

Livermore Area Recreation and Park District

Staff Report

TO: Chair Furst and Facilities Committee

FROM: Mat Fuzie, General Manager

PREPARED BY: Fred Haldeman, Parks and Facilities Manager

DATE: October 8, 2020

SUBJECT: Midway School Relocation and Restoration Project for the Livermore Heritage Guild

RECOMMENDATION: That the Facilities Committee considers the relocation of an historic structure, the Midway Public School Building, to an LARPD managed park. (Hagemann Park) This proposal comes at the request from the Livermore Heritage Guild. The General Manager does not recommend acceptance of this arrangement without a strong financial commitment in contract form for support of this project. LARPD would be remiss in taking on this project without the financial support guaranteed.

BACKGROUND: The Livermore Heritage Guild (LHG) is requesting of LARPD, that they be permitted to re-locate the historic Midway Public School building to Hagemann Park. The structure is currently located on the Mulquennay Ranch, approximately 17 miles from the proposed new site. The scope of the project will include the relocation and full restoration of the structure, as well as site improvements to the Hagemann Park location. The LHG plans to manage and fund this project.

Points to consider:

- Hagemann Park is a City-owned, LARPD-managed park.
- The LHG currently owns the structure but their ultimate goal is to relinquish ownership to either the City of Livermore or LARPD.
- The LHG plans to fund the project, including on-going maintenance, with Guild resources and donations.
- The LHG plans to use the structure for educational and interpretive programs.
- Midway School was not located within Livermore proper, but was located within the LARPD Boundaries on the East County border.

FISCAL IMPACT: As currently proposed, the initial fiscal impact to the District would be minimal. The LHG is asserting that they will manage and fund the project so any costs to the District will be in the form of staff time coordinating with the LHG and the City of Livermore. Long term costs also will be minimal if the project proceeds as proposed. The site improvements in the conceptual plan include no utilities. The hardscape maintenance requires little labor and the LHG intends to maintain the structure and the surrounding improvements. The maintenance to the rest of the park will not be impacted by proposed improvements.

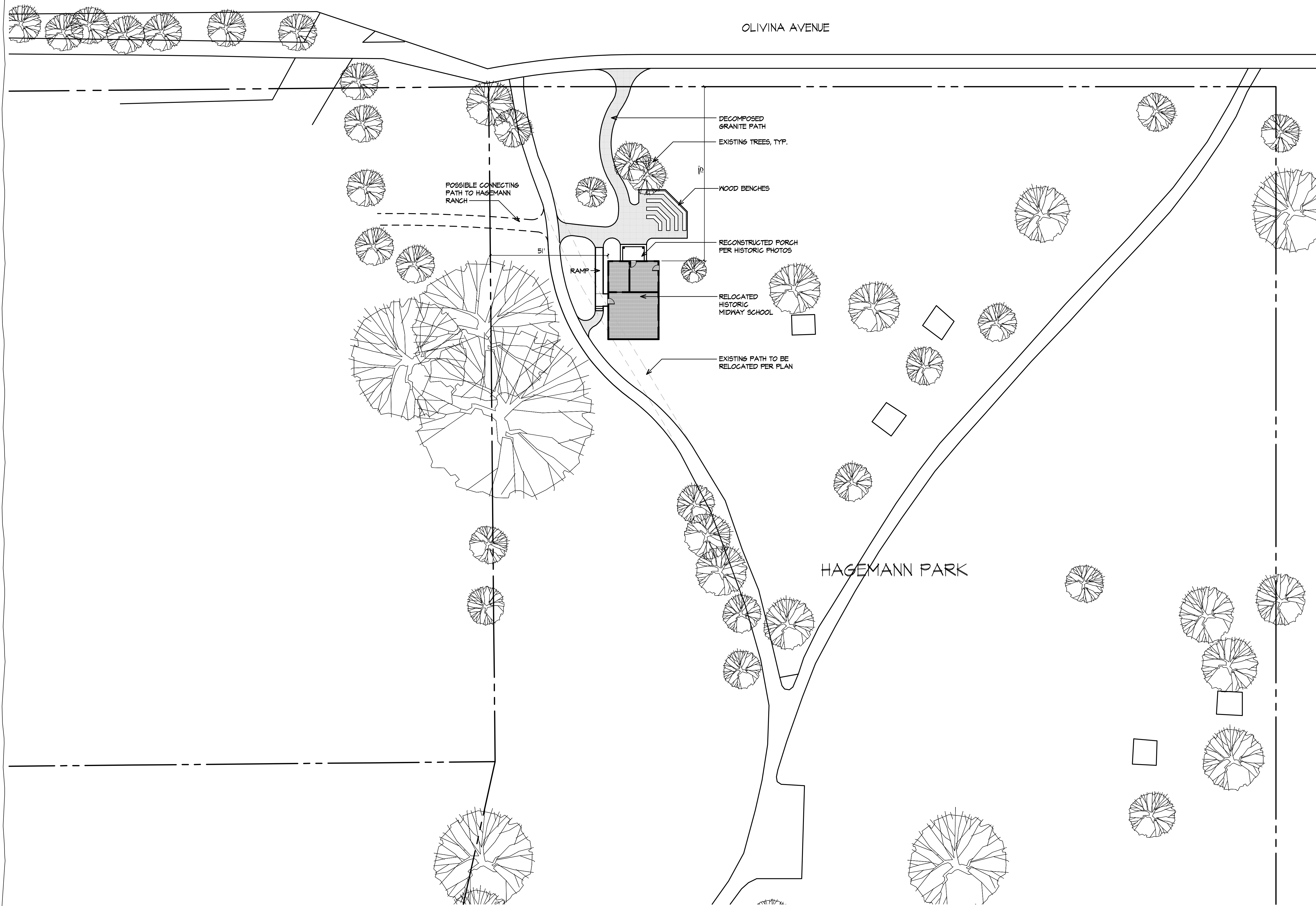
However, once the project is located at a facility managed by LARPD, we would become the de-facto caretakers if the support entities ceased to exist. In addition, it is anticipated that simply locating the building within an LARPD managed facility will create a public perception of ownership and responsibility. We have not completed any review of the origin of Hagemann Park as it would relate to having a historic structure placed within the use area; therefore we do not know if placing the structure would conflict with the original intended uses of Hagemann Park.

ATTACHMENTS:

Attachment - A Midway School Conceptual Site Plan

Attachment - B Midway Brief

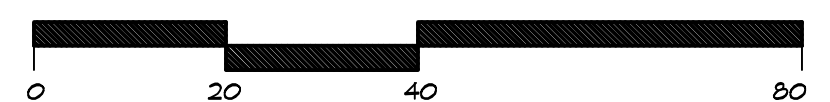
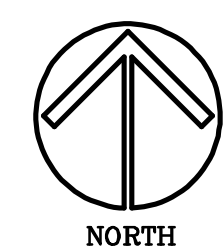
Attachment – C Midway School Historic Resource Survey



MIDWAY SCHOOL

LIVERMORE, CALIFORNIA

LIVERMORE HERITAGE GUILD



August 24, 2009 Project No.: 801.002

AJS Architecture | Planning

Livermore, California
925.980.4103

Tony Sarborario, AIA

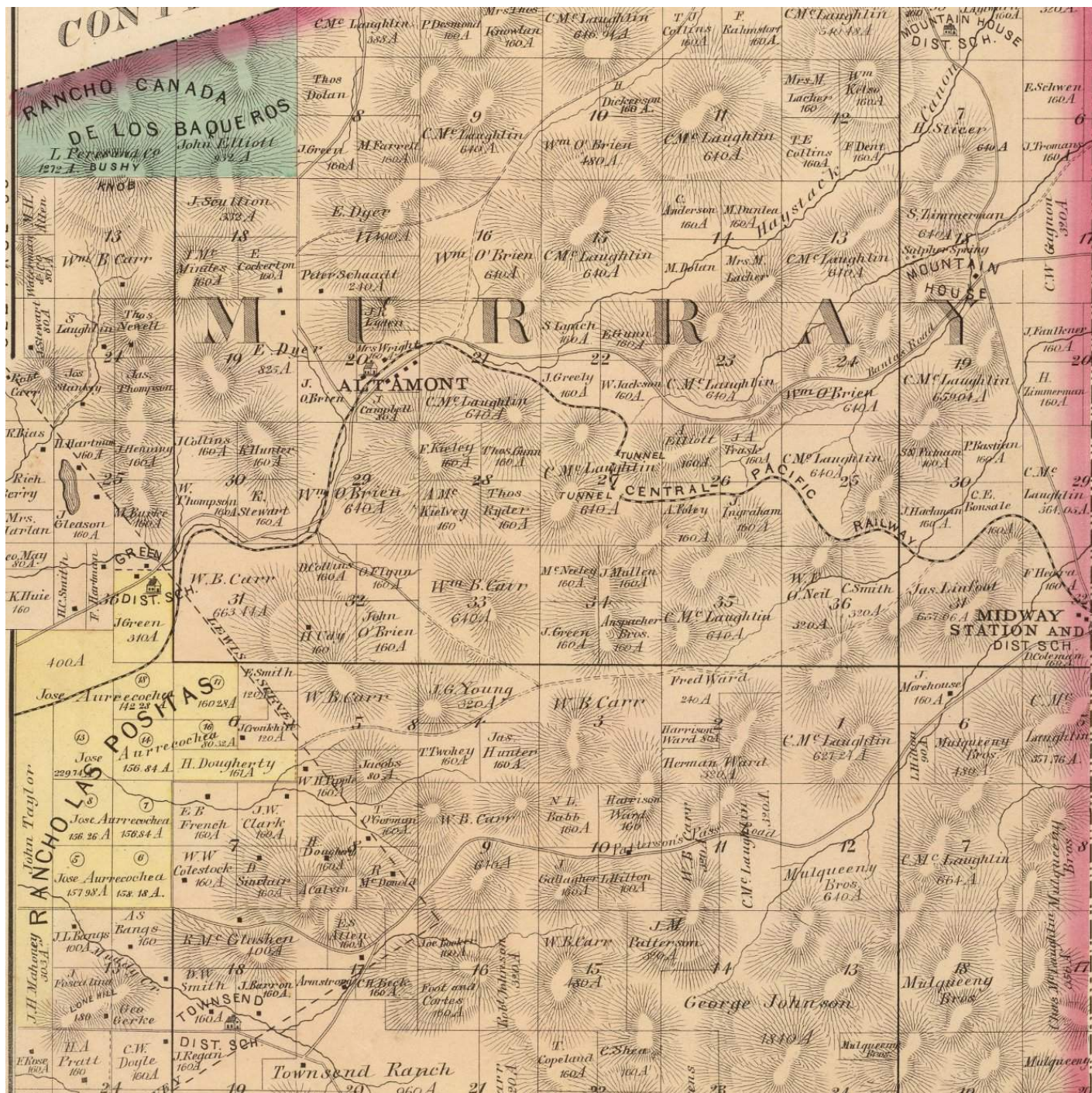
Livermore Historic Schools and Midway School Restoration Project

