



The City of Seattle

Landmarks Preservation Board

Mailing Address: PO Box 94649, Seattle WA 98124-4649

Street Address: 600 4th Avenue, 4th Floor

REPORT ON DESIGNATION

LPB 102/16

Name and Address of Property: Lincoln High School – 4400 Interlake Avenue North

Legal Description: Blocks 8, 9 and lots 13 to 24 inclusive Block 1 Smith and Burns addition as recorded in Volume 5 of Plats and Page 68, Records of King County, Washington.

Lots 1 to 7 inclusive Block 1 Ferguson's addition as recorded in Volume 13 of Plats at page 19 Records of King County, Washington.

Lots 1 to 6 inclusive Block 6 and lots 3 to 6 inclusive Block 5 except the north 17 feet of lot 3 Block 6 Lake Union addition as recorded in Volume 1 of Plats at Page 238 Records of King County, Washington, together with vacated streets adjoining.

At the public meeting held on February 17, 2016 the City of Seattle's Landmarks Preservation Board voted to approve designation of the Lincoln High School at 4400 Interlake Avenue North as a Seattle Landmark based upon satisfaction of the following standard for designation of SMC 25.12.350:

- 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.*
- D. *It embodies the distinctive visible characteristics of an architectural style, or period, or a method of construction.*
- F. *Because of its prominence of spatial location, contrasts of siting, age, or scale, it is an easily identifiable visual feature of its neighborhood or the City and contributes to the distinctive quality or identity of such neighborhood or the City.*

DESCRIPTION

Location

Lincoln High School is located in the Wallingford neighborhood of Seattle. The school building is bounded by Interlake Avenue N on the west, N 43rd Street on the south, Woodlawn

Administered by The Historic Preservation Program
The Seattle Department of Neighborhoods

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Ave N on the east, and N 45th Street on the north. The northern half of the block on which the school sits is occupied by a strip of businesses and the Wallingford Public Library, all of which face N 45th Street.

Neighborhood Character

Lincoln High School is located in Seattle's Wallingford neighborhood, an area generally delineated by Aurora Avenue N to the west, N 50th Street to the north, Interstate 5 to the east, and Lake Union to the south. The Lincoln High School property is located within a predominantly residential area consisting of older wood-framed houses dating from the early twentieth century. The school is one block south of the neighborhood's major commercial strip along N 45th Street, and one block east of major arterial and commercial area of Stone Way N. The school lies approximately 1.5 miles north of Gas Works Park, and approximately one mile south of Green Lake. The school is directly northwest of the Wallingford Playfield and Hamilton International Middle School.

Site

Lincoln High School occupies an approximately six-and-three-quarter-acre site measuring approximately 457 feet east-west and 645 feet north-south. The site occupies the majority of a city block bounded by Interlake Avenue to the west, N 43rd Street to the south, Woodlawn Avenue N to the east, and commercial and public properties lining N 45th Street to the north. The site is level, and the western portion of the site is approximately three to four feet above street level, with a rockery, and stairs to access the main entry. The eastern portion of the site is at the same grade as Woodlawn Avenue North. Mature trees are located on the western portion of the site.

The buildings of the campus are distributed over the southern three quarters of the site, with a parking area on the northern portion of the site. The original 1907 building was constructed in the center of the site facing west, with the main entry off of Interlake Avenue N. The 1914 addition was constructed directly to the north of the original 1907 building. The 1930 addition was constructed directly to the south of the 1907 building. The 1958 addition consists of two detached structures that span the eastern side of the site, with a separate main entry off of Woodlawn Avenue N.

Building Development and Description

The subject school building was constructed in four distinct phases, and could be considered a campus of five different buildings. The 1914 addition was constructed directly to the north of the original 1907 building with only a hallway connector to attach the buildings. The 1930 addition was constructed directly to the south of the 1907 building, extending the main north-south hallway. The 1958 structures are completely detached.

1907 Original Building: Plan, Structure, and Exterior and Interior Features

The original brick school building was designed by district architect James Stephen in a Jacobean style. The four-story building has a flat parapeted roof, which illustrates the "E"-shaped upper three stories. The basement level provides a rectangular base. The structure consists of concrete foundations, seventeen-inch-thick brick exterior walls, and an interior

structure of steel columns and beams supporting concrete floor slabs with embedded steel beams. The brick is semi-vitreous red paving brick set in black mortar laid in English common bond. A concrete parged base is capped with a stone belt course that serves as the sill for the ground floor windows. A thirty-six-inch-tall terra-cotta water table circles the building and is located above the ground floor windows. Another terra cotta belt course is located at the window sill level of the third floor. A cornice is located above the third floor windows, with the brick parapet above it. The original single-hung three-over-four-light wooden windows were all replaced in 2000 with three-over-one single-hung windows. Typical windows are grouped and spaced seventeen inches apart with continuous terra cotta sills under each group at the upper three floors, and a stone sill at the basement level. At the second floor each group of windows is outlined by a rectangular terra cotta hood or label mold, with a label stop at each end. The original shaped Jacobean parapets were removed; the area is now flat with a simple terra cotta coping.

The western façade is symmetrical about the central entry bay. The northern and southernmost fifty-four-foot-wide bays contain six typical windows at each level. The central flanking bays are approximately thirty-two feet wide, and are recessed eight feet back from the faces of the outer bays. Each central flanking bay contains four windows at each level. The central entry bay is approximately thirty feet wide, with a porch at the first floor that projects out approximately ten feet, with a wide Tudor arch. The arch voussoirs are made of molded terra cotta with rosette ornamentation. Angled stepped buttresses support the corners of the porch, and ten steps lead up to the main entry. Three pairs of wood entry doors with glass panels, wood sash transoms and a shaped clerestory window above are recessed in the porch. The original stepped brick parapet has been altered and is now flat and sits above a terra cotta belt course. Stone shields are located on the corners of the parapet, and a raised-letter name plate is centered above the arch. The second and third floors contain three typical windows at each level.

The northern and southern façades are now obscured by the northern and southern additions, but the remaining portions are visible at courtyards. The northern façade is mostly intact with only the northern entry porch having been altered for the link between the buildings. The westernmost bay is approximately thirty-two feet wide with groups of three windows at each level. A projecting entry bay is approximately twenty feet wide. The buttressed entry porch at the basement level was removed in 1914 so that a two-story hallway could connect the building to the 1914 northern addition. The bay has groups of three windows at the upper three floors. The eastern portion of the façade is eighty-one feet six inches long at the basement level with three groups of three typical windows, an approximately fifty-three-and-a-half-foot-long bay at the upper three floors with two groups of three typical windows at each level. The easternmost portion of the façade is only one story tall at the basement level.

The southern façade was originally identical to the northern façade, but the westernmost bays were removed for the 1930 addition.

The eastern façade was secondary, and has been frequently modified as the boiler room was added and other elements remodeled and upgraded. It is 200 feet long at the basement level, with the forty-seven-foot-wide northern and southern wings recessed approximately twenty-eight feet from the plane of the basement wall's eastern façade. Nineteen-foot-wide light wells are recessed an additional sixteen feet from the outer wings. The central wing is approximately

sixty-eight feet wide, and in the same plane as the basement façade. Two metal-clad ventilation shafts were added on the northern and southern façades of the central wing. About fifty percent of the windows are replacement sash three-over-one single-hung, and the other fifty percent are three-over-four light. The central window at the middle bay has been bricked in and the brick has been painted. At the light wells, windows are three-over-four fixed and awning sash with a three-light transom above.

The plan contained a lunch and recreation room at the central western portion of the basement with the heating and ventilation spaces to the east and locker rooms at either side of the utility area. Specialized occupational rooms for woodworking, sewing and domestic science were located on the northern (girls') and southern (boys') side. Two stairwells are located on either side of the lunch and recreation room. The building was remodeled in 1914 when the northern addition was constructed to house the auditorium and gymnasiums. The central wing was reconfigured to have the floor levels aligning with the rest of the buildings and the space converted to classrooms. At the first floor a main north-south hallway connected two entry porches on the north and south, and the central entry hall connected at the center from the main entry. Additional east-west halls connected classrooms in the northern and southern wings. A two-story-tall gymnasium was located in the central wing at the second and third floors, with classrooms—called out as either recitation rooms or laboratories—located on the perimeter around a “U”-shaped hallway. A fire in 1911 required that the northern wing of the building be rehabilitated by district architect Edgar Blair, with windows and portions of the brick façade replaced. The finishes in the 1907 portion of the building have been extensively modified since then. All of the ceilings are dropped acoustical panels. Flooring has been replaced, beginning in 1911 with plastic flooring to replace the original slate stair treads.

Also in 1911, a boiler room was added the eastern façade, extending the central wing at the ground floor, and adding a brick chimney, with a round metal chimney extending above it. Another metal-clad structure extends to the east from the boiler room.

1914 Addition: Plan, Structure, and Exterior and Interior Features

District architect Edgar Blair designed the three-story northern addition to house the boys' and girls' gymnasiums and an auditorium, along with a library and classrooms in two-story wings at the western and eastern ends of the building, respectively.

As the site slopes to the northwest, the building appears one story taller on the northern façade. The northern addition is clad in brick to match the 1907 building, with matching terra cotta ornamentation. The eastern and western wings have low-slope roofs with a parapet capped by a terra cotta coping. The taller gymnasium-auditorium central block has a low-slope stepped parapeted roof made of a deep free spanning truss, with terra cotta shields located at the peak of each parapet and terra cotta coping. A terra cotta water table rings the building at the same datum as that of the 1907 building's water table between the basement and main floor levels, and another at the same level as the belt course at the window sill level of the 1907 third floor level.

The western façade is only two stories tall, with the main entry to the northern wing at the upper “auditorium” level, the same level as the main floor of the 1907 portion of the building. The centrally-located entry has a wide set of double stairs oriented north-south leading up to a shallow porch with a raised parapet, and broad pointed arch with terra cotta voussoirs, and a

centrally placed terra cotta shield in the parapet. The parapet above the porch steps up about two feet from the top of the parapet on the western wing of the building. The non-original entry doors are two glass-paned single doors separated by a section of brick wall. The typical windows at the main floor are wood-sash French casements with three-light transoms above, and three-over-three wood sash windows at the lower level. There are four windows on either side of the main entry porch at each level, except at the southern end of the lower level there is an access door where a window was originally designed to be. Light wells between the stair and the building allow light to the lower level of the gymnasium. The western stair wall contains a door with an iron gate.

The northern façade comprises the shorter eastern and western wings, each rising about seventeen feet above the water table, and a taller central block, rising another twenty feet above the eastern and western wings. The eastern and western wings project about twelve feet six inches to the north and are approximately twenty-six feet wide. There are three typical windows at each level on the western wing along with grilled and boarded-up openings at the basement gymnasium level. There are three windows on the eastern wing at the auditorium level, and an access door at the upper gymnasium level. The central block is approximately 123 feet wide. A six-foot-wide cement deck supported on six-foot-deep concrete brackets spans the central block at the auditorium floor level. The deck has a concrete railing filled in with brick in a basket weave pattern. Above the concrete deck is a glass wall, divided into seven rounded cornered units with terra cotta mullions. Decorative terra cotta shields with the letter "L" are located between each window at the lintel level. Terra cotta quoins define the eastern and western jambs of the window wall. Wooden mullions divide each window into three horizontal and three vertical sections, further divided by wooden muntins, with four lights across at the center units, and two lights across at the edge units. The upper units are four lights tall, the central and lower units are six lights tall. A non-original steel double door occupies the lower unit in the central window. Under the concrete deck at the gymnasium level are eleven sets of three-over-three wood-sash windows divided by a concrete spandrel. A light well allows light into the lower windows. An eight-foot-tall wrought iron fence protects the light well, and an iron stair accesses the concrete deck above.

The eastern façade consists of the eastern wing, with northern and southern ends that project out approximately ten feet. Stairwells occupy these bays. The northern bay is fourteen feet ten inches wide, and the southern bay is approximately twenty-seven feet wide at the gymnasium level and fourteen feet ten inches wide at the auditorium level. The two bays are connected at below-grade level by a concrete areaway, which spans the central portion of the façade and is protected by a six-foot-tall chain link fence. A single French window with three-light transom occupies the auditorium level of the northern and southern bays at this façade. An access door is located at the upper gymnasium level of the southern façade. Six pairs of wood casement windows with transoms are located at the auditorium level, and five three-over-three wood-sash windows are located at the upper gymnasium level, with a sixth located on the northern side of the southern wing.

