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HISTORIC RESOURCES SURVEY:

MOUNT SAN ANTONIO COLLEGE

WALNUT, CALIFORNIA

DRAFT

Prepared for:

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I. Project Description

This is a technical report of the historic resources reconnaissance survey of the campus of Mount San Antonio College. The College requires an evaluation of any potential historic resources found on the campus as part of an Update EIR for their Master Plan.

The three steps necessary in such a study are: 1) identification of the resources; 2) identification of the resources' historic context; and 3) evaluation of the historic significance of the resources.

In summary, this technical report contains the synopsis of the consultant's cultural resources identification and evaluation investigation of the campus in compliance with the California Environmental Quality Act (CEQA). Sections of this report are as follows: Identification of the Resources, Historic Context, and the Evaluation of the Historic Significance of the Resources and Recommendations. Also included is a Sources section and appendices of survey data, photographs and maps. Background discussions of the various phases of the process are also appended.

II. Identification of the Resources

(Please see Appendix 5 for a background discussion on the identification and historic context phase.)

A "windshield survey" (actually, in this case, a walking reconnaissance) of the campus was carried out on June 5, 2002.¹ With the aid of building summary reports furnished by the client, all sites identified as being more than forty-five years old were observed, recorded, mapped and photographed. (Although a fifty-year age is the normal cut-off for eligibility for the National Register of Historic Places and California Register of Historical Resources, many consultants undertaking surveys such as this one are now using an age of forty-five years so that their surveys will not be so quickly outdated.) While undertaking the survey, the consultant also paid special

¹ According to *National Register Bulletin 24*, a windshield survey is an efficient "common method of reconnaissance when visible historic buildings and structures are the subjects of interest." California's office of Historic Preservation defines a windshield survey as a "systematic and complete drive through the entire survey area to locate [age-qualifying] buildings and to identify possible districts and landscape features."

For a resource to be recorded on a "windshield survey" it must: 1) by visual inspection appear to be at least fifty years old or possess some very significant attributes if less than fifty years old; 2) exhibit some elements of a determinable architectural style or styles; and 3) retain a significant proportion of its stylistic integrity. Slightly altered structures can be included as long as they are marked "altered" on the survey report.

Some buildings may be included not for their immediate architectural qualities, but because their apparent age makes them worthy candidates for historical research. In fact, these buildings may have been considerably altered.

attention to all buildings, whatever their age, that were identified by the client as scheduled for removal or significant alteration under the Campus Master Plan.

Research was undertaken before and after the site visit in order to further identify the history of the buildings and their context. The first step was to investigate whether information on any potential historic resources on the property had already been recorded at the South Coastal Information Center of the State Office of Historic Preservation located at California State University, Fullerton. No records were found.

Further research was conducted at the Mount San Antonio College library, the Los Angeles County Assessor's archives, and the Los Angeles Public Library, the oldest public library collection in Southern California. The focus of this research was to determine if any of the identified potential historic resources were of local or regional significance. As many additional sources as possible within realistic time and budget constraints were also investigated and are listed under Sources (Section V).

The consultant observed that land use on the campus is entirely educational. All buildings with non-academic uses house such related back-up needs as maintenance facilities and student, faculty, and administrative services. Many buildings on the campus are utilitarian or portable ("temporary") in nature and are of a vernacular or nondescript design. A number of new buildings are pleasing esthetically and show an attention to architectural style. Older buildings dating back to the earliest days of the College and to even earlier institutional uses of the grounds have varying degrees of historical and/or architectural interest.

As discussed in the historic context section below, much of what is now the campus area was formerly used for hospital purposes. Although many of the structures associated with that earlier use have already disappeared and been replaced with more recently built improvements, all pre-1948 buildings still remaining on campus were once associated with health-care. Also, many of the earliest buildings specifically constructed for use by the College are still extant.

A total of 57 buildings are listed as being affected by the Campus Master Plan. The campus has a total of 21 buildings identified as being at least 45 years old. Of these, only 6 will not be affected by the Master Plan; the remaining 15 are all scheduled for demolition between the years 2004 and 2012.

III. The Historic Context

(As discussed in Appendix 5, in order to assess previously recorded and as yet unevaluated historic resources, a historic context must be developed, revolving around a theme, place, and time. Then, it is possible to evaluate and study the identified historic resources within the research framework of the historic context.)

A) *Brief History of Walnut*: The first residents of this area can be traced back to the Gabrielino Indians who were of Shoshoean origin. Walnut has one recorded site of archaeological significance dating from the era of Native-American habitation. (This site is not on the campus of Mount San Antonio College.)

The arrival of the Spanish in the area introduced large ranches, the beginnings of agricultural development, and the creation of extensive home-sites. The first land grants in the Walnut area were those of the Rancho de San Jose (22,340 acres), presented in 1837 to Don Ricardo Vejar and Don Ygnacio Palomares; the Rancho de los Nogales (4,340 acres), issued in 1840 to Jose de la Cruz Linares; and La Puente Rancho, consisting of 48,790 acres, issued to John Rowland and William Workman in 1842. All this land had first been used as grazing for the cattle and sheep of the San Gabriel Mission.

Jose de la Cruz Linares died in 1846, and his wife had to sell part of their rancho to Ricardo Vejar to help pay her husband's debts. Vejar's home was in the bend of the hills near the springs of the San Jose Creek, which is now known as Spadra, within the city limits of Pomona. Serving all of the Vejar family's needs, their adobe consisted of living quarters, a chapel, blacksmith shop, silver working shop, and a stable. Ricardo Vejar's adobe served as a social center for the people of the valley in those days. A team change station for the Butterfield Overland Stage Company was also located near the Vejar home from 1858 until 1861.

A second adobe, located in what is now Walnut's Lemon Creek Park, has been preserved as one of the City's most important historical resources. The William R. Rowland Adobe Redwood Ranch House was designated a point of historical interest by the State of California in 1975. This mixed adobe and redwood structure, built in 1883, served as the home of Rowland's ranch foreman and is one of the last original ranch houses in the area.

Walnut originally obtained its name from the Rancho de los Nogales land grant—*nogal* being the Spanish word for "walnut." The Rancho itself had derived its name from the many wild black walnut trees that covered nearby hillsides. The Southern Pacific Railroad came through in 1874, bringing with it more visitors and potential residents. A stop was established, called the Lemon Station because it was situated on Lemon Street and because of the many citrus trees then in the area. "Lemon" became the town's informal name. "Walnut" was not adopted as the community's official name until 1912, with the building of a new post office.

Walnut's first school was established in about 1876, the teacher taking the train back and forth to El Monte every day. After the schoolhouse burned in 1892, students attended Spadra School. The Lemon School District, which incorporated Walnut, was established in 1893. High school students had to travel to Pomona or El Monte until La Puente High School was constructed in 1915.

In 1884, Pierre Carrey, originally from France, and his wife Maria settled in Walnut. Carrey, who had worked for William Rowland when the latter was a sheriff, had received part of his pay in land consisting of forty acres above Valley Blvd. on the south side of La Puente Road and east of

Lemon Street. The Carrey family operated the first Walnut store and post office on Valley Blvd. Other enterprising French emigres, as well as Basques and Italians, acquired land in the Walnut-Spadra area.

Another historically significant figure, Captain William Banning, son of Phineas Banning, retired to what is now Walnut, transporting there the Banning Stable that had housed the first Los Angeles- Wilmington stages. Another important landowner was Alvan T. Currier, formerly of Maine. In 1869, he purchased 2,400 acres between Spadra and Walnut along the Southern Pacific tracks. He was later elected County Sheriff in 1881 and served as a State Senator beginning in 1898. Currier helped found the Walnut Fruit Growers Association which, in 1906, built the first packing house to handle both citrus and walnut crops. It would function for the next fifty years. Currier also developed the first reliable water sources in Walnut when he established seven wells on the southern fork of San Jose Creek. Another important source of water was the southern branch of the San Jose Creek (sometimes called Walnut Creek).

From the 1880s until just after World War II, the valley's land was used for farming and cattle-raising. It became known as one of the finest agricultural areas in the state, particularly for citrus and walnuts. (The first commercial walnut grove was established in 1912, but the industry had more or less faded by 1940 after many of the trees had succumbed to disease.) Walnut and other neighboring communities remained small and rural, the only city of any major size being Pomona. Numerous fruit packing houses, the major local industry, were linked with each other and with the nation's urban markets by the railroad's freight lines. Only a narrow paved highway, Valley Boulevard, connected the valley to Los Angeles.

A pioneer in the pre-World War II establishment of Walnut's image as a rural retreat was Percy G. Winnett, the founder, with John G. Bullock, of the Bullocks Wilshire chain. He bought eighty acres in Walnut in the 1930s, turning the hay and grain farm into an equestrian showcase. He raised thoroughbred racehorses and threw parties, barbeques, and fox hunts.

Immediately following the war, returning G.I.'s unleashed a pent-up demand for housing all over Southern California, and the Walnut area was no exception. The rural lifestyle of open rolling hills, oranges, and horses began to be supplanted with freeways and housing tracts. Fearing they might be swallowed up by other fast-growing neighboring cities, the citizens of Walnut voted to incorporate in 1958 with about 7.5 miles of territory and about one thousand residents. The eastern boundary of the new city was the easterly edge of the Mt. San Antonio College campus. By 1990, Walnut, with a population of 29,105 (a 133% increase over 1980), was the second-fastest-growing city in Los Angeles County. It was also quickly becoming a multiethnic community, with Asian Americans and Latinos constituting about 60% of the population.

B) *Brief History of the Campus of Mount San Antonio College (to 1956)*: In 1920, the State of California purchased 800 acres in Walnut--adjacent Lots 6 and 7 of the C. M Wright Tract on the eastern edge of the original La Puente Rancho. The land had been owned by the Stern Realty Company since 1914. Lot 7 was transferred to the Regents of the University of California and would become the future site of the Pomona campus of California Polytechnic University.

