



**The Paul Rudolph Addition, Sarasota High School**

# Recommendations for Effective Rehabilitation



Sarasota High School Addition, Paul M. Rudolph, Architect  
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# Introduction

**B**uildings are not static objects. Over their lives, buildings evolve and adapt to changes in use and need. They are maintained, modified and updated to remain relevant and serviceable. Because buildings are part of our material culture, any thoughtful maintenance, repair, or rehabilitation treatment should take into consideration the significance of the building, why it might be important and, if so, what are the best methods to utilize to protect its significance.

To fully appreciate the significance of any building a thorough examination must include an understanding of its history and culture, archival research, and the physical and visual examination of the resource. Buildings are cultural resources. From a study of the physical environment one can learn about the people responsible for their design and construction and how their configuration responded to need. Their location responded to the unique climate and environment in which it was built. Their design and embellishment speaks of the cultural values and mores of the people that built them. Buildings are the stage for our day-to-day existence.

The purpose of this report is to identify those features or elements that define the essential character of the Addition to Sarasota High School that was designed by the prominent architect Paul M. Rudolph in 1958-1959. This report relies upon the archival research that was conducted by others. As well, it is based upon the visual examination of the Sarasota High campus and represents the collective findings of a group of specialists in architecture, design, history and architectural history, material culture, and historic preservation. It is the goal of the Sarasota Architectural Foundation to support the efforts of the Sarasota County School District to affect a sensitive and efficient use of this important local treasure for 21st century learning.

## Statement of Significance

The first step in any preservation program is to understand the significance of the resource. There are many different ways buildings become historically important. Their significance can arise from one of many different aspects. The National Register of Historic Places considers buildings historic if they are

- associated with important events that define the broad patterns of our history; or,
- they are associated with important persons; or,
- they embody important information about our history and culture; or,
- they embody distinctive characteristics of a type of building, style of architecture, or method of construction. While many buildings are important for only one reason others are important because of a number of interrelated facets.

The Sarasota High School Addition was listed on the National Register of Historic Places on 26 June 2012. The State of Florida nominated the Addition to the National Register because it exhibits those distinctive characteristics of regional modernism known as the “Sarasota School of Architecture”, as well as, being a seminal work by the internationally prominent architect Paul M. Rudolph. The building is recognized as being an excellent example of post-war construction and the innovations that arose from repurposing military industry for civilian purpose.

During the period from 1941 to 1966 Sarasota, Florida was the international epicenter of innovation in architecture, art and design. The imagination of the international community was lifted to new heights by the creativity captured in the works of the architects, artists, and designers who called Sarasota home. The architecture was international modernism adapted to the local stage. Climate, regional culture and Florida lifestyle impacted the idealism of the European model. The work was later labeled the “Sarasota School of Architecture” to acknowledge its distinctive quality and design approach. The Sarasota School approach to regional modernism served as a model for other regions in their own search for a unique identity.

Paul Rudolph began his architectural career in the Sarasota office of Ralph Twitchell. Starting as a draftsman and continuing on to become a partner and then head of this own firm, Rudolph is perhaps the most widely known and highly regarded architect to come from Sarasota. The Addition at Sarasota High School was his last public project before leaving to become the head of the architecture school at Yale University.

At the time, the design of the Sarasota High School Addition gained national and international praise. Architectural Forum called the Addition a “spectacular fresh appearance” and said it “reflects an energetic educational program”. The Addition was widely published both nationally and internationally, appearing twice each in *Architectural Forum* and *Architectural Record*, as well as once each in *Architectural Review*, *Progressive Architecture*, *AIA Journal*, the Italian design journal *Domus*, and the French journal *Architecture d’Aujourd’Hui*. The buildings won a national design award from the American Institute of Architects in 1962.

