

**Washington
State
Historic Schools**

Status 2002

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Washington State HISTORIC SCHOOLS STATUS 2002

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Ever since the time...

of the territorial government the citizens of Washington have been interested in providing education for their children, and the state can rightfully be proud of her educational record. In his message to the first territorial legislature, Governor Issac Stevens strongly urged that educational opportunity be provided for every youth. Acting upon his suggestion, the legislature passed a law establishing a common school system in Washington Territory.

I. INTRODUCTION

In response to growing concern over the continual loss of historic schools, The National Trust for Historic Preservation added historic neighborhood schools to its annual list of American's Eleven Most Endangered Historic Places in June of 2000.

A grant from the National Center for Preservation Technology of the National Park Service provided funds for a national study of historic schools and the schools that are replacing them. The resultant report, "Historic Neighborhood Schools in the Age of Sprawl: Why Johnny Can't Walk to School" by Constance E. Beaumont with Elizabeth G. Pianca was published by the National Trust for Historic Preservation in November 2000.

Together, these two actions awakened the American public to the plight of historic schools across our nation. In response, this project was made possible by a generous grant from the Washington State Office of Archaeology and Historic Preservation to the Washington Trust for Historic Preservation. The project was directed by the Washington Trust Historic Schools Committee. Committee members included Teresa Brum, Brian Krueger, Linda Milsow, Joanne Moyer and Brian Westmoreland.

Much appreciation is extended to those who took the time to respond to requests for information for this report, including the Members of the Board for the Washington Trust for Historic Preservation and Certified Local Government for Historic Preservation directors in the state. Special appreciation is extended to the many Washington State Daughters of the American Revolution who sent helpful information about local historic schools they were familiar with. Others to thank include school officials who graciously responded to contacts for confirmation or additional information.

Mary Jane Honegger

FOCUS

The focus of this report is to determine the current status of historic schools in Washington State as we reach the 21st century in an effort to:

- Increase public awareness of the steady loss of Washington State historic neighborhood schools.
- Raise recognition that once gone, these historic structures cannot be replaced.
- Interest residents in compiling inventories of their historic neighborhood schools.
- Encourage communities to place their historic schools on historic or landmark registers.
- Urge the public to request that their school districts become good stewards of their historic schools by providing proper maintenance programs for them.
- Encourage individuals to request that their school districts consider renovation and modernization rather than demolition of historic schools.
- Provide models of successful modernizations of historic schools as proof that these schools can be economically modernized to meet all of today's school and building requirements.
- Advise Washington State residents, especially in smaller communities, that site requirements are merely guidelines, not mandatory requirements.
- Raise recognition that the enormous schools being built on the outskirts of communities to replace the historic neighborhood schools, cause sprawl and loss of sense of community.
- Remind residents that nearly every school study concludes that students perform better in smaller schools. Today, many larger schools are striving to find the sense of community that most historic neighborhood schools have enjoyed for many years.
- Alert Washington State residents to the fact that other communities all across the nation are successfully fighting to save their historic schools – mostly from a grass-roots level.

II. DEFINITION OF HISTORIC SCHOOLS

For the purposes of this report, a historic school is defined as any school building that is fifty years old or older. This definition is a commonly accepted definition of a historic property, as defined by the National Park Service and is used as the criteria for an historic property in Washington State and throughout the Certified Local Governments in the State.

National Policy:

Preserving historic properties as important reflections of our American heritage became a national policy through passage of the Antiquities Act of 1906, the Historic Sites Act of 1935, and the National Historic Preservation Act of 1966, as amended.

In 1966, Americans were becoming aware of the damage being done to their heritage by modern development in the name of progress. In order to encourage preservation and the wise use of our historic resources, the National Historic Preservation Act was designed.

The 1966 National Historic Preservation Act defines historic preservation as:

“The active process of protecting and preserving our built environment for study, use, and enjoyment by present and future generations.”

Washington State Policy:

In Washington State, the Act of 1966 resulted in the formation of the Office of Archaeology and Historic Preservation and Local Certified Government for Historic Preservation. Later legislation, provided below, defined the importance of historic properties to residents of our state.

Importance of Historic Properties in Washington State

RCW Ch. 27.34.200: Archaeology and historic preservation – Legislative declaration

The legislature hereby finds that the promotion, enhancement, perpetuation, and use of structures, sites, districts, buildings, and objects of historic, archaeological, architectural, and cultural significance is desirable in the interest of the public pride and general welfare of the people of the state; and the legislature further finds that the economic, cultural and aesthetic standing of the state can be maintained and enhanced by protecting the heritage of the state and by preventing the destruction or defacement of these assets; therefore, it is hereby declared by the legislature to be the public policy and in the public interest of the state to designate, preserve, protect, enhance, and perpetuate those structures, sites, districts, buildings, and objects which reflect outstanding elements of the state’s historic, archaeological, architectural, or cultural heritage, for the inspiration and enrichment of the citizens of the state. [1983 c 91 & 10.]

III. WASHINGTON STATE SCHOOLS BACKGROUND

The historic schools scattered across Washington State at the beginning of the 21st century tell the story of education in our state. The fact that historic schoolhouses can be found in the furthest corners of each county in our state shows the commitment of early Washington pioneers to provide an education to their children.

The following is an excerpt from A History of Waverly and Pioneer Life Along This Part of Hangman Creek, by Glenn Leitz, 1999. It concerns Prairie View School, a little one-room schoolhouse that closed in 1936. The building still stands in the far southwest corner of our state.



This is the last of the old local one-room rural school buildings to still be in existence in this region. Its physical condition is very precarious. The roof is almost completely deteriorated and most old wood buildings do not survive long after they are open to the weather. The bell tower and the framework still stand relatively straight and true, but the inside of the building and the floor is a shambles.

Once or twice a year I stop and look into the old building. My mind is always flooded with memories. Students that attended here until the mid-30s are now senior citizens. At one time this school was the center for a little farming community. Social events and church services were held here, and old-timers still fondly talk about events at the "Little Red School" as it was known locally.

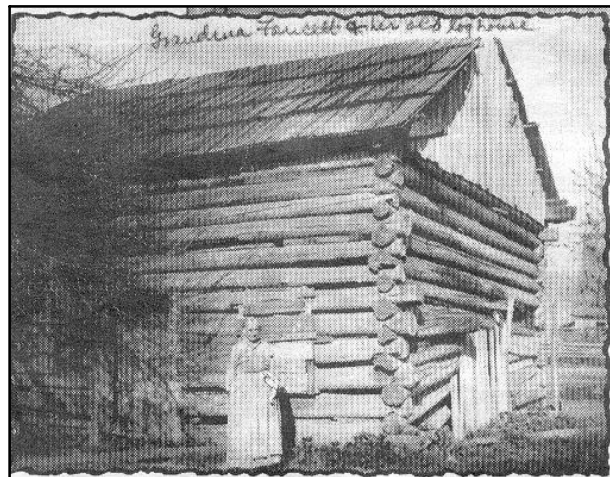
As I get ready to leave, I take a final look at the sagging porch and the gaping door and windows. A last look at the bell tower brings thoughts of the events it looked down on and the people who passed under its shadow. As I drive away there is something

surprisingly like a lump in my throat. A part of local history is soon to pass from the scene. What memories that are left will grow even dimmer. - Glenn Leitz

In the Beginning...

Schools existed in what is now Washington State as early as the 1830s. According to some accounts, the first formal attempt at education took place near Spokane in 1830, when a local Indian, Spokan Garry, returned home from boarding school in Canada to teach his people. Inside a 20 X 50 - foot framework of poles covered with tule reed mats, he taught lessons out of the books and Bibles he had kept from his five years at an Episcopalian School in Winnipeg.

Others credit a Yankee schoolmaster named John Ball for being the first teacher in the state when he held classes for children in Fort Vancouver in 1832. Whichever is the case, schools existed in our state as soon as the pioneers could make the arrangements.



Typical 1850 Log Cabin Schoolhouse

The earliest schools were held in whatever structure was available. Often a settler's home, a church or other make-shift building was used. As soon as resources could be found, settlers built a schoolhouse, which was usually a simple log structure.

These small schoolhouses became the centers of their communities. Most of them had been built out of local materials by the community members themselves. They were looked upon with great civic pride by the communities they served, and were used for civic, political and religious events. Few, if any, of these original buildings remain standing today, as they were not built to last, but rather to provide immediate access to an education for area children.

White River Schoolhouse

Mrs. (Grandma) Faucett outside the log cabin schoolhouse that she helped build. The Slaughter children first attended classes there in the 1860s.

The rapid growth of population following the close of the Civil War, coupled with the completion of the transcontinental railroad in 1880, led to rapid growth in the number of schools. The number of schools in the territory grew from 22 in 1869, to 415 mostly one-room log buildings by 1880. By the time Washington became a state in 1889, over 1000 schoolhouses were scattered across the state.

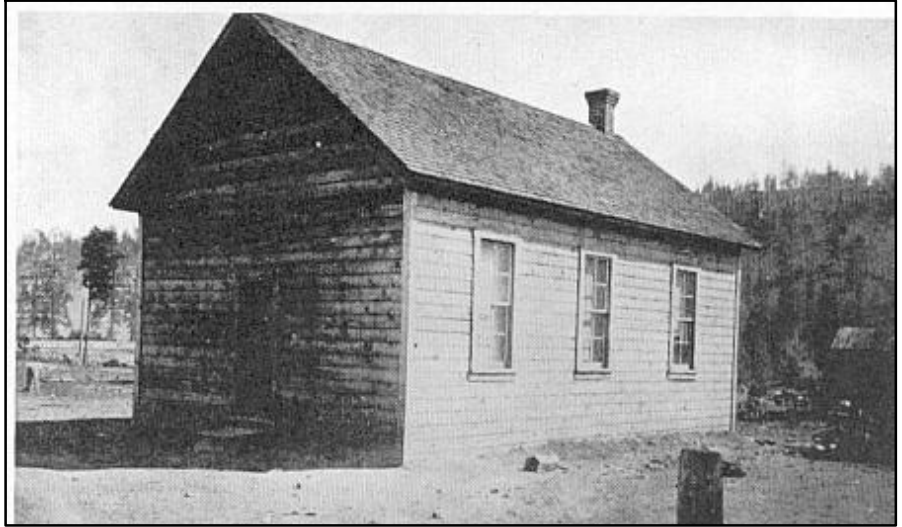
Washington State Historic Schools...

As population grew, schools grew in number and the role of the schoolhouse in rural areas expanded. The schoolhouse was commonly the primary civic structure for miles around and often the only local institution supported by public monies and labor. Community residents often helped maintain structures and board teachers. The schoolhouse commonly served as a meeting place for political, religious, and other civic gatherings. As such, it assumed a role in the cultural life of rural Washington not unlike that of the small country church.

Typical 1890 Wood-Frame Schoolhouse

Most of the schools built to replace the early log schoolhouses were wood-frame structures, usually featuring a gable roof, central entry in the gable end, sash windows on the sidewalls and a single, undivided interior classroom. If finances permitted, a belfry was added.

As the early communities grew, hundreds of these earliest schoolhouses became abandoned. Some were closed when the community built a new and larger schoolhouse to provide for a growing student population. Others were abandoned as improved transportation and the need for defined grades and curriculum led to school consolidations. No longer needed by the community, the little schoolhouses were either sold as surplus or were demolished by either design or neglect.



Pictured above is the first school in Spokane, circa 1878. The school was used until 1883, when a new school for all Spokane Falls schoolchildren was built on the site where Lewis & Clark High School sits today. The little building was the first home of Spokane's first newspaper, the *Spokane Falls Review*, from 1883 to 1884. The former schoolhouse burned to the ground in Spokane's Great Fire of 1889.



Mrs. Pauley was the teacher at the Stuck Junction one-room school during the 1880s. A schoolhouse display has been erected at the White River Valley Museum in Auburn that was modeled after the Stuck Junction School on 29th and "A" Street SE.

Larger 1900 Wood-Frame Schools

The replacement schools were usually more permanent and larger two- or four-room, wood-frame structures, sometimes with basements or a second floor. Auxiliary buildings were often added to these schools in later years. These structures included gymnasiums, cafeterias and cottages for the teacher, called “teacherages”.

Shortly after the turn of the century, other factors influenced the look of schoolhouses in Washington State. Legislation in 1903 created consolidated districts that could share an entire system rather than a single school. Together, these consolidations, increased population, and improved transportation led to the construction of new and much larger schools.



Orchard Prairie School, Spokane

Pictured above, the Orchard Prairie School was built in 1894 in a farming community near Spokane. The original one-room schoolhouse with a belfry can still be seen on the right side of the building. The addition to the left was added in 1904. Although a new school was built adjacent to the old schoolhouse in 1971, it continues to be used as elementary classrooms today.

Hickson School, Sedra Wooley

Pictured right, the Hickson School was built in 1915 to replace a smaller 1910 school. The school, named for Skagit Valley pioneers, closed in 1942 and was later demolished.



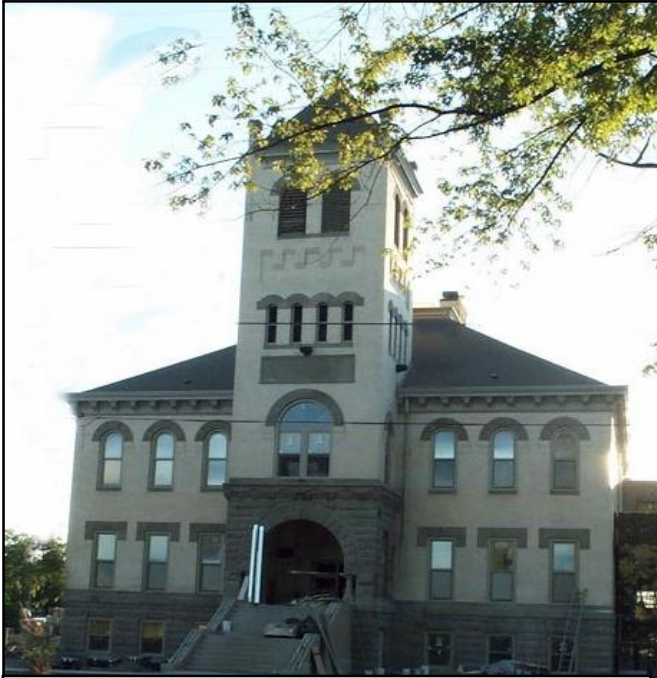
Vincent School, Snoqualmie Valley

Built in 1905, the school was closed in 1942 but still serves as a community hall.

In addition, by 1908, school officials began calling for masonry school construction as a protection against fire hazards. Although most of the state’s 2,888 schools were wood-frame buildings at the time, brick school buildings soon became more common as an effort was made to make schools safer.

The early 1900s found most rural schoolhouses still modest in size, despite the fact that the slow acceptance of graded curriculum, and the need for high schools necessitated larger, consolidated, or “union” buildings. Although many of the later rural schools were built of brick, hundreds of frame, 1, 2- and four-room schoolhouses continued to be used and retained positions of importance in their communities well into the twentieth century.





Sharpstein School, Walla Walla

Showing the grandeur of many turn-of-century brick schools, Sharpstein School was built in 1898. The school recently underwent an extensive modernization project and remains a center of community activity. The school reopened in late 2001.

Turn-of-the-Century, Brick Schools

Meanwhile, population increases and the need for larger schools constantly changed the look of urban schools. Original log school buildings had been replaced by frame buildings, which were replaced by brick buildings. The first brick buildings were replaced by larger brick buildings. Often combining traditional architectural embellishments with the most modern building construction techniques, these urban schools were built as lasting monuments to civic responsibility. Some of these new schools were designed by architects and each new school seemed to be larger and grander than the last.

The early brick schools were built with a hipped roof, rows of large windows, indoor plumbing, and other modern features. They were usually symmetrical, with a grand front entrance. They often replaced earlier school buildings that were either sold as surplus and moved off the property, or demolished. However, as schools increased their focus to include the health of their students, these older buildings were often retained on-site to become gymnasiums, cafeterias or auditoriums.

Whether urban or rural, the early schools retained one thing in common. Each school had been constructed with great civic pride out of the best materials available. No matter its size, each school was a testament to the American respect for, and adherence to, the need for a public education. Each succeeding school was seen as a milestone for the entire community.



Everett High School, Everett & Coe School, Seattle

Above Left: Everett High School was built in 1910. The school underwent an extensive renovation and modernization in 1996. Pictured Above Right: Built in 1907, Coe School unfortunately burned in 2001 while undergoing an extensive modernization project. A new Coe School is currently under construction at the site of the old school.

School Construction Continues to Boom – 1920s

Due to the introduction of junior high schools and continuing growth in student population, large numbers of schools continued to be built in Washington State throughout the 1920s, with primarily local districts making decisions. Although some frame schools were still being built, the vast majority of schools, whether built in urban or rural areas, were larger brick buildings. During this time, the state administration continued to serve in an advisory position to the school districts.

However, the depression of the 1930s created an urgent need to promote consolidation and unified administration offices in an effort to conserve school spending. School management became the duty of the state administration and local school boards lost much of their grass-roots power to make decisions. Consolidations were pushed, often to the dismay of the small school districts that considered their little schoolhouses adequate.

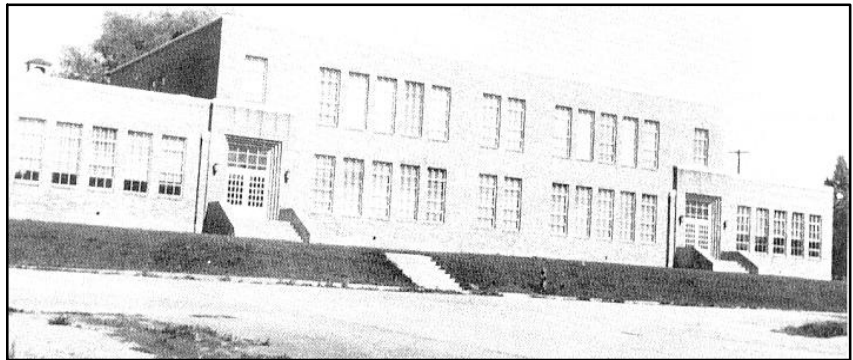


Lakeside School, Chelan
Similar to many rural consolidation schools, Lakeside School was built in 1922. Although in good condition, the school has been sold to a private party, and its future is uncertain.

WPA Builds Schools – 1930s

Created to provide jobs during the depression in the 1930s, the Works Progress Administration (WPA) built schools all across Washington State. Many smaller rural schools were improved with ancillary buildings, such as gymnasiums, or even new outhouses. Larger schools were also built by these crews in rural communities as the smaller schools consolidated. These schools were usually built of brick and often featured innovative architectural details.

Aster School, Colville
Aster Elementary School was built by the WPA in 1939. It remains in use today, and is the only historic school still in use as a public school in Colville.



High Schools in Washington State...
As population grew and urban areas expanded, the number of high schools in Washington exploded. Although in 1889 there were only six high schools in the state, by 1900 there were 47. Remarkably, the next fall there were 76. By 1910 there were over 300 high schools in the state, and in 1915 over 500, some in rural areas. In fact, by 1920, Washington had a greater percentage of its school age population in high school than any other state in the union – Garfield Section E, p. 6

Modern Schools – 1940s & 1950s

Both rural and urban schools suffered following the population shift of the 1940s and the baby boom of the 1950s. Following World War II, Americans began to leave rural areas in large numbers, swelling the urban areas while rural populations were shrinking. More consolidations took place as rural schools faced the dilemma of providing a modern education with its demanding curriculum to fewer rural students. During this time, the rural schools seemed to lose their place as the center of their community as values shifted. Rather than improving their school buildings, just maintaining them became a growing concern as population and resources declined. Many schoolhouses were abandoned or sold as surplus as the schools were forced to close, one by one.

While the rural schools were facing closures, many urban schools were deteriorating as growing demands were placed on obsolete buildings. As they became outdated, the schools lost their importance to the community. No longer a source of community pride, maintenance of the old buildings was often neglected as new school buildings were designed and built with utilitarian concerns, such as efficiency and economy, in mind. Meeting modern building codes, mandated school requirements, and budget restrictions became the focus of school construction. Gone were the days of lofty spires and grand entrances as aesthetics gave way to necessity.



Mary Purcell School, Sedro-Wooley

Completed in 1951, the Mary Purcell Elementary School is typical of thousands of schools built in the late 1940s and throughout the 1950s, as school districts scrambled to find space for the baby boom generation following WW II. The schools were flat, horizontal, one-level buildings.

The sleek, low, modern-looking schools of the 1940s and 1950s were built to provide space for a growing student population and to replace the outdated schools of earlier days. These schools were built to meet the budget demands of over-burdened school districts, rather than to inspire the soul of future generations of scholars.

Schools are the glue that holds communities together...

Schools are part of the glue that holds communities together. The school introduces people who would otherwise remain strangers to each other. In so doing, it helps build a sense of community, which is central to solving society's bigger challenges, education included.

– Constance Beaumont

Historic Schools Today

Today, at the turn of the 21st century, hundreds of both urban and rural historic schools have disappeared. Although many have been saved and are maintained by having found a new use such as community centers, churches, alternative learning centers, apartment buildings, storage facilities, or private residences, others haven't been so lucky. These buildings were either abandoned or demolished as they grew outdated and educational needs changed, leaving only a small percentage still in use today as educational facilities.

Some still stand, like Prairie View School, alone and abandoned in the center of a community that no longer exists. Without attention soon, these schools will soon disappear due to neglect. Others, having been sold by the school districts as surplus, have never been cared for, and continue to deteriorate. These privately-owned schools will probably be torn down, as the value of the land becomes a better value than the cost of paying taxes on an outdated building.

Dozens of historic schools are still owned by the school districts but are no longer used for public school. These buildings are currently used for storage, alternative classes, or to provide space for other school needs. While these buildings continue to provide a service, they are safe, but due to the fact that they often suffer from poor maintenance and little or no modernization, these buildings remain in jeopardy. The decision to declare them surplus could occur at any time.

Why Size Matters...

Is bigger really better? In a world where super-size fries and sports utility vehicles are par for the course, many communities and their education professionals are beginning to reconsider the notion that large, comprehensive schools are the most effective way to educate their students. Schools built in the 1950s and 1960s were large by necessity, accommodating the need created by baby boomers. Many argued at the time that bigger schools were the only educational setting through which a comprehensive curriculum could be delivered to such a vast number of students.

Many believe problems such as decreased graduation rates and literacy levels, below-average math and science proficiency, low standardized test scores and social difficulties stem from a large schools' inability to provide the sense of community – a condition leading educators regard as integral to a pupil's success. – Dutch Duarte. School Construction 2001

Lastly, some historic schools still continue to serve their communities as public schools. Although older schools were destroyed by the dozens during the past thirty years, a new awareness of their value has prompted some school districts to work with the community in an effort to save them. Green Park and Sharpstein Elementary Schools are examples of historic schools that have been successfully modernized in a small community. Seattle's BEX I and II programs, which modernize dozens of historic schools, proves that larger historic schools can also be saved and used to provide a 21st century education to Washington's students.

While these success stories provide hope for Washington State historic schools, they are the exception, not the rule. Many historic schools in use today, stand in jeopardy. When faced with the decision whether to modernize or rebuild, many school districts will choose to demolish the old school and build a new one on the outskirts of the community.

Washington State Schools History Timeline

- 1832 - By 1832, two schools open in what is to become Washington State. One, taught by John Ball, is located in Fort Vancouver, and the second, taught by Spokan Garry, near Spokane Falls.
- 1836 – Walla Walla missionaries Marcus Whitman and H.H. Spalding establish the first school for Indian children.
- 1849 - Oregon Territory enacts the School Law of 1849, which provides the framework for public schools - patterned after school laws of Eastern states. During this time schools in Washington are scattered mostly in the southwestern counties.
- 1852 – The first true public school opens in Olympia.
- 1854 - At their first legislative session, Washington Territory lawmakers call for a common school system and pass a basic school law similar to Oregon's.
- 1853 - Washington Territory separates from Oregon Territory.
- 1855 - By the mid-1850s, public schools are established in eight eastern Washington counties. For most communities, the first public school classes are held in stores, courthouses and churches until an official school can be built.
- 1860 - In the 1860s, the first public schools are established west of the Cascades in four counties. Most schoolhouses are simple log or wood-frame buildings.
- 1872 - Territorial School Superintendent's report records: 222 districts, 157 schools, 144 schoolhouses, and nearly 4000 pupils.
- 1877 – The Territorial Board of Education is established.
- 1878 - Division of graded schools into primary, intermediate, grammar and high schools is recommended by the Territorial Board of Education.
- 1880 – Completion of the transcontinental railroads in the 1880s stimulates growth. As settlement grows, the number of schools grows, and the quality of public schools improves. Urban schools begin dividing children into grades, but rural schools remain mostly ungraded.
- The first high school in the state opens in Dayton.
- 1889 – Just prior to statehood, standards in rural schools begin to improve. Teachers are required to have more training, and additional courses are added to the curriculum.
- Washington becomes a state. The first state legislature adopts many of the territorial school laws, but also requires a State Superintendent of Public Instruction, and the creation of a system of state normal schools to train public school teachers.
- At statehood, there are over 1,000 schoolhouses in the state. Of these, fewer than 50 are graded. There are only six high schools in the state.
- 1890 – Union schools are established to encourage districts to combine resources.

1895 – “Barefoot School Boy” law helps to insure that funding between rural and urban schools is more equal.

Early schools are being gradually replaced by larger frame structures.

1900 – The turn of the century brings concern for the health and safety of school children. Masonry schools are advocated.

1903 – Legislation is enacted to encourage the consolidation of districts to support high schools and grammar schools.

Consolidation leads to the closure of increasing numbers of early schools and results in larger, brick schools being built both in urban and rural school districts.

1908 – Of the state’s 2,888 school structures, 132 are log, 146 are brick, 2,604 are frame, and six are stone.

1910 – There are 2,710 operating school districts in the state.

1913 – State Superintendent Josephine Preston initiates a movement to construct teacher’s cottages, resulting in hundreds of them being built during her term (1913-1928). Increasingly, rural schools add gymnasiums and cafeterias to their schools.

Many new schools are larger, hipped roof, multi-classroom structures with ample windows, indoor plumbing, and other modern features.

1920 – Development of junior high schools begins in the 1920s.

1930 – During the 1930s, many rural schools are built with federal assistance through the Works Progress Administration.

1937 – There are 1,609 school districts. Of these, 1,279 are located in rural areas without high schools; 842 districts still have one-room schools; and only 405 are consolidated.

1945 – Rural Schools decline in importance after World War II and few one- or two-room schoolhouses continue to serve their communities as schools.

1946 - Consolidations closed 78% of the one-room schools (each a school district) operating in the state during 1937 - to 1946. A commitment to continuing consolidations is urged, with a goal of 210 unified districts and 70 remote or isolated districts.

1950 – Throughout the 1950’s, many schools are built to either replace aging turn-of-the-century schools, or to provide space for the baby boom students who are flooding local schools. These schools are one-story, utilitarian structures, built with modern facilities.

1994 – The number of school districts in the state has declined to 296, a decrease of 2,414 since 1910. A School District Reorganization Committee determines that the current school districts (communities) are unique and that further consolidations should not be forced upon them.

V. SCHOOL PROFILES

Records indicate there were 2,888 school buildings scattered across Washington State in 1908. Of those: 132 of the state's schools were log structures, 146 were brick, 2,604 were frame, and six were stone. Since many of these 1908 schools had replaced earlier school buildings, an additional 300 schools could be added to the total figure as an estimation of the schools built between 1832 to 1907 that were no longer in use as school buildings by 1908.

In addition to these 3,200 schools, all those built in the state between the years 1908 and 1951 must be added in order to estimate the total number of historic schools in Washington State. For the purposes of this survey, a safe estimate of 300 additional schools built between 1908 and 1951 will be included. This brings the number of historic schools in our state to an estimated 3,500 schools, built between 1832 to 1951.

Many of these estimated 3,500 schools built in Washington State between 1832 and 1951 have been demolished either by fire, abandonment and neglect, or school board decision. How many of these schools are in existence today is unknown. Many of their stories are remembered by but a few, and unless the history is recorded, once the buildings are gone, the memories soon fade.

The school profiles in this survey have been divided into five categories:

- Those schools that remain in use as public schools, but have not extensively modernized.
- Those schools that have been successfully modernized.
- Those schools that have found a successful re-use.
- Those schools that have been demolished.
- Those schools that are endangered.

Schools That Remain in Use as Public Schools

Very few historic neighborhood schools that have remained in continuous use but have never undergone extensive renovation or modernization can be found in Washington State. Although the smaller rural schools that have remained in use have usually been well cared for, the larger schools have often not received good maintenance and most are not in good condition today.

Many of these schools face an uncertain future unless they undergo extensive modernization, or begin to receive proper maintenance. Upgrading existing operational systems, and updating them to meet current school standards and building codes is imperative. The great pride and affection with which the community regards these schools, will not save them if school officials reach the decision that it is easier and cheaper to build new, than to renovate and modernize.

Age should not mean an automatic negative response...

It would be absurd to argue that every historic neighborhood school can or even should be saved. But it is equally absurd to argue that a school's age automatically means it cannot be preserved and adapted to meet modern educational program needs.

– Richard Moe, President National Trust for Historic Preservation

Schools That Have Been Modernized/Renovated

During the last half of the twentieth century, Washington State historic schools disappeared by the dozens. That trend seemed to slow in the 1990s, as community and school officials began to partner to save these schools. Accepting their importance to the community and recognizing the quality of the workmanship and architecture of historic schools, has led to projects that look for alternatives to demolition.