The southern façade is the same height as the eastern and western wings. The auditorium volume is stepped back approximately ten feet from the southern façade. The southern façade is connected to the 1907 building by a two-story hallway at the center. Eastern and western stairways are enclosed in twenty-six-foot-long bays projecting out one foot five inches. Bays on either side of the two story hallway are fifty-two feet six inches long and each contain four

French casement windows with transoms above at the auditorium level and four three-over-three wood-sash windows along with double access doors with transoms above at the upper gymnasium level.

The interior consists of gymnasiums at the basement level, and the former auditorium, former library, a hallway, and additional support rooms at the main level. The gymnasiums include two levels, the top level being a running track open to the lower level. The girls' gymnasium (on the western side) has been remodeled, losing its upper track in 1958 and being again remodeled in 1968. The building is situated so that the upper auditorium level is the same floor level as the main floor of the 1907 building, with the upper and lower levels of the gymnasium below the grade on the south. The auditorium has been remodeled, repurposed, and divided to function as a library and reading room, with extra classroom spaces. The space has been converted into a learning resources center, with a suspended acoustic ceiling, new partition walls, and new flooring. The former library at the upper level has been converted to a classroom, and has updated lighting and flooring, and a prominent steel brace for seismic retrofit. A hallway along the southern side connects the stairwells and main western entry.

1930 Addition: Plan, Structure, and Exterior and Interior Features

District Architect Floyd A. Naramore designed the southern addition. The southern addition is a flat-roofed, three-story "L"-shaped structure, connecting to the 1907 building at the former southern entry porch at the main/first floor and ground floor. The addition extends the main north-south hallway to the south with a single-loaded corridor, and has a double-loaded corridor running east-west on the southern end. The main entry to the southern addition is on the southern façade, in line with the main north-south corridor, at the ground floor. The building is constructed of concrete with brick veneer and wood frame partition walls and roof framing. Floors are concrete slabs spanning between concrete beams, and supported on the exterior walls and interior concrete columns. Typical windows are grouped twelve-over-twelve double-hung wood-sash with terra cotta sills and soldier course headers on steel lintels spaced seventeen inches apart. A terra cotta belt-course encircles the building at the same level as the water table of the 1907 building. This terra cotta belt course is approximately one foot eight inches tall. A terra cotta cornice rings the building at the level of the belt course separating the second and third floors of the 1907 building. The parapet above the cornice is topped with a simple terra cotta coping. The original southern addition included an attached greenhouse on the western façade, which is no longer extant.

The southern façade is primary. A twenty-seven-foot-four-inch bay extends seven feet six inches to the south on the western end. This bay has two six-over-nine double-hung wood-sash windows at the second floor level, and none at the ground or first floor. The main entry is in the next bay to the east at the ground floor. It consists of a terra cotta segmental arch with irregular terra cotta quoin jambs encasing a pair of recessed wood paneled glazed doors with a transom above. The terra cotta extends up another story, surrounding a pair of wood-sash Tudor arched windows with a terra cotta spandrel decorated with shields, a terra cotta mullion, irregular quoin jambs, and square terra cotta head with a label mold and label stops. At the second floor are two six-over-nine double-hung wood-sash windows. The next bay to the east has windows that light the stairway, with a small casement window at the ground floor, a six-over-six wood-sash window above that and a tall three-sash twelve-light window spanning the first and second floors. The central three bays contain groups of three typical windows at each

level. The last bay to the east also contains the stairwell, and windows configured like the previous stairwell bay.

The western façade consists of five bays, with the next-to-southernmost bay being the only irregular one, narrower than the other four with only one window at each level. Originally a greenhouse connected to the building at the ground floor. Now there is a sixteen-light fixed wood-sash window with a concrete sill and without the typical soldier course header where a pair of double doors used to be. The windows above it are eight-over-twelve double-hung wood-sash windows. The other bays at the southern façade contain groups of four typical twelve-over-twelve windows at each level.

The eastern façade is comprised of three portions. The easternmost three-story portion is forty-foot eight inches long with a segmental terra cotta arch enclosing a pair of wood-paneled, glazed double doors with a transom above at the northern end. One typical window is located directly above the door at each upper level. The thirty-six-foot-long two-story portion to the north is recessed eight feet, and is blank. The fifty-seven-foot-long portion encloses the single-loaded corridor at the inside of the “L”-shape and is recessed another ninety-three feet. This portion of the façade has five bays, each with single typical windows at the ground and main floor levels only, except the central bay which contains a pair of wood-paneled glass doors with a transom above.

The northern façade is at the inside of the “L”-shape, and is ninety-three feet long and two stories tall with six bays. The easternmost bay contains a single typical window at the main floor level. The five bays to the west each contain pairs of twelve-over-twelve wood-sash windows with eight-light transoms above at the main floor level. The ground floor contains pairs of typical windows at three bays, and the westernmost bays contain a single typical window, and two smaller eight-over-eight wood-sash windows. The upper floor portion of the façade is recessed thirty-six feet, contains two large louvered openings at the eastern end, four bays to the west with a single eight-over-eight wood sash window at the outer bays and pairs of eight-over-eight wood sash windows at the two central bays.

The ground floor plan included three larger specialized rooms, a work room and a regular nineteen-foot-ten-inch by twenty-five-foot classroom along the western side of the main north-south corridor. The east-west corridor was double-loaded with five classrooms, a fan room, boys’ and girls’ toilets, and two stairwells—one to the east of the entry hall, and one on the eastern end, south of the eastern entry.

The first or main floor plan contained three larger specialty rooms along the western side of the north-south corridor, a conference room at the southern end of the corridor directly above the southern entry, a large study hall on the northern side of the east-west corridor, and three regular classrooms on the southern side of the east-west corridor.

The second floor plan contained two regular classrooms and two larger specialty rooms at the western side of the north-south corridor. The east-west corridor at this level is single-loaded with three regular classrooms on the southern side.

1958 Addition: Plan, Structure, and Exterior and Interior Features

The Seattle architectural firm of NBBJ designed the freestanding gymnasium and auditorium addition in an international modern style. Partner Perry B. Johanson signed the drawings. The

gymnasium sits to the north of the auditorium and the buildings are connected by a covered walkway. The music and industrial arts rooms extend to the south of the auditorium. The buildings are each one story tall, but the gymnasium sits on top of a full basement housing the locker rooms.

The gymnasium consists of a central volume, approximately twenty-six feet in height, which houses the gymnasium, and eleven-foot-tall eastern and western wings. This volume is capped with four east-west-running roof monitors. The southern monitors face north and the northern monitors face south. It is clad in precast concrete panels; the eastern and western wings are clad in red brick with aluminum frame windows and aluminum frame doors with transoms above. The eastern wing of the gymnasium houses the entry foyer and toilet rooms, the western wing houses more circulation space including stairs down to the locker rooms, along with storage space and two small offices in the center. The gymnasium has a folding door to divide the space into two equally sized areas. Pull-out bleachers line the northern and southern walls.

A covered twenty-five-foot-wide covered walk leads to the auditorium foyer. The northern façade is clad in a forty-six-foot-long aluminum frame glass wall on the eastern end and is enclosed with a twenty-six-and-a-half-foot-long red brick wall on the western end. The eastern side of the foyer contains three sets of entry doors in a thirty-foot-long red brick wall. The western side of the foyer volume is enclosed in red brick and houses the toilet rooms and access stair to the underground transformer vault. The volume of the auditorium is approximately twenty-six feet tall, and clad in precast concrete panels matching the gymnasium. Fireproof trusses span the 116-foot width of the auditorium. The auditorium volume is 122 feet long north to south. The auditorium was designed for a capacity of 1,160. The stage is thirty-two feet six inches deep with a thirty-four-foot six-inch-wide proscenium. The southern wing of the auditorium complex is only fourteen feet eight inches tall, and clad in red brick on the eastern and western facades. The eastern façade contains two windows and a double door; the western façade contains a double door at the northern end, a single aluminum frame window and a double door with aluminum frame sidelights near the southern end. The southern façade has precast concrete panels underneath and aluminum frame glass wall with sections of operable awning windows. The southern wing houses instrumental and choral rooms, an audio-visual room with a stage platform, and originally housed woodworking and engine room instructional rooms on the southern end. These have since been divided up into regular classrooms. Smaller practice rooms and boys' toilets are located on the eastern side of a north-south hallway.

Documented Building Alterations

The school has been extensively modified. Portions of the façade of the original 1907 building are original, however, the northern wing of the central building was repaired in 1911, and the eastern façade was modified in 1914 when the original gymnasium and auditorium were removed and another floor level was inserted to create additional classrooms. Almost none of the interior of the central block is original; the stair railings are still intact, but the treads and risers were covered with plastic flooring in 1917. All of the windows have been replaced in this portion of the building.

At the northern addition, the auditorium and the western-side gymnasium were modified in 1958 when the new auditorium and gymnasium buildings were added. The auditorium was removed and replaced with a library/learning center. The ceiling was dropped and the space

divided by walls. Additional seismic retrofitting by Integrus added large-scale steel cross-bracing members on the upper level that extend down to new foundations underneath the gymnasiums. Some of the windows are original, as is the track and some of the finishes in one of the gymnasiums.

The southern addition has had some interior modifications, but most of the windows are original, and some original classroom finishes still exist although the finishes in the hallways have been replaced, and at time the building has had other uses. The greenhouse was demolished in the 1980s.

There have been minor modifications to the 1958 NBBJ gymnasium and auditorium buildings, including seismic retrofitting of the gymnasium.

Significant Recorded Building Permits and recorded School District Work

Date	Designer	Description	Permit
1907	James Stephen	Build school	
1911	Edgar Blair	Renovate main building after fire	
1914	Edgar Blair	Add boiler room	
1914	Edgar Blair	Build northern addition	
1914	Edgar Blair	Renovate 1907 building, remove auditorium and gymnasiums, add classrooms	
1915	Edgar Blair	Add shop space	
1930	Floyd A. Naramore	Temporary annex building	
1931	Floyd A. Naramore	Build southern addition	293774
1931	Floyd A. Naramore	Alter existing 1907 building	
1938			3322089
1951		Alterations: home economics	406889
1951		Offices and book storage, fire damage at office	407330
1955		Construct section of reinforced conc. at first floor	437060
1959	NBBJ	Construct buildings per plan	472503
1959	NBBJ	Alter existing bldg. per plan (Blair's northern addition)	474150
1965		Construct new steps at west entrance	BN-23269
1966		Alter existing bldg.	BN-32915
1969	Cuykendall & Ilse	Alter existing bldg.	BN-35498
1970		Install 2 storage tanks	536497
1970		Construct buildings	535674
1970	SPS	Install sprinkler system	BN-38289
1973		Alter roof of boiler room	BN-46225
1973		Smokestack modification	BN46859
1979	SPS	Interior alterations	NA
1985	SPS	Additional Boiler	NA

1989	James Johnston, Arch.	Occupy and change use portion former school to daycare/community center	8904437
1989	Scott Vincent	Int. alterations 1 st & 3 rd floors to caretaker quarters and light manuf.	8905689
1993	NA	Non-struct. wall for occupancy separation at central wing (STFI)	9304307
1997	Waldron/Pomeroy/Smith/Foote/Akira	Re-struct. roof and re-roof	9701616
1997	Waldron/Pomeroy/Smith/Foote/Akira	Reestablish school use in por. of building previously converted to other uses	9702162
1998	SPS	Replace drop ceiling in school library (STFI)	9804680
2000	Waldron Akira	Re-roofing and window replacement	NA
2003	(David Standaart PM SPS)	Subst. alt. to north and south wings bldg. 2, alt to bldgs. 1, 3 & central wing of bldg. 2, per plan	2208352
2006	SPS (Heery)	Replacing bleachers in Lincoln high school gym and add structural supports	6090555
2009	Integrus	Seismic Upgrade	NA
2014	Alexander Clark/Rolluda Architects	Alt. lunch room, certain classrooms, toilet rooms, flooring, and removal of accessory green house building	6394775
2014		Sprinkler revisions	6421570
2014	McGranahan Architects	Alterations to south portion of building C (SE Bldg) for Lincoln High School SPS Skills Center, per plans.	6442116

Site Alterations

Date	Designer	Description	Permit
1958	NA	Construct and locate 3 portables	466555
1958	NA	Relocate 4 portables from Ballard	467559
1962		Construct and locate 4	BN-11633

	portables	
1965	Locate 2 portables	BN-22519
1966	Relocate 1 portable	BN-25852
1966	Relocate 1 portable	518265
1972	Construct and locate portable	545498
1974	Construct ticket booth	49290
1996	Stripe exist. paved area for parking	9601039
2000	Stripe exist playground and est. use for parking	2008229
2004	Replace and reroute sewer	6035988 & 6041080
2005	Separate existing combines sanitary/storm sewer	6060145

SIGNIFICANCE

Historical Site Context: Wallingford

The land that came to be known as Wallingford was first surveyed between 1855 and 1856, but would not be inhabited by European-American settlers for another quarter-century. Until the Western Lumber Mill opened south of Lake Union in 1882, the land to the north of the lake was dense old-growth forest. Over the next decade the timber was logged off and floated across the lake to the mill, making the land north of the lake habitable.