## **Accepted Best Practices in Historic Preservation**

With the passage of the National Historic Preservation Act in 1966, the Federal Government became a full partner and a leader in historic preservation. Policy, public support and technical programs for historic preservation were developed and administered through the Department of the Interior and the National Park Service. Today, the *Secretary of the Interior's Standards for the Treatment of Historic Properties with Guidelines for Preserving, Rehabilitating, Restoring and Reconstructing Historic Buildings* are used as a steering document by all federal, state and local governments in the United States.

## Summary of Key Elements From the *Standards*

The *Standards* are intended to provide guidance to historic building owners and building managers, preservation consultants, architects, contractors, and project reviewers prior to treatment. The *Standards* embody two important goals: 1) the preservation of historic materials and, 2) the preservation of a building's distinguishing character.

The *Standards* are neither technical nor prescriptive, but are intended to promote responsible preservation practices that help protect our Nation's irreplaceable cultural resources. For example, they cannot, in and of themselves, be used to make essential decisions about which features of the historic building should be saved and which can be changed. But once a treatment is selected, the *Standards* provide philosophical consistency to the work.

The four treatment approaches are **Preservation**, **Rehabilitation**, **Restoration**, and **Reconstruction**, outlined below in hierarchical order and explained:

The first treatment, **Preservation**, places a high premium on the retention of all historic fabric through conservation, maintenance and repair. It reflects a building's continuum over time, through successive occupancies, and the respectful changes and alterations that are made.

**Rehabilitation**, the second treatment, emphasizes the retention and repair of historic materials, but more latitude is provided for replacement because it is assumed the property is more deteriorated prior to work. (Both Preservation and Rehabilitation standards focus attention on the preservation of those materials, features, finishes, spaces, and spatial relationships that, together, give a property its historic character.)

**Restoration**, the third treatment, focuses on the retention of materials from the most significant time in a property's history, while permitting the removal of materials from other periods.

**Reconstruction**, the fourth treatment, establishes limited opportunities to re-create a non-surviving site, landscape, building, structure, or object in all new materials.

Choosing the most appropriate treatment for a building requires careful decision-making about a building's historical significance, as well taking into account a number of other considerations including the building's relative importance in history, its physical condition, the proposed use for the building, and other technical factors such as changes required to comply with current codes and life-safety standards.

## **Secretary of the Interior's Standards for Rehabilitation**

1. A property will be used as it was historically or be given a new use that requires minimal change to its distinctive materials, features, spaces, and spatial relationships.
2. The historic character of a property will be retained and preserved. The removal of distinctive materials or alteration of features, spaces, and spatial relationships that characterize a property will be avoided.
3. Each property will be recognized as a physical record of its time, place, and use. Changes that create a false sense of historical development, such as adding conjectural features or elements from other historic properties, will not be undertaken.
4. Changes to a property that have acquired historic significance in their own right will be retained and preserved.
5. Distinctive materials, features, finishes, and construction techniques or examples of craftsmanship that characterize a property will be preserved.
6. Deteriorated historic features will be repaired rather than replaced. Where the severity of deterioration requires replacement of a distinctive feature, the new feature will match the old in design, color, texture, and, where possible, materials. Replacement of missing features will be substantiated by documentary and physical evidence.
7. Chemical or physical treatments, if appropriate, will be undertaken using the gentlest means possible. Treatments that cause damage to historic materials will not be used.
8. Archeological resources will be protected and preserved in place. If such resources must be disturbed, mitigation measures will be undertaken.
9. New additions, exterior alterations, or related new construction will not destroy historic materials, features, and spatial relationships that characterize the property. The new work shall be differentiated from the old and will be compatible with the historic materials, features, size, scale and proportion, and massing to protect the integrity of the property and its environment.
10. New additions and adjacent or related new construction will be undertaken in such a manner that, if removed in the future, the essential form and integrity of the historic property and its environment would be unimpaired.

