

## **Appendix B**

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# **Historic Resources Report**

**Magnolia Hall  
Tom Bradley Center for Student Life  
Los Angeles Trade Technical College Campus  
Los Angeles, California  
Historic Resource Evaluation**

**August 10, 2019**

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***EXECUTIVE SUMMARY AND PURPOSE***

Kaplan Chen Kaplan conducted a historic resource survey of buildings on the Los Angeles Trade Technical College (LATTC) campus located at 400 West Washington Boulevard in the Southeast Community Plan Area of the City of Los Angeles. This study includes an intensive evaluation of the buildings constructed for the Los Angeles Polytechnic High School: the Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall. The Magnolia Hall complex consists of three buildings constructed for the Los Angeles Polytechnic High School: the Auditorium Building constructed in 1924; the east classroom wing constructed in 1925; and the west classroom building constructed in 1935. The Tom Bradley Center for Student Life/Redwood Hall was built in 1936. In addition, all campus buildings were surveyed to determine if there is any eligible historic district on the LATTC campus.

The research, evaluation and findings of the campus survey and the intensive survey of the Magnolia Hall complex and Tom Bradley Center for Student Life/Redwood Hall are documented in this report. The Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall do not meet the National Register of Historic Places or the California Register of Historical Places criteria for association with historic persons or historic events or broad patterns of history. The Auditorium Building of Magnolia Hall was built as a high school auditorium in 1924 but was renovated in the late 1970s into a theater, renamed the "Grand Theater." Many of the theater's original character-defining features, especially interior elements, have been removed or altered, adversely impacting the Auditorium Building's architectural integrity. The Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall are not excellent examples of their architectural styles. The Magnolia Hall complex has lost architectural integrity due to significant alterations. The Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall do not meet the National Register of California Register criteria to be eligible for architectural significance.

The buildings of Magnolia Hall and the Tom Bradley Center for Student Life/Redwood Hall may be eligible for designation as individual City of Los Angeles Historic-Cultural Monuments based on their association with the Polytechnic High School period. The Los Angeles Historic-Cultural Ordinance is silent on the issue of integrity and a lower level of integrity may be acceptable.

There is no eligible historic district that meets federal, state or local historic designation criteria on the campus of Los Angeles Trade Technical College.

In summary, the findings of this report are the result of thorough research, field observations and building evaluations using current technical guidance from national, state, and local historic preservation agencies. This report finds that, the Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall do not meet the criteria to be eligible for listing in the National Register of Historic Places or the California Register of Historical Resources and that there is no eligible historic district on the LATTC campus. The Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall may be eligible for designation as individual City of Los Angeles Historic-Cultural Monuments.

## ***SUMMARY OF RESEARCH AND METHODOLOGY***

A comprehensive methodology for researching the development history of properties and evaluation of the research to determine potential historic eligibility included conducting the following activities:

- Field review of LATTC campus August 2018 and July 2019
- Photography of campus buildings<sup>1</sup>
- Building Permit Research
- Research on history of schools and campuses on the site
- Research on the development history of the campuses
- Assessor data research
- ZIMAS records research
- Research online databases and sources
- Research Los Angeles Public Library online resources
- Review of aerial and topographic maps
- Research online photographic databases
- Research historic newspaper databases
- Review of SurveyLA findings
- Review of SurveyLA Historic Contexts
- Review of HistoricPlacesLA.org
- Records search South Central Coastal Information Center
- Analysis of materials reviewed and researched
- Evaluation of properties in accordance with federal, state and local eligibility criteria

All of the field data and research data were analyzed and evaluated by an architectural historian who meets the Secretary of the Interior's Professional Qualification Standards for Historic Preservation and by an architect who meets the Professional Qualification Standards for Historic Architect.

## ***REGULATORY FRAMEWORK***

### **National Register of Historic Places**

The National Historic Preservation Act (NHPA) of 1966 established the National Register of Historic Places (National Register) as an authoritative guide "used by Federal, State, and local governments, private groups and citizens to identify the Nation's cultural resources and indicate what properties should be afforded protection from destruction or impairment."<sup>2</sup> Buildings, districts, sites and structures may be eligible for listing in the National Register if they possess significance at the national, state or local level in American history, culture, architecture or archeology, and in general, are over 50 years old. For a property to qualify for the National Register of Historic Places it must meet one of the National Register criteria for evaluation by: being associated with an important historic context and retaining historic integrity of those features necessary to convey its significance. Significance is evaluated using established criteria:

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<sup>1</sup> Contemporary images in this report were photographed for this report by the project team

<sup>2</sup>36 Code of Federal Regulations, Section 60.

- A. Are associated with events that have made a significant contribution to the broad patterns of our history; or
- B. Are associated with the lives of persons significant in our past; or
- C. Embody the distinctive characteristics of a type, period, or method of construction or that represent the work of a master, or that possess high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction; or
- D. Yield, or may be likely to yield, information important in prehistory or history.

*Historic District.* According to *National Register Bulletin 15*, a historic district derives its importance from being a unified entity whose identity as a district “results from the interrelationship of its resources, which can convey a visual sense of the overall historic environment.” A historic district is “a definable geographic area that can be distinguished from surrounding properties by changes such as density, scale, type, age, style of sites, buildings, structures, and objects, or by documented differences in patterns of historic development or associations...the boundaries must be based upon a shared relationship among the properties constituting the district.”<sup>3</sup>

*Historic Context.* An individual resource or historic district must be significant within a historic context. *National Register Bulletin 15* states that a historic context explains “those patterns, themes, or trends in history by which a specific...property or site is understood and its meaning...is made clear.” To be determined eligible for listing on the National Register a property must possess significance within a historic context and possess integrity.

*Integrity.* Properties may be eligible for inclusion on the National Register as individual resources and/or as contributors to an historic district. *National Register Bulletin 15: How to Apply National Register Criteria for Evaluation* states that in addition to meeting at least one of the four criteria, a resource should be evaluated to assess its integrity. For individual resources to qualify for inclusion they must represent an important aspect of an area’s history and possess integrity. “To retain historic integrity a property will always possess several, and usually most, of the aspects. The retention of specific aspects of integrity is paramount for a property to convey its significance. Determining which of these aspects are most important to a particular property requires knowing why, where, and when the property is significant.”<sup>4</sup>

A historic district must retain integrity as a whole, “the majority of the components that make up the district’s historic character must possess integrity even if they are individually undistinguished.”

The seven aspects of integrity are location, design, feeling, association, setting, workmanship and materials. To “retain historic integrity a property will always possess several, and usually most, of the aspects.” For a resource to be evaluated as significant for its design, a “property important for illustrating a particular architectural style or construction technique must retain most of the physical features that constitute that style or technique.”

*Significance of Association.* *National Register Bulletin 32, Guidelines for Evaluating and Documenting Properties Associated with Significant Persons*, provides guidance on evaluating

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<sup>3</sup> National Register Bulletin 15, How to Apply the National Register Criteria for Evaluation, pp. 5-6, <https://www.nps.gov/nr/publications/bulletins/pdfs/nrb15.pdf>

<sup>4</sup> California Office of Historic Preservation Technical Assistance Series #6. California Register and National Register: A Comparison. p. 3.

potential historic association with people who have “made contributions or played a role that can be justified as significant.” For association with leaders or prominent families it is necessary “to explain their significant accomplishments” and they “must be compared to those of others who were active, successful, prosperous, or influential in the same field.” Most properties nominated for associations with significant persons also are nominated for other reasons and a majority of properties nominated under the association criterion are also significant in the area of architecture or for the area in which the individual(s) achieved recognition.

*National Register Bulletin 32* adds that the fact that we value certain professions, or the contributions of certain groups historically does not mean that every property associated with or used by a member of that group is significant. Associations with one or more individuals in a particular profession, economic or social class, or ethnic group will not automatically qualify a property. The contribution must be distinctive: it is not enough to show that an individual has acquired wealth, run a successful business, or held public office, unless any of these accomplishments, or their number or combination, is a significant achievement in the community in comparison with the activities and accomplishments of others.

### **California Register of Historical Resources**

The California Register, based on the National Register, is the “authoritative guide to be used by state and local agencies, private groups, and citizens to identify the state’s historical resources and indicate which properties are to be protected.” A building, site, structure, object, or historic district may be eligible for inclusion on the California Register if it meets one or more of the following criteria:

1. It is associated with events that have made a significant contribution to the broad patterns of local or regional history, or the cultural heritage of California or the United States
2. It is associated with the lives of persons important to local, California, or national history
3. It embodies the distinctive characteristics of a type, period, region, or method of construction, or represents the work of a master, or possesses high artistic values
4. It has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California, or the nation.

*California Office of Historic Preservation Technical Assistance Series #6, California Register and National Register: A Comparison* states that in addition to meeting one of the criteria of significance, a resource must “retain enough of their historic character or appearance to be recognizable as historical resources and to convey the reasons for their significance” and “integrity is evaluated with regard to the retention of location, design, setting, materials, workmanship, feeling, and association.” Historical resources that “have been rehabilitated or restored may be evaluated for listing.”

*Series 6 Guidance* also states, “Alterations over time to a resource or historic changes in its use may themselves have historical, cultural, or architectural significance.” Historical resources that do not retain sufficient integrity to qualify for the National Register may still be eligible for listing in the California Register: “a resource that has lost its historic character or appearance may still have

sufficient integrity for the California Register if it maintains the potential to yield significant scientific or historical information or specific data.”<sup>5</sup>

### **City of Los Angeles Historic-Cultural Monument**

A City of Los Angeles Historic-Cultural Monument is any site (including significant trees or other plant life located on the site), building or structure of particular historic or cultural significance to the City of Los Angeles. A proposed Monument may be designated by the City Council upon the recommendation of the Commission if it meets at least one of the following criteria:

1. Is identified with important events of national, state, or local history, or exemplifies significant contributions to the broad cultural, economic or social history of the nation, state, or local history;
2. Is associated with the lives of historic personages important to national, state, city, or local history
3. Embodies the distinctive characteristics of a style, type, period, or method of construction; or represents a notable work of a master designer, builder or architect whose individual genius influenced his or her age.

### **City of Los Angeles Historic Preservation Overlay Zone (HPOZ)**

Historic District in the City of Los Angeles are known as an Historic Preservation Overlay Zone (HPOZ), a significant concentration, linkage, or continuity of sites, buildings, structures, objects, landscape or natural feature united historically or aesthetically by plan or physical development. The criteria for the designation of an HPOZ are:

1. Adds to the historic architectural qualities or historic associations for which a property is significant because it was present during the period of significance, and possesses historic integrity reflecting its character at that time
2. Owing to its unique location or singular physical characteristics, represents an established feature of the neighborhood, community or city
3. Retaining the building, structure, landscaping, or natural feature, would contribute to the preservation and protection of a historic place or area of historic interest in the City.

An HPOZ boundary and its contributing resources are identified through a Historic Resources Survey conducted for the HPOZ.

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<sup>5</sup>California Office of Historic Preservation Technical Assistance Series #6: California Register and National Register: A Comparison, p. 3.



## PROJECT LOCATION

The Los Angeles Trade Technical College is located in the Southeast Los Angeles Community Plan Area. The main campus is bounded by Washington Boulevard on the north, Flower Street on the West, Grand Avenue on the east and 23<sup>rd</sup> Street on the south. The *Historic Resources Survey Report* for the Southeast Community Plan Area notes that the northern section of this area, which includes the campus, is within the original Los Angeles City Boundary and that the area north of Slauson Boulevard “was largely built out by the late 1920s.”<sup>6</sup>



Location Map, 2018 (Google Earth)

## LOS ANGELES CITY SCHOOL DISTRICT HISTORY

A Historic Context Statement was prepared for the Los Angeles Unified School District, the *Los Angeles Unified School District Historic Context Statement, 1870 to 1969 (LAUSD Historic Context)*.<sup>7</sup> This report provides the history social history, school development and school architecture in Los Angeles and provides historic contexts and themes with which to understand and evaluate historic significance.

The *LAUSD Historic Context* states that the earliest Los Angeles schools from the 19<sup>th</sup> century used a vernacular, domestic-scaled form as the model for school buildings. With the turn of the 20<sup>th</sup> century, the model became Beaux-Arts Classicism and “the Classical Revival was

<sup>6</sup> Historic Resources Survey Report—Southeast Los Angeles Community Plan Area, p. 9.

<sup>7</sup> Los Angeles Unified School District. *Los Angeles Unified School District Historic Context Statement, 187 to 1969*. Prepared by Sapphos Environmental Inc., 2014.

especially favored” as their “impressive porticos of colossal columns proclaimed the importance attached to education... School buildings came to resemble grand civic buildings with monumental scale, classical styling, symmetrical design composition, and a rational program.”<sup>8</sup> The report notes that “the monumentality and beauty of the city’s public schools were also celebrated as forwarding the cause of education. The fine buildings, along with updated classroom activities and subjects, would inspire the older pupil to attend school.”<sup>9</sup>

The *LAUSD Historic Context* observed that “in the city core, grand new schools reflected the city’s economic and institutional success. In its first few decades, the district added many monumental large-scale schools. Designed by the city’s nascent field of architects, the buildings were generally self-contained, multi-story buildings exhibiting the palette of styles popular in the era, including late Victorian, Romanesque, Classical revival, and Beaux-Arts styles. In this way, for Los Angeles, providing the most modern, up-to-date curricula and facilities became important symbols of the city’s growth, economic success, and stature as an urban center worthy of comparison.”<sup>10</sup>

In the 1920s the Progressive Education Movement brought changes to “two main realms: first, teaching methods and curricula became more hands-on and individualized, less rigid and authoritarian; and second, environments for learning were transformed to facilitate these new ideas.... As architects and designers began experimenting with the new ideas of this period, school plants became ‘more flexible and adaptable, and more accommodating of the new methods of teaching.’ The keys became functionality, adaptability, and programmatic differentiation of building and spaces, for interiors and for the site overall. The increasing emphasis on natural light and fresh air brought the incorporation of bays of windows, which would march across the building elevations and span each floor of classroom wings.”<sup>11</sup>

The *LAUSD Historic Context* observes that “schools were less monumental, less imposing... [and] from the 1920s through the 1930s, there was a move away from Beaux-Arts classicism and Classical Revival styles toward the period-eclectic styles commonly used in domestic architecture... During this time in Southern California, as in many other parts of the region, architecture was entering a golden age. Responding to the boom in construction, architects and designers were both meeting and fueling demand for the menu of period-eclectic styles popular at the time. In Southern California, architects drew on the heritage of the regions, including the Arts and Crafts movement and Spanish Colonial past, to forge a unique architectural identity.”<sup>12</sup>

Another emphasis became on outdoor spaces. According to the *LAUSD Historic Context* “plans became ‘more open and interconnected with more transparency and spatial complexity—both inside and out... simple changes to the traditional big-block school, such as adding adjacent or parallel wings, created numerous possibilities for outdoor spaces. The school branched out and turned in on itself, with building plans including elongated L shapes, T shapes, H shapes, or U shapes, all of which spread out the interior program and opened up possibilities for courtyard spaces and interconnections.”<sup>13</sup>

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<sup>8</sup> Los Angeles Unified School District. *Los Angeles Unified School District, Historic Context Statement, 1870 to 1969*, pp. 23-24. Prepared by Sapphos Environmental Inc., 2014.

<sup>9</sup> *Ibid.*, p. 28.

<sup>10</sup> *Ibid.*, p. 27.

<sup>11</sup> *Ibid.*, p. 31.

<sup>12</sup> *Ibid.*, p. 33.

<sup>13</sup> *Ibid.*, p. 35.

The *LAUSD Historic Context* states that “unified site planning, the incorporation of landscape architecture, and a spread-out campus became increasingly important in this era. These qualities enhanced patterns of circulation, created more outdoor gathering spaces, and built connections between campus buildings based on use buildings were designed with generous setbacks, taking into account adjacent traffic to ensure that classrooms were adequately buffered from street noise. More comprehensive site planning also allowed architects and school planners to think ahead to future expansion needs, in terms of both individual buildings that could be expanded and buildings and structures that might be added.”<sup>14</sup>

In analyzing the history of the Los Angeles City School District, the *LAUSD Historic Context* observes that in the 1920s “the boom in construction and resources brought a golden age for period-revival architecture. Buildings reflected a wide palette of styles and stylistic hybrids; schools exhibited the ornamental programs of Romanesque, Italian Renaissance, Spanish Colonial, and Collegiate Gothic Revival styles.... While the 1920s boom provided opportunities to test new ideas, the era remained transitional, with some new construction showing the new lower massing and open site plans recommended... and some schools still adopting a more monumental decorative program and higher massing. As elsewhere, the most common building plan types during this period were increasingly rectilinear with perpendicular wings in T, H, and U shapes, providing areas for courtyards and outdoor spaces. Ordinarily the interior would consist of classrooms lining a double-loaded corridor.”<sup>15</sup>

During the 1920s the Los Angeles School district had a “dramatic expansion in school construction” with over \$60 million in bond issues “sold for construction of new schools, as well as additions to existing facilities. More than 200 permanent facilities were constructed in six years.”<sup>16</sup>

In March 1933, the 6.5 magnitude Long Beach earthquake occurred and caused significant damage and losses. After an earthquake in Los Angeles in 1925 building codes were strengthened and then again after the 1933 Long Beach earthquake. Following the 1933 earthquake, the state of California adopted the Field Act to further strengthen school building codes which directed the State Division of Architecture to establish regulations to ensure earthquake-resistant buildings. In addition, state oversight and building codes/construction inspections were required. The City of Los Angeles Board of Education revisited its building codes so that new buildings would use the latest construction techniques and use modern materials such as steel and reinforced concrete.

