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NATIONAL REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

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United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in 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 Teacher Training School Building, San Diego State Normal School
other names/site number Teacher Training School Building, San Diego State Teachers College
Alice Birney Elementary School Building
Education Center Complex Annex #1, San Diego Unified School District

2. Location

street & number 4345 Campus Avenue N/A not for publication
city or town San Diego N/A vicinity
state California code CA county San Diego code 073 zip code 92116

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 and title of certifying official/Title [Signature] Date August 11, 1998
State or Federal agency and bureau State Historic Preservation Officer

In my opinion, the property ___ meets ___ does not meet the National Register criteria. (___ See continuation sheet for additional comments.)
Signature of certifying official/title _____ Date _____
State or Federal agency and bureau _____

4. Certification

I hereby certify that the 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 9-25-98

5. Classification

Ownership of Property (Check as many boxes as apply)

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

Number of Resources within Property

Contributing	Noncontributing
<u>1</u>	<input type="checkbox"/> buildings
<u> </u>	<input type="checkbox"/> sites
<u> </u>	<input type="checkbox"/> structures
<u> </u>	<input type="checkbox"/> objects
<u>1</u>	<u>0</u> Total

Category of Property (Check one box)

- building(s)
- district
- structure
- object

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

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: Education

Sub: College

Current Functions (Enter Categories from instructions)

Cat: Education-related

Sub: Storage Facility

7. Description

Architectural Classification (Enter categories from instructions)

Cat: Late 19th and 20th Century Revivals
Sub: Italian Renaissance

Materials:

Foundation: Concrete
Roof: Asphalt
Wood: soffits
Walls: Concrete
Brick: inlaid patterns
Ceramic Tile: inlaid patterns
Stucco
Other Glass: windows
Metal: window frames and chimney

Narrative Description

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

❖ See attached Continuation Sheets

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.

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 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 Continuation Sheets

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used 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

Areas of Significance

Education

Architecture

Period of Significance

1910-1931

Significant Dates

1910

Significant Persons

Dr. Edward L. Hardy

Architect

Attributed to George C. Sellon (Architect)

Attributed to Nathan Ellery (Civil Engineer)

Builders

Unknown

Cultural Affiliation

N/A

Primary location of additional data:

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

Name of repository:
San Diego State University
5500 Campanile Drive
San Diego, CA 92182

10. Geographical Data

Acreeage of Property Approximately 4.3 acres

UTM References

(Place additional UTM references on a continuation sheet.)

❖ See Attached Continuation Sheet

1 11 486300 3623999

Zone Easting Northing

2

Zone Easting Northing

3

Zone Easting Northing

4

Zone Easting Northing

Verbal Boundary Description

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

Boundary Justification

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

❖ See Attached Continuation Sheets.

11. Form Prepared By

name/title Alexander D. Bevil/Historical Consultant

organization University Heights Historical Society

date June 26, 1998

street and number 4752 Mt. Longs Drive

telephone (619) 569-1486

city or town San Diego

state CA

zip code 92117

Additional Documentation

(Submit the following items with the completed form.)

Continuation Sheets

❖ See attached Continuation Sheets

Maps

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

A sketch map showing the boundaries of the property, footprints and locations of all counted resources, and an indication of important landscape resources. Please make sure to provide a scale and north arrow.

Photographs

Two sets of black and white photographs representative of the property.

❖ See attached Continuation Sheets

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

Two copies of the completed National Register form.

One to five color slides picturing the major elevation(s) and significant features of the property.

Names and complete mailing addresses of all fee simple owners of the property.

❖ See attached Continuation Sheets

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National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

Teacher Training School Building, San Diego State Normal School
San Diego County, CA

NARRATIVE DESCRIPTION

Arranged on a roughly north-south orientation parallel to Park Boulevard, the Teacher Training School Building of the San Diego State Normal School is one of several buildings located within the grounds of the San Diego Unified School District's Education Center Complex. Originally the campus of the San Diego State Normal School (1898-1921) and its later incarnation the San Diego State Teachers College (1921-1931), the complex is located within the heart of the University Heights neighborhood on a large 17.89-acre tract of land bounded by Meade Avenue on the North, Park Boulevard on the east, Normal Street on the southeast, and Campus Avenue on the west. Located near the complex' southeastern section, the Teacher Training School Building is set back slightly from the intersection of Park Boulevard, Normal Street, and El Cajon Boulevard. Because of the demolition of the original main campus buildings around 1955, the building's western property boundaries are limited to a narrow north/south-running asphalt-covered alleyway along its western elevation. This leads to a similarly covered parking lot and landscaped area to the south and southeast, respectively. The property's northern boundary consists of an east/west-running asphalt-covered driveway and the northern edge of a large lawn area between the building's eastern elevation and its eastern boundary. The latter extends along the west-facing wall of a recently built commercial building and the western edge of a concrete sidewalk continuing south of same along Park Boulevard to Normal Street. While the commercial building has no association with the property, the small lawn area, as well as a narrow asphalt walkway between it and the building's east elevation, are included within the property's historic boundaries. Completed in 1910, the approximately 8,380-sq. foot two-story reinforced concrete building reflects Italian Renaissance Revival architectural detailing, which can be seen in the building's size, shape, roof treatment, and fenestration. Dominating its site, the building is a rare example of monumental civic architecture outside of San Diego's urban core. Used continuously as an education-related facility by the San Diego State Normal School (1910-1921), the San Diego State Teachers College (1921-31) and the San Diego School District (1931-present), the building has experienced some alterations regarding roof, fenestration, and main entry treatment. Despite these, the building has managed to retain a major part of its original appearance and continues its historical association with the development of higher learning in San Diego.

Modeled after a 15th century Italian *palazzo*, the large reinforced concrete building reflects three distinct articulated horizontal divisions common to the Italian Renaissance Revival style. The first is a pronounced raised basement formed to resemble the base of a Classical-style column. Located at chest level near the basement's southeast corner is the building's 1910-inscribed cornerstone. Above the raised basement is the building's second division, which consists of a main middle block divided into two floors. Typical of the style, the upper story's multi-light vertical windows are smaller and less elaborate than those below are. Linear herringbone/diamond pattern-inlaid brick lintels adorn the first-story windows and surround the east facade's central doorway. The third and final division is the dominant truncated hip roof. Pairs of decorative wooden brackets support the roof's broadly overhanging boxed eaves. Between the brackets are intricately decorated wooden soffit panels. Complementing the building's Mediterranean heritage is a herring bone/diamond pattern brick band running around the roof-wall junction below the cornice.

The herring bone/diamond pattern repeats itself on the walls of the building's north and south balconets. Each balconet acts as the base for a large, centrally located multi-light window. They also serve as a hood ornament for the recessed side portals below. Because the central doorway is no longer used [having been sealed off sometime after 1952], these now serve as the building's primary entries. Tile-inlaid steps lead up all three doorways. Two sunken stairwells at either end of the building provide access to the former boys' and girls' lunchrooms and adjacent toilets.

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Teacher Training School Building, San Diego State Normal School/San Diego State College
San Diego County, CA

Narrative Description (Continued)

The tile-inlaid steps of the former main entry lead down to an asphalt-covered walk along the building's base. Extending some 8-12 feet away from the steps, the asphalt walk separates the building's east façade from a large lawn area. Perpendicular to the main entry is a depressed linear strip leading out through a grassy area between the asphalt and Park Boulevard. Historic photographs indicate that this once served as a pathway from the street to the main entry. Midway along the strip is a circular area where the school's flagpole once stood. Bordering the lawn's northeastern boundary is the western wall of a two-story commercial building. Built during the 1980's, it has no relationship to the Teacher Training School Building's history. Adjacent to the lawn's northern perimeter is a low, box-like wood-frame bungalow. Built sometime after 1952, it is one of the Education Center's auxiliary buildings. Like the commercial building, it has no connection with the historic function of the Teacher Training School Building other than helping to delineate the property's northern boundary. Curving in a parabolic arc from east to west, the lawn's southern boundary is flanked by a landscaped garden and an area of medium-sized shade trees.