**Reference:** <http://www.nps.gov/tps/standards/rehabilitation/rehab/stand.htm>

Today the Addition to Sarasota High School is largely intact. While the building suffers from a range of maintenance challenges, the buildings' principal elements are in their original configuration. However, changes made to the buildings since the 1960's have not all been sympathetic to the original design. Closing in the roof light-monitors, altering the roof edge profile and replacing windows with masonry infill have interrupted the original natural ventilation logic of the building and rendered interior spaces as dark and uninviting. Integration of chilled water piping and sequential upgrades to electrical systems have been applied to the surface of walls and ceilings and have created visual clutter with considerable additional maintenance.

Neither 'Reconstruction' nor 'Preservation' is a recommended treatment. As noted, the building is intact so 'Reconstruction' is not required. While the changes that have been made are providing needed systems support, they were not integrated in a manner that is sympathetic to the original buildings. Therefore, 'Preservation' of these incremental changes is not desired. These systems should be replaced with new ones.

'Restoration' involves returning a building to a specific period. For the Sarasota High School Addition, the significant period is the date of original occupancy, 1960. The schoolhouse of the post-war era does not accommodate the needs of the 21st century curriculum. Therefore, 'Restoration' is not recommended, as it would result in a building that would no longer fit its purpose.

The recommended practice is 'Rehabilitation'. With this approach, the buildings' original components are retained. Essential missing elements are replicated. New building systems are incorporated. Changes of use are accommodated.

## Defining Character

Every historic building is unique, with its own distinctive character. **Character** refers to all those visual aspects and physical features that comprise the appearance of the historic building. In order to prepare an effective and sensitive preservation treatment for any historic resource, it is essential to understand its *character defining* elements. The *Secretary of the Interior's Standards* give emphasis toward identifying and retaining those character-defining traits that make a building unique.

This report provides a record of the character-defining details of the Sarasota High School Addition designed by Paul M. Rudolph. The methods used in this report follow the practice recommended by the Secretary of the Interior and the National Park Service. A description of this methodology can be found in their publication *Preservation Brief no. 17* which also carries the title "*Architectural Character: Identifying the Visual Aspects of Historic Buildings as an*



*Aid to Preserving Their Character*". This document is available from the US Government printing office as well as online at the following address:  
<http://www.nps.gov/history/hps/tps/briefs/brief17.htm>

The National Park Service method for identifying visual character involves three interrelated steps. These steps progress from broad overall view to detailed interior detail. It is recognized that the process codified in *Preservation Brief no. 17* is intended to be a working framework for projects of any size. For the purposes of this report, the process was reduced to include only those criteria that are relevant for the Sarasota High School Addition designed by Paul M. Rudolph, c. 1960. An outline of the criteria used therefore is as follows:

## **STEP ONE**

### **Overall Visual Aspects**

Examination of the overall Rudolph Addition and its physical setting to identify salient aspects that define its character.

- Overall Visual Character - Shape
- Overall Visual Character - Openings
- Overall Visual Character - Roof and Related Features
- Overall Visual Character - Projections
- Overall Visual Character - Trim
- Overall Visual Character - Setting

## **STEP TWO**

### **Visual Character at Close Range**

Close up examination of the Rudolph Addition to reveal surface qualities, color and texture, and evidence of craftsmanship or age.

- Arm's Length Visual Character - Materials
- Arm's Length Visual Character - Craft Detail

## **STEP THREE**

### **Visual Character of Interior Spaces, Features and Finishes**

Detailed examination of the Rudolph Addition's interior to identify important spatial geometry, relationships, and proportions, as well as, important interior elements, materials, and finishes that give character and identity to the buildings.

- Interior Visual Character - Important Spaces
- Interior Visual Character - Related Spaces
- Interior Visual Character - Interior Features
- Interior Visual Character - Surface Materials and Finishes
- Interior Visual Character - Exposed Structure

## Overall Visual Character



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*View from west across Tamiami Trail*

### **Description:**

The design of the Addition to Sarasota High School was a break from the historic archetype represented by the original Sarasota High. Located apart from but connected by a delicate covered walkway, the new building is low, horizontal, and open, while the original “red brick” building is tall, vertical, and enclosed.