A photo adventure with Jeff Kaskey

All photo courtesy of the Livermore Heritage Guild

T. 4 S. T. 3 S. T. 2 S.

Sunol School





Midway School



Inman School, Built 1870

Just North Of Livermore
Airport



Townsend School, 1875, Tesla Road





Courtesy of the Livermore Heritage Guild



Green School – Built 1875, Corner of Old Altamont, Greenville



**Mocho, Founded 1875 as Wilson Dist. Renamed Mocho in 1890
Corner of Mines and Del Valle**



Antone School



Highland School, Built 1879, N. Flynn Rd, near Sweet Ranch



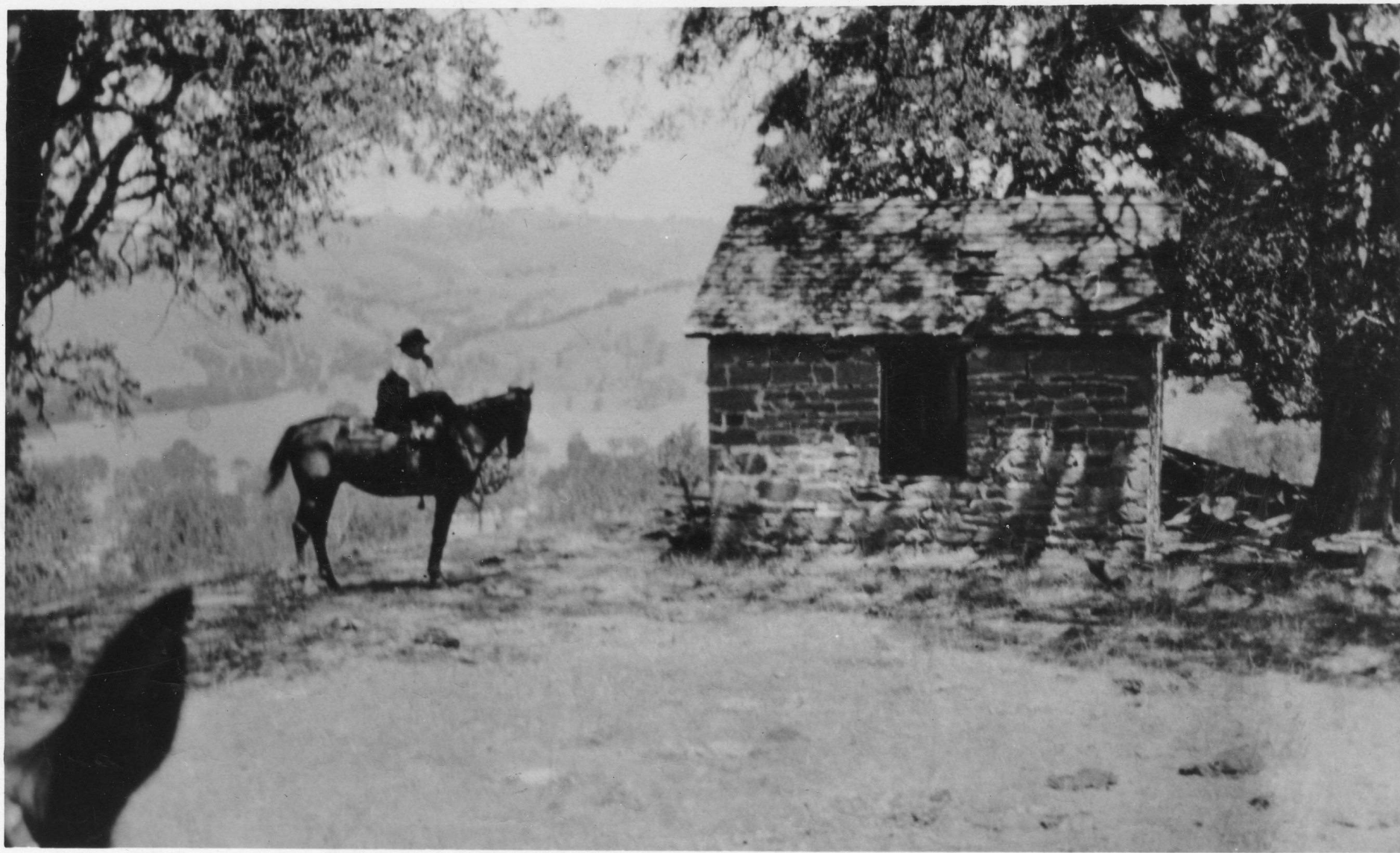


HIGHLAND
SCHOOL



Courtesy of the Livermore Heritage Guild

Arroyo Valle School? (“Bayay”)





Summit





Livemore Grammar School,

CAMENNETTI COURSE,
1888.





