

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section _____ Page _____

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 07001350

Date Listed: 1/7/2008

Berkeley High School Campus
Historic District
Property Name

Alameda CA
County State

N/A
Multiple Name

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

[Handwritten Signature]

Signature of the Keeper

1/7/2008

Date of Action

Amended Items in Nomination:

U. T. M. Coordinates:

The U. T. M. Coordinates for points #3 and #4 should be reversed so that the points all move clockwise around the property to complete the surrounding polygon.

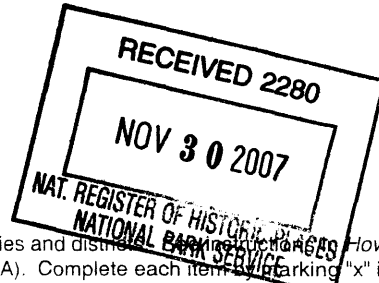
These clarifications were confirmed with the CA SHPO office.

DISTRIBUTION:

National Register property file
Nominating Authority (without nomination attachment)

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form



1350

This form is for use in nominating or requesting determinations for individual properties and districts. *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Berkeley High School Campus Historic District

other names/site number Berkeley High School Campus (BHSC)

2. Location

street & number 1980 Allston Way not for publication N/A

city or town Berkeley vicinity N/A

state California code CA county Alameda code 001 zip code 94704

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

[Signature] 29 NOV 2007
 Signature of certifying official/Title Date

California Office of Historic Preservation
 State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

 Signature of commenting or other official Date

 State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register See continuation sheet.
- determined eligible for the National Register See continuation sheet.
- determined not eligible for the National Register
- removed from the National Register
- other (explain): _____

Signature of the Keeper *[Signature]* Date of Action 1/7/2008

5. Classification

Ownership of Property

(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property

(Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
4	3	buildings
0	0	sites
0	0	structures
0	0	objects
4	3	Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

N/A

Number of contributing resources previously listed in the National Register

1

6. Function or Use

Historic Functions

(Enter categories from instructions)

- Bldg. A Education/cultural/theater
- Bldg. C Education/school/library
- Bldg. D Education/administrative
- Bldg. E Education/school
- Bldg. F Education/school
- Bldg. G Education/school
- Bldg. H Education/school
- Bldg. M Recreation/Sports Facility

Current Functions

(Enter categories from instructions)

- Education/cultural/theater
- Education/school
- Education/administrative/library
- Recreation/Sports Facility
- Recreation/Sports Facility
- Education/school
- Education/school
- Recreation/Sports Facility

7. Description

Architectural Classification

(Enter categories from instructions)

- 20th Century Revivals-Beaux Arts & Beaux Arts Classicism
- Moderne Movement-Streamlined Moderne & Art Deco

Materials

(Enter categories from instructions)

- foundation Cement
- roof Cement
- walls painted concrete-stucco
- other decorative elements

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

See Attached.

8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield information important in prehistory or history.

Areas of Significance

(Enter categories from instructions)

Architecture

Period of Significance

1922-1950

Significant Dates

1922, 1936, 1939, 1950

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Hays, William C.

Ratcliff Jr., Walter H.

Chace, Thomas F.

Gutterson, Henry H.

Corlett Sr., William G.

Criteria Considerations

(Mark "X" in all the boxes that apply.)

Property is:

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or a grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years of age or achieved significance within the past 50 years.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)
See Attached.

9. Major Bibliographical References

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository:

Berkeley Architectural Heritage Association

10. Geographical Data

Acreage of Property 12.5

UTM References

(Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing		Zone	Easting	Northing
1	10	564080	4191300	3	10	564140	4190920
2	10	546280	4191340	4	10	564320	4190960

See continuation sheet.

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

See Attached.

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

See Attached.

11. Form Prepared By

name/title Anny Su, Art Historian, Architectural Resources Group, Pier 9, The Embarcadero, San Francisco, CA and Marie Bowman

organization Friends Protecting Berkeley's Resources, Marie Bowman date June 20, 2007

street & number 1532 Blake Street telephone 510-849-4619, 510-388-4850 cell

city or town Berkeley state CA zip code 94703

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name Berkeley Unified School District, Michelle Lawrence, Superintendent

street & number 2134 Martin Luther King, Jr. Way, telephone 510-644-6348

city or town Berkeley state CA zip code 94704

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

7. Architectural Description

Summary

The Berkeley High School Campus Historic District is situated on four consolidated city blocks bordered by Martin Luther King, Jr. Way, Allston Way, Milvia Street, and Channing Way. The area encompasses approximately 12.5 acres, running north-south within Berkeley's downtown area. The district is one block west of Shattuck Avenue, downtown's "Main Street." The blocks together are slightly on a diagonal and, in accordance with the natural terrain, gently slope down toward the south and west. Its Period of Significance runs from 1922 until 1950, beginning with the construction of architect William C. Hays' two classically influenced Italianate school buildings — the Academic Building (1922) and the Original Gymnasium and Natatorium (1922) — and ending with the completion of the Art Deco-styled Berkeley High School Community Theater (1950).

Aligned with the city's slanting east-west axis, looking from the Berkeley hills to the San Francisco Bay, the Berkeley High School Campus Historic District comprises a total of eight buildings. Of these resources, five buildings are contributing resources. Building A, a contributor, is already listed on the National Register. While the buildings and sites form a definitive boundary and enclose the campus on all four sides, the boundaries are porous, connecting the campus to the community and downtown through six gated entrances, as well as multiple secondary entrances through each building. The northern portion of the campus is generally dedicated to classroom and academic functions, while the southern portion is dedicated to physical education activities. The five contributing historic buildings, measuring an average of two to four stories in height with mostly flat roofs, have all undergone structural upgrades for earthquake safety and interior adaptations to meet changing high school curriculum needs. The contributing buildings nevertheless have kept their character-defining features, and their significance of placement within the overall campus plan, thus retaining their integrity and historic significance.

The northern half of the campus encompasses approximately 6.25 acres bounded by Martin Luther King, Jr. Way, Allston Way, Milvia Street, a portion of Kittredge Street (previously a through street), and at the southern boundary, what was once Bancroft Way, now enclosed within the Berkeley High School Campus. The area is dedicated to the school's various academic, professional training, administrative, library and cafeteria activities, as well as a community theater. Central to the northern half of the campus is the classical Academic Building

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 2

(Building C), which establishes the east-west axis of the plan. Surrounding it to the west and north are the ensemble of contributing Art Deco buildings — the Shop Building (Building G), built in 1939, the Science Building (Building H), built in 1940, and the Berkeley High School Community Theater (Building A), completed in 1950. The Berkeley High School Community Theater, a contributing building to the Berkeley Civic Center Historic District, meets the northeast side of the Science Building on Allston Way, extending east to approximately 3/4 of the block along Allston Way.

The northern half of the campus is also defined by two noncontributing modern buildings, built in 2001, facing east on Milvia Street, and by the Campus Green, a noncontributing site, finished in 2003. The Library and Administration Building (Building D) forms the northeast corner of Allston Way and Milvia Street and extends along Milvia Street to meet the New Gymnasium and Natatorium (Building E). Both buildings mirror in massing and size the Shop and Science Buildings.

The southern half of the campus encompasses approximately 6.25 acres lying between Milvia Street, Channing Way, and Martin Luther King, Jr. Way. The southern portion of the campus is arranged around the Original Gymnasium and Natatorium, a contributing building. In scale, the building is in character with its surrounding neighborhood. The Donahue Gym (Building F), located immediately to the west of the Original Gymnasium and Natatorium, is a noncontributing building.

The contributing buildings are enhanced by its setting which includes the Memorial Court, Campus Green, Athletic Fields (Track/Football Field), Baseball Field, and Bleachers. The Memorial Court spatially connects the Academic Building, the Shop Building, the Science Building, and the Community Theater within the campus and was completed in conjunction with the completion of the Community Theater in 1950 (although not dedicated until 1953). The Campus Green, located south of the Academic Building, is in parallel alignment with the Memorial Court and links the northern and southern portions of the campus. The Athletic Fields are located west of the Original Gymnasium and Natatorium and the Baseball Field is located at the southwest corner of the Campus. Bleachers are located on the east and west sides of the Athletic Fields.

Integrity Statement

The Berkeley High School Campus Historic District retains an overall good level of integrity based on an evaluation of its contributing features against the seven criteria outlined in National

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 3

Register of Historic Places Bulletin 15. The seven aspects of integrity include location, design, setting, materials, workmanship, feeling, and association.

All contributing features of the Historic District retain their original location and none of them has been moved.

Since the end of the Period of Significance in 1950, the surrounding neighborhood, consisting mainly of two-story dwellings and apartments, has changed somewhat to make way for an increase in the number of commercial buildings in the downtown area. The setting and feeling of the neighborhood have altered, but not to the extent that the Berkeley High School Campus has lost its prominent place in the downtown Civic Center area.

The design, material and workmanship of the nominated features have remained largely intact, with the exception of necessary building safety retrofits to the Academic Building and the Original Gymnasium and Natatorium (Buildings C and M). The exterior features of the buildings have also remained largely intact. The Original Gymnasium and Natatorium was the subject of significant exterior changes. The modifications have resulted in a change in the building's style from a classically-inspired Italianate style to a streamlined Moderne style. However, the alteration was a response to the 1933 Field Act recommending seismic upgrades to existing school buildings and has since become a significant moment in the history of school design. The Academic Building also underwent renovations including replacement windows in the 1980s. However, window placements and other exterior features including siding, decorative stenciling, clay tile roof, and overall form and massing have been retained, and still convey the building's historic character. The other contributing buildings, including Buildings A, G, and H, retain a high degree of integrity and have undergone relatively minor alterations.

In total, the Berkeley High School Campus Historic District maintains good level of integrity.

Condition Statement

All buildings appear to be in good condition with the exception of the Original Gymnasium and Natatorium (Building M) which has been subject of neglect and is in fair/poor condition.

Descriptions

1. Berkeley High School Community Theater, including the Florence Schwimley Little Theater (Building A) – Contributing Building (Photo 20)

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 4

Note: Also a contributing building to the National Register listed Berkeley Civic Center Historic District

Architects: Henry H. Gutterson & William G. Corlett, Sr.

Builder: Dinwiddie Construction

Sculptor: Robert Langley Howard

The Community Theater building, including the Florence Schwimley Little Theater, houses associated classrooms, practice rooms, storage and shop rooms, in addition to the two theaters themselves. Construction began in 1939, but due to shortage of school district funds, the project stood un-clad until it was completed in 1950 according to Gutterson and Corlett's original 1930s design. It is constructed of reinforced concrete. Its main (north) façade measures approximately 300 feet. The building is clad with panels of concrete, each measuring 4 feet by 8 feet and hung vertically on a steel frame. The panels are created from a plywood form, a construction innovation used after World War II. The pattern of the rectangular concrete panels creates a decorative effect and is embellished by sculptor Robert Howard's work.

The core of the building houses the Community Theater. Its central façade, facing Allston Way to the north and running approximately 120 feet, rises to a height of four stories. Set above a first story flat wall that meets the edge of the sidewalk, the rising second-to-fourth-story wall is set back and slightly curving, accommodating the stage behind. Otherwise plain with the pre-fabricated panels, the wall, to the full height of the building, is decorated vertically by a bas-relief of seven intertwining figures depicting sculpture, painting, music, dance, poetry, and drama. The Florence Schwimley Little Theater is a two-and-one-half-story wing that flanks the Community Theater on its west, and the classrooms, practice rooms and shops are in a wing that flanks its east. The south-facing wall of the Community Theater becomes a grand volume that curves around approximately 3/4 of the seating area opening out to the Memorial Court, directly on axis with the Academic Building, approximately the same width running east-west. The south side, then, steps down to a curving two- and one-story community entrance that spreads around on each side to create two exhibition halls. Throughout the building the original windows and doors, having varying sizes of squares and near-squares, remain intact with their original hardware. In most cases the original light fixtures also remain intact.

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 5

The Little Theater wing was built upon the steel frame of the previous high school auditorium located on the same site (Stone & Smith, 1907) and provides seating for 628 people. The Little Theater entrance is on Allston Way, set back approximately 20 feet and one level above the sidewalk, where there is an open entrance terrace. A broad staircase, located behind a wall running parallel with the sidewalk, leads up to the terrace, which, in turn, has an inner wall that curves at the top of the stairs to introduce the Little Theater ticket window and three double doors. The doors are glazed with three lights. The staircase is red brick, matching the material used to border the planting areas surrounding the Shop and Science Buildings, and the multiple stairways surrounding the Community Theater. The horizontal flat wall of pre-fabricated panels spreading the full 100-foot length of the Little Theater is decorated by a large singular bas-relief figure of a female herald.

The north-facing east wing on Allston Way repeats the windowless façade and the high wall design of the Little Theater. Behind its walls, nearly unseen, are doors to the stage. Simple tube fencing has been added to prevent encroachment in this area. The facilities inside the east wing continue to provide space for music and art programs. A male herald in bas-relief graces the wall of the east wing, mirroring the female herald on the wall of the Little Theater. The east wall of the east wing, in conjunction with the west wall of the adjacent Library and Administration Building, forms an entrance into the Campus and also serves as a public entrance into the Community Theater.

The Community Theater is accessed by stairs clad with red brick leading to six glazed double doors, similar to the entrance doors of the Little Theater. The brick-paved terrace in front of these doors is covered with a curved, flat, concrete overhang. A second floor balcony is located above the overhang, and features a wall that masks the volume of the four-story auditorium rising up behind the balcony. An entry vestibule and exhibition halls are housed in the one-story section. Each side of the curving façade is accented by a two-story angular stairwell decorated with a bas-relief figure and writing, the one on the west representing "drama," "dance," and "music," and on the east representing "poetry," "sculpture," and "painting." The exhibition halls, both to the east and to the west, curve around to meet the back walls of the wings.

Gutterson and Corlett's Community Theater elevates Berkeley High School's civic presence within the downtown Civic Center. The building retains its historic integrity including its location, design, setting, materials, workmanship and feeling of its original construction. It appears to be in good condition. It was designed with respect to the Academic Building to its south and is thus considered a contributing resource to the Berkeley High School Campus Historic District.

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 6

2. Academic Building (Building C) - Contributing Building (Photos: #1-4 & 25; HP: #2-6)

Architect: William C. Hays, constructed; Collin, Gerson, and Overstreet, seismic retrofit

The Academic Building is the centerpiece of William C. Hays' Beaux Arts plan for the Berkeley High School. Built in 1922, it was the first building designed and constructed on today's campus. Located in the middle of what was previously a residential block, the Academic Building extends approximately 320 feet running east-west and 75 feet running north-south. Oriented along an east-west axis, the building is of a Classical Italianate architectural style. When it was built its north-facing formal grand stairway extended out to Kittredge Street, which was later closed off for campus expansion in the late 1930s when Buildings G and H were being constructed. As the centerpiece of Berkeley High School, all other buildings have been aligned in accordance with its siting. Its north elevation faces out to the Memorial Court, and its south elevation opens out into the Campus Green.

Built on a sloping site with a rectangular plan, the Academic Building is made of reinforced concrete with a painted stucco finish. It is divided into three sections, a central section measuring approximately 75 feet north-south and running approximately 160 feet east-west, flanked by two slightly narrower wings measuring approximately 60 feet north-south, each running approximately 80 feet east-west. The central section facing north onto the Memorial Court has a hipped roof and is three stories, with a partially below-grade first floor. The third story is of a greater height and previously accommodated the original library and assembly room. The north elevation features a decorated portal entrance. The east and west wings contrast with the central section, both having three stories and flat roofs. They meet the height of a decorative frieze under the central roof.

On the south façade, the central portion measures four stories high with the fourth story tucked under a sloping gable roof that runs horizontally. A decorative wrought iron balcony and a crown molding adorn the second floor windows in the middle of the façade. Two stairwell bays, slightly projecting at each end of the central façade, feature double door entrances with sidelights and clerestory windows at the second story. A stringcourse runs around the entire building between the first and second floors, interrupted only at the main portal entrance, the south-facing decorative balcony, and at the two stairwell entrances.

The building is pierced on its north and south sides with rows of multi-light awning windows with double sills. The central section of the northern portion features bands of paired windows on

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 7

both sides of the main entrance. A triple window arrangement is set above the entrance. On the south-facing side of the building, the first floor has sets of almost floor-to-ceiling windows where cafeteria doors used to be. The second and third floors have rows of windows set in pairs on the central block and in singles on the wings. Originally the windows for the Academic Building were wood sash with vertical panes. The windows were replaced with heavy anodized aluminum sashes in 1984 during the building's seismic upgrade, repeating the pattern of the steel awning windows in the Shop and Science Buildings.

Expressive of Beaux Arts influences, the Academic Building features classical, polychrome, glazed terra cotta decorative elements, copper gutters and downspouts, and a stenciled frieze under the eaves. The monumental main (north) entrance, facing Memorial Court, is framed by "the most lavish use of glazed polychrome terra cotta in the city. A large cartouche over the portal is surrounded by scrolls, oak branches with brown acorns and green leaves and ribbons, all in gleaming terra cotta."¹ The portal's embellishments surround the central windows with terra cotta framing and impressions of columns on each side. The other third story windows also have a glazed terra cotta feature, a sill course with brackets detailed with a green shell motif. The main entrance is recessed with stairs leading to a set of ornate copper double doors with sidelights and clerestory windows. Above the doors "Berkeley High School" is affixed to the wall in copper lettering. Two smaller cartouche and garland embellishments, not of glazed terra cotta, are displayed on the south-facing façade above the stairwell bays under the roof eaves. In 1983, when the building underwent seismic retrofit work, bolts were drilled into the terra cotta and painted to be camouflaged.

Although not visible from the street, one of the most unique features of the building is the Roof Court, an atrium on the rooftop. Enclosed on four sides by a colonnade of classical design, the open-air atrium was to provide a place of respite from the intensity of the school's downtown location.² It is sheltered on the north, east, and west by hipped roofs. Dormers are located on the east and west roofs. The Roof Court's southern portion is sheltered by a slightly higher gable roof that runs east-west along the length of the south-facing central section, extending slightly beyond the hipped roof in both directions.

Since its completion, the Academic Building underwent alterations and seismic retrofit work in the 1980s. Originally the building was designed to accommodate over 40 classrooms, as well as a cafeteria on the first floor that opened out to a sunny garden terrace, an administrative suite on the second (main) floor, and the library and assembly room on the third floor.³ In early 1950, the ground in front of the Academic Building was graded to create a level courtyard in preparation for the Memorial Court and, thus, the grand formal stairway was shortened. In 1965, Corlett &

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 8

Spackman, Architects, remodeled the interior to accommodate more classroom space. The cafeteria, offices, library, and lecture hall were removed (these functions were then housed in adjacent replacement buildings, since demolished). At this time, too, the original south-facing wooden windows were replaced.

In 1982-84, Gerson & Overstreet, Architects, undertook a major structural retrofit of the building with funding from Field Act. The foundation was replaced and the north elevation was retrofitted using a steel reinforced gunite concrete. Around this time, an elevator and exterior ramps for ADA accessibility were added. The firm of Gerson & Overstreet was careful at that time to protect the integrity of the building, retaining the exterior classical embellishments including its clay tile roof, roof court, and decorative stenciling.⁴ For their sensitive structural upgrades and exterior rehabilitation work on the building, Gerson & Overstreet received a Preservation Award from the Berkeley Architectural Heritage Association.

Although the south elevation windows have been replaced (this work was not performed by Gerson & Overstreet), window placement and pattern across the north and south elevation have remained intact. The form, layout, setting, exterior decorative elements and window openings present the major character-defining features of the Academic Building's classically-inspired Italianate architectural style. These elements have not been significantly compromised, the building retains a sufficient amount of integrity, and its original look and feel is legible today and conveys its historic significance. As such, it is considered a contributing element to the overall significance of the Berkeley High School Historic District.