John N. Wallingford was born in Maine in 1833 and served in the Minnesota infantry during the Civil War. He moved to Seattle in 1888 at age fifty-five, and purchased tracts of land throughout the city. He and his wife Arabella settled in the Green Lake Addition. This area, including Wallingford's division, was annexed by the city on July 26, 1889. Wallingford served on Seattle's city council and served two terms as police commissioner. It is not known precisely when or how the neighborhood came to be called Wallingford, though between 1910 and 1912 a merchants' group and two churches adopted the name, and by 1913 the city named a new safety center the Wallingford Fire and Police Station.

In 1887 the Seattle, Lakeshore, and Eastern Railroad reached north Lake Union, running northwest from downtown Seattle to Ballard, where the line turned east and reached Lake Union, continuing through what would become the University of Washington campus and on to Lake Washington. The railway spurred the development of two communities on the hill north of Lake Union: Edgewater, straddling both sides of what is now Stone Way N, and Latona, platted by early Seattle Developer James Moore and located west of what is now the University Bridge. Each of these communities had its own rail station, which expedited growth in the area.

In 1891, David T. Denny established the Rainier Power and Railway Company and planned for a streetcar line running from Eastlake to north of Lake Union over a wooden drawbridge. This bridge, dubbed the Latona Bridge, was dedicated on July 1, 1891. In 1902 the bridge was widened to accommodate pedestrian and vehicle traffic in addition to the streetcar route. During the Alaska-Yukon-Pacific Exposition of 1909, more than four million people crossed the bridge to reach the exposition grounds on what would become the University of Washington campus. The Latona Bridge remained in place until 1919, when the still-extant University Bridge replaced it, twenty-eight years to the day of the dedication of the Latona Bridge.

In 1906, the Seattle Gas Light Company established a plant for gas production on the 20.5-acre promontory jutting south from Lake Union's northern shore. At the time it was the largest private utility operating in Seattle. As early as 1903, the Olmstead brothers had recommended establishing a park on the land, citing its excellent views and potential for playgrounds and boating areas. However, the land was used commercially until 1956, when the plant ceased operations. The city acquired full ownership of the land and the factory gradually between 1962 and 1972, and in 1974 the land was finally established as a park. Years of untrammelled industrial production had rendered the site unsuitable for a proposed arboretum, and designer Richard Haag decided to incorporate the original gas plant into the park's design. The park was designated a City of Seattle landmark in 1999.

The 1920s were booming years for Wallingford, with a rapid increase in house construction, surging home values, and an influx of families. As home to four public schools, the regional police headquarters, and a sophisticated street lighting system, the *Seattle Times* dubbed Wallingford a “city within a city.” Retail businesses thrived, particularly along N 45th Street, which remains the area’s commercial center. Wallingford suffered a blow in 1928 when Stone Way was passed over as the site of a new bridge linking Queen Anne to North Seattle; Aurora Avenue was instead awarded the distinction. This setback, combined with the Great Depression of the 1930s, made for a more subdued period of growth than the area had enjoyed in the two previous decades.

A major slump hit the neighborhood in the 1960s. Suburbs lured many families away, the establishment of Northgate Mall drew shoppers away from neighborhood retailers and businesses, and the construction of Interstate 5 impeded access to the University District. Decline gave way to blight, and Wallingford developed a reputation as a run-down, unsafe neighborhood. By the early 1970s this trend began to reverse, with the growth of the university serving as a draw for middle-class families. The Wallingford Community Council advocated for the development of better social services in the neighborhood, including opening night classes for adults at Lincoln High School.

Today Wallingford is a prosperous neighborhood with a thriving retail core. City of Seattle Landmarks in the neighborhood include the Wallingford Fire and Police Station, the Wallingford Center (former Interlake School), Hamilton Middle School, Latona School, Gas Works Park, and the Good Shepherd Center.

Lincoln High School

Lincoln was Seattle’s second high school. Broadway High School exceeded its enrollment capacity within four years of its 1902 opening, and an additional school was necessary. The Wallingford site was chosen for its proximity to streetcar lines and its accessibility for the north Seattle neighborhoods of Green Lake, Latona, the University District, Ravenna, Queen Anne, and Fremont. The original Lincoln school was built in 1906-07, comprising thirty classrooms, a study hall, and a gymnasium. The school opened in September of 1907, whereupon it was immediately clear that the facilities were inadequate for the 900 enrolled students.

By the following year the student body had nearly doubled, and to accommodate the additional students the school expanded into five classrooms in nearby Interlake Elementary School. These rooms were used until 1909, when Queen Anne High School opened and Lincoln’s enrollment dropped.

In 1911 the northern end of the school was damaged by fire. District architect Edgar Blair oversaw the repairs and restoration.

By 1913 enrollment was again on the rise, with a reported 1,068 students registered at Lincoln. Several temporary buildings were erected, and in 1914 a large construction project was undertaken. This construction added fourteen classrooms, two locker rooms, several utility rooms, an auditorium, and girls’ and boys’ gymnasiums. In spite of this, the school remained crowded, and as a result in 1920, then-district architect Floyd A. Naramore added a ten-room wooden annex to the school grounds, and fourteen portable buildings provided additional

space. After Roosevelt High School opened in 1922, and became the assigned school for many neighborhoods previously served by Lincoln, enrollment at Lincoln leveled off for several years.

Increased development in north Seattle meant that Lincoln again utilized the ten-room annex and portable buildings throughout the 1920s. In 1930, Naramore added a southern wing with twenty-two additional classrooms and a large study hall, while modernizing the rest of the building. The addition was to accommodate 800 students. This brought the school's total capacity to 2,600 students, making it the largest high school building in Seattle.

The 1940s saw many Lincoln graduates heading off to serve in World War II. In 1942, all students of Japanese descent were removed and sent to internment camps.

In 1953 Warren Littlejohn was hired as a language arts teacher at Lincoln, becoming the district's first African American high school teacher. Littlejohn earned his teaching degree at the University of Washington. He later became the head of Lincoln's language arts department, and in 1969 switched from his teaching position to that of school administrative assistant.

In 1958-1959 Lincoln expanded again, with a large addition that included a gymnasium, auditorium, music and choral rooms, audio-visual classrooms, a small theater, and two industrial arts shops. Additionally, the former auditorium was converted to a library, a study hall, and art rooms. Enrollment hit 2,800 students in the 1959-60 school year, making it Seattle's most populous high school. A decade later, the school underwent another major remodel, modernizing much of the older portions of the building including administrative offices, and creating a learning resource center by combining a study hall and the library.

In 1971, Lincoln became a four-year high school, and enrollment dropped to 1,725. Interlake Elementary School had closed and became an annex for Lincoln, housing the high school's language arts department, social studies classes, and special education program. The school was first integrated in 1971, adding approximately fifty African American students. In 1973, the African American educator Roberta Barr became Lincoln's principal and the district's first female principal overall. 350 additional minority students enrolled in the school in 1974 as part of a district-wide effort to better integrate the schools. The late 1970s saw such an increase in the Southeast Asian student population that a "Newcomer Center" was opened to help these students adapt to the school and the school system.

In February 1981 the school district announced that Lincoln would be closed at the end of the school year, due to dwindling enrollment, the building's age, and the site's small size. In the years subsequent to closure, the building was leased to groups including the Wallingford Boys and Girls Club and the Calvary Fellowship Church. Since 1997, the school has served as an interim building as district schools have been remodeled, including Ballard, Latona, and Roosevelt.

Historical Architectural Context

19th and Early 20th Century School Typology

Horace Mann and Henry Barnard, the secretaries to the Boards of Education in Massachusetts and Connecticut, respectively, influenced early school designs. Horace Mann is largely

attributed with the promotion and formation of compulsory public education in the United States. He also published a plan for a one-room schoolhouse that would be regular, modern, and allow adequate light and air for the student. Barnard published a tract called *School Architecture* in 1838 and 1842, which excoriated the existing haphazard school designs and used Mann's design as a model, with windows on both sides, and a clear pedagogical hierarchy, with the teacher in the front of the classroom. According to Barnard the architecture of the school building should express the community's commitment to education. This model was used as a classroom unit and grouped together in buildings where the classrooms became increasingly prescriptive in their designs. During this period, classrooms were clearly hierarchical, with the teacher at the front and students in facing rows, with windows on the left, for illumination for right-handed students. This model was still in effect until 1932, when the so-called Rosenwald Schools were being constructed in the southeastern United States. American businessman and philanthropist Julius Rosenwald funded more than 5,000 schools at the encouragement of Booker T. Washington; with these schools Rosenwald and Washington sought to highlight and correct the inherent inequalities of segregationist primary schools in the southern United States. With the windows on one side of the schoolroom, school could be arranged around a double-loaded corridor for efficiency. In the 1890s, the New York School Board adopted an H-plan school, with classrooms grouped about central courtyards for light and air, with outdoor play space provided for in an urban environment. Other letter shapes were also adopted. These schools also provided large windows for light, forced air ventilation, central heating, fireproof materials, and fire escapes.

In 1910, A. D. Hamlin published *Modern School Houses; Being a Series of Authoritative Articles on Planning, Sanitation, Heating and Ventilation*. In 1915 Wilbur T. Mills published *American School Building Standards*. The guidelines published in these and other books were widely adopted. In order to maximize light penetration, the area of the classroom was based on the size of the students' desks; the width of the classrooms was based on the height of the windows. The window area and spacing was designed to minimize shadows for a right-handed student. At the same time that school design was becoming increasingly codified, John Dewey was advocating for reform in education and school design. As early as 1900, he advocated for more flexibility for students and expanded curricula that would provide education in subjects besides basic literacy and math, with auditoriums, gymnasiums, and rooms for special topics and laboratories. Despite Dewey's push for more flexibility in classroom design, classrooms remained lit from one side with large grouped windows, and blackboards on the other walls. Dewey inspired some alternate designs for more flexibility in school design—including Frank Lloyd Wright's school designs between 1900 and 1908—but on the whole, ideas of educational reform did not influence school design until much later. The interior wall was often taken up by storage and ventilation. Standards for lighting were based on window area for the majority of light, with windows being responsible for forty- to fifty percent of the wall area of one long wall, and the window heights codified to start within thirty-six to forty-two inches of the finish floor, and to terminate no more than six inches from the ceiling. Classrooms were to be at least twelve feet in height from the finish floor to the ceiling. By 1918, the Illumination Engineering Society specified that three foot-candles per square foot was the minimum amount of electric light that should be provided in a classroom. Even in 1910, ventilation minimums were thirty cubic feet of fresh air per pupil, with a heating capacity adequate to heat the building to seventy degrees in zero degree weather.

There was no universal stylistic or decorative motif for the exterior of school buildings. Communities chose the style which best suited their own idea of how scholarship should be viewed by the community: Colonial Revival as a nod to national history, Classical Revival for the democratic beginnings of Greece and Rome, or another revival style that might be particular to the community. Certain styles were more popular during certain eras, and by the end of WWI the Collegiate Gothic or "Jacobethan" style was applied to over seventy-five percent of all new school buildings. Later the Georgian revival was more popular, and Art Moderne took over as the predominant style during the depression and WWII. As examples: in 1891, James W. Naughton designed the Boys' High School in Brooklyn, NY in a Romanesque revival style. In 1904, Charles B. J. Snyder designed Morris High School, Curtis High School, and Erasmus High School in New York City in a Collegiate Gothic style. Jacobean forms of Gothic can be seen elsewhere around the United States, such as the 1926 Scotch Plains School in New Jersey, and the 1930 El Dorado Elementary in Stockton, CA. In Seattle, most of the other schools designed in the Jacobean style were built in 1909 and 1910. These include Emerson, Gatewood, John Muir, West Woodland, Greenwood, Hawthorne, Colman, and Adams School, all designed by Stephen. A few later schools designed by Naramore—such as James Madison Junior High, the addition to Whittier, and Bagley Elementary—had elements of Gothic ornamentation.