## Overall Visual Character



Copyright Material - ESTO File no. 20V002 RM

*View from west in current parking area*

### **Description:**

Compositionally, the Addition is a deliberate play between the classroom building and the gymnasium. The intent was to create a new campus center in the green between. The architecture of each compliments the other. To understand and appreciate one building requires the other in its place.

## Overall Visual Character



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*View from southwest*

### **Recommendations:**

- Reestablish open vista to the Rudolph Addition from Bahia Vista Street.
- Rehabilitate the classroom building, gym and locker room building.

## Overall Visual Character



Copyright Material - ESTO, File no. 20V020 RM

*View from southeast near School Avenue*

### **Description:**

Building no. 4, the classroom building, is three portions separated by two exterior breezeways; covered and unified by a single dominant roof plane.

### **Recommendations:**

- Restore the original roof profile.
- Restore the drop-off canopy at the base of the stairs.
- Repaint to match original white color, confirm color by paint analysis.

## Visual Character at Close Range



Copyright Material - ESTO, File no. WA2063 RM

*Classroom Building no. 4 - detail of south elevation, middle section*

### **Description:**

Note the configuration of original glazed openings and sliding glass doors. Many of these features have been infilled with concrete masonry.

### **Recommendations:**

- Replace the solid exterior walls (not original) on the first level, north and south elevations, with glazing to match original configuration. If possible, use sliding glass panels to match the original configuration.
- Use only clear glass in rehabilitation, dark tinted or reflective glass would significantly alter the historic integrity of the buildings.
- Use interior shades where required.
- Keep mullions as close to the original configuration as possible, explore code exceptions for historic buildings.

## Visual Character at Close Range



Copyright Material - ESTO, File no. 20V029 RM

*Detail of south elevation of classroom building no. 4, east section*

### **Recommendations:**

- Keep the breezeways open.
- Maintain the original open quality of the breezeway.
- Repair entrance planter and move the flagpole back to original location on the planter.

## Visual Character at Close Range



Copyright Material - ESTO, File no. 20V022 RM

*Entrance breezeway and drop-off canopy, classroom building no. 4, east section*

### Recommendations:

- Repair entrance stairs with original nose detail.
- Eastern section, maintain strong corners, important to the overall massing, this is especially critical for this eastern section, but also valid for the western section of the classroom building.



## Visual Character at Close Range



Copyright Material - ESTO, File no. 20V027 RM

*Entrance breezeway with floating stairs and bridge*

### **Recommendations:**

- Restore original signage “Sarasota High School”.
- Replace all other signage utilizing the typeface of the original signage.
- Integrate, carefully, a breezeway security barrier. Barrier should be as visually minimal as possible.

## Visual Character at Close Range



Copyright Material - ESTO, File no. 20V.026 RM

*Entrance breezeway with floating stairs and bridge*

### **Recommendation:**

- Repair all elements in the breezeway including the skylight, floating staircase, bridge and practice rooms. Do not add new elements to this space, e.g. elevator. Elevator could be added to the eastern section.

## Visual Character at Close Range



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*Base of stairs in entrance breezeway*

### **Recommendations:**

- Reconstruct elements in the breezeway to match original if they cannot be repaired.
- Maintain solid north and south walls in this section. If new glazing is required for security, refer to Rudolph's drawing of this section.
- Add, if necessary for security, glazing to the western wall of this section (this wall faces the breezeway).
- Move, if necessary, the entrance to this section to align with hallway of central section.
- Remove and add interior partitioning and floor, if necessary, for new program.

## Visual Character at Close Range



Copyright Material - ESTO, File no. 20V/025 RM

*Gym building from north side of classroom building no. 4*

### **Description:**

The one story locker room building provides a visual link between the classroom building (on the left in the photograph) and the gym (on the right).

### **Recommendations:**

- Locker room building, retain solid massing on the east wall. If glazing is required, limit and integrate within the rhythm of the building's structure. Other walls can accept a higher degree of modification, north wall preferred.
- Repair the locker rooms or...
- Repurpose the space as classrooms or...
- Use the space as a connector between the classroom building and the gym or...
- Remove the roof and use the space as an outdoor classroom or courtyard.
- Gym, use interior shades, if necessary, instead of darkening or mirroring glass.