Directly south and north of the Teacher Training School Building are asphalt-covered parking lots. They are associated with the present Education Center and have no connection to the building's historic development. A wide asphalt-covered alleyway separates the building's western elevation from an adjoining building. Another of the Education Center's auxiliary buildings, it too has no historic association with the Teacher Training School Building other than helping to delineate its western boundary. Historic aerial photographs taken in 1931 reveal that there were no buildings to the north, east or west of building. The nearest building was the eastern wing of the now-demolished San Diego State Normal School's main administration and classroom building.¹

Inside the Teacher Training School Building's first floor is a long central hallway, the floor of which is raised above the subbasement. The hallway provides access to the former classrooms and teachers' offices along the first floor. Concrete stairways at each end of the hallway lead up to the second floor's central hallway, which provides access to other former classrooms and teachers' offices. No longer used for these purposes, the rooms are divided into smaller individual rooms by non-load-bearing walls. Used for administrative and student services purposes between 1952 and 1994, they are now used solely for storage purposes. Sunken concrete steps outside of and below the building's north and south entries lead down into separate rooms in the building's subbasement. Once used for cafeteria and children's restroom facilities, they are also used for storage purposes.²

INTEGRITY

While the conversion of the classrooms from administrative to storage use has included the removal of desks and the division of the rooms into smaller cubicles, their historic interior arrangement is relatively unchanged. Other alterations to the building's exterior include the previously mentioned closing of the main east entrance with a reinforced concrete plug, the installation of metal frame multi-light awning windows [replacing original casement windows] and the replacement of the roof's original clay tiles with composition asphalt roofing material. While the exact date of the alterations has not yet been ascertained, photographic evidence suggests that they occurred after 1952.³ Another highly visible alteration is the replacement of the building's furnace chimney. Located adjacent to the southwest corner, the shiny galvanized stack gleams in the sun, indicating that it is of fairly recent vintage. In addition to the chimney's stack are a number of communication antennas along the roof. However, these and the galvanized chimney are hidden from view by the building's bulk.

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Teacher Training School Building, San Diego State Normal School/San Diego State College
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Narrative Description (Continued)

Despite these alterations, the Teacher Training School Building has retained a substantial amount of its historic integrity. Regarded as a local landmark within the University Heights neighborhood, it dominates the three-way intersection of El Cajon Boulevard, Normal Street, and Park Boulevard. Its size, shape, roofline and pattern of fenestration, along with its decorative wood, brick and ceramic details, are still emblematic of the early 20th century Italian Renaissance Revival. One of the largest of San Diego's early reinforced concrete buildings, it is representative of the high degree of skill and workmanship among the eras' concrete masons. Finally, although it is now used as a storage facility, it still retains the authoritative feel and serious character of an important educational facility.

Endnotes

¹ Raymond Starr, San Diego State University: A History in Word and Image (San Diego: San Diego State University Press, 1995), 62.

² Ernestine Bonn, University Heights Historical Society, interview with Thomas J. Calhoun, Director Facilities Services, San Diego City Schools, 19 June 1998.

³ Starr, 62.

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Section number 8 Page 1

Teacher Training School Building, San Diego State Normal School
San Diego County, CA

STATEMENT OF SIGNIFICANCE

The San Diego State Normal School's Teacher Training School Building qualifies for placement on the National Register of Historic Places under Criterion A because of its close association with events that have made a significant contribution to the broad patterns of California and San Diego's educational history. During its period of historic significance (1910-1931) it contributed to the State's attempt to formalize its early teacher training curriculum and certification programs. Completed in 1910, it is one of the earliest buildings associated with a state normal school built specifically for its teacher-training program, and the only state-funded teacher training school building ever built in southern California. Typical of most training school buildings, it was a living laboratory where faculty-supervised student teachers taught primary-grade classes. It is also eligible under Criterion B because of its association with Dr. Edward L. Hardy, the "Dean of State College Presidents." A statewide leader in teacher training and higher education, during his administration (1910-1935) he contributed to the modernization of California's teacher training program by emphasizing a curriculum combining liberal arts education with practical teacher training experience. In doing so, he was instrumental in the transition of California's state normal schools into accredited teachers colleges—the nucleus of today's California State University system. The building also qualifies for placement under Criterion C because of its architectural significance in embodying the distinct characteristics of a type, period, and method of construction. Architecturally, it is among the few examples of the Italian Renaissance Revival style used for educational purposes in San Diego. One of the earliest projects attributed to the newly formed offices of the State Engineer and Architect, its design and construction are credited to California's first duly appointed State Engineer and Architect, respectively, Nathan Ellery and George C. Sellon.

NARRATIVE STATEMENT of SIGNIFICANCE

Education

The Teacher Training School Building qualifies for placement on the National Register of Historic Places because of its educational significance under CRITERION A for having been closely associated with events that have contributed to the broad patterns of California and San Diego's educational history. A key element of the San Diego State Normal School's teacher training program, the building is associated with the only state normal school built south of Los Angeles. Its completion in 1910 reflected the growing need for an expanded state-funded teacher training program in Southern California, and San Diego in particular. A nation-wide leader in the development of state-funded teacher training programs, California demanded that anyone teaching in its public and private primary and secondary schools had to have completed formal teacher training programs. To meet this requirement, beginning in 1861 the California Legislature mandated the creation of normal, or teacher training schools. Modeled after earlier state-funded teacher training schools in Massachusetts, New York and other eastern states [themselves based on the earlier French *école normale*], they would offer two or three-year programs to train students to become state-certified schoolteachers.¹ However, the organization and curriculum of these early teacher training schools often varied from state to state. Established by state mandate, individual state legislatures controlled the number and placement of schools. Furthermore, each school's organization, curriculum and management were based on local needs and held near-autonomous status. Administered by a local board of trustees, most normal school faculties were small. Often, the school's president was an integral member of the faculty and left a marked personal influence upon the school's curriculum and management.² In

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Teacher Training School Building, San Diego State Normal School
San Diego County, CA

HISTORICAL SIGNIFICANCE (continued)

California the state first began to establish normal schools at San Jose (1862), Los Angeles (1882) and Chico (1887).³ However, by the turn of the century, San Diego, with its rising population, was clamoring for a normal school of its own. Many prospective students were complaining that it was very cost prohibitive for them to have to travel and board at a normal school outside of San Diego. After intense lobbying by local educators, businessmen and politicians, on March 13, 1897 the California State Legislature established a normal school in San Diego.⁴

Of the eight state-funded normal schools established in California between 1862 and 1913, San Diego State Normal School was the only one ever built south of Los Angeles.⁵ While groundbreaking for the school's new University Height's campus began on August 1, 1898, due to the miserly release of state funding construction was delayed and would not be completed in time for the new semester. To compensate for the delay ninety-one students had to take classes in rooms rented out of the Hill Building in downtown San Diego. Completed in May 1899, the new San Diego State Normal School was a monument to Beaux Arts Classicism. Its Greek and Roman-styled domed pavilions extended laterally from the three-way intersection of Park Boulevard, Normal Street and El Cajon Boulevard westward toward Campus Avenue. Coeducational as well as tuition-free, the school's first classes were held in the new building on November 1, 1899.⁶

Although tuition was free, the state tightly regulated the school's admission requirements. A prospective student's only reason for attending was limited to becoming a schoolteacher. The minimum requirement for admission to the school was the completion of eight years of grammar school. It would then take the student four years to complete the teacher training and certification program. However, the program could be accomplished in two years if one was a high school graduate. In 1902, the school raised its admission requirements to those of the University of California. Candidates for admission now had to have completed at least fifteen units of college preparatory courses in high school, including math, history, English, and the natural sciences.⁷