In 1915, the state Legislature had passed a bill that called for a comprehensive study of "feeble-mindedness." A committee studied the issue and recommended the creation of an institution for the insane in Southern California. In March 1921, the Pacific Colony was founded in Walnut on the above-mentioned Lot 6 (about 388 acres). Nineteen male patients were transferred to it from the state facility in Sonoma. However, the site did not have an adequate water supply and closed in January 1923. The state reopened the Pacific Colony in May 1927 on Pomona Blvd., a facility that is now known as the Lanterman Developmental Center.

In the early 1930s, the State Narcotic Hospital occupied the Lot 6 site and a number of still-extant buildings were constructed. During World War II, the facility was leased to the United States Government as the location of a U.S. Army Hospital, and later a U.S. Naval Hospital. There were eventually 9 permanent buildings and 99 temporary barracks-like structures spread over the site.

In February 1945, the Pomona Chamber of Commerce adopted a resolution requesting the state to make the hospital site (which was scheduled for closure in 1946) the temporary quarters for a new junior college in Eastern Los Angeles County. The rising population had made the area's only junior college in Pomona woefully too small to meet the demand for post-secondary education, especially among returning older students. In October 1945, the California State Board of Education was petitioned by four school districts—Pomona, Covina, Puente, and Bonita—for a junior college to serve the combined areas. In December of that year, voters approved the establishment of a new junior college district which would incorporate the old Pomona district.

A two-year lease was negotiated with the state for use of the U.S. Naval Hospital site. It was an ideal location, in the center of the new district, seven miles east of Puente and seven miles west of Pomona. Also, it would be a physically independent campus, not sharing a site with a high school, which the majority of junior colleges did in those days. The perennial problem of obtaining a guaranteed flow of water to the campus was solved when an agreement was reached with the Metropolitan Water District in December 1947.

The almost impossible task of organizing a junior college from scratch began in earnest on July 1, 1946. Twenty-three faculty members were hired initially. Dr. George H. Bell, the newly hired president, and his family moved into the former hospital director's house (now known as the Staff Center—Building 10), which was then surrounded with gardens. Tom Oden, the chief of maintenance, and his family lived in what is now the Oden House (Building 12A). Some naval personnel remained on the site until the complete changeover from hospital uses was accomplished. What is now the Information Building (Building 05) housed the first administrative offices. It had served as the narcotics treatment center of the hospital and had bars on the windows, special therapy rooms, and jacuzzi baths. The driveway to the campus was lined with camphor trees and there was a small orange grove just south of Building 05.

Instruction on the new campus began in September 1946, many of the first 682 registered students attending class in the non-air-conditioned old barracks buildings, connected by clay and weed-choked paths. Apple- and orange-crates were used for furnishings until war surplus

furniture could be purchased. Money remained tight during the first year or two of the college's existence. The old state and military buildings had not been maintained, and Mr. Oden was credited with keeping everything going by patching and repairing where possible, often at his own expense. Nevertheless, a tremendous amount of financial and volunteer time was donated by faculty, students (the average age was 25), administrators, and committed members of the community, creating the legendary "spirit of Mt. San Antonio College" to make it all work.

Barbara Ann Hall and Odette Marie Pietzsch in their history of the college entitled *Mt. San Antonio College: the First Fifty Years* vividly describe the college's early setting:

Being surrounded by foothills, the college supported an abundance of wildlife. Many native birds nested in the swamp at the south edge of the property. Occasional road runners, coyotes and skunks roamed the grounds. Above the area where the stadium was to be constructed, a bob-tailed bobcat was reported. Several deer grazed near the east boundary of the campus. Large tarantulas burrowed into the hillsides and roamed the campus during their migration, and rattlesnakes basked in the sun. Oden reported killing a rattlesnake about three feet long (Hall 8).

Until 1948, the campus was still considered a temporary site. While the state Department of Mental Health was considering other uses for the 445-acre leased property, a building program could not be instituted. Finally, in March 1947, a bond election was conducted. The amount requested, \$1.75 million, was to be used to purchase land and construct the first classrooms and support facilities specifically designed for Mt. San Antonio College. The bond issue received an overwhelming approval of almost 11 to 1. At the first commencement exercises in June 1947, word was received from Governor Warren that the state had decided to sell the former hospital land to the college. The sales price turned out to be \$270,000.

In May 1947, architect Frederick H. Kennedy, Jr., was hired to create a campus master plan and to design the first real college buildings. Mr. Kennedy would be retained as the campus architect until 1955. (Please see Appendix 4 for a biographical essay on Mr. Kennedy and his career.) The first buildings of which Mr. Kennedy supervised the design were the stadium, field houses, shops, gymnasium, and library. With the exception of the shop buildings, all roofs were to be of mission tile. Form was to follow function, so that what took place in the buildings was to dictate the design. Faculty, recognized as specialists in their field, were to have a great deal to say in the layout of the academic buildings.

In November 1947, the board of trustees approved the plans for a new football stadium. The natural bowl between the hills in the southeast corner of the property adjoining Cal Poly was the selected site. Only the west side of the bowl was scheduled to have bleachers, to seat 11,000. The stadium was planned to have a state-of-the-art cinder track. Built at a cost of \$100,000, the stadium, said to be the largest such facility in the San Gabriel Valley, was dedicated by State Representative Richard M. Nixon in 1948.

Anticipating a greatly expanded student body of 2,000 by 1957, Mt. San Antonio College embarked upon another building campaign. In March 1950, a financing election was held, but this time it was a pay-as-you-go tax override rather than a bond issue. It carried, 1,220 to 828.

Dr. Bell retired from the college's presidency in 1956. It was at this time his home was converted to the Faculty and Staff Center.

Themes of the Historic Context: Health/Medicine, 1920-1946, Walnut; Education, 1947- , Walnut.

Associated Resource Attributes: Hospital; Educational Building; Stadium/Sports Arena

IV. Evaluation of the Historic Significance of the Resources and Recommendations

(Please see Appendix 6 for a background discussion of the evaluation phase.)

Using the criteria of the California Register of Historical Resources which, as Appendix 6 explains, are fundamentally those of the National Register of Historic Places as well, the consultant must determine the significance of identified resources in the designated area. The Appendix also gives a fuller discussion of the meaning of the various significance evaluation codes.

The consultant has given none of the buildings a 3S evaluation code ("appears eligible for listing in the National Register").

Thirteen buildings were given a 5S1 National Register evaluation code ("not eligible for the National Register [but] eligible for listing or designation under a local ordinance"). This designation means that, in the consultant's opinion, these resources would be eligible for local listing under a local ordinance if the City of Walnut had one. Section 5024.1(e)(1)-(5) of the California Public Resources Code states that historical resources designated or listed on the local level pursuant to any city or county ordinance may be potentially eligible for listing on the California Register. To be determined eligible, they need to have been surveyed and documented in accordance with policies and procedures recognized by the State Office of Historic Preservation (SOHP) and formally nominated to the Register. To be actually listed on the Register, the resources' owner(s) must approve. The following buildings, in the consultant's opinion, should be given a provisional 5S1 coding:

Art Center/Gallery (Building 01 B/C)
 Physical Education Center/Gym (Building 03)
 Campus Inn (Building 08)
 Staff Center (Building 10)
 Biological Sciences; Biology/Hist.Geol. Pol. Sci.; Modern Languages; Social
 Sciences; Business Education (Buildings 13, 14N, 14S, 15, 16, 17, 18, 19B)
 Stadium (Building 50)

The exteriors of all these buildings have good to excellent integrity, meaning that the physical characteristics that existed during their period of significance are still intact and have not been

removed, substantially altered, or lost due to neglect, etc. These 5S1 buildings have been further documented in Appendix 1.

Seven of the buildings were considered by the consultant to be sufficiently significant to merit a provisional 5S3 National Register evaluation code (“not eligible for separate listing or designation under an existing local ordinance, but eligible for special consideration in local planning”). This designation means that, in the consultant’s opinion, the resources would not be eligible for listing under a local ordinance (if there was one) and thus would not be eligible for the California Register. However, they are still of some local historical interest:

Information Technology/Nursing (Building 05)
 Oden House (Building 12A)
 Child Development Center South (Building 19A)
 Family and Consumer Sciences (Building 20)
 Air Conditioning (Building 21)
 Welding (Building 22)
 Beef Unit (Building F9)

One building was considered of no particular architectural or historical interest and was given a 6Z rating (ineligible for listing of any kind):

Information Technology (Building 05A)

The 5S3 and 6Z buildings have been further documented in Appendix 2.

A map showing the locations of all of the above resources can be found in Appendix 3.

The removal of any of the 5S1 buildings would cause a negative impact on the inventory of historical resources on the campus. The removal of any of the 5S3 buildings would constitute a less than significant impact on the inventory. The removal of the 6Z building would have no impact on the inventory.

Recommendations:

1) It is recommended that an intensive district-level recordation be undertaken for all provisional 5S1 and 5S3 buildings on the campus. This requires that a detailed architectural description and historical documentation be recorded on DPR 523 forms and submitted to the State Office Of Historic Preservation for their records. Copies of the DPR 523 forms and of this survey report should be made available to the public in the collection of the College’s library.

2) In the case of the 5S3 buildings, it is recommended that photo-documentation be undertaken if the decision is made to remove or demolish them. The College should enlist the services of a qualified architectural photographer who is knowledgeable regarding the Guidelines provided in the Photographic Specifications: Historic American Building Survey, Historic American

Engineering Record, Division of National Register Programs, National Park Service, Western Region. As in 1) above, copies of this photo-documentation should become part of the collection of the College's library.

3) In the case of the 5S1 buildings, it is recommended that alternatives to their removal be considered. These alternatives could include a redesign of the Master Plan to avoid impacting the resources or at least reducing the impacts to a less than significant level; a redesign of each phase of the project as the more detailed planning for each phase comes up for review; or a study of possible adaptive re-uses of the historical resources. (Note: In the case of the complex incorporating Buildings 13-19B, thought could be given to preserving a representative part of it.)

If studied alternatives are found to be infeasible and a Statement of Overriding Considerations is to be issued, prior to demolition or removal of the structures, the College should provide photo-documentation as discussed in 1) above.

V. Sources

General:

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Pomona Valley Historian, Vol. 6, No. 1 (January), p. 20-31.

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Los Angeles Times, November 22, p. B2.

Smith, Jack

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Los Angeles Times, February 23, pt. IV, p. 1.

