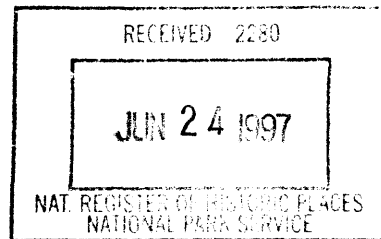


810



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 Judah, Theodore School

other names/site number Lubin, David Annex

=====

2. Location

=====

street & number 3919 McKinley Boulevard not for publication
city or town Sacramento vicinity _____
state California code CA county Sacramento Code: 067 zip code 95819

=====

3. State/Federal Agency Certification

=====

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this X 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 X meets _____ does not meet the National Register Criteria. I recommend that this property be considered significant _____ nationally _____ statewide X locally. (_____ See continuation sheet.)

[Signature]

Signature of certifying official

June 17, 1997

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

Edson H. Ball 7/25/97

other (explain): _____

Edson H. Ball Signature of Keeper Date of Action

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

Contributing	Noncontributing
<u>2</u>	<u>1</u> buildings
	<u> </u> sites
	<u> </u> structures
	<u> </u> objects
<u>2</u>	<u>1</u> Total

Number of contributing resources previously listed in the National Register NA

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

=====

. Function or Use

=====

Historic Functions (Enter categories from instructions)

Cat: Education School

Current Functions (Enter categories from instructions)

Cat: Education School

=====

. Description

=====

Architectural Classification (Enter categories from instructions)

Moderne

Materials (Enter categories from instructions)

foundation concrete

roof asphalt

walls stucco

other wood, metal

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

=====

3. 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.)

- 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.

Areas of Significance (Enter categories from instructions)

Architecture

Period of Significance 1938-1939

Significant Dates: 1938, 1939

Significant Person:
(Complete if Criterion B is marked above) _____

Cultural Affiliation N/A

Architect/Builder: Dean, Charles F.; Keating, William C.; Peterson, M.R.

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.) See continuation sheet.

=====

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
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: Sacramento City Unified School District
Sacramento City and County Archives

=====

0. Geographical Data

=====

creage of Property 1.8 acres

TM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing
1	<u>10</u>	<u>634000</u>	<u>4270820</u>	3	<u> </u>	<u> </u>
2	<u> </u>	<u> </u>	<u> </u>	4	<u> </u>	<u> </u>

erbal Boundary Description (Describe the boundaries of the property on a
ontinuation sheet.)

oundary Justification (Explain why the boundaries were selected on a
ontinuation sheet.)

=====

1. Form Prepared By

=====

ame/title Annette Deglow, Robert Bone, Bonnie Snyder
rganization NA date March 26, 1997

street & number 8424 Olivet Court telephone (916) 383-6621
ity or town Sacramento state CA zip code 95826

=====

roperty Owner

=====

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

ame Sacramento City Unified School District (Thomas Gallegos)
street & number 425 First Avenue telephone (916) 264-4091
ity or town Sacramento state CA zip code 95818-2032

=====

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

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section number: 7 Page 1

Theodore Judah School

=====
Description

Exterior

The Theodore Judah School is located in a neighborhood of residences dating from the mid-1920s to the mid-1940s. It exhibits all of the hallmarks of the Streamline Moderne style that was at the pinnacle of its popularity at the time of the school's mid-1930s construction. The two building units of historic significance were constructed separately as two distinct but related Public Works Administration (PWA) projects. Unit #1-six classrooms, a boiler room, lavatories, and an enclosed hallway is configured in an "L" plan. Unit #2 added a classroom, kindergarten, administration/health office, auditorium, and entry foyer. Unit #2 is the front and eastward extension of Unit #1 and constitutes the principal facade of the structure.

The facade is classically Streamline Moderne, characterized by flat roofs, a smooth wall texture, a paucity of surface ornamentation, and rounded corners. Its massing has a clean, linear quality emphasized by its flat roofs, its stucco finish, a long, one-story west portion, and the broken band of casement windows west of the entry. The linear quality is alleviated by the auditorium section on the east, which is distinguished by its greater height (nearly two stories) and three sets of tall windows. The entry forms a visual and physical link between the low west portion and the higher auditorium portion. The main entrance is recessed under a flat - roofed canopy with a rounded fascia, supported on narrow round pillars. The entry itself consists of two large doors under tall glass-brick transoms. (Photo 19)

The most notable details on the facade are the windows, the vent covers and the lettering. The tall windows are the only element on the facade that has been altered. Originally wood sash, the windows are now aluminum. Each of the windows in the auditorium portion was originally divided into four sections with six lights (3/3) in each section. They are presently divided horizontally into nine lights. The bank of five tall wood windows in the low (west) portion of the facade have also been replaced with aluminum windows and the configuration has been altered from the original three horizontal divisions of four (2/2) lights each.

Vents in the lower portion of the wall (at floor level) feature flush plaster lattice coverings. There is a small window and several small vents in the west portion that are detailed with five bars or "Speed lines" with rounded returns. (Photo 11) These, together with the flat cornices on the roof lines, were originally and are at present, picked out with a separate paint color (chartreuse) that defines and accents them while not drawing undue attention to them. Accented with a deeper, more striking color (blue-green) is the school's name, spelled out in streamline lettering and mounted to the east of the entry. Lines vertically separating each word also contribute to the linear feeling of the facade. (Photo 10)

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NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section number: 7 Page 2

Theodore Judah School

=====
At the west end of the building, a small replica of the main entry gives into the kindergarten room. Next to the east-facing entrance is a corner window with metal sash. A chain link fence with wooden slats surrounds the kindergarten play yard. The fence replaced the original brick wall, which was removed because of excessive heat retention. (Photos 3 and 5.)

The west elevation is unarticulated and unadorned. It defines an interior corridor leading to classrooms along the inside wall. The wall consists of several banks of windows, four lights high and six lights wide.

