

5. CONCLUSIONS

Conclusions have emerged in five areas.

5.1 Information Settings

Approaching information gathered, processed, and presented in the global course of a rehabilitation project in terms of settings enhances our understanding of the information flow in the process. The three-information setting proposal presents an opportunity for useful engagement by the professionals involved in these related information settings.

5.2 Realm of Research

The first information setting singled out for this study “the setting for information associated with authenticating the building significance,” falls squarely in the realm of research. Research and writing skills pertinent to configuring and developing historic contexts and to completing National Register nomination forms are indispensable.

5.3 Usefulness of the Historic Context

With its time, place, and theme elements, the historic context is a useful construct for assessing the significance of historic properties and subsequently for listing them on the National Register. While the time and place define respectively the chronological and geographic boundaries of the historic context, the theme, permeated with cultural meanings, represents the *raison d'être* for the historic context all together.

5.4 The Building Physical and Spatial Conditions

While the historic context construct is laden with cultural references, it capitalizes on the physical and spatial conditions of the building—as it was and as it is now—to develop, through the historic integrity and authenticity, a convincing case for the worth of the edifice, and subsequently for recognizing it through the NRHP listing process.

5.5 The Flow of Information

The information need to be acquired and processed in the course of *configuring* the building historic context and in *developing* the historic context flow in parallel with the processes for fulfilling these two aims of the study. The flow of information smoothens with the researcher’s knowledge and dexterity: a) in configuring and developing historic contexts, b) in the different attributes of information including the scope, sources, and documentation of information in shape of a historic context statement, and c) in the process of the National Register listing.

REFERENCES

The source references below reflect the relevance of the National Register of Historic Places to the topic of this study.

National Register of Historic Places. The Civil Rights Movement in Birmingham, Alabama, 1933-1979 https://www.nps.gov/nr/publications/sample_nominations/CivilRightsBirminghamMPS.pdf (13 June 2017).

National Register of Historic Places, 1995. *National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation* <https://www.nps.gov/nr/publications/bulletins/pdfs/nrb15.pdf> (10 June 15, 2017).

NRB 15, How to Define the Type of Significance of a Property

NRB 15, How to Evaluate the Integrity of a Property

NRB 15. How to Evaluate a Property within its Historic Context

NRB 15. National Register Criteria for Evaluation

NRB 15. Understanding Historic Context

National Register of Historic Places, 1998. *National Register Bulletin 39: Researching a Historic Property*, p. 3 <https://www.nps.gov/nr/publications/bulletins/nrb39/> (11 June 2017).

National Register of Historic Places. National Register of Historic Places Program: Fundamentals. https://www.nps.gov/nr/national_register_fundamentals.htm (12 June 2017).

The following identify the source references for Table 2.

*NRHP. NPS Form 10-900, Kirby High School. <https://www.nps.gov/nr/feature/places/pdfs/13000681.pdf> (5 June 2017).

**NRHP. NPS Form 10-900, St. Paul Union Depot. <https://www.nps.gov/nr/feature/places/pdfs/14000039.pdf> (7 June 2017).

***NRHP. Women’s Rights National Historical Park. https://www.nps.gov/nr/feature/weekly_features/2012/WomensRightsNHPBI.pdf (13 June 2017).

***NRHP. NPS Form 10-900, John W Jones House. https://www.nps.gov/nr/publications/sample_nominations/JohnWHonesHouse.pdf (13 June 2017).