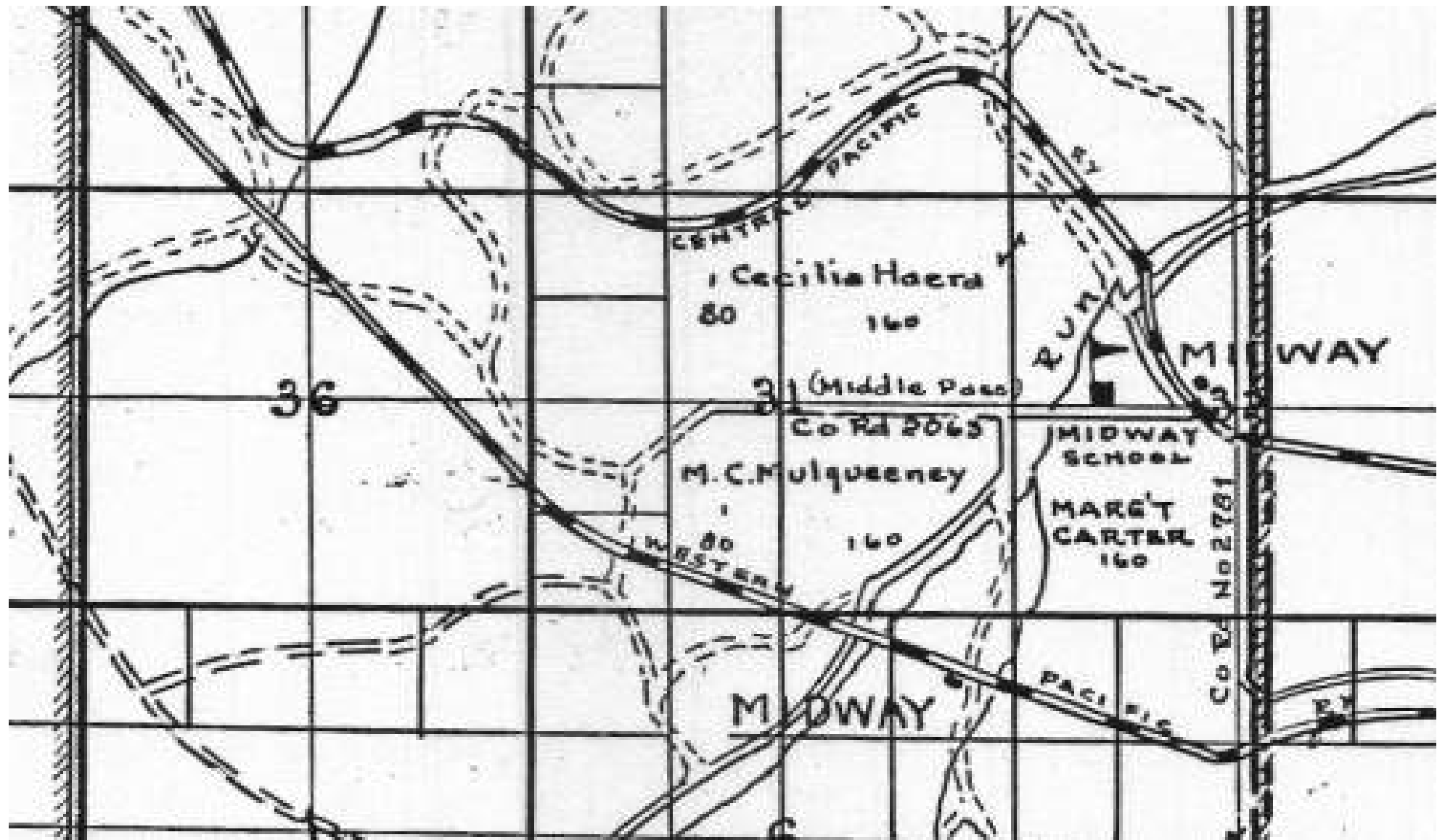
District Spans 73 Years

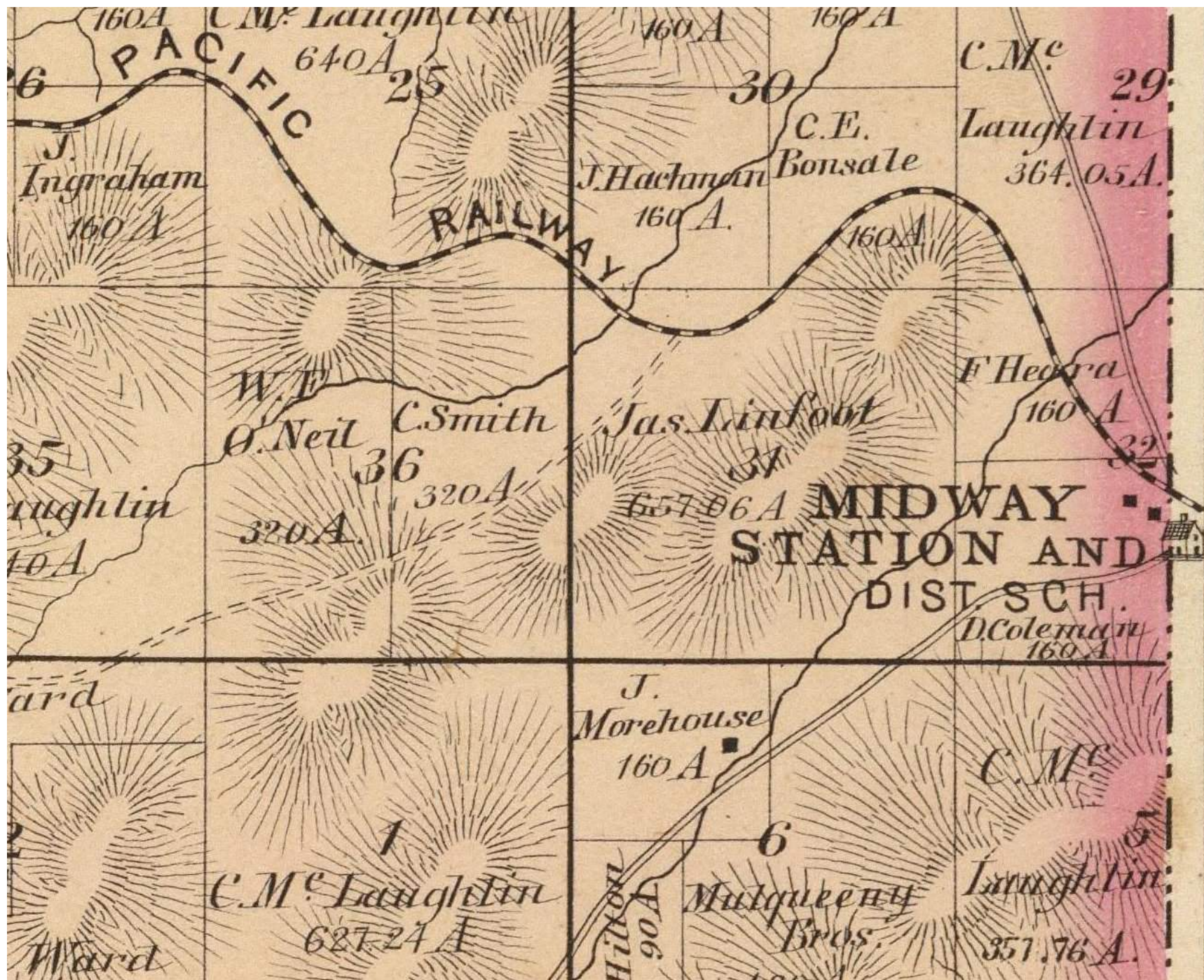
Midway School District
Established 1873,
closed in 1946

This photo 1941

Building appears to
have no significant
architectural
modifications from
original construction







SAN JOAQUIN

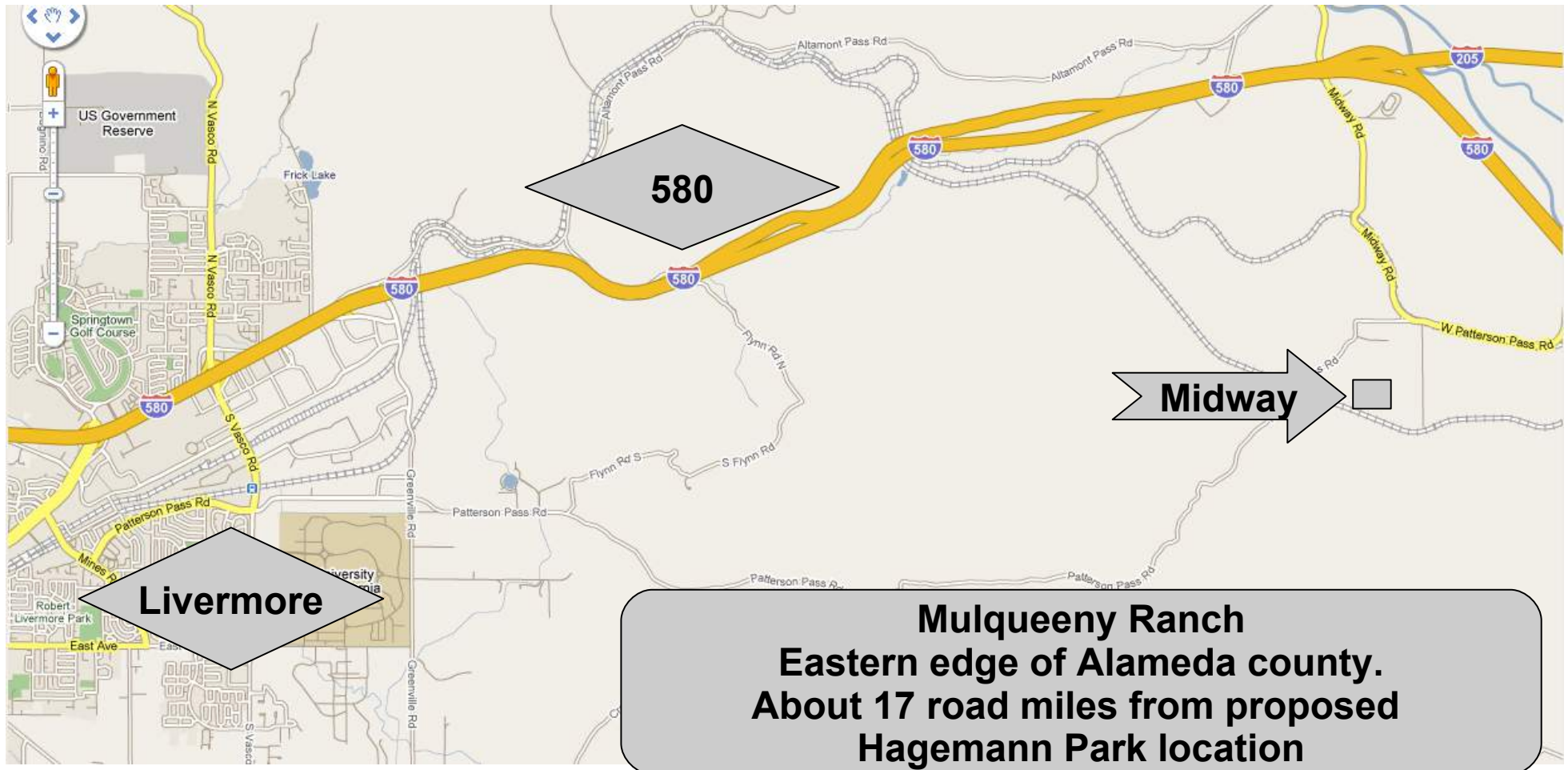


MIDWAY SCHOOL PHOTOS FROM ANNA FREISMAN





Where is it Now?





