



The City of Seattle

Landmarks Preservation Board

Mailing Address: PO Box 94649 Seattle WA 98124-4649
Street Address: 700 5th Ave Suite 1700

REPORT ON DESIGNATION

LPB 422/14

Name and Address of Property: Woodrow Wilson Junior High School –
1330 North 90th Street

Legal Description: THE SOUTHEAST QUARTER OF THE NORTHWEST QUARTER OF THE SOUTHEAST QUARTER OF SECTION 31, TOWNSHIP 26 NORTH, RANGE 4 EAST, W. M., IN KING COUNTY, WASHINGTON; EXCEPT THE SOUTH 30 FEET THEREOF CONVEYED TO KING COUNTY FOR NORTH 90TH STREET, BY DEEDS RECORDED UNDER RECORDING NUMBERS 2193372 AND 2193373; EXCEPT THE WEST 30 FEET THEREOF CONVEYED TO THE CITY OF SEATTLE FOR STONE AVENUE NORTH BY DEED RECORDED UNDER RECORDING NUMBER 4832851; AND EXCEPT THAT PORTION OF THE NORTH 30 FEET THEREOF CONVEYED TO THE CITY OF SEATTLE FOR NORTH 92ND STREET BY DEED RECORDED UNDER RECORDING NUMBER 4905980.

LOTS 1 THROUGH 23 INCLUSIVE, BLOCK 1, HULTEN'S ADDITION, ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 37 OF PLATS, PAGE 16, RECORDS OF KING COUNTY, WASHINGTON; AND LOTS 1 THROUGH 18 INCLUSIVE, BLOCK 2, HULTEN'S ADDITION, ADDITION, ACCORDING TO THE PLAT THEREOF RECORDED IN VOLUME 37 OF PLATS, PAGE 16, RECORDS OF KING COUNTY, WASHINGTON; TOGETHER WITH THAT PORTION OF ASHWORTH AVENUE NORTH, AS DEDICATED ON THE FACE OF SAID HULTEN'S ADDITION, VACATED BY ORDER ENTERED DECEMBER 4, 1953 IN VOLUME 53 OF KING COUNTY COMMISSIONER'S RECORDS, PAGE 340; AND TOGETHER WITH THAT PORTION OF DENSMORE AVENUE NORTH, AS DEDICATED ON THE FACE OF SAID HULTEN'S ADDITION, VACATED BY ORDER ENTERED AUGUST 23, 1949, IN VOLUME 47 OF KING COUNTY COMMISSIONER'S RECORDS, PAGE 511, RECORDS OF KING COUNTY, WASHINGTON, ALL OF WHICH ATTACHED TO SAID PARCEL B BY OPERATION OF LAW.

**Administered by The Historic Preservation Program
The Seattle Department of Neighborhoods**

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At the public meeting held on July 16, 2014 the City of Seattle's Landmarks Preservation Board voted to approve designation of the Woodrow Wilson Junior High School at 1330 North 90th Street as a Seattle Landmark based upon satisfaction of the following standard for designation of SMC 25.12.350:

- B. *It is associated in a significant way with the life of a person important in the history of the City, state, or nation.*
- C. *It is associated in a significant way with a significant aspect of the cultural, political, or economic heritage of the community, City, state, or nation.*

DESCRIPTION

Location

The school is located in the North Seattle neighborhood of Licton Springs; one block south of the park by that name, five blocks west of the I-5 freeway corridor; and two blocks north of the major arterial, 85th Avenue NW; and approximately two blocks east of Aurora Avenue/Highway 99.

Neighborhood Character

The surrounding blocks are zoned L-2 for low-rise multi-family residential development. This land use is reflected in the pattern of single-family houses, low-scale apartment buildings and recently constructed townhouses that make up the immediate neighborhood context.

Site

The subject site is bordered on the south by N 90th Street, on the north by 92nd Street on the north, Stone Way Avenue N on the west, and Wallingford Avenue N on the east.

The greater site includes a total of 16.87 acres with property lines along the streets extending approximately 484 feet on the north, 632 feet on the west and 634 feet on the south. The greater site is made up of two separate tax parcels. The western one, Parcel A (Tax ID No. 312604-9064), is a nearly rectangular 7.78-acre parcel located between N 90th Street and N 92nd Street, and running east of Stone Avenue N to the vacated right-of-way of Ashworth Avenue N, with a 30-foot addition on the western portion along the northern property line resulting from the vacated right-of-way of N 92nd Street between Stone Avenue N and Ashworth Avenue N. The eastern parcel, Parcel B (Tax ID No. 3517000005), is an "L" shaped 9.09 parcel running eastward from the abandoned right-of-way of Ashworth Avenue N, to Wallingford Avenue N, and northward from N 90th Street, to N 92nd Street. Four private residential properties, including a private wetland area, that together make up a 135'-deep by 320'-wide section near its southwest corner, creating the inside of the "L."

The school buildings are primarily situated on the southern portion of Parcel A on a relatively level area, which slopes upward approximately 5.5 feet from the eastern side of the parcel to the western side along Stone Avenue N. The southern entry parking lot located south of the classroom buildings, is slightly lower than the building area. Site grades on this parcel rise more steeply at the northwest corner around a relatively level parking lot. A current survey indicates that the grades slope up from an elevation of 261 feet above sea level at the southeast

corner of this parcel to 293 feet above sea level at the northwest corner, with 16 feet of this grade accommodated by slopes in the northwest setback.

Parcel B contains fenced athletic fields along with two dirt infields with baseball backstops, and a small non-original restroom facility constructed in 2001. The field areas are flat with steep slopes along the east and south portions, planted with turf. Overall grades rise from 260 feet above sea level at the southwest to elevation 280 feet above sea level at the northeast of this Parcel.

While the paved parking lot and some of the landscaped setbacks along the southern sides of the school buildings are open, chain-link fencing encloses the balance of the current school site. The title report notes that the fencing along the north and south lines of Parcel B departs from the exact property lines, as noted on the terms and conditions of a 1993 survey. A covenant for geological hazard area affecting Parcel A was recorded on December 2002.

The perimeter fencing is open in places to allow for community use of the playfields, and allows for vehicle access from two paved curb cuts and driveways off N 90th Street and two off of Stone Avenue N. A single driveway from N 92nd Street allows for service vehicles to access the loading dock on the back (north) end of the cafeteria. Service and informal parking, along with basketball court areas, are situated along the east side of the northern gym and cafeteria.

Landscaping within the school complex is minimal, typically consisting of turf, with some flowering shrubs, camellias and cherry trees planted between the long sides of the classroom buildings. A plant bed along the southern side of the southern classroom buildings also features flowering shrubs and perennials. Several tall, dense evergreen trees set within the narrow front yard setback along the southern side of the music wing located at the southeastern end of the school complex, obscuring visibility of its primary south façade and the school signage on it. A cedar marks the driveway entry from the street. There is a very large cottonwood tree located along Stone Avenue N near the northwestern corner of the northwestern classroom wing.

Building Development, Structure, and Exterior Features

The school is an assembly of nine buildings, which date from separate phases of construction in the 1950s. Because of additions, several of these buildings abut one another, while the others are linked by a system of flat-roof covered walkway structures supported by steel pipe columns and wood framing. The concrete paved walkways are generally flat or sloped slightly to follow the grades, with the exception of those between Building A and the nearby classroom buildings, and between Buildings C and E and B and D, where there are concrete steps with simple pipe handrails. Steeper, ADA-accessible ramps and concrete steps with updated steel pipe guardrails and handrails exist lead 2 feet up to the higher-level western buildings. Circulation elements are set below the flat-roof of the walkway structures. Piping and some ductwork run on the underside of the walkway roofs.

The buildings are described individually in accordance with their construction phases: The Seattle School District opened Woodrow Wilson as a junior high school in 1953. The buildings from 1953 are now named with numbers 100, 200, 300 and the central portion of 500. They were originally called Units A, B, C and D. In 1955 and 1958 two phases of expansion, both funded by school levies, designed by the original architect, William Mallis of Mallis & De Hart. The 1955 expansion included a Gymnasium, Unit H, and a shop building, Unit G, with metal, craft and wood shop rooms, that is the northern part of building 500. The

1958 expansion included a cafeteria/lunchroom, Unit F, a 13-classroom addition, Unit E, with arts and science rooms, and Unit J, the southern part of building 500, which contains music instruction classrooms.

Units A, B, C and D – Designed in 1952, opened in 1953

Four buildings made up the earliest complex: an activities center and service unit (originally Unit A, also cited as Building 500), and three similar buildings (Units B, C, and D, also cited as Buildings 100, 200 and 300) containing 28 classrooms and additional support spaces. Site improvements indicated in the original 1952 basic bid plot plan consisted only of a bus loading area and single-lane parking lot on the front of the classroom building and covered paved walkways along the classroom buildings' east and west sides and the front (south side). A play area was added to the bid projects in 1953.

Unit A – the Activities Building (Central Portion Building 500)

Unit A is situated to the south of the original three classroom structures and separated from them by a 50 foot-wide, slightly sloping open space. Covered walkways, 11 to 13 feet in height, link Unit A to the other buildings. The irregular-shaped plan of the original “Activities Unit,” as it was cited in original design drawings, was made up of two overlapping rectangles with overall approximate dimensions of 156 feet by 106 feet. It contains a tall 61-foot wide by 99-foot long assembly hall (which also originally functioned as a lunch and play area), along with a raised stage-like platform that was topped by mezzanine storage space. A lower 22 feet by 60 feet 7 inch kitchen is on its east side, a 34 foot square boiler room section to the northwest, and reception, workroom, men’s and women’s toilet rooms, and custodial and service spaces within the remaining 23 feet to 34 feet by 53 feet section to the northwest. (A health/nurses room was added in a ca. 1960 remodel.) These rooms are near the entry vestibule in the southwest portion, directly across from administrative offices in Unit B.