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<sup>14</sup> Ibid., p. 37.

<sup>15</sup> Ibid., p. 39.

<sup>16</sup> Ibid. p. 42.

**HISTORY OF POLYTECHNIC HIGH SCHOOL AND LOS ANGELES TRADE  
TECHNICAL COLLEGE*****Los Angeles Polytechnic High School***

In 1872 The California State Legislature made youth education compulsory and passed a bond measure for construction of schools. The legislation also required cities to create a Board Of Education and Superintendent.<sup>17</sup> The Los Angeles School District was established and developed one new school in 1872 and the its first high school in 1873 which was located at Temple and Broadway Streets in downtown Los Angeles. A new campus for the high school was established in 1917 at 4600 Olympic Boulevard.

The Los Angeles School District was an early adopter of providing vocational education to its students and in 1897 a commercial branch of the high school was established. It was renamed Polytechnic High School in 1905 when the school moved to new buildings on a portion of Barnard Park near the intersection of Grand Avenue and Washington Boulevard near downtown Los Angeles.<sup>18</sup>

In 1913, a U.S. Presidential commission on vocational education inspired the 1917 Smith-Hughes Act that mandated compulsory educational requirements for youth and provided federal funding for vocational schools. In Los Angeles the Polytechnic High School provided commercial courses, while the Manual Arts High Schools offered industrial and household arts coursework. A Part-Time High School was also established in 1920 (becoming Metropolitan High School in 1926). In 1925, the Frank Wiggins Trade School was established on Grand Avenue in downtown Los Angeles.<sup>19</sup>

Plans for the new site of the Polytechnic High School were adopted by the City Council of Los Angeles in 1904 after the voters of Los Angeles had approved bonds for school construction in 1902. The campus was to consist of four buildings, including an auditorium, and its architecture was to be “Grecian-Ionic” and the buildings were to have a “cement finish for the outside walls and gravel roofs.”<sup>20</sup>

The Los Angeles community was proud and optimistic about the opportunity to be offered by the Polytechnic High School at its new location south of downtown Los Angeles: “A new era in the educational work of Los Angeles has begun—a step forward has been taken placing our city in the van. By the appropriation of \$200,000 for a polytechnic and manual training school...the Polytechnic High School will open new fields for the student. From the domestic science of the household: cooking, sewing and even washing and ironing, he or she may march on to the higher arts of the crayon, brush or modeler’s mould. The choice of vocation will be wide and unhampered in such a school. The various departments will represent almost all the walks of life...open only to those who have completed at least two years of the High School course, it will turn out finished artisans, men, prepared for life. From behind the big white pillars will step forth architects, engineers, astronomers, chemists and men of all the sciences, wood carvers, modelers and artists.”<sup>21</sup>

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<sup>17</sup> Ibid. p. 46.

<sup>18</sup> *Los Angeles Unified School District, Historic Context Statement, 1870 to 1969*, p. 46.

<sup>19</sup> *Los Angeles Trade Technical College Campus Plan 2003 LATTC Master Plan EIR, 2003*, p. 99.

<sup>20</sup> “Polytechnic Plans Adopted,” *Los Angeles Times*, May 3, 1904.

<sup>21</sup> “Ground is Broken for Polytechnic,” *Los Angeles Times*, July 9, 1904.

The principal, Professor J. H. Francis, noted that the school would open with 333 students and 24 teachers. The school accommodated two classes of pupils: “those preparing themselves to go to a university and those who are not. The latter class will be prepared to either go directly into their chosen callings or take up a post-graduate course in a technical school.”<sup>22</sup>

The architect for the Polytechnic High School was the Los Angeles firm of Burnham & Bliesser. The two main Beaux-Arts classical style buildings were box-like in plan and featured monumental elevations facing Washington Boulevard. Contemporary accounts describe the school as consisting of “a handsome group of buildings, covering a ground space 220 x 440 feet, between Grand Avenue and Flower Street, running through from Washington to Twentieth. The main building is four stories high, Assembly Hall two stories, and the shops are one story the height of two. The entrance to the main building is on Washington Boulevard by a handsome stone stairway and through massive Ionic columns on the north front. The entrance to Assembly Hall is on a level with the ground on the east front, and that to the Science Hall is on Twentieth Street...the buildings are all of brick, covered with stucco of a cream-white color...the whole effect is artistic and beautiful.”<sup>23</sup>



Los Angeles Polytechnic High School, c1906 (Los Angeles Public Library)



Los Angeles Polytechnic High School and Auditorium, c1910 (Los Angeles Public Library)

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<sup>22</sup> Ibid.

<sup>23</sup> “Polytechnic is All Ready,” *Los Angeles Times*, Sept. 2, 1905.

The *Los Angeles Trade Technical College Campus Plan 2003 LATTC Master Plan EIR* also provides a description of the 1905 campus. “Poly High, initially situated on a L-shaped lot, was originally comprised of approximately four buildings: a three-story building that contained lecture rooms offices, dining rooms, and a kitchen; a two-story building with a first floor gymnasium and second floor auditorium hall and gallery; a large, one-story industrial arts building containing a carpenter/mechanical shop with a blacksmiths shop and foundry; and a large one-story building called the Science Hall that was divided into lecture rooms. Architect Franklin P. Burnham designed the buildings fronting Washington Boulevard in a highly ornate and imposing Classical Revival style. Triangular pediments, Ionic columns, and decorative friezes characterized the Greek temple-like buildings.”<sup>24</sup>



Los Angeles Polytechnic High School, 1907 Sanborn Map

The 1907 Sanborn Map shows the Main Building and Auditorium Building/Gymnasium faced Washington Boulevard with little setback. The Main Building included a rectangular wing behind the square front section of the building. The front section included administrative offices, dining area and lecture rooms. The rear section included another small dining room, kitchen and lecture rooms. To the south of the Main building was another building that was “U” shaped and included the carpenter shop, machine shop and foundry. The east leg of that “U” shaped

<sup>24</sup> *Los Angeles Trade Technical College Campus Plan 2003 LATTC Master Plan EIR*, p. 100.



building was the Engine Room/Steam Pumps, the boiler room for the campus. To the south was another building, called the Science Hall which included lecture rooms and laboratory.



Los Angeles Polytechnic High School, 1922 Sanborn Map

By the 1922 Sanborn Map, Polytechnic High School had grown into a campus taking up over half of the city block bounded by West Washington Boulevard on the north, Flower Street on the west, Barnard Park on the east. The school acquired a few parcels across 20<sup>th</sup> Street on the south. An Arts Building had been constructed in 1910 on the northeast corner of Flower Street and 20<sup>th</sup> Street. To its north was a Restaurant building. And across 20<sup>th</sup> Street, two other buildings had been constructed. An existing private dwelling located to the southeast of the Auditorium Building had been converted into school rooms and a narrow support building had been constructed on that same parcel.

After voters approved bonds for school improvements in 1922, an “extensive development program of considerable magnitude” was undertaken by the Los Angeles City Board of Education including “construction of fifty new elementary schools, three junior high schools” as well as “the purchase of new sites and the erection of numerous school buildings and additions in various sections of the City.”<sup>25</sup>

<sup>25</sup> Millions for City’s Schools: Millions Will Be Spent in Coming Months for Attractive Additions to School System,” *Los Angeles Times*, April 29, 1923.

One of the projects was \$340,000 for “erection of a three-story building to be built adjoining the present Polytechnic High School, to be used as an auditorium and class rooms.” The new auditorium was to be built on the site of the school’s original auditorium (one of the two original buildings at the Washington Boulevard site).

Articles from the *Los Angeles Times* described plans for the new building: “Preliminary sketches [were] being prepared by Morgan, Walls and Morgan, architects to provide designs for the new addition to follow the architecture used in the main building. It will contain an auditorium to seat 2000 persons and numerous rooms to provide space for the increased number of students in attendance and the addition of several new departments. Italian renaissance will be featured in the exterior designs, with massive pillars typical of that country, on both elevations.”<sup>26</sup>



Sketch of auditorium and classroom addition<sup>27</sup>



Auditorium, east and north elevations

<sup>26</sup> Ibid.

<sup>27</sup> “New Schools Designed: Modern Structures to be Erected in Los Angeles,” *Los Angeles Times*, September 2, 1923.



Another article from the period described the design of the building to be finished in the Spanish Renaissance style of architecture.” It noted that in addition to the Auditorium Building, a “classroom portion of the building will adjoin the auditorium in the form of a wing and will be 200 feet long and seventy-two feet wide.”<sup>28</sup> In a 1923 article, a sketch of the building was provided and architect Stiles O. Clements from the firm Morgan, Walls and Morgan, discussed the progress of construction.” Although the article noted that “plaster will predominate in the facing of exterior walls which will be in keeping with the design of the main unit,” the classroom wing was designed with more classical features while the auditorium building had Moorish architectural features.<sup>29</sup> The built classroom building not as square a shape as the early image.



Sketch of classroom addition<sup>30</sup>



East classroom wing, south and east elevations attached to Auditorium

<sup>28</sup> “New School Auditorium,” *Los Angeles Times*, December 27, 1922.

<sup>29</sup> “New Schools Designed: Modern Structures to be Erected in Los Angeles,” *Los Angeles Times*, September 2, 1923.

<sup>30</sup> *Los Angeles Times*, April 29, 1923.

The first Auditorium/Gym Building was demolished to make way for the new Auditorium Building (now part of Magnolia Hall) was finished in 1924 and the classroom building (also now part of Magnolia Hall, east wing), located to the south of the auditorium on its east side, was finished in 1925. Like the then existing 1905 Main Building, the new high school auditorium building was built to the Washington Boulevard sidewalk without any setback. The classroom wing was added onto the south of the Auditorium building. This classroom building wing was sited to the east of the original Boiler Room Building which remained in its original location. The face of the campus remained on Washington Boulevard. The east elevation of the classroom wing, attached to the Auditorium, faced Barnard Park and had some limited architectural detailing including horizontal scoring below the parapet. To the west of the 1925 classroom wing was the rear wing of the Main school building with the Boiler Room in between. As a result, the west elevation of the wing had fewer architectural features than the east elevation. The area to the south of the building appears to have been treated as the back of the house area as the south elevation of the classroom wing did not include any architectural detailing.

In 1925-26 the campus was expanded to include additional parcels and a three-story general science building, was built near the then southeast corner of the campus. A two-story domestic science building with cafeteria was built along Flower Street. These were designed by the architecture firm of Albert C. Martin. The exteriors were to be “of stucco and art stone to conform to the latter buildings of the group. Special study has been given to provide the most up-to-date arrangement.”<sup>31</sup> None of these buildings remain.

Buildings on the Polytechnic High School campus were damaged in the 1933 Long Beach earthquake. Although repairs were made immediately, in 1934 the school district applied for a building permit to demolish the 1905 Beaux Arts classical style school building on Washington Boulevard. Thus by 1935 the two original Polytechnic High School buildings had been demolished.



Polytechnic High School Campus, 1928 (EDR)



Polytechnic High School Campus, 1938 (EDR)

<sup>31</sup>“Contracts for School Plants Let: Two Buildings Costing \$280,000 to be Added to Institution,” *Los Angeles Times*, November 22, 1925.

In 1935 a permit for a new building was taken out. The replacement building, today the West Classroom wing of Magnolia Hall, was sited to the west of the 1925 Auditorium Building. It was designed in the Renaissance Revival architectural style by the firm of Albert C. Martin. This “L” shaped building was setback further from Washington Boulevard than the original building and the Auditorium Building. Its primary façade faces Washington Boulevard where there is a small setback area from the street. As the east and south elevations of this building faced the Boiler Room Building and the west elevation of the Auditorium’s classroom wing, those elevations were given a sparser design with fewer architectural details than the front (north) and west elevations of the building.



Magnolia Hall (West Classroom wing), north elevation



Magnolia Hall (west wing), south and east elevations



Magnolia Hall (east wing), south elevation

In 1935 the school was renamed the John H. Francis Polytechnic High School after its first principal who later became Superintendent of the Los Angeles schools. A year later, in 1936, the Industrial Arts Building, also known as Redwood Hall and as the Tom Bradley Center for Student Life (TBCSL), was constructed replacing the former Science Hall along 20<sup>th</sup> Street. The building was designed by A.C. Martin. In 1956 an addition to the TBCSL/Redwood Hall was constructed along its south elevation.





Tom Bradley Center for Student Life/Redwood Hall, east and north elevations



Tom Bradley Center for Student Life/Redwood Hall, 1956 addition, south elevations

A new Science Building was constructed to the east of the TBCSL/Redwood Hall and is shown on the 1950 Sanborn Map. That Science Building, renamed the Electrical Building on that Sanborn Map, was demolished in the late 20<sup>th</sup> Century and replaced by the North Quad open space area. Between 1950 and 1954, 20<sup>th</sup> Street was vacated, and the campus area extended south. Other than the TBCSL/Redwood Hall and its addition, no major buildings were constructed on the Polytechnic High School campus between 1936 and 1957.



Los Angeles Polytechnic High School, 1956 Sanborn Map

By the 1950s as adjacent neighborhoods redeveloped from residential to commercial the Polytechnic High School's enrollment had declined from 2,878 in 1940 to 1,752 in 1953.<sup>32</sup> It was proposed that the John H. Francis Polytechnic High School move to new facilities in a more residential area of the City.<sup>33</sup> By 1957 a new campus had been constructed in Sun Valley and the John H. Francis Polytechnic High School relocated to the San Fernando Valley area of the City of Los Angeles where it remains in operation today.

During the Polytechnic High School's time at the Washington Boulevard site it served generations of students with one of its most notable graduates being Los Angeles Mayor Tom Bradley who graduated in 1937. Other alumni include Secretary of the Navy Charles Thomas, Superior judges John Gee Clark, Joseph Vickers and Arthur Crum, author and magazine publisher Helen Gurley Brown, actors Anthony Quinn, Leo Carrillo and Mary McCarty, as well as athletes including NFL football player Brady Keys. Polytechnic's athletes and teams also made their mark winning many city track, football, basketball and gymnastics championships. In 1931 Polytechnic High School athletes set world records in the 880 relay and in pole vaulting. The Washington Boulevard campus served Polytechnic High School students for 42 years.

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<sup>32</sup>"San Fernando Valley to Get New Poly High," *Los Angeles Times*, December 11, 1953.

<sup>33</sup>"Relocation of Poly High Proposed by Stoddard," *Los Angeles Times*, April 21, 1950.

### ***Los Angeles Trade Technical College***

The Frank Wiggins Trade School was established on Grand Avenue in downtown Los Angeles in 1925. It was named for the longtime secretary of the Los Angeles Chamber of Commerce. The school was to provide “a course of adult education in specific vocations and placement of students in the occupations for which they had been trained. Among the curricula, the school offered the first professional culinary training program in the nation, an offshoot of the home economics program.” The school was relocated to a 10-story building on South Olive Street at Venice Boulevard in 1927 where it remained until 1957.<sup>34</sup>

In 1953 the trade school had over 6,000 students and the school had to lease buildings at various locations in addition to its main headquarters to accommodate the enrollment. The plan to build a new campus for Polytechnic High came with the proposal to move the Frank Wiggins Trade School to the high school’s Washington Boulevard site.

After the Polytechnic High School moved from its Washington Boulevard campus in 1957, the Frank Wiggins Trade School was able to centralize its operations and “increase its effectiveness, efficiency and service” at that location.<sup>35</sup> Over the sixty years since then, the campus grew has grown, moving southward to 23<sup>rd</sup> Street and eastward across Grand Avenue.

Around 1957 the firm of Kester, Wright & Kester Architects and Engineers were commissioned to prepare a master plan for the school. The first phase of renovation of the Polytechnic High School campus to accommodate the trade and technical college included an investment of almost one million dollars. The plan included remodeling of “two existing facilities formerly occupied” by the high school and included “changing the old science building into space for electric and aircraft trades, the industrial arts building into use for printing trades, second floor of the administration building for cosmetology, second floor of the domestic science building for apparel trades and power sewing, and other existing structures for general classrooms, offices and student-activity area.”<sup>36</sup>

The campus was to be “protected by noise cushioned strips which will provide parking facilities off Flower and Grand Avenues.”<sup>37</sup> The master plan included addition of several more buildings. In the 1960s, four buildings were constructed along the west perimeter of the campus, along Flower Street between Washington Boulevard and 23<sup>rd</sup> Street. A trades building, Sequoia Hall, constructed in 1961, was to “house the bricklaying, plastering, upholstery, painting, papering, refrigeration, sheet metal, mill cabinetry and carpentry classes as well as respective department offices.”<sup>38</sup> Oak Hall was built in 1966 as the Automotive Technology Building. Willow Hall was constructed in 1966 as the Physical Education Building and Laurel Gymnasium was built in 1968.

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<sup>34</sup> *LAUSD Historic Context*, p. 46-47.

<sup>35</sup> “San Fernando Valley to Get New Poly High,” *Los Angeles Times*, December 11, 1953.

<sup>36</sup> *Ibid.*

<sup>37</sup> *Ibid.*

<sup>38</sup> *Ibid.*



Sequoia Hall, east and north elevations



Oak Hall, west elevation



Willow Hall, east and north elevations



Laurel Gymnasium, west and south elevation

Two buildings were constructed along the northeast perimeter, on Grand Avenue between Washington Boulevard and 21<sup>st</sup> Street in the 1960s. “The foods and arts building will be built at the southeast corner of Washington Boulevard and Grand avenue. It will contain classes for household services, food and functioning cafeteria, commercial art, sign painting, merchandise display, technical illustration, photography and commercial baking.” This building was the Culinary Arts Building, constructed in 1961 and now known as Sage Hall.<sup>39</sup> In 1964 the Fashion Center was built, now known as Cypress Hall.



Sage Hall, north and west elevations



Cypress Hall, north and west elevations

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<sup>39</sup> Ibid.





LATTC Campus, 1970 Sanborn Map



Polytechnic High School Campus, 1952 (EDR)



LATTC Campus, 1970 (EDR)



Aerial photo (c1965) Source: Magnolia Hall Lobby (from Magnolia Hall display)



Current aerial view (Google Earth)



Aerial photo (c1965) Source: Magnolia Hall Lobby (from Magnolia Hall display)



Current aerial view (Google Earth)

Three buildings were constructed in the 1970s. In 1971 Toyon Hall was constructed to the east of Cypress Hall, along Grand Avenue near Washington Boulevard. This building replaced the functions of the original Boiler Room Building that had been located in the area between the wings of Magnolia Hall (originally known as Auditorium/Classroom and Administration Buildings). With the removal of the old Boiler Room, that area became landscaped open space.

By 1975 the streets of Barnard Park and W. 20<sup>th</sup> Street to the east of Grand Avenue were vacated and became part of LATTTC making South Grand Avenue the eastern border of the campus. One parcel located to the north of 20<sup>th</sup> Street was the only parcel in private ownership. A facility for disabled children was located on the parcel. The parcel was acquired by the college in the 1970s and in 1975 Cedar Hall was constructed between Sage Hall and Cypress Hall along Grand Avenue. In 1979 the Library, now known as Mariposa Hall, was constructed to the west of Cypress Hall, in the center of the campus. Mariposa Hall including its exterior, was renovated in 2014.





Toyon Hall, south and east elevations



Cedar Hall, south and east elevations



Mariposa Hall, south elevation



Mariposa Hall, south elevation



Open space at rear of Magnolia Hall



North Quad looking north

In recent years the main campus has evolved to orient buildings around open spaces reclaimed by demolition of former buildings in the interior of the campus and removal of surface parking lots. The creation of the North Quad was made possible by demolition of the former Science Building.

Between 1975 and 2010 no new buildings were constructed on the LATTC campus. In 2003 a Master Plan for the LATTC campus was developed. The first buildings of the 21<sup>st</sup> Century master plan were realized around 2010 with construction of two new buildings, Juniper Hall and Aspen Hall, located along Grand Avenue at the south end of the campus.



Aspen Hall and Juniper Hall



Juniper Hall

In recent years land across Grand Avenue to east, between Washington Boulevard and 24<sup>th</sup> Street, was developed with the multi-story Olive Street Parking Structure, the multi-story 24<sup>th</sup> Street Parking Structure and a new Child Development Center.



At south end of LATTC campus area showing playing fields and surface parking is currently a construction site. (c 2019 Google Earth)



Campus area east of S. Grand Avenue (c 2019 Google Earth)

A large area of the south side of the campus is currently a construction zone with two new buildings under construction. One area is to the south of Mariposa Hall and is the site of the new Construction Technology Building, on land that was formerly playing fields, surface parking, and temporary buildings. To its east, across Grand Avenue, is the construction site of the new Grand East Building.



Construction area on south end of LATTC campus

Today Los Angeles Trade-Technical College is one of the nine campuses of the Los Angeles Community College District.



LATTC Buildings constructed on LATTC Campus during the Polytechnic High School period; The 1924 Auditorium on the lower left; the 1925 East Classroom wing behind the Auditorium, The 1935 West Classroom Building in the lower right and the Tom Bradley Student Life Center/Redwood Hall behind the West Classroom Building. The open space in the upper left was the location of the Science Building, now the North Quad. (Google Earth)



## ***BUILDING DESCRIPTIONS***

### ***Magnolia Hall Complex***

Magnolia Hall is a structure consisting of three building structures from the Polytechnic High School period: the 1924 Auditorium/Theater, the 1925 east classroom wing and the 1935 west classroom wing.

The 1924 Auditorium and the 1935 west classroom wing were designed, as were the original 1905 buildings, with their front elevations facing Washington Boulevard. The 1924 Auditorium building, like the then existing 1905 main building, was built to the sidewalk with no setback. The 1935 west classroom wing was setback from the sidewalk with a front lawn area.

The long elevations of both classroom wings extended to the south and were designed as narrow legs in order to have windows that provide natural light into the classrooms on the double loaded corridors. The south end of the 1925 east classroom wing has an unadorned elevation. The original south elevation of the 1935 west classroom wing is obscured by a contemporary addition at its south end but originally had an entrance door into the building at its south end.

The classroom building elevations that face each other have fewer architectural details as they faced the Boiler Room Building. Until 1970 the Boiler Room Building was located between these wings. A mature specimen Fig Tree has been growing in the area next to the Magnolia Hall's west wing since the early decades of the 20<sup>th</sup> Century, only since the removal of the Boiler Room Building around 1970 has that area been repurposed as open space. There are no landscape elements other than the Fig Tree that remain from the Polytechnic High School period.

The 1925 and 1935 classroom wings were separate buildings constructed for the Polytechnic High School. They have recently been connected via a lobby addition at the north ends of the two buildings. This lobby addition faces south and in addition to connecting the building interiors, this addition reorients these buildings to the south where the majority of the other LATTC campus buildings are located. These changes to the exteriors of the buildings took place since the *Los Angeles Trade Technical College 2003 Master Plan Environmental Impact Report*.

Also constructed since 2003 is an addition onto the south end of the west classroom wing of Magnolia Hall where an entrance from the south into the building was originally located. These additions were designed to orient the buildings to the rest of the campus buildings the majority of which are located to the south. A new landscaped courtyard was created between the classroom wings. This area had been occupied by early buildings of the Polytechnic High School and was the site of the Boiler Room. The courtyard retained the specimen Fig Tree and added paving and landscaping between the wings.



New entry/lobby structure that it attached to each of the three building sections of Magnolia Hall and allow for internal circulation between the 1925 and 1935 classroom buildings and development of new courtyard. (Google Earth)



Mature Fig Tree located in open space at rear of Magnolia Hall complex

***Magnolia Hall Auditorium, aka Grand Theater****Auditorium/Grand Theater Exterior*

The “large three-story auditorium was constructed in 1924 along Washington Boulevard as a replacement for the 1905 gymnasium/auditorium on the same site...the auditorium’s main entrance is on the west side of the building. When built, the old 1905 Main Administration Building was still extant and attached to the new auditorium to the west. The auditorium is a reinforced concrete building capped with a flat roof and sprayed with a non-original gunnite finish. Its design is an unusual mix of Moorish and Classical Revival styles.<sup>40</sup> A *Los Angeles Times* newspaper article featured comments from architect Stiles O. Clements and included an illustration of the auditorium/classroom building showing it as a mix of an asymmetric Moorish/Spanish Colonial Revival for the auditorium and a symmetrical Classical Revival style design for the classroom building.<sup>41</sup>

The Auditorium is generally rectangular in plan. Attached to the east elevation and set back slightly from the street, is a taller rectangular building element. Also clad in stucco, that elevation facing Washington Boulevard is devoid of architectural details. In front of this structure is a one-story rectangular element which is attached to the taller module onto its south and is attached to the main section of the Auditorium Building on the west.

In 1934-35 after the Long Beach Earthquake, the buildings underwent seismic retrofit and repair conducted by Albert C. Martin Architects.



Aerial view of Auditorium Building and East Classroom Building (Google Earth)

<sup>40</sup>*Los Angeles Times*, April 29, 1923.

<sup>41</sup>*Los Angeles Times*, September 2, 1923.



Sketch of auditorium and classroom addition<sup>42</sup>

Auditorium, east and north elevations

The 2003 LATTTC Master Plan EIR notes that the Auditorium exterior “has been modified by the removal of the original exterior staircase near the northeast corner of the building, infill of several perforated concrete screens, replacement of the main entrance doors, and a coating or gunite.” The EIR goes on to describe the Auditorium as having its “main entrance along the primary west elevation is shaded by a wide flat steel awning, supported by chains, with strips of opaque glass for filtered light. An ornamental iron crest of acanthus leaves crowns the awning. A cant bay box office of wood construction is flanked by a pair of non-original double steel doors on either side beneath the awning. Above the awning on the second floor is a band of five

<sup>42</sup> “New Schools Designed: Modern Structures to be Erected in Los Angeles,” *Los Angeles Times*, September 2, 1923.

perforated concrete screens. On the third floor, centered above the screens, is a recessed combination squared and rounded window with molded surrounds.”<sup>43</sup>

“Along the Washington Boulevard (north) facade is a row of six, squared pilasters. Steel framed, deeply recessed multi-pane casement windows fill the spaces between the pilasters. A decorative, wrought iron sconce and perforated concrete screen (since filled-in) are east of this window grouping.”<sup>44</sup> “A utilitarian concrete staircase that wraps around the theater’s northwest corner [obscured by foliage] has replaced the original cantilevered concrete staircase along Washington Boulevard. A grid pattern of stylized floral squares in relief wraps around the building on the third floor on the east (rear) end of the building. Centered below the grid on the upper stories of the east elevation is a trio of recessed, round arch windows with perforated concrete screens, rounded pilasters, and Corinthian capitals that evoke the Moorish Revival style. The ground floor southeast corner of the auditorium has a projecting arcade featuring rounded arched openings and plain entablature that merges with the classroom wing added in 1925.”<sup>45</sup>



Washington Boulevard (north) elevation

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<sup>43</sup> *Los Angeles Trade Technical College EIR, 2003*, p. 108.

<sup>44</sup> *Los Angeles Trade Technical College EIR, 2003*, p. 108.

<sup>45</sup> *Los Angeles Trade Technical College EIR, 2003*, p. 108



Auditorium Main Entrance (west) elevation



East elevation



Transition where Auditorium meets west wing



Theater entrance/ticket booth on west elevation



North elevation

The decorative stair along the street (north) elevation was removed. It had been previously partially removed and reconfigured with a modern stair but now all has been removed leaving marks where the original stair was demolished. The windows on the north elevation appear intact. The matching decorative light fixture at the stair is no longer in place. The original decorative tile cornice band, a major decorative feature, was removed at some point. Overall the top layer of finish on the exterior plaster is delaminated in areas. Also removed are the east side door's original decorative lintel.

At the main entry, decorative transoms have been removed from over two pairs of entry doors and old signage removed. The ticket booth remains generally intact in form but decorative details appear to have been removed. Four wood doors remain in place. A projecting metal framed entry skylight is rusted including structural spanning elements and surrounding frame. The entry covering may need to be rebuilt due to corrosion.



Detail of missing decoration above doors



Detail of awning



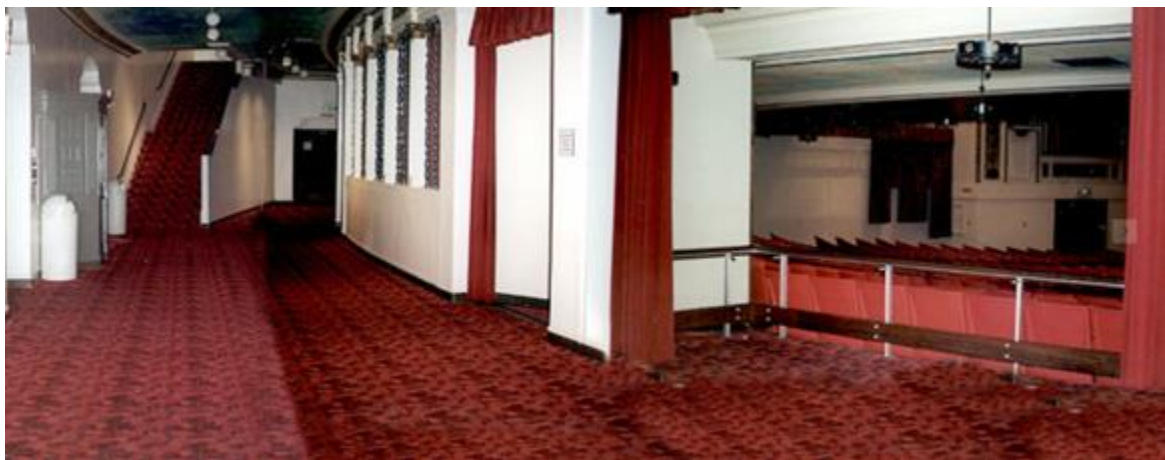
*Auditorium/Grand Theater Interior*

In 1975 the Los Angeles Community College District approved a \$95 million building plan that included funding for the renovation of the Auditorium at Trade Tech.<sup>46</sup> When the Auditorium building was closed down in 1978, it was described as “scarred by more than 50 years of use and abuse, damaged by fire and equipped with antiquated sound and stage systems as well as creaky wooden seats.” The auditorium theater had been used for graduation and for “other annual programs like the gold Thimble Fashion Show, the student talent show, and student assemblies.”

The building was originally constructed as a high school auditorium in 1924. The c1978 major renovation embellished the auditorium interior with elements more decorative than what would be found in a 1920s public school auditorium. The remodeled space was renamed the “Grand Theater” as “the primary mission of the design effort was to convert the school auditorium into a full-fledged performing arts facility.”<sup>47</sup>

Key features of the project included adding “a superior sound and lighting system as well as improved acoustics” to the 1,560-seat auditorium (with 500 of the seats in the balcony). It also included “new upholstered seating, new draperies, carpeting, dressing facilities, a prop room, new control rooms, air conditioning and an orchestra pit.”<sup>48</sup>

The renovated interior of the new theater “consists of a lobby, balcony, stage, and main seating area. Crown molding, squared pilasters with Corinthian capitals, turned posts, and original suspended light fixtures characterize the lobby area. The walls and ceilings of the theater and proscenium are festooned with intricately patterned floral and classical motifs in molded relief. Ornate medallions and perforated wood ceiling screens characterize the proscenium. Suspended from the intricately decorated theater ceiling are original chandeliers. Interior modifications include the attachment of acoustical tile on wall surfaces.”<sup>49</sup>



Grand Theater renovation, lobby, c1978 ([https://ca.reel-scout.com/loc\\_detail.aspx?id=3124&g=0&cid=50](https://ca.reel-scout.com/loc_detail.aspx?id=3124&g=0&cid=50))

<sup>46</sup> “College Board Approves \$95 Million Building Plan,” *Los Angeles Times*, November 13, 1975.

<sup>47</sup> <https://www.behrbrowsers.com/lattc-grand-theater-et>

<sup>48</sup> “Renovation of Aged Auditorium,” *Los Angeles Sentinel*, January 24, 1980.

<sup>49</sup> *Los Angeles Trade Technical College EIR*, 2003, p. 108.



Grand Theater renovation, main floor, c1978 ([https://ca.reel-scout.com/loc\\_detail.aspx?id=3124&g=0&cid=50](https://ca.reel-scout.com/loc_detail.aspx?id=3124&g=0&cid=50))



Grand Theater renovation, main floor and balcony, c1978  
([https://ca.reel-scout.com/loc\\_detail.aspx?id=3124&g=0&cid=50](https://ca.reel-scout.com/loc_detail.aspx?id=3124&g=0&cid=50))

The lobby retains its original semicircular shape with an arched ceiling that is generally intact although finishes are highly deteriorated and peeling. Many of the original paneled wood doors into the theater space have been replaced with solid metal doors. Windows appear to be original. Lighting fixtures in the lobby are not original. A mix of several renovations has resulted with rows of flush square ceiling lights on the curved surface and a track light system at the top of the arched ceiling running the length of the space. Decorative interior side of entry transoms are in place.





