

The Pacific Northwest Preservation Field School

History, Operational Guide, Program Curriculum and Future Opportunities



March 14, 2021

Terminal Project
University of Oregon Historic Preservation Program
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Acknowledgments

This terminal project would not have been possible without the unwavering support and guidance from my advising committee, Chad Randl and Don Peting; flexibility and encouragement from my current employer, Archaeological Investigations Northwest, Inc.; and endless editing from my mother. I would also like to acknowledge former Field School Director Shannon Sardell and the Steering Committee, and others for their contributions to this document.

Thank you all so very much.

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Note: The Pacific Northwest Preservation Field School = PNWFS = FS = the Field School

INTRODUCTION

In 2010, the Pacific Northwest Preservation Field School descended upon the 1872 Old Idaho State Penitentiary. There, historic preservation graduate students, practicing professionals, history enthusiasts, and regional state and national park employees became masons and woodworkers. Alongside expert trades people, participants learned to restore perimeter masonry walls and rebuild wooden doors and windows.



Figure 1. PNWFS Co-Founder and expert craftsman John Platz leads participants in fabricating a new in-kind door for the Old Idaho Penitentiary guard house.

The Field School is a unique program sponsored by the University of Oregon (UO), the National Park Service (NPS), and regional governmental agencies from Oregon, Washington State, and Idaho. The Field School was established in 1995. It was the second academic preservation field school in the country, and the first that did physical preservation work.¹ The Field School became a requirement of the UO Historic Preservation (HP) program in 1999 and remains a flagship offering, setting the HP program apart from other preservation graduate programs in the country. The Field School has deeply influenced generations of preservation

¹ Don Peting, in discussion with the author, October 2020.

careers and fosters a community of preservationists who are stewards, architects, historians, tradespeople, advocates, and HP students in the Northwest.²

Graduate students entering the University of Oregon Historic Preservation program begin their studies at the Pacific Northwest Field School immediately before their first Fall Term. Alongside other participants, students learn preservation technical skills, ethics, and philosophy from craftspeople, educators, and professionals in the field. The program is open to all in the historic preservation field: students, practicing professionals, and preservation enthusiasts.

The Field School is currently undergoing a period of transition: administrative duties have become more deeply consolidated within the UO apparatus, there is new leadership, and FS sites have become increasingly separated from the HP graduate curriculum. The FS relies on tacit knowledge built over years to operate in tandem with the UO supporting administration and regional agencies. Explicit knowledge becomes necessary for the program's continuity during a time of turnover. Further, centralized information regarding the context of the program, its organizational structure, and its objectives is essential to secure support and momentum from the HP program, and larger College of Design.

Much devotion, dedication, and hard work have been put into the Field School over the past twenty-five years. Founder and first Director Don Peting and second Director Shannon Sardell, along with supporting partners, built an important institution in the Northwest. This document will construct a record of this achievement and will summarize the history, provide a guide to its operations, outline program objectives, and explore present opportunities for growth.

To date, I have been to four Field Schools. As an incoming student to the HP graduate program I participated in the 2016 Mount Rainer Field School at Longmire, Washington. I worked as the Field School Assistant and Cook for one week of the Fenn Ranger Station Field School in Nez-Perce national Forest, Idaho in 2017. I worked three terms as the PNWFS Graduate Employee during the 2017-2018 academic year. Thereafter, I filled a new position as

² Questionnaire responses from Steering Committee Members and others, October 2020. See Appendix.

Coordinator and took on greater responsibilities. Much of this project was developed concurrently with my work planning the 2018 FS at the Cottrell House in Portland, Oregon and the 2019 FS at Silver Falls Youth Camp, at Silver Falls State Park, Oregon. During this time, I had the opportunity to learn about the mechanisms of the program by working through the planning process. Additionally, working closely with past Directors Sardell and Peting, the Steering Committee, and others allowed me to absorb vital features of the program that make it unique. Over the last few years, I have worked closely with Academic Adviser Chad Randl, the PNWFS Steering Committee and several UO employees from the Office of Communications, Central Services Business Office, the College of Design, and Continuing and Professional Education to carry out successful programs. The Field School is strictly a group effort and this project aims to summarize its history and provide guidance in both internal operations and collaborations with the University of Oregon, the Steering Committee, and other contributors.

Audience

The Field School has become an educational institution in the Pacific Northwest and is guided by a Steering Committee and supported by multiple departments at the University of Oregon. The primary audience for this project includes individuals engaged in planning and executing the Field School past and present, the program's constituents, and future partners. This includes Steering Committee Members, Field School hosts, UO employees and faculty who aid the FS, and new sponsors, students and alumni, related faculty, and trade professionals.

From the start of the PNWFS, the Steering Committee has been a cornerstone of its program and growth. Often individuals have represented their agencies, in many cases, for years. Like past directors, many committee members have developed expertise in planning and supporting Field School activities over time. Their contributions shape and guide the program. This document will provide insight into how the FS operates in concert with the UO, allowing the Steering Committee to assess and further guide the program's direction.

Each year the Field School works with a host to carry out its yearly program. The host provides a site and resources that serve as subjects for the FS's curriculum. Hosts change

depending on the site and in the past have been a State Park, National Park, University, Public Utility, or other entity. Often the host has some familiarity with the Field School and is in coordination with a participating partner of the Field School (Steering Committee). Other times, the host might be less familiar. For this reason, it is helpful to have a central document that can serve as an overview of the program.

The Field School relies on many departments throughout the planning period and duration of each program. Collaborating departments within the UO include the Historic Preservation Program, the College of Design (CoD) Dean's Office, the CoD Communication Office, the Central Services Business Office (CSBO), Continuing and Professional Education (CPE), and Sponsored Projects Services (SPS). This guide aims to centralize information regarding planning and operating the yearly program throughout the academic year and summer with clear expectations and timelines so that the FS can function more efficiently and predictably within the larger UO system.

Methodology and Limitations

This project is the first substantive guide to summarize the Field School's history and document its planning procedures. Several methods of data collection have been implemented to gather pertinent information. Much of the research for this project uses interviews, investigation of University of Oregon procedures and protocols through the UO website, review of FS documents, and the author's first-hand experience as attending student (2016), FS Assistant and Cook (2017), FS Administrative Assistant (2017-2018) and FS Coordinator (2018-2020).

Interviews and conversations with University of Oregon (UO) staff in the Continuing and Professional Education Department, College of Design Communications Office, Central Office of Business Services, and others, allowed the author to collect information about protocol and operations within the UO system. They also formed a communication channel to increase efficiency within the working relationship between departments. To this point, this document

aims to be referential for practical use by UO staff. UO staff from multiple departments were early supporters of this project and understood the contribution it could make in increasing consistency and efficiency during the FS planning period each year.

While much of the information contained in this report results from the research methods discussed above, the history section implements a different strategy of data collection. Primary and secondary source research and interviews were consulted to summarize the history of the PNWFS. Past Directors Don Peting and Shannon Sardell were interviewed, and FS archival files and computer files held at the PNWFS office at the White Stag building on the UO Portland campus were physically reviewed to substantiate and compile a narrative. There are limitations to this method and available sources, however, partly due to inconsistent file keeping each year due to constant personnel change. Because the FS director had a new a graduate student assistant each year, the quantity and quality of records vary. Additionally, changes in technologies and file storing create complications in consistent record keeping. Discontinued software and file formats render many of the early archival FS computer files unreadable. Furthermore, as the bulk of communication now happens via email, these records too often are lost during changes in FS staffing.

The following report will be structured into four primary sections. The format is designed to be referential and easily navigable to meet the needs of a broad audience. The History, Program Curriculum, and Future Opportunities sections provide broad strokes for readers looking for general context. The Operation Guide on the other hand is highly structured and is tailored as a reference document for FS staff and UO employees who work in UO departments such as the Communications Office of the CoD, the CSBO, and CPE.

The first section will summarize the history of the FS. It will provide a background of the development of the FS and how it has evolved over time. This provides context to the program's current form and insight to present challenges today. It is not a comprehensive account of the past 25 years, but rather a point of departure for future work.

The second section is an operational guide to planning the Field School program. It will outline internal FS processes and administrative relationships with collaborating UO

departments, the Steering Committee, and third parties. It is intended to be referential so readers can easily navigate to portions that relate to their specific work. As a whole, it forms the organizational structure of the FS and its integration within the larger UO system.

The third section will highlight curriculum and program objectives. The purpose of the section is to record features of FS which make it unique. The content of the section draws from conversations with former Field School Directors and active Steering Committee members. It also reflects lessons learned from planning and running the 2018 and 2019 Field Schools.

The fourth section will briefly explore opportunities to grow the Field School program. These include reinstating FS- related courses into the HP program's graduate curriculum and suggest new partnerships for consideration to re-engage the FS with the UO HP Program throughout the academic year.

SECTION I – HISTORY

Many in the professional community of historic preservation in the Northwest are familiar with the Pacific Northwest Field School and its twenty five-year history. The Field School has been in continuous operation since 1995 and several news articles have described FS projects and the program’s mission.³ However, the program’s accumulative history has yet to be summarized and documented.⁴ The following material will be a point of departure to record the program’s unique history, both generally and administratively. It will not be a comprehensive overview, but rather give context to how the program started and by whom, the breadth it reached regionally, and what changes have occurred over time. This context is crucial to the next chapter of Field School’s life, as its leadership changes and challenges continue to accrue with the structure of the University of Oregon.

The *Oregon Historic Preservation Plan 2018-2023* released by the Oregon State Historic Preservation Office (OR SHPO) includes the establishment of the PNWFS in its timeline of significant events in the Oregon preservation movement.⁵ The Field School continues to be the flagship program of the UO HP program, which is the first graduate program west of the Mississippi. The Field School is the second preservation field school in the country and the first to emphasize hands-on restoration in an academic setting.

The PNWFS formed in 1995 and is largely attributed to the efforts of UO faculty Donald Peting, Henry Kunowski of the OR SHPO, and US Forest Service (USFS) Historical Structures specialist John Platz. University, state agency, and federal agency contribution became the model of the FS organizational structure. While partnering agencies would expand and change

³, 14; Kathy Fuller, “History MYSTERY,” *Beaverton Valley Times* (Beaverton, Oregon), Pamplin Media Group, September 16, 2015, <https://pamplinmedia.com/bvt/15-news/274265-147216-history-mystery> ; Hank Arends, “Students, park crew to restore Silver Falls cabins,” *The Statesman Journal* (Salem, Oregon), June 21, 1997. Terry Keim and Timbers Stevens, “USFS team heads restoration effort on Round Barn,” *Times-Herald* (Burns, Oregon), August 23, 1995.

⁴ The Field School has been in continuous operation from 1995 to 2020, when the program canceled to reduce the spread of COVID-19. The program expects to run in 2021 if State and University policies allow.

⁵ Oregon State Historic State Preservation Office, “Oregon Historic Preservation Plan, 2018-2023,” Salem, Oregon, 2018, <https://www.oregon.gov/oprd/OH/Documents/2018preservationplan.pdf>, 25.

over the following 25 years, each year would pull from the three areas of support. From 1995 to 2018, the Field School had two Directors: Donald Peting, who directed from 1995 to 2012, and Shannon Sardell, who directed from 2009 to 2018. Peting and Sardell organized the program together between 2009 and 2012. Currently the FS is led by Chad Randl, Associate Professor in the HP program at the UO.



Figure 2. Don Peting leading a discussion at Harriman State Park, Idaho. John Platz, PNWFS trade instructor and co- founder of the Field School.

Peting joined UO faculty in 1963 and is a central figure in the development of the HP program at the UO and has had a long influential career in the architecture, preservation, and education fields. When the Field School formed in 1995, he was an Associate Professor of Architecture, Associate Dean of the School of Architecture and Allied Arts (A&AA)(now the College of Design), and Director of the HP program.

The HP program at the UO began in 1980, after Marian Donnelly returned inspired by a HP program at Columbia University.⁶ Donnelly, Peting and fellow professor Mike Shellenbarger began to discuss the need to initiate a similar program at the UO. It became the first

⁶ Don Peting, in discussion with the author, October 2020; Marti Gerdes, "Don Peting, founder of UO's Preservation Field School, receives McMath Award," Around the O, The University of Oregon, March 17, 2004, <https://around.uoregon.edu/content/don-peting-founder-uos-preservation-field-school-receives-mcmath-award> .

preservation program on the West Coast.⁷ Peting inherited the HP program in 1989 from its former Director Mike Shellenbarger, who had passed away.⁸ All the while, he continued to teach courses in both Architecture and Historic Preservation.

In 1994, approximately 70 people from across the nation attended the “Historic Preservation: Theory and Practice” conference in Portland, Oregon. Conversations from that conference concluded that much of the conference content focused on theory and principals, but little on practice. In efforts to establish greater curriculum on practice, Peting along with others decided that it could be done with a hands-on preservation field school. In 1995, Peting, along with Kunowski and Platz, instigated the first Field School at the French Round Barn, in Oregon. The program was a new concept in preservation education that put hands-on practice into an academic framework.

When Peting led the HP graduate program beginning in 1990, the HP program operated from a modest fund from the Dean’s Office and was allotted \$500. The UO did not provide additional financial support other than assigning a Graduate Teaching Fellow (GTF) to the program, who carried many responsibilities.⁹ Further Peting never drew a salary from the FS as Director. To support the efforts of the FS program, participants paid tuition and host agencies covered costs. As other agencies joined the coalition, they would contribute annually while the rotating host agency would provide a larger lump host fee.^{10,11}

A second Field School in Italy was established five years later in 2000. The international program was a joint effort involving Peting and Michael Cockram. The Italian FS ran a bit differently than the PNWFS; however, the principles were similar. The program sought to immerse students into Italian heritage and preservation techniques and ran until 2008.

The lasting impression of the Field School in preservation in the Northwest is a testament to Peting’s leadership and continued involvement. In addition to his career in

⁷ Ibid

⁸ Ibid

⁹ Don Peting, in discussion with the author, October 2020.

¹⁰ The host fee as of 2020 is approximately \$10,000 per week.

¹¹ Don Peting, in discussion with the author, October 2020.

education, he also practiced architecture in partnership with former A&AA Dean Bill Gilland from 1979-1990. Peting served on the board for the National Council of Preservation Education, and later the Oregon State Advisory Committee for Historic Preservation. Peting has received many awards over his lifetime for his achievements.^{12 13}

Back in 1995, when Peting learned about Platz's upcoming work at the Peter French Round Barn at the Barton Lake Ranch built in 1883 in Harney County, the timing worked perfectly for putting into action a concept that invited students and professionals to gain hands-on experience in preservation trades and practice. The Oregon State Parks and Recreation Department (OPRD) initiated work at the French Round Barn after the property was donated to them by the Oregon Historical Society.¹⁴ UO students completed preliminary drawings at the site in anticipation of the inaugural Field School. Restoration work at the Round Barn began in May 1995 by Platz and the USDA FS Region 6 Heritage Structures Team. The preservation group was later joined by six members of the OPRD. OPRD involvement stemmed from an easement they maintained on the structure that funded the \$45,000 project. Shortly after, students joined efforts at the French Round Barn. Peting would not be allowed to join the first Field School due to his Associate Dean responsibilities and apprehensive support from the Dean's Office at the time. Peting recalls his Student Assistant Dave Pinyerd as his informant by pay phone during the program, himself only able to visit the site on the weekends.¹⁵ The first

¹² A few include the Rome Prize from the American Academy in Rome for Peting's research on water-powered mills in 1978; an Outstanding Achievement in Preservation Education from the Washington Department of Archaeology and Historic Preservation in 1991 and 2006; the Orchid Award in 2005 from Idaho State Historical Society, for the Field School's work at Harriman Railroad House; the James Marston Fitch Lifetime Achievement Award in 2005 from the National Council for Preservation Education, honoring his over 40 year career as an educator; the George McMath Historic Preservation Award honoring his accomplishments in 2014; and, most recently, the Oregon Excellence Award from the Oregon State Historic Preservation Office in 2020.

¹³ Brandon Spencer, "Don Peting to Receive 2014 McMath Award," Restore Oregon, March 14, 2014, <https://restoreoregon.org/2014/03/14/don-peting-to-receive-2014-mcmath-award/>; Washington State Department of Archaeology and Historic Preservation, "Past SHPO Award Winners for Outstanding Achievement in Preservation Education," accessed March 14, 2021, <https://dahp.wa.gov/news-events/shpo-awards/past-shpo-award-winners>.