During San Diego State Normal School's formative years, it was under the capable leadership of its first president, Dr. Samuel T. Black. Formerly State Superintendent for Public Instruction, Dr. Black was an exponent of professional activism, self-learning and teaching. While president (1898-1910), Black instituted an innovative program of scholastic and practical class work. Taught by highly qualified instructors, students learned English, math, social and natural sciences, and were introduced to music, drawing, nature study, physical education, gardening, as well as manual and household arts. Toward the latter part of their studies, they learned phonics, teaching theory, classroom methods and administration.⁸ Black also instituted the inauguration of summer school classes—the first offered in any California Normal School. In 1902 he initiated a major change in the state normal school system's curriculum by suggesting that the state raise entry requirements to equal those of the state university system. This would lead directly to the state normal schools' evolution into four-year teacher-training colleges, and eventually into major universities. Black also inaugurated the use of community outreach programs. Faculty and staff published several bulletins dealing with modern teaching methods, sanitation, teaching syllabus, as well as readers and modern teaching manuals.⁹

Besides learning the theoretical principles of teaching, an integral part of the normal school student's studies included attendance at its teacher training school. A major part of the teacher training school's educational philosophy was the inclusion of a "laboratory" phase in the student's curriculum. Implemented on an experimental basis at San Diego State and other normal schools nationwide, advocates of the program believed that normal schools should duplicate as close as possible those conditions

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Teacher Training School Building, San Diego State Normal School
San Diego County, CA

HISTORICAL SIGNIFICANCE (continued)

that a teacher would experience in the field. By having an actual teacher training school associated with the normal school's campus, it would allow student teachers as well as faculty to experiment and utilize new and better teaching techniques in a controlled environment. Administered as an adjunct facility, the "laboratory" operated as a credited public elementary school. Under close supervision, second-year students taught all eight grades. Usually composed of no more than 20 students, the small classes offered student teachers an intimate opportunity to interact with the children.¹⁰ Originally held in the school's main building, by 1906 the rise in the school's student population necessitated the holding of the teacher training school's classes in a new wing or in an entirely separate building. Opting for the latter, in 1907 the state allocated \$50,000 for the construction of a new and separate teacher training school building.¹¹

Completed in 1910, San Diego State Normal School's teacher training building was one of the earliest buildings associated with a state normal school built specifically for its teacher-training program. Eighteen years earlier, in 1892, San Jose State Normal School had erected a well equipped \$40,000 building for the accommodation of its training school. However, it and several other campus buildings were heavily damaged during the 1906 San Francisco Earthquake. As a result of this damage, on March 15, 1911 the State Legislature approved the appropriation of \$60,000 to erect a new teacher-training building at San Jose under the direction of the State Engineering Office.¹² Concurrent with the construction of the teacher training building at San Diego, the State Legislature had also approved the erection of a separate training school building at Chico State Normal School. Like San Diego State, Chico State would evolve into a California State University. However, it is not known presently if either Chico or San Jose State's historic teacher training school buildings are still in existence. Regardless, at the time of its completion, San Diego State Normal School's teacher training building was the only one of two in existence, and the only one ever built south of Los Angeles.¹³

The completion of San Diego Normal School's new Teacher Training School Building in 1910 coincided with the inauguration of the campus' second president, Dr. Edward L. Hardy. Appointed on January 28, 1910, President Hardy, with his strong background in secondary education and progressive teacher educational theories, had a profound influence on the development of higher education in San Diego and the throughout the State Normal School System. His appointment signaled the transition of San Diego State Normal School's curriculum from narrow pedantic methods to a more progressive emphasis on the professional preparation and academic enrichment of the whole person. Like other progressive educators nation-wide, Hardy believed that, in order to become a better, more professional teacher, a student had to have a broad liberal arts background.¹⁴ During his administration (1910-1935), Hardy reorganized the San Diego State's teacher training school program. Its six elementary school classes would transfer into the new teacher training school building. However, the seventh and eight grades would remain in the main building to utilize its laboratory, art studio, household, and manual art classrooms. Second-year students would still teach the children attending the training school building; however, regular faculty would now teach the seventh and eighth grades. Whether student or faculty, they all gave the children close personal attention in small classes that emphasized cultural, physical, as well as intellectual growth.¹⁵

Ever since coming to San Diego State, President Hardy envisioned it and the other state normal schools becoming four-year teachers colleges offering baccalaureate degrees as well as teaching certificates. In 1917 Los Angeles State Normal School was the first to petition the state to do so. However, its board of directors chose to drop its status as a state normal school, and two years later became affiliated with the University of California [Eventually relocating to Westwood, it would evolve into UCLA].¹⁶

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Teacher Training School Building, San Diego State Normal School
San Diego County, CA

HISTORICAL SIGNIFICANCE (continued)

Meanwhile, back in San Diego, President Hardy regarded the transition as a threat to the entire state normal school system. In 1918, with the backing of San Diego State Normal School's faculty and board of trustees, he communicated his feelings to the State Legislature. He argued that, if California was to remain in the forefront of teacher education, it should follow the growing national trend in the conversion and replacement of state-funded two-year normal schools into four-year liberal arts colleges. Moreover, they should all be under the control of a common state board. As a result, in January 1921, the State Legislature changed all of California normal schools to state teachers colleges. Placed under the management of the State Department of Education, they would no longer be subject to local school boards. In addition to granting teaching credentials, they now had the authority to grant liberal arts degrees.¹⁷ San Diego State Normal School officially became San Diego State Teachers College on July 28, 1921. During this time, the state relocated San Diego Junior College from the San Diego High School campus to San Diego State. San Diego State Teachers College now offered a varied program to its students. They could prepare to teach (with either a liberal arts degree or certificate) through its teacher training school; seek vocational programs or prepare for transfer to a state university through its junior college; or obtain a baccalaureate degree in liberal arts.¹⁸

As a result of the normal school's expansion into a four-year college and the addition of the junior college, its campus facilities were no longer adequate. From 1921 to 1931 the college experienced an increase in its enrollment from 203 to over 1,250 students. With the inclusion of the junior college, the college's demography also began to balance out. However, still reflecting current attitudes toward the teaching profession, the teacher-training program still attracted more women than men. With the increase in enrollment was a proportional increase in faculty and teaching facilities. Due to the rapid suburbanization of the surrounding area [caused in large part by the college itself], there was no longer any room to expand the college campus. As a result, in February 1931, Dr. Hardy petitioned the State to transfer the college to a new site some three miles east of the original campus.¹⁹

One of the new campus' buildings was a separate Teacher Training School Building. Just as he had at the recently vacated University Heights campus teacher training school building, President Hardy applied the latest theoretical as well as practical methods of primary school education. Transferred to a new campus building during the mid-1950's, San Diego State College's ["Teacher" was dropped from its name in 1935] "Lab Building" continued to offer actual primary grade classes on campus until its recent demolition. Continuing an 111-year tradition of teacher education, the present San Diego State University's teacher training and certification program now utilizes neighborhood schools as part of its laboratory experience.²⁰

With the transfer of the San Diego State Teachers College in 1931, the vacated buildings of its former University Heights campus were taken over by the San Diego City Schools. The 1898-era main normal school building became the new Horace Mann Junior High School, while the former Teacher Training School Building continued to serve the local community as the Alice Birney Elementary School. In 1952 both the Horace Mann Junior High and Alice Birney Elementary schools were relocated. The former to a new campus near the new San Diego State College, the latter into the newly built elementary school near the corner of Meade and Campus avenues. In 1955 the old Beaux Arts-style Normal School Building was demolished to make way for a parking lot for the new San Diego Unified School District's Administration Building. Relegated to auxiliary status, the former Teacher Training School Building became Building Annex No. 1 of the School District's University Heights Education Center Complex. Over the years the District has used it for various ancillary administrative offices. Closed to the public for security and liability reasons, the School District now uses it primarily as a storage facility.²¹

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Teacher Training School Building, San Diego State Normal School
San Diego County, CA

HISTORICAL SIGNIFICANCE (continued)

Dr. Edward L. Hardy

The Teacher Training School Building also qualifies for placement on the National Register of Historic Places under CRITERION B for its association with the Normal School's second president, Dr. Edward L. Hardy. Regarded as the "Dean of State College Presidents," President Hardy was a statewide leader in teacher training and higher education. During his administration (1910-1935), Hardy led San Diego State from a two-year normal school into a four-year liberal arts college, and oversaw its move from University Heights to its present Montezuma Mesa campus site. Promoting an innovative approach to liberal arts education, combined with practical teacher training experience, he played a major role in the evolution of California's teacher training program from narrow Victorian century pedagogical methods to a more progressive emphasis on professional preparation and academic enrichment of the whole person. President Hardy was also highly influential in the evolution of California's normal schools into teachers colleges.²²

Born in 1868 into a family of Michigan educators, Hardy had graduated from the University of Wisconsin. It was during his postgraduate studies at the University of Chicago and while touring Western European secondary school systems that he was introduced to the Herbartian Education Movement. Based on the philosophical principles of Professor Johann Friedrich Herbart (1776-1841) of the University of Konigsberg, it stressed the "Doctrine of Interest" by which students should be interested in the subjects they were learning. Conversely, educators should develop these interests in their students and not rely on rote memorization and drill. More importantly, the Herbartian Movement believed that education should prepare a student for life. A ready convert, Dr. Hardy took these principles to heart when he returned to the United States. He soon rose quickly from instructor at the Los Angeles Military Academy; to principal of Riverside High School in Chicago; followed by principal of San Diego High School.²³ Upon the announcement of Dr. Black's retirement on January 28, 1910, the San Diego State Normal School's Board of Directors appointed Hardy as the school's second president.²⁴

President Hardy brought a strong practical as well as theoretical background in teacher education to the campus. This would bring about a slow but steady change in the school's traditional policy of pedagogical teaching methods to a more progressive holistic approach to educating the entire person. Representative of the early 20th century's Progressive Education Movement, Hardy believed that a student had to have a broad, liberal arts background in order to become a better teacher. A strong advocate of women's abilities, he railed against the traditional view of teaching as "woman's work." Denigrated as "preparation for spinsterhood," this, plus the less than adequate wages offered teachers, kept most men away from the normal schools. Hardy saw that professional occupations—lawyers, ministers, engineers, etc. (professions filled primarily by men)—normally required more than two years of college education. Because most existing colleges and universities regarded teacher education as vocational training, and refused to offer it as part of their curriculum, it was limited to a normal school's two or three-year credential program. However, according to Hardy, current teacher-training curriculums were no more than "prison houses of occupational drill and grind." He believed that a student (male or female) would make a better teacher with an education based in the liberal arts. According to Hardy, the state's normal schools should offer four-year programs. During the first two years, a student should establish a broad and deep cultural background. After which, the next two years should be taken up by theoretical educational principles, psychology, and 'laboratory work'—practice teaching in a controlled environment.²⁵ While Hardy's desire to lift teaching from a vocation to a profession was not unique or isolated, it did reflect a progressive national trend to improve and legitimize state-funded normal schools. Most traditionalists regarded a normal school's primary mission as a means

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to provide repetitive learning situations limited to subjects taught in an elementary school. The concept that professional academic subject matter should be taught in addition to these was practically revolutionary. Dr. Hardy and other progressive educators argued that "any subject matter taught in the normal school should be so pertinent to the life of the people that it would contribute directly to giving the teacher more understanding of her [sic] work."²⁶

To implement this holistic approach to learning, Hardy, as did other progressive State Normal School presidents in California and elsewhere across the nation, introduced a well-rounded and socially oriented curriculum. Besides the standard courses in mathematics, geography and history, San Diego State Normal School offered classes in the history of education, primary and vocational education, and library methods.²⁷ In addition, by offering classes in drama, music, and physical education, it was hoped that student teachers would instill an appreciation for the arts, culture and personal fitness in their own students.²⁸ Hardy also reorganized the administration of the Normal School's teacher training school program. Originally housed in the school's main building, six of the teacher training school's primary grade classes would be transferred into the new teacher training building. However, the seventh and eighth grades were to remain in the old main building to utilize its laboratory, art studio, household, and manual art classrooms. Second-year students would still teach the children attending the training school building; however, regular faculty would now teach the school's seventh and eighth grades. Whether student or faculty, they all gave the children close personal attention in small classes that emphasized cultural, physical, as well as intellectual growth.²⁹

As president of San Diego State, Hardy also played an important part in the evolution of California's two-year normal schools into four-year colleges offering baccalaureate degrees. Again, his actions reflected new and progressive ideas meant to "modernize" American normal schools. As early as 1908, the National Education Association's Department of Normal Schools had sought to provide guidelines for the advancement of the nation's normal schools. In the department's guidelines was the recommendation that the term "normal school" be dropped and supplanted with "teachers college."³⁰ In 1917, Los Angeles State Normal School was one of the first to attempt to change into a four-year college. While this reflected the growing trend among several mid-western states to formalize their normal schools into teachers colleges, the new college [which eventually evolved into UCLA] was still under the control of a local board of trustees. Hardy regarded local control as retrogressive. Together with members of San Diego State's faculty and board of supervisors, he submitted a plan to the State Legislature to give full college status to the normal schools, but place their administration under a common board of state trustees. As a result, in January 1921, the State Legislature changed the remaining seven California's normal schools to state teachers colleges and placed their management under the State Department of Education with a separate board of trustees based in Sacramento.³¹ Besides San Jose, Chico, and San Diego, they included Fresno, Humbolt, San Francisco, and Santa Barbara State Teachers Colleges.³²

San Diego State Normal School officially became San Diego State Teachers College on July 28, 1921. In addition, the San Diego Junior College was transferred from the San Diego High School to the college's University Heights campus, thus expanding its curriculum to include lower-division college-level courses. San Diego State Teachers College offered a more diverse choice for its students. Besides fulfilling its primary purpose of preparing students to teach through its teacher training school, San Diego State now offered baccalaureate degrees in liberal arts, as well as vocational and college transfer programs through its junior college.³³

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As the only four-year college south of Los Angeles at the time, San Diego State Teachers College's student population soared. Between 1921 and 1931, enrollment increased from 203 to over 1,250 students. With the increase in enrollment was a proportional increase in faculty and teaching facilities. Due to the rapid suburbanization of the surrounding area [caused in large part by the college itself], there was no longer any room to expand the college campus. As a result, in February 1931, President Hardy petitioned the State Legislature to have the campus transferred to a new site some three miles to the east. The college's new plan and buildings, especially its new teacher training school building, would continue Hardy's progressive educational theories combining a liberal arts education with practical teacher-training experience.³⁴

Under President Hardy's leadership, San Diego State's stature grew from a local college to a nationally recognized institute of higher learning. In 1935, the California State Legislature dropped the term "Teacher" from all of its state colleges and encouraged them to add more liberal arts classes to their curriculum. Vindicated, Hardy announced his retirement after the 1935 spring semester. Regarded by his peers as the "Dean of State College Presidents," not only had he earned a reputation as an able administrator, but as a statewide leader in teacher training and higher education. In recognition of his achievements, the college community held a major banquet in his honor. Awarded the title of President Emeritus, they commended him for his quarter century of service in leading the San Diego State from a two-year normal school into a four-year liberal arts college and its transfer to an entirely new and larger campus. In 1957, the San Diego City Schools named an elementary school adjacent to the new campus after him. Prior to his death in 1958 at age 90, he was an honored member of the campus community. In 1976 San Diego State College named the campus bell tower or *campanile* in his honor.³⁵

