

United States Department of the Interior
 National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

DRAFT

Historic name: Jefferson, Thomas, School

Other names/site number: _____

Name of related multiple property listing: N/A

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

2. Location

Street & number: 1619 N Street

City or town: Sacramento State: California County: Sacramento

Not For Publication: Vicinity:

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this ___ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property ___ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___ statewide ___ local

Applicable National Register Criteria:

___ A ___ B ___ C ___ D

Signature of certifying official/Title:	Date
State or Federal agency/bureau or Tribal Government	

In my opinion, the property ___ meets ___ does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

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

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

Category of Property

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u> </u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: school

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

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7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS:

Tudor Revival

Materials: (enter categories from instructions.)

Principal exterior materials of the property: concrete, brick, stucco

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Thomas Jefferson School is located on a 1.18 acre parcel one block east of Capitol Park in Sacramento's Midtown neighborhood at the transition between large government and commercial buildings to the north and west and single- and multi-family residential to the southeast. The 1921-1922 building is an architecturally significant example of a Tudor Revival school designed under the aegis of the Sacramento School District's Architectural and Engineering Commission, formed in 1920. The main H-plan two-story building is brick construction with concrete framing and foundation and clay tile roof. Single-story rear additions are board-form concrete. The building has 20,250 square feet of interior space. Tudor Revival architecture is expressed through its steeply pitched roof forms, combination of brick and stucco cladding, decorative chimneys, and a highly ornamental entry volume featuring terracotta quoins and sundial. Its clay tile roof and large multiple-light windows are features common to the schools produced by the Sacramento School District's 1920s construction program. The school building retains integrity of location, design, setting, materials, workmanship, feeling, and association.

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Narrative Description

The school site occupies a half-block bounded by 16th, N, and 17th Streets and Matsui Alley. The H-shaped two-story main building is set back from the north side of N Street near the center of the parcel, with landscaped areas in front of the building and in the courtyard formed by the wings. There is a paved concrete sidewalk leading to a set of brick steps and ramp to the courtyard, which is enclosed by a low brick wall topped with wrought iron fencing. The flagpole west of this walk has a metal base with the year of construction in relief Roman numerals. The courtyard is divided by orthogonal paved pathways. The smaller rear courtyard has mostly been infilled with a two-story and a single-story flat-roofed addition as well as the original single-story boiler room volume. There is a single-story addition at the northeast corner of the building, and the east and west ends of the parcel are devoted to parking.

The H-plan section of the building is two stories with a steeply pitched cross-gabled roof that is clay tile with minimal eaves. The second floor is clad in smooth stucco, with brick laid in Flemish bond on the ground floor. Fenestration consists of tall openings fitted with eighteen- or twelve-light wood awning windows and shorter rectangular openings with six-over-six windows; the building also features multiple-light wood windows in several other configurations. The main entrance is centered in a slightly-projecting volume in the main (south) courtyard. It has a steeply pitched clay tile roof, brick in Flemish bond, and decorative window openings at its sides. A sundial above the door, brackets at the eaves, and decorative quoins around the rectangular doorway are all executed in terra cotta. The recessed double door within is fully glazed multiple-light wood with a matching transom. A secondary entrance leading from the courtyard into the east wing has a metal mansard awning and is fitted with a partially glazed wood door.

Massing of projecting wings is identical, with different architectural details creating architectural interest with a hint of asymmetry. The west wing has an arched window at the main (south) façade gable end with two rectangular six-over-six windows on the second floor and no ground-floor fenestration. The east wing has a decorative chimney with chimney pots at the gable end with no second-floor fenestration and two rectangular six-over-six windows on the ground floor. Side elevations also have slight differences: a small projecting single volume near the rear of the west elevation has a shed roof projecting from the main roof eaves at the same pitch. A projecting ground-floor window bay near the front of the east elevation forms a second-story balcony.

The rear of the building is immediately adjacent to Matsui Alley. Fenestration, materials, and details of the original H-plan section replicate the main façade. There is a tall hexagonal brick chimney with chimney pot at the intersection of the east and center wings. The low single-story volume immediately adjacent to the central hyphen was the original building's boiler room and exhibits Flemish bond brick with a flat roof and large industrial sash window. There is a metal industrial-type door adjacent to a fenced area that holds metal cabinets for building services. A larger addition fills the west half of the courtyard and does not replicate original building features. It is board-form concrete with a single-story volume at the center, two-story volume at

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the east, and flat roof. Horizontal window openings are fitted with four-light windows. Conduit is installed on the exterior walls at the rear of the building.

The single-story east addition is also board-form concrete with a nearly flat roof. Tall rectangular window openings are fitted with multiple-light steel awning sash. An entrance on its south elevation near its junction with the main building is sheltered by a projecting flat awning and fitted with partially glazed double doors.

Interior

Most of the building's interior was not accessible at the time the exterior was photographed. Some original features, including a staircase (**Photo 23**) and a records safe (**Photo 25**), have been retained. Most interior fabric was altered after the period of significance. Contemporaneous newspaper reports indicate that the interior was gutted when the building was converted to administrative offices in 1949. The original large kindergarten room has been partitioned and has acoustic ceiling tiles and fluorescent light fixtures consistent with installation after 1940. Murals created in 1922 are not visible and may be hidden by ceiling tiles that cover the upper walls or may have been painted over.

Integrity

Location

Jefferson School is in its original location and retains integrity of location.

Design

Jefferson School's design is expressed through its Tudor Revival architecture with character-defining features that include steeply pitched roof forms, a combination of stucco cladding and brick set in Flemish bond, ornamental terra cotta quoins and sun dial, chimneys, and bay window. It also expresses the pedagogical theory of its period of construction through functional design features chosen to maximize air and light in classrooms: long classroom wings, large operable windows, and a plan that gives most classrooms east-facing windows. The additions constructed after the period of significance avoid the main façade and leave character-defining features intact. Therefore, the building retains integrity of design.

Setting

The residential and institutional neighborhood surrounding the school has retained many of its historic-period buildings as well as the overall character present during the school's period of significance. Jefferson School therefore retains sufficient integrity of setting to convey its significance.

Materials

Jefferson School's clay tile roof, multiple-light windows, brick set in Flemish bond, ornamental terra cotta, and stucco cladding date from the period of significance. They express both this unique building's Tudor Revival architecture and the larger architectural program of the school

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district during the period of significance. The school conveys its historic identity through its materials.

