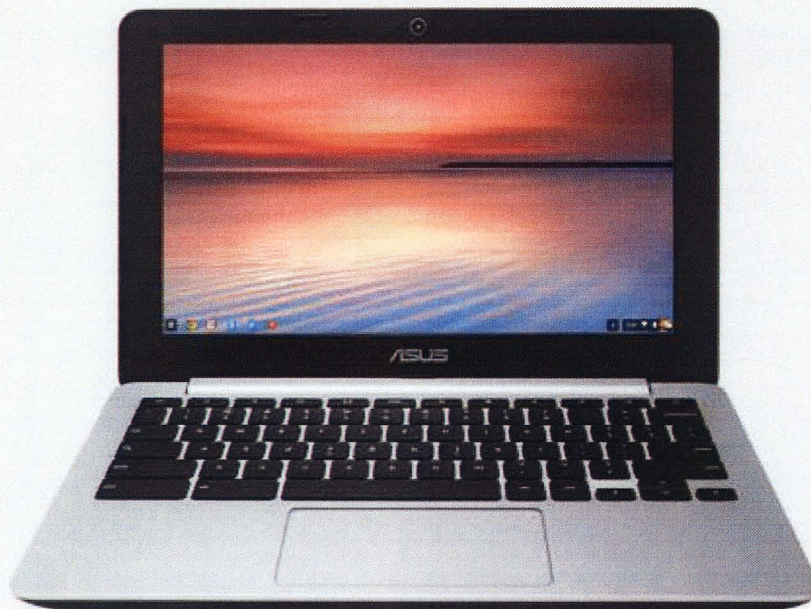


*From  
Slate  
Board*

*to Chromebook*



**Edmonds School District, 1884 to 2018**

By Brian Harding

## *Why We Teach*

*Maplewood Staff*

*December 3, 2004*

*Each day is exciting and challenging*

*Creative and stimulating*

*Stretching our limits*

*Filling us with joy*

*We see children learn*

*Empower and inspire*

*Celebrate successes*

*Respect differences*

*To express emotions, insights and experiences*

*Enhance young lives*

*Encourage and motivate*

*Leave the world better*

*We connect with children*

*Share positive attitudes, outlooks and "can do" spirit*

*Find hope and sunshine even on the darkest day*

*Hear laughter and stories*

*Daily Smiles*

*Sparkling eyes*

*"Ah ha" moments*

*And hugs*

*We "play" every day*

*Promote the love of fitness*

*Help Children find a place to belong*

*Make a difference*

*Born to teach*

*Feeling good about our career*

*Enjoying our colleagues*

*Loving children*

*For the memories...*

*The ones we take away*

*And the ones we leave with the kids*

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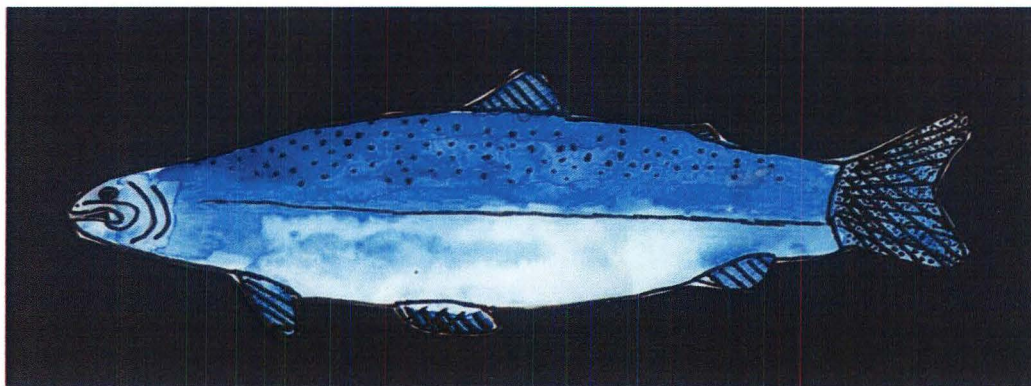
## Introduction

When I was a youngster, I enjoyed listening to my elders talk about their lives and experiences. They also told me about the generations before. I was fascinated by the things they did in “olden days.” My Grandmother, in 1907 for instance, left southern Illinois alone right after high school to homestead in eastern Montana. She did not go blindly into the wilderness as there was an older relative living several miles away. I have been a history enthusiast ever since. I took lots of history classes in high school and college, but it seemed to me that something was missing in the teaching of history. While the common telling captured who, what when and how, ‘why’ was not always part of the story. I realized that nothing happens in history without a ‘why’ and more importantly, almost nothing happens in isolation. Much of history is driven by factors that may seem unrelated but end up having an effect generations later. When you start looking at why and how things are connected, they bring life to the story. Equally, there are connections that not only reach back in time, but continue to affect us right up to this day.

I work as the Facilities Operations Director for Edmonds School District. I have spent 47 years in the care and maintenance of school properties. My history of the District is being fashioned from that point of view. In it, I will be talking about events and properties in our district along with information about what was happening on a local and even global level that had direct effects in the school house.

To begin, I need to take you on a little history of connected events that shows how the District came about. In talking about the history of real estate, I provide brief comments on how the legal division of property led to our physical boundaries. Earlier events bring us to the settlement of the Puget Sound area. I will also discuss national driving forces that brought people here.

There is much written about the history of the Edmonds area in museums, historical societies, books, pamphlets, news articles, school year books, local and student newspapers, and other sources which I researched for this project. The Washington State Archives in Bellingham turned up significant information about the early years when the District was mostly a collection of classic one room school houses. A few of those buildings still survive, but have been repurposed and may no longer be recognizable as schools. Many others provided images and information critical to this story.



2009 Swimming Upstream: Joshua Campgnaro age 10, Westgate

## Chapter 1: Boundaries in the Oregon Territory

Columbus's return to Europe after his first sailing created havoc for the two super powers of the day, Spain and Portugal. On the way first stopped in Portugal where King wanting to stake his own claim in the war when the newly elected Pope divided the new world between them. western hemisphere. In the late 16<sup>th</sup> these waters which is why we have administration went well for over a sovereignty of the Spanish Crown began in earnest.



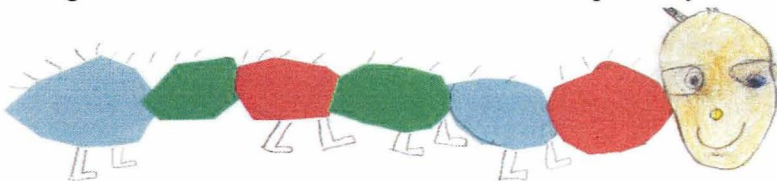
back from the new world, Columbus John II personally interrogated him, new world. The squabble was nearing Alexander VI arbitrated. The Pope It was the first property line drawn in the century, Juan de Fuca cruised through Spanish names today. Spanish 100 years, but then challenges to the

Britain, France, and Russia laid claim to major portions of North America and began measuring up territory. The Spanish could not control all of the continent so other countries were able to settle and garrison spheres of control. These individual claims were eventually settled with treaties throughout the period. The area was considered so massive that there seemed to be room for everyone without resorting to violence until the beginning of the nineteenth century. 'These United States of America', (as America was known then), purchased the Louisiana territory from France, nearly doubling the size of the young nation.

Lewis and Clark and the Corps of Discovery explored the territory to record the route of the Missouri river looking for a viable water route to the west coast, the long sought NW passage. The Louisiana Purchase extended only to the Continental Divide but Lewis and Clarke continued on, eventually following the Columbia River to its end. At the time, ownership of the Pacific Northwest region was uncertain. Britain, Russia, and France claimed it and now the adolescent United States entered the fray over the 'Oregon Country', as Americans called it. The British had an outpost at Fort Vancouver and ruled the region through the Hudson's Bay Company. They called it the Columbia Department. The Spanish considered the area as part of New Spain, and the Russians called it "Russkaya Amerika." The US was entering its period of Manifest Destiny by which it intended to dominate the continent from coast to coast.



What were the boundaries of this contested land? It was much different than what we now think of as Oregon. Washington State was a part of Oregon Country as was Idaho and the parts of Montana and Wyoming that were west of the meandering continental divide. The area also included a great deal of British Columbia to just north of the Queen Charlotte Islands at latitude 54 degrees, 40 minutes North. It took a lot of diplomacy to reach a peaceful compromise.



2010: Untitled, Arceo Calderon, age 11, Mountlake Terrace El.

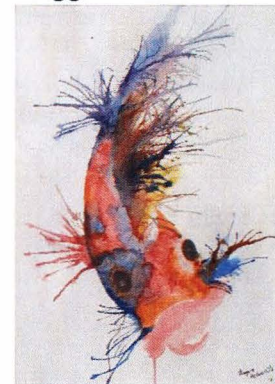
*"Educating the mind without educating the heart is no education at all." Aristotle*



France was preoccupied in its struggle with Britain over Canada and still recovering from the Napoleonic Wars. The US signed the Anglo-American Convention of 1818 which provided cohabitation of the Columbia/Oregon region with Britain. In the Adams-Onis Treaty of 1819, Spain relinquished its original Oregon claim which actually extended through to southeast Alaska. Britain singularly took over the area north of Oregon. Russia signed the treaty of Ukase with Great Britain in 1821, in which they relinquished their rights to everything south of 54-40.

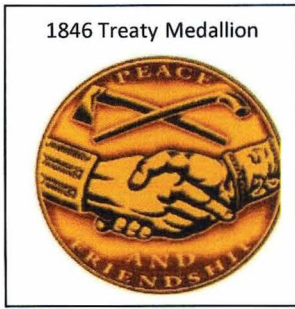
The US had an entirely different agenda reaching to the very core of American values which, in forty one years would tear the nation apart. It had to do with the balance of power in America and slavery. England was working toward abolishing this practice along with many other European countries while America was perplexed by how to deal with it. Slavery was not extensive in the north, but it was critical part of southern agricultural business. In 1818, it was the most contentious issue of the day. In the growth of America new territories were soon becoming states. With the entrance of each new state, another with the opposite political view had to be admitted at the same time. The Missouri Compromise of 1820 was intended to preserve this balance with the hope that the Oregon Territory would balance future statehoods.

Britain however, still expected to dominate the political landscape in the Columbia Department. In 1821 England began asserting its authority by imposing British law on all persons living in Oregon. By the late 1830's and early 1840's what happened in Texas was repeating itself in Oregon. The Oregon Trail had been established in the 1820's. What had been a population trickle grew rapidly as news of fertile lands and riches reverberated back East. By 1843, U.S. settlers formed a provincial government to control various counties. The political struggle culminated in the 'Organic Laws' that allowed British subjects to 'participate' in the new American government. From there, things got strained quickly. The American slogan of "54-40 or fight" was sweeping not only Oregon, but the entire country right up to the halls of government in Washington City. Neither America nor England really wanted to go to war for the third time in seventy years. At the same time, America was at war with Mexico whereby the areas that we refer to as California and the Southwest, would be ceded to the United States. By late in 1843, the population had reached the tipping point in favor of the Americans. Negotiations divided the area once more. President Polk pushed hard for the continuation of the 49<sup>th</sup> parallel from eastern Montana to the Straits of Georgia. In the compromise England retained Vancouver Island and American would rule south of the 49<sup>th</sup>.



2011 Bring me back:  
Kayla Andrews, age 16  
Meadowdale High

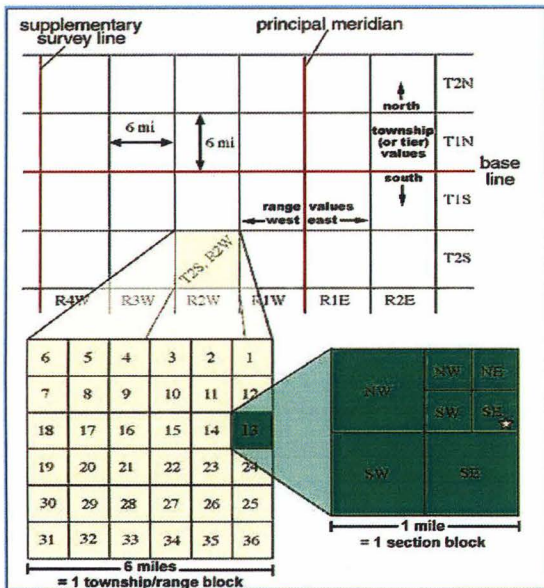
*Many times a day I realize how much my own outer and inner life is built upon the labors of my fellow man, both living and dead, and how earnestly I must exert myself in order to give in return as much as I have received.*  
Albert Einstein



The Oregon Treaty of 1846 was silent as to how the division would navigate the archipelago between Vancouver Island and the mainland.\* Oregon was now officially American property, just four months after the end of the Mexican war. Yet another property line had been drawn.

The provisional government stayed in place while the ‘federals’ organized the territorial government over the next few years. The first Territorial Governor arrived in 1849. In 1853 Washington Territory was split off followed by Idaho in '63, the western portion of Montana in '64 and finally the western portion of Wyoming in 1868. This established the connection that set the stage for the development of Washington Territory and its institutions on the way to statehood.

### Measuring It Up



In order to organize land, it must be surveyed. The Continental Congress simply extended the English system that was already in use in most of the colonies. This grid system divides the world into continuously smaller squares, finally zeroing on a specific point on the map. The principle building block is the Township, a thirty six mile square. Each Township has 36 one mile squares in it. These one mile squares are called Sections and are numbered 1 through 36. Each contains 640 acres. Sections are then divided into half and quarter sections, and from there still smaller squares all the way down to 1/10<sup>th</sup> of a foot. In each Township, lands are set aside for special purposes. One of these is providing for schools. Frequently, an entire section might be devoted to schools, either

as a building site, or for natural resources income. As time went on the school designation was modified to include smaller parcels handed down as public lands. The survey also accommodates topography, so variations to a description may use geology, geography or bodies of water within the description of a property. Later, I will show how the survey system and land planning affects the District even today.

*A system of education is not one thing, nor does it have a single definite object, nor is it a mere matter of schools. Education is that whole system of human training with and without the school house walls, which molds and develops.* W.E.B. Dubois

\*This later produced some situations as the Brit's and the Yanks garrisoned each end of San Juan Island. During this time, there was an international incident called the Pig War. The final line was not settled until 1859.

## Motivating Factors

### The Transfer of Wealth

We need to understand how wealth was transferred from generation to generation in the nineteenth century, since it is no longer familiar. The European traditions migrated to the US with the colonists. It was a male dominated society and when a patriarch died, the lion's share of his estate passed to the eldest son. This was not without obligation as the new patriarch was expected to take care of his mother and sisters, but had little obligation to his brothers. In early America it was common for the younger boys to be educated to seek their own way in life. They joined the military, or entered into careers in the big cities. Many lit out for the frontier. Some came with good backing, but many went with very little. Much impressed on the younger boys was to go out and make their own fortunes and do nothing that tainted the family's honored name. Hence, these men carried with them great expectations requiring their earnest effort.

### The Promised Land



In order to control great expanses of land, the government promoted migration by allowing people to obtain land at little or no cost. One way this was done was the award of real estate to veterans. Called pension lands, distribution began after the revolution. My fourth great-grandfather, for instance served in the revolution ending his days on a corporal's pension parcel in Nelson County, Kentucky.

Congress encouraged further migration with the passage of the 1850 Oregon Donation Land Claims Act establishing the ability to get land in unsettled areas at virtually no cost. Twelve years later President Abraham Lincoln signed the Homestead Act which stimulated westerly relocation by providing settlers 160 acres of public land. In exchange, homesteaders were required to complete five years of continuous residence and make improvements. Free land and a new beginning was a powerful incentive especially if you were not the eldest male in the family.



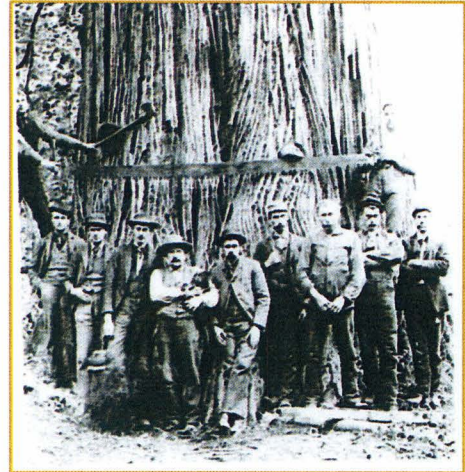
### The Natural Resources

Riches could be abundant in the west. It seemed there was a nearly continuous land or mining rush somewhere out west during the second half of the 19<sup>th</sup> century. Gold or silver were found in California in 1848, Colorado in '59, Wyoming in '67, both North and South Dakota in the 70s' and 80s'. In 1890 to 1900 it was Idaho, Montana and then Alaska. Diamonds were discovered in Colorado. Copper and tin sites were also plentiful. There seemed to be big opportunities throughout this great expanse and people were anxious to take advantage of it. In Snohomish County it was the gold strike at Monte Cristo, near the headwaters of the Stillaguamish River in 1894. It was big enough to draw the attention of John D. Rockefeller who was, with his partners Colby and Hoyt, already trying to make Everett the "San Francisco" of the north,\* He bought out the largest mines and reaped profits until the bank panic of 1907 made them unprofitable.

\* It also drew a hotel operator by the name of Fred Trump, the President's Grandfather



As the country grew, the timber industry expanded rapidly. Coastal and Puget Sound communities became a vast territory for timber harvesting. It was big business and business was good. The photo on the right is of a tree in the Edmonds Bowl. Planks, beams and cedar shingles made up most of the wood products. Seattle was still fairly isolated in those years lumber had to be moved by ships like the Wawona, seen here in the 1890's.



### **The Civil War**

Nothing in American History was as cataclysmic as the Civil War. Nearly 750,000 soldiers and civilians died between 1861 and 1870 as a result. Thousands were permanently crippled and continued to die for several more years following the conflict. Thousands had no home or family to return to, many felt lost and were unable to return to their former lives. The end result was a large mobile population searching for a new start while the many lures of the west spoke to them either as a second chance or an escape.

These events lead to the development of Puget Sound communities and school districts. Now we see how land was divided from the first line drawn in 1494, down to lines as accurate as 1.2 inches. The founding fathers of Edmonds School District knew many of these events as living history.



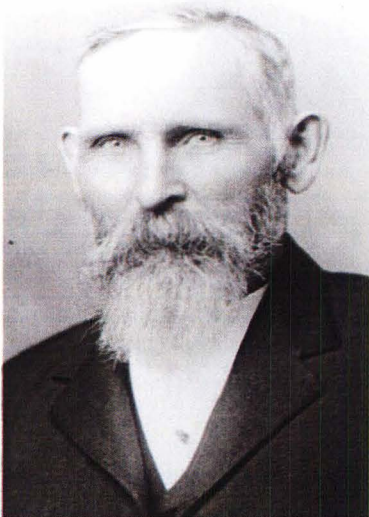
2013 Five Little Birds: Natalie Doty age 8, Maplewood K-8

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***“Education has for its objective - the foundation of Character”***

Herbert Spencer, English philosopher, 1820-1903

## Chapter 2: Edmonds School District 1870-1900



One of the men working his way west was George Brackett, the founding father of Edmonds. He was a logger, born in New Brunswick, Canada in 1841. One of twenty children, (fourth son). He went out into the world at 18 and, starting in Maine logged his way west before coming to Seattle in 1870. Shortly after his arrival, he rowed a small boat around the Sound to the Edmonds vicinity, where he observed the lay of the land and the incredible stands of forest. Getting back to Seattle, he and a brother received a contract to clear the area of future Ballard, and Discovery Park. They continued logging in that vicinity for a couple of years. He was able to close a deal on his first 147 acres of waterfront and timberland for \$650. By 1876, having saved a good bit of capital, Brackett started working the waterfront where he built a home, mill and a wharf.

Over the next several years, Mr. Brackett was able to acquire most of the land known as the bowl. Others soon followed and a settlement began. George would play a principle role in the developing community and host the first school. He would go on to donate property for schools for the next thirty years.

In new settlements of the late 1800's, education often meant home schooling. Neighbors cooperated with each other and brought children together in one-another's homes for lessons provided by parents and some local people who had good knowledge in certain subjects. Just at Edmonds' beginning, the Territorial Board of Education was established in 1877. Its first job was to lay out how schools would



2011 Wonder:  
Jenna Riley,  
age 12, Sherwood

operate and create standards for them to work by. The next year they released the basis of educational organization we still use today. Students should be placed into Primary, Intermediate

and High Schools. Many areas were so lightly populated, that this model was not adopted until years later. Schools organized by grade levels came along in 1880, and then only in more urban areas.



Southwest corner of 3<sup>rd</sup> and Edmonds Street

*“Learning is not attained by chance. It must be sought for with Ardor and diligence.”*

Abigail Adams

1884 was a pivotal year for the startup village. George Brackett platted the new town, and twice a week mail service came by horseman riding the Indian trail from Bothell. The first classes were held on the second floor of Brackett's Feed Barn, (previous page) a building that also served as District headquarters in the first years.



Three of the first six students were Brackett children with the other three coming from the Lund/Deiner family who founded Meadowdale. Mr. Lund would row his children all the way from Meadowdale on Sunday afternoons and have them stay the week with friends, then pick them up on Friday afternoons for the weekend. Enrollment doubled in 1885. In this photo the Deiner children are, from left to right, Flora age 10, Frank Jr. age 8 and Annie, 5. (1) The first teacher was Emily Box, who was paid \$20 per month.

She boarded with local families, which was a common practice at the time in a new settlement.

At the Old Settlers picnic at Hall's Lake on August 5, 1938, Flora Deiner Koelsche recalled:

*"Our first school was held in Mr. Brackett's feed barn with meager equipment. The Seats and desks were double, two pupils in each seat; consequently, we did not always study. We had some fun too. Miss Houghton taught one term after Miss Morris married. Later we were housed in a small school building located on a knoll between Third and Fourth Avenues. Note our school grounds – natural tall trees, shrubbery, ferns and beautiful wild flowers grew back of the schoolhouse. These we children gathered after school hours for our parents and teacher. Wild berries also grew abundantly over the old stumps and fallen logs. We had no such modern equipment as our children now enjoy". (2)*

Within the first three years a real school house was built between third and fourth, on a small knoll, just north of Main Street donated by George Brackett. During 1886 and 1887, they were taught by Lydia Morris and the school year was only three months long.

It is also the year that the Edmonds School District #15 was incorporated. On the next page is the first legal description of the District followed by a typed script and an illustration of the first boundaries of the district as they appeared in 1884. In the explanation regarding surveying, our District is primarily made up of Township 27 North and the area between there and the shores of Puget Sound. The photograph on the next page is taken from the County Ledger In February 1885.



**"A teacher affects eternity. They can never tell where their influence stops."** Henry Brooks Adams

2010: Bubble Cheeked Girl: Grace Desota, age 6, Martha Lake

(1) from the Betty Lou Gaeng collection  
(2) Edmonds Tribune Review, August 12, 1938

School District No. 15 (Brackett)  
 In School House Feb 1885.

Beginning at the N.E. Cor of Twp 27 N., R4E,  
 and running thence west along Twp line to  
 a point where said line meets the coast of  
 Admiralty Inlet. Thence South westerly along  
 said coast to a point where the boundary  
 line between Snohomish and King Counties  
 meets said coast of said Inlet. Thence East  
 along said boundary line to the S.E. Cor of  
 Twp 27 N., R4E. Thence north to place of  
 beginning.

*"School District No. 15 (Brackett) M (made at) School House Feb 1885  
 Beginning at the N.E. corner of Township 27 North, Range 4 East, and running  
 thence west along the Township line to a point where said line meets the coast of  
 Admiralty Inlet, (south edge of Norma Beach) thence South Westerly along said  
 coast to a point where the boundary line between Snohomish and King Counties  
 meet said coast of said Inlet, thence East along said boundary line to the S.E. corner  
 of Twp. 27N, R4E, thence north to the place of beginning."*



As you can see, the eastern boundary of the District, (red) was different than today, (blue). During the period from 1900 to the 1990's various adjustments were made as other Districts were formed and changed due to various concerns, including annexation, population growth and neighborhoods who petitioned for access to Everett or Northshore Districts.

***"Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery."***

Horace Mann, (1796-1859)

The first school house was erected between 3<sup>rd</sup> and 4<sup>th</sup> Avenue, just north of Main Street. School opened in this location in 1888 with 15 students, with Miss Susie Houghton as their teacher.



As enrollment was increased the following year, the building was enlarged to house 32 students. In 1891, when James Brady was the teacher, the school house was still overcrowded, as evidenced by the photo on the left. George Brackett hosted some classes in his new venture, Brackett Hall.

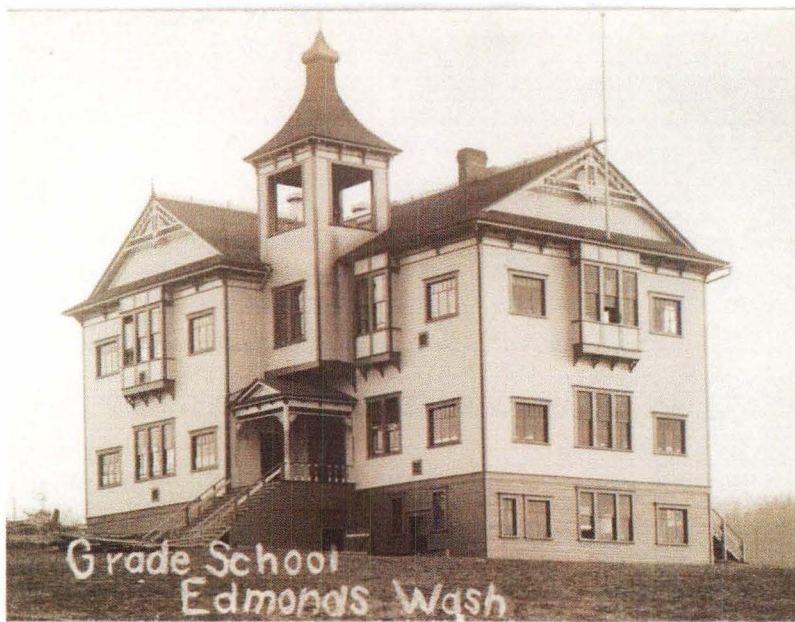


*“Great teachers focus not on compliance,  
but on connections and relationships.”*

P.J. Caposy, author and lecturer

Statehood had been achieved in 1889 with the Department of Education coming a year later. In June, the Great Seattle Fire destroyed 25 blocks of the City, thereby increasing the demand for forest products. 1890 saw the City of Edmonds incorporated and the arrival of Allen Yost. Mr. Yost would go on to figure prominently in providing bus service to the students of the District. During this year, Snohomish County began building roads, a program that would last several decades and benefit all the isolated communities along the shores of the Sound. Lumber and shingle mills popped up at the water's edge, making shipping much easier than before. Fourteen would eventually line the Edmonds shore and operate at capacity until the 1950's when the last mill closed.

To build a larger school, Mr. Brackett stepped forward yet again donating half a block on the S.E. corner of Seventh and Main. In that year, the voters approved a \$10,000 bond to build a much larger school. The vote was 64 in favor and 16 against.



and Principal at Edmonds Graded. Curriculum was expanded to include: Reading, English, American History, Arithmetic, Physiology, Grammar and Geography. The building was not electrified during the first several years, nor did it have indoor plumbing. The bell from this tower now resides at the Edmonds Museum. Even with this new building, the Board was considering construction of other buildings in the outlying regions of the District.

*“The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.”* Martin Luther King, Jr.

Hand bells, like this one, were used nearly everywhere in the 1800's and well into the 1900's.



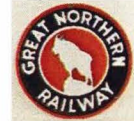
My Grandfather, his father and his great-grandfather used a bell just like this one to call kids in for class. Sometimes, for good behavior the teacher allowed a student to ring the bell, which became a cherished memory.

1891 saw the construction of the new school at 7<sup>th</sup> and Main. The District paid \$35 for 25 cords of 'good, sound dry fir wood' to heat the school for the fall term which began on September 28<sup>th</sup> and ran to just before Christmas, with the second term running after the holiday until June. During this time the Principal, E.H. Stafford was paid \$80 per month with the average teacher making between \$20 and \$40 per month. Francis Anderson studied here and would go on to be a teacher

Many years later, in 1936, Carrie Yost Astell recalled her days in this building;

*“This was the first school I attended. The schoolhouse consisted of six large rooms, and a large hall to every room. These were meant for cloakrooms. Then in the main hall there was a small room which was used for a washroom, and a drinking fountain. The ‘fountain’ was a large bucket of water with a large dipper used by everyone. Only two rooms were used the first year; two teachers to teach eight grades. The parents brought the books, slates and pencils. There were six month school terms. A large bell was rung at 8:30, this meant to get ready. At 8:45 the second bell meant to start for school and at 9:00 the last bell meant to be in line to march into the school room. After school was called to order and the roll called, songs were sung before taking up the daily study, reading, writing, arithmetic, spelling, etc. Fridays were used for spelling matches, penmanship or copy books, or for speaking pieces. This was looked forward to as a great event, because on holidays and Friday afternoons parents visited the school.” (3)*

In the early years the school term was dependent on the budget. Sometimes three months, sometimes six months, or something in between. The District operated by a fall term and a winter term. A nine month school year came along later. The bank panic of 1893 triggered the most severe depression yet in American History. Borrowing money was very difficult and virtually halted new business development. Two things steadied the Edmonds area. First, was that the mills carried on during the hard times. Second, was the arrival of the Great Northern Railroad which now allowed for expanded shipping to almost anywhere in the nation. This stimulated both the forest industries and agriculture, keeping the local economy from standstill. The railroad right-of-way ran along the water between Everett and Seattle. The shoreline was stabilized by thousands of tons of granite brought down from the Cascades. Edmonds was no longer an isolated town serving a regional interest. The Great Northern provided mobility to Puget Sound, allowing travel among the communities for less money and less time.



The Jacklin School was opened in 1895. Located on the NE corner of 76<sup>th</sup> Avenue West and 212<sup>th</sup> Street, kitty corner to the current Edmonds Woodway High School. The building was 18 by 30 feet with a twelve foot ceiling with a price tag of \$238. Mrs. D. Jones was hired as teacher. For the first time, the District had to resort to condemnation to acquire the site. The Board insured the Jacklin property for \$300. It was also known as the Holmes school after the family that settled in the area. No known images of this building are known to exist.

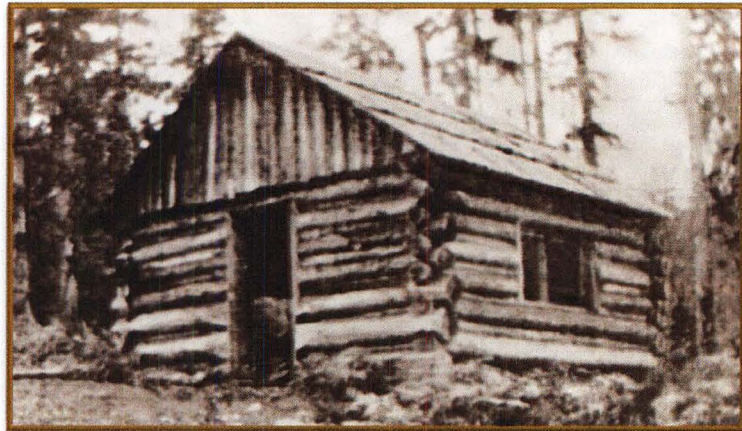


2013 Untitled: Enya-Maria Healy, age 6 Edmonds EL.

The District also added the Hunter school, as seen the photo on the next page. It was a log structure built on the Hunter homestead. It was located on the hill just to the NW of Alderwood Mall, in what is now Pioneer Park. Ethel Smith was hired as the first professional teacher at \$40 per month in 1896. Mr. Hunter was also paid \$1.60 per day to maintain the building and grounds.

(3) Edmonds Tribune-Review, March 13, 1936. Betty Lou Gaeng collection

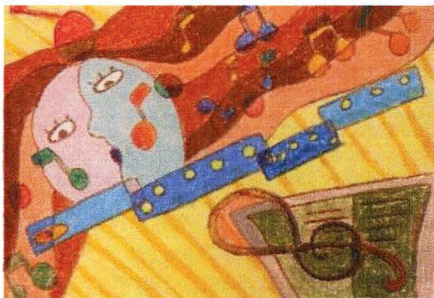
Another teacher, T.A. Stiger, from Everett said that “he started with 12 pupils and it was the best ventilated school in the country.” Stiger told students that the little wild animals were their friends and added, “The little squirrels, the red squirrels and chipmunks came and cocked their eyes and looked through the cracks at us inside”(4) With increasing population, the little school was overwhelmed and closed in 1904 being replaced by the Maple Leaf school, which will be discussed in the next chapter.



In September, 1896 John Salty, a local homesteader, deeded 2 acres at the SE corner of what is now 44<sup>th</sup> Avenue West and 212<sup>th</sup> street SW. Neighbors constructed the 18 by 26 foot hewed log building with a ten foot ceiling. It was called the Salty School and later as the Burleson School after a School Board member. At one point it seems it was unofficially referred to as the Halls Lake School. Another building, called the Cedar Valley School would replace this building in 1911. (5)



In 1895 and '96, there was a depression triggered by a bank panic. Even though the population was growing, the depression lingered until two major events changed everything. Early in the morning of July 17, 1897, the steamer SS Portland arrived in Seattle. On board were sixty eight miners and more than a ton of gold from the Klondike River. This first shipment was of greater value than the U.S. paid for all of Alaska in the 1860's. By 7:00 a.m., the word was out on the streets, ushering in the richest gold rush in North American history. Seattle became the jumping off point for thousands headed for the gold fields. Puget Sound towns, like Edmonds, were frenzied in the race to provide support material and services.



2010 The Cubist Flute: Angela Kim, age 2012 10, TP



(4, 5) Alderwood Manor Heritage Association: Images of America, Alderwood Manor

Just eight months later, in April of 1898 the United States declared war on Spain following the sinking of the Battleship Maine in Havana harbor. Tensions had been building as America seemed to be turning into a colonial empire. Battles were fought in Cuba and the Philippines during the summer and drew thousands of young men to the war. Many came from the Edmonds vicinity. The war ended in December of the year with the Treaty of Paris. After over four hundred years of Spanish rule, the terms ended Spain's colonial holdings in the western hemisphere and the Pacific. Cuba, Puerto Rico, the Philippines, Guam and other Pacific islands became protectorates of the United States of America. The natural resources of our area had contributed greatly to outfitting the military, especially in construction materials and boat building.



Just a few miles north of Edmonds, Meadowdale is a perfect description of the bucolic countryside with large areas of forest and expansive meadows suitable for farming. When the Civil War ended the period of national railroad building got underway. The Union Pacific line had been completed by the late 1860's and more routes were being built. "The Great Railroad Routes to the Pacific Map" had been published in 1869 showing prospective routes with a northern route extending from the Great Lakes to Seattle. There were several names used for the area and they can be confusing. In that time, the point that defines Meadowdales' northern limit was known as 6-Mile Point as it was six miles south of Mukilteo, then the County Seat. Arthur Denny, one of the founders of Seattle had a great interest in these routes and shared his information with his friend Joseph Williamson who filed a plat in September of 1871 for a town he wanted to call Fontal. It would have been a good location to make money along the tracks, but it never came to be. Mr. Williamson died from a stroke in 1875\*. Just slightly north of what we know as Meadowdale today, there was also a small community known as Mosher, which for a short time had a railroad depot.



John Lund, a native Norwegian who traveled from Minneapolis was looking for a homestead. After considerable searching, he settled on a site south of Six-Mile Point. He chose 140 acres adjacent to the Williamson estate, where he homesteaded in 1882. The area was quite isolated in those years, accessible by water only. Puget

Sounds' famous 'mosquito fleet' plied the waters and a person could hail one of these boats from any of the isolated shores of the Sound.

Shortly after John built his first home, he married Matilda Deiner who had five children, three of whom were school age. These were the children that he rowed back and forth to school in Edmonds. In addition to logging, the Williamsons made their living harvesting and canning salmon for shipment back East where it was considered a delicacy, selling for as much a \$25 per 5 gallon tin! Meadowdale grew slowly at first, a school house would not be seen in the vicinity

until 1904. Agricultural and livestock ventures were plentiful in Meadowdale. In addition to crops and fruit, chickens, turkeys and rabbits were shipped by the thousands. The 20's brought about a surge in the demand for furs, and mink, raccoon and fox enterprises were making profits. A breeding pair



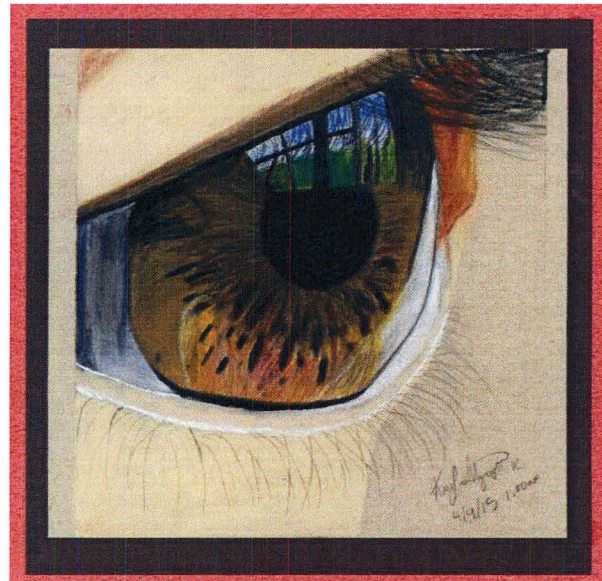
of foxes at the time ran as much as \$1,200 a pair, about equal to the cost of a new home! Dawson's Chinchilla Ranch

was located just north of 164<sup>th</sup> on Meadow Road. (7)

*The folks of Upper Meadowdale  
Are busy as the Dickens;  
They're planting sour cherry trees,  
And raisin' lots of chickens.  
With cows & rabbits, pigs and goats  
Each stocking his plantation,  
And one fine day,  
They'll be, I'll say-  
A credit to the Nation. (6)*

### Chapter 3: 1901 to 1945

The first few years of the 20<sup>th</sup> Century were stable in the District. Population and enrollment were climbing modestly, and the new grade school was handling most of the increase. It was also a time that the District began a construction program that would add several one or two room schools in outlying areas. In 1900 two schools, Burleson and Hunter did not have adequate enrollment to operate so the two schools were closed for one year.



2015 Eye Point of View: Kayla Nguyen, age 12, BVE

1901 brought the first electric street lights to the City of Edmonds. At the end of May, the District took out an insurance policy for all its personal property valued at \$1,700. In June, the Jacklin School was renamed Wimer School and, in August, the voters approved a \$10,000 tax of which \$6,000 was for the general fund and \$4,000 was a bond for property acquisition and school construction. Fire escapes were added to the graded school for \$1,700.

In early February 1902 all schools were closed for weeks while a small pox epidemic raged through the greater Seattle region. Until the world wide pandemic of 1918, it was the most devastating disease in national history. Some cities in the nation had an infection rate of nearly 60%. At its worse, it took entire households.

In brighter news: the District began what we would refer to now as “master planning.” in the following year, their intent was to consolidate some of the old one room schools into better facilities and improve the educational program.

(6) With Angles to the Rear, Delmar Caryl 1989 page 121

(7) Alderwood Manor Heritage Association: Images of America, Alderwood Manor

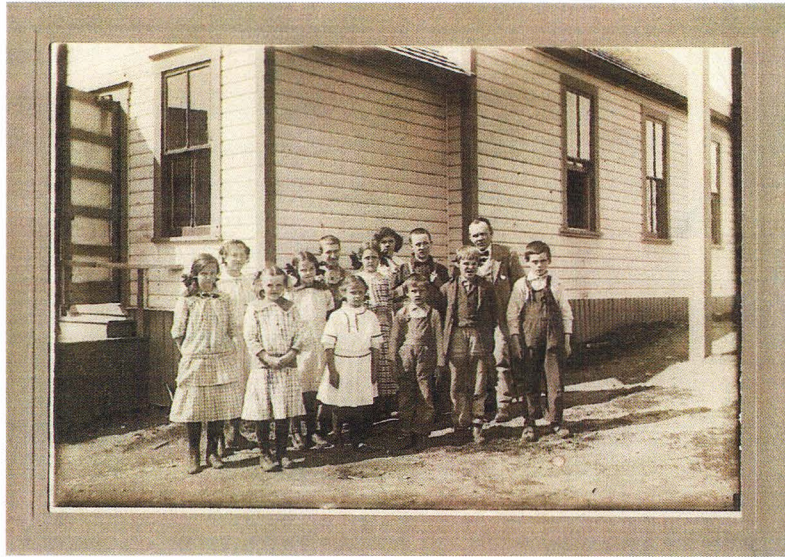
The Edmonds graded school received some foundation repairs and the addition of two more classrooms in the basement. The Board authorized the construction of two schools in 1904. On April 29th, the Board voted to consolidate the Hunter and Jacklin Schools at a new location and a new building. The selected site was near the intersection of what is now 48<sup>th</sup> Avenue West and 196<sup>th</sup> Street, Southwest in the northwest corner.

It was called the Maple Leaf School. According to Judith Broom in her book *Lynnwood, The Land, The People, The City* (1990): *“The school was to be 18 feet wide by 30 feet long with a rustic exterior and finished inside with shiplap, with fir for the flooring. The school district provided the lumber and hardware, and clearing of the land and carpentry work was provided by the parents of the students.”* (8)

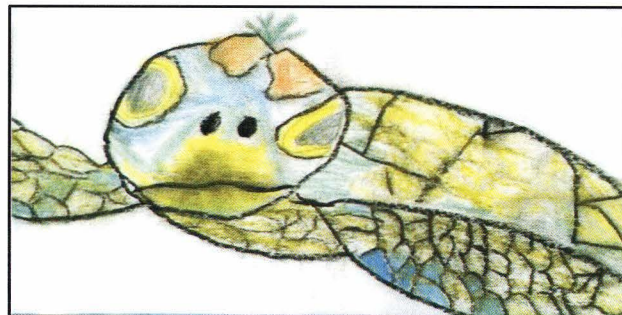
Gordon Hunter, who had given the land and the building at Hunter School, talked about the naming Maple Leaf:

*“In those days people with small pox were segregated in a county pest house built someplace away from all settlements. When this school started going up, the rumor was that the county was putting up a pest house, and there was a good bit of uneasiness about it. It turned out to be a school, but the carpenter who put up the building thought he would make a joke out of it. He wanted something yellow to put up on the school - yellow was the sign of a pest house - so he found a great big yellow maple leaf and tacked it over the door. When the teacher, Miss Belle Abbott asked the first class of kids there to vote on a name for the school, they decided on Maple Leaf School! That’s the name the School District used during the school’s lifetime-14 Years.”*

The school closed in 1918 and converted into a private residence which was torn down in the early sixties.



Shown here, left to right are: Agnes Clark, Ruth Morris, Anna Peterson, Marguerite Reid, David Reid, Mary Hyman, Esther Peterson, Sarah Evans, Tom Hyman, Bob Reid, Allie Evans, Teacher A.K. Anderson and Fritz Haworth. (9)



Swimming Turtle: Olivia White, age 5 CLE

(8) Alderwood Manor Heritage Association

(9) Alderwood Manor News Clippings, September, 2012

The Upper Meadowdale School was on a two acre parcel once located in 15800 block of 56<sup>th</sup> Avenue West. It was purchased from S. Mclean for a dollar. In order to make donation of land legal, a nominal value needed to be assigned to a deed for it to be recorded at the County. This continued to be



common practice for decades. The lumber for this building was milled on site. It measured 18 by 30 feet and was constructed by local parents. Mr. CW Cook was the first teacher. The Initial equipment other than a stove, seats and tables were: one axe, a broom, a water

pail, a drinking ladle, a feather duster and a wash basin all together valued at \$1. During the summer of '05, Mr. Cook added the woodshed as seen on the left.

Even with the new school in upper Meadowdale, the community along the water felt slighted. In August of 1905 the "Beach Community" petitioned to break away from Edmonds and form their own school district. Following an investigation, the Board agreed to allow a school near the shores of Puget Sound. At first the tiny Congregational Church (at the intersection of North

Meadowdale Road and 75<sup>th</sup> Ave West) was rented for \$3 a month for this purpose. Ethyl Cleaveland was paid \$55 a month to be the first teacher. The "Beach School," at a cost of four hundred and ninety dollars would open in the fall of 1906. It was a tiny building measuring 12 by 18 feet. The small, light colored building in



the center of this circa 1910 picture is believed to be the school house.

At the beginning of that school year, the Superintendent was paid \$95 per month and teachers \$50 to \$60 and the school custodian received \$35. The District budget for the upcoming year was \$13,283 with a total asset value of \$53,000. Personal property was insured for \$3,000. The first little school house building was torn down at the end of June to make way for the growing business community. One hundred cords of firewood cost \$219.50. By the end of the year, Washington had 2,888 schools with 132 of them being log structures, 146 in brick or stone and 2,604 that were of frame construction, like most schools in Edmonds.



2009 Snow Globe: Hailey Carlin, age 6 MTE

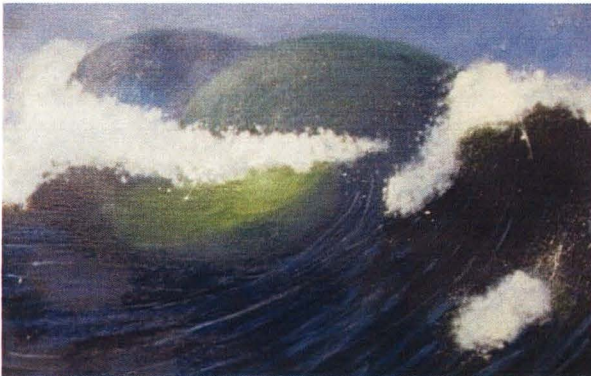
In October, 1906 the worst financial crisis in the history of the United States hit hard and fast. A massive number of companies and banks closed very quickly. The stock market lost 50% of its value in three weeks. It was devastating for investors and people trying to develop businesses. The Rockefeller Consortium halted development in Everett and Monte Cristo. Local mills cut back or went out of business. It had the potential of bringing the economy to a near halt. Money was nearly impossible to borrow. It was so severe that local banks began issuing their own script just to keep the Edmonds community going. Many communities turned to a barter economy. It wasn't until J.P. Morgan negotiated with President Roosevelt for the largest loan in American history that the crisis was eased. It affected our school district by delaying plans to develop more schools.

In May of 1908, students petitioned the Board for a special holiday. The Great White Fleet sailed into Seattle on the 23rd and the children of Edmonds were allowed a day off to watch it pass by



as a part of its world tour. The waterfront was crowded with people, horses and carriages. It was a sight that few ever forgot. The massive 13

battleship flotilla announced to the world the power of the United States Navy.



2010 Title Wave: Megan Meadows, age 12 HTE

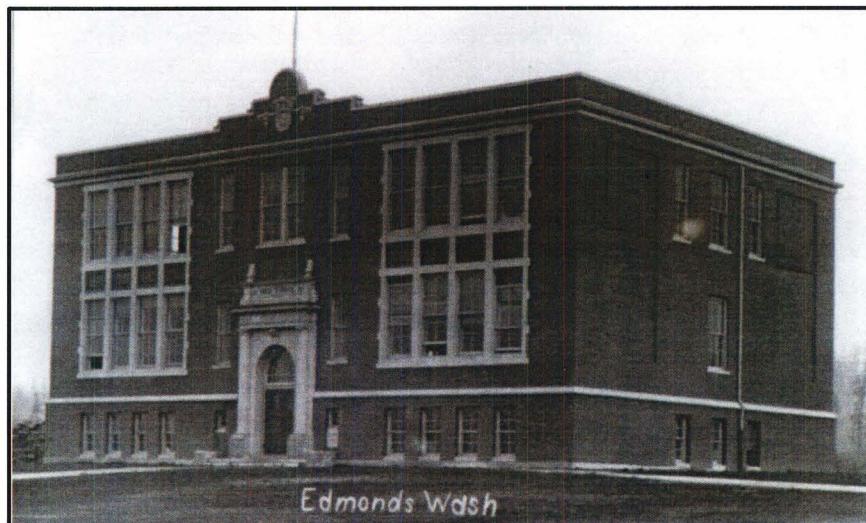
1909 brought in the largest and most exciting event since the gold rush. Seattle had been selected for a World's Fair! The Alaska-Yukon & Pacific Exposition opened that summer on the grounds of the University of Washington. The A-Y-P drew more than three million visitors from all over the world. Even before the gates opened, the construction boosted the local economies and stimulated the lumber business. It brought in tens of millions of dollars and finally brought the recession of 1907 to a definitive end.

In 1910, local and national news reported on a variety of topics. Halley's Comet made its appearance with the brightest showing of all time, when the Earth actually passed through its tail. In March Puget Sound residents saw their first airplane as Charles Hamilton provided demonstrations. Young William Boeing built his first airplane. In other news, Washington became the fifth state to adopt women's' suffrage joining Wyoming, Utah, Colorado and Idaho. The measure passed in every county by at least 60%.



It was an exciting year for Edmonds too. Modern electric street lights were being installed downtown and the Carnegie Foundation provided \$5,000 for the Library. The District spent \$25 for its first microscope. The community had grown to where there was consideration of having a separate high school building. In June, voters met at the school house to once again consider another school tax and voted 204 to 121 in favor of a \$30,000 bond to make it so. By October, the site was purchased from George Brackett for

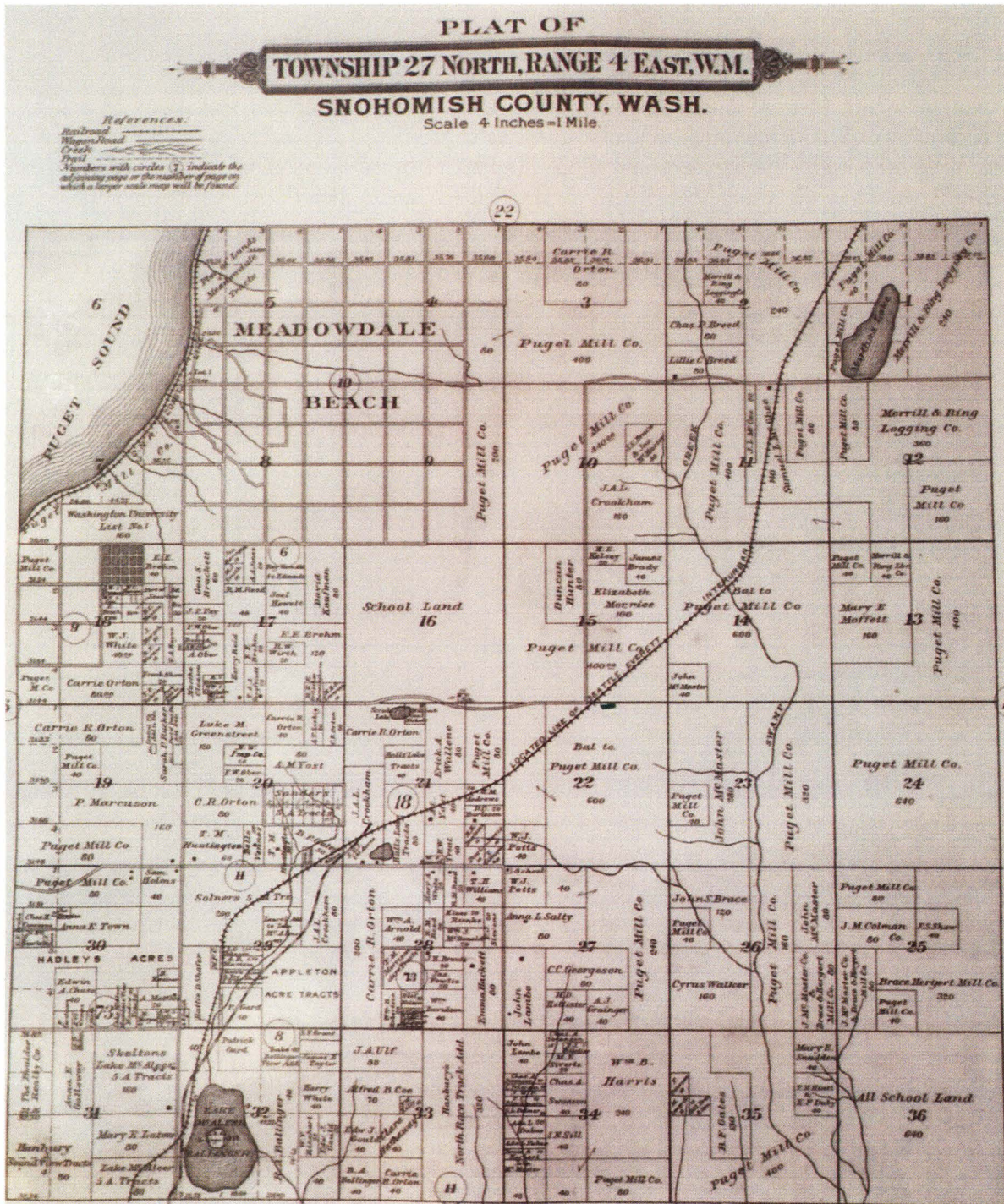
\$3,000 and the Board went about selecting an architect and contractor. The cornerstone was laid with great fanfare on November 30, 1910. After nearly a year of construction, it opened to students the following fall. In the beginning, it served grades 7 through 12. No early building in the District would serve as many years as Edmonds High. It would



be added on to, remodeled, modernized and transformed over the decades. It would have property added for an industrial education building across the street and an athletic complex a block away on 6<sup>th</sup> Avenue South. It served the community for 94 years before being razed for the Edmonds Center for the Arts in 2004.

2015 Mechanical Fish: Angelina Ramos-Sant, Age 9, Cedar Valley

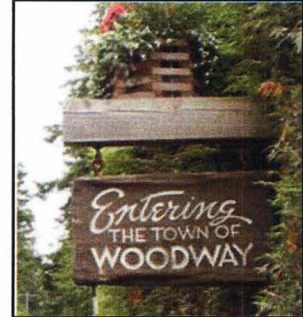
Below is a 1910 section map that includes most of the school district. The area of downtown Edmonds and Woodway would have been on the next map to the west of this one. This illustrates how much of the area was then owned by the Puget Mill Company, later Pope and Talbot. Also shown is the route of the Interurban running from the southwest to the northeast. (10)



(10) Alderwood Manor Historical Association

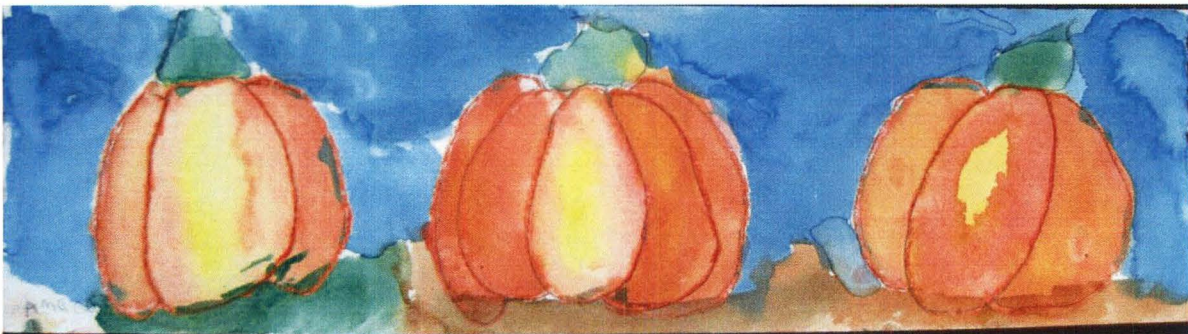
The average teacher salary had risen to \$80 per month and the District purchased its first piano for \$236 from Eilers Music House on a payment plan at \$26 a month. The City of Edmonds instituted prohibition in 1910 with a vote of 151 to 114. In May, the District held its first graduation ceremony in the nearly finished high school. The class of 1910 were: May Dorgan, Dunbar White and Paul Bigelow.

Nineteen ten was also the year that Woodway Park was platted by David Whitcomb Senior. He had purchased some 320 acres from Allen Yost and paid him in gold nuggets. With the vision of an agricultural community, Mr. Whitcomb divided up the acreage in 2 to 26 acre parcels with room for farmers and more luxurious homes along the bluff. In those early days there were farms and livestock operations here and there in the community. Later on the City of Edmonds was interested in annexing the community, but residents resisted. The area would be incorporated as the Town of Woodway in 1958.



During the summer of 1911, the first Salty/Burleson log school was torn down and replaced with a new frame building. In its short life it was also known as the Halls Lake School. When the new building, (left) opened it was officially renamed Cedar Valley School. In 1922 it was sold back to Mr. Salty and later became a

private residence until 2000 when it was razed to make way for the current ARCO Station. (11)



2017 Fall Pumpkins: Prince Amaru, 2<sup>nd</sup> grade, CWE

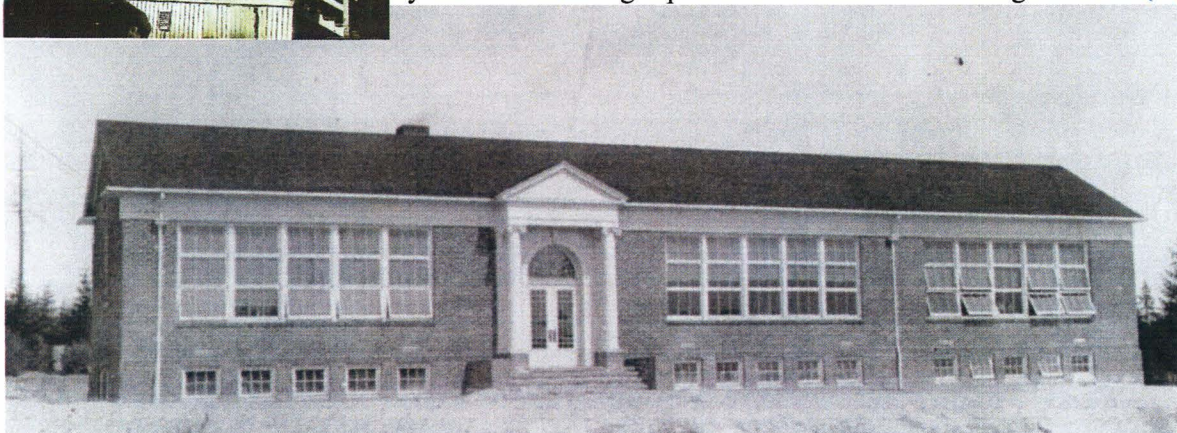
(11) Alderwood Manor Heritage Association

In the middle of 1910 the School Board began developing plans for a new school in the Lake Ballinger vicinity. Many of the local lumber mill managers offered to donate the materials to build a new school, but it took almost a year to settle on the site. It was to be called the Hadley School and was constructed on Lot 10, Block 4 of Hadley Acres, donated for \$10 to the District by R.J. Huston and his wife Hattie. (12) Esperance, meaning hope, was given to the area by J. R. Moore who owned about 80 acres in the immediate vicinity. It opened in the fall of 1910. It is seen here, in



1923 when it was sold and about to be moved to make way for a larger building. It is one of three one-room school houses still standing in the District. It became a Presbyterian Church with Gladys Osgood as the pastor. Here it is again in 2006 shortly before remodeling. (13)

Shown below is the three room Esperance brick building that replaced it. This building would be added onto over the next 24 years before being replaced with a newer building in 1953. (14)



Luke comes home from his first day of school and his mother asks “What did you learn today?” “Not enough,” Luke replies. “They said I have to come back tomorrow.”

Bobby comes home and says “No more school for me.” Dad asked why. “Because Miss Riley said she can’t teach me a thing.”

(12) Edmonds Tribune-Review report on the schools of Edmonds School District 15, 1956, page 2

(13) The Edmonds Museum collection

(14) From the Betty Lou Gaeng Collection

*First Presbyterian Church*  
Seattle, Washington

March 23, 1923

Professor Henderson,  
Superintendent of Schools,  
Edmonds, Washington.

My dear Sir and Brother:

Permit me to address you and your Board having in charge the Esperance School. We are informed that you want that building at Esperance removed. Permit me to submit the following proposition:

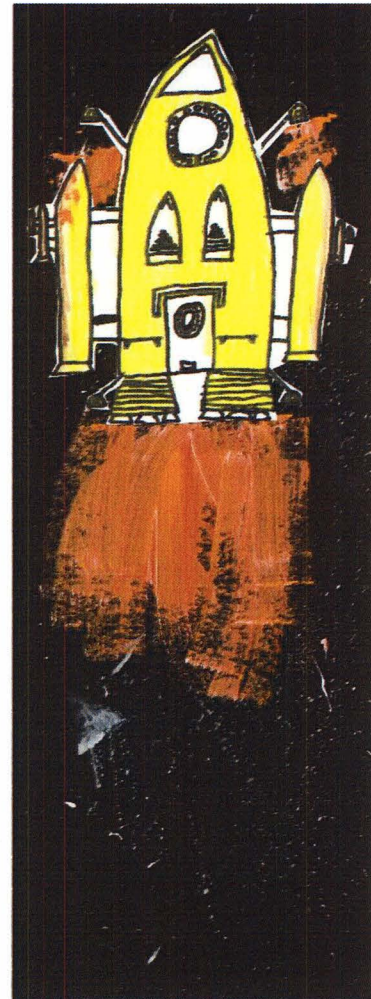
We, the Mission Department of The First Presbyterian Church of Seattle, Washington, most respectfully urge you to accept our offer, which is as follows:

- 1 - We will give you \$10.00 for the building.
- 2 - We will give you \$1.00 for the stove in the building.
- 3 - We will agree to move the school without expense to you upon property secured by us for said purpose.

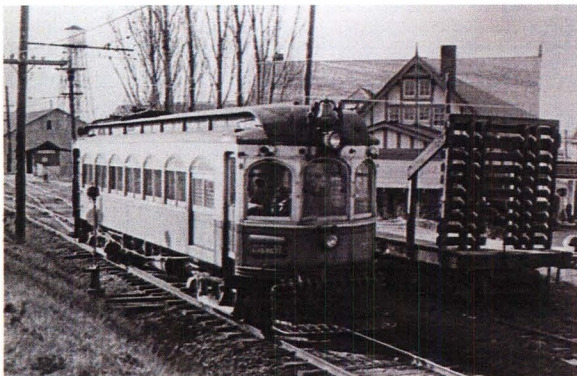
We expect to use the building for a Sunday School, and to do what we can to help you build up the Esperance community. Hoping for a favorable acceptance of our proposition, I am

Sincerely yours,

*M. G. Matthews*



2012 Rocket Science: Caleb Volz, age 9 MW School



When Interurban Train service opened a station at Alderwood Manor, (left) the line did not serve the City of Edmonds directly, but still provided a great transportation resource for the east part of the District until 1939. Students received special "car tickets" to ride the trolley.

The automobile age kicked off in Edmonds when Allen Yost purchased a 1911 Everitt. Mr. Yost owned the local livery and blacksmith shop and would soon turn it into an auto and service agency. The Yost firm also built customized bodies for commercial vehicles.

The 1910 Car **THE EVERITT 30"**  
**\$1350.00**

STANDARD EQUIPMENT  
Five Lamps, Generator, Bell, and Magneto and Full Set of Tools

The newest feature and the other features tell the story in a single phrase:  
Reference to building in the auto literature shows that few give the Everitt 30 the credit it deserves for its performance, which is unsurpassed in its class.

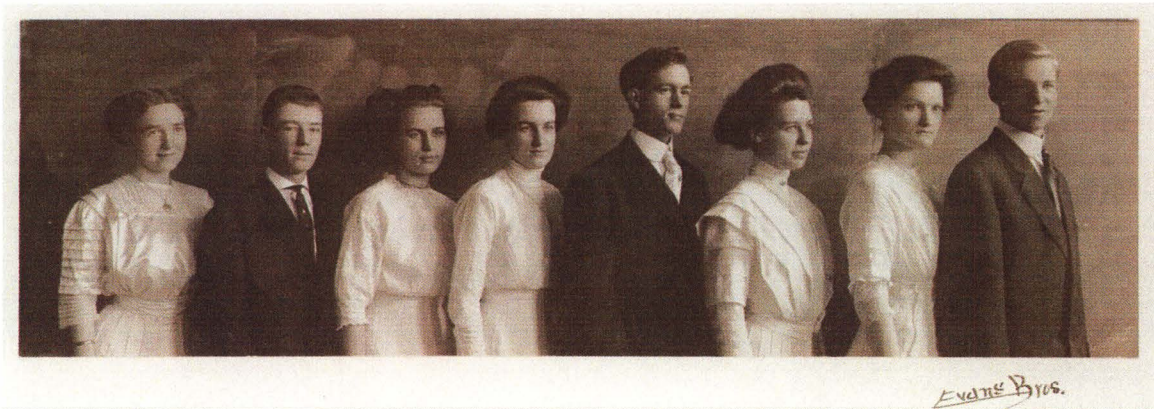
See the Everitt 30 today in the nearest town where it is shown. It is shown at the following places:  
In Seattle, at the Everitt 30 Store, 1200 1st Ave. S. W. (at the corner of 1st and 1st S. W.)  
In Tacoma, at the Everitt 30 Store, 1200 1st Ave. S. W. (at the corner of 1st and 1st S. W.)  
In Everett, at the Everitt 30 Store, 1200 1st Ave. S. W. (at the corner of 1st and 1st S. W.)

See the Everitt 30  
Henderson Motor Sales, New York  
Open New York City

The new high school was settling in and the first student newspaper, 'The Wireless' was published that fall. Wireless, transatlantic communications had just been introduced and students were very keen on the new technology. Still in its infancy radio would soon come to world attention when the Titanic was lost in April of 1912.

"The decade opened auspiciously for the Edmonds School District. On Saturday, January 28<sup>th</sup>, 1911, voters authorized, (97 to 37) the issuance of \$8,000 in bonds for the purpose of buying additional grounds at the high school and some lots in Yost's Addition in the south part of the city." (15) The Yost acquisition was at the SE corner of Sixth and Pine. In April, the Board decided to hire teachers by the year rather than the term. Instructors would also receive their pay in twelve monthly instalments for the first time. The school year was also codified into a ten month calendar at the same time.

In the spring, the first class to graduate from Edmonds High School are pictured below. Francis Anderson, who would spend her career in Edmonds, is third from the right.



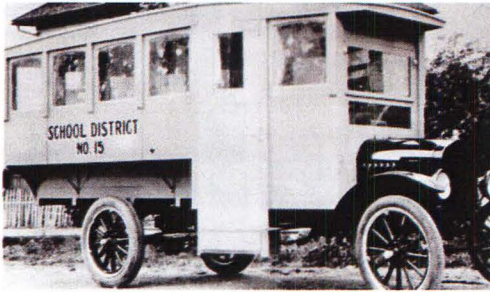
Graduates include Elias Cook, Oscar Johnson, Anna Holmes, Anna McKillican, Ethel McKillican, Myrtie Rynerson and Francis Anderson, third from the right.

Fall enrollment brought 367 students, including the 65 at the high school. In 1912, the District consisted of seven schools, Edmonds Graded, Edmonds High, Upper and Lower Meadowdale, Hadley/Esperance, Cedar Valley and Maple Leaf. Enrollment surged to 522 with 22 teachers. In April, the Board approved steps to provide a manual arts building. A small parcel at the NE corner of Sixth and Glenn was purchased and an instructor was hired who, with his students, would design and build the shop. Commencement was held for 12 students. The City of Edmonds would join the larger Snohomish power grid that year. Homes and business were soon having electricity retro-fitted to their buildings and power became more plentiful. Waterfront mills were producing great quantities of lumber products including 600,000 shingles a day. That summer, the first speed limit sign would appear in Edmonds.



*"An investment in knowledge pays the best interest."* Benjamin Franklin

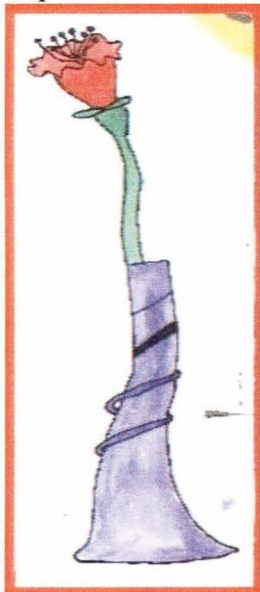
(15) EDMONDS. The Gem of Puget Sound page 5



Allen Yost also won the first bid to provide transportation services at \$90 for the school year. To commence this service he ordered a Ford Model 'T' truck and his shop built the bus body seen here. Framed out a few feet from the back of the chassis, young pupils soon found the joy of running to the back of the bus which would lift the front wheels off the ground. Mr. Yost, shall we say, "was not amused."

The operational budget for the 1913 school year was set at \$26,650, with an asset value of \$127,300. Teachers were paid between \$800 and \$1,100 dollars for the school year. By this time the District owned 270 books with 12 of them being dictionaries. Student capacity was 880 and enrollment was 601. In January, the State legislature authorized the construction of a highway running from Vancouver in the south to Blaine in the north. Known as the Pacific Highway, it would become Highway 99. The first rural mail route in the area was established out of the Edmonds post office. In the beginning it served 60 patrons on a 24 mile route. By March the new manual arts building was nearing completion and the Board contracted with Mr. R.S. Thompson for three coats of paint at \$74.50. In August, voters rejected a \$3,400 bond to purchase a farm for agricultural education. Over summer, tennis courts were added to the high school.

In the interests of transparency, the District published this account of expenses for the 1914/15 school year. Washington State voted in prohibition starting on January 1, 1915. 1916 was a hard year



2012 A Flower for You:  
Rubina Matevosyan, age 9, LWE

for labor on a national level. In so many sectors, laborers had been abused and underpaid. There were strikes, protests and even riots. Some got out of hand. On the local scene, the shingle weavers, (those who bundle shingles for shipment) had gone out on strike to protest working conditions that often produced serious personal injuries. On November 5, 1916 there was to be a rally in Everett and many workers from Edmonds went to the "City of Smokestacks." The Industrial Workers of the World, (IWW or Wobblies) came to prominence in their efforts to create just one labor union to represent all industrial labor. There had been several run-ins between the two labor groups and with police. On rally day, a large group of Wobblies arrived by boat on the Everett waterfront from Seattle. Gunfire erupted as soon as they tried to step off. The firefight resulted in the death of five Wobblies and two Sheriff Deputies with many more injured in the struggle. Seventy four were arrested. It is still the bloodiest labor confrontation in Northwest history. Many local students had family members injured.

ESTIMATE OF SCHOOL EXPENSES AND RECEIPTS.	
School district No. 15, Snohomish County, Washington.	
Notice is hereby given that the Board of Directors of School District No. 15, Snohomish County, state of Washington estimate that the said school district will need during the school year, beginning July 1st, 1914 the amount shown by the itemized statement printed below. This estimate is subject to revision and the board of school directors of the above named district will meet at 3:45 o'clock p. m. Monday October 5th, at the High school Edmonds for the purpose of giving any tax-payer an opportunity of being "heard in favor or against any proposed tax levies."	
A more detailed statement of the purposes for which the proposed tax levy is to be expended is now on file in the office of the clerk of the district and is open to inspection;	
ESTIMATE OF EXPENSES—	
GENERAL SCHOOL FUND.	
Repairs	\$600.00
Automobile Transporting	
School Children	800.00
Salaries of Teachers	20,333.00
Salaries of Janitors and	
Truant Officer	1500.00
Salary of Clerk	300.00
School Maintenance Supplies	800.00
Fuel	1250.00
Incidental Expenses	745.00
Oil Burner and Improvement	
to Furnace	855.00
BUILDING FUND.	
Furnishings	\$1000.00
Apparatus	1000.00
Total	\$29,183.00
ESTIMATE OF RECEIPTS	
State Current School Fund	\$6200.00
County School Fund	7200.00
Total	\$13,400.00
Amount to be raised by	
district tax	\$15,783.00
Dated Sept. 24, 1914.	
MRS. H. H. CAMPBELL	
Clerk of School District No. 15	
Snohomish Co.	

When the Great War in Europe erupted in August of 1914 America quickly became the source for war materiel for the Allied effort. Lumber and minerals were in high demand and proved to be a boon for the Edmonds area. Citizens contributed what they could to help win the war. The Red Cross encouraged the knitting of garments and women and girls made millions of socks and sweaters. There were huge war bond



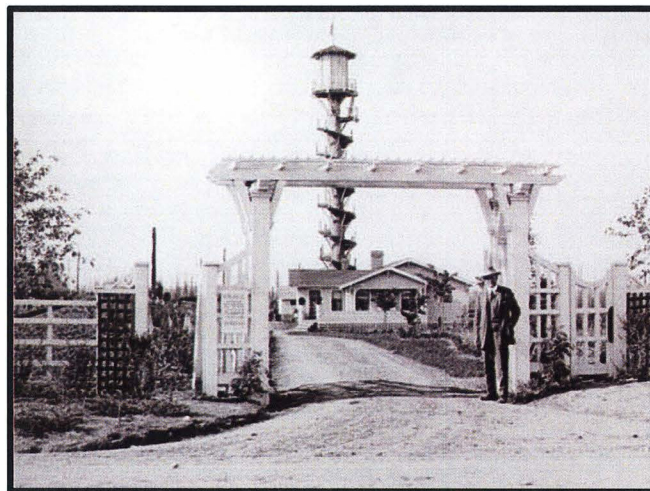
drives, often featuring celebrities enticing people to contribute. While the US stayed as neutral as long as

possible during the early hostilities, the flow of supplies was unrelenting. With the sinking of vast shipping quantities, followed by the torpedoing of the Lusitania in 1915, America edged closer to war. President Wilson then asked Congress for a declaration of War on April 16, 1917. Americans were called either 'Sammies', (for Uncle Sam) or, the more common 'doughboys' a name referring to a popular boiled dumpling. Local young alumni went to war too. By the time it was over on November 11, 1918, five of them had given their lives for the cause.

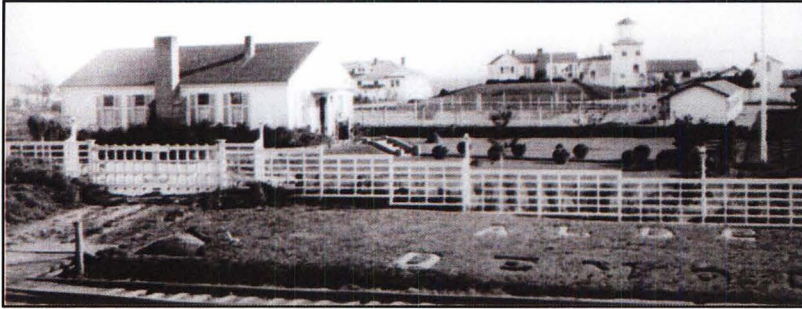


As the war was drawing down another, even greater disaster befell the world. The influenza pandemic of 1918/19, the deadliest in modern history, infected an estimated 700 million people worldwide. Schools were closed for weeks at a time. The time losses were made up by shortening Christmas and Spring breaks and adding three weeks to the school year. By the time it was over some 40 to 50 million were lost from all over the globe. Between the war and the flu, so many European young men had died that they were referred to as 'the lost generation'.

Throughout the lands of the Edmonds School District, the Puget Mill Company was the major logging industry. They owned sections, half sections and quarter sections in most of the eastern part of the District and over toward Meadowdale. They were a source of employment and exported massive amounts of Timber to the mills in Port Gamble. The company was first founded in San Francisco in 1849 by Andrew Pope and Frederic Talbot. During the early history of our area, they logged their holdings in the Edmonds Area. In 1917 the Company, looking for a way to lessen the tax burden on their logged off lands, and developed the planned community of Alderwood Manor. To

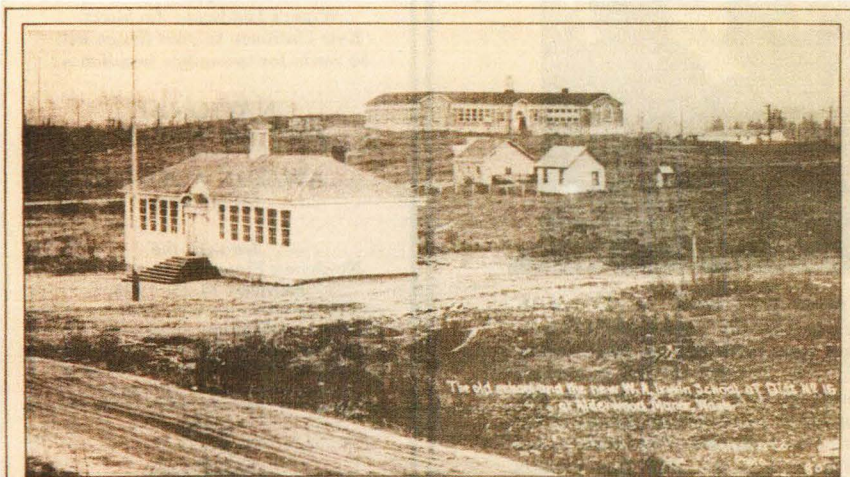


promote this new community located halfway between Seattle and Everett, they developed a 30-acre Demonstration Farm which included a hatchery, as well as demonstration gardens and orchards. They named local streets after the native trees they had been harvesting. (16)



Potential residents came from all over the United States and Canada. Some would arrive on the Interurban Railway serving the Seattle/Everett

corridor. Once on the Demonstration Farm, they would be shown how they could make a living raising chickens on the 5 acres they purchased. Soon, Alderwood Manor was one of the largest egg producing regions in the United States. For twenty-plus years the community of Alderwood Manor grew. In 1927 Highway 99 was completed just a few miles to the west. As more people traveled this new north/south highway, the area around it was developed. Several events of the 1930s changed this growing community. The effects of the Depression were felt as egg prices dropped. This caused many families to sell their chicken ranches and Puget Mill closed the Demonstration Farm and sold most of it as one to five acre “ranchettes”, a term they coined. (17) During these years local mills were producing as much as 640 million feet of lumber per year. In October of 1939 the Interurban Railway ceased operations.



### The “old” and “new” schools

The “old” school, in the foreground of the photo, now is known as Manor Hardware, just off 36th Avenue and Alderwood Mall Boulevard. The “new” school in this 1921 photograph then was known as W.A. Irwin School, which eventually became the Edmonds School District service

center and recently was demolished. The two buildings between the schools are located on what has become 196th Street. The old school building, which also has housed a dentist, an attorney, the Alderwood Manor post office, a barber and pool hall, still survives as the hardware store.

In 1918, Puget Mill offered to build and maintain a school house near the demonstration farms. It was located just north of what now is 196th street at 36th Avenue west, then called North Trunk Road North. It was a two room building with a folding wall that opened between the rooms. It was full up by 1919 and would only serve a few more years before being replaced. Both the Mill School and

its replacement, the Irwin School, are shown, here.

***“The most valuable of all education is the ability to make yourself do the thing you have to do, when it has to be done, whether you like it or not.” Aldus Huxley***

(16) Alderwood Manor Heritage Association: Images of America Alderwood Manor, page 38

(17) News clipping is from Edmonds School District collection

The old school would be remodeled and later became Manor Hardware. The old Hardware, seen here in 1992 was demolished in 2014. (18)



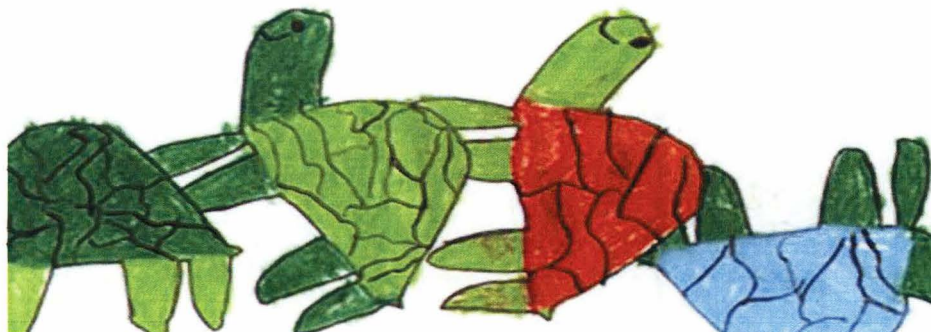
During July of 1918, the District purchased three lots from Thomas Huntington for a one room school. Located at approximately 66<sup>th</sup> Avenue West and SW 211<sup>th</sup> street it was called Seattle Heights. Very little is known about this school, although, in a way, it is still there. It was closed in 1927 and sold to the local Veterans of Foreign Wars Post, #1040 in 1940. As World War II approached, the VFW hosted one of the two cannery kitchens organized by the school district using surplus buildings from Paine Field. Larger spaces were added over the years. In the 1980's they sold it to Seattle Central Mission Church and during 2008 the original building was used, but did not remain identifiable as a school house. There are no known photos of this school.

In 1919, school enrollment reached a new level and the Board reacted by renting the old Opera House, now the Odd Fellows Lodge for \$15 a month to house over-enrolment from the Edmonds Graded School.

On February 2, 1920 the Board authorized a new one-room school at what was then (Logging) Camp #3, located near Filbert Road and North Road. Even though the District planned to build the W.A. Irwin School, the school age population in East Alderwood was sufficient to warrant a school of their own. It only served that community for five years. The design was intentionally in the residence style in order for the Puget Mill Company to convert the interior for use as a home when the District no longer needed it. (19)

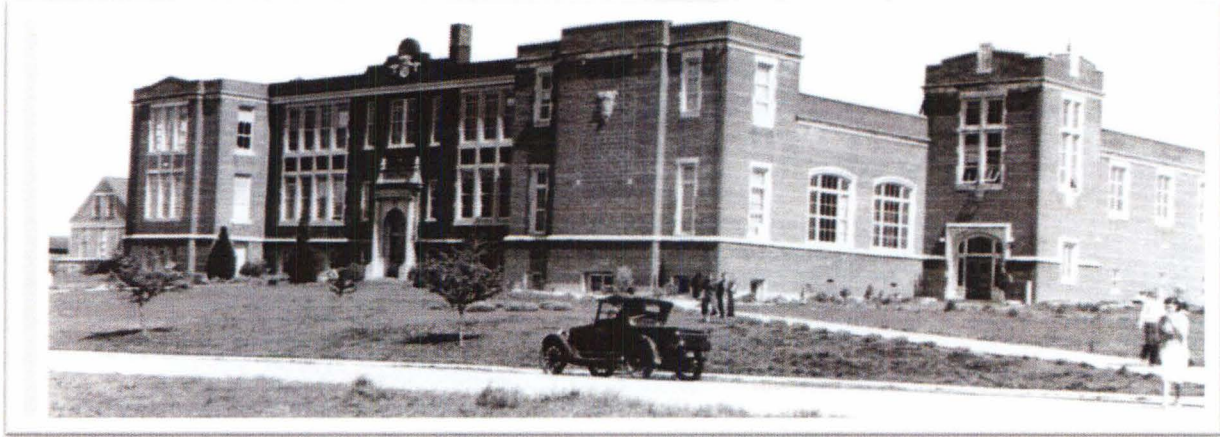


2010 Turtle Tumble:  
Marley Michlitsch,  
age 8 HTE



(18) Alderwood Manor Heritage Association: Images of America Alderwood Manor page 101  
(19) Alderwood Manor Heritage Association

In April of 1920, the Board authorized a \$108,000 bond issue to provide a \$75,000 addition to the high school, and a \$33,000 six room addition to the Alderwood Manor School.



In the early years, the EHS mascot was the yellow jacket.

A few examples of student humor from the 1928 Echo:

Bill: "I think a young man should give his fiancée plenty of rope."

Ernie: "Well, I did with mine---and she skipped."

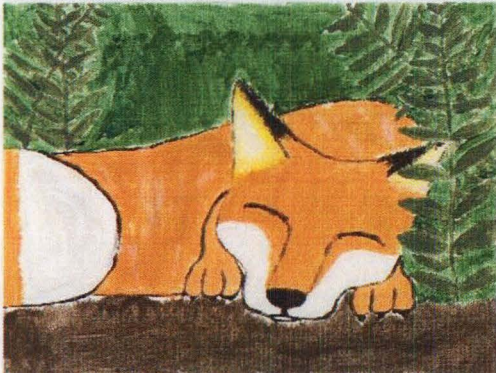
Anna: "Isn't your new spring overcoat rather loud?"

Chip: "It's alright, I wear a muffler with it."

Joe: "I saw you on foot last night"

Web: "I had to loan my dad's car to him so he could take mom to a movie."

As enrollment overcrowding in the eastern part of the district became more of an issue, The Puget Mill Company approached the District with the proposal to build a more substantial six room schoolhouse near the demonstration farm. The District accepted and purchased the property for the building for \$1,380. In turn, it would be leased to the District for a nominal fee. The company brochure later contained the following comments regarding schools in Alderwood Manor: (20)



2014 Sleeping Fox: Sarah Johnson, age 11 CPE



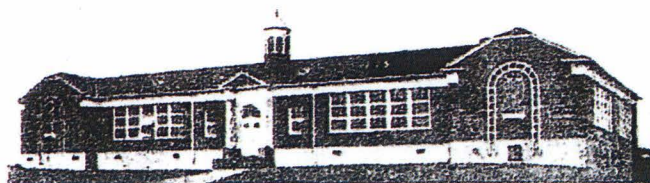
2014 Rainbow Flower: Savannah Crane, age 12 CLE

*"Education is the ability to listen to almost anything without losing your temper."* Robert Frost

(20) Betty Lou Gaeng collection

Alderwood Manor has excellent school facilities. The W. A. Irwin school, shown in the picture, is a magnificent modern brick structure costing \$35,000. Although dedicated only recently it is already over-crowded and a five-room addition is contemplated. There is also a good school in Alderwood Manor Subdivision

No. 5. High school pupils are fortunate in having one of the finest high schools in the state nearby to which they are taken back and forth in auto busses free of charge. It is confidently expected that a junior high school will be built at Alderwood



THE W. A. IRWIN SCHOOL AT ALDERWOOD MANOR

Manor within the next two years. The school board and county superintendent take a special pride in this rapidly growing community and co-operate in every way to keep up with requirements. The University of Washington, rated as one of the largest and highest in rank of America's great educational institutions, is located at Seattle, within 45 minutes of Alderwood Manor.

(21)

In January of 1921, the new six room, colonial style brick building was dedicated at a cost of \$30,000. Mr. W.A. Irwin had been the real estate developer who platted Alderwood Manor for the Puget Mill Company. It was more popularly known as the Alderwood School. Rooms were furnished with rows of wooden desks featuring ornate cast iron side pieces. The school became the center of the community. After some additional class space was added, the school served as many as 800 students, attending in two shifts. Mrs. Jennie F. Beebe was the legendary, no-nonsense principal, who wrote an article about her years at the school in 1936:

*"In the fall of 1922 there were three teachers for the first six grades, the upper two grades being taken care of in Edmonds. Crowded conditions in Edmonds brought the seventh and eighth graders to Alderwood where they were in the roll of Robert Haley. An interesting fact may be noted here is that Mr. Haley is now Professor of Economics in Northwestern University of Chicago."*

*"The school grew until four additional classrooms were added in 1925. In the meantime it was necessary to wall in the play porches at the rear of the building to be used as class rooms, so as to relieve the overcrowded condition. More teachers were added from year to year until the present number of ten was reached. Cedar Valley abandoned its school about 1921-22 and joined with the Alderwood School. About 1924, East Alderwood came in."*

*"It is a far cry, indeed, from the days of 1896 when the children of four pioneer families traveled through tall timbered paths, to the present time when modern buses serve most of the three hundred pupils of today's Alderwood School."* (22)

***"The best of today will be the commonplace of tomorrow."* H.G. Wells**

(21) From the Betty Lou Gaeng collection

(22) Alderwood Manor Heritage Association

The school would be remodeled and added on to often until 1962 when the construction of Interstate 5 took much of the property, leaving only a little over three acres on the west side and a remnant on the east side that would become the District Warehouse. The building then became the new District Administration Headquarters until current ESC was constructed in 1991. Following the move the building was demolished. Here it is again in a photo from the early 1950's.



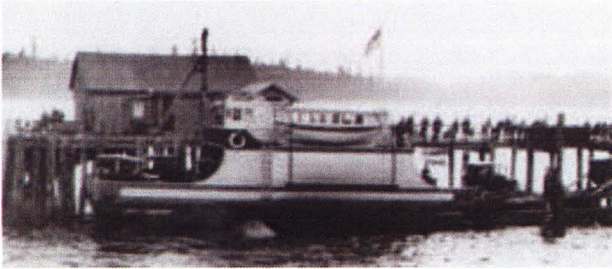
The Edmonds School District largely maintained a status quo in these years as enrollment rose moderately. A bond was approved in 1922 for \$45,500 to build a larger two room Upper Meadowdale School, consolidating the upper school and the Beach school. The building included 2 large rooms upstairs with a basement beneath. The funds also allowed for a four room addition to the Alderwood School and 2 new Ford buses.

Two and a half acres were purchase near what is now the intersection of 52<sup>nd</sup> Avenue West and 168<sup>th</sup> Street SW. Carl Gustavson sold the property to the District for \$500 and the new building was constructed for \$4,190. It was electrified the following year. The new school served from 1924 to 1929 when it closed due to low enrollment. It sat empty for five years and was then brought back to life for a different purpose. The District



excavated down to the basement level and used it for servicing school buses. It was the first Transportation Center in the District. The upper classroom was often rented out for community events and meeting space. This building still stands today, across 168<sup>th</sup> from Beverly. (The District also operated buses from the east side of the Irwin/Alderwood school site). In later years it was converted to a church. When viewed from the west side, you can still clearly see the window wall from the original building. There would not be another school in the Meadowdale area until the 1950's. The other bond project was to replace the Esperance School with a new, three room school house.

In 1923, the original Upper Meadowdale site was then sold for \$150 and became part of a poultry farm. A few years later the school would be sold to Charles Waldron for \$607, who converted it to a residence. The Beach School was closed the following spring. At the same time, the District made the first order for lunchroom equipment.



“On Sunday morning, May 20, 1923, the automobile ferry *City of Edmonds* made its first run from Edmonds to Kingston, inaugurating a new route across Puget Sound. As regular service begins, the ferry is “exceptionally well patronized” (22)

In 1924, the citizens of Edmonds elected a new Mayor, Alice Kerr, one of the first women in the nation to be a mayor. The 1924 State census showed 1,117 school age children living in the District with 832 enrolled. In April, a team of army pilots departed Sand Point airfield for the first circumnavigation of the globe. Only one plane returned on September 28<sup>th</sup>.

Even though the general economy was prosperous, school funding was still a perennial issue. In February of '24 the voters were asked if they would approve an \$18,000 transfer from the capital budget to cover a loss in the general fund. Voters said yes, but these funds would be more clearly separated in the future.



2007 Sunset: Christina Olson, age 17, EWH

By November of 1925, the bus service areas for schools was raised from one to two miles. The first bus owned by the District was sold for \$125. In 1927 enrollment increased to 857 and the Board was making plans for a new grade school. In February, voters defeated a \$50,000 bond for that purpose. The issue was run again in May where it and a \$5,000 levy were passed. (23) A new, fire proof building to replace Edmonds Graded School. The contract was awarded to Wright and Son began construction in April of 1928 on the eleven room building at a final cost of \$54,000. Francis Anderson was the long time Principal, who later taught second grade. In 1946, 9 classrooms and a multipurpose room were added. Further modifications were made in 1952 and '61. Sold to the City of Edmonds in 1978, it is now part of the Francis Anderson Center. Frequent double shifting often occurred at this school clear up to the mid-fifties. In October of '27, the Board voted to close Seattle Heights School on November 4<sup>th</sup>. (24)

**WILL CLOSE SCHOOL  
AT SEATTLE HEIGHTS**

Acting upon the advice of County Superintendent Martin, the board of education of District 15 will close the Seattle Heights school at the end of the present week.

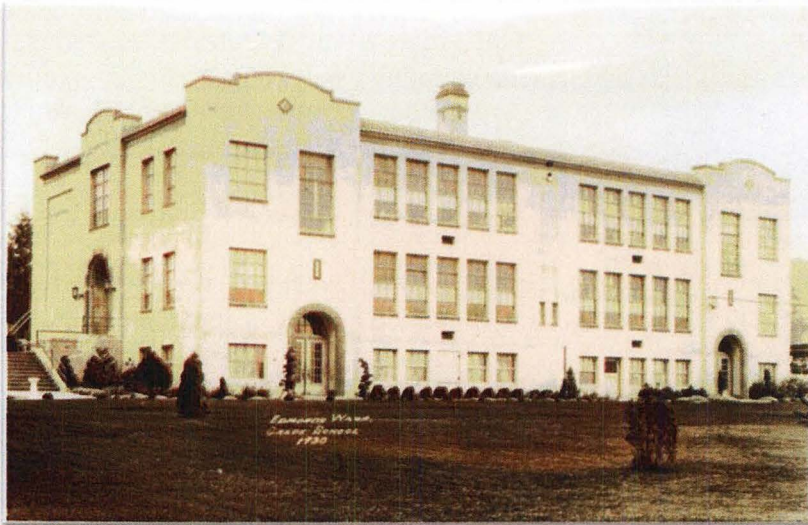
The parents of the children attending the Seattle Heights school have for some time been asking for better advantages than could be offered in a one-room school.

Most of the children will be sent to the Esperance school, one of the best structures in the district. There is a vacant room which will be seated and a new teacher will be sent there, thus making a well graded school of three teachers.

(22) *Edmonds Tribune-Review*, May 25, 1923

(23) *Edmonds Tribune-Review*, 2/18/27

(24) *Edmonds Tribune-Review*, 11/4/27



At this time the Board planned for the beginning of an athletic field for the high school. In March of '28, they sought an \$18,000 bond to begin buying real-estate that, in time would become Civic Field. The measure failed. Efforts to buy the land continued, and additional bonds would pass in the early to mid-1930s that would eventually create the sports complex.

In late December, George Brackett, founder of Edmonds and benefactor to the School District passed away. Summarizing his life, the Edmonds Tribune-Review called Brackett “a potent factor in the building of a modern city. He realized the dream of his life and lived to see the forest cut into timber, land cleared, streets built, houses erected, and business blocks constructed on the ground which he once owned and cleared with his own hands with the aid of ox teams” He is buried at the Edmonds Memorial Cemetery.



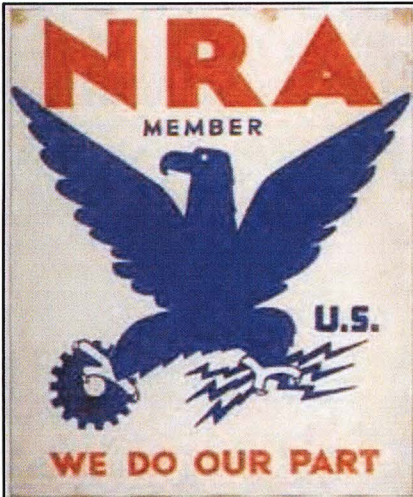
The Edmonds High School journalism class took a turn publishing the April 26<sup>th</sup> 1929 edition of the Edmonds Tribune-Review, starting a tradition that would continue for many years. In the fall, the District enrolled 995 students with 238 at the high school, 108 junior high students and 262 at the grade school. Two hundred fifty five were then at the Alderwood school with 42 studying at Esperance.

In October, the American stock market collapsed, sending reverberations around the world. As its effects slowly manifested themselves, the Nation would descend into the Great Depression, lasting all the way to World War II. *“Although more than a year had passed since the stock market collapse of October, 1929, business continued as usual in Edmonds at the opening of the decade, with no apparent indication of the unprecedented events to follow in swift succession to give the period its twin names of “The Great Depression” and “The New Deal.” Edmonds suffered less than larger or more highly industrialized communities throughout the depression. The shingle mills continued to operate as steadily as in the past, although they were fewer in number. The oil distributing plants continued to provide employment. Most of the residents of Edmonds and its environs were close to the earth and could produce as much of their own food in the form of vegetables, fruit, eggs, poultry, rabbits and the like. Retail; merchants could adjust their operating costs to the times and, while there was little business expansion, there were few failures” (25)*

**“Nine tenths of education is encouragement.”** Anatole France

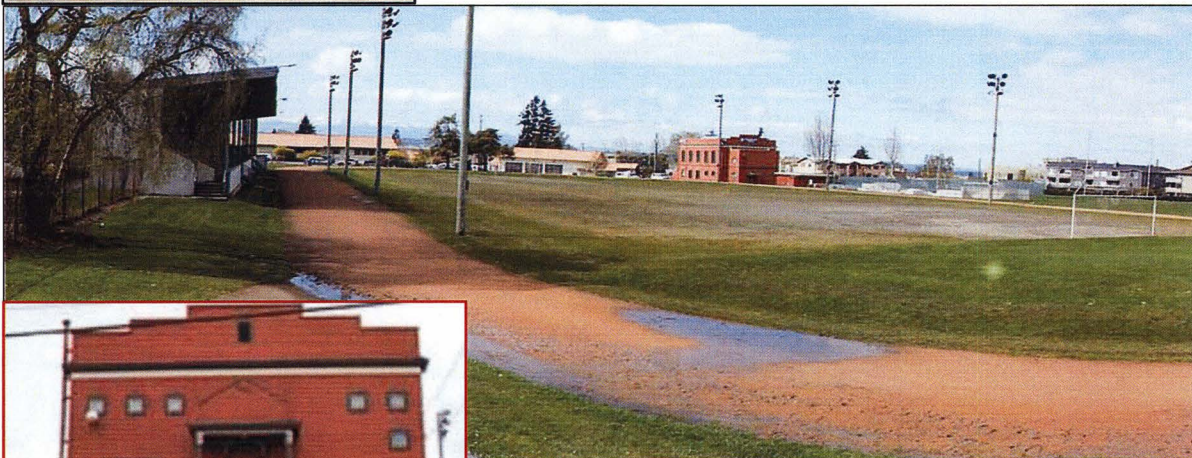
(25) Edmonds, the Gem of Puget Sound, Ray Cloud, 1953 page 9

Enrollment was at 1,033 in 1931 and grew to by the end of decade to 1,220 in 1940. The Board searched for economies where ever they could. In May Mr. H.H. Hoffland was hired to serve the dual role of Superintendent and high school Principal. The Board was still interested in creating an athletic complex near the high school. They had earlier purchased several lots, but the voters rejected a \$14,000 bond to aquaire more land and build improvements.



The depression was growing deeper and by 1932, the general fund was again in trouble. When another transfer from capital to general funds went to the voters it was soundly defeated. Serious economies had to be instituted, including an across the board 20% salary reduction. During these years, the Board managed community use of school facilities directly. The year-end proceeds for the 31/32 fiscal year amounted to Forty One dollars and seventy seven cents.

In early 1934, the Civic Works Admistration provided eight men for a week to accomplish as many chores as possible, such as grounds work and the construction of a few storage sheds. Six 65 passenger Mack school buses were purchased



as the District took over the transportation of students following 20 years of contracted service. A second bus yard was opened at the Alderwood School with a garage for storage and maintenance. Even with the economic stagnation, high school students continued to excel. In

May of '35 the high school band took first place in their division at the Western Washington meet. In August, the District resubmitted the bond to create an athletic field near the high school. This time, the voters approved not only that project but the purchase of additional land adjoining the south side of the Alderwood School. In November the Sixth and Pine property, purchased in 1911, was sold. Today, it is the Pine Street Playground. Soon after, the New Deal's Works Progress Administration, approved the development of the field and 129 relief workers s started the project the following spring. The District obligation for the new facility was \$4,000 against the WPA's \$95,000.



When Franklin Roosevelt began his first term in office, he brought forth a battery of programs to bolster local economies. The WPA and the Public Works Administration performed various improvement projects in the Edmonds Area during the depression. The National Recovery Administration was involved with human needs and the support of businesses.

### EMILIE HARRIES

County typing contest 3; Vodvil 1, 3; Athletics 1, 2, 3; Lettergirls' 3, 4; Annual Editor 4; Assistant editor annual 3; Wireless 4; Torch 4; Usher commencement 3; Clubbe Shoppe Manager 4.



1934 Leatergirls' sweater from Emilie Harries on display at EWH

The PWA usually worked on large scale projects like dams and highways, while the NRA worked with local civil economies to shore them up. They made loans to businesses and banks to keep commerce moving during the hard times. In addition to the high school athletics field, they paved streets and supported recreational activities. Many roads in the District were improved by these New Deal agencies. The field would be dedicated on October 8, 1937.

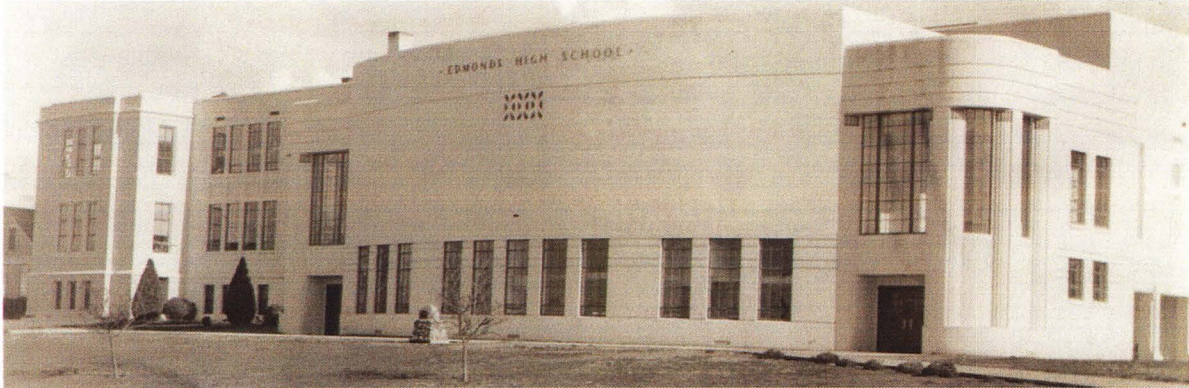
*During the depression, my Grandparents operated a general store and bartered with locals for supplies. They took in a produce and when an unemployed fellow butchered a cow they would trade. A common trade item were defunct stock certificates, some of which became good investments when the depression ended*

Early in '37, voters were feeling more confident about the economy and approved \$24,000 to add a gym to the Alderwood School along with catching up on some deferred maintenance. The hope was that this project would also gain federal matching funds, but it did not. The District was able to assemble enough funds to build it without grants. More confidence was exhibited the following year. The high school was becoming quite dated and the Board began looking at how to make the building more attractive and more efficient. Performing arts were a big part of the educational plan, but there was no on-site auditorium.

In June of 1938 the voters expressed their overwhelming support of the architectural vision for the new building. They approved a \$75,000 bond and a \$10,000 levy with a vote of 1,073 to 289. It was high tech and high style for the time, so much so that the Art-Deco building survives to this day as the Edmonds Center for the Arts. The \$200,000 project received \$112,500 grant from the WPA, and a state matching grant of \$25,000. In another federal program brought in \$63,000.

At the end of 1937, Seattle realtor Karl O'Brien platted some land along Highway 99 between SW 196<sup>th</sup> Street and SW 200<sup>th</sup>. He named the development after his wife Lynn. Within months, Clarence Fulton opened a lumber yard called Lynnwood Lumber following the scheme of Puget

Mill street names. That year saw another, very different WPA program with the introduction of a kindergarten class of 25, taught by Mrs. O.P. Cooper.



During 1940, the Lake Washington floating bridge was completed, the first peace time draft started, the Tacoma Narrows Bridge collapsed and Henry M. (Scoop) Jackson was elected to his first term in Congress. The war in Europe started in September of '39 and American support was becoming more and more serious. Convoys by the hundreds were transporting millions of tons of goods and weapons to England and France. American industry began the switch to becoming the 'arsenal of democracy'. It was clearly apparent that the nation was moving closer and closer to being a participant. In the U.S., a Homefront was formed with businesses, local organizations and families gearing up for the effort ahead. It was time to "dig in and do your part" on behalf of the suffering civilians 'over there.'



1930 Echo



2016 Flower Meadow: Julian Gray, age 8 Sherwood El

In September of 1941, an agriculture teacher by the name of Harold Silvernail joined the staff. He would spend the rest of his career in Edmonds, retiring as the Superintendent.

At the beginning of 1941, Edmonds High School elected Teiko Mafune to be Student Body President. "I think it was a fluke," she says. "They wanted some-one to run against the incumbent, and so they put my name on the ballot. I don't think anyone thought about whether it was a girl running for office." The Mafune family who operated green-houses in Juanita and Edmonds had moved to this area a few years earlier. "I think Edmonds was an excellent school for us to go to because there wasn't any prejudice or anything like that." Within a year, she and her family would be sent to the Puyallup Assembly Center 'Camp Harmony'. From there they would be moved to Tule Lake Internment Camp (below) in California where they remained until the end of the war. (26)

# THE WIRELESS

EDMONDS HIGH SCHOOL, WEDNESDAY, JANUARY 29, 1941

## Students Elect First Girl President In History of School



TEIKO MAFUNE  
New Student Body Prexy

### Teiko to Head Student Body; Cooper, Anderson Win Other Posts

Electing the first girl president in the history of Edmonds high school, the students, last Friday, chose Teiko Mafune to succeed Phil Roe as president of the student body for the second semester.

"Thanks a lot. I sure didn't expect it," said Teiko when she was informed of the result of the election.

#### Juniors Win Offices

George Cooper, a member of the junior class, was chosen to succeed Harry Kretzler as vice president.

Taking the place of Carol Foard as secretary of the student body, is James Anderson, also a member of the junior class.

Said George, "Gee, thanks a lot everybody, and I'll do everything I can to help things run smooth." Then added James more formally, "I thank everybody, and I will do my best to fill my office as well as my predecessor."

All of the candidates winning offices did so by safe margins over those opposing them.

The treasurer, Agnes Anderson, will continue her duties next semester, because she was elected for the entire school year.

#### Members of Advisory Council

George Cooper and James Anderson will automatically become members of the Students' Advisory Council which will hold a meeting the first week of next semester. James, who is secretary of the student body, will be the recording secretary of the Council. The presiding officer of the group will be elected by the members.

All the student body officers just elected will fill corresponding offices on the Board of Control. New members will be elected at class meetings at the same time that class officers are chosen.



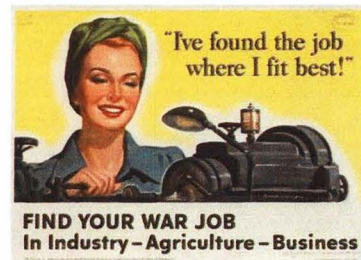
**"Yesterday, December 7, 1941- a date which will live in infamy; The United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan." F.D.R**

(26) More than Four Walls: Harry Reinert, 1984, page 25

It was a day everyone would remember where they were when they heard the news. My father and uncle's families were having lunch with the grandparents when it came across the radio. Both men already worked in the defense industry. As they reached their cars, that afternoon they shook hands and said "See you when it's over."

Reacting to the successful attack at Pearl, Japanese Admiral Isoroku Yamamoto was quoted to say "I fear all we have done is to awaken a sleeping giant and fill him with a terrible resolve." He was familiar with Americans, having graduated from both the U.S. Naval War College and Harvard. He knew that the industrial power would be brought to bear on the Japanese Empire. While the Imperial Navy would control the Pacific for some time, he knew Japan could not hold it. Young Americans flocked to recruitment offices by the thousands. Some had already joined up by going to Canada and serving in Britain's fight. In fact, the first local casualty of Edmonds was the death of Gerald Macdonald of Seattle Heights, killed in June as a pilot in the Royal Air Force. (27)

America banded together as never before. The tasks at hand became all consuming. Men and women flocked to war industries while soldiers were prepared for battle. The Navy was able to salvage many of the ships sunk at Pearl Harbor and still had their full complement of Aircraft carriers. Heavy industries began three shifts a day with tons of overtime, and pressure to perform was on every one's mind. Bond drives began almost immediately, along with scrape drives for rubber, metals, and clothing.



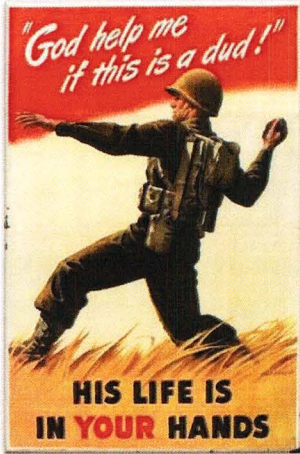
Rationing became the rule of the day. Gasoline, shoes, tires, meat, general food products, and many consumer items were restricted. You received gas as your job required and carpooling was encouraged. Edmonds, being on the Sound blacked out lighting after dark. Many cars had headlight covers that diminished the brightness of light. Three air raid towers were built around Edmonds and manned 24/7. Classes for first aid, bandage making and nursing were arranged by various community organizations and the Red Cross.



Red Cross was the first organization in our area to launch a defense campaign in January of '42. The School Board also voted to "make all sites available to any war effort for the duration" and to allow any employee to be released for war duty with the promise of a job when they returned. There was also a book drive to collect reading materials for the boys in the service. By the end of the month, anti-aircraft guns were being placed around all potential targets, including Wells' Point and the Union Oil Distribution Plant on the southern edge of town. The County Public Works Department furnished piles of sand for sandbags. In May a war stamp drive was initiated with great success. The May 13<sup>th</sup> edition of the Edmonds High Newspaper, the 'Wireless' asked students what they would do with \$1,000,000? One answer, "I'd give it to the government for airplanes" illustrated the degree of dedication exhibited on the national level.

(27) Edmonds, The Gem of Puget Sound, Ray Cloud p143

The Edmonds scrap metal drive of September, 1942 produced 51,610 pounds. Women were tasked, like in The Great War, with making personal items for the soldiers. Anything that might make them more comfortable was welcome. Time magazine commented in July that “The men hardly have time to grab their guns before their wives and sweethearts grab their needles and yarn.” One local knitting club called itself “Purl Harder”, another “Holey Socks”.



People moved to be in the vicinity of factories all over the nation. Industrial manufacturers quickly retooled to produce war material. Here in Edmonds, a new company opened up on the waterfront to manufacture submarine nets. In May, the Victory Bond Drive brought in \$242,000 for the war. This influx was having an effect on student capacity too, and the Board followed up with an application to the Federal government for aid to relieve the stress. Government response was quick with \$10,000. By this time, there was a shortage of qualified teachers and the Board responded in July with the first authorization to hire married women fill in the gaps. The District reduced consumption at every opportunity, which included closing schools to afterhours community use. Every man, woman and child in

the country was aware of the war, our mission and their role of doing everything they could to help the war effort. There was no let up, and emphasis on quality control was nerve wracking. The Princess Theater ran a show and bond drive, raising more than \$14,000.

When World War II came, much of the student literature reflected the time. Here are two of a series printed in the Echo during the war having to do with women’s service in both theaters of the conflict. A further sign of the times is shown below in these poems from the period.



*That's Right!*

What flutters over all the world,  
Demanding all its awe?  
What makes you want to strut and  
sing  
Hurrah, hurrah, hurrah!  
And what will make our enemy,  
From puppet glory sag?  
For what will bring the world new  
peace?  
You said it right—Our Flag!  
Betty Maurer.



*I Would, If I Could*

If I were only older  
I'd join the WAVES, I would;  
I'd wear a pretty uniform  
And sail the seas—I could!  
Dolores May.

As more and more women have emerged from training and taken their places at army and navy posts, we have come to recognize the khakis of the Women’s Army Corps and the Air-Force Service Pilots, the blues of the Women’s Reserve of the Naval Reserve, Women’s Reserve of the Coast Guard Reserve, and the Nurses’ Corps, and the greens of the Marine Corps Women’s Reserve.

A part no less important, if less spectacular, is that played by the millions of women out of uniform, who themselves make no greater claim to fame than “doing a job.”

In 1943, the High School tin-can drive yielded more than a ton. 'Schools at war assemblies' told students what else they could do for the war effort. In January of '44 high school students raised \$2,090 toward the purchase of an amphibious jeep called a 'Quack'.



In May a City and District partnership was developed for people interested in canning home grown produce for the war effort. The District purchased a relocatable military kitchen just for this



purpose. This program continued for many years, serving our soldiers and then the recovery in Europe, including not only our allies, but Germany and Italy too. The program continued on to benefit Europe during the Berlin Air Lift and our soldiers fighting in Korea.

As the war turned in favor of the allies, Americans felt more confident in a final victory and planning began for the post-war years. Students conducted a waste paper drive, helping paper and box factories recycle the material into new products like shipping boxes. In October, attention was being drawn to the victims of war with the first War Relief Drive in October. Shortly after, there was another war relief drive to aid Russia, where suffering had been massive. By the end of '44, everyone knew it was only a matter of time, but carried on with even greater effort. The District began post war planning that fall, starting with a needs assesment. Thwy encouraged returning veterans to either complete their high school diploma during the day or attend night classes at the high school.

There was humor too. On February 10, 1943, The Wireless published a number of relevant jokes:  
 What did the rabbit say as he was running out of the forest fire?  
 "Hooray, I've been defurred!"

On April 18, 1945, Edmonds residents gathered at the high school auditorium to pay a tearful tribute to the late FDR. Most of the students attending had not known any other President. Three weeks later, it was over in Europe. There was still a fight to win with Japan. At the end of May, students and citizens were treated to a close-up visit with an actual war bird. As a part of the war fund drive, the Navy brought a Grumman Wildcat fighter/bomber to Edmonds High. The pilot, Lieutenant Chuck Spalding presented his plane, 'The Blue Ox'. It had seen action in the Philippines, Luzon, Formosa, Indo-China, Okinawa, and Reboul. It was a terrific morale booster for folks to have a clear image of what all the sacrifices had been about. In August, the war with Japan was over and all citizens could turn their attention back to homeland and local issues.

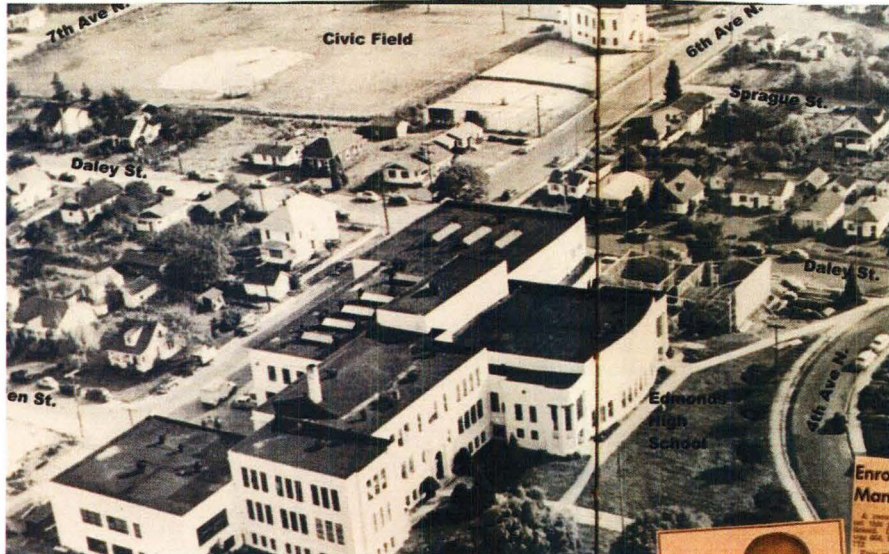


EHS 1952 Tiger Mascot

Before leaving the original Edmonds High School behind, and resuming the larger story, I leave you with some of these examples of student art that appeared in the Echo between the 30s and 50s as tokens of the story.

The EHS drama included this program, called *Vodvil* in 1935.

	<h1>VOD - V I L</h1>	
	<p>The entire cast of "8 Belles" follows:          Love song, John Denby, Karla Kelley, King Neptune, Don Echellberger, Davey Jones, his Scribe, Richard Murphy, His Doctor, Richard Bullinger, His Barbers, Harry Congdon, Jack Von Than.          Crew Dance, Frances Bigelow, Anna Pennell, Veronica Adams, Agnes Stadler, Donna Ward, Minnie Lou Horning.          Trumpet Player, Jack King, Swede, Walter Rosen, Tango, Lorraine Edmond, Doris Burto, Accordion, Vera Olson, Crew of Deck Swabbers, Max Meyrine, James Stuart, Bill Woelke.          Barracade Bill and Maiden, James Ferguson, Laura Dutton, Bachelors, Mildred Tutmark, Betty Antchison, Ariene Johnson, La Vanna Johnson, Geneva Rasmussen, Ruth Nelson, Old Maids, Lenora Olson, Hazel Johnson, Martha Louise Bliss, Virginia Walker, Elsie Engstrom, Adeline Trager, Mary Jane O'Halloran. Their hero, Phyllis Thomson.          Waltz and Doll Dance, Lottie Lee Olson, Wayne Low, Tap Dance, Lottie Lee Olson, Tango, Nora Yost, Harry Summers.          Betty Boop, Betty McCleamy, Betty's Pals, Betty</p>	



**Commencement**

CLASS OF 1933

Edmonds High School

June 8, 1933

This photo from the early fifties, shows the last addition under construction, just up from the auditorium (28)

(28) Edmonds Museum, 2018 calendar

In 1956, the Edmonds Tribune-Review published “A Report on the Schools of Edmonds School District 15.” This report reviewed all the schools existing at the time. Many of their comments are cited or used for the story of the District at the time. The following, talks about the more intangible aspects of the educational environment at the high school.

### **SCHOOL SPIRIT HELPS SPREAD REPUTATION OF EDMONDS HIGH SCHOOL**

“Spirit is a hard thing to define or lay a finger on when you’re talking about a school.

And yet the spirit of Edmonds High School is as tangible as the bricks and mortar which make up the building.

It’s reflected in the pleasant greeting a visitor receives when he first enters the office, in the bulging trophy case glittering in the hallway, the scholastic honors regularly received by Edmonds High graduates, the interest and enthusiasm which seem characteristic of its students.

And the conclusion is inescapable that this intangible thing called “spirit” is as necessary an ingredient in a successful high school as text books or teachers or equipment.

Not all schools have it—in fact, Edmonds High hasn’t always had it. There have been times when the school has been torn asunder by uproars in the community over its administration. And Mrs. Hallie B. Anderson, school librarian and the staff’s oldest member in point of service, recalls that when she joined the faculty in 1922, the spirit was a little too strong for comfort.

“When I came here, the students were running the school board,” she recalls. “It wasn’t until that class of students had gone through the school and graduated that we got things under control. Now, I don’t think you’ll find a better bunch of students anywhere.”

Well then, what’s responsible for this Edmonds High School spirit?

“If I were in a school where the morale was poor,” says Gordon Scribner, high school counselor, “I’d first be concerned about the girls, and second, the athletics.”

“Girls set the standard for the school,” he continues—and with a look around to see that no boys are listening, he adds—“they’re socially and intellectually ahead of the boys. If the girls’ standards are high, the boys automatically keep step.

“It’s the same with athletics. Athletes are the leaders in any school, and set the pace for the rest of the student body. If the boys on the teams are high caliber kids, the rest of the students try to follow in their footsteps.”

On May 10, 1957 The Edmonds Tribune-Review wrote:

*“The last class of seniors to graduate from the present Edmonds High School building will march across the stage of the auditorium Wednesday, June for the diplomas signifying the end of their public school careers. The 225 seniors mark the largest number yet to be graduated from Edmonds High even as contractors push construction of a new senior high school at Holmes Corner to handle the ever increasing enrollment.” (29)*

(29) Edmonds Tribune-Review May 10, 1957, from the Betty Lou Gaeng collection

## Chapter 4: The Baby Boom 1945 to 1970

World War II had brought about major changes in almost every aspect of America, especially here in the Pacific Northwest. Millions of men and women joined in the military effort with tens of millions supporting the crusade in war industries on the Home Front. War time production drew millions more to the industrial areas of the coastal regions of the Atlantic, Pacific and Gulf Coast. At the end, the United States was in better economic condition than any other nation, many of which were devastated. Even with some 300,000 citizens lost to the war, it was far less than any other belligerent. Women had entered the work force as a major power and as the troops came home, many had skills that would still be valuable to the economy and to their own sense of self confidence.

The GI Bill of 1944 created opportunities for young men that had never existed before. Veterans trained for good jobs and put those skills to work. America began a rise in affluence as federal money was available not just for education, but medical benefits,



home ownership and farming, things only dreamed of by the younger generation before the war. After all the fighting and the 16 hour work shifts in factories, Americans were ready to live and enjoy the benefits of the society they fought and died for. Many returning veterans felt a sense

of guilt about their survival while so many others perished. They were determined to make the most of their lives, contributing to a new age of prosperity like no generation before. Most of all, they wanted to settle down to raise families.

The first few years after the war had its problems to be sure. With some 10 million military personnel released from service, the dismantling of the war industry and the major transition back to a civilian economy, housing, employment and schools had to quickly keep pace. It was true in the Edmonds area too. School enrollment was 1,872 in 1945 and more than ten times that by 1963. At the same times, the rural areas of Lynnwood, Meadowdale and Alderwood exploded with residential development. By the peak of the baby boom in 1971, enrollment was over 28,000. Even with the rapid rise, the passage of bonds to build new schools, and levies to support school operations were far from certain. In many cases Edmonds School District had to resort to drastic adjustments. The post war years were not a return to normalcy, but a mad scramble to accommodate the baby boom onslaught. By the beginning of the 1946 school year, the District started double shifting students at the high school, having one group arrive early in the morning and then students and teachers being replaced in the early afternoon. (30)

(30) Edmonds tribune-Review, May 15, 1947 contributed by Paul Koehn

### Want Better Playfield

The run-down condition of the Edmonds high school athletic field became the principal subject of discussion at the meeting of the Edmonds Chamber of Commerce at The Grill last Thursday noon.

James Astell, former Edmonds high school athlete and football star, said that he had watched the condition of the field since it was constructed according to adequate plans by the WPA and turned over to the school district.

He said that he had made a survey of athletic fields throughout the county and that the Edmonds field is larger and has a better grandstand than any other in this area. However he said the field had been allowed to deteriorate and that automobiles had been allowed to cut ruts in the surface and that the track never had been completed.

G. Mason Hall, high school principal, said that while he believed the field needed attention, nothing had been provided for it in the new budget of the district. He said construction of a regulation track would cost \$10,000.

Larry Sellers suggested that the school district's farm equipment might be used on the field to effect much improvement, all without any great cost.

President Ernie Vollan referred the matter to the sports committee, Melvin Tuson chairman, for a later report.

In April, the state offered up to half a million dollars in a matching grants. Edmonds could receive as much as \$400,000 if they could raise \$200,000. In November voters rejected the bond issue that would have added more rooms to all the existing buildings.

The needs assessment was presented in January of 1947 and showed that one and a half million dollars were needed for repairs and upgrades to all the elementary schools. 1947 saw a successful campaign for a \$194,000 bond to enlarge existing buildings and acquire new properties for future schools including a 40 acre site somewhere in Lynnwood. Voters rejected a \$10,000 levy that would have provided better teacher pay and bought a few relocatable classrooms. Double shifting at Edmonds Graded School continued. Surplus \$95 buildings from Paine Field and Coast Guard facilities, (right) were brought in to stem the tide. Enrollment passed the 2000 mark. That winter, there was a tremendous snowstorm that closed school for three weeks. Edmonds students amused themselves on the upper reaches of Main Street.



Paine Field in 1946

Even with all the activity at home, Americans had not forgotten about the war torn Europe and continued to send much needed materials. The high school hosted a 'Bundle Day' where students collected clothes from the community and packaged them up for shipping.

In June, 1948, voters approved a \$36,000 levy to support teacher pay and entice others to join the District as well as the addition of three new buses. At the same time, they rejected a \$9,000 levy for athletic and elementary school field improvements. By October the District had to curtail some of the construction authorized under the 1947 bond due to a reduction in State funding. On November 28<sup>th</sup>, a suspicious fire consumed much of the high school grand stand.

Yet the undertone of the country was less certain. Following the war, Germany had been divided among the allies creating zones of influence. As Russia sought to dominate the region, America and its allies sought to limit their expansion. Berlin, located entirely within the Soviet zone was split between Russia in the eastern sector and America, Britain and France controlling West



Berlin. In June of 1948, Russia tried to force out the western allies by blockading West Berlin. All surface and water connections to the city were closed. Without access to essential commodities, the Allies began the Berlin Airlift, which brought in supplies by air, continuously 24 hours per day until May of 1949 when the Russians lifted the blockade. America increased production of anything that would assist the West Berliners to make it through the crisis. Once again, area citizens flocked to the canning kitchen to send America's bounty. Churchill, two years later defined the international relationship in his famous speech at Westminster

College in Fulton, Missouri: "From Stettin in the Baltic to Trieste in the Adriatic, an *iron curtain* has descended across the continent." Cold war fear, to one degree or another, pervaded society for the next four decades.

*"Education is the key to the golden door of freedom."* George Washington Carver

In January 1949, the name Lynnwood became official for the City. In February, the District successfully asked voters for a \$31,000 bond to support construction and the addition of a vocational building at the high school. Further, a levy of \$3,000 for the general fund; \$10,000 for a transportation maintenance shop and another \$6,000 to improve the athletic field and grounds at all sites, however all were soundly defeated. Reductions followed immediately with the elimination of the Assistant Superintendent's position, elementary librarians and the high school girls PE teacher. In March insurance coverage allowed for the reconstruction of the EHS grandstand and the addition of a roof. In early April, further positions were cut by laying off the maintenance manager, the district nurse and one janitor and librarian. At the end of April, Francis Anderson resigned as Edmonds Elementary Principal to return to the classroom. The Superintendent honored her by saying:

*"Miss Anderson has given excellent service to the District over a period of 32 years, 7 as a teacher and 25 as Principal and, at her request she was, upon a motion, elected to a position of 2<sup>nd</sup> grade teacher at Edmonds Graded."*

The PTA petitioned the Board for creation of a kindergarten program, but were turned down for a lack of money and space. April continued to be event filled as the Lynnwood Commercial Club offered the District a large parcel to become Lynnwood Junior High. On April 13, 1949 a 7.1 earthquake jolted the entire Northwest. It caused minor damage at all District properties, but there was much concern over large cracks that appeared in the high school masonry. Some of the Esperance School was badly damaged. Senior, Joyce Valier Nordby remembered:

*"I looked up and the girders in the gym were just swaying and the teacher said, 'walk don't run'. The trees swayed like grass, the sidewalk rolled and the girls 'drill team had trouble standing up.'" (31)*

The district would grapple with quake damage for the rest of the year. The District began the 1949/50 school year with a valuation of \$6,226,386, and a budget of \$614,710. Twelve new buses were running 47 routes. August saw the first kindergarten program with 149 enrollees. To top it off, the high school Tigers football team went undefeated for the entire season.

## Work Starts On Schools

Work on three elementary school buildings at Edmonds, Esperance and Alderwood began Monday, February 9, by the John Sellen Construction Company. Superintendents in charge of the projects will be: John Cope at Edmonds grade school, Nelson Straight at Esperance, and Adolph Nelson at Alderwood. These men will take applications for employment on the jobs, and will be under the direction of John R. Hansen, chief construction engineer.

John Wyberg, representing William Arild Johnson and Associates, the school architects, took up his duties on the job Monday and will be here continuously seeing that the architects' program is carried out.

Since the construction work is being carried on while schools are in session, many conditions are going to arise at the schools which will require close co-operation between the contractor and the building principals, according to Supt. Glen Hill.

At a meeting in the office of Superintendent Hill, Monday afternoon, many of the construction problems which will restrict use of the playgrounds and cause other changes in building routine were ironed out at a conference between the school principals and Mr. Hansen.

According to Mr. Hansen work on the three projects will proceed rapidly and will be developed simultaneously. He anticipates that they will have the excavating done and the forms set so that the laying of the blocks for the walls can be started shortly after March 1.

The plan of construction is to put up the walls and the roof and then lay the concrete slabs for the floors, and do the interior work after that.

G. Mason Hall, assistant superintendent, who is recuperating from a serious illness, is expected to be at work next week and he will supervise the building program and look after the district's interest, working with Mr. Wyberg and the architect's office.

(31) More Than Four Walls, Edmonds High School, 1909-1984 Harry Reinert, p 30

In 1949, two men arrived in the area who could answer the need for housing just after the war. Albert LaPierre and his partner, Jack Peterson were land developers who had already been working in King County. Land values there were escalating in the Seattle area and they turned to Snohomish County to invest.

They bought an abandoned airstrip on logged over land and filled it with 640 square foot, cinder block houses selling for less than \$5,000. They marketed them to veterans just starting families. The old runway reminded them of a terrace and from some points, Mount Rainer and Lake Washington could be seen. Thus, they called the development Mountlake Terrace. The key to their success was that they mass produced the new houses, with each trade, in succession following each other through the entire development. By May of 1950, two hundred brand new houses, east of Lake Ballinger welcomed young families to the American Dream. LaPierre and Peterson could hardly keep up with the demand. With an average adult age of 26 the population doubled by 1960 and doubled again by

*Popular music favored by high school students included Hoagie Carmichael's "Stardust", "I can dream can't I?" by Gordon McRae and Billy Eckstine's "Somehow".*

1970. The growth in our area was difficult in the post war years. Building lagged due to the lack of a proper sewer system, poor roads and little coverage by County fire and police. While the new town of Lynnwood and Alderwood Manor would cooperate for years, infrastructure was just a few years away. By the mid-



2009 Umbrella Girl: Sabrina Etscheid age 8 Woodway Elem.

50's development would take off, producing residential and retail entities that would transform the burgeoning City into a prime location for commerce.

In June of 1950, the United States entered the conflict when North Korea invaded the South in violation of treaties. Americans could hardly believe that their boys would have to support this action so soon after WWII. Seattle and other Puget Sound communities became the embarkation

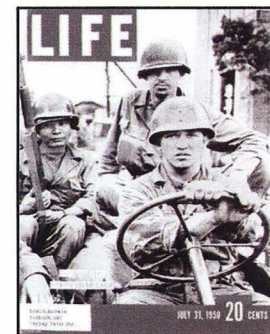
points for thousands of troops, Edmonds Soldiers received a Bronze Star and a Distinguished Flying



aircraft and ships. Within the first two months, two honors. In August, Corporal Virgil Fisher received the Purple Heart. He was followed in September by Lieutenant Alyard Peters who received the Distinguished Flying



Cross. Several alumni would be lost over the next few years. High School students continued sending care packages during the conflict. High school agriculture teacher, Harold Silvernail became the Assistant Superintendent in April, and the District purchased additional land to accompany the land given by the Lynnwood Commercial Club the year before. Planning began for the new Lynnwood Junior High School. Alderwood, which had an enrollment of 370 student in 1941 now had 718 at the beginning of the 1950 school year. That fall voters approved a massive bond of \$475,000 to build the new Lynnwood Junior High and add classrooms to three other buildings. That spring and summer Silvernail began a search for a highly qualified teacher to manage a special education class.



Ever mindful of cold war tensions, the first air raid drills and first aid classes began in January of 1951. In June of '51, Edmonds School District was upgraded by the state from a class 2 district



to a class 1 as the district population grew to over 10,000. The covered passageway between buildings at the High School were closed in to become the District Administration offices. In August, State funds in the amount of \$65,000 were received to add space to Edmonds Elementary, \$52,000 to make additions to the Alderwood School and \$175,000 to replace the Esperance building. In September the District floated a \$450,000 bond issue to build Lynnwood Junior High and make

additions to all the other buildings including a bus garage on the Alderwood property. (32)

With its passage, serious planning began. Post war metal shortages delayed these projects for several months. By October 1951, another 1,000 homes were ready in Mountlake Terrace with another 2,300 receiving permits. The last waterfront mill in Edmonds, Quality Shingle, closed its doors.

During November, the District purchased two properties in the Mountlake Terrace neighborhood for new schools, and looked seriously at property in the southwest quadrant of Holmes Corner. Rapid growth was now critical as enrollment reached 3,452 with all elementary grades being double shifted. In November, the Board was notified that Carroll Hedlund and Associates, currently developing properties in the Mountlake Terrace area, would donate two tracts of their land for school purposes. One was for 13 ½ acres on the east side of the development and one 10 acre parcel on the west side. In December, the federal government notified the District that steel was now available for construction.



2003 A Day on the Slopes: Chris Anderson, age 17 MTH

In January of 1952, the County Assessor notified the District that its asset value had skyrocketed to \$14 million dollars. *“Prior to school opening in 1953 A report from the Washington State Department of Education was released with recommendations that Edmonds School District #15 “retain, modernize and build additions at the present High School, (Edmonds) and build a second high school east of Highway 99.”* The district was told they should build two more grade schools in Mt. Lake Terrace, one more in the Meadowdale area and one in the southwest part of the district. The recommendation also included a central site for buses, and separate administrative buildings. On January 16<sup>th</sup>, voters adopted a capital funding package of \$324,750. State funding added

(32) Alderwood Manor Heritage Association; [Images of America Alderwood Manor page 48](#)

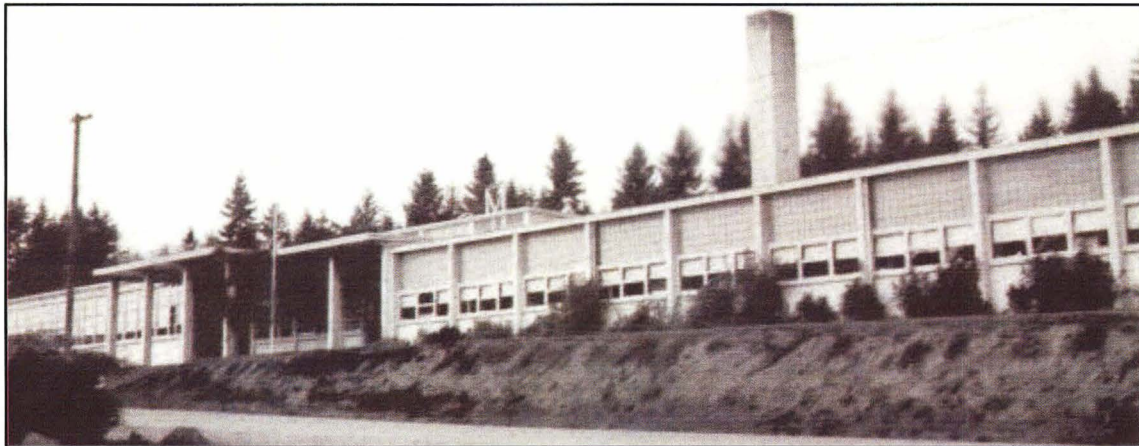
\$770,250 and the federal government provided another \$635,000, bringing the Capital fund to \$1,730,000. It was received as a miracle with a large burden. This capital fund would kick off what can only be called a building frenzy lasting until 1970. (33)

1952, Edmonds Elementary adds a wing	\$77,826
1953, Alderwood adds four rooms	\$41,582
Edmonds Graded adds 3 more rooms	\$78,755
Esperance replaces 13 rooms	\$256,895
Mountlake Terrace 20 room new school	\$444,375
Martha Lake 7 room new school	\$192,947



2017 The Blue Forest: Ha Troung,  
6<sup>th</sup> grade HTE

Construction began on these projects in early '53. Anticipating these schools, the District hired 30 more teachers at a salary of \$3,000 a year. To help plan the longer term expansions, a citizens' advisory committee was formed. In one version or another, this committee would help plan schools from that point on. In May, Budget Homes, developing land south of 220<sup>th</sup> and east of I-5, offered to sell the District a 16 ½ acre property on 228<sup>th</sup> and 54<sup>th</sup> for \$1,500 an acres. This would become the location of the first Mountlake Terrace Elementary, then Mountlake



Terrace Junior High and later Terrace Park School. They also gave the District an option to buy 10 acres of the Appleton Acres project for school purposes. (This property was located in the vicinity of 222<sup>nd</sup> St SW and 66<sup>th</sup> Avenue West.)

At the June 15, 1953 Board Meeting a progress report was received showing the new Martha Lake at 80% completion, Mountlake Terrace 70% and Lynnwood Junior moving along rapidly. Also under consideration at this meeting was a 'Cooperative study of the Edmonds School District by the office of the State Superintendent, Edmonds Administrators, Snohomish County Planner and the School Board. Its purpose was to make a study of District school facilities and make recommendations for long range planning as well as advice on current building program, especially with respect to State matching money. A new high schools would have 24 teaching stations and a capacity of 500. Two junior highs would need 39 teaching stations and a 900 student capacity, while elementary level needed 82 new rooms and 88 more teachers.

(33) Alderwood Manor News Clippings March 2008 by Cheri Ryan.

Immediate recommendations included:

1. Construct 18 room elementary school in upper Meadowdale \$500,000
2. 18 room elementary in Terrace \$500,000
3. 10 classroom building in the southwest area \$250,000
4. An addition to the high school \$250,000
5. Plan a second high school in one year; convert Terrace Elementary to a junior high school, (later growth made this step unnecessary and the District moved directly to construction a Terrace Elementary on its current site) and a second new elementary school in Terrace area.

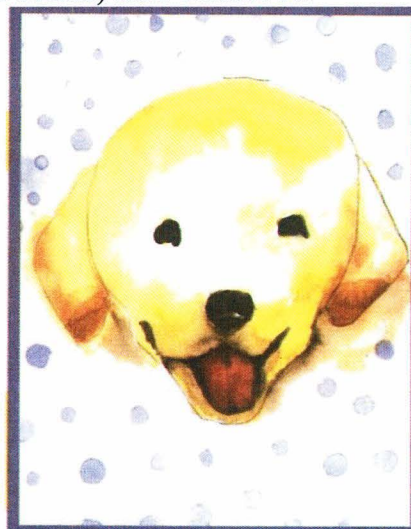
In September the Board purchased a ten acre tract in Meadowdale area to be called Maple Park. By October, the Board was ready to launch the next round of construction:

- The Board adopted a resolution to seek state aid for two 20 room elementary and one 12 room elementary school. Johnson Architects were retained to design a school for MD
- Architect Burkhardt assigned to Terrace Elementary (15 rooms) later Terrace Jr.
- Contracts were let over the next few month for all of these projects

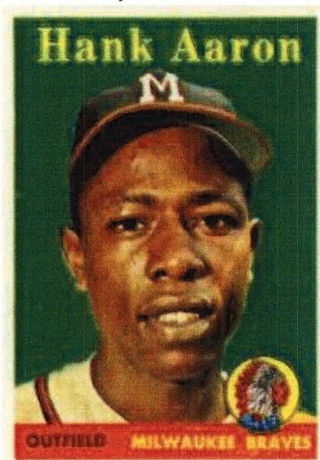
At the December 21, 1953 Board meeting Martha Lake and Mountlake Terrace elementary school contracts were accepted as complete.

By 1954 the influx of population was affecting all local jurisdictions. In their book, Snohomish County an Illustrated History, authors Cameron, LeWarne, May and J and L O'Donnell relate the reality of a community growing too fast:

*"By then the community had vastly overtaxed the infrastructure that had been designed to support a few scattered homes amidst thick forests of second-growth trees. People who moved in were surprised to learn they would have to wait a year to have a telephone installed. When they did get*



2007 Puppy Love: Kimberly Evans, age 8 HTE



*one, it was a 10 party line shared with nine other families. There were no paved streets and only one block of paved sidewalk. Storm drains were open ditches. When the ditches clogged, there was no one to clear them. Water mains were completely inadequate even for cooking and washing, let alone for watering lawns or fighting fires. Each house had only septic tank in the back yard for sewage. After a time, some of the tanks failed. Police protection was provided by the sheriff's office 15 miles away in Everett." (34)*

In 1954 Hank Aaron was just starting his 21 year career with the Milwaukee, (later Atlanta) Braves

(34) Edmonds Tribune- Review Report on the Schools of Edmonds School District 15, 1956, page 8 abridged

In January 1954 the condemnation process for the Forest Crest property was concluded by decree, awarding \$18,000 to the Knudsen family. The Woodway property was purchased for \$15,000. The Board approved the high school alteration estimated to cost \$275,000. They also resolved to hold a special election on March 9<sup>th</sup> for the following:

1. \$150,00 for the general fund
2. \$45,000 to support kindergarten
3. \$120,000 to equip Maple Park, Woodway, Forest Crest and the high school addition.
4. \$60,000 to address capacity at other sites
5. \$30,000 to developing school sites

All five measures failed.



In February, the state sent a \$137,648 aid package for the architect fees and \$184,687 toward Woodway El. In March, the Board had

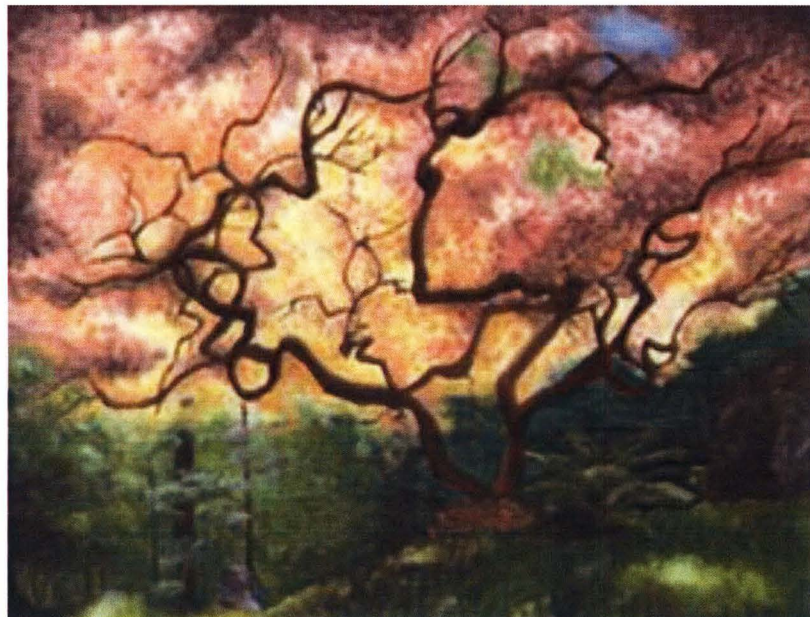
to turn back their option on the Appleton Acres Tract to Budget Homes for lack of funding. In April development of the Maple Park property began. On May 11, 1954, the District ran the propositions again. Final returns show only proposition I and II succeed.

Projects would now be subject to delays. The Forest Crest project receives \$296,902 in state funding.

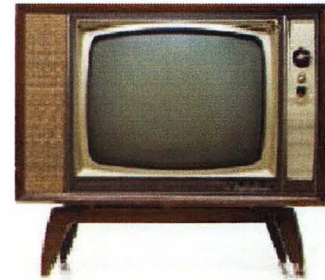
#### A story from the classroom:

*“I found a live mouse in my desk drawer one afternoon, after school. I made the mistake of telling my students about it and about my reaction. A few days later, I came into my room to find roses on my desk for Valentine’s Day. I said how pleased I was, but nobody admitted to it having left the gift. I turned it around to see if there was a card, but, when I looked I saw an imitation mouse among the flowers. I*

*laughed, as did the rest of the classroom. I found out a little later who it was and I was amazed. It was the quietest, most introverted boy in the class. When I said thank you, he had the biggest grin on his face. For months afterward, I found little ‘mice’ everywhere, including my jacket pockets, among papers, in drawers, behind books. I collected them all up had had over forty by the end of the year. I brought them all out on the last day and the same boy said, this is the year of the mouse.”* Anonymous



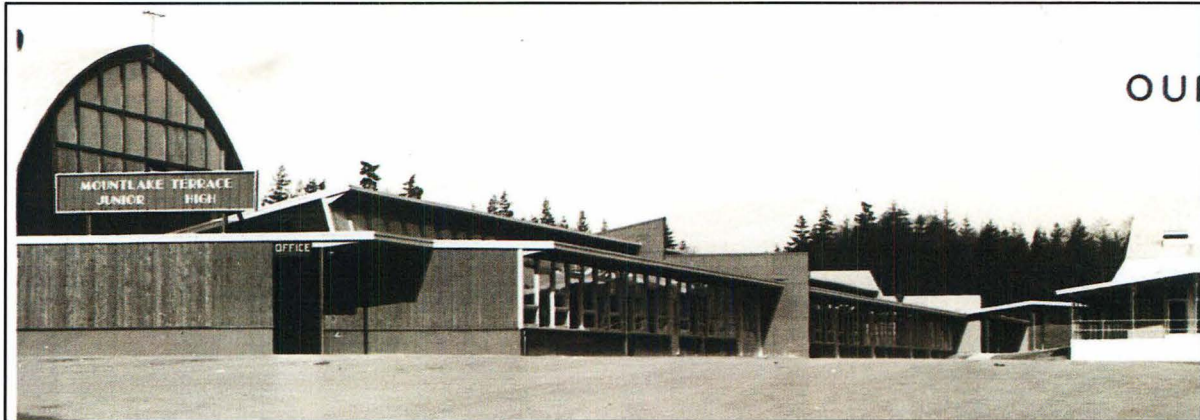
2010 Forest Glow: Lauren Donat, age 19, Edmonds Woodway High



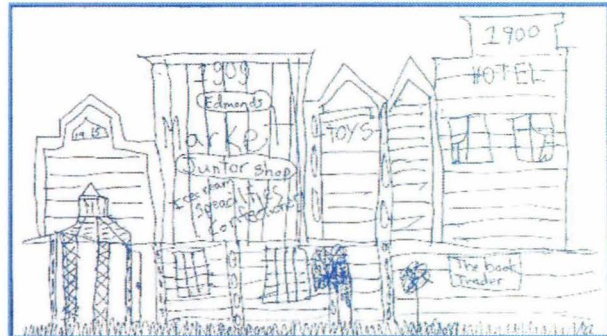
While televisions had been available for several years, 1954 marked a banner year in sales.

## 1953 First Mountlake Terrace Elementary

Architect: Waldron & Dietz  
Contractor: Riley Pleas  
Original Cost: \$549,060  
Classrooms: 20



In 1956 the Edmonds Tribune- Review was writing a major piece regarding Edmonds schools. In the piece about the first Mountlake Terrace Elementary points out the large arch-roof multipurpose room; the horse shoe shape of the building and the enrollment of 630 pupils. If this does not sound like the school you knew, it's because it isn't. The first Terrace Elementary was built on the property that later became Mountlake Terrace Junior High School and then Terrace Park School.



1985 Untitled: Jennie Thwing

The first Principal, Earl Garrison pointed out that “Parents interest in and cooperation with the school is better here than many schools.” He described that most residents in the area are young families and have the natural tendency to participate more in school matters. He organized a parental committee to discuss training and curriculum with attention to challenges for the gifted student. The plan was to hold the elementary classes in this building for the first few years while the second Mountlake School could be built and Melody Hill brought on line. After that point, the site would be added onto and converted to the junior high.



2002 Linoleum Print: Michelle Turk, age 17 Meadowdale High School

## 1953 First Martha Lake Elementary

Architect: Johnson & Botesch  
Contractor: Barrow & Shaffer Construction  
Original Cost: \$189,785  
Classrooms: 7



This photo was taken in the early 60s and features the brightly colored ‘totem poles’ that had been on display at the Seattle World’s Fair in 1962. (35) “With only six regular classrooms and 178 youngsters, Martha Lake Elementary School come the closest to a small country school as any in Edmonds School District. But, it won’t be for long—an addition due for the next school term will boost enrollment to 700 with 20 classrooms, (that’s 35 kids per room)

**FANCY POLES**—Martha Lake Elementary School students looked on Thursday morning as West Coast Telephone Co. crews put into place a 60-foot pole from last year’s World’s Fair, which was cut into three sections, for erection at the school. The pole was secured largely through the efforts of the school’s Parent-Teacher Association, and Al Petrin, while McFarland Wrecking Co. hauled it to the school.

“There’s a friendly intimate atmosphere about this northernmost school that is almost unique. Martha Lake is only its third year, but is building a strong tradition among the students. The school believes strongly in the theory that if children are going to grow up and become useful citizens in their community, they can’t begin too early to learn how to carry out responsibilities and exercise leadership. So the emphasis at Martha Lake is learning by doing.”

“Martha Lake had one room dedicated to the special education of handicapped kids. It was also one of the first schools to look at advanced classes and activities for the ‘bright child’ too. The student Council promoted such projects as a courtesy contest among the various classes at lunch hour, with a free movie for the class winning the contest.” (36)

(35) Edmonds Tribune Review, May 30, 1963

(36) Edmonds Tribune-Review, Report on the schools of Edmonds School District 15. 1956, page 4 (abridged)

Thirteen more rooms, a kitchen, play shed, and covered walkways were added in 1956 at a cost of \$317,668. The school was closed in 1975 and later served as a location for private schools. It also was home to the newly organized Parent Cooperative School. When the new Martha Lake Elementary opened in 1993 the old school became a storage facility for the District. The old school came to an ignoble end in May of 2001 when it was destroyed in an arson fire.



MICHAEL O'LEARY / The Herald

Snohomish County Fire District 1 firefighters douse hot spots uncovered Sunday at the scene of the old Martha Lake Elementary School blaze. Investigators were seeking three people who might be connected with the fire that destroyed the abandoned school.

## 3 sought in school fire

BY THERESA GOFFREDO  
Herald Writer

LYNNWOOD — Investigators plan on talking with three individuals in connection with the weekend fire that destroyed the old Martha Lake Elementary School.

No other information about the individuals was available Sunday, but witness reports to fire investigators about the three "piqued some interest," said fire

chief Jack McArthur.

"The information got us to the point where we want to talk to the people, but at this point I don't know if that talk has taken place or not," McArthur said Sunday.

The vacant school in the 17500 block of Larch Way had been used as storage for about nine years and was to be demolished this summer.

The fact the school was vacant led investigators to believe the fire was suspicious, McArthur

said. On Sunday, a large mechanical shovel was at the school site digging through debris, the first step in trying to determine the cause of the fire and where it started.

There was apparently no power connected to the building, said fire marshal Steven Sherman of Snohomish County Fire District 1.

The value of the building has yet to be determined, but some neighbors considered the vacant structure an eyesore.

"As far as the value goes, some people might say quite a large building would mean quite a large loss," McArthur said. "Other people might not consider it such a large loss."

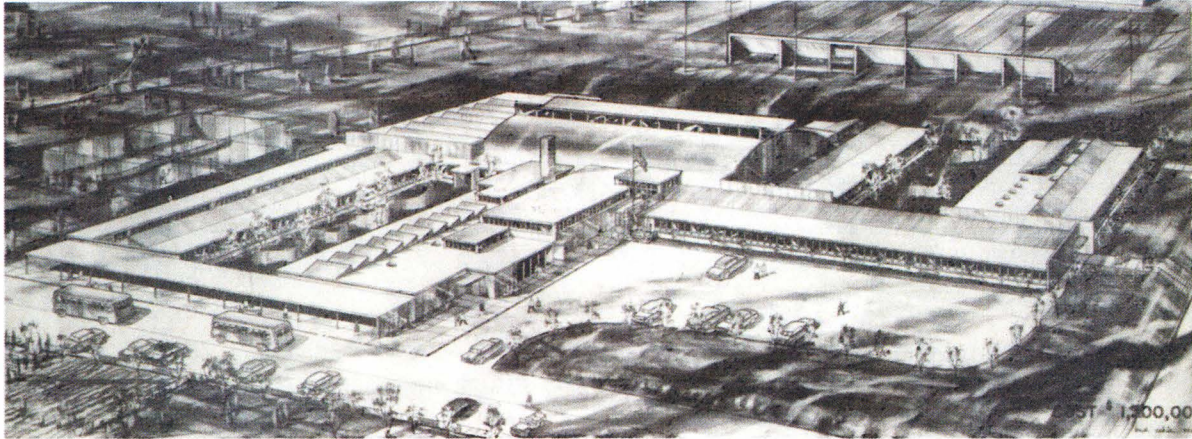
More than 40 firefighters from Bothell, Edmonds, Lynnwood and Mountlake Terrace fought the blaze.

A forum is planned to answer the community's questions about the fire. The time will be determined later.

*"My teacher gave us an assignment and one of the questions was "What do you want to be when you grow up?" I answered "Happy." The teacher said I didn't understand the test, I said to her that she didn't understand life."* John Lennon

## 1954 Lynnwood Junior High

Architect: Johnson & Botesch  
Contractor: Newland Construction  
Original Cost: \$1,110,239  
Classrooms: 40



### *Lynnwood Junior High School*

Edmonds School District No. 15  
Lynnwood, Washington

### *Dedication Program*

Thursday, October 14, 1953 . . . 8 p.m.  
Open House and Refreshments  
after Program

For a Junior High, with a capacity for 1,000 students, made this building the largest Jr. High in the County. Opening in September, enrollment matched the capacity and then rose to 1,358 by 1956 and anticipated 1,700 for '57. The effort to locate such a property in the central part of the District had been a Board interest clear back to 1935 when the Board was looking at a parcel on the Northeast Corner of Highway 99 and 196<sup>th</sup> Avenue West.

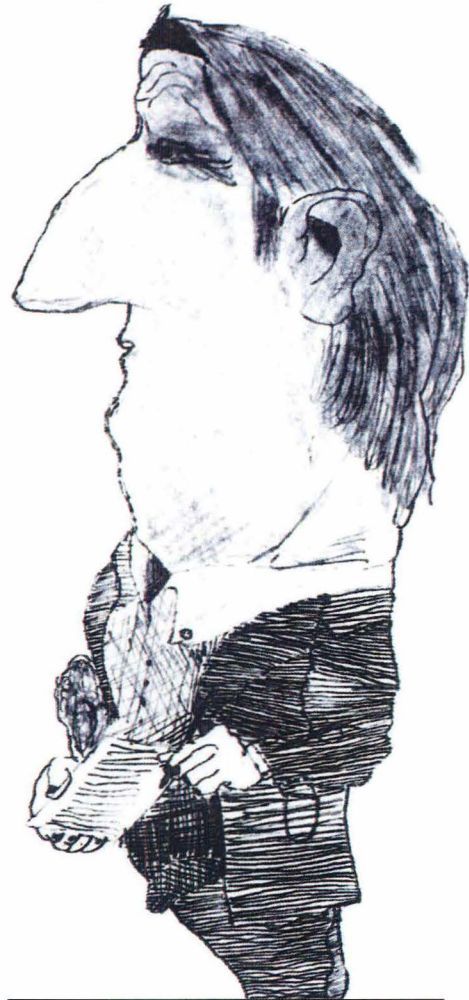
Following World War II the Lynnwood Community club offered to provide a ten acre parcel just to the east of Highway 99. The Board readily accepted the offer and purchased another 5 acres of adjoining property. During this time, new funding for schools became available at the Federal and State levels which, combined made the project financially feasible. Constructed using the new technology of arched glue laminated beams allowed work to proceed quickly. Superintendent Harold Silvernail commented that "each teacher seemed to agree that adequate space for displaying the work of the pupil was a wise investment.

At the dedication ceremony, architect William Johnson claimed "This Junior High School represents a triumph in collaborative effort." And indeed it was. In his comments, Superintendent Harold Silvernail commented on the process used to design the facility, "Planning included educational staff, classified staff, parents and the community" kicking off what became the standard method of designing an educational facility and reflecting the same values right up to today. The school was so forward thinking that the Christian Science Monitor in its June 18, 1954 edition cited "Advanced construction techniques have been gradually shaving the cost of all types of construction. Modular construction is something that builders have been talking about for

many years.” Even from the project commencement, the project was advanced. So much so that the September 30, 1953 Daily Journal of Commerce said that “Work on the new Lynnwood Junior High School is setting construction speed records.” (38)

Students were excited to be in a building that seemed so large and bright. The school soon became the center of the community hosting the first City of Lynnwood council meeting held there on April, 20, 1959. In May over 300 people celebrated the incorporation of Lynnwood with an ‘inaugural ball’.

The school would serve for 24 years, when it would be closed. It then became the alternative Scriber Lake High School for the next 20 years. It was determined at that time, that the building would be too expensive to restore and upgrade, so the program moved to the Cedar Valley Elementary School site on 52<sup>nd</sup> Avenue West. The junior high would then be demolished as plans for a new Cedar Valley school were taking shape.



1993 Untitled: Zachary Knapp,  
age 10 Sherwood

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The news in the mid and late fifties were a quiet time. The drama of Korea and McCarthyism had played out and America’s focus was directed to more domestic affairs. On March 21, 1955, voters overwhelmingly, (74.8%) approved a half a million dollar bond for new schools and added space. In April the District announced that the Health Department would be inoculating first and second graders against polio, then a major health issue for children.

In May, the United States Supreme Court handed down a ruling that would affect thousands of schools across the nation by ending segregation. While not an issue locally, more urban districts had to make major changes to way education was delivered. Locally, the Board committed to developing the Holmes Corner property as a new high school.

On the 16<sup>th</sup>, the Board voted their intent to buy a property on what was then Beech Road, now Alderwood Mall Boulevard. Purchases of adjacent properties over the next ten years allowed the District to construct the first unified Transportation and Maintenance yards.

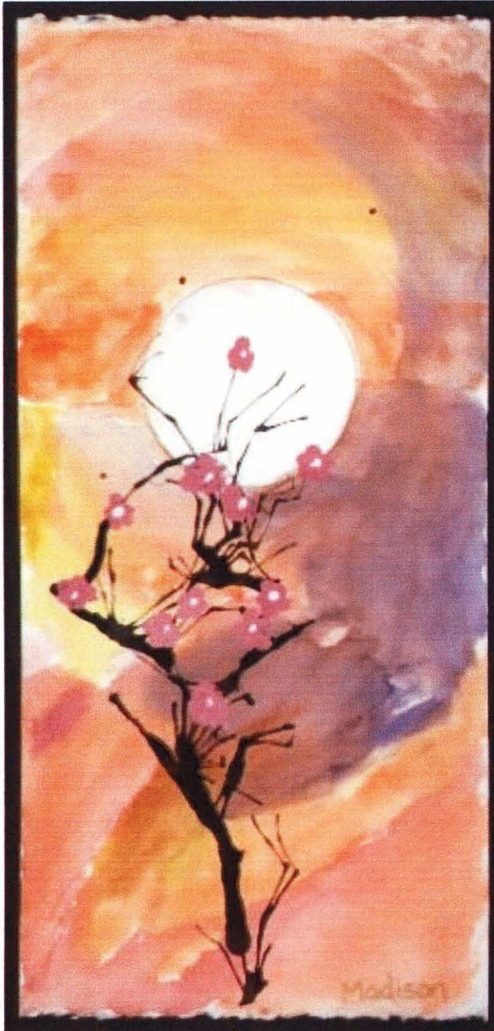
*“The whole purpose of education is to turn mirrors into windows.” Sydney J. Harris*

(38) Edmonds School District collection

## 1955 Forest Crest Elementary

Architect: Ralph Burkhard  
Contractor: Hedeem Construction  
Original Cost: \$468,479  
Classrooms: 20

When Forest Crest opened, it was unique in the District as only 58 students rode in one bus to and from school. The remaining 530 students



2013 Untitled: Madison Stackhouse,  
age 7 Edmonds El

lived within walking distance. With that number of students on the walkways morning and afternoons, there was an extreme effort to maintain safety that included the participation of the Terrace PD, Snohomish County Sheriff, the Lions Club, local merchants and the PTA. The school was built in the campus style, with separate pods by grade level and adjoined by covered walkways. First Principal Howard Coble commented on the school culture:

“These children don’t come from wealthy homes, for the most part, but they do come from homes where they are loved and well cared for. The results as far as the school is concerned, is a total absence of petty vandalism, and the opportunity to work with children who are ready to be good citizens.” He also commented on the very active PTA. “Attendance of 300 parents is not unusual for a meeting, indicating the interest our parents have in the education of their children.” Forest Crest closed in 1975; leased for a few years and then sold in 1978. It hosted the MLT Library for many years and later became The Expedition Christian Church. It is in the 5000 block of 236<sup>th</sup> Street Southwest.

*“Education is a work of self-organization by which man adapts himself to the conditions of life.”* Maria Montessori

## 1955 Maple Park Elementary

Architect: Johnson & Botesch  
Contractor: Newland Construction  
Original Cost: \$472,931  
Classrooms: 21



Maple Park opened in 1955 with an enrollment of 630. The Maple Park Program eliminated the first three grades. Instead, students were grouped together into eight different levels according to their abilities. It allowed teachers to work with kids by ability rather than age, thus avoiding having to tailor their instruction to suit multiple levels of skill. Principal Robert Garrow commented on an unforeseen advantage. “I would certainly say that we are having less problems in discipline now, mainly because the children themselves are more interested in school” (39)



A few days after her 100<sup>th</sup> birthday, I had the honor of interviewing Jewel Puette who taught English to sixth graders at Maple Park from 1956 until 1972. She then moved to Brier Elementary for the remaining three years of her career. She had high expectations of her students and maintained classroom decorum. While she was considered a strict teacher, she also rewarded her students. If they worked hard, she often gave the class an extra recess. Not to be left out, she played baseball with her students. She also liked to play piano for them. She said she was not a good singer, but loved to play for her students. One day, she overheard a couple of adults commenting that she was too strict when one of her sixth graders spoke up and said “Yeah, but she’s fair” which became one of her favorite memories. She told me that she always ‘strove to be fair’. I asked her what her first day at Maple Park was like. “Just great – fun. I had more fun than the kids.” Teaching excited Jewel and told me that she’s ready to come back, “but that they won’t let me. