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United States Department of the Interior
National Park Service

AUG 31 1989

National Register of Historic Places
Registration Form

NATIONAL
REGISTER

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in *Guidelines for Completing National Register Forms* (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries.

1. Name of Property

historic name Santa Barbara School
other names/site number APS Special Services Annex

2. Location

street & number 1420 Edith Boulevard NE not for publication
city, town Albuquerque vicinity
state New Mexico code 35 county Bernalillo code 001 zip code 87102

3. Classification

Ownership of Property	Category of Property	Number of Resources within Property	
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	Contributing	Noncontributing
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district	<u>1</u>	<u> </u> buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	<u> </u>	<u> </u> sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	<u> </u>	<u> </u> structures
	<input type="checkbox"/> object	<u> </u>	<u> </u> objects
		<u>1</u>	<u> </u> Total

Name of related multiple property listing:
N/A

Number of contributing resources previously listed in the National Register

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, 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. See continuation sheet.

Thomas W. Mc... State Historic Preservation Officer 8-25-89
Signature of certifying official Date

State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.

Signature of commenting or other official Date

State or Federal agency and bureau

5. National Park Service Certification

I, hereby, certify that this property is:

entered in the National Register. Alvord Egan 9/28/89
 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 Date of Action

6. Function or Use

Historic Functions (enter categories from instructions)

Education - School

Current Functions (enter categories from instructions)

Vacant

7. Description

Architectural Classification

(enter categories from instructions)

LATE 19th AND 20TH CENTURY REVIVALS:Mission/Spanish Colonial Revival

Materials (enter categories from instructions)

foundation Concretewalls Stuccoroof Asphaltother

Describe present and historic physical appearance.

The Santa Barbara School, 1420 Edith Boulevard, is a one story, roughly 72 feet x 150 feet stucco-finished building constructed in various stages of adobe, brick, and concrete bearing walls, and frame interior partition walls. It is located at the western edge of a gently sloping, approximately 2.3 acre site, roughly one mile northeast of downtown Albuquerque in the Martineztown/Santa Barbara neighborhood. On three sides of the school site are mostly small, adobe houses on streets winding away from Edith. The building is currently vacant. The roof is a combination of hip and slightly sloping flat sections. A curvilinear parapet was added to the major western building portions probably after 1919. The front entry is a double wood door set in an arched opening. The interior is principally a double loaded corridor plan running east/west. The interior floor level of the building is approximately 2 feet-6 inches above grade at the primary (west) entrance, and approximately 1 foot-6 inches below grade at the east side of the building. The floor level is consistent throughout the interior of the building with the exception of an approximately 20 feet x 31 feet raised stage. A slightly projecting water table surrounds the building and is approximately 1 foot lower on the north than on the other elevations. The overall condition of the building is fair, with some serious deterioration being the result of a 1984 fire at the location of the stage. Fire damage includes the total loss of the roof over the stage. This burned roof area has been stabilized with a protective temporary cover.

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Common interior detailing, features and materials throughout the building include:

Slightly textured plaster walls finished with numerous layers of paint;

12 inch square perforated acoustical tile ceilings which are either original or later coverings to early wood or pressed tin ceilings;

six over six unpainted wood double hung windows in single, or two or three ganged configurations. In some cases, original sash have been replaced or modified to three or four pane configurations. The windows have all been covered from the exterior with protective plywood to minimize vandalism;

five-panel unpainted wood doors where original, with three or one-paned transom lights on doors in the main corridor;

simple 1x wood trim, door and window casings and baseboards. Overall sizes of wood trim vary according to the particular phase of the building's construction;

2 inch strip hardwood tongue and groove flooring. In some locations, vinyl tile was installed as the original finish floor.

The following six part evolution, as shown on attached drawings, is based on the known PHASE 3, 1919 work, and physical evidence from other parts of the building.

PHASE 1 (approximately 1426 square feet)

The original section of the building was an approximately 31 feet x 46 feet adobe rectangle, probably with a hip roof. The 1 foot - 6 inches + adobe walls rest on an uncoursed stone foundation, now visible from the building's crawl space. A single pattern wood tongue and groove beaded siding ceiling existing within the area of the adobe walls is probably original. This ceiling is covered with acoustical tile.

PHASE 2 (approximately 1302 square feet)

An approximately 31 feet x 42 feet brick addition was added to the east of the original adobe building, almost doubling the building's size. The east adobe wall of PHASE 1 has been removed, although it is shown in place on the 1919 Norris drawings (see PHASE 3). The ceiling of the PHASE 2 construction is partially tongue and groove double pattern beaded siding and partially pressed tin. A seam between the wood ceiling of PHASE 1 and that of PHASE 2 is visible at the line of the original east adobe wall. The PHASE 2 ceiling is covered with acoustical tile. A portion of 3 inch strip hardwood flooring exists in room 8. Because of its deterioration from use, this flooring appears to be the earliest floor remaining in the building. This early floor has been covered by a later floor of vinyl tile on plywood.

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PHASE 3 (approximately 2000 square feet)

Albuquerque architect E.H. Norris completed drawings for a third phase of construction in 1919 (see attached 1919 Norris drawings). With some modification, particularly in the floor framing, the Norris addition appears to have been constructed largely as originally detailed, resulting in an "L" shaped building. This addition created the now prominent 9 feet-9 inches + wide central hall and relocated the primary entrance to its present location at the center of the west elevation. Whether the Norris entry as detailed on his original drawings was constructed as designed is not known. The existing entry is similar, however, with its arched opening, double doors and transom windows, but varies in dimension and detail from the drawings. The Norris addition covered an exterior flight of steps at the PHASE 2 south entry which is still visible from the building's crawl space. Norris continued the then-existing hip roof treatment. Interior finishes are consistent with previous construction - tin ceilings (now covered with acoustical tile), hardwood floors, simple casings and trim, etc. A folding wall made of ten 5-panel wood doors was installed at the location of the present wall between room 13 and rooms 11 and 12.

PHASE 4 (approximately 1563 square feet)

The PHASE 4 construction removed Norris' rear entry stairs and created the southeast portion of the building by enlarging room 13 and adding the raised stage. This brick construction resulted in a rectangular building approximately 72 feet x 97 feet. Comparing the building's existing appearance to Norris' drawings indicates that substantial window modification to the entire building likely occurred as part of the PHASE 4 construction. The large skylight in the center hall was also probably added as part of PHASE 4 since this phase virtually enclosed the hall. It is also likely that the entire exterior of the building was unified with the addition of the curvilinear parapet at this time. The parapet is constructed of wood frame and finished with stucco, likely as part of a new stucco coating to the entire building. Raised stucco borders outline panels and quatrefoil shapes on the north and south elevations. The panel border on the north elevation is missing, but a ghost of the shape can be seen and matches that existing on the south elevation. The ceiling throughout the enlarged room 13 was apparently unified by the installation of a pressed tin ceiling. This ceiling is now covered with acoustical tile. The ceiling of the stage area was heavily damaged by the 1984 fire, but remnants of double pattern beaded wood siding remain, as well as remnants of the later acoustical tile. The folding wall of PHASE 3 appears to have been relocated to its present position within room 13 as part of PHASE 4 work.

PHASE 5 (approximately 1740 square feet)

The next construction was to the east, is brick and is considered a discrete addition because of the simplified interior detailing and its exterior differences from the western sections. The roof of PHASE 5 is slightly sloped to the east and its parapet is much simpler than the curved western parapet.

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In addition, changes in trim dimensions, patches in the flooring, and an exposed header in the ceiling are evidence of an exterior door recessed within an arched opening at the east end of this construction phase similar to that of the principal entry on the west. This earlier arched entry exists as the present connection between PHASE 5 and PHASE 6 construction. PHASE 5 interior detailing includes the first use of vinyl tile in the restroom areas as an original flooring material. Ceilings are tin covered with acoustical tile, with the exception of the original entryway on the east. This area was finished with acoustical tile installed directly on the ceiling joists as part of the PHASE 6 construction.

PHASE 6 (approximately 2541 square feet)

The easternmost portion of the building is a circa 1930 addition and is constructed of stucco finished concrete block. PHASE 6 construction accommodates three classrooms and a short connecting hallway. This addition has a slightly sloping flat roof and a parapet matching that of PHASE 5. To accommodate the roof slope, the parapet on the north and south walls steps up to the east. Due to the constant interior floor level and the increasing site grade from west to east, the floor level at the rear (east) of the building is approximately 1 foot 6 inches below grade. Interior detailing is similar to previous construction with the exception of the ceilings. Acoustical tile are applied directly to the ceiling joists. It is speculated that the earlier tin and wood ceilings elsewhere in the building were covered during this phase of construction. Window and door casings are similar to earlier construction, and strip hardwood floors are typical throughout PHASE 6.

The only other construction on the site is a nonsignificant rectangular supplementary classroom building to the east of the school building. This building, reportedly a WW II barracks moved to the site at an unknown date, is in the process of being sold and removed. It is not included within the boundaries of the nominated property.

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

nationally statewide locally

Applicable National Register Criteria A B C D

Criteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)

Education

Period of Significance

1908-1939

Significant Dates

Architecture

1908-1930

1919

Cultural Affiliation

N/A

Significant Person

Architect/Builder

Norris, Elson Harvey (Phase 3)

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

The Santa Barbara School is significant under two criteria:

Criterion A for education - it is a rare early example of the grade schools which served the Bernalillo County "suburbs" of Albuquerque during the first half of this century.