The 10,216 square foot structure featured flat and slightly sloping shed and gable roof sections and a large 8-foot square and 30-foot tall chimney from the boiler room. The building’s composite structure system was made up by concrete frame with glue-laminated roof beams in the gable-roofed, 106-feet by 156-feet assembly section, with concrete and concrete block walls, portions of which are clad in Roman brick.

The roof section through the assembly hall rises from a height of 20 feet 6 inches to 23 feet behind 24-foot high flat parapet ends, while the roofs of other portions are lower, at 9 feet 9 inches to 11 feet 9 inches. The west elevation includes tall expanses of aluminum-framed windows measuring 3 feet 9 inches wide, with fixed and operating sections that rise an estimated 16 feet from a 3-foot tall sill height to meet the bottom of the beam lines. The east and south façades of the auditorium section have clerestory windows, while the north façade has no fenestration. The office portions on the west side of the assembly hall also have tall glazed window walls.

The original design schematics from 1952 and 1953, indicate future expansion for Units E and F to the north of Unit A, but none to the south of Unit A. Instead it appears that Unit A was intended to serve as the primary entrance. Cast aluminum lettering was installed over the Roman brick panels on the south façade of the assembly section, which was visible from the street and main vehicle entry read, “Woodrow Wilson Intermediate School – 1953.” When Building J was constructed in ca. 1960 it concealed the south facade of Unit A.

In 1971, a portion of Building A was remodeled to serve as a learning resources center. The school was also subdivided into “houses” at this time, with a separate administrator in each one. Due to later programs changes and occupants, there is no Learning Resource Center in the assembly building.

Classrooms B, C, and D

The three single-story classrooms buildings are similar. Each has a generally rectangular footprint interrupted by 9 foot-wide recesses centered on each end containing a pair of entry doors measuring 3 feet 6 inches wide that lead to 11 foot wide double-loaded corridors. The building sizes vary slightly, measuring 3,932, 4,498 and 4,614 square feet.

The exterior walls are constructed of concrete block clad with Roman brick veneer. The classroom buildings feature slightly sloping gable roofs with a taller gable-roofed clerestory running east west down the center of the structures. The clerestory windows provide daylight to the classrooms and to the corridors through reilight windows. The typical plan used for Units B and C measure approximately 71 feet by 185 feet, although sizes vary slightly. A 36-foot wide clerestory roof section caps each unit. Unit B contains administrative offices, a workroom and a nurse’s room at the southeast corner, a library measuring approximately 450 square foot in the northeast corner, and boys’ and girls’ toilet rooms, a teachers’ lounge, and eight classrooms, measuring approximately 30 feet 9 inches square, accessed off the central corridor.

Unit C, directly north of and aligned with B, is similar, but contains eleven classrooms along with boys’ and girls’ toilet rooms, a teachers’ restroom, and a janitor’s closet. (A small library space presently serves the alternative school that occupies Unit C.) Unit D, west of Unit B, has an overall length of 154 feet; it contains nine slightly larger classrooms. Unit D is slightly taller than Units B or C. Covered walkways measuring approximately 9 feet 6 inch-wide with 10 foot-wide covered vestibule sections link the classroom buildings.

The gable roofs of the three classroom buildings have 12-inch eaves overhanging the northern and southern façades, which are clad with a Roman brick veneer below ribbon window glazing. Windows are aluminum-framed and extend from the 3-foot high brick soldier course sills, up to the top of the 13 to 14 foot-tall perimeter walls. Each window contains five stacked, fixed and operable units, each an estimated 3 feet 9 inches wide by 1 foot 9 inches tall (clerestory windows are slightly taller). The windows are interrupted by downspouts set on the outside of interior room partitions every 30 feet 9 inches. The eastern and western façades are painted block walls, without fenestration or brick cladding.

Classrooms in Units B and C were remodeled during the 1955 expansion, and again in 1970. Recent changes to these and other buildings on the site, resulting from the addition of roof insulation, increase the height and scale of roof overhangs. These 2 foot-tall outer overhang edges are finished with stepped, deep blue-colored metal flashing that contrasts with the smooth, painted CMU and Roman brick below.

Interior finishes within Units A, B, C and D include painted plasterboard walls, acoustic tile ceilings, non-original resilient floor tiles, and glazed ceramic tiles in restrooms and other wet areas. Typical exterior doors are 2” thick, painted flush wood types, often set in pairs that feature three inset squares (some glazed), or flush types, while interior doors are typically stained wood flush panel types. Corridor ceilings are 10 feet high, while classroom heights vary with the sloped roof sections and the steep sloped trusses of the clerestory sections.

Units G and H– Designed in 1955, opened in 1957-58

In 1958, a gymnasium building and shop building were added to the north of Unit A.

Unit G – the Shops, northern portion of Building 500

This rectangular structure measures 50 feet north south by approximately 170 feet east west and contains 8,495 square feet and three distinct shops for woodwork, metal and crafts. It is situated north of Unit A, and south of the gym. The boiler room of Unit A connects to Unit G through storage and supply rooms. The spaces within it vary in size. Most are shaped with ceilings that follow the shed roof form that slopes upward to the north to a height of 16 feet 6 inches. Tall banks of metal sash windows, with typical widths of 2 feet-3inches, 3 feet-6 inches, and 3 feet-10inches, are set into the pained concrete block of the western and southern façades. The eastern façade is blank. A covered walkway runs along with full width of the northern façade, which is interrupted by recessed entry doors. Clerestory windows on the north bring daylight to the interior. A small brick chimney vents the metal shop area. Original shop interiors are unfinished and are characterized by the concrete block walls and a concrete floor slab and base.

Unit H – the Gymnasium

The school's gymnasium contains 18,650 square feet. At 32 feet tall, it is the tallest building on the site. The footprint is nearly rectangular with overall dimensions of 98 feet 9 inches by 117 feet 9 inches, reduced by a long, 5 foot-deep by 116 foot-long recess inset on the western side with two primary entries, and a 5 foot by 106 foot offset projection along the eastern side along with an 8 foot by 10 foot center projection containing a folding dividing door. Two pairs of double doors, which lead directly into the gym, make up the two primary entries. The typical covered walkway structure runs along the western side of the building. An equipment storage room has been added to the northern side.

The spaces are laid out in a rational, biaxial manner. They contain a gym measuring approximately 95 feet by 116 feet, with locker rooms to the north and south measuring 45 feet north-south by 95 feet east-west. Ceiling heights in the locker rooms are 8 feet 6 inches. The gym is a large clear-span space with a 31 foot 6 inch-tall flat-ceiling. It contains folding bleachers along its eastern and western sides below 6 foot-8 inch-tall clerestory windows set high on all walls. The locker rooms have lower shed roofs with perimeter parapets that have clerestory windows set between pipe columns on the upper parts of the northern and southern walls.

The gymnasium's structural system consists of concrete frame columns and bond beams with infill walls and steel roof trusses. Perimeter pilasters project on the outside of the gym walls, and on the inside of the northern and southern walls of the locker rooms. Exterior walls are painted concrete and concrete block. Interior finishes include wood flooring in the gym, and ceramic tile within the locker rooms.

Units E, F and J – Designed in 1958 and opened in 1960

Unit E– the Science/Art Classroom, building 400

This is the fourth classroom structure, situated north of classroom D and west of classroom C. This building was originally designed to accommodate four science rooms along its southern side, with two in the center that could be combined, along with a mechanical drawing room, art classroom and three smaller classrooms on its northern side, with two central classrooms on the

northern side that could be combined. Between the classrooms are small storage rooms with built-in cabinetry. It is larger than the other classroom buildings, with a total of 16,370 square feet made up of a northern classroom bank measuring 46 feet north-south and 194 feet 4 inches east-west, a southern classroom bank measuring 31 feet north-south and 181 feet 6 inches east-west, with a center corridor between the classrooms measuring 10 feet 4 inches wide. Unlike the original classroom Units B, C and D, Unit E has a flat roof, with no raised roof portions or clerestories. 20 skylights were originally set on the northern side of the roof. The composition of facades was simpler than Buildings B, C or D with the same type of continuous ribbon bands of aluminum-framed multi-unit windows, but without vertical breaks for downspouts or pilasters on the northern and southern sides. The eastern and western walls are painted concrete block.

Unit F – the Lunchroom/Cafeteria

The Lunchroom is situated at the north central part of the building complex and contains 9,966 square feet with a lunchroom space on the south measuring 57 feet 8 inches by 112 feet, and a northern section containing a kitchen, teacher dining room, dry storage room, staff restrooms, and trash and delivery spaces with a loading dock measuring 50 feet 4 inches by 69 feet 8 inches. The T-shaped, flat roofed structure contains a entry vestibule on the southern side, measuring 12 feet 8 inches by 32 feet and an inset loading dock is provided on the northern end, which is accessible to service vehicles. Façades are painted concrete with Roman brick veneer at the south vestibule with banks of tall, windows along both sides of the vestibule that measure 6 feet 9 inches wide. A covered walkway measuring 14 feet wide along the southern façade provides sheltered access to the other school buildings.

Unit J – the Music Building (southern portion Building 500)

The music building is the first structure in the campus entry sequence, extending to within 30 feet of the south property line along N. 90th Street. This irregular U-shaped 9,500 square foot addition to the 500 Building is situated at the southeastern corner of the structure. The overall dimensions measure approximately 91 feet by 83 feet. It contains two music rooms in the taller center section: a large, multi-level room designed for band practice, and another for choral practice. Two other smaller classrooms are located in the lower portion to the north of the center section, while restrooms are located off the central corridor.

An interior corridor near the northwestern corner connects Unit J to Unit A, but the two building masses are separate. Between the two buildings there is a small courtyard measuring approximately 22 feet by 60 feet, which contains overgrown plants and planting beds. Enclosed by painted block walls on the western and eastern sides, the courtyard is visible only from within Unit J. The building's façades vary with the typical classroom type windows provided on the northern and southern walls of the northern building section. The primary façade of the tall, south-facing center section is characterized by a 39-foot wide center brick-clad wall set between painted concrete block walls with two recessed vestibules for exit doors.

