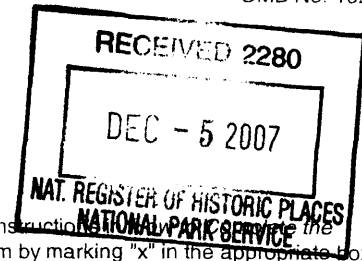


United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form



This form is for use in nominating or requesting determinations for individual properties and districts. See instructions on the back of 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 San Francisco State Teacher's College

other names/site number University of California, Extension Center

2. Location

street & number 55 Laguna Street N/A not for publication

city or town San Francisco N/A vicinity

state California code CA county San Francisco code 075 zip code 94102

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.)
William W. [Signature] 29 Nov 2007
Signature of certifying official/Title Date
California Office of Historic Preservation
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that this property is:

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

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

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

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

Contributing	Noncontributing	
4	1	buildings
		sites
1		structures
		objects
5	1	Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions)

Education

College

Current Functions

(Enter categories from instructions)

Vacant

7. Description

Architectural Classification

(Enter categories from instructions)

Spanish Colonial Revival

Materials

(Enter categories from instructions)

foundation concrete

roof Mission tile

walls stucco

other

Narrative Description

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

SEE CONTINUATION SHEET SECTION 7 (attached)

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

Property is:

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

Narrative Statement of Significance

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

SEE CONTINUATION SHEET SECTION 8 (attached)

9. Major Bibliographical References

SEE CONTINUATION SHEET SECTION 9 (attached)

(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

Areas of Significance

(Enter categories from instructions)

Education

Period of Significance

1924-1957

Significant Dates

N/A

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation

N/A

Architect/Builder

George McDougall, State Architect

California Office of the State Architect

Primary Location of Additional Data

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

San Francisco State Teacher's College

Name of Property

recorded by Historic American Buildings Survey

recorded by Historic American Engineering

Record # _____

San Francisco, California

County and State

Name of repository:

10. Geographical Data

Acreage of Property 5.86 acres (2 city blocks)

UTM References

(Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing		Zone	Easting	Northing
1	10	550620	4180420	3	___	_____	_____
2	___	_____	_____	4	___	_____	_____

See continuation sheet.

Verbal Boundary Description

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

SEE CONTINUATION SHEET SECTION 10 (attached)

Boundary Justification

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

SEE CONTINUATION SHEET SECTION 10 (attached)

11. Form Prepared By

name/title Carol Roland _____

organization Roland Nawi Associates _____ date September 4, 2007 _____

street & number 956 Fremont Way _____ telephone (916) 441-6063 _____

city or town Sacramento _____ state CA _____ zip code 95818 _____

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

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

Additional items

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

Property Owner

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

name Regents, University of California; Real Estate Services Group _____

street & number 111 Franklin Street _____ telephone (510) 987-9632 _____

city or town Oakland _____ state CA _____ zip code 94607 _____

San Francisco State Teacher's College

San Francisco, California

Name of Property

County and State

a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*).

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

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San Francisco State Teacher's College
San Francisco County, California

DESCRIPTION:

The San Francisco State Teacher's College is a college campus historic district located on two city blocks in the Hayes Valley neighborhood of San Francisco, California. The district consists of a self-contained complex of educational buildings located within the larger context of an urban residential neighborhood. The district consists of five buildings, four of which contribute to the historic significance of the district. The buildings are situated on a steep terraced hill between Buchanan and Laguna Streets. The four contributing buildings are Richardson Hall, Woods Hall, Woods Hall Annex, and Middle Hall. The buildings are arranged around the periphery of the site with the central area of the campus now occupied by parking lots. There are modern concrete stairs and walk ways which link the upper and lower levels of the site. The buildings were designed by the California State Architect between 1924 and 1935. They are all designed in the Spanish Colonial Revival style that enjoyed great popularity in the 1920s and 1930s. The buildings are reinforced concrete with red Mission tile roofs and industrial windows. The buildings varying in size, but are all large institutional buildings that contain public entry spaces, classroom wings and, in some cases, specialized facilities, such as a gym, an administration/registration area, an auditorium, that were used to support the educational function of the campus. In the 1930s the WPA commissioned a number of murals to decorate the interior and exterior of the buildings. Two of these murals, by recognized Bay Area artists, remain in Richardson Hall and Woods Hall Annex. The buildings were designed to turn "inward" toward an interior open "courtyard". Although this open area contained a circulation system that allowed students to move from one level of the site to another between buildings, it was never fully developed as a landscaped campus quadrangle. There are two major, well articulated, entrances to the campus, one at the northwest and one at the southeast corners of the campus. Otherwise relatively blank building elevations run along the exterior edge of the site with a high retaining wall, a contributing element of the historic district, along Laguna Street. The period of significance of the district is from 1924 when the first State Teacher's College building was constructed until 1957 when San Francisco State College transferred the campus to the University of California for use as an Educational Extension Center. During the entire period from 1924-1957 the buildings housed one of the primary teacher training institutions in the state. The property retains a historic appearance consistent with its period of significance.

The four historic Teacher's College buildings dominate the property by virtue of their size and stylistic coherency. They retain their original location, design, materials, workmanship, feeling and association. They continue to reside in an external neighborhood setting that is very similar in appearance to that which existed at the time that the campus was constructed. This area of Hayes Valley consists of a mix of Victorian flats and 1920s and 1930s apartment buildings immediately adjacent to the campus. The San Francisco Mint building to the south of the campus also was constructed in the 1930s. Internally, the campus setting consists of a number of parking lots that date from the occupancy of the campus by the University of California Extension Service (1957 and later). Although these parking lots represent an intrusion into the central portion of the campus, this area never achieved the quality of a coherent

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designed landscape during the period of significance. There are only a small number of interior campus photographs from this period (1920-1930) and two Sanborn Maps (1913 and 1948) which document other structures on the campus. These show the interior campus area to have consisted of a jumble of temporary buildings and shelters in what originally may have been intended as a campus quadrangle. Some of these buildings dated from the immediate post-1906 earthquake period and others appear to have been added later on an as-needed basis.

In the 1970s, the University of California constructed a Modernist style Dental School Building in the southwest corner of the campus. This replaced a pre-1924 reinforced concrete classroom building. The Dental School building is smaller in size and massing than the historic buildings, with the exception of Middle Hall, and due to the slope and terracing of the site, it is not a visually intrusive element. It does not alter the relationship among the historic buildings. It does not contribute to the historic district.

Although the complex is not nominated under Criterion C, the Teacher's College is notable as an expression of the prevailing architectural ideal of a college campus. The architectural form of the campus was derived from the monastery: a cloistered learning environment that fostered a community of scholars. It physically turned away from the outside world and at the same time promoted an internal environment of contemplation and study. In this regard the San Francisco campus embraces the basic conventions of college planning and architecture. The exterior elevations of the buildings and the retaining walls enhance the complexes self-enclosed quality. In contrast, the buildings engage each other on the interior of the campus with siting, courtyard openings, and tiers of large windows. At both the northwest and southwest corners of the campus enclave there are large and clearly demarcated entrances that provide a transition between the learning environment and the outside world.

Richardson Hall (Contributing)

Richardson Hall was constructed between 1924 and 1930. L-shape in plan, Richardson Hall consists of two separate wings: a loosely connected administration wing on the north and the training school wing on the south. The two wings are joined by a large auditorium in the southeast corner of the building. While the administration wing is rendered entirely in the Spanish Colonial Revival style, the training school wing combines a dominant Spanish Colonial Revival aesthetic with elements of the Moderne style which was gaining popularity in the 1930s, particularly in the rendering of institutional buildings. These Moderne references are found in the venting stacks on the south elevation of the auditorium, in the pilasters on the courtyard walls, and in the window grid of the bell tower. These variations in style reflect the different dates of construction of the two wings. The administration wing was constructed in 1924 and the training school wing in 1930.

The entire building is constructed of poured-in-place reinforced concrete finished in buff-colored stucco with cast concrete detailing. The combination hip and gable roof is clad in terracotta Mission roof tiles. Both wings are punctuated by chimneys that provide rhythm to the overall composition

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The south facade is the primary public face of Richardson Hall along Hermann Street. Terraced up the steep hill, the eastern section of this facade is much higher than the western part. The main public entrance to the building occupies the easternmost bay. The entrance is flanked by a pair of chamfered columns and surmounted by a portico capped by a pair of sculpted figures. The figures flank a book and a lantern, symbolizing learning. A well-executed sculpture of an owl resides over the entry. Its presence may refer to Athena. To the right of the entry is a grille in-filled with glass block. Above the entrance is a deeply recessed tripartite window located within a gable roofed pavilion.

The administration wing, built 1924, is linked to the later training school wing by means of a small gable-roofed connector. Although the connection between the two wings is small, Richardson Hall has historically always been treated as a single building with a unified purpose and function. Architecturally it reads as a single building, particularly on the street elevation, where its continuity is reinforced by the ground level retaining wall which runs along the entire east façade to the corner of Laguna and Hermann Streets.

Sited on a slope the administrative wing is one-story on the interior courtyard side and two-story on the eastern or street side. With an H-plan the wing is subdivided into three sections; a central hip roofed pavilion flanked on both sides by gable roofed wings. The two-story wings are set back from the retaining wall that surrounds the campus on Laguna Street, creating a narrow concrete balcony area facing the street. The central portion of the street facade is composed of seven bays with a band of five tall rectangular window openings. These are flanked on either side by pairs of semi-circular window openings. The rectangular openings are separated by cast cement plaster ornament consisting of a narrow projecting sill and simple capitals. They are fitted with awning sash and the arched openings contain multi-light wood casement sash. The gable-roofs are articulated by a large arched window opening surrounded by decorative brick molding and surmounted by faience tile panels.

The west façade of the administration wing is oriented toward the interior of the campus. The two gable end wings form a small planted courtyard. The courtyard is partially covered by a wood frame canopy. Glazed metal crash doors have replaced the original doors. These are flanked with modern side lights. The canopy and doors date from the 1960s or 1970s. Both gable end walls are punctuated by arched windows surrounded by brick molding with a faience tile panel at the top of the arch.

The south façade of the administration wing also faces a small-planted courtyard and is partially obscured by the small gable roofed connector that links it with the training school wing. The gabled connector is articulated by three rectangular window openings fitted with wood casement windows with fixed light transoms above.

The interior of the administration wing consists of a large lobby, office, a kitchen, lounge and several smaller offices. The most prominent feature of the lobby is a modern wood front desk hidden behind pocket doors. To the south of the lobby are several offices and the corridor connecting the administration

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wing with the training school wing. Ceilings are covered with acoustic tile. The connector between the administration wing and the training school may have been the location of a large WPA mural by Hebe Daum Stackpole which has either been covered or removed.¹

The training school wing was added to the building in 1930 and is L-shape in plan with an east wing that faces Laguna Street, a south wing that opens onto Hermann and an auditorium located at the interface between the two wings. The north and west facades of the building are oriented toward the interior of the campus. The east classroom wing has a hip roof while the south wing shares a gable roof with the auditorium.

The street façade of the east wing runs along Laguna Street and is visible above the retaining wall at the second level. The second-story facade is punctuated by a grid arrangement of large steel industrial windows with awning sash. These windows end at the projecting gable end of the auditorium.

The south façade of Richardson Hall contains the primary entrance to the building and to the southeast portion of the campus. The entry is a visual focal point of the building. On the upper story the wall steps back in order to create an exterior balcony. The second floor level is articulated with grilles in-filled with glass blocks.

The north and west facades face the interior of the campus and feature an asymmetrical arrangement of openings and decorative features combining elements of the Spanish Revival and Moderne. Perhaps the most important element is the three-story "belfry" which houses mechanical and venting equipment. A tall tower structure, it is decorated on the lower walls with a geometrical cast concrete grille which repeats a pattern found in the central gable of Woods Hall across the campus. The opening at the top of the tower has a strongly modern feeling and aesthetic. The north façade also features an original porthole window, an arcade, and two large multi-light steel industrial windows with awning sash. The window bays are demarcated by flat plaster piers capped by stylized capitals. Both of the courtyard elevations feature deeply recessed windows and have a strong rhythmic pattern articulated by projecting plaster piers and shallow arcades. The west elevation has a small one-story addition at the northwestern corner. The second-story projects slightly beyond the first floor.