Workmanship

Jefferson School's workmanship dates from the period of significance and the school conveys its historic identity through its workmanship.

Feeling

Jefferson School strongly evokes the feeling of an early-twentieth century school building.

Association

Although vacant Jefferson School's original use remains apparent and therefore allows it to retain integrity of association.

Jefferson School retains all seven aspects of integrity and therefore conveys its significance as a historic school.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

Period of Significance

1922

Significant Dates

1922

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Dean, James

Hemmings, E.C.

Trost, Robert (builder)

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Jefferson School is eligible for the National Register of Historic Places at the local level of significance under Criterion C in the area of Architecture as a building that embodies the distinctive characteristics of the Tudor Revival style of architecture. Designed by two master architects—Sacramento School District’s Architectural and Engineering Commission Chairman E.C. Hemmings and James Dean of Dean and Dean—the building exemplifies the school district’s distinctive architecture program of the 1920s. The period of significance is 1922, the year construction was completed.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Sacramento and School District Development

The Nisenan, a branch of the Maidu people, occupied the area near the confluence of the American and Sacramento Rivers before the arrival of Europeans. The Spanish explored and did not settle in the region, and the first permanent non-native resident was John Sutter, a Swiss immigrant who arrived in 1839. Sutter’s Fort, approximately a mile east of Jefferson School, became a way station for immigrants travelling overland to California in the 1840s. When Sutter’s employees discovered gold near the end of the decade, Sam Brannan and other speculators laid out Sacramento east of Sutter’s Fort near the confluence of the American and Sacramento Rivers. Sacramento became the gateway to California’s gold fields. Its influence was confirmed in 1854, when Sacramento became the permanent state capital. Completion of the transcontinental railroad in 1869 further established Sacramento as a hub for commerce. As the nineteenth century progressed, agriculture began to overtake mineral extraction as the most important economic pursuit in the Sacramento Valley. Sacramento’s first public school was established in 1854 for the roughly 1,500 children in the City, and several more schools including a high school were soon added. By 1893, Sacramento had thirteen public schools.¹

Although Sacramento’s founders had platted a huge three square-mile area, early development was concentrated near the waterfront. The State Capitol on 10th Street and the rail yards to the northwest stimulated West End development during the nineteenth century. Commercial activity was concentrated at the western end of K Street and to the north near the rail yards. Establishment of streetcar service allowed residential development to push eastward along the streetcar lines beginning in the 1870s. During the nineteenth century, many residences were east of the Capitol in the Homes District as well as mixed with businesses along K Street. As Sacramento’s population grew around the turn of the century, K Street became a robustly commercial area, and single-family residences were pushed out. During the first two decades of the twentieth century, development densified the West End with multi-story retail, office, hotel,

¹ “Sacramento Bird’s Eye View,” *The Daily Record-Union and Weekly Union*, 1890s; *Sacramento Daily Union*, 6 October 1881, 3 col.1; Sanborn Insurance Maps, Sacramento, California, 1895; Steven M. Avella, *Sacramento, Indomitable City* (Charleston: Arcadia Publishing, 2003), 41, 49, 58.

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and apartment buildings replacing many smaller nineteenth century buildings. The Homes District to the east became a middle-class enclave. Sacramento's population growth was further stimulated as new levees lessened flood danger and streetcars were electrified, and by 1910, the city had nearly 45,000 residents.²

In 1911, annexation of areas east and south of the original Sacramento grid added 6,000 acres of land and further boosted population. Existing schools in annexed areas were added to the Sacramento School District. In 1912, Charles C. Hughes became District Superintendent, a role in which he served until his retirement in 1942. Sacramento School District created its first junior college, sited at first on the high school campus. Additional schools needed to serve the growing population were postponed by US entry into World War I in 1917. After the war, Sacramentans passed a bond issue in 1919 to fund a district-wide program of school construction in the 1920s, which ultimately produced a new junior college and high school as well as six elementary school buildings. The school development took place within the context of the strong economy of the 1920s, which fueled a broader boom in Sacramento. The built environment was reshaped with the addition of Memorial Auditorium and a new hospital as well as substantial downtown commercial and lodge buildings, churches, and expensive residential neighborhoods. The onset of the Great Depression in 1930 halted most construction and began an era of hardship for Sacramento. Population growth continued, and there was some school construction: a second high school in 1933, and in 1937 a replacement elementary school as well as several new college buildings.³

The entry of the US into World War II in 1941 prompted the establishment or reactivation of three military installments in Sacramento County: Mather Field, McClellan Supply Depot, and Sacramento Signal Depot. The bases, located outside city limits, stimulated suburban commercial and residential development and drew new residents to the area. Development also signaled a shift from an economy based on agriculture and the railroad to one where military bases and government offices were the biggest local employers. As California's population exploded during and after World War II, state government grew, and the City of Sacramento expanded far outside its original boundaries into former agricultural areas. Between 1946 and 1955, twenty-seven annexations added ten square miles to Sacramento's urban footprint. The shift toward the personal automobile in the post-war period facilitated this trend, making commutes outside the traditional street grid feasible. The expansion in land mass and population required an ambitious new program of school construction. Completion of the Elvas Freeway (Business 80) in 1955, US 50/99 in 1961, and the 5 and 80 interstates in the late 1960s further encouraged development in Sacramento County's rural areas. The 1960s and 1970s saw more substantial annexations, after which growth slowed but did not stop. In the 1970s, many historic

² Environmental Science Associates, "Historical Resource Impact Analysis Report, Sacramento Entertainment and Sports Complex," prepared by JRP Historical Consulting, October 2013, 13.

³ William Burg, *Midtown, Sacramento: The Creative Soul of a City* (Charleston: The History Press, 2014); *The Sacramento Bee*, 25 October 1944, 6; Avella, 2003, 80, 90-92; Sue Norwood, "150 Year History," Sacramento City Unified School District, unpublished manuscript, 2004.

