UNIVERSITY OF CALIFORNIA, BERKELEY
CLARK KERR CAMPUS
BUILDINGS 2, 9 & 11

HISTORIC STRUCTURES REPORT

for
UC Berkeley
Facilities Services
Capital Projects

FINAL
MARCH 9, 2007

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CLARK KERR CAMPUS
BUILDINGS 2, 9 & 11

HISTORIC STRUCTURES REPORT

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Cover: Detail of perforated concrete window screen at north elevation, Building 11

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The subject of this Historic Structures Report (HSR) is three buildings, referred to as Buildings 2, 9 and 11, at the University of California’s Clark Kerr Campus (CKC). The subject buildings were originally part of the California School for the Deaf (CSD).

The CSD was a kindergarten through twelfth grade boarding school for the relatively long time that it occupied its Berkeley campus, the 1870s through the 1970s. For just less than half of that period, from the late-1870s until 1915, the CSD was conjoined with the California School for the Blind (CSB), its companion institution on this Berkeley site. Together they were referred to as the State Asylum for the Deaf and the Dumb and Blind.

After 1915, the two schools were institutionally separated. Yet, over the course of the next several decades, the two institutions became physically separate, via the construction of separate campuses, on contiguous parcels, yet with a boundary line between. First completed were the CSB buildings, followed by those of the CSD. Such were the consequences that the CSD — the larger of the two institutions — took several decades to complete its rebuilding campaign begun in the 1920s. During this duration, there were two essential eras of construction, one from 1929 to 1931; and another centered about the immediate, post-WWII years of 1948 to 1952, though in reality a period that lagged until 1960.

Of the three buildings currently under study, Building 11, completed in 1931, was part of the earlier design and construction period. Both Buildings 9 and 11 were part of the post-WWII period.

Writing in the California News, the CSD’s monthly publication, in November of 1949, its Superintendent,
Elwood A. Stevenson (whose name was given by the CSD to subject Building 2), summarized the purpose of this institution:

"The School for the Deaf at Berkeley is residential. It is a free school to every deaf child resident in the state between the ages of 5-1/2 and 20 years...."

Stevenson also noted that there were 335 students enrolled during the school year of 1949, a number that seems relatively consistent over the course of those years.

The year 1949 was an important one in the annals of the CSD. At that very moment, construction of the CSD landscape and buildings was finally continuing, having been planned c1930, yet then only partially constructed (CKC buildings 10, 11, 12 & 14 were constructed in 1930-32, and CKC Buildings 15 and 16 in 1940). With the remainder of the campus having been long since delayed by the events of the 1930s and 1940s, the campus was fully realized over the course of the years 1948-1953.

Following its completion in the early 1960s, a ceremony was held for the "Naming of Major Buildings" at the CSD. Building's 2, 9 and 11 were thus named:

- The Stevenson Secondary School (CKC Building 2), was the junior high and high school classroom buildings named after E. A. Stevenson, the longtime superintendent of the CSD, from 1928 through his retirement in 1960. His superintendency thus occupies the exact span of years of the CSD's 20th century building program.
- Birck Hall (CKC Building 9) was the CSD's "lower school residences and classrooms," otherwise referred to as kindergarten. VS. and R. K. Birck were "in charge of the residential welfare of the pupils" of the CKC from 1928 to 1957.
- Caldwell Elementary School (CKC Building 11) was named after W. A. Caldwell, the CSD superintendent from 1912 to 1920. During his superintendency, the CSD and CSB were educationally, physically and architecturally redefined.

Completed by 1960, the CSD's Berkeley campus sustained only through the 1960s. By the early 1970s, plans were again afoot to address the school's advancement, resulting in the decision to relocate the CSD (and, separately, the CSB) to its present location in Fremont.

In 1980, the former CSD and CSB property was conveyed to the University of California at Berkeley. In November 1986, the complex was named the Clark Kerr Campus (CKC) in honor of Dr. Clark Kerr, who served as Berkeley's first Chancellor from 1952 to 1958 and President of the University of California from 1958 to 1967.

In 1989, the CA School for the Deaf and Blind Historic District (CKC Historic District) was successfully nominated for listing on the National Register of Historic Places. The NR record identifies 20 former CSD and CSB buildings as contributors to the CKC Historic District. That record also identifies several buildings as non-contributors to the District.

The current Clark Kerr Campus is the result of a substantial adaptive reuse and alteration project undertaken in the early 1980s. At that time, Buildings 2, 9 and 11 were each adaptively reused as dormitories, work that included minimal exterior alterations and, in the case of each of these buildings, extensive interior modifications. Detailed discussion of these alterations and evaluation of the resources are included under the descriptions section within this HSR.

**Purpose and Methodology**

CKC buildings 2, 9 and 11 are three of fifteen buildings of the former CSD campus, and are part of an historic district that is discussed herein. Other CKC buildings are the subject of associated HSRs. Rather than compose one HSR for the entirety, contracts were let for (loosely) related groups of CKC buildings, including:

- Building 10
- Buildings 3, 4, 7 and 8
- Buildings 12, 16 and 17

The primary purpose for this HSR is to document historic building significance, and to specifically identify the relative significance of building spaces and features, in order to provide and disseminate such information to those responsible for future projects that may affect the property. No treatment recommendations are included.

This HSR is generally intended to provide:

- Baseline historical information summarizing the significance subject property
- Detailed description of the subject resources
- Preservation planning in the form of the identification of characteristic features of the subject historical resource
As part of the effort to complete HSRs for most of the CKC buildings, an historic landscape report was combined with an historic structures report for Buildings 3, 4, 7 and 8. Portions of that Historic Landscape and Structures Report (HLSR) are incorporated herein, in particular the section that summarizes and maps the significance of the resource.

Primary historical research has been limited, as previous historic documentation has been generally relied upon to provide the historic record. Caroline Burnes' and Catherine Marshall's History of the California School for the Deaf, Berkeley, 1860-1960 and David Gebhard's The Architectural/Historical Aspects for the California Schools for the Blind and Deaf, Berkeley, 1867-1979 both provide information on the development of the 19th century campus and should be consulted for information about that era.

Nonetheless, selected additional research has provided some further historic documentation, including sets of original construction drawings located at and provided by the California Department of General Services Plan Vault Room in Sacramento. In addition, a set of construction drawings for the c1982 alteration of Building 2, entitled Dwight-Derby Alterations, Buildings D1, D2 and D3, was provided by UCB.

No landscape evaluations or documentation were undertaken, as the previous Historic Landscape and Structures Report, dated June 12, 2006, provides historic landscape documentation.

This HSR work required numerous site visits in order to photograph and record the character of these landscapes and buildings. Hundreds of photos have been taken, and while only a selection are incorporated herein, a separate disk is to be submitted containing all photos, for the record.

Finally, as over the years there have been differing numbers assigned to these buildings, this report identifies buildings by their currently assigned numbers [see attached plan], even when discussing them as historical resources.

**Fig.2: Clark Kerr Campus (in foreground)**

View from hills above, looking west

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BACKGROUND

The construction for the Berkeley campus of The California Institution of the Deaf and Dumb, and the Blind (as the school was then called) began on 26 September 1867. The 130-acre tract met the criteria that the school's Board had listed for a new site. It was located within proximity of San Francisco, was only four miles north of Oakland, and would be near the site of the new College of California (the University of California at Berkeley campus) as it developed. However, the area was still rural enough in character to allow for the purchase of a tract of land that would be large enough to meet the current and future needs of the school. The grounds needed to be able to accommodate not only the academic and residential buildings, but also a large orchard and garden (that provided both food and a source of vocational training) and the facilities for a number of vocational trades that were taught at the school. The development of the site and landscape for this new campus will be summarized below in order to set the description and analysis of the individual components of this landscape (entrances, circulation, courtyards, yards, and playfields) into a context.

The impetus for the new campus began with planning that occurred between 1915 and 1921. In 1915, the state passed legislation that provided the framework for separating the instruction and administration of the California School for the Blind and the California School for the Deaf, the separation of which was enacted in 1921. During this period, the possibility of moving the two schools from the Berkeley site was also discussed, but in 1921, a commitment was made to remain in Berkeley. Having made this decision, the Berkeley site was divided on paper into two campuses - one for each school - and the northern two-thirds of the campus given to the CSD, and the southern one-third to the CSB (Fig. 5). This division of facilities would allow the two schools to provide...
instruction and care for the two populations — each with their own special needs (Gebhard 1979: 75). However, the existing facilities did not support this physical separation, and the two schools had to continue to share the same facilities for a number of years. The Office of State Architect developed separate site plans for the two schools so this conceptual division could, in fact, be realized. By 1929, key buildings for the CSB campus were completed, and a full physical separation of the two schools was finally achieved (Burnes/Ramger 1960: 45).