Lincoln High School has been called Jacobean in style. This is based on the stepped parapets and Tudor entry arches. Gothic revival influences on the original building include the buttressed entry porches and label or hood molds at the third-story windows. Lincoln was not the first Seattle school Stephen had designed in the Jacobean style. The 1904 Rainier Club by Kirtland K. Cutter and Karl G. Malmgren may have influenced Stephen, along with many precedents for Gothic and Jacobean schools around the country. As the second high school in the city, Stephen would have been looking for a style that was emblematic of regional values, and that was also emblematic of the value of education. Jacobean examples can be found at both Oxford and Cambridge Universities in England, and would have been appropriate to a scholastic building. The northern addition was built with the vocabulary of the original school, and incorporated a large window wall on the northern façade. This could also be influenced by the Gothic style, however, the oversized concrete brackets underneath have no precedent in either the Jacobean or Gothic revival styles. The style of the northern addition by Blair isn't definitive, nor is the style of Naramore's southern addition, which also has some Jacobean elements in the Tudor arches and terra cotta shield ornamentation. However, all three portions of the building adhere to the early 20th century standards of the time as far as window configuration and area, classroom size and configuration, and other particulars of the design.

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

The design of the 1958 portion of the school reflects the adoption of modern ideas of cleanliness and functionality. Before World War II, some school designs were responding to Modernist ideas, striving for clean, rational, and functional spaces. These buildings set the stage for the boom in new modernist schools built after the war.

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. Although educational theories excoriated the traditional classroom structure as factory-like and welcomed the idea of new school with more flexible learning environments, school designers in the United States were slow to adapt to new styles of building, remaining with traditional models throughout the depression and into the 1940s.

In America, school design started to be influenced by the outward aesthetic of the modern movement, while retaining traditional classroom sizing and daylighting standards. During the 1930s there was little funding available for new schools outside of the Federal Public Works Administration (PWA) building projects. Washington State had at least three of these PWA-constructed schools: Bellingham High School (1938, Floyd Naramore), Meridian Elementary School, Kent, WA (1939), and Panther Lake School, Federal Way, WA (1938-1939).

Many of the plans for modern schools included classrooms that opened directly to the exterior and were air-conditioned. One of the earliest schools to apply the principles of the International Style was William Lescaze's Ansonia High School in Connecticut in 1937. The Crow Island School in Winnetka, Illinois, designed in 1940 by Eliel Saarinen, was instrumental in influencing modern school design, as was Richard Neutra's Corona Avenue School in California. The firm of Franklin & Kump designed the Acalanes Union High School (1939-40) in Lafayette, California, which applied these ideas in an economical way to an expandable high school.

Modern construction, technologies, and ideas for the health, welfare, and educational ideals for children also impacted school design. The new designs focused on one-story flat-roof buildings, using modern lightweight building technologies with metal-frame windows. These schools were less expensive to build than their two-story Classical, Colonial, or Gothic predecessors. They also had a shorter life expectancy.

New research on tolerable levels of light, temperature, and ventilation, combined with technological advances in lighting and environmental controls, bolstered the success and proliferation of the new architectural forms. As designs relied more on artificial lighting and mechanical ventilation, architects during the latter part of the post-war era also began to focus on the acoustical design principles for school classrooms, affecting roof and ceiling forms. An early example of this is illustrated at John Carl Warneke's Portola Junior High School in El Cerrito, California, constructed in 1951. The 1958 gymnasium by NBBJ at Lincoln High School reflects the same popular idea of natural lighting with monitor skylights facing alternately north and south.

During this period, new school designs accommodated new functions and frequently had separate structures for auditoriums/lunchrooms, gymnasiums, and covered outdoor play areas, as Lincoln High School does. In some schools, specialized classrooms for music, art, and science were built, while portables were also often retained for art and music.

The Design of Seattle School Buildings after World War II

In the Pacific Northwest, a new generation of architects emerged from architectural schools, including the University of Washington, where early adopters of Modernism 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 embracing a new 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 awakening 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. During this period, the Seattle School district chose separate architects for each school design, definitively moving away from the previous model of a school district architect producing unified designs. Most school architects between 1945 and 1965 designed one-story elementary schools with ribbon windows and a modern expression. Several schools replaced interior corridors with covered exterior walkways as circulation spaces. All were purposely residentially scaled to fit better within their neighborhoods, and perhaps to be less intimidating to younger children. Because of the booming student population, portable school units were used at all schools to ease overcrowding.

During the war years, the Seattle Parks Department and the Seattle Public Schools shared the administration of sports programs, and in 1948 the school district adopted interscholastic sports programs. This resulted in changes of both school design and school site planning. This effort reflected a national interest, advanced by the National Education Association and others, to meet the specific and distinct needs of teenagers. Thus the post-war schools accommodate more sports and play, with a typical emphasis on indoor/outdoor connections, and additional paved outdoor recreation and equipment areas. While many schools were fenced, play areas were typically accessible for neighborhood use. School sites were expanded to create larger paved parking lots for teachers, staff, service vehicles, and visitors. Landscaped plant beds were typically placed along the primary façades and entries of classroom and administrative buildings and within courtyards.

The 1958 addition to Lincoln High School is consistent with the midcentury modern design of Seattle Public Schools, including the addition of gymnasiums, and auditorium and specialized band, choral and vocational spaces.

Building Owner: Seattle School District Number 1

Early Development of Seattle Area Schools

The first school in Seattle was established in 1854 in Bachelor's Hall, a boarding house for single men located near the present-day First Avenue and Cherry Street. The sole teacher was Catharine P. Blaine, who arrived in Seattle in 1853 with her Episcopalian minister husband. An initial three-person school board was created around 1861, and in 1862, the first public funds were used to pay a teacher a salary for the twenty-three children attending school then held in the new Territorial University Building on Denny's Knoll, located at University Street and Fourth Avenue. Until 1866, when tuition-free classes were established, public funds were exclusively earmarked for teacher salaries. In 1869, Seattle received a city charter from the territorial legislature, and residents approved a funding levy to build the city's first free public school building, Central School, near Third Avenue and Marion Street. The school opened in 1870 with 120 students and the city's first public school teacher, Lizzie Ordway. Other tax levies were later approved to construct a few smaller schoolhouses of one or two rooms scattered throughout the town.

In 1877, the legislature established the Territorial Board of Education, and by 1881, it had granted appointments of school superintendents in incorporated cities. Subsequently, Edward Ingraham was named the first superintendent of the Seattle School District in 1882.

In 1883, a new twelve-room Central School (a.k.a. the Sixth Street School, 1883, Isaac A. Palmer, demolished) located at Sixth Avenue and Marion Street opened, offering Seattle's first high school classes. The following year, the twelve-room Denny School (1884, Stephen J. Meany, demolished) at Fifth Avenue and Battery Street opened for elementary students. The district's first high school commencement was held in 1886, for twelve graduates.

Student enrollment in the district expanded more than fourfold from 1,500 students in 1885, to nearly 6,650 in 1893, with many students attending classes held in rented rooms. Acute overcrowding, exacerbated by the loss of Central School to a fire in 1888, resulted in a major school construction program. Eight school buildings were built between 1889 and 1890. The city's third Central School (1889, demolished 1953), replaced its destroyed predecessor, and the South School (1889, demolished 1909), located at Twelfth Avenue S and S Weller Street, were Seattle's first brick masonry schools, both designed by the architectural firm of Boone & Meeker.

The district's third superintendent, Frank J. Barnard, was hired in 1890, replacing Julia Kennedy, who had replaced Ingraham in 1888. Barnard oversaw the construction of fifteen schools the district completed between 1891 and 1900. Three were wood-frame school buildings with identical plans designed by the architectural firm of Saunders & Houghton, as well as four schools designed by John Parkinson based on programs developed by Barnard.

District schools completed between 1890 and 1899 included:

School	Year	Address	Designer	Notes
Mercer School	1890	Fourth Ave N and Valley St.	Saunders & Houghton	Demolished 1948
T.T. Minor School	1890	1700 E Union St.	Saunders & Houghton	Demolished 1940
Queen Anne School	1890	W Galer and Fifth Ave W	Charles W. Saunders	Demolished 1895
Randall School	1890	E Union and 33 rd Ave.	n.a.	Sold and moved 1906
Rainier School	1890	23 rd Ave. S and King St.	Saunders & Houghton	Demolished 1957
Olympic School	1891	Norman St. and 26 th Ave. S	Walter Smedley	Demolished 1937
B.F. Day School	1892	3921 Linden Ave N	John Parkinson	Altered, Seattle Landmark
Latona School	1892	Fifth Ave. NE and N 42 nd St.	n.a.	Demolished 1932
Green Lake School	1892	N 65 th and Sunnyside Ave.	John Parkinson	Demolished 1928
Cascade School	1893	Pontius St. and E Thomas St.	John Parkinson	Demolished 1955
Pacific School	1893	1114 E Jefferson St.	John Parkinson	Demolished 1977
Seward School	1895	Franklin St. and Louisa St.	Chamberlin & Siebrand	A.k.a. Denny-Fuhrman, altered
West Queen Anne School	1895	515 W Galer St.	Skillings & Corner	Seattle Landmark, sold and redeveloped as condominiums in 1983
Beacon Hill School	1899	16 th St. S and S Lander St.	n.a.	Destroyed by fire 1988
Lake School	1899	38 th Ave. E and E Garfield St.	W.E. Boone	Demolished 1927

The financial panic of 1893 slowed the development of new schools, but Seattle prospered during the Klondike Gold Rush of 1897. In the aftermath of the Great Seattle Fire of 1889, local designers and builders focused on fireproof masonry as a primary building material, looking to post-fire Chicago and its brick masonry buildings for inspiration.

Early 20th Century Seattle Schools and James Stephen

Frank B. Cooper was hired as superintendent in 1901. During his twenty-one-year tenure, he led the Seattle School District's transformation into a major urban school system. Cooper encouraged this development by establishing many specialized programs, including kindergartens, parental schools, and classes for adults in evening schools, as well as those for special-needs students. Cooper and the school board planned for smaller neighborhood elementary schools and comprehensive high schools.

James Stephen became the school architect and director of construction in 1901, developing a "model school plan" for standard wood-frame elementary schools. This plan was used as a basis for several elementary schools designed for the district, partially offsetting a short-term financial shortfall. These schools provided a flexible and economical approach to school construction. The standard floor plan facilitated a phased construction process in which an eight-, twelve-, or twenty-room school could be constructed and later expanded. While standard floor plans and interior finish materials were used, the exterior façades and details of these schools varied greatly.

In 1902, the district constructed seven new large wood-frame schools, all based on Stephen's plan, as well as a new large brick masonry high school. They included:

School	Year	Address	Designer	Notes
Green Lake School	1902	6500 Sunnyside Ave.	James Stephen	Demolished 1986
Brooklyn School	1902	5031 University Way NE	Bebb & Mendel	Later University Heights, sold to University Heights Community Center Association, Seattle Landmark
Interbay School	1902	16 th Ave W & W Barrett St.	James Stephen	Demolished 1948
Ross School	1902	Third Ave. NW between 43 rd St. & 44 th St.	Josenhans & Allen	Demolished 1941
Walla Walla School	1902	2410 E Cherry St.	Saunders & Lawton	Renamed Horace Mann School, Seattle Landmark
20 th Street School	1902	E. Thomas St. & 20 th Ave. E	W.E. Boone & J.M. Corner	Renamed Longfellow, later Edmund S. Meany Middle School, demolished 1960
Warren Ave. School	1902	Warren Ave. N between N Harrison St. & Republican St.	Albert Wickersham	Demolished 1959

Between 1904 and 1909, Stephen designed ten other Seattle schools, all based on his “model school plan,” including:

School	Year	Address	Designer	Notes
Park School	1904	6532 Phinney Ave. N	James Stephen	Renamed John B. Allen School, Seattle Landmark
Beacon Hill School	1904	16 th Ave. S & Lander	Saunders & Lawton	Now El Centro de la Raza
Interlake School	1904	4416 Wallingford Ave. N	James Stephen	Now Wallingford Center, Seattle Landmark
Madrona School	1904	33 rd Ave. & E Union St.	James Stephen	Altered
John B. Hay School	1905	Bigelow St. & Boston St.	James Stephen	Seattle Landmark
Seward School	1905	2515 Boylston Ave. E	James Stephen	Seattle Landmark
Daniel Bagley School	1906	Stone Way & N 79 th St.	James Stephen	Demolished 1940
Latona School	1906	401 NE 42 nd St.	James Stephen	Now John Stanford International School, altered, Seattle Landmark
Isaac I. Stevens School	1906	1242 18 th Ave. E	James Stephen	Altered, Seattle Landmark
Frantz Coe School	1907	2433 Sixth Ave. W	James Stephen	Destroyed by fire 2000, Seattle Landmark
Van Asselt School	1909	Beacon Ave. & Othello St.	James Stephen w/ Edgar Blair	Altered

Other district schools during this period that were not based on the “model plan” include:

School	Year	Address	Designer	Notes
Central High School	1902	6525 E Broadway Ave.	W.E. Boone & J.M. Corner	Later renamed Broadway High School, altered 1974
Parental School	1905	Mercer Island	James Stephen	A.k.a. Burbank School

Summit School	1905	1415 Summit Ave.	James Stephen	Now Northwest School, Seattle Landmark
Franklin School	1906	18 th Ave. S and Main St.	James Stephen	A.k.a. Washington School, demolished ca. 1975
Whittier School	1908	7501 13 th Ave. NW	Newton Gauntt	Demolished 1998
Webster School	1908	3014 NW 67 th St.	Frederick Sexton	Now leased to Nordic Heritage Museum, Seattle Landmark

Between 1907 and 1908, the district began reconsidering wood-framed school buildings, with the board authorizing the construction of three brick masonry “fireproof” buildings using the model plan developed for the wood-frame schools. These include:

School	Year	Address	Designer	Notes
Lawton School	1908	25 th Ave W & Elmore	James Stephen	Demolished 1913
Fairview School	1908	844 NE 78 th St.	James Stephen	Now Fairview Church
Whitworth School	1908	5215 46 th Ave. S	James Stephen	Demolished 1987

These James Stephen-designed buildings were nearly identical, incorporating Tudor-style details executed in terra cotta, flat roofs, and projecting entries.