Criterion C for architecture - it is the best surviving example of the architectural evolution of early 20th century Bernalillo County schools.

Built as a two-room adobe circa 1908, the school building grew and changed as its community grew and as ideas of school architecture changed, particularly under the leadership of County School Superintendent Atanasio Montoya, who is credited with modernizing the Bernalillo County school system. Because the last major changes to the building took place in 1930 and because the older rooms have been preserved in something close to their original state, the building is an important record of the growth of the county schools. It is the only county school - out of at least twelve schools built before 1915 - remaining in the Albuquerque metropolitan area which displays the full architectural form common to most of these early schools. With very few exterior changes -- one replacement window, the installation of a barracks outbuilding, and the construction of a handicapped ramp -- the building served the Santa Barbara community and the county and city as a school and as a school service center until 1986 when it was vacated by the Albuquerque Public Schools. For over half of its life as a school it was guided by Adolfo C. Gonzales, well-remembered as a caring and innovative principal, an enthusiastic athletic coach, and a community leader dedicated to improving local education who served on the University of New Mexico Board of Regents for twelve years.

9. Major Bibliographical References

Previous documentation on file (NPS): N/A
 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 # _____

See continuation sheet

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository:

Redevelopment Division, Planning Dept.
City of Albuquerque

10. Geographical Data

Acreeage of property 1.1 acres

UTM References

A

1	3	3	5	0	7	0	0	3	8	8	4	9	0	0
Zone			Easting					Northing						

C

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

B

Zone			Easting					Northing						

D

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

See continuation sheet

Verbal Boundary Description

The western (shaded) portion (approximately 198' x 260') of property as shown on attached map.

The property lies on the east side of Edith Boulevard NE, bordered by Cordero Road on the north and Kinley Street on the south.

See continuation sheet

Boundary Justification

The area shown encompasses the school, the playground area north and south of the building and the main pedestrian entrance to the school grounds from Edith Boulevard. It excludes the moved-in barrack building east of the school.

See continuation sheet

11. Form Prepared By

name/title Mary Pietsch Davis, Preservation Planner
organization Redevelopment Division, Planning Department date 5/01/89
street & number P.O. Box 1293 telephone (505) 768-3270
city or town Albuquerque state New Mexico zip code 87103

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The school was an important center of activity in Santa Barbara/Martineztown during the time of its radical change from a Hispanic farm settlement to an urban Hispanic enclave. Reflective of its mixed rural/urban heritage, the community remained half county and half city until after World War II. The dividing line was Mountain Road, an old thoroughfare which led from the old Albuquerque plaza to the Sandia Mountains, ten miles east of the plaza. The county area north of Mountain Road was called Santa Barbara for the cemetery which had been established farther north in 1869, while the city area south of Mountain Road was called Martineztown for the original settlers, the Martin family. Pupils from both the city and the county attended Santa Barbara; no official reason for this is available. It is possible that they preferred to attend a school which was predominantly Hispanic; the city school in the area (First Ward, later Longfellow) served a notably more Anglo population.

Santa Barbara/Martineztown has been a distinct and somewhat isolated community ever since its founding in the mid-nineteenth century as a satellite of the 1706 villa of Albuquerque. The first settlers moved directly east of the villa to the edge of the valley (all the good valley land had been claimed) and built their adobe homes next to the sandhills on the edge of the Rio Grande flood plain. The settlement was separated from the villa by nearly two miles of vacant land and swamps. In 1880 the Atlantic and Pacific Railroad ran its tracks down the east side of the valley, creating New Town only a mile southwest of Santa Barbara/Martineztown, yet increasing the community's physical separation from the valley settlements. On the north, the old Santa Barbara Cemetery and the twentieth century Mt. Calvary Cemetery discouraged residential settlement. On the south, the early twentieth century establishment of St. Joseph's Sanitorium for T.B. patients and the earlier First Ward School created an institutional boundary. On the east the community would be cut off by the steep slopes of the sandhills from the twentieth century suburbs up on the east mesa. All these factors remain substantially in place today; the location of an interstate highway along the sandhills in the early 1960s - even this recently the area was undeveloped - increased the physical isolation of the community.

Although a combination of geography and manmade factors kept the community from being physically overwhelmed by Albuquerque's growth after the railroad came, residents still had to grapple with the changes in work and life style brought by the railroad and proliferating from the nearby railroad New Town. The proximity of the energetic new industries in the New Town inevitably drew Santa Barbara/Martineztown residents to new kinds of work, gradually replacing farming and stock raising as the major occupations. By 1910 many residents worked at the railroad shops, the wool scouring mills, and the lumber mill. Many who did not work in these industries held such "urban" jobs as housekeeper, barber, photographer, and dressmaker.

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The county schools, first established at the turn of the century, were an important and paradoxical element in the gradual urbanization of Albuquerque's outlying farming communities, providing not only a center of community life, but also the skills which would enable students to leave the community. Not long after 1900, population in Santa Barbara/Martineztown was high enough to warrant a county school (exact population figures cannot be determined since census data in this area were divided among several enumeration districts until 1960).

The land on which the school was built had its roots deep in the history of Santa Barbara/Martineztown. In the nineteenth century it was part of over 43 acres owned by Jose Antonio Martin and Petronila Candelaria de Martin. Jose Antonio was one of the sons of Jose Rafael Martin who reportedly initiated settlement in the area; he is recorded as buying land in "el llano," as the area was often called, in 1834. Several descendents of Rafael Martin still live in Santa Barbara/Martineztown. Jose Antonio Martin died in 1892; Petronila Martin's will - made in 1900, just before her death - divided the land among their five children, Vicente, Juan, Francisco, Jose, and Manuelita. Juan sold part of his portion in 1906 to Louis Springer who sold it only four months later to School District #13. Springer could well have heard of the county's plans for a new school from his in-law, Jesus Romero, a member of the County School Board.

The original Santa Barbara school building was probably built in 1908, since by 1909 land transfer records on adjoining properties indicate that a school building had been built on the site. It was typical of the early county schools, later decried as "squalid adobe shacks." Analysis of the existing school shows that the foundations and walls of the original building are still in place, indicating that it was a two-room adobe building with a stone foundation. This original building was expanded five times during only the next twenty two years.

Much of the impetus and direction for improving and expanding the school came from Atanasio Montoya, who served as Bernalillo County Superintendent of Schools from 1912 to 1919 and again from 1923 through 1926. Montoya was widely acknowledged as the moving force behind the modernization of the county schools. As an article in the 1914 Albuquerque Morning Journal put it: "Mr. Montoya has brought the schools out of the old one room adobe shacks into new modern, well lighted, convenient, sanitary brick buildings, costing thousands of dollars where the old ones cost hundreds." The only other remaining school known to have been built during Mr. Montoya's superintendency is the Armijo School in the South Valley. The Armijo School (placed on NR 9/16/82) exhibits an important early stage of Bernalillo County school architecture, but lacks the size and the notable Mission Style elements found at Santa Barbara.

Atanasio Montoya was born in Casa Colorado, New Mexico in 1875, went to public schools and the University of New Mexico, graduating from the normal

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school. He taught at UNM for six years and then studied law before being elected County School Superintendent in 1911. He spoke not only English and Spanish, but also knew Latin, German, French, and Italian. After his work in Bernalillo County, he became State Superintendent of Public Instruction. He died in 1935.

The small original building grew to the east sometime between 1908 and 1919 with the addition of one more classroom and a teacher's room. Plans drawn by local architect E. H. Norris dated 1919 show a third expansion (Phase 3 in physical description) which created the central double-loaded corridor still evident today. A major new large room was added on the south with a folding door placed to create two classrooms if needed. The L-shaped configuration in this design is very similar to that of the current Armijo School.

According to the article cited above, Superintendent Montoya designed many of his schools, but in this case, for unknown reasons, an architect was hired to do Phase 3 and possibly Phase 4. Possibly Norris was hired because in 1919 Montoya was leaving the superintendency. However, the Superintendent's emphasis on light and air ("there is not a dark room in any of the buildings; ceilings in all cases are twelve feet above the floor . . . This is to provide plenty of air") is clearly seen in the middle phases of growth at Santa Barbara. Another physical feature insisted on by Mr. Montoya and found at Santa Barbara is the folding partition --"so arranged that two or more rooms can be thrown into one on those occasions so dear to the youngsters when there are 'exhibitions' and father and mother come to see their little ones perform."

Phase Four was probably built in 1924 after Montoya was reelected as County Superintendent. It also incorporated several features he reportedly demanded in school architecture. This phase created a solid rectangular building, added the stage, created the Mission style parapet, probably added the boiler and boiler room, and increased the number of windows, replacing the existing windows and adding the skylight in the hall. A 1924 Albuquerque Morning Journal article on county school modernization includes a picture of the modernized school showing its distinctive parapet. It reported:

Last year five teachers were crowded in four rooms and the hallway in the Santa Barbara School, one teacher being forced to conduct classes in the hall because of the rapidly increasing enrollment. This year there are eight rooms in addition to the hall. Two of the rooms are arranged so that the partition can be lifted and an assembly hall be made of the two rooms. The building has electric lights and steam heat and has city water connections.

The article also notes that the addition cost \$16,500 and that the school then had 240 pupils. After a discussion of the windows - "an outstanding feature

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common to all the schools in the district," which allows for "light all coming from one side of the room in accordance with what has been proved to be the best arrangement for conserving the eyes of the pupils," the article triumphantly concludes:

The high standard of the valley schools of the county has been made possible through a policy of consolidation carried out by Superintendent A. Montoya.