; Don Peting, in discussion with the author, October 2020; Marti Gerdes, "Don Peting, founder of UO's Preservation Field School, receives McMath Award," Around the O, The University of Oregon, March 17, 2004, <https://around.uoregon.edu/content/don-peting-founder-uos-preservation-field-school-receives-mcmath-award>; Oregon State Historic Preservation Office. "Oregon Heritage Excellence Awards." Salem, Oregon, 2020. <https://www.oregon.gov/oprd/OH/pages/awards.aspx>.

¹⁴ Terry Keim, "Historic Barn Gets a Face Lift," *Oregon Trail* (Oregon City, OR), December 4, 1995, 2-3.

¹⁵ Don Peting, in discussion with the author, October 2020.

program hosted between 10-13 participants and held two two-week long programs: Masonry and Wood Technology, and Historic Sites Issues.^{16,17} The first Field School was a combination of State, Federal, and University efforts towards a common preservation goal. It became the model for future FS programs.



Figure 3. The first PNWFS crew at the French Round Barn in 1995.

Newspaper articles followed the inaugural FS at the French Round Barn, from publications such as *The Burns Times-Herald* (Burns, Oregon) and *The World* (Coos Bay).¹⁸ In the preservation community, the first Field School is still a discussed occasion. The tuition-based program alleviated some costs of labor-intensive preservation work at the French Round Barn and gave preservation trades and practice an academic platform.¹⁹

After the success of the 1995 FS, the FS set out to host its program in Port Orford, OR at the Cape Blanco Lighthouse built in 1870 and the Hughes House built in 1898, all overseen by the OPRD. The sessions expanded and increased from the previous year. Contributors grew as the FS quickly accumulated esteem in the preservation community. Invested parties in the 1996 FS included the UO, OPRD, OR SHPO, Bureau of Land Management, Port Orford Heritage

¹⁶ Records vary.

¹⁷ Keim and Stevens. "USFS team heads restoration effort on Round Barn," 14.

¹⁸ Ibid; "Society, UO students join project," *The World* (Coos Bay), November 30, 1995, 12.

¹⁹ Keim and Stevens. "USFS team heads restoration effort on Round Barn," 14.

Society, and the USDA FS.²⁰ However, the Field School was still very much a grassroots effort calling on the Port Orford community for donations to help facilitate work. Items needed included a desk, chairs, and file cabinet for student use and most importantly, the advertisement requested a “coffee maker for use at the old station.”²¹ Stephanie Toothman, former Associate Director, Cultural Resources, Partnerships, and Science, National Park Service (2010-2017) visited the Cape Blanco Field School with her daughter. At the time, Toothman was the Chief Culture Resources Officer for the NPS region 6 in Seattle, Washington. A year later in 1997, the NPS would support the Field School and become one of its cornerstone contributors over the next 24 years.²²

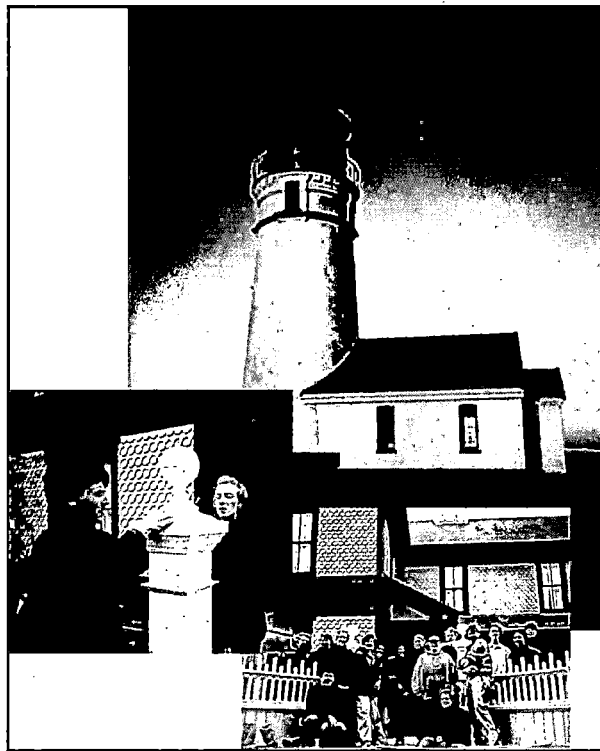


Figure 4. Cape Blanco promotional collage. Early FS organizer Dave Pinyerd is left of post.

Evident in early years, communal room and board was not only a mechanism to reduce costs for organizers and participants alike, but also to bring a community feel to the program

²⁰ Introduction Packet for the 1996 PNWFS, Field School Archives, on file at the White Stag Building, Portland, OR.

²¹ “Donations sought.” *The World* (Coos Bay, Oregon). March 18, 1996, 7.

²² Don Peting, in discussion with the author, October 2020.

with resounding benefits past the short time period of the program. Sharing meals, working alongside one another, and persevering in various environments present a bonding opportunity for participants. This opportunity, even if only situationally, has positive implications in the professional world beyond FS.

The 1997 FS focused on Depression-era log cabins at the Silver Falls Youth Camp in Silver Falls State Park. Contributors to the 1997 FS included the USFS Heritage Structure Team who provided the main instruction, the UO who provided scholarly teaching, OR SHPO who provided related workshops, Salem YMCA who provided materials, and the Historic Preservation League of Oregon (currently Restore Oregon) who were to provide marketing.²³ Also, NPS sent craftspeople from Northern Cascade National Park and Ebey's Landing National Historical Reserve to instruct at the Silver Falls Field School.²⁴ The FS continued to expand and incorporate new individuals into its instructor network and Steering Committee.²⁵ The FS reduced the duration of each session to a single week. In the past, sessions lasted two weeks. The 1997 FS at Silver Falls offered six one-week sessions. The one-week format is still used today. The shorter duration allows for greater participation from working professionals and give interested participants an opportunity to register for multiple sessions.

At the conclusion of the 1997 FS, *the Oregonian* wrote an article highlighting the program and its work at Silver Falls.²⁶ In 1998, the FS sponsor base increased to include Washington State Park and Recreation Commission, and the Washington State Office of Archaeology and Historic Preservation (now DAHP). While federal support has been consistent since the first program (USDA FS in 1995 and NPS starting in 1997), 1998 marks the first year that another state other than Oregon invested in the Pacific Northwest Field School. According to the 1998 Introduction Packet, which arguably serves as an historic narrative of FS development in the early years, Washington joining the PNWFS collaboration marked the "first

²³ Field School Archival Files, available at the White Stag Building, Portland, Oregon.

²⁴ Don Peting, in discussion with the author, October 2020.

²⁵ According to Field School Archival Files the faculty list in 1997: David Brauner, Philip Dole, Hank Florence, Cathy Gilbert, Henry Kunowski, Gretchen Luxenberg, Steve Mark, Robert Melnick, Don Peting, Leland Roth, Lisa Sasser, Al Staehli, James Thompson, Stephanie Toothman, Dennis Wiley, and Fred York.

²⁶ Hank Arends, "Students, park crew to restore Silver Falls cabins," *The Statesman Journal* (Salem, Oregon), June 21, 1997.

step toward making the Field School a multi-state regional effort.”²⁷ That year, the FS was held in Fort Stevens State Park in Oregon where preservation projects focused on the Guard House and Officer’s Quarters.

Since the conception of PNWFS, collaborators and contributors continue to grow, and its influence in the Pacific Northwest becomes greater. Meeting notes from July 24, 1998, indicate that Hank Florence, with NPS Pacific Northwest Region 6, encouraged the committee to create “an instrument (document) by which money can go between the sponsoring partners of the Preservation Field School.”²⁸ This would allow a documented understanding between agencies and streamline support. From my research, this was the birth of what would become the Umbrella Agreement or Memorandum of Understanding (MOU) for the PNWFS which further legitimized the multi-agency partnership in the Pacific Northwest. This is significant because the current Umbrella Agreement is used among regional agencies for cooperation and collaboration beyond FS programming.

The Field School at Fort Worden in Port Townsend, Washington in 1999 was the first year the program was held outside Oregon. This expansion afforded FS to consider properties in both Oregon and Washington to host Field Schools. In a short time of four years, the FS successfully proved its concept of providing a service, not just to participants and resources, but to the larger region. According to a write-up titled “Expansion of the Pacific Northwest Field School and Preservation Technology at the University of Oregon,” by 1999, 192 people had participated in the FS over the first four years.²⁹ This document proposed an aggressive development strategy and set its sights on the Meyer Memorial Trust Grant. In addition, the expansion proposal shifted the PNWFS from an elective course, to a required course in the UO HP program. This continued growth is a testament to a brilliant concept and successful leadership of Peting and supporting partners.

²⁷Field School Archival Files, “Introduction Packet to the 1998 Field School,” on file at the White Stag Building, Portland, Oregon

²⁸ Field School Archival Files, “Pacific Northwest Preservation Field School Planning Meeting Fort Steven State Park, Oregon,” July 24, 1998, on file at the White Stag Building, Portland, Oregon.

²⁹ Field School Archival Files, on file at the White Stag Building, Portland, Oregon

Grant Crosby, the Graduate Teaching Fellow PNWFS Administrative Assistant at the time, wrote the proposal for the Meyer Memorial Trust Grant and the FS was awarded a sum of \$65,550. In many ways the Meyers Trust Grant served as a primary funding source for several FS related projects. This money was used to purchase equipment such as scaffolding, heavy cargo trailers, and tools. Additionally, it funded work performed by PNWFS associates such as a Historic Structures Report by Dave Pinyerd and window restoration work by John Platz at the Shelton-Murphey-Johnson House. Grant Crosby was the GTF at the time and researched, purchased, and assembled tools and equipment for the 2000 FS.

The City of Eugene contributed \$25,000 for the 2000 FS at the SMJ House in Eugene, Oregon.. The nearby location of the site allowed for it to be more closely integrated into Historic Preservation graduate curriculum. This included a SMJ Preservation Class taught by George Bleekman, who is currently the UO Owner Representative. The class was taught partly in preparation for the 2000 FS at the SJM House.

The 2001 FS took place at the Wilkins Ranch at Point Reyes National Seashore, CA. The site was a NPS holding and a Field School was proposed to help launch a preservation crew at the Park. The concept was for FS to come in, begin projects and instruct best practice, and then have local employees at the park take over the work. This was the only year the FS traveled to California. In 2001 the FS had its first "Executive Session," designed to bring together preservation agency leaders to discuss the development of the FS among other issues in the preservation field.

Before 2002, the Field School tool and scaffolding trailers were unidentified. New decals the FS trailers identification. Tuition increased to \$700 per session, higher than the former \$450 rate. It is unclear whether the tuition stepped up before the jump to \$700. Agency financial contributions continued, although it is not clear if every participating agency contributed each year. Peting retired from the UO in 2002, but continued to act as Field School Director until 2009. The 2002 FS occurred in Washington State at Ebey's Landing Reserve, a unique site where participants reroofed the Ebey House and replaced logs on the Block House.



Figure 5. Field School participants together carry a log at the Railroad Ranch, Idaho.

The 2003 FS occurred at Thompson's Mill in Shedd, Oregon. A fascinating example of industrial architecture, Thompson's Mill is a water-powered flour mill and embodies many eras of building technologies. FS worked with the owner, Dave Babbits, to get the site ready for OPRD ownership, and now the site is a State Park.³⁰ There is not much record of program development during this time in the FS archival files. Even though eventually the Mill would become OPRD property, much of the planning involved its last owner, exemplifying the ability of FS leadership to work with both agencies and private building owners.

In 2003, Kingston Heath was selected as the new Director of the HP Program. Peting, now retired, continued to direct the PNWFS and teach courses at the UO. In 2004, the FS held its program at the Railroad Ranch in the Harriman State Park, Idaho. This was the first time the FS traveled to Idaho. The 2004 program had four weeks of hands-on sessions with an executive session occurring August 29th-September 3rd. The incorporation of Idaho sites into the FS reach signified FS increased presence in the region and further advanced its goal to be a multi-state regional effort. In 2005 the FS was held at Honeyman State Park in Florence, OR. It was the Field School's 10th anniversary. The program consisted of five one-week sessions and hosted

³⁰ Dave Babbits initially was a worker of the mill. When the owner of the mill died, Babbits married the wife and took ownership of the mill.

approximately 40 participants. The central project was reconstructing a Civilian Conservation Corps (CCC)-era kitchen shelter.³¹

In 2006 Peting still directed the FS and the program took place at North Cascades National Park, Washington. Peting was not able to attend. Instead, Craig Holmquist and Chris Bell, a former FS Administrative Assistant, ran the program. The project areas included Meadows Cabin in the backcountry and Gilbert’s Cabin. Tool purchases made in 2006 suggest a sophistication in the work that FS was preparing to undertake. Records include purchases for high-end log-working tools such as felling axes, broad axes, log notch gouges, cant hooks, framing chisels, froes, carving mallets, and a two-man crosscut saw. Additionally, FS purchased items to maintain specialized tools such as leather strops and honing compound. In all, these tool purchases amounted to roughly \$1,500 and signaled an investment in equipment for specialized craft.



Figure 6. Participants use slicks the square timber in North Cascades National Park.

In 2007 the program continued to strengthen in the region and support HP graduate curriculum. Several students, guided by Peting, traveled to Idaho to perform a Structure

³¹ School of Architecture & Environment, “Previous Pacific Northwest Field Schools” College of Design, University of Oregon, accessed March 14, 2021, <https://archenvironment.uoregon.edu/hp/previous-pacific-northwest-field-schools>.

Assessment on the Chatcolet CCC Shelter in Heyburn State Park. The classwork supported the planning of the summer FS. Later, the FS completed all planned work in anticipation of the Park's 100th anniversary celebration. The six-week program included a breadth of topics, utilizing recently purchased tools, and are listed below:

Archaeology and Building Evaluation
Cultural Landscapes and Archaeology
Log Construction and the CCC
Log Construction and Building Components
Masonry and Log Construction
Masonry and the Maintenance of Historic Park Structures

In 2008, the FS hosted its program at North Head Lighthouse at Cape Disappointment, Fort Columbia State Park in Long Beach, Washington. By 2008, the FS offered two financial scholarships. One was supported by Peting and named the Director's Scholarship. It supported the tuition of a student pursuing a graduate education in Historic Preservation. The second scholarship was initiated by Platz, and was intended to support non-traditional preservation professionals. Platz's scholarship was named the Pilgrim's Progress Scholarship. The Director's Scholarship continues to this day (2020). Private donations illuminate the dedication to make the program more accessible. In 2008, Idaho State Parks offered additional scholarships to their employees to attend.³²

New policies came to the PNWFS in 2008. Previously the FS hired HP graduate students to assist in FS duties, such as documentation and cooking. In 2008 cooks and aides were now required separate contracts with UO summer session to perform FS duties. This shift marked a centralization of FS coordination into the larger UO system. As a result, it increased necessary coordination with the UO and limited FS maneuverability. This was not a trivial moment. It suggests a deeper integration into the larger UO system, ultimately providing UO greater participation in FS planning. For the most part, this change was not a negative one, and it did

³² Field School Archival Files, on file at the White Stag Building, Portland, Oregon

relieve FS from managing payment to employees. However, this arrangement did lead to occasional complications in hiring PNWFS assistance.³³

In 2009, FS welcomed new Co-Director Sardell.³⁴ For the following three years, Peting continued to help direct, enabling a smooth transition of leadership and stability for the program and its agency backers. Sardell and Peting, along with the FS Steering Committee, would plan an ambitious program that year. The five-session FS worked at two different locations: the Silver Falls Youth Camp at Silver Falls State Park and the Frank Lloyd Wright designed Gordon House at the Oregon Gardens outside Silverton, Oregon. The FS acquired a \$10,000 grant to assist in restoration work at restoration work.

Sardell was an architecture student of Peting prior to 2001. She dual majored in Architecture and Architectural History and minored in HP, then pursued a master's in HP. Through coursework and a summer internship, Sardell contributed to planning projects at several Field Schools such as the SJM house in 2000, the Ferry House in 2002, Thompson's Mill in 2003, and others before obtaining an official position with the program. Sardell was the intern during the Thompson's Mill Field School in 2003 and worked with HP Director Heath in running the last Italian Field School in 2008. Thereafter Peting encouraged her to become the Director of the PNWFS. He was instrumental in her studies and career.³⁵ Sardell also taught HP coursework both jointly with Peting and then later individually. While she championed coursework in field recording, condition assessment, documentation, and building pathology, integrating FS sites into graduate coursework became increasingly difficult over time.³⁶ Sardell served as Co-Director from 2009 to 2012. She recalls Peting drawing an exponential graph on a napkin, and saying "this is what I expect in two to three years."³⁷ She was the sole Director of

³³ Complications with UO hiring process. For example, recent employees of the UO, such as Graduate Employees (GE) or Adjunct Professors, have to be paid differently than setting up a Personal Services Contract (PSE).