The training school interior consists of circulation areas, classrooms, offices and the auditorium. The first floor has double-loaded corridors that extend the length of the building. This area is the most significant portion of the interior, featuring barrel and groin-vaulted ceilings and decorative plaster wall treatments designed in a Spanish Revival motif. A niche fresco above a double door was executed by Jack Moxom for the WPA in the 1930s. Elaborately stenciled ceilings in the hallway were done circa 1980 by Larry Boyce, considered a master of Victorian stenciling techniques. These were decorative additions to the

¹ Based on interviews with Stackpole conducted by the Smithsonian, this is the area that best fits her description of the location of the mural.

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building which have artistic merit in their own right, but were not a part of the State Architect's plan for the building.

The auditorium has a gable roof. The auditorium is a dramatic windowless mass perched atop the tall retaining wall at the intersection of the south and east wings. Its varied profile is partially attributed to the clustered utility stacks that rise up from the basement to above the roofline. Treated as abstract sculptural element, the chamfered profile of the stacks is one of the more pronounced Moderne elements of the building.

On the interior the auditorium is a double-height space which slopes down toward a small stage. The auditorium has a curved concrete partial-height wall and unique red-velvet seating which appears to be original. The interior was remodeled sometime in the 1950s.

Integrity:

The building retains a high level of integrity. The only notable alteration to the exterior is the remodeled opening to the administrative wing on the courtyard side of the building. This consists of a wood frame canopy and glazed doors as described above. A metal crash door also has been inserted into the courtyard side of the bell tower. Richardson Hall has not been compromised by alteration of exterior roofing materials, cladding, fenestration or major decorative details. A high degree of workmanship in exterior detailing and sculpture continue to convey the skilled craftsmanship that was applied to the finishes and decorative elements of the building.

The major internal public spaces retain substantial integrity of materials. In Richardson Hall this includes the primary entry off of Hermann Street and the circulation spaces, including the corridors and stairwells, and a major WPA mural installation. An important mural by Hebe Stackpole with a mosaic component by Maxine Albro is no longer visible, although it may remain behind paint and plaster. The most observable alterations in primary public spaces occur in the administrative wing and the auditorium. In the administration wing reception area partial walls and a long reception desk have been inserted within the existing architectural volume. While visually intrusive, these do not represent structural alterations. In the auditorium the finishes of the side and back walls appear to have been altered in the 1950s to create a more modern aesthetic. Throughout the building, doors from the corridors into the classrooms have been replaced, although the openings appear in most cases to be original. The configuration of classroom space has been minimally altered with original partitions, fenestration, plaster walls and even radiators and shelves, still in place. Ceilings have been covered with acoustic tile and floors with carpeting. Cement floors in public spaces and stairs are intact.

Woods Hall (Contributing)

Woods Hall was built in 1926. The building wraps around the corner of Haight and Buchanan Streets at

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the northwest corner of the campus. The site is relatively level along Buchanan, but on Haight is steeply sloped. The exterior elevations are very austere on the street side and function to focus the building inward toward the courtyard and campus. It is a two-story-over-basement building. Woods Hall has two main wings linked by an elaborate entrance pavilion. The building is surmounted by a combination hip and gable roof clad in red terracotta tile. The concrete walls are covered in stucco. Woods Hall is designed in the Spanish Colonial Revival style with restrained cast concrete ornament.

The entry pavilion is sited at a forty-five degree angle at the corner of Haight and Buchanan. The ~~entry~~ is the building's primary architectural statement and functionally serves as a connector between the north and west wings. The entry pavilion is set back from the street and partially screened behind a concrete wall surmounted by two terra cotta urns. These urns are an important element which emphasize the portal and shape its relationship to the street. The wall conceals a short run of stairs and a modern handicapped-accessible ramp. The entry itself is deeply recessed within a barrel-vaulted vestibule. Pairs of Tuscan pilasters surmounted by plain friezes and molded spring lines flank the vestibule entrance. These moldings visually support the semi-circular arched barrel vault contained within the pediment gable.

The doors into the building are glazed with cast metal frame. The doors are set behind cast metal screens decorated with a profusion of abstract floral motifs culminating in a crest composed of an open book. The entry gable was the location of a WPA marble mosaic done by Maxine Albro. This mosaic, which is covered or has been removed, reflected the floral motif with the open book that is found in the entry gates.

The exterior street facades of Woods Hall are quite simple, consisting primarily of stucco-finished concrete walls punctuated by small casement windows on the upper level and wood-frame double hung windows on the lower level. These are deeply punched into the walls. At the sidewalk level there is a series of retaining walls and grates that allow light into the basement windows. The north wing connects into the neighboring Woods Hall Annex on the east.

Contrasting with the almost defensive character of the north and west facades are the amply fenestrated south and east facades that face toward the inner courtyard. The facades of both wings are relatively similar and modestly treated. Both have stucco-finished concrete walls articulated by a regular grid of door and window openings on the first and second floors. The windows are mostly wood awning sash. There are some replacement aluminum windows at the south end of the building, primarily on the secondary south façade.

The angled entry pavilion's rear elevation is the most prominent feature on the courtyard side of the building. The gable end is occupied by an arched opening, technically called an aedicule, which is inset with a geometric grid, a motif later repeated in the belfry of Richardson Hall. Pilasters frame the opening. Casement windows are found at both the first and second floor levels.

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The interior of Woods Hall is primarily composed of classrooms and offices with an embellished formal entry and single-loaded corridors. The lobby is the most architecturally important interior space of Woods Hall. Octagonal in plan, this double-height space retains its original exposed roof rafters and purlins. The ornamental cast-iron entry gate and the large barrel vault of the main entry are clearly visible from the octagonal lobby. This space was decoratively treated with an applied canvas mural by Bay Area artist, John Emmett Gerrity. Completed as a WPA commission, the mural covered all eight walls of the octagonal space.²

The classrooms of Woods Hall open off the long hallways of each wing. In addition to classrooms, the interior contains a series of offices.

Integrity:

Woods Hall retains a high level of exterior integrity. It has not been compromised by alterations to roofing materials, cladding, fenestration or major decorative details. The exceptional front entry details which include a partial wall with urns on the landing, metal gates and metal frame and glazed doors are intact. Metal fire exit doors have replaced the original doors on the primary courtyard entry of the building. There are no window replacements on major elevations of the building, with aluminum frame replacements largely restricted to the south façade, a secondary elevation of the building. The building demonstrates a high degree of workmanship in exterior detailing. The cast-iron grillwork at the entry and the detailing of the aedicule on the courtyard side of the entry pavilion are fine examples of intricate workmanship. The major alteration to the exterior is the removal or covering of Maxine Albro's mosaic mural on the entry gable.

The major internal public spaces retain substantial integrity. The entry pavilion retains its beamed ceiling and displays fine examples of molded plaster work. The chandelier is a replacement. There is loss of the WPA Gerrity eight panel mural; canvas attached to the wall surface, it has most likely been removed. Interior plaster walls are generally intact, as are cement floors in public spaces and stairs.

The corridor spaces and classrooms have been altered by dropped acoustic tile ceilings, modern light fixtures and carpeted floors. However, the configuration of classroom space has been minimally altered with original partitions, fenestration, plaster walls and even radiators and shelves, still in place.

²Smithsonian Archives of American Art. "Oral History Interview with John Emmett Gerrity," Berkeley, California, January 20, 1965, 3.

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Woods Hall Annex (Contributing)

Built in 1935, Woods Hall Annex maintains the Spanish Colonial Revival style of the earlier buildings on the campus. It is connected to Woods Hall at the east elevation of that building, but has historically been considered a separate building. This may be due to the long period of time that separated the construction of the buildings, the fact that the Annex was constructed by the WPA, and the specialized function of the building, which was to serve as a science teacher training facility. The building was constructed by the WPA as a part of the federal government's depression era public works program. This was at a time when there were no state funds for school construction. A plaque on the front of the building acknowledges the association with the WPA. The Annex has plaster-covered concrete exterior walls and a side gable roof clad in terracotta tile. Similar to other buildings on the campus, the walls that face the street are sparsely fenestrated, while the south wall, facing the courtyard, is amply fenestrated with full-height windows which allow light into the classrooms along this side of the building.

The most important architectural feature of the north elevation on Haight Street is the projecting entry pavilion. This entry pavilion features a cast stone arch supported by two Romanesque columns. The main entry is flanked on either side by cast-metal light fixtures. The original doors have been replaced by contemporary metal doors. The second level is largely blank with the exception of four window openings fitted with wood casement windows. Concrete retaining walls and grates provide light and air to basement windows below grade. Part of the north façade is now obscured by olive and ficus trees.

Facing the interior courtyard, the south façade of the building responds to the steep slope of the site. The entry on this side has a large transom window. Directly above the entry is a large steel multi-light industrial window that projects outward from the wall on concrete brackets. A grid of regularly spaced fenestration dominates the rest of the south façade.

The first and second floors contain distinctive interior architectural features and materials. The main, first floor, corridor is embellished with ample cornice moldings and door/window surrounds executed in stucco in the Spanish Colonial Revival mode. The main corridor has several niches originally used as water fountains. These feature marble bases, tile backing and arched moldings above. The north wall of the main corridor has an ornate cornice molding running the length of the building. This feature is interrupted by a large arched opening flanked by square piers. Midway along the north wall of the corridor the main entry is capped by a lobed niche.

The main corridor on the second floor is not as elaborately finished as the first floor, although it has some distinctive materials and features including chamfered ceiling moldings, a running cornice molding, large square piers and small arched water fountain niches with ceramic tile backing, marble base and an eyebrow molding. The second floor corridor also has an arched barrel vault midway along its length.

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The main entry stair is the most important public space in the building. It features a wide first floor landing with built-in concrete benches and a large arched window which provides a view out over the entire campus. At the second floor landing there is an important WPA mural, titled "A Dissertation on Alchemy," painted in 1935 by muralist Reuben Kadish. This is one of two extant WPA murals at the site. It is considered one of the best examples of Kadish's work.³

Along the south wall on both floors are classrooms. Like classrooms in other buildings they retain their original plan but have undergone alterations to floor coverings and ceiling height.

Integrity:

Woods Hall Annex retains a high level of exterior integrity. It has not been compromised by alterations to roofing materials, cladding, fenestration or major decorative details. The front entry details continue to exhibit a high degree of workmanship. Metal fire exit doors have replaced the original doors on the primary courtyard entry of the building. There are no window replacements.

The major internal public spaces retain substantial integrity. The entry stair retains its decorative features at both landing levels. The first floor landing remains an impressive architectural space providing views and a sense of large architectural volume. The Kadish mural is an important decorative element which not only enhances the building, but has artistic merit in its own right.

The classrooms have been altered by dropped acoustic tile ceilings, modern light fixtures and carpeted floors. However, the configuration of classroom space has been minimally altered with original partitions, fenestration, plaster walls and even radiators and shelves, still in place. The corridors feature corbelled arches and inset tiled fountains that remain intact.

Middle Hall (Contributing)

Middle Hall, the first building constructed on the campus in 1924, is a gymnasium that originally incorporated some office and classroom spaces on the second level. It is designed in the Spanish Colonial Revival Style with stucco finished concrete walls, small recessed fenestration and a gabled terracotta tile roof. Similar to other buildings on the campus, grade changes on the site led to the building's distinctive form with the west façade being one-and-a-half stories. Middle Hall is both smaller and less elaborate in design and plan than the other campus buildings. The only building within the Teacher's College complex that does not abut the street, it forms an L with Woods Hall, creating a sheltered courtyard space between the two buildings.

