Architectural
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Concord School Historic Resource Assessment

Prepared for

Opsis Architecture
Portland, Oregon

Prepared by

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1. Introduction and Methodology

At the request of Opsis Architecture, Architectural Resources Group (ARG) has prepared this historic resource assessment for the Concord School property in Clackamas County, Oregon. The Concord School, constructed in 1936 and enlarged in 1948, has previously been identified as eligible for listing on the National Register of Historic Places, though it has not been nominated.

To complete this Historic Resource Assessment, ARG visited the site on October 1, 2019, to note and photograph building features and alterations. In addition, ARG reviewed architectural drawings, photographs, and other information documenting the building's history. No additional archival research was completed in support of this undertaking.

2. Building Description

The following description summarizes the property's exterior and interior features. Photographs of the Concord School are collected below in Appendix A.

Setting

The Concord School is located at 3811 SE Concord Road in the unincorporated community of Oak Grove, Oregon. The irregularly-shaped property is bounded by SE Concord Road to the south, a paved parking area to the west, SE Spaulding Street to the north, and residential properties to the east. A grassy lawn stretches before the primary (western) façade, accented by ornamental trees and shrubbery that line a concrete walkway parallel to the building's western and southern façades. An additional walkway flanked by two electric lampposts connects the primary façade to the western parking area. Paved surface parking is located along the property's northern boundary, and the eastern property boundary is separated from the residential properties beyond by a curving retaining wall of uncoursed rubble. A grassy field associated with the Concord School is located across SE Spaulding Avenue from the school building.

Exterior

The Concord School building was initially constructed in 1936, and a rear wing addition was added to the northern end of the eastern elevation in 1948. The building is generally L-shaped in plan, with the

symmetrical primary façade oriented perpendicularly to SE Concord Road. Both the original building and the addition are two stories in height, and both sit on concrete perimeter foundations. The primary exterior cladding is a rug-faced, red-blended brick veneer laid in a running bond pattern. The primary roof form is a truncated hipped roof with projecting gabled bays at the main entry and either end of the western façade; the roof features minimal overhang and the sloped portions of the roof are clad in asphalt shingles.

The school building's primary façade is symmetrical in design, with a centrally-located entrance at the upper story flanked by rows of long, rectangular windows. The central entrance is recessed within a gabled entry bay that projects slightly from the building face and features two corbiesteps on either side of the gable. The recess itself is a double-height arched opening accentuated by a brick keystone and other brick detailing, and it is accessible via a flight of poured concrete stairs with decorative metal handrails. The entrance consists of a pair of replacement double doors with wooden, paneled sidelights and an elaborate dentilated molding. Broad transoms above the doors and sidelights have been infilled with lath and plaster, matching the ceiling of the recessed entryway. A metal and glass pendant light is centered within this ceiling and hangs directly above the doorway. The recessed entry is flanked to either side by one large, rectangular window opening.

Fenestration at the upper level of the main façade consists of three-light aluminum units with aluminum storm windows, which have replaced the original eight-over-eight wood windows. These window openings are vertically-oriented and rectangular, and directly beneath each is a shorter, vertically-oriented rectangular opening at the lower level. The original four-over-four wood windows in the lower level have been replaced with one-over-one vinyl units. With regard to brickwork, a soldier course sandwiched between rowlock courses fills the space between the eaves and the upper story windows. In addition, a single rowlock course is even with the tops of the lower level windows, and one soldier course decorates the bottom of the building face, above the concrete foundation.

At either end of the primary façade are gabled end bays that project forward from the building face. Each features decorative brick detailing along the eave and a single corbiestep on either side of the gable. Centered in each gabled bay is an arched window-like shape with a brick keystone and brick sill; in both cases, this is filled with rug-faced, red-blended brick veneer laid in a basketweave pattern, contrasting the running bond pattern that characterizes the rest of the school building.[1] Three lower level windows mark the lower portions of these gabled end bays.

The Concord School's southern façade lies parallel to SE Concord Road and measures less than one-half the width of the building's primary façade. The southern façade is symmetrical, with a centrally-located entrance recessed within a projecting gabled entry bay. The entry bay features a single corbiestep on either side of the gable and evenly-spaced stringcourses of contrasting brick veneer. Within the recess, the entrance itself consists of a pair of replacement metal doors topped by a pair of nine-light wood windows and a multi-light wood transom. A single electric light is located in the ceiling of the recess. As on the primary façade, fenestration consists of rectangular aluminum replacement windows at the building's upper level and shorter, vinyl replacement windows at the lower level. The brick detailing at the eaves, lower level windows, and foundation of the building match the features described on the primary façade.

[1] The original building plans indicate that these are original features of the building and are not window openings that were subsequently infilled.

The Concord School's rear or eastern façade features the same brick patterns and detailing as those on the primary and southern façades. At the southern end of the rear façade is a projecting gabled end bay that is identical in massing to the projecting bays at either end of the primary façade. Like those end bays, it features an arched border containing basketweave brick veneer and brick sill at the upper level and three window openings at the lower level. Two of the lower level window openings contain one-over-one vinyl replacement windows, and one contains a metal utility hatch.

Three original eight-over-eight wood windows with ogee lugs are located at the upper level north of the end bay. These appear to be the building's only intact original windows. Four smaller window openings, including three vinyl slider windows and one metal utility vent, are located beneath these windows.

An external brick chimney is situated at the juncture between this portion of the rear façade and the full-height gymnasium wing that projects outward from the core of the building. The gymnasium wing is punctuated by a series of rectangular window openings separated by masonry pilasters. The original wood windows have been replaced with translucent panels that imitate the appearance of paired, multi-light windows with transoms. Several vinyl slider windows and two below-grade single-leaf doors are irregularly spaced across the lower level; one single-leaf door, accessible via a set of wooden stairs, is located in the upper story at the northern end of the wing's eastern façade. A soldier course and rowlock course border the eave, and a single rowlock course borders the foundation of this portion of the building.

To the north of the gymnasium, a portion of the school building's original rear façade has been obscured by a rear wing addition constructed in 1948. The addition also covers the eastern portion of the building's northern façade, which lies parallel to SE Spaulding Avenue and is largely identical to the southern façade. The two-story addition features a truncated hipped roof and is clad in rug-faced, red-blended brick veneer to match the exterior of the 1936 portion of the building. The northern and southern façades of the addition are lined by groups of vinyl one-over-one windows with transoms at the upper and lower levels. The eastern façade of the addition is blank but for a double-height recess containing a set of metal double doors and a tall, twelve-light transom. A square electric light fixture is centered in the ceiling of the recess.

Interior

The interior of the Concord School building is divided into two floors. The primary entrance to the school building leads to a short entrance hall at the upper level, which connects to a central north-south corridor that runs the length of the 1936 building. A pair of glass-paneled replacement doors in the southern wall of entrance hall leads to a small office space that shares its western wall with the principal's office; this dividing wall is comprised primarily of twelve-light wood windows and features a single half-glass door. The walls separating the office from the corridor and entrance hall appear to retain their historic configuration, but the original walls have largely been replaced with sheet glass.

The central corridor that runs the length of the 1936 building's upper floor features a simple baseboard and cornice, as well as a trim piece situated at door-height. On the eastern wall of the corridor, near the southern end of the building, is a sink with two drinking fountain fixtures. The corridor also features several single-leaf paneled wood doors. Double doors open into a gymnasium/auditorium in the building's rear wing. The gymnasium/auditorium features an approximately 7-foot-tall wainscot of vertically-oriented boards, as well as an elaborate proscenium that frames a wooden stage at the southern end of the space. Other rooms at the upper level include offices, health rooms, classrooms,

restrooms, a storage area, a media center, and a computer lab. These rooms contain a variety of original finishes, including built-in wood cabinetry in several of the classrooms.

Staircases to the lower level are located at either end of the central corridor. The northern and southern entrances to the school building are situated at a mid-level landing that divides the staircase into two roughly equal flights. A half-wall with metal handrails divides the two flights.

The lower level of the 1936 building includes classrooms, supply rooms and storage areas, a music room, a counseling center, and a cafeteria and kitchen. The kitchen is located in the southwestern corner of the building and features banks of windows along its southern and western walls. The kitchen's sinks and faucets have been replaced with modern products, but original wooden counters with built-in drawers and laminate countertops remain. The cafeteria, which is located immediately north of the kitchen, features colorful laminate tile floors and a chair rail that aligns with the window aprons on the room's western wall. In both the kitchen and the cafeteria, the interior wood window surrounds appear to be original, although the windows themselves have been replaced. Other finishes in the lower level of the 1936 building include beadboard wall paneling, chair rails, and metal coat hooks.

The 1948 addition to the Concord School building is largely comprised of classroom space. The upper level of the addition is slightly higher than that of the original building, so a short flight of stairs connects the central corridor of the 1936 building to a secondary east-west corridor that runs the length of the addition. Many of the classrooms in the addition feature built-in wood cabinetry such as below-window bookcases, storage cupboards for classroom supplies, and chalkboard surrounds. (Chalkboards themselves have been replaced with dry-erase boards.)

Summary of Alterations

The Concord School has undergone a variety of alterations since initial construction, most noticeably the 1948 rear wing addition and replacement of much of the building's fenestration. All exterior doors have been replaced with metal double doors, and nearly all windows have been replaced with aluminum or vinyl units. Additionally, the transom above the primary entrance has been infilled with lath and plaster. The lampposts that flank the walkway to the primary entrance have been replaced, and handrails have been added to the centerline of the exterior concrete staircase.

The building's interior has experienced more extensive alterations than the exterior, although the floorplan remains relatively unchanged since the addition of the rear wing in 1948. The walls separating upper-floor office space from the entrance hall have been replaced with sheet glass, and interior finishes in some of the classrooms have been altered, replaced, or removed. In general, the casework in the original 1936 building is less intact than that in the 1948 addition. Throughout the building, wall and floor finishes have been altered, ceilings have been covered with acoustic tile, and lighting fixtures have been replaced. Additional basketball hoops and an electronic scoreboard have been added to the gymnasium/auditorium.

The Concord School has also been updated to include ADA improvements and select seismic upgrades. An elevator was installed in at the southern end of the building, and the exterior grade was adjusted to allow access to the stair landing. A compliant ramp was added to the upper floor to facilitate access from the 1936 portion of the building to the 1948 addition, which is slightly higher. Additional ADA improvements were made to the restrooms.

3. Summary of Historic Significance and Status

The building at 3811 SE Concord Road is the third school building to be constructed at this location. The site currently containing the Concord School was acquired in 1890 from Michael and Minerva Oatfield, prominent pioneers who settled in Clackamas County, and subsequently developed with the first Concord School.[2] The school was located at the northeast corner of SE Concord Road and SE Olive Avenue, directly south of the current building. To accommodate growing enrollment, a new school building was constructed in 1910 immediately north of the 1890 building, which was removed from the site a few years later. The 1910 school building was demolished in 1936 when the present building was completed.[3]

Partial funding for the Concord School building was provided by a Federal Emergency Administration of Public Works grant.[4] These grants were part of a broader stimulus program created by the National Industrial Recovery Act of 1933, "to encourage national industrial recovery, to foster fair competition, and to provide for the construction of certain useful public works, and for other purposes."[5] The program administered loans and grants to state and local governments, which then hired private contractors to perform work in their local communities. The intention was to increase demand for labor and construction goods, thereby promoting economic recovery. Over the ten-year life of the Federal Emergency Administration of Public Works, the agency contributed more than $3.8 billion toward the construction of some 34,000 projects across the United States. The Concord School is one of many local construction projects funded in part by Federal Emergency Administration of Public Works grant monies.[6]

The Concord School building was actively used as an educational facility for more than seventy-five years. The building was opened immediately after its completion in 1936, and a new wing was constructed in 1948 to accommodate increased enrollment. The school remained part of the North Clackamas School District and continued to serve the Oak Grove community until its closure in 2014. Preservation nonprofit organization Restore Oregon named it one of "Oregon's Most Endangered Places" in November 2015.[7]

Francis Marion Stokes

The Concord School building was designed by architect Francis Marion Stokes, who practiced in Portland for more than fifty years. As a teenager, Stokes was employed as a carpenter at Stokes & Zeller, the architecture and building firm operated by his father, William Stokes, and his father's business partner, Richard Zeller. After completing professional training at the Oregon Agricultural College (now Oregon State University) in 1906, Francis Stokes entered his father's firm as a clerk; by 1910, he assumed the role of designer/architect, and in 1915, he was named president. William Stokes and Richard Zeller

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[2] Pat Kennedy, "Remembering the Oatfield House, 1903-2017," *Clackamas Review*, January 31, 2018, https://pamplinmedia.com/cr/28-opinion/385293-273718-remembering-the-oatfield-house-1903-2017; Michael Schmeer, "Clackamas County Landmark to be Demolished," *Restore Oregon*, January 17, 2017, https://restoreoregon.org/2017/01/17/clackamas-cty-landmark-demolition/.

[3] Jeanette Shupp, "Concord School," *Restore Oregon*, November 12, 2017, https://restoreoregon.org/2017/11/12/concord-school-2/.

[4] Shupp, "Concord School."

[5] "Transcript of the National Industrial Recovery Act (1933)," accessed October 28, 2019 at http://www.ourdocuments.gov/doc.php?flash=false&doc=66&page=transcript.

[6] "Public Works Administration (PWA), 1933-1943," *The Living New Deal*, accessed October 28, 2019 at https://livingnewdeal.org/glossary/public-works-administration-pwa-1933-1943/.

[7] Shupp, "Concord School."

formally withdrew from the firm in the early 1920s, but it continued to function under the name Stokes & Zeller until 1937, after which Francis Stokes operated under his own name. Note that although the Concord School was completed in 1936, available architectural drawings attribute the design to "F.M. Stokes" rather than Stokes & Zeller.[8]

Shortly after World War II, Stokes formed a partnership with Portland architect Frederick Stanley Allyn, formerly of Lawrence, Holford, Allyn, & Bean. The pair worked together as Stokes & Allyn until Allyn's retirement in 1958 and, in particular, designed the Concord School addition in 1948. Stokes continued in solo practice for two more years, retiring in 1961. He died in June 1975. For the last forty-six years of his life, Stokes resided in one unit of a fourplex of his own design; this building at 2253 NW Pettygrove Street in Portland was listed in the National Register of Historic Places in 1996.[9]

Stokes was involved in more than 270 projects over the course of his career, and he designed several school buildings in the Portland area and on the Oregon Coast.[10] Within five years of the Concord School building's completion, Stokes also designed the Central School in Newberg (415 E Sheridan Street, completed 1935) and the Tualatin Grade School (19945 SW Boones Ferry Road, completed 1939). The Tualatin Grade School, like the Concord School, was partially funded with federal grant monies furnished in response to the Great Depression.[11]

Clackamas County Historic Landmark Designation Requirements

Section 707.02.B of the Clackamas County Zoning and Development Ordinance specifies the County's eligible criteria for local historic landmarks:

> *A site, structure, or object may be zoned **Historic Landmark** if it is listed on the National Register of Historic Places, or if it is rated as significant under the County's procedure for evaluating historic resources under the specific architectural, environmental, and historic association criteria. A site or structure must receive a minimum of 40 points under the following criteria to be considered for Historic Landmark status:*
>
> 1. *Architectural Significance*
>   a. *It is an early (50 years or older), or exceptional, example of a particular architectural style, building type, or convention. (up to 10 points)*
>   b. *It possesses a high quality of composition, detailing, and craftsmanship. (up to 4 points)*
>   c. *It is a good, or early, example of a particular material or method of construction. (up to 4 points)*
>   d. *It retains, with little or no change, its original design features, materials, and character. (up to 7 points)*

[8] Richard Ellison Ritz, *Architects of Oregon: A Biographical Dictionary of Architects Deceased – 19th and 20th Centuries* (Portland, Oregon: Lair Hill Publishing, 2002), 373.
[9] Ritz, *Architects of Oregon*, 373-374; James M. Marquard and Elizabeth A. Tilbury, "Stokes, Francis Marion, Fourplex," National Register of Historic Places Nomination 96000121.
[10] Marquard and Tilbury, "Stokes, Francis Marion, Fourplex."
[11] "415 E Sheridan St," Oregon Historic Sites Database; "19945 SW Boones Ferry Rd," Oregon Historic Sites Database. The F.M. Stokes-designed Tualatin Grade School was partially funded through a Work Project Administration grant. It was demolished in 2009.

   e. *It is the only remaining, or one of the few remaining, properties of a particular style, building type, design, material, or method of construction. (up to 10 points)*

2. *Environmental Significance*
   a. *It is a conspicuous visual landmark in the neighborhood or community. (up to 10 points)*
   b. *It is well-located considering the current land use surrounding the property, which contributes to the integrity of the pertinent historic period. (up to 4 points)*
   c. *It consists of a grouping of interrelated elements including historic structures, plant materials and landscapes, viewsheds and natural features. (up to 10 points)*
   d. *It is an important or critical element in establishing or contributing to the continuity or character of the street, neighborhood, or community. (up to 7 points)*
3. *Historical Significance*
   a. *It is associated with the life or activities of a person, group, organization, or institution that has made a significant contribution to the community, state, or nation. (up to 10 points)*
   b. *It is associated with an event that has made a significant contribution to the community, state, or nation. (up to 10 points)*
   c. *It is associated with, and illustrative of, broad patterns of cultural, social, political, economic, or industrial history in the community, state, or nation. (up to 10 points)*
   d. *It possesses the potential for providing information of a prehistoric or historic nature. (up to 10 points)*

The Concord School, including both the original 1936 building and the 1948 addition, building appears to satisfy several of the criteria for zoning as a Historic Landmark. The building is a skillful composition designed by a prominent Oregon architect, F.M. Stokes, and at more than fifty years of age, the 1936 building and historic-age addition retain a relatively high level of integrity with regard to their original design features, materials, and character (1a, 1b, 1d). The building is one of the oldest extant education facilities within the Oak Grove community and so represents one of the few remaining examples of its type (1e). It also contributes to the character of the neighborhood and represents a “conspicuous visual landmark” within the Oak Grove community (2a and 2d), and is associated with a broader pattern of federal funding for schools and public infrastructure that occurred in the 1930s and early 1940s in response to the economic downtown of the Great Depression (3c).

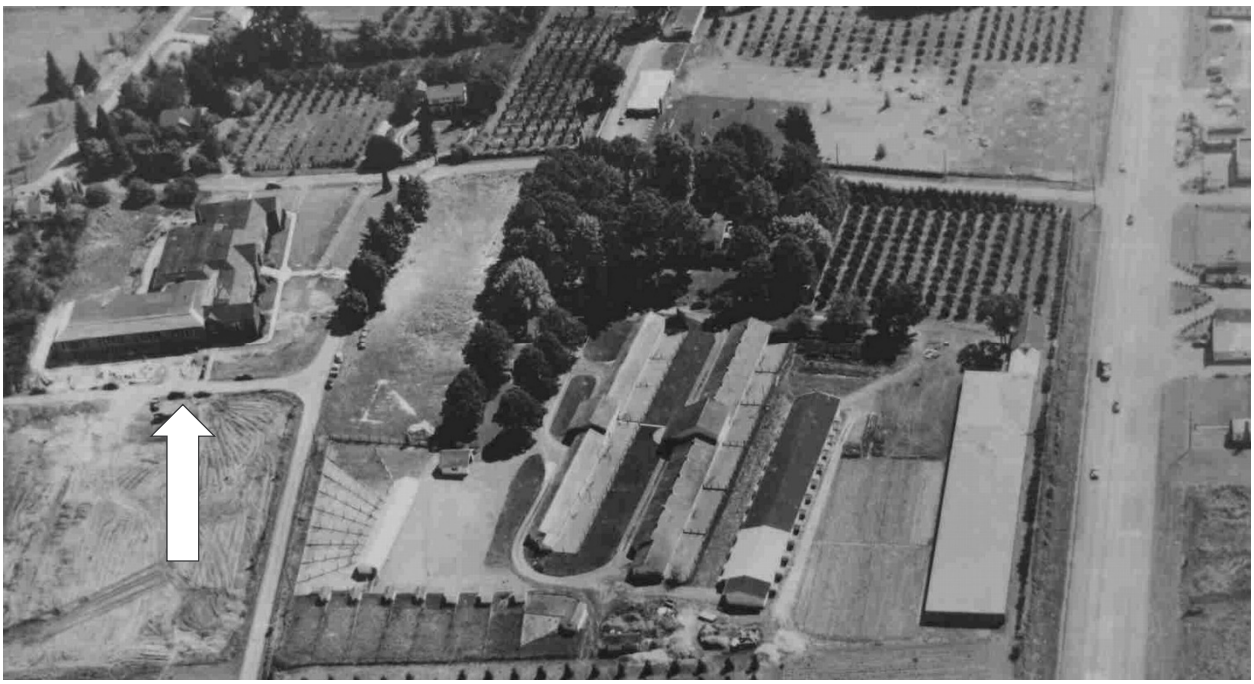


Figure 1. Aerial photograph of Concord School looking south, 1948 (Oak Lodge History Detectives, amended by author).

Figure 2. Photograph showing proscenium in Concord School gymnasium/auditorium, 1948 (Oak Lodge History Detectives).

Figure 3. Photograph showing western façade of Concord School building, 1955. Note multilight wood windows and lampposts (Oak Lodge History Detectives).

Figure 4. Photograph showing western façade of Concord School building, 1966 (Concord School Yearbook, 1966-1967).

4. Character-defining Features

A *character-defining feature* is an aspect of a building's design, construction, or detail that is representative of the building's function, type, or architectural style.[12] Generally, character-defining features include specific building systems, architectural ornament, construction details, massing, materials, craftsmanship, site characteristics and landscaping within the period of significance. An understanding of a building's character-defining features is a crucial step in developing a rehabilitation plan that is consistent with the *Secretary of the Interior's Standards for the Treatment of Historic Properties* by incorporating an appropriate level of restoration, rehabilitation, maintenance, and protection.

The following list of character-defining features for the Concord School is based on ARG's review of historic materials and on-site examination of the building.