3. Library and Administration Building (Building D) - Corner Site within the Berkeley Civic Center Historic District, Noncontributing Building (Photos: #17, 18)

Architects: ELS Architects, 2001

The Library and Administration Building (2001) establishes a corner presence for Berkeley High School at Allston Way and Milvia Street. Ed Noland, Project Manager for the firm of ELS Architects, is quoted as saying that the firm gave considerable deliberation to their own architectural designs by keeping the Henry Gutterson and William Corlett, Sr.'s 1937 campus plan in mind: "We want to complete this master plan so that the whole Campus has one aesthetic image that is associated with Berkeley High."⁵ In addition to being a formal entrance that serves as an important "front door to the school,"⁶ the building defines a public entrance to the Community Theater.

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 9

The Library and Administration Building, in conjunction with the New Gymnasium and Natatorium, encloses the eastern edge of the northern half of the Campus. Its placement and variation of massing, with varying heights of two and three stories, makes reference to the Art Deco-style Shop and Science Buildings on Martin Luther King, Jr. Way without creating exact copies. The 4-foot by 8-foot concrete panels that sheath the Community Theater are repeated intentionally on the Library and Administration Building, here in a modular system, using pre-fabricated white aluminum panels. The aluminum panels are especially pronounced due to an underlying black metal base that, in turn, outlines each panel. The repetitive dimensional variation of modular construction using aluminum panels is also used in steel and aluminum window systems.

One of the building's distinctive features is a projecting circular two-story glass wall at its west elevation which encloses the Food Court, a student and staff cafeteria. Although smaller, the circular Food Court is proportional to the large circular auditorium wall of the Community Theater, also facing the Memorial Court. Under a separate but integrated roof, the exterior circular wall of the Food Court continues inside to create a large, open eating space. Overall, the Library and Administration Building's interior is finished with care, including hardwood floors and wood paneled rooms in some areas.

While the Library and Administration Building is not considered to be a contributing building to the Berkeley High School Campus Historic District because it does not fall within the Period of Significance, its design is a significant contribution to the campus which, together with the New Gymnasium and Natatorium (Building E), fulfills the educational and planning concepts envisioned for the campus since 1919.

4. New Gymnasium and Natatorium (Building E) - Noncontributing Building (Photos: #17, 18)

Architects: ELS Architects

The New Gymnasium and Natatorium (2001) was the final building constructed on the campus to complete the northern half of Berkeley High School. It is linked to the southern half of the campus by association as it is designed to complement the physical education activities established by the Original Gymnasium and Natatorium (Building M). The New Gymnasium and Natatorium, together with the Library and Administration Building, re-established the spatial layout originally envisioned by William C. Hays and realized the intention of Henry Gutterson and William Corlett Sr. to create western and eastern boundaries to the campus.

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 10

The New Gymnasium and Natatorium is a reinforced concrete building with modules of aluminum frame windows, giving the building a high degree of transparency and light-filled spaces. It is connected to the Library and Administration Building by a recessed entrance portico that is approximately 30 feet wide along Milvia Street. The portico features multi-pane, vertical window wall systems along the elevations of the Library and Administration Building, some red brick accents in the pavement, and a patterned window system of two sets of glazed doors with sidelights and clerestory windows.

The building is divided into three sections, with two-and-one-half-story sections at each end, and a two-story section with locker rooms in the middle. Structural trusses are painted yellow and are visible from the exterior through the building's glazed walls.

The New Gymnasium and Natatorium, together with the Library and Administration Building, form a layout in plan that aptly complements the historic buildings of the campus. However, the building is not considered a contributing resource to the Berkeley High School Campus Historic District because its construction date does not fall within the Period of Significance.

5. Donahue Gymnasium (Building F) – Noncontributing Building (Photo: #24)

Architects: Collin, Gerson and Overstreet

The Donahue Gymnasium, was designed by Collin, Gerson and Overstreet in 1979. The building is located adjacent to the Original Gymnasium and Natatorium (Building M) in the southern half of the campus. It is a reinforced concrete, tilt-up structure with steel and timber roof framing, with its main entrance facing the Campus Green. Although the building provides necessary facilities for high school programs, its construction does not fall within the Period of Significance. As such, it is not considered a contributing resource to the Berkeley High School Campus Historic District.

6. Shop Building (Building G) - Contributing Building (Photos: #12, 13, 21, 22)

Architects: Henry H. Gutterson & William G. Corlett, Sr.; VBN Architects and WLC Associated Architects (interior refurbishment)

Builders: Dinwiddie Construction

Sculptor: Lulu H. Braghetta

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 11

The Shop Building (also known as the Mechanic Arts Building or Building G) is one of three Art Deco buildings that give Berkeley High School a powerful civic presence on Martin Luther King, Jr. Way between the downtown and residential areas. Designed in 1939 by architects Henry H. Gutterson and William G. Corlett, Sr., the Shop Building subscribes to an architectural vocabulary representative of the Depression era. The building has a flat roof and is decorated with geometric details typical of Art Deco design. The façades are characterized by rounded bays and corners, fluted pilasters and columns, stepped setbacks, flat curved entrance overhangs, concrete planter boxes, large multi-pane steel awning windows and glass block windows, bas-relief murals, and lettering and stripes carved into the exterior surfaces. A subtle feature is the use of red brick for the borders around the planting beds along the streetscape. The Shop Building features bas-reliefs by California sculptor Lulu H. Braghetta.

Constructed of reinforced concrete, the building extends approximately 265 feet along Martin Luther King, Jr. Way and approximately 100 feet east, with an extension of 45 feet on an interior (east-facing) wing. It alternates between two- and three-story sections. The primary window types are steel sash awnings. The proportions of these windows are similar to the replacement windows in the Academic Building. Planter boxes and plantings in shallow garden beds form a buffer between the building and the street. A stringcourse encircles the building at the second story. Concrete sills at the second story windows are decorated with curved fluted frames. The original lighting fixtures remain and are of the minimized industrial style appropriate to the period of the building.

At the Martin Luther King, Jr. Way and Bancroft entrance, a gated entrance to the Campus, the Shop Building begins with a two-story section approximately forty-five feet along Martin Luther King, Jr. Way. There are four sets of windows on each floor facing Martin Luther King, Jr. Way. Around the corner, moving into the campus, the two-story section (approximately one hundred feet along the Bancroft side) has two contrasting entrances. The first floor has three windows that are interrupted by a heavy metal double entrance door, with a small clerestory above, followed by two additional windows and, then, substantially curved fluted piers framing a recessed industrial roll-up door. The second floor has six windows, all with fluted piers, and a curved balcony above the roll-up door. The curved balcony has a flat curved overhang. On the east corner of the second story there is a large bas-relief depicting workers and the industrial arts.

The more decorative three-story section (continuing approximately seventy feet north along Martin Luther King, Jr. Way) contrasts with the shorter corner two-story section. It features five window bays set behind a projecting concrete planter box with curved ends that meets the edge of the sidewalk pavement. The window bays are separated by six tall thin vertical "columns"

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 12

with Art Deco-styled curved streamlined tops. Between the columns there are bas-relief spandrel panels depicting the tools of the industrial arts. The windows in the bays are unique, featuring a square pane with narrow sidelights. At the top of the windows, between the columns, cast in bold lettering in the concrete are the names "Wright," "Edison," "Bell," "Fulton," and "Ransome," representing historic figures of invention and industry. Just below the ridge of the roof line is a formed concrete cornice in three levels.

The east-facing, interior side of the three-story wing forms a perimeter for the Campus Green and an entry alcove for the breezeway running north-south between the Academic Building and the Shop Building. On the first floor of the south-facing wing a one-story wall encloses the south corner of the two-story section to create an outdoor art workshop, complete with a kiln. On the third floor of the south-facing façade there is a band of windows stretching east to west. The east-facing façade is treated similarly to the Martin Luther King, Jr. Way façade, with five window bays, streamlined columns and bas-relief spandrel panels, again, depicting the industrial arts. Above the columns are the names "Diesel," "Marconi," "Watt," "Caxton," and "Duryea," recalling inventors revered in the 1930s.

The Shop Building's third section facing Martin Luther King, Jr. Way is two stories high and runs approximately one hundred and fifty feet without extra adornment. On the first story, three windows away from the three-story section, the façade is interrupted by an entrance posted on its doorway for Berkeley Community Media Channels 28 and 33, with its own separate address, 2239 Martin Luther King, Jr. Way, and a horizontal ramp with tube railings. The entrance has a metal double door that repeats the design at other entrances, articulated with four inset square window lights on its top half and a clerestory above with four square matching lights. The first floor continues with ten windows and, above, the second story has a total of fourteen windows across the façade, framed by subtle curved fluting. The north wall of the Shop Building, then, links to a dramatic Art Deco entrance portico articulating the main western entrance into the campus, located on the east-west axis where Kittredge Street once crossed Martin Luther King, Jr. Way.

In 1996, the interior of the Shop Building was refurbished and adapted to meet the new programmatic needs of the Berkeley High School curriculum. This work was undertaken by VBN Architects and WLC Associated Architects. All the shop classrooms, such as wood, printing, and machine, were converted into art classrooms, science labs, and media workshop spaces. Berkeley Community Media, a Public, Educational and Government Access organization, was also incorporated then with space set aside for community use. VBN

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 13

Architects and WLC Associated Architects received a Preservation Award from the Berkeley Architectural Heritage Association for their work on the Shop Building.

As part of the building's 1996 retrofit, the interior was reconfigured, its exterior painted white, and its windows replaced with steel frames. Despite these changes, the building retains a high degree of integrity. The façade remains a notable expression of the Depression-era Art Deco style. Because it retains its location, design, materials, workmanship, and feeling, it is considered a contributing resource to the Historic District.

7. Science Building (Building H) - Contributing Building (Photos: #13, 14, 21)

Architects: Henry H. Gutterson & William G. Corlett, Sr.; VBN Architects and WLC Associated Architects (interior refurbishment)

Builder: Dinwiddie Construction

Sculptors: Lulu H. Braghetta and Jacques Schnier

Although the Science Building (also known as the Science and Commercial Building or Building H), was completed in 1940 after the Shop Building, the two Art Deco-styled buildings are affiliated architecturally and form an ensemble with the Berkeley High School Community Theater, all designed concurrently by Henry Gutterson and William Corlett, Sr. The variation of massing and indentations is shaped by concrete poured-in-place forms, alternating between two- and three-story sections and expressing a hierarchy of space and geometric volumes. "The WPA-modern designs of the two buildings were similar but not identical: white and light grey painted reinforced concrete, vestigial columns and friezes, streamlined horizontal massing with a pyramidal stack of geometric forms at the entryway, allegorical and modern-dress bas-relief depicting both wisdom in general and the specific subjects of the buildings (note the girl students in both the chemistry and metal shop reliefs above the doorway), incised names of great scientists and explorers, engineers and inventors."⁷ There were two sculptors involved in the Science Building, Lulu H. Braghetta and Jacques Schnier.⁸

The Science Building is joined along Martin Luther King, Jr. Way, with the Shop Building by a three-story entrance portico (originally a breezeway on the ground level) which is oriented to the east-west axis. The stylized portico, forty feet wide, makes a prominent display of Art Deco forms to create a dramatic effect. Set back approximately twenty feet from the façades of the two buildings, the space is introduced by two high quarter-circular walls, each approximately fifteen feet in width and flat at the top, which meet the stringcourse at the height of the second-story

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 14

windows. Curving in front of these walls are shoulder-height planter boxes. Above the quarter-circular walls on both the north- and south-facing second floor of each building is a window with four awning lights. The large, metal double entrance doors have three windows with side lights and clerestories. High above is a dramatic bas-relief depicting a woman with kneeling figures at her feet; the letters for the name "Cybele" divided in half on either side of her head; the words "The Arts" on her left; and "The Sciences" on her right. In the center, above the doorway and below Cybele, are the words "Berkeley High School" in large block capitals.

The façade of the Science Building measures approximately two hundred and seventy-five feet along Martin Luther King, Jr. Way, with a long two-story section running approximately 170 feet of this length. On its interior, a courtyard is created with two wings at each end. The two-story section facing Martin Luther King, Jr. Way contains twenty pairs of windows on both the first and second floors. The first floor windows are identical to those on the Shop Building. The windows on the second floor are articulated, as on the second floor of the Shop Building, by the course band that creates indentations for flat windowsills. The second floor windows are flanked by subtly fluted piers, while the first floor windows have concrete-formed sloping window sills. From left to right across the façade above the second floor windows are the names "Newton," "Agassiz," "Curie," "Morse," "Drake," and "Balboa," representing science, invention and exploration.

The two-story section terminates in a three-story section at the corner of Martin Luther King, Jr. Way and Allston Way (running along approximately sixty-five feet of Martin Luther King, Jr. Way). The three-story section is on a different plane than the two-story section. It is set back slightly, with the façade of the two-story section curving into it for approximately fifteen feet. As the two-story section folds into the higher wall, it is articulated by an entrance with a stylized curved overhang. The metal double doors have square windows with side lights and clerestory windows. Above the entrance is a monumental bas-relief by sculptor Jacques Schnier depicting St. George slaying a dragon. It is accompanied by a sculpted group of flute players playing to seated female and male figures. Next to the bas-relief is an inscription that reads "You shall know the truth and the truth shall set you free."

The three-story section of the Science Building wraps around the corner and continues along Allston Way for approximately one hundred and fifteen feet. In contrast to the horizontal orientation of the façade along Martin Luther King, Jr. Way, the Allston Way façade emphasizes its verticality with massive piers. The eastern portion, running approximately seventy feet, features an entrance into the Science Building and is distinguished by a curved overhang and a wall of glass blocks above.

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 15

The east elevation of the Science Building is U-shaped, creating a shallow courtyard containing a garden. There are four entrances that open out to the courtyard area, which measures approximately one hundred and thirty feet long. The portico is embellished with figures surrounded by a globe and implements of time with the words "Wisdom," "Science," "Industry," and "Commerce."

In 1996, when the interior adaptations were made to the Shop and Science Buildings by VBN Architects and WLC Associated Architects, the Science Building was altered to accommodate new curriculum needs, especially the need to create new computer classrooms. The previous classrooms used for typing and business, and the multiple laboratories used for physics, biology, and earth science, were removed and replaced with new classrooms to teach computing, mathematics, and some special education needs. A computer "small school" is located in the Science Building today. It was in 1996 that the doors were installed at the main entrance portico on Martin Luther King, Jr. Way, closing off the open breezeway and internally connecting the Shop and the Science Buildings. VBN Architects and WLC Associated Architects received a Preservation Award from the Berkeley Architectural Heritage Association for their work on both the Shop Building and the Science Building.

The Science Building continues to convey its notable Art Deco/Moderne architectural style and gives the campus a distinctive presence on the corner of Martin Luther King, Jr. Way and Allston Way bordering the Civic Center. It retains its overall integrity and conveys its historic significance through location, design, materials, workmanship, and feeling. Along with the Shop Building, the Science Building is a designated City of Berkeley Landmark.

8. Original Gymnasium and Natatorium (Building M) - Contributing Building (Photos: #5-9; HP: #7-10)

Architects: William C. Hays; Walter H. Ratcliff, Jr., (additions); Thomas F. Chace, (seismic retrofit)

The Original Gymnasium and Natatorium was completed in 1922 as the second of two campus buildings designed and executed by William C. Hays. Its north-south placement along Milvia Street on the southern half of the Campus (6.25 acres) resulted in maximizing the area available for outdoor athletic fields. The building measures approximately three hundred and seventy-five feet in length on Milvia Street with a small setback from the sidewalk, except for two bays measuring twenty feet wide each that practically meet the edge of the sidewalk. Its depth extends

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 16

approximately one hundred and ten feet on its north end and approximately one hundred and sixty feet on its south end. The entire complex is of reinforced concrete and contains physical education facilities, offices, classrooms, locker rooms, pools, and gymnasiums.

Along Milvia Street the building is two stories high with short projecting wings at the north and south ends. The building features rows of twelve wooden awning windows across the entire façade. West of the two-story, flat-roofed façade is a three-story structure containing four two-story gymnasiums above the first floor locker rooms. Bands of industrial sash windows run along the third floor façade under a sloping gable roof that runs horizontally. West of the gymnasium roof is a one-story locker room and adjacent to the west of the locker rooms is a two-story indoor pool area with two pools running horizontally about two hundred and fifteen feet in length.

In 1929 Walter H. Ratcliff, Jr. designed the additions to the Original Gymnasium and Natatorium that give it the footprint it has today. Respecting Hays' original configuration, the building was extended for additional physical education programs by adding a gymnasium to the north and another to the south, adding interior classroom facilities north and south, and a second swimming pool south of the original pool. Ratcliff's additions also replicated on the exterior the original Beaux Arts ornamentation, now simplified by the reconstruction of 1936.

The 1936 seismic work by Thomas Chace involved installing new steel bracing throughout, removing all brick filler walls to be replaced by concrete and gunite, and adding new stud walls on the two-story Milvia Street façade.¹⁰ The retrofit construction was extensive, placing both the first concrete floor and the second wood floor on steel girders, thus making the entire facility a reinforced steel concrete building with steel roof bracing. The reconstruction of the exterior walls entailed the removal of the original Beaux Arts ornamentation. Chace's reconstruction and replacement reflected a more streamlined appearance, representative of the architectural aesthetic of the 1930s. While the building retains its classic early 20th century balance and character, it is more subdued with Revival decoration.

The building retains its location, setting, and feeling. The alterations to its materials and workmanship do not detract from the building's overall feeling as an early 20th century gymnasium. Furthermore, it retains its siting within the overall campus plan, and its windows and window openings, which are the most significant character-defining features. Overall, the building retains a sufficient amount of integrity to be considered a contributing building to the Historic District.

United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 17

Endnotes

- 1 Anthony Bruce, "BHS Structure Housed Rooms with Grandeur," The Berkeley Gazette, July 7, 1983, p. 21
- 2 University of California, College of Environmental Design Archives, Berkeley Public Schools, "High School Program," p. 46
- 3 University of California, College of Environmental Design Archives, Berkeley Public Schools, "The Berkeley High School," p. 10
- 4 Patricia Daigle, "Prep Time," The Berkeley Gazette, July 23, 1983, p. 10
- 5 Ben Lumpin, "High School Project Underway," Berkeley Daily Planet, March 6, 2001, p. 6
- 6 Ibid.
- 7 Betty Marvin, "Modern Design for BHS," The Berkeley Gazette, August 11, 1983
- 8 See Smithsonian Institution Research Information. (<http://siris-artinventories.si.edu>: Accessed June 2007)
- 9 University of California, College of Environmental Design Archives, Berkeley Public Schools, "The Berkeley High School," p. 10
- 10 City of Berkeley Permit #41426, October, 5, 1936

United States Department of the Interior**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 1

8. Statement of Significance

Summary

The Berkeley High School Campus Historic District is eligible for the National Register at the local level of significance under Criterion C because it is the only collection of school buildings in Berkeley that comprises the different architectural styles of early twentieth century school designs. The high school represents manifestations of the changing attitudes towards school design taking place throughout the United States, namely the classical Beaux-Arts architectural style of the 1920s and the Art Deco/Moderne style of the 1930s. Throughout its history, Berkeley High School's various campus plans have sought to successfully meld programmatic and administrative function with civic architectural vocabularies, as the campus was conceived from its very beginnings as an integral part of the downtown Berkeley Civic Center area.

The period of significance for the Berkeley High School Campus Historic District extends from 1922, when the Academic Building (Building C) designed by architect William C. Hays was constructed, to 1950, when the last of the buildings from Gutterson and Corlett's master plan of 1937 was completed.

History of Berkeley High School

The history of Berkeley High School extends back to Berkeley's very beginnings in 1878, when the city was incorporated and when the Berkeley Board of Education (Berkeley Unified School District) was established. ¹ As one of the first accredited public high schools in California in 1884,² the Berkeley High School Campus was an important element in the development of the City of Berkeley and to the formation of a centrally located Civic Center District in Berkeley's Downtown in the first half of the 20th century.