Development of the CSD Campus

In 1928, a report prepared by the Office of State Architect, examined the conditions of the existing facilities and concluded that the buildings were all out-dated, unsafe, and that remodeling was not practical (Gebhard 1979: 115). Additionally, the existing facilities did not have the space for all of the deaf students within the state who were entitled to services (Burnes and Ramger 1960: 50). In 1929, a Special Legislative Committee was appointed to "prepare recommendations on how the needs of the School could best be met" (Gebhard 1979: 115). The Committee recommended that new facilities be constructed for the CSD over a 10-year period, and in the 1929 Report of the Special Legislative Committee outlined the building program and presented a site plan prepared by the Office of State Architect. However, the planned 10-year construction program ended up lasting through the 1950s due to limitations resulting from the Great Depression and World War II.

The 1929 Report specified that the plans for the new campus should adhere to these guidelines:

1. Complete separation of Deaf and Blind Schools.
2. Destroy old buildings in general order of obsolescence.
3. Destroy old buildings and erect new ones, so the school population can grow.
4. Develop into a compact plant that is:
   a. Easy to get about for general supervision,
   b. Connected together, so children can remain under cover during the school day,
   c. Do not use dormitory halls for cross plant circulation
5. Provide living quarters for:
   a. President.
   b. Steward (business manager) where he can have general supervision of academic unit.
   c. Assistant Steward, where he is available for emergency call.
   d. Engineer, where he is available for emergency call.
   e. House help (in various dormitories) needed for plant supervision.
   f. House other help, separated by sex, on the site.
6. Gather administrative offices near together.
7. House chief house mother central to each dormitory group, to have:
   a. Parent reception rooms common to the group.
   b. Trunk rooms in common.
   c. Mending rooms in common.
8. Hospital, central to the common group, and:
   a. Served by utility drive.
   b. Connected to a dormitory of each sex.
8. Have one central commissary serving:
   a. A kitchen or kitchens for school groups.
   b. Dining facilities for school groups, faculty and help.
10. Have one steam plant for both schools, with provision when steam may be sold the Blind School.
   a. Engineer responsible to Dr. Stevenson alone.
   b. Engineer living nearby, for emergency call.
11. Properly relate green-house to agricultural areas.
12. Have main auditorium connected to school but usable by [others] with necessaries available.

These objectives acknowledged some of the logistical needs of operating a school that provided both instructional and living environments for children of different ages.

The 1929 site plan that accompanied the report (Fig.6) provided a schematic or conceptual layout for the buildings (the 1929 site plan was not signed so the designer cannot be identified with certainty; although it seems likely that Alfred Eichler, State Architect, was involved.) There is also the possibility that Charles Roeth, architect for the 1931 (Fig.7) and 1933 site plans (Fig.8), was in some way involved [Gebhard 1979: 117].

The 1929 plan included the following concepts:
- Maintain the designation of Warring Street as the front of the property and set back the building facades along Warring in a uniform line;
Fig. 6: CSD Site Plan, c1931 (north at left)
Highlighting new Buildings 10 (Academic Dining Hall) at top; 11 (Primary Classroom) at center right; & 14 (Assembly Hall) at bottom
• Create a "Forecourt" that would serve as the entry to the site and serve as the formal transition space between the campus and the surrounding community;

• Place buildings on a grid pattern so that quadrangles for outdoor spaces or outdoor rooms were defined or enclosed by the facades of the buildings;

• Delineate the different types of outdoor spaces (forecourt entry, enclosed courtyards [labeled "patio" on the 1929 site plan], play areas, athletic field, and food garden and orchards; although not labeled on the plan, there was also space allotted for the service aspects of operations.)

The first phase of building was funded in 1929 and included:

• A portion of CKC Building 10 (CSD Elementary Dining Hall, Kitchen, and Commissary), and

• CKC Building 12 (CSD girls' and boys' dormitories).

In 1930, funding was provided for:

• CKC Building 11, the Caldwell Elementary School (CSD No. D-24) and

• CKC Building 14, the D'Estrella Assembly Hall (CSD No. D-25).

At this juncture, the new CSD campus was the confined grouping illustrated in the 1931 site plan (Fig. 7, above).

Ideas from the 1929 plan were refined in a 1933 site plan, again authored by Oakland architect Charles F.B. Roeth (Fig. 8). The 1933 site plan showed:

• The placement of the two buildings [CKC Building 11 and Building 12] completed in 1931 (and whose actual siting were slightly different than what was shown on the 1929 plan).

• A row of buildings along the north boundary of the site, including a row of faculty housing facing Dwight Way, and four additional buildings above (east) of North Street.

• Roads, including the two existing roads [today called North Street and Southwest Place]; a new road that entered the campus from Dwight Way above (east of) the athletic field and then turned west to connect to the two roads [today's South Street and Southwest Place] that entered the

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**Fig. 7: c1933 Site Plan, Charles Roeth, Architect (north at left)**

With extant, new buildings highlighted at bottom right
Clear locations of the proposed courtyards. Due to the more definite footprint of the buildings, the buildings formed a series of rectangular-shaped courtyards. The center of the campus included an entry courtyard (labeled the "Forecourt" on the 1929 plan) with another large courtyard located behind (east of) the new Administration Building. The buildings on each side of this center spine of development formed additional courtyard spaces. This arrangement addressed the need for a "compact" campus, while the use of the loggias that Roeth and Eichler designed for the buildings addressed the circulation needs (keeping children out of the weather, facilitating supervision, and keeping the circulation patterns between destinations out of the interior hallways in the dormitories). This plan provided for a proportionate balance of outdoor space throughout the campus. The arrangement of the buildings into rectangular courtyards favored formal and symmetrical designs, complementary to the Spanish Colonial Revival imagery of the buildings.

These original plans for the subsequent development of the CSD's 20th century campus "abandoned the nineteenth century ideas of separate structures scattered about in a suburban/semi-rural environment" (Gebhard 1979: 118), in favor of a compact arrangement that used geometry as a means to define the space. When the campus was developed during the mid-to-late nineteenth century, it reflected the current design vocabulary for both architecture and landscape architecture, as well as the existing educational philosophy within a setting that was basically a rural environment. The 19th century buildings were traditionally constructed of brick and stone. Likewise, the school's grounds needed to have a garden, orchard, and livestock barns for providing food for students and staff. At that time, the property was spacious and surrounded by largely undeveloped land. The wall that was built between 1896 and 1901 was used in part to differentiate the pastoral campus from surrounding open land. However, by the 1930s, this wall was serving the purpose of separating the campus from what was becoming a relatively dense, residential development that had grown up to its boundaries (as shown in the 1932 aerial view of the site, Fig.3, adjacent houses now existed along Derby). Also, by the 1930s, design and educational philosophies had changed, and the new CSD campus reflected these changes. Eichler's use of Spanish Colonial Revival architecture followed a design vocabulary that was then common in public architecture throughout California (Gebhard et. Al. 1985: 573).

The site and associated landscape developed incrementally such that for almost 30 years, portions of the old and the new campus existed and functioned side-by-side. Throughout this period, Alfred Eichler of the State's Department of Public Works and Division of Architecture remained the CSD's chief architect and planner. His oversight resulted in cohesion in the planning and development of the site. At the same time, he responded to developments (both educationally and stylistically) that did not exist when the 1929 and 1933 site plans were prepared. Though modern planning and design concepts crept into the campus as planning resumed in the wake of WWII, Eichler basically adhered to Spanish Colonial Revival imagery until 1952, and with it the courtyard scheme that provided the organizing principle for the outdoor spaces in the 1929 and 1933 plans for the site. As Gebhard noted:

"The most appreciable changes involved the area north of the entrance forecourt and north of the Administration Building. Here Eichler abandoned a courtyard scheme which would basically match that already constructed south of the entrance forecourt. He also abandoned the upper northeast courtyard scheme projected in Roeth's 1933 site plan. A study of the plans and orientation of Buildings D-2, D-3, and D-7 [CKC Buildings 2 and 4] does not reveal any appreciable utilitarian (functional) advantage to be gained by this oblique angling in relation to the rectangular geometry of the other buildings. One is left with the feeling that the architect departed from the traditional classical balance and rectilinearism of the 1929 [and 1933] scheme[s] because such an oblique placement conveys a Modern image. Such a placement had been used close by in the hillside siting of Stern Hall of the University of California [designed in 1942 by Corbett and Murray and William W. Wooster]." (Gebhard 1979: 123).

Eichler's decision to abandon the right-angled orientation of the buildings on the north side of the campus
after WWII had implications for the organization of the outdoor spaces. CKC Buildings 2, 3, and 4 did not form enclosed courtyards. Rather, the landscape around these buildings would more accurately be described as yards with carefully graded slopes that defined changes in grade (that previously had been dealt with through retaining walls). The key landscape materials — concrete, grass lawns, limited use of foundation plantings and trees, light fixtures — remained fairly constant over the 30-year period of development. Some of this consistency was probably attributable to the budgetary priorities of such an institution. However, the predominance of concrete in buildings and landscape features helped to unify the appearance of the features that were constructed at different times throughout the 30-year construction period.