Architecture

The Teacher Training School Building is historically significant under CRITERION C for embodying the distinctive characteristics of a contemporary American architectural style, type, period and method of construction. Following Dr. Black's original recommendations, the new Teacher Training School Building's architectural style would reflect the formal stoicism of the Italian Renaissance Revival.³⁶ Part of the Second Renaissance Revival Movement in this country (1890-1920), the Italian Renaissance Revival had been inspired by 16th to 17th century Italian urban or rural buildings. In the decade prior to World War I, architects popularized the style's use throughout the nation's urban centers.³⁷ In San Diego, the style found its best commercial expression in its downtown urban core. For example, the U. S. Grant Hotel (1910) and San Diego Hotel (1913) along Broadway feature the style's highly elaborate articulated roof, floor, and window treatments. By comparison, the state-owned San Diego State Normal School Teacher Training Building reflected much simpler lines. Its smooth, reinforced concrete walls denoted restrained strength, dignity, and above all safety.³⁸

The use of reinforced concrete in the Teacher Training School Building represents a particular type and innovative method of American building construction that began to come into its own during the early part of the 20th century. While the earliest use of concrete for building purposes in North America occurred in Spanish Colonial America, the earliest recorded use of commercial concrete [a mixture of sand, coarse rock, portland cement and water] was for a small structure built in New York City in 1835. Settlers moving across the west introduced the material where it went into houses, stores, and hotels. The material was brought to California in 1870, where it was manufactured by the Pacific Stone Company of San Francisco. It was during the building boom of the late 1870s that first saw scientific research associated with concrete construction methods. Also,

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American architects now began to consider the aesthetic uses of the material. However, instead of creating new, bold stylistic structures, they used the material to imitate older architectural forms. Monumental buildings were clad in classical or eclectic styles that used concrete to emulate traditional brick or dressed stone masonry techniques.³⁹

The first patent for the use of concrete reinforced with light iron beams and rods in the United States occurred as early as 1860. Yet it remained in limited use as a structural material until after 1880. By this time San Francisco engineer and builder Ernest L. Ransom's innovative use of expansion joints and portable concrete mixers for pouring concrete into pre-formed molds made reinforced concrete more practicable.⁴⁰ The introduction of the horizontal rotary kiln in the United States in 1890, which allowed production of cheaper, more uniform and reliable cement, led to greater acceptance of reinforced concrete after 1900. This was particularly true after the devastating 1906 San Francisco earthquake and fire, when builders saw reinforced concrete as a much safer alternative to brick and wooden construction.⁴¹

Credit for the Teacher Training School Building's actual design is clouded, however. Normally, as State Architect, George C. Sellon would have been responsible.⁴² Unfortunately, a tiff had developed between him and his superior, State Engineer Nathan Ellery. The problem was that, after Sellon became State Architect, he continued practicing in the private sector. Ellery insisted that Sellon cancel all of his private work and devote his time solely to the department. He went so far as to lobby the State Legislature to enact a bill preventing any State Architect from accepting outside work. Refusing to comply, Sellon resigned in May 1909.⁴³ After which, Ellery personally oversaw the Training School's overall design and construction. Completed two months after Sellon's resignation, the Teacher Training School Building's architectural renderings and blueprints were signed by Ellery, not Sellon. However, it is quite possible that Sellon may have had a hand in the building's design. As mentioned previously, as State Architect he was responsible for the design of all new state buildings. Appointed in 1907, he would have had ample time to complete the Teacher Training School Building's plans and renderings before his resignation. Ellery's dissatisfaction for Sellon's "moonlighting" may have manifested itself as the disassociation of whatever credit Sellon might have been given for the building's design. Therefore, to be fair, credit for the Teacher Training School Building should be attributed to both men.⁴⁴

Despite Ellery's misgivings, George C. Sellon was a well-respected and prolific architect. Accomplished in his profession, he made important contributions to California's architecture during the early part of the 20th century. Born in San Francisco in 1881, Sellon was a graduate of the Armour Institute and the University of Chicago's School of Architecture. Between 1904 and 1906, he worked as an architect in the Chicago area before returning to his hometown. There he entered into a partnership with local architect Charles Hemmings, eventually purchasing his partner's interest in 1909. After the disastrous April 18, 1906 San Francisco earthquake and fire, Sellon went to work for the State helping to assess the damage and coordinate efforts to rebuild the city. As a result, in May 1907, Governor Gillett appointed Sellon to serve as California's first State Architect and help organize the state's first Division of Architecture. During his term (1907-1909), he earned worldwide acclaim for his innovative designs. Foremost among these was Sellon's design of the San Quentin State Penitentiary, which was recognized as a model prison in its day. Sellon also supervised the construction of the much-admired California State Building at the Alaska-Yukon-Pacific Exposition, Seattle. Other projects designed and supervised by Sellon were the Agnew Hospital, the Administration Building of the Sonoma State Home, and the San Jose State Normal School. After his resignation, Sellon established an architectural firm in Sacramento. The result was a number of notable buildings throughout the city. Among these were the

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Sacramento Hotel, the Almond Growers Exchange Building, the Sacramento Hospital, and the Sacramento News Publishing Building. Sellon is also credited for having designed over 100 school buildings in Northern California. A member of the American Institute of Architects, Sellon was instrumental in organizing the California State Bureau of Architects. A practicing architect up to the time of his death, he passed away on October 13, 1954.⁴⁵

Coinciding with the formation of the Office of the State Architect was the newly organized State Engineer's Office. Created in 1907, the department was responsible for all engineering projects funded by State tax dollars. The department's first duly appointed Engineer, Nathan Ellery, was an 1895 graduate of Stanford University. An able and capable civil engineer, the Eureka, California-born Ellery had served as the Surveyor of Humboldt County from 1899 to 1901 before being appointed State Commissioner of Highways. In the latter role he was responsible for establishing a system of public roads and highways throughout the State. Based on his record, Governor Gillette appointed him in charge of the State's new Department of Engineering. The San Diego State Normal School's Teacher Training School Building's reinforced concrete walls indicate an engineer's response to the devastating San Francisco earthquake one year earlier. The shift from wood, iron, and brick to the more fireproof, and, hopefully, earthquake-proof reinforced concrete would better protect those inside.⁴⁶

Construction of the Teacher Training School Building was beset by delays. The original plan called for the acceptance of bids from local contractors. However, all bids came in over the State's estimated \$50,000 building fund. On August 31, 1909, appearing before Dr. Black and the school's trustees in San Diego, Ellery summarily rejected all bids. Local contractors responded by complaining that the State's estimated figures were far too conservative. Before boarding the train for Sacramento that night, Ellery stated that he would consult with his advisors before making any further decisions.⁴⁷ Finally, in late fall, the State Engineering Board ruled that it would take direct control over the building's construction and would appoint a superintendent from the Engineer's Office to oversee the building's construction. Using materials bought from local building suppliers, day laborers completed the building, within budget, for the 1910 fall semester.⁴⁸

One of the largest of San Diego's early reinforced concrete buildings built outside of its commercial downtown area, the two-story Teacher Training Building's Italian Renaissance Revival Style is the only example of that style used to dress an educational building in San Diego. It is also one of the earliest teacher training school buildings built by the State of California. Although San Jose State Normal School's teacher training school building preceded it by 18 years, that building was damaged by the 1906 San Francisco Earthquake and had to be replaced by an entirely new building in 1911.⁴⁹ Therefore, San Diego, along with its contemporary, Chico State, were the first detached teacher training school buildings built by the state in the 20th century. However, it is not known if either Chico or San Jose State's historic teacher training school buildings are still in existence. Regardless, San Diego State Normal School's Teacher Training School Building is the only state-funded teacher training school building ever built in Southern California.⁵⁰

Period of Significance

The San Diego State Teacher Training School Building's period of significance has been defined as beginning in 1910, the year it was completed, up to 1931, when it was transferred to the San Diego City Schools. Within this period the building served as an integral part of the San Diego State Normal School and the subsequent San Diego State Teachers College's innovative

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approach to combining liberal arts education with practical teacher training experience. The period of significance includes all but four years of the administration of its second president, Dr. Edward L. Hardy (1910-1935). President Hardy's administration contributed to the State of California's development of a formalized teacher training curriculum and certification program and the evolution of the state's two-year normal schools into four-year liberal arts colleges. Classes taught at the Teacher Training School Building during this time went on to serve as the very foundation on which the present San Diego State University's teacher education program is based.