Since the 1914 Morning Journal article noted that Montoya mandated ceilings be "of metal in all cases," Phase 5 of Santa Barbara may also have been added during his tenure as superintendent. Metal ceilings are found in rooms built during this phase as well as in those rooms added in Phases 2, 3, and 4. This would mean that the last phase was probably built before 1926 when Montoya left the position. This dating is supported by a circa 1925 photograph showing the school with the arched rear entry and flat roof identified in the architectural analysis as part of Phase 5. The photo also suggests that Phase 5 had been recently added: Phase 4 is stuccoed while Phase 5 is exposed brick.

The last addition (Phase 6), remembered by former students as being built in 1930, appears in a 1932 aerial photograph. It added three large classrooms which also featured the large windows felt to be necessary for "conserving the eyes of the pupils." Unlike most of the earlier phases, it was built of concrete block. Its flat roof extended that of Phase 5. Designers for Phases 5 and 6 are unknown.

The designer of the 1919 addition, Elson Harvey Norris, was born in Ohio in 1865 and worked as an architect in Albuquerque from 1913 to 1931. Nothing is known of his training, except a remembrance by another local architect that Norris was trained as a carpenter and builder. This story is given credence by the fact that he first worked as a foreman for a construction company 1913-1915. In 1915 he opened his own one-man office. Buildings designed by him include the old library at the University of New Mexico (placed on NR 9/22/88 as the Art Annex), the Harwood Girls School, 7th and Granite NW (placed on NR 8/12/81) and the Longfellow School and Methodist Sanatorium (both demolished).

The curvilinear parapet, seen on many of the county schools built under Atanasio Montoya, was a popular design feature on these schools, usually placed over the entry. Similar entry parapets were also featured in designs prepared for the Territorial Superintendent of Public Education in 1909 (Pratt and Snow). The parapet at Santa Barbara is more extensive than those shown in photographs of other county schools or on the 1909 designs. Since Norris's Spanish ME Church, 524 Gold SW, Albuquerque and his Methodist Sanatorium buildings (all demolished) featured extensive use of such Mission style parapets, he may have designed Phase Four as well as Phase Three.

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The growth of county school enrollment which spurred the physical expansion of schools such as Santa Barbara must be credited to Atanasio Montoya, since in 1912 there were only 1309 students in the county schools. Two years later 2100 children were in school. Besides designing most of the county schools built during his years in office, Mr. Montoya increased the number of school years offered from six to eight, lengthened the school term, increased the number of teachers and raised the average teaching wage.

Another educator closely associated with Santa Barbara was its principal of thirty years, Adolfo C. Gonzales. Mr. Gonzales was born and raised in the Atrisco area south of Albuquerque. He, and his brother Hilario, served the Bernalillo County Schools for their entire lives, first as teachers and then as principals; Adolfo also served the state as a regent of the University of New Mexico.

Adolfo Gonzales studied at Menaul School, a private Presbyterian boys' school, located a mile north of Santa Barbara/Martineztown at Edith and Menaul. He then trained at the normal school in Las Vegas, New Mexico and at the University of New Mexico. During his teaching career he continued his educational study in the summers, travelling to New Mexico State University in Las Cruces, the University of Southern California and the University of California at Los Angeles among others.

He began his teaching career in 1916 in Los Padillas, a small farming community in Albuquerque's South Valley. "When I started at Los Padillas we had only three teachers, and I soon married one of them." (Albuq. Tribune, 10/1/70) He married Inez Gonzales (no relation) in August 1917. He served a brief stint as a trumpet player in a regimental band at Fort Sam Houston, San Antonio, but soon returned to teaching. Inez and Frank had one son, Adolfo Frank Gonzales. After five years at Los Padillas, the senior Gonzales spent two years at another Bernalillo County school, Griegos-Candelaria in Albuquerque's North Valley. In the fall of 1924 he began his 30 years at Santa Barbara.

Students remember Mr. Gonzales as strict but "very nice" and always interested in his students. One student remembers being spanked, another remembers his teaching map reading skills up on the sandhills behind the school. Several students remember Mr. Gonzales' coaching of the athletic teams, particularly the basketball and track teams. Athletic rivalry between the county schools was intense. Competition was strongest in basketball and especially so when Santa Barbara played Los Duranes, where Hilario Gonzales, Adolfo's brother, was principal. Joe Herrera, who has lived in the Santa Barbara area most of his life, recalls that Mr. Gonzales gave him special training in running track and that he helped many parents, especially with reading and writing English. Mr. Gonzales' son recalls that his father would

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buy shoes for those children whose lack of shoes prevented them from coming to school. In the 1950's, after the county and city schools merged, he was instrumental in introducing shop training into the elementary school curriculum, feeling that the schools must meet the needs of children who were unable to go on to college.

In 1935, Governor Clyde Tingley named Mr. Gonzales to the University of New Mexico Board of Regents. Serving as Secretary for part of his twelve year tenure as a Regent, he helped guide the University through years of great change: a federal government investment of over \$1,600,000 for buildings, student aid, faculty research and housing; a dramatic (over 600% during the 1930s) increase in the number of students, and coordination of several war effort-related projects. In recognition of his services, the University presented him with an award which noted that "His unselfish dedication to the responsibilities of his office has been a continuing source of strength."

When Mr. Gonzales retired from the public schools in 1954, his Santa Barbara teachers brought together hundreds of former students to wish him farewell, creating "one of the biggest crowds visiting in recent years." (Albuquerque Tribune, 5/26/54) The article noted:

Life at Santa Barbara will be different without Mr. Gonzales. Children pop eagerly into his office with little formality, telling him of their latest adventures or successes. "Oh such children," he exclaimed as he herded half a dozen into the hall, but the twinkle in his eye revealed his true personality -- that of the educator who has devoted his life to helping youngsters.

When Adolfo Gonzales died in 1970, he was again lauded by the educational community. Albuquerque Public Schools Superintendent Tom Wylie described him as a "wonderful friend and outstanding school man and citizen. He was greatly respected by all who worked with him." The Albuquerque Tribune obituary noted:

"Mr. Gonzales knew his community as a teacher and was always interested in the Martineztown House of Neighborly Service. Three of his Santa Barbara teachers . . . taught with him for more than 20 years. He was an unsuccessful candidate for county superintendent in 1926 and later said he was glad he didn't win because it might have taken him away from teaching."

By the mid-fifties, the Santa Barbara School community had long since stopped growing; Albuquerque's explosive postwar growth was all taking place up on the once desolate east mesa. As Mr. Gonzales noted upon his

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retirement in 1954, "We are bounded by the sand hills, cemetery and growing industrial areas. In addition, many of our young people move into newer parts of the city. Our last need for expansion was 20 years ago." (AT 5/26/54). Population in the area apparently began to drop during the Depression, although precise figures for Santa Barbara are hard to determine, since figures for the area were merged with those of several census districts. Between 1930 and 1940 it appears that the number of school age (5-14) children in the Santa Barbara area dropped from 232 to 139. The drop in enrollment happily meant that the public schools did not need to demolish and replace - or drastically remodel - the 1930 building to accommodate large numbers of students.

By 1952 the teaching staff at Santa Barbara had been reduced to two kindergarten teachers, one teacher each for second through fifth grades, two teachers in sixth grade and a shop teacher who worked half time at Santa Barbara and half time at Longfellow School, only a mile away. Between 1960 and 1970 the number of school-aged children in census tract 20, which includes both the Santa Barbara area and a similar area to the south served by another elementary school, dropped nearly 50 percent from 822 to 436. The Albuquerque Public Schools, which had taken over the County schools in 1947, closed the school completely in 1971. The school district continued to use the building for nearly twenty years after its closure as a special education and services center. In 1986 the school was vacated and in 1988, at the request of the Santa Barbara neighborhood, the City purchased it and is currently developing plans to re-use it for senior apartments and senior services, and as a community meeting place.