2006 Photos

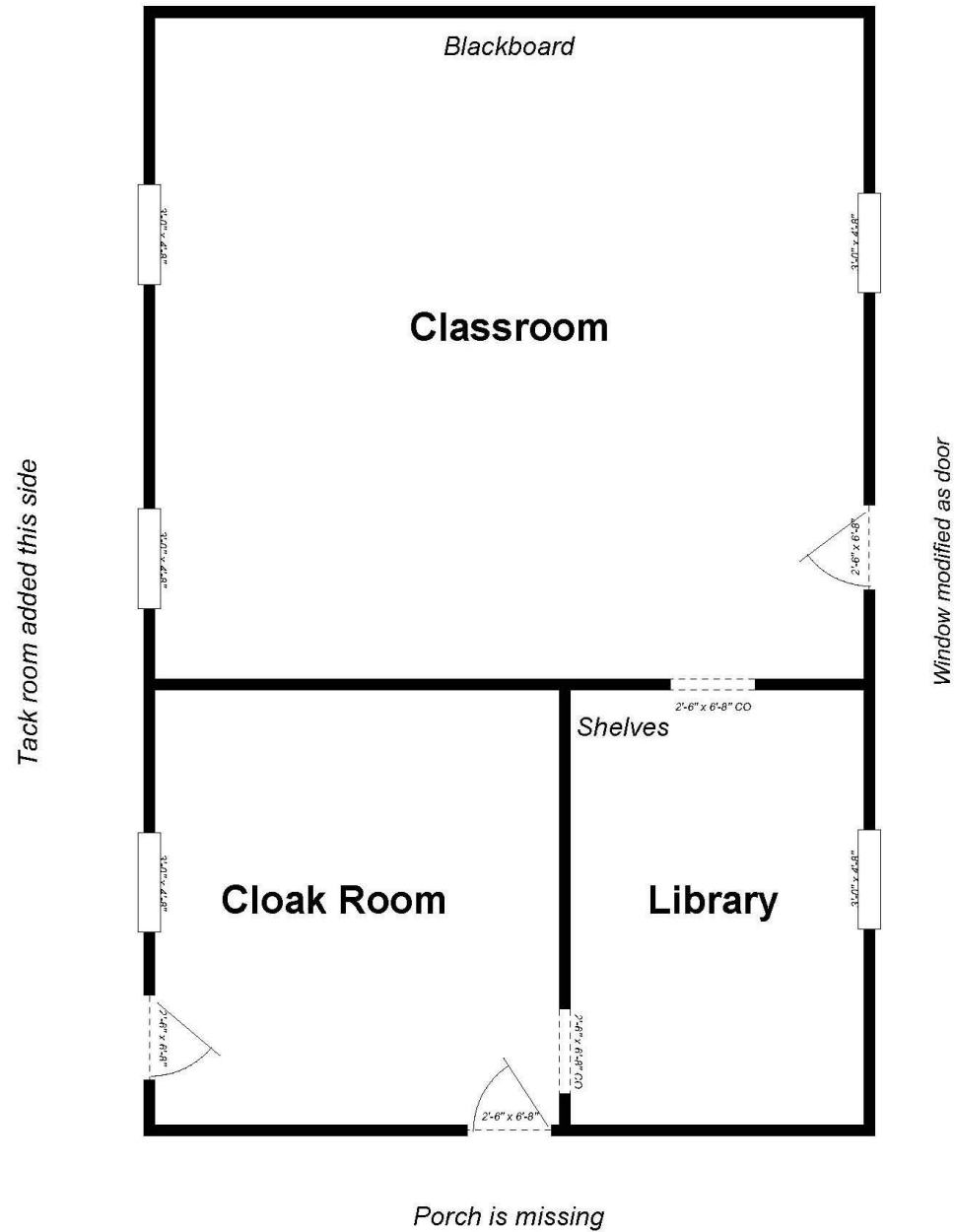


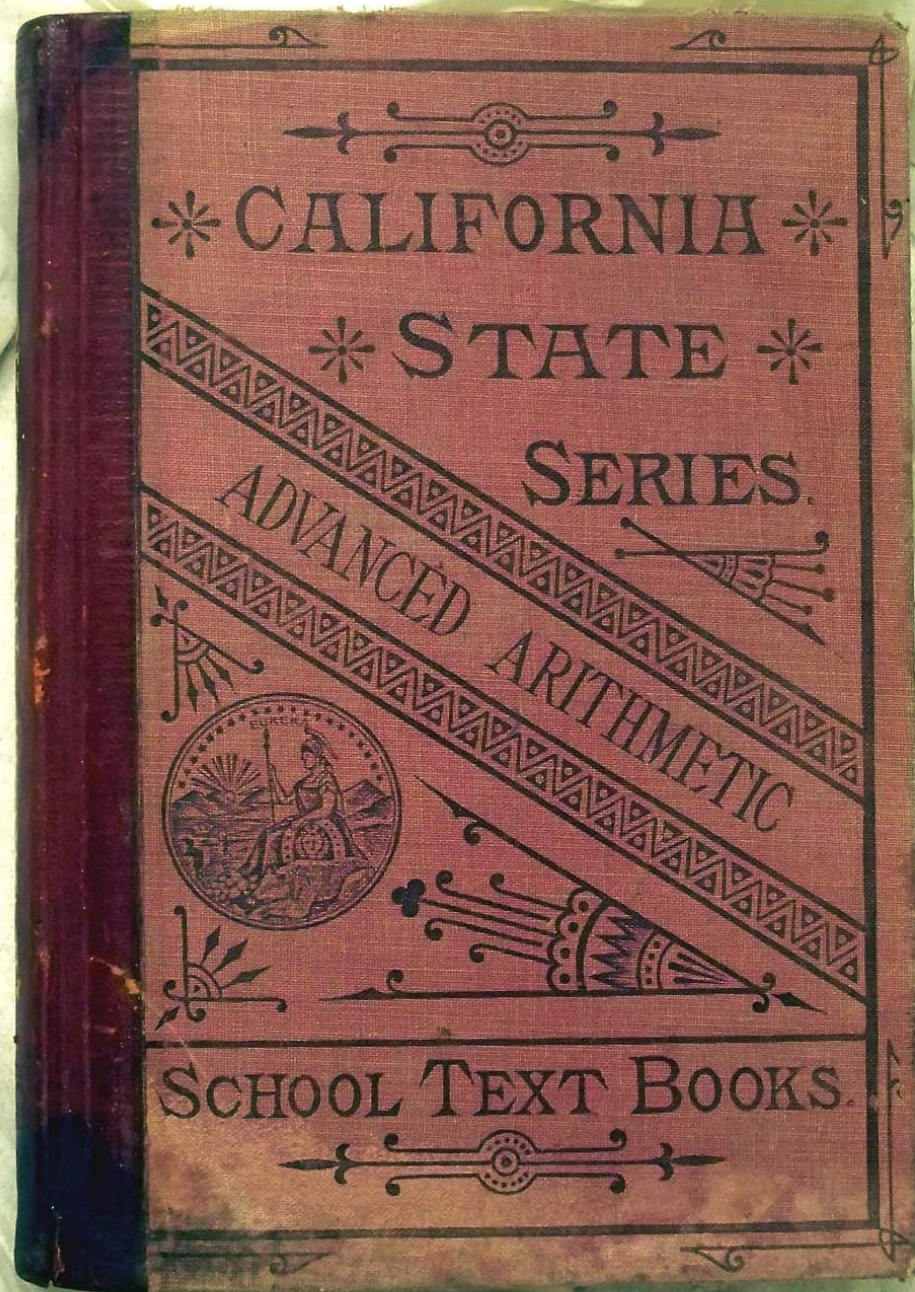
School has since been boarded up for security.