Documented Building Alterations

Woodrow Wilson School was built in 1952-1953, with work before 1954 having been completed by the Shoreline School District. A number of changes have been made to the buildings and site under many separate phases of construction, including additions, upgrades, remodels, and other alterations.

Finishes are in poor condition; including non-original interior finishes in the remodeled classroom buildings. Recent roofing and insulation projects have resulted in thicker metal-clad roof overhang edges. Original stairs and entries to classroom Units D and E, on the western portion of the property, have been revised with ramps and railing systems to accommodate grade differences and meet accessibility codes.

Site paving varies in condition, parking lots on the northern and eastern sides of the building campus are in fair condition. In contrast, the athletic fields and field restroom building, upgraded and installed in 2001, have been well maintained. Existing plantings have been maintained also, but there is no evidence of new landscaping or gardening.

Artist Andrew Morrison painted large exterior murals on exterior walls between 2001 and 2007. Other exterior artwork is painted on the northern wall of shop Building G, the western wall of classroom Building E. Murals within the gymnasium and cafeteria may have also been done during this period.

Date	Designer	Description	Permit
1952		Construction A, B, C, D and covered walkways	KC 115701
1954		Construct 2 portable classrooms	428597
1955	Mallis, DeHart & Hopkins	Construct shops & gym. (G and H), Alter 2 bldgs. (B & C)	438547
1955		Site Revisions and add Bleachers	
1956		School dining room	44xxxx
1956		Construct portable classrooms	446252
1957		Construct portable classrooms	456907
1958	Mallis, DeHart & Hopkins	4 additions (E, F, & J)	466092
1960		Alter office, nurses room, conv. classroom	BN3677
1960		Construct portable classroom	BN3873
1960		Retaining wall, fences & playground	BNx939
1961		Locate portables	BN7822
1964		Relocate portables	BN18870
1966		Relocate portables	BN25848
1969		Relocate portables	BN36430 & BN36481
1970		Relocate portables	BN39097 & BN39565
1971		Construct portable	BN41585
1971		Alterations to C, D, & A (Buildings 200, 300 and 500, including a new learning center)	
1972		Relocate portables	BN44632
1973		Relocate portables	BN45939 & BN47655

1977	Arthur C. Gangnes	Misc. Upgrades, Buildings A, B, C, D, E, F and G (classrooms and lunchroom), Fire Alarm System, Guardrail and Door Revisions
1981		Parking Lot Striping, Drivers' Ed. Trailer
1983		Breezeway, Roofing and Paving, Equipment Revisions to Shop
1986		Life Safety Upgrades; Partition Revisions B, C, & E (bldgs 100, 200, 400); Special Ed Annex; Alter Band Room J; New Office, E (Building 400)
1990		Alterations to E & A (bldgs 400 & 500) Modifications for Indian Heritage High School (lighting/power/communication systems, Shop Room plumbing and electrical upgrade) 9005024
1993		12 portable classrooms 9303854
1993		Kitchen Remodel, Waterline Replacement, Re-roofing
1998		Reroof 9700769, 9802211 & 9900627
2001		Athletic Field Upgrade (track and field sections, grading, drainage, irrigation, backstop, paving, perimeter fencing and new restroom building)

SIGNIFICANCE

Historic Site Context: Licton Springs Neighborhood

Woodrow Wilson High School is situated on an approximately 17 acre site in a five block area between N 90th Street and N 92nd Street, and Stone Avenue and Wallingford Avenue N. Officially, the area is cited by the City of Seattle's Department of Neighborhoods as the Licton Springs neighborhood, and is located in the city's North College Park area. Aurora Avenue N/Highway 99 runs two blocks west of the school property, and 85th Avenue N, a major east-west arterial in north Seattle, is two blocks to the south. Licton Springs Park is two blocks north of the subject site, between N 95th Street and N 97th Street N, and the southwest edge of the North Seattle Community College Campus, on N College Way and N 92nd Street, is one block to the northeast.

Aurora Avenue became Seattle's major north-south arterial, and the primary route for vehicles traveling from California to the Canadian border, in 1913. Parts of it were impacted by commercial development in its early history, and it was the location of motels, motor inns and roadhouses beginning in the 1920s and continuing through the 1960s, when such development was spurred on by the Seattle World's Fair. Some of the early entertainment businesses were placed deliberately outside the early city limits, along N 85th Street, to avoid regulations. With continued growth in the suburbs north of Seattle, and in response to transportation demands, Aurora was expanded over time to create up to eight lanes of traffic. Highway 99 remained the city's primary freeway until completion of the I-5 freeway in 1962.

The neighborhood of Licton Springs was named for a natural spring, located presently within Licton Springs Park, which had a long history of use by Coastal Salish native people who

recognized it as a spiritual center named “Liq’tid” or red-colored after the color of the iron oxide-rich water. In around 1870 David Denny built a cabin near the springs, and later a house located still at 1680 N. 90th Street, near the remnants of Pillings Pond, named after the dairy family that lived on the property in around 1912.

David Denny donated land for a small one-room school, which was built in the late 1880s. The property, near the later site of the Oak Tree Village Shopping Mall, became part of the Shoreline School District after it incorporated all schools north of N 85th Street in 1944. The Denny School was closed in June 1982, leaving only the pedestrian walkway over Aurora Avenue to recall it.

The springs were developed as a spa with thermal mineral baths in the mid-1930s and plans were made for its use as a sanitarium in 1951. After the City of Seattle annexed the area, the 6.3 acre site was purchased with funds from a 1960 city bond. Licton Springs Park was developed initially in 1974 as part of the Forward Thrust program, with subsequent improvements made in 1987. The springs were later capped, but a public park remains, along with a small, restored, wetland known as Pillings Pond.

The northern part of Seattle where the school is located was accessed by the Seattle-Everett and Interurban Railway from 1906 to 1939, which had trolley stops at N 94th Street and N 103rd Street. Aurora Avenue N, which followed the route of the old R.F. Murrow Road, became the preferred route after it was expanded from a wagon road and paved (with bricks in 1913 and asphalt in 1928). Bus service, which had run on Aurora Avenue N as early as 1915, was expanded after construction of the Aurora Bridge in 1932. Early development along the street was mixed, and included residences along with lumber mills, as well as a wide variety of retail stores, which were supplanted in the late 1920s and early 1930s by auto courts and motels, repair shops, gas stations, and dealerships. During this period it became part of the Pacific Highway.

In 1923 the City of Seattle established land use laws that regulated development throughout the city, including the blocks along Aurora Avenue N up to N 85th Street. The area to the north of N 85th Street remained less regulated until it was annexed by Seattle between 1947 and 1954. This early distinction in land use regulation may be seen in the greater number of large parcels and auto-oriented development north of N 85th Street on Aurora Avenue N. The annexation and subsequent increased development along Aurora Avenue N/Highway 99 helped define the western and southern edges of the Licton Springs neighborhood, with its distinct boundaries of the I-5 freeway on the east and N 103rd Street/Northgate Way to the north.

Woodrow Wilson School

At least part of the property was originally developed as a dairy farm by the Pillings family. Historic aerial photographs from 1936 indicate that the typical platting of residential blocks did not extend north of N 90th Street, with the exception of four residential parcels that remain, just to the east of Buildings A and J, which together make up approximately an acre containing four houses dating from 1900 through 1946. The Pilling’s house reportedly remains at 916 N 90th Street, while Pilling’s Pond, another remnant of the early dairy farm, is set within the residential property at 912 N 90th Street.

Woodrow Wilson High School, originally named Woodrow Wilson Junior High School, was designed and built as an intermediate school by the Shoreline School District. Its original site was acquired by the Shoreline District in ca. 1944 for \$49,150. Construction of the initial phase with 28 classrooms and a library (Buildings B, C and D) for an estimated 840 sixth and seventh grade students, was awarded for a bid of \$496,211 to Poston Construction, which began the work in July 1952. Funding for the project included State grants totaling \$750,000 for Wilson Junior High School, augmented by a levy passed by Shoreline voters in late May 1953. The levy funded construction of an “activities unit” (Building A with administrative offices) along with site work. Construction began in July 1952, and was completed for a total cost of \$601,262.

The school, on what was then a 16.63-acre site, was opened with an estimated 750 students in September 1953. By this date Seattle had already annexed the Shoreline School District’s Pinehurst, Maple Leaf, and Jane Addams schools. Woodrow Wilson School was acquired in 1954 after the north Seattle area surrounding it was annexed by the City of Seattle, along with Broadview, Oak Leaf, Lake City and Haller Lake Elementary Schools. For a period the two districts cooperated with shared transportation of students to the Seattle schools on Shoreline buses.

The Seattle School District opened Woodrow Wilson as a junior high school in 1954. Soon after that it completed two phases of expansion, both funded by school levies, and designed by the original architect, William Mallis, of Mallis & DeHart. These projects included the addition of a gymnasium (Building H) and a shops building (Building G) with metal, craft and wood shop rooms, designed in 1955 and opened in 1957; followed by a cafeteria/lunchroom (Building F) and 13-classroom addition (Building E), with music and science rooms (Building J), designed in 1958 and opened in spring 1960). In 1960 offices, a health room and reception room in Building A were remodeled.

Enrollment in the junior high school peaked in the 1959-60 school year with 1,347 students. By the later date the School had 38 classrooms in addition to the auditorium/lunchroom, boys’ and girls’ gym and library.

In 1962 the District consolidated its Drivers’ Ed program at the school, developing a large, specially striped parking lot for instruction on the northwestern part of the site. This program operated for 50 years until its closure in 2012. With growing enrollment, there were eventually five portable classrooms on site to augment other instructional spaces.

The school’s grade levels were shifted in 1971 to a middle school. Individual instruction programs continued to develop, and a portion of the auditorium was remodeled as a learning resource center for individual and group learning. That fall citywide desegregation efforts were initiated. The following years saw the busing of more than 100 African-American students to Wilson Middle School. Caucasian students who had attended Wilson Middle School were bused to Meany/Madrona Middle School. In the early 1970s the District also introduced special education programs for learning-impaired and mildly mentally impacted students, and those with learning and language disabilities. Enrollment during this period declined to just under 1,000 students in the school year 1974-75.