Seattle has proved a large urban community can save their historic schools with its BEX I and II projects which include plans for the modernization of many older neighborhood schools. One of the reasons that Seattle is so progressive is simple – they have no room to build new schools. They cannot meet the state site requirements, so they simply “make do.” The second reason for their progressiveness is that they have found an appreciation for the significance of their historic schools. Together, these two factors have led them to renovate and modernize, rather than demolish the old schools.

Small communities have a tougher time. Because plenty of land is available, and funding is easier to obtain for new construction, new schools are often advocated. In an effort to provide their children with the best education possible, area residents feel they “must” meet the site requirements and build schools outside of the neighborhoods they serve. Although these factors lead to fewer modernizations of historic schools in small communities, the recent modernizations of two of Walla Walla’s historic schools are proof that smaller communities can upgrade and keep their historic schools also.

Working with architects, builders and planners who specialize in historic preservation projects has led to some successful modernizations of historic schools in our state. While the interiors of many of these schools are often completely destroyed in an effort to meet school, safety and building codes and standards, there is often an attempt to add to the historic feel of the new structure by replicating or reproducing some of the original features. The exteriors are usually restored. The result is a modernized, historic school that maintains its visibility and significance in the community.

These projects are complicated. Some recent historic school projects included partial renovation; partial modernization; the addition of an appropriately designed, new wing or building; and the removal or demolition of a portion of the old school – usually a later addition. Putting funding together to make these modernizations happen is another challenge, as is working to obtain code relief for the older buildings.

In the past few years, in addition to the much older schools, some 1950s-era schools across the state have been modernized as well. Many of these schools had been built quickly in order to accommodate the baby boom generation. For example, Cascade High School in Everett and Tahoma High School, both opened in the 1950s. Both were concrete block, flat-roofed buildings with little architectural embellishment. These schools underwent extensive renovation, and modernization with additions in 1999, thus gaining some adornment and a longer life.

Schools That Found a Successful Re-Use

Often sold as surplus facilities, many historic schoolhouses have found a new life. Once they no longer welcome neighborhood children to school, their past is often forgotten. Occasionally, if the new owner either had ties to the original school, or has a desire to preserve the architecture, the school

may remain recognizable. More commonly, however, the school is remodeled extensively to fit the needs of its new use, and much of the character of the original building is lost.

Early schools, because they were smaller and could easily be moved, were more likely to find a new use. The little, movable school buildings were often merely loaded on skids and moved to a nearby farm or lot, to be used for storage. If in the right place, larger schools can find a new use, but more commonly, they sit empty for years as the community searches for either a new use or a qualified buyer for the building.

Many schoolhouses are used by school districts for other uses after they are closed as public schools. These buildings can be found providing a home for school district offices, serving as buildings that house students during renovations or construction of new facilities, or providing space for training facilities or adult education.

Other historic schools continue to serve their community as public buildings. Today these old buildings serve as grange halls, museums, libraries, or community centers. The communities often take pride in the history of these buildings and they are well cared for.

While surplus historic schools have always been occasionally used as businesses or residences, it has recently become a stylish thing for individuals to purchase historic schools and renovate them for residential use. Many schools across Washington State have been saved in this manner. Smaller schools provide single-family homes, while larger ones are remodeled into condominiums or other type of residential housing.

Schools That Have Been Demolished

Hundreds, even thousands of historic schools have disappeared from Washington State. Many of the early log schools were built hastily and were not built to last. Once abandoned, these schools fell quickly into disrepair and were soon gone. Fire was a constant danger to early schools. The wooden structures were heated with wood - and fire, unfortunately, was a common occurrence.

Some schools were abandoned as the population of the early communities grew and a new and larger school was built. A few were abandoned when the population moved away, and the need for a school no longer existed. Some of these abandoned schools found a new use, some were demolished and the wood used for other building purposes, and some simply fell into disrepair and eventually vanished.

In the early 1900s, as communities grew and transportation and roads improved, schools began to consolidate. New school requirements for graded curriculum, and the development of senior and then junior high schools made consolidation the only answer for hundreds of small school districts that could not afford to implement these programs on their own. Consolidated districts and union high schools became common in both rural and urban areas, leaving abandoned schoolhouses across the state. Again, although some of these schoolhouses found a new use, many were demolished by school board decision, or allowed to fall into disrepair from neglect.

Despite the fact that hundreds of early schools had been made with the finest materials available, many fell into disrepair during the next few decades. Fearing for the safety of students, these schools

were routinely demolished for many years, and new schools were built to replace them. No consideration was given to the intrinsic value of these schools, and little thought to what the loss of these structures would mean to the communities. Hundreds of historic schools were lost during the second half of the twentieth century due to their poor condition.

Today, historic schools continue to disappear from our communities due to the rapid technological changes of the past twenty years, the enforcement of modern building codes, and school policy requirements. Due to various factors, many beyond their control, school officials have habitually found it easier and cheaper to build new rather than to update, upgrade, and modernize historic schools. Once it has been determined that a historic school does not meet today's standards for site requirements, seismic stabilization, fire safety, technological upgrades or parking space, it is often slated for demolition, and a new state-of-the-art school takes its place.

A recent trend in school construction is to demolish 1950s-era schools and replace them with more modern buildings. Many of these schools had been built quickly in order to accommodate the baby boom generation. For example, McKnight High School in Renton opened in 1954 as a junior high school. A 1958 addition had been added to the concrete block, flat-roofed school. Despite the fact that the school was only 43 years old, it was razed in 1997, to make way for a new school facility. Similar schools include Evergreen High School in Everett, and both University High School and Central Valley High School in the Spokane area.

Schools That Are Endangered

Nearly every historic neighborhood school in Washington State today can be considered to be endangered unless it has recently undergone an extensive modernization, has been remodeled for a new use, or is the center of a small community. The American public seems to have accepted the fact that there is a price to pay for progress and they have become accustomed to the loss of their historic buildings, their historic schools included, as part of that cost.

The historic schools often are judged to be liabilities, and plans are made to replace them before the public ever even knows the issue is being discussed. Last minute grass-root protests are not usually successful, and the building is either demolished or sold. Once historic school building ownership has passed to a private party, the public has little, if any, say in what happens to the building. The owner can, and often does, remodel, alter or demolish the building without consideration for its significance to the community.

Time to save serviceable landmark schools – as schools...

With unprecedented amounts of public money about to flow into school construction programs as a result of pending legislation and recent court orders in such states as Ohio and New Jersey, it's time to reexamine public policies that affect the neighborhoods in which schools function and the ability of communities to save still serviceable, landmark schools – *as schools*.

– Richard Moe, President, National Trust for Historic Preservation

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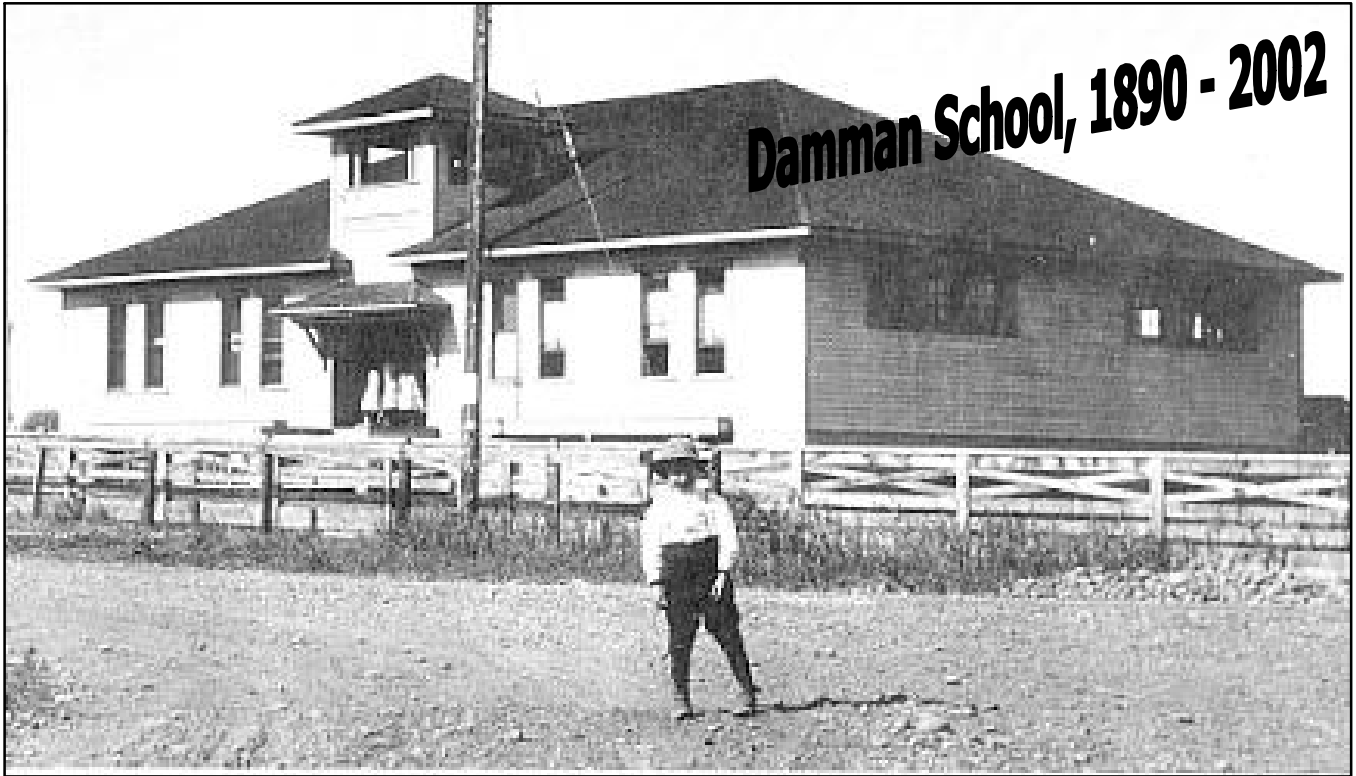
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WASHINGTON SCHOOL PROFILES
1. CONTINUOUS USE HISTORIC SCHOOLS



3712 Umptanum Road, Ellensburg

Damman School, pictured here, is believed to be the oldest continuously operated school in the state. The one-room country school has never closed since it opened in 1890. In 1916 the building was remodeled and a gymnasium added. The first six grades were still being taught in this school in 1990, according to an official tour guide of Ellensburg published by the Chamber of Commerce. The school was named for Merrit M. Damman, not identified. Original records cited by the *Ellensburg Daily Record* indicate the school was built on skids on the Snowden property and moved on January 23, 1893 to property owned by Matthew Damman.

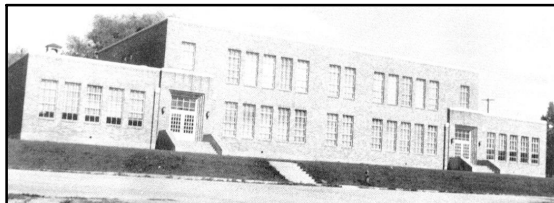
A surviving member of the Damman family, Marvin Damman, who attended the Damman School in 1923 and 1924, thinks his grandmother was the first teacher in the school. He had always thought the school was named for her. Over 150 former students celebrated the school's 100th anniversary in 1990.

Name On The Schoolhouse

Aster School – 1938

225 S. Hofstetter, Colville

YESTERDAY: Built in 1938 with Works Progress Administration federal funds and local funds, this school was known as the New Primary Building until 1952.



TODAY: The school is a fine example of schools built during the Great Depression. It was modernized and enlarged in 1981 and continues to serve the elementary school children in the surrounding neighborhood. It is Colville's only historic school still in use as a public school.

Name On The Schoolhouse

Great Northern School - 1914

3115 N. Spotted Road, Spokane County

YESTERDAY: Great Northern School was built in 1914 to replace an earlier 1894 school. Since the Great Northern Railroad paid a large share of the property taxes to build the school, it was named for the railroad. Built after consolidation of schools had begun, it was built larger to accommodate more students and graded classrooms. Also, like most schools built after the turn-of-the-century, the school was built out of brick.



TODAY: Great Northern School is one of few rural schools that has continuously operated since its construction shortly after the turn of the century. In 2001, the school had 44 students enrolled in grades 1-6. According to Mr. Glenn Frizzell, the School Superintendent, the building has wiring and water problems that need to be fixed. Although funds for repair and maintenance are difficult to obtain, the community maintains their belief that their children obtain a quality education in the small local school, and are determined to repair and modernize their historic school. A later addition obscures the original front entryway.

Margaret Jones, Jonas Babcock Chapter, Washington State Daughters of the American Revolution
Mr. Glenn Frizzell, Great Northern School District Superintendent of Schools/Principal

Orchard Prairie School - 1894

7626 N. Orchard Prairie Road, Spokane County



TODAY: Although a more modern building was built near the school in 1971, the old building has never been idle. It has always been used as a classroom, and today is used to hold a Kindergarten and a combined first- and second grade class. Today 64 children attend school at the Orchard Prairie School.

YESTERDAY: Orchard Prairie School opened in 1894. Children in the area previously made a two-mile walk to Peone School, a primitive, unpainted shack, which had been built in 1883. An additional room was added to the school in 1904, as the population in the area grew. Later improvements included a new oil-heating system and plumbing in the 1940s.



Pictured Above Left: Orchard Prairie, a one-room schoolhouse in the school year 1902-1903. **Above:** the lower grades of the 1957-1958 school year gather in front of their school, which has been enlarged with an addition to the left. **Left:** Orchard Prairie School as it appears today.

Orchard Prairie: The First Hundred Years 1879-1979

Give Existing Communities a Higher Priority...

Existing communities, because their social, physical, and institutional infrastructures are already in place, should be given higher priority than building new communities. Maintaining or rebuilding good K-12 public educational systems in existing communities is probably the most critical priority for neighborhood stability and health.

- Douglas Kelbaugh

WASHINGTON SCHOOL PROFILES

2. RENOVATED/MODERNIZED HISTORIC SCHOOLS

Everett High School – 1910 – Modernized 1996
2416 Colby Avenue, Everett

YESTERDAY: When Everett High School first opened in 1910, the new school was part of a nationwide program of educational reform. It was the beginning of a new century, there were massive changes in technology, and the immigrant population had tripled. Beginning in 1979, an era of modernization began at the school. In the



last 22 years, virtually every space at the school has been remodeled. During this time a seventh building was built to house the school's Science Department and an athletic field was built on the site of the old Lincoln School Annex.

TODAY: In 1995, the Everett School Board decided to join the needs for a modern school with the sense of community history that is embodied in the classic 1910 high school. Over the course of the next year, the beautiful 1909 Beaux-Arts building was modernized - the 13th "remodel" in the building's history. The 1960s addition that had obscured the front of the building was removed and the exterior of the building restored. The buff colored brick and terra cotta ornament was carefully cleaned and restored. The interior was completely modernized, but the reproduction of such historical details as picture and chair rails helped the school retain its character. The school was placed on the National Register of Historic Places in 1997.

The school reopened in September of 1996 as the centerpiece of a school campus that could be a small historic district for the town. The school includes seven buildings, spread over three city blocks. Along with the 1910 high school, the campus includes 1912 and 1915 vocational and commercial buildings, a 1925 Lutheran church, now a school theater, a depression era auditorium and a very modern but architecturally fitting science building.

"It's a tribute to this city and the school board that they respected and built upon their historical past." – Quote from the Everett High School Information Sheet

Kris Ravetz, Historic Preservation Director
Seattle School District Website

Bellingham High School – 1937**Estimated cost: \$20 million**

2020 Cornwall Avenue, Bellingham

YESTERDAY: Built in 1937, Bellingham High School included a combination of single-story ancillary wings and a three-story main building.



TODAY: In 1999, a total renovation and rehabilitation of the school began. A portion of the original structure was demolished and a new addition was built. As part of the project, an older auditorium was converted to a state-of-the-art theater for theatrical performances.

Seattle Daily Journal of Commerce, Jan. 27, 2000, “Washington State Top Public Projects of 1999”

The Best Buildings in Town...

“The school house should be the best building in town,” decreed Seattle’s first superintendent of city schools, E. S. Ingraham, in 1885. “The school room itself should vie with the sitting rooms of our best residences in attractiveness.”

B. F. Day Elementary School – 1892**\$5 million**

3921 Linden Avenue N., Seattle

YESTERDAY: The B. F. Day Elementary School opened in September 1892 in the Fremont neighborhood. The four-room brick building was designed by school district architect, John Parkinson. The school was named for Benjamin Franklin Day and Francis Day, who donated the land for the school. In 1900, James Stephen designed an eight-room addition (based on Parkinson’s earlier design). In 1916, further additions to the school were built, along with concrete retaining walls and stairs along the west edge of the site. By 1909, almost 700 students were attending the school. For almost 20 years, the B. F. Day School was the largest elementary school in the city, with enrollment peaking in the mid-20s at more than 900 students.

TODAY: B. F. Day Elementary School is the oldest continuously operating elementary school in the Seattle School District. It received a \$5 million renovation in 1991. It currently serves as a K-5 elementary school, and is a designated historic landmark.

Cleveland High School – 1927

Estimated cost \$48.5 million

5511 15th Avenue S., Seattle

YESTERDAY: Cleveland High School was built in 1927.

TODAY: In an effort to renovate this historic high school, the three-story brick building will undergo renovation as part of Seattle School District’s BEX II Project. According to an article that appeared in the Seattle Daily Journal of Commerce, “The building doesn’t meet the district’s desired seismic resistance standard, and also has a number of spaces that do not meet the district’s current educational standards for classroom size, recreation areas, handicapped accessibility and science labs. Parking is inadequate. Seattle Schools wants to: Demolish nine portables and the single-story wings and replace them with a new addition. Space would be added for a co-located community college program. Much of the significant architectural character of the building would be retained.” Construction is set to be completed in the fall of 2007.

Seattle Daily Journal of Commerce, August 30, 2001, “School Construction 2001”
Seattle School District Website

HistoryLink.org

Emerson Elementary School – 1909

9709 60th Avenue South, Seattle

YESTERDAY: Emerson School sits in the Lakeridge neighborhood on a hill above Rainier Beach. The Jacobean-styled building was built in 1909 and is nearly identical to two other schools built at the same time, Hawthorne and Greenwood. All were built of brick following a design by Seattle School District architect James Stephen. The school replaced an earlier two-room wood school house on the site, the fifth school in the Rainier Valley. In 1914, Emerson opened the first public Kindergarten in Seattle. The school’s first addition was constructed in 1930 and it was remodeled in 1969.



TODAY: As part of Seattle School District’s BEX I project, the old 1909 Emerson building has been historically renovated. The 1930 addition was demolished, and a new addition has been constructed. The existing site has been improved. The newly renovated and expanded Emerson building accommodates about 535 students at grades K through 5 in southeast Seattle. The school has been designated a Seattle Landmark. It re-opened in early September 2001 as planned.

HistoryLink.org
Seattle School District Website

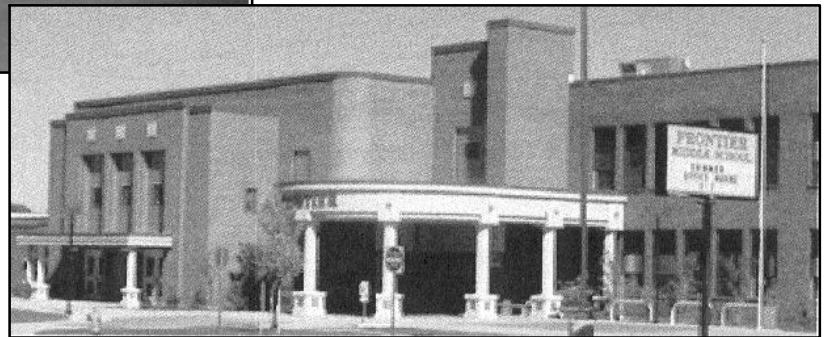
Frontier Middle School - 1948

517 West Third Avenue, Moses Lake



YESTERDAY: Built to replace an older high school, this two-story, brick school served as Moses Lake's High School, until about 1960, when a new high school was built on the outskirts of town. The school then became Frontier Junior High School.

TODAY: Following a tragic school shooting incident in 1995, the school underwent a renovation. Thoroughly modernized and updated, Frontier Middle School, as it is now called, continues to serve the students in the neighboring community.



Don Sutter, Moses Lake resident

Early Schools for Black Pioneers

Around the turn of the century, at least two schools were started or organized by black pioneers. The Ole Washington family donated the land for the Waneta School in the Lower Valley. It is interesting to note that, at that time, "the School Board of Waneta School was made up of entirely Negro patrons." John L. Bedell, a black pioneer, petitioned the state for approval to start a school in the Squaw Creek area, up between Yakima and Ellensburg.

– Northwest Black Pioneers, A Centennial Tribute

Garfield High School – 1923

Estimated cost \$60.9 million

400 23rd Avenue, Seattle

YESTERDAY: East High School, a 12-room wooden building, opened in 1920 with an enrollment of 282, who transferred from the aging Broadway High School. Within two short years, enrollment had soared and 27 portable buildings were on the site. Floyd Naramore designed a new building in the Jacobean style to replace the growing school. The new school, renamed Garfield High School, opened in September of 1923. Enrollment continued to grow and an addition, also designed by Floyd Naramore, was added. Enrollment peaked in 1939 at 2,300.

During the 1960s, the school experienced the plight and blight of the inner city school. A Central Area School Council was formed, and subsequently, a Central Region within the school district. High quality education was restored.

TODAY: Garfield High School continues to serve the community, and, in an effort to renovate this historic high school, the 1923, three-story brick building is scheduled to undergo renovation as one of Seattle School District's BEX II Projects. According to an article that appeared in the Seattle Daily Journal of Commerce, "The building has a number of spaces that don't meet the district's current educational standards



for classroom size, recreation areas and science labs. There's also not enough parking. Seattle Schools wants to: Renovate the 1923 building and demolish the 1929 annex and gymnasium; and build a new addition and gym, while retaining much of the significant architectural character of the building." Construction is scheduled to be completed in the fall of 2008.

Name on the Schoolhouse

HistoryLink.org

Seattle Daily Journal of Commerce, August 30, 2001, "School Construction 2001"

Green Park School - 1905

1105 Isaacs, Walla Walla

YESTERDAY: This three-story brick building was built in 1905.

TODAY: In the late 1980's the top floor of this three-story school had been condemned. Although the school was still being used, it was obvious a new school was needed. Following the failure of two bond issues for demolition of the school and funding for a new school, the community began working on other solutions to their problem. Together, school officials and the community came up with a compromise – a plan to renovate the 1905 Green Park Building, demolish later accessory buildings, build a new addition, and enlarge the site. The bond issue passed.



The work on Green Park Elementary School was finished in 1994. The building now meets all current code and seismic requirements and has been completely modernized. Replication of both interior and exterior historical details helped the school retain its character. A new gymnasium was added to the site, designed by Bob Broyles, architect for the project.

Ann Bachtold, Karneetsa Chapter Daughters of the American Revolution

Hamilton International Middle School – 1926	Estimated cost \$18.4 million
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4400 Interlake Avenue N., Seattle

YESTERDAY: Hamilton Middle School, a two-story brick school, was built in 1926.

TODAY: The school will be renovated with construction to be completed in 2009, as one of Seattle School District’s BEX II Projects. According to an article that appeared in the Seattle Daily Journal of Commerce, “The north and south wings do not meet current district standards for classroom use. Seattle Schools wants to: Renovate the south wing, gymnasium and auditorium to provide a new location for an 800-student Hamilton Middle School. The district plans to work with the city and community to find ways to make the unused north wing available for community use.”

Seattle School District Website

Hough Elementary School - 1941

1900 Daniels Street, Vancouver

YESTERDAY: Hough (pronounced Howk) School was built in 1941, to replace both the old Franklin and Columbian schools. It was named in memory of Patrick (Paddy) Hough, one of Vancouver’s pioneer teachers. He served as teacher, principal and deputy superintendent of Clark County Schools from 1881 to 1906. His estate became a trust fund for the use of the Battle Ground School District Future Farmers of America and Future Homemakers of America in northern Clark County.



TODAY: Hough School was remodeled and updated in about 1995. Although the exterior remains, the interior was gutted and some exterior changes were made as well. Currently the building is very much used by the community. The neighborhood association meets there, as do Boy Scouts and community sports groups of various sorts.

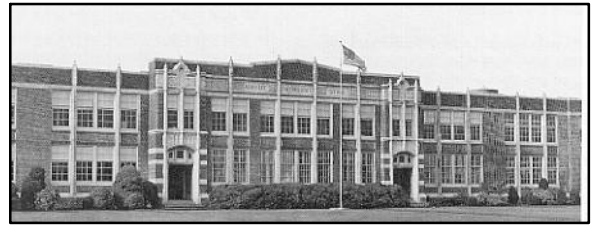
Holly Chamberlain, Washington Trust for Historic Preservation Board Member
Hough School Website

Jason Lee Middle School – 1924

\$27 Million Dollars

602 N. Sprague Avenue, Tacoma

YESTERDAY: Jason Lee Middle School, first known as West Intermediate School, was named after an early Northwest missionary. The school was the first and biggest of the six intermediate schools built with proceeds from the \$2.4 million bond issue approved in 1923. Built on the old campus of the College of Puget Sound, the school opened in September of 1924, with more than 1,600 students enrolled by the end of the first year. The school focused on the fine arts, and early school orchestras, bands and choruses won much acclaim for the school.



TODAY: Following a 27 million dollar “make over” the school reopened in 2001. Although the exterior brick façade of the school remained intact, the interior underwent extensive modernization.

Jason Lee Middle School Website

Seattle Daily Journal of Commerce, Jan 27, 2000, “Washington State Top Public Projects of 1999”

Jefferson Elementary School - 1922

218 E. 12th Street, Port Angeles

YESTERDAY: Jefferson School, named for President Thomas Jefferson, was built on the site of the old Fourth Ward School in 1922.

TODAY: The school is currently being renovated. Old additions have been torn down and the center section retained.

Ann Lindberg, Anacortes resident

Lewis & Clark High School – 1912

Estimated cost \$28.6 million

521 West Fourth, Spokane

YESTERDAY: Architect Loren L. Rand, a well known Spokane architect, designed Lewis & Clark High School to replace South Central High School that burned in 1910. Former President Theodore Roosevelt laid the cornerstone of the building, which was completed in April of 1912.

The school, renamed Lewis and Clark High School, was an impressive Collegiate-Gothic style building. Built of brick and trimmed with terra cotta, it featured a main entry sheathed in marble and

wide interior hallways covered with marble terrazzo floors. Called the pride of the city and superior to any other high school west of the Mississippi, the school covered almost the entire block.

Annex: The 1908 Administration Building/Annex adjacent to the school, built to house the offices of School District #81 and a gymnasium for the high school, had survived the fire that had destroyed the earlier school. In 1917, the Annex building was expanded to offer more space for the school.

By 1964, Lewis and Clark had become one of the largest high schools in Washington State and needed more space. A field house opened in 1965, and in 1980, Howard Street was vacated adjacent to the school, providing land for a campus west of the school.



TODAY: Lewis and Clark High School underwent a major renovation project from June 1999 to August 2001. During the 1999/2000 and 2000/2001 school years, Lewis and Clark High School staff and students relocated to the Holley-Mason building, which served as a temporary home.

During the renovation, the adjacent Annex Building was demolished and an addition was built to the east of the main building. Despite the loss of much of the interior, some representative architectural details were kept, and much of the exterior remained intact. The reopening events of the school were attended by over 12,000 Spokane residents, proving how important the school is to the community.

Lewis & Clark Website

Seattle Daily Journal of Commerce, Jan. 27, 2000, “Washington State Top Public Projects of 1999”

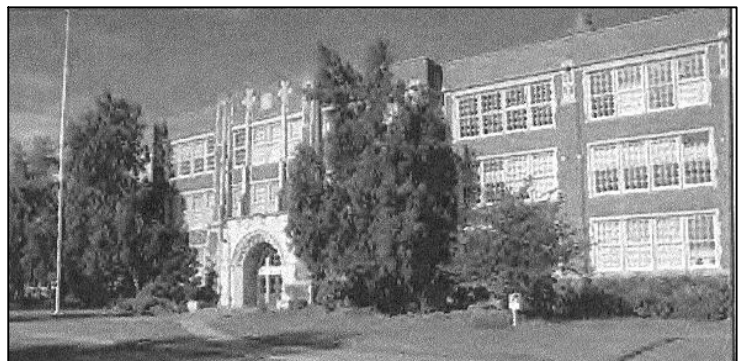
Madison Middle School – 1929

Estimated: \$33.4 million

3429 45th Avenue SW, Seattle

YESTERDAY: Built in 1929, Madison Middle School sits on a 7.9 acre site.

TODAY: According to an article that appeared in the Seattle Daily Journal of Commerce, “The building has a number of spaces that do not meet the district’s current



educational standards for classroom size, recreation areas, handicapped accessibility and science labs. There's also not enough parking. Seattle Schools wants to: Renovate the 1929 building and a 1931 addition, modernize the gym, add an elevator, demolish a single-story building west of the three-story structure, remove the four portables, and build a new addition while retaining much of the significant architectural character of the building." Construction is expected to be completed in the fall of 2005.

Seattle Daily Journal of Commerce, August 30, 2001, "School Construction 2001"

Madrona Elementary School - 1917

1121 33rd Avenue, Seattle

YESTERDAY: Madrona Elementary School was built in 1917 and was enlarged with alter additions.

TODAY: The 1917 portion of the Madrona building will be demolished. The remaining sections will be modernized, and a building addition will be constructed. The approximate floor area of the new Madrona building will be 68,000 square feet. The modernized and expanded school will accommodate about 450 students at grades K through 8. The architect is *DLR Group*. The project is currently in design process. Construction started in summer of 2001, and the new school building is scheduled to open in August 2002.

Seattle School District Website

Schools top Washington's Class of 2000 Top Projects...