Exterior

Overall

- Building massing, including original 1936 building and 1948 addition
- Two-story height
- Truncated hip roof with minimal eave overhang
- Rug-faced red brick veneer in running bond pattern
- Distinctive brick detailing at eaves, foundation and stringcourse(s)

West Façade of 1936 Building

- Gabled entry bay with corbiesteps
- Recessed entry with brick archway, sidelights, pendant light, and dentilated molding
- Gabled end bays with corbiesteps and arched border containing basketweave brick veneer and brick sill
- Size and location of window openings at upper and lower levels

South Façade of 1936 Building

- Gabled entry bay with corbiesteps
- Recessed entry with wood windows and wood transom
- Size and location of window openings at upper and lower levels

East Façade of 1936 Building

- Gabled end bay with corbiesteps and arched border containing basketweave brick veneer and brick sill
- Three eight-over-eight wood windows with ogee lugs
- Masonry pilasters on gymnasium wing
- Size and location of window openings at upper and lower levels

[12] Nelson, Lee H. *Architectural Character: Identifying the Visual Aspects of Historic Buildings As an Aid to Preserving Their Character*. Washington, D.C: Technical Preservation Services, National Park Service, U.S. Dept. of the Interior, 1988, 1.

North Façade of 1936 Building

- Gabled entry bay with corbiesteps
- Recessed entry with wood windows and wood transom
- Size and location of window openings in western half of upper and lower levels

1948 Addition

- South façade: Size and location of window openings at upper and lower levels
- East façade: Recessed entry with wood transom
- North façade: Size and location of window openings at upper and lower levels

Interior

1936 Building

- Central north-south corridor at upper floor with wood trim and wood doors
- Staircases with half-wall at either end of central corridor
- Window bank forming the eastern wall of principal's office
- Wood wainscot, stage and proscenium in gymnasium/auditorium
- Built-in cabinetry and chalkboards in classroom spaces
- Window surrounds in kitchen, cafeteria and classrooms

1948 Addition

- Central east-west corridor at the upper and lower floors
- Built-in wood cabinetry and chalkboard surrounds in classroom spaces

5. Historic Resource Review Considerations

Because the Concord School is a publicly owned building that has been determined eligible for the National Register, proposed changes to the property will be reviewed by the State Historic Preservation Office (SHPO). Specifically, in future phases of the project, the SHPO will review modifications to the exterior and interior of the building pursuant to ORS 358.653, to determine whether the proposed project entails any impacts to the historic property.

Anticipated Focus of SHPO Review

In general, SHPO review will focus on the proposed treatment of the building's character-defining features identified above. Based on our understanding of the Concord School's character-defining features, ARG anticipates that the SHPO historic resource review will focus on the following project components, roughly in order of importance:

1. Changes at main entry
2. Exterior addition
3. Window replacement
4. Treatment of gymnasium/auditorium
5. Treatment of other interior spaces

Change at Main Entry

SHPO will apply its greatest level of scrutiny to changes at the building's west façade, and especially to alterations to the main entry, which is the capstone of this symmetrical primary façade. It may prove

difficult to make the main entry accessible without substantially modifying it in a manner not supported by SHPO. Accessible entry to the building may be better addressed through modifications to the entrance at the south end of the building's main corridor, which, though contributing, would bring a lower level of SHPO scrutiny. The south entrance currently serves as the building's accessible entrance, and the south stairwell has already been modified through insertion of an elevator. That said, accessible paths of travel from the south entrance extend only to adjacent sidewalks. In addition, the south entrance may not be an appropriate location for a prominent accessible entrance given its distance from the west parking lot.

If accessibility at the main entry is deemed necessary, it should be achieved in a manner that entails removal or modification of as little historic material as possible. Given that the current entry landing is six feet above the sidewalk, access to the current entrance would require one or more lengthy ramps, and/or significant site regrading that would likely obscure portions of the building. As a result, an accessibility solution that provides direct access to the lower level by converting one or several windows beside the existing stairwell into an accessible entrance may be less impactful. Locating such an entry north of the main exterior stair would likely be preferable, in order to minimize the visual impact from the southwest lawn and Concord Road.

Exterior Addition
If an exterior addition is deemed necessary, it will need to be designed in a manner that is compatible with and subsidiary to the existing building, while being distinguished from it. (In other words, straightforward mimicry of the building's existing features should be avoided.) Accordingly, any addition should be two stories or less and should stand at or below the existing roofline. Moreover, any addition should preserve the existing façade of the 1936 portion of the building, and should extend no further west than that façade. From a historic perspective, the least impactful location for an addition is to the rear of the building in one of two locations: either extending southward from the south wall of the 1948 addition, or extending eastward from the southern portion of the 1936 building's east wall (i.e., an addition mirroring the footprint of the 1948 addition). The former option would likely entail the least loss of historic fabric, while the latter option would reinforce the symmetry of the building's original (1936) floor plan.

Window Replacement
With the exception of three eight-over-eight wood windows at the rear of the building and the wood transom at the north, south and east entrances, all windows have been replaced. If the non-original windows are to be replaced, SHPO will be interested in reviewing the proposed design for the replacement windows. In replacing the windows, the building owner is not obligated to use replacement windows that are exact reproductions of the remaining historic windows. Instead, SHPO will review the virtues of the proposed windows versus the existing (non-historic) windows, posing the question whether the proposed windows are more compatible with the historic windows than the current windows are. Given that, replacement windows that take cues from the historic windows (such as divided lights, one-over-one functionality and white or green coloration) would likely be deemed to not pose an impact. Regardless of the chosen design, the new windows should fit within the existing window openings, which are themselves historic. If different window designs are proposed for different façades of the building, it should be noted that the windows at the primary (western) façade will be subjected to the highest level of SHPO scrutiny. As a result, of the window types that are ultimately proposed, those that have the greatest degree of similarity to the historic windows should be used on the west façade.

Treatment of Gymnasium/Auditorium
SHPO will be interested in tracking whether the gymnasium/auditorium's character-defining features, including the wood wainscot, stage and proscenium are retained even if the space is given a new use. Reuse scenarios that close off the stage or render it irrelevant are discouraged.

Treatment of Other Interior Spaces
Likely the most important interior elements to retain are the building's north-south and east-west corridors, as they are original and establish the basic configuration of the original 1936 building and 1948 addition, respectively. In other words, interior reconfigurations that interrupt these corridors should be avoided if possible, with priority given to the original 1936 building's corridor. Modifications to the stairs at either end of these corridors will likely be a main area of focus. As stated above, however, SHPO will likely see modifications to these stairs to expand accessibility as preferable to altering the main entrance.

Finally, given that the classrooms generally have undergone modification over time, and given that the remaining original casework is not of a distinctive material or design, we do not anticipate that the loss of the original casework will be a major obstacle to successful resolution of the historic review process. It is possible that SHPO may ask for mitigation to offset the loss of interior historic fabric, but such mitigation should be limited in extent. (See the next section for further discussion of how mitigation enters into the SHPO review process.)

Process
Consultation with the SHPO pursuant to ORS 358.653 is typically initiated during the pre-design phase and follows a parallel schedule with the project design schedule. Coordination meetings occur at project initiation, at the end of major design phases, and typically terminate at the end of the Design Development phase, at which time the agency that owns the building submits compliance forms. The consultation process with the SHPO does not "approve" or "deny" proposed work. However, should the proposed new work cause potential loss of historic components or elements, stipulations for mitigation may be placed on the project. If mitigation is necessary, the SHPO typically requires the owning agency to enter into a Memorandum of Agreement (MOA) with the SHPO, which identifies the scope of the required mitigation measures and the schedule according to which the mitigation measures need to be completed.

As stated on the Oregon SHPO website:

> Mitigation cannot, and is not intended to, fully compensate for damage to or the loss of irreplaceable historic buildings and places. Instead, mitigation is an opportunity for a[n]…agency to preserve and document the past for the public's education and appreciation….Good mitigation is project-specific, taking into account the current and future impact(s) of the project, and the needs of the local community.[13]

In coming to conclusions regarding necessary mitigation, the SHPO looks at the project as a whole to assess the overall level of change posed by the project. The SHPO typically does not assign specific mitigation measures to specific project components.

[13] Oregon State Historic Preservation Office website, "Example Mitigation for Adverse Effects," http://www.oregon.gov/oprd/HCD/SHPO/Pages/ preservation_106_examplemitigation.aspx, accessed July 26, 2016.

The Oregon SHPO website describes types of mitigation that are often used to offset impacts to historic resources. Types of mitigation that may be relevant to Concord School include:

- Development of historical brochures, displays, interpretive panels or websites that educate the public as to the building's historic and architectural significance;
- Restoration of the original 1936 west, north and south façades that includes replicating the character of the original windows;
- Restoration the 1936 building's north-south corridor, with emphasis on the southern half of the corridor;
- Formal documentation of the property on SHPO forms;
- Formal documentation of the property to the standards of the federal Historic American Building Survey (HABS);
- Completion of a National Register nomination for Concord School or for another eligible property owned by North Clackamas Parks & Recreation District; or
- Development of a management plan for the continued maintenance and use of the Concord School building.

The extent and nature of necessary mitigation will ultimately depend on the level of impact, with a more impactful project requiring a greater level of mitigation.

Appendix A
Existing Conditions Photographs

Lateral view of the Concord School showing the primary (western) façade of the 1936 building (right) and the 1948 addition (left), camera facing southeast (ARG, October 2019).

Primary entrance, western façade, camera facing east (ARG, October 2019) .

Primary entrance, western façade, camera facing east-northeast (ARG, October 2019).

Northern portion of the primary (western) façade, camera facing east-northeast (ARG, October 2019).

Southern portion of primary (western) façade, camera facing east-southeast (ARG, October 2019).

Projecting end bay at the southern end of the primary (western) façade, camera facing east (ARG, October 2019).

Southern façade, camera facing northeast (ARG, October 2019).

Southern façade, camera facing north (ARG, October 2019).

Southern façade, camera facing northwest (ARG, October 2019).

Original wood windows on rear (eastern) façade, camera facing west-northwest (ARG, October 2019).

Rear (eastern) façade, camera facing northwest (ARG, October 2019).

Southern façade of rear wing addition, camera facing northeast (ARG, October 2019).

Eastern façade of rear wing addition, camera facing northwest (ARG, October 2019).

Eastern façade of rear wing addition, camera facing west (ARG, October 2019).

Northern façade of rear wing addition, camera facing southeast (ARG, October 2019).

Northern façade, camera facing south (ARG, October 2019).

Upper-floor office space in 1936 building (ARG, October 2019).

View from principal's office into additional office space in upper floor of 1936 building (ARG, October 2019).

Representative view of wainscot and molding in gymnasium/auditorium in upper floor of 1936 building (ARG, October 2019).

Representative view of wainscot in gymnasium/auditorium in upper floor of 1936 building (ARG, October 2019).

Representative view of paneled wood doors and drinking fountain in upper-floor central corridor in 1936 building (ARG, October 2019).

Representative view of built-ins in upper-floor classroom in 1936 building (ARG, October 2019).

Window casings in kitchen in basement of 1936 building (ARG, October 2019).

Counters and food prep area in kitchen in basement of 1936 building (ARG, October 2019).

Cafeteria in basement of 1936 building (ARG, October 2019).

Representative view of beadboard wall paneling in basement of 1936 building (ARG, October 2019).

View of stair at 1948 addition (ARG, October 2019).

View of stair in 1936 building (ARG, October 2019).

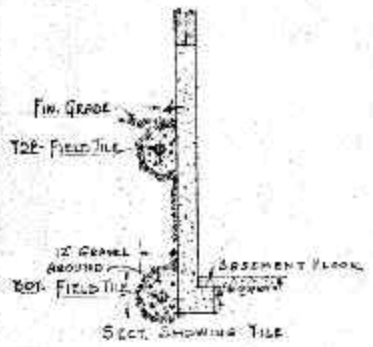
Representative view of corridor in 1948 addition (ARG, October 2019).

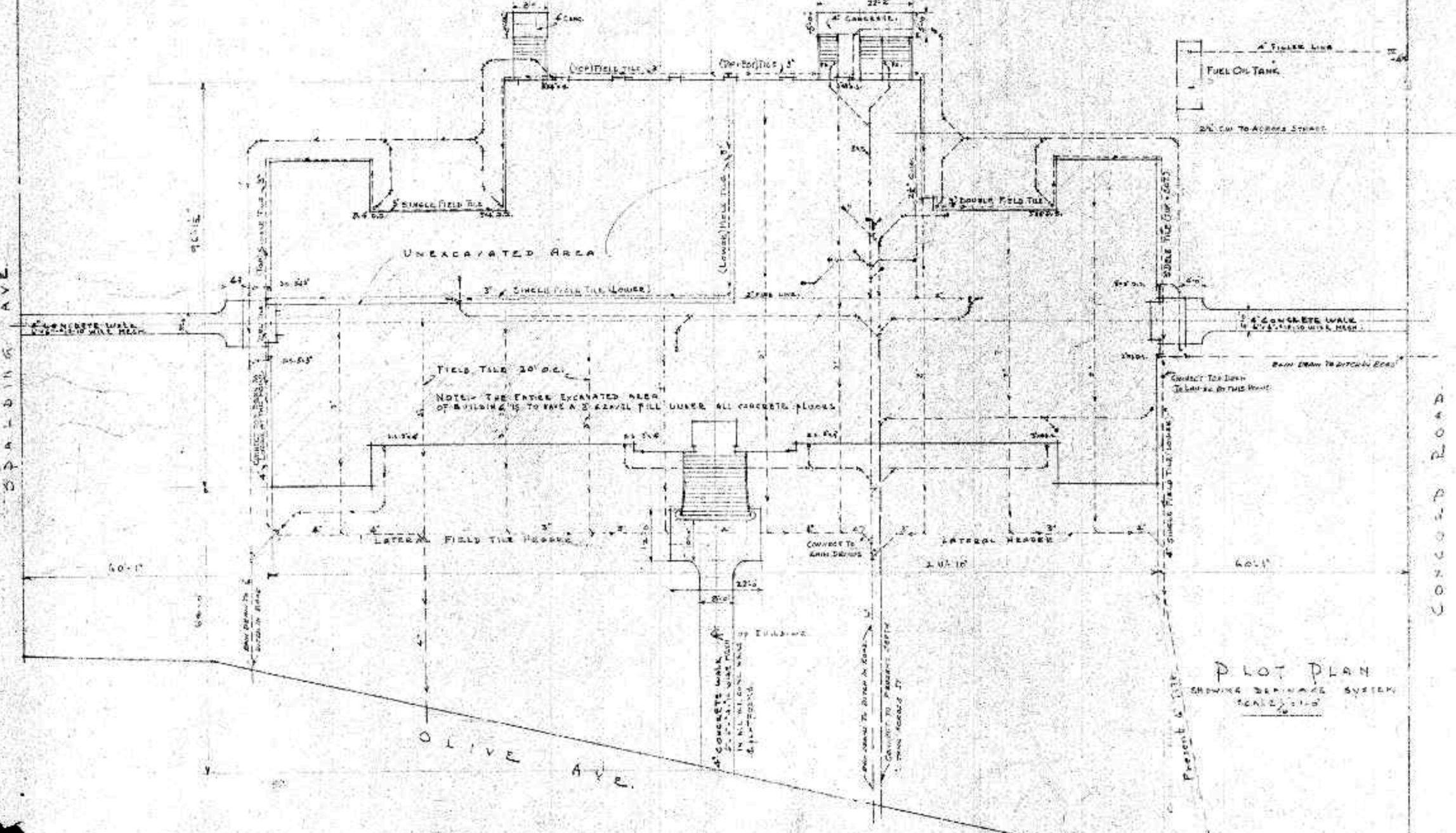
Representative view of built-ins in upper-floor classroom in 1948 addition (ARG, October 2019).

Representative view of chalkboard surrounds in classroom in 1948 addition (ARG, October 2019).

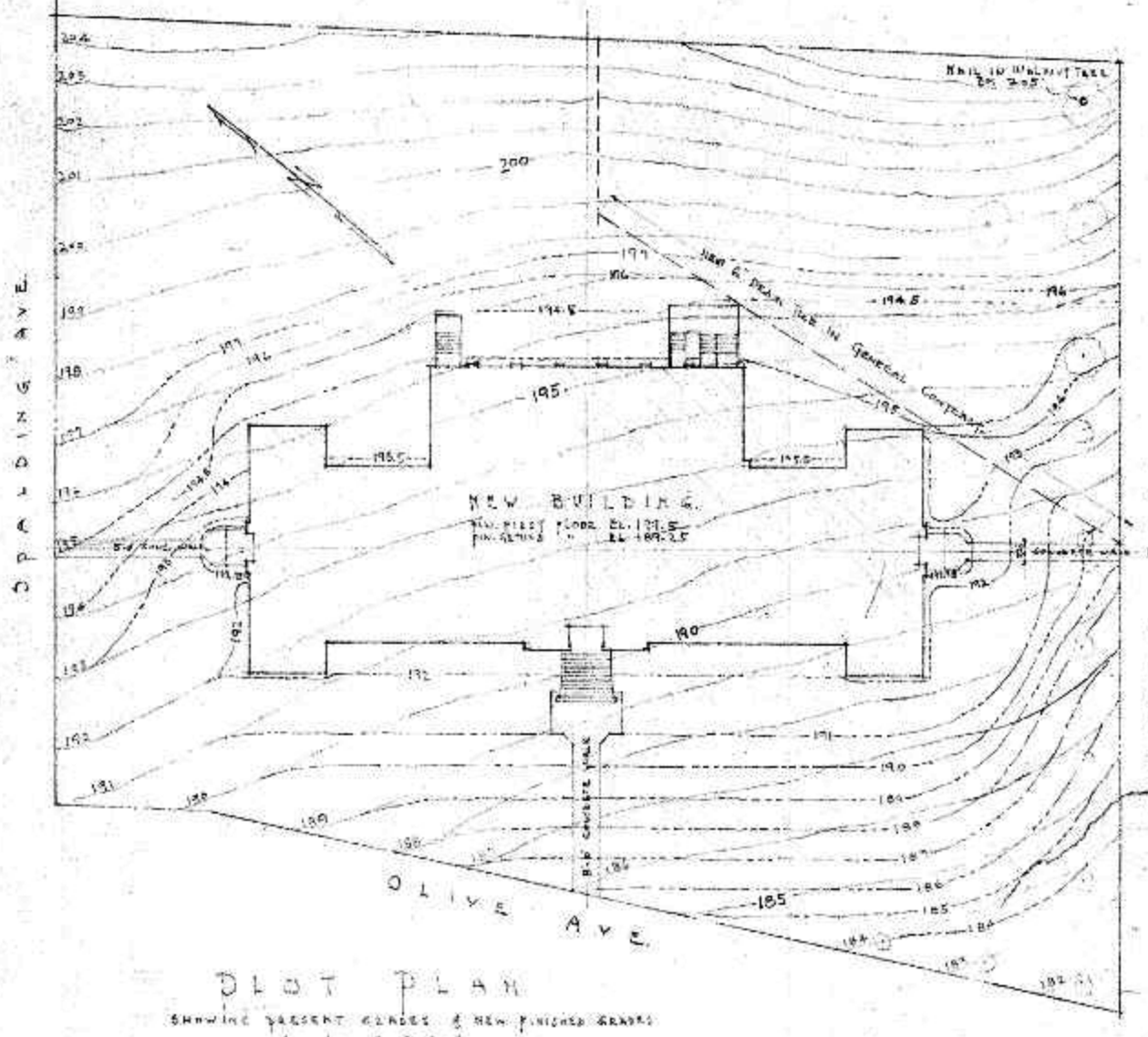
Representative view of built-ins in classroom in 1948 addition (ARG, October 2019).