In 1908, school architect Stephen prepared a report on modern school design, construction, and equipment. This report directly led to the creation and adoption of the second “model school plan” that incorporated fireproof materials including concrete, masonry, and terra cotta. These “new” school plans also incorporated modern lavatory equipment. These later schools were often executed in late Gothic or Jacobean style, then popular, and were also designed to be expandable as necessary. Schools that followed the “new” model are:

School	Year	Address	Designer	Notes
Emerson School	1909	9709 60 th Ave. S	James Stephen	Altered, Seattle Landmark
Adams School	1909	6129 26 th Ave. NW	James Stephen	Demolished 1989

Colman School	1909	1515 24 th Ave. S	James Stephen	Now Northwest African American Museum, Seattle Landmark
Greenwood School	1909	144 NW 80 th St.	James Stephen	Altered

Stephen also designed the original portions of two of Seattle's oldest extant high schools:

School	Year	Address	Designer	Notes
Lincoln High School	1907	4400 Interlake Ave. N	James Stephen	Altered
Queen Anne High School	1909	215 Galer St.	James Stephen	Now housing, Seattle Landmark

By 1910, enrollment was at 24,758 students and more elementary school buildings were needed. Annexations of suburban areas between 1905 and 1910 brought nearly two dozen additional schools into the district service area, many of which needed replacement

Early 20th Century Seattle Schools and Edgar Blair

Edgar Blair, who had worked with Stephen since 1906, became the district's architect in 1909 after Stephen resigned. Blair, a graduate of Columbia University who had previously worked at the New York architectural firm of McKim, Mead & White, originally retained Stephen's model plan, but eventually shifted away from Stephen's preferred Jacobean style to more Classical- and Renaissance-based schemes.

Between 1910 and 1913, eight nine-room reinforced concrete school buildings with brick veneers were constructed from Blair's designs, including the following:

School	Year	Address	Designer	Notes
Gatewood School	1910	4320 SW Myrtle St.	Edgar Blair	Altered, Seattle Landmark
Ravenna School	1911	6545 Ravenna Ave. NE	Edgar Blair	Altered, now Ravenna Apartments Community Center
Jefferson School	1911	4720 42 nd Ave. SW	Edgar Blair	Demolished 1985

Lawton School	1912	25 th Ave & Elmore	Edgar Blair	Demolished 1987
Lake School	1912	1617 38 th Ave. E	Edgar Blair	Now McGilvra, altered, Seattle Landmark
F.A. McDonald School	1912	144 N 54 th St.	Edgar Blair	Altered
Concord School	1912	723 S Concord St.	Edgar Blair	Altered, Seattle Landmark
Alki School	1913	Carroll St. & Chilberg Ave.	Edgar Blair	Demolished 1965

These similar school buildings were all eclectically styled with wood-framed hip roofs. The later buildings incorporated terra cotta stringcourses and more intricate detailing.

Besides these larger nine-room school buildings, Blair was responsible for smaller, four- to six-classroom “intermediate grade of school buildings” designed for less populated neighborhood locations. These include:

School	Year	Address	Designer	Notes
Harrison School	1913	3201 E Republican	Edgar Blair	Altered, now Martin Luther King Elementary School
North Queen Anne School	1914	2919 First Ave. W	Edgar Blair	Altered
Fauntleroy School	1917	9131 California Ave. SW	Edgar Blair	Altered, now leased to Fauntleroy Day Care Center
Frank B. Cooper School	1917	4408 Delridge Way SW	Edgar Blair	Altered, now Youngstown Cultural Arts Center, Seattle Landmark
Crown Hill School	1919	9250 14 th Ave. NW	Edgar Blair	Altered, sold to Small Faces Child Development Center

Blair also designed four school additions, so-called “border” buildings, consisting of linear single-loaded brick masonry buildings intended to be built adjacent to the lot line of existing schools. These include additions to:

School	Year	Address	Designer	Notes
Allen School	1917	6615 Dayton Ave. N	Edgar Blair	Sold to Phinney Neighborhood Association, Seattle Landmark

Seward School	1917	2515 Boylston Ave. E	Edgar Blair	Altered, Seattle Landmark
Latona School	1917	401 NE 42 nd St.	Edgar Blair	Demolished 1999
Lowell School	1919	1058 E Mercer St.	Edgar Blair	Altered

Blair designed three high schools during his tenure. These are as follows:

School	Year	Address	Designer	Notes
Franklin High School	1912	3013 S Mt. Baker Blvd.	Edgar Blair	Altered, Seattle Landmark
Ballard High School	1916	1418 NW 65 th St.	Edgar Blair	Demolished 1997
West Seattle High School	1917	4075 SW Stevens St.	Edgar Blair	Altered, City of Seattle Landmark

In 1919, four “Liberty Buildings,” wood-framed temporary annexes built cheaply to conserve materials during World War I, were built adjacent to Jefferson, Bagley, Bryant, and Fulton schools.

Blair resigned as school architect in March of 1918, due to differences with the fiscally conservative Nathan Eckstein, who was then serving as the chair of the district’s building committee.

1920s and 1930s Seattle Schools and Floyd A. Naramore

After World War I, and as Seattle entered the 1920s, the increased costs of providing educational programs to a growing population strained the school district. Public school enrollment grew from 51,381 in 1920, to slightly over 66,000 ten years later, requiring new construction in newly developed areas like Montlake and Laurelhurst, additions to older schools, and construction of intermediate schools and high schools. Despite a post-war recession in the early 1920s, the district entered into a phase of a well-funded building program due to school construction bond issues passed in 1919, 1923, 1925, and 1927.

Floyd A. Naramore replaced Blair as school architect in 1919, overseeing the completion of several projects already underway. An M.I.T. graduate who had already designed several schools in Portland, Oregon, Naramore would significantly influence the district’s school design until his departure for private practice in 1932. Most of Naramore’s schools were designed in a twentieth century version of the Georgian style.

With Cooper still serving as superintendent, the district continued its vocational and technical programs, building a large reinforced concrete annex (1921, Floyd A. Naramore, altered, later Edison Technical School, now part of Seattle Community College’s Central Campus) across

the street to the north from Broadway High School in 1921. The same year, the district also completed a new administration and facilities building (1921, Floyd A. Naramore, demolished).

Cooper left the district in 1922, replaced by Thomas Cole, a former principal of Broadway High School. Cole served until 1931, and was succeeded by Worth McClure.

The district completed thirteen new elementary school buildings during this period, and altered several others with additions. By 1935, all elementary schools also included kindergarten, and lunchroom service was being added to all schools.

New elementary schools completed during this period included:

School	Year	Address	Designer	Notes
Bailey Gatzert School	1921	615 12 th Ave. S	Floyd A. Naramore	Demolished 1989
Highland Park School	1921	1012 SW Trenton St.	Floyd A. Naramore	Demolished 1998
Martha Washington School	1921	6612 57 th Ave. S	Floyd A. Naramore	Originally Girls' Parental School, demolished 1989
Columbia School	1922	3528 S Ferdinand St.	Floyd A. Naramore	
John Hay School	1922	411 Boston St.	Floyd A. Naramore	Now called North Queen Ann Elementary
Dunlap School	1924	8621 46 th Avenue S	Floyd A. Naramore	Seattle Landmark, altered
Montlake School	1924	2409 22 nd Ave. E	Floyd A. Naramore	Seattle Landmark
William Cullen Bryant School	1926	3311 NE 60 th St	Floyd A. Naramore	Altered, Seattle Landmark
E.C. Hughes School	1926	7740 34 th Ave. SW	Floyd A. Naramore	Altered, Seattle Landmark
Magnolia School	1927	2418 28 th Ave. W	Floyd A. Naramore	Closed, Seattle Landmark
Laurelhurst School	1928	4530 46 th Ave. NE	Floyd A. Naramore	Altered
Daniel Bagley School	1930	7821 Stone Ave. N	Floyd A. Naramore	Seattle Landmark
Loyal Heights	1932	2511 NW 80 th St.	Floyd A. Naramore	Seattle Landmark

In the early 1920s, the district considered building intermediate or “junior high school” buildings serving students in grades seven through nine, to put itself in line with national educational philosophy and relieve pressure on existing elementary and high schools. The school board officially adopted the term “junior high school” in 1932. Naramore designed four intermediate or junior high schools for the district, including:

School	Year	Address	Designer	Notes
Alexander Hamilton Jr. High School	1925	1610 N 41 st St.	Floyd A. Naramore	Altered, Seattle Landmark
John Marshall Jr. High School	1927	520 NE Ravenna Blvd.	Floyd A. Naramore	
Madison Jr. High School	1929	3429 45 th Ave. SW	Floyd A. Naramore	Altered, Seattle Landmark
Monroe Jr. High School	1931	1810 NW 65 th St.	Floyd A. Naramore	

These school building were all built according to a “hollow square” plan with a centrally located gymnasium and lunchroom. Each included specialized science, mechanical drawing, cooking, sewing, and art rooms.

Three new high schools were completed between 1923 and 1929, all built with a “hollow square” plan and imposing primary façades.

High schools designed by Floyd Naramore include:

School	Year	Address	Designer	Notes
Roosevelt High School	1922	1410 NE 66 th St.	Floyd A. Naramore	Altered, Seattle Landmark
James A. Garfield High School	1923	400 23 rd Ave.	Floyd A. Naramore	Altered, Seattle Landmark
Cleveland High School	1927	5511 15 th Ave. S	Floyd A. Naramore	Altered, Seattle Landmark

District high schools during this period adopted specialized programs for science, art, physical education, industrial arts, and home economics.

The Great Depression of the 1930s was a time of rising unemployment with general school enrollment declining to 57,551 in 1933. Enrollment in adult education classes dramatically increased, however. The Seattle Schools faced declining revenues, excess personnel and older urban facilities. Sixteen schools were closed, and their students redistributed to nearby buildings. By the end of the 1930s, there were concerns about the lack of maintenance and the

conditions of older schools, prompting the district to request a tax levy for another new building program.

World War II Period

A three million dollar school levy passed on March 14, 1939. Under this levy Floyd Naramore was hired as an independent architect in partnership with Clifton Brady. He completed the design for one new school building, T.T. Minor, and a major addition and remodel at what was then called Longfellow, later renamed Edmund Meany after the addition was complete. Also, eleven other schools received minor additions and remodels from levy funds. Additions included a gymnasium at Colman School, vocation wing at Edison, additional classrooms at Van Asselt, four rooms at Laurelhurst, classrooms at McGilvra and Magnolia, and an addition at Ballard. However, due to declining enrollment in this period, sixteen older buildings were closed, including the Ross School.

During World War II, Seattle became a center of aircraft and shipbuilding for the war effort and experienced a massive influx of defense workers and their families. School enrollment once again grew, especially in areas where there were no current school facilities. Existing school facilities were expanded for the children of these workers, especially in federally funded housing project areas.

At the same time, the internment of 1,456 Japanese-American families meant that the district lost a large number of students.

The district also sought to increase efficiency at this time by changing its method for designing new buildings, choosing to hire private architectural firms rather than employing a school district architect for new building programs. Once again, all buildings constructed after 1941 were considered temporary structures to conserve building materials for the war effort.