³⁴ Formerly Shannon Bell.

³⁵ Shannon Sardell, in discussion with the author, October 2020.

³⁶ Don Peting, in discussion with the author, October 2020; Shannon Sardell, in discussion with the author, October 2020.

³⁷ Shannon Sardell, in discussion with the author, October 2020.

the Field School from 2012 to 2018, when she was forced by the university to resign.³⁸ Sardell received her license in architecture in 2018 and is currently a practicing Historical Architect.

Next year, in 2010, the FS would travel back to Idaho and host the program at the Old Idaho State Penitentiary in Boise, ID. It was a huge success according to participant evaluations.³⁹ FS continued to become more integrated into the UO's administration. A year earlier in 2009, the Communications Office within A&AA (CoD) absorbed updating and managing the FS website.⁴⁰ While the FS still provided material for website updates, it further shifted operations to other UO departments, created additional administrative tasks for the new Director, and decentralized archival material.

According to Steering Committee meeting minutes in 2011, the FS continued to negotiate agency contributions and involvement. An umbrella agreement, or memorandum of agreement, was renegotiated and it was suggested that a Task Agreement be added to the document to outline the justification for annual financial contribution from agencies. While many of the key players and supporters of the FS were involved in the forming years, an updated agreement and justification helped safeguard sustainable support from agencies as agencies restructured. In 2011, the partnership was at its height of participation; sponsors included the UO, NPS, Idaho Parks and Recreation, Idaho State Historical Society, Oregon Parks and Recreation Department, OR SHPO, and DAHP.

In 2011, the FS held its annual program at Olympic National Park in Washington. The project areas included the Peter A. Roose Homestead and the Sol Duc Falls Shelter. Registration for the program was moved to an online platform, allowing students and participants to pay for tuition online, and streamlining the process generally. However, the changing process and automation reduced the FS's capacity to fully track its own administrative history. Archival information became increasing online and resulted in lost data from website changes and online registration; information became decentralized among several UO departments. Sardell addressed this changing landscape of file keeping and the dangers of

³⁸ Don Peting, in discussion with the author, October 2020.

³⁹ Field School Archival Files, on file at the White Stag Building, Portland, Oregon.

⁴⁰ Shannon Sardell, in discussion with the author, October 2020.

losing administrative history by compiling annual FS reports that outlined activities, enrollment rates, and other important information. She also compiled annual budgets within one excel file for centralized tracking and documentation.

HP graduate courses continued to be included in FS planning. In 2011, a class was planned to explore projects related to the 2011 program. Sardell continued a tradition started by Peting to offer credits to graduate students to participate in condition assessment and documentation required in the planning phases of FS. The 2011 workshop was taught by Peting with assistance from Sardell and offered course work in HABS drawings, building assessment and design, and structure.

Peting never drew a salary from the FS.⁴¹ His role as Associate Dean of A&AA (now CoD) and Director of the HP program gave him greater flexibility in designing courses to dovetail with FS preparations. Because he never drew a salary from FS funds, which were categorized as grants from various agencies, there was no issue with students working on FS related projects, such as conducting condition assessment and documentation reports.

Sardell became the sole Director of the PNWFS in 2012. There was a distinguishable shift in the way the UO and HP department treated the new Director.⁴² Sardell continued to offer courses teaching skills related to condition assessment, documentation and field recording; however, using FS sites as subjects for course work became increasingly difficult.⁴³ Because part of her salary came from FS, and was categorized as grants from agencies, students could no longer participate in work used for planning FS. Over time, this became a monumental shift. And while FS itself was still a required course of the graduate program, the shift severed FS related classes from the HP curriculum.

Under her leadership, the FS created a social media presence, digitized course reading materials, began PNWFS Final Reports, and catalogued photography in a central location. Sardell, trained in architecture, also made AIA credits available for architects attending FS. The

⁴¹Don Peting, in discussion with the author, October 2020.

⁴² Don Peting, in discussion with the author, October 2020.

⁴³ Shannon Sardell, in discussion with the author, October 2020.

social media Facebook account promoted the program and provided a platform for past participants to contribute to the FS community. The focus of her leadership was navigating an increasingly unsupportive department while keeping the FS alive, positive, and breaking even financially. Too, it was important for Sardell to keep the program focused on hands-on work and best preservation practice.

The 2012 FS was hosted by OPRD and took place at the Malheur National Wildlife Refuge. The program included weekly themes of sustainability, preservation technology, archeology, and cultural landscapes. These themes suggest a continuance of relevance and growth in the preservation field. Project areas included the Frenchglen Hotel and the Sod House Ranch. This year showed a dwindling of enrollment which was attributed to the economy, internal changes, different student interests, ability of FS partners, and variant cost increases in housing of FS participants⁴⁴. Short-term revenue produced over the years was no longer available, partly due to the new Director's salary, which was not a factor when Peting was Director. Financial strain prompted the Steering Committee to explore ways to promote the unique, non-traditional, all-inclusive nature of FS, emphasizing the benefits to communities and peers beyond students and faculty. Increased FS tuition for those pursuing academic credit was suggested to sufficiently put value on the academic component of FS. Separate tuition rates were created for non-credit and credit seeking participants. This was strategic to represent the value of the academic content at FS program as well as to make the tuition accessible to professionals not seeking academic credit, but rather training in their field.

In many ways, Peting's past position as Associate Dean of A&AA (now CoD) and Director of the HP program allowed him to blend FS preparations, such as condition assessments, into the HP curriculum. However, the inflexibility of HP and accounting leadership after Sardell became FS Director ultimately made planning for the FS more challenging, forbidding its combination with student investigation. After leadership shifted to Sardell in entirety in 2012, she no longer was able to use grant money for classes.⁴⁵ Despite this lack support, Sardell continued to provide opportunities for students to contribute to FS planning and learn from

⁴⁴ Meeting minutes from 2012, Field School Archival Files, on file at the White Stag Building, Portland, Oregon.

⁴⁵ Shannon Sardell, in discussion with the author, October 2020.

unique historic resources. Instead, Sardell offered an elective course over spring break vacation. For example, in 2018 students traveled to Fenn Ranger Station in the Nez-Perce National Forest, Idaho. There, students worked together to document the building and gather material for a condition assessment report.

Another complication surfaced from the delamination of FS related coursework from the HP curriculum. Part of the FS package often included a report of some type that was paired with physical restoration. With such little student involvement, Condition Assessment Reports and documentation became increasingly demanding on the Director alone. In the past, the Director worked with students over the course of a term to assemble professional reports. The reduction of FS related courses in the HP curriculum coupled with the centralization of programs within the UO system made it difficult to provide services (reports) that made FS unique and desirable for hosts. Sardell initiated the PNWFS Final Report, which summarized FS activities each year and emphasized processes and products for future stewards. It was a deliverable that documented work performed. Further, paired with Steering Committee Minutes, it served as an administrative record, which became critical as more and more FS tasks were absorbed by various UO departments.

The FS rotated to Washington State in 2013 and focused on the Comstock Barn at Ebey's Landing National Historic Reserve and a CCC Shelter at Deception Pass National Park. The program ran for four weeks and restored a CCC Campstove Shelter and did preservation work on the Comstock Barn. Projects were made possible with materials provided by building owners and master craftspeople including preservationists from Ebey's Landing, Channels Islands, and Oculus Fine Carpentry. These skilled craftspeople became trusted contributors of Sardell-led Field Schools.

In 2014, the FS hosted its program in Idaho at Fisher Bottoms Homestead Site in Sun Valley, Idaho. There were three sessions: cultural landscapes, preservation technology, and cultural resources. There were about 24 students who participated. In the 2014 FS, hosts included Upper Snake Bureau of Land Management, Idaho Heritage Trust, and Idaho State Historical Society. While programming carried on similarly as it had in the past, planning the FS

became increasingly demanding. In a Meeting Agenda for the April 4, 2014 Steering Committee meeting, FS leadership suggested forming three sub-committees (Budget and Fundraising, Strategic Planning, and Education and Outreach). While subcommittees may have been suggested in the past, the 2014 initiative highlighted the growing complexity of directing FS and the need for greater participation from Steering Committee members beyond financial support.

The annual 2015 FS was held in Oregon's Arnold Park Cabin at Tryon Creek and the 1853 A.J. Master's House in Aloha. An article written by Kathy Fuller described the 2015 FS activities at the A.J. Masters House. Fuller interviewed Sardell for the piece and Sardell explained some of the different aspects of historic preservation, such as piecing together original features of the building and producing architectural drawings as documentation.⁴⁶ Not only was this good press for the FS but it highlighted the impact the annual program had on local communities; supporting resources that are important to them and to Oregon history.⁴⁷ The 2015 FS hosts included OPRD and Hillsboro Parks and Recreation Department.

The next FS program took place at Longmire, Washington at Mount Rainer National Park in 2016. The program included four one-week sessions. The third week had a great format that included a mixture of activities in which participants rotated through. High instructor to participant ratio made the format possible, and students learned preservation crafts and wood science in small groups. Another benefit of this format was students were kept engaged with new topics and activities throughout the week. This model was used for both the 2018 and 2019 Field Schools with much success. It allowed the program to effectively incorporate both hands-on trade work and other topics such as cultural resource management and cultural landscapes.

The FS traveled to Idaho in 2018 where it hosted its program at Fenn Ranger Station in Nez-Perce National Forest. The program ran four week-long sessions and covered a multitude of subjects. The program was very productive and accomplished tremendous work. In

⁴⁶ Kathy Fuller, "History MYSTERY" *Beaverton Valley Times* (Beaverton, Oregon), Pamplin Media Group, September 16, 2015, <https://pamplinmedia.com/bvt/15-news/274265-147216-history-mystery>.

⁴⁷ Kathy Fuller, "History MYSTERY" *Beaverton Valley Times* (Beaverton, Oregon), Pamplin Media Group, September 16, 2015, <https://pamplinmedia.com/bvt/15-news/274265-147216-history-mystery>.

preparation for the program, Sardell led a condition assessment workshop for HP graduate students that took place over spring break vacation prior to the summer program.

Field School Director Sardell was forced to resign in June 2018 and FS planning had to pivot quickly to carry out the annual program that September. The occasion showcased the resiliency of the 24-year old program and the unwavering support of the contributing agencies. Planning for the 2018 FS at the Cottrell House in Portland, Oregon, was executed in just over two months. Due to limited planning time and available FS staff, the 2018 FS was only open to incoming UO HP graduate students, who were required to enroll in FS to satisfy degree requirements.

The 2018 FS was held at the 1950 Cottrell House, a property was designed by John Yeon and owned by the UO as part of the John Yeon Center for Architecture and the Landscape. The accelerated planning relied heavily on the craftspeople familiar with the site and its conditions. A resounding effect of the program was a renewed interest in the property. The following year, HP curriculum included a condition assessment course on the building.

In 2019, the FS adopted a new temporary organizational structure which included an Academic Adviser, Coordinator, and Graduate Employee. Planning for the 2019 FS at Silver Falls State Park, Oregon was undertaken by Chad Randl and Allison Geary with assistance from GE Kate Kornder and in coordination with OPRD, Silver Falls State Park, and the PNWFS Steering Committee. The 2019 program included three week-long sessions and covered topics from window maintenance and repair, log work, wood science, cultural landscapes, and cultural resource management.

The PNWFS has been in continuous operation for twenty-five years. In 2020, the Field School was canceled to slow the spread of the COVID-19 virus in solidarity with global pandemic precautionary efforts. The FS intends to resume operations and host in Concrete, Washington when safe to do so, following local, state, federal and university guidelines. In the early years of the PNWFS from 1995 to 1998, the UO affiliated program operated in Oregon exclusively. Quickly, the FS gained support regionally and built a multi-state and federal coalition. From 1999 to 2003, the FS planned programs in Oregon, Washington and one time in California.

Then, in 2004, nine years after the program began, Idaho joined the partnership. Since 2004, the FS has rotated its program sites among all three states (Oregon, Washington, and Idaho) prioritizing buildings in need of preservation and sometimes in anticipation of events such as 100-year anniversaries (Heyburn State Park in 2007 and Mt. Rainer National Park in 2016) or transfer of ownership (French Round Barn in 1995 and Thompson's Mill in 2003). In its 25-year history, the FS has received two grants to support preservation work: the sizable Meyers Trust Grant in 2000, and another grant was used towards preservation work at the Wright designed Gordon House in 2009.

Beginning in 2008, the FS began to consolidate further into the UO administrative apparatus. While the FS always operated in concert with Summer Sessions (now Continuing and Professional Education), between 2008 to 2012, the university increasingly took over FS administrative tasks requiring additional coordination in hiring, website management, and financial resource management. In 2012, UO policy restricted FS integration into HP graduate curriculum by limiting student participation towards investigating upcoming FS sites. While leadership managed these new obstacles and offered new deliverables to hosts (the Final FS Report), planning FS sessions became more and more difficult without steadfast and creative support from the HP department, which FS had relied on in the past.

Nonetheless, the FS persevered with the support of partnering agencies to carry out successful preservation projects each year. The FS remains an important regional effort in preservation education. The program, structure, and staff adapted to new climates in university consolidation, national economic contraction, and limited agency support. As the UO HP graduate program shifts its curriculum to meet emerging needs in the preservation field, so can the PNWFS, while safeguarding its core missions. The Field School has influenced many practicing preservationists and will continue to serve historic resources, stewards, and the public in the Pacific Northwest.

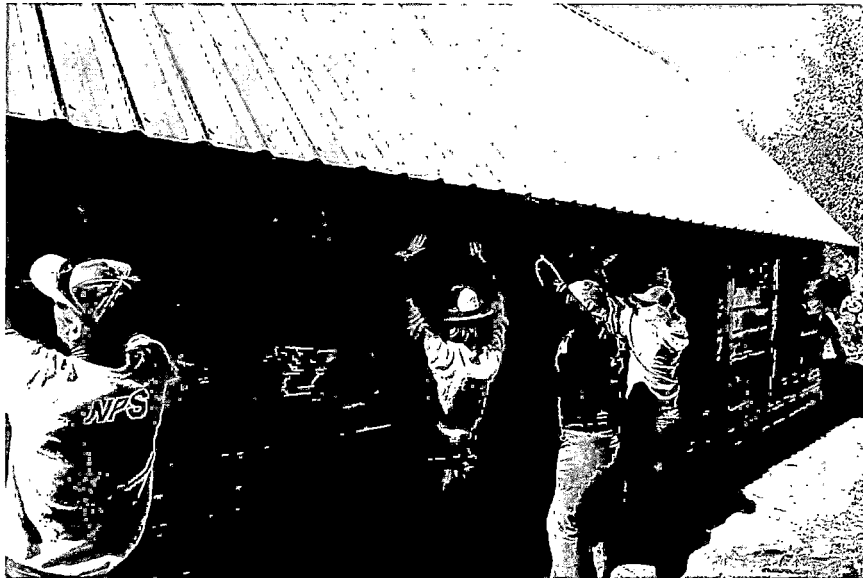


Figure 7. Log work at Fisher's Bottom Homestead, Swan Valley Idaho.