³ Smithsonian Archives of American Art. "Oral History interview with Hebe Daum Stackpole and Jack Moxom.

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On the south elevation the building has two levels. The first level has a central arched entryway which is flanked by projecting buttresses and is surmounted by a decorative plaster medallion. A double concrete stair with concrete balustrades provides access to the second level. The second level is dominated by a bank of three industrial steel windows. A wide balcony runs the full-length of the upper elevation. It is surrounded by a low concrete wall with intermittent curved iron openings.

The fenestration on the north façade of Middle Hall is similar to the front elevation with three groups of steel sash industrial windows centered on the façade. This wall also has a mural dating from the 1920s. The west facade features a shed roof addition at the upper level that was not part of the original design. There are three steel industrial windows centered on the gable above it.

The east end of the building houses a "pavilion" with classrooms that have a separate entry on the upper courtyard level. Originally a staircase led from the gymnasium to the first floor level, but it has been removed. This wing of the building does not have direct access into the gym.

The interior of Middle Hall consists of a large gymnasium and a series of classrooms and offices. The gymnasium occupies the principal volume of space within the building. The space is characterized by open steel trusses, wood paneling, and multi-light steel sash windows are still in place. Following the acquisition of the Lake Merced campus of the college, the gymnasium was converted into a library. As part of recent renovations, two new computer classrooms were added on the second floor level. The classrooms, like those in other buildings have been altered with dropped acoustic tile ceilings and floor coverings.

Integrity:

Middle Hall retains a high level of exterior integrity. It has not been compromised by alterations to roofing materials, cladding, fenestration or major decorative details. The front entry (south elevation) details continue to exhibit notable workmanship. A small shed roof plaster clad addition has been made on the west façade of the building. This appears to have replaced a free standing structure of approximately the same size and configuration that is shown on the 1948 Sanborn Map. This addition has a Mission tile roof. It is both small and unobtrusive and does not affect the overall integrity of the building.

The principal change on the interior is the removal of the internal stair to the classrooms, described above. Classroom spaces display the same alterations and retention of original features as in other buildings.

Retaining Wall (Contributing)

The retaining wall extends along the full-length of Laguna Street on the east boundary of the campus and extends east along on Hermann Street along the Richardson Hall auditorium wing as far as the building's

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entry pavilion. On Haight Street it runs east from the corner of Haight and Laguna to the end of the Woods Hall Annex. The wall is a full story in height and on the east boundary it precludes views from the street of the lower story of Richardson Hall. It is constructed of reinforced concrete and is punctuated with symmetrically spaced concrete rectilinear pilasters with deeply incised striations. An entrance to the lower parking lot is centered in the Laguna Street wall. This may have been added at the time that the parking lots were installed. There are only a few other small openings in the wall, most notably an arched pedestrian level door under the gable of the auditorium. The wall was designed to screen the campus from the street and enhance the interior orientation of the buildings and campus. It was a part of the original campus design by the State Architect's office.

Integrity:

The wall retains its original setting, location, materials, design and association. The major alteration appears to be the automobile gate on the Laguna Street elevation. Although this interrupts the wall, it is relatively small in relation to the overall mass of the structure and does not compromise its appearance or its ability to convey its significance.

Dental Clinic (Non-Contributing)

The Dental Clinic, located at the northeast corner of the campus, is a modern building that is not associated with the San Francisco State Teacher's College. It was constructed circa 1970. It is a two and one-half story structure of stucco and wood. Architecturally the building makes some attempt to reference the Spanish Colonial Revival style of the campus buildings. The Clinic is sited in the location of the 1913 Normal School building which was demolished sometime after 1957.

WPA Murals

In addition to constructing one of the campus buildings, the WPA made the Teacher's College a central focus for art in public places. The college was the location of several architectural mural projects executed under the auspices of the Works Progress Administration (WPA) during the Great Depression of the 1930s.

Of the several murals that were completed on the campus, two are still extant, one by Reuben Kadish and one by Jack Moxon, both well-known Bay Area artists of the period.

The Kadish mural in Wood's Hall Annex is divided into six panels, each portraying alchemy and science through a series of figures and symbols. The central panel portrays a large shattered egg shape entity with a highly stylized spiral emitting from its interior. Kadish had originally planned a mural portraying the splitting of the atom and this central form may be a more abstract reworking of that idea which had been considered too radical by WPA officials. In its composition and color the work shows the strong

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influences of David Siqueros, with whom Kadish studied, as well as the influence of European Surrealism.⁴ Kadish, like many artists of the 1930s, had strong leftist political leanings and produced a number of controversial works including a politically charge work at the City of Hope tuberculosis center in San Francisco.

Moxom's fresco portrays a single angel with large wings that fill the recessed wall space above a door. Executed using traditional fresco technique, the angel references a subject matter associated with the Spanish Revival style of the building. However, it has a robustness, especially in the round face and oversized feet, that draws on the Mexican muralists of the period. According to Moxom, in a 1965 interview, this angel may have been one of several that he painted in the door niches of Richardson Hall.⁵ He also may have painted a mural in the library of Richardson Hall.⁶

While not separate elements within the District, the murals are an important embellishment of the buildings of which they are a part. Both extant murals exhibit a high level of integrity.

Campus Landscape

Surrounding the entire campus is a concrete city sidewalk and a series of border plantings, including olive, ficus and bottlebrush trees. On the east street elevation there is a high concrete retaining and privacy wall. This was built in the 1920s or early 1930s as a part of the Teacher's College building construction. Two large asphalt parking lots occupy the upper and lower terraces. These were constructed after 1957 to accommodate parking for the Extension Service. Internally the campus contains a series of modern paths and staircases that provide circulation between the upper and lower terraces. It is probable that this circulation system was installed concurrent with the parking lots in order to create a functional system for moving people from the parking area to and from the buildings.

On the upper terrace, an informal courtyard space is located in a small alcove formed by Woods and Middle Halls. Although poorly maintained, some of the original trees are still in place. In addition, a series of stepped courtyards are formed along the southern face of Woods Hall and the Woods Hall Annex down to the parking lot that occupies the northeastern corner of the campus. The upper and lower terraces are separated by an ivy-covered sloped area. Plantings in the center of the campus include a Canary Palm known as the "Sacred Palm." Named by San Francisco State students in the early 1940's, the tree signified a place to gather and represents a visual and conspicuous landmark on the campus. There are other large, healthy trees located on the campus, including two large ficus trees as well as olive and oak located on the lower south end parking lot against Richardson Hall.

⁴ Ibid., 20.

⁵ Ibid., 12.

⁶ Ibid.

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During much of the history of the campus, buildings from the post-1906 earthquake period continued to occupy space within the campus. At the time that construction began on the first campus building designed by the State Architect's Office, one facility that had served the Normal School from 1906-1924 was retained. This was a U-shape masonry building in the approximate location of the current Dental Building. This building appears on both the 1913 and 1948 Sanborn Maps, and continued to function into the 1950s. The other temporary buildings were wood frame with wood cladding and are designated as "classrooms" on the Sanborn Maps. These buildings were constructed on an ad hoc basis in the period between 1913-1948. Both in form and appearance these buildings suggest an early version of "module units" that are often used today to expand the capacity of overcrowded schools. They were not a part of the State Architect's plans for the campus. They were sited to take advantage of available open space, without apparent regard for any coherent campus plan. The buildings were poorly designed, rudimentary in materials and construction. These are all factors which suggest that the buildings were viewed as a temporary expedient to deal with a constant rise in enrollments at the San Francisco campus. They were recognized by students and faculty alike as fire hazards and were the subject of one of the first student protests in the history of the school.

The presence of these temporary buildings, occupying much of the campus open-space, prevented the realization of any coherent central campus landscape plan. Although the parking lots are not scenic, they were not created at the expense of removing a planned landscape. They do not alter the physical, visual or architectural relationship among the campus buildings that contribute to the historic district.

Historic District Integrity

The college campus designed by the State Architect in San Francisco as a part of the state initiated building program for the Teacher's Colleges retains its historic appearance. Very few alterations have occurred. The most apparent building alteration is the modification of the courtyard entry to the administrative wing of Richardson Hall. This consists of a wood-frame awning which projects over introduced glass doors and sidelights. These changes were made in the 1950s-1960s. Fire compliant metal crash doors have been installed at several locations on campus as well. All but two of the five known WPA murals in the buildings were removed or covered in the 1950s. Otherwise the major character defining features of the buildings remain and the campus continues to clearly convey the site plan, architecture, and feeling of an academic institution.

The San Francisco State Teacher's College campus was planned and developed by the Office of the State Architect between 1924 and 1935 as an integrated complex of educational buildings intended to meet the educational goals and daily pedagogic needs of the faculty and students. The property continues to convey its historic use as an institution of higher learning and teacher training through its overall campus plan, its architectural coherency, the integrity of the individual buildings within the district, and its decorative detailing that express educational themes in the form of statuary and murals. The complex at 55 Laguna Street is immediately recognizable as an educational campus and each of the individual

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buildings continues to clearly express original function through retention of classroom layout, organization of space, special program spaces and detailing. The historic district contains a significant concentration of structures that are united by plan, design and physical development.

The San Francisco Teacher's College campus retains its historic integrity. The campus plan is fully intact with all of the original buildings present. The only non-contributing building on the campus is the Dental Clinic circa 1970. This building replaced an early Normal School building and is modest in size. It is located at the southwest corner of the campus. It does not intrude on the historic building complex and in mass, volume, and height it does not detract from the historic buildings.

All of the buildings retain their integrity of location and setting. None of the buildings have been moved and no new building(s), other than the Dental Clinic, have been added to the campus. The relationship among the buildings, both physically and visually, has been maintained over time. The setting and the relationship of the campus to the surrounding neighborhood has remained consistent over time. Hayes Valley is predominantly a residential neighborhood made up of flats and apartment buildings constructed between the late Victorian period and the 1930s. Hayes Valley was not affected by the fire of 1906 and retains the mixture of Victorians and 1920s buildings that were present at the time the campus was constructed. Exemplary of this admixture is a large and imposing Victorian on Buchanan Street and a multi-story 1930s apartment complex at the corner of Buchanan and Haight, both directly across the street from the campus. The Moderne elements in the design of Richardson Hall resonate with the stark Federal Modernism of the nearby Federal Mint, designed in the 1930s by G. Stanley Underhill.

All of the individual buildings retain integrity of materials and overall the campus presents an appearance similar to that which existed in the period of significance (1924-1957). No building within the complex has been compromised by an alteration of exterior roofing materials, cladding, fenestration or major decorative details. All of the buildings, as indicated in the individual building integrity discussions above, have undergone only minor changes. The largest changes have occurred in secondary classroom spaces and many of those changes may be reversible. In terms of materials and workmanship, the largest loss occurred in the 1950s with the removal or covering of the WPA murals by Hebe Daum Stackpole and Jack Moxom in Richardson Hall and the murals by Maxine Albro and John Gerrity at Woods Hall.

The most significant landscape change on the campus is the introduction of parking lots which replaced landscaping and wood frame classrooms that were in the center of the campus. The parking lots occupy the central campus both at the upper and lower levels of the site. However, they do not appear to have destroyed the integrity of an executed internal campus landscape or circulation pattern. From very early in the history of the campus, enrollment far exceeded the projections on which the campus plan was based. Constant student pressure impelled administrators to retain some of the "temporary" buildings that occupied the interior of the campus. Over the forty eight years that the campus served as a teacher training and college facility the center of the campus might best be described as a hodgepodge of landscape features, paths and structures installed and retained on an ad-hoc and utilitarian basis.