The north elevation constitutes the rear of the school and faces the playground. It is characterized by banks of windows like those in the west elevation. The larger are horizontally divided into four lights and vertically, with wider muntins, into six. Smaller windows with three vertical divisions are exactly half the size of the larger. (Photo 21) Two low sections of the structure extend from approximately the center of the north elevation. These contain lavatories and the original boiler which was converted from coal to natural gas and is still used to heat the school. (Photos 7, 8, and 9) The incinerator attached to the exterior of the boiler room has been shutdown. However, the classic, tapered, cement smokestack remains in place.

Unit #3 is attached to the east end of the main building by a covered walkway. The non-contributing building consists of six classrooms and a set of lavatories. (Photo 17) The unit was added in 1948 as a temporary building. Two other temporary or portable buildings are located behind the main building, but are outside of the boundaries of the historic property.

The landscaping, consisting of low shrubbery along the building and several large trees in the front, is originally to the building. Of note is the "Hughes-Dorian Tree" that was planted at the dedication ceremonies in 1939. (Photo 6)

Interior

Virtually unaltered, the interior of the school is strongly Streamline Moderne in character. The tall entry lobby is paneled in Philippine mahogany. Natural light is provided by the glass brick transom over the double entry doors. The two most notable features are the doors to the auditorium at the right, and the drinking fountain on the left. (Photo 20) The double doors leading into the auditorium are covered in coated canvas, embellished with hobnails. Each door has a classically Streamline Moderne porthole window in the upper portion. (Photo 12) The tile drinking fountain features a glass brick splash through which natural light is seen. (Photo 14) The light is provided by an exterior window just behind it. The restrooms that flank the fountain were designed to allow for this. Both the auditorium doors and fountain have surrounds embellished with low-relief fluting in the Streamline Moderne style. This surround is typical of the doors throughout the building.

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NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section number: 7 Page 3

Theodore Judah School

=====
The auditorium is a tall space with a proscenium and stage at the far (east) end. The proscenium is flanked by plain round columns. Flanking the stage are ante rooms with rounded walls and fluted door surrounds. At the west end of the room angled walls cut the corners.

The office, with openings from both the lobby and the corridor, has teachers' mail boxes with wooden doors with spring-loaded hinges at the bottom, and the original bell board. Several doors in the office have porthole windows and some of the walls feature rounded corners.

The lobby gives into the main east-west corridor. (Photo 15) The corridor connects unit #1 with unit #2. It is paneled in beaded knotty pine boards applied vertically. The doors leading to the classrooms in unit #1 (on the north) have four-light windows, while those in unit #2 feature nine-light windows. The doors also have transom windows that open into the corridor. In addition to classrooms, this corridor gives entry to the boiler room with its original equipment (the boiler is dated 1905) still in place, and a kitchen featuring period tile work and cabinetry. (Photo 23)

A drinking fountain at the west end of the corridor is set on an angled wall at the corner and marks the location of the entrance to the 1937 unit (unit #1). (Photo 13)

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NATIONAL REGISTER OF HISTORIC PLACES

CONTINUATION SHEET

Section number: 7 Page #4

Theodore Judah School

--- Historic Property boundary

Unit 1 PWA completed 11-8-37

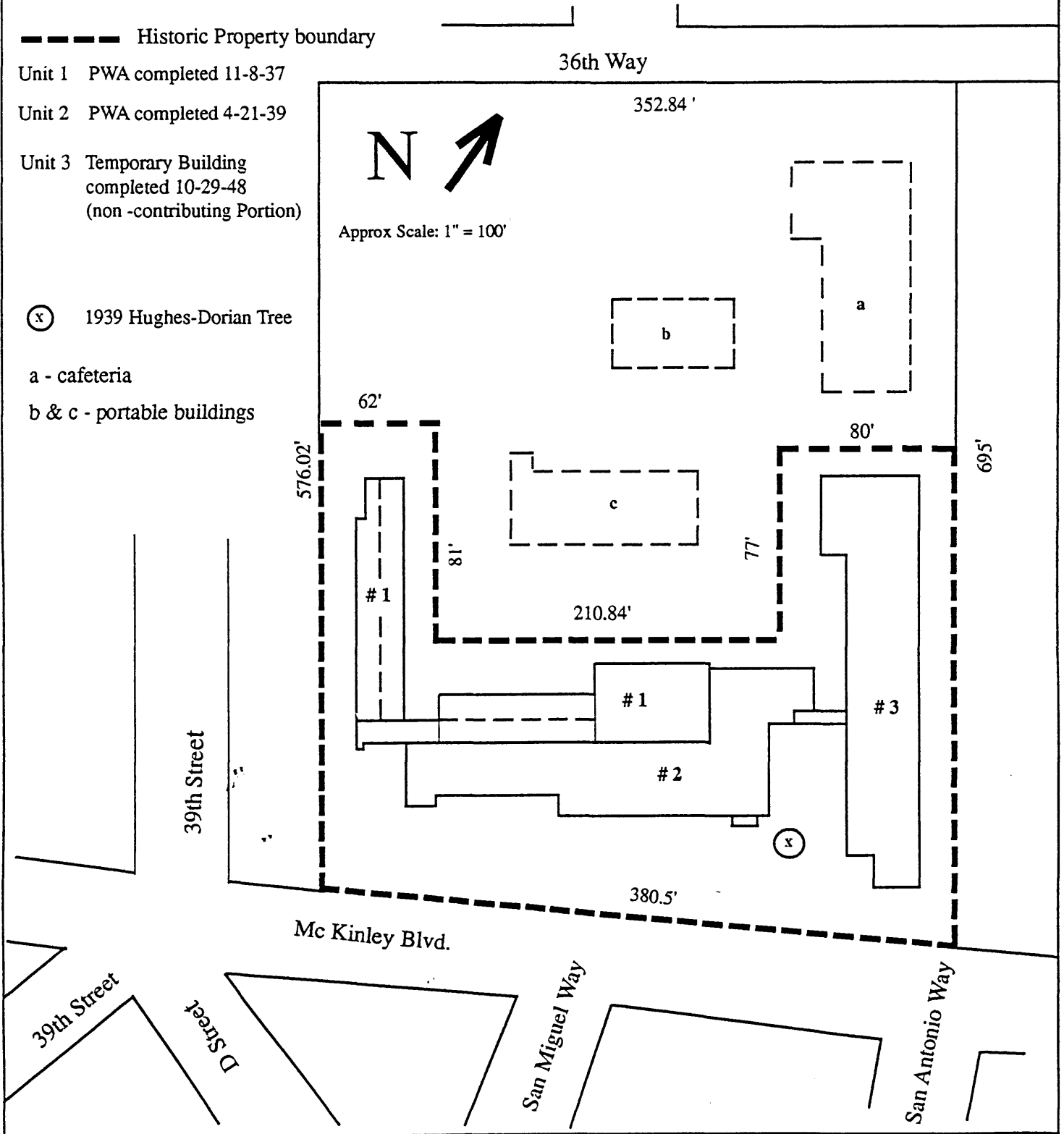
Unit 2 PWA completed 4-21-39

Unit 3 Temporary Building completed 10-29-48 (non-contributing Portion)