Berkeley was founded by leaders who came West with the mission of creating educational opportunity, among them Professor Martin Kellogg (University of California President, 1890-1899) a founding member of the Board of Education. Prior to construction of Berkeley High School at its present Downtown site, "Kellogg Primary School," located east of Shattuck Avenue at Center and Oxford Streets, and Ocean View School, located in West Berkeley, were the first schools in Berkeley to offer secondary education courses. In 1880 it was recommended that the five students attending Kellogg School and the two students attending the Ocean View School be united at one location. Thus was born the concept of a single unified public high school in Berkeley.

United States Department of the Interior

**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 2

In 1882, all the high school students were consolidated into the Kellogg School building in the town's center and adjacent to the University Campus, where a curriculum was offered to prepare them for "any department of the State University." 3 When the school's first four students graduated in 1884, the high school was placed on the "'accredited list' by the Faculty at the State University."4 As one of the first accredited public high schools in California, with a particular mission to prepare all of Berkeley's students for the newly established University of California, Berkeley High School is a demonstration of the city's early overall commitment and dedication towards higher education.

By the turn-of-the-century, however, enrollment had increased significantly and the high school classes had outgrown the facilities at Kellogg School. After successive attempts on the part of Berkeley residents to raise money for a new high school, a bond measure passed in 1900 providing adequate resources to purchase property and begin construction of a new facility at a location west of Shattuck Avenue.5

Concurrent with the planning of Berkeley High School's first dedicated building, known as "Building One" (Stone & Smith, 1901, demolished 1934), was the beginning of a vision for a civic center of public buildings contributing to the Downtown Area. In fact, Berkeley High School's new site on Grove Street (Martin Luther King, Jr., Way) was diagonally across from Town Hall, moved to the location in 1899. Building One was the second building to advance Berkeley's Civic Center District.6 In 1906 when Berkeley High School expanded with additional buildings, the Town Hall was replaced by Bakewell and Brown's Beaux-Arts City Hall.

In the early 1900s Berkeley was marketed as the "Athens of the West," a university town proud to be associated with great academic, cultural and architectural traditions. The buildings constructed during this time were designed in either the Neoclassical or Revivalist styles. It was these two architectural stylistic veins, perhaps not surprisingly, that the first buildings and the campus plan of Berkeley High School would eventually employ.

By 1915 city planning was a guiding principle for Berkeley's civic leaders. In 1915 Berkeley appointed Walter H. Ratcliff, Jr., to hold the position of City Architect (1915-1920) and the German planner Werner Hegeman was retained to prepare the "Report on a City Plan for the Municipalities of Oakland & Berkeley" in which various plan proposals were made to enhance the presence of the Civic Center in the context of Berkeley's downtown area, illustrating Berkeley High School as a significant community component.7 It was in this atmosphere of municipal pride and public spirit that architect William C. Hays was appointed to develop a new

United States Department of the Interior

**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 3

plan for Berkeley High School providing for all of Berkeley's public school students to be prepared for adult life.

In 1919, when Hays was commissioned to create a campus plan for Berkeley High School, the need was considered dire. The convoluted jumble of the inadequate Stone & Smith buildings and the temporary buildings wedged in between them, "some rooms of which the sun never shown, hallways were a menace, and grounds for recreation were limited and in many places dangerous for play,"⁸ the Board of Education was forced to go to the voters to secure provisions for new buildings for the high school.

The Academic Building (Building C) was constructed in 1922 and was placed prominently at the core of the campus. Its source of inspiration was a clear result of the classicist Beaux Arts vocabulary being practiced throughout the nation for monumental civic buildings and City Beautiful planning movements. The classically-inspired architectural style for schools was a popular choice in the early twentieth century throughout the United States. This was also the case in Berkeley, as evidenced by the Thousand Oaks School (1919) and Old Jefferson Elementary School (1921). The Academic Building is an example of the Classical Italianate style, which is defined by such characteristics as its symmetrical layout, clay tile roof, monumental main entrance framed with cartouche and terra cotta details, stenciled frieze details, brackets, window sill moldings, and arcaded Roof Court. Having been trained at the Ecole des Beaux Arts and the University of Pennsylvania, Hays had a solid foundation in the classicist tradition and sought inspiration for his notion of "open-air" school buildings from Classical Greece.⁹ "Openness" was the necessary ingredient in school buildings and campuses and was to be achieved by the use of wide-open doors and windows, shaded passageways, open corridors, patios, courts and gardens.¹⁰ Openness, air, light, and harmonious integration of parts to a whole was realized in Hays' plan by individually designed and planned buildings for each function of the high school, bound together by "spacious open areas, suitably designed walks, hedges, and planting."¹¹ Detailed studies of each unit within the overall plan were not only conducted for architectural purposes, but for administrative ones as well. Moving from one building to another between class periods assured students "complete change of air,"¹² while careful building placements guaranteed minimized time traveled between various parts of the campus. The resulting plan's symmetrical formality was balanced by straight paths of circulation running north-south through the campus on either side of the Academic Building. A spacious quadrangle, anchored on either end by circular lawns, opened view sheds between the Academic Building and the City Hall complex to the north. By using such elements as open spaces, lawns, and promenades, Hays envisioned Berkeley High School as an extension of its downtown neighborhood while elevating

United States Department of the Interior**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

**National Register of Historic Places
Continuation Sheet**Section number 8 Page 4

the institution's design into a grand and dignified ensemble generally associated with college campuses.

The Original Gymnasium and Natatorium (Building M) was the second of Hays' buildings to be designed and constructed from his campus plan and, together with the Academic Building, presented a monumental Beaux-Arts addition to Berkeley's Civic Center downtown area. The building featured a symmetrical layout, clearly demarcated entrances with decorative surrounds featuring cartouche reliefs, window sill moldings, and clay-tile gabled wings. In 1929, Bay Area architect Walter H. Ratcliff, Jr.¹³ designed compatible north and south additions to the building, and in 1936, engineer Thomas F. Chace carried out the design for the building's seismic retrofit. The result of this retrofit, conducted in response to the State of California's 1933 Field Act, was a change in the building's exterior appearance to reflect the streamlined Moderne style of the period. Structurally, the project was Chace's most elaborate, complex, and sophisticated work and an early, significant example of seismic retrofit advancements in structural engineering.¹⁴

In the early 1930s, the campus underwent seismic evaluation, as did many of California's public school buildings after the 1933 Long Beach earthquake. The 1933 Long Beach Earthquake destroyed a great number of unreinforced masonry buildings in and around Long Beach, California. A total of 70 schools were completely destroyed, 120 schools suffered significant damage and 300 schools experienced minor damage. One hundred and twenty people lost their lives as a result of the quake, "largely from collapsed houses and small buildings or falling debris, including 5 children who died in failed gymnasias."¹⁵ This disaster led to the passage of the Field Act on April 10, 1933, adopted as an emergency measure to make buildings, especially school buildings, safer from the potentially devastating results of seismic activity.

The Field Act provided for:

the safety of design and construction of public school buildings, providing for regulation, inspection and supervision of the construction, reconstruction or alteration of or addition to public school buildings, defining the powers and duties of the State Division of Architecture in respect thereto...¹⁶

The legislation focused primarily on the regulation and supervision of new construction, alterations or reconstructions of school buildings. In regard to the treatment of existing school buildings, the act called for:

United States Department of the Interior

**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 5

...the examination of existing school buildings upon request of school officials or of the parents of the school children. Whether or not such an examination [was] to be made [was] entirely optional with the district concerned. Such reports as are made are informative only, and the district need do nothing further in the matter unless it so desires.¹⁷

The risk involved in such loose regulation regarding existing public school buildings was recognized soon after the 1933 emergency act was passed. However, it was not until 1939 that the California Legislature passed the Garrison Act which stated that "if a pre-1933 school building was reported by a structural engineer to be unsafe, then it must be upgraded to the lateral-load resisting requirements of the California Building Code or abandoned for school use."¹⁸ A Department of General Services report states further that the Garrison Act did not actually require the school districts to make the structural examination; rather the act strongly suggested that the evaluation be made. As a result, "many school districts, lacking funding or a clear vision of the risks, chose not to investigate their pre-1933 schools. Not until 1967 did the Legislature pass a law requiring pre-1933 school buildings to be examined for seismic safety."¹⁹

Although, prior to 1967, seismic examination of public school buildings was not compulsory, the Berkeley Public School system not only examined, but upgraded a number of its school buildings built before 1933, showing a remarkable degree of forethought as well as demonstrating the importance placed on safety in school buildings. Between 1934 and 1937, Thomas Franklin Chace²⁰ was employed as the principal structural engineer for a number of seismic retrofit projects within the Berkeley public school system. The school buildings included:

Hillside Property (Leroy Ave & Buena Vista Way, Berkeley)

Reconstruction drawings by E.T. Spencer Consulting Architect and T.F. Chace Structural Engineer, in 1934/1936/1937

Longfellow Magnet Middle School (1500 Derby St, Berkeley)

Reconstruction drawings by John Reid, Jr. Architect and T.F. Chace Structural Engineer, in 1935

West Campus Gym

Reconstruction drawings by W.C. Ambrose Consulting Architect and Thomas F. Chace Structural Engineer, in 1935/36

United States Department of the Interior

**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 6

Lincoln School, later called Malcolm X (King, Ellis & Prince Street, Berkeley)

Reconstruction drawings by T.F. Chace Structural Engineer, in 1936

John Muir (Claremont & Ashby Avenue, Berkeley)

Reconstruction drawings by W.C. Ambrose, Consulting Architect, and T.F. Chace, Structural Engineer. in 1936/1937.

Berkeley High School, Original Gymnasium and Natatorium (2246 Milvia Street, Berkeley)

Reconstruction drawings by T.F. Chace Structural Engineer, in 1936

In most of these reconstruction projects, Chace worked in cooperation with consulting architects such as E.T. Spencer, John Reid Jr., and W.C. Ambrose. The structural intervention of buildings undergoing seismic reconstruction generally involved a number of alterations such as securing the brick bearing-wall constructions with braced steel frames, reinforced concrete beams or applying gunite to the exterior (this process involved the installation of steel grids on the outside of a building and pneumatically applying a final layer of concrete); the insertion of new stud partitions with reinforcements such as diagonal sheathing; the upgrade of existing steel frames with additional horizontal and vertical bracing such as X-frames in the roof structure, and the insertion of horizontal bracings under corridors and large span rooms.²¹

The seismic strengthening of the Original Gymnasium and Natatorium in 1936 resulted in the removal of much of the original, exterior detailing, and significantly altered the appearance of the building from one that combined elements of the Bay Region style and a neoclassical Italianate style typical of the 1920s into a stripped Moderne style more emblematic of the 1930s. The failure of exterior elements such as cornices, parapets and other projecting parts was widely acknowledged after the 1906 earthquake. However, as Stephen Tobriner states, "architects practicing around 1906 would never have consented to a ban on so basic a decorative element as the cornice without strong evidence against it."²² As the architectural aesthetic in the 1930s had shifted to a greater emphasis on austerity, it is conceivable that the removal of the original ornament was seen as an improvement in the building's appearance. Furthermore, the elimination of unnecessary ornament was promoted as a cost cutting measure by structural engineers and other proponents of seismic upgrade for public school buildings.²³

United States Department of the Interior**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 7

In his 1936 design, Chace incorporated simple wooden ornamentation on the east façade above the entryways and projecting bays. These window surrounds are reminiscent of the Spanish Revival style and include turned posts and raised decorative panels in dark wood. The two gable end facades were also stripped of their original ornament. In the seismic upgrade, the existing pilasters were then combined with the reinforced concrete bands to form a new structural frame. It is important to note, however, that Chace retained all wooden window sash and frames and reinstalled them in their original positions after the reconstruction was complete.

In the basement and first floor, Chace reinforced existing walls with a gunite technique and added concrete transverse walls. The ceiling between the first and second floor was reinforced with horizontal x-bracings (running the length of the building), which were connected to vertical bracing. This vertical bracing was perhaps the most exceptional and innovative measure used in Chace's design and consisted of a monumental, two-story bracing bent that was added to the existing structure in order to link the roof structure to the foundation. Parts of this bracing structure are today still visible in the girls' locker room. Chace carefully added different steel members vertically, horizontally and diagonally to the complex roof structure of the gyms and pools.

The seismic retrofit of the Original Gymnasium and Natatorium at Berkeley High School was one of Chace's last reconstruction projects and by far the most complex, elaborate and sophisticated work he had completed within the Berkeley School District. In reviewing these reconstruction drawings (42 sheets in all), it is evident that in the reconstruction, Chace used various strategies from his earlier interventions and combined them to form a unique and coherent system. Additionally, this seismic retrofit was conducted solely by Chace (consulting architects were not involved) - a testament to his expertise and understanding of the complex reconstruction. In the upgrade of the Original Gymnasium and Natatorium, Chace employed the most modern seismic retrofit techniques that had been introduced in relation to school buildings after the Field Act of 1933. Such techniques were discussed, and illustrated with schematic plans, in the bulletins of the Seismological Society of America, of which Chace was a member since 1925.²⁴

Large-scale construction shortly after Hays' campus plan came to a standstill in the following years, with wood-frame buildings erected quickly to meet the shortage of facilities for an ever-growing student body. A 1929 report issued by Lewis Wilbur Smith, the Superintendent of the Public School District, indicated an "urgent need for additional facilities." He further recommended that: "1) [Additional land] be purchased, and 2) that an architect be employed to

United States Department of the Interior**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

**National Register of Historic Places
Continuation Sheet**Section number 8 Page 8

design a comprehensive plan for the development of the next decade."²⁵ Because campus expansion was essentially confined to its four city blocks, the result of the gradual filling of the campus is shown in a sketch from the 1930s.

During the Depression the building trades were badly affected. President Theodore Roosevelt's New Deal created the Works Progress Administration commonly known as the WPA. During the year 1939 the minutes of the Aug. 2, 1939 School Board meeting reported that the "WPA grant for 1939 was \$350,000" and that "the WPA foreman would continue on payroll at \$1 per hour to supervise various WPA projects". Among the projects mentioned in these minutes were Whittier School (1939), Franklin School and Berkeley High School.²⁶

Assisted by WPA federal funding, a large building program took place at Berkeley High School beginning in the 1930s with the intention of replacing inadequate buildings and to update facilities. Notable Bay Area architects, William Corlett, Sr. and Henry H. Gutterson, were hired at this time to complete the master plan for the campus.²⁷ Gutterson, a graduate of the University of California's School of Architecture in 1904 when William C. Hays first joined its faculty, was also trained at the Paris Ecole des Beaux Arts.²⁸ Together with Corlett, also a graduate of the University of California's School of Architecture, both architects would make a significant impact on the Berkeley High School Campus with their designs for three monumental buildings executed in the Art Deco style characteristic of the 1930s.

The Shop and Science Buildings (Buildings H and G) were constructed in 1939 and 1940. The buildings are characterized by streamlined curvilinear and zig-zag forms, flat roofs, stepped wall planes, and simplified pilasters. These expressive features, as well as new building techniques such as reinforced concrete, marked a significant departure from a previous use of traditional cornices, pitched roofs, window moldings, and emphatic corners.²⁹ The buildings feature sculpted bas-reliefs by Lulu H. Braghetta. Born in 1901 and educated at the University of Nevada and the University of California at Berkeley, Braghetta became a professional sculptor and worked at a studio in San Francisco at the time of her commissions with the Berkeley Public Unified School District.³⁰ The Shop and Science Buildings feature five allegorical panels of painted concrete representing the Arts and Sciences, the Industrial Arts, the Shop, the Laboratory, and Wisdom.³¹

The third building designed by Gutterson and Corlett was the Community Theater and Florence Schwimley Little Theater. The concept of building Berkeley High School an auditorium that would also serve the community-at-large was developed by Henry Gutterson and William Corlett for the Berkeley Public Schools in 1937 when the policies of President Roosevelt's New Deal

United States Department of the Interior**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

**National Register of Historic Places
Continuation Sheet**Section number 8 Page 9

encouraged such large municipal projects. At the time, Gutterson (who also served as Chair of the Design Committee for Civic Center Park) and Corlett's schematic embraced "The idea to merge the community's need for a theater with the philosophy of broad education seemed to suit the nature of Berkeley's growing civic center."³² Thus, their original design for the Berkeley High School Community Theater was to orient it to a grand entrance on a north-south axis with the Civic Center Park across Allston Way, turning away from the east-west axis of the Academic Building within the Campus. The auditorium itself would have utilized most of the Memorial Court for a massive, circular theater building. This proposal was replaced by a "deliberate" choice to "use the central area of the high school grounds as an esplanade for a sheltered entrance and exit for 3500 people, free from the hazards of traffic, and usable for pageants and outdoor gatherings."³³

After ten years of standing half finished due to a shortage of funds, the Berkeley High School Community Theater was finally completed in 1950 according to Gutterson and Corlett's design of 1937. Its Art Deco/Moderne design is expressed by a dynamic interplay of rectangular and circular volumes embellished by the bas-relief work of the sculptor Robert Howard, fluted pilasters, decorative lettering and concrete scoring, stepped wall planes, rounded corners, fluted pilasters, curved overhangs, and glass block windows. Gutterson and Corlett overcame the "out-of-square frontage" and "the odd angles of the streets and [the need to] align the entire structure with existing buildings."³⁴ The result is a symmetrical composition that completes the Art Deco ensemble begun with the Shop and Science Buildings. The theater complex was the boldest of the Art Deco buildings, providing an anchor to the northern edge of the campus plan. Unlike the Shop and Science Buildings, the Community Theater and Little Theater building was planned for construction at the same time but was not completed until 1950. Decorated in the same vein, the Shop and Science Buildings, along with the Theater complex, features monumental bas-relief sculptures by prominent Bay Area sculptors, Jacques Schnier (1898-1988), Robert B. Howard (1896-1983), and Lulu H. Braghetta (1901-1992). Robert Howard designed the bas-relief sculptures representing "Poetry, Painting, and Sculpture" and "Drama, Dance, and Music" adorning the Theater complex. The most impressive relief was designed by Jacques Schnier, founder of the sculpture department at the University of California at Berkeley,³⁵ and depicts St. George on a horse slaying the dragon with his lance. The three Art Deco buildings have been recognized as "the only planned ensemble of Art Deco styled buildings in Berkeley" and individually present "some of the most outstanding examples of the Art Deco style in the Bay Area."³⁶

United States Department of the Interior

**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 10

Conclusion

The Berkeley High School Campus Historic District is significant at the local level under Criterion C for its architectural distinction as a collection of school buildings executed in the classical Beaux-Arts tradition and the Art Deco/Moderne style. The Academic Building and Original Gymnasium and Natatorium Building, designed by William C. Hays in 1922 in a classically-inspired Italianate style, were born out of Beaux-Arts planning principles popular for school campuses throughout the U.S. in the early twentieth century. The 1936 seismic retrofit of the Original Gymnasium and Natatorium is also exemplary, a response to California's 1933 Field Act for improvements in school building safety. While other schools throughout Berkeley received retrofits per the 1933 Field Act, including Thousand Oaks School (1919) and Hillside School (1925), Berkeley High School's Original Gymnasium and Natatorium Building was the most complex of Field Act projects conducted in Berkeley. The other three contributing buildings to the Historic District are architecturally distinctive for their Art Deco/Moderne style that flourished in the 1930s New Deal era. The importance of the existing campus buildings of the school was supported by the WPA initiative, which financed the construction of these three Art Deco campus buildings to enhance the campus facilities beyond mere utility. Other schools in Berkeley that received federal funding in the 1930s included the Whittier School, though Berkeley High School's WPA-funded project was the largest and most architecturally distinguished. Together, these WPA Art Deco/Moderne buildings and Hays' two classically inspired buildings clearly illustrate two distinct architectural periods of early twentieth century school design not found elsewhere in Berkeley.