Following a trend of the past few years, schools continue to be the cornerstone of the public construction market – on both a local and national level. Most of the projects on the Journal's list are schools, including the top three hard bid projects. On a national scale, the baby boom echo, those born since 1976, has created crowding in our schools and a demand for more facilities.

Construction consultant FMI Corp. predicts construction of new educational buildings across the country will grow by \$4 billion, or 10 percent, this year to \$43 billion. That compares favorably to FMI's estimate of 5 percent growth for total construction. Last year, construction of new educational facilities jumped by 17 percent while the total construction market was up 6 percent.

About \$36 billion of the new educational facilities built this year will be publicly owned. FMI says improvements to existing school buildings will continue to be a significant market, growing 1.9 billion, or 10 percent, to \$20 billion.

According to U.S. Department of Education statistics, Washington state had 1,008,000 students enrolled in public elementary and secondary schools in 1999. The number for the year 2009 is projected to increase to 1,045,000 (up 3.6 percent) – making Washington number 14 on the list of the fastest growing school populations.

- Washington State Top Public Projects, 2000
A Special Publication of Daily Journal of Commerce

Preston Hall - 1913

600 Main Street, Waitsburg

YESTERDAY: William G. Preston, an early prominent citizen and civic activist, donated Preston Hall to the city of Waitsburg. The 1913, three-story brick building was done in Neo-Classical Revival style, with a two-story entry pavilion on the primary façade. Designed by the Walla Walla firm of Osterman and Siebert, it was built to house manual training and domestic science facilities for the high school, as well as recreational opportunities for the entire community. It housed a fully equipped home economics department with classroom, dining room, kitchen and sewing room, a manual trapeze, swings, gymnastic equipment, swimming pool and two bowling lanes. The building was used for its intended purpose until 1962 when a new gym was constructed.

TODAY: Preston Hall, the oldest school building in Waitsburg, is listed on the National Register of Historic Places. It was renovated in 1994-1995, allowing its continued use as a school building. The first floor was leveled, allowing for the formation of an art room, large lab, office, rest room, installation of an elevator, and a new handicapped entry on the south side of the building. The gymnasium remained as it was originally, with the encircling balcony. The upper floors were converted into two classrooms each. The exterior of the building was not changed.

Sally Reynolds, Historic Preservation Consultant, Spokane
Waitsburg School District Website

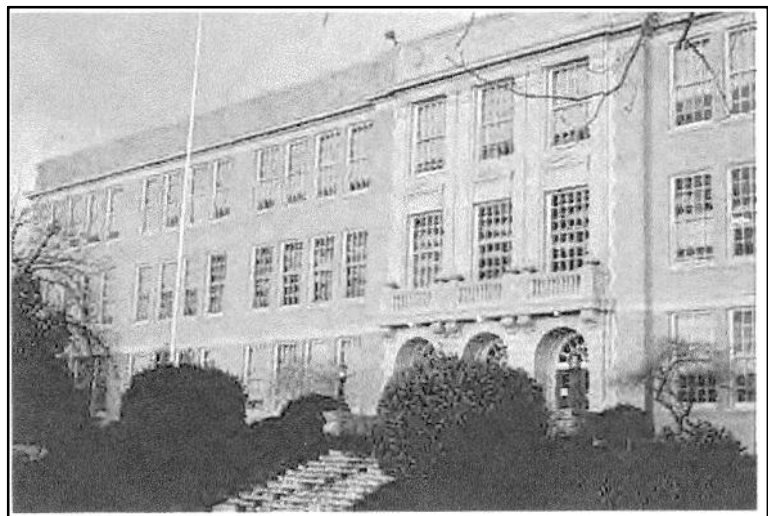
Roosevelt High School – 1922

Estimated \$75.6 million

1410 NE 66th Street, Seattle

YESTERDAY: Roosevelt High School was built in 1922.

TODAY: According to an August 30, 2001 article that appeared in the Seattle Daily Journal of Commerce, “The Roosevelt High School does not meet the district’s desired seismic resistance standard, and also has a number of spaces that do not meet the district’s current educational standards. Seattle School District wants to: Renovate the



1922 building and demolish the 1928 addition, gym, lunchroom and shop. Modernize the remaining structure while retaining much of the architectural character of the building. The 9.5-acre campus is one of the district’s smallest and considerably smaller than the district’s goal of 17 acres per high school, so \$5 million of the proposal would provide for potential site acquisition to expand the campus.” Construction is expected to be completed in the fall of 2006.

Seattle Daily Journal of Commerce, August 30, 2001, “School Construction 2001”

Seattle BEX I Schools

Seattle School District's Building Excellence Program began in 1995 following voter approval of a six-year \$330 million capital levy. The program included demolition, partial demolition, rebuilding, renovating, and/or providing additions at 19 Seattle Schools. The phased plan allowed for the completion of several projects each year beginning in 1998 and culminating in fall 2002. To date, the Building Excellence Program is on time and on budget.



Pictured is Greenwood Elementary School, one of the historic schools renovated as a BEX I project. The 1921 portion of the building will be demolished, and the remaining 1909 section will be renovated. The school is expected to reopen in August, 2002.

BEX I included the partial demolition, renovation of remaining historic structures, and new additions for seven historic elementary schools, one historic high school and one alternative school. It also included the modernization and new construction of one historic elementary school. Under this program, one historic high school, Ballard, and three elementary schools, Cooper, Highland Park and Whittier, were slated for demolition and new construction. Coe Elementary School was under construction and renovation when it was destroyed by a fire. A new building will replace it in 2003.

Seattle BEX II Schools

With more than a 70% "yes" vote, Seattle voters approved a capital levy on February 6, 2001 to extend the District's long-term construction program that will renovate a few historic school buildings and construct new facilities – Building Excellence Program Phase II (BEX II). The program includes partial demolition, demolition, new construction, renovation, modernization and/or additions at 17 school buildings. The \$398 million, six-year BEX II program is part of the District's long-range facilities master plan to meet the educational needs of all students. It has four major components including funding:

- To improve eight secondary schools and help open the Center School
- To increase south end capacity at five elementary schools, provide more adequate classrooms, cafeteria/auditorium, and childcare spaces, and convert one building to regular classrooms
- To support the District's Technology Plan
- To provide a permanent location for the District's Secondary Bilingual Orientation Center

BEX II impacts six historic neighborhood schools in the Seattle area. Three high schools and one middle school will undergo partial demolition, historic renovation, and modernization and/or new additions. One historic middle school will simply be renovated and one historic elementary school will be entirely demolished.

Eleanor Boba, Former Washington Trust for Historic Preservation Board Member
Seattle School District Website

Sequim High School - 1920

Sequim

YESTERDAY: Sequim High School was built in 1920. Due to growing population, the school was enlarged by additions throughout the 1920s. The school was closed and the building was used as a community hall during the 1980s.

TODAY: The Sequim High School is again in use as a public school.

Ann Lindberg, Anacortes resident

Seward Elementary School (now TOPS) – 1893

Estimated \$14 million

2500 Franklin Avenue E.

YESTERDAY: In 1893, the Denny-Fuhrman School opened in Seattle's (present day) Eastlake neighborhood. In 1905, with a second building designed by James Stephen, the school was renamed the Seward School, after William Seward, the U.S. Secretary of State who negotiated the purchase of Alaska from Russia. The Alaska-Yukon-Pacific Exposition held on the University of Washington campus in 1909, caused the Eastlake neighborhood to develop. By 1914, more than 400 pupils attended the school. A third building, designed by Edgar Blair, was added to the school in 1917.



By 1932, enrollment was 580, and Seward became a demonstration school. District teachers attended half-day sessions to observe the latest teaching methods and materials. However, in the 1960s, the construction of Interstate-5 directly east of the Seward School bisected the neighborhood and contributed to declining enrollments.

TODAY: The three historic buildings that made up Seward School were renovated in 1997-1998 as part of Seattle's BEX I program. All three have been designated Seattle Landmarks. According to an article published in the Seattle Daily Journal of Commerce: "This project involves approximately 95,000 square feet of renovations, additions to and remodeling of the existing Seward/Tops School. Work will be performed on all three historic buildings, including an 1893 schoolhouse. Exterior improvements will preserve the inherent qualities and character of the historic wood-frame structures. Inside, the buildings will be altered to conform to technical codes and life-safety regulations, including ADA requirements and new mechanical, electrical and telecommunications systems." The school reopened in September 1999 as a K-8 school called The Options Program at Seward (or TOPS at Seward).

Seattle Daily Journal of Commerce, Jan. 21, 1999, "Top Public Projects in Washington State"
HistoryLink.org

Sharpstein Elementary School - 1898

100 Howard Street, Walla Walla

YESTERDAY: Sharpstein School was named for Benjamin L. Sharpstein, a judge and state representative who helped write the Washington State Constitution. Built in 1898, the school had taken a year to build. In 1906, a building similar to the first was constructed, and in 1955 a new wing was added to the front of the school containing office space, classrooms and a gymnasium. The school has watched about 40,000 students pass through its halls in the last 100 years.

TODAY: Sharpstein finally closed its doors in 2000 in order to undergo a complete renovation. The 1950s addition was removed and the remaining two buildings (1898 and 1906) were modernized. The buildings were updated to meet all current building code and seismic requirements. Although the interiors were completely emptied, they were replicated, and the interior of the buildings retains the “feel” of a turn-of-the-century school. An architecturally compatible addition was added to the rear of the existing buildings, and students recently returned to find completely modernized and up-to-date classrooms.



“Walla Walla’s are proud of what the “City Fathers” elected to do after much study, research, bonds, and all that was required to get the job done.” – Ann Bachtold

Ann Bachtold, Karneetsa Chapter, Washington State Daughters of the American Revolution

Stadium High School – 1906

Estimated cost \$85 million

111 N. “E” Street, Tacoma

YESTERDAY: The building that became Stadium High School was originally intended by its financiers, the Northern Pacific Railroad Company and Tacoma Land Company, to be one of the finest luxury hotels on the Pacific Coast. In 1890 they purchased a nine-acre tract of land on a high bluff overlooking Commencement Bay. The winning architects, Hewitt and Hewitt of Philadelphia, submitted a plan for a French Renaissance architectural style. Some sources have claimed that the building is modeled after an actual chateau near Paris.

Construction of the hotel – known both as the Olympic and the Tourist – began in 1891, but halted in 1893 in the wake of a nationwide financial panic and depression. The unfinished shell was then used to store lumber, until a devastating fire (of suspicious origin) gutted the building in October 1898. At that time the Northern Pacific Railroad gave up on the building and began taking bricks from the burned-out structure to build train depots in Montana and Idaho.



Realizing that the building had potential, local Tacoma citizens suggested the building be converted into a high school. It was determined feasible, and in 1906, Tacoma High School opened. After the completion of a second high school, the school was officially renamed Stadium High School in honor of its new athletic field called the “Bowl”.

The “Castle” as it is called, has seen many renovations. The auditorium was enlarged and remodeled in 1912, and a gym was built underneath the central courtyard in 1913. The roof was replaced with asbestos tiles in 1957, at which time copper finials on the turrets were substituted for the old iron ones. In 1958-59 and throughout the 1960’s, renovations, remodels and repairs took place. In 1974-75, the Industrial Arts and Science Building was erected across “E” Street. The school was placed on the National Register of Historic Places in 1977.

TODAY: Stadium High School is in the beginning planning stage for a complete renovation. Area residents, most of whom consider the high school to be a historic Tacoma icon, are very interested in the type of renovation the school will undergo. According to a Tacoma News Tribune article, “Many graduates and preservationists were alarmed when Superintendent Jim Shoemaker characterized the \$85 million Stadium rehab project earlier this year by saying the school would be ‘basically gutted.’ He later backed down from that statement, promising that the school’s architectural heritage would be respected. Yet when it came down to picking the architect for the renovation, no one with an architectural or preservation background was named to the selection committee.”

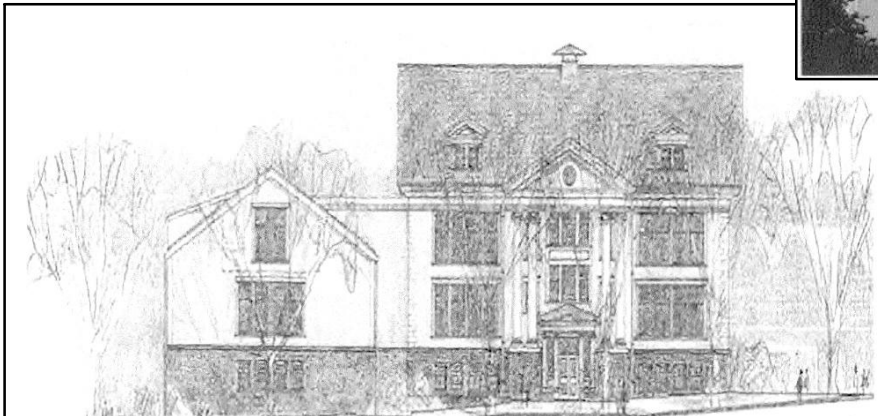
The article goes on to read, “When the Stadium rehabilitation is completed in 2006, students should be able to walk into the school and know they’re in a century-old building rich with tradition – and not merely because the exterior will have been preserved. So far, the district isn’t earning much confidence that it is committed to honoring that history.”

Stadium High School Website
Beverly Bills, Mary Ball Chapter, Washington State Daughters of the American Revolution

Stevens Elementary School - 1906

1242 18th Ave. E., Seattle

YESTERDAY: The I.I. Stevens School was founded at the turn of the 20th Century on the north slope of Seattle's Capitol Hill. Opening its doors in 1906, the school was named for Isaac Ingalls Stevens, Washington's first territorial governor. Originally the school served grades one- through eight from the Capitol Hill and Interlaken neighborhoods.



TODAY: The original 1906 building structure has been retained and historically renovated, although the 1928 addition has been demolished. New construction includes a three-story addition, gymnasium, cafeteria, and childcare room.

The new building has an approximate floor area of 63,000 square feet, and can accommodate about 380 students at grades K through 5 from the central cluster of the Seattle School District. The new school building opened in the Fall of 2001.

Seattle School District Website
[Name On The Schoolhouse](#)

Sunnydale Elementary School - 1904

Highline School District – Burien

YESTERDAY: Sunnydale Elementary School was built in 1904. A row of beautiful trees graced the front of the school for many years. They had been planted as a memorial to WWI veterans. The trees were cut down some years ago.

TODAY: After being closed for several years, the school was reopened after remodeling. It is located several hundred yards west of the SeaTac International Airport, and houses grades 1-4, with a 2000 enrollment of 515 students. In addition, the school is home to three English as a Second Language (ESL) classes, and a program for gifted students in the district.

Donna Grothaus, Lakota Chapter , Washington State Daughters of the American Revolution

Union High School - 1921

Mount Vernon

YESTERDAY: This three-story school was built in 1921 on a 12 ½ acre site. It is Collegiate Gothic, with red tapestry brick, laid in white cement mortar. The ornamental trimming features are cast in white cement mortar.

TODAY: No extensive remodel has been done, although the building has been maintained well enough to keep it up to code. “Old Main” as it is known is scheduled for an upcoming expansion, in which it will be incorporated into a new building.

Ann Lindberg, Anacortes resident

Waitsburg High School - 1927

Waitsburg, Walla Walla County

YESTERDAY: Waitsburg High School was built in 1927 to replace an earlier school. The building was a two-story, brick structure.

TODAY: Waitsburg High School has undergone a recent extensive renovation. After more than a year of construction and renovation, the school opened in September, 2001.

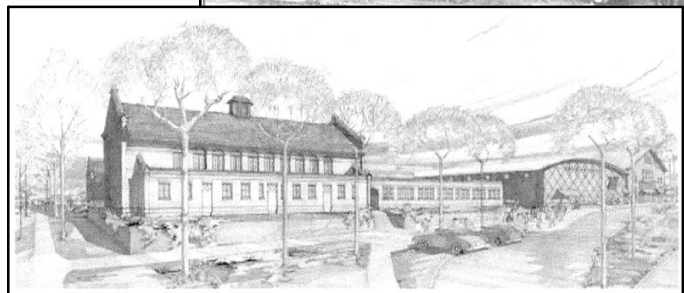
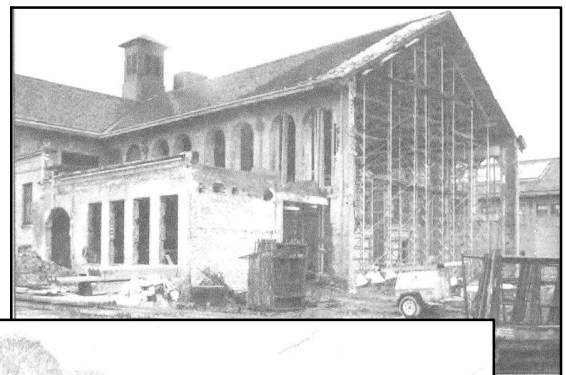
Walla Walla Union Bulletin

West Seattle High School - 1919

5950 Delridge Way, Seattle

YESTERDAY: West Seattle High School was built in 1919.

TODAY: As part of Seattle School District’s BEX I program, the original 1919 structure and the 1924 addition will be retained and historically renovated to new construction quality. The remaining facilities will be demolished, and a new addition will be constructed. The approximate floor area will be 223,400 square feet, which will accommodate about 1,400 students attending grades 9 through 12. It is currently under construction and renovation. The new school building is scheduled to open in July 2002.



Seattle Daily Journal of Commerce, Jan. 25, 2000, “Washington State Top Public Projects”
Seattle School District Website

Wilson Elementary School - 1927

911 West 25th Avenue, Spokane

YESTERDAY: Named for Woodrow Wilson, 28th president of the United States, Wilson School opened in 1927, replacing an earlier school built in 1922. Designed by architect Loren L. Rand, the new school had six classrooms, a principal's office, a health room, and an auditorium, called the Assembly Hall, with a stage. Each classroom had maple floors and a coat closet in the rear of the classroom. When it was built, the school was called "the most modern grade school building in the city." The school was built for 250 students, in first through sixth grades.



Additions in 1941 and 1961 added classroom space, a library, cafeteria/gym and kitchen. A fire in 1973 destroyed most of the east wing, including five classrooms. A portable annex replaced the needed classrooms for many years.

Wilson School was built of seven shades of pink brick, called tapestry brick. The school was built in the neoclassical architectural style. Paired pillars are on each side of the central front door. A decorative basket arch forms the entry, which frames the recessed multi-paned glass doors. The decorative molding around the window is made of terra cotta, with a turquoise blue accent.

Constance Beaumont on Wilson School...

People love this school. It maintains high educational standards. It's small, so students can receive personal attention. Children can walk to school. It's safe and pleasant to do so because the neighborhood has sidewalks lined with trees and well-maintained homes. Having served three generations of students, the school embodies an important part of Spokane's history. The school is also beautiful.

In short, Wilson is a small, community-centered school that anchors an older neighborhood. It's exactly the kind of school that many educators and parents across the country are calling for today.

– Constance Beaumont

TODAY: In 1999 the east wing of Wilson School was rebuilt, matching the tapestry brick and terra cotta trim from the original building. Seven classrooms were added, including the kindergarten room, a music room and restrooms. Skylights in the halls added needed light to the corridors and matched the skylights recently uncovered in the main building. These original skylights had probably been covered since the blackouts of World War II. The spacious, new library has refinished maple floors and is located in the original Assembly Hall.

Elizabeth Godlewski – Historian

WASHINGTON SCHOOL PROFILES

3. HISTORIC SCHOOLS WITH A SUCCESSFUL NEW USE



Several years ago, Chewelah needed to renovate their elementary school. Studies showed the community that it would be easier to obtain funding for a new school than to renovate the existing one. Two limiting factors were that the two-story school needed an elevator to meet current school standards, and that the site was too small to meet current acreage site standards for elementary schools.

The decision to build a new school was made, which left the former Chewelah Elementary School building empty. Despite the fact that the Chewelah School District began looking for a buyer for the building, it was not sold right away.

About the same time, City officials realized they had several problems. They had outgrown their city hall and their police station was extremely small, approximately 10 X 10 feet. Their library was partially located in a basement, making it difficult for some residents to visit and use. The City came up with a plan to use the old school for a community center. Offering a bid slightly over the valued price of the property, the city was successful in purchasing the school from the school district.



With a \$500,000 Economic Development Grant from the state, city officials went to work. The classroom building was renovated to provide space on the main floor for governmental offices. This space now houses Chewelah's city hall, library and police station. Limited funds stopped second floor renovations, but the space was leased to the county for adult educational use. The old gym became a civic center.



The New Community Center



The New Fire Station

Later, when the need for a new fire station arose, city officials obtained a matching grant and built a fire station next door to their civic center complex. Trying to match the old brick of the former school, officials did a wonderful job of designing a new building that complemented the historic buildings on their new, municipal center campus.

“State regulations, the schools and the towns are all part of the problem – yes, it’s old pipes, but the real problem is that school officials don’t take care – there is not proper maintenance. I guess they think that when they are all done, somebody will build us a new one.”

Interview with former Chewelah mayor, Gloria Davidson

Still Serviceable Schools Sold as Surplus...

The former Chewelah Elementary School has become a civic center, providing much needed facilities for the small city. Just north of Chewelah, the older Colville High School has become home to the WSU Learning Center for Northeast Washington, and other higher educational facilities. Both buildings had been judged unsatisfactory for continued use by their local school districts, and new buildings were built to replace them further from the neighborhoods they serve. These two still serviceable buildings found an adaptive reuse, however, many others are not so lucky.

Alcott Elementary School - 1955

Now: School District Media Center
4714 E. Eighth Avenue, Spokane

YESTERDAY: The original Alcott School was first identified as the Carnhope School, and was known to be in existence as early as 1893. With the consolidation of the school into the Spokane School District in 1914, the name was changed to Alcott Elementary School, in honor of popular children's novelist, Louisa May Alcott. In 1949, with student population at a record high, surplus war buildings were moved from Geiger Field to the school, where they were used to accommodate the growing student population. This school was closed in 1955 due to development of the I-90 freeway, and a new school was built on Eighth Avenue. The original school building was demolished and a portable auditorium structure was later added to the site of the 1955 eight-room frame structure.

TODAY: The school was one of nine elementary schools closed in 1972, due to a levy failure. It was later used for school instructional and administration offices. Today the Instructional Media Center (IMC) continues to occupy the building, which provides space for a textbook depository, book-mending services and a film library.

First Class for 100 Years, Spokane Public Schools, 1889-1989

Andrew Johnson School – 1921

Now: School Facilities Space
Winlock School District, Lewis County

YESTERDAY: The Andrew Johnson School was built in 1921 and used for many years. As was customary in that time, the elementary school was on the first floor, while the high school was located on the second floor.

TODAY: Although parts of the building may be in use for housing school facilities, the building is no longer recognizable.

Name on the Schoolhouse



Beacon Hill School

Now: El Centro de la Raza, Latino Center
2524 16th Avenue South, Seattle

TODAY: On October 11, 1972, Chicano activists led by Roberto Maestas occupied the abandoned Beacon Hill School. Maestas used the school to found El Centro de la Raza, (Center of the People), a Chicano/Latino civil rights organization. The protesters were mostly the Latino faculty and staff of an

English and adult basic education program at South Seattle Community College. Their program had been defunded and they found themselves without an educational home. The activists saw the Beacon Hill site as a central location suitable for expansion and development. The facility lacked heat and running water in what turned out to be a record cold winter.

Over the next three months, protesters also staged demonstrations in the chambers of the Seattle City Council and at the Offices of Seattle Mayor Wes Uhlman. The leaders of the protests were arrested, however, ultimately the Seattle School District and the City of Seattle agreed to lease the property to El Centro for \$1 a year.



In 1997, the school district insisted on fair market rates and rent rose to \$12,000 a month. By 1999, El Centro owed \$150,000 in back rent. Grants from the City of Seattle and from Washington State totaling \$1 million allowed El Centro to buy the site from the school district.

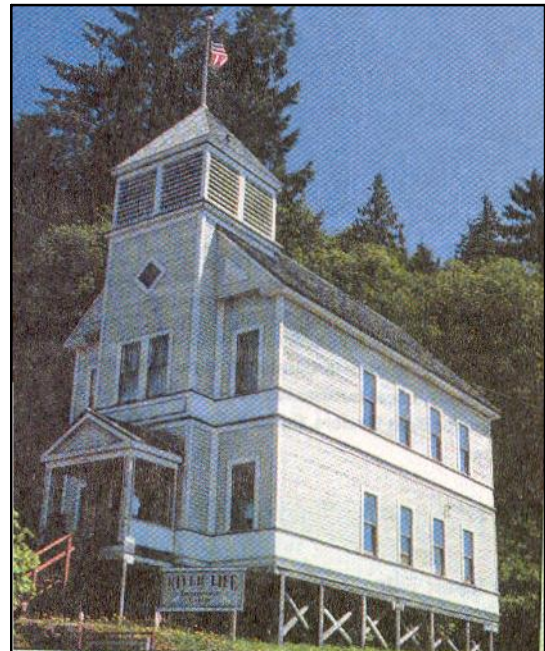
HistoryLink.org

Central School - 1894

Now: Redmen Hall, River Life Interpretive Center
1392 W. Highway 4, Skamokawa

YESTERDAY: Central School was built in 1894 to serve students in Skamokawa, Wahkiakum County. The school was closed in 1926 and was later moved from its original location when Skamokawa Vista Park was built.

TODAY: Central School is known as Redmen Hall because it served as the fraternal group's lodge from the 1930s until the 1950s. It now houses the River Life Interpretive Center, a cultural center with exhibits interpreting the story of Skamokawa and many bygone towns of the lower Columbia River. Guests to the center learn about local history and enjoy a panoramic view of the river from the old school's bell tower.



“This building is truly worthy of recognition.”

Margaret Strueby, Mary Richardson Walker, Washington State Daughters of the American Revolution

Chelan School - 1892

Now: Apartment House

YESTERDAY: This school was built in 1892.

TODAY: This 1892 Chelan School is now used as an apartment house. Despite the commercial make over, one can almost look at Sharpstein School in Walla Walla and picture how this school might have once looked.

Bettie Kenck, Washington State Daughters of the American Revolution



Clallam County Schools

Now: Various Uses

BEAVER: There were two schools in the small town of Beaver, Washington. A 1916 frame building was later replaced by a 1927 brick building. Both the former schoolhouses are now private homes.

BLUE MOUNTAIN: Two Blue Mountain schoolhouses remain in the community. Built in 1907, and 1935, respectively, both are frame structures. Currently the Blue Mountain Cemetery Association is responsible for the maintenance and repair of the two buildings.

CARLBORG: The Carlborg schoolhouse, built in 1917, is now a private home.

DRY CREEK: Dry Creek schoolhouse was built in 1909. The building was altered many times by both additions and changes. It now serves the local community as a church.

FAIRVIEW: The Fairview schoolhouse was built in 1906. The school was enlarged with additions in 1929 and 1937. Today it is a Christian School.

MACLEAY: The Macleay schoolhouse was built in 1912. Today it serves as a community hall.

Cathy Beers, Michael Trebert Chapter, Washington State Daughters of the American Revolution

A Question of Perspective.....

If an older building is equated with a poor education, why would anyone want to send a child to an Ivy League college?

- Constance Beaumont
National Trust for Historic Preservation

Columbia Elementary School – 1901

Now: Business

3817 E. Sanson Avenue, Spokane

YESTERDAY: Located in northeastern Spokane, Columbia School opened in 1901. Due to growing population, a brick addition was constructed in 1909. In 1949, Columbia, along with other District No. 81 schools, became the recipient of surplus World War II buildings from Geiger Field, when two, one-room, portable units were added to the school. Although the location of the school, in the middle of a complex of railroad shops, isolated the school, it continued to serve area children until the 1970s.

TODAY: The Columbia School was one of eight Spokane School District schools closed in 1972 after the failure of a bond levy. The building was sold in 1981 to a masonry company.

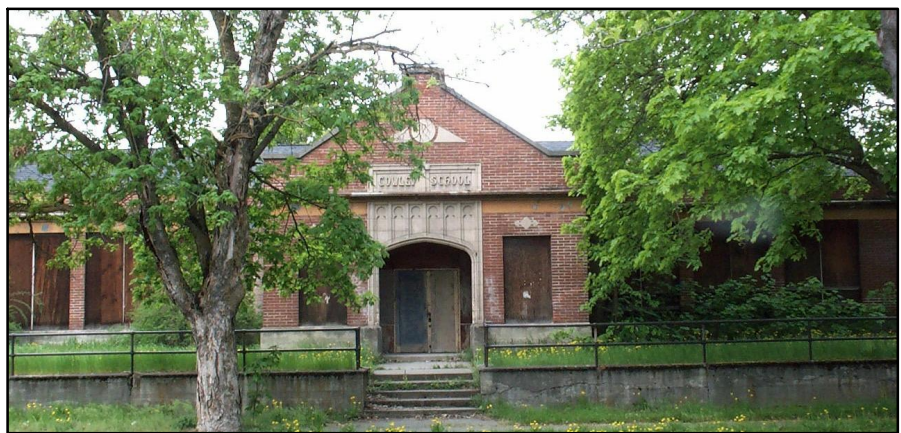
First Class for 100 Years, Spokane Public Schools, 1889-1989

Cowley Elementary School - 1917

Now: Undergoing renovation into residence plus apartments

Clarke Ave. & Maple Street, Spokane

YESTERDAY: Constructed in Peaceful Valley close to the Spokane River, Cowley School was named for early northwest pioneer, H. T. Cowley. The little two-room brick structure was built in 1917 due to pressure from local mothers who wanted a school in their area. The school was later enlarged with wings on either



side of the main structure. Although the school closed in 1930, it was opened in 1940 as part of President Roosevelt's New Deal economic recovery program. The school was used for National Youth Association (NYA) classes. It was sold to a land developer in 1964.

TODAY: After sitting empty and abandoned for many years, Cowley School is finally facing a bright future. The school was recently purchased by a young couple who have plans for renovating the school to include both a residence and two apartments.

First Class for 100 Years, Spokane Public Schools, 1889-1989

Deep Creek School - 1905

Deep Creek, Spokane County

YESTERDAY: Taking several years to finish, the Deep Creek School near Spokane was completed in 1905. As with many later schools, it was built larger and was much more elaborate than most rural schools. It was constructed as a permanent building built to hold twelve grade levels and over 100 students. In addition to schooling more than 135 annual students, Deep Creek School quickly became the center of activity for the community, and was the site for political and social events.

TODAY: Deep Creek School has been remodeled into a private residence.



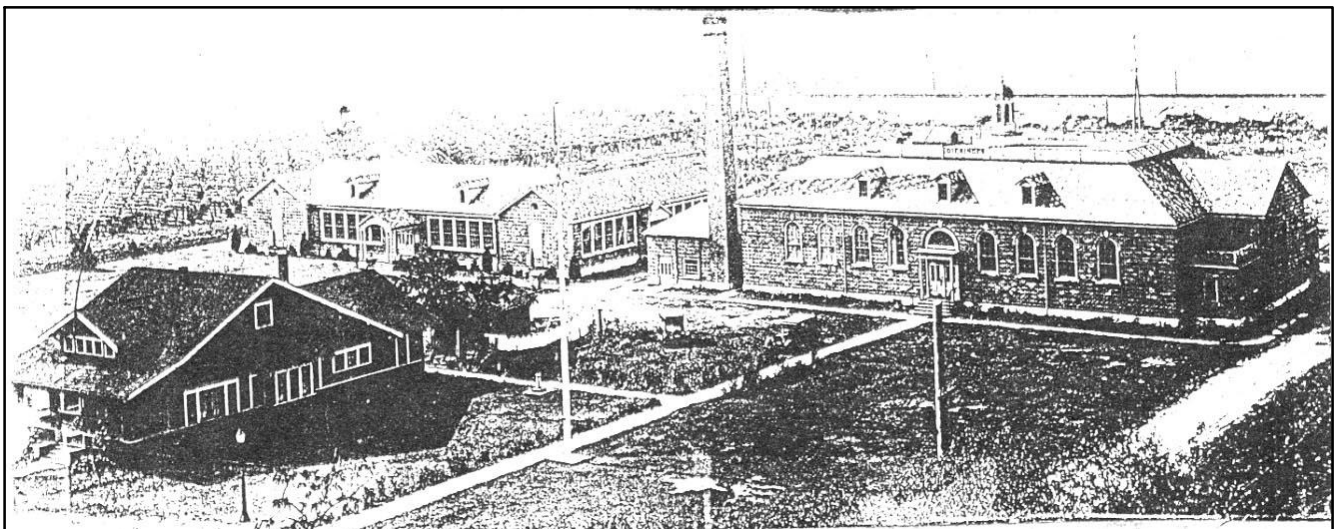
Margaret Jones, Jonas Babcock Chapter, Washington State Daughters of the American Revolution
First Class for 100 Years, Spokane Public Schools, 1889-1989

Dieringer School - 1921

Now: Office Space

2008 East Valley Highway, Sumner

YESTERDAY: The gym building for Dieringer School was built in 1921 and was followed by the 1928 classroom building. Both Georgian Revival Style buildings were designed by well-known Puget Sound architect, Emanuel J. Bresemann. Mr. Bresemann built Steilacoom Town Hall, and public schools such as Pioneer Middle School in Steilacoom, Grey Intermediate School in Tacoma, and the Weyerhauser School near Eatonville.



TODAY: Dieringer School was sold at a public auction to a couple who owned an industrial park next door. They purchased the entire school campus, which included a swimming pool and basketball court. Interested in the school because almost two generations of their family had attended this school as children, they remodeled the buildings into office space for their firm and meeting space for the community. They also restored the swimming pool and basketball court. Rehabilitation work was carried out by a local Tacoma architect Eugene Grulich, a specialist in restoration or rehabilitation of historic properties in the Puget Sound area.

The property owners were the primary drivers of the nomination efforts and special tax valuation application efforts. Their efforts resulted in the school being listed in the Pierce County Register of Historic Places in 1997 because it was then located in the unincorporated part of the County. Later, the city of Sumner annexed the property and the property is now inside the city limit.

Today, the property owners allow some community and public use of their meeting rooms and the City of Sumner holds community meetings in the meeting rooms.

According to Airyang Park, "Currently, Gary and Arlene Peterson who originally bought the school campus still have their offices there and it has become an important community focus."

Airyang Park, Pierce County Preservation Program

Dungeness School - 1892

Now: Community Center
Sequim

YESTERDAY: Three thousand dollars was bonded to buy, clear and fence land for a new school in 1892. A two-story frame school opened on February 27, 1893 with 73 pupils, ages 5 through 20. In 1921 the school was remodeled with modern heating and plumbing, a new wing with large hall and wide steps to the 2nd floor, a large auditorium and four classrooms. From 1923 to 1940, two teachers taught 8 classes up to sixth grade. The old schoolhouse was closed in 1955 and the Dungeness District was consolidated into the Sequim District. It sat boarded up and empty for the next twelve years.

TODAY: In 1967 the Dungeness Community Club purchased the land and the school was owned and operated by the Women of Dungeness until 1995 when it became a division of the Museum and Arts Center in the Sequim-Dungeness Valley. The school now serves as a community center and is rented out for meetings, wedding receptions, family and class reunions and other community events.

"I thought you might enjoy reading how this dear building has come along."

Cathy Beers, Michael Trebert Chapter
Washington State Daughters of the American Revolution

Field Elementary School - 1946

Now: High School Annex
4521 North Ash Street, Spokane

YESTERDAY: Named for poet Eugene Field, the Field Elementary School was originally a Methodist College. Located at College Avenue and Madison Street, the facility consisted of two buildings, one of brick and one a frame structure. The Methodist College was purchased and remodeled for use as the Field School in 1902. By 1910, the building was condemned by the fire department, presumably for being in the path of Spokane's expanding railroad system and growing business district. Despite the condemnation, the school remained open until 1912 as a night school.

In 1911, another school, first called the Green's Addition School, replaced the original Field School. The one-room frame structure, was located at 4521 N. Ash Street. Due to a growing student population, the school was enlarged with the use of portables. By 1943 Field School served 334 students. In response to the continued increase in numbers of students, a new 15-room brick and concrete block school, was constructed in 1946. However, student population continued to grow and the new building soon became crowded. Between 1949 and 1958, four portable units were added to the new Field School. Enrollment peaked at 913 students in 1952. After that time, the student population began a steady decline.

TODAY: By 1972, Field School was one of eight elementary schools closed as a result of a levy failure. The school was annexed to nearby Shadle Park High School in 1980. It was used to house the first class of ninth grade students to attend Shadle, and continues today as the site for math classes.

First Class for 100 Years, Spokane Public Schools, 1889-1989

Ford Elementary School – 1922

Now: School Administration Center
435 Main Avenue South, Renton

YESTERDAY: Completed in 1922, this school was named for Henry Ford. The automobile was, at that time, revolutionizing travel for the average citizen because of Mr. Ford's mass production techniques. A story is told that the school board named the school for Henry Ford and then petitioned the Ford Motor Company for a grant. The company, still headed up by Henry Ford I, responded with a small photograph of Mr. Ford and no money.



TODAY: In 1970 the school became part of the district administrative center.

Name on the Schoolhouse

Interlake School - 1904

Now: Wallingford Center - Retail Shops & Apartments
Seattle



YESTERDAY: Interlake School was built in 1904. This three-story, wood-framed school was called the Lincoln Annex. It was given an addition in 1908 and finally closed in 1971.

TODAY: In 1985, a pioneering effort between the City of Seattle and the Seattle School District was made to adaptively re-use this old school, considered a historic landmark. The 53,000 - square foot former school was converted into an award-winning mixed-use complex. The two lower

floors were converted into retail shops and the upper floor into 24 studio and one-bedroom apartments. The project also includes a variety of interior and exterior community oriented spaces such as a public piazza and a display space for historic photos and art. The architect for the project, Tonkin/Hoyne/Lokan, won the "Neighborhood Designs That Work" Award, Seattle Design Commission, 1990, the Award for Outstanding Merit, Washington Trust for Historic Preservation, 1986, and the Design & Construction Excellence Award, Associated General Contractors, 1986.

Eleanor Boba, former Washington Trust for Historic Preservation Board Member
Tonkin/Hoyne/Lokan Website

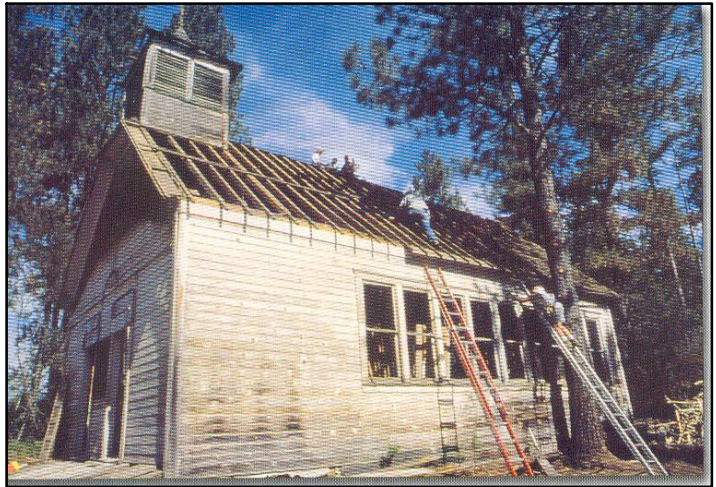
1878 Rules For Teachers

1. Teachers are expected to keep the school clean and neat by: sweeping the floor at least once a day, starting the fire at 7 AM, so that the school room will be warm by 8 AM.
2. Teachers will not dress in bright colors.
3. Dresses must not be more than two inches above the ankle.
4. At least two petticoats must be worn and they will be dried on pillowcases.
5. A teacher will not marry, or keep company with men during the term of her employment.
6. Men teachers may take one evening each week for courting purposes or two evenings a week if they go to church regularly.
7. After ten hours in school, the teachers may spend time reading the Bible or other good books.
8. Women teachers who marry or engage in unseemly conduct will be dismissed.
9. Every teacher should lay aside from each payday a goodly sum of his earnings for his benefit during his declining years so that he will not become a burden on society.
10. Teachers are expected to be at home between the hours of 8 PM and 6 AM, unless in attendance at a school function.
11. It is understood that the teacher will attend church each Sunday and either teach a class in Sunday School or sing in the choir.
12. A teacher will not get into a carriage with any man except her brother or father.
13. Teachers will not loiter at ice cream stores.
14. Any teacher who smokes, uses liquor in any form, frequents pool or public halls, or get shaved in a barber shop will give good reason to suspect his worth, integrity, intention and honesty.
15. The teacher who performs his labor faithfully and without fault for five years will be given an increase of twenty-five cents per week in his pay providing the Board of Education approves.
16. The teacher will not leave town at any time without permission of the School Board Chairman.

Jore School – circa 1900

Now: Cheney Normal School Heritage Center
Cheney

YESTERDAY: It is believed, although not proven, that this one-room schoolhouse was built for the little community of Scotia. The school was a typical one-room schoolhouse with separate doors for boys and girls, where the students would enter a cloakroom to change clothes before entering the classroom or going outside. A school bell mounted on the roof called students to class and a two-seater outhouse served as the public restroom. The entire structure was 20- by 40-feet.



The building was later moved to a wooded area west of Newport, Washington. It is believed the building was then used by a farmer to store grain. At this time a steep metal roof was added, the doors and windows were tightly sealed, and the entire building was placed on a concrete slab.

TODAY: Dr. Charles Miller found this symbol of American education – a one-room school house, sealed and preserved at the end of a long search for just such a building. Partnering with Spokane Teachers Credit Union, a not-for-profit organization of 68,000 members, and a local Cheney businessman, Eastern State University was able to raise the funds to move the building to the Eastern campus in Cheney.

Once renovation is complete the old school will become the Cheney Normal School Heritage Center, to be used as a museum, a seminar and reception hall, and a unique place to remind future students and teachers of the challenges and accomplishments of educators. It is hoped that the schoolhouse will serve as a reminder of our heritage of providing education for all citizens and as a testament to Eastern’s rich heritage as the state’s premier teacher’s college.

Perspective Magazine, Fall 2000

“The Chalk & Slate”, Volume 1, No. 1, Winter 2000

Lincoln Elementary School

Now: Convalescent Center
Bellingham

The site was traded for 135 Acres on Lake Whatcom to build the Gordon L. Carter Environmental Education Site. The school is now occupied by Shuksan Convalescent Center.

Ann Lindberg, Anacortes resident

Lincoln Elementary School - 1894

Now: Museum

Eighth and "C" Streets, Port Angeles

YESTERDAY: The original school was built in 1894 and named for our 16th president, Abraham Lincoln. The building was then a one-room log cabin, built on a site that had been obtained from the U.S. Patent Office. Another school, called the Fourth Ward School, was constructed nearby and, in 1916, was replaced by the new Lincoln School. Additions were made in 1922, 1939, 1940, and 1951.

TODAY: The school was closed in 1978, but the building continues to be used for community functions. It is home of the Clallam County Historical Society, and is undergoing restoration as a museum.

Ann Lindberg, Anacortes resident

Mabana School – 1910

Now: Private Residence

Camano Island, Island County

YESTERDAY: Mabana School was built around 1910 and closed in 1937. It was named by Nils "Pegleg" Anderson for his daughter Mabel. He used the first syllables from her first and last names and added an "a" to make it euphonious.

TODAY: The school was being used as a private residence in 1990. (Unsure if the school still serves as a residence).

Ann Lindberg, Anacortes resident

Maple Valley School – 1920

Now: Greater Maple Valley Historical Society

23015 SE 216th Way, Maple Valley

YESTERDAY: Maple Valley opened Maple Valley School in 1920. The new, brick, two-story school was prominently located on a knoll above Maple Valley's commercial center. The school, with its fire resistant brick construction, spacious classrooms, central heating, auditorium, and ample windows to bring in daylight, was a source of great community pride. The school was built to accommodate students who had previously attended small community schools, as small rural districts consolidated into the Maple Valley District.

TODAY: The Maple Valley school, still owned by the Tahoma School District, presently (2000) houses the Greater Maple Valley Historical Society.

HistoryLink.org

Meadow School - 1888

Now: Plant Nursery Classroom & Hall
Skagit Valley

YESTERDAY: This little one-room frame building was built in 1888. It was later used as a machine shop, from 1907 through the '60s.

TODAY: The schoolhouse was moved to Christianson's Nursery, where it is again used as a school, offering classes in planting, pruning, etc. It can also be rented. The porch with a bell tower is an addition. The bell came from Harmony School, which was demolished.

Ann Lindberg, Anacortes resident

Navy Yard City School - circa 1910

Now: Senior Center
Mount Vernon

YESTERDAY: The Navy Yard City School was built ca. 1910 – 1915. It was a small wooden building that included two classrooms and a hall. Students went outside to use the “privies”. During WWII, it was moved two blocks away to make room for a six-grade school. For many years, it was where area residents paid their sewer bills, thus getting the name “Sewer Hall.”

TODAY: The schoolhouse is being used as a senior center and community hall. The sign on it reads “Westside Singles Club” on one side, and “Westside Senior Center” on the other.



Bathrooms have been added and the two classrooms are used for various functions. The only visible alterations are the steps on the outside and a partition in the one room to give a small area for a kitchen.

“It is interesting to note that the building that replaced this little school was a wartime school and has since bit the dust.” – June Smith, former student

June Smith, Elizabeth Ellington Chapter, Washington State Daughters of the American Revolution

Oysterville School – 1908

Now: Community Center
Oysterville

YESTERDAY: The one-room Oysterville School was built in 1908. Since its closure, the Oysterville Community Club used its dues and the proceeds of 40 years of Christmas dinners to support the one- (and for a time, two-) room schoolhouse. In the past few years, however, the group realized it needed bigger money to support this historic structure.



TODAY: So... the Community Club established itself as a non-profit organization, then applied for and received grants from the National Trust, the Washington State Capital Heritage Fund, the Cheney Foundation, and others. First, the front porch was restored and electrical lines were buried. Next, new shingles were put on the roof and new windows and an accessibility ramp were installed. Once the septic system was installed, the exterior restoration was complete.

Next, the group tackled the inside. They raised the ceiling to its original level, installed a more subtle and aesthetically pleasing heating system, and a new coat of paint.

“It has been a very rewarding project, so far, especially with regard to the wonderful support the community has shown.” - Casey Killingsworth, Oysterville Community Club President

The Trust News, Fall 1999

Queen Anne High School - 1909

Now: Apartment Building
215 Galer Street, Seattle

YESTERDAY: Queen Anne High School opened in 1909 with 613 students. Architect James Stephen designed the Neo-classical building with stone lions to guard the entrance at the school which had a commanding view of Seattle. Stephen’s “Model School Plan” was widely copied throughout the state as reformers pinned their hopes on education as a means to cure society’s ills. The school board reported that the school “marked the summit of achievement thus far in Seattle school architecture.”



A new auditorium and boys’ gym were added in 1926, along with a botany lab, greenhouse and music room in 1928. Eighth-grade classes moved from West Queen Anne School to Queen Anne High School in the early 1940s, and the seventh grade followed in 1955, making the school an official junior/senior high school. Enrollment peaked at over 2600 students with the baby-boom generation in the 1960s, but plummeted to fewer than a thousand by 1980.

TODAY: The school remained in continuous service until 1981, when the school district closed it, then sold it to developers. Its purchasers converted it into 139 high-quality apartments that opened in 1987, a project that used the Federal Historic Preservation Tax Incentive Program to receive \$1.6 million in tax credits. The building has been declared a Seattle City Landmark and continues to serve the community in which it was built as an attractive residence facility.

HistoryLink.org

Roeder School - 1908

Now: Bellingham School District Administration Office
Bellingham, Whatcom County

YESTERDAY: Roeder School, built in 1908, was named for Captain Henry Roeder. It served the community as both a grade school and later, a junior high.

TODAY: The school now is home to the Bellingham School District Administration Office. Few outside structural changes have been made.

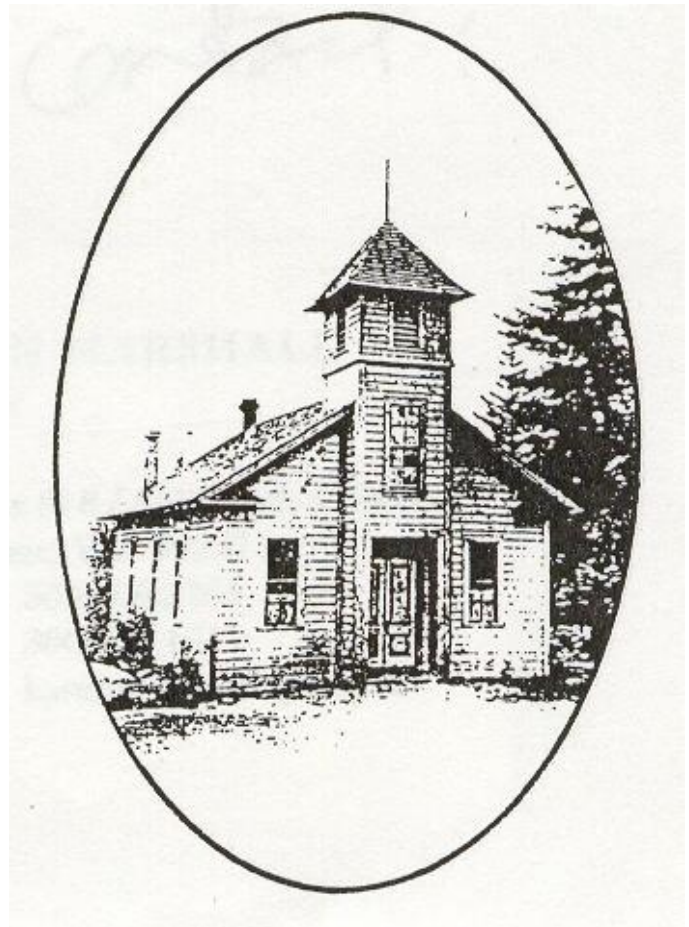
Ann Lindberg, Anacortes resident

Rosario School - 1891

Now: One-Room Schoolhouse Museum
Sharpe Lane, Anacortes

YESTERDAY: Built in 1891, Rosario School was the first organized school district in Skagit County. Built as a two-story school, the top floor was removed in 1908 because of the danger of high winds. Consolidations with Fidalgo and Anacortes School Districts culminated with the closure of the school. In 1970 the school was given to the Skagit County Historical Society.

TODAY: In 1977 the Anacortes Lion's Club repaired, repainted and restored the building, paving the way for it to become a museum of a one-room schoolhouse. The Soroptomist Club of Anacortes restored the bell tower in 1990, and today it is undergoing further renovation and repairs. In an effort to create a more historically authentic atmosphere, light fixtures and paneling will be replaced.



According to an article in the March Skagit County Historical Society Quarterly Newsletter, the 100 year old Rosario schoolhouse is host each year to “Old-fashioned School Day” in which children aged 4-15 spend a day at the school, and pretend it is a school day 100 years ago. “When the bell rings, the children ride horses or walk to the school, dress in period costumes, write on slates, stand and recite when they’re called on and use the outhouse as needed. Lunch is brought in pails and at recess they jump rope, and play marbles or kick-the-can. Dancing around the Maypole is one of the highlights of the day.”

“Rosario Schoolhouse is special to the hearts of many and remains a useful learning tool, as well as a tribute to the pioneers. With the combined efforts and support of those who care, it should remain a wonderful spot to experience history for years to come.”

– Mari C. Anderson

Karen Marshall, Skagit County Historical Museum

Renovate or Demolish ? Tools that help answer the question

The firm of 3D/International used their experience in the completion of more than 500 school assessments in the recent past to design two software systems that assist in the property assessment and project management of historic schools. Dr. Harvey Kaiser developed a formula, based on industry standards, that is able to create a single numerical indicator of a school’s overall physical condition. It is called the Facility Condition Index. $FCI = \frac{\text{Needed Repairs } (\$)}{\text{Replacement Value } (\$)}$

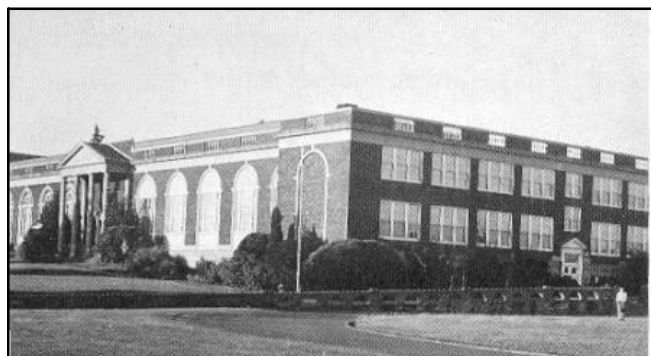
3D/I then developed COMET (Condition Management Estimation Technology), a software tool that allows clients to generate FCI measurements. Field evaluators enter their observations into the database via handheld electronic devices; COMET then analyzes the data and produces the FCI. On most 3D/I assessment there are three teams, comprised of specialists from 3D/I; local architects and engineers; and school staff including principals, teachers, and facility-maintenance personnel. When it’s time to start planning and managing the project—including design, construction, operations, and maintenance—data from COMET is imported directly into IMPACT (integrated Project and Project Accounting), a second software tool designed by the company. COMET and IMPACT work together as an integrated system, taking the project through assessment to management.

- Renovating Early and Middle 20th Century Schools

Shumway Middle School – 1928

Now: Vancouver School of Arts & Academics
3201 Main Street, Vancouver

YESTERDAY: Shumway Junior High was constructed in 1928. It was one of the earliest junior high schools in the state of Washington. It was named for Charles Wesley Shumway, whose career in Vancouver schools spanned 1895 to 1930. He was superintendent at the time Shumway Junior High was built. The school was replaced when Discovery Middle School was built in 1994.



TODAY: Located on Main Street, the Vancouver School of Arts and Academics is well-placed as a community arts center. Originally built as the historic Shumway Junior High school, the school was remodeled in 1996 through local bond dollars and a generous grant from the Washington State Department of Community, Trade and Economic Development. The school offers a wide array of performance studios, and exhibition spaces to five hundred students and artists in grades 6-12

Name on the Schoolhouse,

Vancouver School of Arts & Discovery Middle School Website

Snoqualmie Valley School

Now: School District Headquarters
& Warehouse
Port Townsend

TODAY: The historic elementary school, classrooms and gymnasium were restored and converted into school district headquarters and a warehouse. A new bus maintenance barn and dispatching office were created on the site to reflect the character and scale of the historic school. The project received an Award of Merit, Washington Trust for Historic Preservation, 1994.

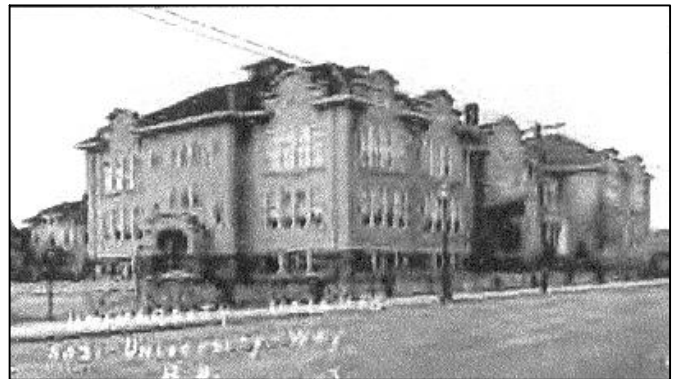


Tonkin/Hoyne/Lokan Architecture, Urban Design website

University Heights Elementary School – 1903

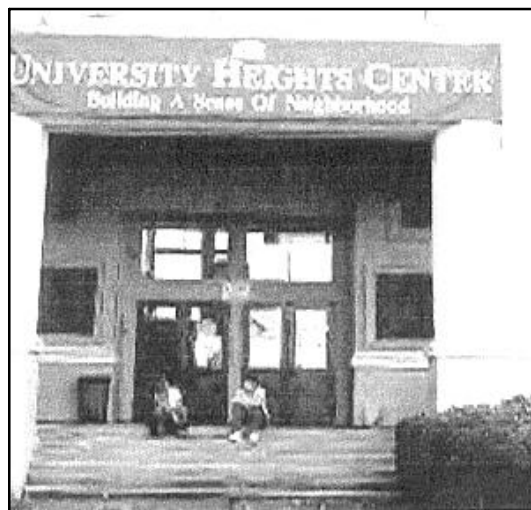
Now: University Heights Community Center
University District, Seattle

YESTERDAY: In September 1903, the University Heights Elementary School opened in Seattle's University District. The architects were the firm of Bebb and Mendel, and they based their design of the school on an earlier design by architect James Stephen. Pupils attended grades 1 – 8 in the Mission Revival styled school. In 1908, a thirteen-room addition designed by James Stephen himself was added to the school. Until the late 1920s, the school's enrollment continued to grow. During the 1930s, enrollment gradually declined, and enrollment at the end of the decade was down to 400 – approximately half their enrollment of 1924.



The school's proximity to the University of Washington brought children of university-associated parents from around the world, and in the 1960s the school developed its own multi-ethnic curriculum. However, the changing demographics of the University District, increasingly a neighborhood of college age people and not families with young children, continued to reduce enrollments.

TODAY: The Seattle School District began questioning the efficacy of the continued operation of the University Heights Elementary School in 1976. It closed in the early 1980s. As of 2001, the historic building continued to be used by the local community as a community center. The sign over the door of the building reads: "University Heights Center – Building A Sense of Neighborhood".



HistoryLink.org

Vincent Schoolhouse – 1905

Now: Community Center
8010 W. Snoqualmie Valley Road NE, Carnation

YESTERDAY: The small farming community of Vincent is located on the western side of the Snoqualmie Valley south of Carnation. In 1905, residents built a schoolhouse so their children could attend school close to their homes. The school housed all grade levels and included students from many pioneer families in the Snoqualmie Valley. About 20 students at a time attended the school. Teachers were typically hired for two- or three- month terms in the fall and spring, seasons when parents could release their children from farming duties to attend school, and milder weather eased travel for the students from outlying farms.



TODAY: The school closed in 1942, but the Vincent Community Club still uses the building for social and community events.

HistoryLink.org

Wade Calavan Elementary School - 1925

Now: Sumner School District Administration Office
1202 Wood Avenue, Sumner

YESTERDAY: Calavan Elementary School was built in 1925 and named for Mr. Wade Calavan after his death. Mr. Calavan was an early superintendent of schools in Sumner and was responsible for the planning and construction of this school.

TODAY: The school was closed in 1972 and now houses the Sumner School District administrative offices.

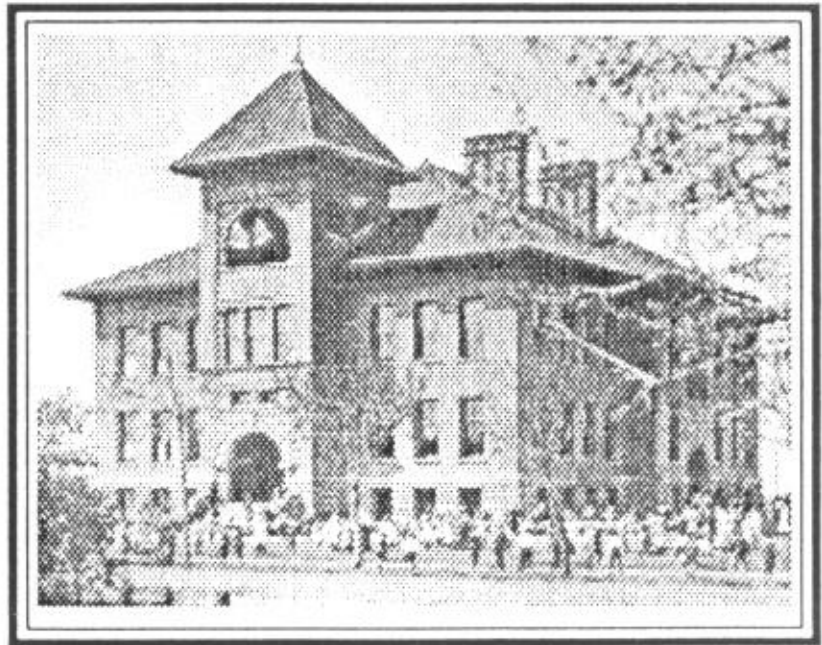
Name on the Schoolhouse



Washington School - 1901

Now: Senior Apartments
517 Cayuse Street, Walla Walla

YESTERDAY: Washington School, a three-story brick building, named for our first president, was built in 1901. Because the cost of rebuilding was only slightly more than that of remodeling, a building committee, composed of parents, teachers, the school principal and school district administrators, determined that a new structure should be built in 1974. Following their recommendation, Walla Walla school directors agreed to rebuild rather than remodel the school.



The building was sold to the city in 1981, but continued to operate as a school until 1982. For the next few years the building, which is listed on the National Register of Historic Places, sat idle, occupied only by pigeons. In 1986, the city declared the property as surplus, and sold it to the Walla Walla Housing Authority for \$1.

TODAY: Walla Walla Housing Authority soon began plans for a multimillion-dollar development to convert the historic building into senior apartments. They also made plans to build 16 family homes on the adjacent property and to remodel the annex building next to the school.

In April of 1998 the years of meetings, debates, funding quests and planning were over and the Washington School's renovation into senior apartments was complete. Renovating the apartments cost 3.2 million, with funding coming from the National Equity Fund, Washington State Housing Finance Commission, the Washington Community Reinvestment Association, Washington Community Trade and Economic Development and First Savings Bank.

Cargile Construction of Spokane was the contractor, and Les Tonkin of Seattle the architect. The building was done with such attention to detail that even the original lightning rod on top was restored. The hardwood floors in the foyers on each level were stripped and refinished, the old-fashioned stairs restored and walls painted in plums and greens. All three stories of the school were renovated to create 24 one-bedroom apartments.

Although a few walls were removed and a few added, for the most part the apartments are made up of former classrooms. Because of that, each of the apartments is different, being filled with interestingly shaped rooms with nooks and crannies. The apartments on the second and third floors retained their original 13-foot ceilings and 10-foot high windows, making even the smaller apartments seem larger.

The apartments range in size from over 600 square feet to nearly 800, and were completed in cream colors. All were rented to low income seniors, age 62 and older. Several of the apartments were built completely handicapped accessible, and an elevator was installed. The building was equipped with a buzzer system for security. Some final touches were a flagpole, a grassy courtyard, and a display for school memorabilia.

"The apartments all have a lot of personality, and something to say,"

- Renee Rooker, executive director for the Walla Walla Housing Authority.

In a separate project, the Walla Walla Housing Authority also remodeled the annex that sat next to the school. The agency moved its offices to the building in 1998. The gym, community and boardrooms in the building were opened for community use.

The Washington State Office of Archaeology and Historic Preservation awarded the building its 1998 State Historic Preservation Officer's Award for Outstanding Achievement in the rehabilitation category.

Ann Bachtold, Karneetsa Chapter, Washington State Daughters of the American Revolution
[Walla Walla Union-Bulletin News Articles](#)

Waverly School & Gymnasium – circa 1930

Now: Masonic Hall
Waverly

YESTERDAY: The current brick Waverly School was built when a fire destroyed the town's two-story 1911 brick school. Immediate plans were made to replace it and the WPA. provided the labor. The new



building drew wide comment for both its design and efficient layout and use of space. The multi-paned windows and the exterior, enhanced by “art-deco” styling, made it a very attractive structure. As a result of an area-wide school consolidation in 1959, the school was closed in 1961.

Waverly Gymnasium – Also in the 30s, it was decided that it was necessary for the community to build a new gymnasium. Until this time, the town pavilion had been used. It was a long way from the school site, it had no plumbing, and only the most primitive heating. This was during the Great Depression and the Works Project Administration, or WPA., stepped in. Building materials were secured by razing old buildings, notably the old pavilion, the old Methodist Church and the Big Flat School.

A work force of W.P.A. workers erected the large building. It had a good-sized entrance hall with a balcony area above it. The main floor area featured a stage, kitchen and eating area, combination rest rooms and shower rooms, and a partial basement. It was a prominent and utilitarian addition to the community, in that it served both as the school gymnasium and a community auditorium.

TODAY: When the school closed, it was purchased by the local Masonic Lodge and converted into a Masonic Hall. Although it appears boarded-up due to energy-saving conservation measures, the community appreciates the care and maintenance that the organization gives to this building. The former gymnasium, which sits adjacent to the school, served the community as its primary meeting and social facility for many years. It still stands today, but is privately owned and is used for storage.

[A History of Waverly and Pioneer Life Along This Part of Hangman Creek](#)

Webster Elementary School

Now: Nordic Heritage Museum
3014 NW 67th Street, Ballard

TODAY: Founded in 1980, the former Webster Elementary School in Ballard is now home to the Nordic Heritage Museum.

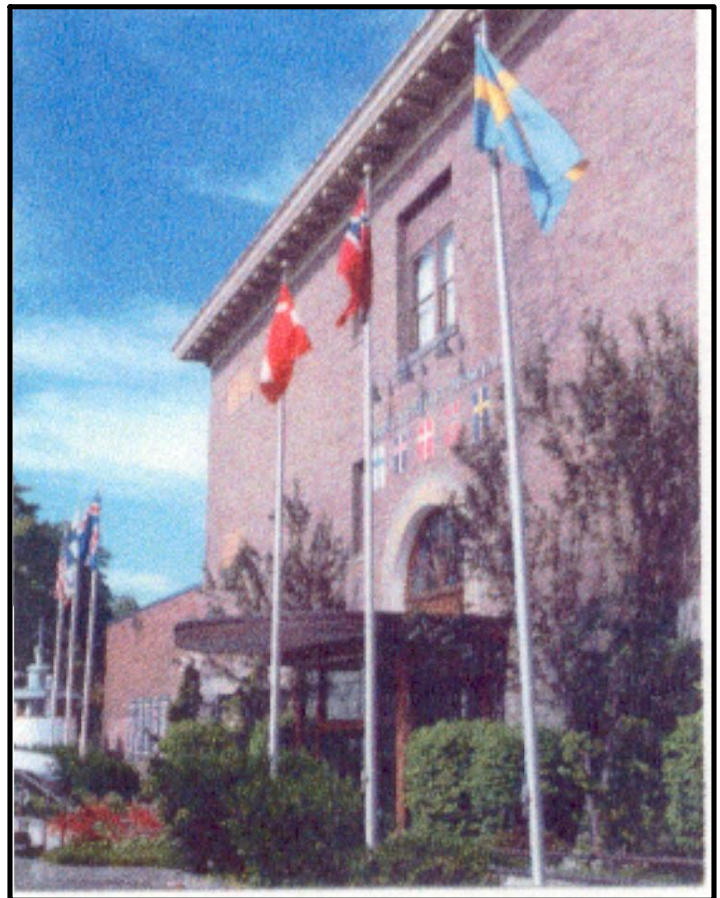


The three floors of the 50,000-square foot former schoolhouse now provide space for the nine permanent galleries of the museum. These permanent galleries include: Iceland, Finland, Sweden, Denmark, Norway, Fishing, Logging, Heritage Room and Dream of America. In addition, temporary galleries house other exhibitions throughout the year. The museum sponsors year-round programs, classes and special events geared towards both children and adults.

Visit a place where history comes alive and contemporary artists and community activities are celebrated with vibrant exhibits and events. Dedicated to collecting, preserving and educating since its founding in 1980, the Nordic Heritage Museum is the only museum in the United States to honor the legacy of immigrants from the five Nordic countries: Denmark, Finland, Iceland, Norway and Sweden.

While visiting the museum, one may discover colorful textiles, cherished china, books and Bibles, woodworking tools, photographs and a myriad of other treasures brought from the Old Country to enrich life in a new land. Gathered in the Museum's five ethnic galleries, one for each country, they illustrate the differences and bonds linking Scandinavian people in the Pacific Northwest and applaud their achievements.

Nordic Heritage Museum Website



Nordic Heritage Museum Website

West Queen Anne School – 1895 (Elementary)

Now: Condominiums
515 West Galer Street, Seattle

YESTERDAY: In the 1860s, the residents of “Queen Anne Town” were mostly loggers, mill workers and dairy farmers. The trans-continental railroad and the Klondike Gold Rush brought large numbers of families to the fledgling city, many of who settled on the Hill. As the number of children rose, the need for school buildings became urgent. By 1873, Seattle’s school-age population had grown from 14 to 480. Nonetheless, it took a long time for Queen Anne to get its own proper school building. Children living on the Hill had to make the trek to Fifth Avenue and Battery Street for classes each day. At this time, none of the buildings had electric lights, telephones or running water.

Growth was even heavier in the 1880s. Enrollment reached 1,478 in 1885. Low-budget shack schools were a common stop-gap measure. Queen Anne parents petitioned for a neighborhood grammar school and in 1890 were granted a temporary one-room shack school in an untamed wooded area at the corner of Fifth West and West Galer. Only one year later, Queen Anne was annexed to the city. By then, public school registration was at 4,374, with an estimated school-age population of 7,500.

It took six years for the permanent building to become a reality. In 1895, funds were garnered from a special levy, and architects Warren P. Skillings and James M. Corner designed a red-brick building with a shake roof and Roman arched windows. Additions were built onto the structure in 1899, 1902 and 1916. The school received the official name West Queen Anne School in 1908 when construction began on the east side of the Hill. As other schools were built, student enrollment fluctuated at West Queen Anne.

TODAY: Enrollment was highest (643) students in 1918, and at its lowest (116) students in 1981 when the school was finally closed, despite neighborhood efforts to keep it open. The student population had simply shrunk due to the end of the baby boom and the popularity of the suburbs.

The building was added to the National Register of Historic Places in 1975, the first Seattle school building to receive such a designation. Even after classes were stopped, the interiors, which included solid maple floors, remained well preserved. Architect Val Thomas was responsible for the 1984 conversion of West Queen Anne School into 49 condominium units. The project was exhibited at the White House as part of an award for excellence to the historic rehabilitation program by the National Endowment for the Arts.

Queen Anne News, December 8, 1999

WASHINGTON SCHOOL PROFILES
4. HISTORIC SCHOOLS THAT ARE ENDANGERED



YESTERDAY: Constructed on a high plateau north of Spokane, the Five-Mile Prairie School was built by WPA workers in 1939 and served the children of early settlers in the area. The two-story brick building has always held an important place in the community. In 1970 the school was closed, but continued to be used for recreation by the County Parks and Recreation Department. Beginning in 1998, the school grounds became the site of the annual Five-Mile Prairie Day.

TODAY: In the fall of 2000, the owners of the school, Mead School District, made the decision to sell the building. Fearful for the future of the building if it is sold, a group of Five-Mile Prairie residents requested that the sale be stopped. Listening to the community, the school district agreed to wait for two years to find a use for the school.

At this time, after a year of their allotted time has passed, the school still has no concrete plan for its future. Despite the work of community activists, neither the county nor the school district seems to find the building usable. This lack of interest in saving the building hasn't deterred those working to save it, but they are aware that their time is running out. They continue to search for the ideal use for the building that would enable school officials to view the school as an asset rather than a liability, and would allow the school to retain its place of importance in the community.

Robbyn Angove, Five-Mile Prairie School Committee

UPDATE: The Five-Mile Prairie School Committee was recently given a \$1000 grant from the Washington Trust for Historic Preservation to help defray the cost of having an architectural plan drawn of the building. In addition, Spokane Preservation Advocates, a local group dedicated to protecting the historic properties of the Spokane area, also awarded a \$1000 grant to aid the School Committee in their battle to save this historic school, which remains, even though closed, the very heart of the Five-Mile Prairie community.

Colman School – circa 1910

Now: Vacant

1515 24th Avenue South, Seattle

YESTERDAY: In 1910 the Seattle School Board authorized a new school at 24th Avenue South and Atlantic Street to be named in honor of pioneer Laurence J. Colman. Colman, a native of Scotland, came to Seattle in 1869. He was an engineer who directed the building of many early sawmills in the Seattle area. Construction of freeway ramps in the 1970's isolated the Colman School from ready access and diminished its attendance area. The school closed in the 1980s.

TODAY: Although no longer used in the regular education program, the school district retains ownership. The school became the center of a controversy in the mid-1980s, when it was forcibly occupied by black activists who proclaimed the old school a center for Afro-American cultural and social history. Today, the school remains vacant, and the controversy continues around its use as an African-American center.

Eleanor Boba, former Washington Trust for Historic Preservation Board Member

Des Moines Elementary School - 1925

Now: In use as public school

22001 Ninth Avenue South, Des Moines

YESTERDAY: Des Moines Elementary School was built in the heart of the City of Des Moines in 1925, overlooking Puget Sound. It was last remodeled in 1964.

TODAY: At this time, the school remains open to elementary students. It houses 367 students in grades K-6. Twelve community groups use the school for evening meetings, classes and sports. Although the Highline School District has put it on the demolished or sold block several times, the community has protested, and the school has remained in operation. At one time the City of Des Moines considered buying it, and updating it for use as a food and clothing bank, etc. However at this time, the school has NOT been remodeled and is outmoded.

Carol Davis, Tillicum Chapter, Washington State Daughters of the American Revolution

Finch Elementary School - 1924

Now: In use as a public school

3717 N. Milton Street, Spokane

YESTERDAY: The initial building of Finch school, with its main entrance on Milton Street, opened in 1924 and was named in remembrance of John Aylard Finch, a wealthy immigrant from England. Finch was involved in the area's mining industry, and is remembered as one of Spokane's greatest philanthropists. He left 40 percent of his fortune to various Spokane hospitals, charities, and community programs upon his death in 1915.

The one-level, all-brick school was built in the picturesque northwest portion of Spokane on the northern end of Audubon Park. When it opened, it was considered "the Spokane school," with two



large classrooms equipped with slate blackboards and oak cupboards, an office area, and two large bathroom facilities. Only primary grade students attended Finch at first, but it was not long before the growth of the area demanded an addition to the building.

In 1926, five more classrooms were added, and between 1926 and 1946, four portable classrooms were also needed to house the growing student population. A final major phase of construction began in 1946.

A few features of the 1946 remodel made the school unique. The far southwest classroom, which originally served as a kindergarten room (now the library), features a fireplace tiled with storybook characters. Four other unique features are located in the Finch gym area: a huge stage, two student showers, a ticket booth with a street entrance, and a projection room.

TODAY: The city of Spokane is fortunate to have in its midst a school unique architecturally, historically named, respected by its surrounding community from its beginnings, and known for its climate of academic excellence. Although the school has undergone a series of remodeling efforts to make it more energy efficient, the continuance of original design has been maintained. However, until the school district states that the school is of historic importance, and that it will be modernized, the school remains in jeopardy

First Class for 100 Years, Spokane Public Schools, 1889 - 1989

Gig Harbor Union High School - 1922

Now: Portion of a high school complex
Gig Harbor

YESTERDAY: Gig Harbor Union High School was built in 1921-22.

TODAY: The original Gig Harbor Union High School is now the center part of a much larger building that is currently in danger of being torn down.

Barbara Pearson, Washington State Daughters of the American Revolution
Seattle Daily Journal of Commerce, August 30, 2001, "School Construction 2001"

Jenkins Middle School

Now: Public middle school
West 106 Lincoln Street, Chewelah

YESTERDAY: Jenkins High School was named for Colonel Jenkins, a early pioneer and civil war veteran who donated the land for the school. It served as a combination junior and senior high school until the late 70s. At that time a new high school was built and Jenkins became a middle school. A



portion of the school was demolished at that time. The school is the oldest one in the district.

TODAY: According to school officials, Jenkins needs to be torn down. They cite issues like overcrowding and the fact that the site is too small to meet current standards. One idea is to tear it down, use the new high school for the new middle school and build another new high school.

Interview with former Chewelah mayor, Gloria Davidson

John Hay School – 1905

Now: No current use
411 Boylston, Queen Anne Hill, Seattle

YESTERDAY: The old, wood-frame John Hay School opened in 1905 for grades 1-7. It was named for early statesman, John Hay, who served as secretary of state under Presidents William McKinley and Theodore Roosevelt. The school was built to replace the first John Hay School, a portable called the East Queen Anne Annex to the West Queen Anne School. Miss Thomas, the only teacher at that time, taught the first and second grades. A second brick building was built in 1922 to replace the older school, but the older school remained open due to increased enrollment.

TODAY: Although there has been recent discussion about renovating the 1905 John Hay building to provide space for the Secondary Bilingual Orientation Center, no decision has been made at this time. There are no known plans for the 1922 building.

Iras Gabryelewicz, Lady Stirling Chapter, Washington State Daughters of the American Revolution
[Seattle Daily Journal](#)

Communities Must Know What They Want...

...existing facilities can house extraordinary learning space, while providing a link to the past for community residents, protecting open space and discouraging sprawl. Communities must know what they want, must have a firm grasp of the funding process, and be insistent that their existing school buildings be retained.

- Mike Clarke

Historic Preservation of Schools Can Save Open Space

Lakeside School – circa 1922

Now: Privately Owned
Chelan

YESTERDAY: Lakeside School was built about 1922. The building is a small, single story, rather typical brick school of about 5,000 square feet. It was enlarged in the 1940s.

TODAY: The school is privately owned and its future is uncertain. It remains in good structural condition and retains the original hardwood floors and slate black boards. Although it has been renovated to some degree, most of the rooms remain in about original condition. It appears that the interior surfaces, mechanical, and electrical are in need of help.



The current owner works on remodeling the building in the summers and currently uses it as a summer residence. He anticipates selling it sometime in the near future. There would be local support from the community to save the building if the opportunity arises.

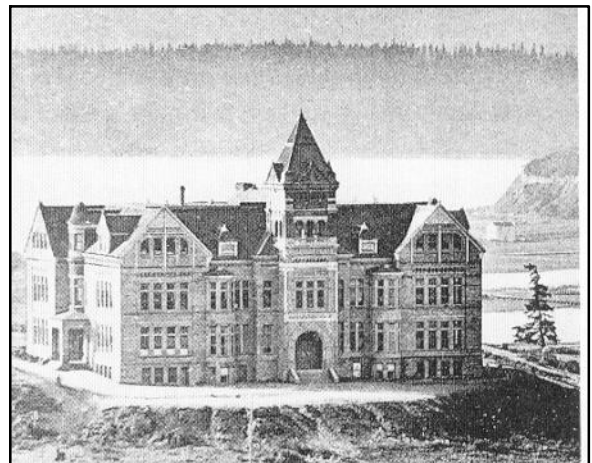
Larry Hibbard, Washington Trust for Historic Preservation Board Member
Lynn Burnett & Bettie Kenck, Washington State Daughters of the American Revolution

Lincoln School - 1892

Now: School District Offices & Storage
1610 Blaine Street, Port Townsend

YESTERDAY: Named for the former U.S. president, Port Townsend's Lincoln School was completed in 1892. It was originally a three-story building with a tower and bell. The third story was deemed unsafe and removed when a wind of hurricane force blew off the roof in 1934. The building later fell short of the fire code requirements and was closed in 1980.

TODAY: Although one-quarter of the building is now used to house the Port Townsend School District Administrative offices, three-quarters of the building remain unused. While the school district seeks to find a realistic proposal for the practical community use of the old school, the majority of the building is used for storage.



Name on the Schoolhouse

McKinley Elementary School - 1903

Now: Privately Owned, used for storage
North 117 Napa Street,
Spokane

YESTERDAY: McKinley Elementary School, an eight-room brick building, opened for classes in 1903. A nine-room addition was completed later that year. In 1917 a prevocational junior high program was added, but by 1928, the junior high students had been transferred to new junior high schools.



TODAY: The school was closed in 1962 and eventually sold as a storage warehouse to Spokane Transfer Company. Although little if any maintenance has been done to the building, the beautifully detailed exterior of McKinley School continues to stand in a decaying neighborhood as a testament to the quality of earlier schools. It appears to be structurally sound and could be renovated.

First Class for 100 Years, Spokane Public Schools, 1889 - 1989

Paine School - 1928

Now: Secondary Alternative Education Center
S. Fourth Street, Walla Walla

YESTERDAY: The first Paine School was built on the present site in 1888. The top floor of that school became Walla Walla High School in 1890. In 1902 Paine was renamed Lincoln School and continued under that name until the building was torn down in 1927 and replaced by the present building. Today's school, built in 1928, was named for F.W. Paine, a member of the first consolidated Walla Walla School District board of directors in 1880. The new Paine remained a public grade school until 1970, when it became a Child Development Center.



TODAY: During the past few years, Paine School was home to alternative educational programs including TAPS , the Teen Age Parent Program, as well as ALPS, an Alternative Learning Program. In 1998, Paine was renamed the Paine Campus Alternative High School, and the Child Development

Center was moved to another school. Although still serviceable, the school appears to be in deteriorating condition, and according to school officials, there are no plans to renovate the school.

Ann Bachtold, Karneetsa Chapter, Washington State Daughters of the American Revolution

Prairie View School – circa 1900

Now: Abandoned

Waverly-Plaza Road & Fenn Road, Spokane County

YESTERDAY: This little one-room school house, built at the intersection of two busy roads, served the rural community surrounding it. Its closing date was 1936 when the district was divided between the Plaza-Rosalia area and Waverly.

TODAY: Prairie View School is one of dozens of old abandoned one-room rural school buildings scattered across rural Washington. Although still standing, its physical condition is very precarious, and unless it receives some maintenance soon, it won't last long, as weather and time take their toll.



Glenn Leitz, Community Historian

Washington School District Reorganization - 1993

Between 1910 and 1994, the number of school districts in Washington State declined from 2,710 to 296, a decrease of 2,414 districts. From 1980 to 1994, only four consolidations occurred. After a failed 1993 legislative measure that would have dissolved school districts (not schools) with enrollments of 150 or fewer students in grades K-8, the State Board of Education created a committee that was charged with reviewing current school district efficiency and size.

Recommendations of the 1993 School District Reorganization Committee included:

1. Reorganization should evolve from local decisions based on the needs of the students as identified by the communities involved. 2. School district cooperatives, rather than mandated consolidation should be the primary focus of efforts to further stretch limited resources. 3. Consideration should be given to targeting available funds for technology as a priority to assure basic connectivity to the statewide system.

In Their Words:

“Common sense, more so even than experience, tells us that no two communities are exactly alike, no two school buildings are exactly alike, no two classrooms are exactly alike, and most importantly of all – no two people are exactly alike. The specific opportunity (needed) to learn to maximum potential is not the same for every student in Washington”. “Forced consolidation is the wrong flow.... Forced downsizing is probably the wrong directional flow as well. Saving or efficiencies would likely be negligible...”

Final Conclusion:

For the reasons outlined in this report, the School District Reorganization Committee strongly recommends that the state not make any changes in law that would further mandate school district consolidations.

WASHINGTON SCHOOL PROFILES

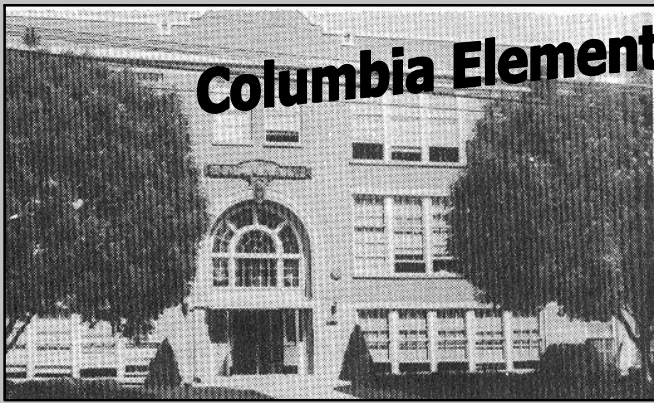
5. HISTORIC SCHOOLS THAT HAVE BEEN DEMOLISHED

Wenatchee Schools

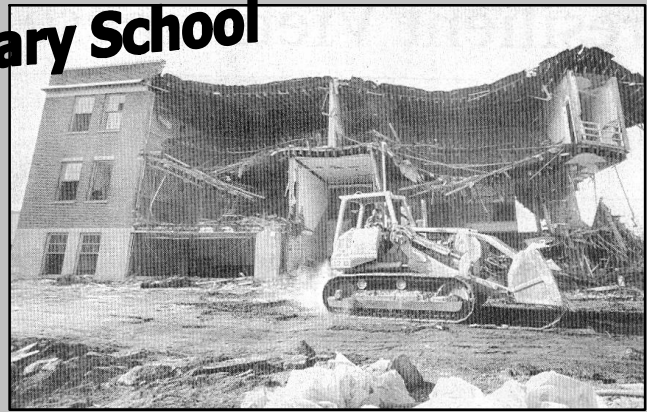
Wenatchee has demolished all of their historic schools. With the demolition of three elementary schools in 1988, the last of the historic Wenatchee schools disappeared from the landscape.

1. Columbia Elementary School

Built in 1923, Columbia School was demolished in 1988, when a new elementary school took its place.



Columbia Elementary School



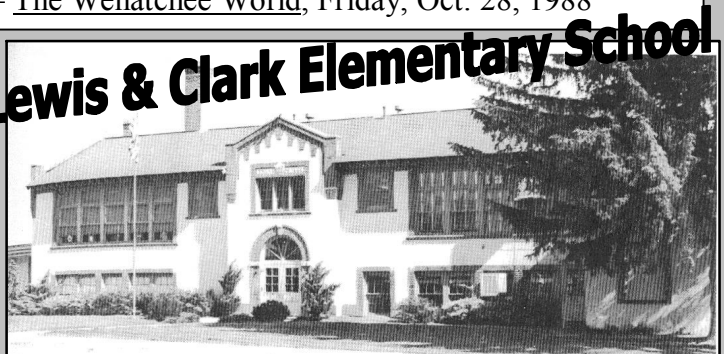
And down comes Columbia

Going, going but not quite yet gone is the old Columbia Elementary School. Subcontractors are tearing down the last of the three old buildings which have been replaced with new schools as part of a \$14 million Wenatchee School District construction project. Above right, the bulldozer readies for another pass at the front side of the old Columbia School. A few minutes later, the east wall collapsed. According to a history of Wenatchee schools written by Carolyn Sterling, Columbia was first built at the corner of Orondo Avenue and Alaska Street in 1923. Another room was added in 1924, three classrooms and an auditorium in 1938 and seven classrooms and a kindergarten room in 1949. The old Lewis and Clark and Mission View elementary schools have already been torn down. Students started school in new classrooms at all three schools this fall.

– The Wenatchee World, Friday, Oct. 28, 1988

2. Lewis & Clark Elementary

Built in 1922, Lewis & Clark was demolished in 1988 and a new elementary school took its place. Don Richards, Wenatchee assistant superintendent for administrative services stated, *“It’s not that we want to tear it down, it’s just that it’s not economically feasible to leave it up.”*

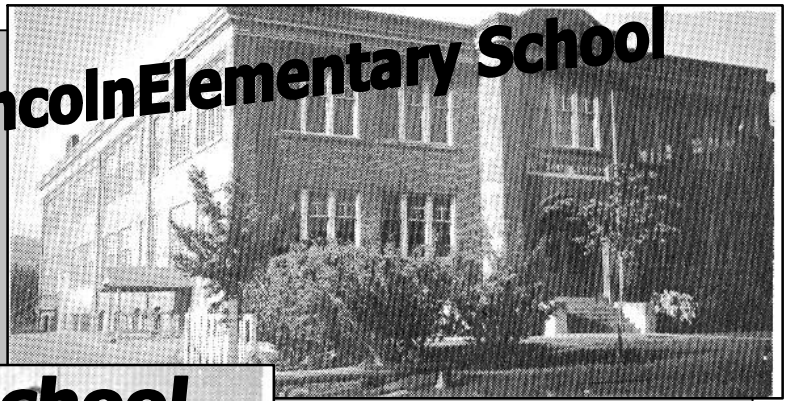


Lewis & Clark Elementary School

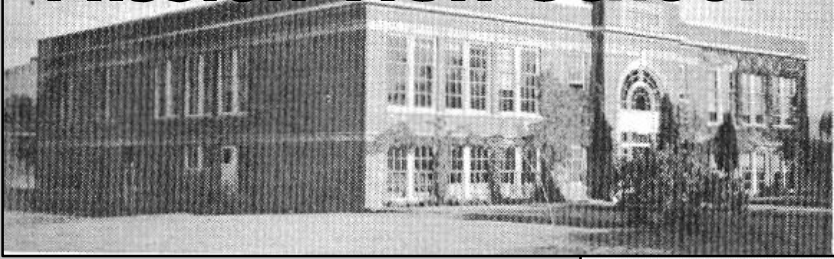
Lincoln Elementary School

3. Lincoln School

Lincoln School closed in 1958 and was demolished shortly thereafter.



Mission View School



4. Mission View School

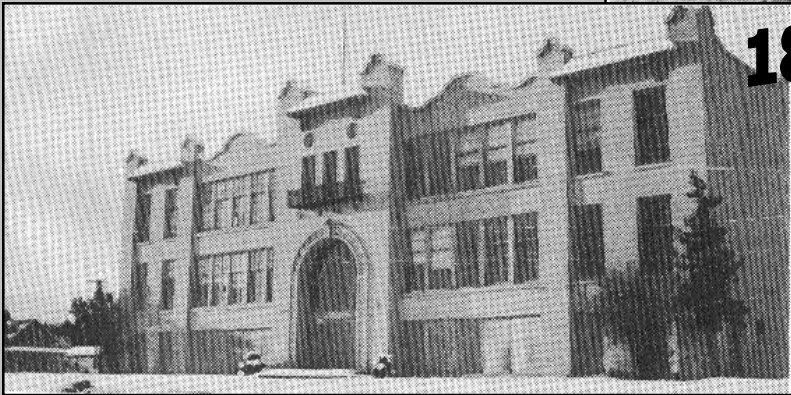
Built in 1924, Mission View was demolished in 1988. A new elementary school took its place.



1893 Stevens School

5. Stevens School

The original Stevens School was built in 1893, but was replaced by a 1925 school. This school was closed in 1970, and later sold. It was demolished in 1972.

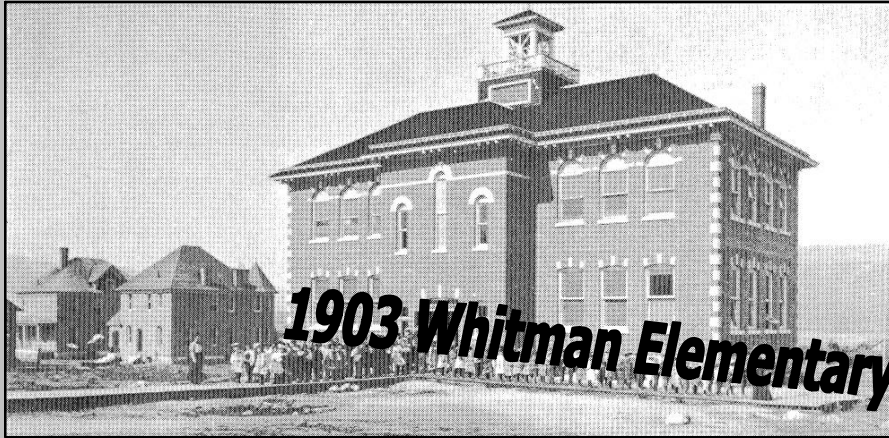
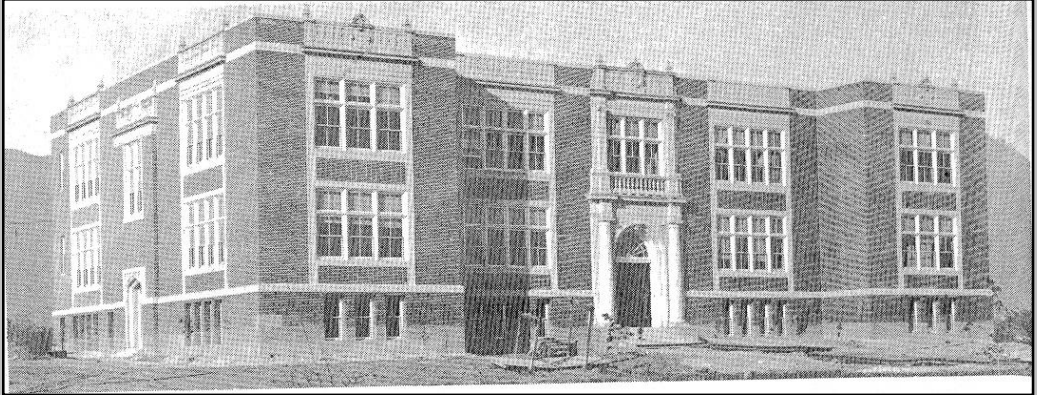


1925 Stevens School



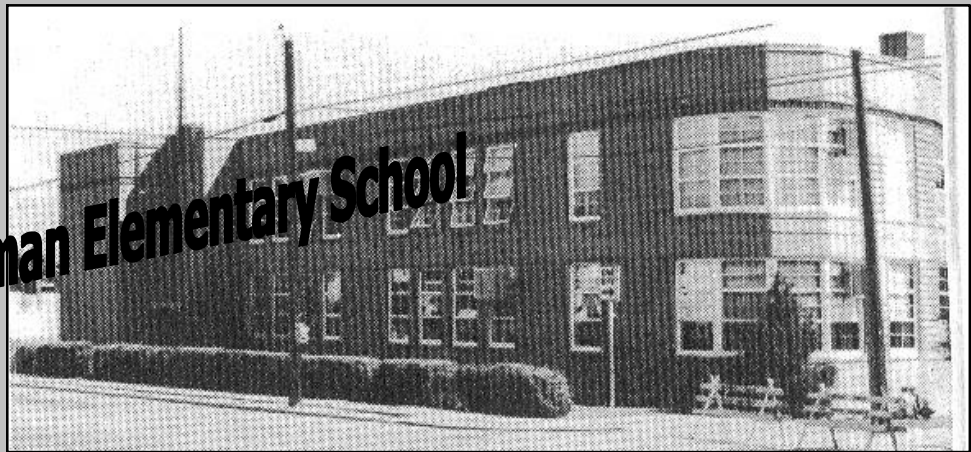
6. Wenatchee High School

Built in 1909, this school was closed and razed in 1972.



1903 Whitman Elementary School

1938 Whitman Elementary School



7. Whitman Elementary School

The original 1903 school was replaced in 1938. Extensive remodeling was done and several additions were added throughout the years. The school was closed in 1974 and later sold. Part of the front façade of the 1938 school is now part of a bank that stands on the site.

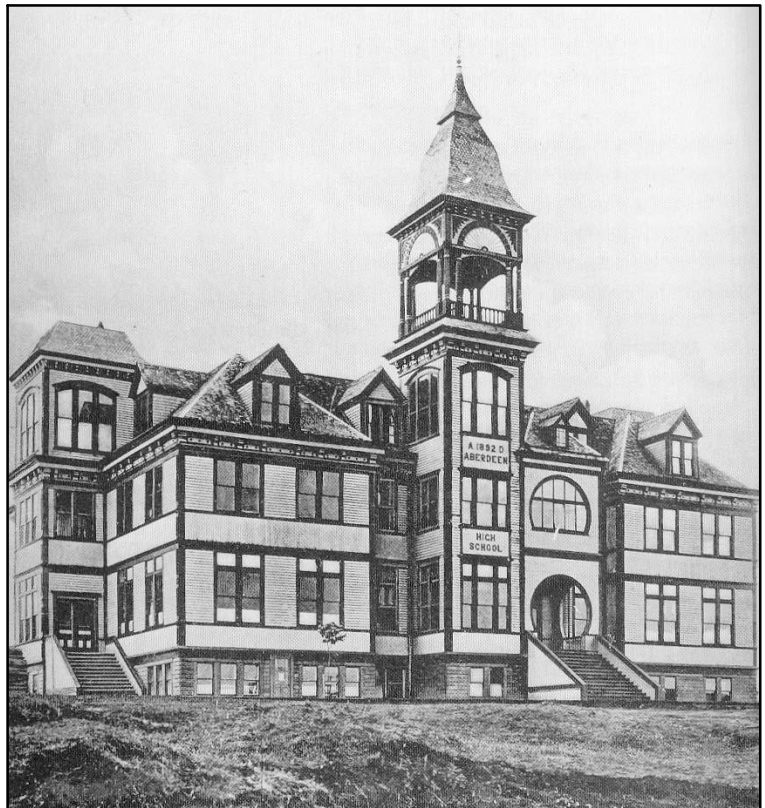
Wenatchee Historic School information supplied by:
Kris Bassett, Washington Trust for Historic Preservation Board Member

A. D. Wood School - 1892

626 Terrace Avenue, Aberdeen School District

YESTERDAY: Wood School was built in 1892 and named for Alanson D. Wood, a prominent early-day lumberman, shipping executive, and school board member. The school joined the Aberdeen School District in 1893, becoming one of three schools in the city system. From 1893 to 1910 Wood offered classes to all grade levels through high school. With the completion of a new high school in 1910, Wood became an elementary school. For a time, beginning in 1930, the school was boarded up. Reopening in 1934, the building housed the Grays Harbor Junior College from 1935 through World War II.

TODAY: The old school was torn down in 1945. The property on which it stood was sold to private parties in 1948.



Name on the Schoolhouse

Ballard High School – 1916

1418 NW 65 St, Seattle

YESTERDAY: Ballard High School was built in 1916 and named for Captain William Ballard. The school, designed by Edgar Blair, grew rapidly. By 1925 a northwest wing was added to replace 11 portable buildings that had been placed on the grounds to accommodate the overflow of students. By 1938 there were almost 2,000 students and in 1942, ninth graders were transferred to other schools. In answer to the needs of the growing enrollment, massive alterations and additions were built in 1959.

TODAY: The 1916 Ballard High School and all later additions were demolished in 1997 as part of Seattle's BEX project. Four buildings were demolished and replaced with a new two-story building which featured 65 classrooms, with steel framing and masonry veneer.

Several design elements from the old school were incorporated into the new facility, including a pre-cast belt replicating the terra cotta bandcourse and pre-finished metal panels with a terra cotta look.

Also, copper panels used around the windows of the old building were re-installed in the new facility. The floor area of the new school is approximately 240,100 square feet, which accommodates about 1,600 students at grades 9 through 12. It was completed in September 1999.

HistoryLink.org,

The Seattle Daily Journal of Business, February, 1998, "Top 20 Public Construction Projects of 1997"

Barge School - 1905

North Naches Avenue between "E" and "F" Streets, Yakima

YESTERDAY: Barge Elementary School opened in 1905. The school was named for Benjamin T. Barge, A local businessman who had also served his community as a former teacher, superintendent of schools, and superintendent of Ellensburg Normal School (now Central Washington University).

TODAY: The school was closed in 1959 and torn down. A newer building, replacing two schools, was given the name of the schools it replaced: Barge-Lincoln.

Name on the Schoolhouse



Brighton Elementary School - 1921

Estimated cost: \$16 million

4425 South Holly Street, Seattle

YESTERDAY: Brighton School was built in 1921.

TODAY: According to an article that appeared in the Seattle Daily Journal of Commerce, "The school does not meet the district's desired minimum seismic resistance standard and also has a number of spaces that do not meet the district's current educational standards for classroom and gymnasium use. Seattle Schools wants to demolish the existing buildings and build a new two-story school, increasing capacity from 3325 to 3535 students."

Seattle Daily Journal of Commerce, August 30, 2001, "School Construction 2001"

Broadway High School – 1902

Broadway and E. Pine Street, Seattle

YESTERDAY: Broadway High School opened on Capitol Hill in 1902 as Seattle's first building specifically constructed as a high school. The building, designed by architects William E. Boone and J. M. Corner, was controversial for its large size and location. It was thought to be too remote from downtown, but within a year the school was filled to capacity. In 1909 the school was renamed Broadway, for the street on which it faced.

Broadway High School was a busy place, distinguished for its mix of classes and races. The addition of night classes in 1907 swelled enrollment by nearly a thousand. Since many of these after-hours students were adults, Broadway High became a progressive complement to the entire Capitol Hill community. During the 1930s, Broadway High also became a self-help center for learning skills to make it through the Great Depression.



The school also later organized classes to help run the home front during World War II. After the war, a variation on this program continued with classes for returning veterans. To make room for the vets, Broadway High ceased to be a high school. In 1946, its secondary students were directed to Lincoln High and other secondary schools. However, high school education continued on the site for adults. In the Broadway-Edison School, anyone could follow a hobby, take a class in making clothes, painting, or cooking, or complete high school credits. Adult enrollment in 1949 was 9,645.

TODAY: In 1966, Seattle Community College purchased the old stone building for its central branch. In the summer of 1974 wreckers razed most of it. Only the school's auditorium was saved and a selection of large stones salvaged from the school's front entrance on Broadway. These were used in a new façade for the renamed Broadway Performance Hall, still an important cultural venue for Capitol Hill arts and lectures.

HistoryLink.org

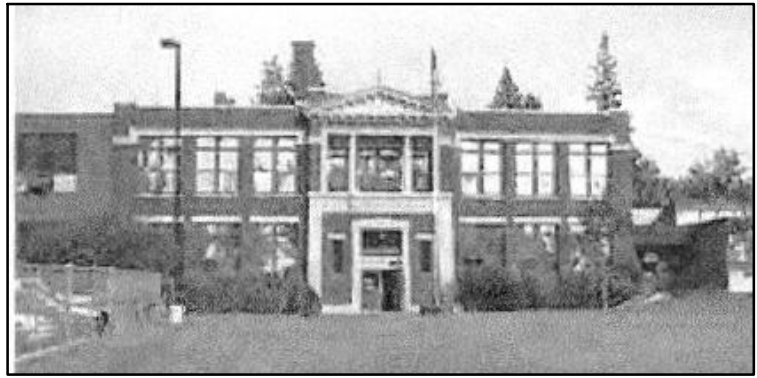
Browne Elementary - 1910

5134 Driscoll Boulevard, Spokane

YESTERDAY: Browne School opened in 1910 as Boulevard Park School. In 1914, a new school was built to accommodate the growing student population. The new school was a two-story brick structure with seven classrooms. Shortly after being built, the school was renamed for John J. Browne, early Spokane pioneer and member of the Spokane School Board for 15 years. J.J. Browne, an

attorney, arrived in Spokane Falls in 1897. Through his law practice and business pursuits he had become the state's first millionaire by 1889.

Because of overcrowding problems, Browne was expanded in 1952 with a new addition, but by the late 1950s, six portables had been placed on school grounds. In 1966 the site was enlarged by vacating the street and parkway in front of the school.



TODAY: Although Browne survived being demolished along with thirteen other historic elementary schools in 1980, a long-range task force recommended it be closed by 1986 if enrollment continued to fall. Despite rising enrollment throughout the next few years, the school was demolished not long after celebrating its 75th anniversary.

First Class for 100 Years, Spokane Public Schools, 1889 – 1989

Coe Elementary School - 1907

2433 6th Avenue West, Seattle



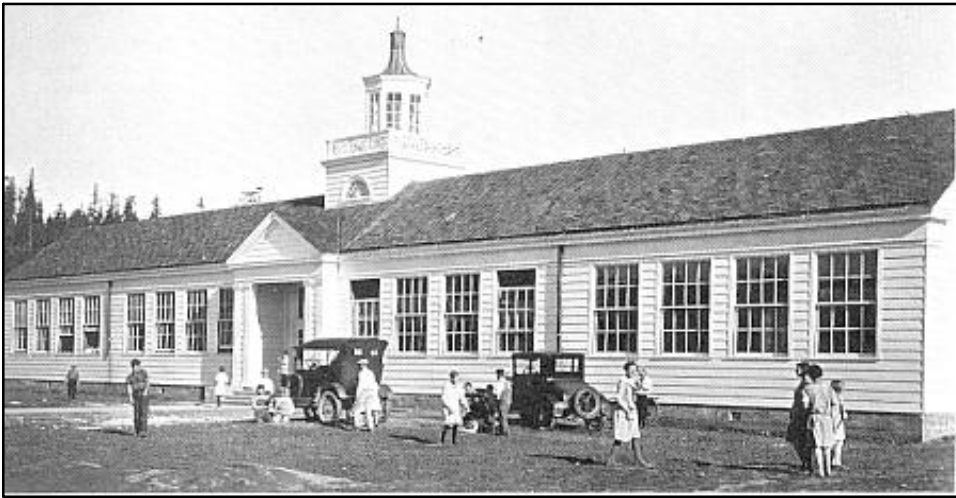
YESTERDAY: Coe Elementary was built in 1907. It was an eight-room, two-story building which sported a style called Ionic Colonial. It was designed by James Stephen and named after Frantz H. Coe, M.D., a local educator and physician, who served on the Seattle School Board from 1901-1904. He was a progressive thinker, instrumental in hiring the first woman principal in the Seattle area. A 1914 addition enlarged the original size of the school.

TODAY: The Coe School building was undergoing a \$14 million renovation and construction when it was destroyed by an unexplained fire on January 21, 2001. The exterior design was to be retained along with the interior woodwork and main staircase. Since the fire, the district has begun the design process of a new Coe Elementary School to replace the fire damaged 1907, 1914 and 2001 buildings. The new facility will be a contemporary three-story building incorporating many components of the historic landmarks. The total floor area will be approximately 53,000 square feet. The new school is scheduled to open in 2003.

Eleanor Boba, former Washington Trust for Historic Preservation Board Member
HistoryLink.org

Columbia Valley Gardens School - 1925

2727 30th, Longview



YESTERDAY: Columbia Valley Gardens School was built in 1925.

TODAY: A new school now sits on the site of the original school.

Name on the Schoolhouse

Cooper Elementary School – 1917

1901 SW Genesee Street, Seattle

YESTERDAY: Cooper Elementary School was built in 1917.

TODAY: A new split level facility has been constructed on a 14 acre site purchased from the University of Washington. This is a replacement of the 1917 Cooper school building, which has not been demolished to date. The new building opened in September 1999, with a floor area of 71,000 square feet. It can house 535 students at grades K through 5, and has dedicated childcare facilities that provide spaces for a District's preschool program.

Seattle School District Website

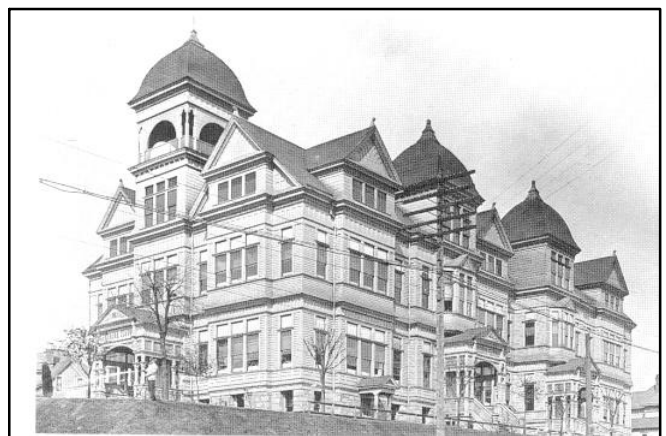
Emerson Elementary School – 1889

South Fourth and St. Helens, Tacoma

YESTERDAY: Emerson Elementary School, named for Ralph Waldo Emerson, opened on June 21, 1889. The school had previously been called North School. It closed in 1913, but was used to house soldiers during World War I.

TODAY: The school has since been torn down.

Name on the Schoolhouse



Green Lake School – 1902

Seattle

YESTERDAY: James Stephen developed plans and specifications for a Green Lake school that were soon adopted as the model for Seattle grammar schools planned by the school board throughout the next decade. His two-story designs enabled phased construction of buildings of eight, 12, or 20 rooms that could be expanded when needed. The school opened in 1902 with 570 first-through-eighth graders in the new 12-room wood-frame building.

The school replaced the first Green Lake School, a log cabin built in 1879, and a later two-room wood-frame building that opened in 1891. A south wing was added in 1907 to accommodate 912 pupils.



TODAY: Stephen's Green Lake School was razed in 1989 to make room for the more earthquake-proof, single-story school presently on the site. However, examples of Stephen-designed schools survive throughout the city. Most closely resembling Green Lake school architecture is the Interlake School, which was recently transformed into the Wallingford Center, a complex of retail shops.

HistoryLink.org

Hickson School – 1915

Fairhaven & Southern Road, NW of Sedro Wooley

YESTERDAY: Skagit Valley pioneers George and Myrtle Hickson decided they needed a school for their children and those of other families in the area in about 1909. Over the years Hickson was a logger, stump-puller, and dairyman. The first Hickson School was built in 1910, followed by a larger building in 1915.

TODAY: The second Hickson School closed in 1948. It has since been demolished and the site is occupied by a community hall and gun club. Pictured is the second Hickson School.

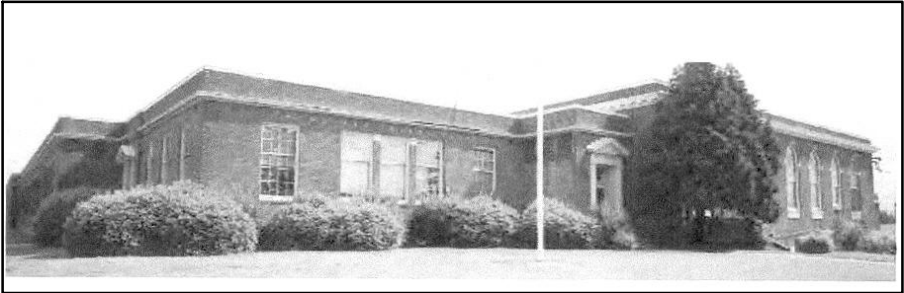


Name on the Schoolhouse

Highland Park Elementary School – 1921

1012 Southwest Trenton Street, Seattle

YESTERDAY: Highland Park Elementary School was built in 1921.



TODAY: The school building was totally demolished, and a new two-story building was constructed to replace the old facility. The new building opened in May 1999, with a floor area of 71,714 square feet. It can house 535 students at grade K through 5. In addition, it has dedicated childcare facilities that provide spaces for a before and after school childcare program.

Name on the Schoolhouse

Irene S. Reed High School – 1924

Seventh & Alder, Shelton

YESTERDAY: In 1922, when a high school was badly needed in Shelton, local resident Mark Reed made a gift of the school to the city in honor of his wife. Irene S. Reed had served as a Shelton School Board member since 1909 and continued to serve until her death in 1940. The new two-story brick building was dedicated on January 12, 1924.



TODAY: The building was used as a high school and later as a warehouse for school purposes until 1975. In 1986 the building was torn down, the stones bearing the school name being saved and re-erected in the parking lot of a new library built on the site in 1989.

Name on the Schoolhouse

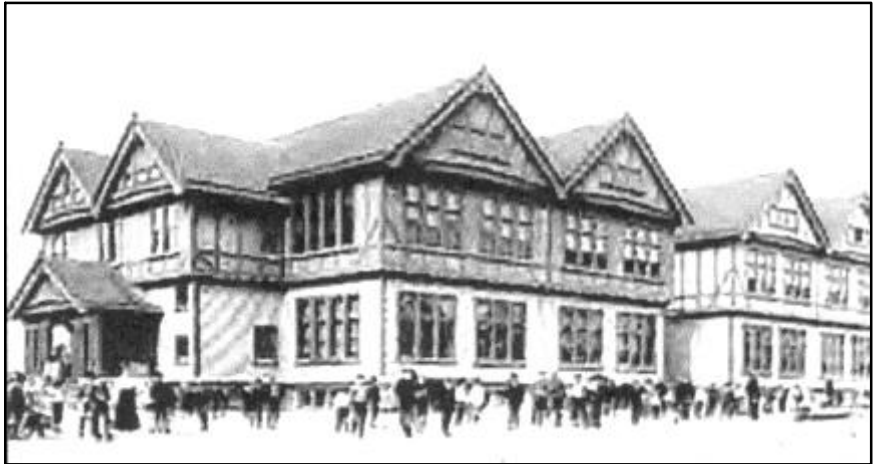
Raze or Renovate...
Sometimes the decision whether to replace an aging school is based on more than the bottom line. Considering all options, our nation’s school districts will face the daunting question of whether to renovate and modernize, or construct a new school. Economic conditions of the district contribute to the decision, as does the historical significance of the building to the neighborhood. The decision is not always simple.

- Dutch Duarte, School Construction 2001

Lowell School - 1890

Mercer Street & Federal Avenue, Seattle

YESTERDAY: In 1890, the Lowell School opened on Seattle's future Capitol Hill under the name Pontius School. By 1892 the name had changed to Columbia School, but due to confusion with another area, the name was changed to Lowell in 1910. It was named after the American poet, essayist, and diplomat James Russell Lowell.



TODAY: In 1959, the then nearly 70-year-old gabled structure was the oldest schoolhouse still in use. It was destroyed the following year and replaced by a new addition just north of the brick schoolhouse that had been added to the site in 1919.

HistoryLink.org

Spokane Elementary Schools

In 1974 Spokane Public Schools completed an evaluation of all school facilities. The study rated the school buildings on site adequacy and structural desirability. As a result, a decision was made to replace thirteen Spokane, turn-of-the-century, elementary school buildings. The thirteen buildings slated for demolition had been constructed between 1893 and 1926. Beginning in 1979, as part of the largest school construction project in Washington State, each school was demolished and replaced with a new building. The replacement buildings were built from a single architectural plan, on or near the site of the former building. The following schools were demolished as part of this effort to replace outdated school facilities.

1. Arlington School - 1926

6363 N. Smith Street, Spokane

YESTERDAY: Built in 1926, Arlington School replaced two earlier schools. It was named for the subdivision it was located in, Arlington Heights. The school expanded during the years, adding two wings, an art room, and a gym in 1950, and portables in 1955.

TODAY: Arlington School was demolished in 1980.

2. Audubon Elementary School – 1909

2020 W. Carlisle Avenue, Spokane

YESTERDAY: Built in 1909, Audubon School was named for noted American ornithologist John James Audubon. The school began as a small, four-room brick school. Several additions throughout the years added 13 more rooms, a multipurpose room, auditorium and playroom.

TODAY: Audubon School was demolished in 1980. The site of the original school is now the playground area for Audubon students.

3. Bemiss Elementary School – 1912

2323 E. Bridgeport, Spokane

YESTERDAY: Built in 1912, Bemiss School was named for David Bemiss, the first superintendent of Spokane School District #81. The 2 ½-story brick building was built to serve the community of Hillyard and contained eight classrooms. Additions in 1917 and 1949 greatly enlarged the school, whose enrollment grew to 500 students.

TODAY: The school continued to grow and change with the times until it was declared as outdated and demolished in 1981.

4. Cooper Elementary School – 1908

3200 N. Ferrall Street, Spokane

YESTERDAY: Cooper School was built to replace a smaller, wood-frame school building in 1908. The school, named in honor of James Fennimore Cooper, the American novelist, was formerly known as Minehaha School. The building was an eight-room, brick and frame building.

TODAY: As the first one of 13 project schools to be replaced in 1980, this school was demolished in 1979. Cooper Elementary School went from being a mid-sized school to being the largest in the city.

5. Garfield Elementary School – 1899

Atlantic Avenue, Spokane

YESTERDAY: Built in 1899, Garfield School was a two-story brick structure. It contained ten classrooms on a 2.06-acre site. The beginning enrollment was 322 students. By 1902, ten additional classrooms were added to the structure and a gymnasium was built in the 1940s.

TODAY: Garfield Elementary School was demolished in 1980.

6. Grant Elementary School – 1900

916 S. Ivory Street, Spokane

YESTERDAY: Built in 1900, Grant School was named for General Ulysses S. Grant, a popular Civil War Union leader, who later became president of the United States. The school, a 2 ½ story brick building, served students on the South Hill. Through the years Grant grew with major additions in 1906, 1910 and 1951. Portables were added between 1910 and 1951.

TODAY: Grant Elementary was demolished in 1980.

7. Holmes Elementary School – 1901

2600 West Sharp Avenue, Spokane

YESTERDAY: The 1901 Holmes School was built in the Nettleton Addition and named for Oliver Wendel Holmes, noted poet, author, and teacher. When the 12-room building, designed by architect John K. Dow, opened, it housed 200 students in grades 1 through 7. Holmes School was rebuilt following a 1918 fire, which altered the roofline considerably. The school also grew with major additions in 1922, 1955 and 1958.

Holmes elementary was home to the city's first PTA in 1922 and the city's first preschool in 1926. In 1972, after Bryant School closed, enrollment at Holmes once again reached over 500. The 1974 Spokane Public Schools evaluation of all school facilities characterized the Holmes School site adequacy and structural desirability in the lower 20 percent.

TODAY: Holmes Elementary was demolished in 1980.

8. Longfellow Elementary School – 1893

800 Providence Avenue, Spokane

YESTERDAY: Built in 1893 by architect Charles F. Helme, Longfellow School served the Lidgerwood Park area. Named after the prominent nineteenth century poet, Henry Wadsworth Longfellow, the school underwent several additions as population in the area grew.

TODAY: Longfellow Elementary School was demolished in 1980. Kiernan Street was closed and land was purchased to expand the school site from 1.5-acres to 4.78-acres for the new school.

9. Regal Elementary School – 1924

2707 E. Rich Avenue, Spokane

YESTERDAY: Designed by architect Russell Vincent in 1924, Regal School served students in the Hillyard area. Contractor William Oliver brought rocks for the foundation of this three-story, brick building from Bigelow Gulch. The school was originally called "Hillyard High," housing the district office, the high school and the grade school for several

years. In 1915, the name was changed to “South Regal,” but the “South” was dropped from the name in 1926, and the school simply became known as “Regal.” The school continued to change and grow with additions in 1952 and portable classrooms in 1973 and 1980.

TODAY: Regal Elementary School was demolished and a new building was erected nearby. The original site became the new playground area.

10. Roosevelt Elementary School – 1906

333 West 14th Avenue, Spokane

YESTERDAY: Roosevelt School was built in 1906 to replace an earlier school. It was named for Theodore Roosevelt, the current president of the United States. The stately brick building was enlarged during the years it served students on Spokane’s south hill.

TODAY: Roosevelt Elementary School was demolished in 1980.

11. Sheridan Elementary School – 1908

3737 East Fifth Avenue, Spokane

YESTERDAY: Sheridan Elementary, a two-story brick structure, housed eight classrooms. Built in 1908, the school was named after Colonel Philip H. Sheridan. In answer to a 1910 population boom in the Spokane area, the school was soon enlarged. A second population boom following WWII brought a second large addition to the school.