Gebhard pointed out that the CSD’s buildings directly expressed their concrete frame by leaving the pattern of the board forms visible. This visible pattern "accomplished two purposes of imagery - it conveyed that the buildings were of 'Modern' construction, and the rough tactile nature of their surfaces suggest[ed] a sense of the primitive and provincial" (Gebhard 1979: 119). In California, exposed concrete surfaces had been used in public buildings since the early 1900s and were increasingly used in the 1920s through 1930s (Gebhard 1979: 119-20). The characteristics of this material (flexibility, relative seismic safety, relative durability, and low maintenance costs) allowed it to remain a viable material choice and to span both the 30-year construction period at CSD and the changing architectural styles. Concrete was also the predominate material for the hardscape features (sidewalks, walls, seat-walls, steps, courtyard paving) in the landscape. Concrete provided the same construction and visual advantages to the landscape features as it did to the buildings, allowing for the expression of Modern design sensibility within a more conservative landscape architectural layout. This choice of concrete for the predominant material reinforced the transition between the buildings and outdoor spaces, which the design of the courtyards and loggias had established.

In 1979, both the CSD and CSB left their Berkeley campus for separate new facilities in Fremont, and the Berkeley campus was transferred to the University of California.

**SUMMARY OF SIGNIFICANCE**

The former California Schools for the Deaf and Blind (CSDB) is listed as the State Asylum for the Deaf, Dumb and Blind Historic District on the National Register of Historic Places (NRHP #1982-10-14); in the California Register of Historic Resources (CRHR), which incorporates resources listed in the National Register of Historic Places; and is also a designated City of Berkeley Historic Landmark District (#42, 1981). A single version of the NRHP Inventory–Nomination Form, prepared by the Berkeley Architectural Heritage Association, dated May 4, 1981, serves as the basis and record for each of these designations, so there is no substantive difference in the historical resources listing from one jurisdiction to another.

While the historical resource designation is constant — and before we summarize the designated resource — it is otherwise the case that the different jurisdictions present differing historical resource obligations.

In general, a property that is listed in the NRHP is afforded certain protections as well as incentives. Within the federal regulations, the “effects of listing” include the requirement that federal and state agencies “undertaking a project having an effect on a listed or eligible property” must allow for “comment pursuant to section 106 of the National Historic Preservation Act...” (from CFR, Title 36, Part 60, Section 60.2 Effects of Listing).

While federally owned resources require the federal
Section 106 review, State owned resources such as the CSDB/CKC are reviewed pursuant to Sections 5024 and 5024.4 of the California Public Resources Code. Section 5024 requires consultation with the California State Office of Historic Preservation (OHP) when a project may impact historical resources located on State owned land.

Additionally, the California Environmental Quality Act (CEQA) requires that public agencies consider the effects of their actions on historical resources listed or eligible for listing in the CRHR. In the context of proposed projects, such consideration may require environmental review, but at the very least requires a determination of effect.

As the CSDB/CKC is State owned, the jurisdiction having authority over discretionary actions (such as proposed projects) are the State and the University of California (UC). Thus, planning and building permit authority do not reside at the local jurisdiction, the City of Berkeley. Nevertheless, the City is regularly given the courtesy of reviewing and commenting on pertinent UC projects. In fact, in the case of the CKC, a Memorandum of Understanding (MOU) was drafted between the City and UC when the property was transferred to the latter, in 1982. At the time of its transference, a specific project to add senior housing to the site was in the works, and this project is give a good deal of attention in the city planning records and in the MOU.

General project-related provisions are also included in this MOU:

4. **Demolition.** Existing buildings will be demolished only if such action would:
   a) Permit construction of housing for the elderly.
   b) Remove a serious hazard to life safety; or
   c) Not involve buildings with significant architectural or historical merit which can economically be rehabilitated and reused.

5. **Reconstruction.** Existing buildings destroyed by fire, earthquake or other disasters or removed due to hazards or infeasibility of rehabilitation could be replaced by buildings of similar size and scope.

6. **Preservation of Landmarks.** The University will notify the Landmarks Preservation Commission and provide 60 days to comment on any proposal to:
   a) Construct new buildings;
   b) Demolish or significantly modify existing structures of architectural or historical importance; or
   c) Remove existing landscaping or other significance site improvement.

**Summary of Designation**

The NRHP defines an historic district as:

“...a geographically definable area, urban or rural, possessing a significant concentration, linkage, or continuity of sites, buildings, structures, or objects united by past events or aesthetically by plan or physical development. A district may also comprise individual elements separated geographically but linked by association or history.” (from Code of Federal Regulations 36 CFR PART 60)

The **CSDB/CKC Historic District** identifies a 50 acre site and 20 contributing buildings. Of the identified, contributing buildings, 13 were CSD buildings (4 of which are today identified as Bldg. 10, and another 2 as Bldg. 12), including:

- CKC Bldg. 1 – CSD Administration Bldg., 1949
- CKC Bldg. 2 – CSD Secondary School, 1949
- CKC Bldg. 3 – CSD Jr. High School for Boys, 1948
- CKC Bldg. 8 – CSD Intermediate Girls Dorm, 1950
- CKC Bldg. 10 – CSD Main Dining Room, 1931/1950; Kitchen and Commissary Bldg., 1930; Elementary Dining Hall, 1930; and Commissary Building, 1932
- CKC Bldg. 11 – CSD Elementary School, 1931
- CKC Bldg. 12 – CSD Halls for Elementary Girls and Elementary Boys, 1930
- CKC Bldg. 14 – CSD Assembly Hall, 1931
- CKC Bldg. 15 – CSD Elementary Gymnasium, 1940

The other 7 contributing buildings were of the CSB. Of those, 6 retain their associated with the CKC, whereas 1 (CSB Bldg. 2) is now part of the housing complex constructed amidst the two former schools. The 6 CKC contributing buildings are:

- CKC Bldg. 16 – CSB Infirmary, 1940
- CKC Bldg. 17 (east) – CSB Classrooms and
Children’s Residence, 1940
- CKC Bldg. 19 – CSB Admin., Assembly and Library Bldg., 1926/1930
- CKC Bldg. 20 – CSB Annex, 1930
- CKC Bldg. 21 – CSB Boys Residence, 1924
- CKC Bldg. 22 – CSB Gymnasium, 1914

The NRHP record also identifies non-contributing resources, which include 14 buildings, parts of buildings, or structures. All CKC resources identified in the NRHP record are graphically summarized on the attached plan.

The NRHP Statement of Significance reads as follows:

“The buildings of the California School for the Deaf and Blind, and their settings, maintain a park-like ambiance which has long been a landmark for the residents of Berkeley. The continued use of the site for one hundred and fourteen years has made it one of the principal public institutional open spaces in the area. Educationally the California School for the Deaf and Blind is significant for being the first such institution in California and on the West Coast. Along with the University of California (which arrived three years later), the school was one of the first public educational institutions in Berkeley. The well-planned arrangement of buildings, the use of landscaping to define exterior spaces, and the stylistic unity of the buildings has created a campus which is both functionally and aesthetically successful.”

Specific dates of significance are identified as 1914-1949 — the earlier date corresponding to initial discussions that renamed the institution, in 1915, as the California School for the Deaf and Blind, and which
enabled the separation into two schools for the blind and deaf, in 1921. Also in 1921, according to Gebhard, “it was decided that the two schools should remain at their present site. A loose north/east–south/west diagonal line was drawn, giving the northern two-thirds of the site to the School for the Deaf, and the southern third to the School for the Blind” (Gebhard 1979: 75).

Physical planning for the School for the Blind began in 1923, and planning for the School for the Deaf in 1927. By 1929, funds were allotted for the first phase of construction of the School for the Deaf’s dining, kitchen and commissary buildings, which are, today, CKC Building 10. Importantly, the School for the Deaf and Blind plans called for the removal of the former buildings, all of which were sequentially removed from the site.

According to the authors of the NR nomination record, the latter date of significance, 1949, corresponded to the end of the period during which the planning, design and construction of the two schools adhered to a unified and overall architectural concept.

In the NRHP, the CSDB/CKC Historic District is identified as significant under NR Criterion A, Event, and specifically as a public, institutional open space in continuous use for 114-plus years; and for its being the first such institution in California and on the West Coast. The CSDB Historic District is also identified as significant under NR Criterion C, Design and Construction, and specifically for its architecture and landscape architecture. Finally, it is identified in the NRHP as being significant at the state level.

The City of Berkeley identifies the significance of the California Schools of the Deaf and the Blind Landmark Historic District for its architectural, historical and cultural merits.