(x) 1939 Hughes-Dorian Tree

a - cafeteria

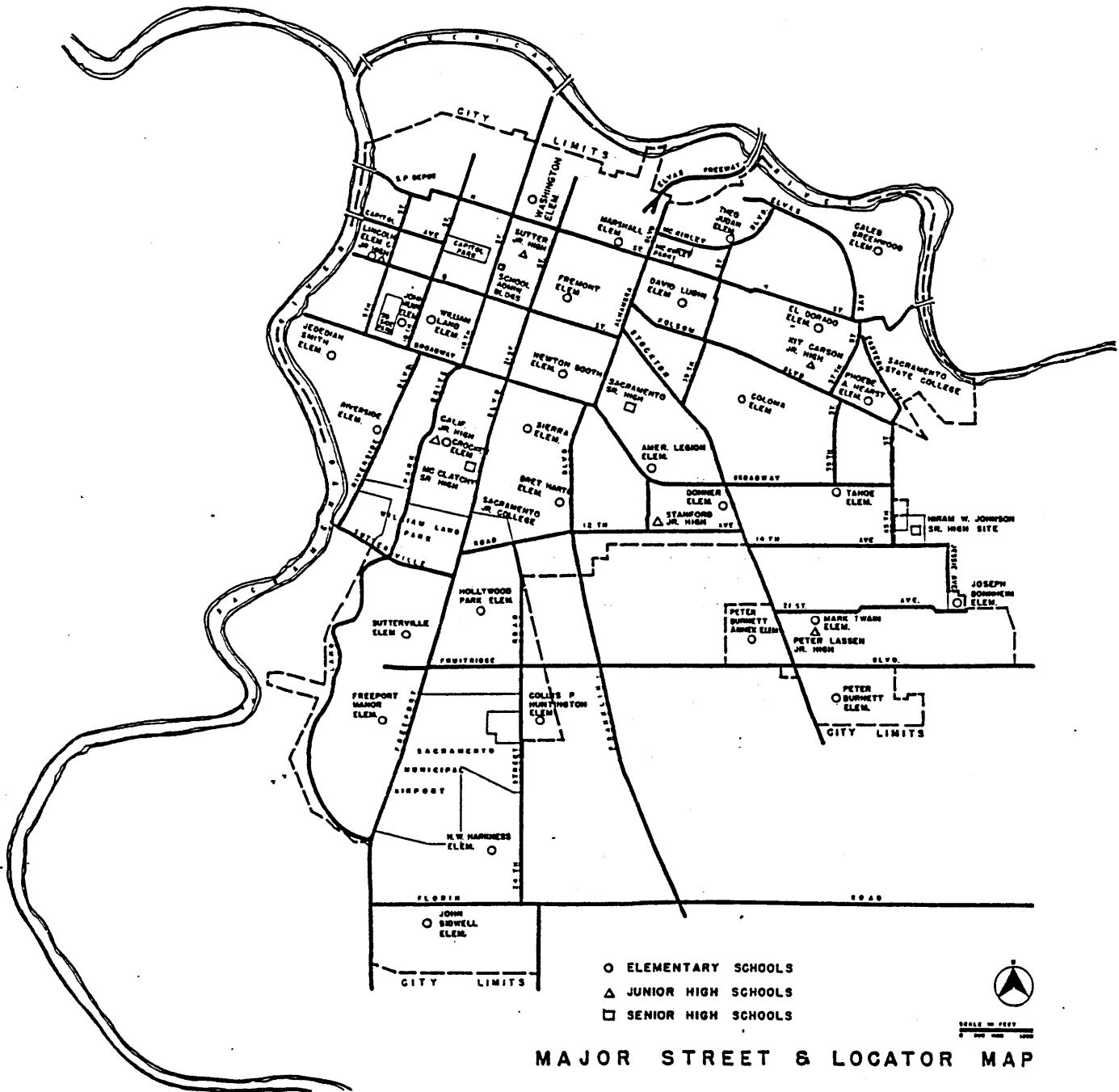
b & c - portable buildings



Site Plan

Exhibit # 1

Sacramento City Unified School District 1955-56



United States Department of the Interior

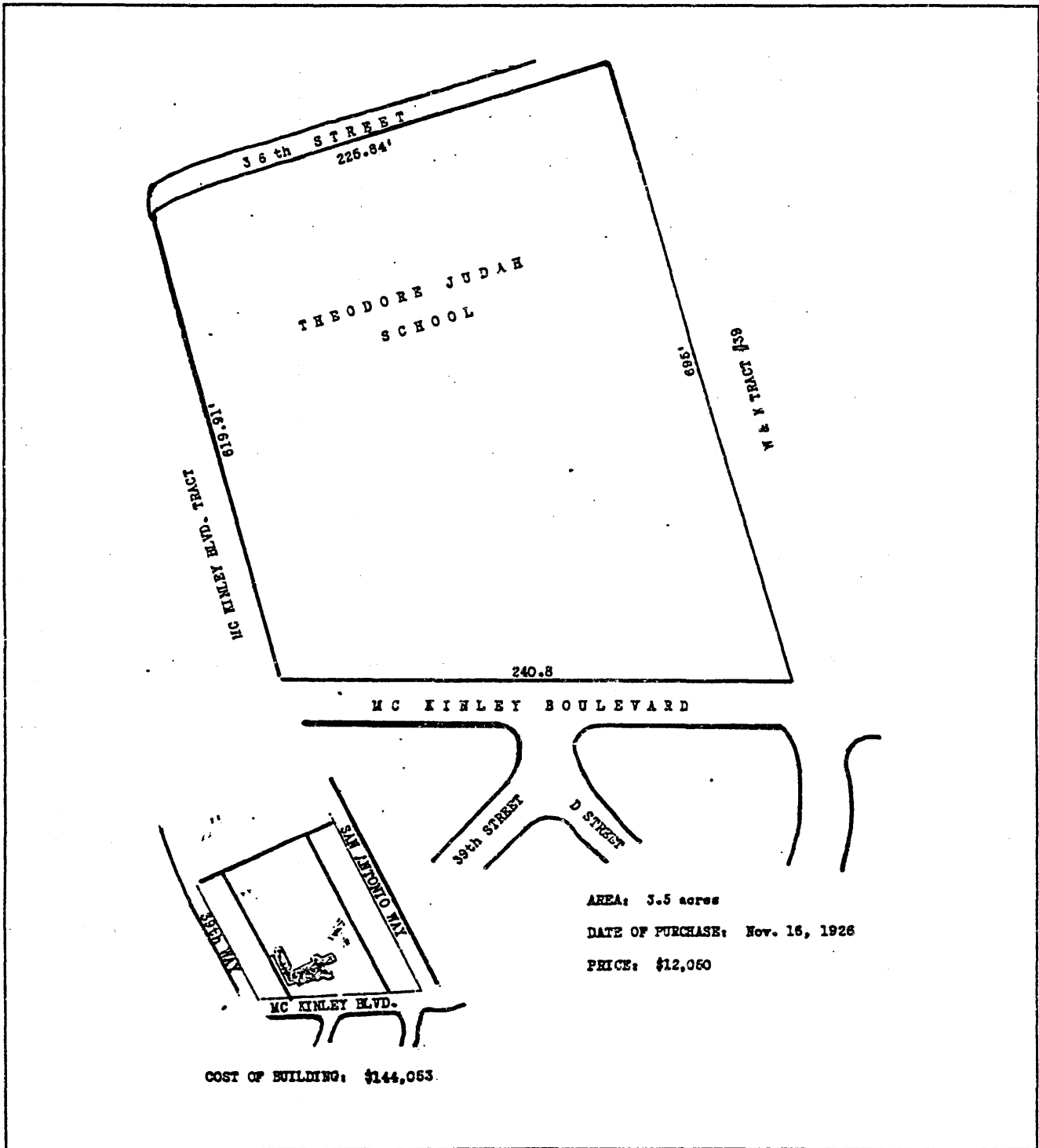
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES

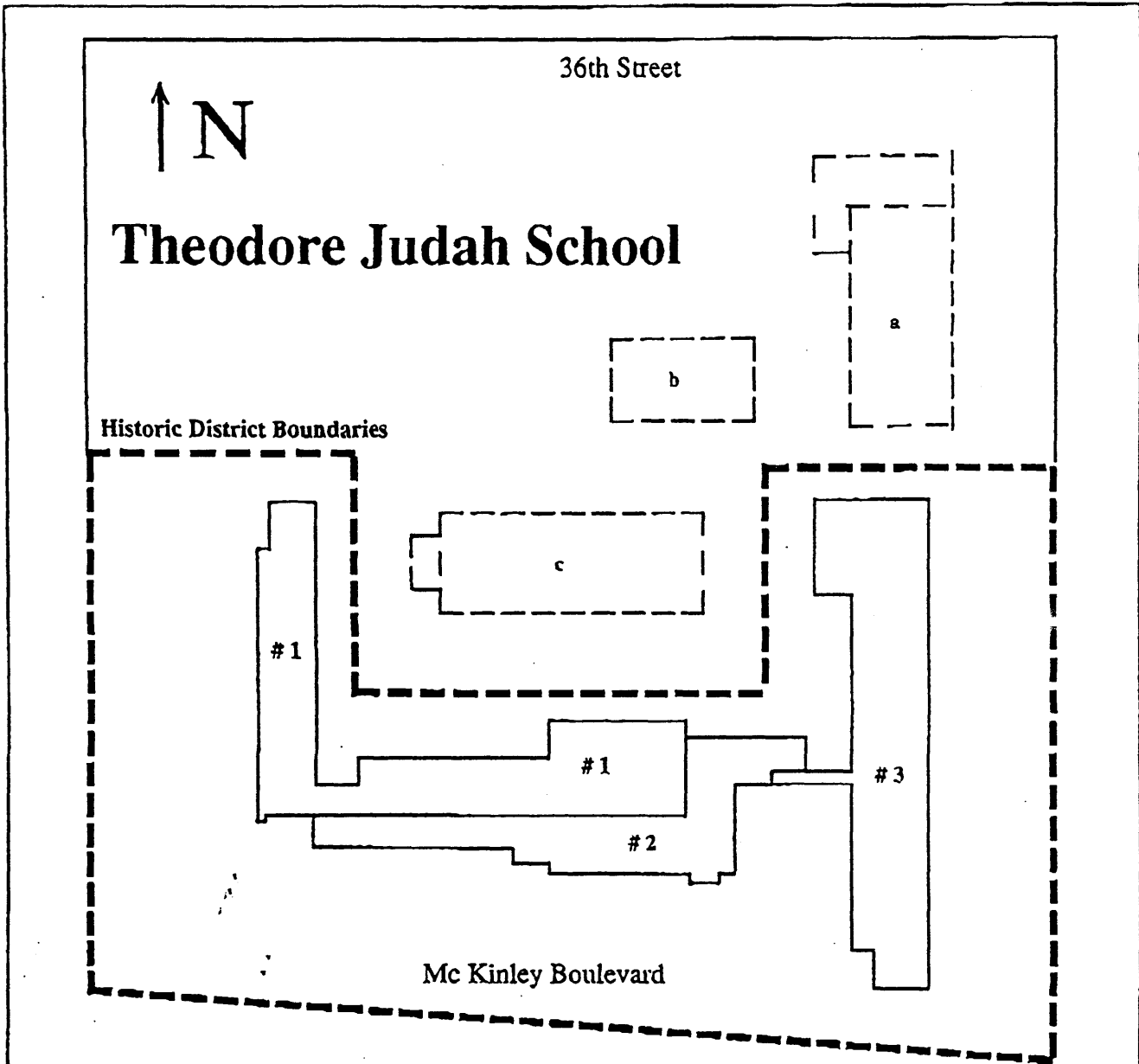
CONTINUATION SHEET

Section number: 7 Page #6

Theodore Judah School



Original (inaccurate) 1926 Plot Plan • (Inset: 1937-39 Plan)

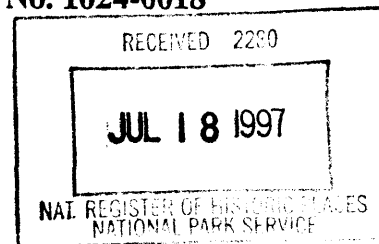


- 1. Unit #1 (PWA) Contributing building • Completed November 8, 1937
 - 2. Unit #2 (PWA) Contributing building • Completed April 21, 1939
 - 3. Unit #3 Post WW II Temporary Non-contributing building • Completed October 29, 1948
- a - Cafeteria Non-contributing • b - Portable Non-contributing • c - Portable Non-contributing

Site Plan

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET



Section number 8 Page 1

Theodore Judah School

Statement of Significance

Theodore Judah School is eligible for inclusion in the National Register of Historic Places under Criterion C. It is the best example of Streamline Moderne architecture in Sacramento in a public building. It was designed by Charles Dean, of Dean and Dean, one of Sacramento's premiere school designers. Applied subtly, the Streamline Moderne design elements permeate the building, both inside and out, and stylistically distinguish this building among all the other schools in the city. Funded by the PWA, a federal recovery program under Roosevelt's New Deal, the style of the building was responsive to the economies of the time and the funding program.

History:

Theodore Judah School

In the spring of 1926 Mrs. Susie Beutler, a mother of three young boys, organized a group of parents at a meeting held at the McKinley Park baseball bleachers to petition the Sacramento City Board of Education to establish a neighborhood school in the McKinley Boulevard/D Street area. The nearest existing elementary school, David Lubin, was over a mile away with no easy direct access for those northeast of the school.

On November 16, 1926 the school board, accepted a \$1,000 lease/purchase offer for 3.5 acres on McKinley Boulevard at D Street from George and Sadie Burns.¹ The site location was so remote that a city survey marker located over a mile away near Alhambra Boulevard (31st Street) and H Street was used as the starting point to locate and describe the property. A circuitous and detailed survey line was established to specifically identify the southwest corner of the site.

On December 20, 1926 the board, decided that \$3,600 for a two room temporary building was too expensive, and the standard "Emergency" type structure was authorized instead of the new design. Thus, "David Lubin Annex"--a two room, wood frame bungalow with a pot-bellied stove and two drop cord lights in each room--was moved in and opened as a one room school on January 26, 1927 to house five students and a substitute teacher.

¹ The original plot plan for the Burns Site filed by the board with the city was inaccurate regarding its southern boundary (future extension of McKinley Boulevard). The five-way intersection of D, 39th, and McKinley Boulevard, which was about 110' west of the western corner of the site, was shown inaccurately as opposite the school's main entrance. (Exh. 3)

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Section number 8 Page 2

Theodore Judah School

The "new" school was painted for the first time on February 2, 1927, and the Superintendent recommended on May 9, 1927 to expand the school to a K-5 building similar in size to the old Jefferson School. The neighborhood families embraced the school, and the enrollment steadily increased. The final agreement to purchase the Burns Site was completed on June 10, 1927; the deed was conveyed and accepted on July 1, 1927. "David Lubin Annex" was officially established as Theodore Judah School on June 16, 1927, just two weeks prior to the site purchase.

"DO NOT FEED THE COWS AND HORSES" was one of the first and important school rules. Cows and horses from Meister's Dairy grazed next to the school fence. It was still a rustic school in a neighborhood that was in transition from rural to suburban. More bungalows were added after the 1927-28 school year. One was double length and served as a lunch room and auditorium. All were located on the far east side of the campus.

For the first 10 years, Theodore Judah was designated officially as a temporary school and the student body eventually was to "return" to David Lubin. The school, from its inception, was always in jeopardy of being closed. In spite of that possibility and with a slowly growing neighborhood, the modest little school survived and its enrollment continued to increase.

Persistent neighborhood concern and advocacy resulted in a board decision in 1937 to build a permanent school. Since the total district (K - Junior College) budget for fiscal year 1937-38 was \$2,693,195, including capital outlay of \$97,095 and general reserve of \$0.00, the availability of PWA monies made this school construction decision possible. The infusion of PWA money not only saved the school but probably the neighborhood as it is known today.

A 132' wide strip (Lot No. 160, about 1.9 acres) on the west side of the campus--to improve the "siting" of the new building--was added to the campus on February 19, 1937 at a cost of \$3,467.50. The original Burns Site was too narrow and too small to house a regular, permanent school. The construction contract (\$41,640.00) was awarded to William C. Keating for Unit #1 on June 4, 1937.

Government timeline regulations in August 1937 prohibited the Public Works Administration from expeditiously paying its 45% share (PWA Docket California 1579) of the Unit #1 construction cost. Since the district had no reserve monies, this delay nearly created a financial crisis. Ultimately, however, the PWA share was paid.