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school buildings were abandoned in order to comply with the Field Act's seismic standards.⁴ Some were converted to non-classroom uses, while many others were demolished and replaced with new buildings. Enrollment dropped in the 1980s, and some campuses were closed. By 2013 the City of Sacramento encompassed nearly 100 square miles.⁵

School Bond Program and Thomas Jefferson School Development

In 1916, Superintendent of Schools Charles C. Hughes oversaw a survey to outline the district's needs. Hughes wanted \$3,000,000 to build three new schools including a high school; add to two schools; and abandon and rebuild seven existing schools, including Jefferson School, on new sites. In addition to being too small for the growing population, many of old school buildings were wood-frame construction and considered substandard because they were vulnerable to fire. Parent Teacher Associations, the Chamber of Commerce, and other civic organizations strongly supported the program as necessary to stability and local economic growth. In October 1919, Sacramento voters passed a \$2,304,000 bond measure to fund an ambitious school construction program. In addition to constructing new buildings, Sacramento School District needed to acquire a substantial amount of land. Although many of the projects were to replace or enlarge existing schools, the larger new buildings frequently required acquisition of adjacent lots. In February 1920, the District announced bidding for fourteen sites, ten of which were adjacent to existing schools.⁶

In November 1919, local architects petitioned the Board of Education to appoint an architectural commission to divide the school bond work among Sacramento's certified architects "in proportion to their ability." A commission would be appointed to divide the work and would be paid 6% of project costs. Some directors wanted to reuse existing school plans, such as that for William Land School. The architects insisted that each building must be unique, and E.C. Hemmings asserted that the commission would save money. Hemmings partnered with J.W. Woollett on a 6% bid, and the District wanted to get the work cheaper. The following April, the Board appointed an Architectural and Engineering Commission consisting of architects Hemmings and Jens Peterson with structural engineer George Hudnutt. The Commission, despite a 1% bid by local architect F.A.S. Foale, would receive a 4.5% commission to prepare a survey of the building program, review plans, furnish blueprints, take bids, and generally manage the projects. Despite the discussions of sharing the work among qualified local architects, the Commission apparently formed a new partnership that performed all design work. Hemmings was Commission chairman and responsible for plans, i.e. design. Peterson and Hudnutt were tasked respectively with "specifications and contracts" and "contracts and specifications" according to the Bee. Their survey recommended construction of eleven new schools and extensive repairs to six existing schools and advised retention and expansion of Jefferson

⁴ Following the 1933 Long Beach Earthquake, the California State Legislature passed the Field Act mandating earthquake resistant construction for schools, later updated to include renovation of existing schools. Renovations were often extensive and expensive.

⁵ City of Sacramento, General Plan Technical Background Report, Prepared by Ascent Environmental, August 2014, 81-82, 94, 113; County of Sacramento, County History, 2018, accessed 28 November 2018, <http://www.saccounty.net/Government/Pages/CountyHistory.aspx>; Norwood, 2004.

⁶ *Architect & Engineer*, June 1922, 50; *The Sacramento Bee*, 27 August 1919, 1,3, 12 February 1920.

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School's existing site, reversing the earlier decision to abandon the site. Plans for Fremont and Jefferson Schools were designed by Hemmings-Peterson-Hudnutt and submitted at the start of 1921. Elmhurst School, finished in the summer of 1921, was the first project completed by the Commission. Four more schools, including Jefferson School, were finished during the winter of 1921-1922.⁷

The original Jefferson School building, constructed in 1870, was the oldest in Sacramento when the 1920s school building program was planned. Although it was a handsome brick building, it was considered obsolete, particularly because its small number of windows did not provide what at the time was considered sufficient light and ventilation. The size of the lot was also a problem: with no room for a playground the children played in the street, which was increasingly dangerous in an era of proliferating automobiles. The District had originally planned to abandon the site. In late 1920, after a recommendation by the Commission, it was able to acquire the remainder of the south half of the original site's block for \$33,000. In April 1921, Robert Trost of San Francisco won the contract by underbidding three local contractors at \$135,814 (roughly \$20,000 below the design estimate). Drawings were published in *The Sacramento Bee* for Jefferson School that summer, and by October, the building was well underway. The Board accepted the new Jefferson School building at their January 1922 meeting, providing at the same time for the demolition of the old school, deemed an eyesore and only preserved so it could be used during construction.⁸

By early 1922, the 1919 bond money had been mostly spent and the school building program was not complete. Superintendent Hughes and the Board of Education's building committee was promoting issuance of another \$1,150,000 in bonds, arguing that additional expenditures were crucial to make up for years of population growth and lack of investment in school buildings. While the bulk of the money would go toward the high school and junior college, several elementary schools, including Jefferson School and others that had just been completed or were under construction, already needed additions. Sacramento's Chamber of Commerce strongly backed the bond measure. That spring, Hemmings-Peterson-Hudnutt asked to be released from the school contract in favor of the newly formed Dean and Dean. Partner James Dean had been working on the schools since the Commission's inception, and the school architecture program carried on seamlessly. By December, \$12,000 had been budgeted for a two-room addition to Jefferson School. Dean and Dean took over school design months before the formal transfer of the contract in July. Research has not revealed plans or photographs for the addition; the original building had unfinished space on the second floor for two additional classrooms, and the modest expense of the project suggests that this was how the number of classrooms was increased.

⁷ *The Sacramento Bee*, 10 November 1919, 1, 25 March 1920, 13, 28 April 1920, 10, 10 May 1920, 12, 11 August 1920, 1, 6 January 1921.

⁸ *The Sacramento Bee*, 14 October 1919, 15, 20 November 1920, 12, 27 April 1921, 9, 29 October 1921, 34, 17 January 1922, 6.