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Primary Sources

- Albuquerque City Directories, 1908-1986, located in the Albuquerque Public Library
- Albuquerque Tribune, May 26, 1954; October 1, 1970
- Albuquerque Morning Journal, June 1, 1914: "The Man Who is Working Wonders in Bernalillo County"; October 19, 1924: "District 13 Schools Brought up to High Standard by Improvement Made Possible Through Bond Issue"
- Grantee/grantor records located on microfilm in Bernalillo County Records, Albuquerque
- Interviews with Joe C. Herrera (12/14/88), Ernest Perea (12/12/88), Licho Martinez (1/24/89)
- New Mexico Education Directory, 1924-1927, located at Special Collections, Coronado Room, Zimmerman Library, University of New Mexico
- Teacher directories (1952-53, 1954-55; 1960-61, 1962-63), newspaper articles on school enrollment in Vertical File on Education-Albuquerque in Albuquerque Main Library
- Title Abstracts for Santa Barbara School, located at Albuquerque Public Schools real estate office
- United States Censuses from 1900 to 1970, located in Special Collections, Coronado Room, and Government Periodicals Room, Zimmerman Library, University of New Mexico

Secondary Sources

- Biebel, Charles Making the Most of It, Albuquerque Museum, 1986
- Norton, John, National Register Nomination for "Old Armijo School" (NR reference number=82003315)
- Pratt, Boyd C. with Lazzell, Carleen and Wilson, Chris, compilers and editors, Directory of Historic New Mexico Architects, October 1988 draft. Unpublished manuscript.
- Twitchell, Ralph Emerson, The Leading Facts of New Mexican History, 5 Vols., Cedar Rapids, Iowa: Torch Press, 1911-17

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

**National Register of Historic Places
Continuation Sheet**

Santa Barbara School- Photographs

Section number _____ Page 1

The following information is the same for all photographs listed:

Name of Property: Santa Barbara School
City and State: Albuquerque, New Mexico
Photographer: James A. Caufield
Date: November, 1988
Negative: on file with: City of Albuquerque
Redevelopment Division
P.O. Box 1293
Albuquerque, New Mexico 87102

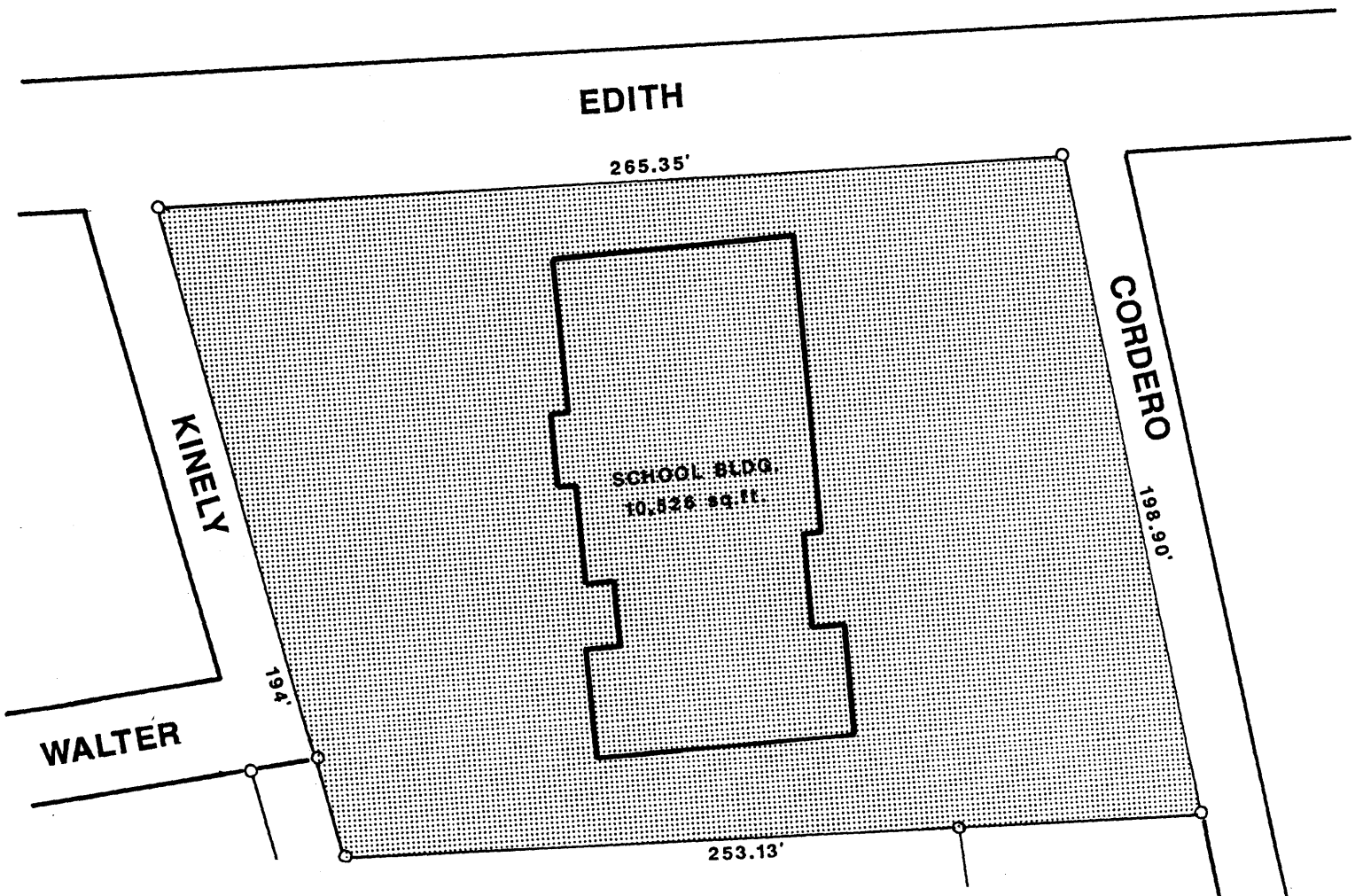
1. View looking east showing west (front) facade of building.
2. View looking northeast showing south facade of building.
3. View looking north showing south building entrances.
4. View looking northwest showing nonsignificant supplementary classroom building (foreground), south facade of school (background).
5. View looking west showing east facade of building.
6. View looking southeast showing north facade of building.
7. Interior view looking west at folding doors, room 13.
8. Interior view looking east showing former stage and infilled wall, room 13.
9. Interior view looking east showing detail of baseboard and edge of stage at infilled wall, room 13.
10. Interior view looking west showing center hall and west entry doors, room 9.
11. Interior view looking north showing transom and door casing detail, door 16.
12. Interior view looking north showing transom and door casing detail, door 37.
13. Interior view looking south showing typical 3 ganged window unit, window 16.

SANTA BARBARA SCHOOL SITE

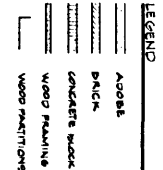
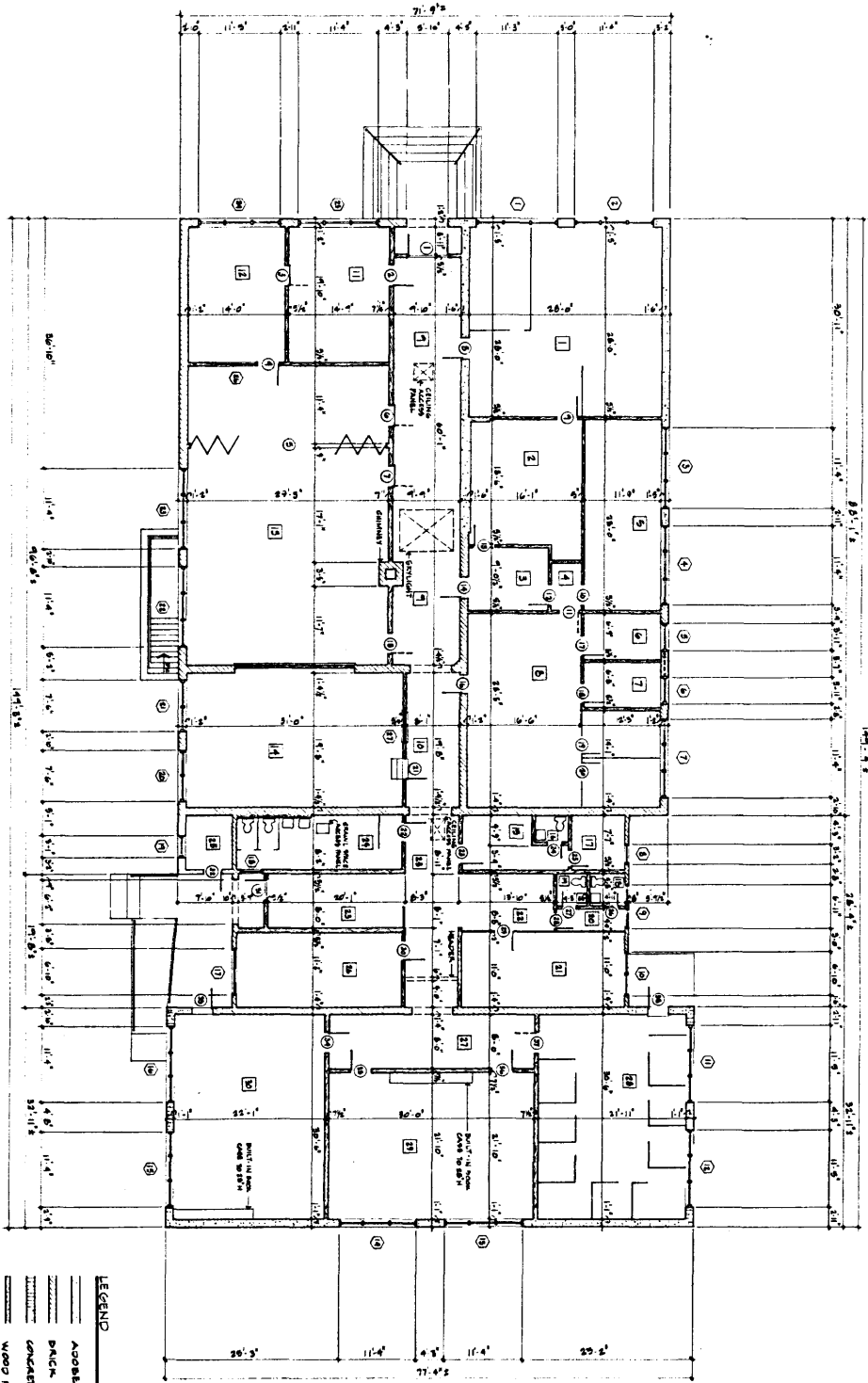


NORTH

SCALE 1:50



FLOOR PLAN



PURPOSE

The purpose of these drawings is to document the Santa Barbara School building in its existing condition, identify the present condition of construction, and identify those areas of the building which require repair or replacement. An initial structural observation was made to provide basic information regarding the building's structural condition. The information contained in these drawings and notes is intended to serve as a basis for, and guide any corrective work on the building for actual work.

LIMITATIONS

These drawings were prepared using the accompanying initial structural observation and the information obtained from a visual inspection of the building. The information contained in these drawings and notes is intended to serve as a basis for, and guide any corrective work on the building for actual work. The information contained in these drawings and notes is intended to serve as a basis for, and guide any corrective work on the building for actual work.

DEFINITIONS

The following terms are defined according to the Secretary of the Interior's Standards for Historic Preservation Projects:

- Protection: the act or process of applying measures to a property by preventing or averting it from destruction, neglect or damage.
- Stabilization: the act or process of applying measures to an enclosure and the structural stability of an unessential form as it exists at present.

Restoration: the act or process of applying measures and material to a building or structure.

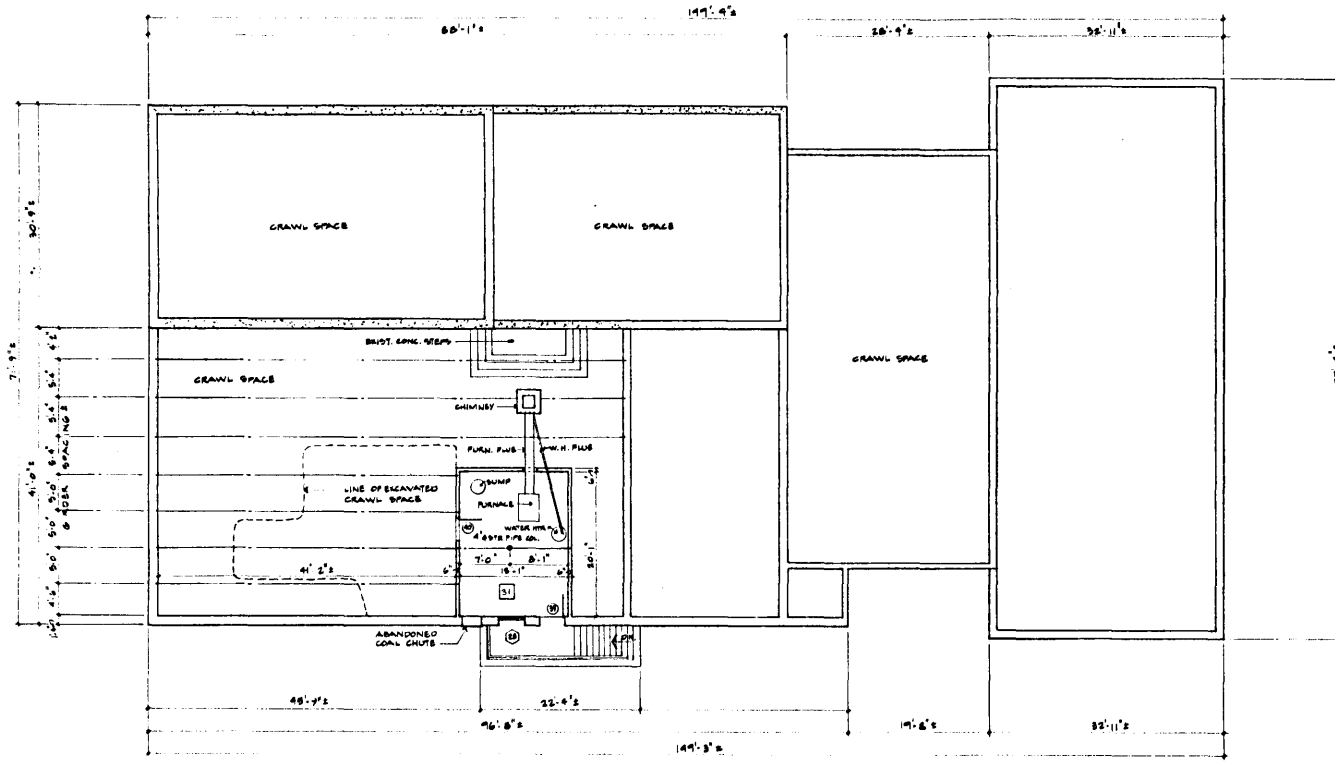
Rehabilitation: the act or process of returning a building or structure to a state of utility, while preserving those portions or features which are significant to its historical, architectural, and cultural values, or its reconstruction.

These drawings are for documentation purposes only. Verify all dimensions and field conditions, and report any discrepancies to the Owner. Do not scale drawings - prints may not be to indicated scale. All dimensions must be taken from dimensions shown on the plans and confirmed in the field.

FLOOR PLAN NOTES

CAUFIELD - CAUFIELD
 HISTORIC PRESERVATION CONSULTANTS
 4216 BROCKMONT NE
 ALBUQUERQUE, NEW MEXICO 87108

SANTA BARBARA SCHOOL
 DOCUMENTATION DRAWINGS
 1420 EDITH NE
 ALBUQUERQUE NEW MEXICO

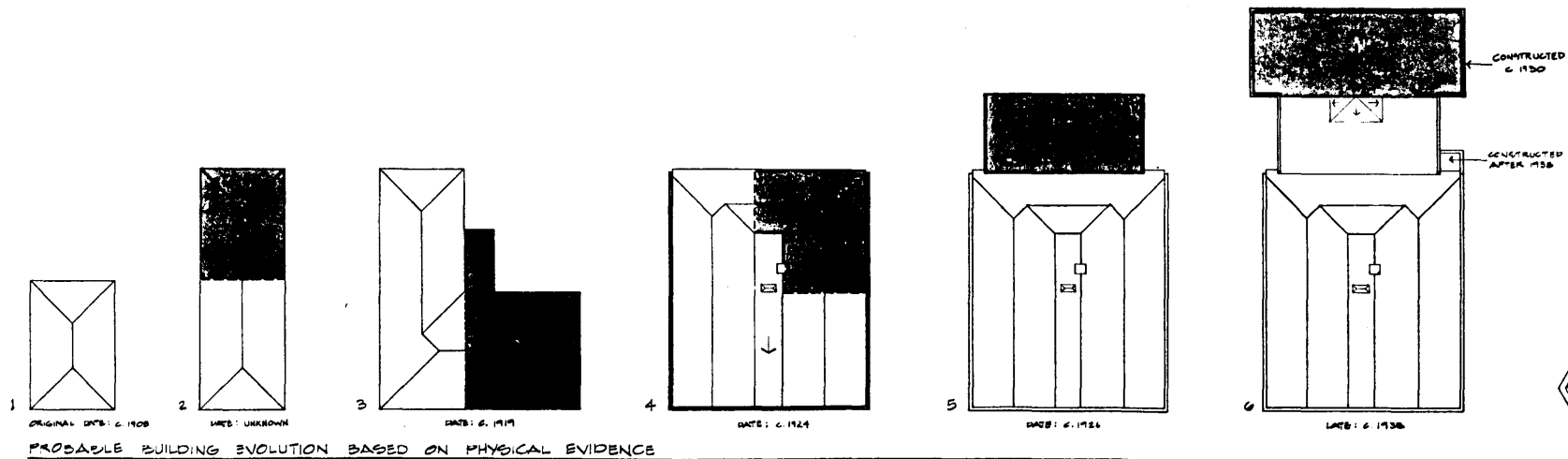


LEGEND

The following shading conventions are used to distinguish those basement (foundation) walls observed during the course of the investigation. Assumptions can be made regarding the materials and locations of the remaining walls, but they were not observed due to lack of accessibility.

- UNCOURED STONE
- FOUNDED CONCRETE
- BRICK
- WOOD FRAMING

FOUNDATION PLAN



CAUFIELD - CAUFIELD
HISTORIC PRESERVATION CONSULTANTS
4818 BROCKMONT NE
ALBUQUERQUE, NEW MEXICO 87108

FOUNDATION PLAN
BUILDING EVOLUTION

These drawings are for documentation purposes only. Verify all dimensions in the field before any work is done. Any discrepancies to the other drawings are the responsibility of the client. No liability is assumed for any errors or omissions. Plans may not be used for construction without the written consent of the architect. Plans may not be used for litigation without the written consent of the architect.

SANTA BARBARA SCHOOL
DOCUMENTATION DRAWINGS
1420 EDITH NE
ALBUQUERQUE NEW MEXICO

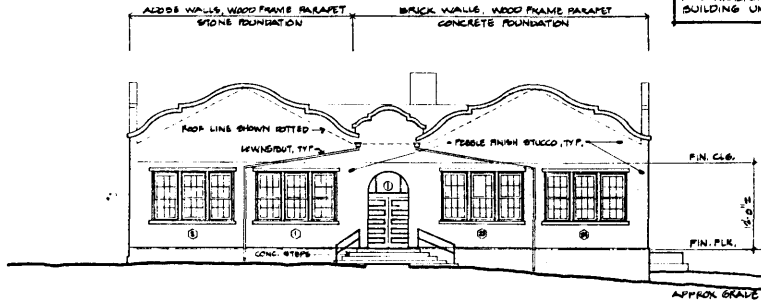
SHEET

2

2 of 6

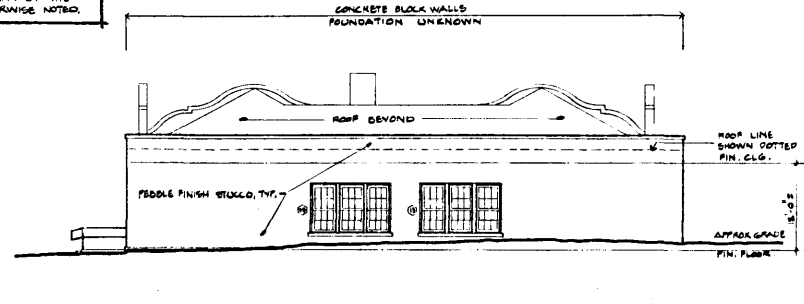
These drawings are for documentation purposes only. They are not to be used for construction or other purposes without the written consent of the architect. All dimensions are in feet and inches unless otherwise indicated. All dimensions must be taken from dimensions shown on the plans and profiles in the title.