## Visual Character at Close Range



Copyright Material - ESTO, File no. 20V024 RM

*Walkway canopy to gym building, looking north from classroom building no. 4, locker room building on left*

### **Description:**

The one story locker room building provides a visual link between the classroom building and the gym.

### **Recommendations:**

- Restore light monitors.
- Maintain exterior walls without the addition of new openings or new glazing.

## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V.207 RM

*Classroom corridor at the first floor*

### **Description:**

The second floor walkway pulls away from classroom walls to allow for vertical movement of outside air and daylighting. The walkway functions as the building's backbone and is integral with its character.

### **Recommendations:**

- Develop strategies for maintaining the important open quality of this space while satisfying code mandates, perhaps by adding glass to the existing metal railings on the second level.
- Remove exposed existing conduits and other building systems, and carefully integrate new ones so that the original design integrity of the building is restored.



## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V015 RM

*Classroom corridor at the second floor*

### Recommendations:

- Maintain the hallway width.
- Maintain the floating hallway on the second level.

## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V204 RM

*Light and air passage at two-story classroom corridor*

### Recommendations:

- Integrate HVAC into new classrooms but maintain the open quality of the hallways.
- Remove exposed existing conduits and building systems, and carefully integrate new ones.

## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V.202 RM

*Typical classroom entrance*

### **Recommendation:**

- Maintain the locations of the classroom entrance doors onto the hallway bridge and restore the doors and surrounding details.

## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V019 RM

*Exterior covered walkway at the south side of classroom building no. 4*

### **Recommendations:**

- Maintain sunscreens.
- Return exterior glazing to the original configuration.

## Visual Character of Interior Spaces, Features and Finishes



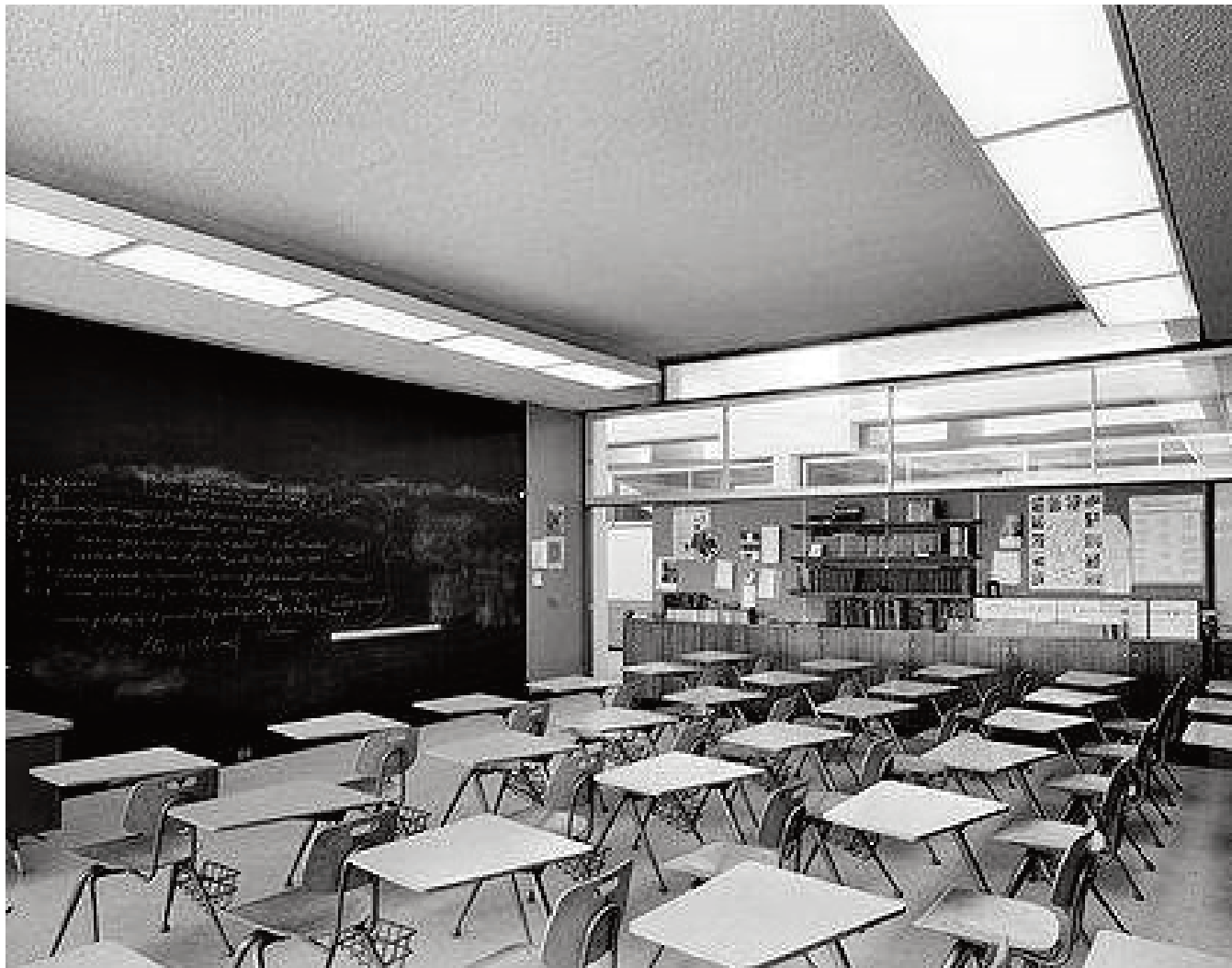
Copyright Material - ESTO, File no. 20V.001 RM