Lobby area, 2018

The high ceiling above the main seating area is the original stenciled ceiling and is in relatively fair to good shape without major damage. However, the ceiling under the balcony does not have any original stenciling and part of the area of the ceiling above the balcony does not have any of the original painted ceiling. The lighting fixtures are original.

The chandelier type light fixtures hanging from the high ceiling are original and appear to be in fair condition. A few smaller decorative light fixtures remain. The proscenium area, while in relatively good condition, does not retain much original detailing.

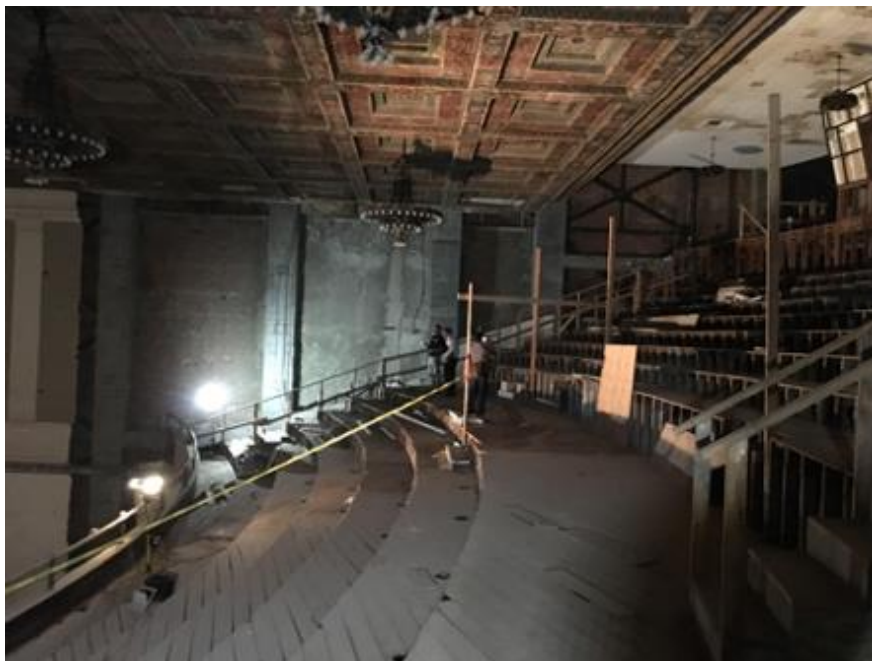
The seating was completely replaced both on the main floor and in the balcony and are now damaged and deteriorated. The original floor of the main level and balcony have been replaced. The control booth has been modified multiple times and is now completely stripped surrounded by a painted white flat ceiling.

There is a painted screen curtain, with a desert landscape motif. This curtain is water stained. No information was identified regarding the provenance of the screen

The bathrooms show signs of original features such as urinal and partial marble wall covering but the space has otherwise been stripped and damaged. There are also more modern finishes partially intact from remodels.



Entrance into main assembly area and area under balcony and stairs to balcony on rear wall, 2018



Balcony, 2018



Right side of theater looking towards stage, 2018



Proscenium arch and stage from the balcony showing painted screen curtain, 2018



Left side (south) wall of theater with retrofit, 2018



Looking to the rear of theater, ceiling above main floor has decorative painting, ceiling above balcony does not have decorative painting, 2018





Balcony and ceiling above balcony, 2018



Ceiling under balcony, 2018





Detail of stage side wall c1978



Detail of stage side wall with organ pipes, 2018

The reopening of the campus theater in 1980 presented the opportunity for “a wide variety of use possibilities to both the campus and the community...this theater can be used for everything from small group meetings and group lectures, examinations and films, to large theater productions, film festivals, and of course, graduations.”<sup>50</sup>

The Auditorium Building section of the Magnolia Hall complex is connected to the East Classroom Building. When a seismic retrofit of the West Classroom building was undertaken in 2014, it required the strengthening of one wall of the audience area of the Auditorium building. Concrete columns were added along a section of the south wall. These columns remain exposed along that side wall. This wall area was not finished, and these raw pillars remain exposed. These unfinished concrete pilasters are flush to the finished face at the lower level and protrude into the original space in the upper level above the balcony trim line. There is also evidence of earlier Fields Act seismic upgrade around the stage area and control room.

While some original decorative features remain, most finish surfaces of the Grand Theater are significantly deteriorated. While decorative shapes and trims are visible, highly decorated surfaces are significantly deteriorated with staining, flaking and other erosion and disruption of the finish surface. The building interior today is a mix of some residual features from the original design of the Auditorium and the features and finishes added to the interior in the c1978 remodel from a high school auditorium to a “Grand Theater.” The period of operation of the Grand Theater is less than 50 years, with operations ending in 2009.

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<sup>50</sup> Ibid.

***Magnolia Hall East Classroom Building***

The East Classroom Building was built in 1925, designed by Morgan Walls and Morgan in a Classical Revival style. The three-story building is attached to the south elevation of the Auditorium. The building has a horizontal emphasis as it is long and rectangular in plan; at the north end where the wing meets the Auditorium Building there is a bay that is slightly higher than the rest of the building and steps up to the higher, tower-like end of the Auditorium Building. This building has a flat roof with a narrow stringcourse at the cornice level. Following the Long Beach Earthquake, the building was reinforced with steel in 1935 along with other repairs.

The piers between the windows mimic classical columns with a Doric type capital where the upper belt course runs above the windows. This classical feature wraps around the corner to the east edge of the building's south elevation. The fenestration consists of recessed, multi-pane, double-hung windows. The upper windows of the second and third floors appear as very tall windows as the area between the second and third floors is covered with opaque glass. Another beltcourse runs below the windows and functions as the windows' sills. The first floor windows are recessed, close to the ground, and have slightly projecting individual sills (but no beltcourse).



Magnolia Hall East Classroom Wing, south and east elevations



Plan View



Window detail on east side



Magnolia Hall East Classroom Wing, south elevation



Magnolia Hall East Classroom Wing, west and south elevations

“The south and west elevations are unadorned. The south elevation is devoid of any architectural styling. The west elevation is “mostly unadorned with multi-pane, double hung windows of various sizes.”<sup>51</sup> This area was the back of the house in the 1920s with the campus’ boiler room building aligned with this wing, located due west of the wing (between today’s two wings of Magnolia Hall).



New south entrance to Magnolia Hall connecting the 1924 East Classroom wing and the 1935 West Classroom building at top; new addition at south end of the 1935 West Classroom building (Google Earth)

<sup>51</sup> *Los Angeles Trade Technical College EIR, 2003, p. 112.*



In 2014 the classroom buildings of Magnolia Hall, the 1924 East Classroom wing and the 1935 West Classroom building, underwent seismic retrofitting and additions were constructed. An entrance lobby building module was added connecting the 1924 East Classroom wing and the 1935 West Classroom building. This entrance of contemporary design is clad in modern materials, primarily glass. The open space area between the wings was landscaped and planted with drought tolerant tall grasses. An allee of palm trees was planted to line the walkway leading to the new entrance area from the new North Quad. On the west side of this open space is the mature Fig Tree.



New south entrance to Magnolia Hall connecting 1935 Classroom building with the 1924 East Classroom wing

### ***Magnolia Hall Administration and West Classroom Building***

In 1935 the original Beaus Arts style main building of the 1905 Polytechnic High School was replaced with a Renaissance Revival style Administration and Classroom Building designed by architect A. C. Martin. The building, like the original building and the Auditorium, faces Washington Boulevard although it was setback farther from the street and now has a narrow lawn area in front. The setback also accommodated the existing box office and entrance to the Auditorium Building which was located along the Auditorium's west elevation.





Magnolia Hall, north elevation facing Washington Boulevard; Auditorium to the left



Magnolia Hall West Wing as it meets Auditorium on north side

The reinforced concrete building “is ‘L’-shaped in plan. “It is capped with a low-pitched, hipped red tile roof with a shallow overhang, plain entablature, and a row of decorative wrought iron brackets above the north-facing primary entrance. The concrete surface has been sprayed with rough-textured unite. The asymmetrical primary north façade of the two-story building is a mixture of Spanish Colonial revival and Classical Revival elements. Concrete steps lead to a projecting, covered entrance porch that features three cambered arch openings separated by squared columns capped with stylized acanthus leaf capitals. Original paneled wood and glazed doors lead to the entrance lobby. The lobby features original squared pilasters with acanthus leaf capitals, crown molding, and molded terra cotta tiled walls. Centered above rectangular-shaped windows of the projecting buttresses flanking the entrance are circular medallions in relief. One depicts the ‘Fine Arts’ the other ‘Manual Arts.’ Faux quoins distinguish the entrance porch corners and primary corners of the east, west, and north elevations.”<sup>52</sup>.

<sup>52</sup> *Los Angeles Trade Technical College EIR, 2003, p. 112.*



Magnolia Hall West Wing, front (north) elevation



Magnolia Hall West Classroom building, east and south elevations



East elevation of Magnolia Hall West Classroom Building



West elevation of south addition to west wing of the 1935 classroom building

The west elevation features sill courses on both floors beneath trios of four-over-four recessed windows. On the east and south elevations facing the courtyard, the exteriors are mostly unadorned with six-over-six, double-hung sash windows singly or in groups, and a second floor sill course.”<sup>53</sup> When the building was constructed the Boiler Room Building was located in this area, thus it was treated as a “back of the house” area, resulting in the spare design of the building exteriors.

<sup>53</sup> *Los Angeles Trade Technical College EIR, 2003, p. 112.*





Building detail of West Classroom Building where it meets the new south entrance to Magnolia Hall



Contemporary addition to south end of the west wing of the 1935 classroom building

In 2014 an addition was constructed at the south end of the 1935 West Classroom building. This addition is of contemporary design. It is stucco clad with a grid lattice on its east side that wraps around at the south corner. The grid pattern has larger modules at the top of the building. Other materials include opaque glazing at the upper level. There is no entrance and limited fenestration on the addition which serves as a support area for the complex.

***Tom Bradley Center for Student Life/Redwood Hall***

The Tom Bradley Center for Student Life/Redwood Hall (TBCSL/Redwood Hall) was constructed in 1936 for the Polytechnic High School as the Industrial Arts Building. The *Los Angeles Trade Technical College 2003 Environmental Impact Report* described the former Redwood Hall (now the Tom Bradley Center for Student Life) as “designed in a restrained P.W.A. Moderne style typical of the period” by A.C. Martin. The *EIR* describes the building as a “one-story, steel-framed, reinforced concrete building” that is “square in plan with a central north-south corridor.”<sup>54</sup>



TBCSL/Redwood Hall east and north elevations  
(Google Earth)



TBCSL/Redwood Hall west and south elevations  
(Google Earth)



TBCSL/Redwood Hall east and north elevations

<sup>54</sup> *Los Angeles Trade Technical College EIR, 2003, p. 117.*





TBCSL/Redwood Hall north elevation



TBCSL/Redwood Hall east elevation, with addition at south end; new North Quad lawn area in foreground

The one-story building has a flat roof. “The exterior finish is non-original rough textured gunnite. The rectangular main entrance centers the north façade and is recessed with a molded, Moderne-style surround. The metal-framed glazed double doors and transom of the main entrance are not original. A stringcourse serves as an extended lintel for the original, tall, recessed, multipaned steel-framed windows that punctuate all sides of the building. Most of the windows contain six-light, awning-type center sections for air circulation.”<sup>55</sup>

<sup>55</sup> *Los Angeles Trade Technical College EIR, 2003, p. 117.*



TBCSL/Redwood Hall south elevation



TBCSL/Redwood Hall west elevation with 1956 addition

In 1956 the building was enlarged with an addition on the south side of the building. That addition wraps around and is visible on the west elevation that faces the North Quad and is visible on the east elevation. The addition is devoid of architectural details and has no stylistic relationship with the Moderne architectural style. There is an exterior staircase on both the east and west elevations. Along the south elevation, the upper level is cantilevered out; it has a flat unadorned surface. The ground floor elevation is utilitarian without any design elements.

The area to the east of the Tom Bradley Center for Student Life and to the south of Magnolia Hall had contained the Electrical Building (shown on the 1970 Sanborn Map). The Electrical Building was demolished, and the North Quad open space area was created with Magnolia Hall to its north side and the Tom Bradley Center for Student Life located on its west side.

## **ARCHITECTS**

### ***Morgan, Walls and Clements, Architects***

The architectural firm of Morgan, Walls and Clements designed Polytechnic High School's 1924 Auditorium with its 1925 classroom building. The firm began in Los Angeles with the partnership of Ezra Kysor and Octavius Morgan (1850-1922). Kysor and Morgan worked in Los Angeles in the 1880s and around 1887 John A. Walls (1860-1922) joined the firm which became known as Kysor, Morgan and Walls. The firm designed many of the early city buildings in the central business district. Kysor passed away in 1907.

The firm continued under the leadership of Morgan and Walls with Morgan's son, Octavius Morgan Jr. (1886-1951), joining the firm then known as Morgan, Walls and Morgan. The senior Morgan retired in 1910. Stiles O. Clements (joined the firm which was renamed Morgan, Walls and Clements. In spite of Wall's death in 1922, the firm retained the name of Morgan, Walls and Clements until Clements left the firm in 1937.

Stiles O. Clements was born in Centerville, Maryland in 1883. His architectural education included a Bachelor of Architecture degree from the Drexel Institute of Technology in Philadelphia, a Master's degree in Architecture from the Massachusetts Institute of Technology and coursework at the Ecole des Beaux Arts in Paris, France. After working for a few firms in New York City, Clements moved to Los Angeles around 1911 and joined the firm, then known as Morgan, Walls and Morgan as their principal designer. The firm was renamed Morgan, Walls and Clements in 1923. In 1937 Clements established his firm as Stiles O. Clements Associate Architects where he continued until his retirement in 1965; he passed away a year later.

Clements was responsible for the design of buildings primarily in the Moderne and Spanish Colonial styles but also Beaux Arts and period revival styles. From the 1920s to 1940s, Clements produced a number of important designs in the Spanish Colonial Revival, Art Deco and Moderne styles. Buildings designed by Clemens include: the Zigzag Moderne style Richfield Building; the Assyrian inspired Sampson Tire and Rubber company factory complex in Commerce; Security First National Bank in Santa Monica for which he won AIA awards; and the Wiltern (Pellissier) Building. Other designs include: Adamson House, Malibu; Chapman Park Market; Chouinard Art Institute; Coulter's Department Store; Dominguez-Wilshire Building; El Capitan Theater and Office Building; Thomas Jefferson High School; La Fonda Restaurant, the "Monkey Building" (Wilshire Boulevard); Mullen and Bluett Miracle Mile Department Store, Ralph's Market Miracle Mile; the "Deco Building;" Samson Tire and Rubber Company;" Clements also served on the Los Angeles County Regional Planning Commission and was a founder of Los Angeles Beautiful.

### ***Albert C. Martin, Architecture and Engineering***

The firm of A.C. Martin designed the Polytechnic High School's 1935 west classroom building of Magnolia Hall and the Tom Bradley Center for Student Life. Albert C. Martin (A.C. Martin) was a prolific Los Angeles based architect who began the architectural and engineering firm Albert C. Martin & Associates in 1908 growing into one of the most prominent firms in Los Angeles and the practice has been carried on into the 21st Century. Martin was born in Illinois in 1879 and received a Bachelor of Science degree from the University of Illinois. After starting his career in the Midwest, Martin moved to Los Angeles in 1904.

A.C. Martin is responsible for designing many significant buildings. Martin was designing buildings during the boom years of the 1920s throughout the region. The firm survived the lean years of the Great Depression of the 1930s rebuilding after the 1933 Long Beach Earthquake. Martin designed some of Southern California's landmark buildings such as the Million Dollar theater (1917), Thomas Higgins Building (1911), St. Vincent's Catholic Church (1926), Los Angeles City Hall (along with John Parkinson and John C. Austin), and the May Company Building (1939). The firm also designed schools throughout the region. A.C. Martin and Associates are credited with designing over 1,500 buildings, most in Southern California. Martin died in April 1960.

### **REVIEW OF PREVIOUS SURVEYS**

The *Los Angeles Technical College 2003 Master Plan Environmental Impact Report* evaluated all campus buildings for their potential historic significance. The *2003 Master Plan EIR* identified two buildings and one landscape feature as potential historic resources: Building A, the complex of buildings today known as Magnolia Hall that includes the 1924 Auditorium, 1925 classroom wing and the 1935 classroom building; Building C, today known as the Tom Bradley Center for Student Life/Redwood Hall; and the Mature Fig Tree. These were evaluated as historic status code 5S1 "eligible for local listing only; listed or eligible separately under a local ordinance."<sup>56</sup> No other campus buildings, structures or landscape features were found eligible for historic designation.