Woodrow Wilson Middle School was closed in June 1978. It served only 556 students in the 1977-78 school year. Students were re-assigned to Thomson, Hamilton and Sharples Middle Schools. The subject school was renamed Woodrow Wilson, and with minor renovations it

reopened as a high school. Meanwhile the education program for an estimated 200 mildly handicapped junior high and high school age students remained on site until 1989, at which time the spaces for it within Building B were remodeled to serve as an administrative annex.

The Wilson Administrative Center was established in the building in 1989, and in late 1999 the School District Archives temporarily moved into the school. These occupants later moved into the John Stanford District's permanent administrative headquarters on South Lander Street.

Historic Architectural Context

Mid-Century Modern Style School Typology (1945-1965)

After World War II, school buildings throughout North America changed in form to reflect the rational and functionalist principles of Modernism.

Modernism, or the Modern Movement in design and architecture, had its origins in Europe after World War I, with an underlying belief that advances in science and technology would generate a new form of architecture, free from the pervasive eclecticism based on revival forms. The possibilities of curtain wall construction utilizing steel frames and the freeform massing using ferro-concrete were explored by Continental architects, as well as American Modernist pioneers including Frank Lloyd Wright. By the 1920s, these experimentations produced distinct branches of Modern architecture: the "International Style" of the Bauhaus architects Walter Gropius and Mies van der Rohe, and the *béton brut* style of Charles Edouard Jeanneret (Le Corbusier), or the "New Brutalism."

Modern construction, technologies, and ideas for the health, welfare, and educational ideals for children also impacted school design. Because of the nationwide population boom after World War II, many new schools were needed, and the new designs focused on one-story flat-roof buildings, using modern lightweight building technologies with ribbon windows. These schools were less expensive to build than their two-story classical, colonial, or gothic predecessors, and they also had a shorter life expectancy.

Many of the plans included classrooms that opened directly to the exterior and were air-conditioned. The Crow Island School in Winnetka Illinois designed in 1940 by Eliel Saarinen was instrumental in influencing the new school type, called the "finger plan." Saarinen may have been influenced by ideas of what was beginning to be called the "California" plan, where each room had direct access to the exterior. These "California" plan schools, developed by the firm of Frankin & Kump, such as the Acalanes Union High School in Lafayette California, could be easily expanded for growing student populations.

New research on tolerable levels of light, temperature, and ventilation, combined with technological advances in lighting and environmental controls enabled the new architectural forms to be successful and prolific. As artificial lighting and mechanical ventilation were relied upon more in the designs, architects during the later part of the post-war era also began to focus on the acoustical design principles for school classrooms, affecting roof and ceiling forms. Some schools' designs did focus on bringing natural light into the buildings, such as John Carl Warneke's Portola Junior High School (1951) in El Cerrito California and Mira Vista Elementary (1951) in East Richmond Heights California.

During this period, new school designs accommodated new functions and frequently separated structures for auditorium/lunchroom, gymnasium, and covered outdoor play areas. In some

schools, specialized classrooms for music, art and science were built, while portables were retained often for art and music. Separate functions such as wood shops, band rooms and theater areas were especially important in High Schools and Junior High Schools.

As concerns arose in the Cold War era of the 1950s and early 1960s, there was an increased focus on exit routes and shelter areas within enclosed restrooms and locker rooms, guided by instructional publications such as the 1953 “Safety for Survival, A Civil Defense Guide for Schools in Washington State”

Seattle Post-War School Buildings and Their Designers

In Seattle, as World War II ended, the School District had shifted from a centralized system of school design overseen by an official school architect, to a system of individually designed school buildings in the Modern style by selected architectural firms led by individual architects embracing Modernism.

In the Pacific Northwest, a new generation of architects emerged from architectural schools, including the University of Washington, where early Modernist adaptors challenged traditionalist professors. These new practitioners including Victor Steinbrueck (1911-1985), Paul Hayden Kirk (1914-1995), Omer Mithun (1918-1983), and Roland Terry (1917-2006), emerged from their apprenticeships immediately embracing a new Northwest Modernism. Steinbrueck’s and Kirk’s University of Washington Faculty Center was widely admired and published at the time as an example of a Northwest interpretation of the work of Mies van der Rohe. Kirk would expand his practice designing several clinics throughout the Northwest including the Group Health Cooperative Northgate Clinic completed in 1958, and the Goiney/Roedel Clinic in Lake City completed in 1952, both studies of Miesian principles interpreted into Northwest Modernism.

Seattle architect John Morse cited the origins and formal principles of Modern school designs in a 1957 publication:

After the doldrums of the Depression, the Second World War waked architect and public alike: new designs for one-story schools came out of Michigan, Texas and California – plans based on groups of classroom wings and landscaped courts, together with a complete restudy of assembly and athletic rooms. The following terms became well known: single-loaded corridors, bilateral lighting, sky-lighting, radiant heating unit ventilation, the finger plan, the campus plan, multipurpose room, slab-on-grade, brightness ratios, color harmony; and still later: luminous ceilings, window walls, audio-visual techniques, resilient playground surfacing, flexible special-purpose rooms, student activity rooms. Washington State contributed to the national wakening with pioneering work in top-lighting, color design and concrete design in both pre-stressed and shell design.

The principal changes in regular classrooms have been these: more floor area per pupil – minimum 30 sq. ft., square rooms, sinks in all primary classrooms, day-lighting from above or from two sides, lower ceilings – down from 12 feet to 8 or 9 feet, mechanical ventilation, more tackboard – less chalkboard, more

positive colors on walls and floors, higher illumination – 40 foot candles minimum, sun control outside the windows, all furniture movable.

School design in Seattle followed the national pattern, with school districts struggling to accommodate rapid population growth resulting from the post-war baby boom. Most school architects between 1945 and 1965, designed one-story elementary schools with ribbon windows and a modern expression. Several incorporated covered exterior walkways that replaced interior corridors as circulation spaces. All were purposely residentially scaled to better fit within their neighborhoods, and to perhaps be less intimidating to younger children.

Although each new school was designed separately, Mallis, Stoddard, and John Graham & Co. adopted the flat roof “finger plan” innovated by Saarinen, Kump, and other California architects, as a model for the first elementary school designs of this period in Seattle. In two of Graham & Co.’s elementary schools north-facing roof monitors attempted to resolve the need for additional natural light. Although Paul Thiry introduced sloped roofs to his Northgate Elementary (1956) and Cedar Park Elementary (1959) designs, the designs for elementary schools during this period were similar in their approaches. Because of the booming student population, portable school units were used at all schools to ease overcrowding.

Jeffrey Oschner, an architectural historian at the University of Washington, has cited Seattle’s Modern-style school buildings as derived from Bauhaus and International Style precedents, with some exemplifying a distinct regional style:

Most of [Seattle’s] elementary schools ... were rectilinear designs with flat roofs, often with individual functional components expressed as distinct boxy volumes... This design approach juxtaposing individual rectilinear volumes serving different functions was used for many Seattle institutional buildings of this era. This compositional approach derives from Modern buildings such as the Bauhaus (with its rectilinear design and functional expression) and was an early post-World War II version of the International Style. In contrast to the International Style, many Seattle architects in the years after 1945 explored the approach now recognized as Northwest Regional Modernism. Typically applied to residences and smaller institutional buildings (like suburban churches), Regional Modernism is characterized by sloped overhanging roofs, strong relationships to sites (and, if available, views), use of natural materials, revealed structure (often regularly spaced post-and-beam) and selective use of transparency to link inside and outside.

It was in the junior high and high school designs that real departures were made from the single-level ribbon window idea for school design, using more two story sections, concrete roof form technologies, and different plan types. Maloney’s Asa Mercer Junior High School (1957) used a thin plate concrete roof technology in a barrel vault type form along with a square more monolithic plan. A variation of this roof form is also used in NBBJ’s Sealth High School (1957), which also had a rectangular plan punctuated with courtyards. DeHart, Lands & Hall’s Nathan Hale High School (1963) used a “T” plate roof technology with a courtyard plan. Again, several incorporated covered exterior walkways rather than interior corridors as circulation spaces.

Each of these schools was a Modern-style structure with formal similarities, despite their having been the work of different Pacific Northwest architects. The buildings shared many of

the same post-war materials, such as glass block, Roman-style brick masonry, and aluminum frame windows, and each clearly expresses its structural system and internal functionality. These school designs reflect a range of interests and approaches within the realm of Modernism.

Adoption of interscholastic sports programs by Seattle School District in 1948, following the sharing of sports programs by the Public Schools and Seattle Parks Department during the war years, also led to changes in both school design and school site planning. This effort reflected a national interest, advanced by the National Education Association and others, to meet the needs of teenagers, as a special category of youth. Thus the post-war schools also accommodate more sports and play, with a typical emphasis on indoor/outdoor connections, and additional paved outdoor recreation and equipment areas, along with athletic fields and gyms with bleacher-type seating at junior high schools and high schools. While many schools were fenced, play areas were typically accessible for neighborhood use. School sites were also expanded for larger paved parking lots for teachers, staff, service vehicles, and visitors. Landscaping plant beds were placed typically along the primary façades and entries of classroom and administrative buildings and within courtyards.

Historic Architectural Context – SUPPLEMENTAL INFORMATION

Mid-Century Modern Style School Typology: Open-Air and California Plan Schools

After World War II, school buildings throughout North America changed in form to reflect the rational and functionalist principles of Modernism.

California Plan Schools were developed from ideas begun in Europe about the importance of fresh air and health for children. The open-air school movement was a direct reaction to increasing incidence of tuberculosis in children. Schools were established to treat students with pre-tuberculosis, as well as for general educational purposes. Open-Air was considered the best way to prevent tuberculosis, and schools in this model started out as seasonal summer schools held in tents or in the open woods. The earliest open-air schools were in rural locations. Jan Duiker's Open-Air School in Amsterdam, the Netherlands, (1927-28) was an influential model illustrating how an urban school could provide access to the out of doors. Beaudouine and Lods also designed a rural open-air school in Suresnes, France, (1935) specifically for children with tuberculosis and other health problems. This school structure was a single story with glass walled pavilions connected by open-air covered walkways. Other famous European Open-Air schools include Hermann Baur's design for Bruderholz School in Basle, Switzerland (1935–1939), and Walter Gropius and Maxwell Fry's design for Impington Village College in Impington, England (1939).