Appendix B
Architectural Drawings, 1936 Building and 1948 Addition





Plot Plan
Showing Sewerage System
Scale 1"=10'



Plot Plan
Showing Present Grades & New Finished Grades
Scale 1"=10'

BUILDING AT CONCORD, OREGON
SCHOOL DISTRICT #23
CLACKAMAS COUNTY
STATE OF OREGON

DATE	
10/21/26	FOL STONES ARCHITECTS 1501 TERMINAL SALES BLDG PORTLAND OREGON

BUILDING AT CONCORD, OREGON
SCHOOL DISTRICT #28
CLACKAMAS COUNTY
STATE OF OREGON

DATE: 10/21/48

F. M. STOKES ARCHITECT
1304 TERMINAL SALES BLDG
PORTLAND
OREGON

SHEET

GROUND FLOOR PLAN

SCALE 1/8" = 1'-0"

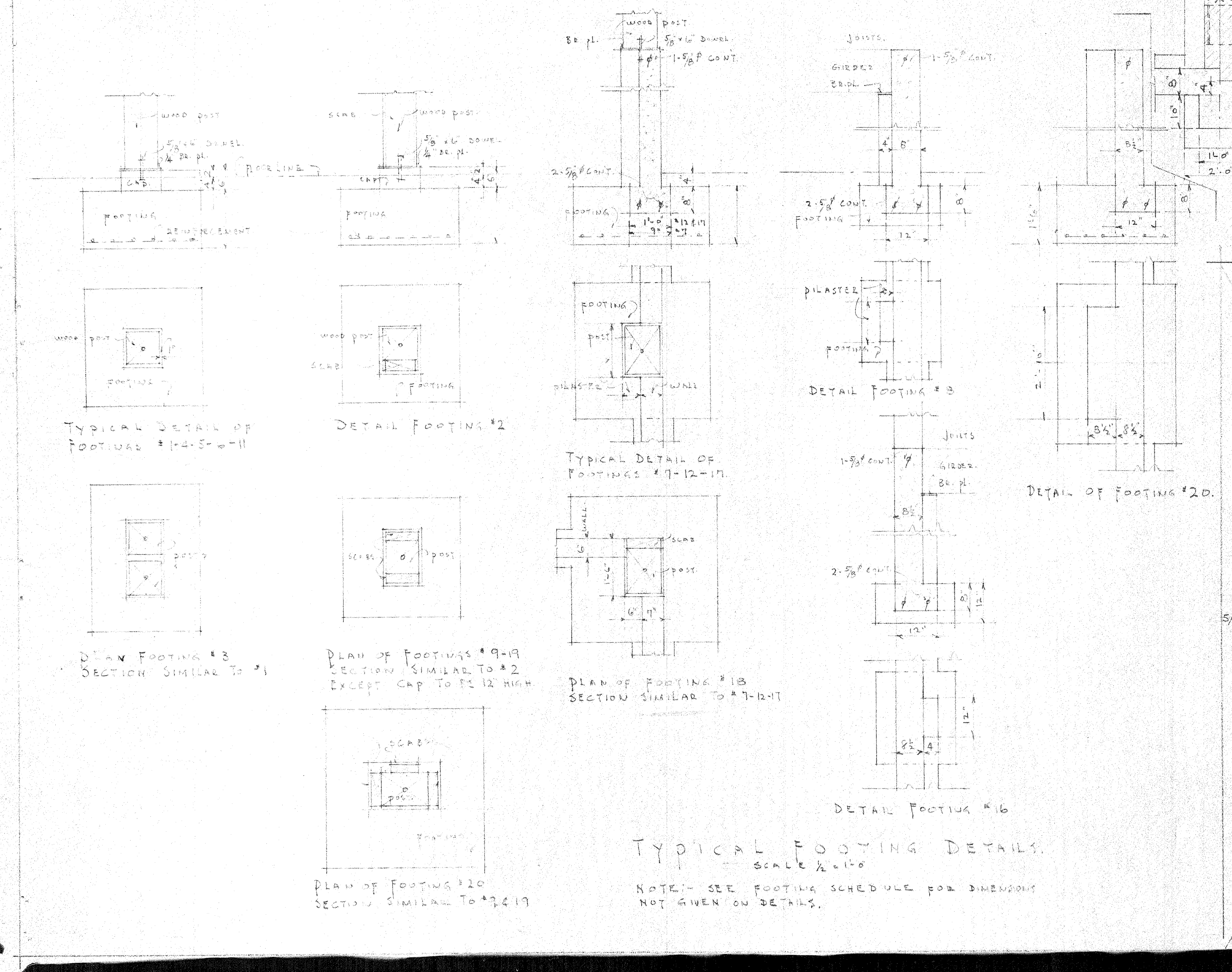
½" SCALE DETAIL OF VENT FOR UNEXCAVATED PART OF GROUND FLOOR.

½" SCALE DETAIL OF KITCHEN COUNTER.

½" SCALE DETAIL OF COUNTER BETWEEN KITCHEN & CAFETERIA.
NOTE PROVIDE 3'0 WIDE HINGED COUNTER SECTION.

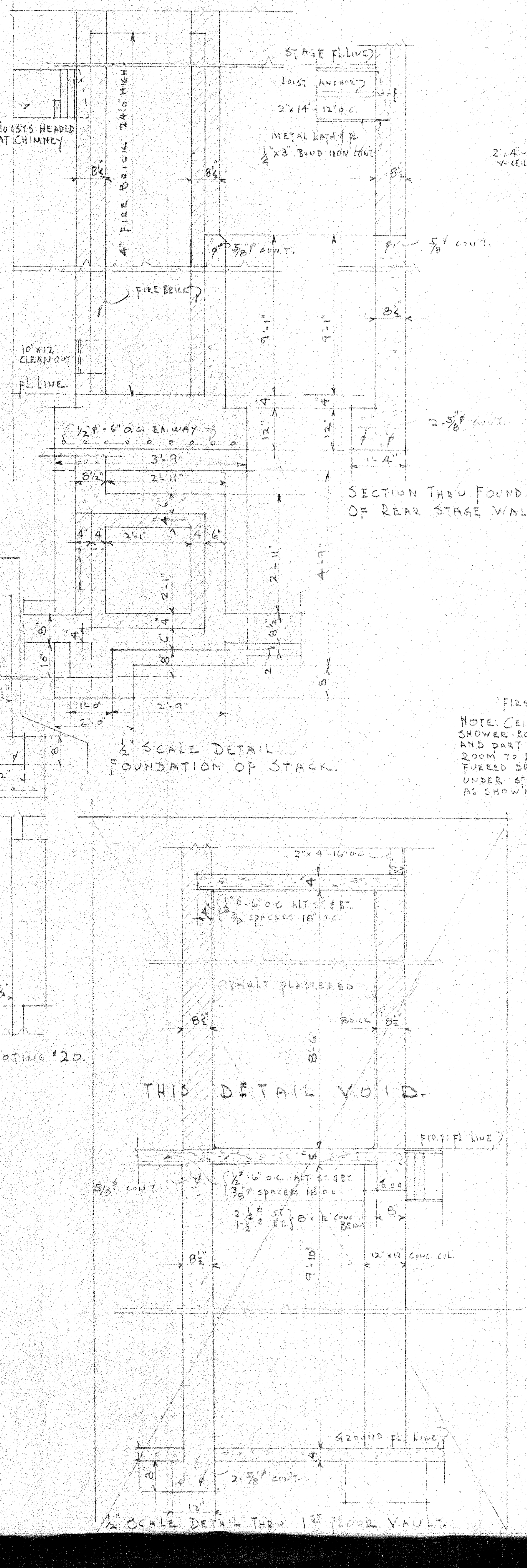
FOOTING SCHEDULE

MARK	SIZE	CAP	DOWEL	BR. PLATE	REINFORCEMENT	WOOD POST	COLUMNS: BRICK	COLUMNS: CONCRETE	WALLS & PILASTERS: WALLS	WALLS & PILASTERS: PILASTERS	POST CAPS
1	3'-0" x 3'-0" x 1'-6"	12" x 12" x 6"	1-5/8 x 6"	1-12" x 12" x 1/4"	6-1/2"ø x 2'-8" EA. WAY	1-1.0" x 10"					
2	3'-0" x 3'-0" x 1'-6"	12" x 15" x 6"	1-5/8 x 6"	1-12" x 15" x 1/4"	6-1/2"ø x 2'-8" " "	1-10" x 10"					1-3" x 8" SCAB
3	2'-6" x 3'-9" x 1'-6"	12" x 24" x 6"	2-5/8 x 6"	2-12" x 12" x 1/4"	7-1/2"ø x 2'-2" ONE " 5-1/2"ø x 3'-6" " "	2-10" x 10"					
4	2'-0 x 2'-0" x 1'-0"	10" x 10" x 6	1-5/8 x 6"	1-10 x 10" x 1/4	4-1/2"ø x 1'-8" EA. "	1-8" x 8"					
5	2'-4" x 2'-4" x 1'-3"	10" x 10" x 6"	1-5/8 x 6"	1-10 x 10" x 1/4	5-1/2"ø x 2'-0" " "	1-8" x 8"					
6	2'-4" x 2'-4 x 1'-3"	12" x 12" x 6"	1-5/8" x 6"	1-12" x 12" x 1/4	5-1/2"ø x 2'-0" " "	1-10 x 10"					
7	2'-4" x 2'-4" x 1'-3"		1-5/8 x 6"	1-12" x 12" x 1/4"	5-1/2"ø x 2'-0" " "	1-10" x 10"			6"	6" x 12"	
8	2'-0" x 2'-0 x 1'-0"								8 1/2"	4" x 12"	
9	2'-6" x 2'-6" x 1'-3"	12" x 18" x 12"	1-5/8"ø x 6"	1-12" x 18" x 1/4	5-1/2"ø x 2'-2" " "	1-10" x 10"					2-3" x 8" SCABS
10											
11	2'-0" x 2'-0" x 1'-0"	12" x 12" x 6"	1-5/8"ø x 6"	1-12" x 12" x 1/4"	4-1/2"ø x 1'-8" " "	1-10 x 10"					
12	2'-0" x 2'-0" x 1'-0"		1-5/8"ø x 6"	1-10 x 10" x 1/4"		1-8" x 8"			7"	6" x 12"	
13	2'-0" x 3'-0" x 1'-0"	1'-1" x 2'-2" x 6"					1'-0 1/2" x 2'-1"				
14	2'-6" x 2'-6" x 1'-3"	1'-1" x 1'-1" x 6"			5-1/2"ø x 2'-2" " "		1'-0 1/2" x 1'-0 1/2"				
~~15~~	~~2'-0" x 2'-0" x 1'-0"~~				~~4-1/2"ø x 1'-8" " "~~			~~12" x 12"~~	~~8 1/2"~~	~~4" x 12"~~	
16	2'-4" x 2'-0" x 1'-0"										
17	3'-6" x 3'-6" x 1'-6"		1-5/8 x 6"	1-12" x 16" x 1/4"	7-1/2"ø x 3'-2" " "	1-10" x 14"			7"	6" x 1'-4"	
18	3'-9" x 3'-9" x 1'-9"		1-5/8 x 6"	1-12" x 19" x 1/4"	8-1/2"ø x 3'-6" " "	1-10" x 14"			7"	6" x 1'-6"	1-3" x 10" SCAB.
19	3'-9" x 3'-9" x 1'-9"	12" x 22" x 12"	1-5/8 x 6"	1-12" x 22" x 1/4"	8-1/2"ø x 3'-6" " "	1-10" x 14"					2-3" x 10" "
20	4'-0" x 4'-0" x 2'-0"	15" x 22" x 12"	1-5/8 x 6"	1-15" x 22" x 1/4"	9-1/2"ø x 3'-9" " "	1-10" x 14"					1-3" x 8" " 2-3" x 10" "
21	4'-0" x 3'-0" x 1'-6"				9-1/2"ø x 3'-9" ONE " 6-1/2"ø x 2'-8" " "				8 1/2"	8 1/2" x 2'-10"	

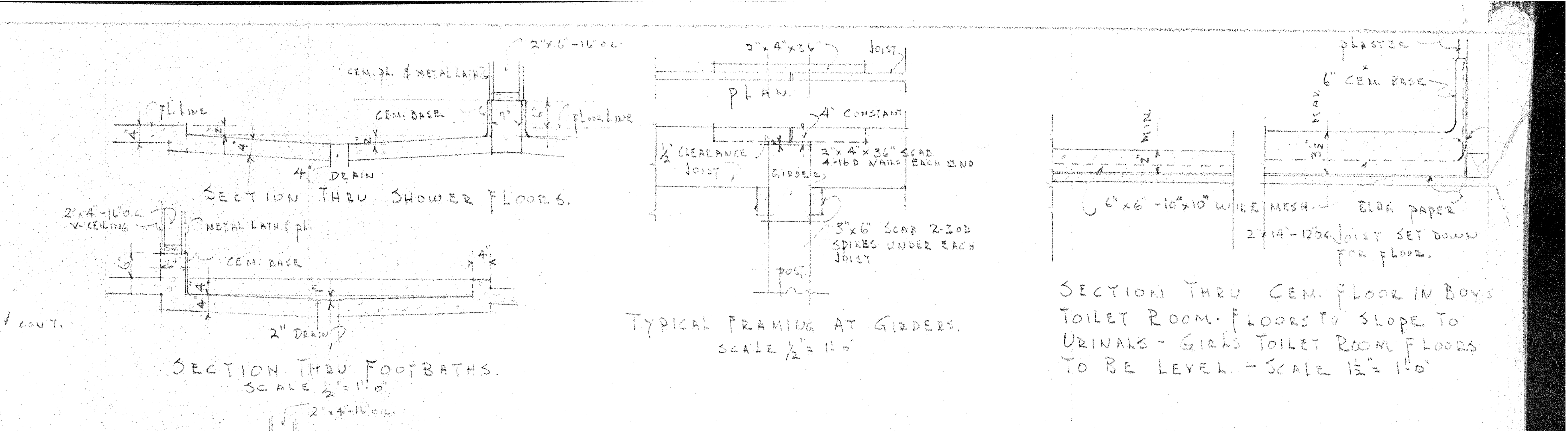


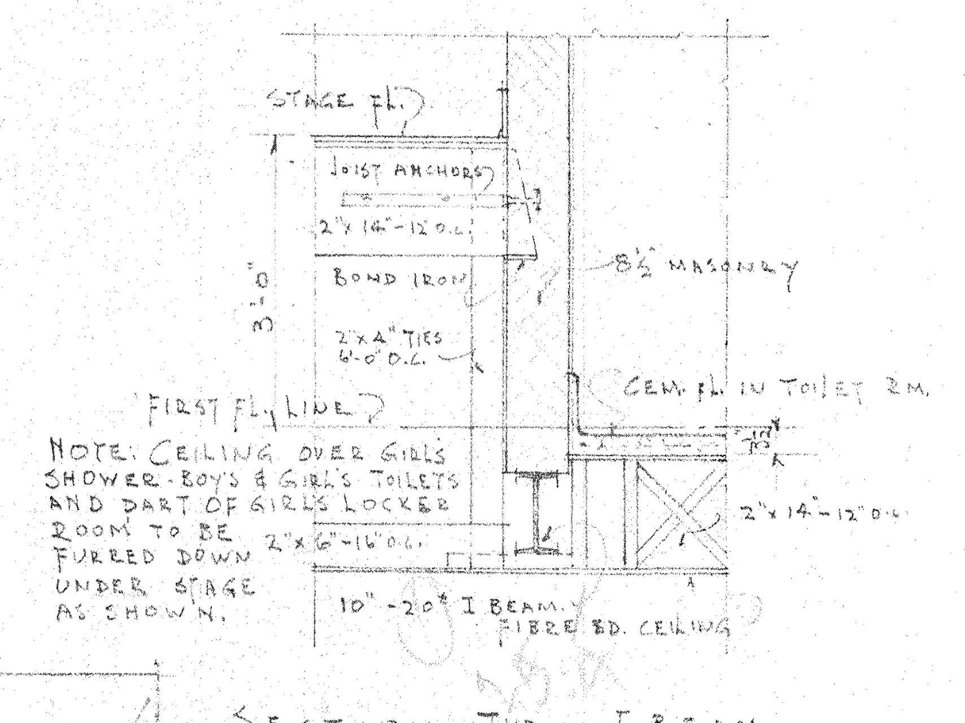
TYPICAL FOOTING DETAILS.
SCALE 1/2" = 1'-0"

NOTE:- SEE FOOTING SCHEDULE FOR DIMENSIONS NOT GIVEN ON DETAILS.

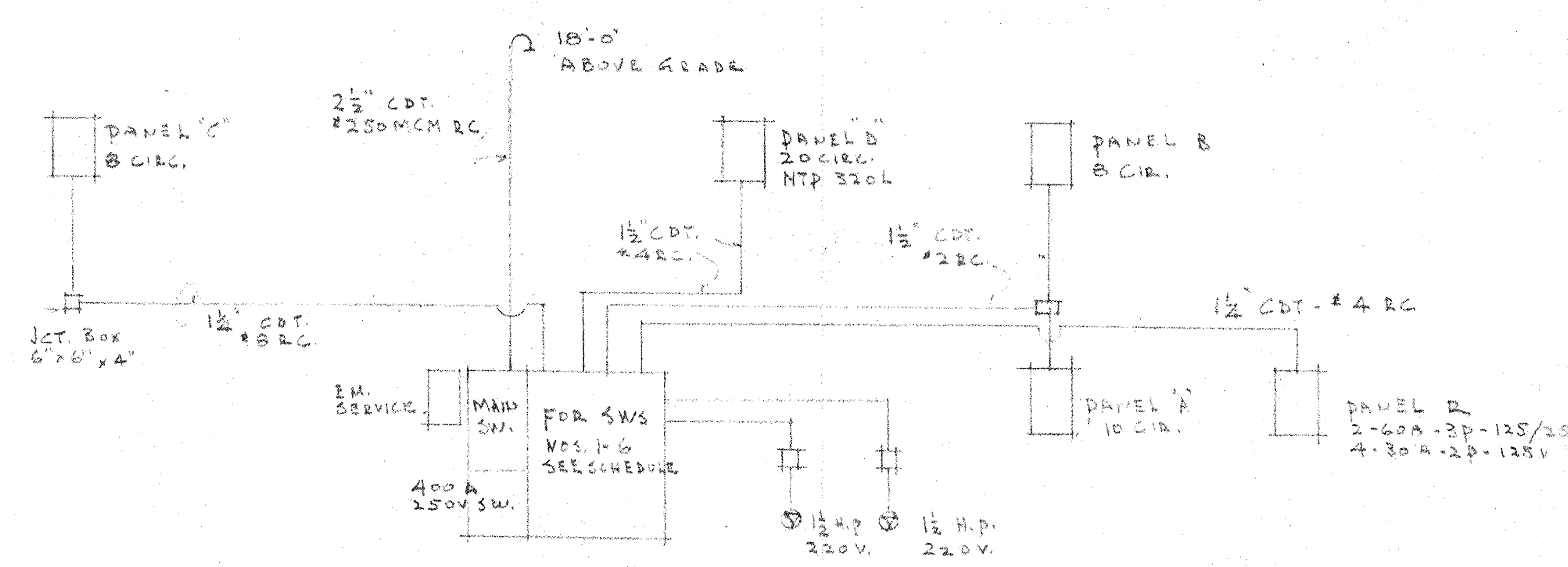


SECTION THRU FOUNDATION OF REAR STAGE WALL.





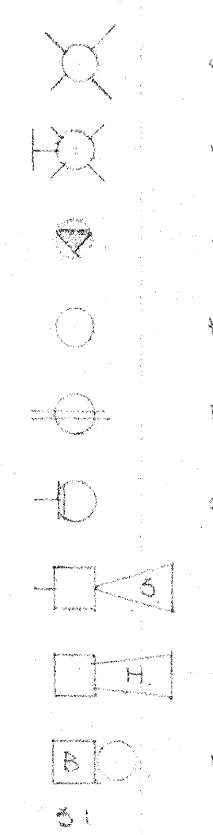
SECTION THRU I-BEAM OVER GIRLS LOCKER ROOM SECTION THRU LS AT SAME LOCATION SIMILAR. SCALE 1/2" = 1'-0"



FEEDER BOARD

NO.	SIZE	POLE	FUSE	LOAD
1	100	3	70	PNL. R.
2	100	3	90	" A & B
3	100	3	70	" D
4	60	3	40	" C
5	30	2	25	PMP. MOTOR
6	30	2	25	FAN "

SYMBOLS

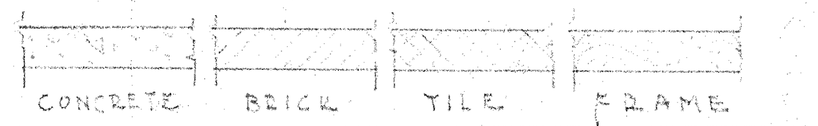


	CEILING OUTLET
	WALL "
	SPECIAL "
	HP MOTOR "
	BASE PLUG
	CLOCK
	SPEAKER
	HORN.
	BELL
S1	SWITCH

ABBREVIATIONS

- W.B. WOOD BEAMS OR GIRDERS
- W.P. WOOD POSTS
- H.R. HOSE REEL
- D.F. DRINKING FOUNTAIN
- CEM. CEMENT.
- PL. PLASTER.
- BR. PL. BEARING PLATE (IRON)
- V.J. V-JOINTED.
- BD. BOARD.
- V VENT.

LEGEND.



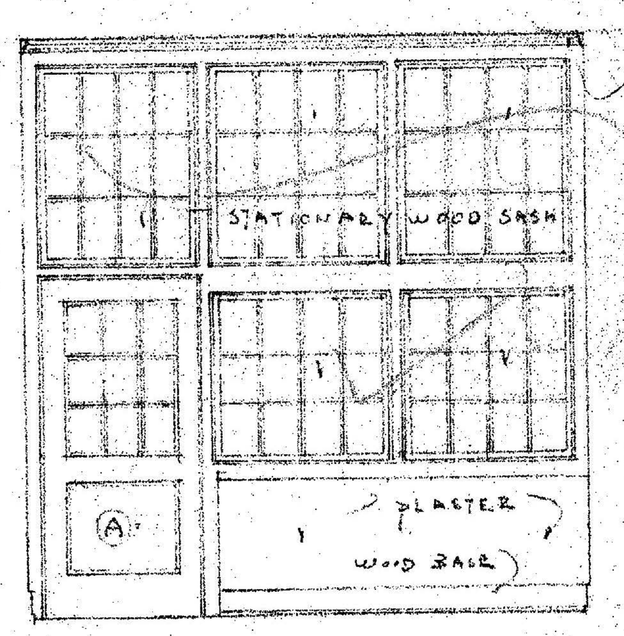
BUILDING AT CONCORD, OREGON

SCHOOL DISTRICT No. 28
CLACKAMAS COUNTY
STATE OF OREGON

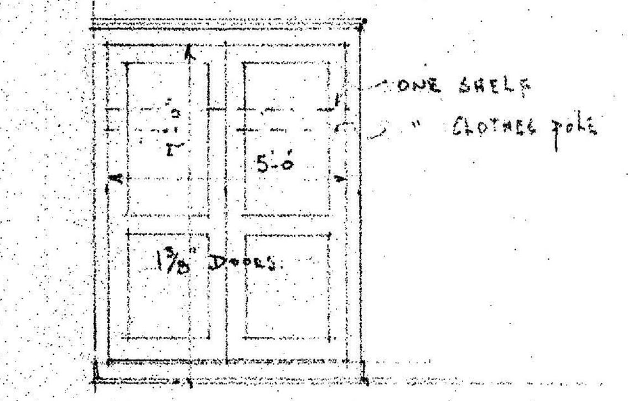
DATE 10/21/35

F. M. STOKES ARCHITECT
1301 TERMINAL SALES BLDG
PORTLAND OREGON

SHEET No. 3



ELEVATION OF PARTITION BETWEEN
PUBLIC OFFICE & PRINCIPALS OFFICE.
SCALE 1/4"=1'-0"



DETAIL OF CLOSET IN
PRINCIPALS OFFICE
SCALE 1/4"=1'-0"

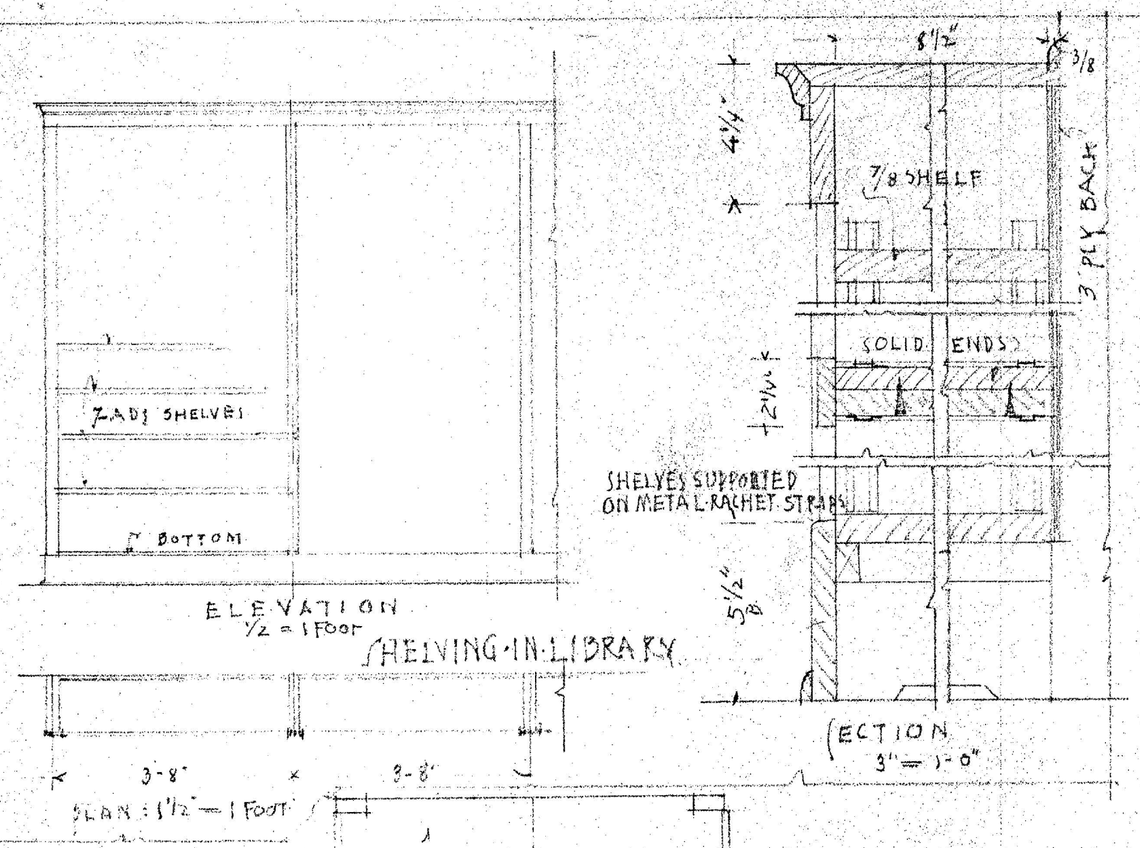
DOOR SCHEDULE.

MARK	SIZE	REMARKS		
A	3'-4" x 7'-0" x 1 3/4"	9 LTS.	1-PANEL	SEE DET.
B	3'-0" x 7'-0" x 1 3/4"		2-PANELS	" "
C	2'-6" x 7'-0" x 1 3/4"		2- "	
D	1-PR. 6'-6" x 7'-6" x 2"	9 LTS	4- "	EA. SEE ENT. DET.
E	1-PR. 6'-0" x 7'-0" x 2"	9 "	2- "	" " "
F	1-PR. 6'-0" x 7'-6" x 1 3/4"		2 "	"
G	4'-0" x 10'-0" x 2"	20 "	2 "	SEE REAR ELEV.
H	1-PR. 6'-0" x 7'-0" x 1 3/4"	9 "	1 "	EA.
I	1-PR. 6'-0" x 8'-0" x 2"		4 "	" SEE REAR ELEV.
J.	3'-0" x 3'-0" x 1 3/8"		1 "	ACCESS DOOR.
K.	3'-0" x 7'-0" x 2"	METAL CLAD DOOR & FRAME.		
L.		VAULT DOOR SEE SPEC.		
M.	3'-0" x 7'-0" x 2"	9 LTS.	2 PANELS.	

FIRST FLOOR PLAN.
SCALE 1/4"=1'-0"

BUILDING AT CONCORD, OREGON.
SCHOOL DISTRICT No 28
CLACKAMAS COUNTY
STATE OF OREGON

DATE	F.M. STOKES ARCHITECT	SHEET No.
10/21/35	1301 TERMINAL SALES BLDG. PORTLAND. OREGON.	4

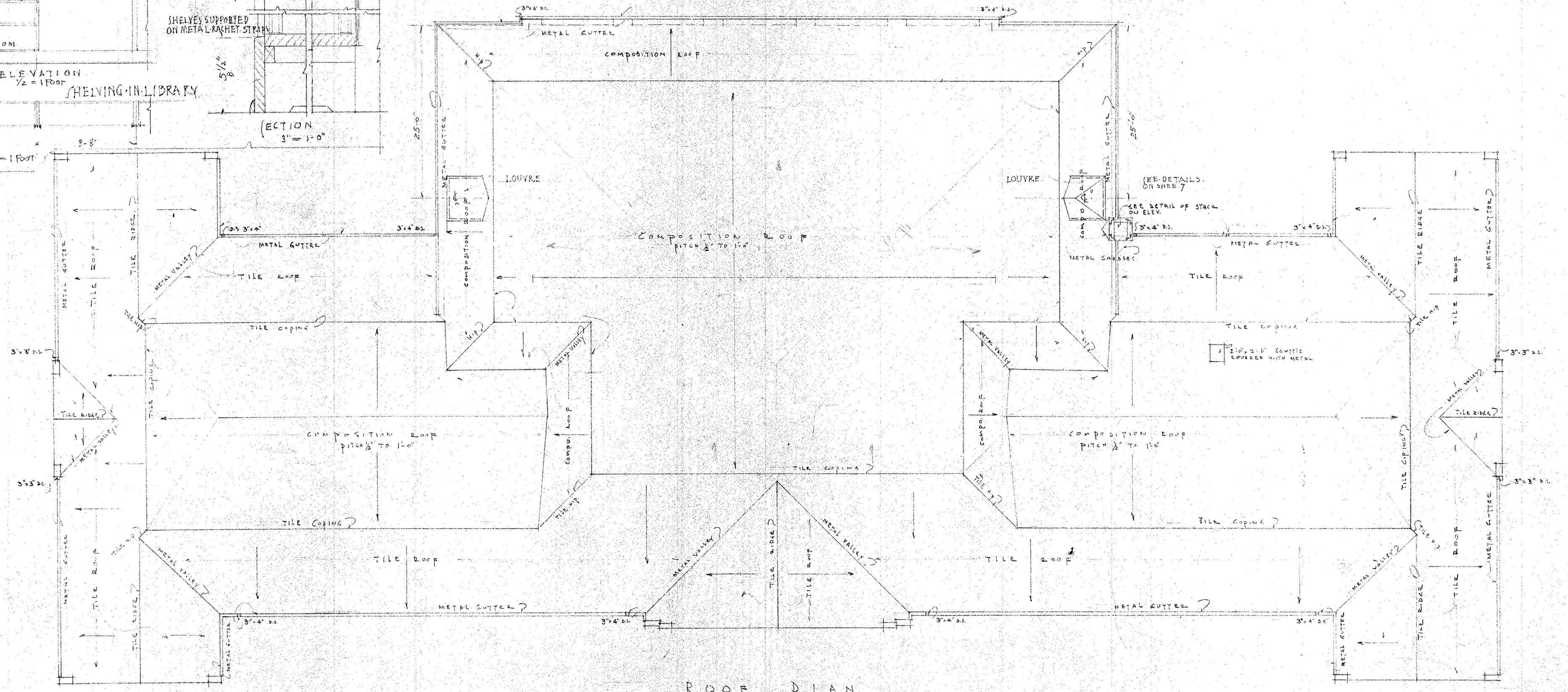


ELEVATION
½ = 1 FOOT

SHELVING IN LIBRARY

PLAN: 1½" = 1 FOOT

SECTION
3" = 1'-0"



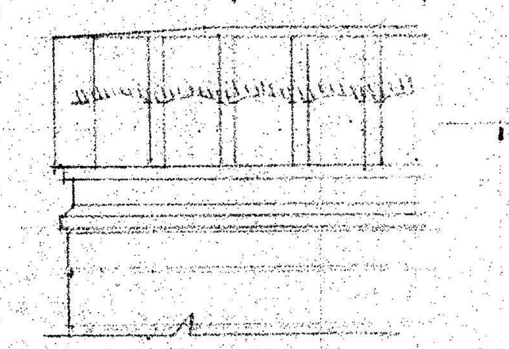
ROOF PLAN
SCALE ⅛" = 1'-0"

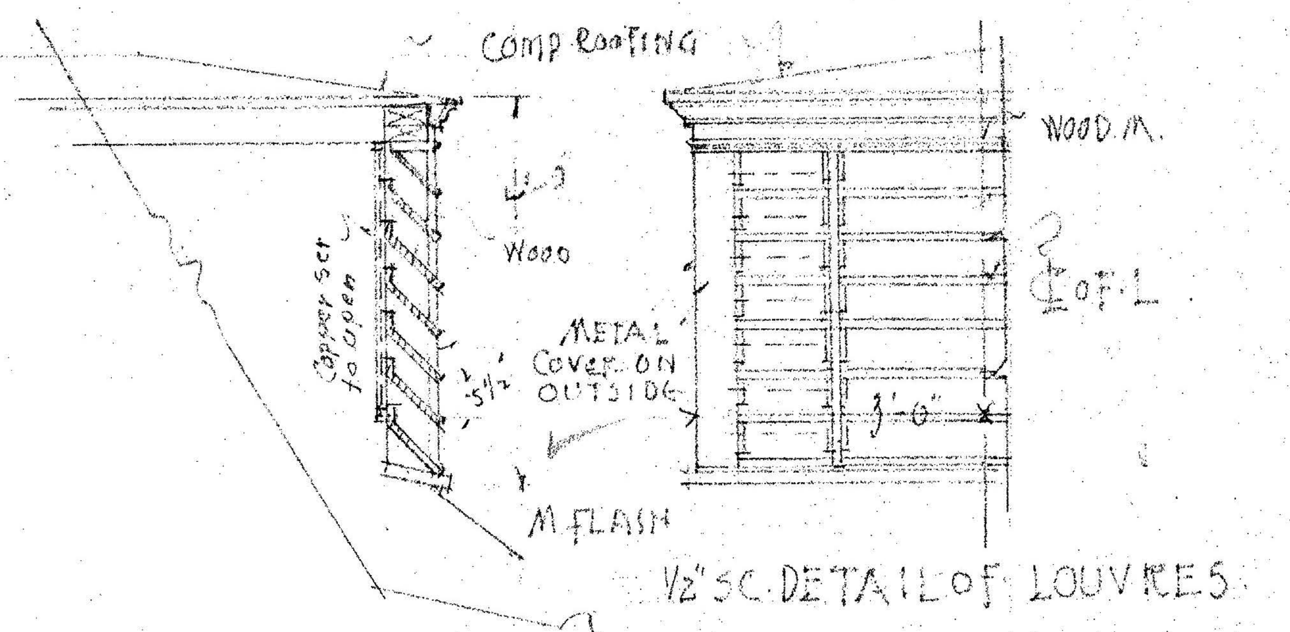
BUILDING AT CONCORD, OREGON.

SCHOOL DISTRICT No 28
CLACKAMAS COUNTY
STATE OF OREGON

DATE		SHEET
10/21/35	F.M. STOKES ARCHITECT 1301 TERMINAL SALES BLDG PORTLAND, OREGON	No 5


CROSS SECTION A-A.
SCALE 1/8" = 1'-0"
CROSS SECTION B-B.
SCALE 1/8" = 1'-0"
FIBRE BOARD ORNAMENT
SCALE 1 1/2" = 1'-0"
NOTE- ORNAMENT TO BE USED AT ALL CEILING LIGHT OUTLETS IN AUDITORIUM, FIRST FLOOR, CORRIDORS, CLASS ROOMS, TEACHERS ROOM, PRINCIPALS OFFICE & PUBLIC SPACE.
CUT OUT FOR OUTLET BOX LIGHT FIXTURE
1/2" SCALE DETAIL OF CEILING BEAM & WALL CORNICE IN AUD.
1/2" SCALE DETAIL SHOWING FRAMING OF AUDITORIUM BEAMS.
HALF PLAN OF AUDITORIUM CEILING.
VERIFY DIMENSIONS ON JOB.
SECTION THRU STAGE OPENING IN AUDITORIUM
LONGITUDINAL SECTION C-C
SCALE 1/8" = 1'-0"
LONGITUDINAL SECTION D-D.
SEE DETAIL OF ENTRANCE.
CEILING LINE EL.
FIRST FL. LINE
EL. 199.5
GROUND FL. LINE EL. 189.25
FINISH STAGE FLOORS
LIGHT OUTLETS SPACED TO CENTERS OF TILES AS SHOWN
16"x16" FIBRE BOARD TILES.
BUILDING AT CONCORD, OREGON.
SCHOOL DISTRICT Nº 28
CLACKAMAS COUNTY
STATE OF OREGON
DATE 10/21/35
F.M. STOKES ARCHITECT
1301 TERMINAL SALES BLDG
PORTLAND OREGON
SHEET 6





EAST ELEVATION
scale: 1/8 = 1 FOOT

WEST ELEVATION
scale: 1/8 = 1 FOOT

LINTEL SCHEDULE
OUTSIDE OPENINGS

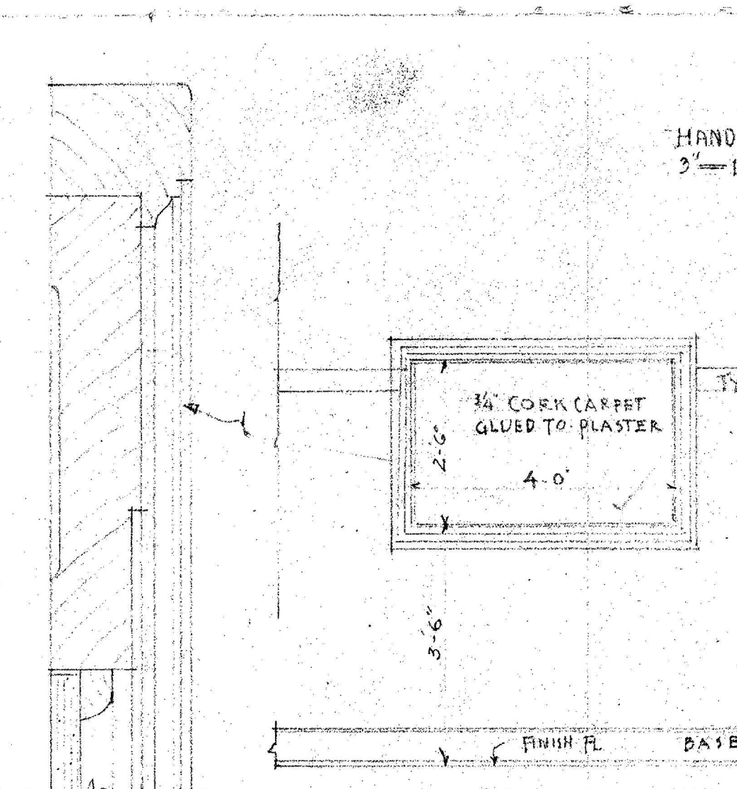
1) 12" 20.5# I 7"x3/8" PL
2 2 5"x3½"x3/8" 3½"x2½" A 2.5"x5"x3/8
3) 2 3½"x3½"x3/8" ∠s
4) 2 6"x3½"x3/8" ∠s - ¼" PL 2x2x3/16 STIFFNER SEE SEC
5 2 5"x3½"x3/8 ∠s
6 2 5"x3½"x3/8 ∠s

NOTE: 6" BEARING AT EACH END OF OPENING.

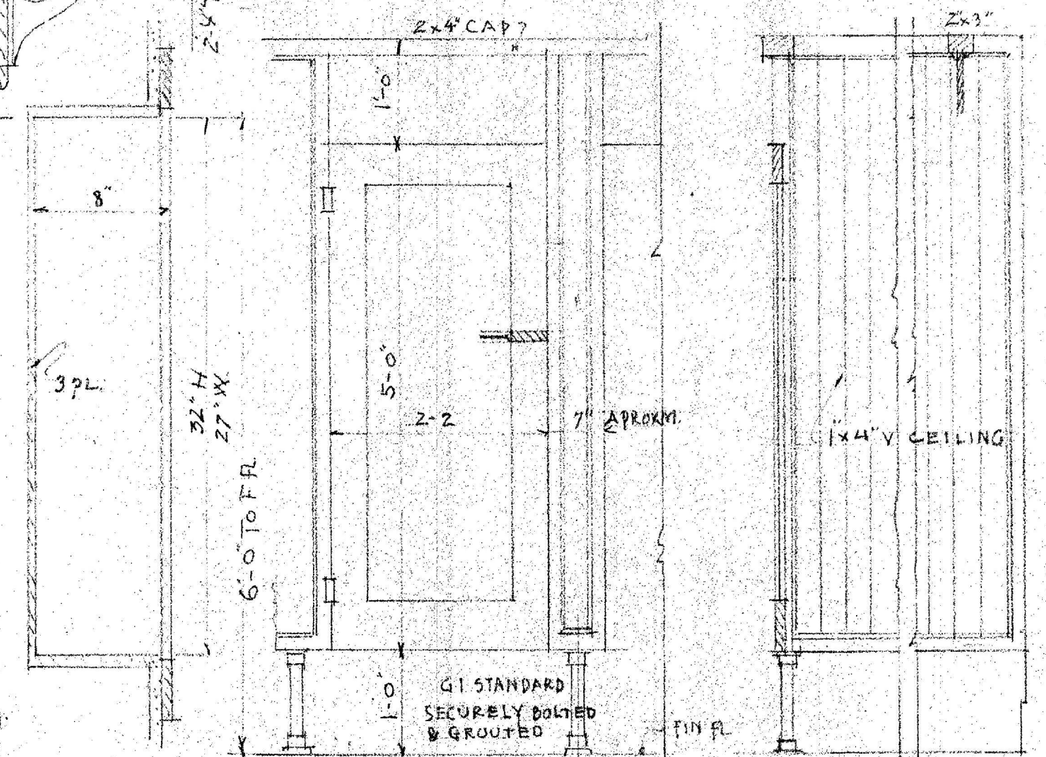
BUILDING AT CONCORD, OREGON.

SCHOOL DISTRICT No. 28.
CLACKAMAS COUNTY
STATE OF OREGON

DATE		SHEET No.
10/21/35	F. M. STOKES ARCHITECT 1304 TERMINAL SALES BLDG. PORTLAND OREGON	7.

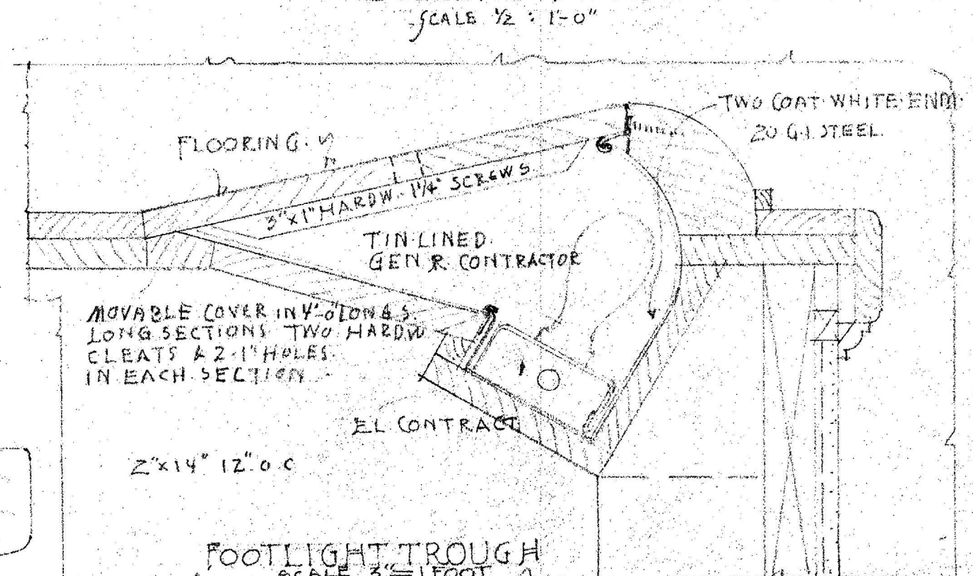


BULLETIN BOARD
SCALE ½" = 1'-0"



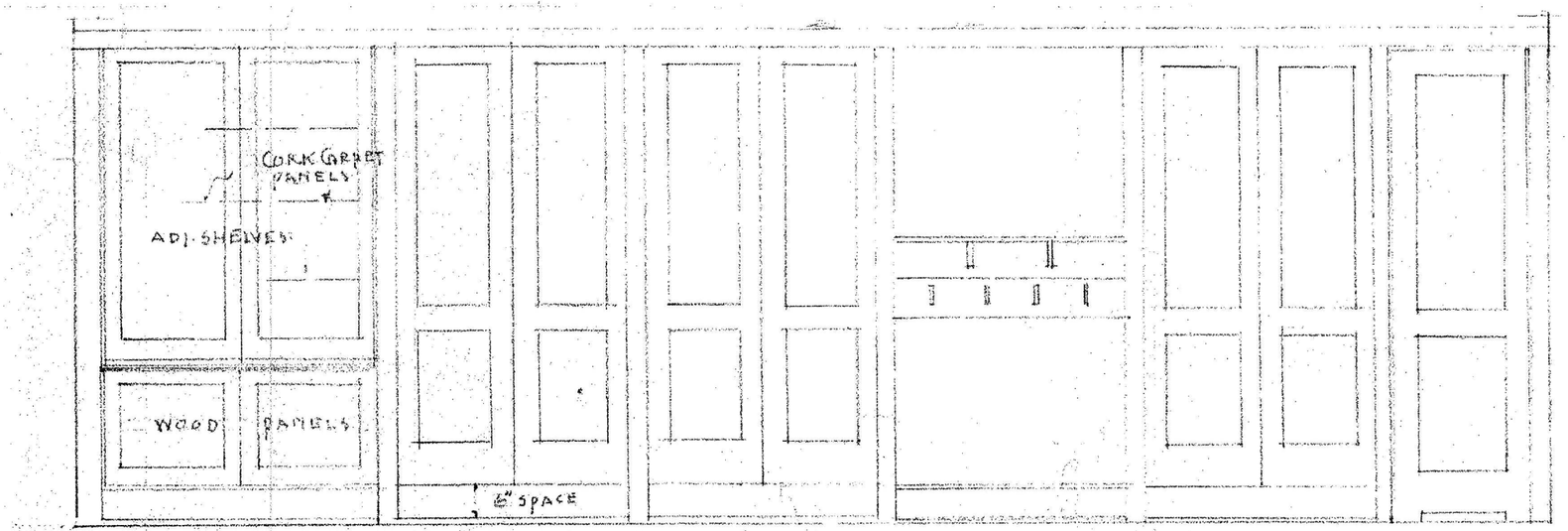
NOTE: WOOD SCREENS IN BOYS & GIRLS LOCKER & TOILETS SIMILAR IN DETAILS

TOILET COMPARTMENTS
OMIT DOORS ON BOYS T
SCALE ¾"=1'-0"

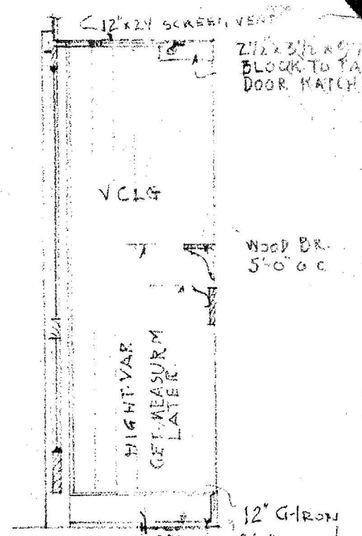


FOOTLIGHT TROUGH
SCALE 3"=1'FOOT

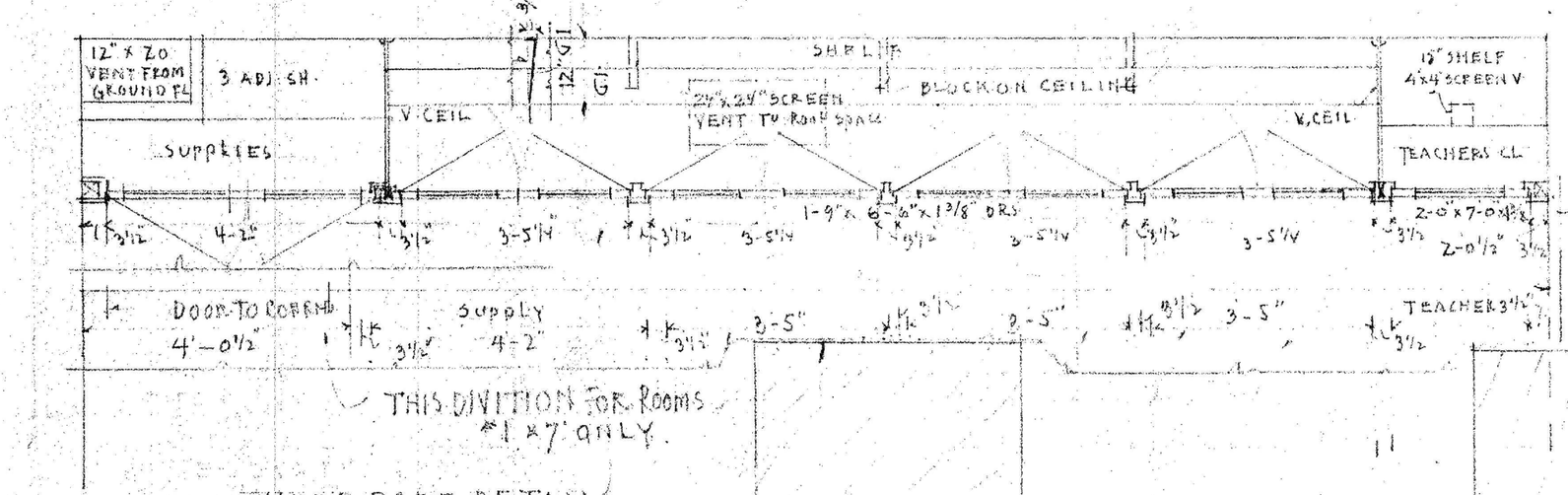
HOSE CABINET
SCALE 1½"=1'F



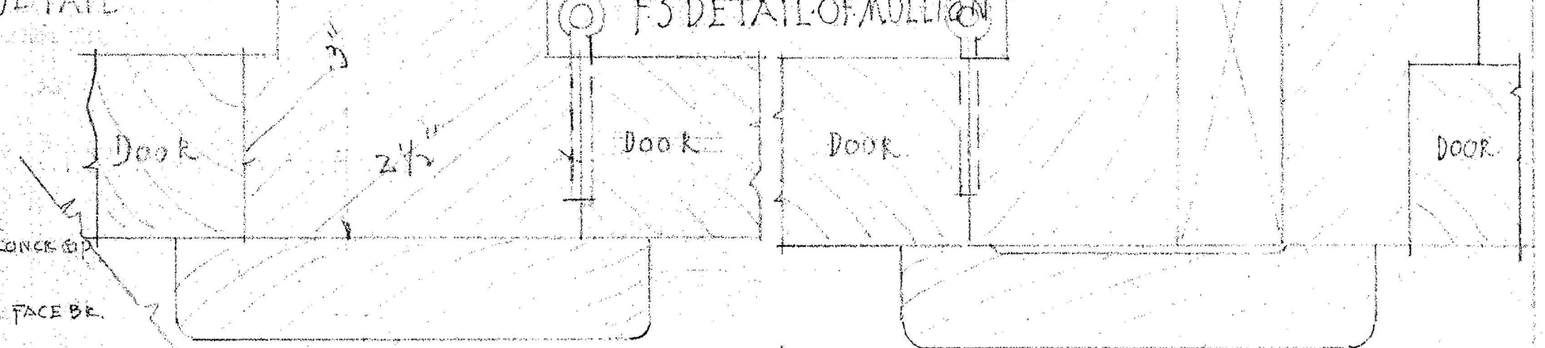
ELEVATION

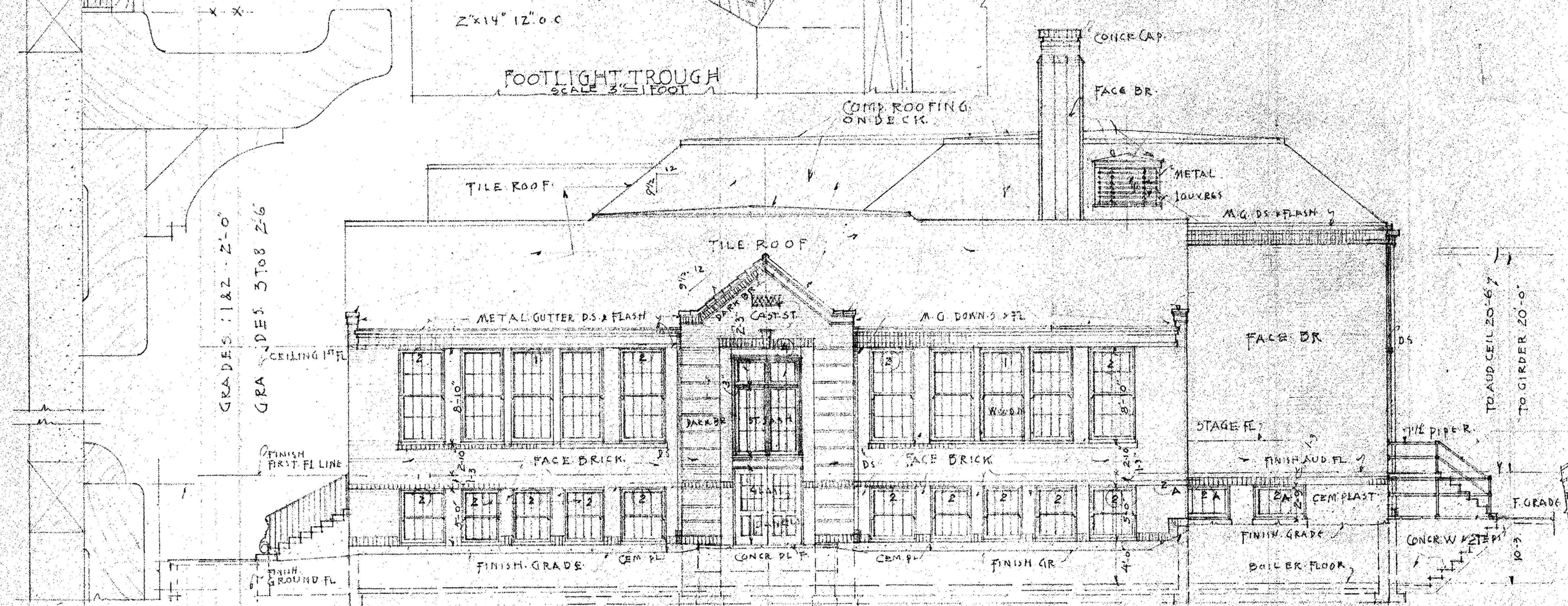


SECTION



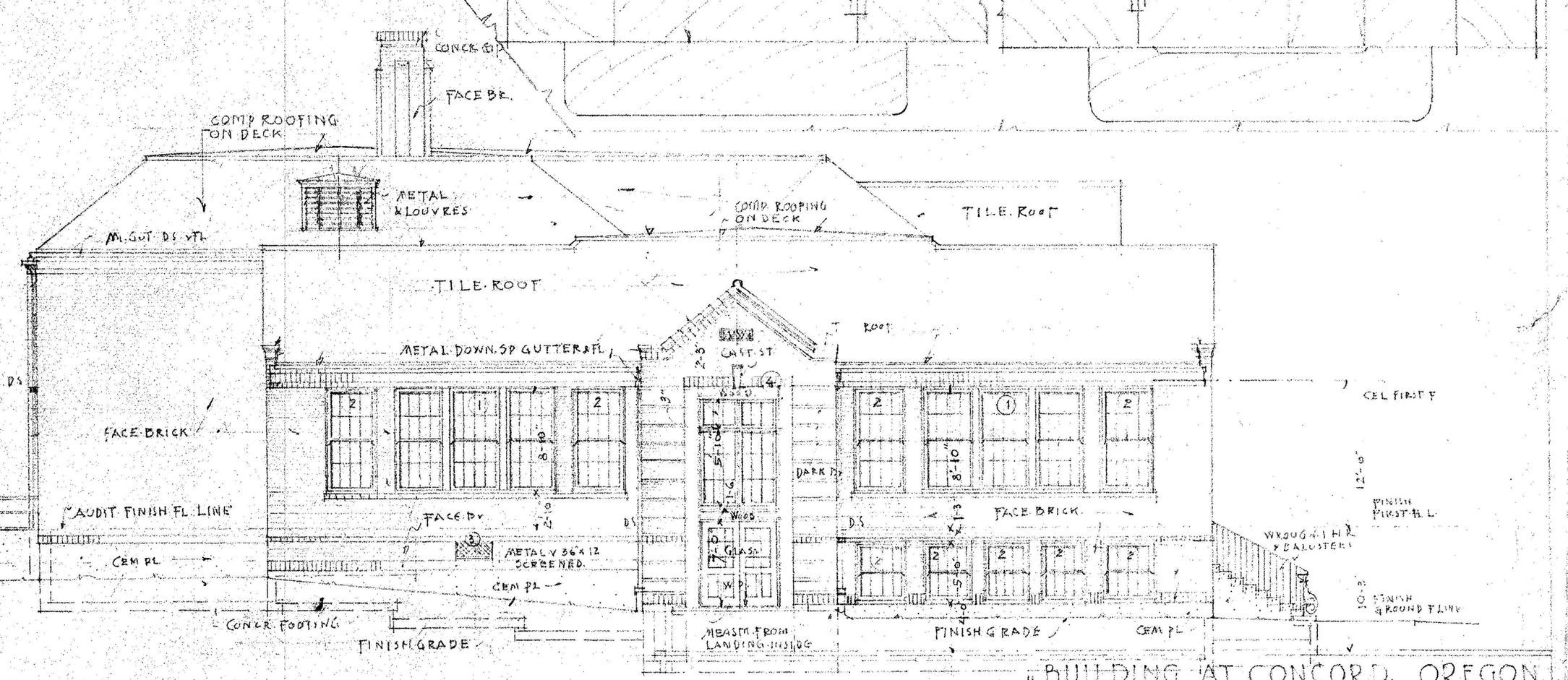
WARD-ROBE-DETAIL
½"=1'-FOOT





NOTE: FOR GRADES: SEE PLOT-PLAN

SOUTH ELEVATION
SCALE: ⅛"=1'FOOT



NORTH ELEVATION
SCALE: ⅛"=1'FOOT

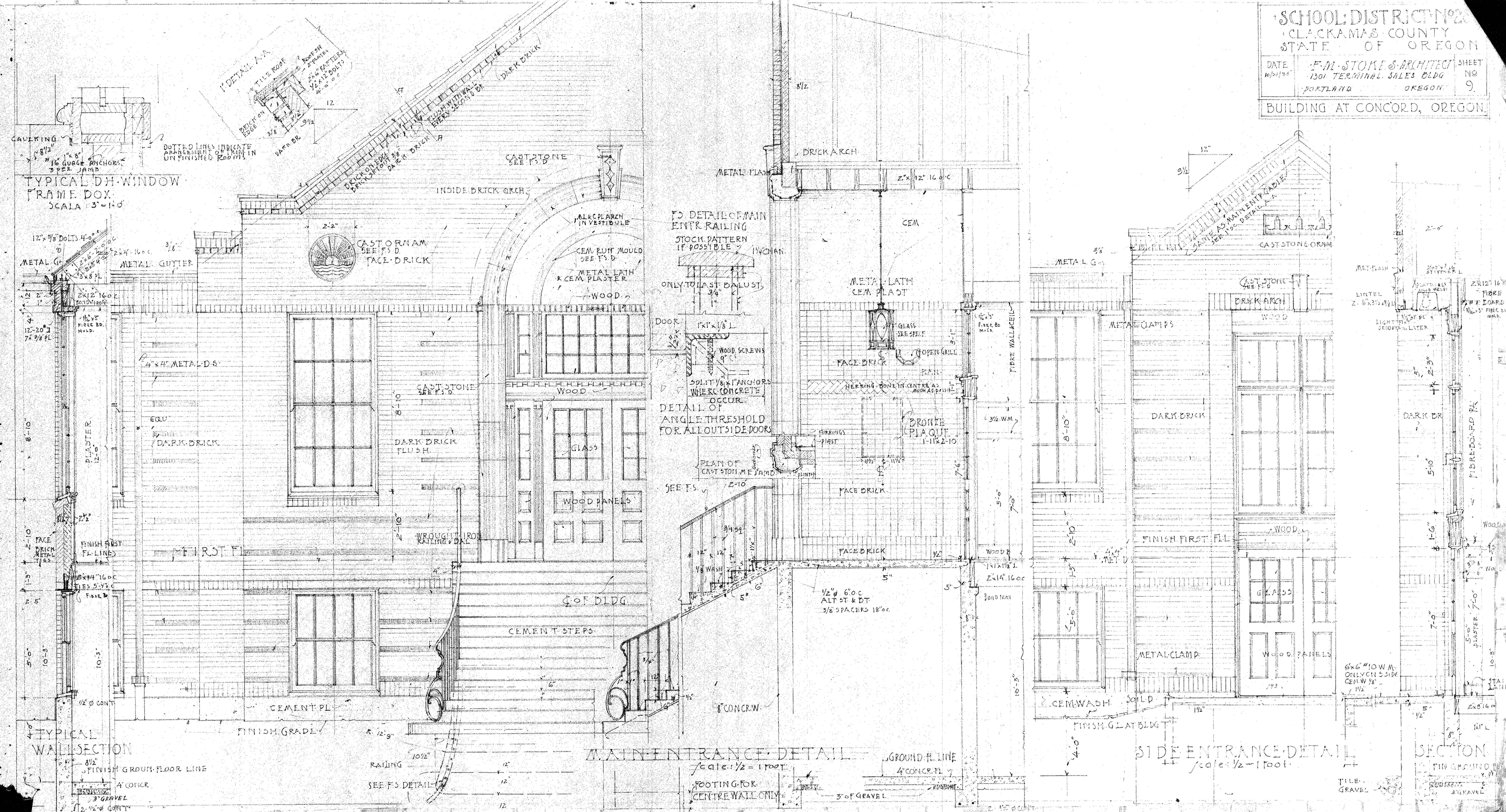
BUILDING AT CONCORD, OREGON.
SCHOOL DISTRICT No 28
CLACKAMAS COUNTY
STATE OF OREGON

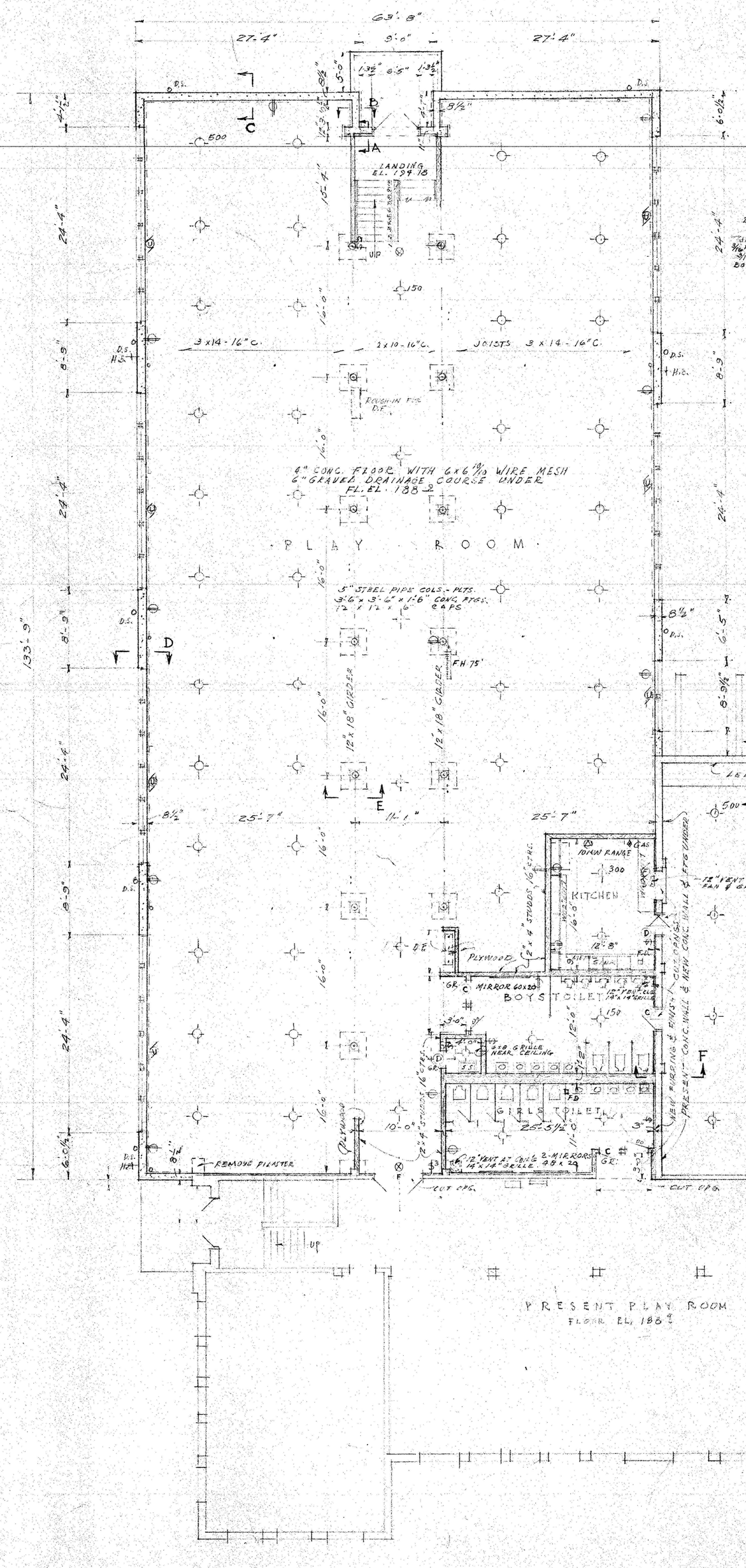
DATE		SHEET
10/1/35	F.M. STOKES ARCHITECT 1301 TERMINAL SALES BLDG PORTLAND OREGON	8.

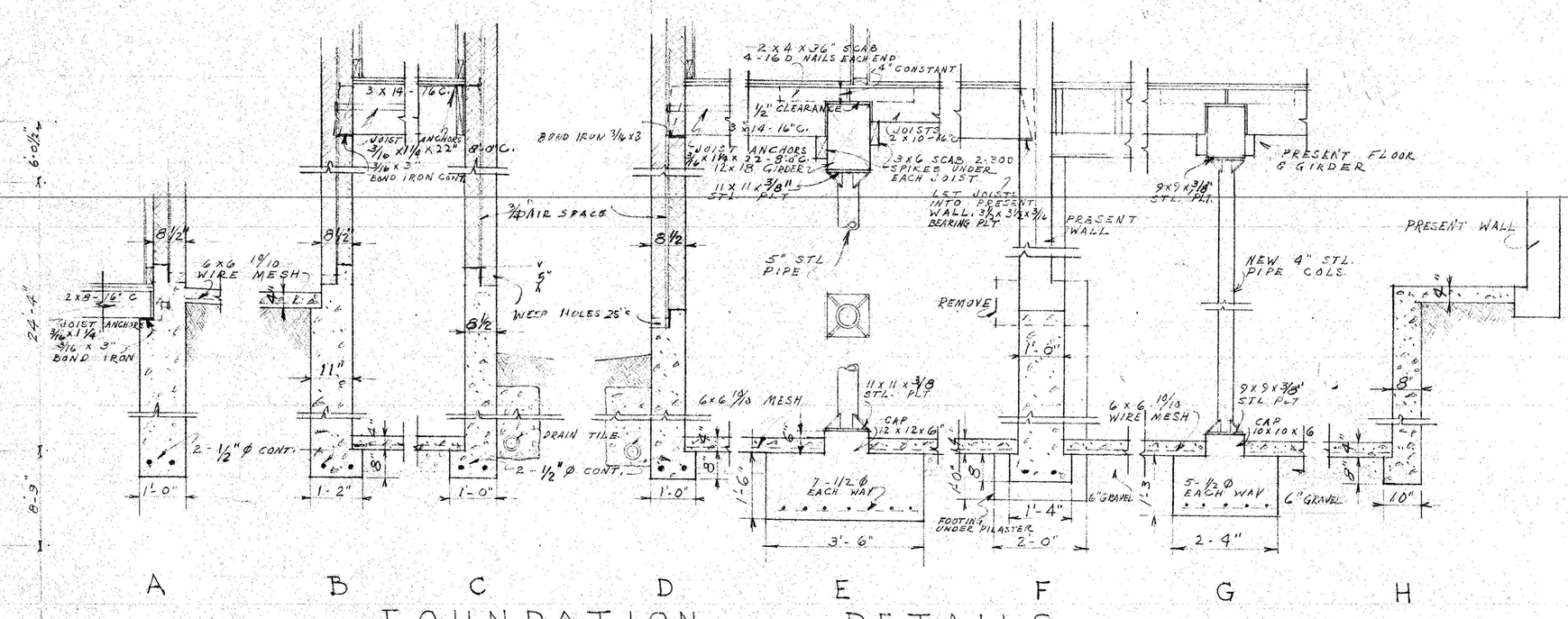
SCHOOL DISTRICT No 2
CLACKAMAS COUNTY
STATE OF OREGON

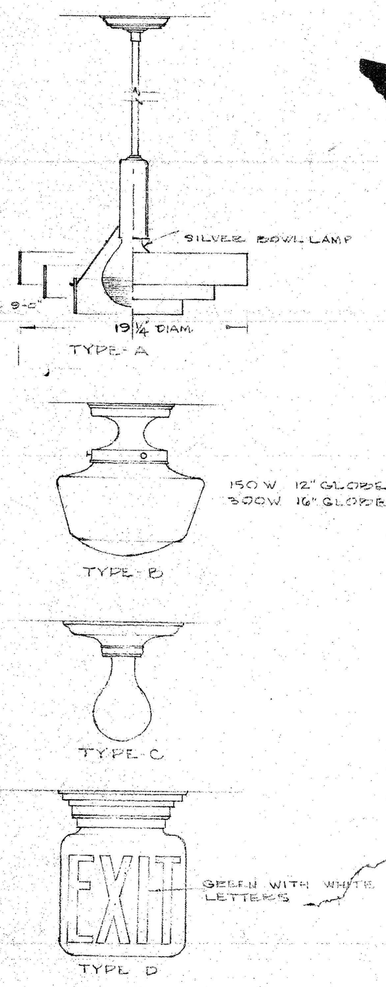
DATE 10/21/25 — F. M. STONE & ARCHITECT, 1301 TERMINAL SALES BLDG, PORTLAND OREGON — SHEET No 9.

BUILDING AT CONCORD, OREGON.



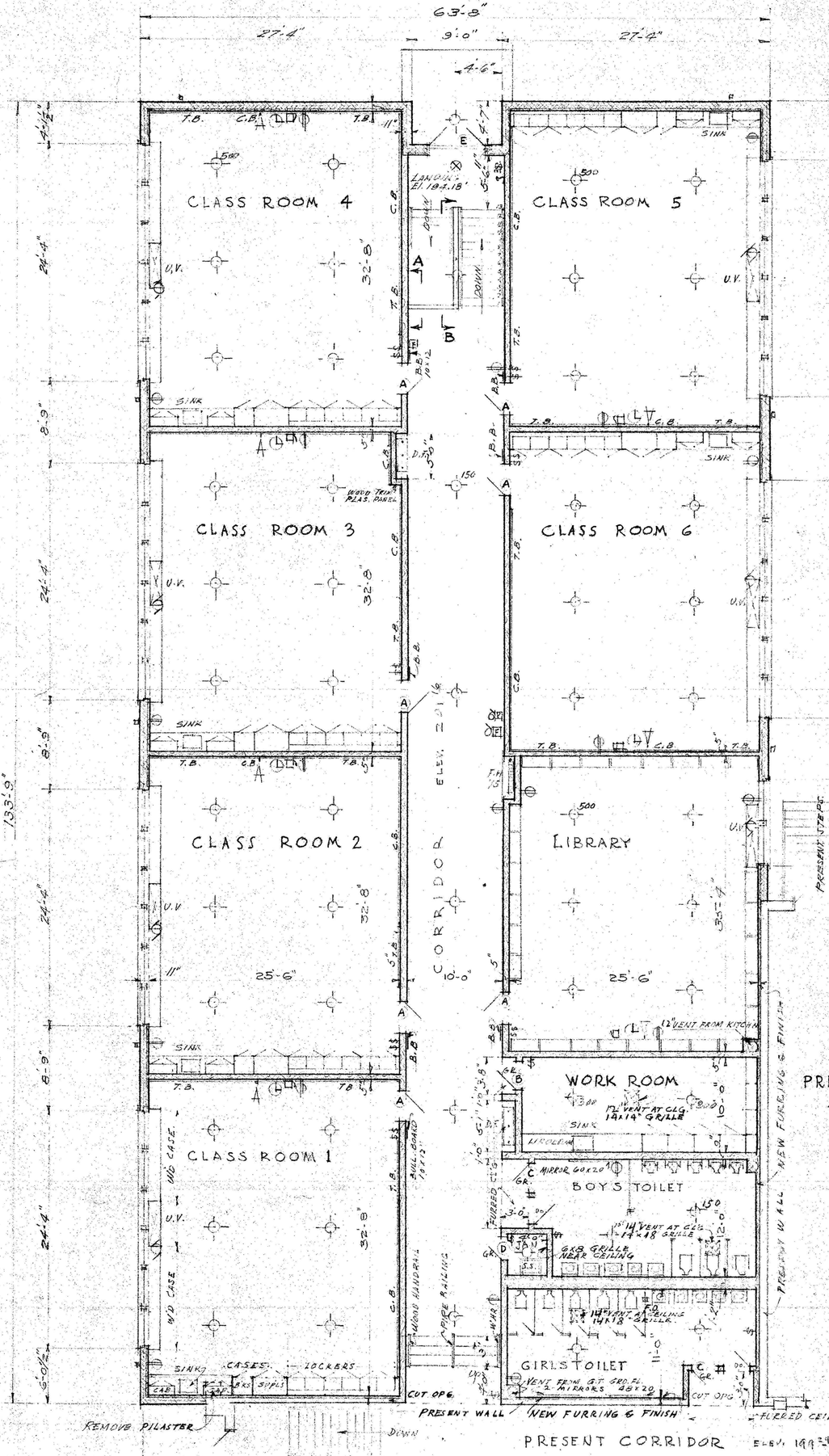


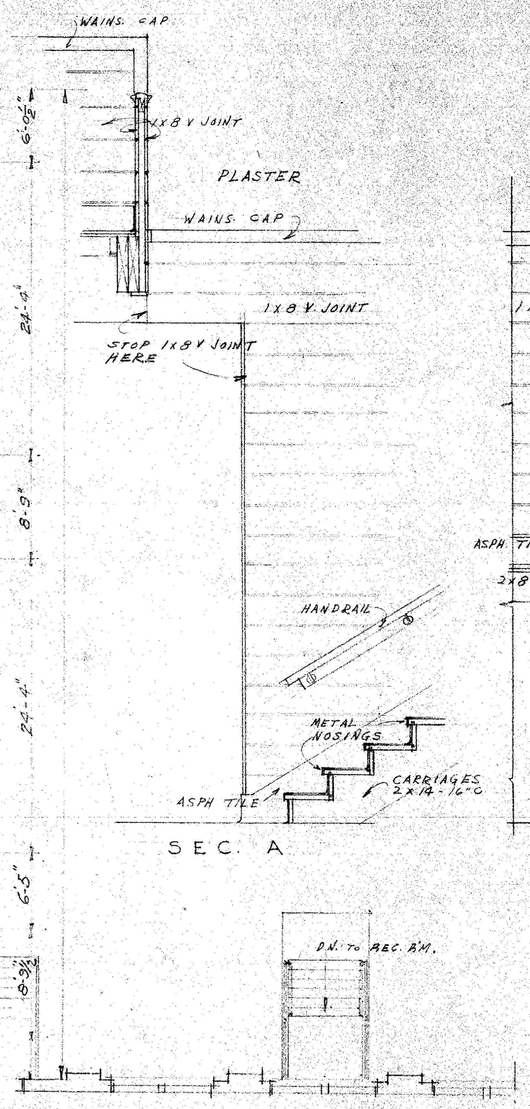




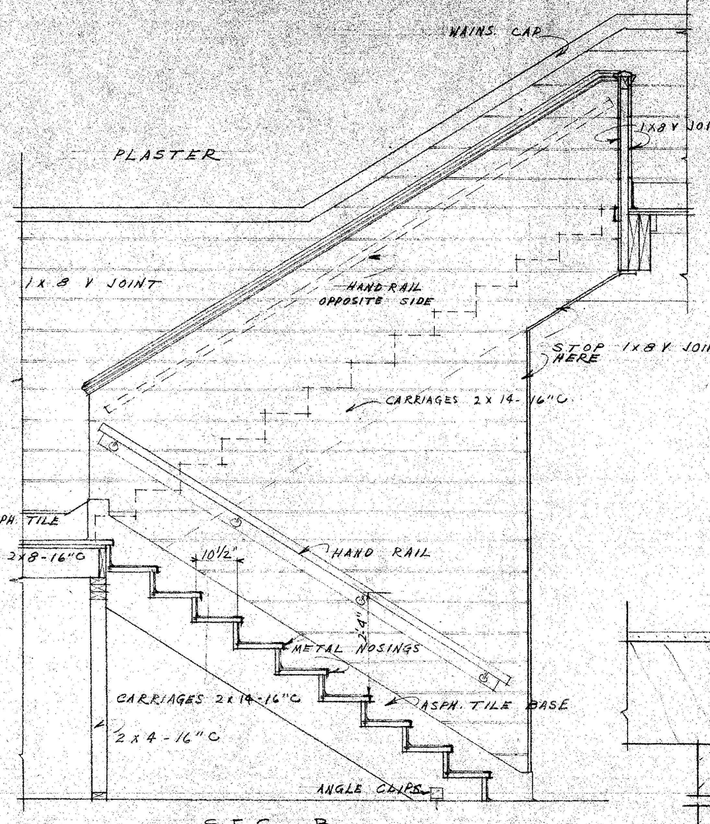
FIRST ADDITION TO
CONCORD GRADE SCHOOL
DIST. NO 28 CLACKAMAS COUNTY ORE

DATE		DRAWING
3-31-48	STOKES & ALLYN ARCHITECTS 205 HUGHES BUILDING PORTLAND OREGON	2





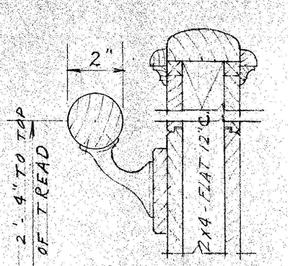
SEC. A



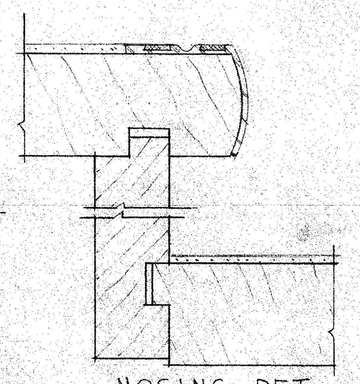
SEC. B

STAIR DETAILS

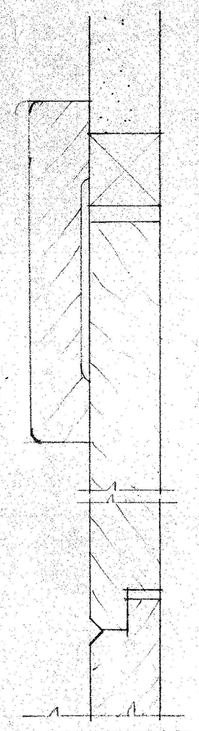
SCALE ½"= 1'-0"



HANDRAIL & CAP
3" = 1'-0"



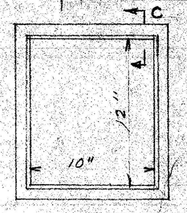
NOSING DET.
FULL SIZE



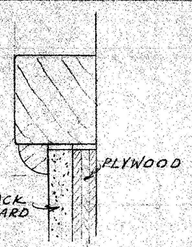
WAINSCOT CAP & V JOINT
F. S.

ROOM FINISH SCHEDULE

FL.	ROOM	FLOOR	BASE	WAINSCOT	WALLS	CEILING	FINISH	NOTES
GROUND FL.	PLAY ROOM	Cement	None	None	Unfin.	Unfin.	Unfin.	Plywood on Partitions
	RECREATION	"	"	"	"	"	"	
	KITCHEN	"	Asph. Tile	Plywood 4'-2"	Plaster	Acoustical	Enamel	
	TOILETS	"	"	" " 6'-0"	" "	" "	"	
	JANITOR	"	"	None	Plywood	Plywood	"	
FIRST FLOOR	CORRIDOR	Asph. Tile	Asph. Tile	V-Joint 4'-0"	Plaster	Acoustical	Enamel	Metal nosings Trasph. tile on stairs
	CLASS ROOMS	" "	" "	" 2'-5"	"	"	"	
	LIBRARY	" "	" "	" 7'-0"	"	"	"	
	WORK ROOM	" "	" "	Plywood 7'-0"	"	"	"	
	TOILETS	" "	" "	" 6'-0"	"	"	"	
	JANITOR	" "	" "	None	Plywood	Plywood	"	



BULLETIN BOARD IN CORRIDOR
SCALE 1½"= 1'-0"
MAKE 7



SEC. C
F.S.

DOOR SCHEDULE

MARK	SIZE	TYPE	REMARKS
A	3'-4" x 7'-0" x 1¾"	GLASS & PANEL	SEE DETAIL
B	3'-0" x 7'-0" x 1¾"	2-PANEL	
C	2'-8" x 7'-0" x 1¾"	2-PANEL	
D	2'-6" x 7'-0" x 1¾"	2-PANEL	
E	Pr. 3'-0" x 7'-0" x 1⅜"	GLASS & PANEL	

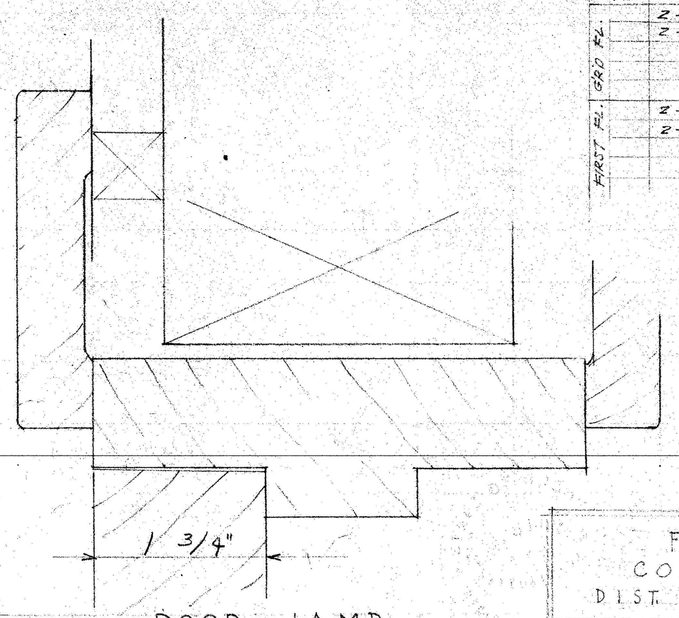
DOORS MARKED "GR." TO HAVE 16 x 4 GRILLE IN BOTTOM RAIL

LINTEL SCHEDULE

FL.	MARK	DESCRIPTION.	REMARKS
GRD FL.		2 - 7" x 4" x 5/16" ⊥s	
		2 - 6" x 4" x 5/16" ⊥s	
FIRST FL.		2 - 6" x 4" - 5/16" ⊥s	
		2 - 5½" x 3½" x 5/16 ⊥s	

KEY TO MATERIAL

- CONCRETE
- BRICK & HOLLOW TILE FURRED INSIDE WITH 2 x 4 - 16" C. FLATWISE
- STUD PARTITION 3x4-16"C. AT SIDES OF CORRIDOR 2x4-16 ELSEWHERE



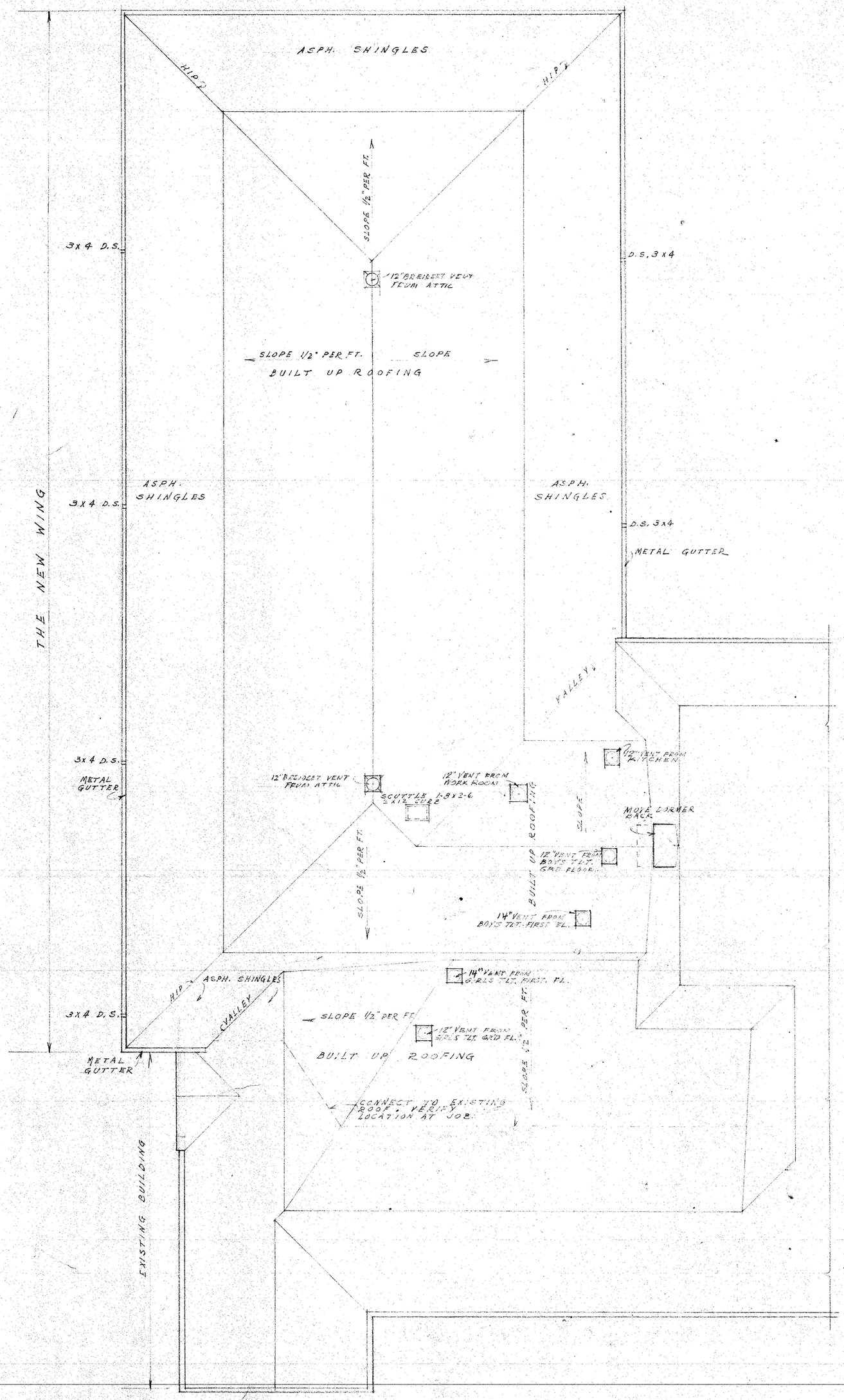
DOOR JAMB
FULL SIZE

FIRST FLOOR PLAN
SCALE 1/8"= 1'-0"

N

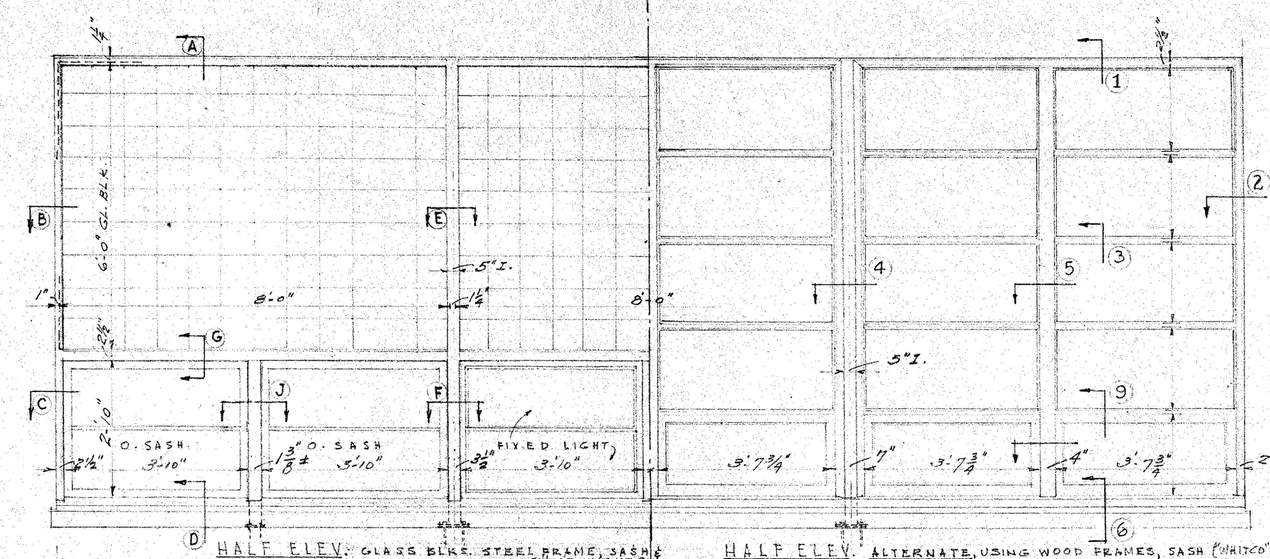
FIRST ADDITION TO
CONCORD GRADE SCHOOL
DIST. NO. 28 - CLACKAMAS COUNTY ORE.

DATE		DRAWING
3-31-48	STOKES & ALLYN - ARCHITECTS 205 HUGHES BUILDING PORTLAND OREGON	3



ROOF PLAN
SCALE 1/8" = 1'-0"

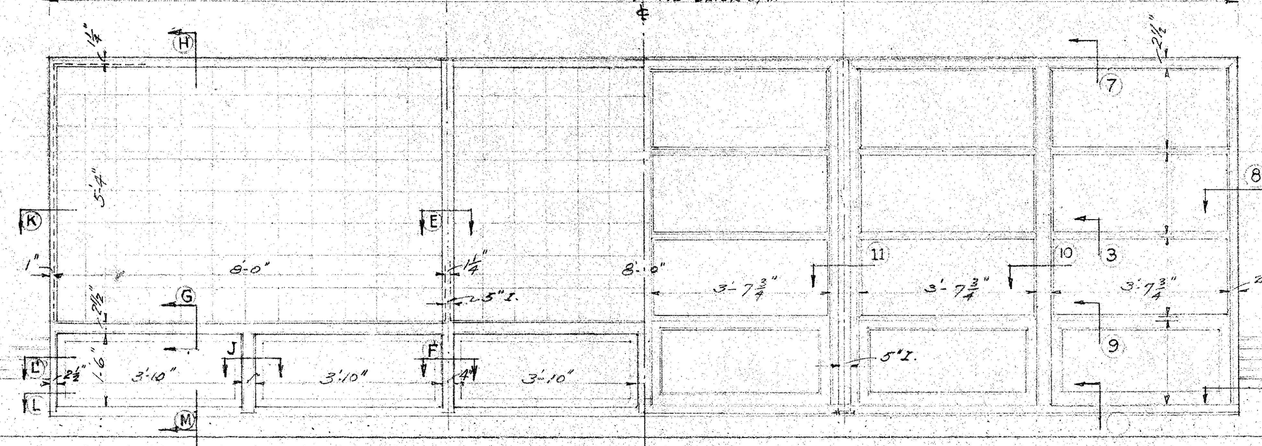
N



HALF ELEV. GLASS BLKS. STEEL FRAME, SASH & FIXED LIGHTS.

HALF ELEV. ALTERNATE, USING WOOD FRAMES, SASH ("WHITCO" HDWE.) & GL. LIGHTS

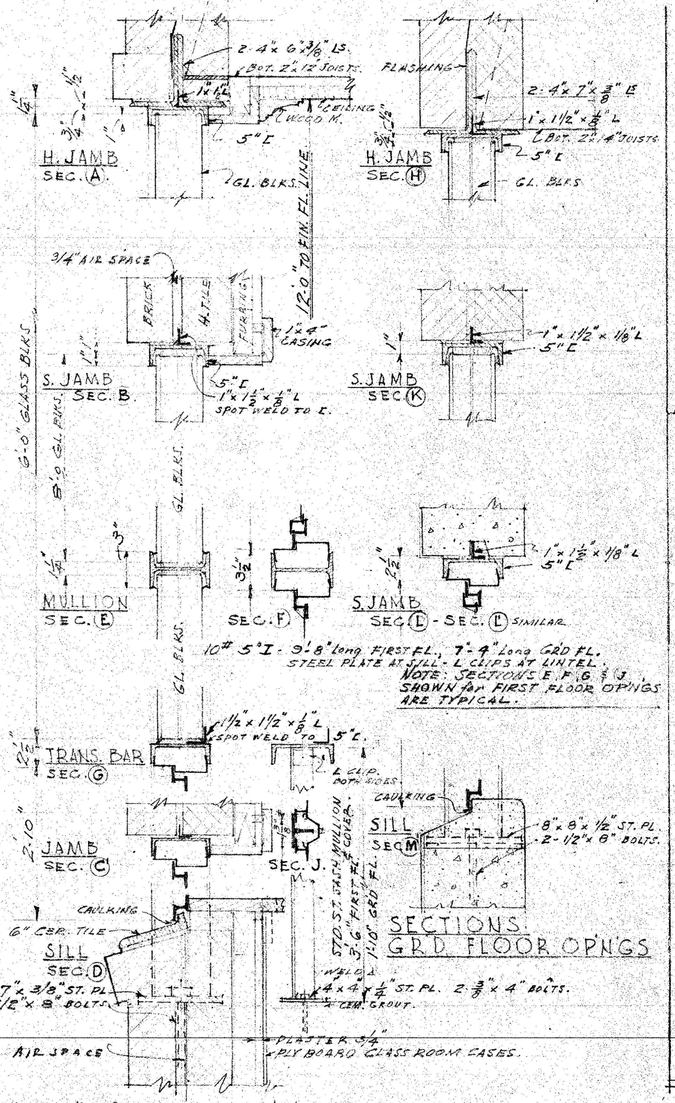
FIRST FLOOR OPENINGS
SCALE 1/2" = 1'-0"

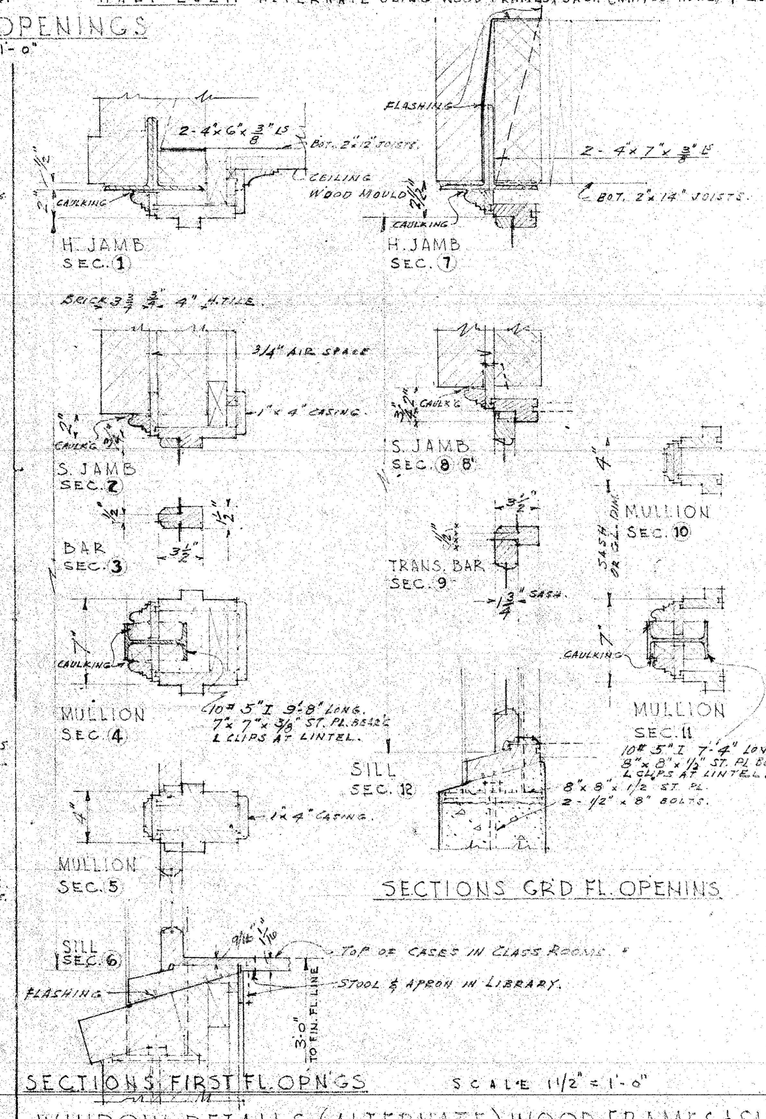


HALF ELEV. GLASS BLKS, STEEL FRAME & SASH.

HALF ELEV. ALTERNATE USING WOOD FRAMES, SASH ("WHITCO" HDWE) & GL. LTS.

GROUND FLOOR OPENINGS
SCALE 1/2" = 1'-0"





SECTIONS FIRST FL. OPNGS SCALE 1½" = 1'-0"

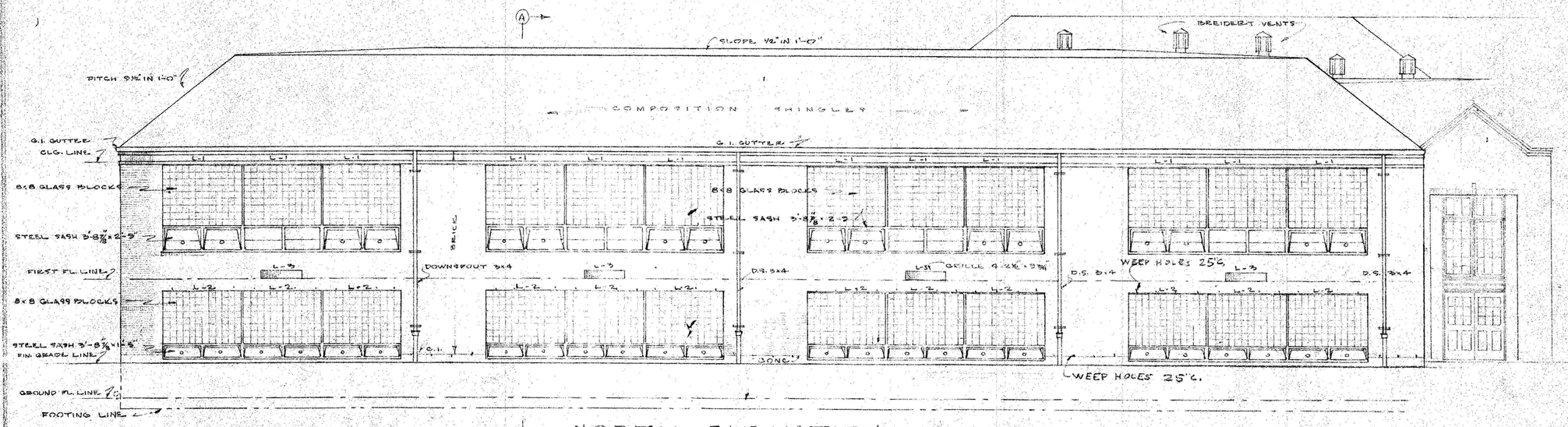
WINDOW DETAILS - GLASS BLKS & ST. SASH
SCALE 1½" = 1'-0"

SECTIONS FIRST FL. OPNGS SCALE 1½" = 1'-0"

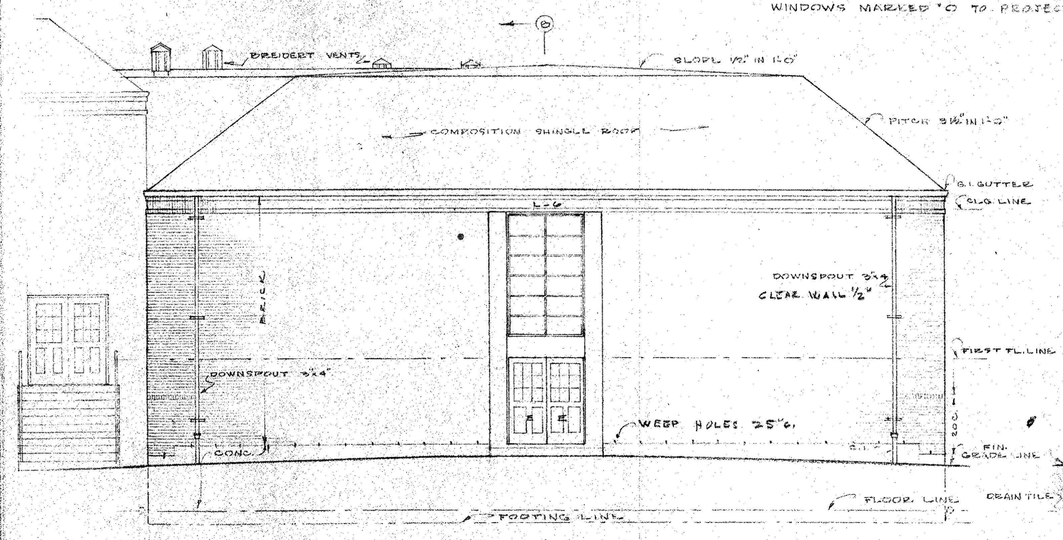
WINDOW DETAILS (ALTERNATE) WOOD FRAMES & SASH

FIRST ADDITION TO CONCORD GRADE SCHOOL
DIST. NO 28 - CLACKAMAS COUNTY ORE.

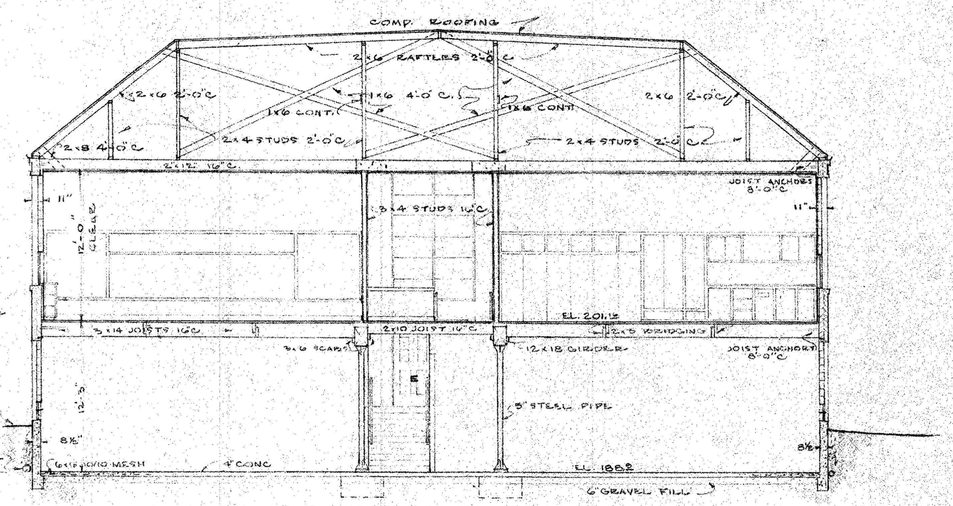
DATE		DRAWING
3-31-48	STOKES & ALLYN - ARCHITECTS 205 HUGHES BUILDING PORTLAND OREGON	#4



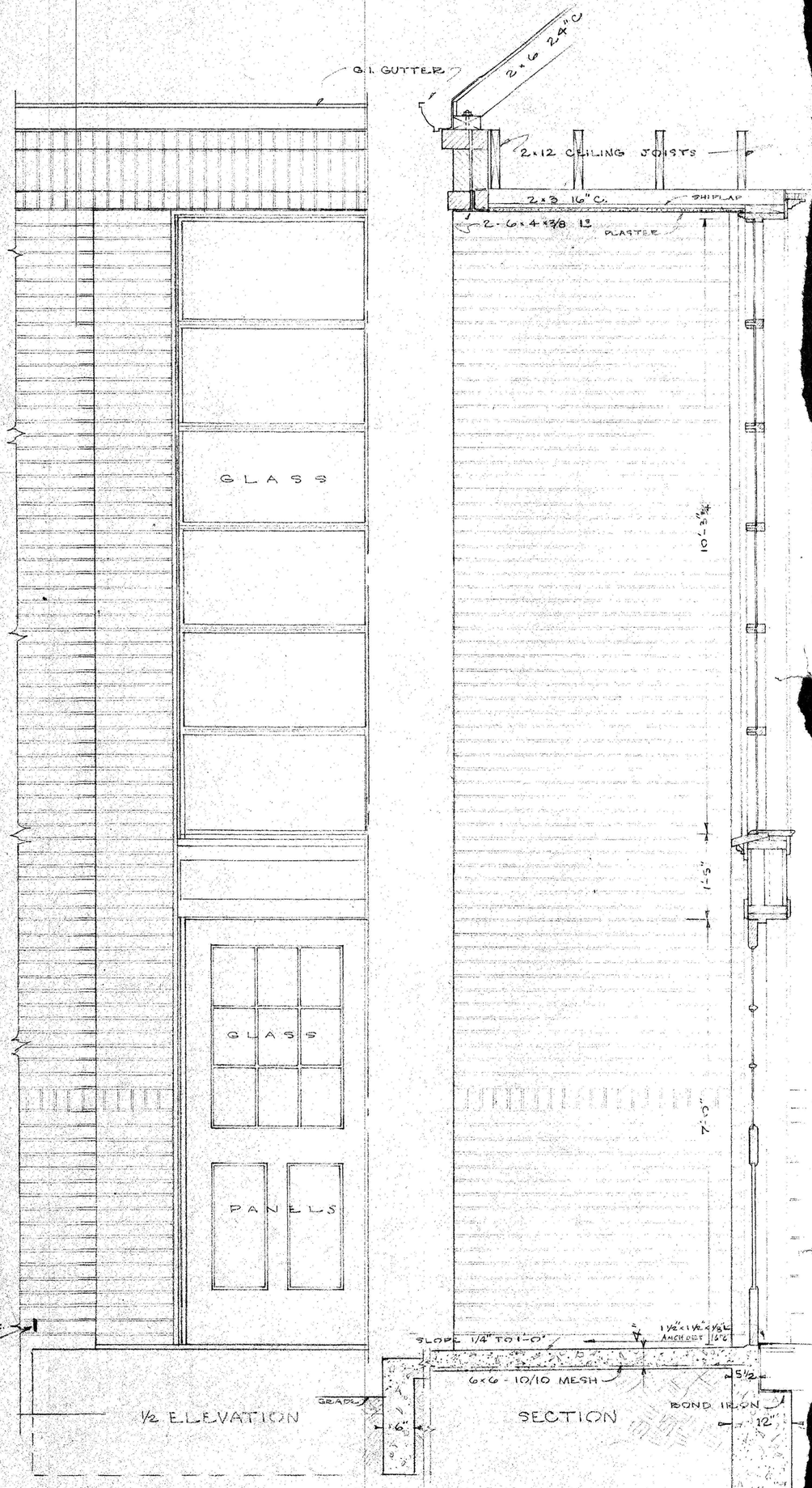
NORTH ELEVATION
SCALE 1/8"=1'-0"
WINDOWS MARKED "O" TO PROJECT OUT



EAST ELEVATION
SCALE 1/8"=1'-0"

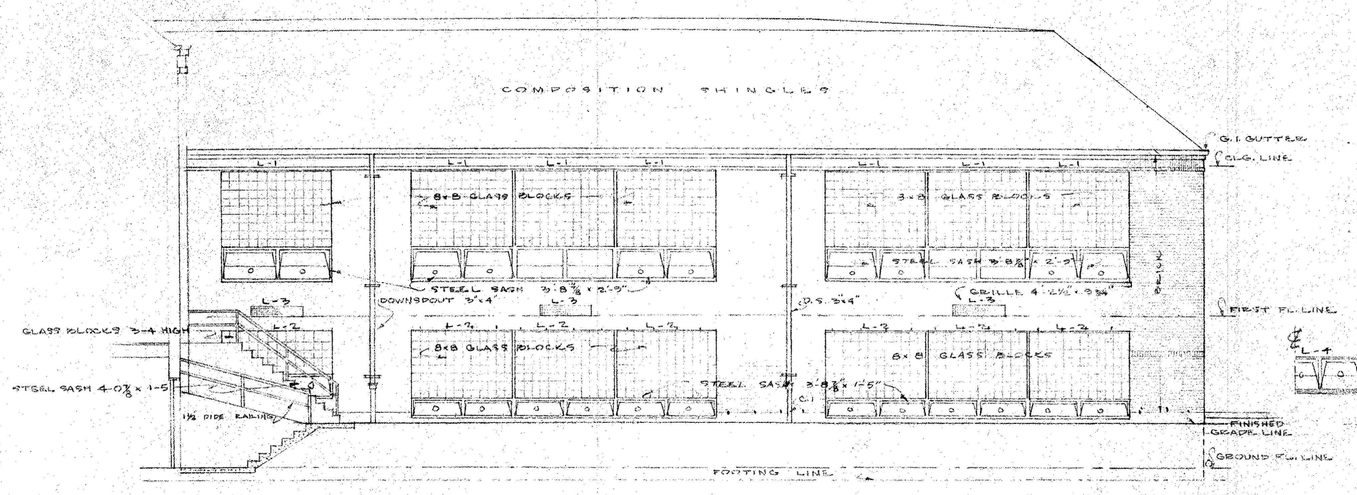


SECTION A-A
SCALE 1/8"=1'-0"

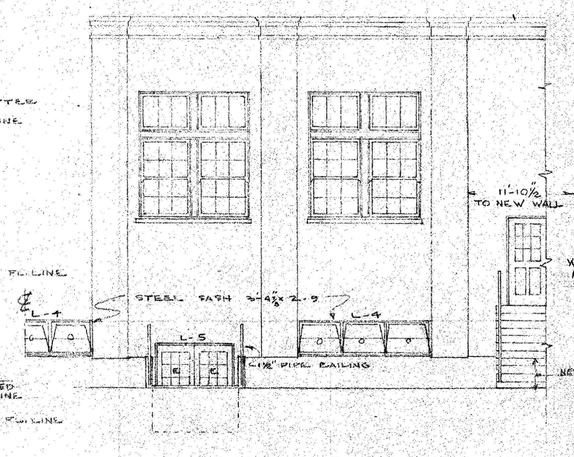


½ ELEVATION

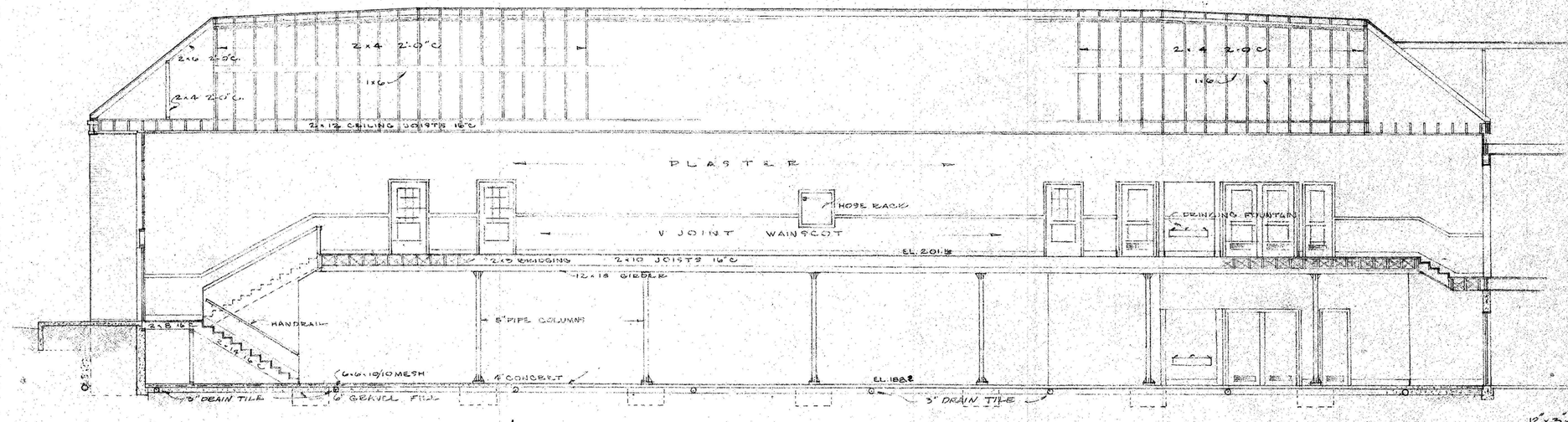
SECTION



SOUTH ELEVATION
SCALE 1/8"=1'-0"
WINDOWS MARKED "O" TO PROJECT OUT

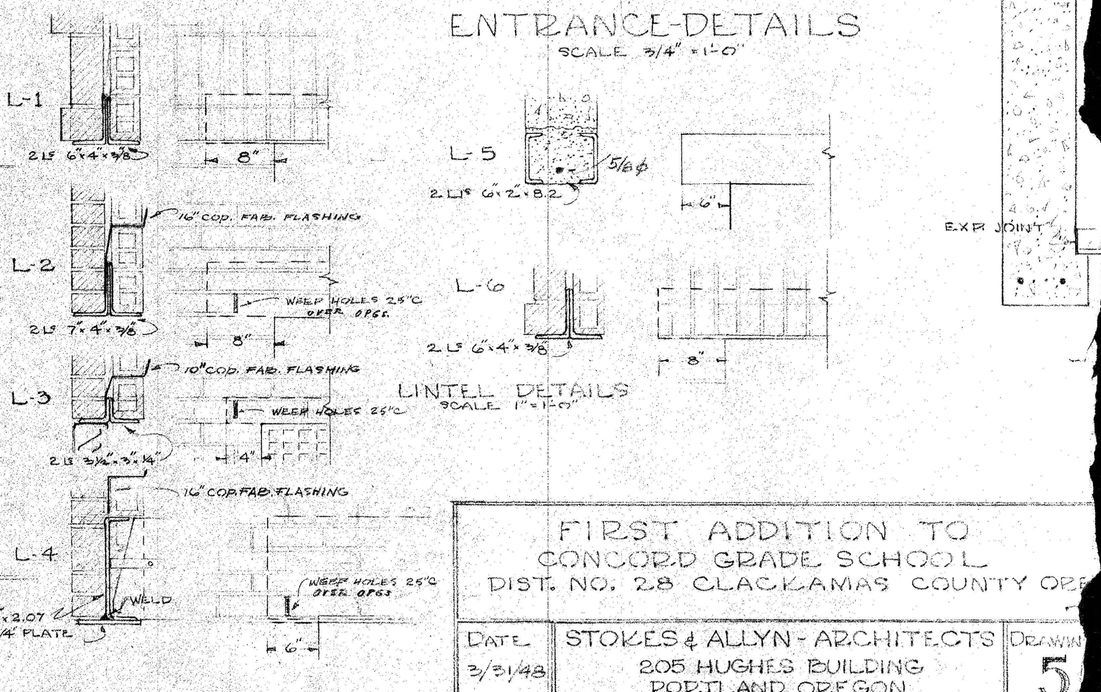


PART ELEV. EAST GYM. WALL
SCALE 1/8"=1'-0"



SECTION B-B
SCALE 1/8"=1'-0"

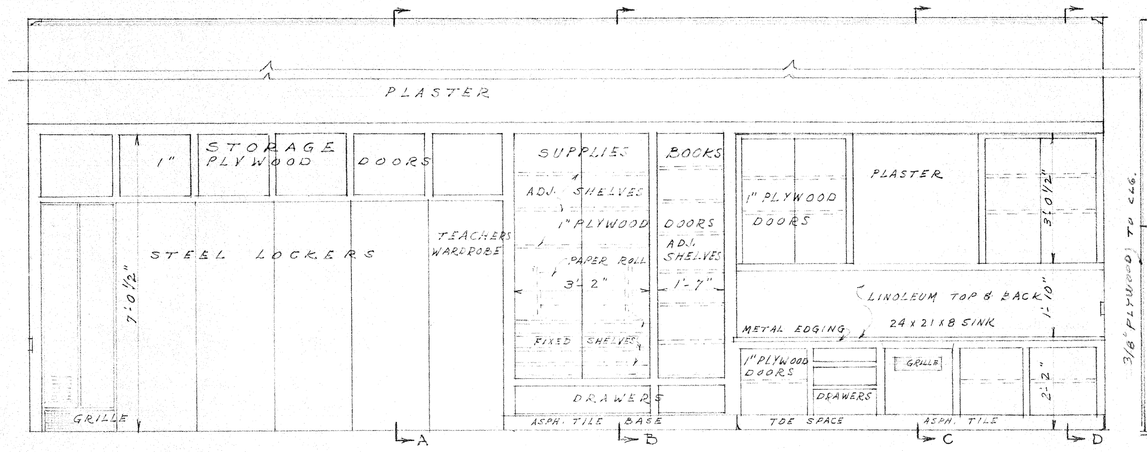
ENTRANCE-DETAILS
SCALE 3/4"=1'-0"



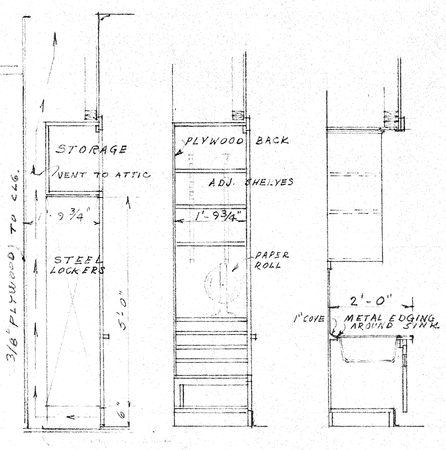
LINTEL DETAILS
SCALE 1"=1'-0"

FIRST ADDITION TO CONCORD GRADE SCHOOL
DIST. NO. 28 CLACKAMAS COUNTY ORE

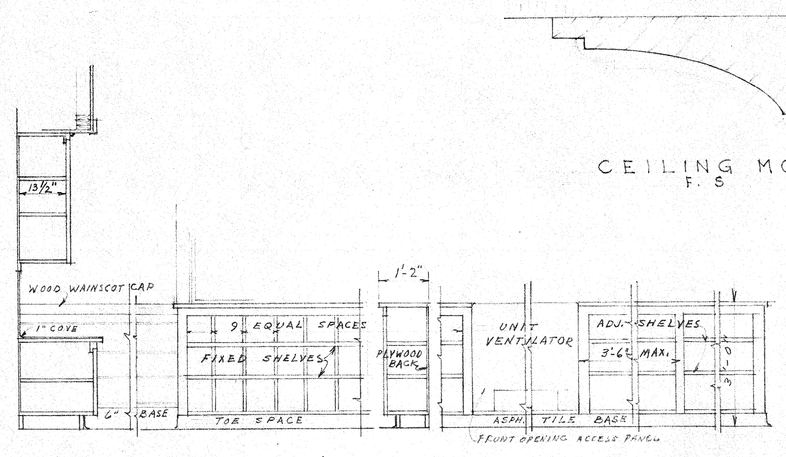
DATE		DRAWING
3/31/48	STOKES & ALLYN - ARCHITECTS 205 HUGHES BUILDING PORTLAND OREGON	5



CASES IN CLASS ROOMS
SCALE 1/2" = 1'-0"

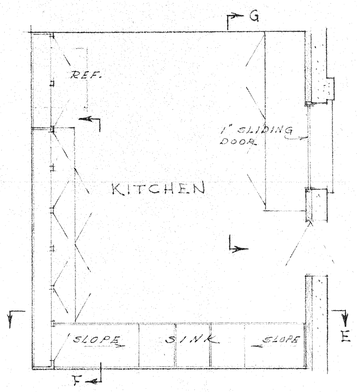


A B C

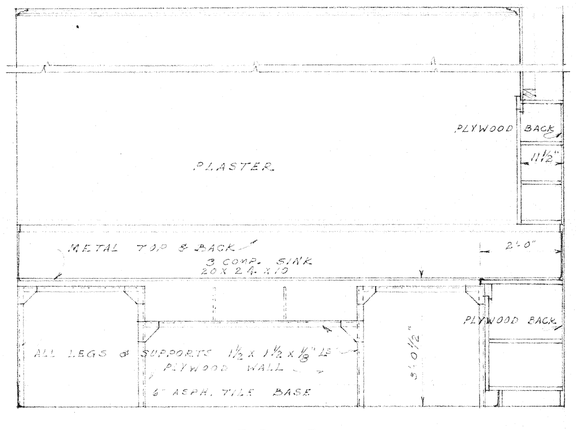


SEC. D

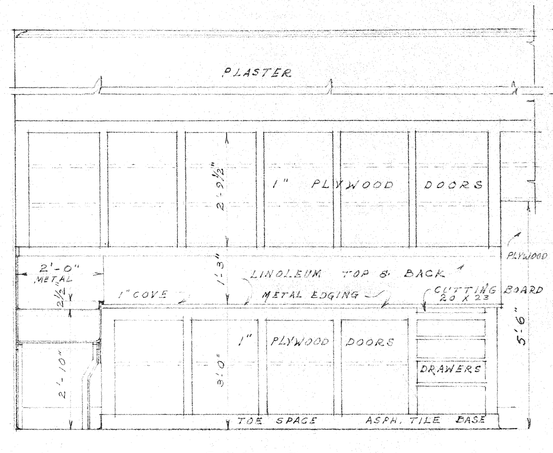
WINDOW CASES
SCALE 1/2" = 1'-0"



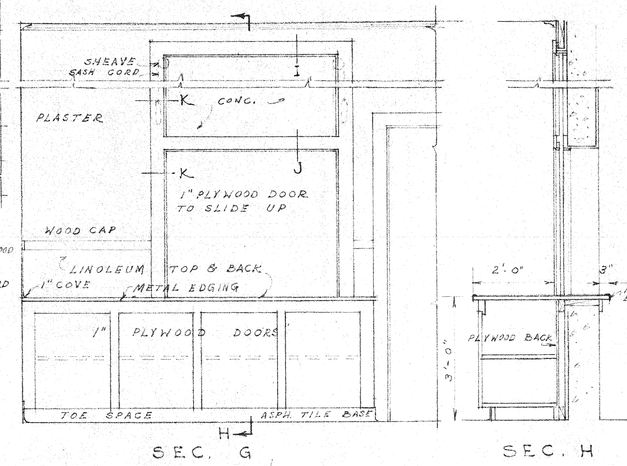
PLAN
SCALE 1/4" = 1'-0"



SEC. E

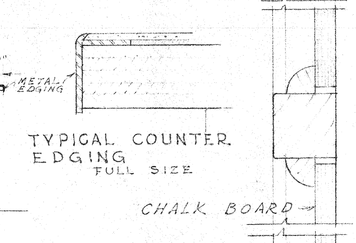


SEC. F

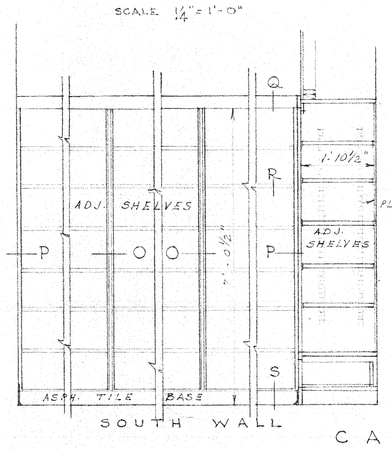


SEC. G

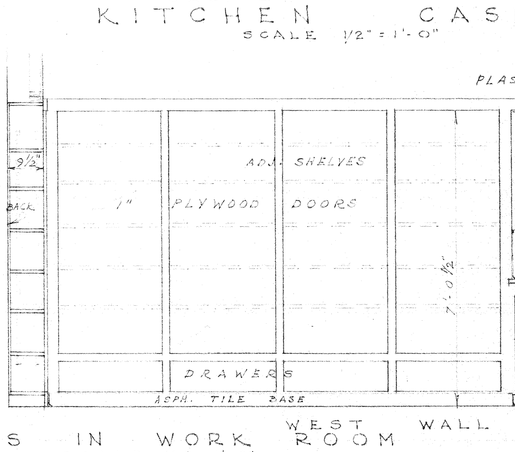
SEC. H



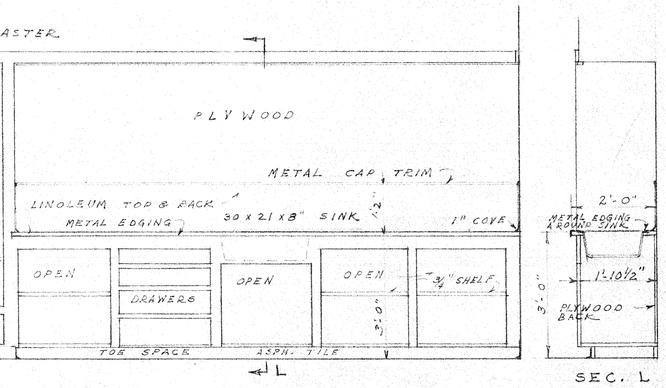
KITCHEN CASES
SCALE 1/2" = 1'-0"



SOUTH WALL

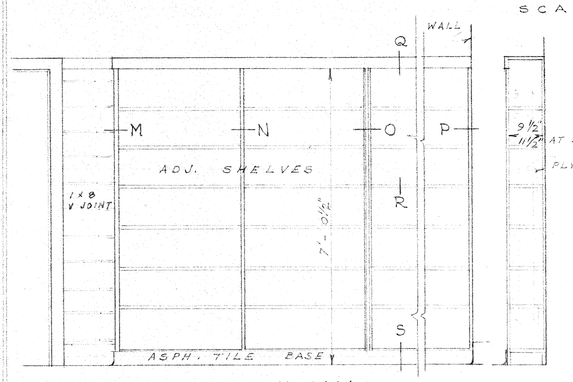


WEST WALL

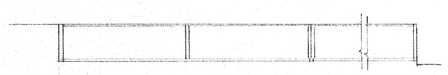


SEC. L

CASES IN WORK ROOM
SCALE 1/2" = 1'-0"

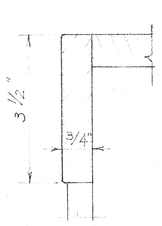


NORTH WALL
(CASES AT EAST, WEST & SOUTH WALLS SIMILAR)

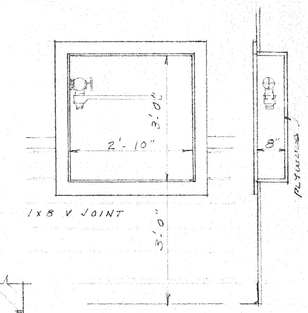


PLAN

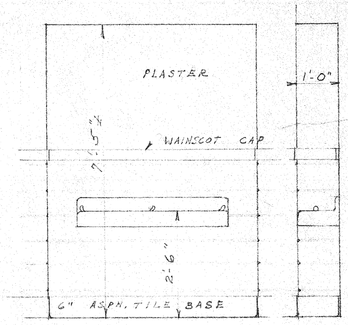
CASES IN LIBRARY
SCALE 1/2" = 1'-0"



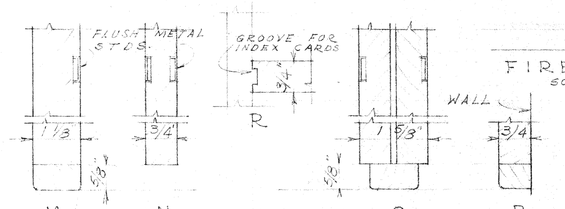
Q

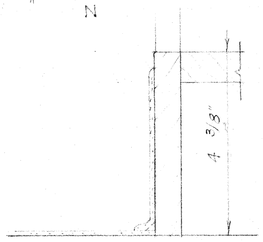


FIRE HOSE
SCALE 1/2" = 1'-0"

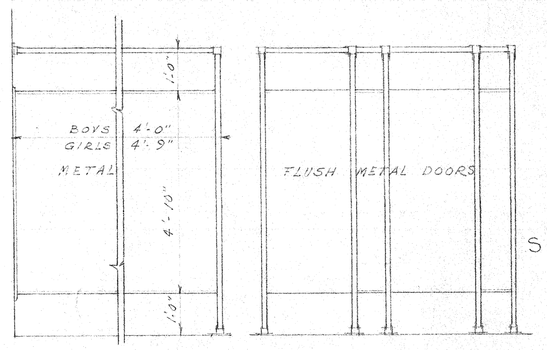


DRINKING FTN. RECESS
SCALE 1/2" = 1'-0"

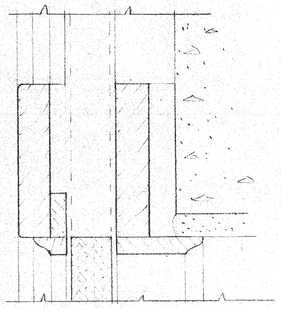




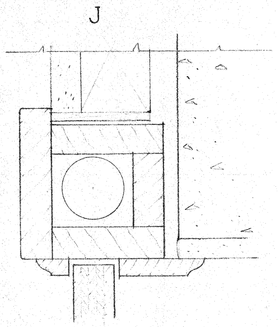
DETAILS OF CASES IN LIBRARY
(WORK ROOM SIMILAR)
ONE HALF F.S.



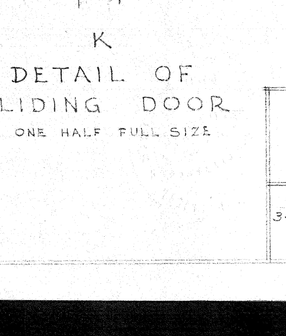
W.C. STALLS
SCALE 1/2" = 1'-0" NO DOORS OR FRONT PANELS ON BOYS STALLS



I

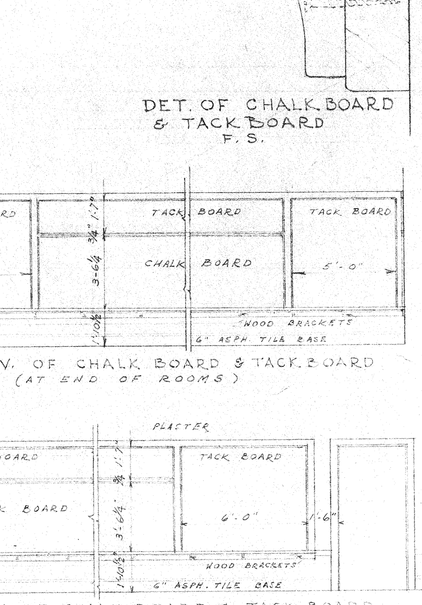


J



K

DETAIL OF SLIDING DOOR
ONE HALF FULL SIZE



DET. OF CHALK BOARD & TACK BOARD
F. S.

ELEV. OF CHALK BOARD & TACK BOARD
(AT END OF ROOMS)

ELEV. OF CHALK BOARD & TACK BOARD
(AT SIDE OF ROOMS)
SCALE 1/4" = 1'-0"

FIRST ADDITION TO
CONCORD GRADE SCHOOL
DIST. NO 28 - CLACKAMAS COUNTY ORE.

DATE		DRAWING
3-31-48	STOKES & ALLYN - ARCHITECTS 205 HUGHES BUILDING PORTLAND OREGON	G

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