

**Grant K-8 School Whole Site Modernization Project  
Final MND/IS**

**Appendix C2**

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**Historic Resources Evaluation Report**

*Prepared by ASM Affiliates, Inc.*

*March 2015*

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**DRAFT**

# **Historic Resources Evaluation Report for Grant K-8 School San Diego, San Diego County, California**

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# TABLE OF CONTENTS

Chapter	Page
<b>EXECUTIVE SUMMARY .....</b>	<b>iv</b>
<b>1.0 INTRODUCTION.....</b>	<b>1</b>
1.1 PROJECT LOCATION.....	1
1.2 PROJECT DESCRIPTION .....	1
<b>2.0 RESEARCH AND SURVEY METHODOLOGY .....</b>	<b>7</b>
2.1 ARCHIVAL RESEARCH.....	7
2.2 FIELD SURVEY.....	7
<b>3.0 HISTORIC CONTEXT .....</b>	<b>9</b>
3.1 TWENTIETH CENTURY CITY OF SAN DIEGO .....	9
3.2 MODERN SAN DIEGO PUBLIC SCHOOL DEVELOPMENT.....	10
3.2.1 Loss of Pre-1933 San Diego Public School Buildings .....	10
3.2.2 The Great Depression and World War II .....	11
3.2.3 Post-World War II San Diego Public Schools.....	18
3.3 ULYSSES S. GRANT ELEMENTARY SCHOOL.....	23
3.3.1 George Lykos, Architect .....	30
3.4 CALVARY CEMETERY HISTORIC CONTEXT.....	30
<b>4.0 ARCHITECTURAL DESCRIPTION .....</b>	<b>37</b>
4.1 KINDERGARTEN CLASSROOM BUILDING, 05-05 .....	37
<b>5.0 RECOMMENDATIONS OF ELIGIBILITY .....</b>	<b>43</b>
5.1 CALIFORNIA REGISTER OF HISTORICAL RESOURCES SIGNIFICANCE CRITERIA .....	43
5.2 CALIFORNIA ENVIRONMENTAL QUALITY ACT SIGNIFICANCE CRITERIA ....	43
5.3 INTEGRITY.....	44
5.4 EVALUATION.....	45
<b>6.0 IMPACTS ASSESSMENTS .....</b>	<b>47</b>
6.1 BUILDING 05-05.....	47
6.2 CALVARY CEMETERY .....	47
<b>7.0 CONCLUSION .....</b>	<b>49</b>
<b>REFERENCES.....</b>	<b>51</b>
<b>APPENDICES .....</b>	<b>57</b>
APPENDIX A.....	59
DPR 523 Inventory Form.....	59

## LIST OF FIGURES

	Page
Figure 1. Project regional map. ....	2
Figure 2. Project location map. ....	3
Figure 3. Site plan of the Grant K-8 School campus. ....	4
Figure 4. A conceptual site plan for the proposed project with primary project features included. ....	5
Figure 5. Point Loma High School, 1925. Source: <i>O.B. Rag</i> , "Point Loma High School Video Celebrates its Opening in 1925—Video," Available: <a href="http://obrag.org/?p=66120">http://obrag.org/?p=66120</a> , Accessed November 6, 2012. Courtesy of ICF. ....	12
Figure 6. Demolition of Original Point Loma High School Buildings, 1974. Source: "High School Auditorium Walls Topple," <i>San Diego Union</i> , July 24, 1974, News Clip from Box 87—Schools—M-R, San Diego History Center. Courtesy of ICF. ....	12
Figure 7. Crow Island School, photographed in 1989. From National Register Nomination Form: <a href="http://pdfhost.focus.nps.gov/docs/NHLS/Photos/89001730.pdf">http://pdfhost.focus.nps.gov/docs/NHLS/Photos/89001730.pdf</a> , Accessed November 5, 2012. Courtesy of ICF. ....	14
Figure 8. Crow Island School classrooms, photographed in 1989. From National Register Nomination Form: <a href="http://pdfhost.focus.nps.gov/docs/NHLS/Photos/89001730.pdf">http://pdfhost.focus.nps.gov/docs/NHLS/Photos/89001730.pdf</a> , Accessed November 5, 2012. Courtesy of ICF. ....	14
Figure 9. Main entrance to Franklin Elementary School (1940-41), photographed in November, 2012. Courtesy of ICF. ....	16
Figure 10. Main entrance to Linda Vista Elementary School (1941-42), photographed in November, 2012. Courtesy of ICF. ....	16
Figure 11. Montgomery Middle School's original building fronting Ulrich street (1941-42), photographed November, 2012. Courtesy of ICF. ....	17
Figure 12. Northeastern corner of Kit Carson Elementary School (1941-42), photographed in November, 2012. Courtesy of ICF. ....	17
Figure 13. Bird's eye drawing of the Clyde Hufbauer-designed Crawford High School, 1957. Source: George Dissinger, "City to Add Two Senior Highs in Year: Schools Keep Pace with Area Growth," <i>San Diego Tribune</i> , June 18, 1957, News Clip from Box 87—Schools—M-R, San Diego History Center. Courtesy of ICF. ....	20
Figure 14. Original portion of Audubon Elementary School, designed by Samuel Hamill and constructed in 1955, photographed in October 2014. Courtesy of ICF. ....	20
Figure 15. SDUSD Board of Education-Eugene Brucker Educational Complex (1953), one of San Diego's premiere examples of International style architecture, photographed in November, 2012. Courtesy of ICF. ....	21
Figure 16. Main entrance to Mission Bay High School (1953), photographed in November 2012. Courtesy of ICF. ....	21
Figure 17. Butterfly roofs of classroom buildings at Hufbauer-designed Crawford High School (1957), photographed in August, 2012. Courtesy of ICF. ....	22
Figure 18. Folded-plate wall of library at Taft Middle School (1962), photographed in November 2014. Courtesy of ICF. ....	22
Figure 19. Survey of the Project Calvary Cemetery and Grant K-8 Project Area, 1875, provided by the SDHC. ....	25
Figure 20. City of San Diego Map No. 634 – Plan of North Florence Heights, 1890, map provided by the SDHC. ....	26
Figure 21. Plat of Block 61, Arnold and Choate Addition, showing the proposed school building, n.d., map provided by the San Diego Union School District. ....	27
Figure 22. Grant Elementary School c. 1918-1924, photograph provided by the SDHC. ....	28
Figure 23. Sanborn Fire Insurance Map 1920 corrected 1940. ....	29
Figure 24. Sanborn Fire Insurance Map 1920 corrected 1950. ....	31

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Figure 25. Sanborn Fire Insurance Map 1920 corrected 1956. ....	32
Figure 26. Photograph of Father Ubach’s grave in Calvary Cemetery, and the fence line surrounding the cemetery, 1909, photograph provided by the SDHC. ....	34
Figure 27. Photograph of Calvary Cemetery c. 1892-1898, photograph provided by the SDHC. ....	34
Figure 28. City of San Diego Surveyor’s Map of the Calvary Cemetery, 1942, map provided by the SDHC. ....	35
Figure 29. View of east elevation looking southwest. ....	37
Figure 30. View of the east and north oblique looking southwest. ....	38
Figure 31. View of the northwest oblique looking southeast. ....	38
Figure 32. View of the west facade looking southeast. ....	39
Figure 33. View of the main facade looking south. ....	39
Figure 34. View of east façade looking west. ....	40
Figure 35. View of the east facade looking northwest. ....	40
Figure 36. View of the south façade obscured by adjacent chain-link fence. ....	41
Figure 37. View of the play area in front of the main facade looking south. ....	41

## **EXECUTIVE SUMMARY**

This report provides an assessment of potential direct impacts to cultural resources from a proposed project at Grant K-8 School located at 1425 Washington Place in San Diego, San Diego County, California. It provides an evaluation of the Kindergarten Building (Building 05-05) at the Grant K-8 School for eligibility for listing in the California Register of Historical Resources (CRHR) and as a historic resource under the California Environmental Quality Act (CEQA). The report has been prepared in accordance with CEQA prior to the construction/renovation of the property. The results of this evaluation will assist the San Diego Unified School District (District), as the property owner, in determining whether or not Building 05-05 is a historic resource that should be considered carefully during redevelopment planning, and will also serve as a vital tool for future planning projects. The report also documents the historic boundaries of the adjacent Calvary Cemetery, a locally designated historic resource, to confirm that the school is not located on any portion of the cemetery, and that burials never took place historically on the school property.

ASM evaluated Building 05-05, which was constructed in 1956, as part of the school campus. It is a single-story Mid-Century Modern building with smooth stucco, rectangular plan, with a flat roof and minimal decorative detail. A survey of the building was conducted on July 18, 2014 and again on October 27, 2014. Archival research and review of secondary sources was conducted and helped inform a complete history of the site.

Building 05-05 at the Grant K-8 School is not recommended as eligible for the CRHR, individually or as a contributor to a potential district. As such, the building is not a historical resource for the purposes of CEQA compliance. Additionally, the school is not located on any portion of the historic boundaries for the adjacent cemetery.

## 1.0 INTRODUCTION

ASM Affiliates, Inc. (ASM) prepared this report to provide an assessment of potential direct impacts to cultural resources from a proposed project at Grant K-8 School located at 1425 Washington Place in San Diego, San Diego County, California. ASM conducted a historical evaluation to determine the historical and architectural significance of Building 05-05, and documented the historic boundaries of the adjacent Cavalry Cemetery, a locally designated historic resource, to confirm that the school is not located on any portion of the cemetery. Section 21084.1 of the California Environmental Quality Act (CEQA) defines a historic resource as any resource listed in, or eligible for listing in, the California Register of Historical Resources (CRHR). Cavalry Cemetery is locally designated in the City of San Diego Historical Site Board Register No. 5 on February 29, 1968. Building 05-05 has not previously been evaluated, nor is it listed in the National Register of Historic Places (NRHP) or the CRHR. This potential historic resource is also not a California Point of Historical Interest (CPHI) nor a California Historical Landmark (CHL).

In this report, Building 05-05 is evaluated for its eligibility for designation on the local and state level as an individual resource and as a potential contributor to a historic district, in accordance with CEQA, and CRHR guidelines. This section of the report provides a project description and location. Chapter 2 addresses research methods, and the historical context for the property is discussed in Chapter 3. An architectural description of the historic resource is detailed in Chapter 4, followed by its historical evaluation and the applicable regulations and criteria for evaluation of resource importance in Chapter 5. Chapter 6 assesses impacts and Chapter 7 is the conclusion. The Department of Parks and Recreation (DPR) 523 site record forms for the historic resource are provided in Appendix A.

### 1.1 PROJECT LOCATION

The project is located on the Grant K-8 School's 5-acre educational campus at 1425 Washington Place in San Diego, San Diego County, California (Figures 1 and 2). Building 05-05 is located on the southernmost area of the campus (Figure 3).

### 1.2 PROJECT DESCRIPTION

The District proposes a whole site modernization of the existing Grant K-8 School campus that would be implemented in four phases over a span of approximately 20 years (Figure 4). As currently proposed, the initial Phase 1A of the proposed project will include construction of a two-story elementary school building with eight classrooms, restrooms, a staff lounge, materials storage, a kitchen, a cafe/multi-purpose room, an outdoor covered lunch shelter, and an elevator. In addition, a turf field will be installed upon completion of the construction of Phase 1A. Phase 1B will include construction of elementary play courts and gecko gardens. Phase 2A will include construction of a middle school and kindergarten classroom facilities, restrooms, and an elevator. Phase 2B will include construction of middle school hard courts and greens. Phase 3A will include construction of administration, instructional support, special education, elementary science, music, art, and digital media facilities, P.E. offices and lockers, an amphitheater, and a quad. Additionally, a marquee sign will be installed upon completion of the construction of Phase 3A. The proposed marquee sign will include on/off/dimming controls provided by photocells, time clocks, and/or computer controls, and will be generally turned off by 10:00 pm. Phase 3B will include construction of sidewalk improvements, a field, an ADA ramp and seating to Pioneer Park. Phase 4 will include construction of a gym, storage, community rooms, and a stage.