Richard Neutra's Corona Avenue School in Bell, California, (1935) was one of the early "Californian" model school prototypes with exterior circulation between classrooms, and classrooms with direct access to the outdoors. The design of this school was directly influenced by concerns for health and hygiene. Neutra returned to this idea in his 1951 Kester Avenue School in Los Angeles California. These schools, were single story structures in suburban settings. They featured single loaded strip buildings with each classroom opening onto large shared courtyards. Neutra's design was considered flawed in that teaching in the courtyard was impractical in term of noise, and most of the teachers preferred to teach inside with the doors shut. Although medical innovation during the 1950s and 1960s made the open-air schools for tubercular children obsolete, health was still a major objective of primary

education, and children were frequently vaccinated at school and given tuberculosis tests. Many suburban school districts in the United States adopted open-air or “Californian” models as both a healthier way to teach and as an inexpensive way to modularize schools.

Many school plans around the country included classrooms that opened directly to the exterior. The Crow Island School in Winnetka Illinois designed in 1940, by Eliel Saarinen was instrumental in influencing the new school type, called the “finger plan.” Saarinen may have been influenced by ideas of health and Open-Air schools, where each room had direct access to the exterior. The firm of Frankin & Kump, seemed to interpret Neutra’s ideas for education in the higher grades. The Alacanes Union High School in Lafayette California, has also been called a “finger plan” school. The design for Alacanes was more about access to natural light and the flexibility of each module to be adapted for future uses than the courtyard centered plans of Neutra. Alacanes could be, and was, easily expanded for growing student populations. These models were copied in other areas of the country and referred to as “California Plan” Schools. Artificial lighting, mechanical ventilation, and inexpensive energy allowed the new school forms to be successful year-round in less moderate climates during the 60s and 70s.

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Seattle Post-War School Buildings

In Seattle, as World War II ended, the School District had shifted from a centralized system of school design overseen by an official school architect, to a system of individually designed school buildings in the Modern style by selected architectural firms led by individual architects embracing Modernism.

The Seattle School District never designed a “California” model school, because the form was more appropriate for a suburban district than an urban district where access needed to be more closely controlled, and sites were more compact. The “California” Plan schools in the District currently, the former Woodrow Wilson School, Viewlands Elementary, and Pinehust Elementary, were built for the Shoreline School District from plans by Mallis and DeHart, and gained by the Seattle School district by annexation of portions of unincorporated King County.

Other Seattle Schools that include limited use of covered walkways include, Pinehurst and Asa Mercer. Asa Mercer has a single walkway to connect the school to its gymnasium.

Shoreline Post-War School Buildings

There were 19 schools built in the Shoreline School district between 1950 and 1960 during a period of rapid growth. Because of rapidly increasing enrollments, Shoreline was considered an “Emergency District” by the State of Washington and received as much as 80%-90% of schools building funds from the State. Due to the emergency funding, strict construction budgets were enforced, meaning that construction quality suffered. If the Shoreline School District failed to meet strict budgetary requirements for these “Emergency” schools, the state would rescind the funding. Many of the 19 “Emergency” Schools were built for as little as between ten and thirteen dollars per square foot. (In today’s dollars that translates to having been built for between \$87/sf and \$112/sf.)

At the same time Shoreline built Woodrow Wilson, it completed two other identical schools designed by Mallis and DeHart: Nicholas Murray Butler Junior High School (demolished) and Thomas Hunt Morgan Junior High School (now Kellogg Middle School, altered). Mallis & DeHart applied California Plan features to many of their school designs for the Shoreline School District.

Due to changing educational standards, particularly related to student safety, Open-air or California Plan schools that remained in the Shoreline School District, such as Briarcrest, Highland Terrace, North City, and Shoreline Sr. High have been remodeled. Other significant Open-air schools in the region such as Ashwood Elementary, in Bellevue, by NBBJ, have been demolished.

Shoreline Schools Transferred to the Seattle School District between 1953 and 1954

Year	School	Architect	Present Status
1914	Oak Lake Elementary	V.W. Voorhees	Demolished
1914	Broadview Elementary		Demolished
1924	Haller Lake Elementary		Demolished
1926	Maple Leaf Elementary	William Mallis	Sold
1931	Lake City Elementary	Mallis & DeHart	Leased
1949	Jane Addams Jr. H. School	Mallis & DeHart	Open
1950	Pinehurst Primary	Mallis & DeHart	Open
1954	Olympic Hills Elementary	John Graham & Co.	Open
1953	Woodrow Wilson Jr. High	(Woodrow Wilson)	Mallis & DeHart Open
1954	Viewlands Elementary	Mallis & DeHart	Open

Shoreline Schools designed with “California Plan” features 1950-60

Year	School	Architect	Present Status
1954	Briarcrest Elementary	Young, Richardson, Carleton & Detlie	Additions in 1955, 1961, remodeled 1989
1959	Brookside Elementary		Remodeled 1992
1955	Cromwell Park Elementary		Closed 1971, demolished
1957	Echo Lake Elementary	Bindon & Wright	Remodeled 1987-89
1958	Highland Terrace Elementary		Remodeled 1990-92
1956	Hillwood Elementary		Closed 1982
1957	Meridian Elementary		now Shoreline Children’s Center
1956	North City Elementary		Remodeled 1987
1954	Paramount Park Elementary		Closed 1971
1954	Parkwood Elementary		Remodeled 1992, 2004
1948	Ridgecrest Elementary		Remodeled 1991-92
1957	Sunset Elementary		Remodeled 1985-86
1959	Cordell Hull Junior High		Now Meridian Park
1962	Frank B. Kellogg Junior High		Damaged by fire 1982
1953	Thomas Hunt Morgan Junior High	Mallis & DeHart	Remodeled 1985, Now Frank B. Kellogg Junior High
1953	Nicholas Murray Butler Junior High	Mallis & DeHart	Closed 1973
1958-61	Shorecrest High School		Remodeled 1985-86, demolished 2014
1955	Shoreline Senior High School	Mallis & DeHart	Now Shoreline School District Center and Senior Center

Building Owners

Original Building Developer and Owner: Shoreline School District (No. 412)

Prior to 1944, the unincorporated areas lying north of Seattle’s city limits, 85th Street, and south of the King County and Snohomish County boundary line, and bordered by Puget Sound on the west and Lake Washington on the east, had several small separate school districts. Each corresponded to small discrete historic settlement areas including Richmond Beach (#86), Ronald (#179), Lake Forest Park #181), Lake City (#180), Maple Leaf (#184), and Oak Lake (#51). None had enough students to justify the construction of a High School, so parents often sent their children to Seattle, Edmonds, or Bothell high schools. Just prior to the end of World War II, in April 1944, these districts officially consolidated into the Shoreline School District. Ray Howard, a veteran teacher, principal, and administrator, was hired as the District’s first

superintendent. Howard oversaw the creation of a unified district and the construction of 15 new elementary schools, four middle schools, and one high school between 1949 and 1960.

Post-World War II prosperity led to rapid suburban development of the areas north of Seattle augmented by the highway improvements that were completed along State Route 99 in the late 1920s and 1930s. New affordable tract houses filled in the previously autonomous communities. New schools were filled to capacity as soon as they opened. When the District's first new school, Ridgecrest, was opened in 1949, the District was forced to run double shifts (sessions) for the first and second grades. During the 1950s, between 400 and 1,460 new students were registered in the District. Because school operation funding was provided by Washington State based upon average daily attendance of the previous school year, as well being as based upon assessed valuation of improvements within the school district, funding lagged behind for fast growing districts like Shoreline. Shoreline subsequently became the first Washington State school district dependent upon special levies for its continued operation.

Capital funding for new school construction during the 1950s was accomplished by federal funding with state matching funds. State policy restricted the cost of construction relative to size, affecting overall construction quality. The District constructed Cromwell Park Elementary in 1955 for a little over \$10.00 per square foot. Despite the rush to deliver more classrooms and limited budget, the District's second school, Jane Addams, was considered innovative in its design and efficiency when it was completed in 1949.

Beginning in 1951, residents in the area north of N 85th, the Seattle city limits at that time, and south of 145th Street petitioned for annexation into the City of Seattle. They felt the burden of new special school levies, and felt that there were advantages to Seattle transportation services and police and fire protection. One small section after the other, the first being the area directly around the newly constructed Pinehurst Primary School, voted to approve annexation, and by 1954, the entire area south of N 145th Street was annexed. As a result ten schools either previous managed by or built by the Shoreline School District were transferred to the Seattle School District in the 1954 to 1955 school year. The Shoreline School District enrollment, which had grown from 4,150 in 1944, to approximately 12,000 in June of 1954, was reduced to 6,500 in September of 1954.

In 1955, Shoreline High School was opened, realizing one of the main objectives of the original consolidation. Shoreline became recognized for its academic excellence and outstanding staff. Shoreline High School was followed by the construction of Shorecrest High School in 1961, and Shorewood High School in 1975.

Post-World War II Seattle Schools, 1946 to 1965

After World War II, enrollment swelled by the early 1960s, to a peak of approximately 100,000 students. Between 1946 and 1958, six separate bond issues were approved for new school construction. Samuel Fleming, employed by the District since 1908, succeeded Worth McClure as superintendent in 1945. After Fleming retired in 1956, Ernest Campbell became superintendent.

In 1945, the Seattle School District Board commissioned a study of population trends and future building needs. One proposal called for the modernization of all existing schools and the addition of classrooms, along with multi-use rooms for lunch and assembly purposes, covered and hard-surfaced play areas and play courts, and expanded gymnasias. Improvements in lighting, heating, plumbing systems, and acoustical treatments were sought as well. This

survey occurred at a time when student enrollment in Seattle was stable, at around 50,000. By this time the School District was overseen by a five-member Board of Directors, and employed approximately 2,500 certified teachers, with an average salary of about \$2,880.

The District completed a large stadium with reinforced concrete stands (1947, George W. Stoddard) in 1947, adjacent to the National Guard Armory at Harrison Street and 4th Avenue N., at the former Civic Field. A War Memorial Shrine bearing the names of 762 Seattle schools graduates killed in World War II was dedicated in 1951 at Memorial Stadium.

In 1949, a 6.8 Richter-scale earthquake damaged several elementary schools, resulting in their subsequent replacement by temporary portables. The 1950s brought the increased use of these structures as a way to address enrollment increases with quick, flexible responses to overcrowding. In 1958, an estimated 20% of the total Seattle student body was taught in portable classrooms. Despite their popularity, however, the occupants of the portables suffered from inadequate heating, lack of plumbing, and distance from other school facilities.

Elementary schools included separate gymnasias and auditorium-lunchrooms. Older high schools gained additions of gymnasias and specialized classroom space. Despite all of the construction, there were still extensive needs for portable classrooms for excess enrollment.

During this period the quality of construction gradually improved. The earliest school buildings, put up as rapidly as possible, included the three schools constructed in 1949. Designs prepared by George W. Stoddard for these schools were essentially linked portables with a fixed administrative wing. Each of the District's 35 new school buildings was individually designed in the Modern style, with nearly all of the elementary schools constructed as one-story, or on sloping sites, each classroom having direct access to grade, conforming to changes in building code.

The 22 new elementary schools built by the District between 1948 and 1965 included:

School	Year	Address	Designer	Notes
View Ridge School	1948	7047 50th Ave. NE	William Mallis	
Arbor Heights School	1949	3701 SW 104th St.	George W. Stoddard	
Briarcliff School	1949	3901 W. Dravus St.	George W. Stoddard	demolished
Genesee Hill	1949	5012 SW Genesee St.	George W. Stoddard	closed/vacant
Lafayette School	1950	2645 California Ave. SW	John Graham & Co.	
Van Asselt School	1950	7201 Beacon Ave. S	Jones & Biden	closed, vacant
Olympic Hills School	1954	13018 20th Ave. NE	John Graham & Co.	
Viewlands School	1954	10523 3rd Ave. NW	Mallis & DeHart	
Wedgwood School	1955	2720 NE 85th St.	John Graham & Co.	
Northgate School	1956	11725 1st Ave. NE	Paul Thiry	
John Rogers School	1956	4030 NE109th St.	Theo Damm	
North Beach School	1958	9018 24th Ave. NW	John Graham & Co.	
Roxhill School	1958	9430 30th Ave. SW	John Graham & Co.	

Sandpoint School	1958	6208 60th Ave. NE	G.W. Stoddard w/ F. Huggard
Cedar Park School	1959	13224 37th Ave. NE	Paul Thiry Leased, Seattle Landmark
Sacajawea School	1959	9501 20th Ave. NE	Waldron & Dietz
Decatur School	1961	7711 43rd Ave. NE	Edward Mahlum now Thornton Creek
Graham Hill School	1961	5149 S Graham St.	Theo Damm
Rainier View School	1961	11650 Beacon Ave. S	Durham, Anderson & Freed
Schmitz Park School	1962	5000 SW Spokane St.	Durham, Anderson & Freed
Broadview-Thomson School	1963	13052 Greenwood Ave. N	Waldron & Dietz
Fairmont Park School	1964	3800 SW Findlay St.	Carlson, Eley & Grevstad

One of the first priorities during this period was the building of new junior high schools. Between 1950 and 1959, ten new junior high schools were completed:

School	Year	Address	Designer	Notes
Eckstein Jr. High School	1950	3003 NE 75th St.	William Mallis	Seattle Landmark
Blaine Jr. High School	1952	2550 34th Ave. W	J. Lister Jones	
Sharples-Kurose Jr. High School	1952	3928 S Graham St.	William Mallis	
David Denny Jr. High School	1952	8402 30th Ave. SW	Mallis & DeHart	demolished
Asa Mercer Jr. High School	1957	1600 Columbian Way S	John W. Maloney	
Whitman Jr. High School	1959	9201 15th Ave. NW	Mallis & DeHart	
Louisa Boren Jr. High School	1963	5950 Delridge Way SW	NBBJ	Now K-STEM @ Boren
George Washington Jr. High School	1963	2101 S Jackson St.	John Graham & Co.	
Worth McClure Jr. High School	1964	1915 First Ave. W	Edward Mahlum	

During this period the District also constructed three new High Schools, including:

School	Year	Address	Designer	Notes
Chief Sealth High School	1957	2600 SW Thistle	NBBJ	altered
Rainier Beach High School	1960	8815 Seward Park S	John W. Maloney	altered
Nathan Hale High School	1963	10750 30th Ave. NE	Mallis & DeHart	altered

Between 1943 and 1954, voters in the rapidly growing unincorporated areas north of Seattle feeling the burden of new special school levies, and believing that there were advantages to Seattle transportation services and police and fire protection, approved at least 12 annexations to the City of Seattle. This pushed the city limits northward from a line near N 85th Street, to a uniform north border at N 145th Street. These annexations brought an additional ten schools into the District from the struggling Shoreline School District.

Associated Program:

The American Indian Heritage Program and Indian Heritage School

Seattle Public Schools established a unique program in 1969 to address specific educational needs of Native American/American Indian children, including those from tribes in Washington State, the Plains States, Alaska and Canada. The program, funded in part by the federal Urban-Rural Racial Disadvantaged Program, was initiated to also address the high dropout rates of relatively young Native American/American Indian students.

Seattle's American Indian Heritage School was started in 1974 after passage of the federal Indian Education Act two years earlier. It emerged in response to efforts by school leaders and Native American/American Indian community members, including Jeanne Raymond, a teacher in Seattle Central Community College's American Indian Studies and president of a local parent committee that helped establish the school. Raymond and others initiated a high school for Native American/American Indian students and an "Indian Heritage Program" in five portable buildings at Raymond Beach High School, offering tutoring, cultural classes and outreach to students she characterized as "invisible kids...with incredible gifts." Raymond subsequently worked at Woodrow Wilson as the Assistant Program Manager of the Indian Heritage School and as its Vice-Principal.

Within its first year of existence the Indian Heritage Program had reached an estimated 300 of the District's 704 Native American/American Indian children. The program also included presentations at 32 assemblies in 21 other schools, serving another 4,500 non-Native American/American Indian students. Later funding for the program came from the Seattle Arts Commission, Native American/American Indian organizations, and the U.S. Department of Health, Education and Welfare through its Indian-education grants.

Native American/American Indian arts, culture, crafts, legends, and ways of life were taught in a weekly one-hour program to 459 students at Addams, Cooper, Fairmount Park, Georgetown, Greenwood, High Point, Hughes and West Woodland Elementary schools. The original program manager and teacher was John Emhoolah, Jr., of the Kiowa tribe from Oklahoma. Jeanne Halliday, of the Warm Springs tribe, was a teacher and program assistant. Other teachers and teacher's aides included Phil George, of the Nez Perce tribe, Rosanne Pennington of the Shimshan tribe. Counselors were Julie Johnson of the Lummi tribe, and Mary Jo Butterfield of the Makah tribe. Some of the 8 to 13 year old students in the early program attended a YMCA program, Camp Orkila, where they studied woodcarving, dance, feather and beadwork.

The Indian Heritage High School was relocated to Woodrow Wilson in 1989, where it was led for a seven-year period, between 1989 and 1996, by Principal Robert Eaglestaff. Eaglestaff, a member of the Minneconjou Lakota tribe, was born December 20, 1952, on the Cheyenne River Indian Reservation in South Dakota. He attended Brigham Young University, and the Universities of North and South Dakota, earning a Bachelor's degree in Education and a Master's in Education Administration. In 1980, Eaglestaff moved to Seattle, initially to serve as the vice principal at Summit Alternative School.

Eaglestaff is credited with transforming Woodrow Wilson School after being appointed its principal in 1989. He focused his efforts on enhancing Native cultural programs and setting college as a goal for all of its students. Within seven years the enrollment had doubled to more than 120 students. The 6-12 grade school programs were expanded to include younger children

in what became a small K-12 school with individualized teaching.

The student body of the American Indian Heritage School was initially selected on an application basis, and was made up by an estimated 75% Native Alaskans and American Indians. This allowed its students to “feel empowered ...as a majority rather a minority,” according to Eaglestaff. The school was successful in reducing dropout rates, with all of its graduating seniors from 1994-1998 enrolled to attend a college or university. The school sponsored basketball games and powwows, which were open to the public in order to broaden its community service.

Despite Robert Eaglestaff’s tragic and unexpected death at the age of 43, in 1996, the American Indian Heritage School continued to grow and transform. The school served grades 6 through 12 until June 1996 when it was designated as a K-12 school. In 2000, the school’s name was officially changed to the Indian Heritage Middle College for students in 9th – 12th grades.

By 2009 enrollment had changed, with 50 of the school’s 60 students being non-Indian, and fewer Native American cultural classes being offered. Total estimated Native American/American Indian student enrollment in the District numbered 900, down from an estimated 1,200 to 1,300 students only a few years earlier. That year the school’s graduating class of 20 included only one Native American student. By 2012, the school served students above age 16. Students could earn a high school diploma with a largely digital curriculum in a non-traditional setting.

According to the present directory, other programs within Woodrow Wilson School property include the Home School Resources Center, Special Education, Transportation Services, Family Support Workers Program, Traffic Education, Enrollment Services, SEMAT Center. Currently a re-entry program and an alternative school are also located on site.

Associated Program:

The American Indian Heritage Program and Indian Heritage School - SUPPLEMENTAL INFORMATION

text was revised in June 2014, to expand upon some topics and correct errors and information related to program locations and occupancy dates.