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SIGNIFICANCE:

The Laguna Street campus of San Francisco State Teacher's College is significant under Criterion A of the National Register of Historic Places for its association with the development of formal teacher training in California and as one of the few surviving examples of the Teacher's Colleges that formed the basis of California's State College and University system. The Teacher's Colleges were the direct descendants of the Normal Schools established in the 19th century in California and the immediate forerunners of the State Colleges. They were heirs to the national Normal School Movement, a major effort to create uniform educational standards for teacher training and require college level certification for teachers throughout the country. California established Normal Schools in the 1870s, eventually supporting eight institutions throughout the state. In 1921, the State Legislature recognized the importance of these institutions by granting them collegiate status. The establishment of the Teacher's Colleges, in addition to raising Normal School training to a collegiate level, also marked the beginning of a multi-faceted public higher education system in California that culminated in the 1960s with the State's Master Plan for Higher Education.¹ In addition to enhancing the status of the Normal Schools, the legislature undertook an ambitious program of funding for new buildings to provide adequate facilities for instruction, educational study, and experimentation. The State Architect's Office was charged with undertaking this program of facility development. This was particularly important to the newly named San Francisco State Teacher's College which had been struggling since the earthquake of 1906 to provide teacher training in a jumble of temporary buildings on the former Protestant Orphanage property at Haight and Laguna Streets in the city. The four buildings designed and built by the California State Architect and the WPA between 1924 and 1935 physically embody a major achievement in the development of California teacher education. From 1924 until 1957, the period of significance, the San Francisco State Teacher's College functioned at the Laguna Street campus to educate a substantial number of California teachers, and the majority of teachers in the Bay Area. The San Francisco Normal School and the subsequent Teacher's College was a leader in educational theory, program innovation and child development. Of the several campuses built during this first phase of public college development throughout the state, San Francisco State is one of only two campuses that survives in its original setting.²

¹ Two of the Normal Schools/State Teacher's Colleges eventually became a part of the University of California system; at Los Angeles and Santa Barbara. Normal Schools that became State Teacher's Colleges and later State Colleges and University's include, in addition to San Francisco, San Diego, Fresno, San Jose, Chico and Humboldt. The San Diego, Fresno, San Jose, Chico State and Humboldt Colleges were developed on the same site as the previous Teacher's College.

² The campus at Santa Barbara, which includes buildings that were purchased, as well as buildings designed by the State Architect, is the only other stand-alone Teacher's College Campus remaining. The 1920s-30s campuses at Chico State and San Diego State Universities remain partially intact, but the core Teacher's College buildings exist within the context of the larger modern campuses that were developed in the 1950s and 1960s. The San Diego Teacher's College core of buildings has been placed on the National Register of Historic Places. The Chico State complex has not been evaluated for historic significance. Fresno State University retains at least one on the buildings constructed in the 1920-1930 period of Teacher College campus development. Humboldt State retains

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The Normal School Movement

Until the early 19th century there were no formal educational training programs or standards for entering the teaching profession. In urban areas, teachers were recruited from the ranks of secondary schools and among college graduates. However, in many rural and frontier areas, teachers had only rudimentary education themselves before taking up the profession of teaching. In general, secondary teachers were drawn from among the graduates of liberal arts colleges and were not considered to need any specialized training in pedagogy until late in the 19th century.

The term "Normal" school is derived from the French "ecole normal" and implies the implementation of standardized teaching norms. It was the objective of the normal school movement to improve the quality of teacher training and to establish standards and norms for elementary school education. Less directly, but also important, were the objectives of raising the status of the teaching profession, increasing salaries and providing a means for "respectable" employment for women of modest means and financial resources.³ Many reformers also wished to introduce European educational innovations, such as the kindergarten, into American schools through specialized training of teachers. The earliest programs geared to preparing individuals, primarily women, as teachers were established in private secondary schools. The first public Normal School program was instituted in Massachusetts in 1839.

A number of educational reformers took up the cause of improving the quality and increasing the quantity of American teachers. Important figures in the history of American education such as Henry Barnard and Horace Mann strongly advocated for the expansion of normal school education, particularly to meet the needs of elementary schools.

Normal Schools in California

The first normal school west of the Mississippi was established in St. Louis in 1857. In California public concern regarding the lack of professionally trained teachers led to a call for the establishment of New England style normal schools to prepare teachers for the public schools. The first effort in San Francisco in this direction was the establishment of Minns Evening Normal School.⁴ The evening school, which met once a week, was under the direction of the San Francisco School System which required prospective and practicing teachers to attend. However, many teachers, educators and reformers felt that this was a first, but insufficient, effort and they continued to call for the establishment of a full-time program that could adequately prepare teacher's for their task.

three of the original Teacher's College buildings, but these will be extensively altered or demolished under the campus development plan.

³ Roland, Carol. "The Kindergarten Movement in California: a Study in Class and Social Feminism." Unpublished Ph.D. dissertation, University of California, Riverside, 1980, 102.

⁴ Merlino, Maxine, "A History of the California State Normal Schools: Their Origin, Growth, and Transformation into Teachers Colleges," unpublished Ed.D. dissertation, University of Southern California, 1962, 169.

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With the support of the State Superintendent of Schools, Andrew Jackson Moulder, notable educational figures such as John Swett, and educational advocacy groups such as the California State Teacher's Institute, the California legislature passed an enabling bill in May, 1862. This bill provided for free teacher education in the State.⁵ This legislation set up a state board with the authority to accept buildings, furniture and facilities from the San Francisco Board of Education in order to establish a normal school at San Francisco and also granted the authority to award diplomas and certificates.

San Francisco was a natural choice for the first state supported normal school given the precedent of the Minns program and the fact that the city had the largest school district in the state at the time. The local school district provided facilities for instruction in existing buildings but made no move to provide the San Francisco Normal School with its own building or campus. This situation continued from 1862 to 1871 by which time the pressure of enrollment and the often inadequate conditions of the temporary buildings led to action to provide a permanent facility. This decision resulted in a fierce competition among several cities to secure the State Normal School. In 1871 the State Superintendent of Schools selected San Jose as the site of the first permanent campus. This decision was both a response to the heavy lobbying campaign of the city, and a reflection of the view that a Bay Area location might leave the Normal School overshadowed by the "State University" at Berkeley.⁶

However, teacher-training courses continued to be taught in San Francisco as a part of the publicly funded Girls' High School under the auspices of Principal, John Swett. Swett was a noted California educator and strong supporter of the Normal School Movement as well as of increased professional opportunities for women.⁷ The program was geared to prepare its graduates to embark on a post-graduation career in elementary teaching. However, the program experienced some problems combining the classical high school curriculum with the more vocationally oriented normal school training. Although it graduated a number of young women, the program operated somewhat at odds with a more general trend toward raising teacher training to the post-secondary level. The Girl's High School program was terminated in 1874.⁸

The 1880s saw a significant expansion of the normal school system. Population growth and expansion within the state placed increasing pressures on local school systems and created an increasing demand to make teacher training more accessible in some of the rural areas of the state. In 1881 a Southern California Normal School was established in Los Angeles. In 1887 a school was opened in Chico on land donated by General George Bidwell.⁹ At first these institutions were viewed as branches of the school at

⁵Ibid.,44.

⁶ Ryan, Edwin. "History of Manual Training Teacher Education in California State Normal Schools." Unpublished Ed.D. dissertation, University of California, Los Angeles, 1964.

⁷ Roland.

⁸ Ryan, 47.

⁹Merlino, 90.,

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San Jose, but by 1887 legislation was passed making each an independent school under the direct governance of the State Board.

In 1899 two more normal schools were added to the state system, one in San Diego and one in San Francisco. Although the San Francisco School Board displayed a somewhat apathetic attitude toward the re-establishment of a normal school within the city, the State legislature provided authorization and funding and the school was opened in rented quarters in July, 1899. With limited funding, the San Francisco Normal School struggled with inadequate physical facilities for its first several years.

The leadership of the San Francisco Normal School was placed in the hands of Frederick Burk. Burk was an important educational figure in California who enjoyed a national reputation. He graduated from the University of California in 1883 with a Bachelor of Letters degree. He taught in both public and private schools to finance his post graduate work at Stanford, receiving his M.A. in 1892. In 1896 he began studies for the Ph.D. under the tutelage of G. Stanley Hall in Massachusetts. When he returned to California he served as Superintendent of Schools for Santa Barbara in 1898-1899. He then accepted an offer to become President of San Francisco State Normal School shortly after the Legislature authorized its creation. He served as President until his death in 1924.

Undeterred by the "old, barren-looking" facilities that were provided, Burk saw new opportunities in the urban location of the school.¹⁰ San Francisco had excellent secondary schools from which the Normal School could draw recent graduates. Long an advocate of more stringent entry standards for normal schools, Burk instituted admissions standards equivalent to those of the University of California. In this regard he was a pioneer both in the state and country.

Burk and his faculty also made substantial curriculum changes to the San Francisco school's program. Arguing that the normal school was:

...a technical school, ranking in character with schools of medicine, engineering, law and trade-learning... Thus the San Francisco Normal School stands for a sharp distinction between general or academic scholarship and technical or professional training special to teachers...¹¹

Burk introduced courses on educational philosophy and its practical application in the classroom. San Francisco Normal School taught no general academic courses. They pioneered in introducing seminar based classes and practice teaching into the program.¹²

San Francisco Normal School quickly established itself as a center of educational debate and a progressive voice promoting higher standards for both teachers and students. Among the state's normal

¹⁰ Ibid, 173.

¹¹ Ibid, 175.

¹² Ibid, 186

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school facilities. San Francisco and Los Angeles took on more prominent roles as research institutions. San Francisco began publishing a series of bulletins based on faculty research and observation. In 1912 it launched a more widely circulated series of monographs on educational issues. Between 1910 and 1913 it initiated experiments regarding individual differences and the learning process. San Francisco Normal School also introduced the concept of evaluating student achievements within a specific area without regard to age or accomplishment in other subjects. In 1914 they introduced the first post-graduate course and in 1917 they added special elementary and secondary diplomas in music, physical education and playground athletics.¹³ In addition to training large numbers of teachers in the Bay Area, San Francisco Normal School was a center of educational innovation and debate both within the state and in the larger professional educational world.

Many of the ideas pioneered at San Francisco Normal School, particularly those related to professional standards and excellence, and training curriculum were embodied in a series of major education and government policy debates from 1900 to 1919. The debates centered around defining the proper role and future of the normal schools. This debate began with a report prepared for the Governor of California that summarized the status of the five State Normal School campuses. This study revealed wide differences in orientation, curriculum and standards among the campuses.¹⁴ This in turn led to several years of discussion regarding Normal School governance, the relationship of the schools to the University of California, and the proper balance between general academic education and professional training in the normal school curriculum. In the words of educational historian, Maxine Merlino, these debates "...gradually impelled the normal schools to become teachers colleges and also provided the initial impulse which transformed the Los Angeles Normal School into the southern branch of the state university."¹⁵ This debate came to a head in 1919 when the legislature appointed a special committee to investigate "the problem of meeting the needs and furnishing support for the schools and educational institutions of the state." The report, commonly known as the *Jones Report*, recommended that the normal schools be transformed into teachers colleges with full collegiate status. This recommendation was passed into legislation in May, 1921. This action elevated teacher education to the post-secondary level and was the culmination of a long reform effort. It also functioned to create eight acknowledged collegiate level institutions which eventually became the California State University system.¹⁶ In keeping with its change in status, the San Francisco Normal School changed its name to San Francisco State Teacher's College and, again, in 1935 to San Francisco State College.

The Campus Building Program and the Development of the San Francisco Teacher's College

¹³ Ibid, 312.

¹⁴ Ibid, 211.

¹⁵ Ibid.

¹⁶ The Los Angeles Normal School was the only one of the normal schools to become part of the University of California.

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In addition to advocating for collegiate status, normal school administrators, students, and supporters had long worked for better and more adequate physical facilities for teachers-in-training. As a part of the state legislation in 1921 funding was allocated for the construction of improved campuses. For the first time training facilities were conceived to include more than a single, often overcrowded, building. The new campus plans developed by the Office of the State architect included specialized spaces designed to facilitate programs, such as kindergarten departments, elementary school programs, and observation and laboratory spaces.