Fig. 10: Aerial View, c1952, looking south
Future Main Courtyard (center) & 19th Century Admin Building (foreground); Building 8 (under construction at center left), Buildings 3 & 4 (bottom center), Building 2 (bottom right), Buildings 7 & 9 (upper left)
EVALUATION OF HISTORICAL SIGNIFICANCE

In the case of resources with an identified period of significance spanning a duration of time, it stands to reason that older aspects of the resource have a tendency to be found the more significant. However, in the case of the CSD/CKC, it may well be not only the more recent parts of the historic campus that are the most significant, but the most significant areas may well have been realized outside the identified period of significance, as it was the very last thing built, yet around which the entire campus was planned and constructed.

At the center of the CSD/CKC campus lies the Main Courtyard, which is surrounded and largely enclosed by the campus' main buildings and primary features. The courtyard itself, while designed in the 1948-49 timeframe, was constructed in 1953, by which time all of the buildings and spaces of the CSD's central campus were complete. That is, all of the 20th century CSD campus.

Though there are few vestiges of the 19th century CSD campus (CKC Bldg. 22, the original gym; and the perimeter stone walls), both the 19th and 20th century campuses share their geographic centers, though in very different realizations. The 19th century campus had, at its center, a stone building (the Education Building) of monumental character, whereas the 20th century campus has, at its center, an open plaza. One might think that this duality – with one era defining its center in the form of a stoic and supervisory building, and the other with that of a public open space – were the consequence of differing eras and their ideologies. Except that the latter
CSD campus was dictated by the former. Meaning that the 20th century re-creators could not afford the luxury of sweeping away the older buildings, en masse, but resorted to doing so incrementally. Such that the first 20th century buildings were constructed on the site's periphery, where there were no extant buildings. Subsequently, the 20th century campus grew inward, filling the spaces amidst the older buildings, and removing them as they were supplanted and no longer needed. Such that one of the last buildings to go was the original administration building at the center of campus, the removal of which followed the completion of the new administration building, and which left a very meaningful void behind that new building and at the very center of campus.

When the older Education Building was removed, it didn't simply swap places with the quad. Rather, the earlier building straddled the site of the quad and the site of the current Building 8, which completed the quad's eastern side, and also preceded its construction.

This discussion is intended to argue that the spaces (the quad and the entry forecourt and drive, together with the individual courtyards of the adjoining buildings 10, 11 & 14) and buildings (1, 8, 10, 11 & 14) at and surrounding the geographic center of campus are those of primary significance, regardless of their age or chronology. This is also in keeping with the NR record, which, at least with regard to the buildings, appear to recognize them as contributors to the historic district if they directly connect to the central campus (excepting Building 15, the original CSD gym, which doesn't connect to any of the other buildings, yet garners contributing status).

Within the NR record, exactly what the criteria was for recognizing a given building as an NR contributor is difficult to discern. For example, all of the buildings directly connected to the central campus are given contributor status, yet several are more recent than the ending date of the defined period of significance, which is given as 1949. But, then, Building 2 — a fully skewed building constructed in 1949-50, is a contributor, whereas the other fully skewed building 4, built in 1948-49, and thus within the period of significance, is a non-contributor. Perhaps on the basis of its being in the outer ring of buildings, unlike Building 2, which is directly connect-
ed via a loggia. But then there's the further point that Building 4 is also connected via a loggia and porch, albeit a route of greater distance and remove.

Neither is the quad, the forecourt, nor any of the formal courtyards specifically identified as NR contributors, as few landscapes were yet designated within NR records at the time this nomination was written, in 1982. Still, in this instance, how could such spaces not be so recognized? Moreover, how could some equivalent buildings not be?

At this juncture, given these considerations, the NR record should be slightly reconsidered. The facts being that the CSD/CKC campus is an integral place, geographically, physically, socially, and historically. Most of its original parts contribute — although not equally, of course — yet also including both remnant and ghost spaces, buildings and features of the 19th century campus.

The CSD/CKC is integral to the extent that the loss of its landscapes or buildings, with some but few exceptions (Buildings 5, 6, 13, NW Lot...), would diminish its character, and thus its integrity. Such exceptions are illustrated in the attached Historic Landscape and Building Plan. This plan also illustrates a more detailed approach to the identification of the various landscapes and buildings within the CSD/CKC Historic District, by assigning degrees of historical significance.

The CSD/CKC campus is divided into front, center and back. The separation into front and back having everything to do with the precept that the more public the entity, the more potentially significant, on the basis that historical resources are culturally beneficial — i.e., they benefit the public. Thus, building exteriors are more historically consequential than building interiors, with rare exception. And the yards of buildings fronting the public way are also the more exceptional. In this case, the Warring and Dwight Way frontages are the most historically significant areas of the CSD/CKC. Whereas those properties most away from the streets are less so.

But therein lies the power of setting. At the CSD/CKC, the setting dictates a topography of placement and importance.

What is of the primary-most significance of the CSD/CKC is its setting — that being a very early and long established place in the scheme of historical Bay
Area settlement. To the extent that several not just generations but eras of institutional use and buildings have existed on this acreage, yet without forfeiting its essential character as a noteworthy property and setting. In these respects the CSD/CKC campus, though smaller, is historically equivalent to the nearby UC Berkeley campus.

The two institutions are likewise equivalent in that most of the original capital infrastructure of each has been replaced by more contemporary facilities. In fact, practically all of their respective 19th century facilities have been replaced. Their geographic places and settings remain, while the buildings and, to a degree, their users and purposes have changed.

Though the 19th century campuses are history, both the UC and CSD/CKC campuses are well represented by the early-20th century. Especially so at the CSD/CKC, where a unique manifestation exists in the form of a prolonged implementation of a master planning process, begun in the 1920s and concluded some thirty years later.

Moreover, once the CSD was complete, it remained practically unchanged for nearly 30 more years. Altogether, the CSD/CKC campus, as it presently stands, effectively represents more than 50 years of building development, atop and alongside more than 150 years of historical settlement.

**HISTORIC BUILDING EVALUATIONS**

Historic preservation zones establish the framework for treatment of an individual property by zoning the property and buildings into logical areas, primarily based on the integrity of original use and design — with integrity meaning that a critical mass of essential uses and physical features are intact and visible — as well as on the degree of public access. The delineation of a property into historic zones seeks to identify the differences between more and less significant exterior and interior areas. Exterior and interior areas are herein divided into three historic zones — Significant, Contributing and Non-Contributing.

An historic resource, whether a district or an individual building, is an integrated whole consisting of site and landscape, building exterior and interior spaces, features and materials. That resources are so considered is not to say that each of those landscape and building entities are equally historic. Indeed, historic properties are generally considered from the outside in. We also look at historic properties from the perspective of public versus private, with greater significance granted to the former due to the understanding that historic resources generally benefit society over-and-above individuals. One can, therefore, generally conclude, especially in the context of an historic district, that formal and public exterior spaces and building elevations are of the greatest significance, and that significance recedes towards the ‘rear’ of a property, as well as towards the interior — increasingly so with more and more utilitarian and ‘back of house’ uses and their spaces. This method of interpretation parallels the way that landscape and architectural design acknowledge the relative importance of public place and form, resulting in greater formality and consequence at primary public spaces and facades, versus simplification and utility at, for example, service areas, which relatively few might appreciate, and where utility is the expedient.

It is therefore understood that there are degrees of significance within any given historic resource, regardless of scale. As well, that such degrees are measured by a general grading system that implicitly identifies exterior landscapes, elevations, spaces and features as more significant and thus of greater sensitivity than interior spaces.

The intent of historic zoning is to prioritize an historic property by defining zones of greater and lesser historic significance and, therefore, greater and lesser sensitivity to maintenance, alteration, rehabilitation or change. Relative significance is important in the context of planning for the future of existing and, especially, historic resources. Giving consideration to the relative importance of one space to another, or one material to another, allows for the prioritization of individual landscapes, buildings, spaces, elements and materials. It is an attempt to define what is most important, in this case to the potential significance of a resource, and thus what deserves the greatest attention to its preservation. Conversely, designating relative significance allows for a consideration of what is of lesser significance and least sensitive to change, thus suggesting where necessary alterations are best focused.

It is not the intent of this effort to prohibit alteration and additions to this historic property. All active
properties necessarily undergo change in order to maintain uses, or adapt new uses in order to sustain existence. In fact, the former CSD and CSB already experienced a change of primary ownership and use, when it was adapted to collegiate housing in the 1980s.

Such actions as are required to maintain and sustain historic properties are allowed under the guidance of the Secretary of the Interior's Standards. The two applicable treatment standards are:

“Preservation, [which] places a high premium on the retention of all historic fabric through conservation, maintenance and repair. It reflects a building’s continuum over time, through successive occupancies, and the respectful changes and alterations that are made.”

“Rehabilitation, [which] emphasizes the retention and repair of historic materials, but more latitude is provided for replacement because it is assumed the property is more deteriorated prior to work.” (from the Secretary of the Interior’s Standards for Rehabilitation @ http://www.cr.nps.gov/hps/tps/standguide/overview/choose_treat.htm)

In this case, as the property was previously adaptively reused, as there has already been comprehensive material alterations, and since additional repairs are anticipated, Preservation is not the applicable standard, since it emphasizes protection and conservation. Rather, the relevant treatment Standard is Rehabilitation:

“When repair and replacement of deteriorated features are necessary; when alterations or additions to the property are planned for a new or continued use; and when its depiction at a particular period of time is not appropriate, Rehabilitation may be considered as a treatment.