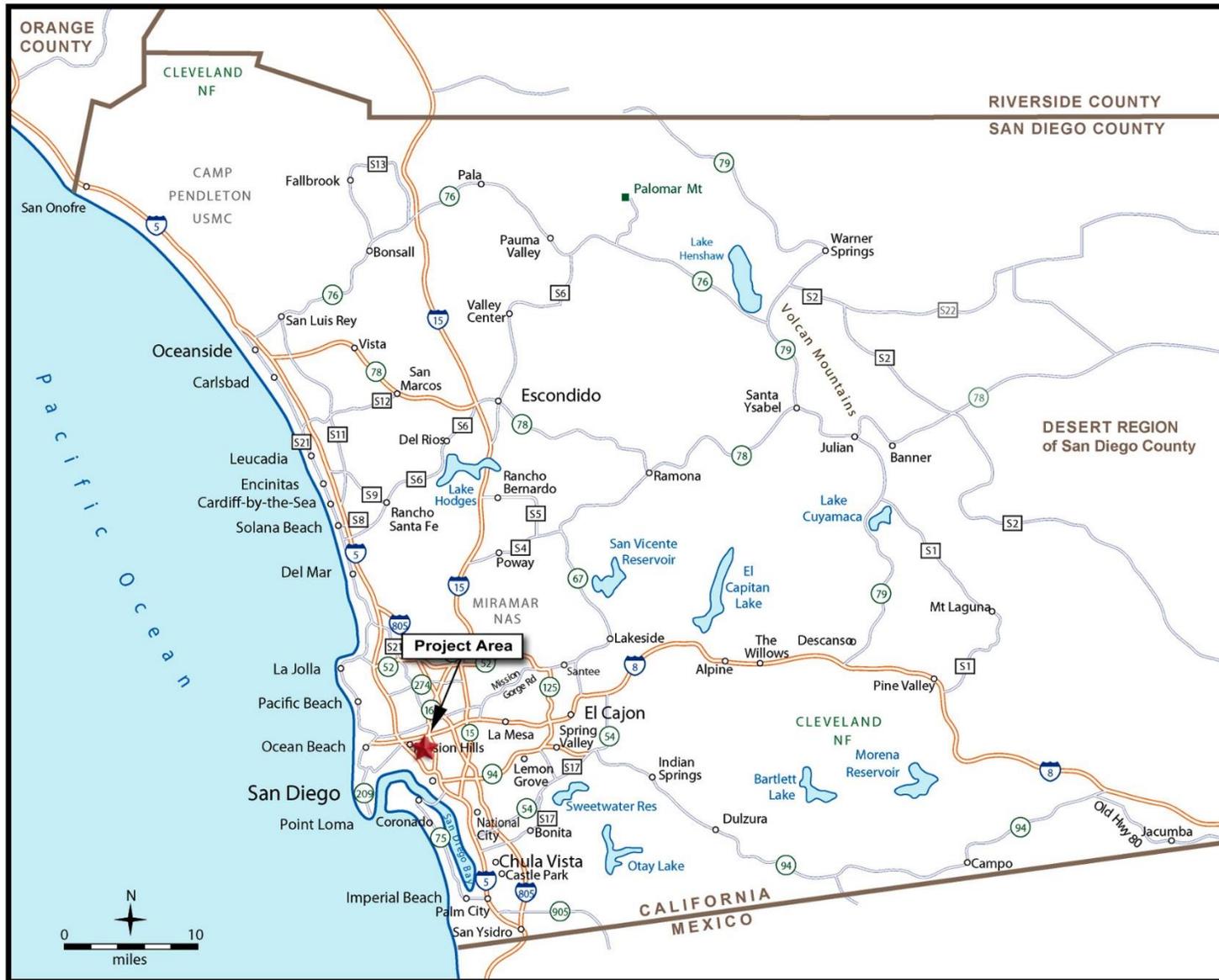


Figure 1. Project regional map.

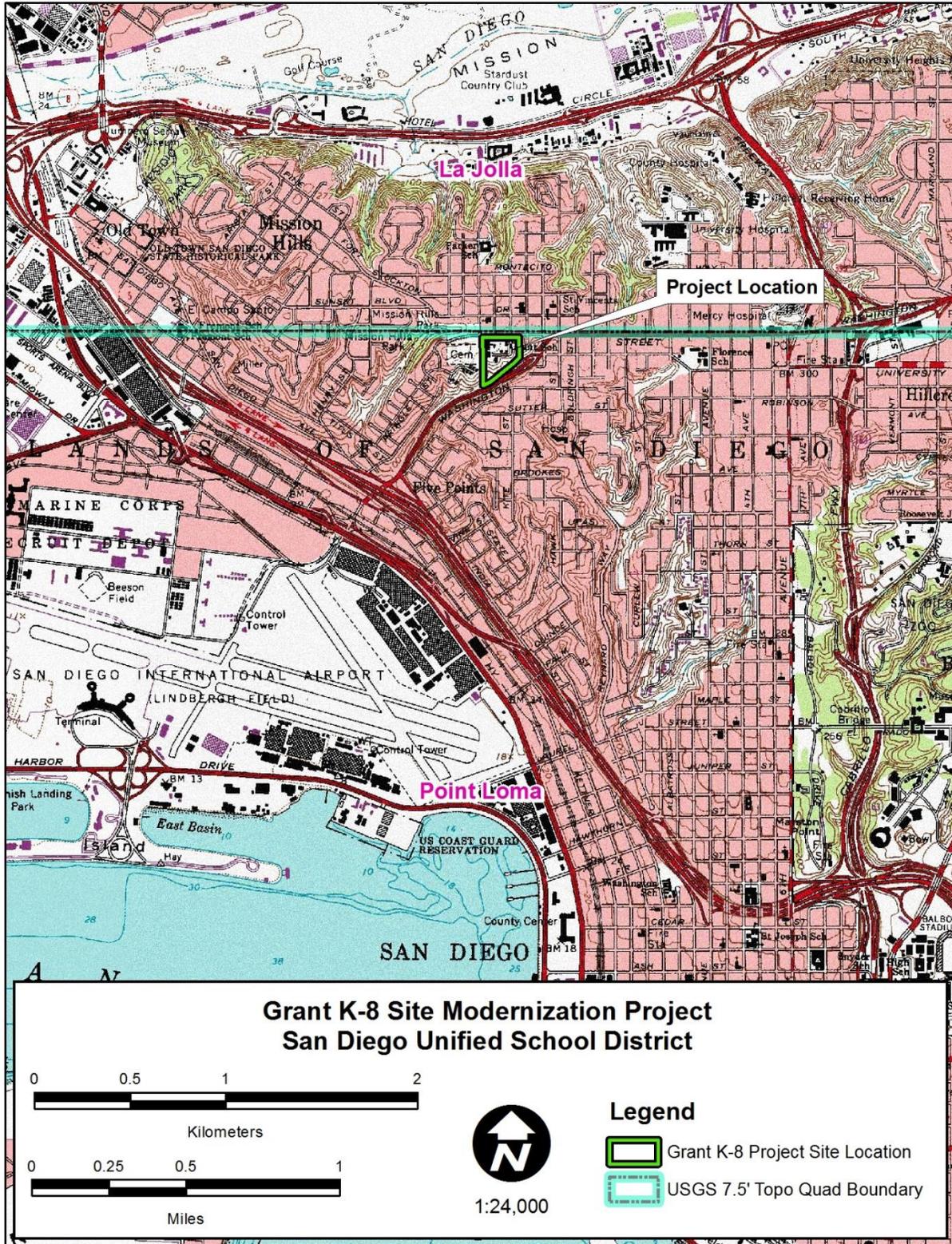


Figure 2. Project location map.

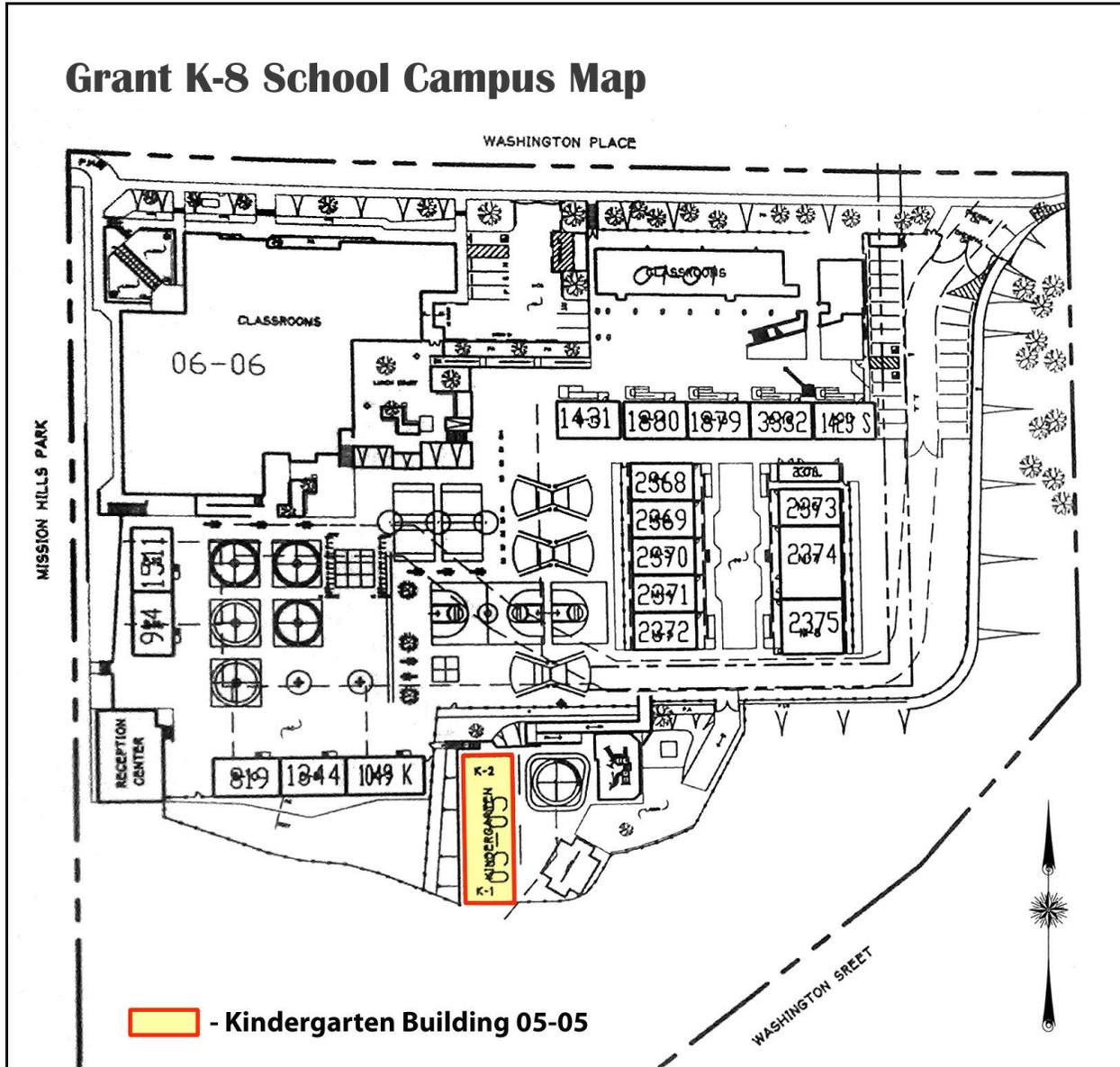


Figure 3. Site plan of the Grant K-8 School campus.

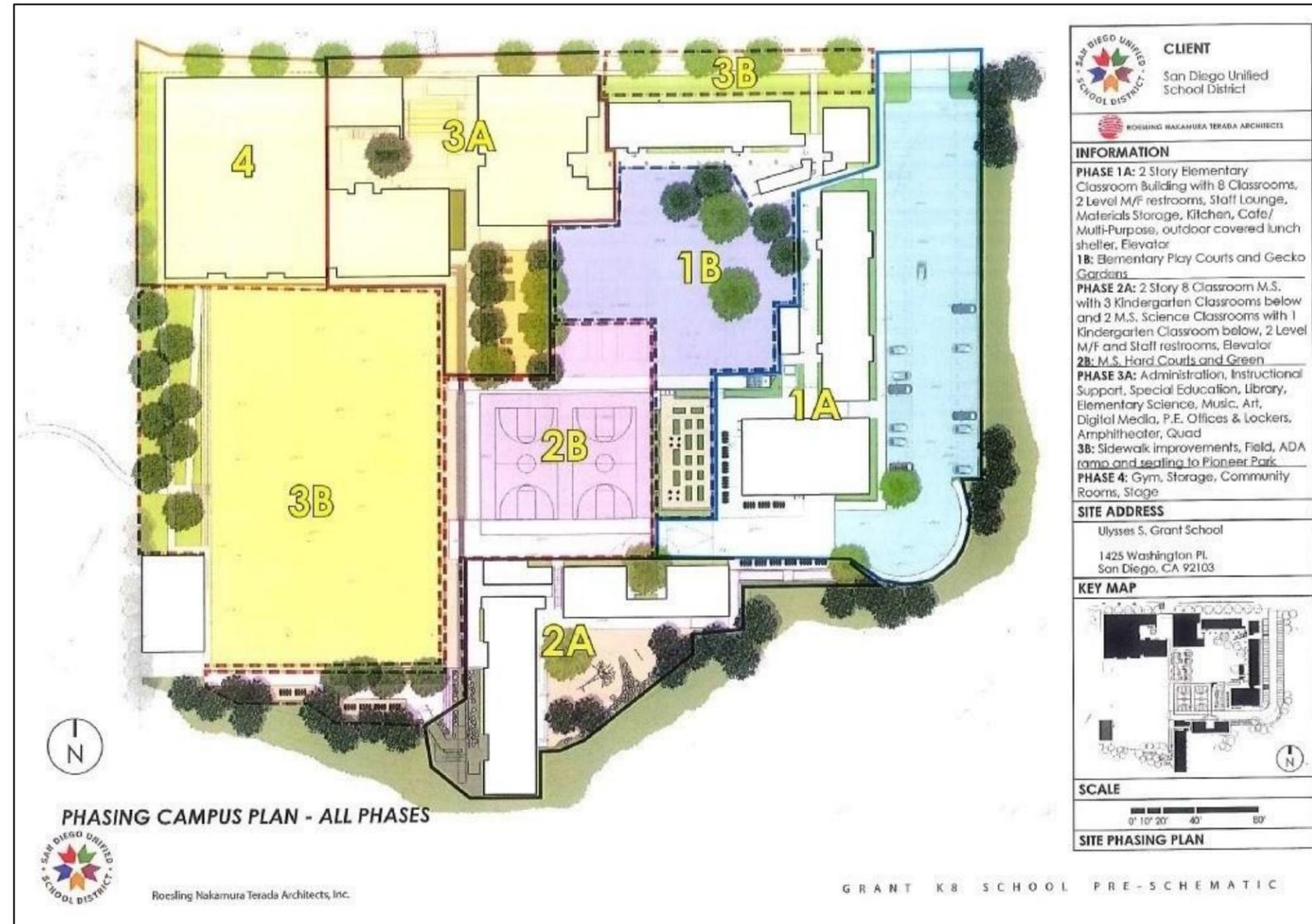


Figure 4. A conceptual site plan for the proposed project with primary project features included.