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⁴ Wade et al, Section 8: 3.

⁵ The order of completion of the State Normal Schools built between 1862 and 1911 are: San Jose (1862); Los Angeles (1882); San Diego (1897); Chico (1889); San Francisco (1889); Santa Barbara (1910); Fresno (1911); and Humbolt (1913). See: 20th Biennial Report, 42-64; California State Department of Education, Directory of Secondary Schools and Teacher Colleges for the School Year 1917-1918 (Sacramento: State Printing Office, February 1918), 122-128; State of California, The Statutes of California and Amendments to the Constitution Passed at the Extra Session of the Thirty-Eighth Legislature, 1910 (Sacramento: State Printing Office, 1911), 838; and State of California, The Statutes of California and Amendments to the Codes Passed at the 40th Session of the Thirty-Eighth Legislature, 1913 (Sacramento: State Printing Office, 1913), 1133.

⁶ Starr, 19-21, and 46; and "State Normal School to Open Fall Term Monday," San Diego Union, 5 September 1909, 5.

⁷ Starr, 21.

⁸ *Ibid.*, 21; and "State Normal School to Open," 5.

⁹ Starr., 22-23.

¹⁰ "State Normal School to Open," 5; and Wade et al, Section 8:5.

¹¹ "State Normal School to Open," 5; and Starr, 35.

¹² Statutes of California and Amendments, 1910, 368; and 20th Biennial Report, 64.

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²² Lewis B. Lesley, San Diego State College: the First Fifty Years (San Diego: San Diego State College, 1947), 22; and Malcolm A. Love, "San Diego State College: Service and Leadership in a Growing Community," in The California State Colleges (Sacramento: California State Department of Education, 1955), 52.

²³ I. L. Kandel, History of Education, Colliers Encyclopedia CD-ROM, vol. 8, 28 February 1996, <http://www.3.elibrary.com/search.cgi?Id=100863678x0y22672w2>; Lesley, 22; and Charles A. Harper, A Century of Public Teacher Education (Washington, D. C.: Hugh Birch-Horace Mann Fund for the American Association of Teachers Colleges), 127.

²⁴ Starr, 33.

²⁵ *Ibid.*, 33; Wade et al, Section 8: 4; Lesley, 24; and Harper, 114.

²⁶ Wade et al, Section 8:5; Harper, 117.

²⁷ Starr, 35.

²⁸ Wade et al, Section 8:5.

²⁹ Starr, 35.

³⁰ Wade et al, Section 8:5; and Harper, 138.

³¹ Wade et al, Section 8:6; Starr, 47.

³² Directory of Secondary Schools and Teacher Colleges for the School Year 1922-1923, 222-227.

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³⁸ Gebhard and Winter, 441.

³⁹ Ada Louise Huxtable, "Concrete Technology—Historical Survey," Progressive Architect 16 (October): 144 and 147.

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⁴⁵ William L. Willis, ed., History of Sacramento County, California (Los Angeles: Historic Record Company, 1913): 828-829; Ellis A. Davis, ed., Davis' Commercial Encyclopedia of the Pacific Southwest (Oakland: Author, 1915), 708; and "George C. Sellon. Ex State Architect, Dies in Livermore," Sacramento Bee, 14 October 1954, 2.

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⁴⁷ "Rejects All Bids for New School," San Diego Union, 1 September 1909, 14.

⁴⁸ "New Normal Training School Is Rapidly Nearing Completion," San Diego Union, 22 March 1910, 16.

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BOUNDARY DESCRIPTION

The Teacher Training School Building's eastern boundary is limited to the eastern edge of an approximately 18,744-sq. foot lawn area between the building's eastern elevation and the western side of Park Boulevard. Approximately one half of the lawn's eastern boundary runs parallel to the western elevation of a two-story commercial building along Park Avenue. The remaining half extends south of the commercial building's southern elevation, between the lawn's edge and the western edge of the sidewalk along Park Boulevard, to its intersection with Normal Street. The lawn's northern boundary runs along the lawn's northern edge westward past an adjacent Education Complex bungalow to an asphalt-covered driveway. The driveway runs westerly in front of and past the building's north elevation to a narrow asphalt-covered alley. Running in a north/south direction along the building's western elevation, the alley connects with a larger asphalt-covered parking lot directly in front of the building's south elevation. The southern boundary continues easterly along the southern edge of the lawn area, along an adjacent landscaped area, to a point where it meets the western edge of the concrete sidewalk facing the intersection of Park Boulevard and Normal Street.

BOUNDARY JUSTIFICATION

While located within the historic boundary of the original San Diego State Normal School/Teachers Training College (1910-1931) [delineated as 17.89 AC M/L in Block 2, Roberts Subdivision, Map 890 & UNMBD Block, University Heights, D'Hemecourt Map Amended, LP8-PG36], the Teacher Training School Building's present boundaries are limited to the immediate area surrounding the building and the adjacent lawn area to the east. Within the boundary is the historic 8,380-sq. foot two-story Teacher Training School Building and the eastern lawn area. Built after the Training School Building's period of historical significance, the nearby commercial building, sidewalk, Education Complex bungalow, asphalt driveways, parking lot and landscaped area are not included within the property's historic boundaries, but merely serve as aids to help delineate those boundaries.

NAMES AND MAILING ADDRESS OF THE FEE SIMPLE OWNER OF THE PROPERTY

San Diego Unified School District
4345 Campus Avenue
San Diego, CA 92116

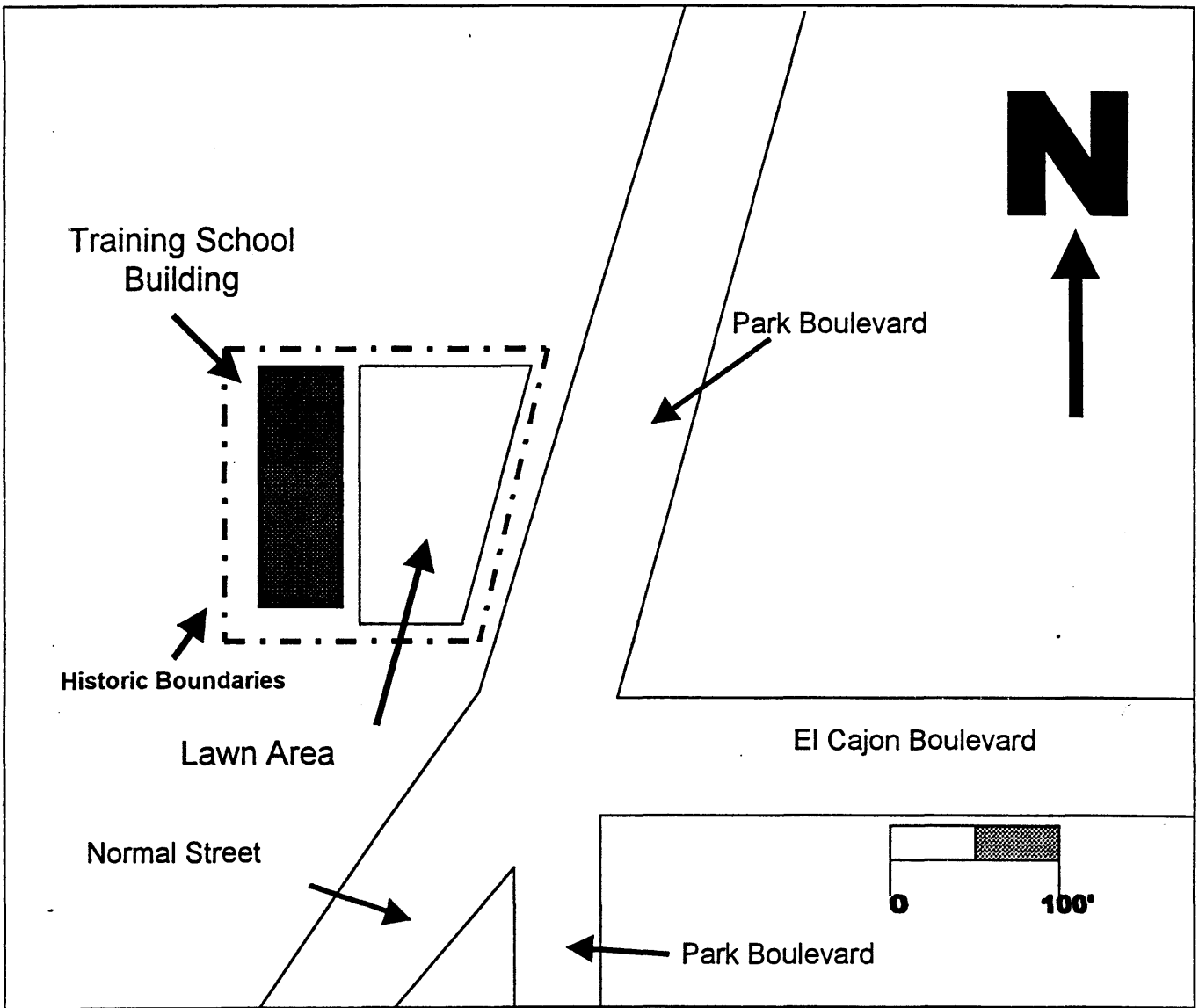
United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 10 Page 2

Teacher Training School Building, San Diego State Normal School
San Diego County, CA

SKETCH MAP



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number Miscellaneous Page 1

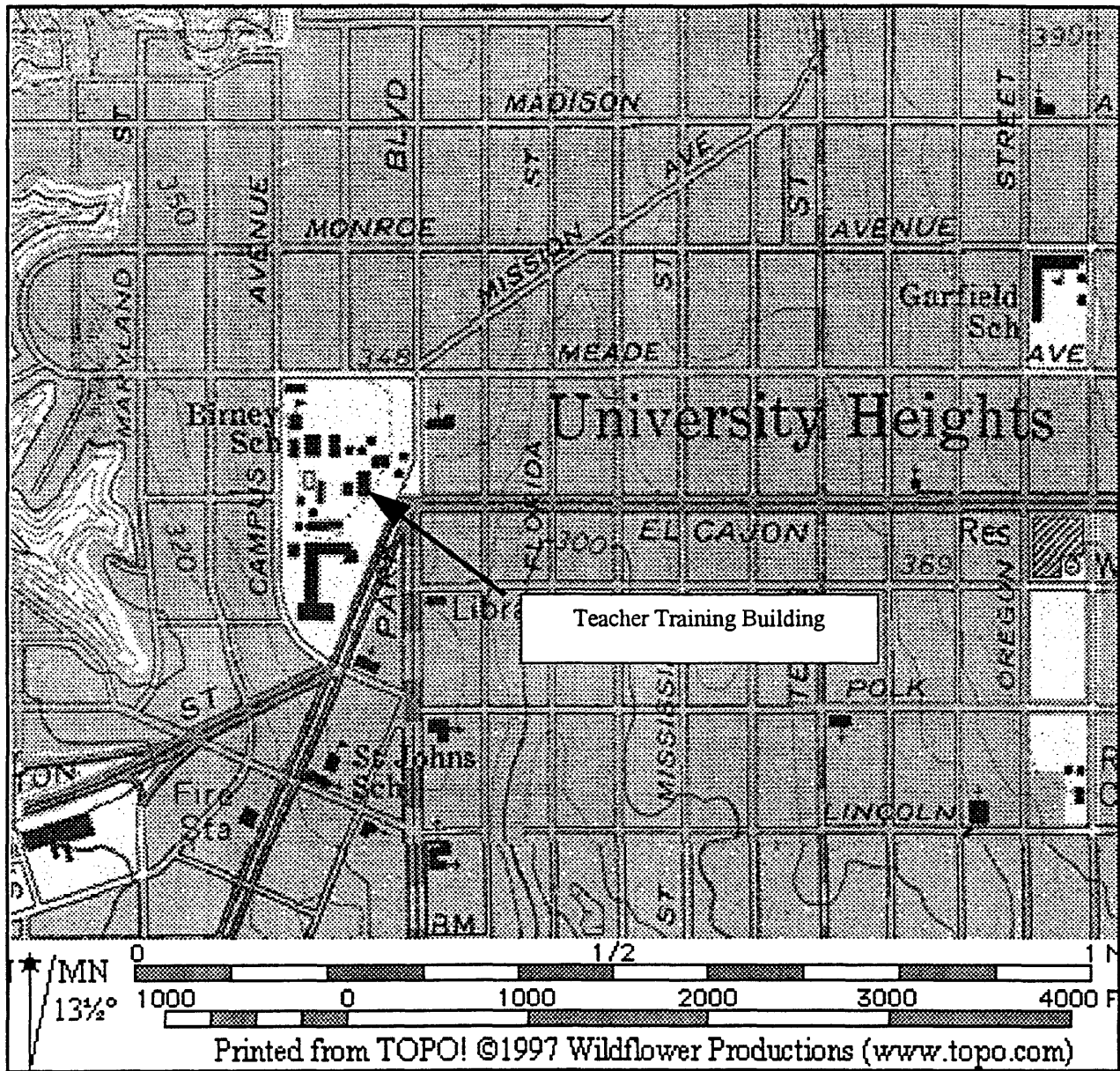
Teacher Training School Building, San Diego State Normal School
San Diego County, CA

ATTACHMENTS

1. Sketch Map Showing Location of San Diego State Normal School Teacher Training Building
2. Photocopy of newspaper article showing architect's drawing of Teacher Training School building, 1909
From: "State Normal School to Open Fall Term Monday," San Diego Union 5 September 1909, 5
3. Photocopy of newspaper article featuring photograph of Teacher Training School building under construction.
From: "New Normal Training School Is Rapidly Nearing Completion," San Diego Union, 22 March 1910, 16
4. Photocopy of newspaper article featuring photograph of newly completed Teacher Training School building. From:
"Training School to Be Ready for Occupancy in Two Weeks," San Diego Union, 29 May 1910, 17
5. Photocopy of Photograph Showing Historic Relationship of Training School Building with Main Campus Building,
ca. 1910
6. Photocopy of Photograph Showing Historic Relationship of Teacher Training Building School with Main Campus
Building, ca. 1911
7. Photocopies of Current Photographs of the Teacher Training School Building

Attachment 1

Sketch Map Showing Location of San Diego State Normal School Teacher Training School Building

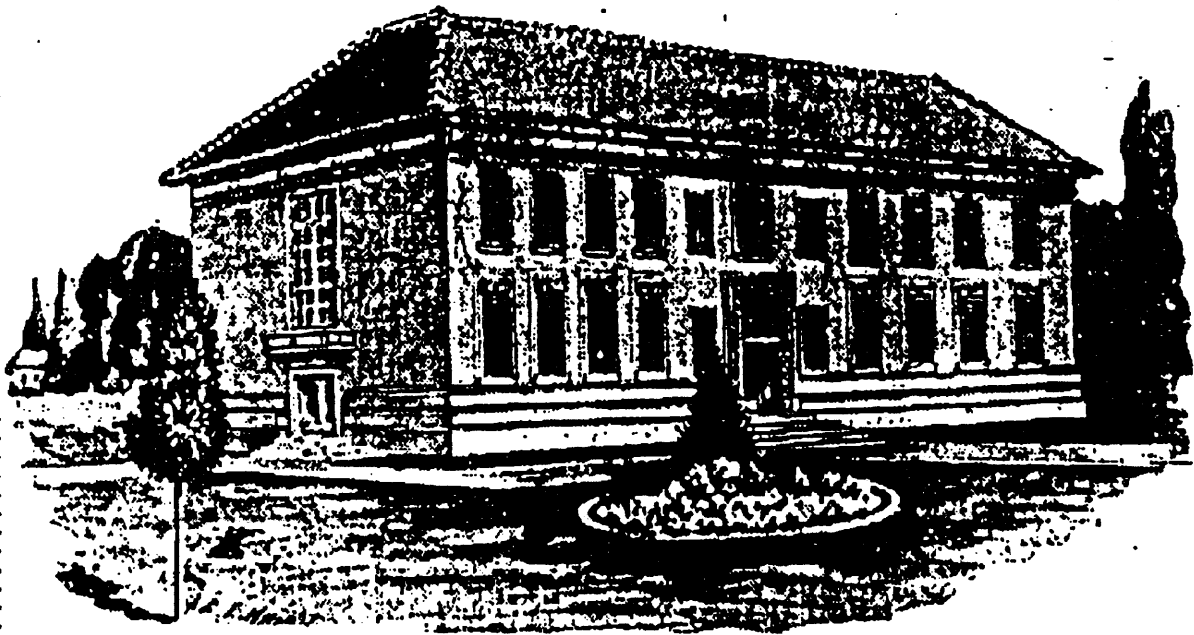


Attachment 2

Photocopy of newspaper article showing architect's drawing of Teacher Training School building, 1909. From: "State Normal School to Open Fall Term Monday," San Diego Union 5 September 1909, 5.

STATE NORMAL SCHOOL TO OPEN FALL TERM MONDAY

Architect's drawing of new reinforced concrete training school building at the state normal, which will be finished in next six months and will offer accommodations and equipment for 350 pupils



Attachment 6

Teacher Training School Building School ca. 1911, Showing Historic Relationship with
Normal School's Main Building
Northeast Elevation
Photograph No. 1262-A

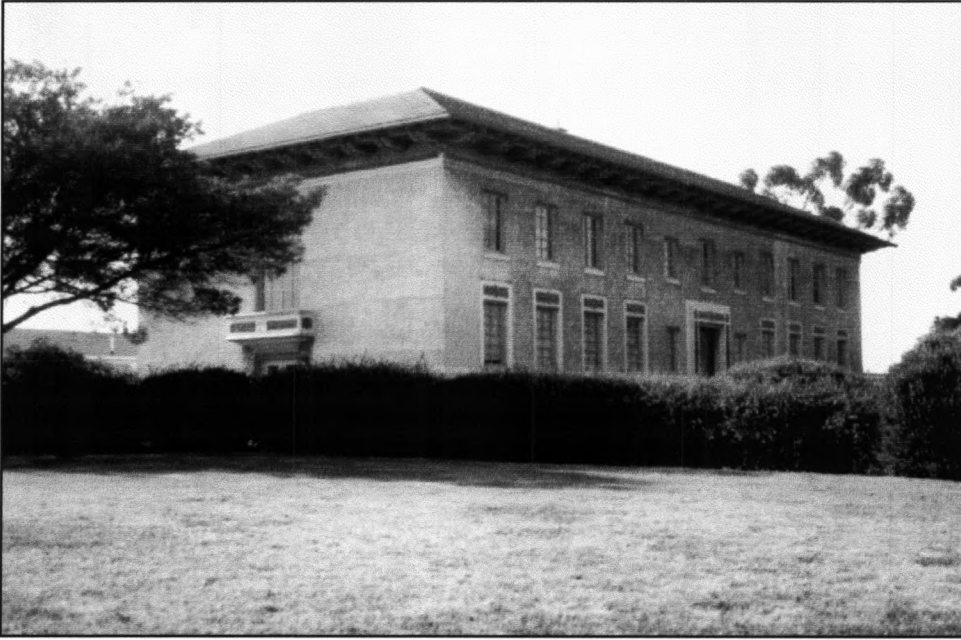
View Looking Southwest
San Diego Historical Society, Photograph Collection



Attachment 7

Top Photograph: San Diego State Normal School Teacher Training Building
South and east elevations
View looking northwest

Bottom Photograph: San Diego State Normal School Teacher Training Building
South elevation
View looking north
Photographs taken by Alexander D. Bevil, 1998



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: Removal

PROPERTY NAME: Teacher Training School Building--San Diego State Normal School

MULTIPLE NAME:

STATE & COUNTY: CALIFORNIA, San Diego

DATE RECEIVED: 08/11/99 DATE OF PENDING LIST:
DATE OF 16TH DAY: DATE OF 45TH DAY: 09/25/99
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 98001193

NOMINATOR: STATE

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: Y
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 9/17/99 DATE

ABSTRACT/SUMMARY COMMENTS:

*Remove for state procedural error.
Determined Eligible*

RECOM./CRITERIA Remove
REVIEWER Edson Beal DISCIPLINE Historic
TELEPHONE _____ DATE 9/17/99

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: ~~REMOVAL~~ *Nomination*

PROPERTY NAME: Teacher Training School Building--San Diego State Normal School

MULTIPLE NAME:

STATE & COUNTY: CALIFORNIA, San Diego

DATE RECEIVED: 8/11/99 DATE OF PENDING LIST:
DATE OF 16TH DAY: DATE OF 45TH DAY: 9/25/99
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 98001193

NOMINATOR: STATE

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: Y PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 9/17/99 DATE

ABSTRACT/SUMMARY COMMENTS:

**Entered in the
National Register**

RECOM./CRITERIA Accept

REVIEWER Beall

DISCIPLINE Historian

TELEPHONE _____

DATE 9/17/99

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

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

**National Register of Historic Places
Continuation Sheet**

Section number _____ Page _____

Teacher Training School Building--San Diego State Normal School

99001142

CALIFORNIA, San Diego

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4. National Park Service Certification

=====

I hereby certify that the property is:

Entered in the National Register

Elson H. Beall
Signature of Keeper

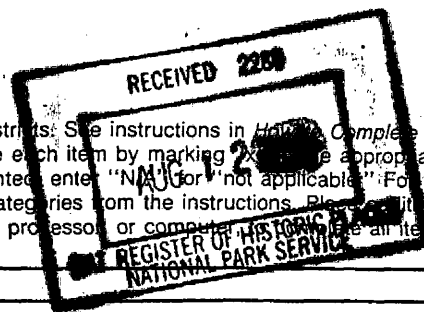
9.17.99

Date of Action

United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form

1142



This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "NA" 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. Do not write on this form.

1. Name of Property

historic name Teacher Training School Building, San Diego State Normal School

other names/site number Alice Birney Elementary School Building

2. Location

street & number 4345 Campus Avenue NA not for publication

city or town San Diego NA vicinity

state California code CA county San Diego code 073 zip code 92116

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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.)

David Alvey 8/2/99
Signature of certifying official Title Date
State Historic Preservation Officer
State of 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 official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

<input type="checkbox"/> entered in the National Register. <input type="checkbox"/> See continuation sheet.	Signature of the Keeper	Date of Action
<input type="checkbox"/> determined eligible for the National Register. <input type="checkbox"/> See continuation sheet.	_____	_____
<input type="checkbox"/> determined not eligible for the National Register.	_____	_____
<input type="checkbox"/> removed from the National Register.	_____	_____
<input type="checkbox"/> other, (explain): _____	_____	_____