New schools completed during World II included:

School	Year	Address	Designer	Notes
T.T. Minor School	1941	17700 E Union St.	Naramore & Brady	Currently under remodeling construction
Duwamish Bend School	1944	5925 Third Ave. S	n.a.	Later Holgate School, demolished
High Point School	1944	6760 34 th Ave. SW	Stuart, Kirk, & Durham	Demolished 1987
Rainier Vista School	1944	3100 Alaska St.	Holmes & Bain	Originally Columbia Annex, altered and partially demolished

Additions and improvements to more than ten other schools were also undertaken as part of a program that demolished and replaced the city’s oldest wood-frame school buildings.

Post-World War II Seattle Schools, 1946 to 1965

After World War II, enrollment swelled to a peak of approximately 100,000 students in the early 1960s. 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 gymnasiums. 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 annual 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 Fourth Avenue N, at the former Civic Field. In 1951, a war memorial shrine bearing the names of 762 Seattle schools graduates killed in World War II was dedicated at Memorial Stadium.

In 1949, a 6.8 Richter-scale earthquake damaged several elementary schools, resulting in their subsequent replacement by temporary portables. As enrollment continued to swell throughout the 1950s, these temporary structures served as a quick, flexible response to overcrowding. In 1958 an estimated twenty percent 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 gymnasiums and auditorium-lunchrooms. Older high schools gained additions of gymnasiums and specialized classroom space. Despite all the construction, there were still extensive needs for portable classrooms to accommodate 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 thirty-five 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. To conform to change in building code, each classroom had direct access to grade.

The twenty-two new elementary schools built by the district between 1948 and 1965 include:

School	Year	Address	Designer	Notes
View Ridge School	1948	7047 50 th Ave. NE	William Mallis	
Arbor Heights School	1949	3701 SW 104th St.	George W. Stoddard	Demolished

Briarcliff School	1949	3901 W Dravus St.	George W. Stoddard	Demolished
Genesee Hill	1949	5012 SW Genesee St.	George W. Stoddard	Demolished
Lafayette School	1950	2645 California Ave. SW	John Graham & Co.	
Van Asselt School	1950	7201 Beacon Ave. S	Jones & Biden	Closed, administration
Olympic Hills School	1954	13018 20 th Ave. NE	John Graham & Co.	Demolished
Viewlands School	1954	10523 3 rd Ave. NW	Mallis & Dehart	
Wedgwood School	1955	2720 NE 85 th St.	John Graham & Co.	
Northgate School	1956	11725 First Ave. NE	Paul Thiry	
John Rogers School	1956	4030 NE 109 th St.	Theo Damm	
North Beach School	1958	9018 24 th Ave. NW	John Graham & Co.	
Roxhill School	1958	9430 30 th Ave. SW	John Graham & Co.	
Sand Point School	1958	6208 60 th Ave. NE	G.W. Stoddard w/ F. Huggard	
Cedar Park School	1959	13224 37 th Ave. NE	Paul Thiry	Seattle Landmark
Sacajawea School	1959	9501 20 th Ave. NE	Waldron & Dietz	
Decatur School	1961	7711 43 rd Ave. NE	Edward Mahlum	Now Thornton Creek School
Graham Hill School	1961	5149 S Graham St.	Theo Damm	Altered

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	Altered

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 75 th St.	William Mallis	Seattle Landmark
Blaine Jr. High School	1952	2550 34 th Ave. W	J. Lister Jones	
Sharples Jr. High School	1952	3928 S Graham St.	William Mallis	Now Aki Kurose Middle School
David Denny Jr. High School	1952	8402 30 th Ave. SW	Mallis & Dehart	Demolished
Asa Mercer Jr. High School	1957	1600 Columbian Way S	John W. Maloney	
Whitman Jr. High School	1959	9201 15 th Ave. NW	Mallis & Dehart	
Louisa Boren Jr. High School	1963	5950 Delridge Way SW	NBBJ	Now Boren K-5 STEM School
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 four new high schools, including:

School	Year	Address	Designer	Notes
Chief Sealth High School	1957	2600 SW Thistle	NBBJ	Altered
Ingraham High School	1959	1819 N 135th Street	NBBJ	Altered
Rainier Beach High School	1960	8815 Seward Park S	John W. Maloney	Altered
Nathan Hale High School	1963	10750 30 th 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 twelve 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.

Mid-1960s and 1970s Seattle Schools

After the mid-1960s and throughout the 1970s, the district suffered from declining enrollment and revenue. Repeated leadership changes in the district resulted from the short tenures of three superintendents between 1965 and 1981. Forbes Bottomly was appointed district superintendent in 1965, after Frank Campbell retired. Bottomly resigned in 1973, and was replaced by J. Loren Troxel, who had previously served as assistant superintendent. In 1976 he was replaced by David Moberly, formerly a school superintendent from Evanston, Illinois. Donald Steel, who had previously served as superintendent in Toledo, Ohio, succeeded Moberly in 1981. During this period overall enrollment in the district also declined, from over 93,000 in 1965 to approximately 43,500 in 1984.

The district attempted to address racial desegregation in 1963 with a volunteer transfer program, and multiracial readers that were tried on an experimental basis in 1965.

In 1966, a new type of school was designed based on pedagogical theories of team teaching, open space and synergy. Seven new elementary schools and one middle school were designed and built with an “open concept,” and other schools were remodeled with the removal of walls and the addition of learning resource centers. New programs for Head Start, Title 1 remedial, Special Education and Transitional Bilingual were added.

“Open Concept” schools built by the district include:

School	Year	Address	Designer	Notes
Green Lake School	1970	6415 First Ave. NE	Manson Bennett	Altered

Capt. Steven E. Sanislo School	1970	812 SW Myrtle St.	Sullam, Smith & Associates	Altered
Beacon Hill School	1971	2025 14 th Ave. S	Durham, Anderson & Freed	Altered
Dearborn Park	1971	2820 S Orcas St.	Fred Bassetti & Company	Altered
Kimball School	1971	3200 23 rd Ave. S	Durham, Anderson & Freed	Altered
Wing Luke School	1971	3701 S Kenyon St.	Fred Bassetti & Company	Altered
Maple School	1971	4925 Corson Ave. S	Durham, Anderson & Freed	Altered
South Shore Middle School	1973	4800 S Henderson	NBBJ	Demolished

By 1977, the Seattle School Board instigated a sweeping desegregation plan that included bussing approximately 12,000 students, with over half of Seattle's schools involved. As a result, public school enrollment dropped by half from the 1960s, and private school enrollment throughout the city grew. The school board was forced to enact a school closure plan. By 1984, the district had closed two high schools, seven junior high schools, and twenty elementary schools. Mandatory busing eased in the late 1980s, in response to litigation by community groups in north end neighborhoods and court rulings.

1980s to Present Day Seattle Schools

Deputy district superintendent Robert L. Nelson was appointed superintendent in 1984 to serve a two-year term after Steele resigned. William M. Kendrick was appointed superintendent in 1986, after a national search. Kendrick served nine years and was succeeded by retired army general John Stanford. Stanford proved to be a capable and dynamic leader, but a terminal illness led to his replacement in 1998 by the district's chief operations manager, Joseph Olchefske.

In 1984, many schools needed upgrading or replacement, and a bond issue passed for thirteen new Elementary Schools, upgrading Ballard High and a new facility for Franklin High. Community debates about preservation followed this bond issue. The School Board also decided that excess properties were an asset to the Seattle School District and therefore should not be sold, but rather leased to community groups. Only three of the decommissioned schools

were demolished so that the underlying property could be leased. The remaining buildings either sit empty or are being revamped for other purposes by long-term leaseholders.

In the 1990s, the school district's major capital construction program continued with passage of three Building Excellence Levies (BEX) approved by voters in 1995, 2004, and 2007, which called for new construction, renovations, additions, and infrastructure and technology improvements. Seattle Public Schools is currently initiating the BEX IV program, which is funded by the capital levy approved by voters in February 2013.

For the 2011-2012 school year, there were over 47,000 enrolled students. Although this is less than half the number of fifty years ago, the number of students is gradually increasing. The district presently operates ninety-one schools, of which fifty-four are elementary schools, twelve are high schools, ten are K-8 schools, nine are middle schools, and six are alternative schools. The district has more than 8,000 staff including 3,100 teachers, 835 paraprofessional, 660 certified instructional staff, and 150 principals. Seattle Public Schools had a general fund budget of 558.3 million dollars in the 2009-10 operational year.

In February of 2013, Seattle voters approved the \$694.9 million Building Excellence IV (BEX IV) capital levy. This funding goes towards renovating and upgrading school facilities throughout the district and towards addressing growing enrollments. The district has renovated or replaced thirty-seven buildings since the first BEX levy was passed in 1998.

Building Architects

Building Architect, 1907: James Stephen (1858-1938)

James Stephen was born on March 29, 1858, in Woodstock, Ontario. His father, Alexander Stephen, a Scottish immigrant, was a skilled cabinetmaker who trained his son James as a cabinet- and organ maker. The family moved to Detroit, Michigan in 1865, where James attended public schools.

By 1882, Stephen was living in Hyde Park, a suburb of Chicago, Illinois, where he married Ida M. Rowan. He was then working as a carpenter. Stephen and his wife lived in Illinois through 1887. His younger brother, Alexander G. Stephen, appears also to have been a prominent carpenter and builder in Hyde Park.

It is thought that Stephen received his architectural training through a correspondence course and internships.

The Stephen family relocated to Pasadena, California around 1888, where Stephen built a house. By that time he may have begun referring to himself as a draftsman or architect, having apparently taken an architectural correspondence course and possibly served some time in an architectural office in Chicago.

Seattle suffered a major fire that destroyed the business core of the pioneer town on June 6, 1889. The rebuilding effort attracted several architects and draftsmen, including Edwin W. Houghton, Willis A. Ritchie, Charles W. Saunders, John Parkinson, and James Stephen, among others. Between 1889 and 1890 the number of architects listed in the Seattle City Directory jumped from seventeen to forty-two. Stephen was working for Saunders and Houghton by 1891, possibly having had a prior association with them in Pasadena. Houghton joined

Saunders in a partnership in 1890, after Saunders had secured the commission to design four eight-room schools for the Seattle School District: Mercer (1890), Minor (1890), Columbia (1890), and Rainier (1891) schools. By 1893, however, Stephen was practicing alone as an architect, with offices in the Bailey Building, moving to the Pioneer Building in 1893. He had also moved his family to Brighton Beach in Columbia City, where he would live the rest of his life.

Stephen did join with Timotheus Josenhans in a short-lasting partnership beginning in 1894 and ending in 1897. The firm is known to have designed buildings for the Washington Agricultural College (now Washington State University). As economic conditions declined in the late 1890s, Stephen is thought to have spent some of this period as cabinetmaker, working for the Moran Shipyards in Seattle and Alaska. By 1898, Stephen was once again practicing alone as an architect with offices in the New York Block, which he would retain until his retirement in 1928.

In early 1898, Stephen applied to the position of architect for Seattle School District No. 1, and by late 1899 was working on the design of two school buildings for the district, including the Green Lake Elementary School. The Green Lake School design was later adopted as the "Model School Plan" for district elementary schools. Stephen became a Seattle School District employee in 1901, and continued in this capacity as the official school architect until late 1910. During this period, Stephen was responsible for the design of over fifty district schools.

As Katheryn Hill Krafft reported in her biographical sketch of Stephen:

His model provided a flexible and economical approach to school construction using wood frame construction and a standardized floor; it facilitated a phased construction process in which an eight- ten-, or twelve-classroom building could be constructed and later expanded to a twenty-room school as needed. While the buildings used standardized floor plans and interior finish materials were used, the exterior elevations and details were varied and exhibited features indicative of Stephen's background as a carpenter and cabinetmaker.

Extant schools in Seattle that follow the model plan, or variations thereof, include: Interlake (1904, 1908; now Wallingford Center), John Hay (1905, now an alternative school), Seward (1905, now an alternative school), Stevens (1906, now an alternative school), and Latona (1906, now John Hanford International School, altered).

After a disastrous fire in Collinwood, Ohio, in March 1908 killed 166 children, greater attention was placed on life-safety in school design and construction. As a result, Stephen traveled to Chicago, Saint Louis, New York, and Detroit to study school buildings and prepared a report on modern school design, construction, and equipment for the district. This report led to the creation and adoption of the second model plan that incorporated fireproof materials including concrete, masonry, and terra cotta. These "new" school plans also incorporated modern lavatory equipment. These later schools were often executed in late Gothic or Jacobean style, then popular, and were also designed to be expandable. Extant schools that followed the "new" model were: Emerson (1908-09, altered), Colman (1909, now Northwest African American Museum, altered), and Greenwood (1909, altered). As school district architect, Stephen also designed the original portions of two of Seattle's oldest extant

high schools: Lincoln (1906-7) and Queen Anne (1908-09), which has since been altered and converted to housing.