In Rehabilitation, historic building materials and character-defining features are protected and maintained as they are in the treatment Preservation; however, an assumption is made prior to work that existing historic fabric has become damaged or deteriorated over time and, as a result, more repair and replacement will be required. Thus, latitude is given in the Standards for Rehabilitation and Guidelines for Rehabilitation to replace extensively deteriorated, damaged, or missing features using either traditional or substitute materials.” (from http://www.cr.nps.gov/hps/tps/standguide/rehab/rehab_approach.htm)

Our specific rating system is applied from the perspective of the historic district. In this overall historical context, the Very Significant designation is intended to identify the spaces and features that are of primary significance to the whole — i.e., the designated historic district — so this designation is limited to exterior yards, courtyards and arcades, as illustrated in the zoned Site Plan.

Historic Preservation Zones are further described below, followed by floor plan diagrams applying these zoning principals to the CKC Site and Building 2, 9 and 11.

**Very Significant Historic Preservation Zone**

The Very Significant zone consists of exterior areas that are relatively intact and of primary importance to the historic property due to their original location, use and design, as well as their prominence.

Very Significant areas and elements are highly sensitive to alteration. It is strongly recommended that Very Significant spaces, elements and materials remain in place, and every effort shall be made to faithfully restore them to their original locations, forms and materials. Where replacement is necessary due to the loss, deterioration or failure of the original, replacements shall faithfully match the original, based on historical evidence.

Alterations to Very Significant areas may be allowed, but must be limited, and any alteration must not destroy or impose on identified historic features. Where past alterations have been made that are identified as non-contributing, such alterations may be removed or further altered.

No specific areas of Buildings 2, 9 and 11 are, therefore, identified as Very Significant, since most of the CKC buildings, including Buildings 2, 9 and 11, are identified as Contributing resources.

**Significant Historic Preservation Zone**

Exterior and (very limited) interior areas that are of secondary importance to the historic property, or of less public prominence than Very Significant zones, or potentially very significance spaces that have suffered past alterations affecting their significance, are herein identified as Significant.

Like the Very Significant zone, Significant spaces, elements and materials are recommended to be retained and repaired rather than replaced, and missing or altered his-
toric features may be restored. Where past alterations have been made that are identified as non-historic, such alterations may be removed or further altered based on the Secretary of the Interior's Standards for Rehabilitation.

New additions and alterations to Significant areas may be allowed, but must be guided in order to strictly meet the Secretary of the Interior's Standards for the Treatment of Historic Properties. In particular, new work shall not destroy identified historic fabric, and is also recommended to modestly differ from the identified historic character, elements and material while, at the same time, being compatible.

With respect to Buildings 2, 9 and 11, significant spaces and features are limited to primary spaces, including circulation areas such as loggias, porches and exterior stairs, and otherwise to unique features, such as balconies, portals, etc.

**Contributing Historic Preservation Zone**

Exterior and interior areas of secondary importance to the overall historic resource, or of less public prominence than Significant zones, or potentially significant spaces that have suffered past alterations affecting historic significance, are herein identified as Contributing.

Like the Significant zone, Contributing exterior and interior spaces and features are recommended to be retained and preserved, or repaired rather than replaced, and missing or altered historic features may be restored. Whereas preservation is the goal within Significant zones, rehabilitation is recommended within Significant areas.

**Non-Contributing Historic Preservation Zone**

Non-Contributing areas are primarily interior spaces that are original to the resource, but are of tertiary importance, or potentially contributing spaces that have been so altered that their historic identity is absent. Non-Contributing zones are not specifically limited by preservation recommendations. Their uses and elements may be altered or changed, but not without consequence to the historic property and, therefore, the Standards generally apply.
CSD/CKC Buildings 2, 9 and 11 are described in this section. Buildings 2 and 11 were originally designed as classroom buildings, and were so used throughout the CSD period of occupancy. As classroom structures, they had shared features, and so are a logical grouping for the purposes of this report. Building 9 was designed and constructed as a kindergarten facility, in which the youngest group of CSD students were housed in a dormitory at the third floor, taught and played in second floor class and play rooms, and were supervised and assisted by staff housed at the first floor. Building 9 also provided service areas in a ground floor level.

Buildings 2, 9 and 11 were built independent of each other and, in fact, at different periods. Completed in 1931, Building 11 was one of the earliest of the 20th century CSD buildings, having been constructed as an integral part of the directly adjoining Assembly Hall (CKC Building 14). Following the interregnum of the following decade and a half, Building 2 was part of the initial post-WWII building campaign, in 1949, followed relatively immediately by Building 9 in 1951. Finally, the classroom addition at the west side of Building 2 was completed in 1960.

In the c1980s UC conversion project, each of these buildings was simultaneously adapted for reuse as dormitories, so they are today alike at their interiors.

As is the case with all of the historic buildings of the CKC campus, the subject buildings are each reinforced concrete structures. Their presence is largely defined by their exposed, board-formed concrete walls, their generous windows, and their clay tile roofs. While the post-war buildings incorporate modern details and
geometries, the overriding architectural style is Spanish Colonial Revival, which is conveyed by light colored, masonry-like building walls, with traditional and substantial clay tile roofs. The Revival style is also reinforced by a modicum of features and details reminiscent of the Missions, including interconnecting loggias, and projecting balconies and bay windows.

As is the case with all of the earliest buildings of the 20th century campus, Building 11 faithfully employs features that are unequivocally Spanish Colonial Revival, including ornamented entry portals, iron and wood work. On the other hand, there is a substantial blending of the modern in the buildings dating from the post-war period — and appropriately so, given their post-war era, by which time tradition and ornament were taboo. Yet also appropriately so given the need to be expeditious with these latter buildings.

Though these buildings have much in common, what distinguishes them is equally important, in so much as one-of-a-kind characteristics and features are neither repeated nor essentially replaceable. Such one-of-a-kind materials and elements are also present in very limited quantity, given that this campus was built under the premise of institutional standardization.

The following describes individual building exteriors. Despite repetition, each significant and contributing feature and material is specifically identified relative to each building elevation, in order to provide a detailed list on a building-by-building basis, and because there are subtle changes from elevation-to-elevation and building-to-building.

The most unique, relatively one-of-a-kind features are necessarily the most character defining, including:
- Stone archway at Building 2 (fig.13)
- Pilastered west facade at Building 2 (fig.14)
- Balconies at Building 2 east elevation (fig.17)
- Arched openings at Building 9 south elevation at service yard
- Arched stair at Building 9 north elevation (fig.16)
- Balcony at Building 11 north elevation (fig.15)
- Screened window at Building 11 (fig.18)

Nonetheless, a list of the most typical features effectively summarizes the most primary and, thus, characteristic features of these historic buildings, including:
- Painted, board formed concrete walls and trim
- Painted, board-formed concrete roof towers/chimneys
- Concrete wall screens
• Stained and patterned concrete paving and steps
• Clay tile roofs
• Metal gutters and downspouts
• Steel and wood windows
• Wood entry doors and lites

There are, likewise, a range of features that are not historically important, and which are also repeated at each building. These features have largely been applied to the buildings in the course of their conversion, or thereafter. Rather than list these non-contributing features over and over, this summary of non-contributing features is provided:

• Miscellaneous equipment, including benches, planters, receptacles, signage, lock boxes
• Miscellaneous electrical equipment, including wiring, conduits, controls, etc.
Building 2 is situated in the front, northwest quadrant of the CKC, directly along Warring Street and alongside the west side of the entry drive and forecourt. Its siting at the campus’ frontage lends Building 2 a degree of significance over and above like buildings that stand away from the front and center of campus. As discussed below, several original architectural features recognize and highlight the relative importance of this building and its immediate setting.

Building 2 is actually two buildings nested together. The first and larger portion was constructed in 1949 as the CSD secondary school classroom building. This is the upper, elongated, T-shaped structure that directly connects to the central campus via its southeastern loggia. An L-shaped “classroom addition,” dating from 1959, adjoins the original building at its western side. Together, the two buildings create a courtyard that is fully enclosed on three sides and open towards the CKC entry drive to the south.

During the 1983-84 UC adaptive reuse project, Building 2 was converted from classrooms to dormitory rooms. Understanding that, one can imagine its former use, in particular via the design of its windows, which are very open and large, thus corresponding to the individual classrooms that they once served. However, at the interior, all but one original classroom — that now a laundry room at the first floor of the east wing — have been completely altered, as have all of the originally wider corridors. In this respect, and practically speaking — i.e., without knowing otherwise — there is little particular evidence of Building 2’s former use.