1 S.D. Waterman, History of the Berkeley Public Schools, Berkeley, 1918, pg. 11

2 Ibid., pg. 25.

3 Ibid., pg. 25

4 Ibid.

5 Susan Dinkelspiel Cerny, Berkeley Landmarks; An Illustrated Guide to Berkeley, California's Architectural Heritage, Berkeley Architectural Heritage Association, 1994, pg. 72

6 National Register of Historic Places Application for Berkeley Civic Center District.

United States Department of the Interior**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

**National Register of Historic Places
Continuation Sheet**Section number 8 Page 11

7 Werner Hegeman, Report on a City Plan for the Municipalities of Oakland & Berkeley, Municipal Governments of Oakland and Berkeley, 1915, pg. 148.

8 William Warren Ferrier, 1933, pg. 271.

9 William C. Hays, "One-Story and Open-Air Schoolhouses in California," in Architectural Forum, vol. 27, July 1917, pg. 3.

10 Ibid., pg. 8.

11 University of California, College of Environmental Design Archives, William C. Hays Collection, Berkeley Public Schools, The Berkeley School Building Program, 1919-1922, pg. 41.

12 Hays, "Recent Distinctive Schoolhouses in California: Part I," pg. 113.

13 Walter Harris Ratcliff, Jr., was born in London, England and arrived in Berkeley with his family in 1898. He attended Berkeley High School and graduated from the University of California with honors in Chemistry in 1903. He became interested in architecture and spent two years touring Europe after graduation. After he returned, he joined the firm of John Galen Howard, working on the Hearst mining Building and Doe Library at the University of California at Berkeley. It was through Howard's firm, Howard and Galloway, that Ratcliff met Hays and became friends. Ratcliff opened up his own architectural practice, designing a number of residential buildings throughout Berkeley. From 1913-1920, Ratcliff served as City Architect for Berkeley, and in 1923, was appointed Architect and Planner for Mills College's campus plan.

14 Carey & Co. Historic Resource Evaluation for the Berkeley High School Gymnasium, August 2006.

15 Susan Fatemi and Charles James. "The Long Beach Earthquake of 1933." National Information Service for Earthquake Engineering, University of California, Berkeley.
<http://nisee.berkeley.edu/long_beach/long_beach.html> (Accessed: 7/27/2006).

16 The Field Act. Statutes of California, Fiftieth Session. Statutes and Amendments of the Code, CA 1933. Chapter 59. Approved by the Governor, 10 April 1933.

United States Department of the Interior**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

**National Register of Historic Places
Continuation Sheet**Section number 8 Page 12

17 Kromer, Clarence H. "Structural Problems in Connection with the Design of Earthquake-Resistive School Buildings." *Bulletin of the Seismological Society of America: Volume 24/4* (October 1934), 406-407.

18 Department of General Services. *Seismic Safety Inventory of California Public Schools; A Report to the Governor of California and the California State Legislature.* (11/15/2002), 3.

19 Ibid.

20 Thomas Franklin Chace, a California native born in Omega, CA on May 17, 1886, graduated from the University of California, Berkeley with a B.S. in Civil Engineering in 1910. His projects included work on the 1915 Panama Pacific Exposition in San Francisco, the 1922 Kezar Stadium in San Francisco, and the Memorial Stadium in Berkeley. He began his private practice as a structural engineer in 1920, opening an office in San Francisco. During this time Chace designed structures throughout the state including schools, churches, industrial buildings, shopping centers and hotels.

In 1941, Chace joined the UC, Berkeley faculty as an engineering consultant for graduate-level design in the School of Architecture. He worked at the University in this capacity until 1951. Throughout the course of his career, Chace received a number of awards and honors such as the Civilian Service Award of the Bureau of Yards and Docks of the U.S. Navy as well as the Army and Navy "E" Award. He was elected as Associate Member of the American Society of Civil Engineering in 1919 and became a life member in 1954. He was also a member of the Structural Engineers Association of Northern California, the Seismological Society of America (elected Life Member in 1925), and the Consulting Engineers of California. On March 30, 1963, Thomas F. Chace died of a heart attack at the age of 76 at his home in Berkeley.

21 See DPR forms for illustrations representing the 1936 seismic reconstruction of the Berkeley High School Original Gymnasium and Natatorium.

22 Tobriner, Stephen, *Bracing for Disaster: Earthquake-Resistant Architecture and Engineering in San Francisco, 1838-1933*, (Berkeley: Heyday Books, 2006), 212.

23 "There are many who believe that the simple and straightforward types of construction which are characteristic of California schools today - and which have brought them world-wide recognition and acclaim - are largely the indirect result of the requirements imposed by the Field Act. Indeed, it is quite likely that the elimination of much of the useless ornamentation and

United States Department of the Interior

**Berkeley High School Campus
Historic District
Alameda County, California**

National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page 13

needless complexity often found in the past has more than wiped out any price differential due to requirements of the Act" In: Structural Engineers Association of Northern California. School Construction under the Field Act: Based on the Experience of the Past Twenty Years of Operation Under the Act. March 1953.

24 Kromer, Clarence H. "Structural Problems in Connection with the Design of Earthquake-Resistive School Buildings." Bulletin of the Seismological Society of America: Volume 24/4 (October 1934), 404-418.

25 City of Berkeley Landmark Application, Berkeley High School: Shop and Science Buildings along MLK Jr. Way, Schwimley Little Theater, Berkeley High School Community Theater, [Susan Cerny, November 1992], pg. 8.

26 Susan Cerny, City of Berkeley Landmark Application, 1992.

27 From "A History of Berkeley High School," pg. 2.

28 Cerny, City of Berkeley Landmark Application, 1992.

29 Ibid.

30 <http://www.askart.com> (Accessed: June 11, 2007)

31 See Smithsonian Institution Research Information System, <http://siris-artinventories.si.edu> (Accessed: June 11, 2007)

32 National Register Application, Berkeley Historic Civic Center District, Section 8, pg. 6.

33 "Souvenir Program Berkeley High School Community Theater Dedication Week," June 5th to 11th, 1950, pg. 13.

34 Ibid.

35 City of Berkeley Landmark Application.

36 City of Berkeley Landmark Application.

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 9 Page 1

9. Major Bibliographical References

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2. Cerny, Susan Dinkelspiel, "Berkeley Landmarks; An Illustrated Guide to Berkeley, California's Architectural Heritage," Revised and Enlarged, Berkeley Architectural Heritage Association, 2001, pgs. 90-129.
3. Ferrier, William, Berkeley, California; "The Story of the Evolution of a Hamlet into a City of Culture and Commerce," Berkeley, 1933
4. Hays, William C. "Recent Distinctive Schoolhouses in California: Part I," in Architectural Forum, vol. 29, November 1918, pgs. 111-116.
5. "Recent Distinctive Schoolhouses in California: Part II," in Architectural Forum, vol. 29, December 1918, pgs. 151-156.
6. "Recent Distinctive Schoolhouses in California: Part III," in Architectural Forum, vol. 30, January 1919, pgs. 5-10.
7. "One Story and Open-Air Schoolhouses in California," in Architectural Forum, vol. 27, July 1917, pgs. 3-12.
8. "One Story and Open-Air Schoolhouses in California: Second and Concluding Paper," in Architectural Forum, vol. 27, September 1917, pgs. 57-65.
9. "The Architecture of Schools," in Architectural Forum, vol. 37, August 1922, pgs. 69-73.
10. Hegeman, Werner, "Report on a City Plan for the Municipalities of Oakland & Berkeley, Municipalities of Oakland and Berkeley," 1915, pgs. 148-156.
11. Ittner, William B. "The School Plant in Present-Day Education," in Architectural Forum, vol. 37, August 1922, pgs. 45-50.
12. Longstreth, Richard "On the Edge of the World: Four Architects in San Francisco at the Turn of the Century," Berkeley, University of California Press, 1983.

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number 9 Page 2

13. Partridge, Loren W., "John Galen Howard and the Berkeley Campus. Berkeley," The Berkeley Architectural Heritage Association, 1978.

14. Pettitt, George. Berkeley: "The Town and the Gown of It. Berkeley," Howell North Books, 1973.

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17. Willes, Burl, Picturing Berkeley; A Postcard History, Berkeley Historical Society, 2002, pgs27-53, 112.

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United States Department of the Interior

Berkeley High School Campus
Historic District
Alameda County, California

National Park Service

National Register of Historic Places Continuation Sheet

Section number 10 Page 1

Geographical Data

Verbal Boundary Description

The proposed district, assessor parcel # 55-1900-1-3, encompasses four city blocks, bound by Allston Way to the north, Milvia Street to the east, Channing Way to the South, and Martin Luther King, Jr. (formerly Grove Street) to the west.

Boundary Justification

The boundary of the Berkeley High School Campus Historic District is the one that is historically associated with the campus since the beginning of the Period of Significance in 1922.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section number Additional Data

Page 1

Additional Data

Maps:

1. USGS Topographical Map
2. Berkeley High School Campus Historic District, Aerial View, Microsoft Virtual Earth, August 2007
3. Sanborn Part 1 1911 Map, Berkeley High School Campus
4. Sketch Map, Berkeley High School Campus Historic District, Turnstone Consulting, 2006
5. Sketch Map, Berkeley High School Campus Historic District, Photo Locator

Sketches:

1. Alternate Plan for a Berkeley Civic Center, p. 149, "Report on a City Plan for the Municipalities of Oakland & Berkeley," 1915, Werner Hegemann, Ph.D.
2. Berkeley High School Group, circa 1918, W.C. Hays
3. Preliminary Drawing, Berkeley High School Group, Scheme A, No.1, circa 1918, W.C. Hays
4. Drawing, Berkeley High School Group, Scheme C, circa 1918, W.C. Hays
5. Drawing, Plot Plan Proposed Scheme, circa 1918, W.C. Hays
6. Drawing, Lot Plan of Berkeley High School Group Scheme G, circa 1918, W.C. Hays
7. Drawing, Plot Plan of Union High School, Palo Alto, California, by Allison and Allison, Architects. Source: W.C. Hays, "Recent Distinctive California Schoolhouses," in Architectural Forum, vol. 30, January 1919, p. 5
8. Plan of Main Floor of Lakeview School, Oakland, California, by Julia Morgan. Source: W.C. Hays, "Recent Distinctive California Schoolhouses," in Architectural Forum, vol. 30, January 1919, p. 10
9. Ground Floor Plan and Plot Layout of Oakland Technical High School, Oakland, California, by John H. Donovan, Architect, and Henry Hornbostel, Consulting Architect. Source: W.C. Hays, "Recent Distinctive Schoolhouses in California," in Architectural Forum, vol. 29, November 1918, p. 114
10. Drawing, Berkeley High School General Scheme, Figure #148, circa 1929, Walter Ratcliff, Jr.
11. Drawing, Berkeley High School Grove Street Entrance, 1937, H.H. Gutterson and W.G. Corlett, Sr.
12. Drawing, General Scheme of Expansion & Development, Berkeley High School, October 1937, H.H. Gutterson and W.G. Corlett, Sr.
13. Drawing, Berkeley High School Ground Plan of the Proposed New Building, October 1937, H.H. Gutterson and W.G. Corlett, Sr.
14. Drawing, Berkeley High School Campus Plan, 2001, ELS Architecture and Urban Design

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number Additional Data

Page 2

Floor Plans:

1. Building C Floor Plan, Architectural Forum, August 1922, Plate 30
2. Building A Floor Plan, Berkeley Community Theatre, School Board Journal 1951, Volume 122, #1

Historic Photos:

- HP 1 Various Buildings BHSC, Alameda County CA, BAHA Archives 1933, Central Campus View
- HP 2 Academic Bldg. C, BHSC, Alameda County CA, BAHA Archives 1933, Front
- HP 3 Academic Bldg. C, BHSC, Alameda County CA, BAHA Archives 1933, South Elevation
- HP 4 Academic Bldg. C, BHSC, Alameda County CA, BAHA Archives 1933, W. View Fireproof Stairwell
- HP 5 Academic Bldg. C, BHSC, Alameda County CA, BAHA Archives 1933, Rooftop Court
- HP 6 Academic Bldg. C, BHSC, Alameda County CA, BAHA Archives 1933, Interior Library
- HP 7 Original Gymnasium, Bldg. M, BHSC, Alameda County CA, BAHA Archives 1933, View S.E. Milvia St.
- HP 8 Original Gymnasium, Bldg. M, BHSC, Alameda County CA, BAHA Archives 1933, View S.W. Corner
- HP 9 Original Gymnasium, Bldg. M, BHSC, Alameda County CA, BAHA Archives 1933 View N.W.
- HP 10 Original Gymnasium, Bldg. M, BHSC, Alameda County CA, BAHA Archives 1936, East Facade

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number Additional Data

Page 3

Current Photos:

1. Academic Bldg. C, BHSC, Alameda County CA, Marie Bowman, May 2007, Front
2. Academic Bldg. C, BHSC, Alameda County CA, Marie Bowman, May 2007, View Front Left Side
3. Academic Bldg. C, BHSC, Alameda County CA, Marie Bowman, May 2007, View Front Right Side
4. Academic Bldg. C, BHSC, Alameda County CA, Marie Bowman, May 2007, Back
5. Original Gymnasium, Bldg. M, BHSC, Alameda County CA, Marie Bowman, May 2007, View Front N.W.
6. Original Gymnasium, Bldg. M, BHSC, Alameda County CA, Marie Bowman, May 2007, Entrance to Boys' Gymnasium, Milvia St.
7. Original Gymnasium, Bldg. M, BHSC, Alameda County CA, Marie Bowman, May 2007, Entrance to Girls' Gymnasium, Milvia St.
8. Original Gymnasium, Bldg. M, BHSC, Alameda County CA, Marie Bowman, May 2007, View E. Façade from S.E. End of Bldg., Milvia St.
9. Original Gymnasium, Bldg. M, BHSC, Alameda County CA, Marie Bowman, May 2007, View Rear S. Pool
10. Donahue Gym, Bldg. F & Original Gym, Bldg. M, Track and Football Field, BHSC, Alameda County CA, Marie Bowman, May 2007, View S.E. from Martin Luther King, Jr. Way
11. Border Martin Luther King, Jr. Way, BHSC, Alameda County CA, Marie Bowman, May 2007, View North
12. Bldg. G, BHSC, Alameda County CA, Susan Cerny, May 2007, View Front S. W. Corner
13. Bldg. G & H, BHSC, Alameda County CA, Susan Cerny, May 2007, Front Main Entrance on Martin Luther King, Jr. Way
14. Bldg. H, BHSC, Alameda County CA, Susan Cerny, May 2007, View N.W. Corner on Martin Luther King, Jr. Way
15. Border Allston Way, BHSC, Alameda County CA, Marie Bowman, May 2007, View W., Corner Allston Way and Milvia St.
16. Bldg. A, Community Theater, BHSC, Alameda County CA, Marie Bowman, May 2007 View N. Allston Way
17. Border Milvia Street, BHSC, Alameda County CA, Marie Bowman, May 2007, View North of Bldgs. M, E & D Towards City Hall
18. Border Milvia St., BHSC, Alameda County CA, Marie Bowman, May 2007, View South of Bldgs. D & E
19. Border Corner, Milvia St. & Channing Way, BHSC, Alameda County CA, Anny Su, May 2007, View S. E. Corner & Baseball Field

**United States Department of the Interior
National Park Service**

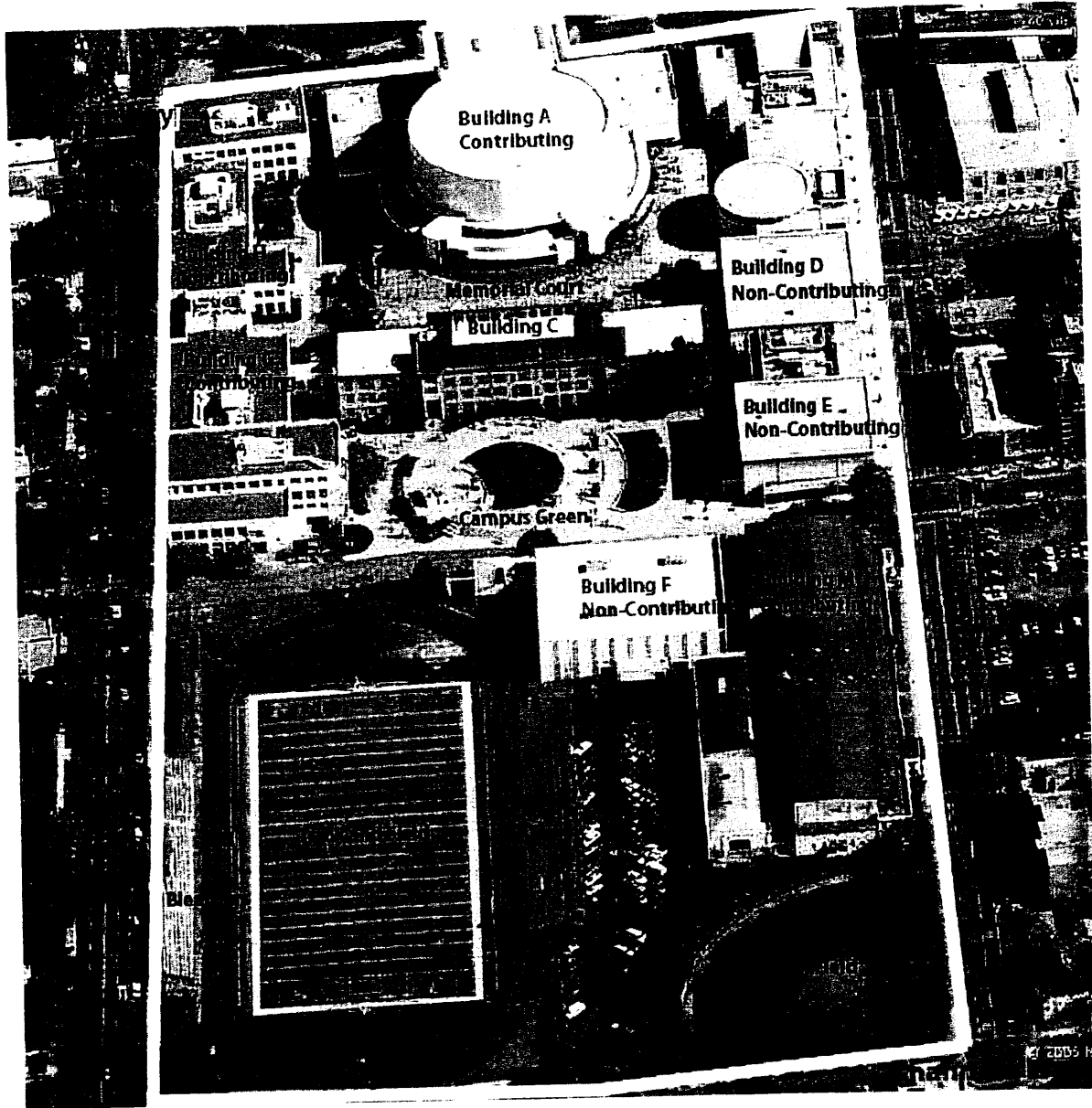
**National Register of Historic Places
Continuation Sheet**

Section number Additional Data

Page 4

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20. Bldg. A., Community Theater, BHSC, Alameda County CA, Marie Bowman, May 2007, View from Memorial Court
 21. Bldg. G & H, BHSC, Alameda County CA, Marie Bowman, May 2007, View East from Memorial Court
 22. Bldg. G & Back Left Side of Bldg. C, BHSC, Alameda County CA, Marie Bowman, May 2007, View S.E. from Campus Green
 23. Bldg. E & Back Right Side of Bldg. C, BHSC, Alameda County CA, Marie Bowman, May 2007, View S.W. from Campus Green
 24. Bldg. F, Donahue Gym, BHSC, Alameda County CA, Marie Bowman, May 2007, View N.W. from Campus Green
 25. Bldg. C, Academic Building, BHSC, Alameda County CA, Microsoft Virtual Earth, Oct 2007, Roof Top View

BERKELEY HIGH SCHOOL CAMPUS HISTORIC DISTRICT AERIAL VIEW



Note: District Boundary outlined in white.