*Sun shade detail, south side of classroom building no. 4*

### **Recommendations:**

- Maintain sunscreens.
- Return exterior glazing to the original configuration.

## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V.017 RM

*Typical classroom, second floor*

### **Recommendation:**

- Remove/move interior walls between classrooms as necessary.



## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V014 RM

*View from typical classroom, second floor*

### **Recommendation:**

- Return exterior glazing to the original configuration.

## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V016 RM

*Principal interior space – Original music room at east end  
of classroom building no. 4*

### Recommendations:

- Removal of partitioning is acceptable.
- Explore reuse of light monitors and clearstory in lieu of new openings in walls.
- Do not place new windows or doors near corners. Integrate into building's structural logic.

## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V006 RM

*Principal interior space – Original cafeteria at west end of classroom building no. 4*

### **Recommendation:**

- Restore the original interior spaces, as new program permits.

## Visual Character of Interior Spaces, Features and Finishes



Copyright Material - ESTO, File no. 20V018 RM

*Principal interior space - Gymnasium*

### **Recommendation:**

- Scale and detail any required sun screen devices to be compatible with the original architecture.

# The Paul Rudolph Addition, Sarasota High School

## Summary of Recommendations for Effective Rehabilitation

### Period of Significance

Original period of construction, as illustrated in these recommendations with the Ezra Stoller photographs, circa 1960.

## CLASSROOM BUILDING

### General

- Rehabilitate the classroom building.
- Restore light monitors, skylights, and clearstory windows.
- Restore the original roof profile.
- Replace the solid exterior walls (not original) on the first level, north and south elevations, with glazing to match original configuration. If possible, use sliding glass panels to match the original configuration.
- Use only clear glass in rehabilitation, dark tinted or reflective glass would significantly alter the historic integrity of the buildings.
- Use interior shades where required.
- Keep mullions as close to the original configuration as possible, explore code exceptions for historic buildings.
- Remove exposed existing conduits and other building systems, and carefully integrate new ones so that the original design integrity of the building is restored.
- Repaint to match original white color, confirm color by paint analysis.
- Reestablish open vista to the Rudolph Addition from Bahia Vista Street.