Stephen continued in private practice during his tenure as school district architect. He designed numerous residential, ecclesiastical, and commercial buildings, including the original portion of the downtown YMCA in Seattle. He also designed schools in Redmond, Renton, Auburn, Olympia, Everett, Kirkland, and Bremerton. In 1908, he went into partnership with his son, Frederick, as Stephen & Stephen. This partnership produced designs for numerous school buildings in cities throughout Washington State, including Wenatchee, Cashmere, Richmond Beach, Vancouver, Ellensburg, Kirkland, Cle Elum, Chehalis, Fall City, and Port Townsend. William G. Brust, a former classmate of Frederick's, joined the partnership in 1917.

Stephen retired from the practice in 1928, and passed away after a long illness in 1938.

Building Architect, 1914 Addition: Edgar Blair (1871-1924)

Note: The text from this section (all sans serif font) is taken from the Landmark Nomination Report for McGilvra Elementary School, prepared by David Peterson of Nicholson Kovalchick Architects for the Seattle School District No. 1, June 30, 2014.

Edgar Blair was born in 1871 in Des Moines, Iowa to Rufus and Jessie Blair. His father was a florist, and his mother raised their two children, Edgar and his older sister. At some point early in his working career, Edgar was employed as an instructor of mathematics at Iowa State College in Des Moines.

By about 1900, Edgar had moved to New York City to attend Columbia University, where he received his undergraduate degree in architecture. Before 1904 (and moving often), he had worked as a draftsman for the prominent New York firm of McKim, Mead & White; as a draftsman for the Baltimore firm of Baldwin & Pennington, who were the regular architects for the Baltimore & Ohio Railroad; and as a draftsman for the Washington DC firm of Marye & Wright. Blair's education and work experience were grounded firmly in the Beaux-Arts tradition.

In 1904, Blair established his own firm in Washington DC, which operated about one year. In early 1906, Blair arrived in Seattle and was employed by James Stephen, who had served as the architect for the Seattle School District since 1898.

Stephen had designed numerous schools for the rapidly growing city and school district, including the wood-framed Green Lake School (1901, demolished) which was used as the "Model School Plan" for the elementary schools expected to be built in the following decade. The model plan system allowed a flexible and efficient phased approach to school construction, as the school population grew rapidly throughout the city. A central core of eight, twelve, or twenty rooms could be expanded with flanking wings as necessary, all in affordable wood construction. Although plans and interior finishes were standardized, exterior elevations could be detailed differently, allowing for a variety of architectural expressions to suit the neighborhood. School building projects underway in the early years when Blair was in the office included Stevens School (1906), Latona (1906, altered), and Coe (1906-07, altered)—all of these based on this model school plan, or variations of it.

Shortly after Blair's arrival in the office, Stephen traveled across the United States to study other cities' schools in order to prepare a report on modern school design, construction, and equipment. From this, Stephen developed a second model plan, which was based on fireproof

materials such as concrete, terracotta, and brick. The School Board approved the second model plan in 1908. Schools developed on this second model plan, which Blair may have worked on, include Colman (1909), Greenwood (1909) and Emerson (1908-09). These designs featured five classrooms arranged along a double-loaded corridor on the upper floor, and four classrooms on the first floor, with two stairwells at the corridor ends.

Other large projects in the office which would have likely required Blair's participation include the original portions of Lincoln High School (1906-07) and Queen Anne High School (1908-09); the latter was directly attributed to Blair in his obituary.

In 1909, with Blair as the head draftsman of the school board staff, Stephen resigned in order to form a private architectural partnership with his son. Blair was appointed the architect for the Seattle School District, serving for nine years. In this capacity, he designed more than thirty schools and additions, including the following:

- Broadway High School auditorium addition (1909-11), the only remaining portion of Broadway High School.
- Franklin High School (1910-11), perhaps Blair's best work. This large, brick and terracotta Beaux-Arts composition features a pyramidal tile roof, monumental engaged columns, and ornate Classical details.
- Ballard High School (1912).
- Numerous elementary schools, including McGilvra Elementary School (1912-13). [See section 4.4 for complete list]

Blair worked for the Seattle School District until 1918, when he was replaced by Floyd Naramore. After 1918, Blair was in private practice, although few examples of work from that period could be found for this report. One was a proposed apartment building valued at \$50,000 at 2405 Fourth Avenue in 1922, and another in 1923 valued at \$185,000 at Yale Avenue and Stewart Street. Additionally, he was one of three architects who served as consultants for the design of the Montlake Bridge in 1924.

His office was in the Crown Building at Second Avenue and James Street downtown, although by 1923 was located in the Epler Building, at Second Avenue and Columbia Street. He resided with his wife, son, and daughter in south Seattle near Seward Park. In 1912, Blair became a member of the Washington State Chapter of the American Institute of Architects (AIA). During the 1920s, Blair was also a member of the Washington State Society of Architects, and served as an officer of the organization in various capacities in the early 1920s.

Blair died in Seattle in late 1924 at age 53, of complications following a surgery.

Building Architect, 1930 Addition: Floyd A. Naramore (1879-1970)

The architect of the 1930 addition to Lincoln High School is Floyd A. Naramore, as District Architect.

Floyd Archibald Naramore was born in Warren, Illinois, on July 21, 1879. He studied engineering at the University of Wisconsin while working as a draftsman for the Chicago & Northwestern Railroad and architect George Fuller. Naramore later studied at the Massachusetts Institute of Technology, graduating in 1907 with a degree in architecture. He worked briefly in Chicago for architect John McEwen & Co. before relocating to Portland,

Oregon where he became a cost estimator for the Northwest Bridgeworks. In 1913 Naramore was appointed Architect and Superintendent of Properties for the Portland School District, designing Couch Elementary School (1914-15).

The Seattle School District hired Naramore to replace Edgar Blair as school architect in 1919. Naramore designed approximately two dozen school buildings for the district between 1919 and 1931, including Classical Revival-style Roosevelt High School (1921-22, 1928 addition, altered), the Jacobean-style James Garfield High School (1922-23, altered), and Grover Cleveland High School (1926-27), four junior high schools, and fifteen elementary schools, nearly all symmetrical eclectic masonry compositions. Naramore usually arranged his school sites to present an imposing façade, using terraces and stairs to accentuate a prominent projecting entry in the tradition of the Beaux Arts.

Naramore joined Alvin (Albert) F. Menke (1883-1978) in a partnership that lasted between 1924 and 1929. The firm designed schools in Ellensburg and Aberdeen and consulted on other school projects in western Washington. School funding declined dramatically during the Great Depression, and lack of school commissions led to both the dissolution of the firm and to Naramore's resignation as Seattle School District architect.

Naramore's extensive experience in institutional design and construction led to his commission and successful collaboration with Granger & Thomas in the design of the new Chemistry and Pharmacy Building, Daniel Bagley Hall (1935-36), on the University of Washington Campus. Funded by federal and state economic stimulus grants, the building was constructed in a solid Art Deco/WPA Moderne reinterpretation of Collegiate Gothic.

Naramore was also the architect for Bellingham High School in 1938. The school was built in the Moderne Style as a Public Works Administration (PWA) project.

Naramore formed another short-term partnership with Clifton Brady (1884-1963), resulting in the design of T.T. Minor Elementary School (1940-41). Although the 1940 gymnasium addition to the Colman School could also be described as "streamlined," T.T. Minor is regarded as the Seattle School District's first Modern-style school.

The large-scale construction projects commissioned by the federal government during World War II led Naramore to other collaborations including Naramore, Granger & Thomas; Naramore, Granger & Johanson; and Naramore, Bain, Brady, & Johanson, the latter firm evolving into the Seattle architectural firm of NBBJ. Works that illustrate Modern-style work by NBBJ include the King County Blood Bank (1951), Clyde Hill Elementary School (1953), and Ashwood Elementary School, Bellevue, WA (1957).

NBBJ was the architect for Chief Sealth High School (1957), and Louisa Boren Junior High School (1963). Both schools were designed in an International Modern style.

Naramore was elected to the College of Fellows of the American Institute of Architects (AIA) in 1935. He was active as a senior partner until his death in Seattle at the age of 91 on October 29, 1970.

Selected List of Naramore Attributions

1914-15	Couch Elementary School	Portland, OR
1935-36	Bagley Hall, University of Washington, with Grainger & Thomas, Bebb & Gould	Seattle, WA

1938	Bellingham High School	Bellingham, WA
1941-42	East Park Community Center	Bremerton, WA
1948-49	McKinley Elementary School	Olympia, WA
1951	King County Blood Bank (NBBJ)	Seattle, WA
1953	Clyde Hill Elementary School (NBBJ)	Bellevue, WA
1957	Ashwood Elementary School (NBBJ)	Bellevue, WA
1963	IBM Building (NBBJ w/Minoru Yamasaki)	Seattle, WA

Building Architect, 1958 Addition: NBBJ (1943-present)

The architect for the 1958 portion of the school is the firm is NBBJ.

Floyd Naramore, William Bain, Sr., Clifton Brady and Perry Johanson co-founded Naramore, Bain, Brady, & Johanson in Seattle in 1943, in order to get a contract to expand the Bremerton Naval Shipyard. The firm originated as a professional association of three offices: Naramore & Brady, William J. Bain Sr., and Smith, Carroll, & Johanson. They originally called themselves "The Combine," because this type of firm partnership was a new structure in the practice of architecture. These three firms retained their own offices while also working together as a firm, before they eventually merged and occupied communal space, first in Smith Tower, then the Hoge Building. By 1955, the firm was located at Seventh Avenue and Marion Street.

Clifton J. Brady was born in Walker, Iowa, in 1885 and graduated from Iowa State College in 1917. Brady worked for the architecture firm of Beuttler & Arnold (now called Cannon Moss Brygger Architects) in Sioux City Iowa from 1918 until 1927. One of the major commissions Beuttler & Arnold received in 1922 was the Sioux City Masonic Temple (National Register of Historic Places). Brady came to Seattle in 1927, and worked as a draftsman for Floyd Naramore until 1933. Brady then worked as the Washington State examiner in charge of the architectural program between 1933 and 1938. Brady went to work for Floyd Naramore again in 1938, and became a partner with Naramore in 1941 as the firm received work from the Seattle School District to improve schools after the passage of the 1939 school levy. The rest of his career he spent as partner as the firm grew into today's NBBJ. Brady was a licensed civil and structural engineer. Clifton Brady died in Seattle in 1963 at the age of 68. The archives at NBBJ contain no record of any individual design of Brady's.

Perry Johanson was born in Greeley Colorado on May 9, 1910, received his Bachelor of Architecture degree from the University of Washington in 1934, and went on to be employed by Smith and Carrol. By 1936, he was a partner in the firm of Smith, Carroll and Johanson, before joining Naramore, Bain, and Brady in the firm that would evolve into NBBJ. He was active in civic organizations, including Seattle Chapter of American Institute of Architects, Seattle's Century 21 Exposition, 1962, as member of its Board of Trustees and its Design Standards Advisory Board, and the Pacific Science Center. He died in Seattle in 1981.

William Bain Sr. was born on March 27, 1896 in New Westminster, British Columbia. By the time he was nineteen he had parlayed an early interest in architecture into apprenticeships with several Seattle architects including W. R. B. Wilcox and Arthur L. Loveless. He then went on to the University of Pennsylvania where he received an architecture degree in 1921. Directly after graduation he returned to Seattle and became involved in the campaign to establish architect licensure in the state of Washington. In January of 1923, Bain received "Architects

Certificate of Registration No. L1," Washington's first architect license. Bain established his own practice in 1924, designing mostly Seattle area houses in historic revival styles. Bains's Bel Roy Apartments (1930-1931) was his first work that looked to a more Moderne style. Bain served as president of the Seattle chapter of the American Institute of Architects from 1941 to 1943, before joining with Naramore, Brady and Johanson. Bain began a separate partnership with Harrison Overturf designing residences in 1947 which lasted until 1970, while he was still working at NBBJ. Bain continued to work at NBBJ until his death in 1985.

The portfolio of Naramore Bain Brady and Johanson began to grow with government, educational, and health care facility work. A few examples of their extensive work include the Boeing Pre-Flight facilities in Renton and Moses Lake (Washington) (1956-1958), the Seattle Scottish Rite Temple (1958-1962), and the First Presbyterian Church (1965-1970). NBBJ was the architect for two other schools for the Seattle Public School District: Chief Sealth High School (1957), and Louisa Boren Junior High School (1963). Both schools were designed in an International Modern style.