TODAY: Sheridan Elementary School was demolished in 1980.

12. Whitman Elementary School – 1913

5400 N. Helena Street, Spokane

YESTERDAY: Whitman Elementary, a three-story brick building, was built in 1913. The school, named for territorial missionary Marcus Whitman, consisted of nine classrooms and an auditorium. Through the years, the school was remodeled and was enlarged with building additions to accommodate the student population of the surrounding neighborhood.

TODAY: Whitman Elementary School was demolished in 1980.

13. Willard Elementary School – 1908

500 W. Longfellow Avenue, Spokane

YESTERDAY: Built in 1908, Willard School originally was a small brick building with four rooms. Named after a local woman, Francis Willard, it soon grew with many additions.

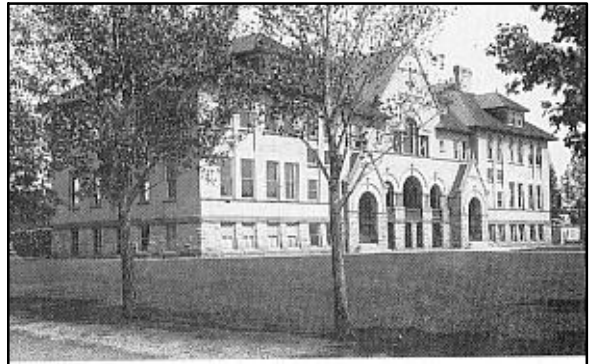
TODAY: The new Willard School was built on the site and a block of houses was removed to enlarge the school’s playground.

First Class for 100 Years, Spokane Public Schools, 1889-1989

Webster Elementary School - 1900

E. 615 Sharp Avenue, Spokane

YESTERDAY: Webster Elementary School, a 16-room brick school, was built in 1900. The school was named for both Daniel Webster, the congressman and orator, and Noah Webster, the compiler of an American dictionary. After the school closed in 1940, it was rented by Gonzaga University and housed Gonzaga High School. Following a fire on April 9, 1945, the school was rebuilt.



TODAY: In 1951 the school board voted to sell Webster School, however there were no offers from the community. The school district then used the building for administrative offices and special education classes for a number of years. The building was sold at auction in 1962 to Gonzaga University and continued to serve the community as student housing for many years. It was recently demolished when new student housing was built in its place.

First Class for 100 Years, Spokane Public Schools, 1889-1989

Demolish or Renovate...

A 1925 school building in Raymond was demolished because it would have cost too much to renovate. Instead a new addition was built and connected to a second building on the school's campus. Despite its failings, the 1930 McDermoth Elementary in Aberdeen was considered an important historical structure. With the support of the community, the local school district decided to repair and modernize the building. – Dutch Duarte, School Construction 2001

Whittier Elementary School - 1907

Seattle

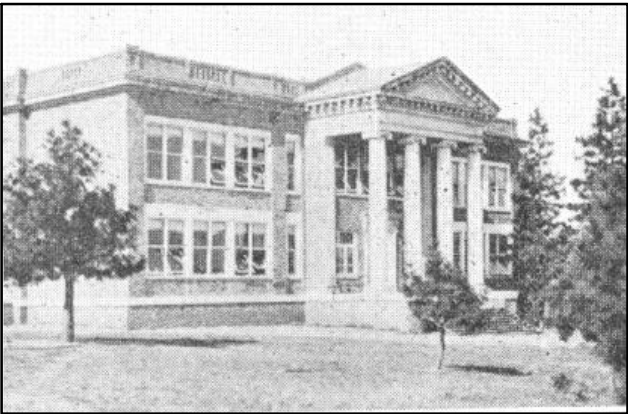
YESTERDAY: Whittier Elementary School was built in 1907.

TODAY: The original 1907 school building was demolished and replaced with a new three-story facility. The new Whittier building opened in July 1999, with a floor area of 66,000 square feet. It can accommodate 445 students at grades K through 5. In addition, it has dedicated childcare facilities that provide spaces for a before and after school childcare program.

Seattle School District Website

Whittier Elementary School – 1913

Seventh Ave. and “E” Street, Spokane



YESTERDAY: The 1913 Whittier School was built to replace an earlier, two-room, 1891 school. The lovely brick building was once described as “one of the most beautiful buildings in Spokane.” Located near Government Way and Indian Canyon, the school was located on a high bluff overlooking the city. A spectacular view was enjoyed from the front windows of the school. The school was built of golden pressed brick with huge Corinthian pillars in front. The front door and the steep steps at the front of the building were never used, as there was no street or road in front of it.

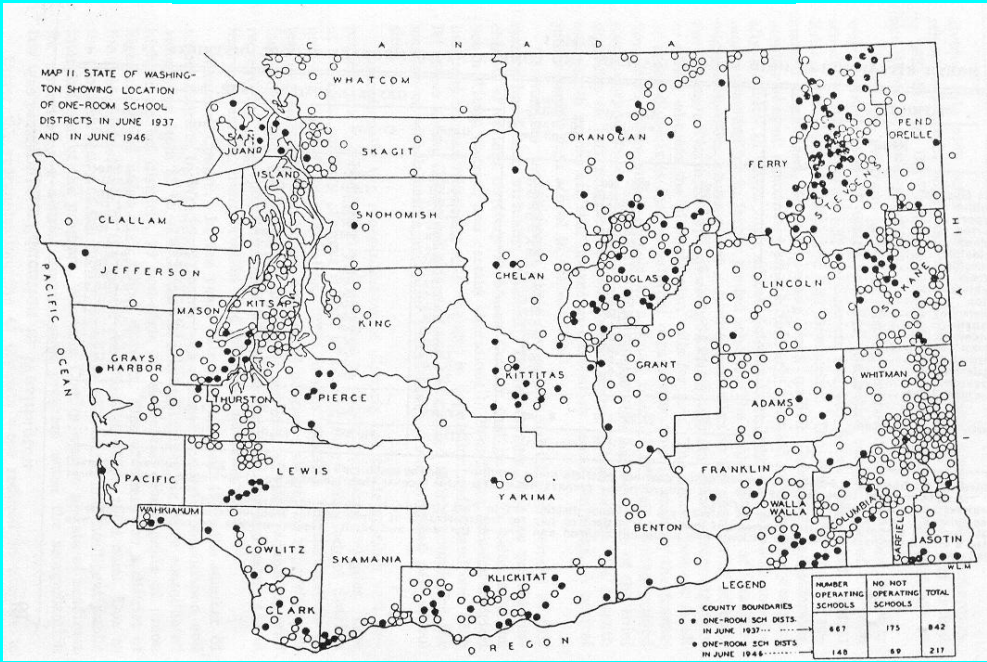
Students attending Whittier included those from Fort Wright. There was no bus service to the school and parents had to arrange for their children’s transportation. The school was criticized for having too many restrooms – it amazingly had 43 individual toilets for 154 pupils. Another interesting fact is there were no stairs in Whittier School. Access to the upper floor was by gentle ramps. After Fort Wright closed, Whittier attendance fell and the school was closed in 1972.

TODAY: Used for storage for many years, the beautiful school was determined unusable for any purpose and demolished in 1981. The property was sold in 1989.

First Class for 100 Years, Spokane Public Schools, 1889 – 1989

One-Room Schoolhouses 1937 - 1946

Washington State map showing the location of one-room school districts in June 1937 (white dots) and in June 1946 (black dots). In 1937 there were 667 operating one-room schoolhouses but by 1946 that number had dwindled to 148. Consolidations had led to the closure of 78% of Washington State’s one-room schoolhouses in less than 10 years.



VI. WASHINGTON SCHOOL DISTRICT PROFILES

School Districts

- 1. Riverside School District # 416**
- 2. Colville School District #115**
- 3. Seattle School District #1**
- 4. Spokane School District #81**
- 5. Walla Walla School District #140**
- 6. Wenatchee School District #246**

As part of the study on the current status of historic neighborhood schools in Washington State, six school districts were profiled and compared. The choice of these districts was based on both definitive criteria, such as size and type of community; their record of preservation of historic schools; and the reliability and availability of information.

One was chosen to show its consolidation history. Two were chosen to represent urban communities and three were chosen as being representative of smaller school districts that have handled their historic schools in different ways. Each of the communities profiled was established early in Washington State history and each had historic schools in their districts.

The following school districts were profiled:

1. Riverside – small school district with a representative consolidation history
2. Colville – rural school district that has followed national trends
3. Walla Walla – small school district that has preserved their historic schools
4. Wenatchee – small school district that has demolished their historic schools
5. Seattle – urban school district on the west-side of the state
6. Spokane – urban school district on the east-side of the state

With the exception of Riverside School District, all information for these profiles came from the Office of the Superintendent of Public Instruction (OSPI), or from information provided by the school districts. Riverside School District information was obtained from a local history book, Golden Memories of The Elk and Camden We Once Knew. Only schools currently used for regular public instruction were included in these profiles. Although some historic schools are used for either public or private alternative educational programs, they were not included in this report due to the difficulty in obtaining reliable information concerning their past history and current status.

A Report of A Survey of Public Education In the State of Washington - 1946

THE BACKGROUND OF SCHOOL DISTRICT ORGANIZATION

The school district system was transplanted into the Northwest from the Midwestern and Eastern states. The early settlers who first took up lands in the most fertile valleys located their schools conveniently and drew the boundaries of their districts without reference to the other settlements about them. Communities were often widely separated from each other, and school districts were formed without much consideration for their boundaries or for the financial ability of adjacent territory.

As the population increased, more and more districts were formed, until in 1910, there were 2,710 in the state. Many of these districts were very poor, maintained meager programs, and provided inadequate facilities; others had substantial wealth, and adequate programs and facilities. Two important developments to correct these inadequacies were the establishment of union high school districts and consolidated school districts.

The union high school district may be said to date from a series of legislative acts passed in 1897, 1899 and 1901. It is an organization of two or more elementary districts for the purpose of establishing and maintaining a high school. Because early legislation gave these districts generous state support, the number increased rapidly for a time.

The law providing for the consolidation of school districts was enacted in 1903. The number of consolidated districts increased rapidly and the total number of districts decreased accordingly. In 1937 there were 1,609 districts in the state. Of these, 292 operated a high school, and 1,317 operated elementary schools only. Of the 1,609 districts, 405 were classed as consolidated districts, 46 as union high school districts, and 26 as joint school districts.

THE PROGRESS OF REORGANIZATION

Although school district organization in 1937 was greatly improved over the earlier pattern, many educators came to the realization that equalization of educational opportunity in any real sense could not be achieved without an ongoing reorganization of school districts.

In response, a 1938 survey of the common school system was published. The recommendation of the report was that school districts should be reorganized to form larger units of administration and areas of attendance as a means of equalizing educational opportunities. New statutes were enacted that encouraged consolidation and annexation. As a result, by 1941 the number of school districts had been reduced to 1,323, and by 1946, the number of districts was 672.

Despite this rapid consolidation of school districts, the law requiring school district organization lapsed before the school district organization had been completed. The goal of 210 unified districts and 70 remote or isolated districts was never met.

FINDINGS

This report supported the enactment of a permanent law that would permit the reorganization program to go forward to completion, through the democratic principles of procedure, and promoting equality and efficiency in the schools.

Report of the School District Reorganization Committee of the State Board of Education – 1994

A measure was introduced into the 1993 Washington legislative session that would have dissolved school districts (not schools) with enrollments of 150 or fewer students in grades K-8. As a result a committee was created with the charge to study the impact of further school consolidations in Washington State. The committee was to consider the financial, educational and community impact of school consolidations.

BRIEF HISTORY OF SCHOOL DISTRICT ORGANIZATION

Between 1910 and 1994, the number of school districts in Washington State declined from 2,710 to 296, a decrease of 2,414 districts. From 1980 to 1994, only four consolidations have occurred. Washington's history has followed the national experience over the same 84 year period. At both the national and state levels there were two primary goals generally driving consolidations over the cited time frame: 1) provide high school students, primarily, with a broader choice of educational courses and extracurricular activities; and 2) avoid unnecessary duplication of administrative structures and costs.

Over this time frame, these goals were assisted by the development of the interstate and intrastate road systems and by calls for the closure of any high school with fewer than 100 students. Perhaps the following statement sums up the history of consolidation, "In many ways, the decline of the small school district has paralleled the decline of the small towns whose local functions were usurped by nearby larger communities who were able to provide a larger range of goods and services."

FINDINGS & COMMENTS

The pre-1970 research essentially asserts the "bigger is better" argument, both from a fiscal perspective (i.e., economy of scale...the financial benefits realized as a function of increased size of an organization), as well as from an academic perspective (students will get increased curriculum opportunities in larger districts). The post-1970 research clearly both challenges the assumptions behind the pre-1970 research and even now simply makes the opposite claims.

Actually, according to a 1991 study titled, The Financial Effects of Consolidation, there is research showing that there can be financial disadvantages associated with the increased size of an organization.

The state's school system is comprised of 296 unique school districts (communities), ranging in size from big to medium to small. Each city and town is populated by residents, who, by and large, have elected to live in their community because it suits them. In virtually every community across the state, a common binding experience shared by all is the importance of the local school(s). Especially in smaller locations, the school system is often the key point of identity and pride for the community.

When fiscal resources are tight it is entirely appropriate for the state to look for greater efficiencies. While residents of the state's communities have an obligation to recognize and respect the need for the state to be cost-efficient, the state also needs to recognize and respect the importance of communities and why people choose to live where they do. Any interest in forced consolidation, whenever and by whomever that decision might be made, must seek an appropriate balance between community quality of life and fiscal efficiency.

Historic School Analysis by District

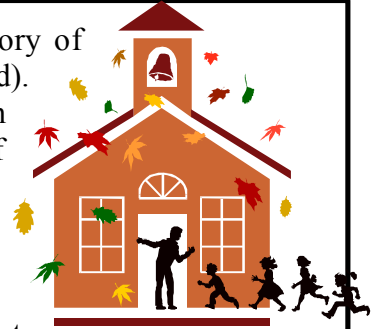
School District	SchoolType	# Schools	Historic*	Percentage
Colville	Elementary	3	1	33%
	Middle	1	0	0%
	Senior	1	0	0%
	District Total	5	1	20%
Seattle	Elementary	60	22	37%
	Middle	10	3	30%
	Senior	10	5	50%
	District Total	80	30	38%
Spokane	Elementary	35	7	20%
	Middle	6	0	0%
	Senior	5	2	40%
	District Total	46	9	20%
Walla Walla	Elementary	6	3	50%
	Middle	2	1	50%
	Senior	1	0	0%
	District Total	9	4	44%
Wenatchee	Elementary	7	0	0%
	Middle	3	0	0%
	Senior	1	0	0%
	District Total	11	0	0%
Combined District Total		151	44	29%

* Historic School are defined as being at least 50 years old - built 1951 or earlier

OSPI figures were used for mainstream public schools only

RIVERSIDE SCHOOL DISTRICT - A CONSOLIDATION STORY

The story of Riverside School District, created in 1935, includes the history of eighteen schools, which occupied at least 28 buildings, (five of which burned). Two of the earliest schools (1880 and 1890) closed, while the other sixteen consolidated over the next 50 years into one school district. The majority of the consolidations occurred during the 1930s and 1940s, with the final consolidation of these early schools into the Riverside School District occurring in 1942.



The Riverside School District is located north of Spokane along the Newport Highway. Today the School District serves a student population of 1,974 from the communities of Chattaroy, Milan, Elk, Camden and Denison. The district consists of Riverside and Chattaroy Elementary Schools, Riverside Middle School and Riverside High School.

The following is information about the beginnings of Riverside School District as compiled by Clay Holcomb for the Class Reunion in 1975 of the first five graduating classes of Riverside District, 1935 to 1939 inclusive, as it appeared in Golden Memories of... The Elk and Camden We Once Knew. The short biographies of these early schools and their consolidations into one school district are similar to, and representative of, the histories of hundreds of other schools in our state.

In the early days ... where a few families homesteaded land, and some purchased land owned by small lumber companies, many one-room schools were built by men of that area. Schools were often named after a person, creek, or town, which was usually a lumbering town.

Many times teachers boarded with some family of a rural area, and in the small towns the teachers lived in hotels or boarding houses. Sometimes one-room cottages were built near the school for teachers to live in.

Many times the schools were closed during the winter months due to long distances for walking to school in cold blizzard weather and short daylight hours.

Soup was made by teachers during the winter, with supplies furnished by the families. Wood, for fuel, was cut and sold to schools for heat. On the wood stoves the soup was made. Kerosene lamps provided lights for evening programs, such as pie and box socials and Christmas programs. Each child had a recitation or a skit, or a part in the music. People came for miles in sleds, cutters, or on foot, swinging their lanterns.

Many of those county schoolyards are now alfalfa fields. Some were used as dance halls, some are still used as grange halls. Some were purchased and torn down for the lumber. One school is converted for a rural Sunday School, another a barn. A family purchased the Camden School, and the two-room building was made into a duplex. – *Clay Holcomb*

West Branch School District was named after the west branch of the Spokane River. In the 1880s the school was ¼ mile north of the present Riverside School. The second log schoolhouse was ¾ mile south of the Elk-Newport Highway junction. The third one-room frame school stood along the Newport Highway, ¼ mile from the road to Elk. The school consolidated to Milan in 1916.

Bear Creek School was named after Bear Creek and Bear Lake. In 1890, it was located one-mile north, and then south of Smith's Garage on Newport Highway, now known as the Stix Tavern. A granite stone stands where this school site used to be along the dirt road.

Chattaroy, first known as Kidd, was the central point for mail and supplies for nearby communities. In about 1890, the first school was a frame building across from the Chattaroy saw mill. The second school had two rooms north of present Chattaroy School – it burned down. In 1892, a two-story building housed the grades and high school, which burned March 9, 1935. A new brick grade school was rebuilt as part of the Riverside District.

Fridegar, later Dry Creek School, built in 1894, was a one-room school, first named after a family, later after a creek. It was consolidated to Riverside District in 1935.

Muehle School in 1900, was a one-room school, three-miles west of Inland Grange, one-mile south, near Hoener's place. 1909 saw it consolidate with Milan.

Deer Creek, in 1900 or before, was at first a log school, which burned in 1906. In 1907 the school was rebuilt at Earl Haile's place, and was consolidated to Riverside District in 1942.

Elk School was named after the lumber town of Elk. The school was started in 1902 and opened in 1903. The first one-room building was on the present school site, and later was made into a two-room school. Then a combined grade and high school was built. This building was torn down in 1936-1937 and a new brick grade school was built as part of the Consolidated Riverside School District. More rooms have been added, plus a mobile unit. The combined building is shown above.



Milan School also was named after the lumber town of Milan. In 1892, the first building was a two-room one, which burned. In 1894, the second building combined a grade and high school in a two-story building, which burned in 1935. This was a year of consolidation with Elk, in which school term, three new buildings were built at Milan, Elk and Chattaroy.

Spring Creek, later called Otter Creek School, was named for a creek. This school in 1900 was housed in one-room, one-mile west and ¼ mile south of Elk. In 1921 it moved to ¼ mile of Elk Highway. In 1931 it consolidated with Milan.

Denison School, named for the town of Denison, four-miles south of Deer Park, was a two-room building, and this school consolidated with Riverside District in July, 1942.

Milan Farms School #36 was built in 1917 off the Newport Highway on the right side just past the Spokane and Pend Oreille County line. Milan Lumber Company sold this area stumpage land, so this became known as Milan Farms area. Consolidated in 1942.

Mountvale School was started in 1920, two-miles south of Inland Grange and two-miles west. In 1936 it consolidated to Riverside District.

Kit Carson was a one-room school in 1900, and in July of 1942 it consolidated to Riverside District.

Camden School was first a frame building in 1883. In 1920 a second building had two rooms, and was located on Pend Oreille and Spokane County boundary lines. In 1953, it consolidated with Riverside District.



The Old Camden School, a one-room schoolhouse, is pictured above. The larger school that replaced it, the 1920 Camden School is pictured at left.



Valley Prairie and a school in the **Mead area (#305)** also merged with Riverside School District in July, 1942.

Lincoln School, east of Elk, consolidated with Elk in 1928.

Jefferson School, east of Camden, built approximately in the late 1880s, was still open until sometime in the mid-30s.

One-Room School Teacher Reminiscences...

“It was delicious!” recalled Mary Mauro, remembering her days teaching in one-room schoolhouses. “If I had to choose between teaching in city or country schools – I’d choose the one-room schoolhouse experience in a minute – every teacher should have that wonderful opportunity.”

The professional freedom and creativity is what Mary remembers most fondly. That, and the children. “Looking back on my career, it was like having dessert first,” said Mary of her days teaching in the rural Buckeye, Foothills, Colbert and Chattaroy Schools.

Perspective EWU Alumni Magazine, Winter 2001



2. Colville School District #115

217 South Hofstetter
Colville, WA 99114

Colville School District is a small, rural district. It is comprised of 5 schools – one high school, one middle school, and three elementary schools, serving 2,487 students. The district's facilities are in good condition, as two have been built, and two have been modernized in the past 20 years.

Like other small school districts, Colville followed a sensible plan to replace and/or renovate their schools. Focusing on updating and modernizing, they have built one new school about every ten years since 1940, with the exception of the 60s. The result is modern school facilities, but little appreciation for their historic school buildings.

In 1992, Colville joined thousands of communities across America that encouraged sprawl by moving their neighborhood schools to outlying areas during the latter half of the twentieth century. And, also like those other communities, their decision to build a new high school left the older school building sitting empty in a neighborhood for many years, waiting for a new use to be found for it. The decision to build outside of town, encouraged sprawl into neighboring farmland, and discouraged students from walking to school.



Located on a 37.23 acre site, the new Colville High School meets the state acreage requirements, and state-of-the-art facilities, but removed the students from their neighborhoods, and the downtown area of town. It isolates them along a stretch of highway outside of town.

Today Colville has only one historic school still in use. Aster Elementary School, built in 1938 by WPA labor, was modernized and enlarged in 1981. The future use of this school seems uncertain, however, unless the residents of the Colville urge school officials to continue to upgrade and maintain the school, rather than plan for another regularly scheduled school replacement.

3. Seattle School District #1

815 4th Ave N.
Seattle, WA 98109-3902

The Seattle School District was one of the first to be established in the state. The district is comprised of 80 schools – ten high schools, ten middle schools, and sixty elementary schools. These schools serve 47,989 public school children. The district’s facilities are regularly evaluated and ranked on necessary improvements. As an example, as of November 2000, a total of 157 projects had been completed that year. They included 16 roofs, 5 seismic upgrades, 9 life safety/fire alarm/ADA, 3 exterior renovations, 4 hazardous material abatements, 14 AC upgrades, 28 LAN wiring, 61 WAN wiring, 5 gym improvements, 5 art facilities, 5 science facilities, and 2 athletic complexes.

For many years the Seattle School District regularly demolished or sold their historic schools as they became outdated. However, they have recently reversed that trend and are now leading the state in the preservation of their historic schools.

They outlined their BEX I program in 1995 and their BEX II program in 2001. In addition to other projects, BEX I included the renovation, partial demolition and new construction of nine historic schools. No definition was given for these terms. Several other historic schools were demolished as part of these projects.



Garfield High School is one of the historic schools scheduled for modernization to be completed by 2008 under the BEX II Program

BEX II included the partial demolition and “historic renovation” of four historic schools, the “renovation” of one historic school and the demolition of another. The partial demolitions on the historic schools often included later additions and/or secondary buildings on the property. In most cases, the oldest, or most significant building was renovated to meet current building code requirements and a new addition was built to provide any necessary improvements. Different architects were used for these projects and the resulting designs were innovative in blending the historic character of the original school with a state-of-the-art facility.

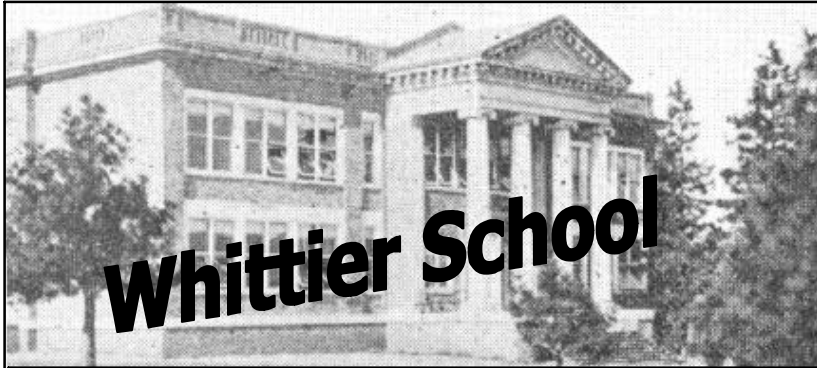
According to OSPI information, Seattle has 30 historic schools still in use as regular public schools today.* These schools have been surveyed and each is now considered as a historically important part of the community in which it serves. The fact that these historic schools have been inventoried and been designated as important historic structures in their community, helps to ensure their future.

*The Seattle School District continues to own other historic schools that are used for alternative classes and interim sites. Many of these schools stand in jeopardy at this time.

4. Spokane School District #81

200 North Bernard
Spokane, WA 99201-0282

Spokane School District facilities include 35 elementary schools, 6 middle schools (Grades 7 and 8), 6 high schools, 4 special schools, and 12 support buildings. The District serves 32,384 students.



Built in 1913, Whittier School was considered to be one of the most innovative schools and one of the most beautiful buildings in Spokane until its demolition in 1981.

For many years, Spokane's historic neighborhood schools disappeared one by one as they were deemed no longer needed by the school district. However, the pace of the loss of the older schools picked up during the 1970s. A levy failure in 1972 resulted in the decision to close eight elementary schools. Five of these were historic schools. Of these five, one was demolished; three were sold as surplus; and one was annexed by a nearby high school.

A 1978 effort to replace outdated school buildings, resulted in the demolition of thirteen more historic school buildings, all but one built prior to 1909. The passage of the \$32 million bond issue in March of 1978, set in motion the largest single elementary school construction project in Washington State history. Each historic school was replaced with a new school building, on or near the site of the original building. Each of these thirteen schools was built from a single architectural plan. As a result of the thirteen new schools, an additional (fourteenth) historic school was closed and not replaced.

Historic schools continued to be given little consideration until the late 1990s, when community support to save them took root. Taking notice of public demands to save their historic schools, school officials undertook two historic renovation projects. In 1999, the 1927 Wilson Elementary School was renovated and an addition was constructed. Later, a bond issue was passed to renovate one of Spokane's most beautiful and beloved schools, the 1912 Lewis & Clark High School. The grand reopening of the school in September of 2001 proved how important this school is to the community when thousands of Spokane residents attended the ceremonies. Each of these two renovations has been considered a success by both the community and the school district.

Today, the Spokane School District has only 9 historic schools left in use as regular public schools. Although two historic schools have recently been renovated, the future of the other historic schools in the district is uncertain. The schools have not been surveyed and they continue to be looked at only as problems arise. Their future will be assured only if school officials become proactive in saving their historic schools by making the decision to survey them, give them proper maintenance, and work with the community when modernizations become necessary.



5. Walla Walla School District #140

364 South Park Street
Walla Walla, WA 99362

Walla Walla School District dates back to 1857. The district is comprised of 9 schools – one high school, two middle schools, and six elementary schools, serving 6,312 students. The district's facilities are in excellent condition and widely used by the community. Six buildings have been modernized since 1990.

Walla Walla School District recognized the importance of saving their historic schools in the early 90s. When small but vocal protests were made against the demolition of Green Park School, school officials began to hold community meetings. After determining the best course available, the district suggested a compromise - renovation, partial demolition, and new construction for the 1905 school. With both school official and community support, this project was successfully completed when Green Park Elementary opened in 1994. This success led the community and school district to a second historic renovation project. The renovation of the 1895, Sharpstein School was recently completed.

Today, Walla Walla has four historic schoolhouses still in use as public schools. In addition, rather than demolish a badly deteriorated 1901 school, farsighted officials closed it in 1982 and later sold it to the Walla Walla Housing Authority. The Washington School Apartments opened as an award-winning senior apartment complex in 1998. An older Walla Walla High School is also currently being used by the community as a YMCA center. The future of historic schools in Walla Walla is bright, as area residents and school officials have partnered to recognize the importance of these older schools to their community.

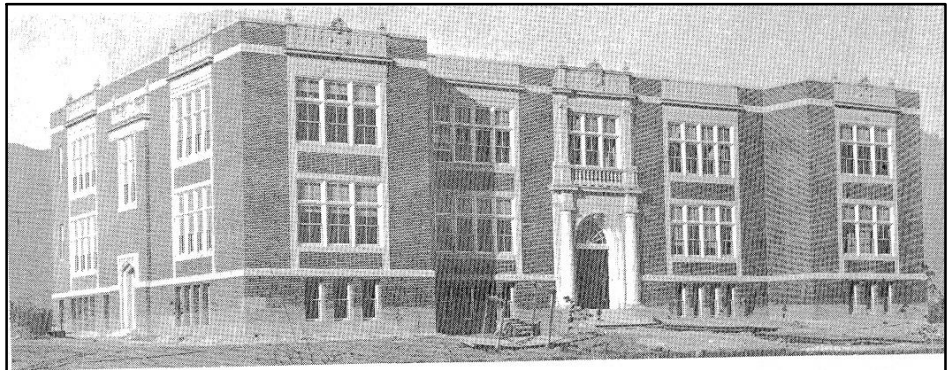


6. Wenatchee School District #246

234 Sunset
P.O. Box 1767
Wenatchee, WA 98801

Wenatchee School District is comprised of 11 schools – one high school, one secondary alternative education center, three middle schools, and seven elementary schools, serving 7,362 students. The district’s facilities are in excellent condition and all but three school buildings have either been built or renovated in the last twelve years.

Wenatchee, following a policy that did not place any value on its historic schools, had either demolished or sold as surplus, every historic school in their district by 1990. Using school and



building code requirements as the driving factors behind the demolitions, school officials stated that although it wasn’t what they wanted, it wasn’t economically feasible to use the old buildings. Despite a small effort to save the schools, the demolition of Columbia, Mission View, and Lewis and Clark Elementary Schools in 1990 erased the last historic Wenatchee school from view.

Today Wenatchee has no historic school buildings left standing with the exception of part of the front façade of the old Whitman School, which now graces the front of a bank building.

VII. Policy Summary and Recommendations For Washington's Historic Neighborhood Schools

THE PROBLEM:

If it's time to bring back smaller, community-centered schools, as many educators believe, it's also time to stop tearing down such schools where they already exist. Many historic neighborhood schools embody the very benefits seen in smaller, community-centered schools, and can be successfully upgraded at a cost savings to taxpayers.

For many years, Washington State has followed the national trend towards building sprawling new school facilities in outlying areas. In the process, many well-designed historic neighborhood schools have been demolished. And, also like the rest of the nation, certain Washington state policies place older schools at a disadvantage when renovation is considered. Although a few successful renovations have been completed, our historic neighborhood schools continue to be looked at on a case-by-case basis. Changes in Washington State policies are necessary if historic schools are to be given a fair chance to be upgraded and reused. These policy changes, together with more readily accessible information on how to renovate schools, would help to regulate the way our historic neighborhood schools are handled when their future is considered.

FOUR WASHINGTON STATE POLICIES AND PRACTICES THAT PLACE HISTORIC SCHOOLS AT A DISADVANTAGE

1. Acreage Standards

Problem: Washington State acreage standards *recommend* a minimum number of acres for schools. Unfortunately, many school districts don't realize that these are only recommendations. The acreage standards can have a devastating effect on historic schools, which usually occupy only two to eight acres and do not have room to expand. Consequently, many older schools are not even considered for renovation, but are scheduled for demolition and the school is moved out of the community to a remote site that can meet the acreage requirements.

Proposal for change: Widely publicize the clarification that acreage standards are recommendations only.

2. Funding Bias towards New Construction

Problem: State reimbursement policies can discourage the renovation of existing schools in favor of building new schools. Deferring to the idea that new is better, the renovation possibilities of older schools are often ignored. Washington’s “60%” rule stipulates that if the cost of renovating an older school exceeds 60% of the cost of a new school, the school district should build a new school in order to receive state financial assistance. However, renovation often comes in higher because hidden costs such as demolition, land acquisition, water and sewer line extensions are usually not factored into the cost of a new school.

Proposal for change: Work with the State Board of Education task force to revise the “60% Rule.” (WAC 180-27-515 (3))

3. Inequity in Financial Incentives

Problem: Washington’s financial incentives for historic renovation do not apply to schools. School districts end up paying sales tax on materials that then goes back to the state’s general fund. Sales tax abatement for historic neighborhood schools could level the playing field with new construction.

Proposal for change: Draft legislation to offer sales tax abatement for historic neighborhood school renovation.

4. Lack of Information

Problem: A common misperception is to equate new buildings with better education and older buildings with inferior education. Having not seen successful renovations, many cannot envision how an older school can be upgraded to meet current standards. Information is needed—for school boards, architects and for parents.

Proposal for change: School facilities information can be updated to include information on how to upgrade older schools and profiles of successful examples. Brochures, web sites, and presentations at workshops and conferences could help disseminate the information.

Washington Trust for Historic Preservation Schools Committee:

Joanne Moyer, Teresa Brum, Brian Kruger, Linda Milsow, Brian Westmoreland

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Perspective: A Magazine for Alumni and Friends of Eastern Washington University

Websites

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Heery Design, Engineering & Construction Management – heery.com

History Link - Historylink.orgdjc.com

Office of Superintendent of Public Instruction – k12.wa.us

Seattle Daily Journal of Commerce – djc.com

Seattle Public Schools Website – seattleschools.org

Tonkin/Hoyne Lokan - thl-arch.com

Washington State Legislature – wsl.leg.wa.gov

IX. SUGGESTED READING

WHY JOHNNY CAN'T WALK TO SCHOOL

“Historic Neighborhood Schools in the Age of Sprawl: Why Johnny Can’t Walk to School”
Beaumont, Constance E. with Pianca, Elizabeth G.
National Trust for Historic Preservation, November 2000

OTHER ARTICLES

Administrators Joining Preservationists To Save Schools

<http://www.edweek.org/ew/1998/06penn.h18>

Johnston, Robert C.

Education Week; Oct 07, 1998

The Brentwood, Pa., school board came up with a plan to save \$6 million by renovating two old schools, rather than tearing them down to build new ones. But when its request for state construction aid was rejected because of state restrictions on the schools' wood-frame construction, the board joined historic-preservation advocates in a two-year struggle to alter Pennsylvania policy. These efforts were rewarded when the state education department made it easier to qualify for aid to renovate older facilities.

Building Blueprints: A Place in History

College Planning and Management; v3 n5 , p34-35 ; May 2000

Reveals how a 125 year-old historic college building was renovated for functional classroom and office space. Photos are provided.

Cincinnati's Grand Old School Buildings Should be Preserved

<http://www.cincypost.com/opinion/1998/guest060298.html>

Dale, Myron L.; Sullebarger, Beth A.

The Cincinnati Post; Jun 02, 1998

Cincinnati's public schools are community landmarks that celebrate the value that past generations placed on education. The Cincinnati Preservation Association hopes this distinguished legacy will be preserved for Cincinnati's future generations.

Conservancy Pleads Before City Council to Save Historic Schools from Neglect and Destruction

<http://www.nylandmarks.org/whatsnew/whatsnew.html>

(New York Landmarks Conservancy, New York, NY , Mar 08, 2000)

Testimony of the New York Landmarks Conservancy before the City Council Landmarks Subcommittee regarding historic schools.

Don't Know Much About History

Litt, Steve

Architecture Magazine; v90 n7 , p116 ; Jul 2001

Discusses the proposed replacement of the Cleveland, Ohio Kirk Middle School, a 1930 colonial-style building, with a smaller building that would occupy what is now the Kirk athletic fields. The land on which the school currently stands would become a new athletic field and parking lot.

Fighting For Our Older Schools--And Community Soul

<http://www.alliance.napawash.org/ALLIANCE/Picases.nsf/>

Peirce, Neal R.

Washington Post [Writers Group]; Jan 1997

Grand old public school structures continue to be mindlessly demolished, replaced by nondescript, low-slung buildings in seas of parking lots on the outskirts of towns. And not always by accident. Just as there's a highway lobby, there's a powerful lobby for tearing down old schools and building anew. It includes school construction consultants, architects, builders, and their allies in state departments of education.

Funding Formulas Encourage School Sprawl, Not Smart Growth

http://www.georgiitrust.org/News/funding_formulas.html

Paxton, Greg

(Georgia Trust for Historic Preservation, Atlanta, GA , Feb 07, 2000)

Excerpt from the author's testimony before Georgia Governor's Education Reform Study Commission regarding the adverse impact on older schools under the state's funding formula. Over 100 smaller, older Georgia school buildings have been closed since 1986. Provides justification for renovating older schools and keeping educational facilities within community centers. The author is President of the Georgia Trust for Historic Preservation.

Historic Neighborhood Schools

<http://www.nthp.org/11most/2000/schools.htm>

(National Trust for Historic Preservation, Washington, DC , 2000)

"Historic Schools" are listed on the National Trust for Historic Preservation's "Most Endangered Historic Places in the United States" for the year 2000. Neighborhood schools are often demolished or deserted, victims of deferred maintenance, consolidation, development pressure, inadequate funding, and policies promoting the construction of large consolidated schools in outlying locations. Describes actions the National Trust is calling for to address the problem.

Historic Neighborhood Schools: "E" is for Endangered

Nieweg, Rob; Wood, Byrd

Forum News [National Trust for Historic Preservation]; v6 n6 , p1-2, 6 ; July-August 2000
Examples illustrate what is happening to historic schools from Billings, Montana, to Macon, Georgia. Older and historic schools are being abandoned, demolished, and replaced at an alarming rate. The threats to schools include deferred maintenance; the perception that new is better and more cost effective; building code deficiencies; population shifts; consolidation into mega-schools; ignorance of rehabilitation options; and public policies slanted toward new construction.

Historic Neighborhood Schools: National Trust Asks, 'Why Can't Johnny Walk to School?'

http://www.aasa.org/publications/ln/11_00/11-16-00historicschools.htm

Holmes, Natalie Carter

American Association of School Administrators Leadership News; Nov 16, 2000

Discusses a report by the National Trust advocating a harder look at renovation and keeping neighborhood schools put vs. relocation and new construction. It says that state and local policies governing school facilities and district expenditures are promoting a "big-box" mentality in school design and abandonment of older facilities in favor of new construction, aggravating traffic congestion and increasing isolation and anonymity in local communities.

Historic Preservation of Schools Can Save Open Space

<http://chemserv.bc.edu/Conservators/Newsletters/Summer99.html>

Clarke, Mike

The Newton Conservators Newsletter; Jun 1999

The historic preservation organization, Historic Massachusetts, has been leading the charge to prevent the pattern of abandonment and destruction of older and historic school buildings caused by the reimbursement policies of the Massachusetts School Building Assistance Bureau. These buildings, many of which are beloved neighborhood schools or landmarks anchoring downtown districts, are threatened by shortsighted policies that encourage new construction over the renovation of existing facilities.

Historic School Preservation vs. School Sprawl

http://www.nthp.org/main/frontline/pan0500v2_content.htm#maine

Preservation Advocate News; v6 n2 ; May 25, 2000

Many communities think they have no other alternative but to build new schools on undeveloped land rather than renovating existing schools that have served as community anchors for many years. This describes policies in California, Maine, New York, and Kansas.

How Universities Adapt Grand Old Homes To Gain Both Space and Grace

Helpert, David Paul; Castillo, Margaret; Engblom, Stephen

Planning for Higher Education; v28 n3 , p16-29 ; Spring 2000

Discusses the use of historic homes to help fulfill a university's mission and round out the facilities inventory. An architects and planners checklist is provided for guiding decisions on structure adaptation along with several case studies.

Jean Parker School, San Francisco

Larson, Soren

Architectural Record; , p122-125 ; Nov 1999

Describes the post-earthquake renovation of a San Francisco urban elementary school that preserved its historical detail within a modern replacement. Design features are detailed; photos and a floor plan are included.

Location, Location, Location

Finucan, Karen

Planning; v66 n5 , p4-8,11 ; May 2000

Discusses how good schools have drawing power in revitalizing both urban and rural communities and increasing property values. Several examples of the value of school renovation and its impact on the surrounding community and enrollment are discussed, including descriptions of planning and financing renovation efforts by some communities.

National Trust Urges Saving Historic Schools

<http://www.edweek.com/ew/ewstory.cfm?slug=12historic.h20>

Richard, Alan

Education Week; v20 n12 , p3 ; Nov 22, 2000

Reports on efforts by several communities across the country to save and renovate historic neighborhood schools rather than closing and replacing them with edge-of-town schools that have little character.

Old Schools Can Be Assets or Eyesores

<http://www.tennessean.com/sii/99/07/26/oldschool26.shtml>

Betts, Elizabeth S.

The Tennessean; Jul 26, 1999

Discusses the possibilities for old historic schools vacated under Nashville's school improvement plan.

Planning Schools for Rural Communities

<http://www.ael.org/rel/rural/pdf/planning.pdf>

Harmon, Hobart; Howley, Craig; Smith, Charles; Dickens, Ben

(Appalachia Educational Laboratory, Inc., Charleston, WV , 1998)

School improvement in rural places cannot succeed without attention to the rural context of learning. Most especially, smaller schools need to be preserved and sustained in rural areas, particularly impoverished communities, for the sake of student achievement and personal development. This school improvement tool suggests the character of a "good rural community school" and briefly considers the relationships among learning, community, and facility construction in rural areas. A 20-point "Rural Community Schools' Facility Checklist" is included that reflects connections to community, curriculum, and issues related to quality of life.

Preserving a Fieldstone Tradition

American School and University; v49 n8 , p34-35 ; Jun 1977

Haverton, Pennsylvania, was able to keep its distinctive school buildings with a renovation program that cost a fraction of the price of new schools.

Preserving the Past and Building for the Future

Hansen, Richard

School Planning and Management; v17 n2 , p8-13 ; Feb 1973

Describes how Highland Park, Illinois, school administrators and board members convinced their community that the Elm Place School -- the oldest school and the most symbolic of the community's cultural and social heritage -- needed facility upgrading and program improvements. Provides the procedures in acquiring their 68,000 square foot addition and in modernizing older buildings (in spite of tradition.)

Priorities for Preservation.

American School and University; v52 n10 , p46-47 ; Jun 1980

Because Central High School in Little Rock (Arkansas) was placed on the National Register of Historic Buildings, compliance with the original design is an important part of the renovation program.

Renovating 20th Century Schools Conference Proceedings

A conference of school architects, construction managers, and school administrators convened to examine the question of renovation or replacement of aging public schools and address issues from turn-of-the-century architectural features to sources of renovation financing.

http://www.e-architect.com/pia/cae/stlouis_r/intro.asp

Biehle, James T.; and others

(American Institute of Architects, Comm. for Architecture in Education, Washington, DC , Jun 1999)

This paper contrasts the distinguishing characteristics between early-20th century and mid-20th century schools and addresses the unique design principles and materials typical of the facilities constructed during these eras. Other topics examine the evaluation and assessment of existing school buildings, the tools and techniques for condition assessment and management of K-12 renovation projects, construction management as a construction delivery method of school renovation, the role of the architect as construction manager, and construction scheduling. Final topics concern renovation programs that preserve valuable resources and alternative funding possibilities such as public/private development partnerships. 23p.

Reducing "School Sprawl"

http://www.plannersweb.com/sprawl/solutions_sub_schools.html

Planning Commissioners Journal [PlannersWeb]; 2000

Many communities have for too long failed to take into account the problems "school sprawl" can cause: increased public expenditures; isolation from the heart of the community; and increased auto usage and commuting time (for teachers and students). Evidence is mounting, however, that the tide has started to turn, as state and local efforts to reduce school sprawl have begun to take hold.

Saving Community History

Kaplan, Arthur R.

American School Board Journal; v185 n10 , p32-34 ; Oct 1998

Though full of memories, landmark schools are often deemed inadequate for today's educational needs. The community and school officials should ask: What factors should we consider when evaluating older schools for extensive remodeling versus building new schools? Lists steps for conducting a technical feasibility study.

School as the Heart of the Community.

Dolan, Thomas G.

School Planning and Management; v40 n5 , p26-29 ; May 2001

Discusses how Niagara Falls (NY) High School was able to help in the rebirth of its declining neighborhood by rebuilding its high school to give the community something to relate to. Financing efforts, facility design, and community amenities are highlighted. Niagara High is one of the first privately financed public projects in New York. Private companies were able to bypass the bidding process, get around various issues with unions, and were able to build the school without raising taxes.

School Sprawl

<http://www.plannersweb.com/wfiles/w165.html>

McMahon, Edward T.

PlannersWeb [Planning Commissioners Journal]; p16-18; Jul 2000

All over the country smaller, older schools are being closed in favor of bigger, new schools in far flung locations. Neighborhood schools are worth saving, and this article describes why. [The full article can be ordered and downloaded from PlannersWeb.]

Stopping School Sprawl

Langdon, Phil

Planning; , p10-11 ; May 2000

This examines new options.

Stop, Look, and Listen before You Mothball that Priceless Old School

English, Fenwick

American School Board Journal; v173 n1 , p28-29 ; Jan 1987

Old schools are among the finest examples we have of period architecture, craftsmanship, and decorative use of building and art materials. Advises on how to decide if a school is worth saving, identifies preservation groups that can help, and describes three New Jersey schools that are classics.

Turf: Last Bell Rings for Historic Schools

Rozhon, Tracie

New York Times; Jul 05, 2001

From Jacksonville, Florida to New York City to Los Angeles, aging schools, many in downtown African-American neighborhoods, become too old for use, school boards say. Without significant sums of money for rehabilitation, they will be lost.

When Town Meets Gown

Leonard, Jim

College Planning and Management; v3 n10 , p34-36 ; Oct 2000

Provides examples of academic institutions becoming catalysts in revitalizing downtown areas while also providing themselves with new facilities. How these projects have been mutually beneficial to both school and community is highlighted.

Why Can't Historic Schools Continue to Serve Their Communities as Places of Education?

<http://www.preservationpa.org/Risk98.htm>

(Harrisburg, PA , 1998)

Pennsylvania at Risk ; 1998

This special issue of Pennsylvania at Risk features historic school buildings threatened by policies that discourage preservation and encourage abandonment and demolition. Discussions involving Preservation Pennsylvania, concerned citizens, the Pennsylvania Department of Education (PDE) and the Governor's office have initiated a review of PDE guidelines that put historic school buildings at risk.

Why Johnny Can't Walk to School

Goff, Lisa

Preservation; v50 n3 , 20+ ; May 1998

Discusses the difficulties of preserving America's historic school buildings, which are currently being abandoned and threatened with demolition. The biggest barrier to preservation may be modern teaching methods, with many of today's classrooms requiring open space that can be easily subdivided and expensive wiring for computer and audiovisual equipment. The abandonment of historic schools in downtown areas in favor of new buildings in less developed areas can jeopardize neighborhoods, whereas school renovation can be a neighborhood revitalizing activity.

BOOKS

A Community Guide to Saving Older Schools

Rubman, Kerri

(National Trust for Historic Preservation, Washington, DC , 2000)

This takes a critical look at the assumption that "newer is better" when it comes to school buildings, and considers what is being lost each time an older neighborhood school is razed or retired. Numerous case studies are presented of successful efforts to save historic schools, and 10 action steps are described. Discusses school location and urban sprawl. Includes state legislation updates, and sources for more information. 33p.

TO ORDER: National Trust for Historic Preservation, 1785 Massachusetts Ave. NW, Washington, DC 20036; Tel: 202-588-6296

<http://www.nthpbooks.org/>

A Guide for the Adaptive Use of Surplus Schools

Giljahn, Jack W.; Matheny, Thomas R.

(Columbus Landmarks Foundation, OH , 1981)

This manual provides recommendations for school boards and communities concerning the leasing, selling, and marketing of school buildings. The reuse potential of each type of school building is investigated, and suggestions are made for successful conversions. Design considerations and the many aspects of acquiring and developing a school reuse project are discussed, including ownership, building codes, feasibility analysis, design guidelines, and financing. Finally, successful school reuse projects from across the country, along with designs developed by the authors, are cited to further demonstrate the great reuse potential which school buildings have. Appendices provide the Secretary of the Interior's Standards for Rehabilitation and selected funding sources. 119p.

ERIC NO: ED434485 ;

TO ORDER: ERIC Document Reproduction Services

<http://www.edrs.com>

Preserving Older and Historic School Buildings

(Historic Massachusetts, Boston, MA , Dec 1998)

Alarmed at the pattern of abandonment and destruction of older and historic school buildings, Historic Massachusetts provides suggestions for communities, case studies, and fiction and fact concerning Massachusetts State school building assistance

TO ORDER: Historic Massachusetts, Old City Hall, 45 School Street, Boston, MA 02108; Tel: 617-723-3383

The Altaville Schoolhouse: Community and State Cooperation in Local Historical Resource Preservation

Napton, L. Kyle; Greathouse, Elizabeth A.

(Coyote Press, Salinas, CA , 1997)

This report documents the archaeological investigations conducted at the former site of the Altaville Schoolhouse in Calaveras County, California. These investigations were carried out through the cooperative efforts of the California Department of Forestry and Fire Protection, the Calaveras County Historical Society, and the local community. The schoolhouse is the only one-room brick school building remaining in the Mother Lode area of California. It is California Historical Landmark Number 499, and in 1979 the schoolhouse was listed on the National Register of Historic Places. In 1996, the 330 artifacts excavated were examined, identified, and cataloged. The first part of this report narrates the history of the schoolhouse: its construction in 1858 through its closure in 1950; its protected state from 1950-81; its relocation and renovation; and its current condition. The second part of the report gives an overview of the structural, educational, and cultural specimens obtained by archaeological investigations at the original site. The major part of the document consists of: 29 historical photographs of the school; 16 figures of school artifacts; a 330-item catalog of artifacts; newspaper and magazine reprints; copies of relevant documents, correspondence, legislation, maps, and blueprints; and chapter 7 from "Calaveras, the Land of Skulls" (R. C. Wood) describing state and county schools and teachers in California, 1855-59. (Contains 33 references.) 140p.

ERIC NO: ED419637 ;

TO ORDER: Coyote Press, PO Box 3377, Salinas, CA; Tel: 831-422-4912

<http://www.CoyotePress.com>

America's Country Schools

Gulliford, Andrew

(University Press of Colorado, Niwot, CO , 1996)

As late as 1913, half of U.S. schoolchildren were enrolled in the country's 212,000 one-room schools--the heart of American education. Although only about 428 of these schools remain in use as of 1994, the country school continues to be a powerful cultural symbol. The first section of this book examines country schools' educational and cultural legacy. Chapters (1) provide an overview placing country schools in the larger social and historical framework of American education; (2) describe the country school curriculum, discipline, and teaching methods; (3) present anecdotes and memoirs describing teacher education, teaching conditions, and teachers' lives on the Western frontier in the late 19th and early 20th centuries; (4) portray the role country schools played as rural community centers; (5) discuss the assimilation of immigrants and minorities in rural schools, focusing on Native Americans, Blacks, and Hispanics; and (6) look at public, private, and parochial country schools in operation today. The second section examines the great variety of design in country school architecture, including schoolhouse sites, architect designs, building forms, building materials and techniques, classroom furniture, and building standardization. The third section discusses the preservation and restoration of country schools; describes new uses as museums, centers for living history programs, and community centers; presents preservation case studies; and lists one-room schools, by state, that remain in public ownership. This book contains approximately 275 references, 400 photographs, numerous illustrations, and an index. 296p.

ERIC NO: ED405167 ; ISBN-0-87081-422-2

Preservation Impacts on Educational Facilities Planning

Shultz, James A.

(1995)

This paper examines the significance of facilities preservation for educational facilities planning and identifies various forms of facilities preservation applicable to educational facilities. It analyzes why educational facilities planners need to be aware of preservation considerations, reviews the relevant literature for preservation principles, identifies alternative preservation strategies, and highlights preservation practices in Virginia and their relationship to educational facilities preservation. Basic management principles for incorporating a preservation policy include: (1) coordinate the preservation activity within the community's master plan; (2) consider using outside professional help in preparing a brochure for advertising the available property; (3) consider explicit incorporation of a preservation component in the school system's long-range capital plan; and (4) recognize the key role of the local government in zoning and land use controls. In conclusion, when educational facilities planners develop a master plan for an older facility or plan for the acquisition of additional space, they should consider options other than simple disposal or new construction. Contains 14 references. 13p.

ERIC NO: ED379772 ; TO ORDER: ERIC Document Reproduction Services

<http://www.edrs.com>

Replace or Modernize? The Future of the District of Columbia's Endangered Old and Historic Public Schools.

Filardo, Mary

(21st Century School Fund, Washington, DC , May 2001)

Section one of this report explores issues associated with the District's old and historic schools still operated by DC Public Schools and provides a framework for deciding whether a school should be modernized or replaced. Section two describes the history of the public school buildings and their construction since the 1800s. Section three contains a school-by-school survey of the architecture and history of the operating schools built between 1962 and 1945. 158p.

TO ORDER: 21st Century School Fund, 2814 Adams Mill Road NW, Washington, DC 20009; Tel: 202-745-3745

To Re-Create a School Building. "Surplus" Space, Energy and Other Challenges

(American Association of School Administrators, Arlington, Virginia , 1976)

School administrators confronted with the possibility of having to close a school need to inform the public, assess community attitudes and needs, and identify the best possible use of the buildings. Existing schools must be reexamined in light of the new need to conserve energy and reduce operating costs. Measures that reduce energy consumption can be taken and, if necessary, schools can be remodeled. The motivation for modernization is now upgrading the environment and remodeling space for change in the educational program, plus phasing out buildings that have outlasted their usefulness. For schools over 100 years old, historic preservation can often restore and adapt them to new needs. Thirty-five successful examples of upgrading existing facilities and, in some cases, changing their function are documented in photographs and floor plans. 216p.

ERIC NO: ED125076 ;

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<http://www.edrs.com>

WEBSITES

Advisory Council on Historic Preservation

<http://www.achp.gov/>

The ACHP is a Federal agency created by the National Historic Preservation Act (NHPA) to address historic preservation issues. This site links to all of the State Historic Preservation Offices and Federal Agency programs.

Historic Preservation Fund Grants-In-Aid

<http://aspe.hhs.gov/cfda/p15904.htm>

Information on matching grants to states for the identification, evaluation, and protection of historic properties by such means as survey, planning technical assistance, acquisition, development, and certain federal tax incentives available for historic properties.

National Register of Historic Places

<http://www.cr.nps.gov/nr/index.htm>

The National Register of Historic Places is the Nation's official list of cultural resources worthy of preservation. Many states and communities use National Register listing as the backbone of their planning processes. Authorized under the National Historic Preservation Act of 1966, the National Park Service administers the National Register. This site provides application guidelines, publications and a searchable database of all sites, including schools, listed on the Register.

National Trust for Historic Preservation

<http://www.nationaltrust.org/>

Provides leadership, education and advocacy to save America's diverse historic places and revitalize communities. Forum Online, a members-only service of National Trust Forum, has a database of preservation project case studies that includes numerous school projects. Membership fees are modest and are available on the Web site as well.

Preserve/Net: The Preservationist's Resource

<http://www.preservenet.cornell.edu/>

Operated by Cornell University students, this site includes links to over 200 preservation-related resources on the Internet; information on conferences and events, organizations, products and services; and opportunities for employment, internships, grants, and scholarships.

Preserving Historic Schools

www.edfacilities.org/ir/preservation.cfm

National Clearinghouse for Educational Facilities' annotated list of links, books, and journal articles on the preservation of historic schools, providing financial and administrative preservation tools and presenting school preservation case studies.

Reinvigorating Our Schools

[Http://www.e-architect.com/resources/schools/home2.asp](http://www.e-architect.com/resources/schools/home2.asp)

To get the best additions, renovations, and new construction for your school funds tomorrow, you need to plan today. This is a guide to help you think and talk about renewing your schools through innovative planning and design and high-quality construction. The two steps to start with are: identify your problems and feasible solutions and then bring in people who can keep the ideas rolling.

Sprawl Guide Home Page

www.plannersweb.com/sprawl/roots.html

Informational web site concerning sprawl – from the root of the problem to solutions from around the nation. Many links to other related sites as well as other resources are available from this site.

Technical Preservation Services for Historic Buildings: National Park Service

<http://www2.cr.nps.gov/tps/index.htm>

This Department of Interior site provides architects, organizations, and public agencies with publications, videos, and online information on preserving, restoring, and rehabilitating historic buildings. The site contains over 40 online publications on topics such as windows, roofing, heating, etc., guidelines for rehabilitating historic buildings, information.

X. METHODOLOGY

School Profiles

Information for this report was requested from members of different organizations across the state. Members of the Board for the Washington Trust for Historic Preservation were contacted, as were all Certified Local Government for Historic Preservation directors in the state. Additional information was sought from Washington State Daughters of the American Revolution members. All of the above individuals were contacted via email, and most correspondence was carried on through that medium.

This was not a scientific survey, but a simple compilation of short histories about schools that community residents shared for this report. Information from these individuals was considered fact, and their opinions were included in the survey. If information concerning a school was received, it was included in this survey, unless the information was found to be incorrect. Schools or communities not included in this survey are those who did not have a local resident respond to initial inquiries.

District Profiles

For purposes of the school district comparisons, an attempt was made to profile both rural and urban school districts. In addition, both large and small school districts were included, using their policy towards the renovation or demolition of their historic schools as one criterion for inclusion. As with the school profiles, those school districts that had residents who responded to inquiries for information were those included in the survey.

Only schools that are currently in use as mainstream public schools were used in the compilation of figures for this report.

Additional Information

In order to obtain further information, or to clarify or confirm questionable facts, telephone and/or email contacts were made with many schools, school districts and community residents. School and school district websites were especially helpful, as was the OSPI (Office of the Superintendent of Public Instruction) website.

A second source of information on historic schools was found in local history books from communities across Washington State. Many of these books have been written by local residents of these communities, and contain many wonderful stories about early schools. Other books written by educators or the school districts themselves also yielded information on historic schools.

Pictures

Some pictures included in this project were either taken by the author, or sent to the author by those who responded to the survey request. Many other short biographies and accompanying pictures that have been included were found in the book, Name on the Schoolhouse, a Washington State Centennial Project for the Washington State Retired Teachers Association. Permission was granted for the use of this information.

Discrepancies

As with any compilation of facts and figures of this type, there are discrepancies. Information that was held in doubt was verified from an up-to-date source or dropped from the project. It was discovered that the date the school opened often conflicted when viewing different sources. The controversy arises due to the fact that some officials use the date school construction was started, while others use the date the school welcomed students through the front doors. In most instances, information provided by the school district website or the OSPI website was used as the date cited in this survey.

A second area of discrepancy found when researching historic schools, was that while buildings disappear, often the name is carried on to the new building. Thus, while some schools celebrate their 100th anniversaries in 100-year-old school buildings, others celebrate their 100th anniversaries in brand new facilities. While this continuity of the school name is wonderful for the community, it leads to confusing information. Discriminating between the age of the school name and the age of the school building takes further research.