Unit #1 was officially completed November 2 and accepted November 8, 1937. Students and staff moved furniture, equipment, and supplies into the six new rooms; some of the bungalows remained in use because enrollment had already grown to exceed the capacity of the new school.

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NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section number 8 Page 3

Theodore Judah School

On October 28, 1938 the State Department of Architecture approved Application #2672 for the Theodore Judah School additions (kindergarten, classroom, health, administration, and assembly), known as Unit #2. M. R. Peterson's low bid of \$44,678.00 for Theodore Judah additions (PWA Project 1958-F, Unit #2) was approved on November 21, 1938. Unit #2 was accepted as complete by board action on April 21, 1939. This time the PWA paid its share in a timely fashion. The official dedication ceremonies were held May 11, 1939.

The official permanent address, 3919 McKinley Boulevard, was assigned to the new PWA school in 1940 after 13 years of a variety of temporary addresses. (One address was 39th and C Street, two streets on which the school never faced or abutted. See Exhibit 3.)

Following World War II, Theodore Judah School and district enrollments mushroomed, and more space was needed. The final plans for Unit #3, a non-PWA project, were approved November 3, 1947. Bids were opened on February 9, 1948. Continental Construction's bid of \$85,575 for six classrooms and a lavatory unit was accepted. Unit #3, with three change orders, was accepted as complete on October 29, 1948. The total cost was \$85,265.46. At the time, Unit #3 was designated as a "temporary structure"; it is now considered a permanent part of the main building.

Several types of "modern", portable and/or temporary buildings, including a full service cafeteria unit, have been added to the site in the years after the completion of Unit #3. The student enrollment has fluctuated from a low of five in 1927 to about 800 (the auditorium's stage and main floor were used as classrooms) in the late 1940's and 1950's.

The school was placed on the City of Sacramento's list of historic structures in 1996.

The PWA

Coming into office during the worst depression the country had ever known, Franklin Roosevelt, fulfilling a campaign promise to put people to work, instituted the New Deal. Intended to bring economic recovery to the depression-wrought country, it included the National Industrial Recovery Act (NIRA) authorized by the United States Congress June 16, 1933. The NIRA was one of the federal government's major programs undertaken for this purpose. Title II of the NIRA authorized the formation of the Public Works Administration. The PWA was a direct work relief agency. "The legislation allocated \$3.3 billion to provide jobs, stimulate business activity, and increase purchasing power through the construction of permanent and

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NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section number 8 Page 4

Theodore Judah School

socially useful public works."² The Federal Government and local city, county and state governments and other public bodies under their jurisdiction formed a working partnership resulting in the greatest single construction program in history.

The concept behind the program was that construction projects, in addition to providing employment for the skilled, generated a volume of jobs for those with minimal skill and in need of training. The PWA provided loans and grants-in-aid up to 45% of the total cost of the project to states, municipalities, and other public bodies for schools, public buildings, hospitals, bridges, dams, conservation, and reclamation, as well as for the construction of military bases and U.S. Navy ships. Grand Coulee and Bonneville Dams, 34,000 slum clearance projects, and major capital improvements to Golden Gate Park (San Francisco) were among the PWA's activities throughout the nation.

During its initial years (1933-1935) the PWA put projects into 3,040 of the 3,073 counties in all forty-eight states of the United States as well as its territories and insular possessions. All of the PWA projects, whether improvements or new construction, were considered permanent additions to the national wealth. Of the \$3,760,000,000.00 of the National Industrial Recovery Act funds, \$2,560,000,000.00 were spent on 19,004 PWA construction projects.

The California state offices of the PWA were located in the Washington Building in Los Angeles and in the Russ Building in San Francisco. Administratively, the PWA divided California into twelve districts. Sacramento was the headquarters for District 2 which included Sutter, Yuba, Sierra, Nevada, Yolo, Placer, Sacramento, El Dorado, Solano, and Amador Counties. An article in *The Architect and Engineer* in June 1935 described the state program. It called for "\$40,000,000 for urban low-cost housing; \$25,000,000 evenly divided between state trunk roads and town roads; \$15,000,000 for sixty-seven California Conservation Corps camps; \$4,000,000 for a resettlement of 1,500 families now on sub-marginal land, and \$10,000,000 for state buildings....Other items in the program [were]: Conservation of natural resources, \$4,000,000; land liming, \$3,500,000; soil erosion control, \$3,000,000; marketing educational service,

²Otis L. Graham, Jr. and Meghan Robinson Wander, *Franklin D. Roosevelt: His Life and Times*, Boston: G.K. Hall & Co., 1985, P. 336. *The Story of the PWA: Building for Recovery*, Federal Emergency Administration of Public Works, Harold L. Ickes, Administrator, 1939, P. 1. The Works Progress Administration, later known as the Works Projects Administration or WPA is often confused with the PWA. The WPA, however, was involved in visual and performing arts, research, light construction, writing, and social services with the contractors receiving payment or funds directly from the government.

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CONTINUATION SHEET

Section number 8 Page 5

Theodore Judah School

\$1,000,000; rural electrification, \$5,000,000; rural housing, \$10,000,000; state planning board, \$5,675,000, and administration, \$4,000,000."³

In its first six years, 1933 to 1939--the heyday of its existence--and before PWA was transferred to the Federal Works Agency as part of the President's Reorganization Plan, the PWA financed 34,508 projects with an estimated cost of \$6,086,000,000.00. All but three counties in the United States participated in these cooperative efforts. The impact of PWA projects upon the nation during its first six years was of such enormity that *Life* magazine stated,

Franklin D. Roosevelt has made Cheops, Pericles, Augustus, Chin Shih Huang Ti, the Medicis, and Peter the Great look like a club of birdhouse-builders. For one Great Pyramid or Great Wall, PWA has raised up scores of tremendous dams. For one Parthenon, it has reared thousands of glistening city halls, courthouses, post offices, schoolhouses. For one 366-mile Appian Way, it has laid 50,000 miles of highway over the hills and valleys of America.⁴

A major commitment of the PWA construction funds was for educational buildings. The PWA brought new facilities, a high standard of construction, and safety to school buildings across the nation. It is estimated that by 1936, over 70 percent of all school construction in the United States came through the PWA.