## 2.0 RESEARCH AND SURVEY METHODOLOGY

In evaluating Building 05-05, ASM considered a number of factors relevant to making a recommendation of eligibility including:

- the history of the classroom building's construction and use;
- the history of the surrounding school campus and Building 05-05's historical context within the construction of the campus;
- Building 05-05's association with important people or events;
- whether the components of Building 05-05 are the work of a master architect, craftsman, artist, or landscaper;
- whether Building 05-05 is representative of a particular style or method of construction;
- whether Building 05-05 has undergone structural alterations over the years and the extent to which such alterations have compromised its historical integrity; and the current condition of the property.

### 2.1 ARCHIVAL RESEARCH

As a first step in identifying whether or not Building 05-05 is potentially eligible, ASM consulted historic maps and aerial photos to help identify the locations and construction dates. ASM conducted archival research to develop a site-specific historical context for Building 05-05 and the Pioneer Cemetery (see Chapter 3). ASM conducted research at the District facilities office, the San Diego History Center, and the San Diego Central Library. Information found at these repositories included building plans for the Grant K-8 School, newspaper articles and a general history of the school and cemetery. ASM also contacted the San Diego County Assessor's Office and SANGIS for assessor information. Finally, to prepare the evaluation of Building 05-05 ASM reviewed and utilized a historic context for San Diego public schools prepared by ICF International for the District (Yates 2015).

### 2.2 FIELD SURVEY

ASM conducted a previous historic resource field survey on July 18, 2014, to document the developed portion of the school property within the fence line, including Building 05-05. ASM's Senior Archaeologist Shelby Castells conducted a follow-up intensive-level survey of Building 05-05 on October 27, 2014. During the latter survey, multiple photographs were taken of each building to document the resource and its setting. The building's plan, architectural features, condition, and historical integrity were noted. In order to determine whether the building might be associated with a potential historic district, particular attention was paid to the extant surrounding buildings that comprise the larger school campus. A DPR record form was prepared to document the field survey of Building 05-05 and is provided in Appendix A.



## 3.0 HISTORIC CONTEXT

### 3.1 TWENTIETH CENTURY CITY OF SAN DIEGO

The first two decades of the twentieth century brought continuity and change to San Diego. The U.S. Navy and Army that had first arrived in 1846 during the Mexican-American War remained important influences in the area, and the influx of military personnel contributed to the growing population of the city (Heibron 1936:370, 431; United States Census Bureau 1920). A population explosion between 1910 and 1920 is attributable to the expanded and new economic engines (United States Census Bureau 1900, 1910, 1950). When Glenn H. Curtiss flew the first seaplane from North Island (1911), he initiated a growing interest in aviation technologies in San Diego that would later be heightened by Charles Lindbergh's historic flight on the Spirit of St. Louis from Rockwell Field in San Diego to St. Louis, Missouri (1927) (Engstrand 2005). The Panama-California Exposition in 1915 garnered new interest in local communities, and Balboa Park and the San Diego Zoo remained as city-defining legacies. San Diego Bay became an important training port for the Pacific Fleet as part of the nationwide defense campaign for World War I. During that time, parts of the eastern grounds and buildings of Balboa Park became camps for the U.S. Army, Navy, and Marine Corps and a new U.S. Marine base at San Diego Bay, now the Marine Corps Recruit Depot was constructed. The U.S. Army and Navy both had aviation schools that operated at Rockwell Field on the recently acquired North Island. Aerial gunnery and advanced flying schools were in operation at Oneota (Ream Field), Imperial Beach, and Otay Mesa. Two U.S. Naval Radio Stations existed in San Diego, with Fort Rosecrans at Point Loma being an ideal location for defending the San Diego harbor. The U.S. Army also established Camp Kearney (1917) in nearby Linda Vista (California Development Board 1918:69, 91; Engstrand 2005:116, 118, 129-131, 137). A number of communities developed during this period (1900-1920) as land was subdivided and new residences were constructed in areas such as present-day City Heights (City of San Diego 1942). Roads such as the predecessors to Highway 80 made connectivity easier between the city and various towns across the county.

By 1930, San Diego had not yet become a densely populated area, and much of the county consisted of flourishing agricultural communities (Engstrand 2005; United States Census Bureau 1930). Federal and state water development projects, military construction projects, harbor improvements, and highway construction reduced some of the effects of the Great Depression. Social changes, such as the construction of San Diego State College (1931), the transition from coal-derived power to natural gas, and the planning and hosting of the World's Fair (1935), also aided in sustaining the San Diego area (Engstrand 2005:147-155). Another economic stimulus was Reuben H. Fleet's decision to move Consolidated Aircraft from Buffalo, New York to San Diego, which brought 800 employees and \$9 million in orders (Consolidated Aircraft 2004; Engstrand 2005:151). During the decade between 1930 and 1940, the county population increased by a modest 38 percent (U.S. Census Bureau 1930, 1940). Residential development within the city increased between 10 and 20 percent in neighborhoods such as Mission Hills/Hillcrest, Middleton, North Park, South Park, Barrio Heights, Marilou Park, City Heights, and Encanto. In contrast, areas such as Talmadge and College Heights experienced significant growth at 80 and over 138 percent during the decade, on account of open land and the newly constructed college (City of San Diego 1939). The population of the county remained largely concentrated in and around the city of San Diego. A strong military presence and wartime related industries in and near the city of San Diego established a strong foundation for participation in the mobilization for World War II.

Wartime industries such as aircraft production and government, trade, and service industries created a 62 percent labor increase in the city and a 63 percent increase in the county (Day and Zimmerman Report 1945:87-90). As a result, San Diego's population swelled between 1940 and 1950. With more than half a million people, San Diego had become a metropolis with well-established city neighborhoods and attractive rural areas transitioning into new suburban communities (United States Census Bureau 1950). By 1960, the

population of the county had risen to 1,033,011, and between 1950 and 1970, bedroom communities such as El Cajon, Escondido, Chula Vista, and Oceanside experienced tremendous growth rates (Engstrand 2005:166; United States Census Bureau 1960).

## **3.2 MODERN SAN DIEGO PUBLIC SCHOOL DEVELOPMENT**

*The text below is the official District context prepared by ICF International (Yates 2015) with additions by ASM.*

### **3.2.1 Loss of Pre-1933 San Diego Public School Buildings**

The current San Diego Unified School District boundaries stretch from La Jolla to Scripps Ranch and from Paradise Valley and Point Loma (San Diego Unified School District 2013a). The school district is the second largest in California and serves 132,787 students from pre-kindergarten through grade 12 within 227 educational facilities. Of those, there are 117 elementary schools, 24 middle schools, and 26 high schools (San Diego Unified School District 2013b).

None of the major public school buildings in which San Diego children were educated prior to the 1930s continue to stand today. Still, in order to understand how the educational system and school architecture evolved over the course of the twentieth century, it is important to understand the relationship between Progressive-era educational reform and reform-oriented school planning during the first decades of the twentieth century.

The first San Diego school opened in 1851, and the school district was established three years later (San Diego Unified School District 1954, 2013b). The first high school started in 1888, when high school teachers began teaching students at Russ School, which had been constructed six years earlier. High school operations took over the Russ School building in 1892, and in 1903 the school became San Diego High School. In 1906, a new San Diego High School was constructed (San Diego Unified School District 1954). An increasing population prompted the school district to expand from its first rented school building. Between 1900 and 1920, the school population grew from 3,000 to 14,275 students plus evening high school and part-time students. In addition to construction of San Diego High School, 16 new elementary schools were also constructed (San Diego Unified School District 1954; Wilson 1942:159-163). In 1924-1925, East San Diego (including City Heights) and Normal Heights were annexed and brought Euclid, Central, Hamilton, and Normal Heights into the school system (Wilson 1942:163). By the end of the 1920s, schools were overcrowded. Support of the 1928 bond funded the replacement of old buildings and construction of new schools in 1930 (Wilson 1942:164-165).

Progressive educational reform and school planning mirrored Progressive reformers' efforts to educate immigrant and working class Americans for effective citizenship, ameliorate the worst physical features of urban working-class tenement buildings, and improve the health of tenement residents. Progressive-minded school architects and planners sought to improve classroom ventilation and exposure to natural light, and enhance safety by fireproofing new buildings with concrete and steel construction. In contrast to the limited fenestration of older school buildings, new buildings were increasingly ventilated by rows of steel-framed awning or hopper windows stacked two or three high, which were intended to enhance comfort and reduce germs. Concern with student health also translated into new emphasis on physical activity as essential for proper childhood and adolescent mental and physical development. The notion that such development took place in stages led to creation of the 6-3-3-year division of elementary schools, junior high schools, and high schools during this period. Influenced by psychologist and philosopher, John Dewey, educators increasingly rejected the rote memorization exercises that dominated Victorian-era classroom activity. Within the improved physical environments of newer schools, children would be encouraged to engage actively with the world. Educational reformers adopted a child- or pupil-centered approach. They tailored educational exercises to individual experience and worked to foster the student's development through

participatory engagement, critical thinking, and problem solving, all of which promised to better prepare youth for democratic participation. Progressive-era educators also introduced gendered home economics or domestic arts training as well as vocational training in woodwork, metal work, and auto mechanics (Baker 2012:8-9; Bederman 1995:77-120; Bowers 1967; Hyatt et al. 1914:8-13; SDUSD 1954:7; Teaford 1993:26-27, 33-34; Zellie 2005:12, 14-15, 21-22).

In 1933, the Long Beach Earthquake destroyed 70 schools and caused 40 masonry school buildings to be condemned in the greater Los Angeles area. Inspectors found that across the Los Angeles region, more recently constructed fireproof buildings with steel or reinforced concrete beams in floors and roofs withstood the earthquake much better than older masonry buildings. Passed in response to the post-earthquake inspections, the 1933 Field Act (or Field Bill) empowered the State Division of Architecture to institute new regulations and codes mandating earthquake resistant buildings. Six years later, the Garrison Act created new criteria for continued use of school buildings constructed prior to 1933. As a consequence of the Field Act, none of the larger San Diego public-school buildings or complexes constructed prior to 1933 stand today. Those pre-1933 schools included numerous large, two-to-three story, rectangular, L- or U-shaped buildings designed in late-nineteenth-century Victorian styles, or, after the turn of the century, in the Neo-Classical, Mission Revival, and Spanish Colonial Revival styles (Department of General Services 2012; Heumann and Doehne 2002a:8-9; Kistner 1915; Sanborn Map Company 1906, 1921, 1926, 1940a, 1940b; Smythe 1908).

It appears that during the 1950s and 1960s, officials began to declare these early San Diego school buildings and complexes seismically unsafe and in need of replacement under the Field Act and subsequent supplementary legislation. In the wake of the 1971 San Fernando Earthquake, the State of California provided new funding for retrofitting or replacing pre-1933 school buildings. As a result, large Mission Revival and Spanish Colonial Revival buildings at La Jolla, Point Loma, and Hoover High Schools—all important examples of these architectural styles in major civic buildings—were put to the wrecking ball (see Figures 5 and 6). The demand for seismic safety had a major impact on the San Diego built environment, and many school sites across the city would eventually come to be dominated by buildings designed and constructed during the post-World War II period (Dalberg ca. 1975; San Diego Union 1973).

### **3.2.2 The Great Depression and World War II**

Following the stock market crash of 1929, the onset of the Great Depression initiated a new period of financial hard times for San Diego schools. As unemployment rates skyrocketed and the local tax base dwindled, school officials increased class sizes and reduced teacher salaries. San Diego public schools and the city at large benefited from federal public-works programs created by the Roosevelt administration's New Deal. The Works Progress Administration (WPA) sponsored murals by local artists at public schools and funded a major curriculum development initiative in San Diego. Although the WPA built a substantial complex at today's San Diego State University, the extent of New Deal investment in San Diego public school construction remains unclear.

By 1940, the number of students in the district had grown to 31,484 and the school district had expanded to 38 elementary schools, five junior high schools, two junior-senior high schools, three high schools (San Diego, La Jolla, and Hoover), a day and evening junior college, a continuation school, and a vocational school. (City of San Diego 2007:29-30; Gelernter 1999:246-248; Leightner 1996; McElvaine 1984:152-153, 255, 265-75; Mehren 1972a; Mehren 1972b, SDUSD 1954:10).



Figure 5. Point Loma High School, 1925. Source: O.B. Rag, "Point Loma High School Video Celebrates its Opening in 1925—Video," Available: <http://obrag.org/?p=66120>, Accessed November 6, 2012. Courtesy of ICF.



Figure 6. Demolition of Original Point Loma High School Buildings, 1974. Source: "High School Auditorium Walls Topple," *San Diego Union*, July 24, 1974, News Clip from Box 87—Schools—M-R, San Diego History Center. Courtesy of ICF.