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San Francisco artist Dorothy Simmons painted a set of murals with traditional fairy tale themes for Jefferson School's kindergarten room, and the frieze was installed on all four walls of the large room in the summer of 1922.⁹

By 1924, over 19,000 students attended twenty-three schools—fifteen of which were elementary schools—in Sacramento. A group of business owners and boosters featured a photo of Jefferson School in a full-page ad touting Sacramento's advantages and refinement, stating that its "high type of architecture" was typical for local schools. In 1929, the building received additional windows to add interior light, with plans prepared by Dean & Dean.¹⁰

In 1942, Sacramento School District began discussing moving students out of Jefferson School, which was only half occupied, and using the building for its administrative offices. Instead, the District added the students from John Muir, a school for disabled children, to the campus, since remodeling could not be undertaken during World War II. Like other Sacramento schools, Jefferson School became a distribution center for sugar rations during the war. Not long after the war ended, the re-use plan was resurrected. By the start of 1949, \$270,000 had been budgeted and plans prepared for the project as part of a new \$4,000,000 building program to deal with the postwar population growth. Harry Devine was the supervising architect and Charles Dean architect. The project included construction of a school supply warehouse at the west end of the parcel. Local builder Charles F. Unger was awarded the contract. The interior of the original building was almost completely gutted and renovated, and a two-story addition at the rear (north) and one-story east wing were constructed. Original doors and windows appear to have been replaced in kind. Administrators moved in at the end of 1949. The 1948-1949 school year was the last time students attended school at the site. The annex was declared surplus property in 2000 and subsequently demolished. The school building was used as administrative offices until 2009 and subsequently used for storage.¹¹

E.C. Hemmings

Edward Charles Hemmings was born in Illinois in 1874 and trained as an architect in Chicago. Like many other architects of his generation, he came to San Francisco after the 1906 earthquake to work on rebuilding that city. In 1907, he formed a partnership with State Architect George Sellon in San Francisco, who had also been working in Chicago before 1906, collaborating with him on the NRHP-listed Agnews Insane Asylum building as well as cottages at California Polytechnic State University San Luis Obispo, Sonoma State Home for Feeble-Minded Children, San Quentin Prison, and the State Normal School at San Jose (later California State University San Jose). This was the first of many partnerships for Hemmings. Agnews and San Quentin were both designed according to the most progressive practices of the day, and each was recognized as a model institution of its type. Sellon & Hemmings opened a Sacramento practice in 1908.

⁹ Simmons worked as a painter for decades, gaining nationwide renown in the 1950s as a greeting card designer.

¹⁰ *The Sacramento Bee*, 23 February 1922, 1, 15, 22 July 1922, 28, 9 December 1922, 1, 25 February 1924, 13, 13 August 1929, 5.

¹¹ *The Sacramento Bee*, 10 January 1942, 20, 4 May 1942, 1, 11 January 1949, 4, 1 April 1949, 2, 23 August 1949, 18, 8 October 1949, 30.

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Hemmings married Laura MacDonald in Alameda the same year, and in 1909 they moved to Sacramento, where all three of their children were born.¹²

Sellon & Hemmings designed the manufacturers' pavilion for the State Agricultural Society in 1908. Southern California projects included a state hospital in San Bernardino and State Normal School at San Diego (later San Diego State University). The half million-dollar Sacramento Hotel (demolished) was constructed of reinforced concrete in 1910. Sellon & Hemmings designed a hospital for the blind in Oakland, constructed in 1912. They dissolved their practice in August 1909; several well-known works were constructed after the partnership ended. Hemmings partnered with William A. Jones of Vallejo on the Solano County Courthouse and Vallejo's First Baptist Church (1924). Hemmings's notable Sacramento projects included the YMCA Building, Mohr & Yoerk Building at 11th and K, Hotel Land, and the PG&E Building. In 1920, he became chairman of the Architectural and Engineering Commission assigned to oversee design and construction of several elementary schools for Sacramento. Hemmings-Peterson-Hudnutt was a new partnership formed by the Commission members to execute the school work. Hemmings served on the Commission until it and the partnership were dissolved in early 1922. In 1923, Hemmings formed another partnership, this time with Leonard Starks. Hemmings and Starks designed the Elks Building, C.P. Nathan & Sons Store, Fox Senator Theater, Fuller Warehouse, and Pioneer Memorial Congregational Church during a productive year of collaboration before Hemmings's rather sudden death in 1924.¹³

Notable Buildings Completed in Sacramento

American Apartments/American Cash Store (with Sellon) NRHP, 1909
Mohr & Yoerk Building, 1910
Lorenz House, 1912
YMCA Building
Hotel Land
PG&E Building
First Unitarian Church
North Sacramento School Additions, 1920/1922
Fox Senator Theater, 1923
Pioneer Memorial Congregational Church, 1923
Elks Building, 1923

Notable State Buildings with Sellon

Agnews Insane Asylum, NRHP

¹² US Census Records, Sacramento, California, 1910; William Ladd Willis, *History of Sacramento County, California* (Los Angeles: Historic Record Company, 1913), 828-829; Polk Directory, San Francisco, 1907, 1908; A.I. Whitney and Fred W. Jones, *Architect and Engineer*, January-December 1919, 120; National Register of Historic Places Nomination Form, Cranston-Geary House, prepared by Historic Environmental Consultants, 12 August 1997, Section 8, 3; National Register of Historic Places Nomination Form, Agnews Insane Asylum, prepared by Jacob van Heeckeren and Liz Homes, 7 January 1997, Section 8, 1

¹³ *American Architect and Building News*, Vol. 94 (New York: July-December 1908), 20; *Engineering-Contracting*, Vol. 30 (Chicago: Myron C. Clark Publishing Company, July-December 1908), 36; *Western Architect*, Vol. 36, (Minneapolis: January-December 1912); *The Sacramento Bee*, 13 June 1924, 21.

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Folsom State Prison
California Polytechnic State University San Luis Obispo
Sonoma State Home for Feeble-Minded Children
San Quentin Prison
State Normal School at San Jose
State Normal School at San Diego

Other Notable Projects

Solano County Courthouse, 1911
First Baptist Church Vallejo, 1924

Dean and Dean

Charles Francis Dean and his brother James Sommerville Dean were born in Belton, Texas in 1884 and 1885. Charles studied at Texas A&M, working for a San Antonio architect and then in Chicago after graduation before joining California state architect George Sellon's office in 1908. James followed his brother to Texas A&M and into architecture. He married Ruth Cook, an Iowa native. In 1912, he joined Charles in Sacramento at the Office of the State Architect. Charles married Alvina Laue of Sacramento in 1913. In June 1920, James became chief deputy in charge of drafting for Hemmings-Peterson-Hudnutt, the partnership that had formed out of Sacramento School District's Architecture Engineering Commission a few months earlier.¹⁴

The brothers went into private practice in 1922, forming Dean and Dean to take over the school building program from the Commission. Dean and Dean was given public credit for the design of the School District's building program, although the partnership did not form until after at least five of the schools were complete. The main elements of the program as well as the specific designs of most or all of the schools were clearly designed by Hemmings-Peterson-Hudnutt, although James Dean was the firm's main draftsman and must have been at least partially responsible for design. Hemmings-Peterson-Hudnutt appears to have been willing to allow the new firm design credit in order to be released from an unprofitable contract.