Specifically, the *2003 LATTC Master Plan EIR* found that Magnolia Hall, the three sections from 1924, 1925 and 1935 "appear ineligible for National Register listing because of lack of sufficient historical and architectural integrity and association necessary for such a designation. The building does, however, appear eligible for designation under the City of Los Angeles' Cultural Heritage Ordinance." The *2003 LATTC Master Plan EIR* states: "Building A [Magnolia Hall] appears to 'reflect or exemplify the broad social history of the community.' Building A, with its combination of administration building, auditorium, and classrooms, was the main building of Los Angeles Polytechnic High School, the second high school in the Los Angeles Unified School District and the first high school to be located outside of the original Los Angeles High School campus on Fort Moore Hill (since demolished). The school moved to the current project site location and was given the name Los Angeles Polytechnic High School in 1905. In addition, Building A also meets local designation criteria that an eligible building should embody "certain distinguishing characteristics of an architectural type," in this case, Moorish-Revival, Classical-Revival, and Spanish Colonial Revival style characteristics."<sup>57</sup>

For the Tom Bradley Center for Student Life/Redwood Hall, then known as Building C, the *2003 LATTC Master Plan EIR* found that the building appears ineligible for National Register listing because of insufficient historical associations and architectural integrity necessary for designation at that level. However, "locally the building is a good example of a PWA industrial type structure designed for the purposes of an educational classroom, specifically for the teaching of the industrial arts. Its integrity and importance are sufficient enough to satisfy the City of Los Angeles' Historic-Cultural Monument criteria. Therefore, Building C appears eligible

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<sup>56</sup> The pre-2003 California Historic Resource Status Code of 5S1 and the current, post-2003 status code are the same "eligible for local listing only; listed or eligible separately under a local ordinance."

: Ibid., p.116.

for designation as a City of Los Angeles Historic-Cultural Monument because of its historical associations with the early Los Angeles Polytechnic High School campus and its PWA Moderne architectural styling as interpreted in an educational facility” according to the 2003 Master Plan EIR.

For the Fig Tree, the *2003 LATTC Master Plan EIR* found: because of its size, type, age, and provenance this tree has been identified as an important landscape feature to the historic grouping of buildings. The Morten Bay fig tree appears ineligible for National Register because of lack of sufficient historical associations necessary for designation at that level. It does, however, appear eligible for City of LAHCM designation because of its association with the early Los Angeles Polytechnic High School campus, its age, and type.”<sup>58</sup>

In 2016 SurveyLA conducted a historic resources survey of the Southeast Los Angeles industrial area, *Historic Resources Report, Southeast Los Angeles Industrial Zones*. The 2016 SurveyLA report noted that Magnolia Hall, Redwood Hall and the Fig Tree were not re-evaluated as part of the 2016 SurveyLA survey and deferred to the findings of the *2003 LATTC Master Plan EIR* (those findings are noted above).

Regarding the remainder of the campus, the 2016 SurveyLA report stated that “for SurveyLA, the entire campus has been identified as a potential historic district. However, a detailed investigation of the campus, including the identification of contributing and non-contributing features and determination of the period of significance, falls outside the scope of SurveyLA. Additional analysis is needed to complete the evaluation.”<sup>59</sup>

A records search was conducted at the South Central Coastal Information Center (SCCIC), California State University, Fullerton. That search did not find any LATTC campus buildings on the Directory of Properties in the Historic Property Data File. The search found a reference to an evaluation performed in 2004 which found some buildings eligible for local listing (California Historic Status Code 5S2); that evaluation is likely the *LATTC 2003 Master Plan Environmental Impact Report* as there is no evidence of any other historic resource surveys of the campus or formal determinations of eligibility.

The following tables list the LATTC campus buildings constructed before 2003 (the date of the LATTC Master Plan EIR), buildings constructed since 2003 and buildings demolished since 2003.

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<sup>58</sup>ibid., p.120.

<sup>59</sup> SurveyLA Historic Resources Report Southeast Los Angeles industrial Zone Properties, p. 11.



**Existing LATTC Buildings Constructed Before 2003, Sorted by Date Constructed**

<i>Current Building Name</i>	<i>Former Building Name</i>	<i>2003 LATTC Master Plan EIR Building Name</i>	<i>Year Built</i>	<i>2003 LATTC Master Plan EIR Rating<sup>60</sup></i>	<i>Post-2003 Equivalent Rating</i>	<i>Building Status.</i>
Magnolia Hall (MH)	Magnolia Hall (MH)	Bldg A, Grand Theater/Aud; Classrooms, Administration	1924 1925 1935	5S1	5S1	Existing: rehab and additions to classroom wings c2014; renovation of auditorium c1977
Not Applicable	Mature Fig Tree	Mature Fig Tree	c1930	5S1	5S1	Existing
Tom Bradley Center for Student Life	Redwood Hall (RH)	Bldg C, Learning Skills Center	1936	5S1	5S1	Existing
Sage Hall (SA)	Sage Hall (SA)	Bldg H, Culinary Arts	1961	6Z1	6Z	Existing
Sequoia Hall (SQ)	Sequoia Hall (SQ)	Bldg B, Construction technologies	1961	6Z1	6Z	Existing
Cypress Hall (CY)	Cypress Hall (CY)	Bldg D, Fashion Center	1964	6Z1	6Z	Existing
Oak Hall (OH)	Oak Hall (OH)	Bldg F, Automotive Technology	1966	6Z1	6Z	Existing
Willow Hall (WH)	Willow Hall (WH)	Bldg J, Physical Education	1966	6Z1	6Z	Existing
Laurel Gymnasium (LG)	Laurel Gymnasium (LG)	Bldg G, Gymnasium	1968	6Z1	6Z	Existing
Toyon Hall (TH)	Toyon Hall (TH)	Bldg M, Physical Plant Building	1971	6Z1; <50 yrs old	6Z	Existing
Cedar Hall (CH)	Cedar Hall (CH)	Bldg K, Science/Mathematics Building	1975	6Z1; <50 yrs old	6Z	Existing
Mariposa Hall (MA)	Mariposa Hall(MA)/ Resource Ctr	Bldg L. Library	1979; 2014	6Z1 <50 yrs old	6Z	Major renovation to exterior c2014

<sup>60</sup> In August 2003 the California Historic Status Codes were changed. The 2003 Master Plan EIR was conducted using the pre-2003 Historic Resource Status Codes. The definition for code **5S1** "Property found ineligible for the National Register but listed on or eligible for designation under an existing local ordinance" stayed the same. The old status code of **5S3** "Property found ineligible for the National Register or for designation under an existing local ordinance but is eligible for special consideration in local planning" was changed to **6L** "Determined eligible for local listing or designation through local government review process, may warrant special consideration in local planning". And the old status code **6Z1** "Property found ineligible for federal, state, and local designation" was changed to **6Z** "Found ineligible for NR, CR or local designation through survey evaluation."

**LATTC Buildings Constructed After 2003**

<i>Current Building Name</i>	<i>Former Building Name</i>	<i>2003 LATTC Master Plan EIR Building Name</i>	<i>Year Built</i>	<i>Rating</i>	<i>Building Status</i>
Aspen Hall (AH)	Not Applicable	Not yet constructed	c2010	<50 yrs old	New
Child Development Center Building (CDC)	Not Applicable	Not yet constructed	c2010	<50 yrs old	New
Juniper Hall (JH)	Not Applicable	Not yet constructed	c2010	<50 yrs old	New
Olive Street Parking Structure	Not Applicable	Not yet constructed	c2010	<50 yrs old	New
24th Street Parking Structure	Not Applicable	Not yet constructed	C2014	<50 yrs old	New

**LATTC Buildings Demolished Since 2003**

<i>Former Building Name</i>	<i>2003 LATTC Master Plan EIR Building Name</i>	<i>Year Built</i>	<i>2003 LATTC Master Plan EIR Rating</i>	<i>Building Status</i>
Student Health Center	Bldg E, Student Health Center	1925	6Z1	Demolished
Apffel's Coffee Company	Apffel's Coffee Company	1941	5S1	Demolished
PTA Building	PTA Building	1950	5S3	Demolished
Administration and Records	Bldg R, Administration and Records	1971	6Z1	Demolished
Former CDC Building	Bldg N, Child Development Center	1975	6Z1	Demolished
Snack Bar	Snack Bar	1982	6Z1	Demolished
Track, Field & Courts	Track, Field & Courts	and	6Z1	Demolished

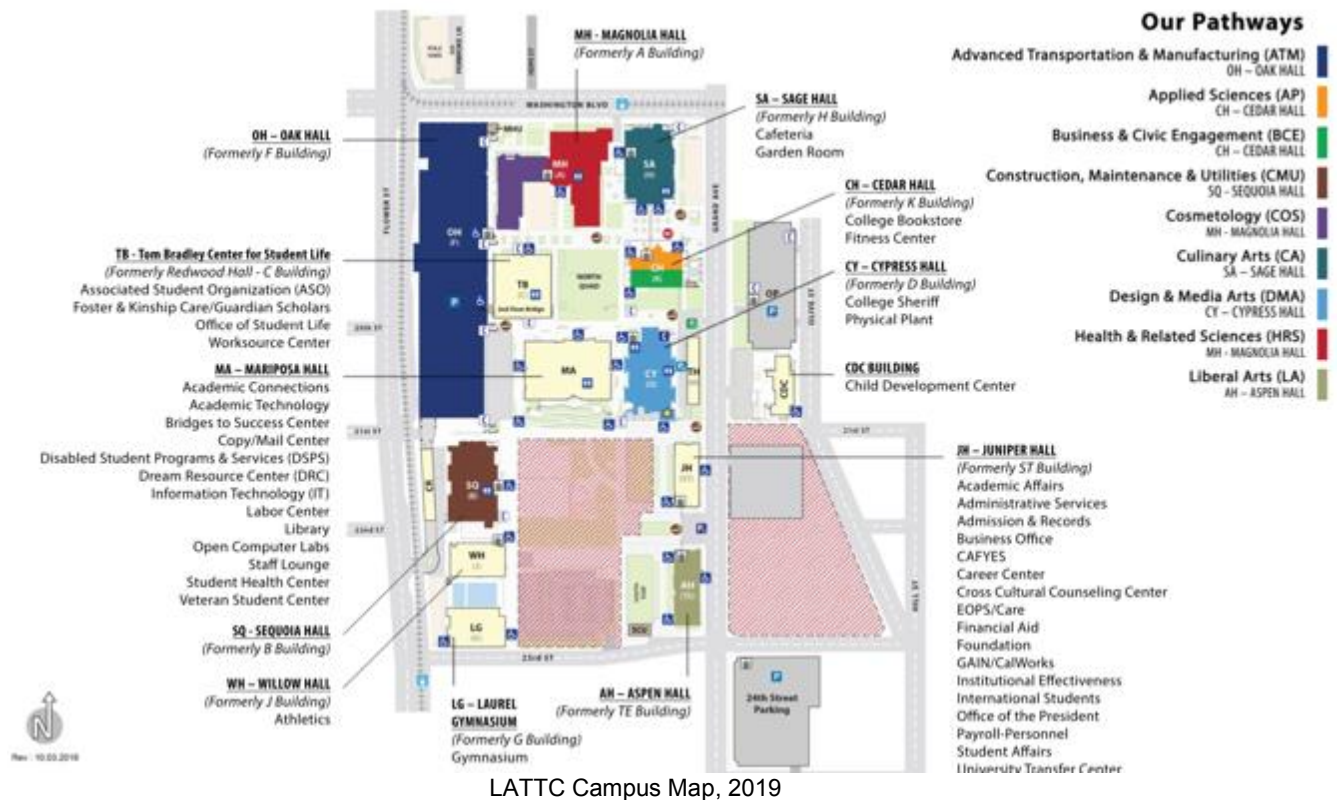


Campus Map from 2003 LATTC Master Plan EIR marked to show buildings and features that have been demolished since 2003

400 West Washington Blvd  
Los Angeles, California  
90015-4181  
www.lattc.edu



LATTC Campus Map with building construction dates, 2018



**SURVEYLA CITYWIDE HISTORIC CONTEXTS**

For a property to qualify for the National Register of Historic Places, California Register of Historical Places and as a City of Los Angeles Historic-Cultural Monument, it must meet one of the National Register/California Register criteria for evaluation by: being associated with an important historic context and retaining historic integrity of those features necessary to convey its significance. A set of historic context statements have been developed by SurveyLA to provide the framework for the identification and evaluation of historic resources in the City of Los Angeles. These contexts include eligibility standards and integrity considerations. The *Los Angeles Unified School District Historic Context Statement, 1887 to 1969* also provided a framework for identification and evaluation of historic resources related to the school system and these were used to develop the SurveyLA Contexts. The following contexts and themes used to evaluate the subject buildings are from SurveyLA.



**Context 1 Resource Evaluation**

Context: Public and Private Institutional Development, Education  
Theme: Pre-1933 Long Beach Earthquake School Plants, 1910-1933  
Property Type: Elementary, Junior High, and High School Buildings and Campuses  
Period of Significance: 1910 to 1933  
Area of Significance: Education  
Area of Significance: A/1/1<sup>61</sup>

## Eligibility Standards:

- Embodies LAUSD school planning and design ideals and principles of the era
- One of the few remaining schools from the pre-1933 Long Beach earthquake era that was not substantially altered or remodeled
- Retains most of the associative and character-defining features from the period of significance

## Character-Defining Features--Buildings/Structures:

- Articulated building plans, facilitating the creation of outdoor spaces (often T-shaped, E-shaped, U-shaped, and H-shaped plans)
- Generally low massing, usually one to two stories (With two to three stories more common for middle and senior high schools)
- Includes designed outdoor spaces, such as courtyards and patios, adjacent to classroom wings
- Exteriors usually lines with rows of grouped windows, including wood-framed multilight windows; expanses of windows often mark the location of classrooms
- Designed in popular period-revival styles of the era (including Spanish Colonial Revival, Renaissance Revival, Mediterranean Revival, and Collegiate Gothic)
- Often designed by prominent architects of the era

## Character-Defining Features—Campus/Districts:

- Emphasis on a more spread-out site plan, with designed outdoor spaces
- More varied collection of buildings, differentiated by function and use (rather than a single building with all functions inside)
- Might include an elaborate administration building, usually the focal point of the campus, as well as classroom wings, auditoriums, gymnasiums, and outdoor recreation areas
- Middle or senior high schools might include a gymnasium designed in the style of the campus overall

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<sup>61</sup> Areas of significance codes represent the applicable evaluation criteria in the following order: National Register/California Register/City of Los Angeles Historic-Cultural Monument Ordinance. These criteria are explained in the Regulatory Framework section, beginning on page 2 of this report.

## Integrity Considerations:

- Most pre-1933 schools were substantially remodeled following the Long Beach earthquake
- Designed outdoor spaces, such as courtyards and patios, should be intact in use, if not with landscape design and hardscaping; development pressures over the years often resulted in these open spaces being in-filled with new construction; overall sense of relationship of building to designed outdoor spaces should be intact
- Should retain integrity of Materials, Design, Workmanship, Feeling, and Association from its period of significance
- Intact campus groupings from a single period of time are not common
- Some materials and features may have been removed or altered
- Modern lighting and fencing of site acceptable

**Context 2 Resource Evaluation**

Context: Public and Private Institutional Development, Education  
 Theme: Post-1933 Long Beach Earthquake School Plants, 1910-1933  
 Property Type: Elementary, Junior High, and High School Buildings and Campuses  
 Period of Significance: 1933 to 1945  
 Area of Significance: Education  
 Area of Significance: A/1/1

## Eligibility Standards:

- Exemplifies post-Long Beach earthquake school planning and design concepts of the period, including requirements under the 1934 Field Act
- One-story massing for elementary schools; up to two-stories for junior/high schools
- Retains most of the associative and character-defining features from the period of significance

## Character-Defining Features--Buildings/Structures:

- One-story massing for elementary schools; up to two stories for middle and senior high schools
- Reinforced concrete, steel- or wood-frame construction
- Classroom wings designed for easy access and views to out-doors with variations including L-, H-, T-shaped building plans
- Generous expanses of windows, including steel- and wood-framed multilight windows, awning and hopper casements clerestories, and large-pane fixed windows; window groupings often mark the location of classrooms
- Stylistically more streamlined and less ornamental than 1920s period-revival styles
- Emphasis on "traditional Southern Californian" styles, such as Spanish Colonial and Mission Revival
- Styles can also include PWA Streamline Moderne, Art Deco, Late Moderne, and proto-modern styles
- May have been partially or fully funded through Works Progress Administration (WPA), 1935 to 1943

- WPA projects may include significant interior artworks such as murals, paintings and sculpture
- May have been designed by a prominent architect of the period

#### Character-Defining Features—Campus/Districts:

- Unified site plan consisting of buildings and structures designed and sited according to their use
- Use of designed outdoor and landscaped spaces. For outdoor study, recreation and dining
- Often displays connecting sheltered corridors throughout campus
- Emphasis on a more expansive site plan
- Varied collection of buildings, differentiated by function and use (rather than a single building with all functions inside)
- Might include an elaborate administration building located near the campus entrance; administration buildings usually serve as the focal point of the campus
- Campus often composed of groupings of classroom wings auditoriums, gymnasiums, cafeterias, and outdoor recreation and dining areas
- Middle or senior high schools might include a gymnasium designed in the style of the campus overall

#### Integrity Considerations:

- Should retain most of the essential physical features from the period of significance
- Some materials may have been removed or altered
- Modern lighting and fencing of site acceptable
- Schools from this period generally include buildings constructed after the period of significance, in particular post-World War II buildings, which may be non-contributing
- Eligible properties under this theme may be a single building, if it exemplifies the design ideals of the era, or a grouping (campus) of buildings constructed during the period of significance
- Intact campus groupings from the pre-1945 era is not common'
- Many pre-1933 schools were substantially remodeled following the Long Beach earthquake—ay retain a 1920s plan but with 1930s stylistic detailing
- Pre-1933 schools rehabilitated post-1933 might exhibit added seismic supports of steel columns, beams, or diagonal bracing; original masonry might be covered by concrete/stucco sheathing
- Should retain integrity of Materials, Design, Workmanship, Feeling, and Association from its period of significance.