The 1920s and 1930s were a period of intensive construction of new teacher college facilities in California. During this period the campus at Chico was developed with a large classroom building, library and other facilities. Similar accommodations were built at San Diego, Fresno, Santa Barbara, Humboldt and San Jose. At the same time the State Architect undertook the construction of the core UCLA campus in Westwood. This campus building represented a huge commitment of state funds to higher education, and indirectly a new level of support for elementary and secondary education in the state.

State Architect George B. McDougall initiated a Master Plan for the San Francisco campus which was to be developed in phases as funding became available.¹⁷ McDougall worked closely with Fredrick Burk to insure that the physical plan of the college would facilitate and support the teacher training functions of the institution. The proposed new campus of the State Teachers' College was described as being "beautiful, imposing, healthful, and efficient." The new campus was planned to eventually accommodate 800 student teachers and 400 elementary school students."¹⁸

This "beautiful and imposing" campus was in direct contrast with the situation that existed in 1921. The site of the San Francisco Normal School was originally occupied by the Protestant Orphan Asylum. Founded in 1851, the Protestant Orphan Asylum was the first orphanage established on the West Coast. Although Hayes Valley did not burn in the fire that swept through much of the south part of the city following the earthquake of 1906, the masonry Orphan Asylum was badly damaged by the quake itself. In 1906, after briefly re-locating to Oakland, the San Francisco Normal School moved into the surviving auxiliary buildings on the Orphanage grounds where it resumed operations. Sometime prior to 1913 a masonry U-plan building was erected on the corner of Hermann and Buchanan Streets to accommodate the need for classroom space. Other wood frame structures were also hurriedly put up to accommodate classes as the need arose.¹⁹

At San Francisco the new building program was particularly important, finally removing the school from the small and make-shift quarters it had been operating in for nearly fifteen years. The construction and occupancy of a new campus was an integral part of a pattern of events that began with the establishment of state operated Normal Schools in the 19th century and was developed in the mid-20th century through

¹⁷ Page and Turnbull, 28.

¹⁸ Ibid.

¹⁹ San Francisco Sanborn Map 1913.

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the elevation of teaching certificates to college degrees, the construction of new and adequate training campuses, and the expansion of teacher training that the campuses made possible. The Richardson Hall building expanded classroom training facilities with an entire wing dedicated to the training school. It also contained a kindergarten department, enhanced in the 1930s by Hebe Stackpole's murals of small children in various situations of play and learning. It was fitting that this building was initially named for Frederick Burk, long-time president of the school and a strong and persistent advocate for better facilities. Middle Hall, with its fully equipped gymnasium, enhanced the special certificate programs offered at San Francisco in athletics and physical education teaching. Wood's Hall and Woods Hall Annex provided facilities for math and science programs. The new buildings and program specific facilities played an important role in San Francisco State Teacher's College retaining its intellectual leadership in the field of education and in its remaining one of the most important and respected teacher training programs in the state. In terms of educational innovation, the period in which the Teacher's College occupied the Laguna Street campus was one expansion and consolidation. The pre-eminence of San Francisco in the field of teacher training had been established under Frederick Burk. The new campus made it possible to carry on this legacy.

However, situated in the most populous urban area in California, San Francisco Teacher's College experienced problems that were unique to its setting and location. Despite an aggressive building program, enrollment constantly exceeded the capacity of the campus. The 800 student limit of the campus was exceeded before construction of the complex could be completed. As a result, an older post-earthquake building was retained at the corner of Hermann and Buchanan throughout the campuses operation as the Teacher's College. In addition, a series of ad hoc, temporary frame buildings were erected to try to accommodate student enrollment. These buildings were generally poorly built, using cheap materials, and were frequently referred to as "shacks." The Depression followed by World War II brought a halt to the state's building program (the last building constructed as part of the campus plan in 1935 was undertaken by the WPA). The "temporary" buildings continued in use despite becoming increasingly dilapidated. They were widely viewed as hazards and were the object of one of San Francisco State's earliest protests in 1938.

Also unique to this campus, San Francisco State Teacher's College was a center of intense WPA activity in the city. Besides constructing the Woods Hall Annex building under the WPA program, the campus was extensively decorated with WPA murals. At least five murals, executed by San Francisco artists, Rueben Kadish, Jack Moxom, Phebe Stackpole, Maxine Albro and John Gerrity, are known to have been executed. In a 1960s Smithsonian interview with Jack Moxom claimed that there is another mural in the library or study space in Richardson Hall that he completed.²⁰ Along with WPA murals at the Rincon Annex Post Office, Coit Tower, and San Francisco City College, the Teacher's College murals are part of the legacy of the WPA in San Francisco. Out of favor for a number of years after World War II, WPA art work has been increasingly recognized both as a representation of an important historic government

²⁰ Smithsonian Archives of American Art, Interview with Hebe Daum Stackpole and Jack Moxom. The Turnbull report on 55 Laguna Street attributes the niche fresco to Hebe Stackpole, but in this extended oral history interview with both Stackpole and Moxom, the angel is clearly attributed to the later.

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program and as works of art. The San Francisco Teacher's College murals are important in both of these regards. Although the artists who produced these works are not as well known as some who worked for the WPA, they are representative of the San Francisco and Los Angeles art communities that existed in the 1920s and 1930s, and they all had established regional reputations. The association of the mural work with the Teacher's College fulfilled a number of goals of the public arts program of the New Deal. It exposed an urban student population to works of art in their daily environment, and implicitly it functioned to heighten the aesthetic awareness of those who would be teaching in the public schools. It is quite possible that these murals are independently eligible for listing in the National Register under Criterion C under a separate WPA context. However, time constraints did not allow the development of this context within the current scope of work.

The lack of funding to continue constructing new buildings, however, was not the only factor in limiting the campus' growth. By the late 1930s school administrators had begun a campaign to acquire one of the last large parcels of land in San Francisco near Lake Merced at the western edge of the city. Acquisition and development of the western campus began in the 1940s. For nineteen years the school maintained both a "downtown" campus at 55 Laguna and the larger campus at Lake Merced. In 1957 all operations were consolidated at the Lake Merced campus. The downtown campus was transferred to the University of California, which used it as an extension program site until 2001.

The Laguna Street campus of the San Francisco State Teacher's College represents an important period in the development of teacher training and higher education in California. It symbolizes the achievement of the goals of the 19th-century normal school movement including collegiate status for teacher training, increased state government support and involvement in higher education, and for enhanced college facilities. The development of the San Francisco State Teacher's College campus and its continued operation as the major teacher training facility in the Bay Area through the 1950s is part of a pattern of events that professionalized education as an academic field and standardized public education in California. The teacher's college campuses created in the 1920s became the institutional basis for the later state college system. In large part because San Francisco State transferred its campus development to the Lake Merced property after 1945, the Laguna Street campus continues to exemplify the teacher's college phase in the development of the state's system of higher education in a relatively pristine setting. It is one of the only campuses of this period which continues to clearly exemplify the Spanish style central court yard plan that characterized all of the Teacher's College campuses designed by the State Architect in the 1920s and 1930s.²¹

²¹ The other two campuses in which the courtyard arrangement is still identifiable are Santa Barbara and San Diego.

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_____. "Oral History Interview of Maxine Albro and Parker Hall, July 27, 1964, Carmel, California. <http://www.aaa.si.edu/collections/oralhistories/transcripts/albro64.htm>.

_____. "Oral History Interview with John Emmett Gerrity, January 20, 1965, Berkeley, California. <http://www.aaa.si.edu/collections/oralhistories/transcripts/gerrit65.htm>.

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Maps and Municipal Records:

City of San Francisco, Office of the Assessor-Recorder

City of San Francisco, Planning Department, "Historic Resources Inventory"

Sanborn Map Company, City of San Francisco 1913-1950

Acknowledgments

The original draft of this nomination was prepared by Vincent Marsh. Although the nomination has been changed to include additional material, the draft prepared by Mr. Marsh established the foundation of the nomination and played an important role in its completion.

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San Francisco Normal School/State
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GEOGRAPHICAL DATA:

Verbal Boundary Description:

From the corner of Buchanan Street and Haight Street east along the south curb of Haight Street approximately 413 feet to the corner of Laguna Street. South along the west curb of Laguna Street approximately 618 feet to the corner of Hermann Street. Proceeding from the intersection of Hermann and Laguna to the corner of Hermann and Buchanan and then north along the east curb of Buchanan Street approximately 618 feet to the corner of Haight Street returning to the point of origin.

Boundary Justification:

This is the historic boundary of the San Francisco Normal School/State Teacher's College, which includes the non-contributing Dental Building. This boundary is well defined by the surrounding streets. The campus site is 5.86 acres and includes the portion of Waller Street between Buchanan and Laguna Streets which was abandoned and discontinued on April 6, 1922, per San Francisco Board of Supervisors Resolution No. 19812.

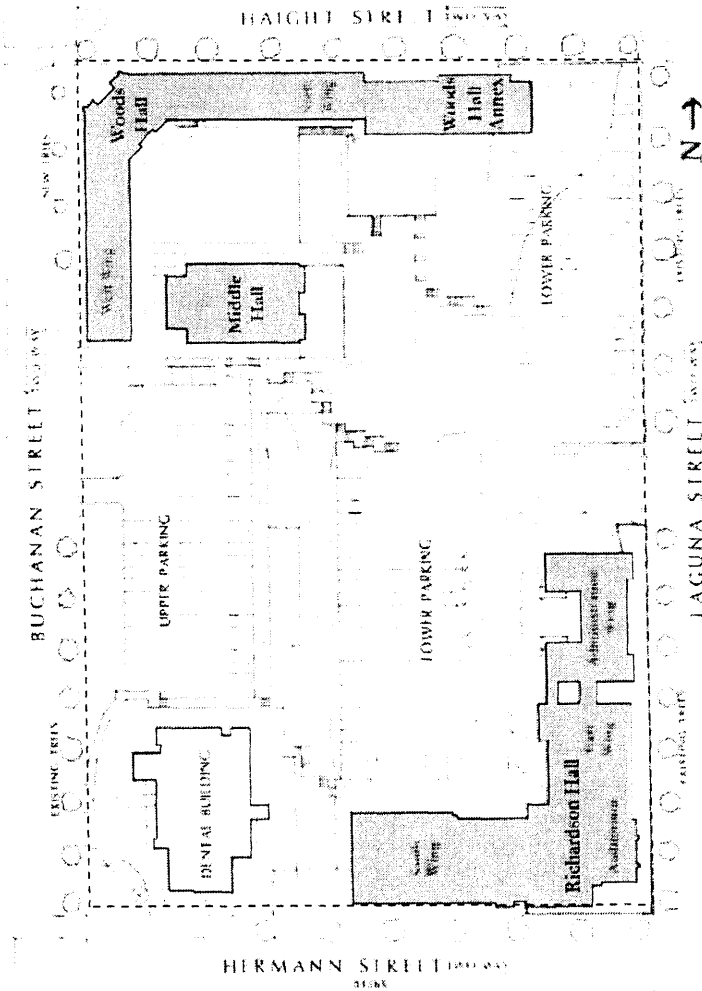
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Boundary Map: Boundaries indicated by broken line.