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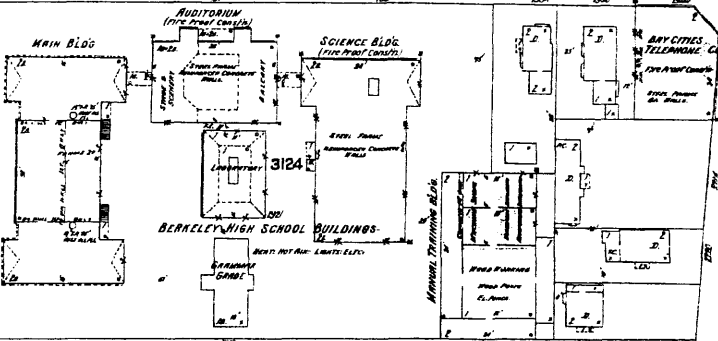


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ALLSTON WAY

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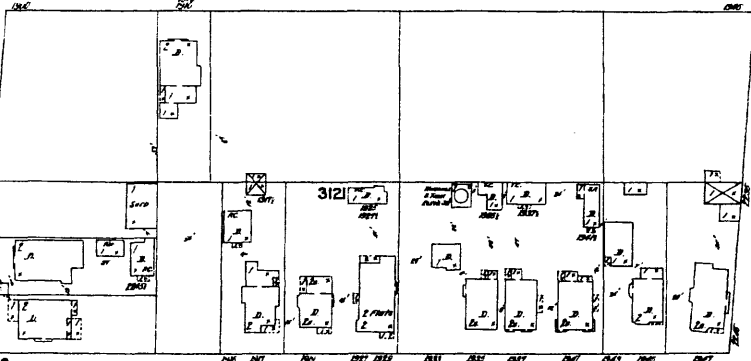
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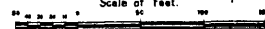
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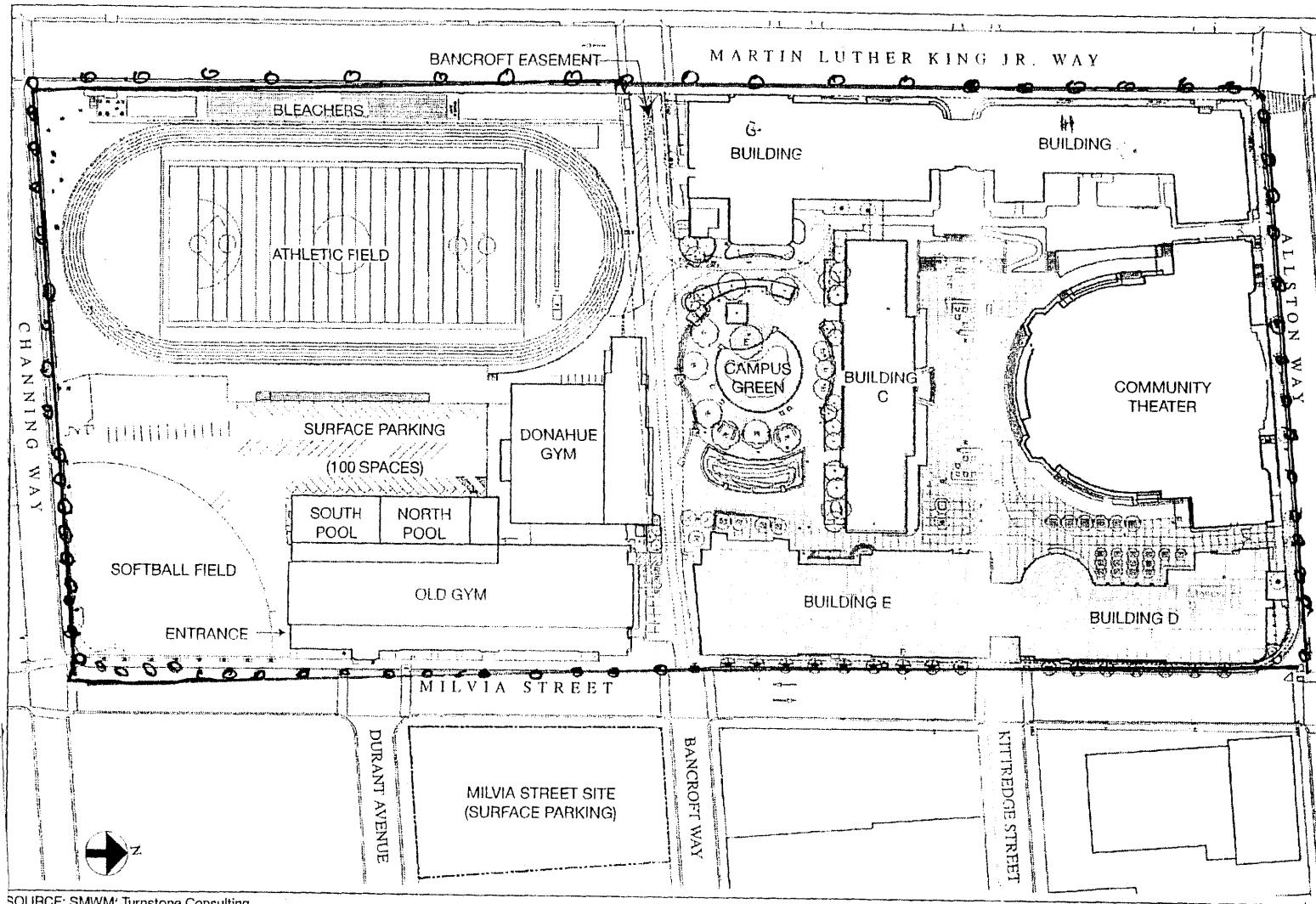
BANCROFT WAY

Scale of Feet.

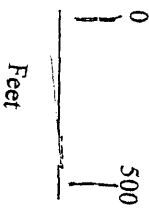


SEE VOLUME TWO

Sketch Map
 Berkeley High School Campus
 Historic District

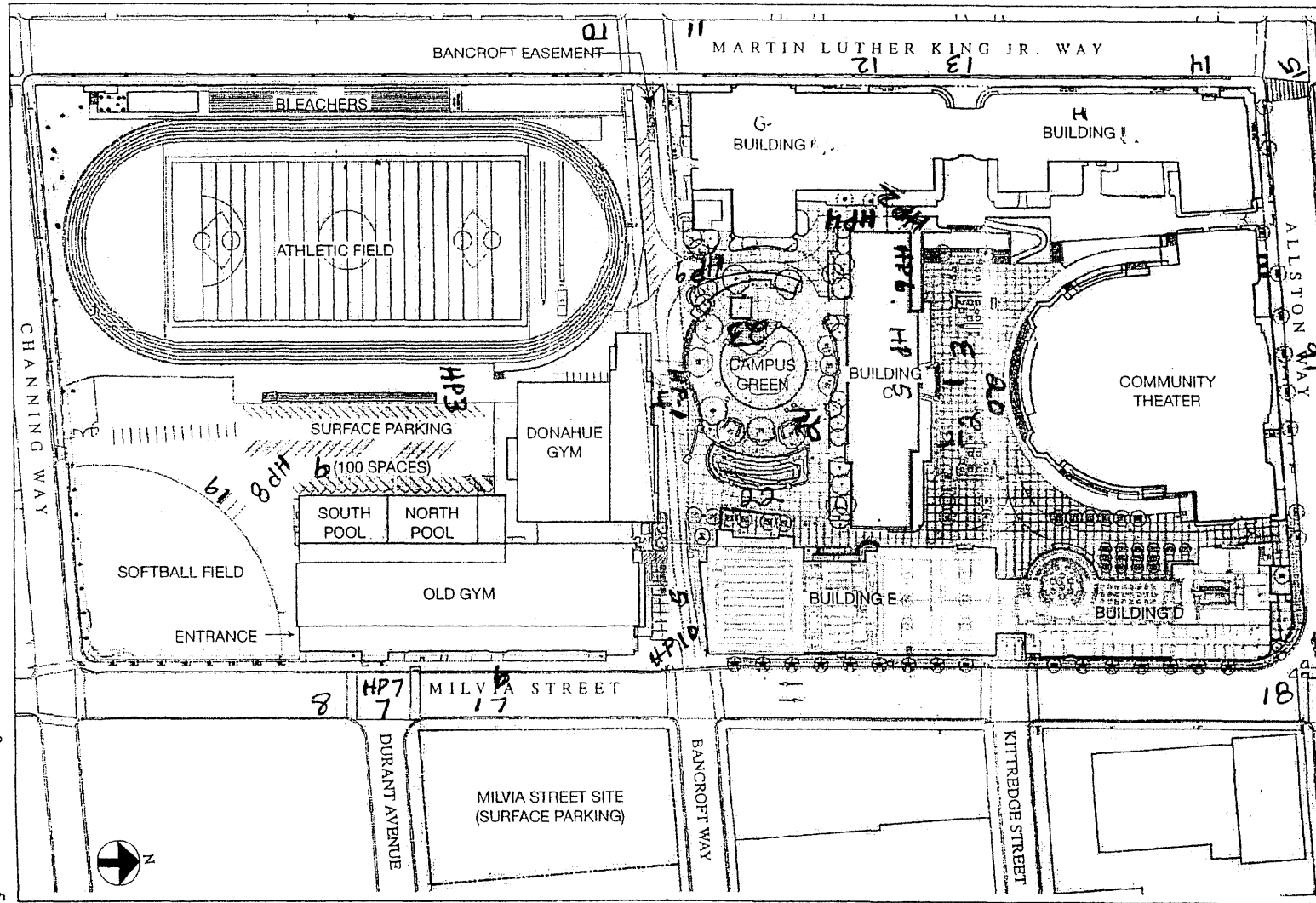


SOURCE: SMWM; Turnstone Consulting



BERKELEY HIGH SCHOOL

Sketch Map
 Berkeley High School Campus
 Photo Locator
 HP=Historic Photo

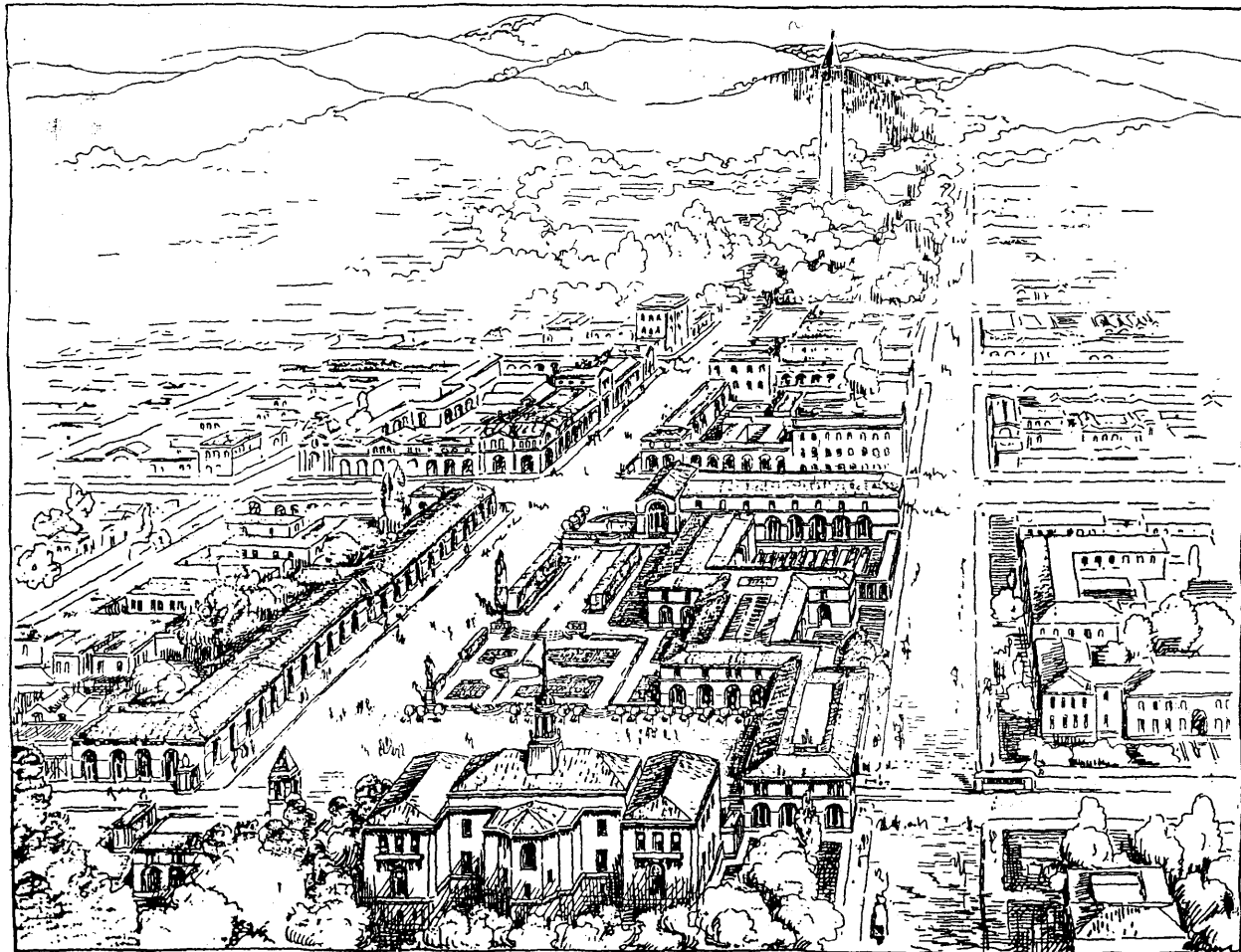
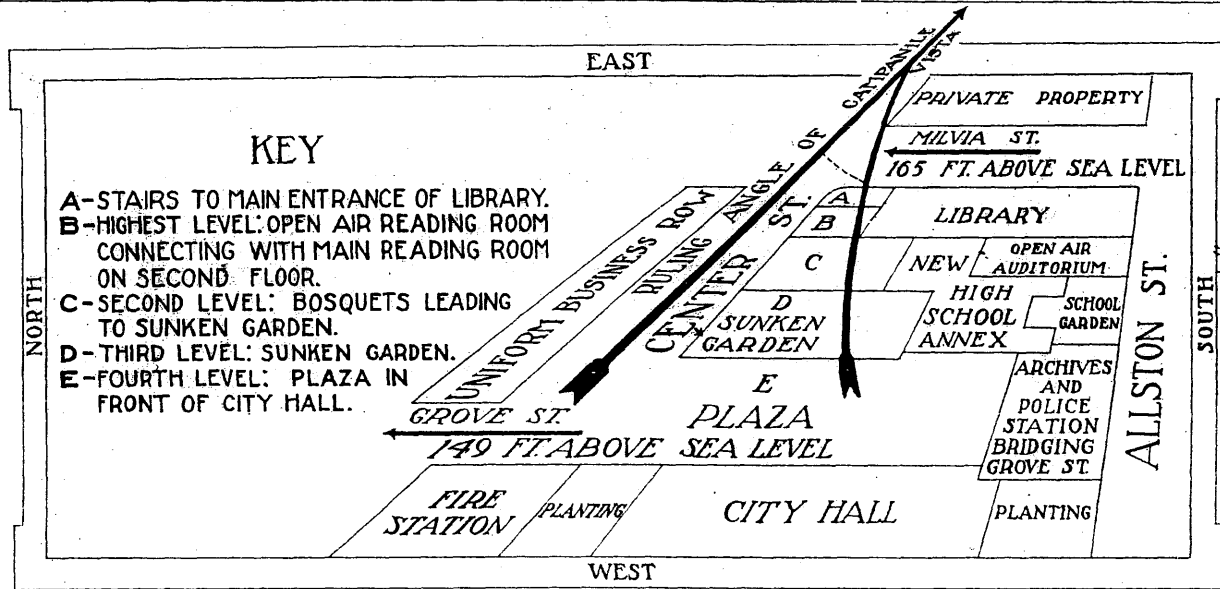


of the Lake, the northern part to be treated entirely in a natural and romantic manner with the avoidance of concrete or plaster work of any kind.¹

THE BERKELEY CIVIC CENTER.

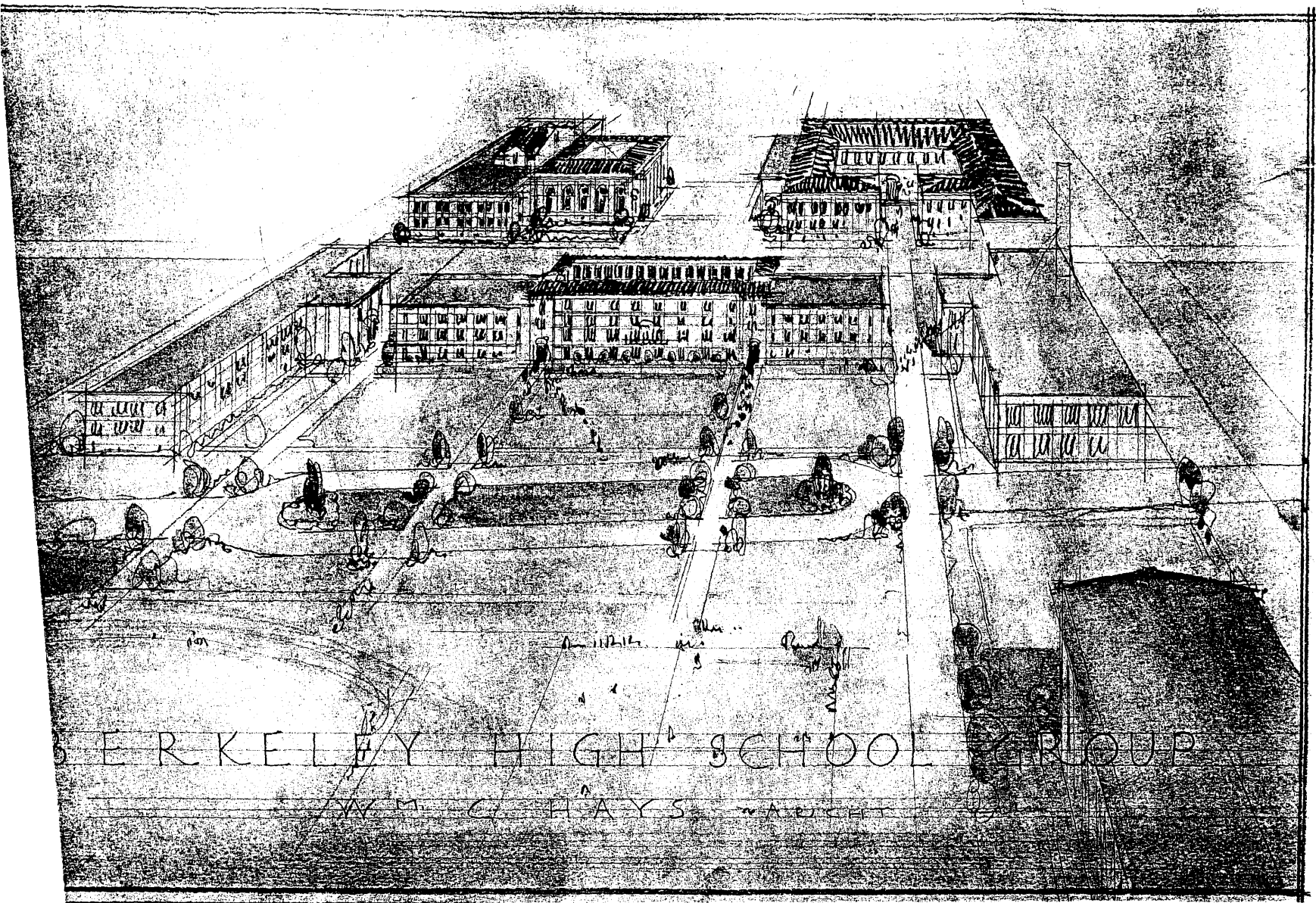
The so-called Civic Center of Berkeley presents a very different problem. If the City should suc-

¹Regarding the desirability of avoiding gaps between the buildings, the visitors of the Panama-Pacific Exposition will have noticed the harmonious joining together of the buildings and the effort made towards closing in even every street axis by terminating the vista with a monument.