NOTE:
 ALL EXISTING EXTERIOR SURFACES,
 FINISHES AND DETAILS ARE CONSIDERED
 SIGNIFICANT TO THE ARCHITECTURAL
 AND HISTORICAL INTEGRITY OF THE
 BUILDING UNLESS OTHERWISE NOTED.



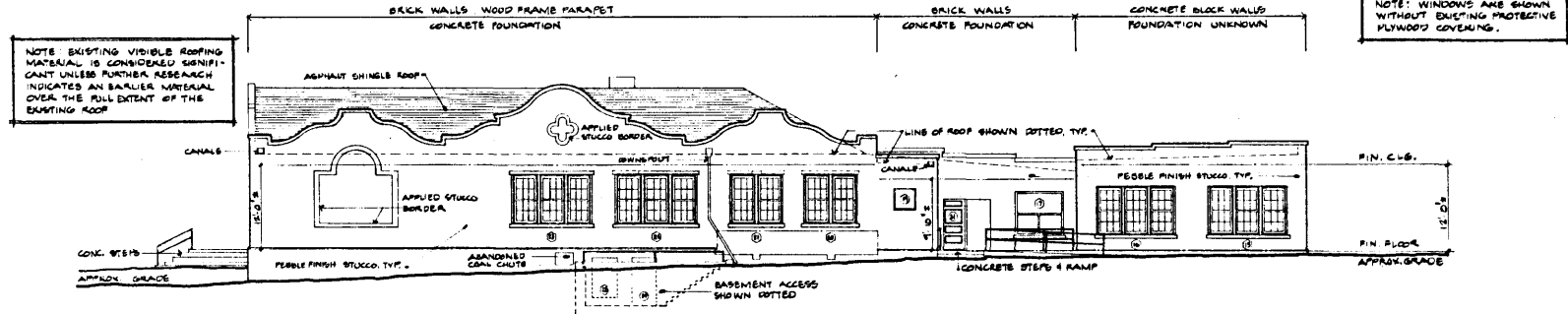
WEST ELEVATION

1/8" = 1'-0"



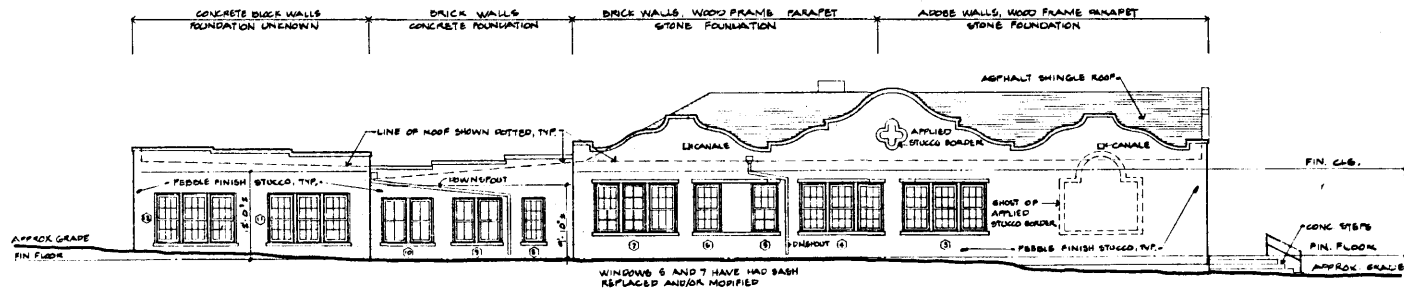
EAST ELEVATION

1/8" = 1'-0"



SOUTH ELEVATION

1/8" = 1'-0"



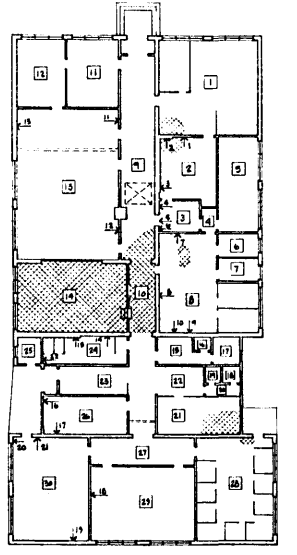
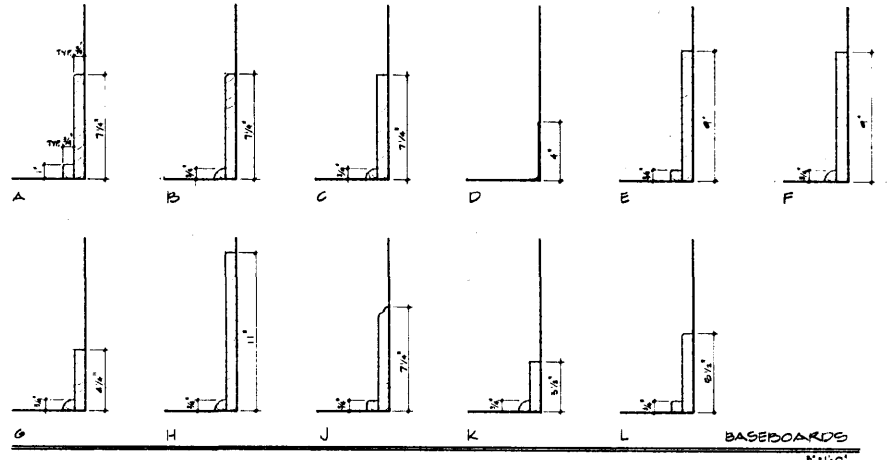
NORTH ELEVATION

1/8" = 1'-0"

ROOM FINISH SCHEDULE												REMARKS
ROOM	FLOOR	BASE			WALL			CEILING				
		COND. NOTE	COND. NOTE	COND. NOTE	COND. NOTE	COND. NOTE	COND. NOTE	COND. NOTE	COND. NOTE	COND. NOTE	COND. NOTE	
1	1											<ul style="list-style-type: none"> ● GOOD CONDITION ○ AVERAGE CONDITION ○ POOR CONDITION WHERE MOST RECENT TREATMENT IS IN POOR CONDITION OR IS SHOWING SIGNS OF DEGRADATION, ANY PREVIOUS TREATMENT LAYERS ARE ASSUMED TO BE IN POOR OR DEGRADED CONDITION ALSO.
2	1											
3	1											
4	1											
5	1											
6	2											
7	2											
8	1											
9	1											
10	2											
11	3											
12	3											
13	3											
14	6											
15	1											
16	1											
17	1											
18	3											
19	3											
20	3											
21	4											
22	3											
23	3											
24	6											
25	3											
26	3											
27	3											
28	3											
29	3											
30	5											
31	5											