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Site and Building Layout and Plans:

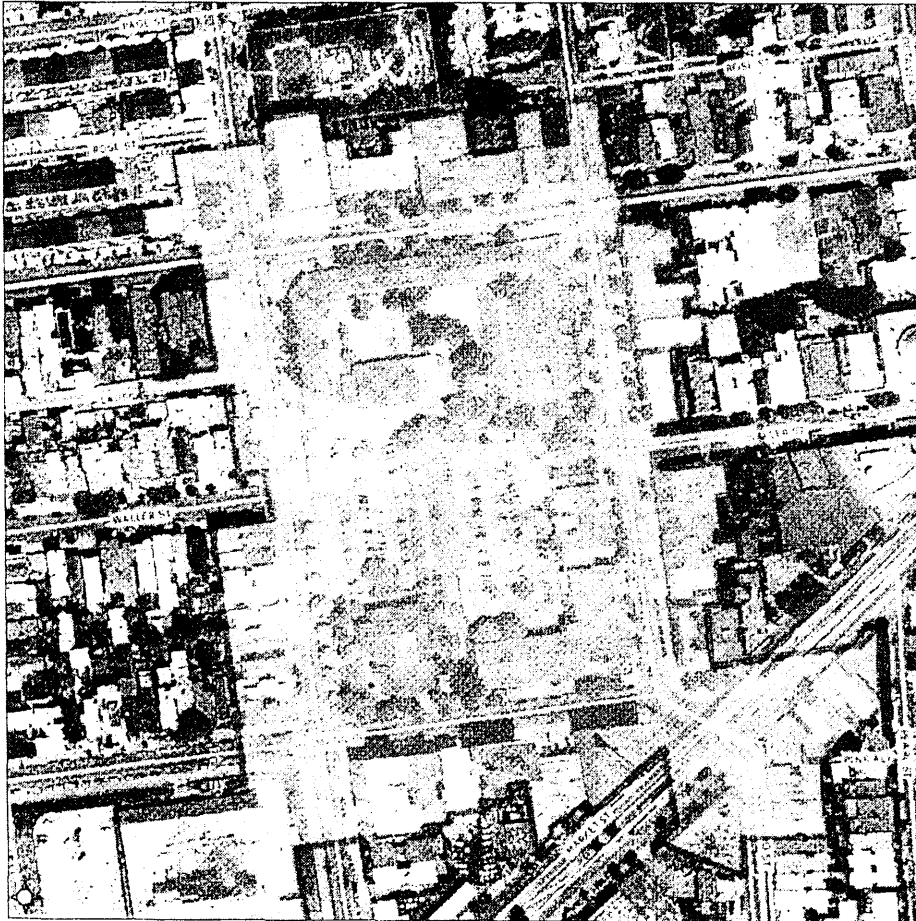


Figure 1. Aerial view of San Francisco State Teacher's College Campus, 55 Laguna Street, San Francisco.

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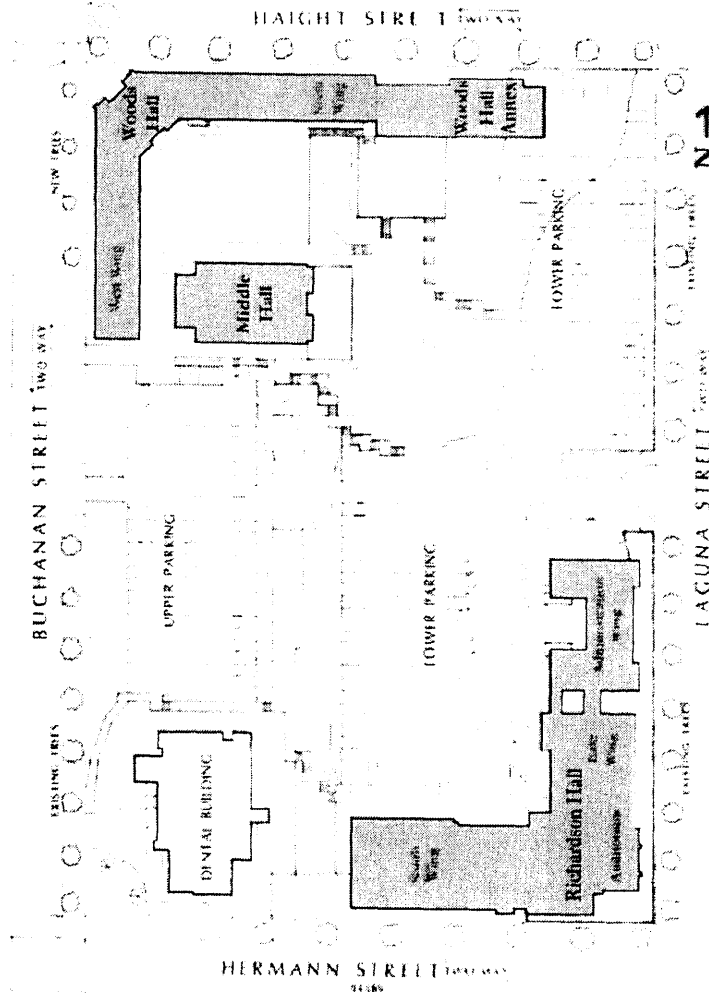


Figure 2. Site Plan.

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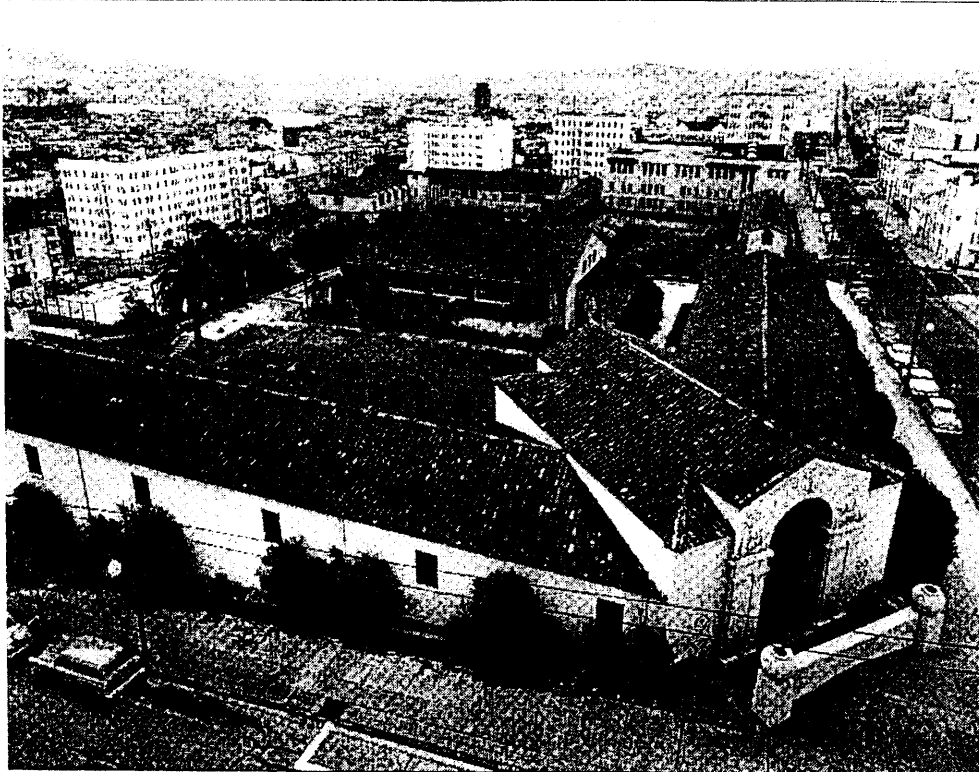


Figure 3. Overview of campus. Woods Hall is in foreground, Middle Hall is in the center and Richardson Hall is in the background left. The non-contributing Dental Building is in the background right.

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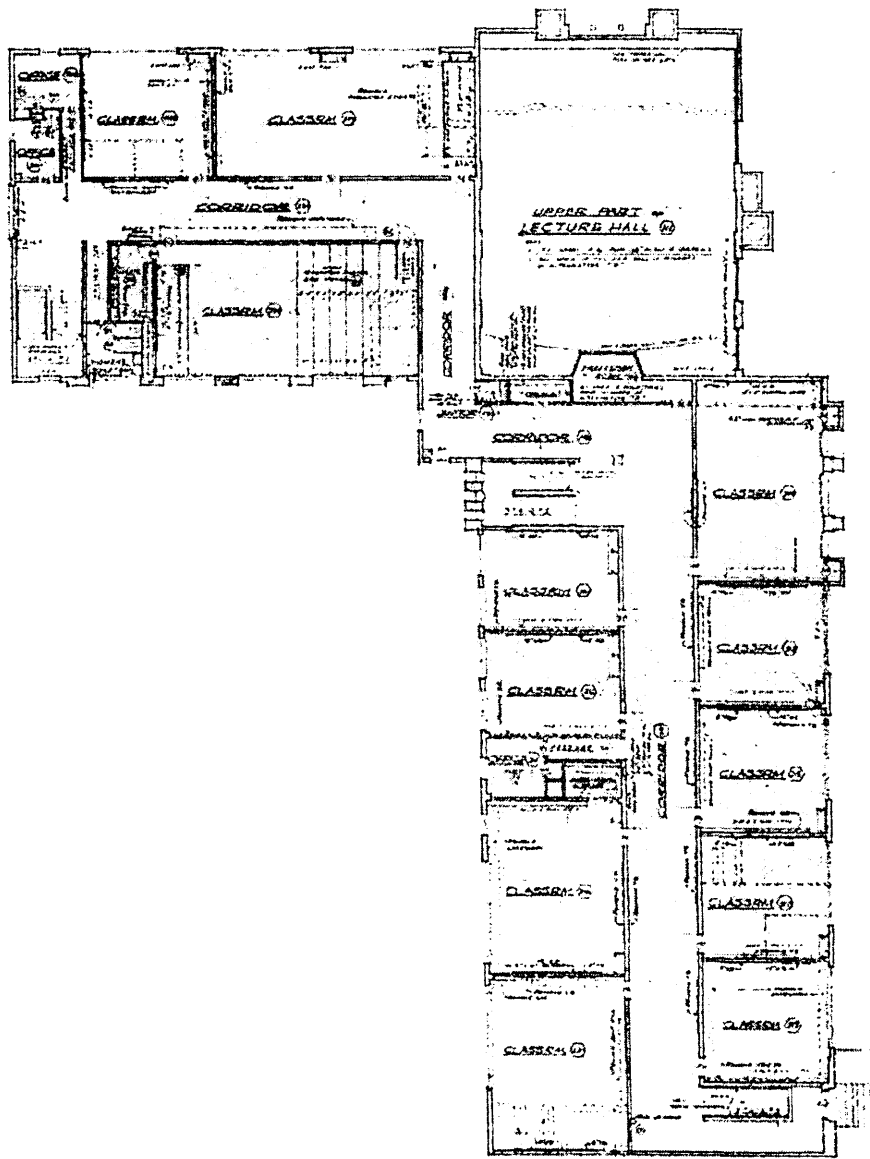


Figure 4. Richardson Hall, ground floor plan, 1930 Training School Wing with auditorium.

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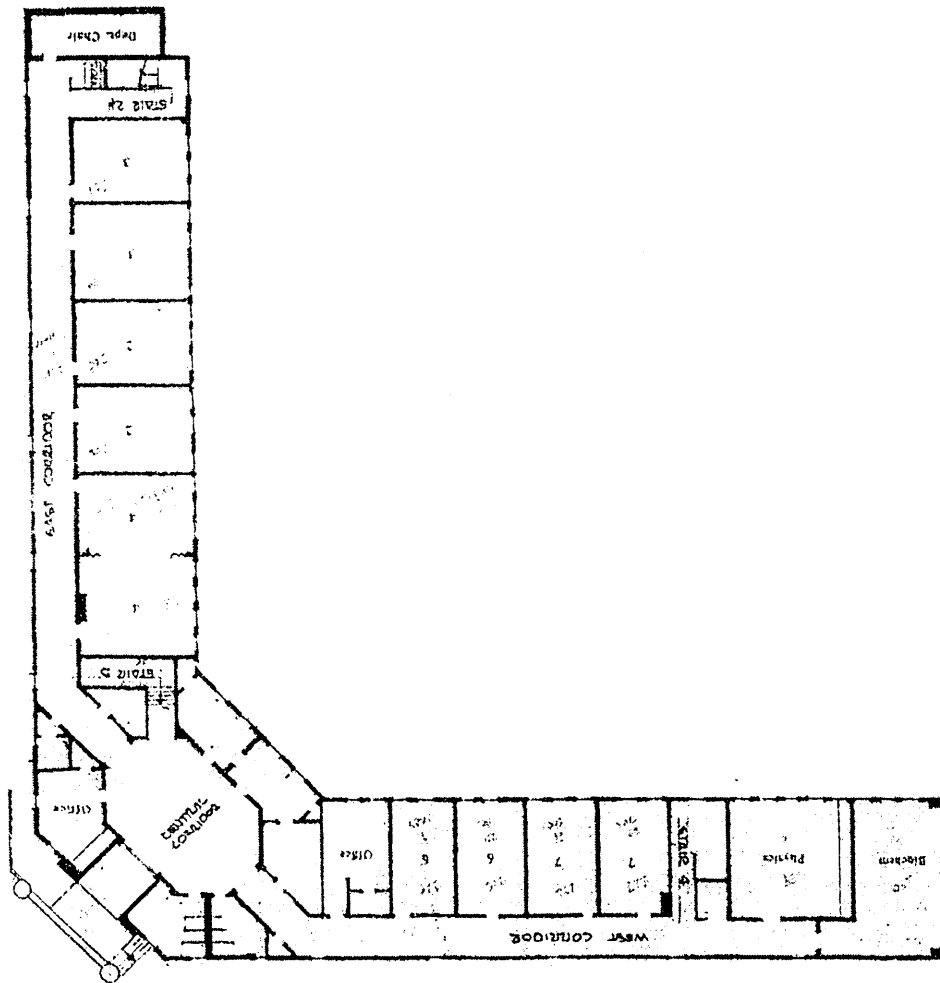


Figure 5. Woods Hall, 1926 ground floor plan.