**Context 3 Resource Evaluation**

Context: Architecture and Engineering, 1850-1980  
Theme: Exotic Revivals, 1900-1980  
Sub-theme: Moorish Revival, 1906-1940  
Property type: Institutional-Visual and Performing Arts  
Property Sub-Type: Auditorium  
Period of Significance: 1906-1940  
Area of Significance: C/3/3

## Eligibility Standards:

- Dates from the period of significance
- Exemplifies the character-defining features of the Moorish Revival style
- Exhibits quality of design through distinctive features

## Character-Defining/Associative Features:

- Arches (horseshoe, crenelated, lancet, ogee) at door and window openings
- Courtyards
- Domes
- Minarets
- Mosaic tile trim
- Muqarnas
- Recessed porches
- Retains most of the essential character-defining features from the period of significance
- Stone and wood carving ornamentation with geometric and floral motifs
- Stucco exterior
- Tile cladding
- Voussoir entrance surrounds
- Windows with decorative crowns or grillwork

## Integrity Considerations:

- Setting may have changed
- Should retain integrity of Design, Materials, Workmanship and Feeling

**Context 4 Resource Evaluation**

Context: Architecture and Engineering, 1850-1980  
Theme: Italian Renaissance Revival, 1895-1940  
Property type: Institutional—Various including: Church, Fire Station, School, Library, Lodge/Meeting Hall  
Period of Significance: 1910-1940  
Area of Significance: C/3/3

## Eligibility Standards:

- Exhibits quality of design through distinctive features
- Is an excellent example of Italian Renaissance Revival architecture
- Was constructed during the period of significance

## Character-Defining/Associative Features:

- Retains most of the essential character-defining features from the period of significance
- Arched, linteled, or pedimented window openings
- Balustrade or roof-line parapet
- Brick, stucco, or stone sheathing
- Classical columns or pilasters
- Elaborate cornice directly on top of architrave with frieze omitted or moderately pitched, ceramic tiled hipped roof
- Monumental arched entrance
- Projecting balconies with balustrades
- Renaissance ornament, such as broken pediments, dentils, modillions, quoins, scrolls, statuary
- Rusticated masonry on ground or lower floors
- String courses of brick or stone between stories
- Symmetrical design
- Tripartite form

## Integrity Considerations:

- Should retain integrity of Location, Design, Workmanship, Materials, and Feeling
- Cornice may have been removed to comply with seismic regulation
- Setting may have changed (surrounding buildings and land uses)



**Context 5 Resource Evaluation**

Context: Architecture and Engineering, 1850-1980  
Sub-Context: LA Modernism, 1919-1980  
Theme: Related Response to Modernism, 1926-1980  
Sub-Theme: PWA Modernism  
Property type: Institutional  
Period of Significance: 1926-1970  
Area of Significance: C/3/3

## Eligibility Standards:

- Exhibits quality of design through distinctive features
- Is an excellent example of PWA Moderne architecture
- Was constructed during the period of significance
- Retains the essential character defining features of the PWA Moderne style from the period of significance

## Character-Defining/Associative Features:

- Flat roofs
- Formal symmetry and massing
- Smooth wall surfaces, such as stucco, marble, terrazzo, polished stone (and brick, although rare)
- Pier supports (rather than columns)
- Windows arranged in vertical recessed bays
- Stripped appearance with minimal ornamentation, including some zigzags, Medallions, or plaster reliefs
- May have regional influence, exhibiting characteristics of the Spanish Colonial Revival or Mediterranean Revival style

## Integrity Considerations:

- Setting may have changed (surrounding buildings and land uses)
- Location, may have been moved for preservation purposes
- Replacement of doors and windows may be acceptable if openings have not been resized and original fenestration patterns have not been disrupted

## ***EVALUATION OF SIGNIFICANCE***

### ***Evaluation of Magnolia Hall Buildings***

#### ***National Register of Historic Places and California Register of Historical Resources***

Magnolia Hall was evaluated for eligibility for inclusion on the National Register of Historic Places under the four National Register criteria for significance and for inclusion on the California Register of Historical Resources under the four California Register criteria.

##### *Criterion A.*

To be eligible for inclusion on the National Register under Criterion A and the California Register under Criterion 1, a property must have a direct association with events that have made a significant contribution to the broad patterns of our history and cultural heritage. As buildings of the Polytechnic High School, generations of students passed through the doors. However, there is no indication that the buildings of Magnolia Hall were any more important than that of any other LAUSD High School.

The Los Angeles School District of the period was an early adopter of providing vocational educating having established a commercial branch of its high school in 1897. Eight years later they established the Los Angeles Polytechnic High School and constructed two buildings at the Washington Boulevard site. While the Los Angeles Polytechnic High School was one of the first to be established in the U.S., all of the original buildings—the 1905 Beaux Arts Administration/Classroom Building and the original Auditorium/Gymnasium—no longer exist.

By the second decade of the 20<sup>th</sup> Century, the federal government was providing funding for vocational schools and school districts created vocational schools. The current buildings of Magnolia Hall were constructed in the 1920s and 1930s, and do not represent the early years of high school vocational training in Los Angeles which began at the campus in 1905. The current buildings of Magnolia Hall replaced the original Polytechnic High School buildings. By the time of construction of these buildings, requirements to provide vocational training were already well established.

While the West Classroom wing building was constructed in 1936 to replace a building damaged by the 1933 Long Beach Earthquake, the building was one of many constructed under new City and School District building codes. There is no evidence that this particular building was a model for other post-1933 earthquake buildings.

Although many events took place in the Auditorium of Magnolia Hall, the assemblies and gatherings held in the Auditorium were typical of those of other high school and community/junior college auditoriums. Events included graduations, entertainment, lectures, and general assemblies of the school and of other organizations. Providing space for school and neighborhood assemblies does not automatically qualify an assembly hall or function rooms as historically significant. There is no evidence that any of the assemblies and events held in the Auditorium rise to a threshold of significance to make the property eligible under this criterion. There is no evidence that any historic events took place at the Auditorium at Magnolia Hall. In addition, in the 1970s the interior of the Auditorium was renovated and upgraded from that of a high school Auditorium to a “grand” theater for new commercial uses as well as for use by the

college. During the short period of use as a commercial venue no significant events took place in the auditorium/theater.

None of the buildings of the Magnolia Hall complex—the Auditorium Building, East Classroom building, or West Classroom building—are eligible for the National Register of Historic Places under Criterion A or California Register Criterion 2 based on the reasons stated above.

#### *Criterion B*

To be eligible for inclusion on the National Register under Criterion B or the California Register under Criterion 2, a property must be associated with the lives of persons significant in the past who have made an important impact on national, state or local history. Many students attended the Polytechnic High School between the years of 1905 and 1957 as is the case with most high schools and many of them went on to achieve historic significance later in their lives. The five-term Mayor of Los Angeles and the first African-American mayor of a major U.S. city, Tom Bradley, attended the Los Angeles Polytechnic High School and was the school's first African American student body president. In December of 2017 one of the campus buildings, the former Redwood Hall, was renamed in honor of Mayor Bradley.

While Mayor Bradley achieved some status as the student body president and in retrospect illustrates his interest in politics, the work that defined his historic significance was accomplished during his years serving as the Mayor of Los Angeles. There is no evidence of any faculty or staff member of the Polytechnic School achieved historic significance based on their work at the school. There is no evidence that anyone who was connected with the buildings of Magnolia Hall when it was the Polytechnic High School or Los Angeles Trade Technical College achieved historic significance based on the work they did in the buildings of Magnolia Hall.

None of the buildings of the Magnolia Hall complex--Auditorium Building, East Classroom building, and West Classroom building--are eligible for the National Register of Historic Places under Criterion B or California Register Criterion 2 based on the reasons stated above.

#### *Criterion C*

A property is eligible under National Register Criterion C or California Register Criterion 3, if it embodies the distinguishing characteristics of an architectural type, specimen, inherently valuable for study of a period style or method of construction. A property also is eligible if it represents notable work of a master builder, designer or architect or possesses high artistic values or represents a significant and distinguishable entity whose components may lack individual distinction.

The first building of the Magnolia Hall complex, the Auditorium, was constructed in 1924 and the East Classroom wing, attached to the Auditorium to the south, was constructed in 1925. Both of these sections of Magnolia Hall were built before the 1933 Long Beach Earthquake but are not the original buildings of the Polytechnic Campus. The 1924 Auditorium Building replaced Polytechnic High School's original gymnasium and assembly building. The West Classroom wing was constructed two years after the 1933 Long Beach Earthquake. The West Classroom building (1936) replaced the 1905 original main Polytechnic High School building which was damaged in the 1933 earthquake and subsequently demolished. In 2014, the 1924 and 1936

classroom buildings were joined together to create a single complex with the addition of a new connector building that has become the main entrance to the building.

Two of the buildings of the Magnolia Hall complex, both the pre-1933 Auditorium and the post-1933 West Classroom building, were both sited to face Washington Boulevard in a traditional urban fashion. The area behind the first Administration and Auditorium Buildings contained the Boiler Room Building that provided the energy for the buildings. This was considered the “back of the house” area and the architectural detailing of all the buildings of Magnolia Hall facing this area have spare and limited architectural design features on their south elevations and those elevations that faced the Boiler Room Building.

The long, narrow wings of the two classroom buildings were designed to allow natural light to enter classrooms by orienting the rooms on either side of a central interior corridor. However, this was not an early application of that design. The space between the wings was not designed as open space nor was it designed anticipating its use as outdoor open space. For all of the years of the Polytechnic High School, the Boiler Room Building was located between these two classroom wings. Only in recent decades, with the demolition of the Boiler Room Building in 1970, has that area been redesigned and converted into an open space/courtyard area.

#### Evaluation of Auditorium Building – Criterion C

The Auditorium Building was constructed in 1924 in the Moorish Revival architectural style with a classroom wing built a year later in a classical, Renaissance Revival style. The Auditorium building was sited with its entrance on Washington Boulevard facing west, towards the 1905 Administration Building. Both buildings were sited almost up to the property line on Washington Boulevard; the setback of the current “L” shaped West classroom building of Magnolia Hall was constructed a decade after the Auditorium Building. The original Administration/Classroom Building was demolished in 1934 due to damage from the 1933 Long Beach Earthquake. There is no evidence that there was any long-term of master planning for the Polytechnic High School in the 1920s and early 1930s.

The Auditorium Building exterior is a modest example of the Moorish architectural style. The building has limited architectural details of the style: there are no domes or minarets, no mosaic tile trim, no tile cladding. Major exterior elements such as the wide decorative tile cornice band at the top of the building have been removed. Original exterior stairs with arched detail have been removed. The building has some remaining concrete screens with geometric motif however original decorative lintels with relief decoration have been removed. The stucco exterior is not original having had its original exterior finish covered with gunnite.

In c1978 the interior of the Auditorium was renovated with the purpose of changing it from high school auditorium use into a commercial “Grand Theater” to develop “a full-fledged performing arts facility.” The renovation included new upholstered seating, new draperies, carpeting, dressing facilities, a prop room, new control rooms, air conditioning and addition of an orchestra pit. While features from the original auditorium remain such as the chandelier lights, general configuration of the lobby and seating area, many original features have been modified or removed. The original ticket booth (exterior and interior) remains, although it appears original decorative details have been removed; it is in a deteriorated condition. Portions of the original stenciled ceiling have been removed. All original flooring was removed. In 2014 when the adjacent East Classroom building underwent a seismic upgrade the wall of the theater adjacent

to the classroom building had shear walls installed which are visible and project into the theater space.

The 1978 renovation is less than 50 years old and was in operation for less than 30 years. The renovated theater interior does not meet historic eligibility criteria for its architectural design as an example of a 1920s high school auditorium.

The Auditorium building was designed by the architectural firm of Morgan, Walls and Clements. It appears that Stiles O. Clements was the principal in charge of the building's design as he was the spokesperson for the project as published in local newspapers. Clements is considered a master architect who designed buildings in numerous styles. One of his most recognized designs employed a related exotic architectural style, the Assyrian inspired Sampson Tyre and Rubber company factory.

The building has been impacted by the loss of significant decorative architectural features and application of a gunnite exterior. The interior of the Auditorium has been altered changing from a high school auditorium into a commercial theater. Although the Auditorium Building was designed by master architect, Stiles O. Clements, the building is not an excellent example of the Moorish architectural style or of the work of Stiles O. Clements or of Morgan, Walls and Clements' body of work.

The Auditorium Building of the Magnolia Hall Complex does not meet the eligibility criteria to be designated to the National Register of Historic Places under Criterion C or California Register Criterion 3 based on the reasons stated above.

#### Evaluation of East Classroom Building – Criterion C

The East Classroom wing built in 1925, a year after the Auditorium, was also designed by Morgan, Walls and Clements. Its construction date appears to have been a sequencing issue as drawings published in the newspaper showed an Auditorium building with a classroom wing. The classroom wing shown in the drawings is a long almost square shaped- wing with rows of windows but what was built is a smaller rectangular wing.

As the East Classroom building is a wing attached onto another building it does not have a "front" elevation. There is no north elevation as this is where the classroom building meets the Auditorium building. The treatment of the south elevation is clearly that of "back of the house" as there are no architectural elements on that elevation other than where the short return of the east elevation ends

The east elevation is the only elevation with Renaissance Revival architectural details as it faced outward from the then small campus. The west elevation has windows organized along the elevation to allow light into classrooms but other than slightly projecting sills under the windows there are no architectural details on that elevation.

The double loaded corridor design that allows natural light into classrooms sited on both sides of the central corridor was not an early application of that model. The East Classroom building is not a significant example of a pre-1933 classroom building. It is not an example of the Moorish style that was used on the Auditorium building but is a restrained Renaissance Revival style. It is not an excellent example of that style. This building is not a significant example of the



body of work of master architect Stiles O. Clements or of the architectural firm of Morgan, Walls and Clements.

The East Classroom Building of the Magnolia Hall Complex does not meet the eligibility criteria to be designated to the National Register of Historic Places under Criterion C or California Register Criterion 3 based on the reasons stated above.

#### Evaluation of West Classroom Building – Criterion C

The West classroom wing of Magnolia Hall was constructed in 1935, to replace the 1905 Beaux Arts building that had been damaged in the 1933 Long Beach Earthquake. The replacement building is an “L”-shape Renaissance Revival style building. The building is sited in a traditional urban pattern, facing Washington Boulevard (not sited as a building oriented to a campus of buildings). However, unlike the original Polytechnic High School Administration Building, the replacement was set back slightly with a lawn in front. The street facing elevation has the most architectural detail.

The leg of the “L” runs to the south and the west elevation also exhibits features of the Renaissance Revival style on the west elevation which then faced outward from the small campus. However, the rear south and east elevations faced the Boiler Room Building and as they were facing the rear of the building/back of the “house,” the architectural details on the elevations are limited to slightly projecting window sills. The far end of the east elevation shows a transition with fewer windows and details. In 2014 a contemporary addition was added onto the south elevation of the long classroom wing.

Similar to the 1925 East Classroom building, the West Classroom building has a long south wing with double loaded corridor with classrooms on each side and windows allowing natural light into the classroom. This design had been used for decades and was not an unusual design for classrooms in the mid-1930s.

In 2014 a contemporary addition was constructed on the on the east side of the West Classroom building to fill the gap between the building connecting it to the East Classroom building. The purpose of this addition was to provide an internal connection between the west and east classroom wings. The entry/lobby is of a contemporary design and contemporary materials, predominantly glass was built on the south side facing the new North Quad area that was created with the demolition of the former Science Building. There is a new walkway, defined by an allee of palm trees, that leads through the new landscaped courtyard area to the entry/lobby.

The West Classroom wing was designed by A.C. Martin, who is considered to be a master architect. Martin established his firm of A.C. Martin and Associated in 1908 and went on to design many important buildings in Los Angeles including Los Angeles City Hall (with John Parkinson and John C. Austin). The West Classroom building is not an excellent example of the Renaissance Revival style. It is not a significant representation of the body of work of A. C. Martin.