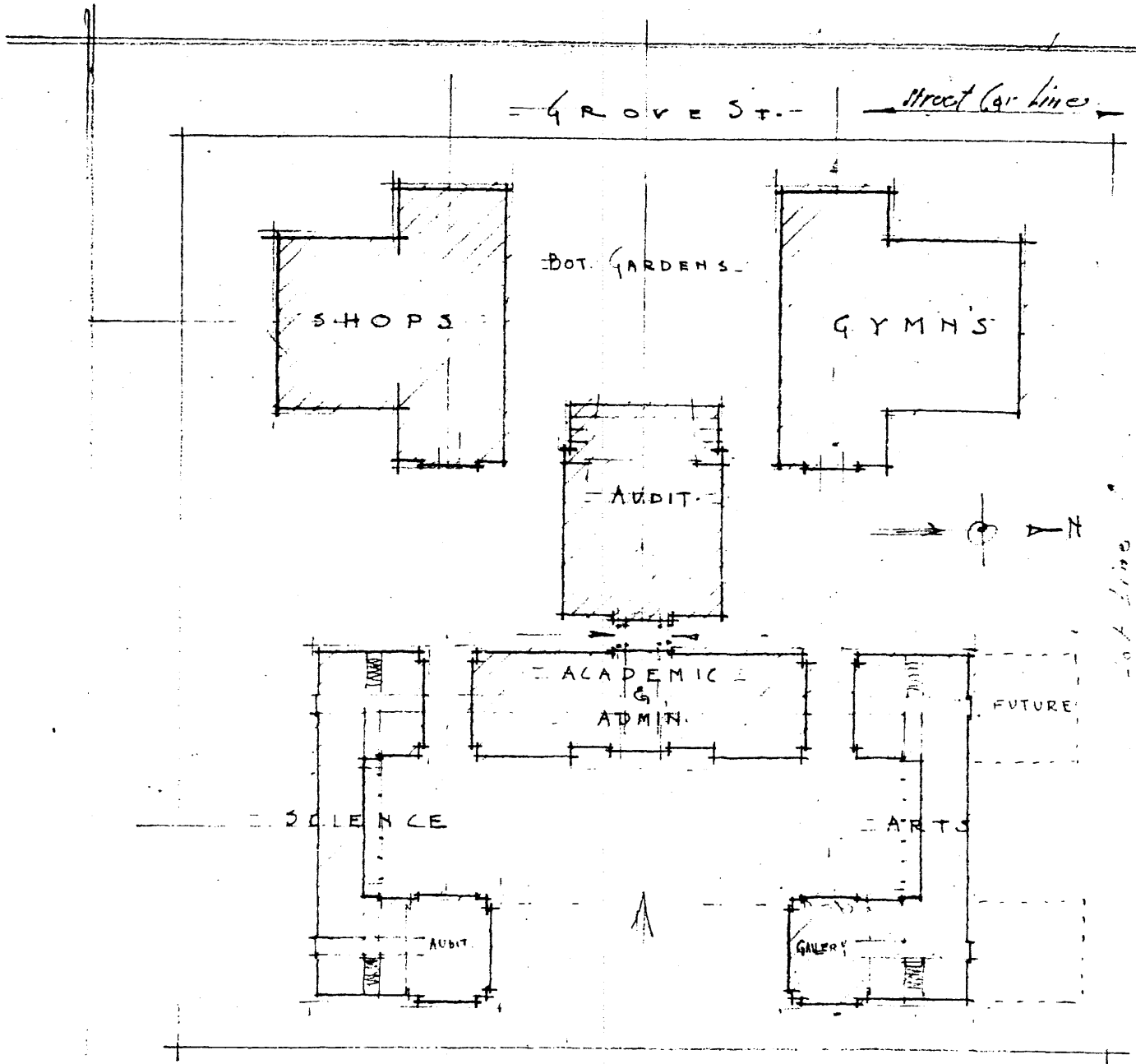


In consultation with Chas. H. Cheney, Architect

BIRDSEYE SKETCH AND KEY TO ALTERNATIVE PROPOSAL FOR A BERKELEY CIVIC CENTER

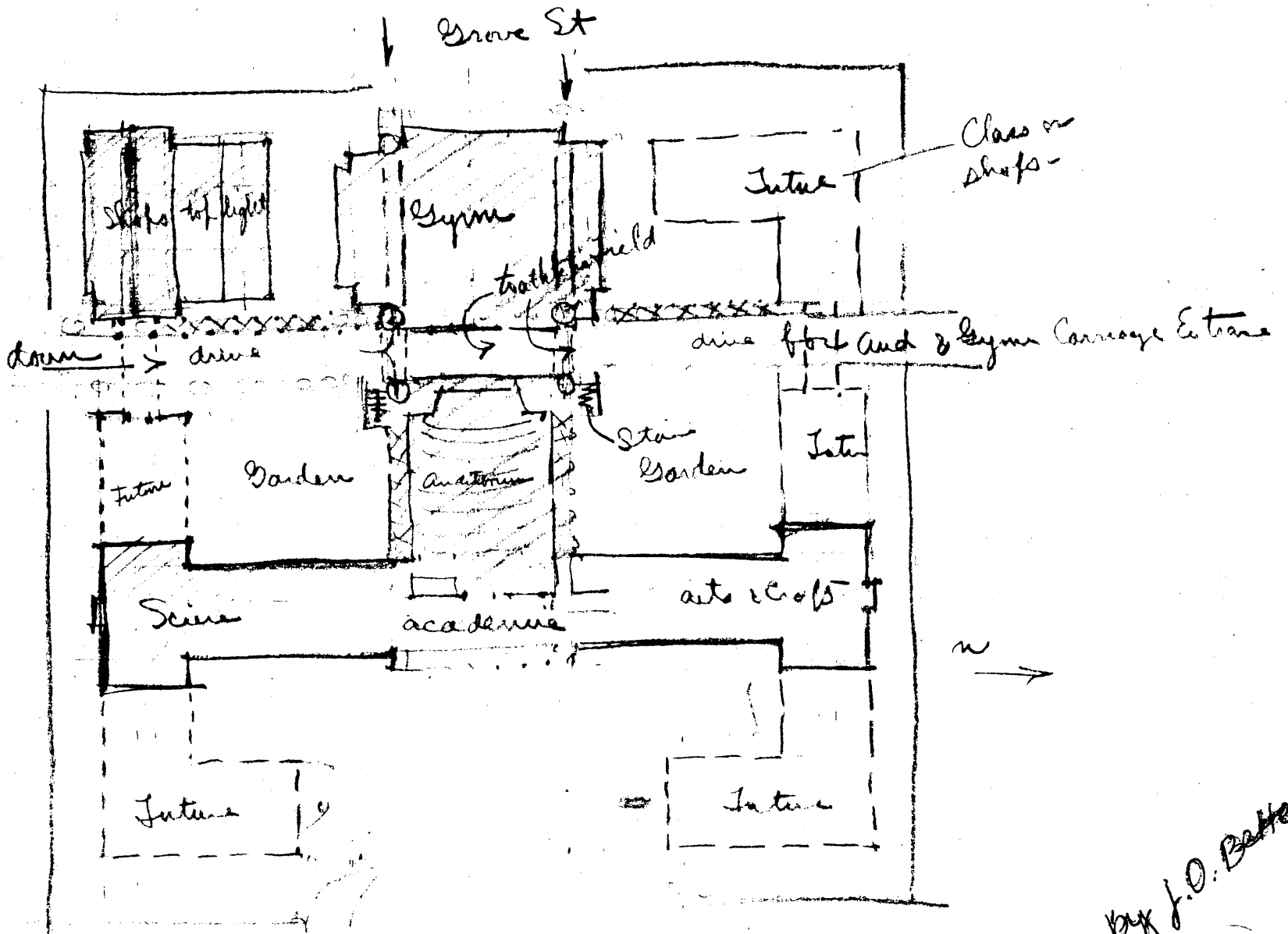


C 1918 Plan for Berkeley High
W.C. Hays:



PRELIMINARY

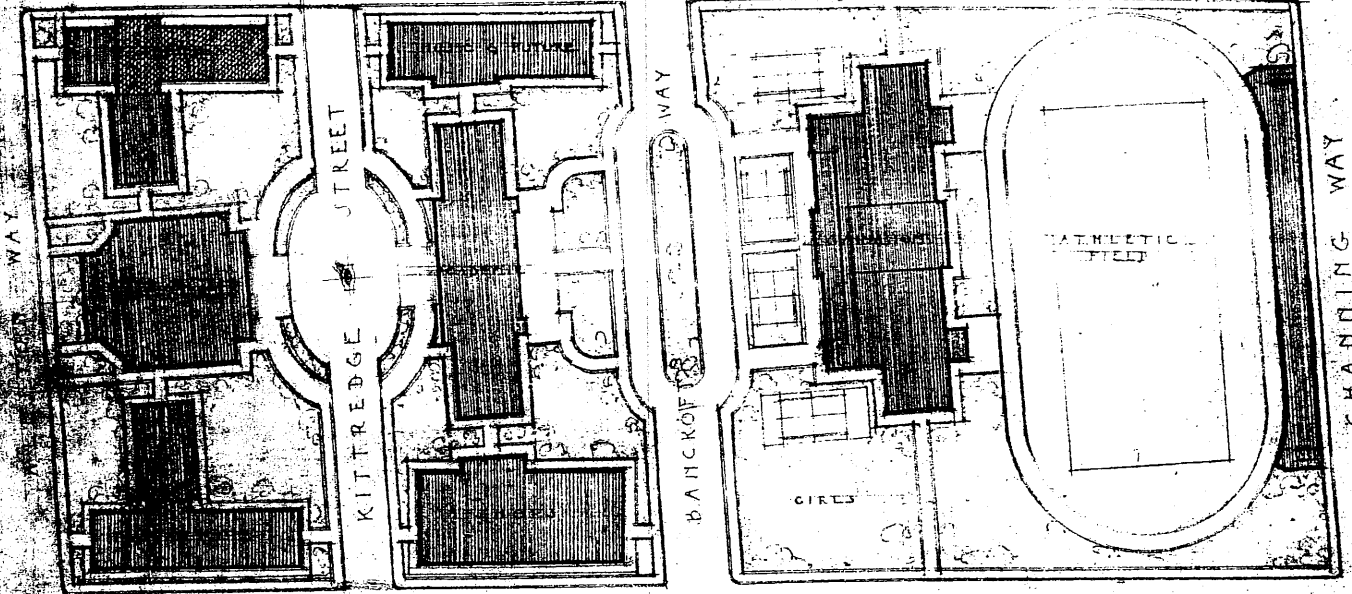
SCHEME A
No. 1.



Sketch by J.O. Battelle
 Scheme C
 Revised



MILVIA STREET



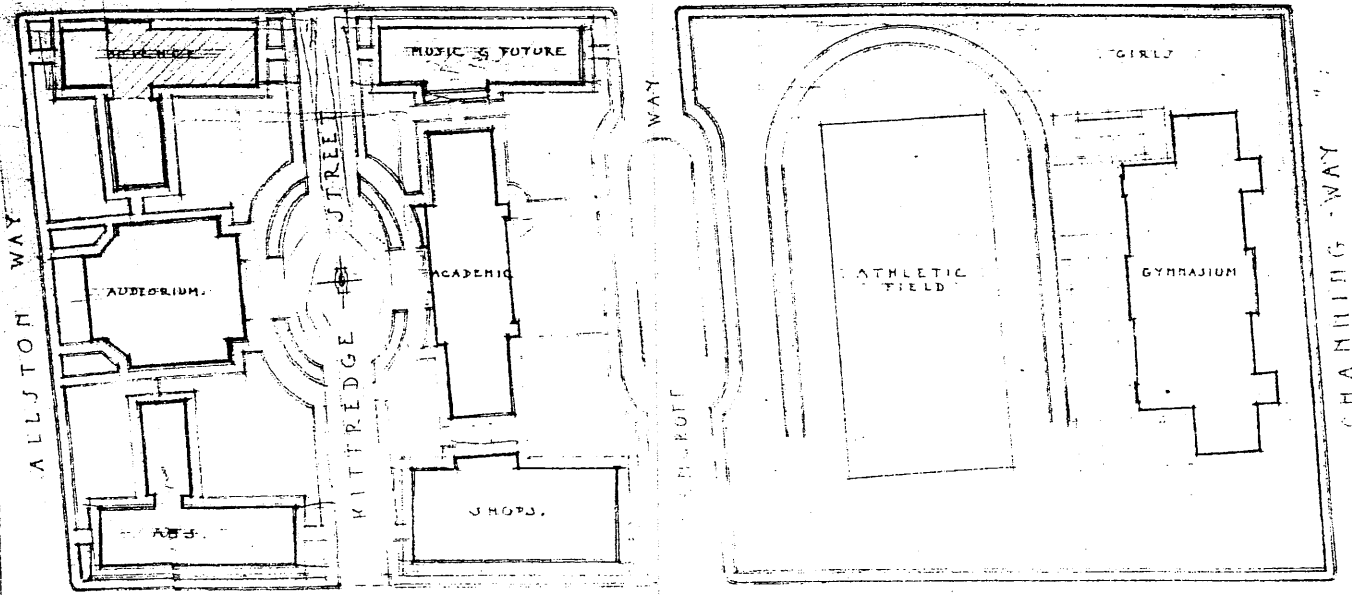
GROVE STREET

PLOT PLAN PROPOSED SCHEME
SCALE 40' TO 1"

W.C. HAYS - ARCHITECT
APPLETON - DURANKIN



MILVIA STREET



GROVE STREET

PLOT PLAN PROPOSED SCHEME
SCALE 40' TO 1"

W.C. HAYS - ARCHITECT
APPLETON - DURANKIN

M I L V I A S T R E E T

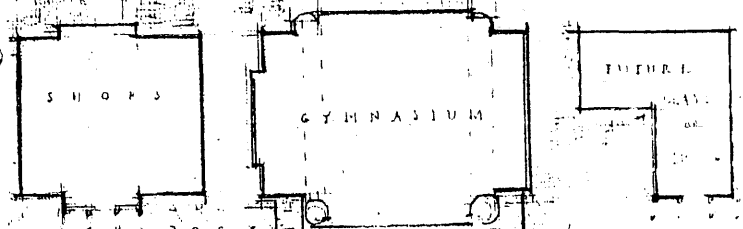
BLEACHERS

ATHLETIC FIELD

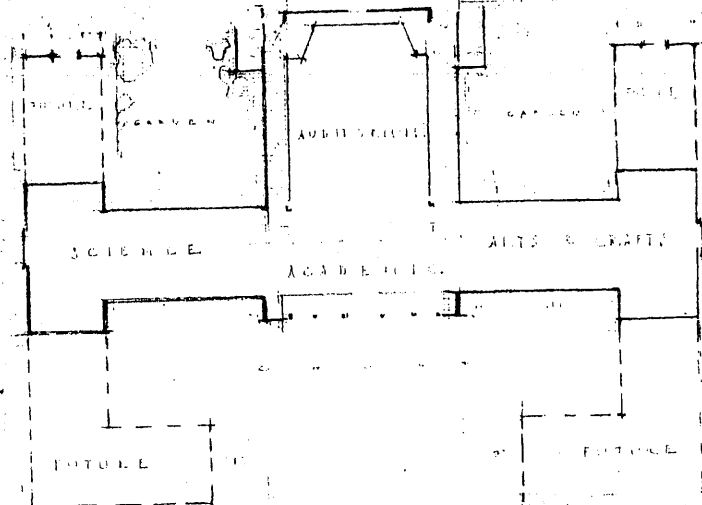
BLEACHERS

ELLISTON WAY

PANCRETT WAY



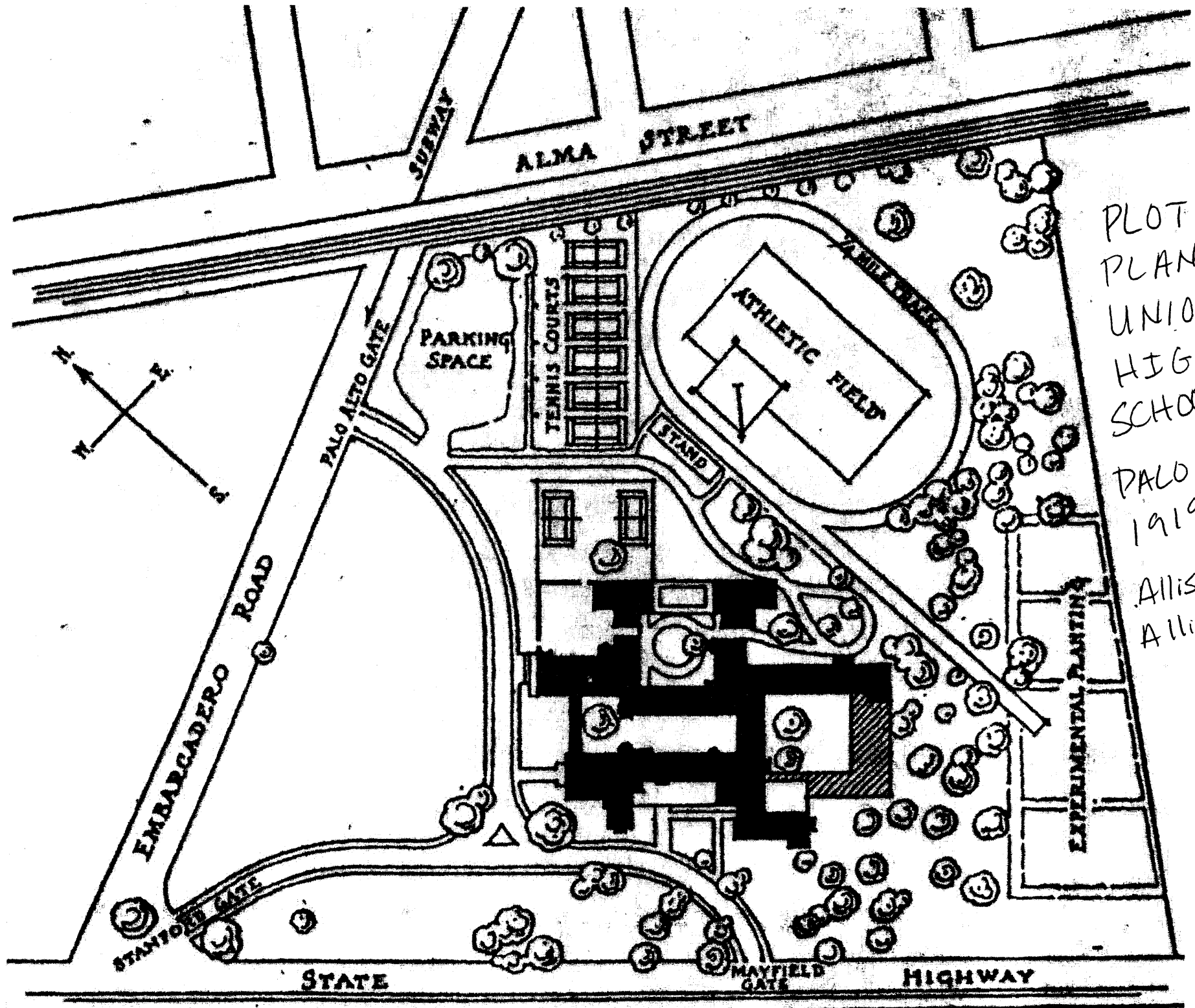
DRIVE FOR GYM & AUDITORIUM CARRIAGE ENT.



G R O V E S T R E E T

FEB 22nd 1920^o LOT PLAN OF BERKELEY HIGH SCHOOL GROUP SCHEME "G"
SCALE 40' = 1"

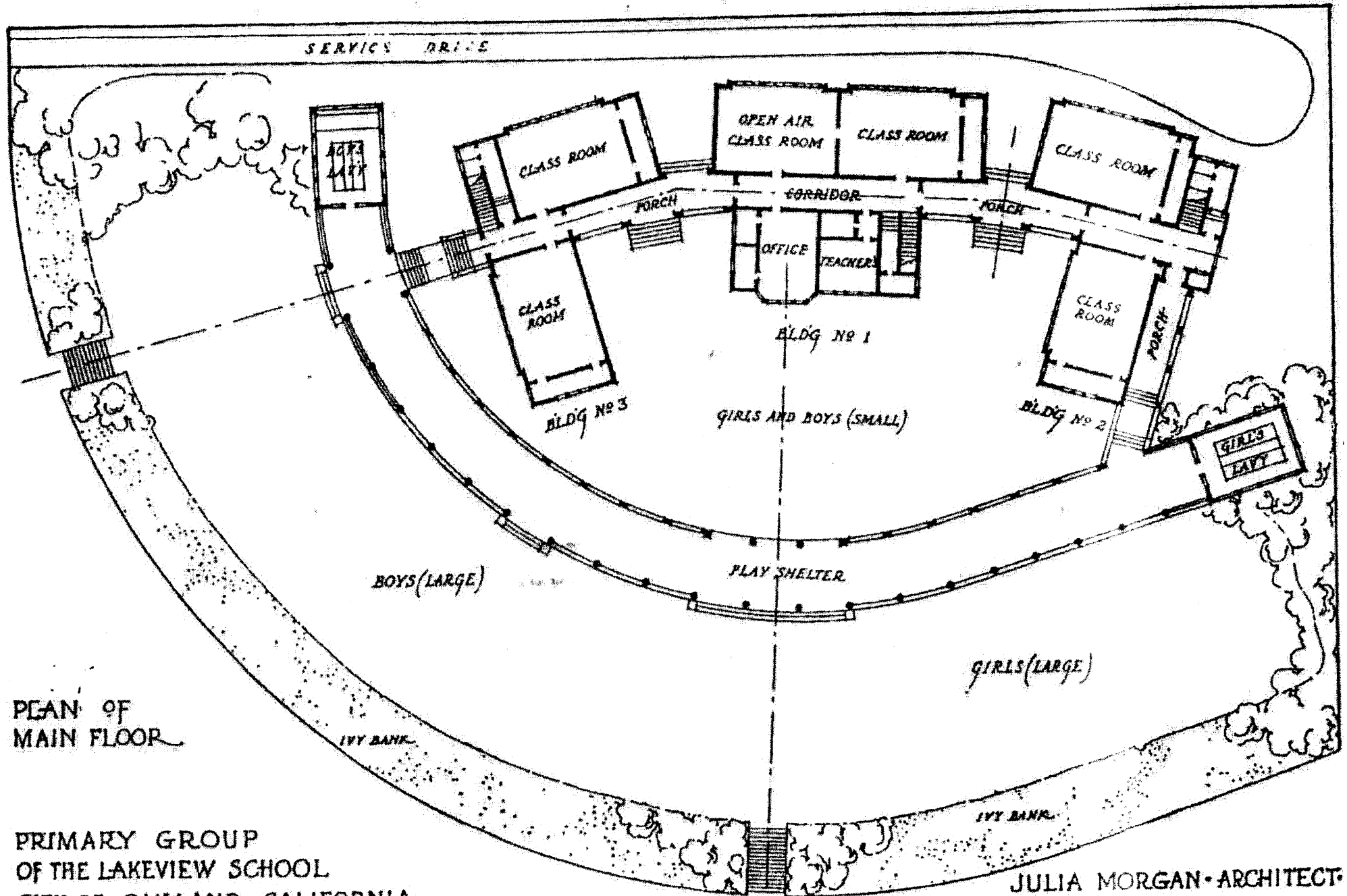
W. CHAYES, ARCHITECT
A. B. PIETOU, JUNIOR



PLOT
PLAN
UNION
HIGH
SCHOOL

PALO ALTO
1919

Allison &
Allison

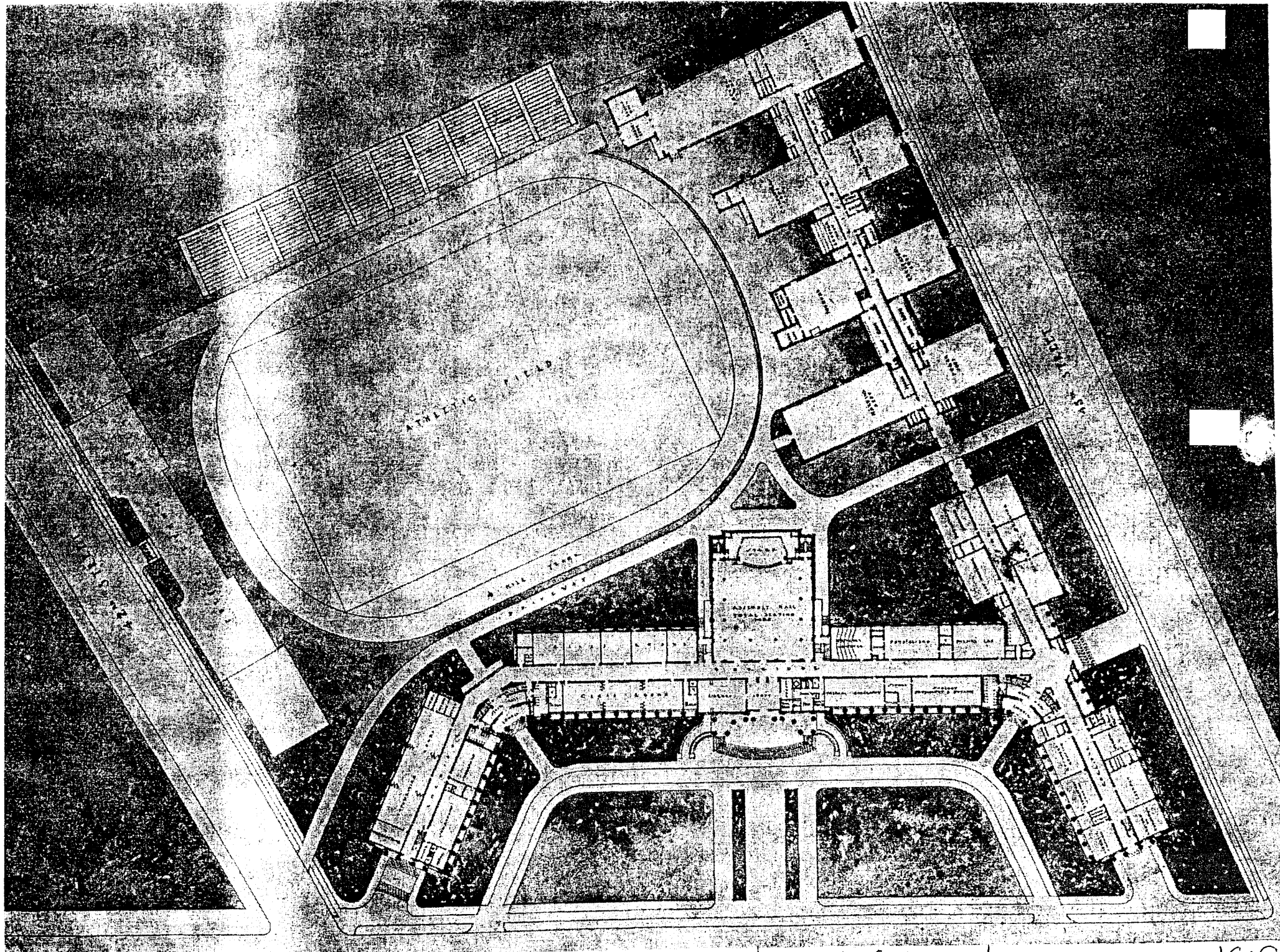


PLAN OF
MAIN FLOOR

PRIMARY GROUP
OF THE LAKEVIEW SCHOOL
CITY OF OAKLAND - CALIFORNIA

1919

JULIA MORGAN - ARCHITECT

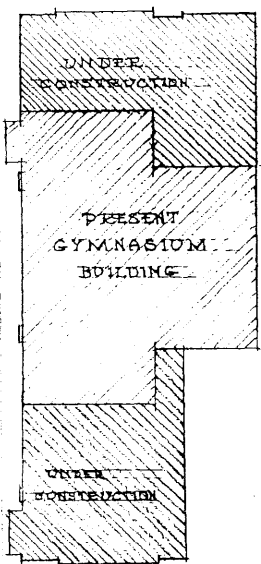


PLOT PLAN OF OAKLAND TECHNICAL HIGH SCHOOL by John Donovan 1919

CARRIAGE WAY

ATHLETIC FIELD
FOR GIRLS

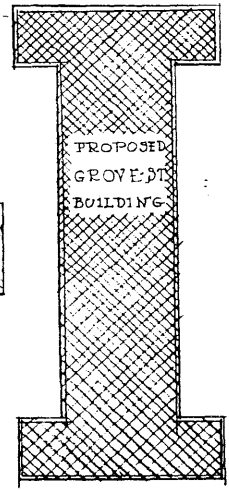
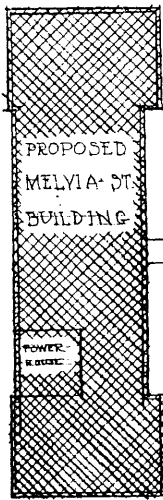
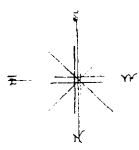
TRACK FOOTBALL
BASE-BALL AND
BOYS ATHLETIC FIELD



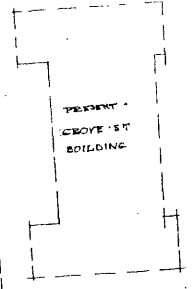
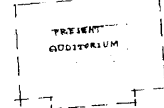
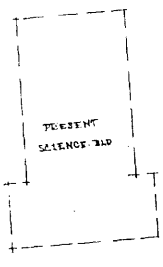
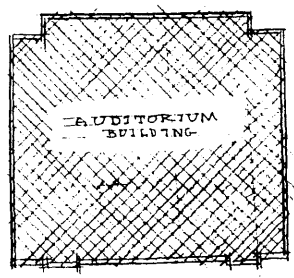
BANCROFT WAY

WHEATCLIFF AVENUE

GROVE STREET



REMOVE KITTLEDGE STREET



WHEATCLIFF AVENUE

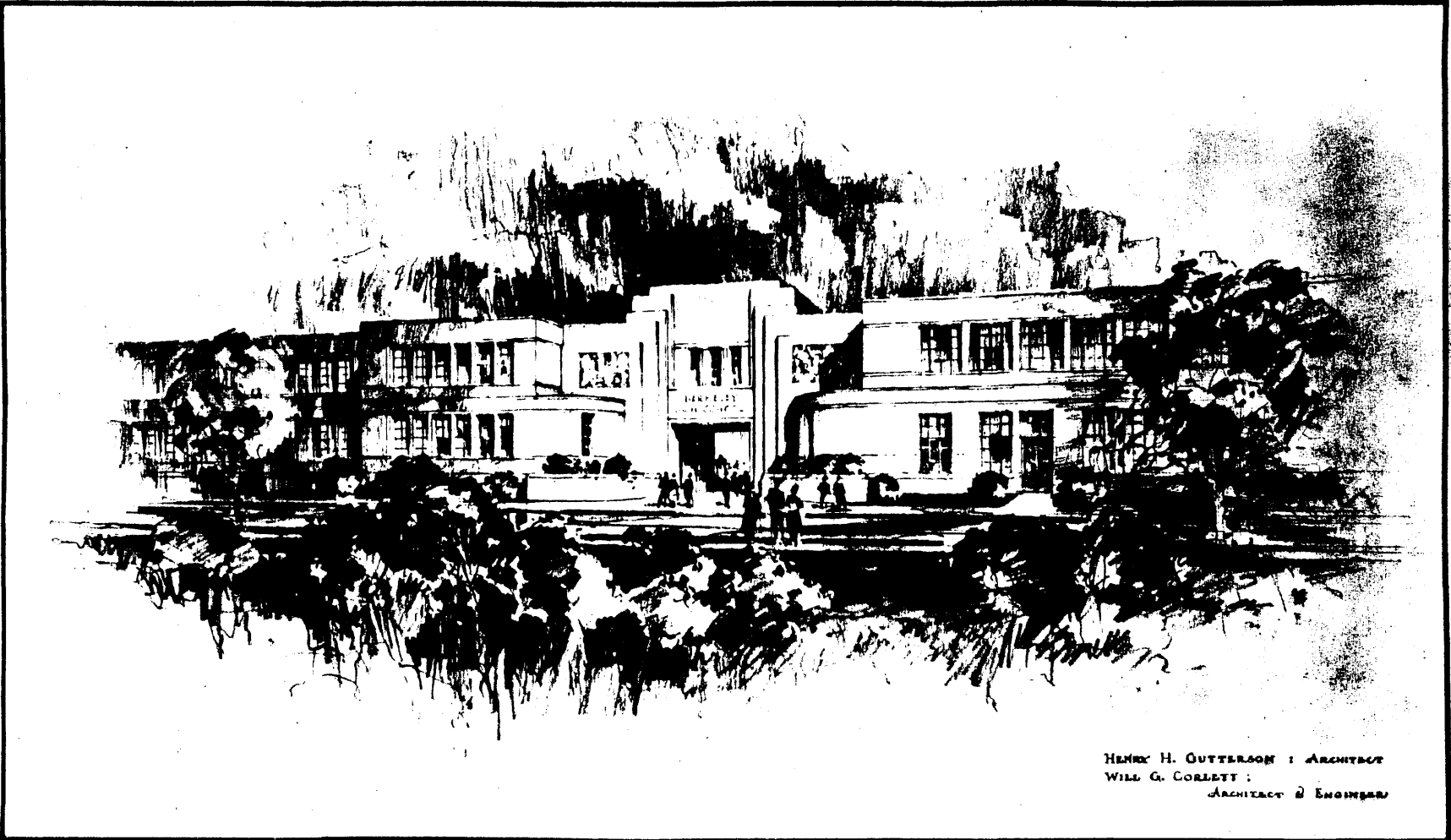
ALLSTON WAY

BIRKLEY HIGH SCHOOL

GENERAL SCHEME

1929

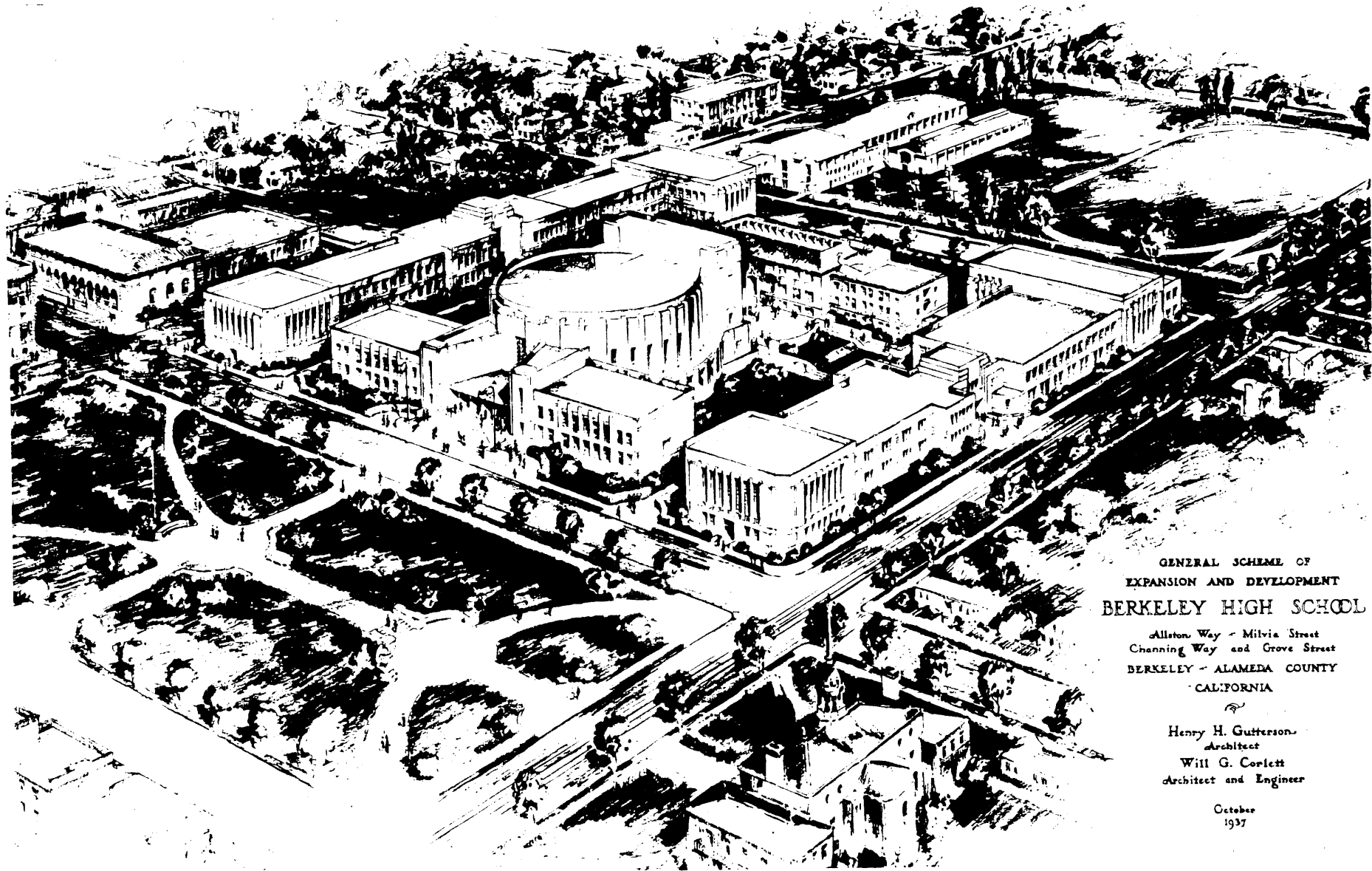
(249)



HENRY H. GUTTERSON : ARCHITECT
WILL G. CORLETT :
ARCHITECT & ENGINEER

1937

· GROVE · STREET · ENTRANCE ·

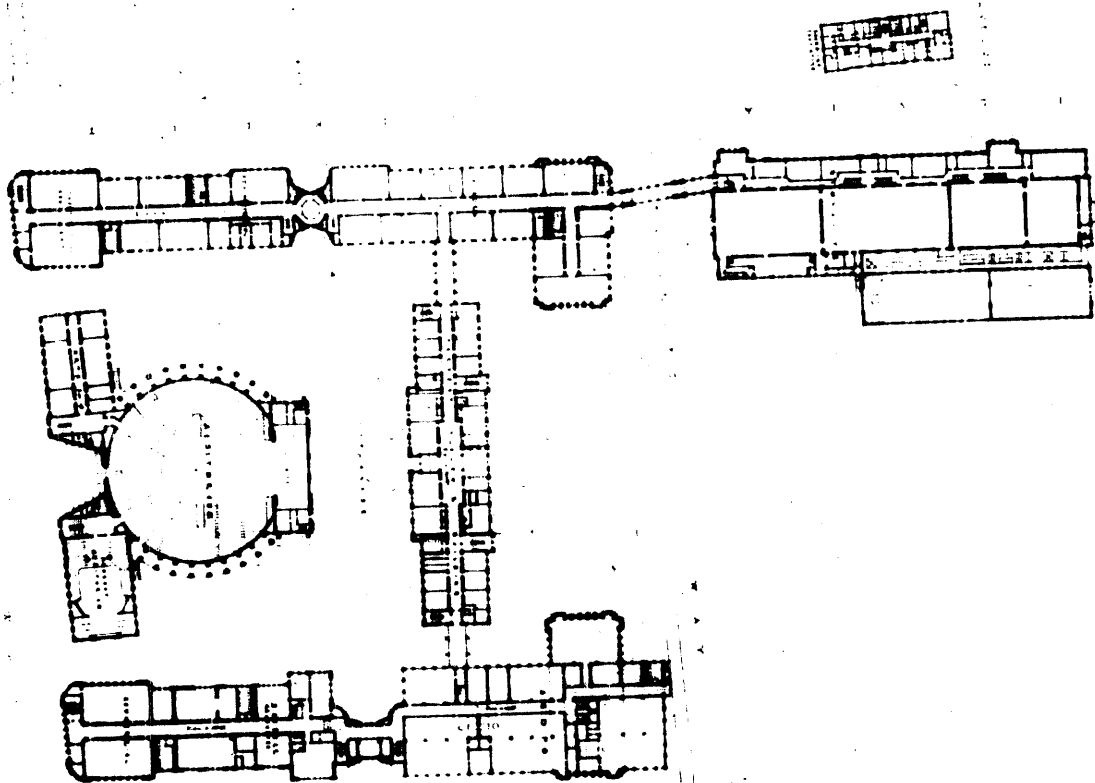


GENERAL SCHEME OF
EXPANSION AND DEVELOPMENT
BERKELEY HIGH SCHOOL

Allston Way - Milvia Street
Channing Way and Grove Street
BERKELEY - ALAMEDA COUNTY
CALIFORNIA