Table 1. History of PNWFS Sites

Year	Resource(S)
1995	Peter French Round Barn, Harney County, Oregon
1996	Cape Blanco Light House and Hughes House, Port Orford, Oregon
1997	Depression Era Work Progress Administration (WPA) Silver Falls Youth Camp cabins, Silver Falls State Park, Oregon
1998	Fortifications, Guard House and Officers Quarters, Fort Stevens State Park, Oregon
1999	Guard House and Alexander's Castle, Fort Worden State Park, Washington
2000	Shelton-McMurphey-Johnson House (1888), Eugene, Oregon
2001	Wilkins House at Point Reyes National Seashore, California
2002	Ferry House and Ebey Blockhouse at Ebey's Landing National Reserve, Washington
2003	Thompson's Flouring Mill, Shedd, Oregon
2004	Railroad Ranch, Harriman State Park, Idaho
2005	Civilian Conservation Corps (CCC) structures, Jessie M. Honeyman Memorial State Park, Oregon
2006	Two log cabins, North Cascades National Park, Washington
2007	CCC kitchen shelter, Heyburn State Park, Idaho
2008	North Head Lighthouse, Fort Columbia Quarters, Columbia River, Washington

2009	Frank Lloyd Wright's Gordon House, the Oregon State Fairground, and Silver Falls Youth Camp, Silver Falls State Park, Oregon
2010	Old Idaho State Penitentiary, Boise, Idaho
2011	Peter Roose Homestead and Sol Duc Falls Shelter, Olympic National Forest
2012	Frenchglen Hotel and the Sod House Ranch, Malheur National Wildlife Refuge
2013	Campstove Shelter, Deception Pass State Park, Washington
2014	Fisher Bottoms Homestead, Swan Valley, Idaho
2015	A.J. Masters House, near Portland and Arnold Park Cabin, Tyron Creek State Park, Oregon
2016	Longmire CCC-era cabins and structures, Mt. Rainier National Park, Washington
2017	Fenn Ranger Station, Nez Perce National Forest, Idaho
2018	The Cottrell House, Portland, Oregon
2019	Depression Era Work Progress Administration Silver Falls Youth Camp cabins, Silver Falls State Park, Oregon
2020	*Cancelled (COVID-19)

SECTION II – OPERATIONAL GUIDE

The PNWFS is planned, organized, and run by PNWFS staff with the support of PNWFS partners and University of Oregon supporting administration. Historically, the staff consisted of a Director and a Graduate Employee (GE) Administrative Assistant during the academic year, and temporary Program Assistants during the duration of the annual PNWFS program. The PNWFS currently operates under a Faculty Adviser (all year), a Coordinator (all year), a Graduate Employee (academic year only), and a Support Staff (during summer program only). This temporary structure provides continuity when a new student is appointed to Administrative Assistant each year.

This Operation Guide addresses the PNWFS's general structure relating to staff and the Steering Committee; its relationship with UO contributors including the Historic Preservation program, Continuing and Professional Education, College of Design Office of Communication, and the University of Oregon Central Services Business Office (CSBO); and reliance on third party entities such as the Oregon State University Motor Pool and contractors such as Element Graphics, Inc. This chapter also discusses other aspects which include marketing, the application process, and available financial resources for students. Centralizing this information is critical when the FS relies heavily on several contributors. Subsections of this guide include a table that describes workflow and timetables to aid in adequate preparation.

Field School Staff Breakdown

There have been only two directors in the 25-year history of the PNWFS, Don Peting and Shannon Sardell. Peting, who co-founded the PNWFS in 1995, served as its Director for approximately 15 years until 2009 when Shannon Sardell joined (formerly Shannon Bell) to co-direct. Responsibilities increasingly transferred to Sardell over the duration of a couple years. From 2012 to 2018, Sardell served as the Director of the Field School. From its conception, detailed knowledge of how the program was structured and planned each year remained within

the learned experiences of the directors, who trained a new graduate Administrative Assistant each year. When Sardell resigned in 2018, the PNWFS staff organization temporarily restructured to an Academic Adviser, a Coordinator, and an Administrative Assistant, redistributing the responsibilities of the director position. While the 2019 program coordinator had trained under Sardell, the need to institutionalize the program's procedures and objectives became essential for its continued success. This guide aims to synthesize the experiential knowledge of past organizers into a cohesive format to aid multidisciplinary cooperation among UO departments, the PNWFS Steering Committee, and third-party entities. It outlines the annual planning process to help facilitate a central understanding of necessary steps that result in organized and successful Field Schools.

The PNWFS Faculty Advisor position is held by a tenure track faculty member in the Historic Preservation program. The position makes up a fraction of their faculty responsibilities and counts as one course in the faculty member's course load. Responsibilities include overseeing PNWFS planning and guiding the Program Coordinator and GE. The Academic Advisor also communicates PNWFS activities with UO administration, manages its budget, and develops the program. This position is also the official academic instructor and purchasing officer for PNWFS. Additional duties are outlined below:

- Foster new partnerships and relationships including with the John Yeon Center
- Provide review for
 - Final reports
 - Website updates
 - Marketing material
- Collaborate with the PNWFS Steering Committee
- Manage FS budget
- Oversee and collaborate with Coordinator and GE
- Authorize POs, PSCs, and additional contracts
- Represent PNWFS at conferences and information sessions
- Develop assignments for credit seeking participants, grade coursework, and submit grades (pass/fail)

The Coordinator position assists in planning and supporting the annual Field School. This year-long position is typically considered .25 fulltime employment (FTE). Hours dedicated to the PNWFS depend on the planning cycle, where weekly hours fluctuate. The Coordinator is

required to oversee each summer program and plan curriculum in concert with the Faculty Adviser. The following outline describes duties and responsibilities of the PNWFS Coordinator:

- Assist Academic Advisor in planning and coordinating the PNWFS
 - Produce a Scope of Work and plan preservation projects
 - Draft schedule for each FS session that include hands-on trade works, workshops, lectures, meals and field trips
 - Develop list of materials and supplies needed for each FS
 - Correspond with host agency, craftspeople, instructors and lecturers to cement schedules throughout the academic year
 - Correspond with consultants if necessary, in concert with host agency
 - Hire assistance for the program such as support staff and cook for each FS session
- Manage PNWFS budget
 - Itemize budget for each session
 - Budget projections
- Provide review and content for
 - Final reports
 - Website updates
 - Marketing material
- Provide day to day guidance for PNWFS GE
- Develop long-term development strategies for growth
 - Program content
 - Marketing and outreach
 - Increased enrollment
- Collaborate with the PNWFS Steering Committee
- Develop agenda and contribute to committee meetings (typically three times during the academic year)

The GE PNWFS Administrative Assistant is traditionally a second-year Historic Preservation graduate student. The application process takes place during the spring quarter preceding their second year. The position is appointed by the HP Program Director and the FS Director and has been based on text responses in the past. This three-term appointment has typically been .25 FTE which equates to 8 hours a week during the Fall, Winter, and Spring quarter of the GE's second year. Some appointees are available the following summer after the GE position concludes, during which they assist the Academic Adviser and Coordinator with administrative tasks leading up to PNWFS. The following outlines the general responsibilities of the GE position:

- Scribe Steering Committee meetings
- Manage pnwfs@uoregon.edu email address
- Produce final report for most recent FS
 - review past reports
 - review student journals for details
 - disseminate to everyone involved in FS including committee, staff, craftspeople, instructors, consultants, agency, etc.
- Manage Facebook page
- Track documentation for all participants, past and incoming
 - applications
 - release forms
 - medical forms
 - journals if applicable
- Update mailing list
- Produce material for website
- Produce marketing material
- Develop clear and concise file organization on server for upcoming year
- Organize and develop mailing lists
- Become van certified to drive state vehicles
- Review and build upon past GE manuals

Financing and Funding

The PNWFS is financed by partner contributions, program tuition, host contribution, independent donations, and the UO. The UO provides the salary of the tenure track faculty member, who serves as the PNWFS's Academic Adviser, the salary and tuition waiver of the GE, and staff time from the several UO departments that collaborate with the PNWFS. In addition to financial contribution, there are many in-kind contributions that have substantial monetary benefit for FS operations, such as professional consultation, lectures, instruction, and materials.

Expenditures include FS wages for the Coordinator and Program Assistants, Field School instructors, lecturers, and a fixed rate to Continuing and Professional Education (CPE) to defray the costs of registering participants and managing continuing education credits register participants. Additional expenses include groceries and room-and-board for Field School participants, instructors, lecturers and PNWFS staff. CPE also manages payment procurement and provides accreditation. Depending on the details of the Field School, expenses can also

include materials, tools, and consultation fees. Profits are retained to provide cushion for future programs as specific expenses can vary.

The PNWFS Steering Committee

The Pacific Northwest Steering Committee oversees the direction of the program. Most members of the committee are affiliated with the FS partnering agencies. As of 2020 the agencies include: the University of Oregon, the National Park Service, the Idaho State Historical Society, the Oregon Parks & Recreation Department, the Oregon State Historic Preservation Office, the Washington State Parks & Recreation Commission, and the Washington State Department of Archaeology & Historic Preservation. This collection of participating entities is bound together through an Umbrella Agreement that stipulates inter-agency cooperation in addition to supporting the FS. Due to the financial effects of the 2020 Covid-19 pandemic on agencies and the individuals who represent them on the FS Steering Committee, contributions to the FS in the coming years may change.

The PNWFS agency partners contribute to the program annually. Contributions are contingent on agency budgets and can be unpredictable. The NPS and the Washington DAHP have amendments to the Umbrella Agreement that specifies or narrows their obligation. The NPS is a chief FS contributor, allocating NPS preservationists to lead project work and supporting their respective salaries and travel expenses. In addition, the NPS contributes provides its annual contribution of \$5,000 to the FS as an award arranged through modifications to the cooperative agreement between the National Park Service and the University of Oregon.

Often supporting agencies provide additional in-kind contributions. For example, many agencies send staff to participate in each PNWFS program and agency representatives visit to provide general oversight and expertise. This can include leading workshops, providing evening lectures, and securing hard to find materials. These contributions are critical to keeping a modest PNWFS annual budget.

Table 2. PNWFS Steering Committee Members as of 2019

2019 Partners	2019 Representative(s)
University of Oregon	Don Peting, Chad Randl, Allison Geary,
National Park Service PNW Region	Elaine Jackson-Retondo, Sueann Brown
Idaho State Historical Society	Tricia Canaday
Oregon Parks & Recreation Department	Trevor Taylor; Christina Sweet
Oregon State Historic Preservation Office	Chrissy Curran
Washington State Parks & Recreation Commission	Alex McMurray
Washington State Department of Archaeology & Historic Preservation	Nicholas Vann, Holly Borth
Independent Contractors	Suzana Radivojevic

Typically, the FS location rotates each year between Washington, Idaho, and Oregon. As agency budgets allow, the agencies shown above each choose to host the FS on rotation. The hosting agency contributes a substantial financial amount to support funding required to plan and carry out the Field School. In the past this amount has been approximately \$10,000 per week of Field School.

The Steering Committee meets at least three times a year and is hosted by the UO at the White Stag Building in Portland, Oregon. The FS staff prepares the agenda and leads the meeting. Generally, the PNWFS Steering Committee meets once per term. Each meeting focuses on future sites, the budget, and other planning considerations. The table below suggests ideal months for meetings.

Table 3. Steering Committee Meeting Annual Schedule

Meeting	Ideal Scheduling	Primary Focus	Other Foci
1-FALL	October/November- immediately following the program	Review most recent FS and budget	Finalize site for next FS
2-WINTER	February – program planning should be underway	Present next FS program	Explore future sites, budget
3-SPRING	May	Finalize FS program	Budget

The Historic Preservation Program

The UO Historic Preservation (HP) program confers Master of Science degrees to students who complete its curriculum and requirements. The HP program is a part of the School of Architecture and the Environment (SAE) within the UO College of Design (CoD). The PNWFS became a requirement for graduate course work in 1999, and continues to be a cornerstone of the UO HP program. Many are drawn to the UO because of the PNWFS and the program’s hands-on approach to teaching. Students receive two graduate credits for completing a one-week session of FS and the experience sets the UO HP program apart from similar graduate programs. It is in the best interest of the HP Department, the SAE, and the CoD to safeguard and support the PNWFS. The FS program attracts graduate students to the UO, who want desire experiential learning. Incorporating hands-on learning into the HP curriculum gives students a deep understanding of materials and mechanisms of decay; on-site critical thinking and problem solving; and in-the-field discussions about preservation philosophy with preservation crafts people and professionals. Knowledge absorbed and connections made at the Field School cannot be replicated in a traditional classroom setting.

Continuing and Professional Education (CPE)

Continuing and Professional Education (CPE) at the University of Oregon works with the Division of Student Services with Enrollment Management to support academic programs. The CPE assists the FS in several operational procedures that integrate the non-traditional program into UO course offerings. CPE also registers all participants, processes payments, and provides accreditation (certificates) and is the liaison between the FS and the UO Registrar. CPE is involved in programmatic support of the FS year-round. Its support can be divided into three periods: planning, enrollment, and wrap-up.

Table 4. Overview of Coordination with Continuing and Professional Education

Planning:	Preliminary communication, confirm program details (dates, times, titles, fees, course descriptions), CPE creates CRN, CPE provides links for FS to distribute to applicants. ⁴⁸
Enrollment:	CPE enrolls participants, collects tuition, and provides roll call to FS staff.
Wrap-up:	CPE transfers funds to FS account, CPE takes fees, FS verifies attendance to CPE for certificate creation, FS edits certificate proof, FS signs and delivers certificates to participants.

Creating CRNs

The CPE creates CRNs each year. FS staff is responsible for providing specific dates, times, session titles, and fees. The number of CRNs created each year for the FS program will vary depending on program length and session specifics. Usually, CPE establishes three CRNs for each week reflecting the different tuition and credit tiers: non-credit, undergraduate credit, and graduate credit enrollment. CPE then provides registration links to the PNWFS that allows accepted participants to register for specific session and tuition rates. CPE includes FS program

⁴⁸ CRN is a number that is associated with a specific course in the academic catalogue.

details in their “A to Z Index” on their website to advertise the program to a larger community. The following table outlines 2019 tuition fees per session.

Table 5. Tuition Costs in 2019

2019 PNWFS Tuition	Per Session
Non-credit	\$900
Undergraduate (2 credits)	\$1150
Graduate (2 credits)	\$1250

Enrolling Participants and Processing Tuition Payment

Once a participant is accepted into the program, FS staff send them a CRN registration link that allows them to register and pay. CPE will not accept participants into the program but rather will register them in the UO system. If a participant wishes to have a third party pay for their course, or if a participant wishes to use financial aid, they must call the CPE office directly.

CPE processes FS tuition payments. Generated income from tuition is then transferred over to the FS index at the conclusion of the program.⁴⁹ CPE deducts its fee before it makes the transfer. The current CPE flat rate fee is \$3,000. This will likely increase in the future.

The Academic Year and Financial Aid

Typically, the PNWFS falls within the summer term in the UO academic calendar. Dates for terms are determined by a Federally administered academic calendar and if the program runs past the conclusion of summer term CPE must petition on behalf of the PNWFS program.

⁴⁹ Essentially an internal account with Central Services Business Office (CBSO)

The term “zero week” refers the time between summer and fall terms.⁵⁰ If any FS session falls on a *zero-week* then the credit is applied to the subsequent term. In 2019, one week of the Field School was scheduled during zero-week to allow students enrolled in the UO graduate program to pay for the FS course using their fall term financial aid package. As of now, if the FS program utilizes the zero-week option, incoming students must consider that they will be using two credits from their allotted fall term credit limit.

If students want to use their FA package but choose a week that falls within the summer term, they must be enrolled as a part time student and take a minimum of 5 credits. This can be done by attending multiple weeks of Field School and combining it with a 1-3 credit reading course or independent study with the FS Academic Advisor or Adjunct Instructor.

If a participant is using financial aid or has received a scholarship, they must call into the CPE office directly to register for the FS. FS staff must notify CPE of individuals who receive the scholarship since tuition is waived at the time of registration.

Table 6. Coordination Schedule with the Continuing and Professional Education

Month	CPE	Field School
October/ November	Sends certificates to FS for editing, send FS earnings with deducted fees	Verifies enrollment, provides feedback on certificates
December		Initiates preliminary discussions with CPE about upcoming program
February	Creates CRN for FS courses	Provides CPE details about program for CRN creation

⁵⁰ Office of the Registrar, “Summer Part of Term Codes,” The University of Oregon, accessed March 14, 2021, <https://registrar.uoregon.edu/faculty-staff/academic-scheduling/summer-parts-of-term> .

		including dates, times, titles, and fees ⁵¹
February/March		Provide CPE with course descriptions, publish date range, registration, and cancellation scheme.
March – Registration Deadline ⁵²	Enrolls participants, provide FS with updated roll calls as they come in	

Communications Office of the College of Design

The Office of Communications (OC) is a department within the College of Design that provides the PNWFS marketing and design support. The service is funded through the Dean’s Office; however, the PNWFS pays for postage and printing fees required for mailing advertisement postcards. In addition, the Office of Communications promotes the PNWFS through its social media channels.