The West Classroom Building of the Magnolia Hall Complex does not meet the eligibility criteria to be designated to the National Register of Historic Places under Criterion C or California Register Criterion 3 based on the reasons stated above.

## Evaluation of 1930s Fig Tree – Criterion C

In the 1930s, a Fig Tree had been planted to the west of the Boiler Room Building and this tree has matured into a landmark tree. It is a focal point in that south courtyard area, located to the west of where the Boiler Room was located. There is no evidence that this tree rises to a level of significance to be included on the National Register of Historic Places or the California Register of Historical Resources.

None of the buildings of the Magnolia Hall complex—Auditorium Building, East Classroom building, and West Classroom building—or the Fig Tree are eligible for the National Register of Historic Places under Criterion C or California Register Criterion 3 based on the reasons stated above.

*Criterion D.*

This criterion applies to archaeological resources. The property was constructed during historic times, so the buildings on the property will not yield information important to the prehistory or early history of the area, state or nation. Thus, Criterion D is not applicable to the buildings of the Magnolia Hall complex.

## Previous Survey

The findings of the *2003 LATTC Master Plan EIR* concluded that the buildings of the Magnolia Hall Complex (Auditorium, East Classroom building and West Classroom Building) did not meet the criteria for eligibility to the National Register of Historic Places or to the California Register of Historical Places. The independent evaluation of those buildings conducted in this current report concurs that these buildings with the conclusion of the 2003 survey that the buildings do not meet the criteria for eligibility to the National Register of Historic Places or to the California Register of Historical Places based on the reasons presented in the analyses above.

**City of Los Angeles Historic-Cultural Monument**

While the criteria for a City of Los Angeles Historic-Cultural Monument are similar to those of the National Register and California Register, there is more discretion regarding the level of integrity a resource must possess.

*Los Angeles Historic-Cultural Monument (HCM) Criterion 1:* “identified with important events of national, state, or local history, or exemplifies significant contributions to the broad cultural, economic or social history of the nation, state, or local history.”

Although the level of integrity required may be lower for local landmark eligibility, the interior of the Auditorium Building has been altered, changed from a high school auditorium into a “grand” theater. The classroom wings of Magnolia Hall are not the original Polytechnic High School classrooms. There is no evidence that the classrooms are any more significant than those of any others in the Los Angeles school system. However, as Magnolia Hall consists of three of the only four buildings remaining from the period when the campus functioned as the Los Angeles Polytechnic High School, the buildings of Magnolia Hall complex may be eligible under Los Angeles HCM Criterion 1 as the only remaining buildings from the Polytechnic High School era. The *2003 LATTC Master Plan EIR* found that the Magnolia Hall Complex appears to “reflect

or exemplify the broad social history of the community.”

*Los Angeles Historic-Cultural Monument (HCM) Criterion 2:* “is associated with the lives of historic personages important to national, state, city, or local history”. There is no evidence that the buildings of Magnolia Hall are associated with an historic person. While Los Angeles Mayor Tom Bradley was an athlete and the first Black student body president at the Polytechnic High School, there is no evidence that the buildings of Magnolia Hall were the buildings associated with his school career. There is no evidence that any other students, faculty or staff of the Polytechnic High School or the later Los Angeles Trade Technical College are associated with the buildings of Magnolia Hall. Thus, the buildings of the Magnolia Hall complex do not meet Los Angeles HCM Criterion 2, based on the reasons explained above and under National Register Criterion B.

*Los Angeles Historic-Cultural Monument (HCM) Criterion 3:* “embodies the distinctive characteristics of a style, type, period, or method of construction; or represents a notable work of a master designer, builder or architect whose individual genius influenced his or her age.”

The Washington Boulevard exterior elevations of the Magnolia Hall complex, the East and West Classroom Building and the Auditorium represent the second era of Polytechnic High School buildings and they retain a sufficient amount of architectural integrity and interest to be determined eligible as a City of Los Angeles Historic-Cultural Monument. The *2003 LATTC Master Plan EIR* found that the Magnolia Hall complex embodies “certain distinguishing characteristics of an architectural type.”

The Auditorium Building exterior has had many exterior decorative architectural features of the Moorish architectural removed. The interior of the Auditorium building has been altered with features removed and replaced as it was changed from a high school auditorium into a “grand” theater and full theatrical facility for commercial use. However, the building retains its original architectural form and basic features of the Moorish architectural style and thus appears to meet the criterion to be eligible under Los Angeles Historic-Cultural Monument Criterion 3.

The East Classroom building and the West Classroom building exteriors are examples of the Renaissance Revival architectural style and appear to retain enough architectural integrity to be considered eligible under HCM Criterion 3.

The Fig Tree appears eligible for City of LAHCM designation “because of its association with the early Los Angeles Polytechnic High School campus, its age, and type” according to the *2003 LATTC Master Plan EIR*.

### ***Analysis of Integrity of Magnolia Hall Complex***

Integrity is the “ability of a property to convey its significance.” There are seven aspects to be evaluated to determine the historic integrity of a property. To be eligible for designation as an historic resource, a property must retain historic integrity.

***Location: Location is the place where the historic property was constructed or the place where the historic event occurred. The relationship between the property and its location is often important to understanding why the property was created or why something happened. The actual location of a historic property, complemented by its setting, is particularly important in recapturing the sense of historic events and persons.***

Analysis of Location. All the buildings of the Magnolia Hall Complex are in their original location where they were constructed.

***Design: Design is the combination of elements that create the form, plan, space, structure, and style of a property. It results from conscious decisions made during the original conception and planning of a property. Design includes such elements as organization of space, proportion, scale, technology, ornamentation, and materials. A property's design reflects historic functions and technologies as well as aesthetics. It includes such considerations as the structural system; massing; arrangement of spaces; pattern of fenestration; textures and colors of surface materials; type, amount, and style of ornamental detailing; and arrangement and type of plantings in a designed landscape.***

Analysis of Design: The Auditorium building exterior has undergone significant alterations including application of gunnite on the exterior, removal of major architectural features and decorative elements. The interior of the Auditorium building has also undergone alterations as it was remodeled from a high school auditorium into a "Grand Theater" to operate as a theatrical venue with orchestra pit, modern seating and state of the art support areas and facilities. While features remain from its original Auditorium incarnation, such as elements of the lobby, the organization of the seating, portions of the original stenciled ceiling and light fixtures, other original elements have been removed or obscured. In addition, a seismic retrofit of the adjacent East Classroom building resulted in the placement of sheer wall concrete piers onto one wall of the grand theater which remain exposed and unfinished. The Auditorium building retains poor to fair integrity of design.

Both the East Classroom and the West Classroom buildings' exteriors retain their basic architectural design and have a good level of integrity of design.

***Setting: Setting is the physical environment of a historic property. Whereas location refers to the specific place where a property was built or an event occurred, setting refers to the character of the place in which the property played its historical role. It involves how, not just where, the property is situated and its relationship to surrounding features and open space. Setting often reflects the basic physical conditions under which a property was built and the functions it was intended to serve. In addition, the way in which a property is positioned in its environment can reflect the designer's concept of nature and aesthetic preferences. The physical features that constitute the setting of a historic property can be either natural or manmade, including such elements as: topographic features (a gorge or the crest of a hill); vegetation; simple manmade features (paths or fences); and relationships between buildings and other features or open space.***

Analysis of Setting: The Los Angeles Polytechnic High School was established on the site in 1905. The original gymnasium was replaced in 1924 by the Auditorium with the attached East Classroom building constructed in 1925. The original main building of the school was demolished c1934 and was replaced by the West Classroom building in 1935.

In the 1920s and 1930s the LATTC campus comprised several mid-block parcels on Washington Boulevard. The campus also included parcels to the south of the 1935 building to 20th Street. This area contained additional school buildings. The Boiler Room building was located at the rear of and between the 1925 and 1935 classroom buildings. The Boiler Room was demolished in the late 20<sup>th</sup> Century opening up the area between the West Classroom building and the East Classroom building. That area, on the south side of the 1925 and 1935

classroom buildings (former back of the house area) was redesigned. A lobby module was constructed in 2014 to connect the two classroom buildings. This functions as the main entrance into the classroom buildings. The area between the buildings became a landscaped courtyard with drought tolerant plantings and an allee of palm trees leading to the new entrance lobby.

In the last decade the former Science Building, which was located to the south of the East Classroom building, was demolished and that site became the lawn area known as the North Quad. These open spaces in between and to the south of the classroom buildings are not historic as they are of recent origin.

After the Polytechnic High School left the campus Sage Hall (1961), a multi-story Mid-Century building, was constructed to the east of the Moorish style Auditorium. Oak Hall was constructed (1966) to the west of the 1935 Classroom building on Washington Boulevard. Oak Hall is set to the property line and its design is that of walls without fenestration along Washington Boulevard and Flower Street. There is no contextual relationship of the 1960s era buildings of the Trade Technical college to the buildings of the Polytechnic High School. The 1936 building, now known as Tom Bradley Student Life Center/Redwood Hall, was constructed behind the West Classroom building. There was no open space other than a circulation path between those buildings.

The only setting that remains is the front of the West Classroom building and the Auditorium along Washington Boulevard. The setting of the area to the south of the 1925 West Classroom building and the 1935 East Classroom buildings has been substantially changed and bears no resemblance to the setting of the campus when it operated as the Los Angeles Polytechnic High School.

**Materials: Materials are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property.** *The choice and combination of materials reveal the preferences of those who created the property and indicate the availability of particular types of materials and technologies. A property must retain the key exterior materials dating from the period of its historic significance. If the property has been rehabilitated, the historic materials and significant features must have been preserved.*

Analysis of Materials: Both the 1925 East Classroom building, and the 1935 West Classroom building retain their original exterior materials. The Auditorium building exterior has been re-clad with gunnite over the original stucco material. The interior of the Auditorium building was renovated from a high school auditorium into a "grand theater" with full theatrical support facilities and new seating and finishes in 1978. While some original materials remain, some original interior finishes have been removed, altered or obscured. The Auditorium building interior has a poor to fair level of integrity with respect to original historic materials.

**Workmanship: Workmanship is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.** *It is the evidence of artisans' labor and skill in constructing or altering a building, structure, object, or site. Workmanship can apply to the property as a whole or to its individual components. Workmanship is important because it can furnish evidence of the technology of a craft, illustrate the aesthetic principles of a historic or prehistoric period, and reveal individual, local, regional, or national applications of both technological practices and aesthetic principles. Examples of workmanship in historic buildings include tooling, carving, painting, graining, turning, and joinery.*



Analysis of Workmanship. The workmanship of the buildings of the Magnolia Hall complex are typical of their period of construction however it is not exceptional. There are no unusual, exemplary, or innovative workmanship on any of the buildings of the Magnolia Hall complex. The workmanship of these elements appears to be typical of the era in which they were constructed.

**Feeling: Feeling is a property's expression of the aesthetic or historic sense of a particular period of time.** *It results from the presence of physical features that, taken together, convey the property's historic character. For example, a rural historic district retaining original design, materials, workmanship, and setting will relate the feeling of agricultural life in the 19th century.*

Analysis of Feeling: The front elevations along Washington Boulevard, the 1924 Auditorium and the 1935 West Classroom building convey the property's historic character representing the second era of the Los Angeles Polytechnic High School (the original 1905 era Polytechnic High School buildings that occupied those were demolished.) The area at the rear of the Magnolia Hall complex are sited around a modern courtyard open space and the buildings have had a new contemporary design entrance lobby. The rear of the Magnolia Hall complex, while well designed, is not representative of site during its period as the Polytechnic High School and does not communicate the historic feeling of that period.

The interior of the Auditorium building was remodeled from a high school auditorium into a "grand theater" which elevated the interior space into a theatrical venue with orchestra pit and full theatrical facilities. As a result, the interior no longer feels like a 1920s high school auditorium theater but rather as an unused commercial theatrical venue.

**Association: Association is the direct link between an important historic event or person and a historic property.** *A property retains association if it is the place where the event or activity occurred and is sufficiently intact to convey that relationship to an observer. Like feeling, association requires the presence of physical features that convey a property's historic character. Because feeling and association depend on individual perceptions, their retention alone is never sufficient to support eligibility of a property for historic designation.*

Analysis of Association: The buildings of the Magnolia Hall complex do not have any direct link to any historic events or persons.

### ***Evaluation of the Tom Bradley Center for Student Life/Redwood Hall***

#### ***National Register of Historic Places and California Register of Historical Resources***

The Tom Bradley Center for Student Life/Redwood was evaluated for eligibility for inclusion on the National Register of Historic Places under the four National Register criteria for significance and for inclusion on the California Register of Historical Resources under the four California Register criteria.

#### ***Criterion A.***

To be eligible for inclusion on the National Register under Criterion A and the California Register under Criterion 1, a property must have a direct association with events that have made a

significant contribution to the broad patterns of our history and cultural heritage. The Tom Bradley Center for Student Life/Redwood Hall was constructed in 1936 as classroom and instructional spaces for Industrial. There is no evidence that the educational activities that took place in the building rise to the threshold of historic significance. There is no evidence that any historic events or activities took place in the building. The Tom Bradley Center for Student Life/Redwood Hall functioned as a typical high school instructional building.

The Tom Bradley Center for Student Life/Redwood Hall does not meet the threshold to be eligible under Criterion A of the National Register of Historic Places or Criterion 1 of the California Register.

#### *Criterion B*

To be eligible for inclusion on the National Register under Criterion B or the California Register under Criterion 2, a property must be associated with the lives of persons significant in the past who have made an important impact on national, state or local history. While many generations of students, faculty and staff have used the Tom Bradley Center for Student Life/Redwood Hall for instructional activities there is no evidence that any persons of historic significance achieved that significance during their tenure at the subject building.

The Tom Bradley Center for Student Life/Redwood Hall is not eligible for the National Register of Historic Places under Criterion B or for the California Register under Criterion 2.

#### *Criterion C*

A property is eligible under National Register Criterion C or California Register Criterion 3, if it embodies the distinguishing characteristics of an architectural type, specimen, inherently valuable for study of a period style or method of construction. A property also is eligible if it represents notable work of a master builder, designer or architect or possesses high artistic values or represents a significant and distinguishable entity whose components may lack individual distinction.

The Tom Bradley Center for Student Life/Redwood Hall was designed by the architectural firm of A.C. Martin in the PWA Moderne architectural style in 1936. The building is a restrained example of the style. Two of the elevations have PWA Moderne stylistic elements including windows arranged in bays that appear as vertical piers, a flat roof with a horizontal cornice band, and smooth stucco surface. The rear elevation is a later addition (1956) that wraps around and is visible on the sides of the building. This rear addition is devoid of architectural details. Although designed by a master architect, the building is not a significant example of the work of the architectural firm.

The Tom Bradley Center for Student Life/Redwood Hall is not eligible for the National Register of Historic Places under Criterion C or the California Register under Criterion 3 based on the reasons stated above.

#### *Criterion D.*

This criterion applies to archaeological resources. The property was constructed during historic times, so the buildings on the property will not yield information important to the prehistory or

early history of the area, state or nation. Thus, Criterion D is not applicable to the buildings of the Tom Bradley Center for Student Life/Redwood Hall.

### Previous Survey

The findings of the *2003 LATTC Master Plan EIR* concluded that the Tom Bradley Student Life Center/Redwood Hall does not meet the criteria for eligibility to the National Register of Historic Places or to the California Register of Historical Places. The independent evaluation of this building conducted in this current report concurs with the conclusion of the 2003 survey that this building does not meet the criteria for eligibility to the National Register of Historic Places or to the California Register of Historical Places based on the reasons presented in the analyses above.

### City of Los Angeles Historic-Cultural Monument

While the criteria for a City of Los Angeles Historic-Cultural Monument are similar to those of the National Register and California Register, the ordinance is silent regarding the level of integrity required for eligibility thus, there is more discretion regarding the level of integrity a resource must possess.

*Los Angeles Historic-Cultural Monument (HCM) Criterion 1:* “identified with important events of national, state, or local history, or exemplifies significant contributions to the broad cultural, economic or social history of the nation, state, or local history.” The Tom Bradley Center for Student Life/Redwood Hall is one of four buildings that remain from the era of the Los Angeles Polytechnic High School (the Magnolia Hall complex contains the other three). There is no evidence that any significant events or activities took place at the Tom Bradley Center for Student Life/Redwood Hall. The Tom Bradley Center for Student Life/Redwood Hall was built in 1936, over 30 years after the opening of the Polytechnic High School. There is no evidence that these classrooms are any more significant than those of any other classrooms in the Los Angeles school system built in the same era. However, as the Tom Bradley Center for Student Life/Redwood Hall is one of only four buildings that remain from the Los Angeles Polytechnic High School period it appears that it may meet *Los Angeles Historic-Cultural Monument (HCM) Criterion 1*. The *2003 LATTC Master Plan EIR* found that the Tom Bradley Center for Student Life/Redwood Hall appears to “reflect or exemplify the broad social history of the community.”