Swain, J. G., ed.

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The Historical Volumes and Reference Works, Vol. II, p. 244-255.

Tanaka, Rodney

- 2002 "Lanterman Center Celebrating 75th Anniversary"
Pasadena Star-News, May 13, p. A4

Walnut, City of

- 1978 General Plan

[No author]

- 1976 "A Mural of the Way We Were"
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- 1991 Mountie Tree Walk. Agriculture Department, Mt. San Antonio College, Walnut.

APPENDIX 1
Resource Descriptions
and Photographs
of 5S1 Buildings

Building No.: 01B/C

Building Name: Art Center/Gallery

State Inventory Name: Art Center West

Year Built: 1931

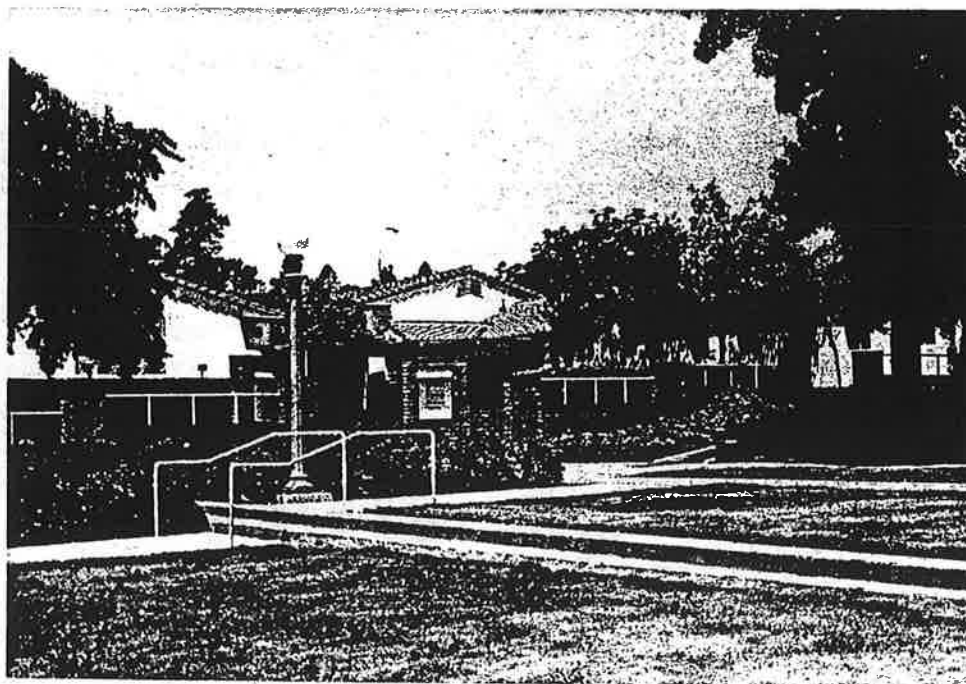
Phase In Which Affected by Master Plan: n/a

Architect: State of California

Square Footage: 13,200

Summary: An inter-connected complex of tile-roofed buildings of Spanish Colonial Revival style. According to institutional records, these are the oldest still-extant structures on the campus, built when this was the site of a state narcotics hospital. Good integrity.

Significance Evaluation Code: 5S1



Building No.: 03

Building Name: Physical Education Center/Gym

State Inventory Name: Gymnasium

Year Built: 1950

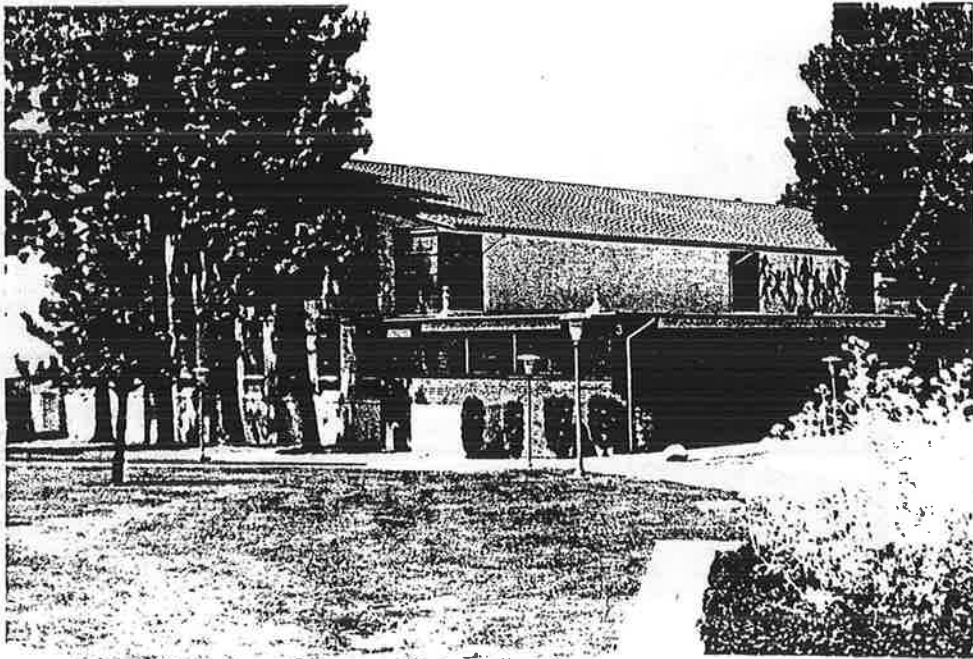
Phase In Which Affected by Master Plan: 2

Architect: Frederick H. Kennedy, Jr.

Square Footage: 22,921

Summary: A tile-roofed contemporary neo-Romanesque building with a bas-relief of figures engaged in sports activities on its northerly wall. The largest still-extant building from the campus' earliest years, it was built in a style that blends the Mediterranean architecture prescribed in the campus' original general plan with more "modern" school design concepts. It represents a departure from architect Kennedy's usual output. Good integrity.

Significance Evaluation Code: 5S1



Building No.: 08

Building Name: Campus Inn

State Inventory Name: College Dining Hall

Year Built: 1941

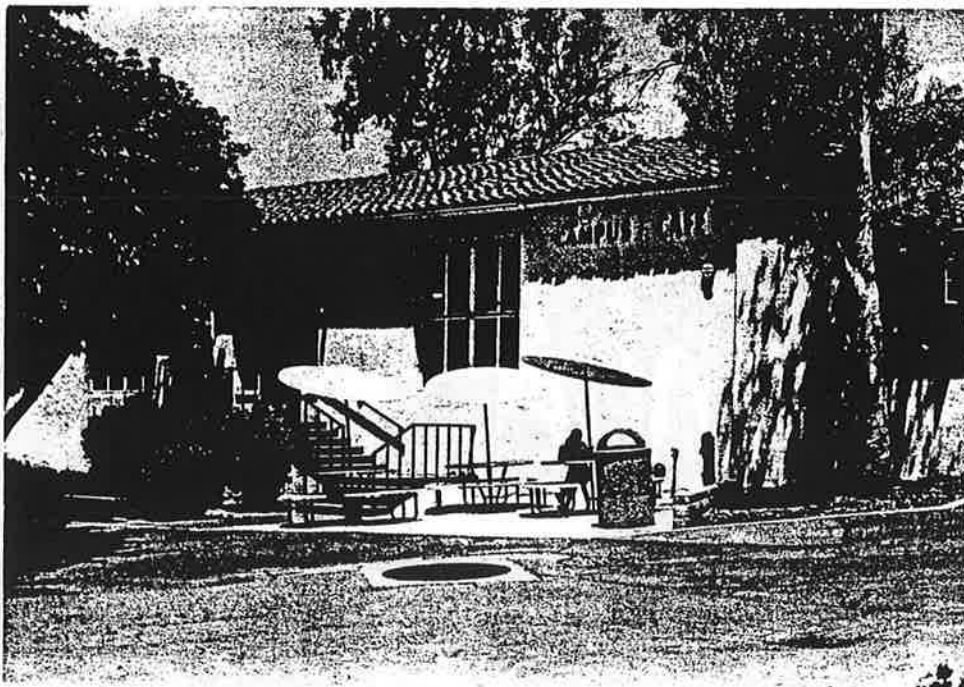
Phase In Which Affected by Master Plan: 2

Architect: State of California

Square Footage: 10,473

Summary: A tile-roofed structure in a modern interpretation of the Spanish Colonial Revival style, built when this was the site of a state narcotics hospital. It is significant as a social gathering center for all three past tenants of the site: two hospitals and a school. Good integrity

Significance Evaluation Code: 5S1



Building No.: 10

Building Name: Staff Center

State Inventory Name: Faculty Center

Year Built: 1932

Phase In Which Affected by Master Plan: n/a

Architect: State of California

Square Footage: 3,769

Summary: A Spanish Colonial Revival-styled two-story residence—the second-oldest building on campus. Built originally as the home of the director of the state narcotics hospital and later used by the director(s) of the federal military hospitals that subsequently occupied the site, it also served as the home of the college's first president. It is significant for its fine design and its historical connection with all three uses of the site: two hospitals and a school. Moderate integrity (somewhat altered).

Significance Evaluation Code: 5S1



Building Nos.: 13, 14N, 14S, 15, 16, 17, 18, 19B

Building Names: Biological Sciences; Biology/Hist.Geol.Pol.Sci./Modern Languages; Social Sciences; Business Education

State Inventory Names: Biological Sciences; Liberal Arts 1, 2, and 3; Business Education 1 and 2

Years Built: 1949-1953

Phases In Which Affected by Master Plan: 1, 2, and 3

Architect: Frederick H. Kennedy, Jr.

Square Footage: 7,801-9,899

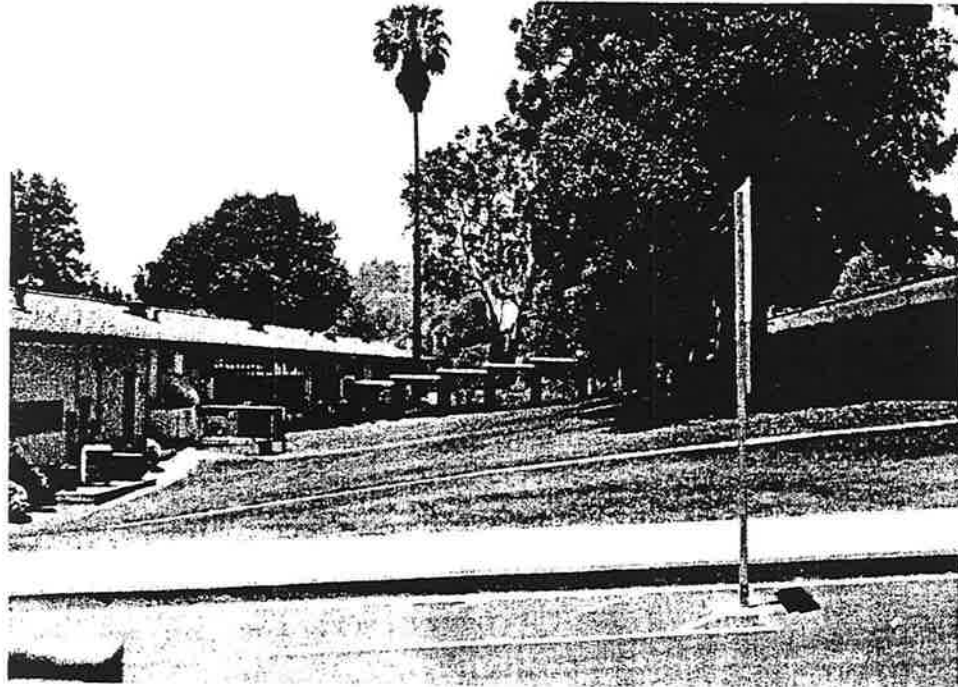
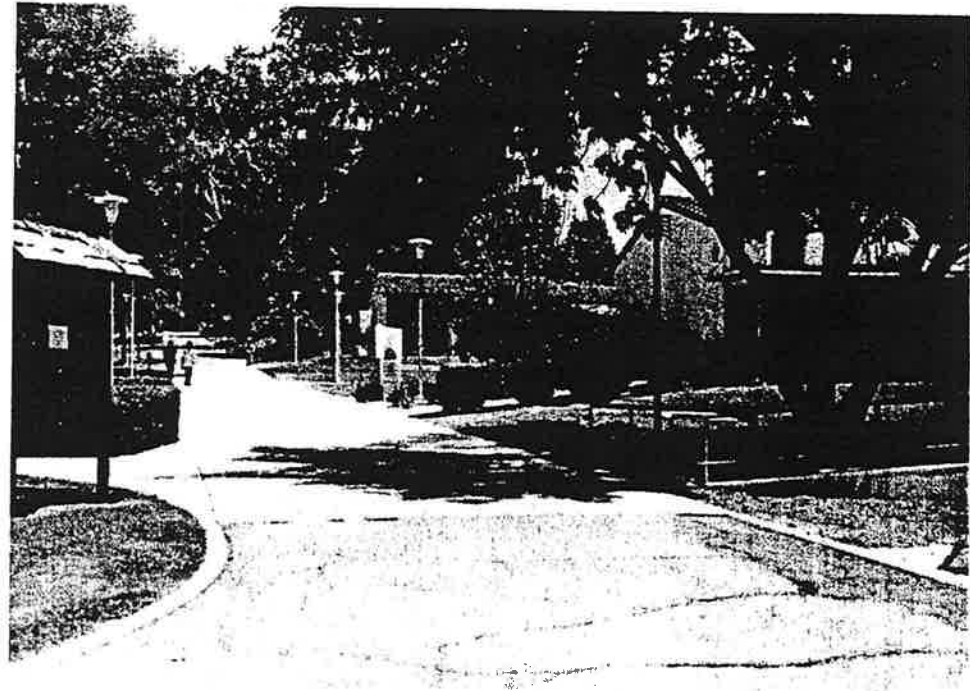
Summary: This complex was the historic academic center of the campus, its buildings among the first to be specifically designed to reflect the needs of one of California's first post-war colleges. Built over a period of four years as funds became available, they were designed as a single master-planned unit in a contemporary interpretation of the Spanish Colonial Revival style. In February 1976, *Los Angeles Times* columnist Jack Smith described his discovery of this tile-roofed complex "was like coming upon an unexpected village in the Italian countryside...low buildings on the west slope of the greening hills between the San Gabriel and Pomona Valleys."

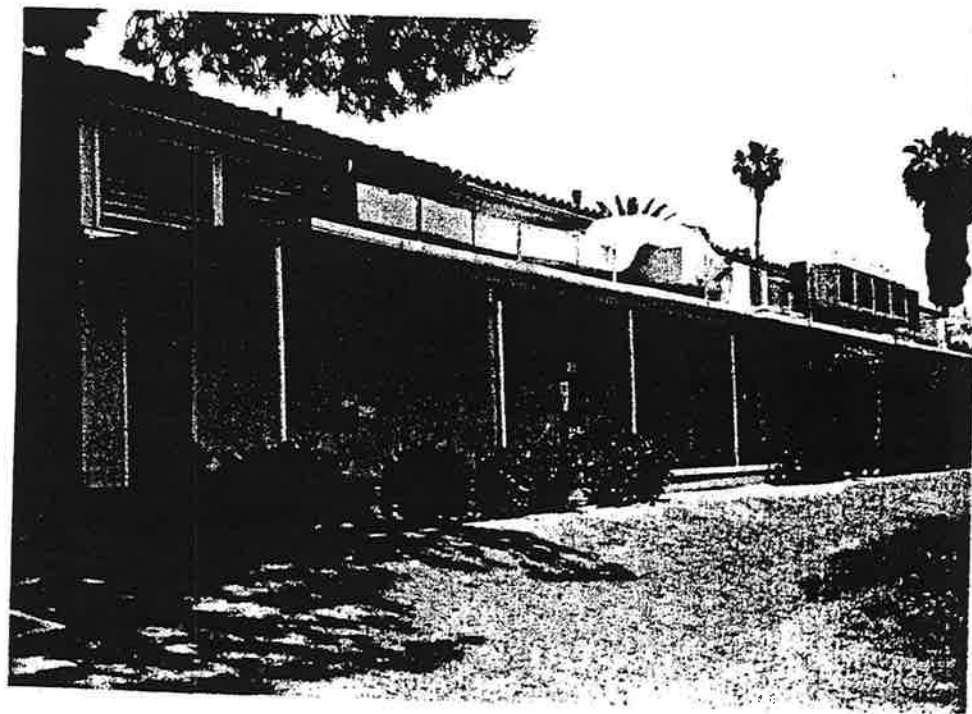
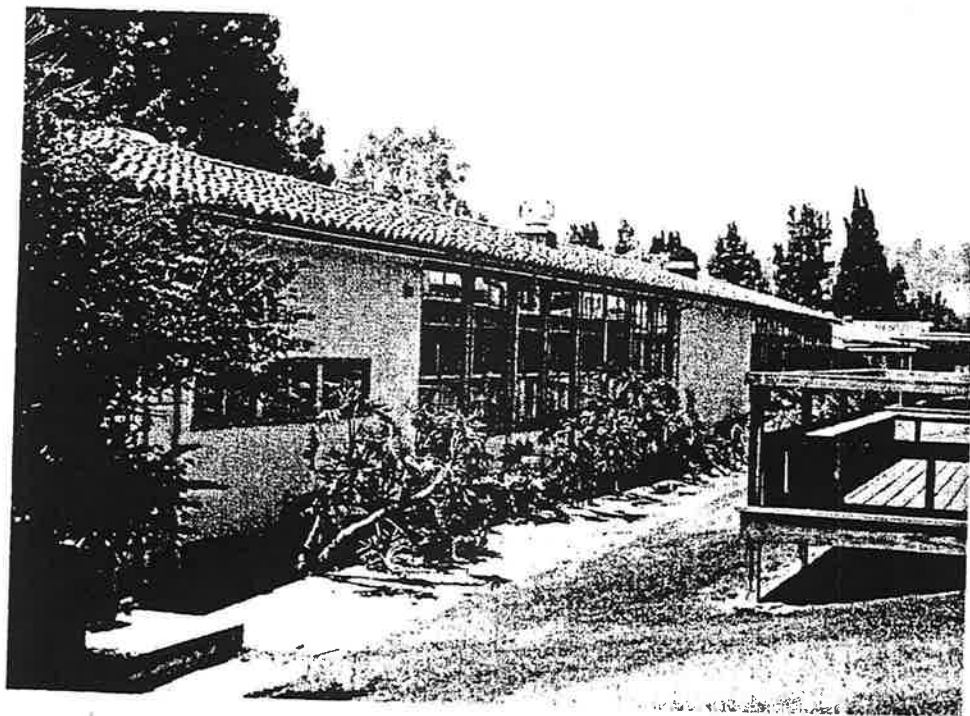
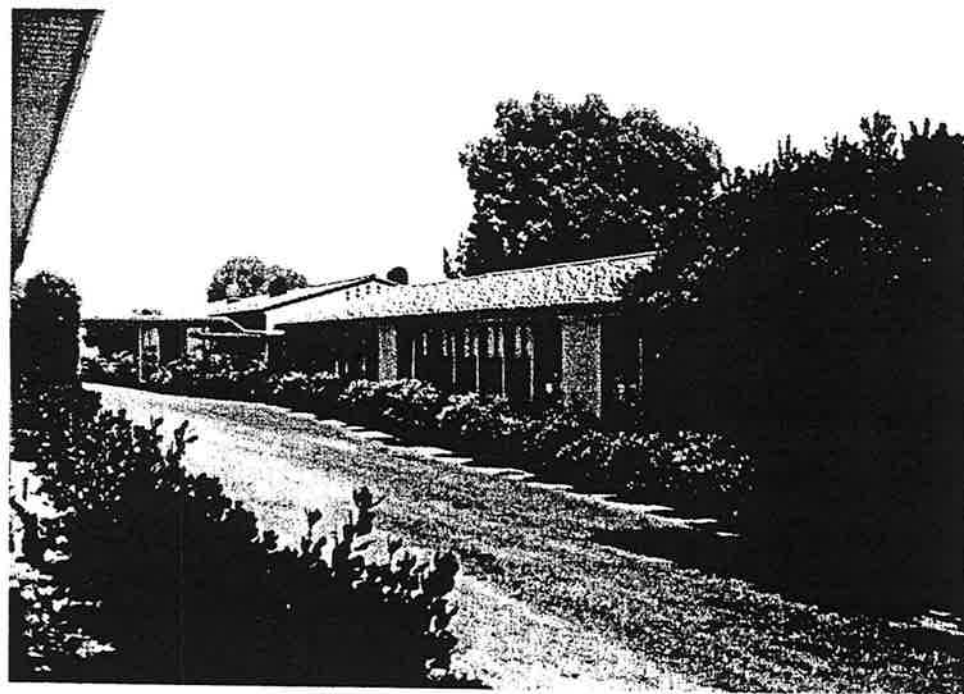
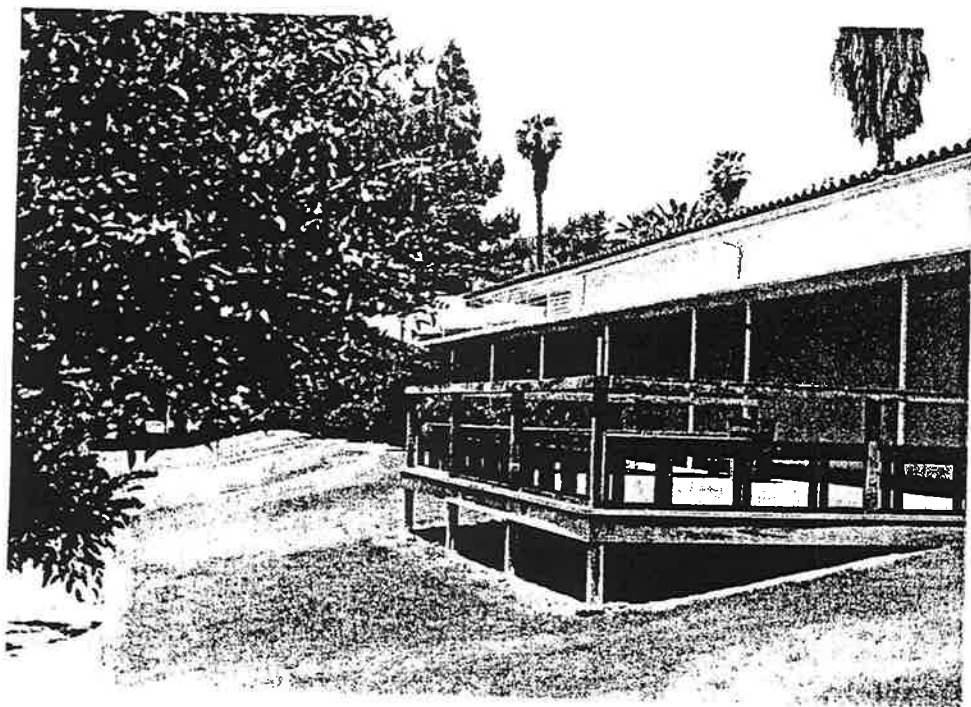
The lay-out reflected the emerging, rather revolutionary philosophy of educational architecture espoused by the designer Kennedy. It allowed for the introduction of as much natural light as possible and the opening up of both sides of the classroom to an outside environment of landscaped courts rather than the traditional practice of enclosing the entrances within an interior hallway. Fairly good integrity (the later installation of air-conditioning equipment in an insensitive manner has detracted from the appearance of the westerly ends of the buildings).

Significance Evaluation Code: 5S1

Three pages of photographs follow.







Building No.: 50

Building Name: Stadium

State Inventory Name: Stadium

Year Built: 1948

Phase In Which Affected by Master Plan: n/a

Architect: Frederick H. Kennedy, Jr.

Square Footage: n/a

Summary: The largest such stadium in the San Gabriel Valley and considered state-of-the-art when dedicated in 1948 by State Representative Richard M. Nixon. The annual amateur U.S. track and field meet is held at the stadium, bringing national attention. It has been a historical landmark over the last 54 years for the campus and the surrounding community. Good integrity.

Significance Evaluation Code: 5S1

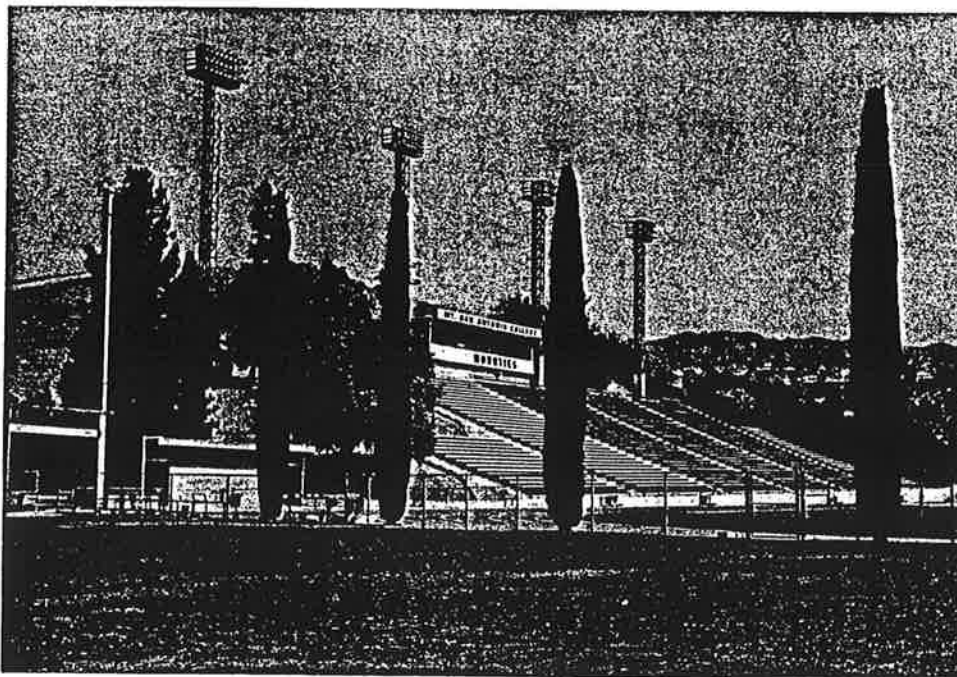
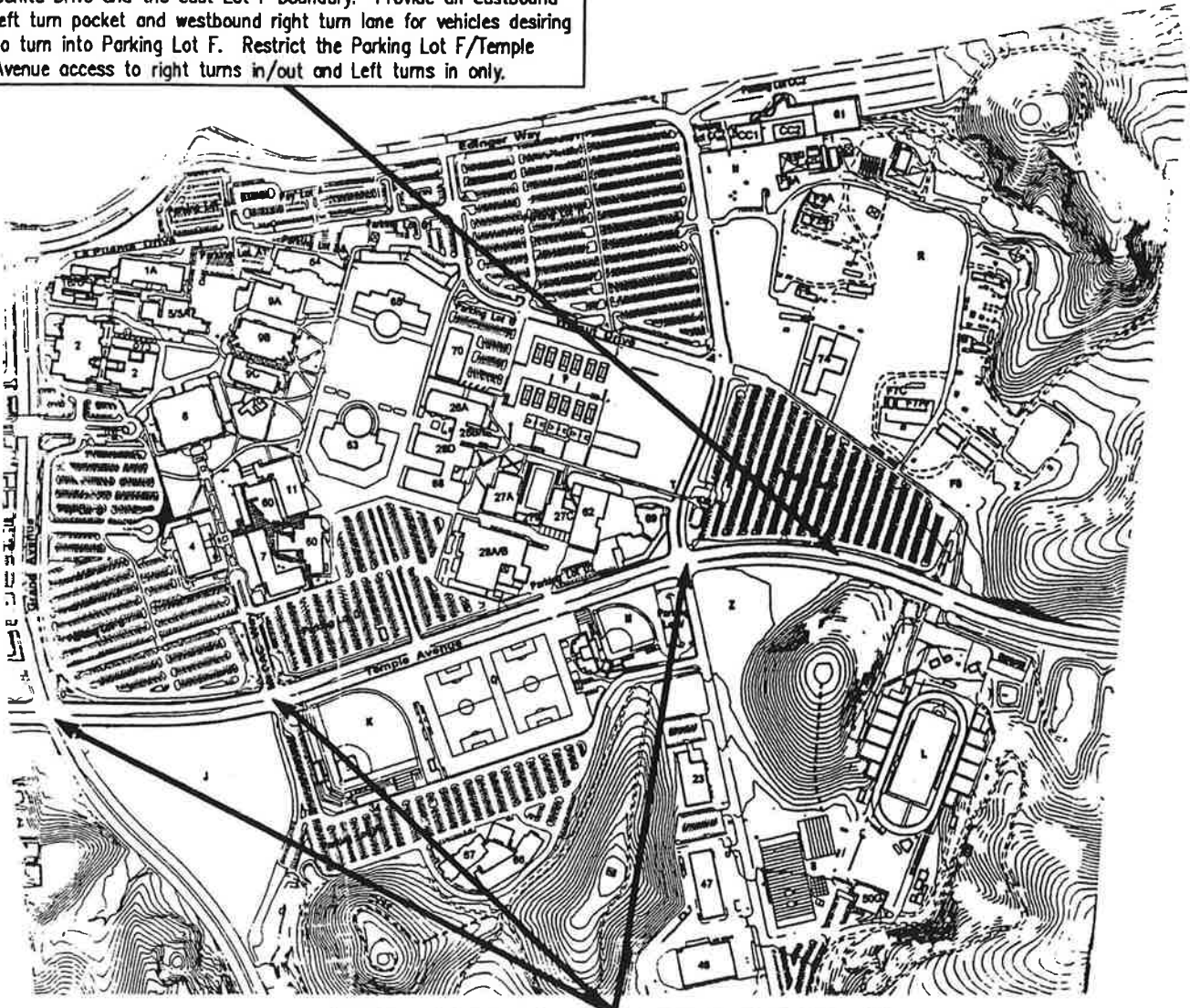


Figure 27 Circulation Recommendations

Realign the Parking Lot F access to Temple Avenue between Bonita Drive and the east Lot F boundary. Provide an eastbound left turn pocket and westbound right turn lane for vehicles desiring to turn into Parking Lot F. Restrict the Parking Lot F/Temple Avenue access to right turns in/out and Left turns in only.



It is recommended that the responsible governmental agencies construct, on land dedicated by Mt. San Antonio College, the following roadway improvements:

- Grand Avenue (NS) at:
Temple Avenue (EW)
- Additional NB Through Lane
 - Additional SB Through Lane
 - Additional EB Through Lane
 - Additional WB Through Lane
- Mt. Sac. Way (NS) at:
Temple Avenue (EW)
- Additional EB Through Lane
- Bonita Drive (NS) at:
Temple Avenue (EW)
- Additional EB Through Lane



*Appendices A-E are available upon request
at Facilities Planning and Management
Please contact Rebecca Mitchell
909/594-5611, Extension 5175*

APPENDIX 2
Resource Descriptions
and Photographs
of 5S3 and 6Z Buildings

Building No.: 05

Building Name: Information Technology/Nursing

State Inventory Name: n/a

Year Built: 1941

Phase In Which Affected by Master Plan: n/a

Architect: State of California

Square Footage: 8,890

Summary: A tile-roofed structure in a modern interpretation of the Spanish Colonial Revival style, used originally as a treatment center for narcotics addicts and later as the campus' first administration building. It is architecturally undistinguished, but of some interest because of its early uses and dominant siting on campus. Good integrity.

Significance Evaluation Code: 5S3



Building No.: 05A

Building Name: Information Technology

State Inventory Name: n/a

Year Built: 1955

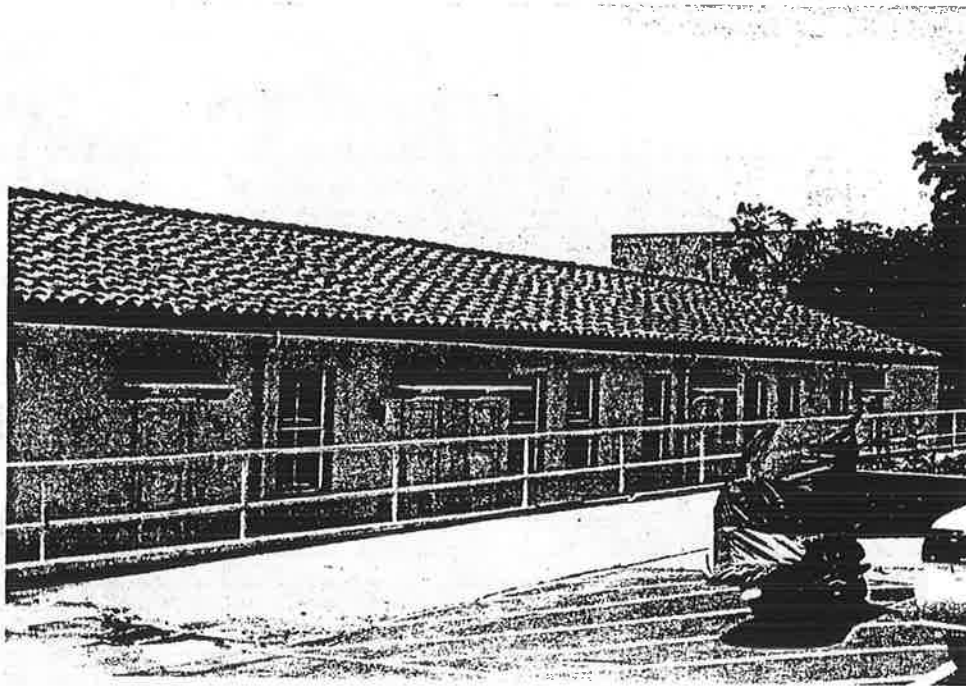
Phase In Which Affected by Master Plan: n/a

Architect: Frederick H. Kennedy, Jr.

Square Footage: 2,469

Summary: A tile-roofed structure in a modern interpretation of the Spanish Colonial Revival style. Built as an annex to the older main Building 05, it is not architecturally distinguished and not significant as a stand-alone building. Good integrity.

Significance Evaluation Code: 6Z



Building No.: 12A

Building Name: Oden House

State Inventory Name: Custodial Center

Year Built: 1949 officially; but probably the 1930s

Phase In Which Affected by Master Plan: 2

Architect: State of California

Square Footage: 2,153

Summary: A Spanish Colonial Revival-styled “cottage.” Although the “official” date of construction is 1949, there are historical references that the college’s first maintenance supervisor moved into it as early as 1947. Its style is more indicative of the 1930s, which probably means it was built as part of the state narcotics hospital facility. Although of pleasing design, it is not architecturally significant and not as historically significant as the director’s house—the other original residence on campus. Good integrity.

Significance Evaluation Code: 5S3



Building No.: 19A

Building Name: Child Development Center South

State Inventory Name: Nursery School

Year Built: 1952

Phase In Which Affected by Master Plan: 2

Architect: Frederick H. Kennedy, Jr.

Square Footage: 1,686

Summary: A flat-roofed small home-like brick building, this is one of the earlier college structures, probably built after the second financing election of 1950.

It is of some historical interest, because the construction of a nursery school on the campus would have been a rather revolutionary concept in 1952. Fairly good integrity (there is a later addition on its westerly end).

Significance Evaluation Code: 5S3



Building No.: 20

Building Name: Family and Consumer Sciences

State Inventory Name: Homemaking 2

Year Built: 1948

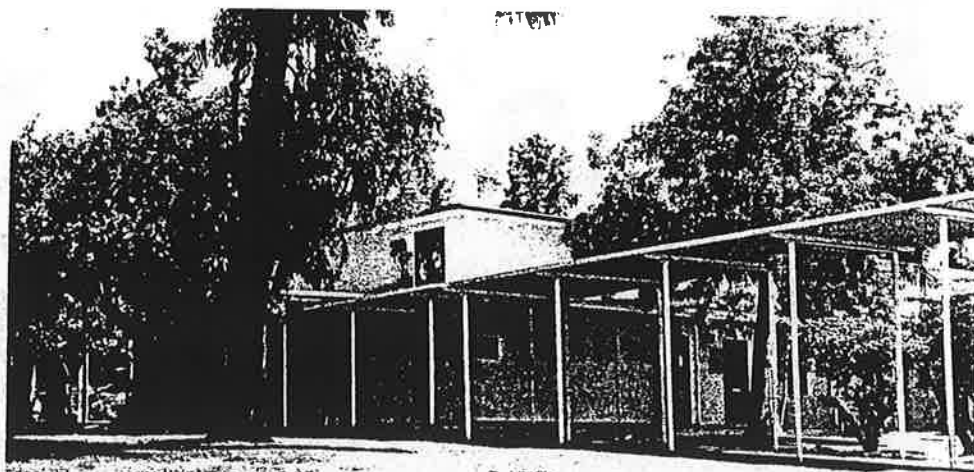
Phase In Which Affected by Master Plan: 3

Architect: Frederick H. Kennedy, Jr.

Square Footage: 7,095

Summary: One of the three oldest still-extant buildings, built with 21 and 22 specifically for the new college. Although it was designed in a contemporary style rather than in the Spanish Colonial Revival style prevalent in other campus structures that were built beginning just one year later, its open layout is similar to that of Buildings 13 through 19. Its stripped-down, industrial look is reminiscent of the elementary schools that the architect was designing for Southern California school districts at the time and is not particularly distinguished. For some unknown reason it did not follow the Mediterranean theme prescribed for the campus in the original master plan. Good integrity.

Significance Evaluation Code: 5S3



Building No.: 21

Building Name: Air Conditioning

State Inventory Name: Shop Building

Year Built: 1948

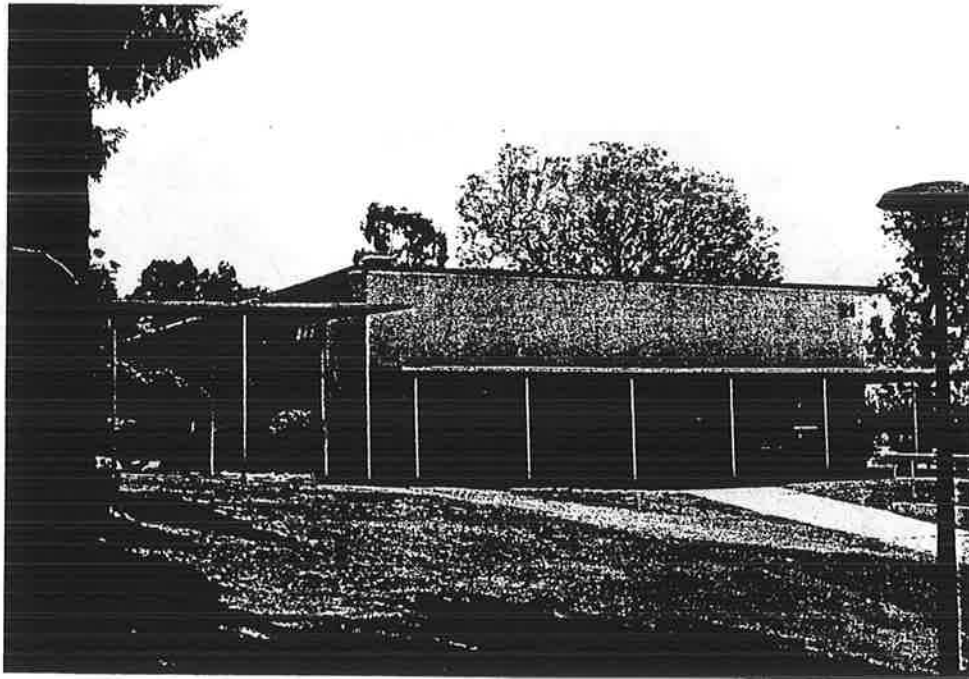
Phase In Which Affected by Master Plan: 1

Architect: Frederick H. Kennedy, Jr.

Square Footage: 7,205

Summary: Designed in a similar contemporary style to blend with the concurrently built Buildings 20 and 22 next door, this utilitarian structure was meant to reflect the idea of "form follows function." For some unknown reason it did not follow the Mediterranean theme prescribed for the campus in the original master plan. Good integrity.

Significance Evaluation Code: 5S3



Building No.: 22

Building Name: Welding

State Inventory Name: Welding Shop

Year Built: 1948

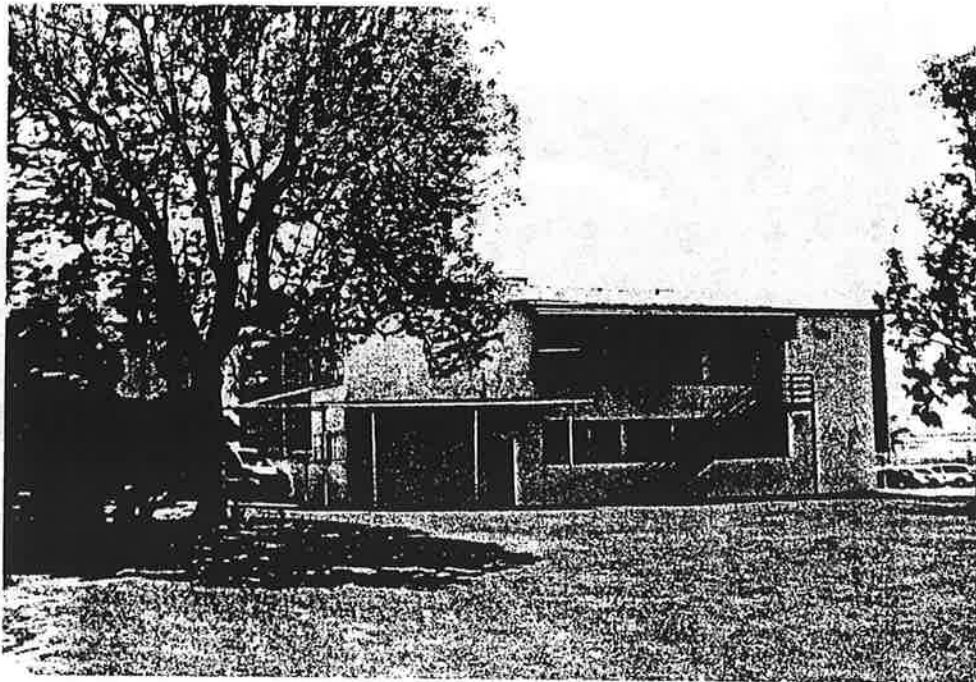
Phase In Which Affected by Master Plan: 1

Architect: Frederick H. Kennedy, Jr.

Square Footage: 6,419

Summary: Designed in a similar contemporary style to blend with the concurrently built Buildings 20 and 21 next door, this utilitarian structure was meant to reflect the idea of "form follows function." For some unknown reason it did not follow the Mediterranean theme prescribed for the campus in the original master plan. Good integrity.

Significance Evaluation Code: 5S3



Building No.: F9

Building Name: Beef Unit

State Inventory Name: Beef Unit

Year Built: 1954

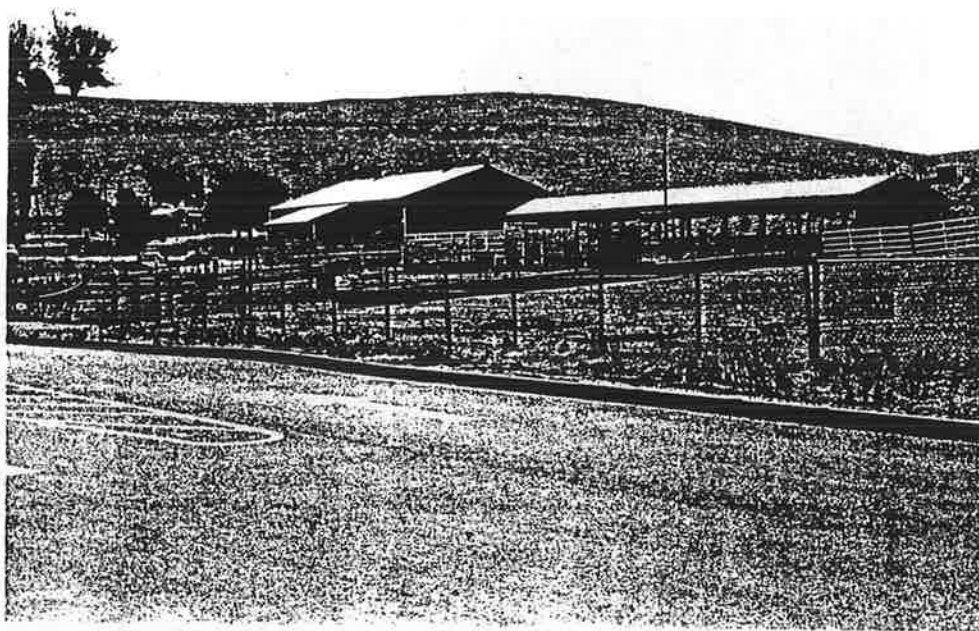
Phase In Which Affected by Master Plan: 2

Architect: Frederick H. Kennedy, Jr.

Square Footage: 2,301

Summary: Built in a vernacular style, this complex of sheds and feeding structures surrounded by open space has some historical interest, being the oldest agricultural buildings still extant on campus. It harks back to the days when the college was still in the middle of a prosperous rural area.

Significance Evaluation Code: 5S3



APPENDIX 3

Location Map of Resources

APPENDIX 4

Biography of Architect
Frederick H. Kennedy, Jr.

FREDERICK H. KENNEDY, JR.

Architect

A native of Fort Payne, Alabama, Frederick Hunt Kennedy, Jr., was born on March 21, 1891, the son of Frederick Hunt Kennedy, a lawyer active in the real estate business, and his wife Clara Genevieve Kennedy. The younger Kennedy grew up in a creative family, his two sisters eventually becoming well-regarded playwrights in the motion picture business in Hollywood. He received his elementary education in Asheville, North Carolina, and was a graduate of M.I.T., receiving a B.A. in architecture in 1914. Kennedy began his professional career as a draftsman in the office of architect Frank Bourne in Boston. After moving to Pasadena, California with his family in 1915, Kennedy worked for three years as an instructor in drawing and mathematics in the Civil Engineering Department of Throop Polytechnic, the precursor of Caltech. He became a licensed architect in 1916. Then, for a period of two years, he was associated with the well-known and prolific local architect and builder, G. Lawrence Stimson. In 1921, Kennedy established his own practice in Pasadena, eventually opening an office at 15 South El Molino Avenue. He later moved to 1041 East Green Street.

Kennedy served in the U.S. Army during World War II and attained the rank of First Sergeant assigned to the Bureau of Aircraft Production. He was a member of the Pasadena chapter of the American Institute of Architects and was also active in the American Legion and the University Club of Pasadena.

He married Helen C. Smith, and they had a daughter Alice. The family first settled in Altadena in an English-style house designed by Kennedy in the early 1920s and later moved to San Dimas where Kennedy raised chickens as a hobby. The cultivation of iris was another of his avocations; he served as a Judge of the American Iris Society. Mr. and Mrs. Kennedy were both active in San Dimas civic affairs and in the San Dimas Community Church.

Kennedy designed commercial, religious, and residential buildings, but is often remembered for his school work in a number of Southern California communities, most of them in English and Mediterranean Revival styles. In Pasadena, he designed Willard Elementary School in 1925 (and the auditorium addition in 1929) and Wilson Junior High School in 1927. He was associated with Albert Schroeder in the 1938 design of Santa Paula High School and was the primary architect for the original Mount San Antonio Community College campus between 1948 and 1955. He was considered a specialist in school lighting and often lectured on that subject. Kennedy was also a strong advocate of concrete construction in the Los Angeles area.

Kennedy won an award from the San Diego Chapter of the American Institute of Architects for his design in 1928 of the Grace Lutheran Church in that city. He was responsible for selecting Carlton Winslow as the architect for the First Baptist Church of Pasadena, of which he was a member, and between 1927 and 1930 served as the supervising architect on the project. Kennedy also designed the Throop Memorial Unitarian-Universalist Church in 1923, the Trinity Lutheran Church in 1926, and the Third Church of Christ, Scientist in 1935 and 1951, all in Pasadena; a desert museum for 29 Palms in 1929; the Library of La Verne College in 1953; and the First National Bank of La Verne in 1954. He served as the consulting architect during the construction of the Mt. Palomar Astronomical Observatory in 1941 and 1942 and, during World War II, participated in the construction of buildings at Camp Pendleton. Kennedy retired in 1960.

Although an admirer of the innovative, Kennedy was definitely partial to historical style, having been quoted that old styles "link us to the past and have associations which...give aesthetic value and a charm analogous to that of the antique."

Sources:

American Architects Directory, 1956

Pasadena Community Book, 1947

Pasadena Star-News, March 8, 1918

Southern California Magazine, November 1917; January 1918

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e-mail: timothygregory@earthlink.net

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Appendix 5

Identification of Existing Resources and Their Historic Context (Background)

A research methodology is developed to comply with federal and state mandates and guidelines for identifying cultural resources, be they in the form of buildings, sites, structures, objects, or contributors to historic districts. A thorough field visit, including the preparation of a written and photographic record, is the best foundation for identifying and later evaluating any cultural resources found on the project site.

An initial part of that process involves the development of a "historic context" organized by theme, place, and time. The National Register of Historic Places (NRHP) suggests that "a theme is the equivalent of a research problem, and an historic context is developed by placing the problem in an appropriate setting in both time and space" (Interagency Resources Division, Bulletin 16A, 1991). For instance, a broad historic context might be identified as "Western U.S. Expansion Mid-19th Through 20th Centuries." A more focused historic context might be "Early to Mid 20th Century Agricultural Development of the (locality)."

A "historic context" is associated with identified cultural resources through the concept of a "property type." The NRHP defines property types as a group of individual historic properties that share physical and associative characteristics. Site types, including archaeological sites, are interpreted and evaluated within the realm of the "historic context." For instance, an appropriate property type for the sites associated with the contexts mentioned above, given the agricultural theme, might be "Farm/Ranch."