In 1969, Seattle Public Schools embarked on a program to address specific educational needs of Native American/American Indian children, including those from tribes in Washington State, the Plains states, Alaska, and Canada. The program, funded in part by the federal Urban-Rural Racial Disadvantaged Program, was initiated to also address the high dropout rates of relatively young Native American/American Indian students. The program was originally located at the Georgetown School, where it stayed until the end of the school year in 1974.

Seattle’s American Indian Heritage School was started in 1974, after passage of the federal Indian Education Act in 1972. It emerged in response to efforts by school leaders and Native American/American Indian community members, including Jeanne Raymond, a teacher of American Indian Studies at Seattle Central Community College, and president of a local parent committee that helped establish the school. Raymond and others initiated a high school for Native American/American Indian students and an “Indian Heritage Program” in five portable

buildings at Rainier Beach High School, offering tutoring, cultural classes and outreach to students she characterized as “invisible kids...with incredible gifts.”

Within its first year of existence the Indian Heritage program had reached an estimated 300 of the District’s 704 Native American/American Indian children. The program also included presentations at 32 assemblies in 21 other schools, serving another 4,500 non-Native American/American Indian students. Later funding for the program came from the Seattle Arts Commission, Native American/American Indian organizations, and the U.S. Department of Health, Education and Welfare through its Indian-education grants.

Native American/American Indian arts, culture, crafts, legends, and ways of life were taught in a weekly one-hour program to 459 students at Addams, Cooper, Fairmount Park, Georgetown, Greenwood, High Point, Hughes and West Woodland Elementary schools. The original program manger and teacher was John Emhoolah, Jr., of the Kiowa tribe from Oklahoma. Jeanne Halliday, of the Warms Springs tribe, was a teacher and program assistant. Other teachers and teacher’s aides included Phil George, of the Nez Perce tribe, and Rosanne Pennington of the Shimshan tribe. Counselors were Julie Johnson of the Lummi tribe, and Mary Jo Butterfield of the Makah tribe. Some of the 8- to 13-year old students in the early program attended a YMCA program, Camp Orkila, where they studied woodcarving, dance, feather and beadwork.

The program moved to John Marshall School in September 1979, and then to Louisa Boren in September 1981. The program moved again to George Washington Middle School (Now the Seattle Vocational Institute) for the 1990 school year, with Robert Eaglestaff as Program Manager.

In September of 1990, the program moved to the former Woodrow Wilson Junior High School. In 1994, the program was split into the after-school Huchoosedah Program, and Indian Heritage School with 110 students, with Robert Eaglestaff as Principal. Raymond was Assistant Program Manager of the Indian Heritage School and its Vice-Principal.

At Woodrow Wilson, Eaglestaff focused his efforts on enhancing Native cultural programs and setting college as a goal for all of its students. The 6-12 grade school programs were expanded to include younger children in what became a small K-12 school with individualized teaching.

The student body of the American Indian Heritage School was initially selected on an application basis, and was made up by an estimated 75% Native Alaskans and American Indians. This allowed its students to “feel empowered ...as a majority rather a minority,” according to Eaglestaff. The school was successful in reducing dropout rates, with all of its graduating seniors from 1994-1998, all seniors graduated and enrolled to attend a college or university. The school sponsored basketball games and powwows, which were open to the public in order to broaden its community service.

Robert Eaglestaff suffered a fatal heart attack on July 19, 1996, while dancing at a powwow in Enterprise, Oregon. His tragic death was a significant blow to the American Indian Heritage School.

Andrew Lawson, a member of the Tsimshan tribe, took over the Indian Heritage School in February 1997. The school continued to serve grades 6 through 12, until it was designated as a K-12 school beginning of the 1997 school year. In 2001, the school’s name was officially changed to the Indian Heritage Middle College for students in 9th-12th grades, and the program

was located at North Seattle Community College.

By 2009, enrollment had changed, with 50 of the school's 60 students being non-Indian, and fewer Native American cultural classes being offered. Total estimated Native American/American Indian student enrollment in the District numbered 900, down from and estimated 1,200 to 1,300 students only a few years earlier. That year the school's graduating class of 20 included only one Native American student.

By 2012, the school only served students above age 16, and by 2013 was a largely on-line course with only three students enrolled. The program was relocated to North Seattle Community College in 2013.

Timeline of the Indian Heritage School

Sept. 1974 – 1978: Program located at Rainier Beach HS (5 portables)

1978: A more central location for the High School is desired. 88 students enrolled.

Sept. 1979 – 1981: Program located at John Marshall

Sept. 1981 – 1989: Program located at Louisa Boren

Sept. 1989 – 1990: Robert Eaglestaff's first year as program manager, program located at Washington Middle School (See figure 14)

Sept. 1990 – 1996: Program moved to Woodrow Wilson building (also known as Wilson Pacific) (See figure 15)

1994: 110 students enrolled. Program split into Indian Heritage School and Huchoosedah program, with Robert Eaglestaff as principal.

Sept. 1997- 2000: Indian Heritage High School located at Wilson.

Sept. 2000 – 2004: School's name was officially changed to the Indian Heritage Middle College for students in 9th-12th grades located at North Seattle Community College (?). Principal Dave Paul.

Sept 2004-2013: Indian Heritage Middle College for students in 9th-12th grades located at Woodrow Wilson/Wilson Pacific.

2013: Program is on-line with 3 students enrolled.

2013 – present: Middle College moved to Northgate Mall.

Associated individual: Robert B. Eaglestaff – SUPPLEMENTAL INFORMATION

The state of relations in the Seattle area is a lot better than in others. I grew up in South Dakota, which is often called the Mississippi of the North, and I enjoy this area. At the same time, it does need improvement, especially in the area of American Indians, and non-Indians. A lot of education needs to be taken in terms of what Martin Luther King's dream was. Native Americans have yet to have that type of dream fulfilled—or I should say, even begun to be considered. Racism against American Indians is commonplace, everything from the mascot issue to the original status that the American Indians had with the United

States, which was the enemies and being the child of the government. (Robert Eaglestaff)

Robert B. Eaglestaff, a Lakota Sioux, was born on December 20, 1952, on the Cheyenne River Indian Reservation near Dupree, South Dakota. He grew up on various reservations in South Dakota and North Dakota. Eaglestaff became a talented high school athlete, competing on the Fort Yates varsity basketball team, helping to lead his team to the 1971 state tournament, scoring an average of 30 points per game. On December 12, 1970, 6-foot 6-inch Eaglestaff scored 69 points in one game, setting a North Dakota high school "Class A" single-game record.

After graduating, Eaglestaff attended Brigham Young University in Provo, Utah. On the freshman basketball team, he scored an average of 17 points a game. He transferred to the University of North Dakota during his sophomore year. Despite a shoulder injury that prevented him from being a starter, he led the team with excellent passing, rebounding, and defense. Eaglestaff earned his Bachelors of Arts degree in physical education in 1976, and was hired as director of St. Mary's College's Upward Bound program in Bismarck, North Dakota.

Eaglestaff, then 24, married Jerrilyn F. Hamley, in Seattle in 1977. Eaglestaff was accepted into the University of South Dakota's Graduate School the following year, and earned a Masters degree in Education Administration in 1978, and by 1980, was a Doctorial Candidate.

Eaglestaff and his wife moved to Seattle in 1980, where Seattle Public Schools hired him in 1983, initially as the vice principal at Summit Alternative School. He became program manager of the American Indian Heritage program in 1990, housed at the former George Washington Middle School. Eaglestaff was named principal of the Native American Heritage School, when the District upgraded and moved the program to the former Woodrow Wilson Junior High School.

At Wilson, Eaglestaff focused his efforts on enhancing Native cultural programs and setting college as a goal for all of its students. Eaglestaff is credited with transforming the program once considered the "last stop on the way to no future," to a college-bound career based school. The educational community saw him as a compassionate and visionary leader, and his students considered him a positive role model. (See "American Indian Heritage Program and Indian Heritage School.")

In the 1990s, Eaglestaff emerged as a national spokesman against racial bias expressed in athletic team mascots and implicit racism in movie productions like Disney's *Pocahontas*. He was known to speak out against racism, even in its subtlest forms, using humor, as well as his passionate eloquence.

Robert Eaglestaff suffered a fatal heart attack on July 19, 1996, at a powwow in Enterprise, Oregon. He had previously formed a dance group made up largely of his former students that toured the country interpreting Native music and dance. The University of Washington approved his doctoral dissertation on school administration involving the community, only a few days before his death.

Associated individual: Andrew Morrison, Muralist

Five large murals (along with a number of smaller ones by other artists) were painted on exterior concrete block walls of the school by Apache-Haida artist Andrew G. Morrison when the Indian Heritage programs and the High School/Middle College occupied the Woodrow Wilson facilities. The murals, which date from 2001 to 2013, include two approximately 25-foot tall portraits on the east side of the gymnasium building that depict Chief Seattle and Chief Joseph, which appear to be based on historic photographs, along with two additional 25-foot tall portrait murals on the east wall of the gymnasium completed more recently. The other murals are on the back (north) and northern parts of the eastern and western side walls of the cafeteria. These paintings depict contemporary and historic Native Americans, including a member of the Blackfoot tribe and other friends and relatives of the artist, shown in ceremonial tribal garb. Provision of the painting supplies for the murals was funded by a grant acquired by the artist with assistance from the Licton Springs community.

The murals are associated with the Indian Heritage Middle College, the early 40-year program that operated at Woodrow Wilson beginning in 1989. Events sponsored by the school included powwows, dinners, basketball tournaments and other activities involving the city's Native American community and the Licton Springs neighborhood community.

Building Architects

Building Architect: Mallis, DeHart & Hopkins

The architect for the 1952 original Woodrow Wilson Junior High School, and the 1955 and 1958 additions, was the Seattle architectural firm of Mallis, DeHart & Hopkins.