In 1960, the firm grew, adding four more partners to the original four, and senior associates including William J. Bain, Jr., along with other associates and architects. In 1996, NBBJ had dual headquarters in Seattle and Columbus, Ohio, along with offices in Los Angeles, San Francisco, New York and North Carolina. In 2003, NBBJ had over 700 employees worldwide, claimed itself to be the third largest architectural office in the United States and fifth in the world. By 2005, NBBJ operated branch offices in Beijing, PR China; Columbus, OH; Dubai, UAE; London, UK; Los Angeles, CA; New York, NY; and San Francisco, CA. In 2008, NBBJ employed more than 750 people.

Additional Architects

Cuykendall & Iles

Cuykendall and Iles were responsible for 1968 renovations in the central block, northern addition, and southern addition of Lincoln High School. This included establishing a learning resource center in the former auditorium of the Edgar Blair northern addition.

Douglas L. Cuykendall was born in South Dakota in 1920, and in 1933 moved to Kent, Washington. He graduated from the University of Washington with a bachelor's degree in architecture in 1949, and eventually formed a partnership with Marvin S. Iles and Harold P. Blean in 1956. The firm specialized in apartment buildings but also designed the Boeing Test Facility in Seattle in 1959, and the Sealth High School Stadium in 1965. Blean left the firm in 1963, and it became Cuykendall and Iles. The firm was recognized for its historic preservation at Lincoln High School (1969-71), as well as projects on Coe Elementary in Seattle (1971-72) and the Old Capitol Building in Olympia (1983).

Waldron Pomeroy Smith Foote and Akira, Waldron Akira

The firm of Waldron Pomeroy Smith Foote and Akira was responsible for the 1998 roofing and structural improvements to the 1907 central block for the interim Ballard High School at Lincoln. In 2002 the firm, then named Waldron Akira, undertook a window replacement and

re-roofing project at the 1907 central block, the 1914 northern addition and the 1930 southern addition.

Lawrence Waldron received his bachelor of architecture from the University of Washington in 1936, and founded a residential practice in 1947 before partnering with Robert H. Dietz in 1952. The most notable structures from their partnership include the Chinook Junior High School in Sea-Tac (demolished), houses in Magnolia (1956), the Port of Seattle Ferry Terminal, and the Machenheimer Building in the Cascade neighborhood (1959, demolished). Gerald Pomeroy attended the University of Washington and graduated in 1954, after which he joined Waldron and Dietz, eventually becoming a senior partner. In 1982, Waldron's firm adopted the name Waldron Pomeroy Smith Foote and Akira, and is now Waldron Akira. Notable projects by the firm include Schmitz Hall at the University of Washington, the Bell Telephone building in Seattle, and two churches on Mercer Island—the Emmanuel Episcopal Church and the Mercer Island Covenant Church.

Integrus

Integrus Architecture was the project architect for the 2009 seismic upgrade at the 1914 northern addition by Blair along with other interim upgrades at the 1907 central block and the 1930 southern addition.

Integrus was originally the firm of Bruce Walker & John McGough, Associated Architects, founded in 1953 in Spokane, Washington. Bruce Walker had graduated from MIT and John McGough from the University of Idaho. Bill Trogdon briefly joined the firm between 1955 and 1960. Notable buildings designed by the firm include: the Washington Water Power Central Service Facility (1958, in association with Ken Brooks), the Shelton Correctional Facility (1959), the University of Washington's Plant Services Building (1962), the Ridpath Motor Inn (1963), and Spokane's Convent of the Holy Names (1967). In 1974, the firm was renamed WMFL for partners Bruce Walker, John McGough, Walt Foltz, and Jack Lyerla. The same year they designed the Spokane Opera House and Washington State Expo Pavilion (now the INB Performing Arts Center). In 1982, they designed the Farm Credit Banks Tower in downtown Spokane. In 1986, a branch office of WMFL was opened in downtown Seattle. In 1988, they completed work on Whitworth Elementary School, which led to many other school projects around the region. In 1990, they began designing embassies and consulates with the U.S. embassy compound in Bogotá, Colombia. In 1991, WMFL changed its name to Integrus Architecture. Today they have offices in Seattle, Spokane, and Indianapolis, Indiana.

Building Contractors

Building Contractor, 1907: Matthew Dow (1849-1912)

Matthew Dow was the general contractor for Lincoln High School.

Matthew Dow and his brothers David and Alexander were born in Scotland. Matthew was born on July 29, 1849. Matthew and David both settled in Seattle in 1889. Matthew Dow settled in Ballard, where he became involved in politics and served as mayor of the town for a single term. After the annexation of Ballard, Matthew Dow twice ran for mayor of Seattle before dropping out of the race to support fellow Democrat Judge Moore. Dow also ran unsuccessfully for a councilman seat on a municipal ownership ticket, which promoted

municipal rail and water projects. Dow was a supporter of labor unions, and his contracting firm employed only union labor.

All Dow brothers eventually merged their contracting firms. Previously, Matthew Dow was responsible for the construction of the Baptist and Methodist Churches in Ballard. In Seattle he was the contractor for the Pacific Block (originally the National Bank Building), the Walker Building at Second and University (demolished), the Hancock Building at Union and First, the Talbot Walker Building on Jackson and First, the Chapin Building at Third and Jackson, the Walker Building on First Avenue, the Bemis Brothers Bag Factory building, the brick and stone work of the Colman Building, and the Chapin Bank Building on Second and Columbia, the Orpheum (Sullivan & Considine) and Majestic Theaters, and the 1909 Seattle Armory Building (Place & Lohman Architects).

Outside of Seattle, Matthew Dow was the general contractor for at least two buildings in Billings, Montana, and a state training school in Chehalis. David Dow found success as a contractor in Texas before moving to Seattle, and his earlier work included building the Cataract Building for the Snoqualmie Power Company. Matthew Dow died in Seattle in May of 1912.

Building Contractor, 1914: Pearson Construction Co.

Pearson Construction Company was the general contractor for the northern addition to Lincoln High School.

Alexander Pearson was born in Sweden in 1865. He began working as a contractor in Seattle in 1899. He constructed the Blethen residence on Highland Drive in 1901 (Josenhans & Allan, architects) along with Seattle's Fire Headquarters at Third and Main in 1902. The company evolved into the Pearson Construction Company. Pearson was the general contractor for Schwabacher Hardware Building in Seattle's Pioneer Square, Norris Safe and Lock Building (1905), the YMCA Building (1906), the Seattle General Hospital on Fourth Avenue, the Bon Marche Building on First Avenue, Seattle's New York Block, a steel railroad bridge over the Chehalis River at Aberdeen, North Bank Railroad bridges in Portland Oregon, the Portland Public Library, the Fischer Building in Seattle at Third and Pike, and the Times Square Building. They were the General contractor for Carolina Court in Seattle, in 1915, at the time the largest residential building in the city. Other Seattle public schools constructed by Pearson include the Columbia, Interbay, Hawthorne, and Emerson schools. Pearson constructed the Colonial Theater in 1913, and the Central Pier Warehouse (Bell Street Warehouse) in 1914. In addition to his contracting business, Alexander Pearson was on the Board of Directors for the Scandinavian-American Hospital Association, and helped found Swedish Hospital. Pearson died in Seattle on January 23, 1932.

Building Contractor, 1930 Addition: Warrack Construction Company

J.B. Warrack Company was founded in Washington State in 1913. The construction company worked in reinforced concrete, brick and stone masonry, heavy timber construction, earth and rock work, sewage disposal, industrial plants, refrigeration, and warehouses. In 1918 they were operating out of the Arcade Building in Seattle. Between 1913 and 1918, J.B. Warrack constructed buildings on Seattle's auto row, including those for the Detroit Electric Co., Winton Automobile Co., Kelley-Springfield Motor Truck Co., and the Overland Automobile

Co. The company also constructed buildings for the State of Washington that included a kitchen and cold storage facility for the State Board of Control, ward buildings, and an assembly hall, laundry, and sewer system for the Northern Hospital for the Insane at Sedro-Woolley.

In 1940, J.B. Warrack was the contractor for the Woolworth Building at Third and Pike (now the Ross building). They were the contractor for Meany School in 1941.

J.B. Warrack Company was operating in Alaska as early as 1934, where they helped with the Public Works construction on the bridge to Douglas Island. In 1935, they constructed the Decker Building (National Register) at 231 S Franklin Street in Juneau. J.B. Warrack was also the contractor for the Ketchikan Federal Building (National Register) completed in 1938, designed by the Cleveland architectural firm of Garfield, Stanley-Brown, Harris and Robinson. They constructed the Petersburg High School in Juneau in 1950, and Chugiak High School in Anchorage in 1963. In 1972, the J.B. Warrack Company incorporated in Alaska, and is still active there. Building Contractor, 1958 Addition: Lease Company, Inc.

The Lease Company, Inc. was the general contractor for the 1958 addition to Lincoln High School.

Howard S. Lease was born in Great Falls, Montana in 1901. He graduated from the University of Washington and came back to Seattle in 1941 from Great Falls. In 1950, Howard S. Lease was on the Seattle Chamber of Commerce Ways and Means Committee. In 1951, he served as president of the Seattle Northwest Chapter of the Associated General Contractors of America. The firm moved to Redmond in 1966. Son-in-law James P. Crutcher became the secretary/treasurer of the company, eventually formed his own construction company, and then joined with Howard S. Lease Construction Co. in 1970, forming Lease-Crutcher. He was also partner in Lease-Kisse in Alaska. 1967, Lease was the General Contractor for the University of Washington's Mental Retardation-Child Development Center. In 1968, Lease constructed five buildings at the University of Alaska campus. In 1969, Lease was the contractor for both the Ballard Branch National Bank of Commerce and the AGC building on Lake Union (Durham Anderson & Freed). They continued working for the National Bank of Commerce constructing banks buildings in Kent in 1970, and Totem Lake (Mel Streeter, architect) in 1974. In 1973, Lease constructed the Ballard Medical Office, designed by Bumgardner Partnership Architects. In 1974, Lease was one of the contractors who worked on the integrated ground transportation project at the Port of Seattle airport expansion, and constructed the control tower. In 1977, they were responsible for the construction of the Pacific Science Center astronomy lab/planetarium along with the University Branch of the Rainier National Bank (the Richardson Associates), and the Resurrection Church in Juneau Alaska (Milton Stricker, architect). In 1977 the Howard S. Lease Construction Company was ranked 323rd in the nation for dollar value of contracts. Howard S. Lease died in 1983. *See figure 135.*

Other Associated Individuals: Avard T. Fairbanks, Sculptor

Avard T. Fairbanks created the bust of Abraham Lincoln at Lincoln High School. The sculpture was a commissioned by Lulu and Esther Fairbanks, in memory of their sister Margaret Fairbanks Garred, a teacher at Lincoln and founder of the school's annual Traditions

Day. All three women were cousins of the sculptor. The sculpture was dedicated on February 7, 1964.

Avard Fairbanks was born in 1897 in Provo, Utah, where his father taught at Brigham Young University. While he was still a teenager, Fairbanks studied sculpture in both New York City and Paris. He received a bachelor's degree from Yale University, after which he was awarded a Guggenheim fellowship to study and create sculpture in Italy. He taught sculpture at the University of Oregon and then at the University of Michigan in Ann Arbor, where he simultaneously earned a PhD in anatomy. While living in Michigan in proximity to Detroit's auto industry, he designed hood ornaments for the Chrysler Plymouth and the Dodge Ram. He was a founding dean of the College of Fine Arts at the University of Utah in Salt Lake City, where he taught and lived from 1947 until his death in 1987.

Fairbanks' major works include a statue of Lycurgus the Lawgiver in Sparta, Greece (1954-55), a monument to the Pony Express in Reno and Lake Tahoe, NV (1962-63), twin sculptures of George Washington in Washington, D.C. and Oxford, England (1975). In 1972 and 1973 he created sculptures of the Angel Moroni for Mormon temples in Washington, D.C.; Bellevue, WA; and Mexico City.

Abraham Lincoln was a recurring subject for Fairbanks, who throughout his career produced busts, full-body sculptures, and bas-reliefs of the president for memorials, schools, and civic buildings in Geneva, Switzerland (1943-44); Ewa, Hawaii (1944); Lincoln Square in Chicago, IL (1956); Knox College in Galesburg, IL (1958); Ford's Theater and the U.S. Supreme Court building in Washington, D.C. (1960); Lincoln Jr. High School in Salt Lake City, UT (1965); and the U.S. Capitol Building in Washington, D.C. (1985).

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The features of the Landmark to be preserved include: *The site; the exteriors of all of the buildings (excluding the 1958 buildings); the two central stairs (A&B) in the 1907 building; the historic drinking fountain with Batchelder tile surround; and the interior of the Boy's Gymnasium in the 1914 building.*

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