Dean and Dean was extraordinarily productive during the 1920s. In addition to taking over the school program, they designed high-profile Sacramento buildings including Westminster Presbyterian Church, Sacramento Memorial Auditorium, Sutter Lawn and Tennis Club, Sutter Maternity Hospital, and an orphanage, as well as numerous architecturally significant commercial buildings. Dean and Dean also designed buildings in Marysville, Woodland, and other Sacramento Valley cities, as well far-flung locations like Seattle. At the same time, the brothers became renowned as residential designers. Dean and Dean designed dozens of houses, both modest and lavish. The JC Carly House in Sacramento, completed in 1922 at the start of their careers, is listed on the National Register for its architecture. In 1929, California's American Institute of Architects gave the partnership a design award for a Sacramento residence and Memorial Auditorium. The Dean and Dean design oeuvre extended across the popular revival styles of the era: Spanish, Colonial, Tudor, Romanesque, and Mediterranean. A

¹⁴ US Census Records, Sacramento, 1920, 1930.

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preference for brick or stucco walls, tile roofs, and asymmetric massing is observable across their work in the disparate styles. Influence of the Arts & Crafts movement can be seen in the careful landscape design for both domestic and institutional projects.

Trade publications from the 1920s described Charles Dean as the principal designer and James as the executive. James clearly had important design input for the school program. In 1930, James Dean left the practice for a position as Sacramento City Manager. He served in that capacity, at the time the most powerful position in local government, for twelve years before moving on to work as state finance director until his retirement in the 1950s. Charles Dean continued to lead the firm under the Dean and Dean name until his death in 1956, adopting new methods and styles as they emerged. Later Dean and Dean projects include Theodore Judah School completed in the late 1930s in the Streamline Moderne style and the Modernist New Helvetia Defense Housing (listed on the National Register as New Helvetia Historic District), on which he collaborated with other local architects in 1942.¹⁵

Notable Buildings Completed in Sacramento

Sutter Lawn and Tennis Club
Sacramento Orphanage and Children's Home
Golf Club House at Land Park
JC Carly House 1922 (NRHP)
Sacramento Junior College
Royal Miller House
Westminster Presbyterian Church, 1927
Sacramento Memorial Auditorium, 1927 (NRHP)
Hart Store Building
Alison Ware Store Building
Hart's Cafeteria
YWCA Dean Apartments, 1929
Sutter Maternity Hospital
Sutter Club (with Stark & Flanders), 1930 (NRHP)
Theodore Judah School, 1938 (NRHP)
New Helvetia Defense Housing (with Starks & Flanders and Harry Devine, Sr.), 1942 (NRHP)

Other Notable Works

SP Hart Building, Marysville, 1927 (NRHP)
Lincoln Women's Club
Palisade Club House, Placer County
Shasta Union High School, Redding
Thomas Youell House, Seattle, 1928
Elks Club, Marysville, 1928

¹⁵ *Eureka Humboldt Standard*, "Ex-finance Chief James Dean Dies," 12 November 1962, 20.

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Sacramento School District 1920s Building Program

The architectural program for the massive expansion of the Sacramento school system in the 1920s has traditionally been attributed to Dean and Dean, one of Sacramento's most famous early-twentieth century architectural firms. Although contemporaneous documents do not fully credit individual architects as designers, close examination of the chronology of development offers clues that point to a more complex attribution. Hemmings-Peterson-Hudnutt, a partnership formed solely to work on the school district program, initiated the standardized plan and design parameters of the program after it formed in the spring of 1920. Hemmings was chairman and the partner in charge of design according to *The Sacramento Bee*. James Dean came to work for the group shortly after the Architectural and Engineering Commission formed and appears to have been both project manager and principal designer. Elmhurst, Jefferson, and Fremont Schools were among the five schools completed by early 1922 under the aegis of the Commission.

Hemmings-Peterson-Hudnutt began asking to be released from the contract in March 1922, complaining that they could not make a profit at the agreed-upon percentage. According to trade publications, Hemmings had dozens of private commissions in 1922 and was also working on an ambitious expansion of North Sacramento School, and probably did not want to continue to devote his time to relatively low-paying work during a building boom. The mercurial Hemmings, who had at least six partnerships in less than two decades, frequently commented publicly on local building and architectural issues, and appears to have been the driving force behind the Commission. Hudnutt and Peterson are remembered primarily for their membership in the Commission.

Dean and Dean saw an opportunity to start a firm of their own and felt they could profitably take over the school program. James Dean had been designing the Sacramento school buildings for nearly two years in collaboration with Commission Chairman Hemmings, and a strong template had been established. The program was carefully calibrated to meet the District's practical needs and provide outstanding aesthetics on a limited budget. Elements of building plans were standardized for efficiency—often rough U-plans with an auditorium volume at one side—adapted as necessary to student body size and lot conditions and designed with future additions in mind. The program was heavily influenced by the open-air school movement, which had arisen at the turn of the century and emphasized the need for natural light and air in classrooms. During the 1910s, building technology had evolved to allow maximization of window space in walls. All the buildings in the District's program featured long classroom wings separated by landscaped courtyards and extra-tall multiple-light windows to provide highly prized light and ventilation to students. Where sites allowed, classrooms faced east with as much wall space as possible given to windows and corridors faced west with more widely spaced windows.¹⁶

Materials were also standardized: structural members were concrete and steel, exterior walls were brick or stuccoed hollow clay tile with terra cotta ornament, and roofs were clay tile. These elements had several virtues. They were the most durable and modern available, as well as

¹⁶ Wei Wu and Edward Ng, Department of Architecture, Chinese University of Hong Kong, Hong Kong, China, "A review of the development of daylighting in schools," *Lighting Research and Technology*, 35, 2, 2003.