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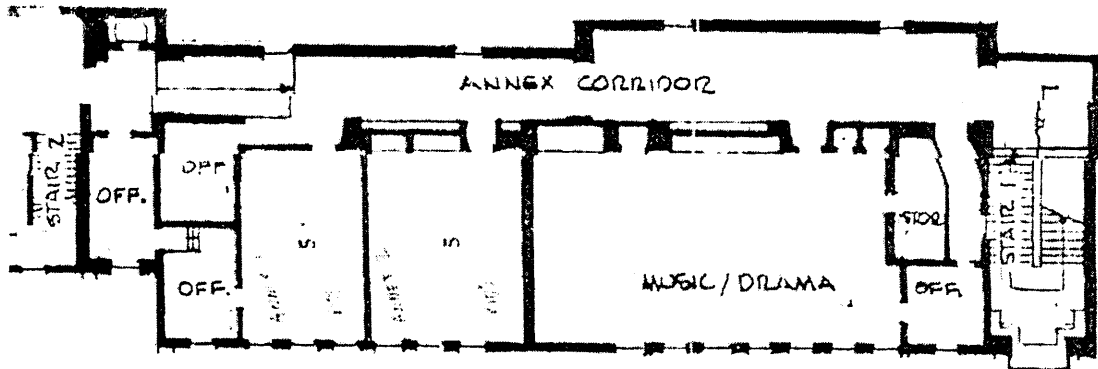
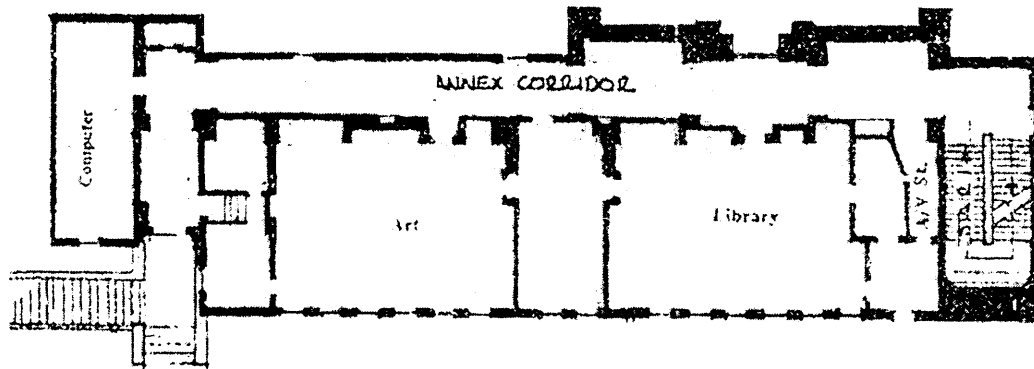


Figure 6. Woods Hall Annex, 1935 plan.

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Historic Photographs:

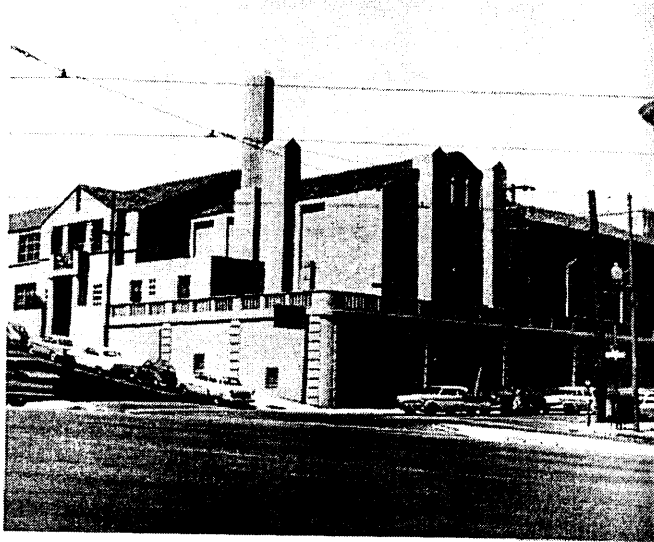


Figure 8. Richardson Hall, 1954. View northwest. *Courtesy of San Francisco Public Library.*

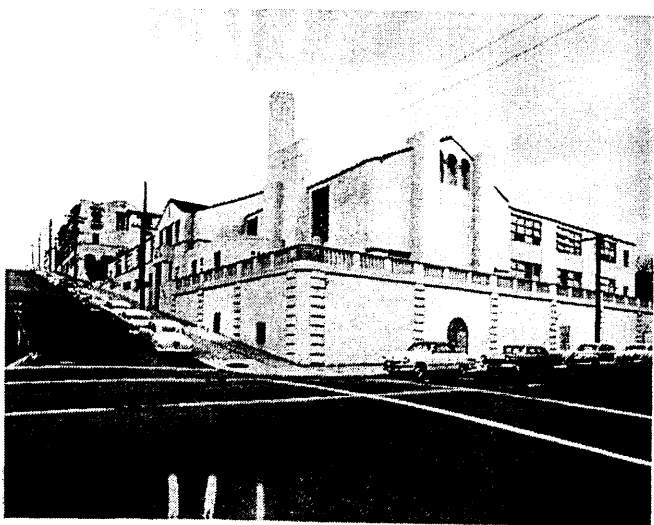


Figure 9. Richardson Hall, 1957. View northwest. The 1915 Normal School building is in the background at the top of the hill. *Courtesy of the San Francisco Public Library.*

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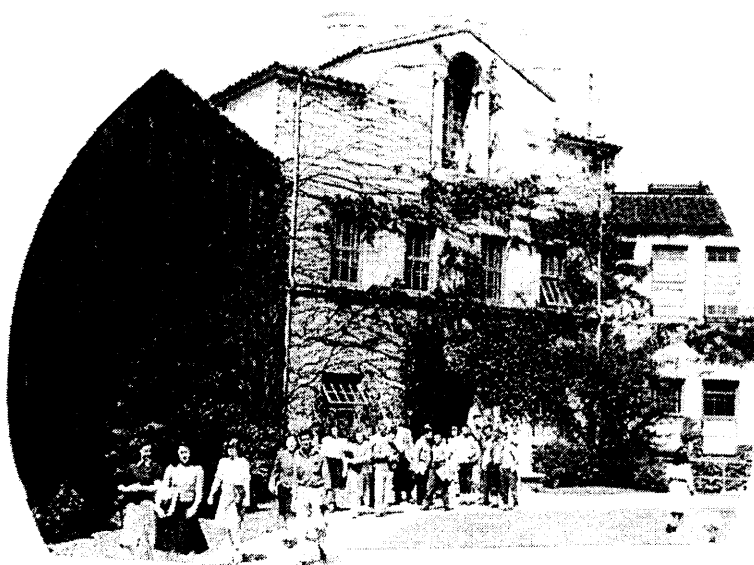


Figure 10. Interior courtyard view of Woods Hall entry pavilion, circa 1950s. The 1920s apartment building across from the campus in background remains today as part of neighborhood setting. *Courtesy of San Francisco Public Library.*



Figure 11. 1913 Normal School Building at the corner of Buchanan and Hermann Streets. View southeast. *Courtesy of the On Line Archive of California.*

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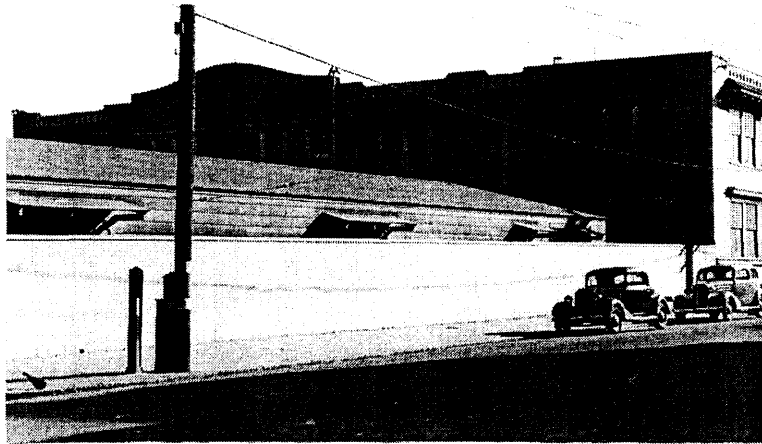


Figure 12. One of the "temporary" wood frame classrooms next to the 1913 Normal School Building. Photograph circa 1935. View southeast. *Courtesy of On Line Archive of California.*

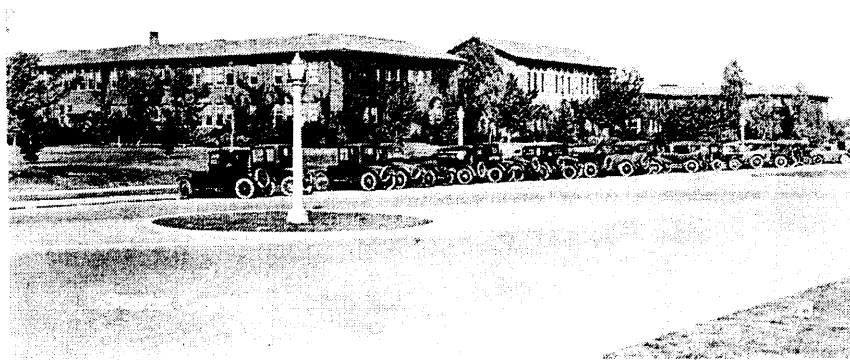


Figure 13. Fresno State Teacher's College circa 1930. Buildings constructed as a part of the post-1921 legislatively funded building program. *Courtesy of Online Archive of California.*

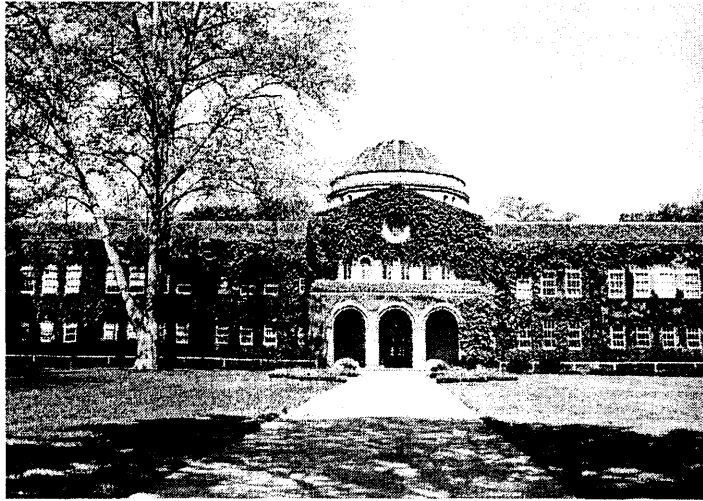
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From the Eastern Fronts Collection, Department of Spain, Collection Services, the University of California, Davis. The photograph is property of the Regents of the University of California and may not be reproduced without permission of the Department of Special Collections.