The OC manages the PNWFS website. The PNWFS website is accessed through the UO’s HP program’s page (<https://archenvironment.uoregon.edu/pnwfs>). The PNWFS website provides information on the program, its current site and course details, as well as descriptions of past Field Schools. FS staff provides information for website updates. Typically, there are two to three updates per year. The first is during the Fall term after the Fall PNWFS Steering Committee meeting. It announces the new Field School site and adds a description of the most recent site to the ‘Previous Field Schools’ page. The second update occurs after the Winter PNWFS Steering Committee and includes program details including session dates, titles,

⁵¹ Dates, times, course titles, and fees are difficult to change once created. Finalized material is to be communicated to CPE after the Winter Steering Committee meeting takes place and approval is granted by the FS board.

⁵² CPE can accept enrollment and payment up to FS program.

descriptions, tuition fees, and other details. The third update occurs as soon as the annual application has been created and the CPE creates the appropriate CRNs.

In years past, the FS has produced multiple marketing products that disseminate programming information to prospective participants. Products include postcards, bulletins, and flyers. FS staff provides the OC text and images pertinent to upcoming programming and in return receives designed promotional material for distribution. In addition to providing design assistance for FS marketing materials, the OC recently added a new member to its team that specializes in social media. FS staff is currently exploring this area. The OC has their own marketing channels and they are willing to promote FS Facebook posts.

The FS GE manages a mailing list and uses it to promote upcoming FS programs. The mailing list is verified when a production and mailing order is placed with the OC. Great effort should be made to keep the mailing list updated with little duplication. The mailing list is stored on the FS server. There are guidelines on the accepted mailing list format on uoprint.uoregon.edu.

Table 7. Coordination Schedule with the Office of Communication

Month	Field School	Communications Office (CO)
October	Provides website update with past FS summary and next FS site announcement, send ideal promotional timeline	Updates website
January - February	Provides graphics and information for postcard, provides information for second website update	Design FS postcard mailing work, updates website

March	Confirms application links with CPE, creates application, notifies CO	Sends postcards, adds registration link to website
April-May	Send program updates for last website update if necessary	
Year-Round	Sends Facebook posts for promotion	Boosts Facebook post

Central Business Services Office

The University of Oregon College of Design Central Business Services Office (CBSO) is an administrative branch that manages the school's financial resources. This includes payroll, contracts, purchasing, and more. The PNWFS utilizes CBSO services to help manage its budget, fulfill purchase orders, and deliver wages and honoraria to PNWFS staff (coordinator, support staff), PNWFS instructors, and PNWFS lecturers.⁵³ The following section discusses the PNWFS account, purchase orders and professional services contracts, temporary payrolls arrangements and other situations.

The Field School Account

CBSO manages and provides access to FS financial resources. The FS independently keeps record of its expenditures, but CBSO ultimately oversees what comes in and what goes out of the FS account. This relationship provides oversight and has covered temporary financial shortfalls in rare cases. Income and expenses are tracked with a unique index/activity code, which acts as an account number with CBSO. Purchases and expenditures require permission from the PNWFS Academic Adviser, acting in the role of Purchasing Officer.

⁵³ This section synthesizes information from the CBSO website which outlines processes with practical FS operations. Please visit the website for a comprehensive description of conditions; Central Business Services Office, "Information for faculty and staff in the College of Design," The University of Oregon, accessed March 14, 2021, <https://blogs.uoregon.edu/design/central-business-services/>.

Creating a Purchase Order

Purchase Orders are used by UP entities to pay for goods and services. It is required by the University to comply with the Oregon Administrative Rules (OAR) and is considered a legal document and contract. The FS implements POs to fulfill payments required in planning, preparing, and executing its programming, specifically for FS stickers, apparel, and related design work; lodging, groceries, tool, materials; and other miscellaneous purchases. While the Coordinator, or Graduate Employee can initiate the form, the FS Academic Adviser must approve the form before CBSO will enter the contract.

Professional Services Contract

Professional Services Contracts (PSC) are one-time contracts for a pre-determined amount. The amount depends on services provided. PSCs are created for every instructor, lecturer, and temporary Program Assistant of the FS who will receive financial compensation. Forms must be submitted 30 days before work begins. Like a PO, PSCs must be approved by the FS purchasing officer. CBSO notifies parties when work can commence. After work is completed, FS staff is responsible for notifying CBSO of completed work so payments can be processed.

Temporary Payroll

Temporary Payroll applies to individuals who have, are, or will work for the University within one calendar year. It also applies to individuals participating in the Public Employees Retirement System (PERS). FS instructors who also teach at the UO and former GEs require a temporary payroll contract. Temporary payroll setup must be completed before work begins and requires a minimum of 30 days. The FS purchasing Officer must approve the contract. Enrolling in a temporary payroll contract requires timesheet submission at the conclusion of services provided. CBSO provides timesheets to participating employees.

Other Situations

There are some situations where the above procedures are not feasible or practical for FS to undertake. This can include purchases made during the FS program, such as supplies, or expenses related to field trips. This also includes vendors that do not accept POs such as Amtrak. Usually, at some point, the FS requires assistance from CBSO to make unusual or unexpected purchases. Best practice is to anticipate when the unusual purchases will need to be made and coordinate with the CBSO staff weeks in advance. This is convenient but not preferred by CBSO. The important factor is to coordinate the call-in time in advance so CBSO staff can be available and are informed of the purchase (including having clearance from the purchasing officer).

Additionally, if an unexpected purchase must be made outside of business hours, then the expense will have to be reimbursed to the purchaser. While FS attempts to avoid this, this can happen from time to time. The purchaser must fill out a reimbursement form with receipts attached and have the purchasing officer authorize the reimbursement.

Element Graphics Inc.

Element Graphics Inc. is a Corvallis, Oregon based business that designs and prints graphics. The PNWFS works with the company to produce the annual FS logo. This logo is applied to stickers and apparel and is distributed to participants during the summer program. Part of the Field School experience is receiving the site-specific sticker and article of clothing.⁵⁴ Past participants, instructors and lecturers often wear former Field School apparel during a variety of events. It is testament to the program's history, regional impact, and increases visibility.

Generally, producing design work and subsequent swag is one of the last tasks FS staff undertakes before the beginning of the Field School sessions. Conversations begin in the Spring Term when the GE submits photographs and basic information (year, site, state) to the company. After the logo design is complete, apparel must be selected. In the past, Element

⁵⁴ As of 2019 the product catalogue for available apparel is <https://www.sanmar.com/>

Graphics Inc. needs four weeks lead time to make the physical stickers and screen prints. The order should be placed one day after the application deadline to allow the full four-week production time.⁵⁵ It is important to inform the company when the order is needed by and to identify the last day to adjust screen printing numbers. This will allow the final count to adjust for late registrants.

Since UO and Element Graphics have an established relationship, paying for orders is straight forward.⁵⁶ After Element Graphics provides an invoice, FS staff sends the invoice to CSBO and carbon copies the purchasing officer. The expense can be approved by the purchasing officer via emails. Then CBSO fulfills the invoice using the PNWFS index.

While the timeline varies year to year, the following timetable provides a general idea of the flow of events during the planning period. The most important date however is when the order needs to be communicated to Element Graphics.

Table 8. Working with Element Graphics

Month	PNWFS	Element Graphics
February	FS sends picture and program information to EG	EG produces FS logo
March	FS uses logo in press material	
July	FS chooses apparel design and initiates mockup period	EG mocks up design on apparel, sends examples to FS
August (1 st) ⁵⁷	FS sends known quantities and requests final date to add additional quantities	EG produces sticker and apparel for FS

⁵⁵ In the past, the FS application requests shirt size.

⁵⁶ FS Staff should advise Element Graphics to indicate the PNWFS index # on invoice to expediate the process.

⁵⁷ 2019, August 1st is the FS application deadline.

August	Adds quantities if needed until communicated date and pick up product before FS	
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Motor Pool

The Oregon State University Transportation Department operates a vehicle rental service called Motor Pool, who have pick up locations in Corvallis and Eugene, Oregon. The University of Oregon has an agreement with Motor Pool that extends its services to UO students, staff, and faculty. The FS utilizes this service to rent vans and trucks to transport students and trailers to the FS site. Motor Pool also maintains FS trailers upon request.

To rent vehicles, Motor Pool first authorizes new drivers to use State vehicles. This can be accomplished by submitting a Driver Authorization Form on the Motor Pool website. The form and instructions can be found on the Motor Pool website and essentially applicants will need a UO ID number, the department name, a valid driver’s license, and departmental authorization (signature from a Purchasing Officer).⁵⁸ Once a driver is authorized, they can then reserve vehicles. Reservations for FS programming should be made well in advance to ensure vehicle availability, as should any trailer repairs.

Vehicle rentals are paid with the PNWFS purchasing index. Daily rates are dependent on vehicle type and mileage. Insurance is included in the rental fee and fuel is included in the mileage rate. Each vehicle comes with a fuel card that is used to fill tanks at major gas stations such as Shell and Chevron. Typically, FS rents one truck to haul the trailers to FS, and one van to carry passengers during FS. The logistical challenge with remote FS sites is transporting both trailers to the location with only one truck and limited staff availability.⁵⁹ The following chart describes the ideal timeline for working with Motor Pool. The time frame for renting vehicles

⁵⁸Oregon State University, “Motor Pool” accessed March 14, 2021, <https://transportation.oregonstate.edu/motorpool>.

⁵⁹ In the past, Peting has generously transported one of the trailers, but this is not a long-term solution.

will vary yearly. Motor Pool is only open during the work week when vehicles are available for pick up. However, vehicles can be dropped off anytime.

Table 9. Summer Planning Schedule with Motor Pool

Month	PNWFS
Early June	Reserves vehicles and schedules trailer maintenance (if required)
Friday before FS	Picks up vehicles and trailers
Sat/Sun/Mon after FS	Drops off vehicles

Website, Facebook, Instagram

As previously mentioned, the PNWFS website is updated by the CoD Office of Communications with information provided by PNWFS staff. Updates should occur after Steering Committee meetings to avoid retracting posted information. Generally, updates occur after the Fall meeting when the next site is chosen and after the winter meeting when session details are agreed upon. Updates should be posted as soon as possible after Committee approval of program details.

The PNWFS website is currently made up of three pages. The main landing page describes the program overview. The two subsequent pages provide prospective applicants with information about past and upcoming Field Schools. Basic information about past Field Schools includes brief summaries and the year’s site-specific logo. Information pertaining to the upcoming Field School includes a brief history of the site, session dates, session themes, tuition rates, application process and deadlines (general and scholarship).

The upcoming program page is broken up into seven sections: sessions, tuition and credits, financial aid and scholarships, accommodations, travel, sponsors, and how to apply. Typically, only the introduction, sessions, accommodations, and travel info changes from year to year. Typically, there are about three updates throughout the year, in the fall, winter and

spring, following each Steering Committee meeting. Please see table below for additional information.

Table 10. Social Media Updates Overview

Month	PNWFS
October	Posts former FS logo and summary Announces new site if possible, with as much detail as possible
January/February	Develops a substantial update with session details, tuition rates, application link, general deadline, and scholarship deadline
April	Updates website with pick up times and additional miscellaneous info
Year Round	Posts content to Facebook posts, sends posts to CO (Kate Conley) and Student Recruitment (Jessica Wu) for promotion

Facebook is primarily used to engage the Field School community and to make announcements about upcoming program details. In the past FS staff posted “Throwback Thursdays” and information pertaining to upcoming events in the preservation community. There should be a marketing scheme designed to promote the FS in a more sophisticated fashion. Posts are sent to the CO and Student Recruitment for additional promotion on the CoD and SAE Facebook and Instagram feeds.

Instagram is an increasingly popular social media application and is a great way to promote the PNWFS, especially during site visits and during the actual program. This area needs future exploration and development.⁶⁰

⁶⁰The Instagram account “PNWFS” has been taken by my sister (Caitlin Geary) for safe keeping. She works in social media and believes Instagram is important in the grand scheme of advertisement and the direction people are going to get information/advertisement. It is available at any time to activate and use. Contact author at allison.geary@gmail.com.

Application Process

The PNWFS application process requires coordination between the Continuing and Professional Education department (CPE), the Office of Communication for the College of Design (CO), and Field School Staff. The posted application deadline needs to be four weeks before the start of the program to allow for proper preparation including ordering stickers and apparel, planning meals, and filing medical information and waivers. The following sections will discuss how these three departments work together in the FS application process. There are two main processes in the application process. The first is acceptance into the FS program, which is decided by FS staff. The second is registration which is coordinated by UO. The FS and UO work together to get participants through the two-step process.

Ideally, PNWFS drafts the application after the winter Steering Committee meeting in January or February. Session details must be approved before the application can be finalized. As such, the timing of actions will vary annually. Once programming is underway and sessions are settled on, FS staff creates a specific application for that year's program. Qualtrics, a program mostly designed for conducting surveys, is used to create and track the applications. The FS GE manages the dedicated PNWFS user account (through the UO subscription). See the GE manual on the FS server for specific login credentials.

Application specifics should require personal contact information, a letter of interest, prior preservation experience, and t-shirt size. It should also include session dates, brief activity descriptions, and tuition rates. Once the application is created, FS staff sends the link to the CO, and they add it to the FS website. At that point, the application is live and session details cannot be altered. Care should be taken that the website is updated with current session details and includes deadlines for the scholarship and application.

CPE creates CRNs and registration links for all unique enrollment options offered in the upcoming FS. Options differ based on session choice and tuition rate. After participants are accepted, FS staff then provides a registration link that directs them to the CPE website. CPE registers participants into the UO system and processes payments. Registration and payment can be done electronically or by phone. Participants must physically call the office to register

and pay with anything other than a personal credit card. If a participant applies for a scholarship, they enter a separate process. They will be notified that they are accepted but will not be able to register until after the scholarship is rewarded to an individual (following the application deadline). Registration for scholarship applicants begins after the scholarship is awarded. The scholarship recipient must call the CPE office register.

Applications can be submitted until late summer before the start of FS. The FS accepts participants as applications are received. Applicants are also notified of their acceptance on a rolling admission. If the applicant is not applying for a scholarship, they will be sent to the registration link immediately. It is helpful for participants to register early for planning purposes and designing the scale of projects.

All accepted participants are informed to expect the Welcome Packet later on by the FS GE. Usually the Welcome Packet is sent the month or two prior to the program. Participants should be aware that the Welcome Packet includes required forms and important information. If the completed forms are not received by Field School, applicants will not be able to participate.

The author suggests that the FS GE draft stock messages for both participants applying for scholarships and those who are not. The former email will inform them of acceptance, the Welcome Packet to come, the scholarship selection date, and registration instructions. The latter will inform them of acceptance, the Welcome Packet to come, and include their registration link with instructions.

Table 11. Application Process

Month	Field School	CPE	CO
December	Begins discussions with CPE about upcoming program		

January-February	Provides info for FS website and creates FS application through Qualtrics		Update FS website and add link to application
February	Provides CPE details about program for CRN creation including dates, times, titles, and fees ⁶¹	Creates CRN for FS courses	
February/March	Provides CPE with course descriptions, publish date range, registration, and cancellation scheme		
February – Registration Deadline ⁶²	Accepts applicant on a rolling admission, sends accepted applicants (not pursuing scholarships) registration links and notifies all participants of Welcome Packet to come	Enrolls participants, provide FS with updated roll calls as they come in.	
July	Selects scholarship recipient chosen, informs non-recipients, send registration links to all outstanding accepted participants	Enrolls remaining participants	
August	Send Welcome Packet to participants		

⁶¹ Dates, times, course titles, and fees are difficult to change once created. Finalized material is to be communicated to CPE after the Winter Steering Committee meeting where session details are approved by the Steering Committee.

Student Recruitment and Marketing

Field School participant recruitment is critical to the ongoing health and success of the program. Each year, the Field School Director, the Graduate Employee, Steering Committee members, and UO staff work to promote the FS and secure participants. Marketing avenues include a website, mass mailings, word of mouth, HP graduate curriculum requirements, emails blasts, Facebook posts and boosts, agency staff training initiatives, Steering Committee dissemination, handouts, information sessions, and swag. This section first discusses contributors to FS marketing which include FS staff, several UO departments, the Steering Committee, and the host agency.

Field School staff is responsible for providing all marketing content to Element Graphics and the CoD Office of Communications. Content primarily includes programming details and imagery. Furthermore, is it the responsibility of FS staff to manage marketing initiatives throughout the year and imperative that the information remains consistent across all marketing campaigns. Details do change over the course of planning and it is important that updates or corrections happen across all platforms.