On April 10, 1933, AB 2342 authored by California Assemblyman C. Don Field, the so called "Earthquake" or "Field Act", became law in California. The law, which was promulgated as a result of the destruction caused by the March 10, 1933 Long Beach earthquake, insured that henceforth all public buildings in California would be earthquake safe. Therefore, all PWA school buildings constructed in California complied with this law.

Local PWA Projects

In Sacramento city and county, approximately \$3,115,500 was given by the federal government to assist numerous relief projects. Of this amount, approximately \$1,443,200 was provided by the PWA, nearly 84% of which went to the city. Another \$1,342,000 was spread among other combined federal programs including PWA. In 1936, City Manager James Dean, formerly of the architectural firm of Dean and Dean that would later be responsible for the design of the Theodore Judah School, reported that the PWA project allocations for Sacramento "...advanced our building

³"New Grants on P.W. Projects," *The Architect and Engineer*, June 1935, pp. 68-70.

⁴"PWA Has Changed Face of U.S.," *Life*, (April 1, 1940), p. 62.

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CONTINUATION SHEET

Section number 8 Page 6

Theodore Judah School

program by ten years." ⁵ Two notable projects for which PWA funds were improvements to the Southern Pacific Company yards and the construction of the Tower Bridge. A PWA loan of \$12,000,000 was granted for buying and laying track, repairing and building bridges and culverts, and repairing locomotives and railroad cars. ⁶ The Sacramento yards were the second largest railyards in the country at the time. The \$1,000,000 project to construct the Tower Bridge received a \$172,000 grant of PWA funds. The bridge opened in December 1935. ⁷

There were five major PWA school construction projects in the City of Sacramento. Several school districts in Sacramento County, such as Arden, Del Paso, Elk Grove, Grant Union, and Walnut Grove, also received PWA assistance. The five city projects were as follows:

- P.W.A. Docket California 1013 R in 1936-37 provided \$221,000 of the \$517,027 to build classrooms, fine arts buildings, gymnasium, and library at Sacramento City College.
- P.W.A. Docket California 1958-F in 1938-40 provided 45% of the \$688,133 to build the home economics, engineering, aeronautics, and cafeteria/student management buildings at Sacramento City College.
- P.W.A. Docket California 1109 R in 1936-37 provided \$335,454 of the \$810,454 to build C.K. McClatchy High School.
- P.W.A. Docket California 1579 in 1937-38 provided 45% of the \$41,640 to build **Theodore Judah School, Unit #1** (six classrooms and a lavatory unit).
- P.W.A. Docket California 1958 F in 1938-39 provided 45% of the \$44,678 to build **Theodore Judah School Unit #2** (kindergarten, health room, administration unit, and auditorium).

All but one of the buildings constructed in these projects are still in operation, although some have been altered. ⁸

⁵The Sacramento Bee October 31, 1936, p. 2.

⁶The Sacramento Bee, December 28, 1933, p. 1.

⁷Everett Walsh, *California Highways and Public Works*, vol. 14, no. 7, July, 1936, p. 5.

⁸Sacramento City College Library was demolished in June/July 1996.

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Theodore Judah School

The Architect

The school was designed by architect Charles F. Dean under Public Works Administration (PWA) grants in 1937 and 1938. The main building (units 1 and 2) was constructed in two phases, completed in 1939. An annex (unit 3) was completed in 1948.

Charles Dean and his brother James were originally from Texas, where they both had attended Texas Agricultural and Mechanical College, studying architecture. In 1908, after his graduation, Charles worked for the Chicago office of Englehart & Englehart. George Sellon, the Sacramento architect who became the first State Architect, recruited Charles, bringing him to California. His brother James followed a few years later. Both brothers worked for the State Architect's office. In 1922, Charles and James left the office of the State Architect and opened their own practice, specializing in school design. In addition to schools in Sacramento and the Sacramento Valley, Dean and Dean designed a number of residences, primarily in Curtis Park and East Sacramento, the Sutter Lawn and Tennis Club, Buildings on the Sacramento Junior College (now Sacramento City College) campus, the Municipal Filtration Plant, Sacramento Orphanage and Children's Home, the Golf Club House at William Land Park, and Westminster Presbyterian Church.

In 1925 James Dean was appointed City Architect to direct the design and construction of the Sacramento Memorial Auditorium. He was later appointed City Manager and became State Director of Finance under Governor Earl Warren. The firm of Dean and Dean, with Charles at the helm, retained the plural name until Charles' death in 1956. At that time it took the name of Satterlee and Tomich.

Dean and Dean designed buildings in most of the varying architectural styles of the period. Their school buildings were functional with stylistic touches that usually drew from the eclectic vocabulary of the 1920s and 1930s. Their crowning achievement, the Sacramento Memorial Auditorium, for instance, is an eclectic mix emphasizing northern Italian Renaissance and Byzantine references. Theodore Judah School constitutes a somewhat unusual move, for Dean and Dean, to a modern style with no historical references.

In his use of the Streamline Moderne style for the school, Dean expressed his understanding of both the style and the philosophy of simplicity inherent in many PWA structures.

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Theodore Judah School

Architectural Style

Charles F. Dean, the Sacramento City Unified School District architect who was the principal in the firm of Dean and Dean, designed the school in the then-popular Streamline Moderne style. It is the best example of public building in this style surviving in Sacramento. It was undoubtedly not by accident that Dean chose to design the buildings in this style. The Streamline Moderne style suited PWA projects because of the simplicity of its lines and details, and the economy of its construction. Nick Tomich, who joined the firm in 1931 at the age of nineteen, said that economy was one of the reasons for choosing the style. He also indicated that the firm's head designer, Earl Barnett, was very likely responsible for executing the design.⁹

The Moderne style, incorporating Zig-zag and Streamline variants, provided an opposition to the functionalism of the International Style, itself a reaction to the eclectic historicism of the 1920s. The International style responded to the machine age in which it was conceived, using clean geometric lines which bespoke the function of the structure. Streamline Moderne, often used for buildings associated with transportation, such as gas stations and airports, utilized forms related to transportation and its conveyances. Nautical motifs such as porthole windows and motifs suggestive of motion such as the horizontal lines known as "speed lines" were ubiquitous elements in Streamline designs. Zig-zag Moderne, used on office buildings, departments stores, and theaters across the nation could be flamboyant and at times was carried to extravagant heights.

Although subtle and understated, Theodore Judah School incorporates nearly all of the defining characteristics of the Streamline Moderne style: smooth planar walls, rounded corners, curved canopy at the entry, "speed lines," porthole windows, flat roof, large sections of glass, the use of glass brick, and metal band cornices.

Our research indicates that there was only one other public building constructed in the Streamline Moderne style in Sacramento: the Fruit Ridge Elementary School on 44th Street near Fruitridge. That school was also a PWA project designed by the firm of Dean and Dean in 1938. Still in operation, it does not contain as many elements of Streamline Moderne as does Theodore Judah. Its interior, while having rounded walls in the lobby and horizontal strips in front of the radiators, lacks the fluted surrounds except in the office, and does not contain several of the other details found in the interior of Theodore Judah. For instance, the auditorium doors have square, rather than round windows. This school has also had an addition attached to the front consisting of a low, box-like room that not only lacks the proper detailing, but detracts from the Streamline appearance of the facade.

⁹Interview between Nick Tomich and Bonnie Snyder, April 7, 1997.

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Theodore Judah School

Integrity

Theodore Judah School has had very few alterations. Some wood sash windows have been replaced with aluminum and their configuration altered (although the proportions of the voids are unchanged), and the brick fence around the small kindergarten play yard has been replaced with chain link. Other than these two replacements, the school retains solid integrity of design, workmanship and materials. The interior retains all of its character-defining details. It is in its original location and retains its original landscaping. Although a larger neighborhood has grown up around it and additional non-attached buildings have been placed on the campus, it retains strong integrity of feeling, and association.

Summary

Theodore Judah School, included in the City of Sacramento's list of historic structures, is eligible for the National Register of Historic Places under Criterion C as it embodies the characteristics of its type, period and method of construction. Designed by Charles F. Dean of the Sacramento firm of Dean and Dean, it is representative of the Streamline Moderne style, and is the best example of that style in a public building in Sacramento. As a building constructed under the auspices of the PWA, its style, with simplicity of line and detail, responded to the economics of the time and to the necessities of the federal recovery program.

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Mrs. E.P. Busath, 1989, Charter PTA member.

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Mrs. H. G. Dorian, 1989, PTA President 1939-40.

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James Henley, 1997, Director, Sacramento Archives and Museum Collection Center.

Mrs. Helen Kelsey, 1989, kindergarten teacher 1938-1964.

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Norm Root, 1997, Senior Bridge Engineer, California Dept. of Transportation

Mrs. Lyall Smith, 1989, PTA President 1946-47.

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Theodore Judah School

Verbal Boundary Description

The boundaries of the historic property commence at a point on the north side of McKinley Boulevard 110 feet from the northeast corner of the intersection of 39th Street and McKinley Boulevard. The Southern (front) boundary of the school proceeds 380.5 feet east on McKinley Boulevard to the east fence line at the rear of residences facing San Antonio Way. The eastern boundary follows the fence line 316 feet north. The boundary proceeds 80 feet west, then 77 feet south, then 210.84 feet west, then 81 feet north, then 62 feet west. It then follows the residential/school fence line 229 feet south to the starting point.

The original site was comprised of two parcels; (1) the 3.5 acre original "Burns Site" on the east side of the campus and (2) the 1.9 acre Lot # 160 on the west side of the campus.

Also, see Exhibit #1.

Boundary Justification

The legal boundaries of the school property, as shown in Exhibit #1, contain four separate buildings. However, as the historic property includes only the main school building and its attached annex, the historic property boundaries have been drawn to include only that historic structure and exclude the three non-historic temporary buildings. To include those structures would create a district with more non-contributing elements than contributing elements.

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Theodore Judah School

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All photographs are of the Theodore Judah School, 3919 McKinley Blvd., Sacramento, Sacramento County, California. All were taken in 1996 by Annette Deglow unless otherwise indicated. The negatives are located in the Deglow residence at 8424 Olivet Court, Sacramento, California.

- Photo no. 1 Facade of school. View to north.
2 1939 Historic view of facade of school. View to northwest. Photographer unknown.
3 Facade of school taken from same angle as photo no. 2. View to northwest.
4 Facade of school showing auditorium portion. View to northeast.
5 Entrance to kindergarten room at west end of facade. View to west.
6 Facade of school showing "Hughes-Dorian Tree" planted at the dedication ceremonies in 1939. View to northwest.
7 Interior, detail of boilers, part of original equipment in the school power plant.
8 Rear elevation showing boiler room and smoke stack. View to southwest.
9 Interior, detail of radiator in foyer, typical of those in other rooms.
10 Detail of name of school applied to facade of school just east of the main entry door. View to north.
11 Detail of small vent windows on facade of school, showing "speed line" detailing. View to north.
12 Interior, detail of lobby showing doors to auditorium.
13 Interior, detail of drinking fountain that marks location of entrance to unit #1.
14 Interior, detail of drinking fountain in lobby, showing glass brick splash.
15 Interior, detail of main hallway with knotty pine paneling and inside transoms. View to east.
16 Interior, detail of classroom door in unit #2.
17 Unit #3 and its connection to the main portion of the building. View to southeast.
18 East elevation of unit #3. View to northwest.
19 Detail of entrance to school. View to north.
20 Interior, detail of school lobby showing glass brick transom and doors to auditorium at left. View to south.
21 Rear elevation of school (unit #1). View to southwest.
22 Rear of school showing rear of kindergarten room (left) and enclosed hallway of west wing of unit #1. View to southwest.
23 Interior, detail of faculty kitchen showing period cabinetry.