European in origin, the Modernist International style made its first appearance in southern California school architecture in Los Angeles during the 1930s. Associated with the Bauhaus School of Modernist design, Architects Richard Neutra and Rudolf Schindler first introduced the International style to the west coast after emigrating from Europe. These and other practitioners of the style turned away from traditional ornamentation and historical references and instead sought to create building forms that expressed their function and structure through “rational, clean, uncluttered” design. Institutional International style buildings typically had a horizontal orientation and were sometimes box-shaped and sometimes incorporated asymmetrical cubic massing. Such buildings also typically featured flat roofs with low parapets or overhanging cantilevered slabs, smooth wall surfaces of concrete, brick, stucco, or steel, square corners, and expansive horizontal bands of steel-frame fixed or sash windows (City of San Diego 2007: 24 quoted, 58-60). International style educational buildings do not appear to have been designed in San Diego until 1945 or later, though earlier examples may be revealed as more SDUSD schools are evaluated for potential historical significance.

Several International-style school facilities designed during the 1930s and 40s beyond San Diego merit brief discussion here, because they would become important exemplars of Modernist school design in the United States. In the Los Angeles area, Richard Neutra employed the International style in his design of a major addition to the Corona Avenue School, completed in 1935. Neutra’s addition featured large L-shaped classrooms with sliding full-length glass doors that opened to a courtyard and served both to maximize natural light and facilitate an indoor-outdoor curriculum. Neutra’s addition to Corona Avenue School would prove highly influential over subsequent decades.

Completed in 1940, and designed by Eliel and Eero Saarinen, Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr., the Crow Island School in Winnetka, Illinois, would also prove highly influential (Figures 7 and 8). The school’s plan consisted of a central common building and low-slung, single-story wings with central corridors and projecting L-shaped classrooms. The classrooms incorporated large banks of steel-framed window, including corner windows, and provided immediate access to courtyard spaces, which, like Neutra’s Corona Avenue School addition, served to intermingle indoor and outdoor space (Baker 2012: 11-12; 59; Heumann and Doehne 2002b; Ogata 2008:564).

It appears that during the 1930s and early 40s, the Moderne style or styles (Art Moderne or Streamline Moderne, and PWA Moderne) had the greatest influence on public school design in San Diego. Streamline Moderne departed from Art Deco’s geometrically ornate surfaces, vertical emphasis, and elements of pre-modern historicism (or “primitivism”). Like the International style, Streamline Moderne had a more horizontal emphasis and dispensed with explicit ornamental references to earlier forms of architecture. Unlike the more purist Modernism of the International Style, which also eschewed ornamentation generally in favor of an aesthetics rooted in the expression of buildings’ structural functions, Streamline Moderne reflected a more populist future-orientated design aesthetic that made use of visual references to transportation technology such as airplanes, trains, and ships. Streamline Moderne buildings incorporated asymmetrical massing, flat roofs, smooth wall surfaces, curving corners, glass-block windows, steel-framed windows, horizontal string courses. In contrast, PWA Moderne buildings—a number of which were constructed at Los Angeles schools during the late 1930s—often retained stripped-down classicism or other restrained historical references. PWA Moderne school buildings typically incorporated recessed and often centered entries framed by column pilasters or quoin moldings, sometimes with pediments, as well as large rectangular window openings, fluted patterns borrowed from Art Deco, and sometimes curved corners borrowed from Streamline Moderne (City of San Diego 2007: 24, 27, 54-55; Gelernter 1999:249-50, 241-43; Heumann and Doehne 2002a:13; Heumann and Doehne 2002b).

One San Diego school with Moderne architectural features, Franklin Elementary School, is located in the Kensington neighborhood (Figure 9). Built in 1934, the school’s earliest and distinctly Moderne building



Figure 7. Crow Island School, photographed in 1989. From National Register Nomination Form: <http://pdfhost.focus.nps.gov/docs/NHLS/Photos/89001730.pdfoint>, Accessed November 5, 2012. Courtesy of ICF.



Figure 8. Crow Island School classrooms, photographed in 1989. From National Register Nomination Form: <http://pdfhost.focus.nps.gov/docs/NHLS/Photos/89001730.pdfoint>, Accessed November 5, 2012. Courtesy of ICF.

contains the main entrance, offices, and classrooms. An addition to the 1934 building and a second classroom building were constructed in 1940-41. Research has yielded no evidence that any of these buildings were constructed as a WPA or PWA project. The 1934 building has stucco-covered exterior walls, which curve in several places rather than forming corners. In addition to the wall curvature, a horizontal string course and glass block windows also register Streamline Moderne influence. The school's upper exterior wall edges feature coping in a chevron pattern, decorative motif widely employed in Art Deco buildings and structures (SDUSD 2015; San Diego Union 1940).

As a center of U.S. Naval activity, San Diego attracted workers from across the country seeking defense industry jobs created during World War II mobilization, and their children flooded the school system. As a result, SDUSD became the nation's first school district to design and build portable classrooms. The federal government constructed 13 new schools in the San Diego area, several of which served the new community of Linda Vista. Planned and constructed by the federal government, Linda Vista was a defense-worker community comprised of low-cost housing built with unprecedented mass-production efficiency atop the mesa north of western Mission Valley. The federal government constructed Linda Vista's schools during the years 1942-43, well after workers had occupied the residential units. In October 1941 the *San Diego Union* announced that architectural contracts to design the three schools planned for Linda Vista had been awarded to master architect William Templeton Johnson for Linda Vista Elementary, the firm of Kistner & Curtis for Kearny Junior-Senior High School (today's Montgomery Middle School), and William Lodge for Kit Carson Elementary School (City of San Diego 2007:33-35; *San Diego Union* 1941; Scarr 1956; SDUSD 1954).

Linda Vista Elementary School originally consisted of a long irregular-plan main building along Ulrich street north of Oster street, and two rectangular buildings extending west from near the south end of the main building. Although Linda Vista Elementary School was not a distinctly PWA Moderne school, it incorporated limited decorative historical references. Johnson included several classical features at the school's main entryway along Ulrich street north of the auditorium, including an open pediment above quoin molding and a central entryway arch with flanking columns and entablatures (Figure 10). Fenestration included large banks of rectangular classroom windows, likely framed in steel (sympathetic aluminum replacement windows have since been installed). Linda Vista's Kearny Junior-Senior High School (now Montgomery Middle School) included two rectangular-plan two-story buildings sited parallel to Ulrich Street and topped with low-pitched hip roofs. Apart from Moderne-influenced curved and horizontally scored walls at the central recessed main entry to the building along Ulrich street, and horizontally scored exterior wall panels, the school's lack of ornamentation appears to have reflected the growing influence of the International style (Figure 11).

Linda Vista's Kit Carson Elementary School was constructed as a large Moderne, two-story, U-shaped building at Kramer and Coolidge streets (Figure 12). Still present today are WPA-sponsored sculptural panels created by San Diego artist Donal Hord, which adorn large portions of exterior walls at the northeast corner of the plan and above the main entry at Kramer street west of the auditorium entry (San Diego History Center n.d.). At the northeast corner near the auditorium entry, the building also features a curved wall with glass block windows, and the door openings at the auditorium entrance are divided by partitions with curved and fluted ends. Exterior fluting occurs elsewhere, and large rectangular banks of windows light classrooms along the north façade (here again, aluminum windows have replaced what were likely steel-framed units originally).

As a large two-story building with a U-shaped plan and prominent sculptural panels, Kit Carson Elementary school retained some of the civic monumental character of earlier large school buildings. In contrast, the other San Diego schools discussed in this section consisted of multiple buildings, some of them predominantly one-story buildings with elongated plans and an auditorium-cafeteria volume built to greater heights. All of these schools appear to have been designed with interior circulation corridors and classroom



Figure 9. Main entrance to Franklin Elementary School (1940-41), photographed in November, 2012. Courtesy of ICF.



Figure 10. Main entrance to Linda Vista Elementary School (1941-42), photographed in November, 2012. Courtesy of ICF.



Figure 11. Montgomery Middle School's original building fronting Ulrich street (1941-42), photographed November, 2012. Courtesy of ICF.



Figure 12. Northeastern corner of Kit Carson Elementary School (1941-42), photographed in November, 2012. Courtesy of ICF.

entries. After World War II, the school site dominated by a large monumental building would become a symbol of the past. Provided with larger school sites in new suburban subdivisions, and committed to exploring Modernist indoor-outdoor design principles, post-war school planners and architects would increasingly eliminate interior circulation corridors, spread out the school plan across a larger area, multiply the number of buildings, and treat the growing interstitial areas between buildings as integral elements of the educational built environment requiring careful attention to landscaping.

### 3.2.3 Post-World War II San Diego Public Schools

A San Diego population that stood at 203,341 in 1940, just prior to World War II, grew to 334,387 by 1950. Military expansion, growth of the defense industry, and the baby boom all contributed to this population growth. Bond issues of \$6,866,000 in 1946, \$11,806,000 in 1950, and \$15,800,000 in 1953 helped fund both construction of new schools and improvements to existing ones. By June 1954, the student population had grown to 62,818 full-time students and 15,295 part-time students, with 63 elementary schools, seven junior high schools, two junior-senior high schools, five senior high schools (with the additions of Mission Bay [1953] and Kearney [1954]), a junior college, five evening high schools, a continuation high school, and a vocational school (San Diego Unified School District 1954). Even with the construction of new permanent school complexes and new buildings at older campuses, SDUSD continued to rely on portable classrooms to accommodate the growing student population (City of San Diego 2007:23, 30-32, 36; Scarr 1956). Most of the previously discussed schools were developed to serve first- and third-ring streetcar suburbs such as La Jolla, Point Loma, Kensington, and City Heights, or to serve the planned defense-worker community of Linda Vista. During the 1950s, construction of new public school complexes took place mainly in emerging automobile suburbs located further out from the urban core, in Pacific/Mission Beach, Bay Park, Clairemont, Serra Mesa, the College and Fairmont areas, and suburbs further east and south (City of San Diego 2007:36-41, and Residential Development Patterns Map).

During the immediate post-war years, the International style had a greater influence on the architecture of new public schools locally and across the country, but San Diego school architects quickly intermingled the International style with newer architectural trends to produce school designs best categorized as “Mid-Century Modern.” San Diego’s post-war schools would stand in marked contrast to the earlier, large (sometimes even monumental) multi-story buildings that often dominated earlier public school sites. The new San Diego-area school designs would reflect architectural trends generally, but would also depend on larger school sites afforded by new suburban developments compared to the more constricted sites in older urbanized areas. The greater space allowed architects to open up and spread out school plans, and make commonplace the kinds of indoor-outdoor design that a few innovative Modernist architects had begun to explore in pre-World War II schools such as Neutra’s Corona Avenue School and the Crow Island School. Progressive education also underwent important changes following World War II that mirrored the mainstreaming of Modernist architecture, which was pioneered by politically leftist architects in Europe and brought to the United States by immigrants such as Neutra. Amid the left turn in American politics during the Great Depression and New Deal years of the 1930s, many heirs to Progressive-era educational reform insisted that public schools needed to promote critical assessment of social problems and serve the goal of “social reconstruction.” Under pressure from critics, many Cold War-era educators put new emphasis on fundamentals and moved away from the Depression-era emphasis on teaching for social reconstruction. Within the emerging Cold War context, it would become increasingly important for schools to ready an entire generation to beat the Soviet Union in the arms and space races. Public education remained pupil-centered, but the emphasis shifted from social reconstruction to students’ social adjustment and integration, and elementary schools in particular were thought of as socializing domestic extensions of the home. Amid the changing political climate, many post-war educators and school planners continued to retain the older Progressive-era faith in psychological and social environmentalism—the idea that properly designed physical environments could shape educational experience for the better. As Charles Wesley Bursch, chief school planner for the California Department of Education explained in 1947: “school

architecture. . . must recognize [that] its forms, dimensions, color, materials, and texture are capable of creating an environment which either attracts or repels the child. . . The school plant designed for the child is unpretentious, open, colorful; spread out planning permits him to blow off steam and breath fresh air . . . the general environment is not forbidding and monumental but is informal and devoid of affectation as the child himself” (Brown 1988:70-78; Gelernter 1999:238, 263-264; Hendrick 1974; Ogata 2008:564-567, 569 [quote]).

The quote captures the philosophical basis of suburban school planning in the post-World War II years. One architecturally influential school that achieved the goals outlined by Bursch during the late 1940s was the Montecito School in Martinez, California. Completed in 1949, the school was designed by architect John Lyon Reid, one of the leading post-war school designers in the United States. The school consisted of parallel rows of low-rise classroom buildings, open circulation corridors, and L-shaped classrooms with sheltered gardens and yards, all of which, as architectural historian Amy F. Ogata explains, “maximized space and traffic flow, light, and provided integrated areas for indoor and outdoor teaching” (Ogata 2008: 568-569, 569 quoted).

Like the Montecito School, new suburban schools in San Diego and other parts of California would employ Modernist architecture to foster greater interplay between indoor and outdoor space and experience. Architects created expansive school plans consisting of numerous low-slung one-story buildings containing classrooms and offices with ample windows, and perhaps an auditorium and gymnasium built to greater heights. As Ogata explains, post-war school “architects across the country used poured-concrete slabs for low-rise structures, lightweight steel frames . . . and expanses of glass,” which proved less expensive to build than pre-war schools. Circulation through new school facilities would take place mainly in open-air corridors covered by broadly projecting eave overhangs and sheltering canopies supported by steel columns (Figure 13). Landscaping between buildings and circulation paths would become an increasingly important element of school plans. Within a Cold War context of students performing “duck-and-cover” drills in preparation for potential nuclear attack, observers praised the new schools as easier to evacuate than the older large multistory school buildings. Notable architects and architectural firms that designed post-war San Diego public schools in the Modernist idiom included William Templeton Johnson, Samuel Hamill and others who had established themselves prior to the war, as well as architects and architectural firms that would become more exclusively associated with post-war Modernism, including San Diego-era masters such as Lloyd Ruocco, Frank Hope and Associates, and Clyde Hufbauer (City of San Diego 2007:92; Brown 1988; Ogata 2008:568-569; Pitman n.d.; Ruocco 1951).

Hufbauer appears to have designed more post-war San Diego schools than any other local architect. After earning Master of Arts and Doctorate degrees in Architecture at the University of California, Berkeley, Hufbauer moved to San Diego and began his architecture career in the late 1930s. In 1947 Hufbauer established his own firm and began working for SDUSD. Structural engineer Theodore Paulson worked with Hufbauer on many school projects. Hufbauer designed the SDUSD Board of Education-Eugene Brucker Education Center in University Heights, built in 1953 and one of the most significant local examples of International style architecture (Figure 14). Hufbauer’s firm designed eight high schools, 16 junior high schools, and 63 elementary schools. At schools such as Alice Birney Elementary and Mission Bay High School (both built in 1953) and others, Hufbauer created Mid-Century Modern classroom and office buildings with ample windows, smooth surfaces, and low-pitched gabled, shed, or more boldly V-shaped or butterfly roofs with eave broadly projecting overhangs to shelter building entries (Figures 15 and 16) (City of San Diego 2007:58, 103; May n.d.; San Diego Tribune 1993).

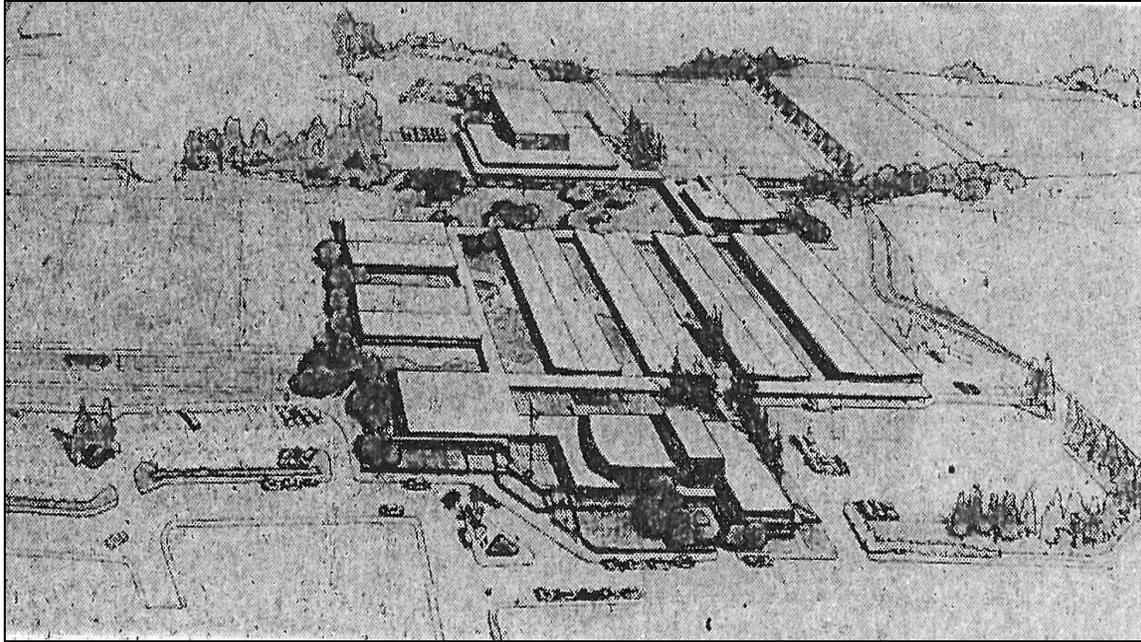


Figure 13. Bird's eye drawing of the Clyde Hufbauer-designed Crawford High School, 1957. Source: George Dissinger, "City to Add Two Senior Highs in Year: Schools Keep Pace with Area Growth," *San Diego Tribune*, June 18, 1957, News Clip from Box 87—Schools—M-R, San Diego History Center. Courtesy of ICF.



Figure 14. Original portion of Audubon Elementary School, designed by Samuel Hamill and constructed in 1955, photographed in October 2014. Courtesy of ICF.



Figure 15. SDUSD Board of Education-Eugene Brucker Educational Complex (1953), one of San Diego's premiere examples of International style architecture, photographed in November, 2012. Courtesy of ICF.



Figure 16. Main entrance to Mission Bay High School (1953), photographed in November 2012. Courtesy of ICF.

3.0 Historic Context

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Figure 17. Butterfly roofs of classroom buildings at Hufbauer-designed Crawford High School (1957), photographed in August, 2012. Courtesy of ICF.



Figure 18. Folded-plate wall of library at Taft Middle School (1962), photographed in November 2014. Courtesy of ICF.

Hufbauer's school designs reflected broader changes in planning and architecture observable in San Diego schools designed by other architects during the 1950s and 1960s. Larger campus buildings constructed to accommodate auditorium, cafeteria, and gym spaces often continued to echo the International style in their cubic volumes, flat roofs, parapets, cantilevered overhanging elements, and large window walls at lobbies and entries. Over time, classroom and office buildings at schools across San Diego also incorporated bolder roofs along the lines of Hufbauer's designs, as well as other architectural elements—exposed rafters, colored wall panels, even folded plate walls—that registered the influence of new Modern styles, including the Contemporary, Post-and-Beam, and Futurist-Googie styles (Figures 17 and 18).

In order to achieve the ideal of a psychologically appealing physical environment, the expanding outdoor spaces of post-war Mid-Century Modern schools required careful attention to landscaping—the design and placement of lawns, trees, shrub clusters, concrete walkways, benches, and planter boxes. Landscape architect Jane Minshall made essential contributions to the built environments of post-war San Diego public schools. Minshall earned her degree in landscape architecture at the University of California, Berkeley, in 1941. In 1947 SDUSD hired her as its landscape architect, a position she held until her retirement in the mid-1970s. Working with Hufbauer and other architects, Minshall chose plants and trees based on their fit for the San Diego climate, water needs, and long-term growth patterns. According to Minshall, the task required her “to visualize how planting will look at all stages in its development and at all seasons. So many factors are involved in plant selection that development of a planting plan is much like trying to solve a jigsaw puzzle.” “In the preliminary stages,” Minshall told a San Diego Tribune reporter in 1954, “I work with the building architect and show him where I'd like planting. I also decide where the paving and the playground should go.” Elsewhere, Minshall also explained that the landscape planning process entailed careful “study of anticipated student circulation or traffic flow.” Declaring her “philosophy” in 1974, Minshall argued that the “most important justification for landscaping our schools . . . is the effect that an attractive, comfortable environment has on the emotional well-being of students and staff . . . children accustomed to a pleasant environment at school, will as adults take greater pride in their homes and community” (Minshall 1974:1, 4 [quoted]; San Diego Tribune 1954; SDUSD 1967).

### 3.3 ULYSSES S. GRANT ELEMENTARY SCHOOL

Ulysses S. Grant Elementary School, now known as Grant K-8 School, opened in 1914 to provide public education for the children living within Mission Hills.

Prior to 1869, Mission Hills contained only the Calvary Cemetery and agricultural fields. While the area had been bought and then subdivided by Captain Henry Johnston, Cyrus Arnold, and Daniel Choate, it remained mostly uninhabited for several decades (Grant Elementary School 2005). The area containing the school was surveyed in 1875 and was originally known as Pueblo Lot 1122 (Survey Map 1875) (Figure 19). By 1890 it was known as Lot 61 within the Arnold and Choate Addition (City of San Diego 1890) (Figure 20). The 1952 City of San Diego Assessor's Map containing the Project area shows that Grant School is located on Blocks 61 and 80 of the Arnold and Choate Addition and that Douglas Street between Blocks 61 and 80, and Lark Street between Blocks 61 and 62 and Blocks 80 and 79 had been closed to make room for the school. The 1952 City of San Diego Assessor's Map also shows that the Project area had been subdivided into individual lots for residential use prior to the site being used for the elementary school; however, no previous residential development took place within the original school site (City of San Diego 1952a).

Few roads led into Mission Hills in the early 1900s, so Kate Sessions, the botanist who developed Balboa Park, who had already started her experimental nursery in the neighborhood, persuaded John D. Spreckles to build a streetcar line from downtown San Diego to Mission Hills and to improve the roads. The Mission

### 3.0 Historic Context

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Hills neighborhood grew quickly after the construction of additional roads and the streetcar line. By the early 1910s the population was large enough to support the creation of an elementary school. Kate Sessions' packinghouse and part of her fields were located on what is now Grant K-8 School. Prior to 1914 she deeded the land to the City of San Diego for an elementary school and by 1917 a wooden structure was constructed to house the school (Grant Elementary School 2005). This building remains on the school property and is now referred to as the Pioneer Park City Recreation Center Building. The 1917 building was intended to be a temporary school building to house the students until a more substantial school could be constructed.

Construction of the Grant Elementary school buildings, designed by Theodore Charles Kistner, was completed in 1921. Kistner was educated at the University of Illinois and then moved to San Diego for its medicinal climate. He established T. C. Kistner and Company in 1911. After wooing the San Diego Unified School District, Kistner received the commissions for and designed seven schools in three years (1911-1914). His efforts were thereafter rewarded with the appointment as City Architect for the school district. As such, when the school district reorganized from the K-12 schoolhouse system to elementary, junior high, and high schools, Kistner designed the first junior high schools in the system. Sweetwater Union High School (1921) and Grossmont High School (1922) were his earliest high schools, although they were outside of the San Diego Unified School District (Bowker 1956; Brandes 1991:101; White et al. 2013:14). Kistner opened an office in Los Angeles in 1922 where he made his home and worked on contracts in both San Diego and Los Angeles for schools, commercial buildings, city halls, churches, and military facilities (Brandes 1991:101; White et al. 2013:14-15). Kistner, and later his firms of Kistner, Curtis and Wright, and Kistner, Wright and Wright designed more than 2,000 schools in southern California.

Prior to the construction of the school, Kistner requested that the school site be surveyed (Figure 21). The Plat Map of Block 61 drawn for Kistner shows the original layout of the streets and the school building. Grant school, like many of Kistner's designs, was characterized by an open-air plan with French doors that opened into a Spanish-style courtyard (Figure 22). The school was intended to be a comfortable space with plenty of light. Grant Elementary School was a notable example of his style and was recognized by the California State Jury of Architects with an award of merit (Brandes 1991:101).

The partially completed school is shown on the 1920 (corrected in 1940) Sanborn Fire Insurance Map (Figure 23). The 1920 Sanborn Map shows the original 1917 wooden school building, which was then used to house the Kindergarten classes, along with two other wooden one-story class rooms. It also shows the partially completed Kistner school buildings, which consist of two parallel buildings containing class rooms, concrete corridors, and concrete terraces. The easternmost Kistner building also contains cloak rooms (Sanborn Fire Insurance Map 1920).



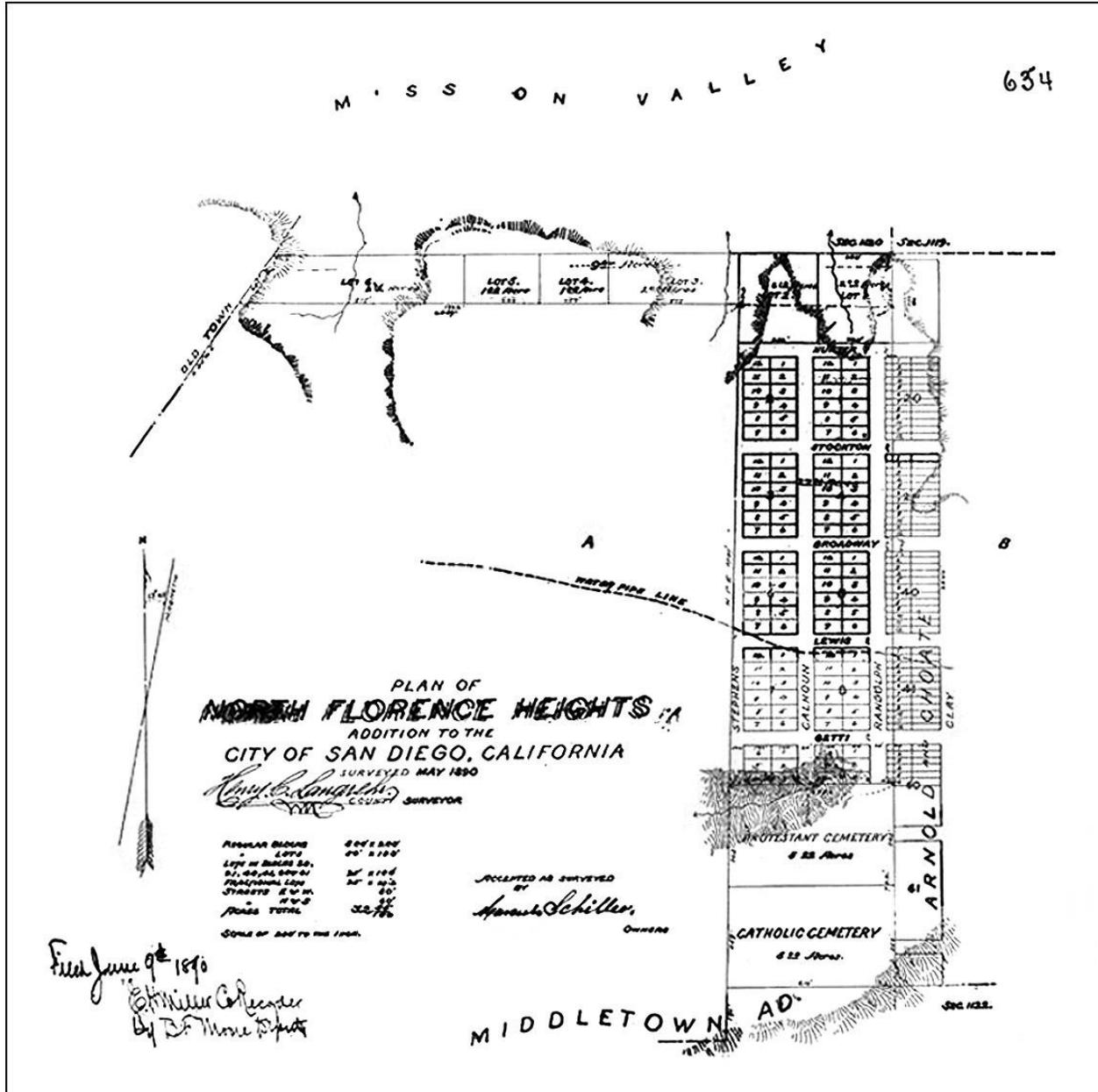


Figure 20. City of San Diego Map No. 634 – Plan of North Florence Heights, 1890, map provided by the SDHC.

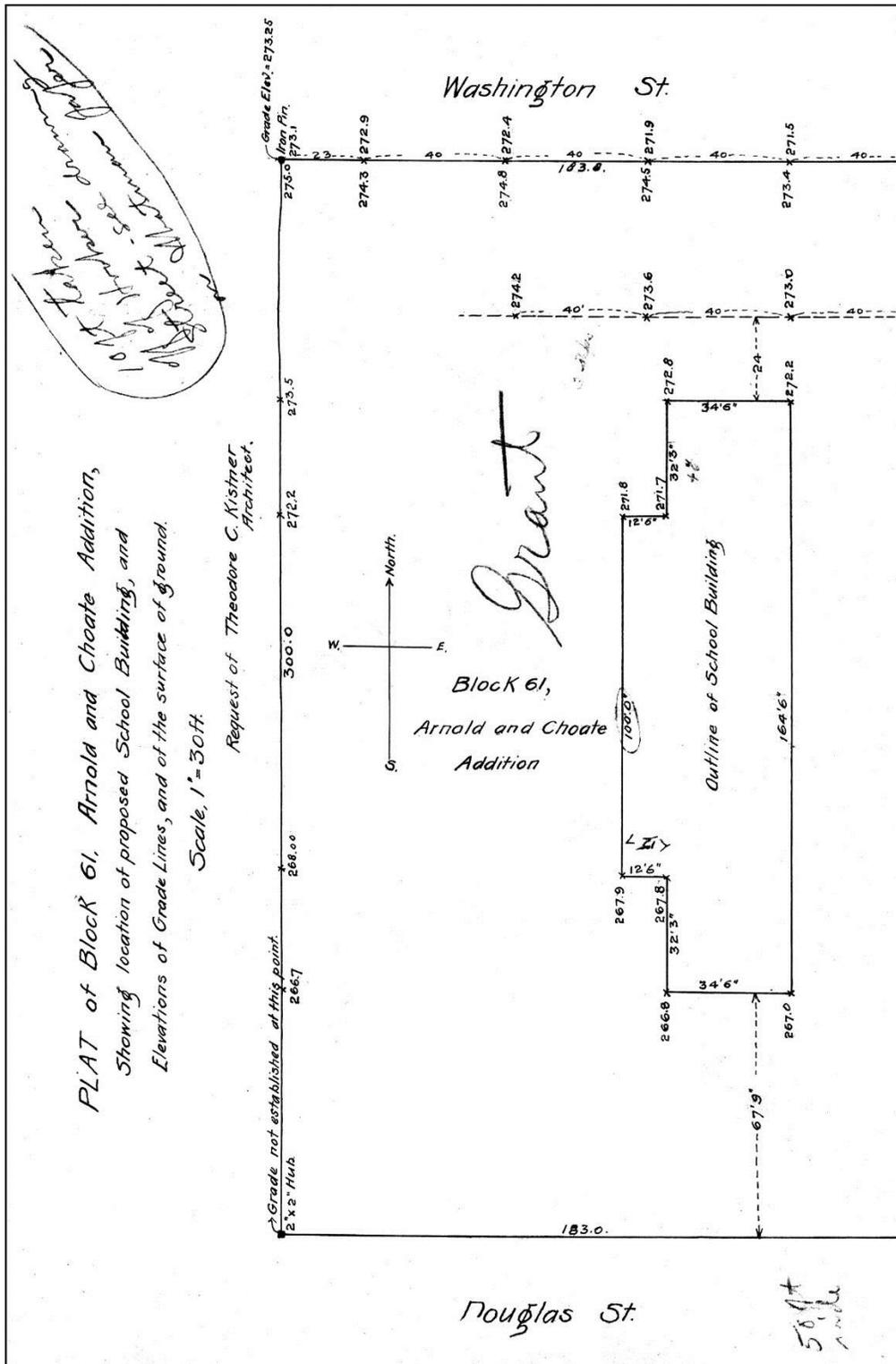


Figure 21. Plat of Block 61, Arnold and Choate Addition, showing the proposed school building, n.d., map provided by the San Diego Union School District.



Figure 22. Grant Elementary School c. 1918-1924, photograph provided by the SDHC.



The school was completed in 1921 and consisted of three buildings arranged in a U-shaped plan. The ground floor had 16 classrooms, an office, restrooms, and an auditorium. A cafeteria, library, bicycle room, furnace room, and storage room were housed in the basement (San Diego Unified School District 2013b). The school contained a playground, but it was not large enough and the students also used the unused Protestant cemetery, adjacent to the school and north of Calvary Cemetery, to play. The completed school buildings are shown on the 1950 and 1956 Sanborn Fire Insurance Maps (Sanborn Fire Insurance Map 1950, 1956). The 1950 and 1956 Sanborn Maps (Figures 24 and 25) show the original 1917 building, then housing the kindergarten and the completed Kistner school buildings; the other two wooden classroom buildings had been removed. An additional wooden one-story classroom building had also been constructed to the southwest of the Kistner buildings. The Sanborn maps show that the Kistner buildings had tile roofs, central corridors, and concrete terraces.

Increased enrollment during the population boom following World War II caused Grant School to expand and construct a new kindergarten addition. The current Building 05-05 was constructed in 1956 on what was formerly the playground on the land which previously held Lark Street. It was designed by George Lykos.

In 1933, the Field Act was passed in California which required all new school buildings to meet new earthquake safety standards. However, funding to retrofit or reconstruct the school buildings that did not meet earthquake safety standards was not acquired until the 1970s. As Building 05-05 was constructed in 1956, it met earthquake safety standards; however, the school buildings designed by Kistner did not. The school hoped to retrofit the buildings, but it was deemed too expensive (San Diego Unified School District 2013b). In 1974, all of the buildings designed by Kistner and all other buildings, except for the 1956 Building 05-05 and the original 1917 wooden school building, were demolished. The entire school was rebuilt, designed by Fred Johnson and built by Riha Construction Company. The new school buildings cost \$1.6 million and were designed in a loft construction style, in which a giant room held several multi-age classes. The new school buildings contained three levels, so that additional space could be added to the play yard. The new school buildings also contained a media center, cafeteria, and offices (San Diego Union, November 20, 1974). Additional school buildings were added in 2008 in order to include a middle school on the campus, and the school was renamed Grant K-8 School (San Diego Unified School District 2013b).

#### **3.3.1 George Lykos, Architect**

George Lykos is a San Diego-based architect who designed Building 05-05 for the Grant K-8 School in 1956. He was born in Boston on March 9, 1911. He earned both his Bachelor's and Master's degrees in Architecture from Massachusetts Institute of Technology in 1935 and 1936, respectively. In 1942, he partnered with Sidney Ingram Goldhammer to open the firm Lykos & Goldhammer Architecture & Engineering. Lykos became a member of the San Diego Chapter of the American Institute of Architects in 1947. He was a prolific architect in San Diego. Some of his more notable works include the Cubic Building (1961) on the corner of Balboa and Ponderosa; the downtown San Diego Courthouse (1960); and the First Unitarian Universalist Church (1959) on Front Street in the Hillcrest neighborhood. He was also known for his work on educational buildings such as the Standley Middle School in University City, and Waggenheim Middle School in Mira Mesa (Modern San Diego 2014).

### **3.4 CALVARY CEMETERY HISTORIC CONTEXT**

The second Catholic Cemetery in San Diego, today known as Pioneer Park, is located immediately to the west of the Project area. The cemetery was never officially named, but historically was known as the Calvary Cemetery or the Mission Hills Catholic Cemetery. Calvary Cemetery was formally surveyed in 1875 and consecrated as a Roman Catholic cemetery in 1876, although it is believed that burials took place in the cemetery as early as 1874 (City of San Diego 1968). The cemetery holds 1,650 known burials and was extensively used from 1880 to 1920.

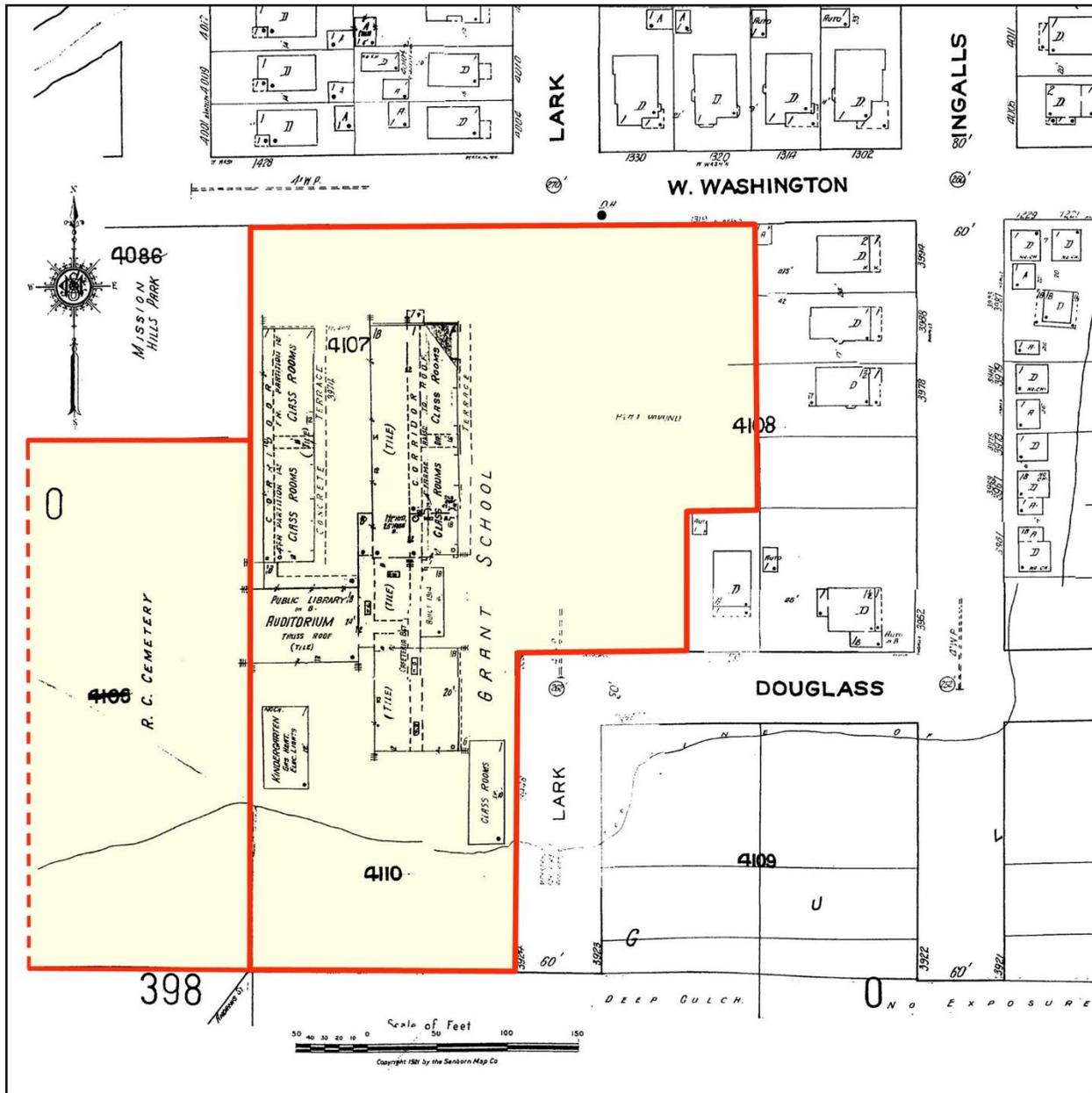


Figure 24. Sanborn Fire Insurance Map 1920 corrected 1950.

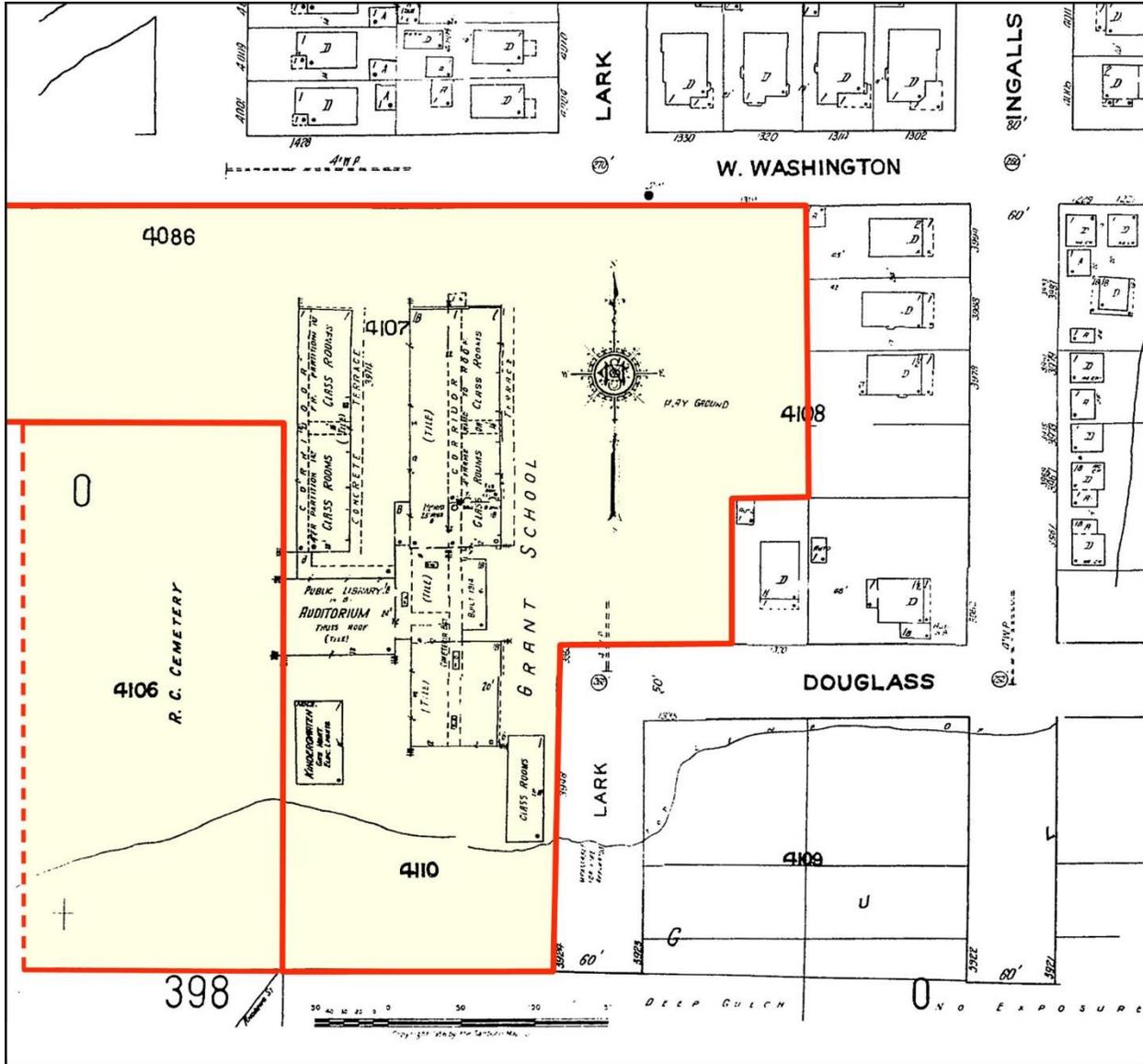


Figure 25. Sanborn Fire Insurance Map 1920 corrected 1956.

The cemetery consists of a 5-acre plot of land obtained by the City of San Diego from Joseph S. Mannasse. Mannasse was an early entrepreneur and land developer in San Diego, who laid out and sold the Mannasse and Schiller's Addition in the City. Mannasse obtained the land that would eventually hold the Calvary Cemetery on February 18, 1869 from the City of San Diego to be used to grow grain (San Diego County Deed Book 1869). Mannasse's purchase consisted of a rectangular plot of land, 40 chains north to south, and 9.25 chains east to west, east of Lot number 1121 and west of lot 1122 and 1110 (San Diego County Deed Book 1869). The 1952 City of San Diego Assessor's Map shows that the cemetery is located in an unnumbered pueblo lot directly to the west of Arnold and Choates Addition Blocks 80 and 61, formerly Pueblo Lot 1122 (City of San Diego 1952a, 1952b).

On July 7, 1873, the City of San Diego purchased 10 acres back from Mannasse, to be used as a Catholic and Protestant public cemetery and on October 27, 1873 the Catholic diocese acquired 5 acres of the land from the City for the cemetery (Innis 1968; Wheeler 1891). El Campo Santo, the Catholic cemetery in old town, was overflowing as early as 1870. Therefore, the City prepared the area within Pueblo Lot 1121 to be a public cemetery with a section for both Catholic and Protestant burials, as shown on the October 11, 1875 survey by the City of San Diego which delineated the Catholic and Protestant cemeteries, both 5 acres (Leheur and Rowe 1879; Survey Map 1875) (see Figure 19). The future Grant K-8 school site is shown within Pueblo Lot 1122.

Calvary Cemetery was laid out by Father Antonio Ubach, who was later buried in the cemetery (Figure 26). The cemetery housed many of the prominent early San Diego residents including the Bandinis and Coutts (Bissell 1982). It is possible that burials took place as early as 1874 in the Catholic Cemetery prior to the City's designation of the cemetery and the sale of the land to the Catholic Diocese; however, most of the burial records were lost in a later fire (Innis 1968; Johnson, Saum, and Knobel 1869-1888). The first recorded burial in the cemetery was in 1876. The mortuary lot sales records show that all 5 acres of the Catholic cemetery had been subdivided into eight sections, access roads had been laid out, and the entire cemetery was fully in use by 1890 (Figures 27 and 20) (City of San Diego 1890; Johnson, Saum, and Knobel 1894-1915). A wall surrounding the cemetery is shown in Figure 26 and the division of the cemetery into different sections with systematic plots is visible in Figure 27.

In 1942, a survey of the cemetery by the City of San Diego (Figure 28) shows its changing use over time. Section 1, the earliest section of the cemetery, has different sized burial plots and the plots within Section 1 North and Section 1 Central are not in straight orderly rows, as is seen in the sections used at a later date. While the burial plots in Section 1 South are in orderly straight rows, they are aligned slightly northeast, not straight north, as seen in sections used at a later date. Figure 28 also shows that the cemetery had a designated area for priests and for children.

The Protestant cemetery was never used and the land was returned to the City of San Diego in 1909. The land was later developed as Mission Hills Park (City of San Diego 1909). After the Holy Cross Catholic Cemetery opened in 1918, Calvary Cemetery fell into disuse as fewer and fewer burials took place in the cemetery (City of San Diego 1918). The last burial plots were sold in 1920 and the last burial took place in Calvary Cemetery on March 11, 1960 (Barnhart 1969).

In 1939, the City of San Diego regained the title to the cemetery so that Works Project Administration (WPA) funds and workers could be used to repair it (San Diego Union 1949). The WPA restored Calvary Cemetery in 1939, by cleaning and repairing the headstones and crypts, landscaping, and rebuilding the surrounding adobe wall. After the rehabilitation of the cemetery, a full-time caretaker was employed there between 1940 and 1949. However, in 1949, the caretaker was removed and the cemetery quickly again fell into disrepair (Innis 1968). The San Diego Union reported on February 27, 1949 that the cemetery was dilapidated, neglected, and had been vandalized (San Diego Union 1949).

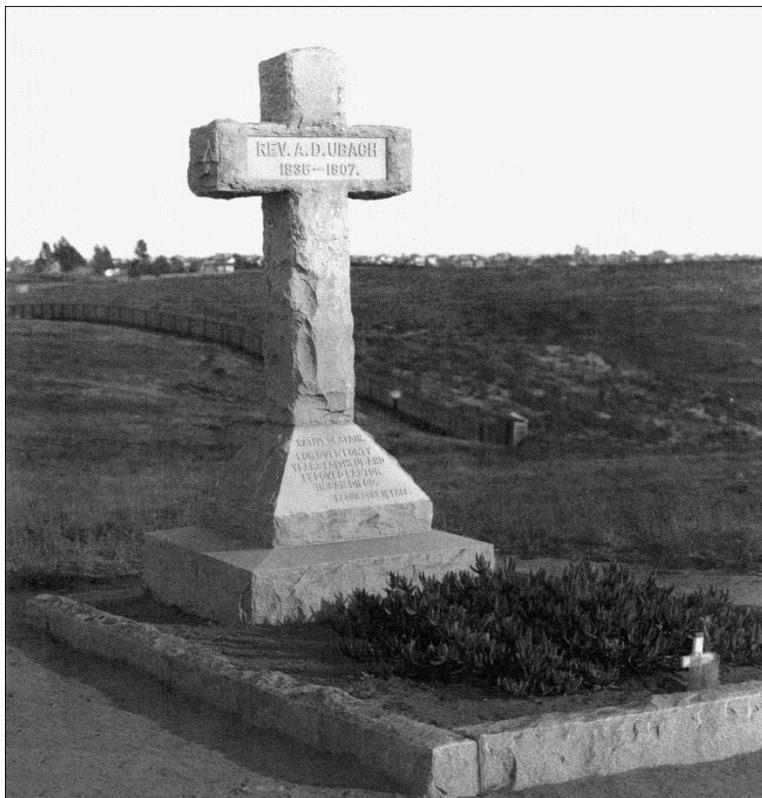


Figure 26. Photograph of Father Ubach's grave in Calvary Cemetery, and the fence line surrounding the cemetery, 1909, photograph provided by the SDHC.



Figure 27. Photograph of Calvary Cemetery c. 1892-1898, photograph provided by the SDHC.

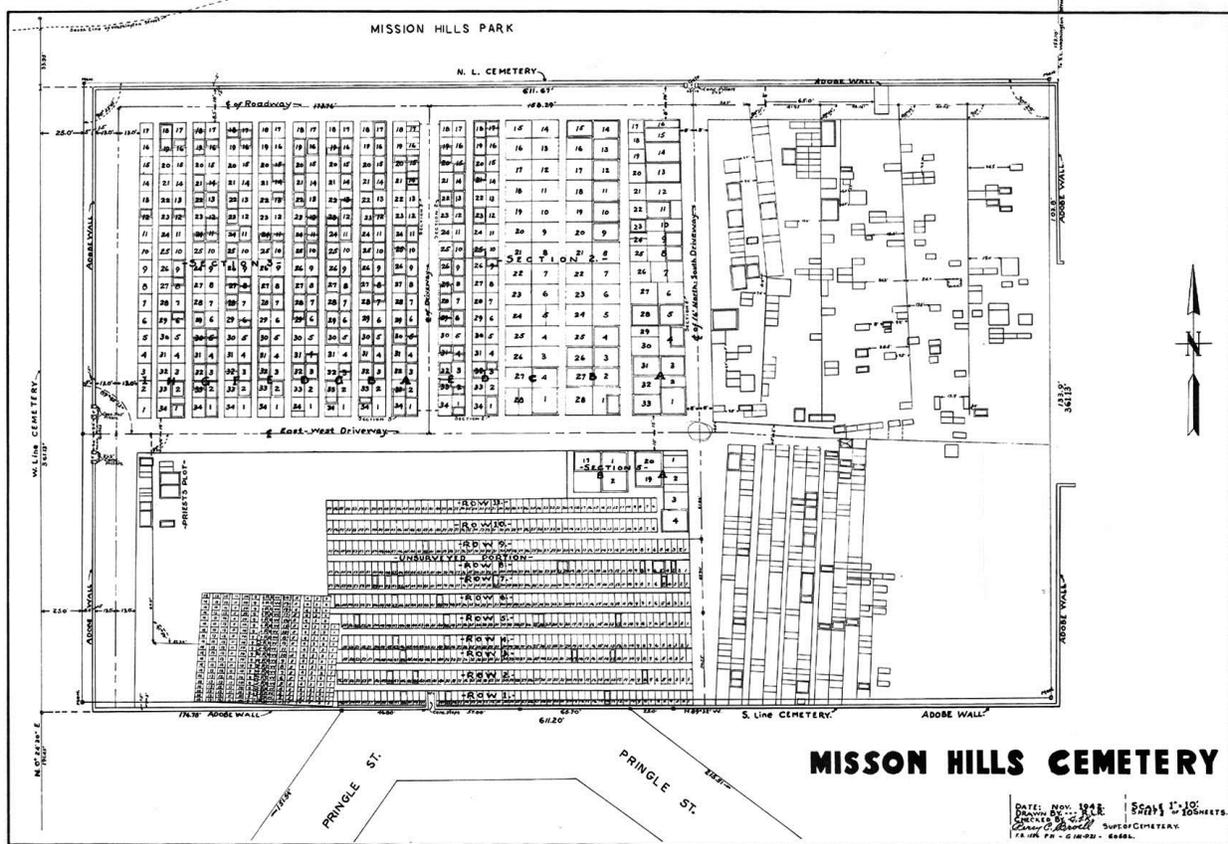


Figure 28. City of San Diego Surveyor’s Map of the Calvary Cemetery, 1942, map provided by the SDHC.