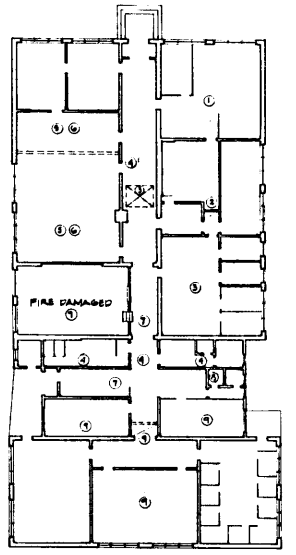
SIGNIFICANCE NOTES

- FLOOR**
- The existing hardwood flooring is probably not original but rather an early replacement flooring to result in a consistent treatment throughout the building. The flooring contributes significantly to the overall interior finishing treatment and its preservation is recommended.
 - The existing vinyl tile flooring is installed over a plywood sub-base which in turn is installed over early, perhaps original, 3/4" or 2 1/4" hardwood flooring. The hardwood layer is considered a significant interior finish treatment and its preservation is recommended if possible. The overall condition of the hardwood will not be known until all of the vinyl tile and plywood is removed.
 - The existing hardwood flooring is probably original and is considered a significant interior finish treatment. Its preservation is recommended. Repairs and/or replacement of selected areas of minor deterioration is recommended over resurfacing with a new finish floor.
 - Although considered a significant interior finish treatment, the hardwood flooring has areas of moderate to severe deterioration, primarily from moisture from roof leaks and/or fire hoses. Because of the overall significance of the wood flooring to the building, repair and/or replacement of the deteriorated areas is recommended, if repair and replacement is not feasible, at least the sound portions of the flooring should be retained and preserved. Replacement of the deteriorated portions with another material, i.e., plywood infill, should be considered only if a new finish floor, i.e., carpet is determined appropriate for a new use.
 - The existing vinyl floor is installed over a sub-flooring and is not considered significant to the building's interior.
 - The overall condition of the existing flooring is unknown. Severe fire damage is likely and the floor is not considered significant. Total reconstruction and replacement, if necessary, is recommended in order to produce a safe, useable floor.
- BASEBOARD**
- The variety of baseboards throughout the building are representative of its various construction phases and other than profile D, are considered significant for ongoing building interpretation. The substantial heights of profiles A, B, C, E, F, H, J, and L are appropriate to the original proportions of the spaces in which they are found. In addition, the subtle differences between some of the profiles, i.e., between profiles A, B, and C represent interesting examples of attempted matching of earlier profiles within the technology, and probably budget, of the period. All wood baseboard should be preserved.
- WALL**
- The sand texture plaster (finish is typical of interior wall treatments throughout the entire progression of the building's development and is, therefore, considered significant to the building's interior and should be preserved.
 - The added partial height wood partitioning is not considered significant to the building's interior.
- CEILING**
- The earliest ceiling treatment evident is painted tongue and groove wood siding. This treatment is considered significant for preservation even if obscured by another ceiling material or system. If another ceiling material is used in the building's rehabilitation, the historic pressed tin ceiling material should be repaired or stabilized where necessary and subjected to minimal new material attachment penetrations. The visible acoustical tile is not considered significant to the building's interior.
 - The earliest ceiling treatment evident is painted pressed tin. This treatment is considered significant for preservation even if obscured by another ceiling material or system. If another ceiling material is used in the building's rehabilitation, the historic pressed tin ceiling material should be repaired or stabilized where necessary and subjected to minimal new material attachment penetrations. The visible acoustical tile is not considered significant to the building's interior.
 - The existing visible acoustical tile ceiling is applied directly to the ceiling joists and represents a the original treatment. This treatment reflects the technology of the period, and is considered significant to the building's interior. This acoustical tile should be preserved.



PLAN - DETERIORATED FLOORING - WALL STRATUM

- DETERIORATED FLOORING**
- 1, 7 WALL STRATUM
 - 1, 7 Multiple paint layers over 3/8" plaster over 3/8" wood lath over 3 1/2" wood studs
 - 2 Multiple paint layers over 3/4" plaster over 3/8" wood lath over 3 1/2" wood stud furr-out
 - 3, 4 Multiple paint layers over 3/4" plaster over adobe
 - 5, 6 Multiple paint layers over 1/2" plaster over brick
 - 8, 9 Multiple paint layers over 3/4" plaster over brick
 - 10 Multiple paint layers over 3/4" plaster over adobe infill of earlier window
 - 11, 12 Multiple paint layers over 3/4" plaster over 3/8" wood lath over 5 1/2" wood studs
 - 13 Multiple paint layers over 1 1/2" plaster over brick
 - 14 Multiple paint layers over 3/4" plaster over 3/4" cement plaster over brick
 - 15 Multiple paint layers over 3/4" gypsum wall board over 3 1/2" wood stud furr-out
 - 15, 20 Multiple paint layers over 3/4" plaster over concrete block



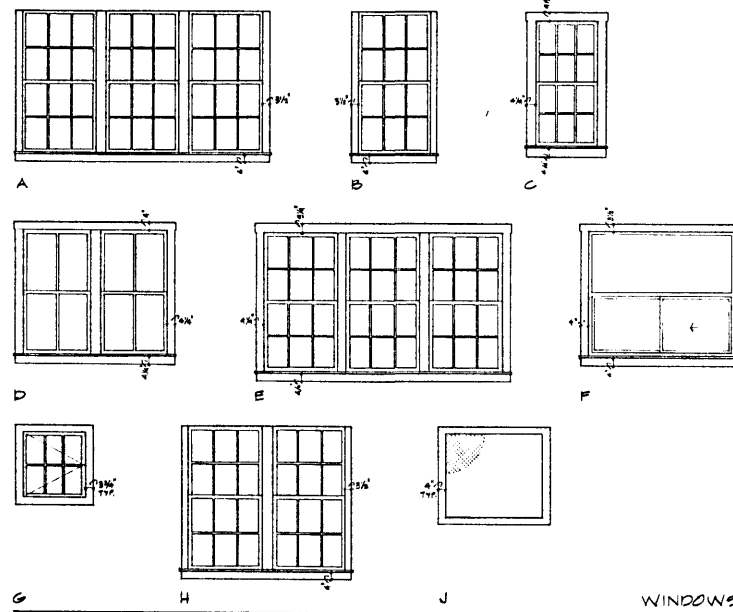
PLAN - CEILING TYPES

- CEILING TYPES**
- 1) 3 1/2" single panel beaded T&G wood
 - 2) 3 1/2" double panel beaded T&G wood
 - 3) Tin: field of rows of connected oval shapes
 - 4) Tin: field of repeating floral quatrefoil shapes
 - 5) Tin: field of two alternating quatrefoil shapes
 - 6) Tin: border of large oval shapes enclosing crossed shears
 - 7) Tin: field of large avag shapes
 - 8) Painted gypsum wall board
 - 9) Acoustical tile on wood joists

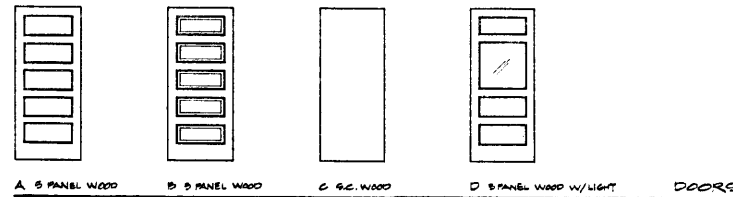
WINDOW SCHEDULE						
NO.	COND.	SIZE	TYPE	CASING	NO. HT.	REMARKS
1	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		
2	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		
3	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		
4	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		
5	YES	9'-11 1/2" x 6'-7"	D	3/4" x 10'-0"		ORIG. PART OF TYPE A; SASH REPLACED, SEE N. ELEV.
6	YES	5'-11" x 6'-7"	D	3/4" x 10'-0"		ORIG. PART OF TYPE A
7	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		SASH REPLACEMENT, SEE NORTH ELEVATION
8	YES	2'-9 1/2" x 6'-9"	C	4 1/2" x 4 1/2"		OPACURE GLASS LOWER SASH
9	YES	6'-7 1/2" x 6'-8 1/2"	D	4 1/2" x 4 1/2"		
10	YES	6'-7 1/2" x 6'-9"	D	4 1/2" x 4 1/2"		
11	YES	11'-0" x 6'-0"	E	4 1/2" x 4 1/2"	41'-0"	
12	YES	11'-0" x 6'-0"	E	4 1/2" x 4 1/2"	41'-0"	
13	YES	11'-0" x 6'-0"	E	4 1/2" x 4 1/2"	41'-0"	
14	YES	11'-0" x 6'-0"	E	4 1/2" x 4 1/2"	41'-0"	
15	YES	11'-0" x 6'-0"	E	4 1/2" x 4 1/2"	41'-0"	
16	YES	11'-0" x 6'-0"	E	4 1/2" x 4 1/2"	41'-0"	
17	NO	6'-7 1/2" x 6'-8 1/2"	F	4 1/2" x 4 1/2"		ALUM. FRAME INFILL W/N EXPT. CASING, ORIG. TYPE D WINDOW.
18	YES	6'-10 1/2" x 6'-0"	G	3 1/2" x 4'-0"		
19		6'-0" x 3'-3"				NOT ACCESSIBLE
20	YES	7'-10" x 6'-7"	H	3/4" x 7'-10"		FIRE DAMAGE
21	YES	7'-10" x 6'-7"	H	3/4" x 7'-10"		FIRE DAMAGE
22	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		
23	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		
24	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		
25	YES	11'-0" x 6'-0"	A	3/4" x 10'-0"		
26	NO	6'-9" x 3'-3 1/2"	J	4" x 6'-9"		OPACURE WIRE GLASS
27	YES	4'-6 1/2" x 3'-0 1/2"	D	4 1/2" x 4 1/2"		SASH MISSING; FILLED IN W/ GYP. DO. PANELS
28	NO	5'-7" x 6'-0"		NONE	7'-0"	WOOD FRAME & STUCCO INFILL OF BASEMENT WINDOW