Within the UO system, FS staff works closely with the CoD Office of Communications, the Student Recruitment department for the College of Design, and Continuing and Professional Education for its marketing reach. The CoD shares and boosts FS Facebook posts on the CoD Instagram and Facebook channels. Student Recruitment for the SAE contributes to the success of the Field School by promoting it to potential and incoming students. Recruitment promotes the FS at Idealist fairs, college fairs, networking events, and social media platforms such as Facebook and Instagram. Promoting the FS is a small fraction of the work of this department and FS staff is responsible for delivering content for posts and marketing materials.

Aside from marketing channels created by the UO network, the FS also relies on its partners and annual host agency to promote upcoming FS programs. Not only do Steering Committee members advertise the FS by word of mouth, but participating agencies often support the FS by sending their employees to FS for preservation training. In addition, partners disseminate FS program details through their newsletters, social media outlets, and email

blasts. Again, it is the responsibility of FS staff to provide partners with information and images to support their efforts. A press kit is typically sent out to agencies and historic preservation event distributors after the final website update. The following avenues have been used in the past:

- Oregon Historical Society
- Association of Preservation Technology (APT)
- APT Northwest Chapter, Society of Architectural Historians (SAH)
- SAH Marion Dean Ross Chapter, Architectural Heritage Center (Portland)
- Restore Oregon
- Timber Framers Guild
- Preserve Net
- Vernacular Architectural Forum
- National Center for Preservation Training and Technology
- Preservation Trades Network, and the Washington Trust

Other promotional channels include the PNWFS sponsoring partners:

- National Park Service (NPS)
- NPS Region 6, Oregon State Historic Preservation Office
- Oregon Parks and Recreation Department
- Washington State Department of Archeology and Historic Preservation
- Washington State Parks and Recreation Commission
- Idaho State Historical Society
- Idaho State Parks

Further, the Field School takes care each year to identify local news sources of host sites to promote the program and engage with local communities.

Director's Scholarship

The PNWFS offers a Director's Scholarship to incoming participants. It is the longest standing scholarship offered to PNWFS participants. This scholarship is available for individuals pursuing a master's degree in Historic Preservation, but is not limited to those entering the UO

program. Peting, the first Director of the PNWFS, continues to graciously support this scholarship yearly.

Because the scholarship is personally funded, there is no guarantee that it will continue to be offered. Once it is determined that it is available, parameters must be set. They include who is eligible and when the application process for the scholarship closes. The close of the scholarship window most often will differ from the program application window. If the general application deadline is one month before the start of FS, then the scholarship deadline should be two months before the start of FS:

PNWFS Tool and Equipment Trailers

The PNWFS purchased two cargo trailers in 2000. The trailers have been stored outside and are secured with pad locks in various places over the years. Theft has been an issue in the past and recently, in 2020, one FS tool trailer was stolen from a parked location at the Cottrell House, Portland, Oregon. While the trailer was recovered, all materials and equipment of value has been stolen. FS staff is currently in the process of assessing the theft and recuperating needed tools. In the past one trailer was dedicated for scaffolding and a second trailer for FS's tool collection. The scaffolding trailer is located at the UO Campus Security Office in Eugene, Oregon. The tool trailer is located at the Shire, a UO owned property on the Columbia Gorge.

An Operational Guide to Field School procedures is important for the long-term success of the FS program. It institutionalizes knowledge gained over time and aids in the preparedness of new organizers. This Operational Guide outlines and centralizes PNWFS's general structure and operating procedures to more efficiently collaborate with FS contributors such as the Steering Committee, the Historic Preservation program, Continuing and Professional Education, College of Design Office of Communication, and the University of Oregon Central Services Business Office (CSBO), amongst others.

SECTION III – PROGRAM CURRICULUM

The Pacific Northwest Field School offers a unique curriculum each year. The Field School has lasted up to six weeks in the past, however in recent years the duration of Field School spans three to four weeks. The program takes place in the late summer before the start of the UO Fall term and consists of individual program weeks that generally occur over the course of five days and includes hands-on training in the preservation trades, condition assessment, best practice, and preservation theory. The time-tested curriculum provides participants a well-rounded academic experience while they learn new skills in repairing historic buildings and structures, such as masonry repointed, window restoration, and log work. Throughout the 25-year history of the FS, the program has offered a communal experience that houses participants together. Dating to the earliest iterations of FS, communal room and board was not only a mechanism to reduce costs for organizers and participants alike, but also foster a community which has resounding benefits past the short duration of the program.⁶³ Sharing meals, working alongside one another, and persevering in unique environments creates opportunities to share informal conversations and exchange idea. Field School creates lasting connections for many participants.

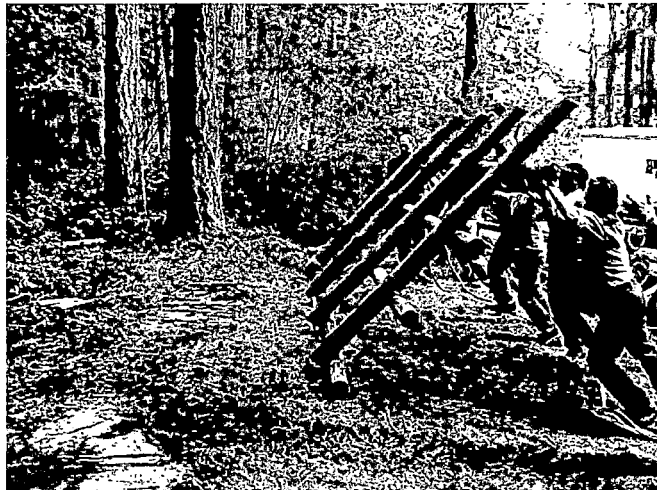


Figure 8. Participants work together to tool a log at Ebey's Landing National Historical reserve, Washington.

⁶³ Field School Archival Files, available at the White Stag Building, Portland, Oregon.

Each annual program is centered around a historic site. Resources, such as masonry wall, lighthouse, or log cabin, are often those that have experienced deferred maintenance, and which may not receive immediate attention otherwise. The Field School is educational, but it is equally a service that utilizes the efforts of participants to perform costly repairs and restoration alongside expert craftspeople. Each project is an opportunity to learn new skills in preservation crafts, critical thinking, and pragmatic problem solving while preserving irreplaceable historic resources. Projects have varied over the past 25 years, from reroofing the Ebey House at Whidbey Island, Washington in 2002, to repointing masonry retaining walls at Fenn Ranger Station at the Nez-Perce National Forest, Idaho in 2017, to log-work at the Silver Falls Youth Camp at Silver Falls State Park, Oregon in 2019. Additionally, most Field Schools include window restoration and repair, and general maintenance activities that are essential to every building.

Over the past two years, the PNWFS and its integration with the UOP HP program have had been in a period of transition. This chapter discusses the most recent method used to plan the summer FS curriculum in 2018 and 2019. Traditionally, preservation technology courses and workshops focusing on wood, masonry, condition assessment, and documentation offered by the UO HP program during the academic year would use upcoming FS sites as subjects for coursework. This allowed students and instructors time and resources to investigate upcoming FS sites. It also engaged graduate students with the Field School throughout their studies, as they entered and through course work in subsequent year and many continued to contribute to yearly programs after graduating.

The range of projects and their complexity requires thoughtful planning by the PNWFS Steering Committee and FS organizers. Furthermore, the Field School relies on talented craftspeople for the success of each project, showcasing their knowledge and expertise. The heart of the Field School curriculum is the resource itself and the craftspeople; other preservation topics included in programs can enrich curriculum.

This structure worked well since the beginning of FS in 1995 but changed circa 2012, separating exploratory coursework of FS sites from the HP curriculum.⁶⁴ The shift within the HP program resulted in new challenges for organizers who as a result had reduced resources in planning for yearly Field Schools. According to former Director Sardell, projects became increasingly design-on-demand on site, since the Director had limited support before projects. The Director navigated this change by offering independent study for academic credit over school breaks, where students traveled to future sites to conduct condition assessments and perform documentation.

A shift again happened in 2018 when the program organization restructured. In part, new organizers had different backgrounds. Explorative trips conducted with students were not feasible at the time. The approach for the 2018 and 2019 Field Schools was to create a detailed scope of work, that emphasized equipment preparedness and the completion of projects. This is a direct result of conversations with hosts and stewards who could not afford incomplete work following the program. Further, the 2018-2019 Coordinator tasked with planning hands-on projects had a background in the trades and preservation. Former Directors had backgrounds in architecture and preservation. The following will outline the methods used to plan curriculum for the 2018 and 2019 Field Schools.

Naturally, methods of planning vary among organizers due to professional backgrounds and personal styles. The 2018 and 2019 Field Schools upheld the traditions of the program. This included anticipating site and host requirements, crafting content in accordance with weekly themes, incorporating workshops, and keeping nightly lectures and weekly fieldtrips.

General Principles

From its inception, the FS has aimed to give participants hands-on training in the preservation craft and in-the-field preservation practice. Participants come to the program with diverse backgrounds and skill sets levels. The learning-by-doing format allows all

⁶⁴ Don Peting, in discussion with the author, October 2020.

participants to practice new skills and benefit from conversation-based critical thinking and decision making. This allows expert instructors and participants alike to collaborate and bring a mixture of perspectives to the table. The experience exposes emerging preservationists to the breadth of the field and introduces seasoned participants to new strategies through the lens of best practice, down-to-earth feasibility and practicality for long-term solutions.

Considerations

Multiple factors shape the curriculum. It would be impossible to outline every possible situation that could affect the course of each FS. However, there are general considerations to keep in mind when planning. They include the site, the season, available instructors, and host. These considerations must be balanced with the goals of each program, which strive to provide a productive and an enriching experience for participants and constituents alike. For example, if a site needs an intensive repetitive task, such as pulling hundreds of staples from log rafters, it should be intermixed with other activities that prioritize learning a new skill, such as re-glazing windows.

The ultimate goal of each Field School is for participants to walk away with new knowledge, skills, increased professional network, rewarding experience, and a capacity for critical thinking and problem-solving. Likewise, it is equally important that each Field School contribute to the preservation of historic resources and benefit the stewards who take care of them. In planning each FS, the scope should be designed such that projects are left as complete as possible, and not in a state that leaves stewards additional work (unless the level of completeness is negotiated before-hand and the host agrees to complete projects at their own expense).

The Pacific Northwest region is a diverse area, with a range of climates and weather patterns. The season, elevation, and forecast must all be considered when planning projects. In the past, one of the greatest challenges has been achieving cured glazing putty and paint in wet or cold weather. As such, weekly itinerary must be flexible enough to accommodate unexpected changes in the environment and weather.

Planning for each FS takes place over the course of the year. Often, it can be challenging to commit craftspeople, instructors, and guest lecturers nine months in advance. The Steering Committee is an essential resource to the Field School and should be consulted to secure qualified instructors and lecturers. Communication is key with resource stewards and the host agency. Typically host agencies and stewards are excited to have FS participants and students work on resources that they cherish. Accommodations and expertise can range. Best practice is to approach the scope of work with transparency and thorough preparedness. Project planning and logistics are essential to ensure that all parties benefit.

Again, while the nature of Field School is educational, it is important to parse out what projects, if any, can be left incomplete ahead of time. It is also necessary to know what future work is planned to prioritize critical projects. Early discussions about projects and products is useful to avoid miscommunication or complications during the program. While the Field School relies on its partners for successful planning, a flexible and detailed approach in planning has proven beneficial to quickly adjust scope to accommodate unexpected events.

Themes and Sessions

Themes are developed over the course of the planning period and are tailored to the Field School site. Often a range of themes is offered to attract a variety of participants. For example, the three-week 2019 FS at Silver Falls State Park included a Specialized Preservation Maintenance week, a Materials Intensive-Wood week and a Preservation Primer week. The Specialized Maintenance week attracted individuals in the preservation field who are tasked with maintaining historic buildings and structures. The Materials Intensive- Wood week had a narrow subject matter but explored the material to greater depths. The Preservation Primer week was designed for individuals who were new to the field and offered a broader range of topics and experiences.

Weekly themes can then be broken further into individual sessions. For instance, during the Materials Intensive week at Silver Falls in 2019, participants rotated through three sessions: log work, wood pathology, and window repair and maintenance. The multiple-session format

increases the content of each week, allows instructors smaller groups to work with and a greater variety in tasks and topics for participants. Hands-on preservation work can be labor intensive; this model keeps susceptible individuals engaged.

Workshops

Workshops are defined as one day activities that are interspersed within the week. At the 2019 Silver Falls Field School, planned workshops over the three-week program included condition assessment, wood pathology, and cultural resource management. Workshops offer in-the-field discussion and activities with visiting professionals. For example, condition assessments at Silver Falls taught participants how recognize alterations and common mechanisms of decay. Participants practiced how to document such conditions. From a participant perspective, workshops offer a different activity type (non-trades) that results in greater engagement for some and a little break from labor-intensive work for others. Further, this arrangement allows for greater participation from the wider PNWFS community where expert individuals have the opportunity to contribute if they cannot dedicate an entire week to instruct.



Figure 9. Dr. Suzana Radivojevic leads a wood pathology workshop at Silver Falls Youth Camp, Oregon.

Nightly Lectures and Field Trips

Customarily, each evening concludes with a nightly lecture (all nights except first and last day). These nightly lectures introduce an even broader range of topics that enrich the curriculum of each week. Nightly lectures are delivered by practicing preservation professionals, historians, architects, architectural historians, educators, and artists. It is beneficial to have one lecture that gives context to the site, ideally early in the week. For example, historic architect Sue Licht, who wrote the Silver Falls Y-Camp Preservation Plan, came to Silver Falls to lecture, giving participants a unique lens to the buildings they were helping to preserve.

Weekly field trips add another layer of context to the program and allows FS participants to explore the immediate area. In 2017, Tim Michell (with Hennebery Eddy Architects at the time) presented an evening lecture on the renovation and structural retrofitting at the historic Paradise Inn Lodge at Mount Rainer. The engaging lecture was paired with a field trip to the building the following day where participants could see repairs first-hand and hear unusual stories about the lodge.⁶⁵



Figure 10. Lecture at the Cottrell House, Portland, Oregon.

⁶⁵ The wood floor by the main hearth is badly stained. The story goes that attendants attempted to dispose of a deceased bear in the fireplace, not expecting the amount of melting fat that ensued.

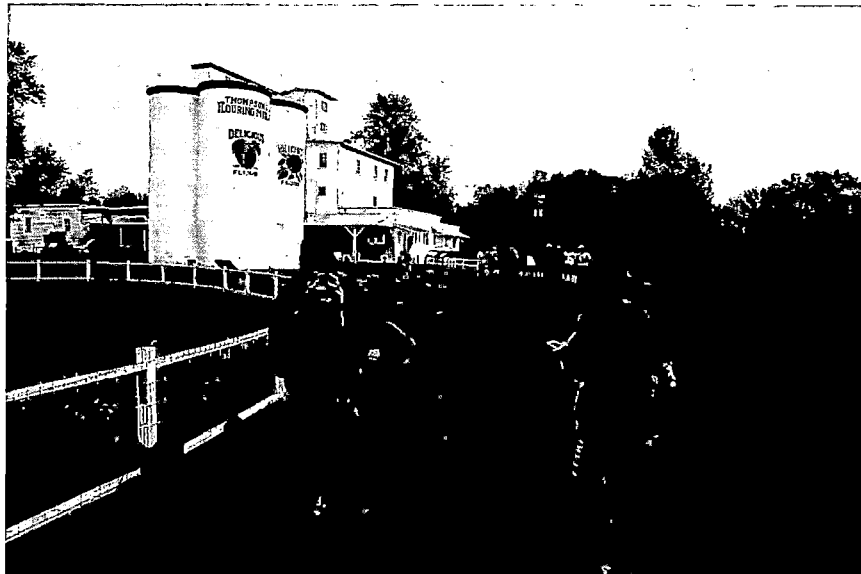


Figure 11. Field trip to Thompson's Flouring Mill, Shedd, Oregon.

Table 12. Sample Schedule from the 2019 Silver Falls Youth Camp Field School, Silver Falls State Park, Oregon.