**Eastern Section** (*original use: practice rooms for chorus and band; current use is JROTC; proposed use includes administration, security and reception*)

- Maintain strong corners, important to the overall massing, is especially critical for the eastern section, but also valid for the western section of the classroom building.
- Maintain solid north and south walls in this section. If new glazing is required for security, refer to Rudolph's drawing of this section.
- Add, if necessary for security, glazing to the western wall of this section (this wall faces the breezeway).
- Move, if necessary, the entrance to this section to align with hallway of central section.
- Remove and add interior partitioning and floor, if necessary for new program.

## Summary of Recommendations *Continued*

### Entrance Breezeway and Entrance Steps

- Maintain the original open quality of the breezeway.
- Repair all elements in the breezeway including the skylight, floating staircase, bridge and practice rooms. Do not add new elements to this space, e.g. elevator. Elevator could be added to the eastern section.
- Reconstruct elements in the breezeway to match original if they cannot be repaired.
- Repair entrance stairs with original nose detail.
- Repair entrance planter and move the flagpole back to original location on the planter.
- Restore original signage “Sarasota High School”.
- Replace all other signage utilizing the typeface of the original signage.
- Integrate, carefully, a breezeway security barrier. Barrier should be as visually minimal as possible.
- Restore the drop-off canopy at the base of the stairs.

### Central Section *(continued use as classroom space)*

*Natural lighting and airflow are the defining and iconic characteristics of the central section, with the hallway functioning as the backbone of the space. Maintaining the spatial interplay between the first and second levels is critical in the rehabilitation process.*

- Develop strategies for maintaining the important open quality of this space while satisfying code mandates, perhaps by adding glass to the existing metal railings on the second level.
- Maintain the hallway width.
- Maintain the floating hallway on the second level.
- Maintain the locations of the classroom entrance doors onto the hallway bridge and restore the doors and surrounding details.
- Remove/move interior walls between classrooms as necessary.
- Integrate HVAC into new classrooms but maintain the open quality of the hallways.
- Remove exposed existing conduits and building systems, and carefully integrate new ones.

### Small Breezeway, Between Western and Central Sections

- Maintain the original open quality of the breezeway.
- Remove, if possible, the existing stairway; it is not original.

### Western Section

- Restore the original interior spaces, as new program permits.



## Summary of Recommendations *Continued*

### GYM AND LOCKER ROOM BUILDING

*The gym and locker room building provide scale to the overall architectural composition.*

#### Gym

- Rehabilitate the gym.
- Restore light monitors.
- Retain solid massing on the east wall, if glazing is required, limit and integrate within the rhythm of the building's structure. Other walls can accept a higher degree of modification, north wall preferred.
- Use interior shades, if necessary, instead of darkening or mirroring glass.
- Scale and detail any required sun screen devices to be compatible with the original architecture.
- Retain double height volume inside the gym, if possible.

#### Locker Room Building

*The locker room building provides an important visual and physical link between the much larger classroom building and the gym and helps to define the courtyard.*

- Rehabilitate the locker room building.
- Maintain exterior walls without the addition of new openings or new glazing.
- Repair the locker rooms or...
- Repurpose the space as classrooms or...
- Use the space as a connector between the classroom building and the gym or...
- Remove the roof and use the space as an outdoor classroom or courtyard.



#### Acknowledgements

The Sarasota Architectural Foundation wishes to thank the following people who generously gave their time and professional assistance in compiling these recommendations: Carl Abbott FAIA, Greg Hall AIA, Jonathan Parks AIA, Guy Peterson FAIA, SAF board members Elliott Himelfarb, Jim Keaton, Janet Minker, Cynthia Peterson, Dan Snyder and SAF member Hilary Keaton.

August 2012



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The SAF is a 501(C) 3 non-profit corporation registered in the state of Florida dedicated to promoting preservation and awareness of Sarasota Florida's architectural legacy.

August 2012