David Gebhard’s description of the Building 2 (formerly referred to as D-2 and D-3) summarize its architectural interest and significance:

“Buildings D-2 and D-3 indicate an important abandonment on the architect’s part of the Beaux Arts balanced composition which had been expressed in all of the [CSD] site plans from 1928 on. Although the building was connected by an open loggia to the north courtyard of the Administration Building, its angled siting broke the rectilinear geometry and balance of the earlier site plans.”

Stressing how its skewed geometry exemplified the coming of the modern era upon this campus, Gebhard further describes the building’s image:

“The siting of the building so that it appears to respond to the west sloping contours of the site follows a similar approach used by many European Architects of the 1930s and 1940s. While the angling of the building does make it possible for more south sunlight to enter the southwest interiors, its use here is much more of a desire to create a Modern image than a response to functional considerations. As with the Administration Building of the same year, the Stevenson Secondary School Building reads as modernized, post World War II Spanish Colonial Revival.”

Curiously, Gebhard makes no mention of the sever-
al remarkable features that here characterize the Spanish Colonial — in particular, the 1949 building's western façade, with its pair of Ionic pilasters that originally addressed the street with an unusual architectural formality for a campus that otherwise goes to so little effort to acknowledge the outside world. These pilasters are still visible, though not from the street, given the intervening tree growth, but also due to the later addition that attached itself to this very façade.

That addition, though partially obscuring what was and is, in part, an important façade, was relatively sensitively connected to the earlier building. It is also a clearly subordinate addition, a stepchild of the far better realized, original building. That the addition is of another era is perhaps best demonstrated by its being directly connected, rather than linked via a passage or loggia, the latter of which would have been consistent with the parti of the CSD plan.

Another reason to consider the addition as something of an intrusion, and especially so given its being located at the very front and center of the campus, is the courtyard that resulted from the pairing of the 1949 and 1959 structures. Whereas the original courtyards of the CSD are all planned if not designed, and are each of primary significance to the historic campus, the Building 2 courtyard appears unplanned and circumstantial, thus, a courtyard without particular relevance or meaning within the context of the historic campus — though arguably so, since it falls within the period of significance, and was a result of the overall CSD campus campaign. Still, the frontage of the campus would likely have been better without the Building 2 addition.

Although the National Register nomination identifies the addition to Building 2 as a non-contributing resource, this evaluation assumes that it contributes to the Historic District, since it is, at this juncture, an integral and relatively equal part.

Altogether, Building 2 is a relatively large structure, lengthwise, consisting as it does of something like 12 different facades amounting to more than 1,200 feet in length, with only about 20 feet of this extraordinary building length serving to connect Building 2 to other campus buildings.

While the CSD/CKC is a unity of place based on
proximity, purpose, design, materials and colors, Building 2 is uniquely sequestered within the context of the historic campus, set off as it is at an angle, and at the same time seeming to align it with the geometry of the adjoining streets, and thus, again, to the outside world. It is also but tenuously connected to the central campus via the narrow loggia. Nor is it, at this point, a particularly visible building, as much of its exterior is concealed behind mature trees.

The stone arch at the southeast entry deserves further mention, since it is the only building element reused from the 19th century CSD campus, and specifically from the Education Building. According to David Gebhard, the portion of the archway that is original is the voussoir (upper arch) - the columns (probably concrete) were created to support the voussoir - and the voussoir was also truncated by the removal of the keystone, in order to fit the Loggia, thus resulting in a gothic-like shape. Originally, the stone was inscribed with the words “Education Building.”

The stone arch was reused at the opening to the portion of Building 2 that distinctly housed the principal’s offices, and which included student supplies and books, presumably for sale. In its reused state, one entered through the Building 2 archway directly into a corridor that ran along the window wall. This arrangement likely recalled the older school buildings, with the stone arch serving as the entrance to the education building.

The following identifies Building 2’s exterior materials and elements, listing each according to its historic designation, whether significant, contributing or non-contributing. For the overall identification of building spaces, see the previous, Historic Building Zone section.

**BLDG2 – Southeast (Loggia) Elevation**

**Significant Materials and Elements:**
- Painted concrete loggia structure, including columns, balusters, piers and beams
- Stone archway
- Stained and patterned concrete paving

**Contributing Materials and Elements:**
- Painted, board formed concrete walls and trim
- Clay tile roofs
- Metal gutters and downspouts

**Non-Contributing Materials and Elements:**
- Iron railings at Loggia
- Wood doors and metal frames
- Stuccoed infill wall
- Light fixtures and electrical equipment

**BLDG2 – South Elevations**

**Contributing Materials and Elements:**
- Painted, board formed concrete walls and trim
- Painted concrete entry portal
- Clay tile roofs
- Metal gutters and downspouts
- Wood windows and frames

**Fig.22: Building 2, Southeast Loggia**
Stained and Patterned Concrete Floor

**Fig.23: Building 2 Loggia**
South Elevation
• Wood door frames and transoms

Non-Contributing Materials and Elements:
• Metal doors and frames
• Light fixtures and electrical equipment
• Metal louver (@ courtyard south wall)

BLDG2 – West Elevations

Significant Materials and Elements:
• Painted, concrete pilasters and capitals
• Painted concrete porch structure (@ c’yard entry)
• Concrete paving and steps (@ c’yard entry)

Contributing Materials and Elements:
• Painted, board formed concrete walls and trim
• Painted, board formed concrete entry portal
• Concrete wall screens/grilles
• Concrete landing and steps
• Metal pipe railings
• Wood doors, frames and lites
• Wood windows and frames
• Clay tile roofs and roof edges
• Metal gutters and downspouts
• Metal grilles
Non-Contributing Materials and Elements:
- Concrete infills at windows and walls
- Metal door and lite (@ c’yard entry)
- Concrete ramp (@ c’yard entry)
- Pipe railings (@ c’yard entry)
- Light fixtures

**BLDG2 – North Elevations**

Significant Materials and Elements:
- Painted, board formed concrete entry portal

Contributing Materials and Elements:
- Painted, board formed concrete walls and trim
- Concrete wall screens/grilles
- Concrete paving (@ entry doorway)
- Metal pipe railings
- Wood doors, frames and lites
- Wood windows and frames
- Clay tile roofs and roof edges
- Metal gutters and downspouts

Non-Contributing Materials and Elements:
- Concrete paving (outside entry door)
- Metal doors and frames
- Metal pipe railings
- Light fixtures

**BLDG2 – East Elevations**

Significant Materials and Elements:
- Painted, concrete balcony structures
- Wood window and doors (@ balconies)
• Painted concrete wall screens/grilles (below balconies)
• Painted, board formed concrete entry porch structure
• Stained and patterned concrete paving (@ entry)

Contributing Materials and Elements:
• Painted, board formed concrete walls and trim
• Stained and patterned concrete paving (@ east terrace)
• Painted, board-formed concrete roof towers/chimneys
• Wood windows and frames
• Clay tile roofs and roof edges
• Metal gutters and downspouts
• Wood door frames and transoms

Non-Contributing Materials and Elements:
• Metal door and lite (@ c’yard entry)
• Wood window infill units
• Light fixtures

Fig.31: Building 2
Partial East Elevation (original Principal’s wing) and East Entry

Fig.32: Building 2, East Elevation
Original terrace location at East Elevation (Note: Center window replaced original door)

Fig.33: Building 2, East Elevation
Looking southwards towards loggia
Building 9 was constructed in the early 1950s for the CSD “lower school and kindergarten,” although the lowest story provided, and still provides, shop and service space that opens into the service yard below. Both of the loggias between Building 7 and 9, and between 8 and 9, were designed and built as a part of the Building 9 project.

Building 9 is a 3-story, U-shaped plan that opens eastward, with a narrow, 3-story wing extending westward from the building’s center, and then a short, 1-story service wing below. The structure steps eastward up the hill, so the upper courtyard elevations are 2-stories, whereas the lower, west facing elevation are 3 and 4-stories.

Like Building 2, Building 9 is multi-faceted. Its three levels also combine to create another relatively large structure. Moreover, its exteriors have four distinctly different orientations:

- North — a confined orientation into the passage connecting to the central courtyard as well as directly to Buildings 7, 8 and 10. So confined, in fact, that the upper north façade is hardly visible, except obscurely from the central court-

yard, or else from the upper floors of Building 8 directly to the north, while its lower façade is not only confined beneath the roof of the passage, but also climbs a set of stairs;

- Eastward — an open orientation, consisting of five exterior elevations that face into a landscape courtyard and toward the upper campus and hills above, and across which stands Building 7;

- South-southeast — towards the road, service yards, and into a cluster of buildings both of the CKC campus — of which it is one — and of the retirement home directly south;

- West-southwest — a formal orientation consisting of three facades that face towards and into the main dining hall (Building 10) courtyard.