September-8-13: Materials-Intensive: Wood

Time	SUNDAY 8	MONDAY 9	TUESDAY 10	WEDNESDAY 11	THURSDAY 12	FRIDAY 13
7am-8am	--	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8am-12pm	--	Discussion/Craft Safety Walk-Around Project-Setup Landscaping	Discussion/Craft Hands-on-work Wood-Pathology/Science	Tour Thompson's-Mill	Discussion/Craft Hands-on-work Wood-Pathology/Science Condition-Assessment- (DON)	Discussion/Craft Hands-on-work Wood-Pathology/ Science
12pm-1pm	--	Lunch	Lunch	Lunch	Lunch Demonstration-1pm-2pm: 3D-Scanning and Drone- Surveying	Lunch
1pm-5pm	Arrive	Discussion/Craft Hands-on-work Wood-Pathology/Science	Discussion/Craft Hands-on-work Wood-Pathology/Science	Tour Hulls-Oaks-(1:30pm)	Discussion/Craft Hands-on-work Wood-Pathology/Science Condition-Assessment- (DON)	Discussion/Craft Hands-on-work
5pm-6pm	--	Rest	Rest	Rest	Rest	Rest
6pm-7pm	Dinner-and- Introductions	Dinner	Dinner	Dinner	Dinner	Dinner
7pm-9pm	Orientation Site Crafts-People Expectations Schedules	Lecture Steve-Mark: Framing- Nature-/Recreation- Demonstration-Area	Lecture Hayli-Beff: ODOT-and- Preservation	Lecture Tim-Mitchell: Mission-66-in-Parks	Lecture Sue-Licht: CCC- Architecture-at-Silver- Falls	Closing-BBQ

SECTION IV – FUTURE OPPORTUNITIES

The PNWFS success is largely attributed to exceptional instruction, support from the Steering Committee and contributing agencies, integration into the HP program, participant enrollment, dedication of its current and past organizers, and continued engagement with the larger PNWFS community. The FS continues to contribute to the fields of preservation trades, preservation education, and cultural resource professional practice. Beginning in 2012, incorporating FS preparatory research into HP curriculum became increasingly difficult.⁶⁶ This shift is a direct disservice to the Field School and to the HP program because it decentralizes resources used to supplement student curriculum with hands-on learning opportunities. For example, the HP still offers documentation and recording coursework; however, it seldom relates to FS sites. Re-establishing FS related material to the HP curriculum can incorporate pragmatic skills such as in-the-field data collection, recording and documentation, and report writing into classes. This benefits the Field School by giving additional resources to planning each year and to the HP program by overlapping efforts and therefore having additional resources to spend elsewhere. It is in the best interest of the HP program, the SAE, and the CoD to safeguard and support the PNWFS since it not only sets the HP program apart from similar graduate programs in the country and attracts students to the UO, but also allows the UO and the HP program to stay engaged with the regional northwest preservation community.

Some employers regard the HP program for its practical approach to preservation education.⁶⁷ While the FS focuses primarily on the trades and in-the-field learning, there is considerable potential to integrate elements of FS planning and review into the HP curriculum. The HP program frequently offered courses used for the upcoming annual FS site as subject for coursework.⁶⁸ This was often a Historic Structure Report, Condition Assessment or

⁶⁶ Shannon Sardell, in discussion with the author, October 2020.

⁶⁷ Questionnaire response from Sueann Brown, Historic Structures Program Manager, National Park Service, Interior Regions 8, 9, 10 and 12. See Appendix.

⁶⁸ Donald Peting, in discussion with the author, October 2020; Shannon Sardell, in discussion with the author, October 2020; Field School Archival Files, available at the White Stag Building, Portland Oregon, and HP Course Record: 2005-2013 compiled by Chad Randl.

Documentation of an upcoming FS resource. The Shelton-McMurphey-Johnson House (SMJ) was the subject of several HP courses such as the SMJ Preservation class in 2000, and Historic Structure Reports class in 2012, and used for Historic Woodwork workshops in 2000, 2002 and 2012. In 2006-2007, the HP program offered two courses in connection to the 2007 Heyburn State Park FS site. They included a workshop in the Assessment of Historic Structures and the Assessment of Civilian Conservation Corps (CCC) Era Buildings. The Wright-designed Gordon House served as a subject for a Historic American Buildings Survey (HABS) and Historic American Engineering Record (HAER) course in 2008-2009 in anticipation of the FS and afterward in 2011 to support an Introduction to Historic Site Analysis seminar. As a model for aiding the planning of FS programs, this practice allowed students to engage with buildings, learn hands-on skills and develop an intimate understanding of material students seldom receive in the classroom.

The reinstatement of FS related coursework both before and after the annual summer program could benefit the HP graduate program. Often data is collected during FS sessions and can easily be incorporated into a report. This document would be separate from the yearly FS Final Report produced by the FS Graduate Employee which summarizes activities. Graduate students are often energized by Field School and the HP program can capitalize on student experience, knowledge, and data acquired at FS to apply it to a practical project in the form of a deliverable. The FS inspired report could supplement various courses and could take form as a Cultural Landscape Report, Management Plan, Section 106 or State Level Documentation. Further, this document provides an additional service to the recent FS host, increasing the desirability of hosting the FS.

This concept is not a new one, but one that currently has receding support in the HP program. For example, at the 2017 Fenn Ranger Station Field School at the Nez-Perce National Forest, Idaho, a week was dedicated to cultural landscapes. The intention was to produce a Cultural Landscape Report for the park following the program with the data collected over the week. This unfortunately was never fulfilled largely because of limited resources of the FS staff (Director and GE). If the report was integrated into HP coursework, then a group of students collectively could draft the Cultural Landscape Report and benefit from the experience. It

would not need to be the sole focus of the course, but rather an over-arching group project, which would have a practical use and perpetuate the relevance of FS activities.

Further, tying FS related courses to the HP curriculum throughout the academic year offers new opportunities in Portland, Oregon. Namely, the PNWFS should continue to foster a relationship with the University of Oregon's John Yeon Center for Architecture and the Landscape and explore new workshops that build on Field School strengths, such as preservation maintenance strategies and pragmatic preservation plans. The John Yeon Center holdings include the Watzek House (1937), the Cottrell House (1951), and 78 acres of land along the Columbia Gorge called the Shire. All historically significant properties, they would benefit from preservation activities in collaboration with the PNWFS and the HP program.

The Yeon properties have already enhanced academic coursework in the HP program as recently as 2019 when students prepared a Condition Assessment Report for the Cottrell House. Many of the students in the class previously worked on the building the summer before during the 2018 FS. With additional external funding, the Cottrell House could become a UO Preservation Laboratory in collaboration with and support from the UO, the John Yeon Center, the HP graduate program and the PNWFS. A UO Cottrell House Preservation Laboratory could advance the preservation of Yeon resources and inspire students to research mid-century materials, aesthetics, restoration, and design practices. Continued study and exploration of Yeon Center holdings would benefit the HP program, and involving the FS could provide a greater opportunity to do physical preservation work that will sustain their physical fabric (and save the organization money). Historic Preservation is a multi-faceted field. The UO Cottrell House Preservation Laboratory could increase UO's academic contribution and lead to new academic studies, attracting professors and students from a greater range of fields.

With recent exploration of African American Heritage and the Albina Conservation District in Portland and its integration in the HP curriculum, the Field School and future related courses and workshops can do meaningful preservation work that preserves physical fabric and promotes local history. This can include historic research, documentation, and physical hands-on preservation. Exploring historic resources in the city with diverse stakeholders would be

tremendous for the Portland-based program and would contribute to inclusive preservation that engages and benefits a larger community beyond academia and preservation agencies.

Hands-on curriculum in the HP program is instrumental for the development of well-rounded HP graduates. The FS is a unique feature of the HP program and offers experiential learning that cannot be replicated in the classroom. Collaboration with the FS throughout the academic year, which has been a practice in the past, assists students in developing skills that permeate to professions outside documentation and preservation craft. Emerging preservation professionals gain a deeper understanding of materials and the built environment beyond what is visible from the street.⁶⁹ The FS is a service to the historic built environment and is a vehicle for training stewards. Its health is important to the HP program, the larger preservation community, and the public.

⁶⁹ Questionnaire response, Chris Bell, Historic Resource Program Coordinator, Oregon Department of Transportation. See Appendix.

CONCLUSION

The Pacific Northwest Field School is a cornerstone of the UO HP graduate program. Field School-related coursework once paralleled student experience, but over time this coursework has diminished in the HP curriculum. This separation puts the Field School at risk as it becomes isolated from the HP program and from students throughout their studies. Even if the HP program shifts its curriculum, as all fields do over time, there is still opportunity for the FS to creatively adapt while guarding its core mission to impart of local history, preservation philosophy, and pragmatic problem solving through hands-on learning and craft.

As an exercise, a questionnaire was sent to the Steering Committee and other individuals involved in shaping the FS over the past 25 years. Their responses were powerful and reminded me that as much as the FS is about education and preservation, it is equally about community and shared experience. Six out of the seven received note that the Field School influenced the course of their career either by changing its course entirely or by expanding their professional network.⁷⁰ One response suggests that the FS offers a valuable educational experience that sets UO HP graduate students apart from others in similar programs.⁷¹ Another notes that the FS is an important recruitment tool that allows individuals to test out the field of preservation before committing to the UO HP program.⁷² It is a unique opportunity for the exchange of ideas between preservation practitioners and students, and has a reputation for coalescing a community in the Northwest.⁷³ Further, it instills a deep understanding of materials, reinforces pragmatic problem solving and encourages critical thinking that takes into account real world considerations.⁷⁴ It is an invaluable training opportunity for maintenance personnel to learn about the pillars of preservation ethics and philosophy; as a result, teachings of the program are applied directly to historic resources in the Northwest. The FS program, a subsidiary of the HP graduate program, strengthens the

⁷⁰ See Appendix.

⁷¹ Questionnaire response, Sueann Brown. See Appendix.

⁷² Questionnaire response, Dave Pinyerd. See Appendix.

⁷³ Questionnaire response, Dr. Suzana Radivojevic. See Appendix.

⁷⁴ Questionnaire response, Nick Vann. See Appendix.

Northwest HP professional network and its continued success cannot be achieved without increased support from the HP program and by extension, the CoD and the UO.⁷⁵

Future Research and Work

This Terminal Project serves as a point of departure for capturing the legacy of the FS. It is a record of its history, a guide to current the organizational structure, and an account of its significance as an institution in the Pacific Northwest. Future work must expand the history and more thoroughly document the development of the program, its projects, the people involved, and the extent of its reach. The ongoing collection of data on participants and projects would be instrumental to this cause. This data collection is necessary to show the quantitative impact the program has had in the Northwest and can be a catalyst for future support.

Another area of future work includes collecting data on similar preservation field schools around the country. It is important to know how the PNWFS relates to similar programs. Being the second academic preservation field school in the United States, it would be interesting to learn how many field schools it has inspired over the years. Discovering, qualitatively, how the PNWFS model is unique will be an asset to garnish continued support and encourage future growth of the program.

⁷⁵ Questionnaire response, Alex McMurry. See Appendix.

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APPENDIX

A questionnaire was sent to past and current Pacific Northwest Steering Committee Members. A few non-committee members were also sent the questionnaire at the author's discretion. The survey received eight responses. Participants are listed below in alphabetical order and their testimony follows.

Survey Participants

Bell, Chris - Historic Resource Program Coordinator, Oregon Department of Transportation (p.74)

Brown, Sueann - Historical Architect, Historic Structures Program Manager, National Park Service, Interior Regions 8, 9, 10 and 12 (p.75)

Cowan, Harley – Architect and Photographer (p.76)

Mark, Stephen R. – Historian, National Park Service (p.77-78)

McMurry, Alex – Historic Preservation Planner, Washington State Parks and Recreation Commission (p.79)

Pinyerd, David - Historic Preservationist (p.80-81)

Radivojevic, Suzana - Adjunct instructor, Historic Preservation Program, School of Architecture & Environment, University of Oregon (p.82)

Vann, Nicholas - Deputy State Historic Preservation Officer, Washington State Department of Archaeology and Historic Preservation (SHPO) (p.83)

Questionnaire:

Please provide your name and title.

Chris Bell / Historic Resource Program Coordinator (ODOT)

Where was your first Field School and what were your lasting impressions?

Ebey's Landing (2002) – lasting impressions were that preservation is a heck of a lot more fun when you are under the tutelage of Don Peting, my roommate. It also put the whole field in perspective – it is a team effort, requires extensive practice, and started to hone my understanding of the built environment beyond what you see from the street.

Has the Field School impacted your career? If so, in what ways?

I think it largely shifted my direction to really study buildings. I came to Oregon for graduate school to learn about the preservation field as a possible direction in adaptive use. But this shifted me to think about coming to study and recognize resources from a more holistic approach. Even though my current work is largely limited in directly preserving buildings, we do take a deeper look at historic resources for qualities that would only be known from closer inspection, as we learned in the field school.

Why is serving on the Steering Committee important to you? Or, why was it important in the past to you?

When I was a graduate student, I had the pleasure of being the Field School GTF. In that role, I watched first-hand how deftly Don Peting coordinated meetings, brought together various states, and raised money. It was literally like watching a conductor of a major city orchestra. That experience was one of the highlights for me. Granted, seeing the whole of the field school come together had its own merits, but working with Don was the best.

How does the Field School and the PNWFS partnership influence preservation work in the Northwest?

I think ever since NPS (and frankly Stephanie Toothman) established the import of the PNWFS, it really has been the heavy in the region. The state SHPOs and state park divisions have really made the most of this tradition, and its role in training staff, and influencing both the work at notable historic places across the PNW, and the people who will steward those places.

In your words, what is the mission of the Field School?

To partly break down the veil of difficulty and frustration that historic places often have for state parks who manage these resources, while simultaneously allow park staff, students and the public a chance to make a difference for these historic places and understand how to carry out the practice of historic preservation in both a tactile and intellectual way.

Other comments you wish to share?

What stood out for me was the time after I graduated that I helped Don with the first “backcountry” field school in North Cascades. It was a rare time to bring the practice of the field school to a remote place and really upped all the aspects we love about the field school – close colleagues, preservation learning, unique resources – to a new level, since we all were camping on top of all that. It really stood out for me in a way that preservation can be carried out anywhere, by a variety of people, and permanently exciting folks (many of whom I still am in touch with) about the field.

Questionnaire:

Please provide your name and title.

Sueann Brown Historical Architect, Historic Structures Program Manager, National Park Service, Interior Regions 8, 9, 10 and 12

Where was your first Field School and what were your lasting impressions?

My first field school was at Fort Worden in 1999. I went as a private citizen who owned an old house that needed plaster repair and that was on the agenda. We didn't do any plaster repair that week but I learned about repointing brick and stone instead. I loved just being with other people who were as passionate about preservation as I was and learning the hands on skills and philosophy to do it right.

Has the Field School impacted your career? If so, in what ways?

Field School helped completely change the course of my career. I went to a couple of field schools on my vacations prior to going to grad school. Spending a month at the Field School in Italy was the last inspiration I needed to finally quit my job and enter the HP program at the UofO. I had a B.Arch degree, but the knowledge I gained in the HP program is really what I rely on most on a daily basis. As a student I was fortunate enough to be the graduate assistant to the Field School Director. In that capacity I started attending Steering Committee meetings, which is where I heard about a job opening at Yosemite just as I was finishing my coursework. I have been with the NPS ever since.

Why is serving on the Steering Committee important to you? Or, why was it important in the past to you?

I really like working with the team to make each Field School the best it can be. Field School has been so important to my own career and I want to help continue that quality experience for new students. I also really enjoy the meetings themselves. It is a fun group and a great opportunity for networking with other preservation professionals from around the NW.

How does the Field School and the PNWFS partnership influence preservation work in the Northwest?

The Field School helps train the next generation of historic resource stewards. The real world experience the Field School provides has always been one of the great strengths of the HP program at the UofO. As someone who has hired graduates of various programs, I have always appreciated the practical knowledge UofO grads have. The networking that occurs between various partners on the Steering Committee has led to other collaborations outside of Field School.

In your words, what is the mission of the Field School?

As noted above, the Field School helps train the next generation of historic resource stewards. The Field School provides hands on skills training and an opportunity to apply historic preservation philosophy in real world problem solving. Participants who are UofO students may not do much hands-on work again but having had the experience gives them the knowledge to be able to guide the work of others in the future. Participants who are maintenance or trades people learn the skills and philosophies to guide their own work.

Other comments you wish to share?

The interaction of graduate students and tradespeople working together to preserve historic resources is magic. We all have so much we can learn from each other.

Questionnaire:

Please provide your name and title.

Harley Cowan, architect

Where was your first Field School and what were your lasting impressions?

2016 Mt Rainier.

This was camp for grown-ups. It was one of the best decisions I have ever made. I made friends and professional connections from all around the country that I still have today. It set me on a road to be involved in historic preservation and documentation. It opened up a whole new world for me and allowed me to make a contribution to historic preservation.