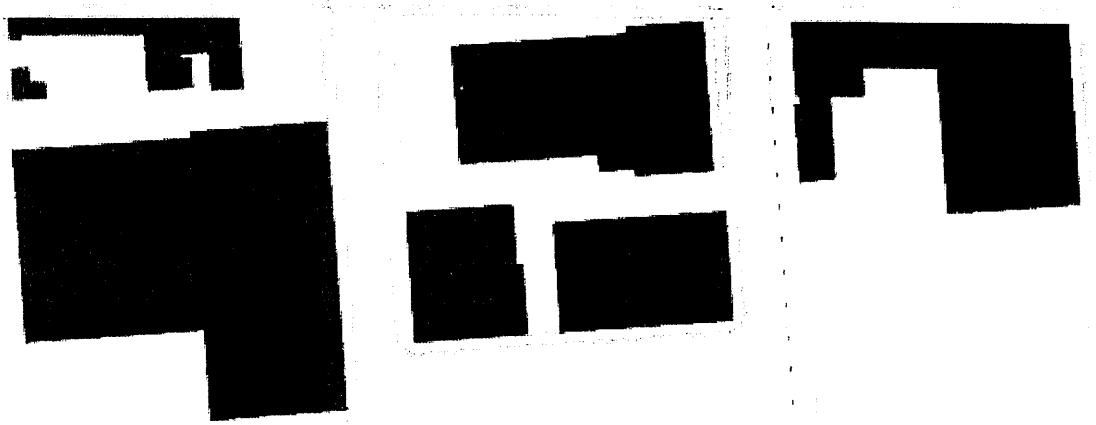
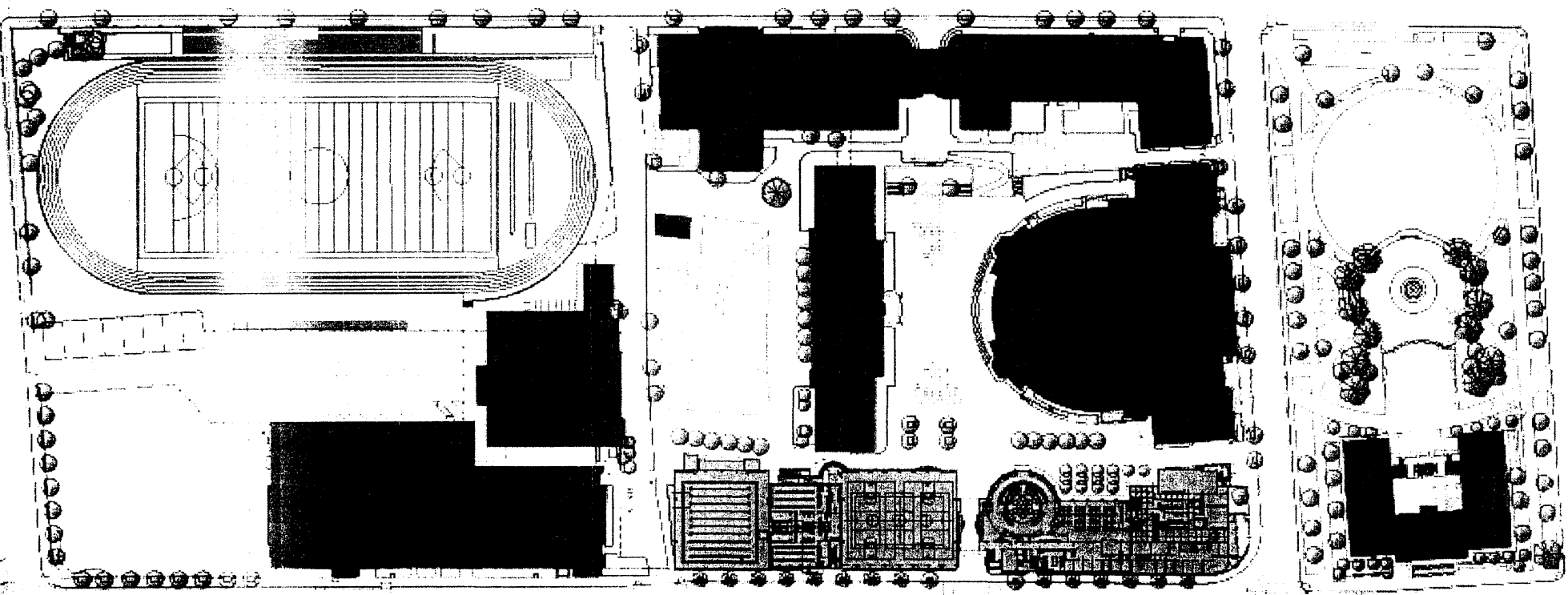
Henry H. Gutterson
Architect
Will G. Corlett
Architect and Engineer

October
1937

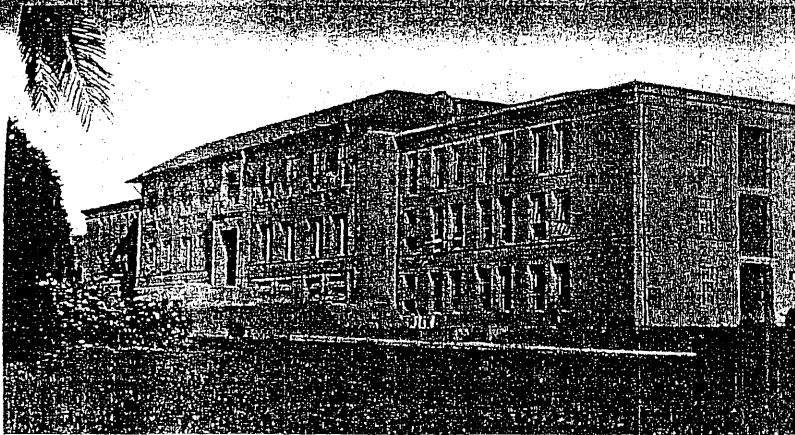


Gutterson and Corlett. Berkeley High School Drawing of the Ground
Plan of the Proposed New Building 1937

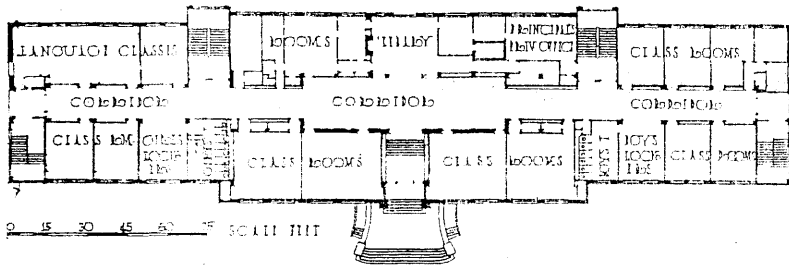
1937



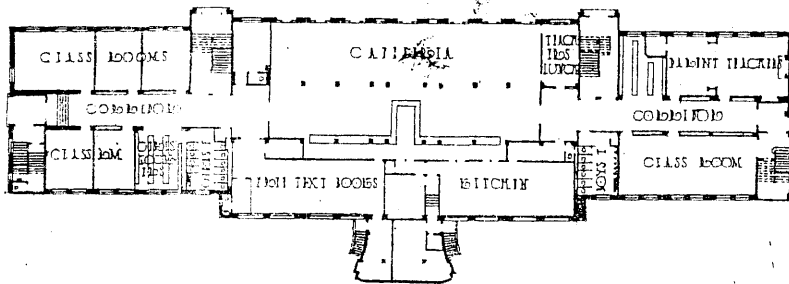
Berkeley High School Campus
ELS Architecture & Urban Design
2001



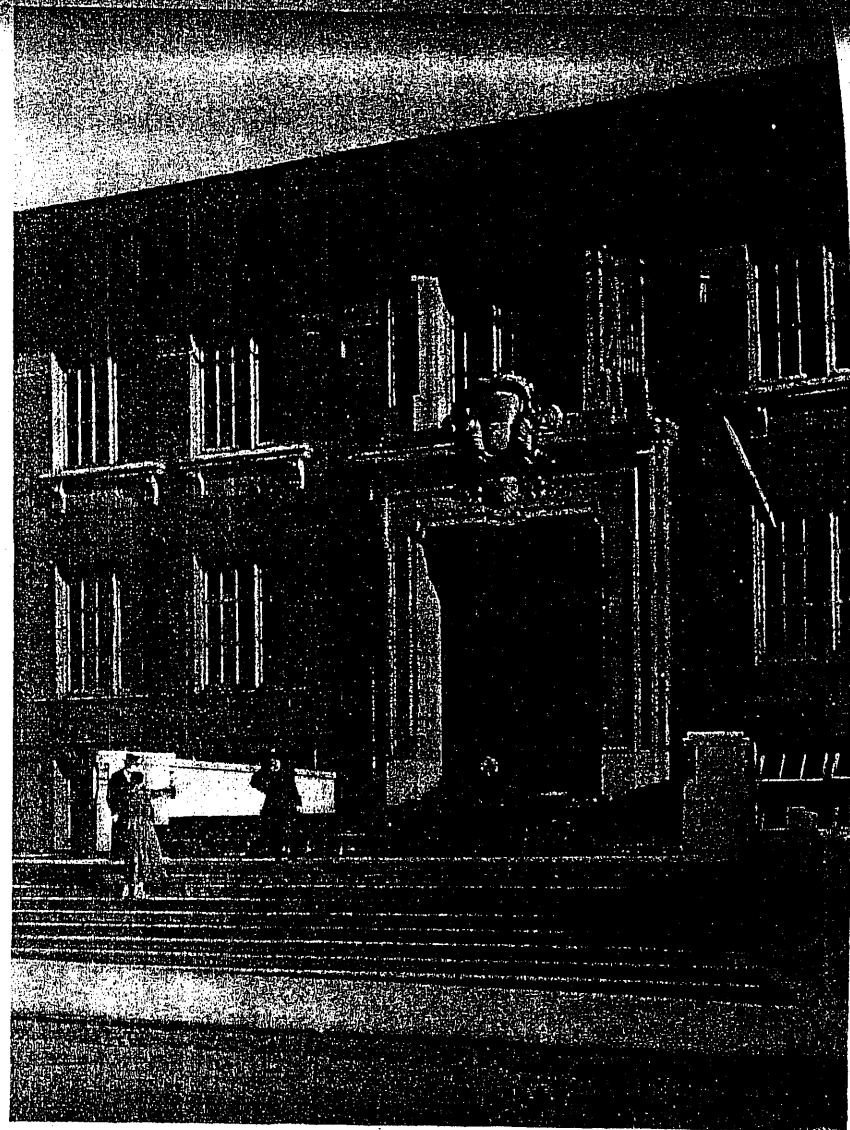
GENERAL EXTERIOR VIEW



FIRST FLOOR PLAN



BASEMENT FLOOR PLAN



DETAIL OF MAIN ENTRANCE

ACADEMIC BUILDING, BERKELEY HIGH SCHOOL GROUP, BERKELEY, CALIF.

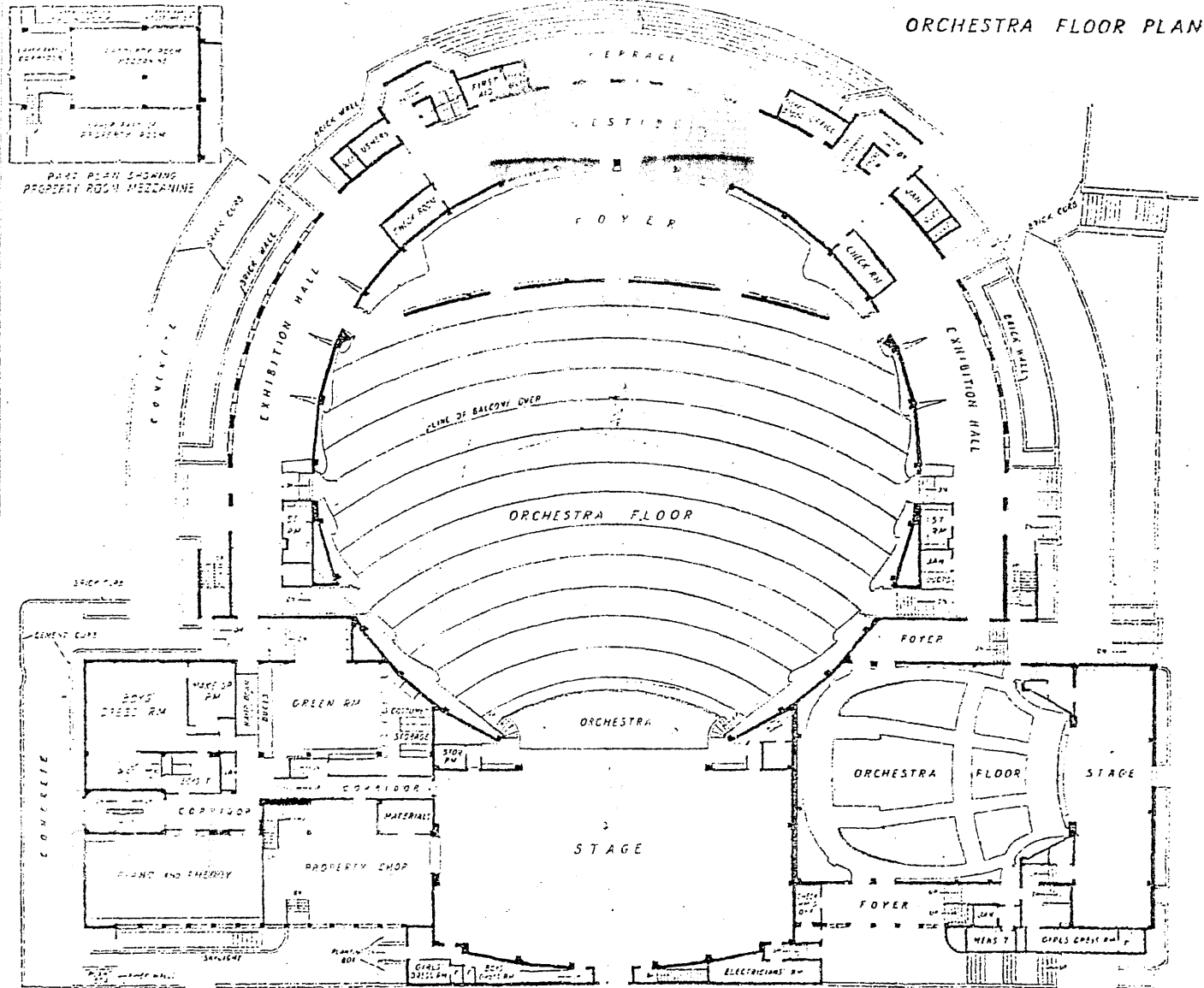
WM. C. HAYS, ARCHITECT; A. APPLETON AND JOSEPH J. RANKIN, ASSOCIATES

AUGUST, 1922

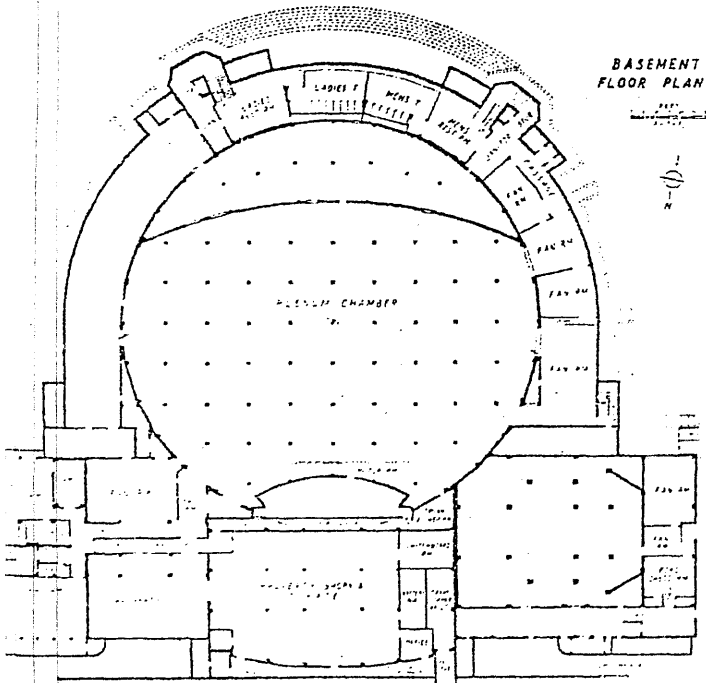
THE ARCHITECTURAL FORUM

PLATE 30

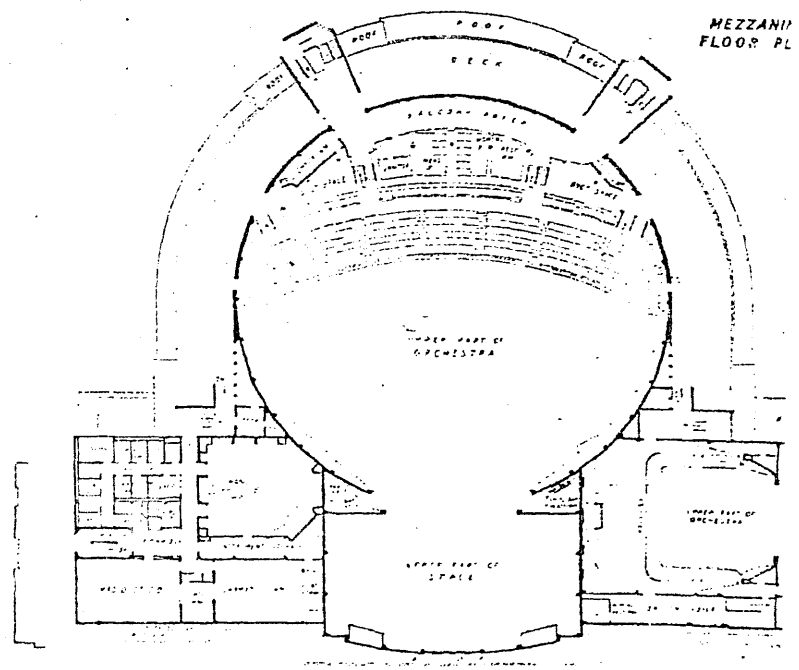
ORCHESTRA FLOOR PLAN



BASEMENT FLOOR PLAN



MEZZANINE FLOOR PLAN



Floor Plans, Auditorium and Music Hall, High School, Berkeley, California.—Henry H. Gutterson, Architect; Will G. Corlett,