In this respect, Building 9 seems like several buildings,
given that it shares in a multiplicity of places and buildings that are independent of one another. To wander around this building is to seemingly experience several different buildings, in no instance more so than at the west-southwest orientation, which is visible only via the main dining hall. This sense is furthered by its lack of interior connectedness, with the middle (second) level being accessible only from the Building 9 Courtyard to the east, though this circulation pattern is not original to the building.

Reciprocally, while Building 9 is physically disjointed, such multi-faceted relations means that the building is well integrated into the CKC. Each of its unique orientations adds to the making of unique places. To the north, it forms the southeast corner of the central courtyard with Buildings 8 and 10, and combines with Building 8 to make the covered, southeast passage. To the east, it forms the bulk of the Building 7/9 courtyard in the open space of its U-shaped plan; to the south-southeast it becomes one of a cluster of CKC buildings, from the vantage point of which is demonstrated an excellent unity of form and design, even though several of these structures are utilitarian and service-like, including the lower portion of Building 9 itself; and from the west-southwest, it forms two of the four elevations of the main dining hall courtyard.

The following identifies Building 9’s individual materials and elements, again listing each according to its historic designation.

**BLDG9 – South Elevation**

**Significant Materials and Elements:**
- Painted, board formed concrete entry porch structure
- Stained and patterned concrete paving (@ entry)

**Contributing Materials and Elements:**
- Painted, board formed concrete walls and trim
- Concrete roof towers/chimneys
- Concrete wall screens/grilles
- Wood entry doors, lites and frame
- Steel windows
- Wood windows and frames
- Clay tile roofs
- Metal gutters and downspouts
Non-Contributing Materials and Elements:
- Steel window and opening (@SE elevation)
- Light fixtures

**BLDG9 – West Elevation**

Contributing Materials and Elements:
- Painted, board formed concrete walls and trim
- Concrete roof towers/chimneys
- Concrete wall screens/grilles
- Steel windows
- Wood windows and frames
- Clay tile roofs

- Metal gutters and downspouts

Non-Contributing Materials and Elements:
- Metal grille (@ wall above entry door)
- Light fixtures

**BLDG9 – North Elevations**

Significant Materials and Elements:
- Painted, board formed concrete loggia roof/ceiling structure (incl. skylight)
- Stained and patterned concrete paving and stairs (@ loggia)
- Formed concrete stair (@ c’yard north elevation)
Contributing Materials and Elements:
- Painted, board formed concrete walls and trim
- Concrete roof towers/chimneys
- Concrete wall screens/grilles
- Wood entry doors, lites and frame
- Steel windows
- Wood windows and frames
- Glass block window
- Clay tile roofs
- Metal gutters and downspouts
- Metal pipe railings
- Metal grilles (@ loggia)

Non-Contributing Materials and Elements:
- Concrete step (@ c’yard elevation)
- Metal roof edge flashing (@ c’yard elevation)
- Concrete window infill (@ loggia elevation)
- New openings with aluminum windows (@ loggia elevation)
- Light fixtures

**BLDG9 – Courtyard Elevations**

Significant Materials and Elements:
- Painted, board formed concrete loggia roof/ceiling structure
- Painted, board-formed concrete roof towers/chimneys (w/metal louvers)
- Stained and patterned concrete paving (@ loggia)

Contributing Materials and Elements:
- Painted, board formed concrete walls and trim
- Concrete landing (@ orig. entry door, SE elevation)
- Pipe railing (at exit stair)
- Wood doors and lites
- Steel windows
- Wood windows and frames
- Clay tile roofs and roof edges
- Metal gutters and downspouts
- Metal roof edge flashing (@NE elevation)
Non-Contributing Materials and Elements:

- Wood and steel balcony structure
- Wood framed and clay tiled roof overhang
- Wood entry doors (@ passage)
- Metal doors and lites (@ c’yard south elevation)
- Wood infill window (@ door opening, SE elevation)

- Plain concrete paving (@ loggia and passage)
- Light fixtures
Integration and connectedness are a primary characteristic of the CKC campus, and is very much a defining characteristic of Building II. Building II provides a distinct counterpoint to Building 2’s relative separation, as Building II is literally entwined within several other buildings (10 and 12), such that the extent of Building II is unclear, both inside and outside, where none of its facades are independent. The contrapuntal distinction between these two buildings is heightened by their standing opposite one another across the CKC entry drive and forecourt, though there is no apparent tension or dialogue between the two. From this important exterior space at the front of the campus, the meaningful dialogue is, instead, between two eras of architectural thinking: Building II’s traditional Spanish Colonial of the 1920s, and Building 2’s post-war, hybrid, Modern-Colonial style.

Building II was the classroom portion of the first building group of the 20th century CSD, consisting of the Building 10 Elementary Dining Hall, its courtyard, and the Servery (kitchen) and the Auditorium Building 14. That original construction project also included the covered passage that forms the east boundary of the Building II Courtyard, and which forms an extension of Building II’s south stair in such a way as to separate Buildings 10 and II.

Building II is a relatively formal design, due to its central location along and facing the main entry drive and its standing perpendicular to the administration Building I, but also since its design is a sincere Spanish Colonial version, unadulterated by the impending Modernism of the later CSD buildings. As Gebhard notes, “the north and south facades are extremely important in establishing the hispanic imagery of the school,” in reference to the number of ornamental features, including balconies, balconettes and portals.

In fact, and as noted above, Building II really has but two facades, one facing outward and north to the entry drive, and the other inward and south to the Building 14 courtyard. Otherwise, there is an entry portal facing north and into the Building 10 Loggia, plus a short, west facing exterior elevation standing alongside the recessed front of the adjoining Auditorium building.

The exterior of Building II has a wide range of characteristic features, including an oriel-like window screen, entry portals, and ornamental metal work across the north elevation.

**BLDG11 – South Elevation**

**Contributing Materials and Elements:**
- Painted, board formed concrete walls and trim
- Formed concrete vent screens/grilles
- Wood windows and frames
**Fig. 49: Building 11**
East Entry from Building 10 Loggia

- Clay tile roof
- Metal gutters and downspouts
- Metal louvers and vents

**Non-Contributing Materials and Elements:**
- Rooftop ventilators
- Light fixtures

**BLDG11 - East Elevation (including NE Stair)**

**Significant Materials and Elements:**
- Concrete entry portal (@ loggia)
- Patterned and stained concrete paving and stairs
- Formed concrete bench (@ stair)
- Wood beams (@ stair)

**Contributing Materials and Elements:**
- Painted, board formed concrete walls and trim
- Steel windows (@ stair)

**Non-Contributing Materials and Elements:**
- Entry doors, frame and lights (@ first floor loggia)
- Light fixtures

**BLDG11 – North Elevation**

**Significant Materials and Elements:**
- Formed concrete entry portals and stoops
- Stained and patterned concrete steps and paving
- Formed concrete window apron
- Wood windows screen
- Wrought iron balconies and railings
- Wrought iron light fixtures

**Contributing Materials and Elements:**
- Painted, board formed concrete walls and trim
- Formed concrete wall screens/grilles
- Stained and patterned concrete paving and stairs

**Fig. 50: Building 11**
North Elevation, Northeast Entry
- Clay tile roofs
- Metal gutters and downspouts
- Steel windows
- Wood windows and frames
- Wood doors, lites and frames
- Steel doors w/ wood lites

Non-Contributing Materials and Elements:
- Metal pipe railings

**BLDG11 – West Elevation**

Contributing Materials and Elements:
- Painted, board formed concrete walls and trim
- Formed concrete wall screens/grilles
- Clay tile roof (edge)
CKC Buildings 2 and 11 were originally classroom-type buildings for the CSD, with Building 2 being a secondary (junior high and high) school, and Building 11 being an elementary school. Building 9 was originally mixed use—though predominately serving kindergarten uses—with the lowest level being service areas for the campus, the first floor housing kindergarten staff living and working spaces, the second floor being kindergarten class and play rooms, and the upper floor dormitories. Each of these buildings presently serve as student dormitories throughout, with the exception of the ground level of Building 9, which retains service uses similar to the original.

As stated throughout this report, each of the three building interiors under discussion was substantially altered, with the exception of selected corridors, stairs, and an occasional room, and to the extent that their original uses and conditions are obliterated. Given this extent of alteration, and in the context of the overall historic district, the interiors of Building 2, 9 and 11 are of little historic significance. With the important exception that the orientations and settings of all of the CKC buildings remain, just outside the windows, of which there are many and generous, and through which practically every interior space is connected to a particular exterior place:

- Building 11 orients—simply—forward, to the north and into the space of the formal entry drive; and rearward, into its formal courtyard.
- Building 2 orients towards each and every direction, literally, and in each case into treed landscapes. But it also is, importantly, on and thus oriented to the front of the CKC campus on Warring and the CKC Entry Drive.
Building 9 is disoriented, as it is joined to a number of differing use areas, including: eastward into the semi-public space of a residential courtyard; south-westward towards roads, service areas and their consequent building facades; westward into the important Courtyard of the Main Dining Hall; and northward into and over the covered Passage from the Main Courtyard.