● GOOD CONDITION ● AVERAGE CONDITION ○ POOR CONDITION

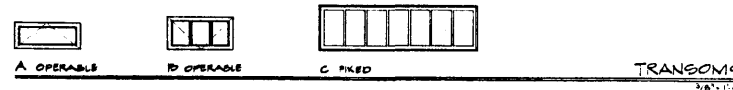
DOOR SCHEDULE									
NO.	COND.	SIZE	TYPE	CASING	T. HOLD	HARDWARE	TRANSOM	REMARKS	
1	YES	6'-0" x 7'-0" x 1 3/4"	A	4 1/2" x 4 1/2"	YES	F.H.C.S.W.			W/ ASTRA GAL
2	YES	6'-0" x 7'-0" x 1 3/4"	B	4 1/2" x 4 1/2"		L.H.	A	YES	
3	-	6'-0" x 6'-8 1/2"							DOOR MISSING
4	YES	6'-0" x 6'-8 1/2" x 1 3/4"	A	4 1/2" x 4 1/2"		L.H.			
5	YES	2'-8 1/2" x 7'-0" x 1 3/4"	B	4 1/2" x 4 1/2"		L.H. H. S.T.			B-FULL PANELS, 2-1/2" PANELS
6	-	6'-0" x 7'-0"					A	YES	DOOR MISSING
7	-	6'-0" x 7'-0"					A	YES	DOOR MISSING
8	NO	6'-0" x 7'-0" x 1 3/4"				H	A	YES	
9	NO	6'-0" x 7'-0" x 1 3/4"	C	4 1/2" x 4 1/2"		H, Sp			
10	-	6'-0" x 6'-8"							CASING MISSING
11	-	6'-0" x 7'-0"							DOOR MISSING
12	YES	6'-0" x 6'-8" x 1 3/4"	A	4 1/2" x 4 1/2"		H			
13	NO	6'-0" x 7'-0" x 1 3/4"	C	3 1/2" x 3 1/2"		H			
14	NO	6'-0" x 7'-0" x 1 3/4"	C	3 1/2" x 3 1/2"		H			EVIDENCE OF TRANSOM ON WALL
15	-	6'-0" x 7'-0"					A	YES	DOOR MISSING
16	NO	2'-8" x 6'-8" x 1 3/4"	C	4 1/2" x 4 1/2"	YES	H	A	YES	CHANGE OF FLOORING
17	YES	6'-0" x 6'-8" x 1 3/4"	A	4 1/2" x 4 1/2"		H			
18	YES	6'-0" x 6'-8" x 1 3/4"	A	4 1/2" x 4 1/2"		H			
19	YES	2'-8" x 6'-8" x 1 3/4"	A	3 1/2" x 3 1/2"		L.H.			
20	YES	2'-8" x 6'-8" x 1 3/4"	A	3 1/2" x 3 1/2"		L.H.			
21	NO	6'-0" x 6'-8" x 1 3/4"	C	4 1/2" x 4 1/2"		H			
22	YES	6'-0" x 7'-0" x 1 3/4"	B	4 1/2" x 4 1/2"		L.H. H.C.	A	YES	
23	NO	6'-0" x 7'-0" x 1 3/4"	C	4 1/2" x 4 1/2"		H, Sp	A	MISSING	
24	YES	2'-0" x 6'-8" x 1 3/4"	A	4 1/2" x 4 1/2"		L.H.			
25	YES	2'-0" x 6'-8" x 1 3/4"	A	4 1/2" x 4 1/2"		L.H.			
26	YES	2'-0" x 6'-8" x 1 3/4"	A	2 1/2" x 3 1/2"		L.H.			
27	YES	6'-0" x 6'-8" x 1 3/4"	A	3 1/2" x 3 1/2"		L.H.			
28	YES	6'-0" x 6'-8" x 1 3/4"	A	3 1/2" x 3 1/2"		L.H.			
29	YES	6'-0" x 6'-8" x 1 3/4"	A	3 1/2" x 3 1/2"		L.H.			
30	YES	6'-0" x 7'-0" x 1 3/4"	B	4 1/2" x 4 1/2"		H	A	MISSING	
31	YES	6'-0" x 7'-0" x 1 3/4"	D	4 1/2" x 4 1/2"	YES	F.H.C.S.W.R.	C	NO	
32	U	2'-6" x 6'-10"				L.H.			NOT ACCESSIBLE, NAILED CLOSED
33	NO	6'-0" x 6'-11" x 1 3/4"	C	4 1/2" x 4 1/2"	YES	L.H.			
34	YES	6'-0" x 7'-0" x 1 3/4"	A	4 1/2" x 4 1/2"		L.H.	A	YES	
35	YES	6'-0" x 7'-0" x 1 3/4"	A	4 1/2" x 4 1/2"		H	B	YES	
36	YES	6'-0" x 7'-0" x 1 3/4"	A	4 1/2" x 4 1/2"		H	B	YES	
37	-	6'-0" x 7'-0"					B	YES	DOOR MISSING
38	NO	6'-0" x 6'-8" x 1 3/4"	C	4 1/2" x 4 1/2"	YES	L.H. W			
39	NO	6'-0" x 7'-0" x 1 3/4"	C	NONE		L.H. H			
40	NO	6'-0" x 6'-8" x 1 3/4"	C	NONE		H			



WINDOWS



DOORS



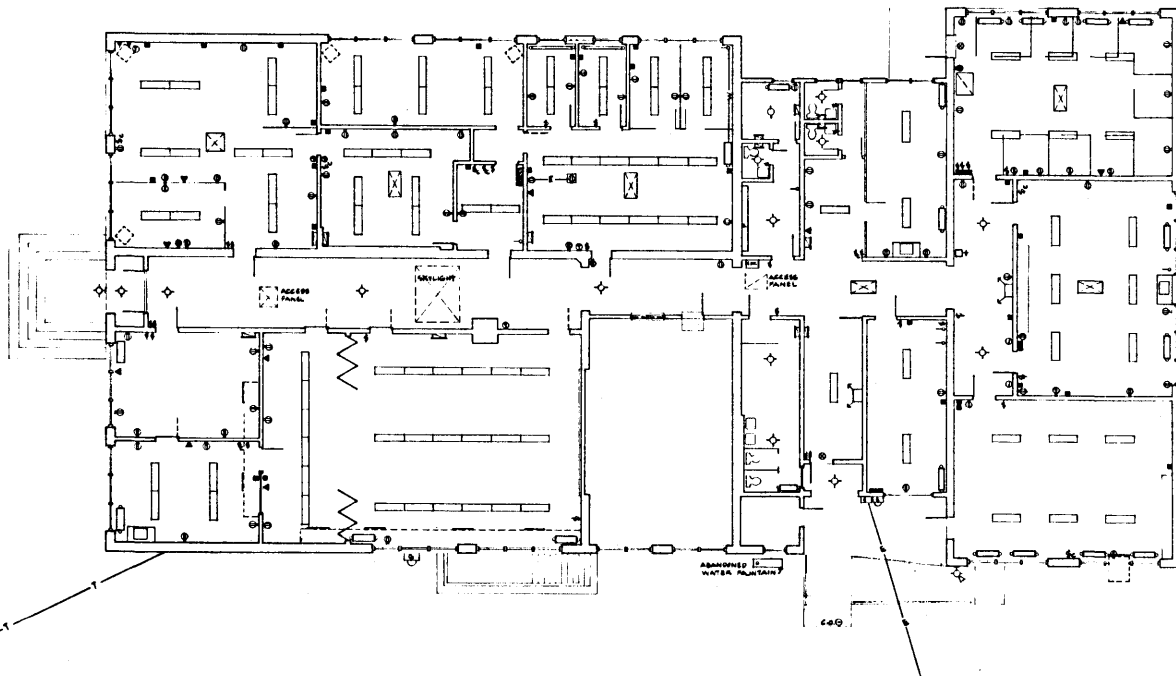
TRANSOMS



TYPICAL DOOR CONFIGURATIONS
(CASING DIMENSIONS GIVEN ARE X/Y)

- HARDWARE LEGEND**
- F PANIC HARDWARE
 - L LOCKSET
 - LA LATCH
 - H HINGES
 - C CLOSER
 - SP SPRING CLOSER
 - S STOP
 - T OVERHEAD TRACK
 - W WEATHER STRIP
 - K KICKPLATE

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MECHANICAL / ELECTRICAL PLAN

1/8" = 1'-0"



TELEPHONE SYMBOLS

- MAIN TELEPHONE PANEL
- TELEPHONE CONNECTION BOX
- ▲ TELEPHONE JACK
- T— OVERHEAD TELEPHONE LINE

MECHANICAL SYMBOLS

- ▭ RADIATOR
- ▭ GASBOILER RADIATOR
- ▭ GAS MOUNTED GAS SPACE HEATER
- THERMOSTAT
- ▭ RETURN AIR DUCT (WALL)
- ▭ EVAP. COOLER CEILING DIFFUSER
- ▭ EVAP. COOLER DUCT W/ WALL DIFFUSER
- ▭ HOOD VENT
- WATER SERVICE
- GAS SERVICE
- GAS METER
- CLEAN OUT
- WATER LINE

SEE FOUNDATION PLAN FOR LOCATION OF BOILER

ELECTRICAL SYMBOLS

- ⊕ DUPLEX OUTLET
- ⊕ FLOOR MOUNTED DUPLEX OUTLET
- ⊕ SEDV OUTLET
- ⊕ SWITCH
- ⊕ EVAP. COOLER SWITCH
- ⊕ CEILING MOUNTED INCAND. FIXTURE
- ⊕ WALL MOUNTED INCAND. FIXTURE
- ⊕ FLOOD LIGHT
- ▭ CEILING MOUNTED FLUOR. FIXTURE
- ⊕ EXIT LIGHT
- ⊕ JUNCTION BOX
- ▭ ELECTRIC WATER COOLER
- ▭ EMERGENCY LIGHT PANEL
- ▭ ALARM SYSTEM PANEL
- ▭ FIRE ALARM
- ▭ ELECTRICAL PANEL
- ⊕ MAIN ELECTRICAL CUT-OFF
- ⊕ ELECTRIC METER
- E— ELECTRICAL LINE

NOTE: ALL UTILITY SERVICE TO THE BUILDING IS CURRENTLY SUSPENDED. CONDITION OF ALL FIXTURES & EQUIPMENT IS UNKNOWN.

These drawings are for documentation purposes only. They are not to be used for construction or other purposes without the approval of the architect. The drawings are the property of the architect and shall remain confidential. All drawings must be on the indicated scale. All drawings must be on the indicated scale. All drawings must be on the indicated scale. All drawings must be on the indicated scale.