William Mallis and his former associate Joseph Henry Dillon DeHart founded the architectural firm of Mallis, DeHart, and Hopkins in 1945. The firm designed many schools in the Pacific Northwest during the post-war period. The firm was later joined by Bruce Hopkins to form the partnership of Mallis, DeHart, and Hopkins Architects. After Hopkins retired in 1951, the firm was renamed Mallis & DeHart, and some time after Mallis died in 1954, the firm was renamed DeHart, Lands & Hall Architects. In 1990, the firm became known as Gregory & Chapel, a partnership that disbanded in 1996.

William Mallis (1883-1954) was one of the most prolific school designers in Washington State. Mallis was born in Auchterarder, Scotland on June 29, 1883. He served a four-year apprenticeship at an estate and conservatory architectural firm in nearby Perth. Mallis immigrated to the United States from Scotland in 1912. He worked with the Kansas City, Missouri, firm of J. H. Felt & Company, school architects for Kansas City, MO, from 1912 to 1917. Following a brief period in Fallon, Nevada, he arrived in Seattle in 1919. He began work here as a draftsman/designer for the Pacific Coast Coal Company. In 1920 he shared an office in the L.C. Smith tower with fellow architect William Aitken. Later in the year, Mallis opened his own office in the Lyon Building, where he remained for the rest of his career. He formed a partnership with his associate, Joseph H. DeHart, in 1945.

All of William Mallis' and Mallis and DeHart's known attributions are for educational facilities and schools built for K-12. Mallis' early work on Richmond Beach School and the Ronald School demonstrate that Mallis, or his firm, were designing schools consistent with

educational philosophy and accepted school design principals of the time, typically with two-story brick construction and high ceilings for natural light. Their post-war designs evolved to reflect contemporary ideas of education and school design, with single-story flat roof elementary schools incorporating new technologies, modern materials, and construction methods.

Mallis died in Seattle on December 19, 1954.

Joseph Henry Dillon DeHart (1899-1999) was born in Richland, Wisconsin, on January 12, 1899. His family moved to Big Timber, Montana, in 1900, and later to Great Falls, and then to Helena. DeHart moved to Seattle around 1929, where he worked as a draftsman for William Mallis. He became a firm associate in 1939, and a partner in 1945, of the Seattle architectural firm of Mallis & DeHart. DeHart died in Lacey, WA, on February 28, 1999.

William Mallis Attributions:

Richmond Beach School, Shoreline, WA (1924, destroyed).

Enumclaw High School, 2222 Porter Street, Enumclaw (1925).

Ronald School, 749 N175th, Shoreline, WA (1926, addition, NHR).

Maple Leaf School, (1926, destroyed, now Meadowbrook Playfield).

Thomas Grade School, Thomas, WA (ca. 1928).

Renton High School, 400 S 2nd St, Renton, WA (1931, altered).

Carnation Grade School, Carnation, WA (1934).

Skykomish School, 100 Railroad Avenue, Skykomish, WA (1936).

Edmonds High School, 410 4th Avenue N, Edmonds, WA (1939 addition, now Edmonds Ct. for the Arts).

Mallis, DeHart & Hopkins and Mallis & DeHart Attributions:

Lake City Elementary School (1945, addition).

Cle Elum-Roslyn High School, WA (1946, non-executed project).

Lincoln Elementary, 200 S Sampson Street, Ellensburg, WA (1947)

Bainbridge Island Grandstand, 9300 High School Road, Bainbridge Island, WA (1947-51, Pro Bono, NHR).

View Ridge Elementary School, 7047 50th Avenue NE, Seattle, WA (1948).

Jane Addams Junior High School, 11051 34th Avenue NE, Seattle, WA (1949).

Shoreline High School, 340 NE 185th Street, Shoreline, WA (1950)

Nathan Eckstein Middle School, 3003 NE 75th Street, Seattle, WA (1950; Seattle Landmark).

Pinehurst Elementary School, 11530 12th Avenue NE, Seattle, WA (1950, now A. S. #1).

Lake Washington High School, Kirkland (1950).

Auburn High School, 800 4th St NE, Auburn, WA(1950)
Kent Meridian High School, 10020 SE 256th Street, Kent, WA (1951).
Chief Joseph Junior High School, 504 Wilson, Richland, WA (1951).
Casper W. Sharples Junior High School, 3928 S Graham Street, Seattle, WA (1952, now Aki Kurose).
David T. Denny Junior High School, 8403 30th Avenue SW, Seattle, WA (1952).
Woodrow Wilson Junior High School (Woodrow Wilson), 1330 N 90th Street, Seattle, WA (1953).
Port Angeles High School, 304 East Park Avenue, Port Angeles, WA (1953)
Crawford Music Center, Seattle Pacific University Campus, Seattle, WA (1959-60, after Mallis's death).
Shorecrest High School, 15343 25th Avenue NE, Shoreline, WA (1961, after Mallis's death).

DeHart, Lands & Hall Attributions:

Nathan Hale High School, 10750 30th Avenue NE, Seattle, WA (1963, Seattle Landmark).

Building addition Architect: Arnold G. Gangnes

Architect Arnold G. Gangnes (1918 – 2003) was the designer of remodels to Woodrow Wilson school dating from the mid-1970s, when the facilities began to serve special education student needs. Gangnes was born in Port Alice, British Columbia, to Norwegian immigrant parents. He received an undergraduate degree from the University of Washington in 1942, after which he worked as a draftsman for a variety of Seattle firms. These included the offices of Lytel Shorette, Thomas, Grainger & Thomas, William Mallis, and George Stoddard. He was drafted into the U. S. Army Corps of Engineers during World War II and served until 1944, and attended MIT, where he received a Master's Degree in Architecture in 1946.

Gangnes returned to the West Coast in 1947, and began his own practice, receiving early recognition for his residential work in a 1948 Citation by *Progressive Architecture* and a 1954 National AIA Honor Award. His residential projects included his own home in West Seattle (1948), along with houses for R. E. Jacobs in Bellevue (1952), Klapash House in Weed, California (ca. 1953), Martin K. Whittaker in Lakewood (1956), George Veith in Sequim (1957), and Richard C. Miller in West Seattle (1957).

Gangnes also designed several larger-scale projects starting in the late 1950s. These include the Cherry Street Clinic (1958), an office building for Waterfront Employers of Washington / Pacific Maritime Association (1959), a storage building for Abbey Rents (1960), the Inglewood Golf Course Pro Shop (1961), Oxbow Industrial Park (1962), the Preferred Group Building (1962), an addition to Goodwill Industries (1964), Midway Site (1965), an expansion to the Seattle Times Building (1968), and the Villa-Mart Discount Store in Salem, Oregon (1969).

Gangnes served on the Seattle Planning Commission and was an active member of the Seattle AIA. His primary efforts were directed toward the Association for Retarded Children, where he held positions at local and national levels. He was a longtime chairman of the Association, and was appointed to the U.S. President's Committee on Mental Retardation in 1975. Gangnes' related design projects included the Center for Disturbed Children at Western State Hospital in Steilacoom (1960), the Family Counseling Service offices in Seattle's Lowman Building (1967), three Halfway Houses on the Fircrest Hospital Campus (1969), the Child Development and Mental Retardation Center (1971), and remodeling of Woodrow Wilson School in 1978.

Building Contractor

Building Contractor, initial construction: Poston Construction

The Shoreline School District awarded the original construction project to general contractor Poston Construction of Seattle, a company established in the mid-1940s by Maurice I. Poston. Poston (1917 – 1962), born in Round Hill, Virginia, moved to Edmonds in 1943 and was the company's co-owner, along with a Mr. Miller, until 1950. In 1949 Miller & Poston was the successful low bidder and built the Queen Anne Field House for the Seattle Parks Department. The company name changed within a year, by the time it was selected to building the 57-house suburb for veterans, Norwood Village in Bellevue (Seattle Times, January 25, 1950). The Modern-style dwellings in this suburban development were designed largely by Seattle Paul Hayden Kirk.

Poston's other school projects included construction of Casper Sharples Junior High School in 1952, the Journalism/Communications Building at the University of Washington (ca. 1951), and an addition and remodel of West Seattle high School (1954). The company also restored two buildings housing a woodworking, auto repair and machine shop, and a cannery and laundry at the State's Monroe Reformatory (1954), and the 41-bed Empire Way Rest Home (1959).

Seattle contractor Jack J. Humling (1908 – 1982) became the owner of Poston Construction in the 1950s, following in the footsteps of his father, who had worked for the company in the 1940s. Jack J. Humling was a partial owner of the Capital Construction Company of Seattle from the mid-1930s to mid-1950s and also co-owner of Rest Lodge, Inc. His companies built a second rest home in Seattle's Northgate area in ca. 1960, and subsequently managed the facility.

Building Contractor, 1955 construction: Nelse Mortenson Construction

Nelse Mortenson & Co. was the general contractor for the first addition to Woodrow Wilson Junior High School. Nelse Mortenson was in business by 1939 when the company constructed the National Bank of Commerce designed by George W. Stoddard. Nelse Mortenson Construction built a brick addition to the Colman School in 1949, received a contract for the construction of 400 units of federal housing at Moses Lake in 1950, and built housing in King County south of Seattle in 1955. Cliff Mortenson was the president of the company in 1969. Cliff Mortenson attended Ballard High School, the University of Washington, was part of the National Association of Home Builders in 1947, and served as the vice chair of the national building division in 1964.

Building Contractor, 1958 construction: Northern State Construction

Northern State Construction was in business by 1956, when the company constructed an I.G.A. grocery store in Madrona. The company was responsible for the construction of 21 Seattle School District classroom portables in 1957, 44 Seattle School District classroom portables in 1958, 38 Seattle School District portable classroom buildings in 1960, 60 portable classroom buildings in 1962 and the addition to Woodrow Wilson Junior High in 1958. The company was also responsible for the construction of Northeast McMicken Heights Elementary School in the Highline District in 1958, Kenmore Junior High School in 1959 (Ralph H. Burkhard), Covington Elementary School in 1960 (Waldron & Dietz). Northern State Construction also built two Lil Abner Restaurant facilities in 1961, and constructed another concession building for the World Fair in 1962 for Diner's Inc.

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The features of the Landmark to be preserved include: the site and the exterior of the building.

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