Has the Field School impacted your career? If so, in what ways?

Yes, I have a whole side career built around photographically documenting heritage sites per the Secretary of the Interior Standards. I do work for cultural heritage projects with ODOT, OR & WA SHPO, etc. I have held art gallery exhibits, lectured and demonstrated at Field School, received numerous awards, and been invited to speak at events. In 2018, I won the Access Award at the VAF conference in Alexandria, VA. In 2017, I was a speaker at the SAH international conference in Victoria, BC. I received the Van Evera Bailey Fellowship from Architecture Foundation of Oregon in 2020. I have been an artist-in-residence for the National Parks Service and the University Club of Portland. I was made the 38th member of the Atomic Photographers Guild, a collective founded in 1987 dedicated to making visible all facets of the nuclear age. I have been published in This Place Magazine and Field Notes Magazine.

Why is serving on the Steering Committee important to you? Or, why was it important in the past to you?

I have not served on the Steering Committee.

How does the Field School and the PNWFS partnership influence preservation work in the Northwest?

Field School is an important place for people within the preservation community to connect. It is particularly important for new people connecting with those who are established and practicing. It generates goodwill and community. It allows us to get our hands dirty and put a little sweat equity into preservation.

In your words, what is the mission of the Field School?

Field School teaches us why architectural heritage is important, how preservation is accomplished, and who we are as a community. It reminds us, in a visceral way, why we are here.

Other comments you wish to share?

Particularly as someone who has not had the pleasure and privilege to go through the graduate HP program, I am grateful and, over four years later, still surprised by the opportunities that Field School has given me. There is nothing around like it. UO is lucky to have a program that few institutions in the world can offer. And I am very happy that there is a way for someone like myself, outside of the program, to be involved.

Questionnaire:

Please provide your name and title.

Stephen R. "Steve" Mark, Historian, National Park Service.

Where was your first Field School and what were your lasting impressions?

Cape Blanco State Park, which was staged from Port Orford in July 1996. This was when sessions were two weeks in length, something I think changed in 1997. The hands-on project didn't work all that well, which was the roof on the Hughes House. Only John Platz's crew was allowed to work on it (the fog and wind made such a project pretty dodgy for students), so we attempted to reconstruct a fence from photographs under Dave Pinyerd's direction (he was the grad assistant at that time). Don Peting and Philip Dole were with us at the start of the FS, which included stops in Drain and Coos Bay (Egyptian Theater), also Shore Acres State Park. We had a driving tour of Port Orford with Philip leading on the second day. Apart from the project, which still hasn't been finished when last I checked, we had two great workshops. One was at the Tichenor Cemetery with Sally Donovan, where we learned the basics of cemetery preservation. The other was with Dennis Wiley, who led us on a field trip at Cape Blanco, which pertained to the cultural landscape there that most visitors completely miss (state parks leases grazing land). We also had one day off (a Sunday) between the two weeks, which was focused on a hike to the summit of Humbug Mountain (state park). The two weeks made such a favorable impression with me that I had no problem accepting Don's invitation to speak at the 1997 field school at Silver Falls. I used those two days to hike the Trail of Ten Falls on one afternoon and help Craig Holmquist use froe and mallet to cut Doug fir shakes from a recent deadfall in the park.

Has the Field School impacted your career? If so, in what ways?

The field schools have (Don invited me to speak at the 2005 FS at Honeyman State Park, then I attended a one week session [stone masonry] at the 2017 FS at Fenn RS on the Selway River in Idaho, and finally the one week session on wood at the 2019 FS in one of the youth camps at Silver Falls) by helping me fill some gaps in my formal education. Cultural resources staff hired by federal agencies often desperately need the perspectives that the FS provides: linkages with the trades, interaction with the design fields, etc. because we often get stuck with Section 106 compliance from either the historian or the archeologist's perspectives. Cultural Resources and Historic Preservation are big tents! Running an internship where I work has also been a revelation and allowed me to stay in better touch with the HP program, as well as allied fields (having the pleasure to interact with Robert Melnick's students has been wonderful, too).

Why is serving on the Steering Committee important to you? Or, why was it important in the past to you?

As an alum, it is nice to be asked to do something for the U of O, even if I graduated before a HP program was established in 1980. I also see the opportunity to have some positive influence with current and former students through our internship program at Crater Lake. Most of the park's links to institutions of higher learning in Oregon have been with OSU, so this has shown some agency interest in the U of O. I also like how HP pushes me out of my comfort zone (history, geography, and anthropology), even if it adds another 110 miles to any in-person visit, given the programs move to Portland. Being a small program makes it vulnerable, so a steering committee for the field school can be helpful with bean counters and non-teaching administrators.

How does the Field School and the PNWFS partnership influence preservation work in the Northwest?

It is no accident that the U of O dominates the field of the PNW, given how its graduates work at every level: contracting, consulting, teaching, fed and state agencies, planning, National Register, etc.

In your words, what is the mission of the Field School?

To open windows and expand horizons, namely link academic courses with practical perspectives (the materials intensive sessions I've attended have been exceptional, especially how a day of work in the field can be reinforced in the evening with presentations from working professionals). Linking the knowledge base of the trades with professions is huge, especially where there is a hands-on component. This is a huge deal! Feeding two-way interaction is a key component, especially where instructors take the long and wide view of what they do. Field trips (say on the Wednesday) of every session are really important; if only we could have bottled the one in 2019! I'd been to both sites (Thompson's Mills and Hull-Oakes) before on separate field trips, but emerged with an entirely new appreciation for both of them after that day.

Other comments you wish to share?

My wish is to somehow see the program at Clatsop Community College work cooperatively with the U of O program, now that they are only 90 miles apart. Brooke Willoughby (our intern at Crater Lake in 2020) facilitated an introduction to John and Lucien in Astoria last August, so it isn't inconceivable that a mutually beneficial arrangement could happen in the future. I'd gladly volunteer my time in the future to bring the historian/geographer/anthropologist perspective on preservation to students.

Questionnaire:

Please provide your name and title.

Alex McMurry, Historic Preservation Planner, Washington State Parks

Where was your first Field School and what were your lasting impressions?

My first field school was the first one at the Peter French Round Barn. At the time I found it a unique way to learn about the field, and coming straight there after graduating from architecture school showed how different the instruction method was. But it was effective, and the engagement by the instructors in all aspects of the program (hands-on work, lectures, tours) was inspiring.

Has the Field School impacted your career? If so, in what ways?

Absolutely. Field School reinforced my interest in preservation, which at that point had only begun to develop. It was because of that first Field School that I changed course, and instead of pursuing a M.Arch I decided to wait and apply to the HP program at U of O. Not only did it change my career path from traditional architecture to one of preservation, it started the connections in the regional HP community that are critical in our somewhat small field. The relationships formed with the people involved with the Field School are a great asset professionally because there is a great deal of preservation experience represented and you can always have a constructive dialogue with the peers you have met in the less formal Field School setting. Considering the approach of architects, planners, and contractors all at the same time is enlightening as each will have a slightly different approach to an issue. Access to this varied instructor base is very valuable professionally.

Why is serving on the Steering Committee important to you? Or, why was it important in the past to you?

Field School, and the people involved, have had a profound impact on my career. Continuing this program provides a great benefit to attendees, either by furthering individual's careers or raising awareness. Serving on the committee allows me to help provide the beneficial experience I had at Field School to others, and it allows me to continue to interact with friends and colleagues that also participate regularly.

How does the Field School and the PNWFS partnership influence preservation work in the Northwest?

I believe that Field School has strengthened the preservation network in the region by introducing people who might otherwise not have a reason to interact. It allows relationships to be built in a setting that is informal and conducive to inquiry, and the consideration of multiple views on any issue is key. The openness and welcoming atmosphere of the Field School makes all preservationists feel at home, fostering better relationships among peers. It also allows peers to talk over common issues and share their experience.

In your words, what is the mission of the Field School?

The Field School mission is to instill a preservation ethic in attendees, reinforced by hands-on experience and discussion.

Other comments you wish to share?

I'm interested in the outcome of this survey and the document that comes of it. Would it be possible for you to share?

And, I really like your approach to this and hope that it will raise awareness of the HP program and the value of the Field School to the regional HP community and within both the College and University. I am concerned that the College, University, and even HP Program are not taking this commitment seriously enough and that the Field School will be discontinued.

Questionnaire:

Please provide your name and title.

David Pinyerd, Historic Preservationist

Where was your first Field School and what were your lasting impressions?

I was there at the beginning. Don Peting and I put that first field school together in 1995. I was his GTF for the UO HP program so he gave me the task of organizing the field school and then going out there and running it. It was two weeks, then a week break, then two more weeks. Don Peting corralled the field school site of the Pete French Round Barn six hours from Eugene. John Platz with USFS had been hired to work on the barn by State Parks, so Don talked Platz into letting the field school help that first session. I'd taken a class by David Brauner at Oregon State in historic archaeology, so we got him to come out and do a dig at the barn the second session. Don even wrangled an old Suburban from a friend that we could use to get around out there.

So MANY impressions! I called Peting from a payphone most days as he was trapped at UO by his associate deanship. A lot of time on that payphone with my calling card. We hired students to do the cooking. We traveled to Burns 30 miles away to buy food and gas. We even brought our own refrigerator from UO surplus; I brought my entire kitchen. We had Leland Roth, Howard Davis, Lisa Sasser all come out and present. We all called in a lot of favors.

We drove all over SE Oregon looking at historic structures, getting tips from locals where the old stuff was. We even made it to the old Masonic Lodge lava tube where they would hold rituals. Four flat tires total – fortunately they happened one at a time.

A wrote an article on the experience for CRM magazine back in 1995. "Preservation of the Pete French Round Barn," CRM 18, No. 5, 1995. Unfortunately, it's not online anymore but all the past CRM magazines should be there in your library.

I also wrote an article for the second field school at Port Orford in 1996. I ran that one, too. Three, two-week sessions straight through. Only one weekend break to get back to Eugene, buy groceries, and head back out. And that one was also about six hours away. "Preservation Education at the Cape Blanco Lighthouse," CRM 20, No. 8, 1997.

I worked only a week at Silver Falls in 1997 as a helper. I remember splitting a lot of fir shakes. That was the first year of the monster surplus army tents. Worked a week at Fort Stevens in 1998 as a helper. Found out I was headed to Midway Atoll to run my own field school on the roof of the guardhouse there. Worked a week at the Rothschild House at Port Townsend in 1999. I was invited back to present on the early Coast Guard at the 2008 Cape Disappointment field school to complete the circle.

Has the Field School impacted your career? If so, in what ways?

I did a full seven years in UO HP and worked the entire time either as a GTF or as a consultant. So I was tied to the program for a long time. I also taught the Survey and Inventory class for nine terms, 2002-12. So I was basically in UO HP from 1993 to 2012, nearly 20 years. And I'm still working for Don Peting! He's on the Eugene Masonic Cemetery board and I repair headstones for him now. Known him for nearly 30 years. So my preservation career started while I was in the UO HP program – my undergrad is in Finance. All my connections, all my tendrils into different projects basically came to me through UO HP. The field school really shoved me out there. There was no steering committee in those first two years – it was just me and Don and then a whole bunch of people willing to help us put it on.

Why is serving on the Steering Committee important to you? Or, why was it important in the past to you?

I was always getting some sort of payment to do the work with the field school, even if it was \$2 an hour. So I've never sat on a UO committee without getting paid.

How does the Field School and the PNWFS partnership influence preservation work in the Northwest?

You know, I don't know how the field school does today – I really separated from the program when it moved to Portland. Back in those first two years, I was the promotional department. I made the poster, made the t-shirt, called the newspapers to come out and see what we were doing. Wrote the article afterwards to talk up the program. It was bubble gum and bailing wire. But once those first two field schools were done, the field school really took off under Peting. I think that's when he got out of the associate deanship role and went full-time with the HP program. I think he ended his teaching of Structures around that time, too. So he had more time to devote to molding the field school into the program it is today.

In your words, what is the mission of the Field School?

I always felt the mission was to teach students through a real world experience.

Other comments you wish to share?

The field school quickly turned out to be quite a recruitment tool. A chance to try out preservation without committing to starting a master's degree program. Those first two years you weren't required to attend the field school before you started at UO HP, so we had a lot of people that never came into the program, but we were able to land some. Students would imprint on Don and they all wanted to be UO HPers, but not all could commit to doing a degree. And a lot of people knew about UO HP because of our advertising of the field school even if they didn't attend. UO HP was one of the top programs in the country in the 1990s.

Questionnaire:

Please provide your name and title.

Dr. Suzana Radivojevic

Adjunct instructor, Historic Preservation Program, School of Architecture & Environment, University of Oregon

Where was your first Field School and what were your lasting impressions?

2013, Whidbey Island, Washington State Parks. I taught my first BPW course in HP Department in Spring that year as a wood scientist with little experience with the built environment, including historic buildings. I attended two weeks of FS that year, enjoyed hands-on work, learned about rustic park architecture and preservation issues and enjoyed endless conversations with students, instructors, and Parks' staff. I thought, and still think, that such an immersive professional experience and experiential learning is indispensable for HP students and FS participants.

Has the Field School impacted your career? If so, in what ways?

Yes. Looking back, my first FS in 2013 was probably instrumental in focusing my work on historic preservation both as an educator and a practitioner.

Also, FS exposed me to historic architecture and practices that are often specific to Parks and I developed a genuine appreciation for these resources and always enjoy working on them.

Why is serving on the Steering Committee important to you? Or, why was it important in the past to you?

Serving on a Steering Committee provides an opportunity for more direct contribution and engagement with FS planning.

How does the Field School and the PNWFS partnership influence preservation work in the Northwest?

Emerging professionals gain a better understanding of the preservation issues in the Northwest. Agencies have the opportunity for continuing education for their staff. Many FS projects were on the restoration of significant historic resources in the Northwest that serve as examples of successful collaborative efforts between PNWFS partners.

In your words, what is the mission of the Field School?

The primary mission of the PNWFS is to provide a curriculum in practical preservation of cultural resources grounded in experiential learning to undergraduate and graduate students enrolled in the UO HP Program, as well as to aspiring and/or experienced professionals.

FS also provides unique opportunities for interactions and exchange of ideas between practitioners in the field and the students. It has a long record of building a community of HP professionals in the PNW.

Other comments you wish to share?

It is important to document the history of PNWFS. Good luck, Allison!

Questionnaire:

Please provide your name and title.

Nicholas Vann

Deputy SHPO

WA Dept of Archaeology and Historic Preservation (SHPO)

Where was your first Field School and what were your lasting impressions?

My first field school was in 2011 at Sol Duc Falls in Olympic National Park. We worked on repairing a trail shelter during the week I was there. My lasting impressions were that this field school had a profound effect on the student's understanding and appreciation for craftsmanship and labor-intensive repairs to historic structures.

Note: I have always been at field school as a representative of WA SHPO, never as a student.

Has the Field School impacted your career? If so, in what ways?

Field school has taught me about practical solutions to the treatment of many different materials. It's one thing to understand academically, or even working on a computer on architectural drawings and details, but having the hands-on experience really provides a deep understanding of how to critically analyze deterioration issues such as insect and moisture damage, but also on how to explore and develop pragmatic repair solutions that do not require a significant amount of new material. The surgical process of deconstructing, patching, repairing, etc, is an art that only hands-on experience can teach. It is invaluable to the profession.

Why is serving on the Steering Committee important to you? Or, why was it important in the past to you?

It is important to continue to train and educate young preservation students about the craftsmanship and skill that go into material treatment. It also is invaluable at teaching the diligence and sensitivity to being able to minimize waste and retain character defining features. Because of this, I am fully committed to being able to continue assisting with the training the next generation so that we preserve craft, produce craftspeople, and ultimately maintain and grow skilled labor.

How does the Field School and the PNWFS partnership influence preservation work in the Northwest?

As one of the few hands-on programs in the country, it has a paramount importance in the PNW. A significant amount of professional craftspeople and white collar preservationists have gone through this field school, and the qualities it encompasses as described above are paramount to the profession. It provides an army of pragmatic preservationists who keenly understand how to critically analyze a problem, develop appropriate treatments, and understand how to be resourceful.

In your words, what is the mission of the Field School?

The mission of the field school is to train and educate skilled laborers and professionals in order to preserve cultural resources through pragmatic approaches.

Other comments you wish to share?

Nope... good luck!

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