Major themes have evolved during the past two decades of cultural resources investigations at various 19th and 20th century sites in southern California. Possible research themes and their associated property types, adapted from the "Areas of Significance" and "Functions and Uses" for eligibility evaluations for the NRHP, are listed on the following page:

EXAMPLES OF POTENTIAL RESEARCH (HISTORIC CONTEXT) THEMES

Agriculture	Exploration
Architecture	Funerary
Archaeology: Prehistoric	Government
Aboriginal	Health/Medicine
Non-aboriginal	Industry/Processing/ Extraction
Art	Irrigation
Chronology	Land Use
Commerce/Trade	Landscape Architecture
Communications	Law
Community Planning and Development	Literature
Conservation	Maritime History
Defense	Material Culture
Demography	Military
Economics	Performing Arts
Education	Philosophy
Engineering	Politics/Government
Entertainment/Recreation	Religion
Environmental Adaptation	Residential
Ethnic Heritage: Asian	Science
Afro-American	Settlement Patterns
European	Social History
Hispanic	Subsistence
Native-	Technology
American	Tourism
Pacific	Transportation
Islander	Other (e.g., Invention)

EXAMPLES OF POTENTIAL ASSOCIATED PROPERTY TYPES

Amusement Park	Lake/River/Reservoir
Ancillary Building	Landscape Architecture
Bridge	Lighthouse
Canal/Aqueduct	Military Property
Cemetery	Mine
Civic Auditorium	Monument/Mural/Gravestone
Commercial Building, 1-3 stories	Multiple Family Property
Commercial Building, over 3 stories	New Deal Public Works Project
Community Center	Public Utility Building
Dam	Railroad Depot
Educational Building	Religious Building
Engineering Structure	Rural Open Space
Ethnic Minority Property	Ship
Farm/Ranch	Single Family Property
Folk Art	Stadium/Sports Arena
Government Building	Street Furniture
Highway/Trail	Theater
Hospital	Train
Hotel/Motel	Trees/Vegetation
Industrial Building	Urban Open Space
	Women's Property

More than one research theme might be applicable. Further research within and adjacent to the project area could build on these themes and develop them into a historic context that characterizes the cultural development of the entire community.

Research questions pertaining to the themes are developed prior to and during the course of fieldwork. Other research questions arise during the subsequent analysis of the field and historic research data.

Architectural components of extant or relic buildings, structures, and/or objects within the project area should be sufficiently preserved to contain data for research and interpretation. Ideally, the original design and subsequent alterations should be identifiable as discrete occupational episodes associated with a temporally defined occupation. Architecture should represent identifiable functional association. Archival materials should be available to reconstruct a partial or complete history of the project area.

Many of the research themes are inter-related. The analysis of architectural, archival, and oral history data for one theme will simultaneously address several other themes. For instance, the study of historical material culture (i.e., artifacts) provides a wealth of information concerning subsistence patterns, household composition (e.g., gender, adults, children, infants), socioeconomic status, trade networks and commodity flows (local, regional, national, and international), historical site use and activity, spatial inter-relationships of features and buildings, site evolution, and other themes. The documentary record by itself may not contain sufficient data to provide answers for all the research questions arrived at. Other data generated through architectural, archaeological, oral history and specialized analyses may provide complementary information which will provide answers to these and other research questions.

A multi-disciplinary approach is used during the identification and historic context phase of the cultural resource investigation project. Archival documents and cartographic sources, oral history interviews, as well as field surveys are all used to locate, define, and provide interpretations for the cultural resources within the project area. Furthermore, this data is combined to reconstruct the most accurate picture of the project area. In turn, the research data is useful in the construction of the historic context and in evaluating the significance of the sites identified within and adjacent to the project area.

Appendix 6

Evaluation of Historic Resources (Background)

Both CEQA and NHPA mandate that a cultural resource site's significance must be established before project impacts to the cultural resources can be assessed. This is the evaluation process. The first step, "Identification", has been accomplished through research, development of an historic context, and a field survey of cultural resources within the project area.

In making an evaluation of a resource's significance, the consultant refers to the following sources: the implementing regulations for the California Register (California Public Resources Code, section 4852), CEQA and Historical Resources (a technical bulletin issued by the Governor's Office of Planning and Research) and National Register Bulletin 15: How to Apply the National Register Criteria for Evaluation. (As mentioned below, the California Register criteria mirror those for the National Register and this publication thoroughly addresses the evaluation process.)

CEQA mandates that a cultural resource's significance must be established before project impacts to the resource can be assessed. All data gained from the field survey, architectural analysis, research, and historic context will be assembled and interpreted with respect to each site. In turn, the multi-disciplinary data will be used to evaluate the individual site's potential eligibility for the California Register.

In order to accomplish this, evaluative investigations must begin at the sites themselves. Field investigations should document cultural features, site boundaries, and the nature and association of site features within each lot or property of the project area. The integrity of the cultural resource (i.e., its state of intactness and the extent of alteration from its original appearance either deliberately made or the result of deterioration over time) must also be addressed. Such changes will then be documented by historic research and, where applicable, architectural research. (It should be noted that while interior modifications of a historic property may affect its integrity, in most cases exterior integrity is considered the foremost determinant of whether a property still retains enough of its original significance.)

During the evaluation phase of the investigations, the resources are assessed and evaluated for their potential to address and exemplify important historic themes. The intent of the evaluation is to assess the presence/absence of data that is needed to answer research questions. A site that has lost substantial integrity through deterioration or alteration may thereby have lost much of its significance. If similar, more intact, sites have been identified in close proximity to the subject site, the site may be considered of lesser value than if it is the only such site found locally, and therefore unique, even if of poor integrity.

"Criteria for listing historical resources on the California Register are consistent with those developed by the National Park Service for listing properties on the National Register of Historic Places (NRHP), but have been modified for state use in order to include a range of historical resources which better reflect the history of California" (Department of Parks and Recreation 1998).

Criteria for Evaluating the Significance of Historical Resources

An eligibility evaluation for each cultural resource within the project area should be made under the following criteria for the California Register of Historical Resources as established by the revised CEQA Guidelines [15064.5(a)(3)(A-D)]:

“A resource shall be considered by the lead agency to be ‘historically significant’ if the resource meets the criteria...including the following:

1. Be associated with events contributing to the broad patterns of the state’s history and culture;
2. Be associated with historically important people;
3. Embody distinctive characteristics of a type, period, region, or construction method, or represent the work of a creative individual; or
4. Have the potential for yielding important information in California’s history or prehistory.”

Thus, Criterion 1 is usually associated with "events," Criterion 2 is associated with "persons," Criterion 3 is associated with "design/construction," and Criterion 4 is associated with "information potential." Some historical archaeological sites may be evaluated for eligibility under Criteria 1, 2, and/or 3, but most are evaluated under Criterion 4. (Please note that the criteria for the NRHP are worded very similarly, except that they put more emphasis on the resource’s significance on the national level. The NRHP criteria are labeled A through D rather than 1 through 4 and are often found on DPR 523 forms.)

Criterion 1. Events. Properties are considered important if they are associated with significant events. Association through the historic context has to be demonstrated. Providing evidence of direct association of the events with the historic property is necessary. Properties can also be considered important if they are the best examples of the result of historic settlement patterns (“event,” in this case, being rather broadly defined).

Criterion 2. Person. “Historically important people” refers to individuals whose activities are demonstrably important within a local or state context. Correlation of an individual within the framework of the historic context is crucial. Also, his/her ties with a specific property and/or an event is important.

Criterion 3. Design/Construction. Resources represented by extant architecture are evaluated under this criterion. Elements that are important under Criterion 3 include distinctive characteristics of a type, period, or method of construction, or the work of a master, possessing high artistic value. Integrity of the property is an especially important factor under this criterion.

Criterion 4. In order to qualify for eligibility for the California Register under this criterion, the archaeological site (i.e., historic property) has to meet two conditions: 1) the site must have

yielded or be likely to yield information such as archaeological data or historic data that will have potential to answer research questions; and 2) the yielded information must be important with respect to historical archaeology and other related historic preservation fields.

Related Criteria--Generally, a historic property, to be considered eligible, should be of a certain age, not be a reconstruction, and have never been moved from its original location. Federal guidelines have traditionally prescribed a 50-year age for cultural resources evaluated for eligibility for the NRHP (36 CFR 60.4); however, a 45-year age threshold is becoming increasingly acceptable due to delays in project implementation which can often stretch five years or more beyond the evaluation date. The California State Office of Historic Preservation has stated that, minimally, a site "must be at least 45 years of age" (1989:3). However, the National Park Service and the State Office of Historic Preservation do recognize special sites that have achieved significance even though they may be less than 45 years old, have been reconstructed, or have been relocated (Sherfey and Luce 1979; Interagency Resources Division 1987).

The NRHP has developed a chart of seven numerical evaluation codes for pinpointing the status of a historic resource. California Register regulations also recognize these codes and require that they be entered onto DPR 523 forms.

- 1 Listed in the NRHP
- 2 Determined eligible for the NRHP in a formal process involving federal or state agencies
- 3 Appears eligible for listing in the NRHP in the judgment of the professional evaluator
- 4 Might become eligible for listing in the NRHP when certain conditions are met
- 5 Not eligible for the NRHP but may be significant at the local level
- 6 None of the above
- 7 Undetermined

These initial numerical codes can be further sub-classified by adding a letter code. Among the most commonly used letter codes are:

- S Resource is separately listed in the NRHP
- D Resource is included as a contributor to a NHRP-listed district
- B Both S and D above
- M Resource may become eligible as a contributor to a NRHP-listed district when more documentation is found or restoration work performed

Refinements may be made to these alphanumeric codes by adding still more letters and/or digits to cover all categories of actual or potential National Register eligibility. These finer divisions are not listed here in view of space limitations.

Any historic resource given an initial NRHP code of 1 through 3 is eligible for listing on the

California Register. A resource given an initial code of 4 or 5 may be eligible for listing on the California Register, but only after undergoing a formal nomination process involving the agreement of the local jurisdiction and the State Historical Resources Commission. In any case, it is recommended that resources with an initial code of 4 or 5 be given special consideration in local planning.