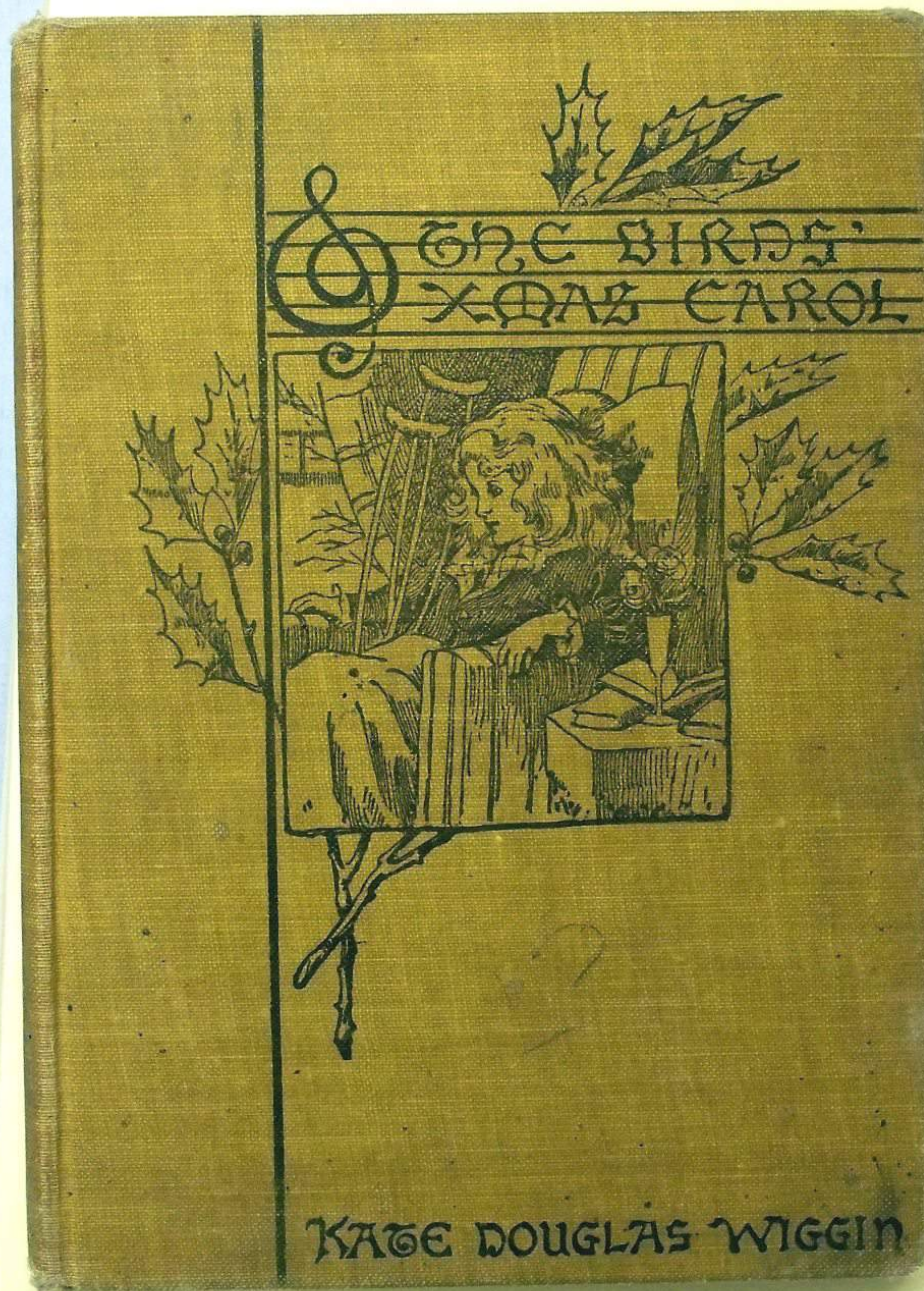


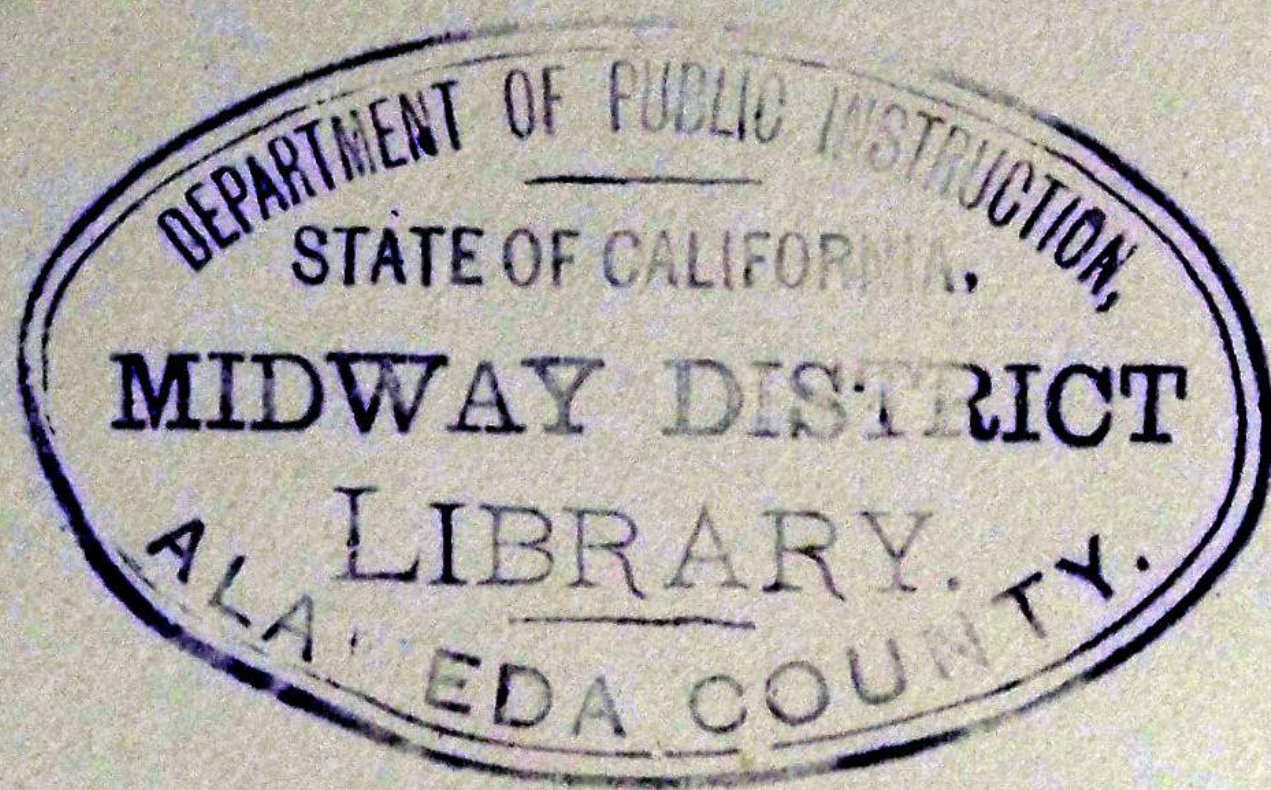


Schools Original Colors









Site Use Opportunities



- ✓ Education, Required School Programs
- ✓ Extra-curricular and Community History Programs
- ✓ Historic Value

All uses benefit from synergies with adjacent Historic Hagemann Ranch!

History – Social Science content standard, California Board of Education



3rd grade

“[3.3] Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.”

4rd grade

“[4.4.8] Describe the history and development of California’s public education system, [...]”



Opportunities in Education

Perfect resource for historic school-day reenactment and / or educational history museum.

Immersion in a 19th century school environment. As a tactile museum with artifacts, desks and clothing, the school links students with their predecessors a century ago.

Partnership with adjacent Historic Hagemann Ranch creates an environment for portraying life of Livermore settlers at school, ranch and home.





Lammersville (Tracy) School

Extra-curricular and Community History Programs



Anchor Community events, such as a **Heritage Sports Day**
or **Historic Music in the Park**

Synergies with Hagemann Ranch events include using the
school as an interpretive exhibit

Hagemann Ranch and Midway school are almost exactly the
same age. Joint events would be historically consistent, from
the same periods of significance

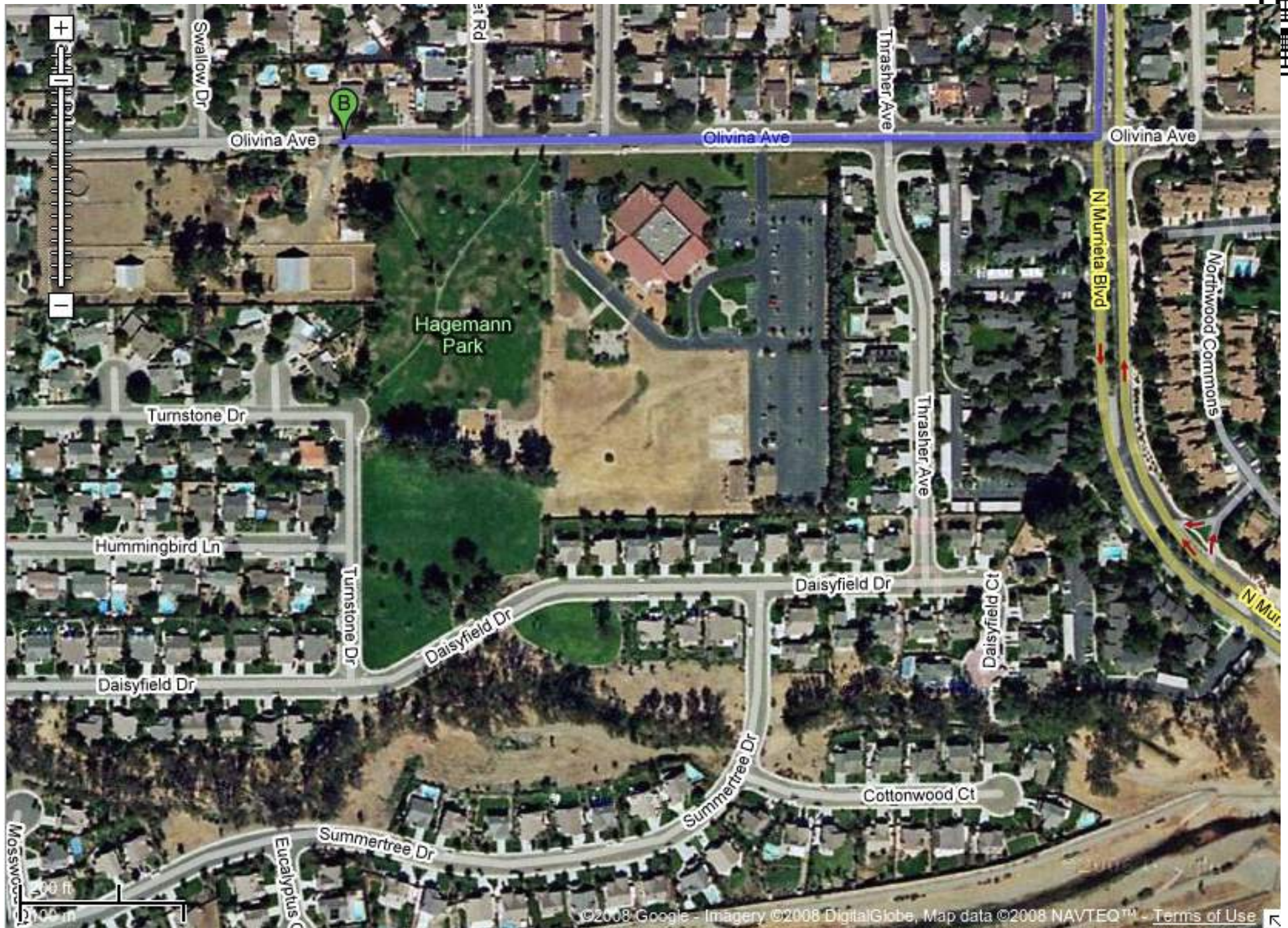


Historic Value

However Midway school is used, it also represents the preservation of an important local historical item.

It joins existing touchstones such as the **Carnegie Library**, the **Railway Depot**, and **Ravenswood** in reminding this and future generations of Livermore's founding heritage.

A simple wooden schoolhouse gives perspective to the development in our area from our rural past. To help future generations value Livermore for its character and heritage, we need to give them a context for that appreciation.





OLIVINA AVENUE

POSSIBLE CONNECTING
PATH TO HAGEMANN
RANCH

DECOMPOSED
GRANITE PATH
EXISTING TREES, TYP.