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meeting another program objective: making schools fire resistant. They were also locally produced, endlessly adaptable to the creativity of architects like Hemmings and the Deans, and ideal for expressing the romanticized Mediterranean- and Spanish-influenced design popular in the 1920s. Small projecting volumes, variable roof heights and pitches, and ornamental chimneys and towers gave evoked the ambience of European villages. The natural warmth of tile and multi-colored brick as well as the sheltered courtyards created by projecting wings gave the schools a coziness and charm that offset the institutional formality communicated by classically inspired terra cotta ornamental entrance surrounds, which were different on each building. Despite unique plan, style, massing, and decorative elements on each, the schools were instantly recognizable as “parts of one large program.” By June 1922, just three months after Dean and Dean took over management, ten new schools and three additions were complete. A second bond measure was soon passed to fund additions. A building trade publication praised the dignity, charm, pose, and site-responsiveness of the buildings in 1922. Local observers were even more effusive, using terms like “splendid.” A 1921 advertisement for Sacramento Brick Company and a business-backed campaign to promote Sacramento in 1924 both featured an architectural rendering of Jefferson School.¹⁷

Conclusion

Jefferson School is significant at the local level in the area of Architecture. The building was designed under the aegis of the Sacramento School District’s Architectural and Engineering Commission, formed in 1920 to efficiently execute a district-wide building program. The building’s design was executed by two master architects: Commission Chairman E.C. Hemmings and James Dean of Dean and Dean, both influential in the design of many Sacramento-area schools of the era. It is an excellent example of Sacramento School District’s distinctive architecture program of the 1920s. The building exhibits stylistic elements of Tudor Revival architecture, unusual in a program that relied heavily on a Spanish Colonial and Mediterranean design idiom. Character-defining features include a steeply pitched gabled roof, brick set in Flemish bond, and smooth stucco cladding. Ornamental elements at the main entrance—sundial above the door, brackets at the eaves, and quoins around the rectangular opening—are all executed in terra cotta. Chimneys with decorative chimney pots, a slanted window bay on the east elevation, and a projecting shed-roofed volume on west elevation also reference the Tudor Revival style. In addition to its Tudor features, the building reflects the broader District-wide program: long wings separated by landscaped courtyards, corridors on the west with east-facing classrooms, and tall multi-light wood windows all designed to maximize students’ exposure to the outdoors and to bring daylight and ventilation into classrooms. Hollow-tile and brick construction provided fire-resistance, as did the clay-tile roof, explaining its unusual use on a Tudor Revival building. Jefferson School exemplifies the extraordinary ability of Hemmings and Dean to design unique architecturally significant buildings while meeting the strict requirements of a multi-building program.

¹⁷ Irving F. Morrow, “Recent Work by Dean and Dean, Architects,” *Architect and Engineer*, June 1922; Andrew Hope, Caltrans, DPR 523, Coloma Community Center, December 1995; Janice C. Calpo, National Register of Historic Places Registration Form, J.C. Carly House, November 8, 2005, 8:10; *Sacramento Bee*, 30 July 1921, 11, 25 February 1924, 13.

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1908.

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1910.

1920.

1930.

Previous documentation on file (NPS):

preliminary determination of individual listing (36 CFR 67) has been requested

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey # _____

recorded by Historic American Engineering Record # _____

recorded by Historic American Landscape Survey # _____

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Primary location of additional data:

State Historic Preservation Office

Other State agency

Federal agency

Local government

University

Other

Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 1.18

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: 38.573862

Longitude: -121.486253

Verbal Boundary Description (Describe the boundaries of the property.)

Jefferson Elementary School occupies a 1.18-acre block bounded by Matsui Alley to the north, 17th Street to the east, N Street to the south, and 16th Street to the west.

Boundary Justification (Explain why the boundaries were selected.)

The property boundaries are the limits of the parcel as defined by the Sacramento County Assessor and the legal description of the parcel.

11. Form Prepared By

name/title: Kara Brunzell

organization: Brunzell Historical

street & number: 1613 B Street

city or town: Napa state: CA zip code: 94559

e-mail: kara.brunzell@yahoo.com

telephone: (707) 290-2918

date: May 2020; Revised November 2020

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Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Thomas Jefferson School
City or Vicinity: Sacramento
County: Sacramento
State: California
Photographer: William Burg
Date Photographed: March 27, 2020

Description of Photograph(s) and number, include description of view indicating direction of camera:

- 1 of 21 Main (southwest) façade and courtyard, camera facing northeast
- 2 of 25 Main entrance, southwest façade, camera facing northeast
- 3 of 21 East wing, northwest and southwest façades, camera facing east
- 4 of 21 East wing, northwest façade and entrance, camera facing northeast
- 5 of 21 Main entrance, southwest façade, detail, camera facing northeast
- 6 of 21 Corner of main (southwest) façade and southeast façade of west wing, camera facing northeast
- 7 of 21 West wing, southeast façade, camera facing north

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- 8 of 21 West wing, southwest and southeast façades, camera facing north
- 9 of 21 West wing, southwest façade, camera facing northeast
- 10 of 21 Detail, base of flagpole
- 11 of 21 Landscaping in front of building, camera facing southeast
- 12 of 21 Southeast façade and addition, camera facing northwest
- 13 of 21 Southeast façade, camera facing northwest
- 14 of 21 Addition, southwest and southeast façades, camera facing northwest
- 15 of 21 Original school and addition, northeast façade, camera facing northwest
- 16 of 21 Northeast façade, camera facing west
- 17 of 21 Northeast façade, camera facing southwest
- 18 of 21 Chimney on northeast façade, detail
- 19 of 21 Northeast façade, camera facing southwest
- 20 of 21 Northeast façade, camera facing west
- 21 of 21 Northwest façade, camera facing southeast

Paperwork Reduction Act Statement: This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.). We may not conduct or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

- Tier 1 – 60-100 hours
- Tier 2 – 120 hours
- Tier 3 – 230 hours
- Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

