrity Rating . . . . medium**

*Essential Features Present:*

Exterior – *medium*    Interior – *medium*

**TERTIARY STATUS** — resources that lack noteworthy significance at this time, or have had integrity severely compromised





## Tertiary Status — *Landscape Areas*

### North Campus



The North Campus landscape area

#### Significance Rating . . . **low**

##### *Associative Values:*

Former farmland; was part of Reed College from inception times.

##### *Physical/Aesthetic Value:*

Post-1958 vegetation; playing fields.

### East Meadow



East Meadow Landscape Area

#### Significance Rating . . . **low**

##### *Associative Values:*

Relationship with edge of canyon.

##### *Physical/Aesthetic Value:*

Woodland habitat edge with open meadow.

## Tertiary Status — *Landscape Areas*

### Academic Quads



Locator map



The Academic Quads landscape area

#### **Significance Rating . . . . low**

##### *Associative Values:*

Three spaces shaped by various academic buildings.

##### *Physical/Aesthetic Value:*

Library entrance has become a new focal point on campus.



## Tertiary Status — *Buildings*

### Power House

1912 (A.E. Doyle)  
remodels/additions: 1959



**Significance Rating . . . . medium/low**

*Associative Values:*

First service building on campus; A.E. Doyle, architect.

*Physical/Aesthetic Value:*

Some minor detailing of interest, including an arched opening and brick work.

**Integrity Rating . . . . medium/low**

*Essential Features Present:*

Exterior – *medium/low*      Interior – *low*

### Health & Counseling

1938 (Johnson, Wallwork & Dukehart)  
*Orig: Quiett Infirmary*  
remodels/additions: 1960



**Significance Rating . . . . low**

*Associative Values:*

Glenn Chesney Quiett, alumnus.

*Physical/Aesthetic Value:*

Prominent roofline.

**Integrity Rating . . . . medium/low**

*Essential Features Present:*

Exterior – *medium/low*      Interior – *medium/low*

## Tertiary Status — Buildings

### Greywood

1947 (Pietro Belluschi)  
Orig: Faculty Office Building  
remodel: 1980



**Significance Rating . . . . medium**

*Associative Values:*

From Pietro Belluschi's office (Walter Gordon, architect); WWII architecture; moved to campus in postwar era.

*Physical/Aesthetic Value:*

WWII Northwest vernacular style.

**Integrity Rating . . . . low**

*Essential Features Present:*

Exterior – *low*                      Interior – *low*

### Chinese House

1958 (architect unknown)  
remodel: 1986



**Significance Rating . . . . low**

*Associative Values:*

Purchased by Reed in 1986, indicative of college's desire to expand.

*Physical/Aesthetic Value:*

Simplified Prairie style.

**Integrity Rating . . . . high/medium**

*Essential Features Present:*

Exterior – *high*                      Interior – *medium*

## Tertiary Status — *Buildings*

### Griffin Memorial Biology Building

1959 (SOM)  
remodels: 1967, 2000



**Significance Rating . . . . medium/low**

*Associative Values:*

SOM architect, unique location in campus layout; symbolic of postwar emphasis on sciences.

*Physical/Aesthetic Value:*

International Modernist style; average work of significant architect.

**Integrity Rating . . . . medium/low**

*Essential Features Present:*

Exterior – *medium*      Interior – *low*

### Gray Campus Center

1965 (Harry Weese & Assoc.)  
*Orig: Community Center Bldg.*  
remodel: 1998



**Significance Rating . . . . medium/low**

*Associative Values:*

Dining hall, and early performance hall.

*Physical/Aesthetic Value:*

Most all original elements removed during 1990s remodel.

**Integrity Rating . . . . low**

*Essential Features Present:*

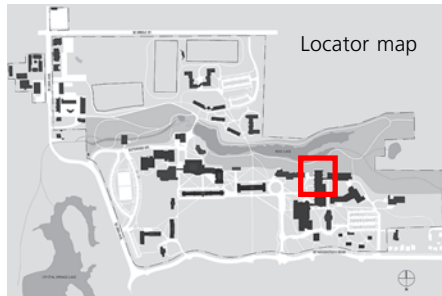
Exterior – *low*      Interior – *low*



## Tertiary Status — *Buildings*

### Knowlton Laboratory of Physics

1967 (SOM)  
remodels: 1997, 2002



#### **Significance Rating . . . . low**

##### *Associative Values:*

SOM architect; symbolic of postwar emphasis on sciences.

##### *Physical/Aesthetic Value:*

International Modernist style; average work of significant architect.

#### **Integrity Rating . . . . high/medium**

##### *Essential Features Present:*

Exterior – *high*

Interior – *medium*