In 1957, the State of California enacted laws that allowed the government to convert abandoned cemeteries into pioneer parks. The cemetery could be converted if it endangered the health, safety, comfort, or welfare of the public and the government may declare it abandoned if not more than 10 burials have occurred in the past five years. The law also provided for the removal of headstones and memorials and the creation of a central memorial to honor those buried during the creation of the park (Innis 1968).

The City of San Diego began the process of converting the cemetery into a park in 1961, and in 1968, the Catholic Diocese executed a quitclaim deed for the property abandoning the cemetery. The City and the architectural firm Paderewski, Dean and Associates prepared a landscaping plan to convert the cemetery into San Diego’s second Pioneer Park, and made provisions for removing the headstones (City of San Diego 1969). Calvary Cemetery was listed as City of San Diego Historical Site Board Register No. 5 on February 29, 1968. By 1977, the cemetery had been transformed into a park and was dedicated as Calvary Pioneer Memorial Park. A bronze plaque listing many of the interred was constructed in the center of the park. The gravestones that had been removed from the cemetery during its transformation into a park were taken to Mount Hope Cemetery. However, some headstones remain and are lined up adjacent to the cemetery wall.



## 4.0 ARCHITECTURAL DESCRIPTION

### 4.1 KINDERGARTEN CLASSROOM BUILDING, 05-05

Building 05-05, also known as the Kindergarten building, is a single-story educational building constructed in 1956 in the Mid-Century Modern style (Figures 29-37). Building 05-05 is located at the southernmost end of the school campus, north of Washington Street. The building is bordered by an asphalt play area to the east, a cliff that leads to an open area to the west and south, and an unenclosed stairwell and ramp that leads to the rest of the campus to the north. The building features a concrete foundation and a smooth stucco exterior. The roof is flat and clad in asphalt with a large overhang and exposed purlins on the east elevation. The primary entrances are located on the east elevation and feature three classroom entrances consisting of flush metal doors. Also on this elevation are wood coat racks that are placed approximately 3 feet high along the exterior wall. The windows are large aluminum jalousie windows that are four lights high by six lights wide. A painted mural is also on the exterior wall of this façade. The north façade has two secondary entrances to the building consisting of flush metal doors. The west façade could not be accessed at the time of the survey; however, there appear to be windows on this façade and possibly a secondary entrance. The south façade could not be seen because of a chain link fence that does not allow access to that side of the building. Modifications to the building include the addition of the painted mural and coat racks. Landscape features include retaining walls with small vegetation and the play area. The building is in good condition and retains integrity of materials, design, location, setting, feeling, association and craftsmanship.



Figure 29. View of east elevation looking southwest.

4.0 Architectural Description



Figure 30. View of the east and north oblique looking southwest.



Figure 31. View of the northwest oblique looking southeast.



Figure 32. View of the west facade looking southeast.



Figure 33. View of the main facade looking south.



Figure 34. View of east façade looking west.



Figure 35. View of the east facade looking northwest.



Figure 36. View of the south façade obscured by adjacent chain-link fence.



Figure 37. View of the play area in front of the main facade looking south.



## 5.0 RECOMMENDATIONS OF ELIGIBILITY

This historic evaluation was carried out in compliance with CEQA. Therefore, Building 05-05 was evaluated for eligibility for the CRHR. Compliance with CEQA requires consideration of impacts to cultural resources as historical resources or those resources potentially eligible for listing on the CRHR. The procedures for assessing archaeological and historical resources are addressed in CEQA Guidelines Section 15064.5(a) and 15064.5(c).

### 5.1 CALIFORNIA REGISTER OF HISTORICAL RESOURCES SIGNIFICANCE CRITERIA

The CRHR program encourages public recognition and protection of resources of architectural, historical, archeological, and cultural significance, identifies historical resources for state and local planning purposes, determines eligibility for state historic preservation grant funding and affords certain protections under CEQA. The criteria established for eligibility for the CRHR are directly comparable to the NRHP criteria.

In order to be eligible for listing in the CRHR, a building must satisfy at least one of the following four criteria:

- 1) It is associated with events that have made a significant contribution to the broad patterns of local or regional history or the cultural heritage of California or the United States.
- 2) It is associated with the lives of persons important to local, California, or national history.
- 3) It embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of a master or possesses high artistic values.
- 4) It has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California, or the nation.

Historical resources eligible for listing in the CRHR must meet one of the criteria of significance described above and retain enough of their historic character or appearance to be recognizable as historical resources and to convey the reasons for their significance. For the purposes of eligibility for CRHR, integrity is defined as “the authenticity of an historical resource’s physical identity evidenced by the survival of characteristics that existed during the resource’s period of significance” (Office of Historic Preservation 2001).

### 5.2 CALIFORNIA ENVIRONMENTAL QUALITY ACT SIGNIFICANCE CRITERIA

CEQA requires that all private and public activities not specifically exempted be evaluated against the potential for environmental damage, including effects to historical resources. Historical resources are recognized as part of the environment under CEQA. It defines historical resources as “any object, building, structure, site, area, or place which is historically significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California,” as cited in Division I, Public Resources Code, Section 5021.1[b].

Lead agencies have a responsibility to evaluate historical resources against the CRHR criteria prior to making a finding as to a proposed Project’s impacts to historical resources. Mitigation of adverse impacts is required if the proposed Project will cause substantial adverse change to a historical resource. Substantial adverse change includes demolition, destruction, relocation, or alteration such that the significance of an historical resource would be impaired. While demolition and destruction are fairly obvious significant impacts, it is more difficult to assess when change, alteration, or relocation crosses the threshold of

substantial adverse change. The CEQA Guidelines provide that a Project that demolishes or alters those physical characteristics of an historical resource that convey its historical significance (i.e., its character-defining features) can be considered to materially impair the resource's significance. The CRHR is used in the consideration of historical resources relative to significance for purposes of CEQA. The CRHR includes resources listed in, or formally determined eligible for listing in, the NRHP, as well as some California State Landmarks and Points of Historical Interest. Properties of local significance that have been designated under a local preservation ordinance (local landmarks or landmark districts), or that have been identified in a local historical resources inventory, may be eligible for listing in the CRHR and are presumed to be significant resources for purposes of CEQA unless a preponderance of evidence indicates otherwise.

Generally, a resource shall be considered by the lead agency to be a "historical resource" if it:

- 1) Is listed in, or determined to be eligible by the State Historical Resources Commission, for listing in the California Register of Historical Resources (Pub. Res. Code, § 5024.1, Title 14 CCR, Section 4850 et seq.).
- 2) Is included in a local register of historical resources, or is identified as significant in an historical resource survey meeting the requirements section 5024.1(g) of the Public Resources Code.
- 3) Is a building or structure determined to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California.

### 5.3 INTEGRITY

In order to be eligible for listing in the NRHP or the CRHR, a property must also retain sufficient integrity to convey its significance. Bulletin 15 also establishes how to evaluate the integrity of a property: "Integrity is the ability of a property to convey its significance." The evaluation of integrity must be grounded in an understanding of a property's physical features, and how they relate to the concept of integrity. Determining which of these aspects are most important to a property requires knowing why, where, and when a property is significant. To retain historic integrity, a property must possess several, and usually most, aspects of integrity:

1. **Location** is the place where the historic property was constructed or the place where the historic event occurred.
2. **Design** is the combination of elements that create the form, plan, space, structure, and style of a property.
3. **Setting** is the physical environment of a historic property, and refers to the character of the site and the relationship to surrounding features and open space. Setting often refers to the basic physical conditions under which a property was built and the functions it was intended to serve. These features can be either natural or manmade, including vegetation, paths, fences, and relationship between other features or open space.
4. **Materials** are the physical elements that were combined or deposited during a particular period or time, and in particular pattern or configuration to form a historic property.
5. **Workmanship** is the physical evidence of crafts of a particular culture or people during any given period of history or prehistory, and can be applied to the property as a whole, or to individual components.
6. **Feeling** is a property's expression of the aesthetic or historic sense of a particular period of time. It results from the presence of physical features that, when taken together, convey the property's historic character.
7. **Association** is the direct link between the important historic event or person and a historic property.

## 5.4 EVALUATION

Building 05-05 at Grant K-8 School is not recommended eligible for the CRHR either individually nor as a contributor to a potential historic district under any criteria. No eligible historic district was identified to which the building would be a contributor. It is therefore not a historical resource for the purposes of CEQA. Although this building is associated with the historic theme of Education, sub-theme Post-War Growth in San Diego Unified School District Population (1945-1960), this single classroom building is not the best representation of this theme on its own. As part of a larger school campus, it could potentially be a contributor to a historic district. However, none of the other buildings on the campus of the Grant K-8 School were constructed during this period of significance and so the Grant K-8 School is not a potential historic district. Therefore, Building 05-05 is not recommended as eligible for the CRHR under Criterion 1.

No historically significant individuals were identified that were associated with Building 05-05. As such, Building 05-05 is recommended as not eligible for the CRHR under Criterion 2.

Building 05-05 is an example of Mid-Century Modern architecture, a style that was widely used during the post-war period for several property types, including educational buildings. However, this Building 05-05 is only a typical example of this architectural style. In comparison to other more notable Mid-Century Modern educational buildings such as the Palomar College campus buildings in San Marcos, this building is a minor and common example of this style. Building 05-05 is also associated with the San Diego architect George Lykos, who was a notable architect known for his Mid-Century Modern work in the area. However, this is not an outstanding example of his work. More prominent designs in his portfolio include the Cubic Building (1961), the downtown San Diego Courthouse (1960), and the First Unitarian Universalist Church (1959), all constructed around the same time as Building 05-05, but recognized as noteworthy buildings for their architecture and design. Therefore, Building 05-05 is not recommended as eligible for the CRHR under Criterion 3.

Building 05-05 is not recommended eligible under CRHR Criterion 4. It is a common property type that does not have the potential to provide information about history or prehistory that is not available through historic research.

As Building 05-05 is not recommended eligible for the CRHR either individually or as a contributor to a historic district, it is not a historical resource for the purposes of CEQA.



## 6.0 IMPACTS ASSESSMENTS

### 6.1 BUILDING 05-05

Building 05-05 is not recommended eligible for the CRHR and therefore is not a historical resource for the purposes of CEQA. It is not included in a local register of historical resources, or is identified as significant in an historical resource survey meeting the requirements section 5024.1(g) of the Public Resources Code. As a result of ASM's evaluation, it is not recommended as a building or structure determined to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California. Therefore, no historical resources will be adversely impacted as a result of the project.

### 6.2 CALVARY CEMETERY

The Project will remove the current Building 05-05 and result in a significant amount of ground disturbance. Based on the historical research prepared for the Project, no portion of the former Calvary Cemetery will be disturbed by the project. It is also unlikely that any interred remains extend into the Project area from the former cemetery.

Many early cemeteries were created on an as-needed basis, resulting in haphazardly placed burial plots and no formally surveyed and delineated cemetery boundaries. Often these early cemeteries had only wooden grave markers, or no grave markers, and over time, as the grave markers deteriorated, the boundaries of the cemetery and the location of the graves were lost. The location of the graves within early San Diego cemeteries, the Presidio of San Diego, the Protestant Cemetery, and El Campo Santo Cemetery, were lost and later development in the abandoned cemeteries unintentionally disturbed interred remains (Bissell 1982).

Calvary Cemetery was first used as early as 1874, but more likely burials began in 1876. However, the area containing the cemetery had been considered for use as a cemetery as early as 1873. The cemetery had been fully surveyed by 1875 (Leheur and Rowe 1879; Survey Map 1875) (see Figures 19 and 20). In addition, the lot now containing Grant K-8 School had also already been surveyed and delineated as Pueblo Lot 1122 by 1875. A fence line surrounding the cemetery is visible in a 1909 photograph (see Figure 26) and the ordered rows and developed sections of the cemetery are visible in Figure 27, circa 1892-1898. The early designation of the area as a cemetery and the official survey and delineation of the cemetery boundaries and the boundaries of the adjoining parcels by the City in 1875 makes it unlikely that unknown burials extend into the Project area. The topography of the Project area also makes it unlikely that remains were interred outside of the surveyed boundaries of Calvary Cemetery and within the Project area. Building 05-05 is located at a significantly lower grade than the cemetery, on the edge of a steep slope and the steep terrain of the Project area would have made burials within it area difficult. Historical research for the Project included looking through the San Diego Union, the San Diego Sun, and the San Diego Union-Tribune newspaper records beginning in 1868. Newspaper reports regarding Calvary Cemetery and the Grant Elementary school were reviewed. No mention of burials being disturbed during any of the previous construction projects within the school grounds was found.



## 7.0 CONCLUSION

After documentation and evaluation of the history of Building 05-05, and careful consideration of the ability of the resource to reflect the historic contexts with which it is associated, Building 05-05 is not recommended eligible for the CRHR under any criteria. It is not included in a local register nor is it recommended as a historically significant building. As such, the building is not a historical resource for the purposes of CEQA compliance. Therefore, no CEQA historical resources will be adversely impacted as a result of the project. Additionally, the school is not located on any portion of the historic boundaries for the adjacent Cavalry Cemetery.



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**APPENDICES**



**APPENDIX A**  
**DPR 523 Inventory Form**