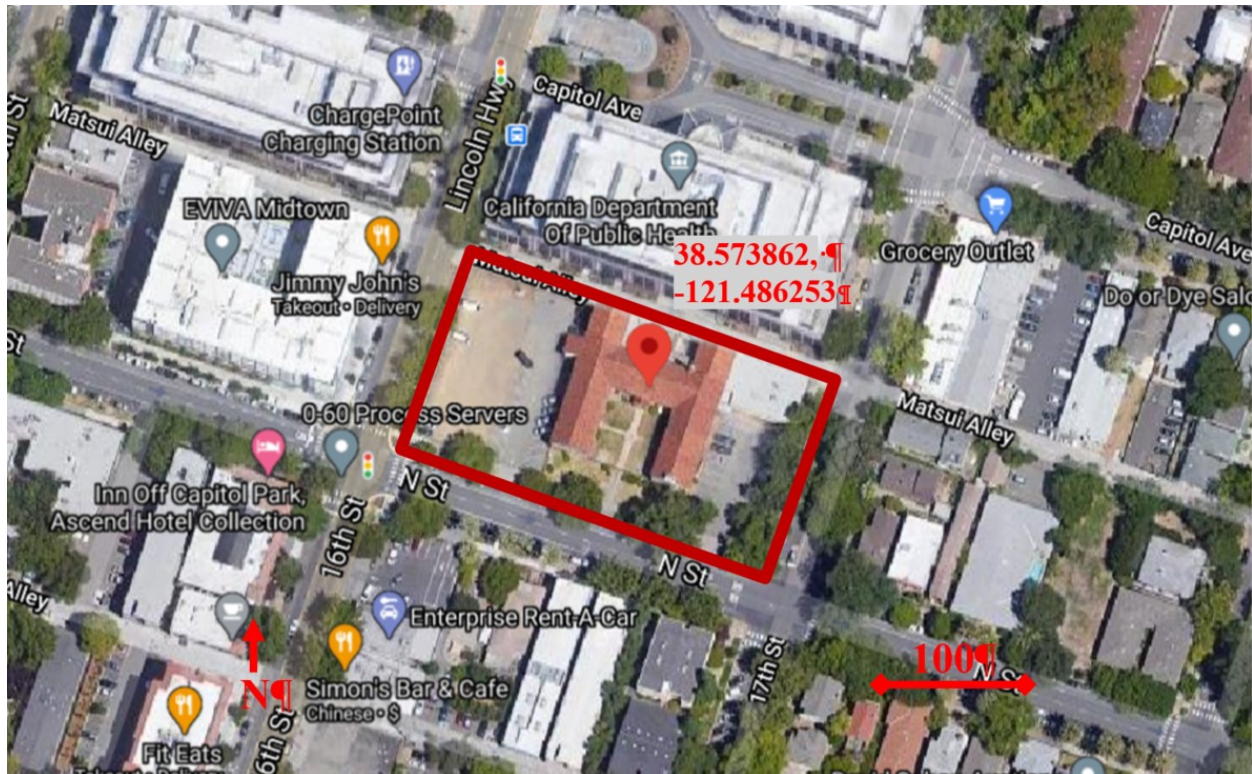
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Figure 1 Location Map

Latitude: 38.573862

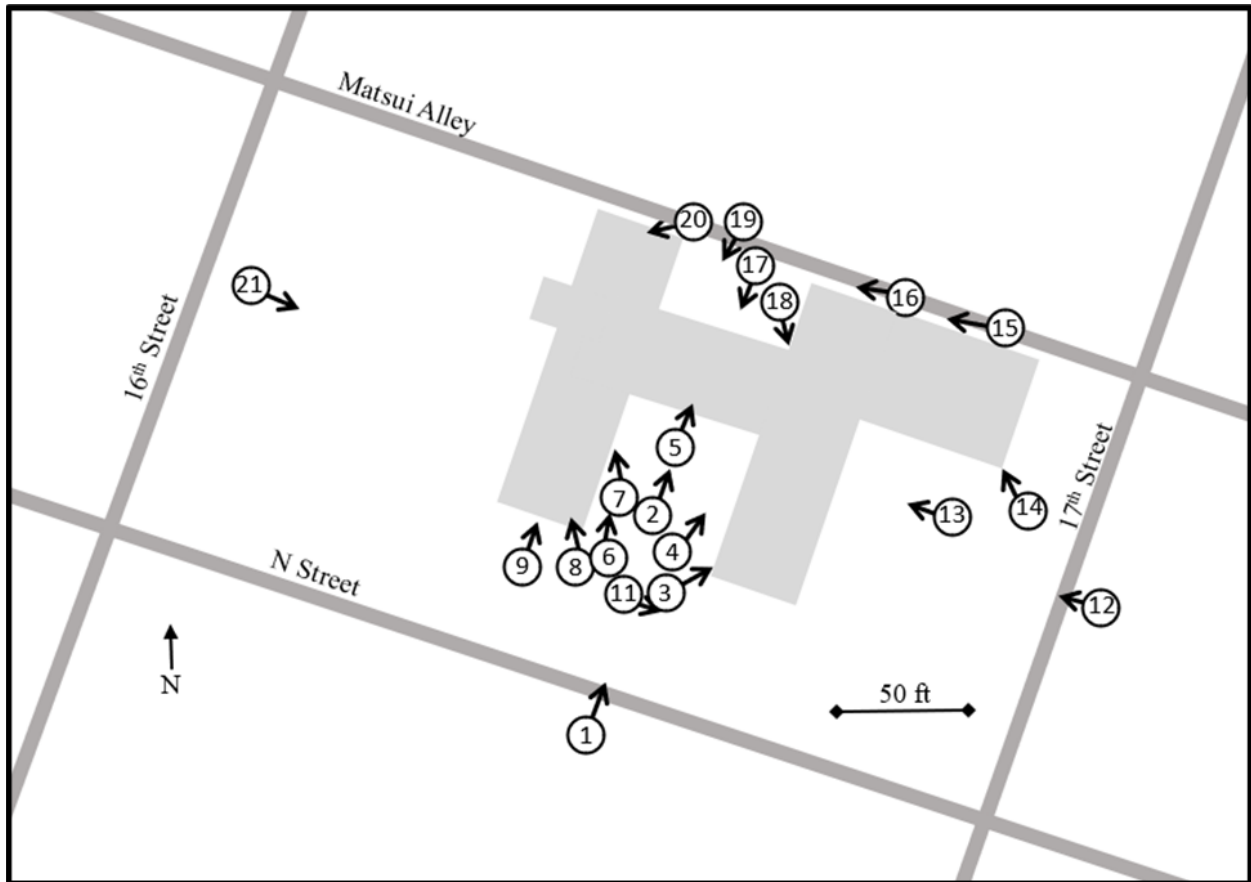
Longitude: -121.486253



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Figure 2 Sketch Map/Photo Key



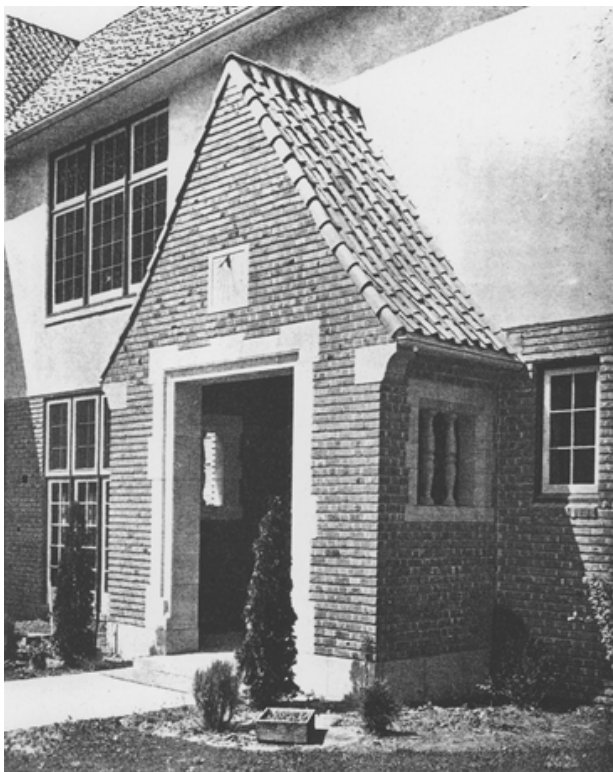
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Figure 3 Architectural rendering. Dean & Dean, Hemmings, Petersen, Hudnutt, Inc., published in *Architect & Engineer*.



Figure 4 Main entrance, 1922. *Architect & Engineer*.



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Figure 5 Main façade, 1922. *Architect & Engineer.*



Figure 6 Main façade, 1924. *Architect & Engineer.*



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Figure 7 Class Photo, 1928. *Sacramento Public Library, Sacramento Room.*



Figure 8 Main façade, 1929. *Center for Sacramento History.*



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Figure 9 Sugar rationing, 1942. *Center for Sacramento History.*



Figure 10 West façade, 1949. *Center for Sacramento History.*



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Figure 11 Remodel, 1949-1950. *Center for Sacramento History.*



Figure 12 Main façade, 1966. *Andrew Fink, Sacramento Public Library, Sacramento Room.*



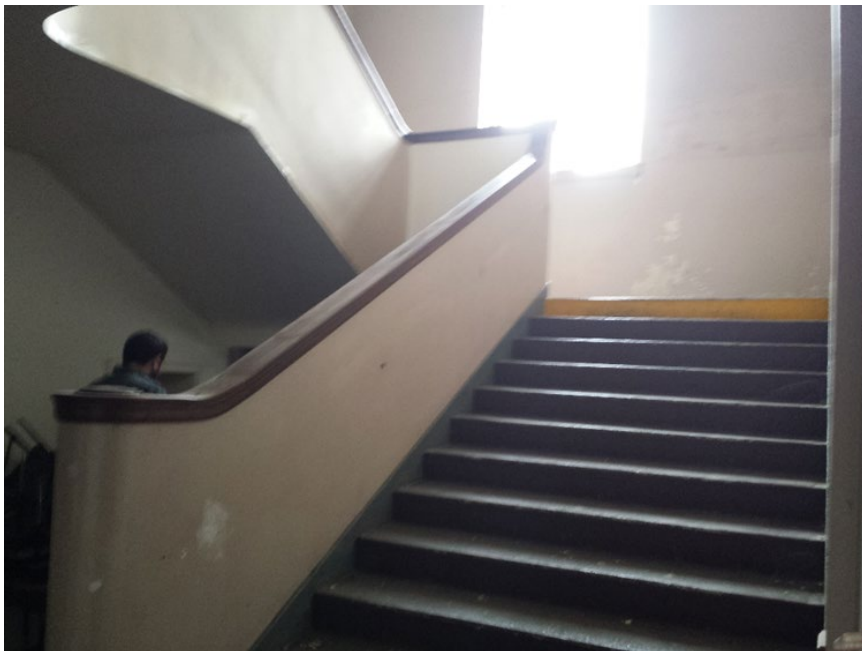
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Figure 13 Classroom, circa 2010. *William Burg, photographer.*



Figure 14 Stairwell, circa 2010. *William Burg, photographer.*



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Figure 15 Basement, circa 2010. *William Burg, photographer.*



Figure 16 Door to records safe, circa 2010. *William Burg, photographer.*



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Photo 1 Main (southwest) façade and courtyard, camera facing northeast



Photo 2 Main entrance, southwest façade, camera facing northeast



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Photo 3 East wing, northwest and southwest façades, camera facing east



Photo 4 East wing, northwest façade and entrance, camera facing northeast



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Photo 5 Main entrance, southwest façade, detail, camera facing northeast



Photo 6 Corner of main (southwest) façade and southeast façade of west wing, camera facing northeast



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Photo 7 West wing, southeast façade, camera facing north



Photo 8 West wing, southwest and southeast façades, camera facing north



Jefferson, Thomas, School
Name of Property

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Photo 9 West wing, southwest façade, camera facing northeast



Photo 10 Detail, base of flagpole



Jefferson, Thomas, School
Name of Property

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Photo 11 Landscaping in front of building, camera facing southeast



Photo 12 Southeast façade and addition, camera facing northwest



Jefferson, Thomas, School
Name of Property

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Photo 13 Southeast façade, camera facing northwest



Photo 14 Addition, southwest and southeast façades, camera facing northwest



Jefferson, Thomas, School
Name of Property

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Photo 15 Original school and addition, northeast façade, camera facing northwest



Photo 16 Northeast façade, camera facing west



Jefferson, Thomas, School
Name of Property

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Photo 17 Northeast façade, camera facing southwest



Photo 18 Chimney on northeast façade, detail



Jefferson, Thomas, School
Name of Property

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Photo 19 Northeast façade, camera facing southwest



Photo 20 Northeast façade, camera facing west



Jefferson, Thomas, School
Name of Property

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Photo 21 Northwest façade, camera facing southeast