WOOD BENCHES

RECONSTRUCTED PORCH
PER HISTORIC PHOTOS

RELOCATED
HISTORIC
MIDWAY SCHOOL

EXISTING PATH TO BE
RELOCATED PER PLAN

HAGEMANN PARK



0 20 40 60
August 24, 2008 Project No.: B01.002

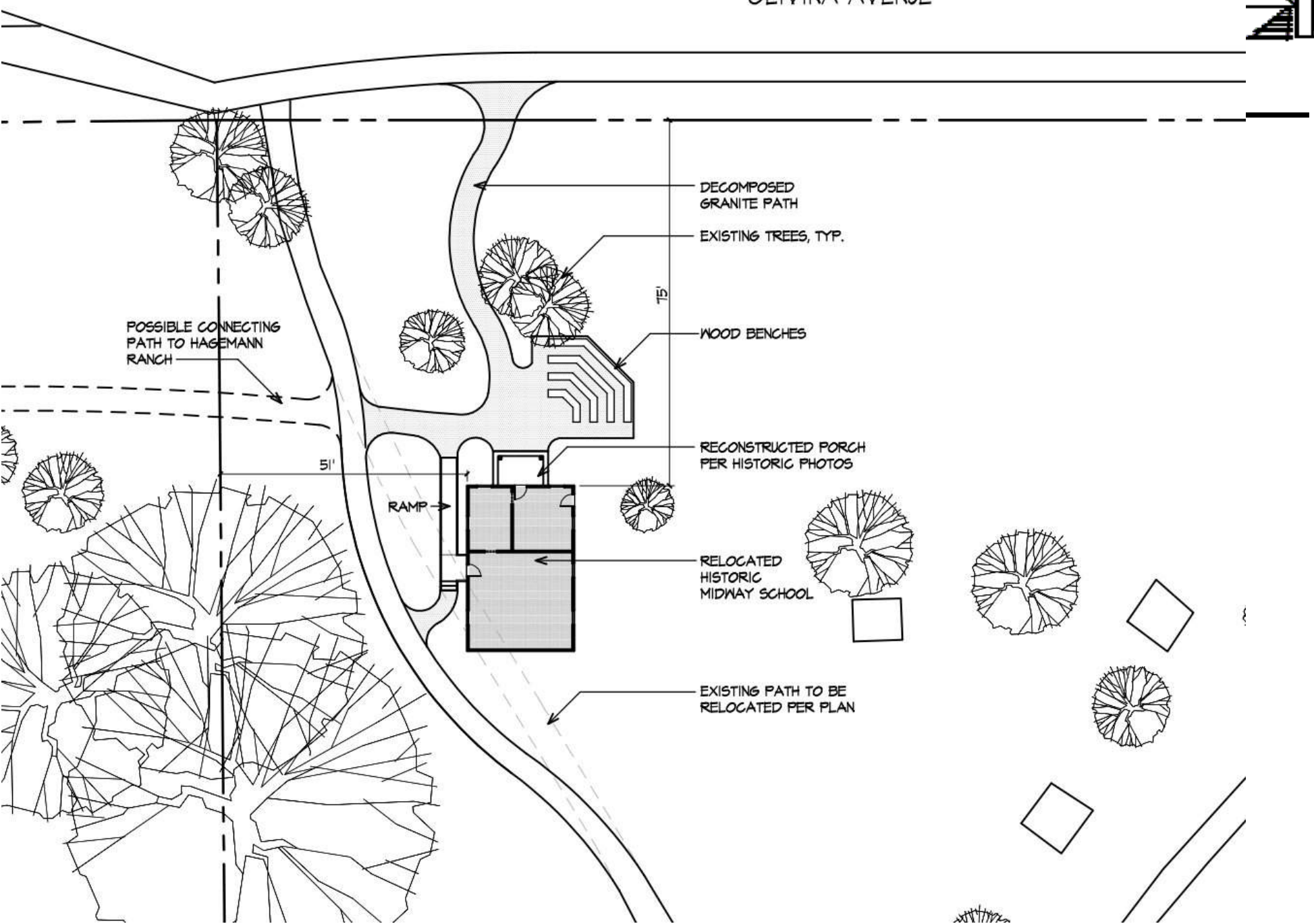
AJS Architecture | Planning
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Tony Serbario, AIA

MIDWAY SCHOOL

LIVERMORE, CALIFORNIA

LIVERMORE HERITAGE GUILD

OLIVINA AVENUE



POSSIBLE CONNECTING
PATH TO HAGEMANN
RANCH

51'

RAMP

15'

DECOMPOSED
GRANITE PATH

EXISTING TREES, TYP.

WOOD BENCHES

RECONSTRUCTED PORCH
PER HISTORIC PHOTOS

RELOCATED
HISTORIC
MIDWAY SCHOOL

EXISTING PATH TO BE
RELOCATED PER PLAN



Thanks!

...For your attention to this important local project!

I would be happy to answer any questions or meet
to discuss this further.

Jeff Kaskey

President, Livermore Heritage Guild
jkaskey@yahoo.com
510-816-9542



EVANS & DE SHAZO

ARCHAEOLOGY HISTORIC PRESERVATION

HISTORIC RESOURCE SURVEY AND ASSESSMENT FOR THE CA. 1883 MIDWAY PUBLIC SCHOOL RELOCATION AND RESTORATION PROJECT, ALAMEDA COUNTY, CALIFORNIA

SUBMITTED TO:

Livermore Heritage Guild

SUBMITTED BY:

Stacey De Shazo, M.A.
Principal Architectural Historian
stacey@evans-deshazo.com

June 12, 2018

ITEM NO. 6: ATTACHMENT C

Evans & De Shazo, Inc
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INTRODUCTION

Evans & De Shazo, Inc. (EDS) was contracted by the Livermore Heritage Guild to conduct a Historic Resource Survey and Assessment of the ca. 1883 Midway Public School (School) building located within the “Mulquenney Ranch” at 17257 Patterson Pass Road, Livermore, California (Project Area). Although the potential project is in the preliminary stages of development, the Livermore Heritage Guild, who are the owners of the School, are proposing the potential restoration and relocation of the building to ensure the preservation of the School (Project). As such, the Livermore Heritage Guild has requested that a professional, Secretary of Interior qualified architectural historian conduct an Historic Resource Survey and Assessment of the School to determine if the building has the potential to be considered an historical resource as defined by the California Environmental Quality Act (CEQA) and make recommendations as needed regarding next step efforts associated with the potential Project. The ca. 1883 School is not currently locally-listed, it is no listed on the 2012 Office of Historic Preservation’s Historic Properties Directory (HPD), and it does not appear to have been previously evaluated for listing on the California Register of Historical Resources (CRHR).

The following Survey and Assessment is based on the California Office of Historic Preservation guidelines for recording historical resources. The Survey and Assessment was conducted by EDS Principal Architectural Historian, Stacey De Shazo, M.A., who exceeds the Secretary of Interior's qualification standards in Architectural History and History and has over 18 years of professional experience.

PROJECT DESCRIPTION

The ca. 1883 Midway Public School (School) building is currently located within the “Mulquenney Ranch” at 17257 Patterson Pass Road, Livermore, California. The potential Project would include the careful deconstruction, relocation, and restoration of the School in an effort to preserve the building. Currently it is recommended that the building be relocated to the Hagemann Farm (adjacent to Hagemann Park) in the City of Livermore.

REGULATORY SETTING

The following guidelines are provided for informational purposes and will be applied during the evaluation of the School if the potential Project recommendations are approved by the Livermore Heritage Guild.

CALIFORNIA ENVIRONMENTAL QUALITY ACT

CEQA and the Guidelines for Implementing CEQA (State CEQA Guidelines, Section 15064.5) give direction and guidance for evaluation of properties and the preparation of Initial Studies, Categorical Exemptions, Negative Declarations and Environmental Impact Reports. Pursuant to California State law, the City of Livermore is legally responsible and accountable for determining the environmental impact of any land use proposal it approves. Cultural resources are aspects of the environment that require identification and assessment for potential significance under CEQA (14 CCR 15064.5 and PRC 21084.1). There are five classes of cultural resources defined by the California State Office of Historic Preservation (OHP). These are:

- **Building:** A structure created principally to shelter or assist in carrying out any form of human activity. A “building” may also be used to refer to a historically and functionally related unit, such

as a courthouse and jail or a house and barn.

- **Structure:** A construction made for a functional purpose rather than creating human shelter. Examples include mines, bridges, and tunnels.
- **Object:** Construction primarily artistic in nature or relatively small in scale and simply constructed. It may be movable by nature or design or made for a specific setting or environment. Objects should be in a setting appropriate to their significant historic use or character. Examples include fountains, monuments, maritime resources, sculptures and boundary markers.
- **Site:** The location of a significant event. A prehistoric or historic occupation or activity, or a building or structure, whether standing, ruined, or vanished, where the location itself possesses historic, cultural, or archaeological value regardless of the value of any existing building, structure, or object. A site need not be marked by physical remains if it is the location of a prehistoric or historic event and if no buildings, structures, or objects marked it at that time. Examples include trails, designed landscapes, battlefields, habitation sites, Native American ceremonial areas, petroglyphs, and pictographs.
- **Historic District:** Unified geographic entities which contain a concentration of historic buildings, structures, or sites united historically, culturally, or architecturally.

According to California Code of Regulations Section 15064.5, cultural resources are historically significant if they are:

- Listed in, or eligible for listing in the CRHR (Public Resources Code 5024.1, Title 14 CCR, Section 4850 et. seq.);
- Listed in, or eligible for listing in, the National Register of Historic Places (NRHP);
- Included in a local register of historical resources, as defined in an historical resource survey meeting the requirements of Section 5024.1(g) of the Public Resource Code; or
- Any object, building, structure, site, area, place, record, or manuscript which a lead agency determines to be historically significant or significant in the architectural, engineering, scientific, economic, agricultural, educational, social, political, military, or cultural annals of California, provided the lead agency's determination is supported by substantial evidence in-light of the whole record.

A resource may be listed as an historical resource in the CRHR if it has integrity and meets any of the following criteria:

1. 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 (U.S.);
2. Associated with the lives of persons important to local, California or national history;
3. 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; or



4. Has yielded, or has the potential to yield, information important to the prehistory or history of the local area, California or the nation.

Buildings, sites, structures, objects, and districts representative of California and U.S. history, architecture, archaeology, engineering, and culture convey significance when they also possess integrity of location, design, setting, materials, workmanship, feeling, and association. A resource has integrity if it retains the characteristics that were present during the resource's period of significance. Enough of these characteristics must remain to convey the reasons for its significance.

Under CEQA, the relocation of an historical resource may constitute an adverse impact to the resource. However, in situations where relocation is the only feasible alternative to demolition, relocation may mitigate below a level of significance provided that the new location is compatible with the original character and use of the historical resource and the resource retains its eligibility for listing on the California Register (14 CCR § 4852(d)(1)).

The ca. 1883 Midway Public School building is not currently listed in a local register of historical resources, as defined in an historical resource survey meeting the requirements of Section 5024.1(g) of the Public Resource Code, nor is it listed on the 2012 Office of Historic Preservation's Historic Properties Directory (HPD); and it does not appear to have been previously evaluated to determine if it qualifies for listing on the CRHR, or NRHP.

SECRETARY OF INTERIOR'S STANDARDS FOR THE TREATMENT OF HISTORIC PROPERTIES

National Park Service Guidelines for the Relocation of History Properties

One means by which to preserve a historic building is to relocate it to a new site; however, the original site of an historic building is usually an essential feature in defining its historic character. Accordingly, the Secretary of the Interior's Standards for Rehabilitation require that a rehabilitation involve minimal change to the defining characteristics of a building and its site and environment. The Guidelines for Rehabilitating Historic The Guidelines also note that moving buildings onto the site of a historic building can create a false historical appearance but needs to be located with a setting that is compatible. Such major changes can result in an overall rehabilitation that fails to meet the Secretary's Standards even when work on the historic building itself is not in question.

METHODS

The Survey and Assessment was prepared by EDS Principal Architectural Historian, Stacey De Shazo, M.A., in compliance with OHP guidelines. EDS utilized research previously obtained at the Northwest Information Center (NWIC) of the California Historical Information Systems (CHRIS) and on-file at the EDS office, as well as local research from the Livermore Heritage Guild, the Livermore Public Library, and various online sources to obtain details regarding local history associated with the School used to develop a brief historic context in which to context to the potential historic significance of the School. EDS also conducted a field survey to document the ca. 1883 School in order to document the current condition of the building and to formulate assessments as needed for a full evaluation if the potential Project is approved by the Livermore Heritage Guild. In addition, Ms. De Shazo completed Department of Parks and Recreation (DPR) 523 forms for the

property (Appendix A).

HISTORIC SETTING

Spain claimed Alta California from 1542 when Cabrillo made his voyage of exploration. In the mid- 1700s, the Spanish established defensive settlements along coastal Alta California to deter encroachment from Russian and British interests. An army garrison and Indian mission were established in San Diego in 1769 and another in Monterey in 1770. In 1772, Lieutenant Pedro Fages – the Commander of the Monterey Mission – was ordered to travel north from Monterey to San Francisco Bay to find a location for a new mission and presidio. In March 1776, Lieutenant Colonel Juan Bautista de Anza led an expedition north from Monterey Anza, with Lieutenant Gabriel Moraga and eleven soldiers, journeyed north from Monterey up the San Francisco Peninsula to the Golden Gate. From the Golden Gate, they returned down the San Francisco Peninsula, turned north again and traveled along the flanks of the Berkeley Hills to the Carquinez Strait, and then headed east up the Sacramento-San Joaquin River estuary. Upon encountering impassable Tulare marshes of the Sacramento-San Joaquin Delta, Anza forfeited mapping the course of the river to the east and turned south again heading for Monterey through the Coast Ranges in the **Altamont-Paterson Pass** area. In the project vicinity there are sign markers for the Juan Bautista de Anza National Historic Trail at the corner of Grant Line Road a Midway Road, and at the corner of Patterson Pass Road and Midway Road.

The Mexican Period (1822 - 1846)

In 1821, Mexico declared its independence from Spain and took possession of California, marking the end of the Spanish period (1769 – 1821) and the beginning of the Mexican period in 1822, which is also referred to as the rancho period in what was known as Alta California.¹ Dramatic changes occurred throughout California under the new Mexican government due to the lack of strong oversight and military rule that was imposed during Spanish rule. In 1833, the Mexican government began the process of secularization that saw Mission land and property dissolved. Soon, new opportunities arose for trade when foreign ships that had previously been held off by Spanish guarded military ports were permitted to dock and provide a variety of provisions to local settlers throughout California. Goods such as tea, coffee, sugars, spices, and spirits of all kinds, as well as a variety of manufactured goods made their way into California and the taxes on these imported goods became the main source of revenue for the Mexican government. Likewise, products produced in California were exported, which bolstered the hide and tallow trade that became a primary business activity in California during this time. The Mexican colonial authorities further encouraged settlement of California by permitting foreigners to settle and by giving politically prominent persons large land grants called ranchos. As a result, the 20 or so ranchos that had existed in Spanish ruled California increased to roughly 800 ranchos during the Mexican period, with grants that varied between 10,000 and 20,000 acres.

The ca. 1983 School is located within the former *Rancho Las Positas*, consisting of 9,000-acres of land that was granted to Don Salvio Pacheco in April of 1839. Pacheco immediately transferred his land to Robert

¹ *Alta California* was a polity of New Spain founded in 1769 and became a territory of Mexico after the end of the Mexican War of Independence on 1821.



Livermore and his partner Jose Noriega, and then Livermore bought out Noriega's interest in the rancho.^{2/3} Although Livermore received the grant in 1839, he had been using the land to graze several hundred cattle and over a thousand horses since 1834. Livermore was born in England and came to California in 1829 on an English trading ship. He became a naturalized Mexican citizen and spent several years working at various ranchos between Monterey and San Jose. Livermore married the widow Maria Josefa de Jesus Higuera Molina (1815–1879), the daughter of Jose Loreto Higuera who was the owner of *Rancho Los Tularcitos* near Mission San José. The same year he received the *Las Positas* land grant, Livermore, with the help of Jose Maria Amador, built an adobe house (Figure 2) along Los Positas creek on the far western portion of the Rancho between what is now North Livermore and Portola avenues. In 1846, Livermore planted the first vineyard, as well as the first orchards that included pears and olives. The original adobe was razed in 1875 and the two-story wooden house, constructed in the 1850s, was demolished the 1950s (shown in Figure 2).



Figure 1. "Post Card" of Robert and Josefa Livermore and the Las Positas Rancho (courtesy of the Livermore Heritage Guild).

EARLY AMERICAN PERIOD (1848 - 1850)

The early American Period in California is marked by the end of the of the Mexican-American War in 1848

² Joseph E. Baker, *Past and Present of Alameda County, California*. Volume 1. (The S. J. Clarke Publishing Company, San Francisco, CA, 1914), 44.

³ "Documenting Sources from the Livermore Heritage Guild" (Livermore Heritage Guild, January 12, 2018). <http://livermorehistory.com/> (January 12, 2018).



when the U.S. took possession *Alta California* in the signing of the Treaty of Guadalupe Hidalgo. The Treaty of Guadalupe Hidalgo provided the resident Mexicans their American citizenship and guaranteed title to ranchos granted in the Mexican period. However, less than two weeks after the signing of the Treaty, James W. Marshall discovered gold in California. This drew numerous settlers to California from all over the U.S., as well as Scotland, Ireland, England, Germany, and France, who squatted on ranchos and in many cases challenged the ownership of the former rancho properties.

On September 9, 1850, California was admitted into the U.S. and became the 31st state in the union. In 1853, Alameda County was established with six townships, from land that was once part of Santa Clara and Contra Costa counties. During this time, the initial gold rush had ended, and the demand for agricultural land increased. As such, many settlers turned from mining to farming. At this time, Livermore and the area north of Livermore where the ca. 1893 School is located was developing as an important ranching and agricultural area.

Brief History of the Area called “Midway Station”

In 1849, Thomas Goodale put up a blue denim tent along Grant Line Road near Midway Road, which served as a tavern and stagecoach stop for McLead’s Stage line to Stockton. About four years later, Simon Zimmerman purchased Goodale’s tavern and changed the name to Mountain House. Roads to and from Mountain House proceeded north to Martinez and beyond and to the south through the Altamont Pass into Livermore Valley. The original route of the transcontinental Lincoln Highway followed Grant Line Road out of Tracy to Altamont Pass. Alameda County was established in 1853 and was carved from parts of Santa Clara and Contra Costa Counties.

By 1856, Frank Haera moved to the area of Midway and built the Zinc House. Other settlers also began moving to the Midway area. In 1869, Irish immigrant Michael Mulqueeney purchased land near Midway to begin a ranch. In 1853, Lieutenant R.S. Williamson of the Corps of Topographical Engineers surveyed a railroad route through the Livermore Valley and Altamont Pass. By 1869, the Western Pacific Railroad/Central Pacific Railroad/Transcontinental Railroad was constructed. An abandoned segment of this railroad grade is near the project area, adjacent to Midway Road. Michael Mulqueeney, who was a sheep rancher, passed away in 1884 (Figure 2); however, his family continued to ranch the land that they still own today.