The point being that the design of each CKC building generously connects the inside to the generous outside of this site and, in many cases, of the region. Situated in the midst of the East Bay foothills, what lies outside the window is not limited to a yard, but often opens to nearby hills or to the space of the Bay, and in each case a particular orientation connects inhabitants to a particular place.

As discussed in the Significance section, the setting of the CKC is where its historical significance is concentrated. From this overall perspective, the interiors retain significance, although interior spaces and elements largely do not contribute to that significance, with the exception — as described below and outlined within the zoned section of section 3 — of selected corridors and stairways, and but a handful of rooms.

The following provides a brief description of the building interiors, followed by the summary identification of their individual characteristics in the form of a prioritized listing of interior features. This summary of elements also does not identify features such as exterior doors, windows and balconies, as those elements are addressed under the exterior descriptions of this HSR.

CKC Building 2 was constructed in two parts. The first, completed in 1951, consisted of an elongated, 2-story, T-shaped structure. In 1960, an upside down, L-shaped set of wings was attached to the western side of the original building. In each of these structures, their elongated, north-to-south wings consisted of single-loaded corridors along the perimeter, serving various classroom and office spaces along the opposite perimeter. Also in each case, the upright, east-to-west oriented parts are relatively short structures, with a double loaded, central corridor serving rooms to each side.

As noted above, almost all of the original spaces were classrooms and teacher’s offices, with several exceptions. A discrete group of spaces at the southeast end of the original part of Building 2 housed the principal of the school, along with associated offices, and supply and book rooms, presumably for the sale or distribution of school supplies and textbooks. One entered these offices via the Loggia and through the original entry doors with the stone archway of the previous CSD education building. Another distinctive characteristic of the principal’s office area was its having been housed in a discrete, single-story part of Building 2, which is otherwise
two stories throughout. Obviously, the principal's area was of consequence in the scheme of the CSD.

Additionally, the first floor of Building 2's original east-to-west wing housed a library at the north side of the corridor, with classroom and teacher's offices opposite.

All of the original classroom, library and office spaces were extensively altered in the process of their conversion to student dormitories, with the exception of the original corridor that bypassed the principal's office area, which was eliminated. Other original corridor spaces largely remain, though they too were altered, specifically by expanding dorm rooms into the corridor space, thus narrowing the corridors from wide, classroom serving spaces to narrow, residential serving spaces.

At Building 2, one other original space remains — in the form of the existing laundry space towards the south end of the north-to-south wing of the c1950 building. Though the interior wall separating it from the corridor has also been altered, the space represents one of the original classrooms.

One other worthwhile observation about the interior of Building 2 is the different character of the c1950 and c1960 interiors. In their corridors and stairs, one can still observe the relatively refined design character of the earlier building versus the 1960 building, which is far more rudimentary in character.

Given the extent of changes to the interiors of Buildings 2, historically Contributing spaces are limited to entry spaces, stairs and corridors. The spaces (dorm rooms, toilet/showers, custodial and mechanical spaces) and elements throughout the remainder of the building are historically Non-Contributing.
Floors 1 & 2 - Corridors
Historic Designation: Contributing
Contributing Elements:
- Plaster walls and ceiling
- Wood doors and frames
- Wood window casings and metal sills
- Skylight (@ Floor 2)
- Radiators
Non-Contributing Elements:
- Gyp. board walls and ceilings
- Wood doors and metal frames
- Carpeting w/ resilient bases
- Light Fixtures

Floors 1 & 2 - Dorm Rooms
Historic Designation: Non-Contributing
Contributing Elements:
- Selected plaster walls and ceilings (including sloped ceilings)
- Wood window casings
- Radiators
Non-Contributing Elements:
- Gwb partitions
- Wood doors and frames
- Carpeting w/resilient bases
- Resilient flooring w/resilient bases
- Ceramic tiles floors, walls and bases
- Kitchen and bathroom casework and equipment
- Light Fixtures
CKC BUILDING 9

CKC dormitory Building 9 was the 1951 CSD Lower School and Kindergarten. Its original Ground Floor service spaces and their uses generally remain. Otherwise, all that remains of original interior spaces at Building 9’s upper three stories are:

- The interior circulation pattern at the First Floor, consisting of the main, north-south running corridor, and a portion of the secondary, east-to-west corridor;
- The original entries at north and south ends of the first floor;
- A first floor toilet room situated below the north stair;
- The 3-story, north and south stairways.

Though these latter features remain, the stairs no longer interconnect the various floors of this Building, since the former corridors at the second and third floors have been removed. Thus, even their contribution to the historic building is diminished, as they no longer participate in the overall and historic circulation patterns of this building or the historic campus.

Floor 1 - North and South Entries & Stairs
Historic Designation: Contributing
Contributing Elements:
- Plaster walls and ceilings

Non-Contributing Elements:
- Concrete stair w/pipe railings
- Resilient flooring and base
- Interior doors, frames in gwb partitions
- Light Fixtures

Floor 1 - Corridors
Historic Designation: Contributing
- Plaster walls
Non-Contributing Elements:
- Carpeting and resilient bases
- Acoustic tile ceilings

Fig.63: Building 9
Partial Plan showing original Basement Floor service rooms

Fig.64: Building 9
Floor 1 Corridor (looking North)
Interior doors and frames
• Light Fixtures

**Floor 1 - Toilet Room #BA2**

Historic Designation: Contributing

Contributing Elements:
• Plaster walls and ceiling
• Marble toilet partitions
• Metal window sills
• Ceramic tile flooring and base
• Plumbing fixtures

Non-Contributing Elements:
• Gyp. board partition
• Wood door and metal frame
• Light Fixtures
• Toilet room accessories

**Floor 1-3 - Typical Dorm Rooms**

Historic Designation: Non-Contributing

Contributing Elements:
• Plaster walls and ceilings
• Metal window sills
• Radiators

Non-Contributing Elements:
• Carpeting and resilient bases
• Gyp. board walls, partitions and ceilings
• Wood doors and trim
• Kitchen and bath cabinets and equipment
• Resilient flooring (at Kitchens and Baths)
• Ceramic tile walls and floors (at Baths)
• Light fixtures
CKC BLDG 11

CKC dormitory Building 11 was the CSD Elementary School, c1931. Originally, CKC Building 11 housed classroom spaces throughout its two levels, along with a library and office spaces at the second floor. Importantly, and though its east-to-west running corridor and double-loaded arrangement of rooms remains, the central corridors have each been narrowed, and their former through connections to Building 14 have been severed. In this case, even the West Stair has been altered by its extension into both first and second floor corridors. Given the importance of patterns, paths of elements of circulation to the overall character of the historic CKC campus, the extent of these alterations has diminished the contribution of this building to the CKC historic district.

In addition, all but a single fragment of the original classrooms have been altered beyond recognition, leaving little of identifiable significance within Building 11. That fragment is a wood wainscot remaining on the east wall of Room 209.

**Floor 1 - East Entry & Stair**

Historic Designation: Contributing

Contributing Elements:

- Plaster walls
- Concrete floor and bases
- Concrete stair w/pipe railings
- Wood window sills
- Recessed radiator with metal grille

Non-Contributing Elements:

- Acoustic tile ceiling
- Light Fixtures

**Floor 1-2 - West Entry & Stair**

Historic Designation: Contributing

Contributing Elements:

- Board formed concrete walls, frames and casings
- Concrete floor and bases
- Concrete stair w/pipe railings
- Wood window sills
- Plaster ceilings (at stairs)

Non-Contributing Elements:

- Acoustic tile ceiling
- Gyp. board partition (at corridor)
- Wood doors, frames and lites (at corridor)
- Light Fixtures
**Floor 1-2 – Corridors**

Historic Designation: Contributing

Contributing Elements:
- Plaster walls (south side of corridor)
- Concrete base (at Floor 1 corridor steps)
- Metal pipe railing (at Floor 1 corridor steps)

Non-Contributing Elements:
- Acoustic tile ceiling
- Carpeting and resilient bases
- Gyp. board walls (north side of corridor)
- Wood doors and metal frames
- Light fixtures

**Floor 1-3 – Typical Dorm Rooms**

Historic Designation: Non-Contributing

Contributing Elements:
- Plaster walls and ceilings
- Metal window sills
- Radiators

Non-Contributing Elements:
- Carpeting and resilient bases
- Gyp. board walls, partitions and ceilings
- Wood doors and trim
- Kitchen and bath cabinets and equipment
- Resilient flooring (at Kitchens and Baths)
- Ceramic tile walls and floors (at Baths)
- Light fixtures

**Floor 2 - Room 209**

Historic Designation: Non-Contributing

Contributing Elements:
- Wood wainscoting (at east wall)
- Wood door frame (at Balcony door)
- Recessed radiator and grille

Non-Contributing Elements: (same as typical dorm room, above)
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