*Los Angeles Historic-Cultural Monument (HCM) Criterion 2:* “is associated with the lives of historic personages important to national, state, city, or local history”. The Tom Bradley Center for Student Life/Redwood Hall is not associated with individuals significant to the early history of the Polytechnic high school. The building was constructed to foster education in Industrial Arts. There is no evidence that any student, faculty or staff achieved historic significance based on work they conducted during their tenure at the building. The Tom Bradley Center for Student Life/Redwood Hall does not meet *Los Angeles Historic-Cultural Monument (HCM) Criterion 2*.

*Los Angeles Historic-Cultural Monument (HCM) Criterion 3:* “embodies the distinctive characteristics of a style, type, period, or method of construction; or represents a notable work of a master designer, builder or architect whose individual genius influenced his or her age.” The PWA Moderne building was designed by the master architectural firm of A.C. Martin. While it is not an excellent example of the style or of the work of the architectural firm, it is representative of the style applied to an institutional building. As the City of Los Angeles ordinance is silent regarding integrity, there is more discretion regarding alterations and loss of

character-defining features on a building. The 2003 LATTC Master Plan EIR found that the Tom Bradley Center for Student Life/Redwood Hall is a “good example of a PWA industrial type structure designed for the purposes of an educational classroom, specifically for the teaching of the industrial arts.” It appears that Tom Bradley Center for Student Life/Redwood Hall meets *Los Angeles Historic-Cultural Monument (HCM) Criterion 3* and is eligible for designation as a City of Los Angeles Historic Cultural Monument.

### ***Analysis of Integrity of Tom Bradley Student Life Center/Redwood Hall***

Integrity is the “ability of a property to convey its significance.” There are seven aspects to be evaluated to determine the historic integrity of a property. To be eligible for designation as an historic resource, a property must retain historic integrity.

***Location: Location is the place where the historic property was constructed or the place where the historic event occurred. The relationship between the property and its location is often important to understanding why the property was created or why something happened. The actual location of a historic property, complemented by its setting, is particularly important in recapturing the sense of historic events and persons.***

Analysis of Location. The Tom Bradley Student Life Center/Redwood Hall is in its original location where it was constructed in 1936.

***Design: Design is the combination of elements that create the form, plan, space, structure, and style of a property. It results from conscious decisions made during the original conception and planning of a property. Design includes such elements as organization of space, proportion, scale, technology, ornamentation, and materials. A property's design reflects historic functions and technologies as well as aesthetics. It includes such considerations as the structural system; massing; arrangement of spaces; pattern of fenestration; textures and colors of surface materials; type, amount, and style of ornamental detailing; and arrangement and type of plantings in a designed landscape.***

Analysis of Design: The Tom Bradley Student Life Center/Redwood Hall retains its original PWA Moderne design on its front, north, elevation and its east elevation. In 1956 an addition was built onto the south end of the building which wraps around to the east and west elevations. The 1956 addition is devoid of all architectural detailing. The Tom Bradley Student Life Center/Redwood Hall retains a fair level of architectural design integrity.

***Setting: Setting is the physical environment of a historic property. Whereas location refers to the specific place where a property was built or an event occurred, setting refers to the character of the place in which the property played its historical role. It involves how, not just where, the property is situated and its relationship to surrounding features and open space. Setting often reflects the basic physical conditions under which a property was built and the functions it was intended to serve. In addition, the way in which a property is positioned in its environment can reflect the designer's concept of nature and aesthetic preferences. The physical features that constitute the setting of a historic property can be either natural or manmade, including such elements as: topographic features (a gorge or the crest of a hill); vegetation; simple manmade features (paths or fences); and relationships between buildings and other features or open space.***

Analysis of Setting: The Los Angeles Polytechnic High School was established on the site in 1905. The original gymnasium was replaced in 1924 by the Auditorium with the attached East Classroom building constructed in 1925. The original main building of the school was demolished c1934 and was replaced by the West Classroom building in 1935.

In the 1920s and 1930s the LATTC campus comprised several mid-block parcels on Washington Boulevard. The campus also included parcels to the south of the 1935 building to 20th Street. This area contained additional school buildings. The Tom Bradley Student Life Center/Redwood Hall building was constructed in 1936 and located to the south of the West Classroom building. The Science Building was sited due east of the Tom Bradley Student Life Center/Redwood Hall. While there was a small open space between the East Classroom building and the Science Building only a portion of the east elevation of Tom Bradley Student Life Center/Redwood Hall was visible, as most of it was blocked by the Science Building. In 1956 an addition was constructed on the south end of the Tom Bradley Student Life Center/Redwood Hall.

Today the east elevation of the Tom Bradley Student Life Center/Redwood Hall faces the open space known as the North Quad and the full east elevation is visible. This setting is recent having been established when the Science Building was demolished in the last decade and the North Quad lawn area established. This setting around the Tom Bradley Student Life Center/Redwood Hall is not historic.

**Materials: Materials are the physical elements that were combined or deposited during a particular period of time and in a particular pattern or configuration to form a historic property.** *The choice and combination of materials reveal the preferences of those who created the property and indicate the availability of particular types of materials and technologies. A property must retain the key exterior materials dating from the period of its historic significance. If the property has been rehabilitated, the historic materials and significant features must have been preserved.*

Analysis of Materials: The materials on the 1936 Tom Bradley Student Life Center/Redwood Hall are typical of the era. The materials on the 1956 addition are not of high quality.

**Workmanship: Workmanship is the physical evidence of the crafts of a particular culture or people during any given period in history or prehistory.** *It is the evidence of artisans' labor and skill in constructing or altering a building, structure, object, or site. Workmanship can apply to the property as a whole or to its individual components. Workmanship is important because it can furnish evidence of the technology of a craft, illustrate the aesthetic principles of a historic or prehistoric period, and reveal individual, local, regional, or national applications of both technological practices and aesthetic principles. Examples of workmanship in historic buildings include tooling, carving, painting, graining, turning, and joinery.*

Analysis of Workmanship. The workmanship on the 1936 portion of the Tom Bradley Student Life Center/Redwood Hall is typical of the era of its construction. The workmanship on the 1956 addition is not of a high quality.

**Feeling: Feeling is a property's expression of the aesthetic or historic sense of a particular period of time.** *It results from the presence of physical features that, taken together, convey the property's historic character. For example, a rural historic district retaining original*



*design, materials, workmanship, and setting will relate the feeling of agricultural life in the 19th century.*

Analysis of Feeling: The Tom Bradley Student Life Center/Redwood Hall itself reflects its 1930s PWA Moderne architecture.

**Association: Association is the direct link between an important historic event or person and a historic property.** *A property retains association if it is the place where the event or activity occurred and is sufficiently intact to convey that relationship to an observer. Like feeling, association requires the presence of physical features that convey a property's historic character. Because feeling and association depend on individual perceptions, their retention alone is never sufficient to support eligibility of a property for historic designation.*

Analysis of Association: The Tom Bradley Student Life Center/Redwood Hall does not have any direct link to any historic events or persons.

### **Historic District Evaluation**

According to *National Register Bulletin 15, How to Apply the National Register Criteria for Evaluation* a district derives its importance from being a unified entity, even though it is often composed of a variety of resources. The identity of a district results from the interrelationship of its resources, which can convey a visual sense of the overall historic environment or be an arrangement of historically or functionally related properties.” In addition, “a district must be significant, as well as being an identifiable entity. It must be important for historical architectural...values.” Also “the majority of the components that add to the district’s historic character, even if they are individually undistinguished, must possess integrity.” And “the number of noncontributing properties a district can contain yet still convey its sense of time and place and historical development depends on how these properties affect the district’s integrity.”<sup>62</sup>

The only buildings from the Polytechnic High School period of significance (1905-1957) are the buildings of the Magnolia Hall complex and the Tom Bradley Center for Student Life. Each of these buildings appear eligible as individual City of Los Angeles Historic-Cultural Monuments. However, the buildings do not create an historic district as the grounds connecting them as this area until recently was the site of the Boiler Room and the Science Building. The North Quad and the Magnolia Hall courtyard are recent landscape designs completed in the 21<sup>st</sup> Century and are the result of demolition of Polytechnic High School campus buildings.

The Los Angeles Trade Technical College period begins in 1957. Of the 12 buildings on campus constructed since 1957, five of the buildings, Toyon Hall, Cedar Hall, Mariposa Hall, Aspen Hall and Juniper Hall are less than 50 years old.

Three buildings, Sage Hall (1961) and Cypress Hall (1964), are located in the far northeast end of the campus, along Grand Avenue. On the west side of campus, at the north end of Flower Street is Oak Hall (1966), a long utilitarian building that is attached to the Receiving Center and has a parking lot on its roof. At the far southwest end of the campus along Flower Street are three buildings: Sequoia Hall (1961), Willow Hall (1966) and Laurel Gymnasium (1968).

These two clusters of 1960s era buildings are at opposite ends of the campus. In between them

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<sup>62</sup><https://www.nps.gov/nr/publications/bulletins/pdfs/nrb15.pdf>, p. 5.

is the center of campus which contains Mariposa Hall, the large building that contains the library. Mariposa Hall was constructed in 1979 and had a major exterior renovation in 2014. To the east of Mariposa Hall are two higher rise buildings, Aspen Hall and Juniper Hall which were built in 2009. The area to the east of the Sequoia Hall/Willow Hall/Laurel Gymnasium cluster is a large area that is currently a construction site.

The newer buildings of the LATTC era on the south side of campus and Mariposa Hall in the middle of the campus, create a physical and visual barrier between the two clusters of 1960s era buildings (those on the northeast side of campus and those on the southwest side of campus). The separation of the two clusters of 1960s era buildings is so great that there is no identifiable, visual connection between the two clusters. Thus, there is no eligible historic district on the campus of Los Angeles Trade Technical College. The *2003 LATTC Master Plan EIR* did not find any eligible historic district on the campus of the Los Angeles Trade Technical College campus.

### **CEQA ANALYSIS**

The California Environmental Quality Act (CEQA) requires evaluation of historical resources to determine if a proposed project would have any significant adverse impact on the historic resource. Any proposed project that would physically detract, either directly or indirectly, from the integrity and significance of a historic resource, would be considered to have a significant adverse impact on the historical resource. Potential impacts to a historical resource include demolition, relocation, conversion, rehabilitation, alteration, or new construction on the site or in the vicinity of the resource.

The impacts of a proposed project are evaluated to determine if they impact a designated historical resource or an eligible historical resource (structure or site). The Secretary of the Interior's Standards for Rehabilitation are used to evaluate projects that propose to alter and/or add to an existing historic structure or site. If the proposed project meets these Standards, then the proposed project will not result in any adverse impact to a historical resource. Demolition of a historical resource or an eligible historical resource will result in an adverse impact that cannot be mitigated.

#### *Significance Thresholds*

The State of California CEQA Guidelines (defined in §15064.5) and the City of Los Angeles CEQA Thresholds Guide provide technical guidance regarding evaluation of impacts to historical resource. Any project that would physically detract, either directly or indirectly, from the integrity and significance of a historic resource such that its eligibility for inclusion on the National Register of Historic Places, the California Register of Historical Resources or as a City of Los Angeles Historic-Cultural Monument, such that the resource would lose its historic eligibility, would be considered to be a significant adverse impact on that historical resource.

The State of California *CEQA Guidelines* (§15064.5(b)) state that a substantial adverse change to the historical significance of a resource occurs in the following situations:

- Substantial adverse change in the significance of an historical resource means physical demolition, destruction, relocation, or alteration of the resource or its immediate surroundings such that the significance of an historical resource would be

materially impaired.

- The significance of an historical resource is materially impaired when a project:
  - A. Demolishes or materially alters in an adverse manner those physical characteristics of an historical resource that convey its historical significance and that justify its inclusion in, or eligibility for inclusion in, the California Register of Historical Resources; or
  - B. Demolishes or materially alters in an adverse manner those physical characteristics that account for its inclusion in a local register of historical resources pursuant to Section 5020.1(k) of the Public Resources Code (PRC) or its identification in a historical resources survey meeting the requirements of Section 5024.1(g) of the PRC, unless the public agency reviewing the effects of the project establishes by a preponderance of evidence that the resource is not historically or culturally significant; or
  - C. Demolishes or materially alters in an adverse manner those physical characteristics of an historical resource that convey its historical significance and that justify its eligibility for inclusion in the California Register of Historical Resources as determined by a lead agency for purposes of CEQA.

The City of Los Angeles *CEQA Thresholds Guide* states that a project would have a significant impact on a significant historical resource if the project would cause a substantial change in the significance of the historical resource as defined in Section 15064.5 of the State of California *CEQA Guidelines* when one or more of the following occurs:

- Demolition of a significant resource that does not maintain the integrity and significance of a significant resource;
- Relocation that does not maintain the integrity and significance of a significant resource;
- Conversion, rehabilitation, or alteration of a significant resource which does not conform to the Secretary of the Interior's Standards for Rehabilitation and Guidelines for Rehabilitating Historic Buildings; or
- Construction that reduces the integrity of significance of important resources on the site or in the vicinity.

The Los Angeles Trade Technical College proposes to demolish the Auditorium section of Magnolia Hall and the Tom Bradley Student Life Center/Redwood Hall buildings.

In c1978 the assembly hall of the Auditorium/Theater portion of Magnolia Hall underwent a major renovation that altered the high school auditorium into a full theatrical venue. The renovation removed/changed interior auditorium features and added embellishments representative of a theater rather than a high school auditorium. The 1978 renovation is less than 50 years old and was in operation for less than 30 years. The renovated theater does not meet historic eligibility criteria as discussed in the Evaluation Section above.

Any programmatic decision about future use of the Auditorium portion of Magnolia Hall would consider whether to take it back to use as a 1920s era school auditorium (it was not a major theatrical facility) or to follow the path taken in the late 1970s to elevate the auditorium into a

theater. The current campus is no longer a high school but a technical trade college, so the historic use of a high school assembly auditorium is no longer a programmatic need. If renovated again into a theater, that renovation would not meet the Secretary of the Interior's Standards for Rehabilitation as the theater renovation and use was outside of the period of significance during which the Auditorium was part of Polytechnic High School.

The Los Angeles Community College District has proposed demolition of the Auditorium/Theater Building portion of the Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall. The reasons for this proposal include: 1) while the buildings have historic eligibility due to their association with the Polytechnic High School, the interior and exterior condition of the buildings has changed substantially over time such that rehabilitation would be technically challenging and expensive for both buildings; 2) the two buildings were constructed before current seismic codes and both buildings require substantial seismic retrofit that would be technically challenging and expensive; 3) LATTC does not have need for an auditorium or theater space and therefore a rehabilitated auditorium/theater building would receive little if any use by the college; 4) the auditorium and theater do not complement the desired modern campus design aimed at technical students; and 5) given constrained budgets for the campus, costly rehabilitation of these buildings (which have little if any functionality for the college) would prevent the college from implementing other programs and constructing other buildings more functional and consistent with its mission.

Although the exterior of the Auditorium section of the Magnolia Hall complex has lost character-defining features the building retains enough integrity to be eligible for designation as a City of Los Angeles Historic Cultural Monument. The Tom Bradley Student Life Center also retains sufficient exterior architectural integrity to be eligible for designation as a City of Los Angeles Historic Cultural Monument. Thus, under the City of Los Angeles CEQA thresholds, proposed demolition of these buildings would result in a significant impact on historical resources.

The following mitigation measures are recommended to reduce the adverse impact of demolition. However, impacts would remain significant.

- 1) **HABS Historic American Building Survey Level 2 Photographic Documentation.** HABS level 2 documentation should be undertaken for the buildings of the Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall. Level 2 requires archival quality large format negatives and prints of exterior and interior views of the subject buildings. The negatives and archival prints should be deposited into an archive collection of LATTC history. Also, an electronic copy of the photographs should be made and deposited with the LATTC archive collection and another electronic copy deposited with the Los Angeles Public Library.
- 2) **Establish and Maintain LATTC History Archive.** LATTC should develop a repository/archive collection within their library to contain materials regarding the history and use of the campus as the site of the Polytechnic High School and as LATTC. A historic preservation specialist should be retained to help establish this archive.

## **CONCLUSION**

Based on the facts presented above, the buildings of the Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall at the Los Angeles Trade Technical College are

not eligible for the National Register of Historic Places or the California Register of Historical Resources or as contributors to any historic districts as they:

- are not associated with any historic events or patterns of history;
- are not associated with any historic persons;
- are not a notable example of their architectural styles;
- while the work of master architects, the buildings are not excellent examples of their body of work;
- do not possess high quality workmanship or materials;
- do not contribute to any historic district.

The buildings of the Magnolia Hall complex and the Tom Bradley Center for Student Life/Redwood Hall at the Los Angeles Trade Technical College may be eligible as City of Los Angeles Historic-Cultural Monuments as they:

- are the only remaining buildings associated with the Polytechnic High School;
- although altered, they are examples of their architectural styles from the period of the Polytechnic High School

Even with mitigation identified above demolition of these buildings would represent a significant impact under CEQA.

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