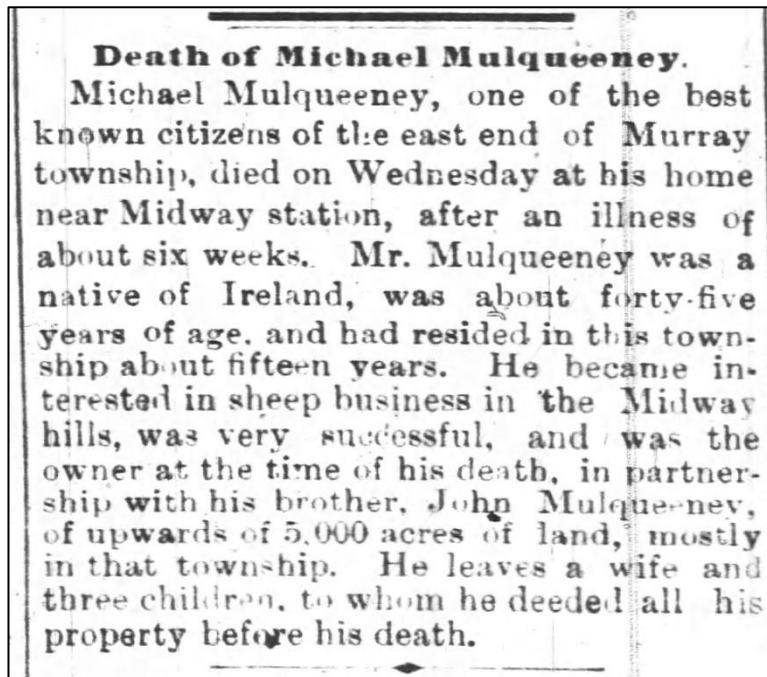


Figure 2. Article noting the death of Michael Mulqueeney in the Oakland Tribune, Saturday, February 2, 1884.

LITERATURE SEARCH AND REVIEW

A literature search and review of the Project Area was conducted that included a record search at the NWIC, local research, and on-line research to obtain additional primary and secondary resources such as photographs, deeds, and documents related to the ownership and development history of the Project Area. Local research was conducted at the Livermore Heritage Guild and the Livermore Public Library and on-line research included:

- www.newspapers.com
- www.ancestry.com
- <https://www.livermorechamber.org> (Livermore Chamber of Commerce)
- <http://www.elivermore.com/index.htm> (Livermore, Pleasanton, and Tri Valley California Guide)
- www.calisphere.com (University of California)
- <http://www.library.ca.gov/> (California State Library)

LOCAL AND ONLINE RESEARCH

EDS also conducted local and online research to obtain additional primary and secondary resources such as photographs, deeds, and documents related to the ownership and development history of the Project Area. Local research was conducted at the Livermore Heritage Guild and the Livermore Public Library and on-line research included:

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- www.calisphere.com (University of California)
- <http://www.library.ca.gov/> (California State Library)

The results of the local and online research were also utilized to develop the historic setting, as well as the property history.

BRIEF SCHOOL HISTORY

The ca. 1883 School was original located on an adjacent parcel (Figure 3 and Figure 4), but likely within the Mulqueeney Ranch. The school was in use from ca 1883 until 1946 when it was closed by the county due to lack of enrollment. According to Dave Mulqueeney, his father E.J. Mulqueeney (son of Michael Mulquenney) attended the school and moved it to the Mulqueeney Ranch to protect it from vandalism.

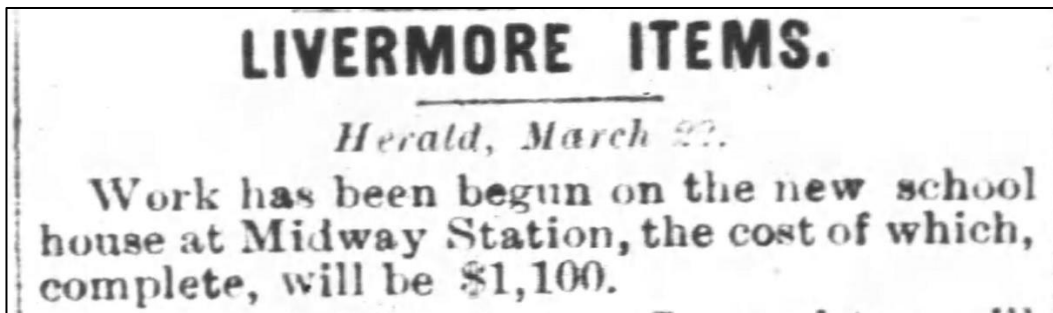


Figure 3. Article in the Oakland Tribune, dated Friday, March 23, 1883.



Figure 4. Photo of the Midway Public School in ca. 1930 (courtesy of the Livermore Heritage Guild).

HISTORIC ARCHITECTURAL FIELD SURVEY

On May 15, 2018, EDS Principal Architectural Historian, Stacey De Shazo, M.A., conducted field survey of the ca. 1883 School located within the Mulquennay Ranch at 17257 Patterson Pass Road, Livermore, Alameda County. The ca. 1883 building was photographed, and the physical characteristics of the building were assessed and documented. The following section describes the results of the brief field survey focusing on character-defining features.

ca. 1883 Midway Public School

The building is a former one-room school house that has been utilized for at least the past 50 years as a house stable and tack storage. The School is located with a rural setting and is surrounded by ranch settlements. The School was originally constructed on an adjacent parcel but was moved in the 1950s. It is a one-story rectangular planned wooden building with a hipped roof that is clad in corrugated sheet metal. The exterior of the building is symmetrically planned with a centered front entry door flanked by two tall, horizontal window openings that are covered in plywood (Figure 5). The building is clad in horizontal redwood siding and is in good to fair condition. The building appears to rest on a post and pier foundation. The shadow of the original front entry porch and porch is still present; however, it was likely removed when it was moved in the 1950s. There is a horse stall/shed addition along the east elevation that is attached to the exterior (Figure 6). Along this elevation there are several tall, horizontal windows (Figure 7) that are original; however, it appears one original window was enlarged to allow for a side entry door. The south elevation (rear façade) consists of a wood cladding and is void of any window or door openings (Figure 8). The west elevation consists of an original side entry door and tall horizontal window. The door, which is boarded up and patched in sections, and the hardware appear to be original to the building (figure 9). The interior consists of modified interior spaces but original chalk boards (Figure 10) and flooring are intact.

Character-defining features include:

- tall, horizontal window openings and trim details
- centered front entry door
- exterior wood cladding
- building form and roof shape
- interior floors
- interior chalk boards and possibly some interior walls



Figure 5. Photo showing the primary façade, north elevation of the School.



Figure 6. Photo showing the horse stall/shed addition along the east elevation.



Figure 7. Photo showing the east elevation.



Figure 8. Photo showing the south elevation (rear façade).



Figure 9, Photo showing the west elevation.



Figure 10. The interior of the School, showing the original chalk board.

CONCLUSIONS AND RECOMMENDATIONS

EDS Architectural Historian, Stacey De Shazo, M.A., conducted Survey and Assessment of the ca. 1883 Midway Public School building to document its current condition and make recommendations regarding the potential Project that includes the deconstruction, relocation, and restoration of the School in an effort to preserve the deteriorating building. Although this was not an evaluation under CEQA, the following recommendations are provided to guide the Livermore Heritage Guild in their decision making process regarding the potential Project.

Based on the initial survey and assessment of the ca. 1883 School, it appears that the building is likely eligible for listing on the CRHR and possibly the NRHP; however, a full evaluation in accordance with CEQA would be required to make this determination. As such the following recommendations assumes the building is considered a historical resource.

Throughout history, buildings have been moved or dismantled and reconstructed for many reasons, including environmental, personal, and financial, to name a few. In the U.S., evidence of building relocation dates to the early 1800s. To successfully relocate a building the following guidelines are suggested.

First, prior to moving forward with the Project a full historic resource evaluation of the School must be conducted in order to comply with CEQA. This will direct the 'deconstruction' efforts that must be planned out fully in coordination with the contractors such as architects, architectural historians, 3D imaging company, and construction crews. These efforts should also address issues such as weather delays, damage, and even rental fees. These events may occur and there should be a predetermined course of action should these events take place. In addition, it should be determined that the contractor 'deconstructing' the building has sufficient equipment and appropriate tools for the job, as well as experience with historic built environment resources. In addition, adequate insurance coverage is imperative when considering deconstructing a historic building. It is recommended that at a minimum worker's compensation and liability insurance of \$2,000,000 is carried. This along with having good standing, providing reliable references, as well as being knowledgeable and having the right tools for deconstruction are important aspects in selecting contractors or enlisting volunteers.

Although it is important to understand the costs and risks (both financial and material) inherent in such an undertaking, it is also important to understand that there is a chance that the fabric of the building will be damaged, and the context in which the structure existed historically will change. Careful planning will be necessary in order facilitate transport, and appropriate preparations will be required at both the old and new locations. Also, despite the fact that most preservationists generally do not promote this practice, however, moving a building may in fact be an effective way to preserve a threatened structure. Relocation may enhance or even spare a valuable historic resource, thus extending its utilitarian, economic, aesthetic and historic benefits and perspectives on the relocation of historic buildings has resulted in the guidelines for inclusion of moved buildings in the National Register of Historic Places and limited federal requirements for protection of historic resources.

Finally, key elements to note are as follows:

- Before deciding to move a building, it is advisable to assess its present condition and historic significance, to investigate potential sites, to gain an understanding of the moving process itself, and to estimate the associated costs.
- Careful planning is essential for successful execution of the project. Numerous professionals can contribute expertise in the process, including architects and engineers, contractors, professionals, financial officers, and local officials.

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Appendix A:

DPR 523 Forms