Figure 13. Chico State Teacher's College, Library Building circa 1930s. This building continues to provide the entry to the State University campus. Another example of the post-1921 Teacher's College building program. *Courtesy of On Line Archive of California.*

San Diego Historical Society

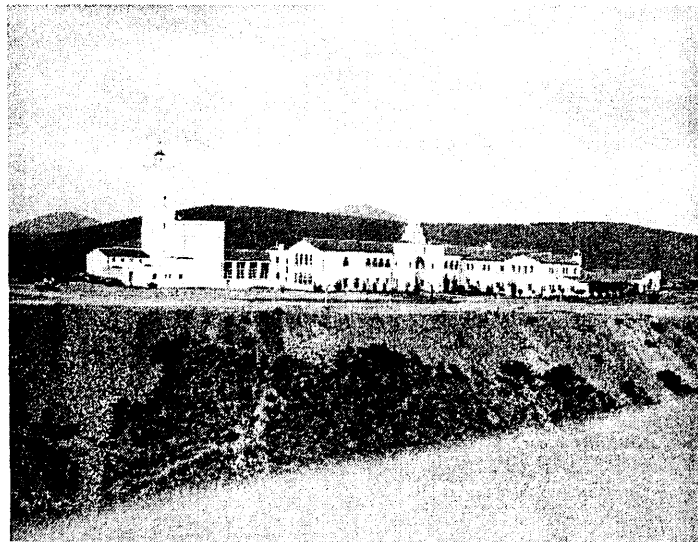


Figure 14. San Diego State Teacher's College circa 1935. *Courtesy of On Line Archive of California*

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145. DEVELOPMENT OF NEW MURAL TECHNIQUES
AND TESTS OF NEW GOVERNMENT ART PROGRAM.
Maxine Albro, San Francisco State College
Mural Mosaic
San Francisco Art Project

Figure 15. Maxine Albro WPA mosaic mural, front elevation of Woods Hall, 1935.

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Figure 21. Richardson Hall, Victorian stenciling executed by Peter Boyce circa 1980.

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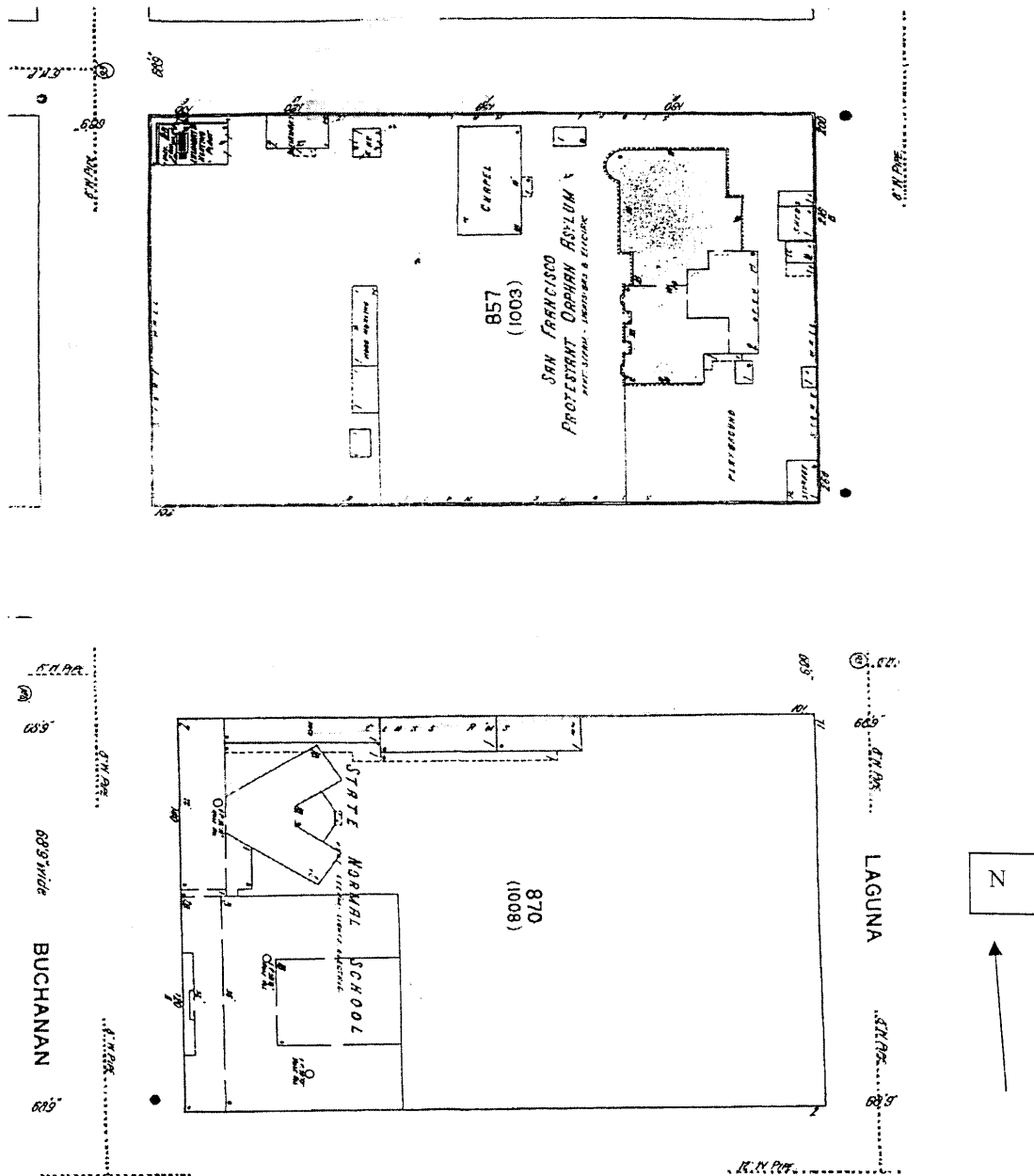


Figure 23. Sanborn Map 1913. San Francisco Normal School.

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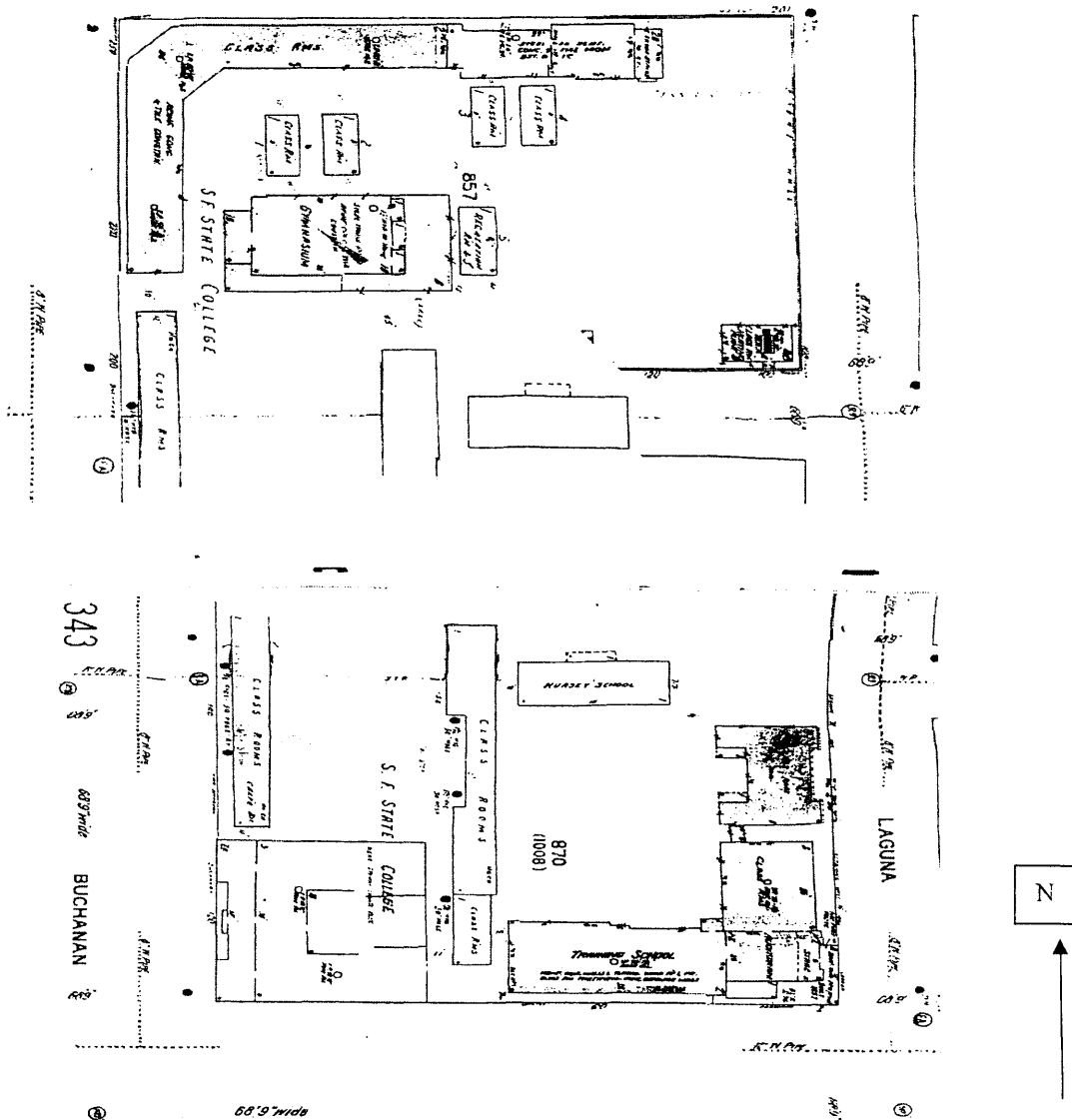


Figure 24. San Francisco Teacher's College 1948.

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Black and White Photographs:

San Francisco State Teacher's College Historic District
55 Laguna Street
San Francisco, CA

No.	Subject	View	Photographer	Date
1.	San Francisco State Teachers College Overview	southeast	Arnie Lerner & Vincent Marsh	June 2007
2.	Richardson Hall Front Elevation	north	same as above	June 2007
3.	Richardson Hall East Elevation Administrative wing	west	same	June 2007
4.	Richardson Hall North & West Elevations	southeast	same	June 2007
5.	Richardson Hall East and South Elevations Auditorium	northwest	same	June 2007
6.	Woods Hall Entry	southeast	same	June 2007
7.	Woods Hall East Elevation South classroom wing	northwest	same	June 2007
8.	Woods Hall Entry Pavillion Rear Elevation	northwest	same	June 2007
9.	Woods Hall Annex Front Elevation	south	same	June 2007
10.	Woods Hall Annex South Elevation	northwest	same	June 2007
11.	Middle Hall Front Elevation	north	same	June 2007
12.	Middle Hall Rear Elevation	south	same	June 2007
13.	Retaining Wall Laguna Street	south	same	June 2007
14.	Dental Clinic Front Elevation	northeast	same	June 2007
15.	Richardson Hall Detail Administration Wing Window	west	same	June 2007
16.	Richardson Hall Detail	southeast	same	June 2007
17.	Woods Hall Detail Cast Metal Entry Gate and lamps	southeast	same	June 2007

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Black and White Photographs Cont.

18. Woods Hall Detail Entry Pavilion	northeast	same	June 2007
19. Richardson Hall Detail Pilasters and windows	east	same	June 2007
20. Woods Hall Annex Detail Rueben Kadish Mural	N/A	same	June 2007
21. Richardson Hall Detail Jack Moxon Angel Mural	N/A	same	June 2007

The negatives for all of these photographs are in the private collection of Vincent Marsh and Associates.

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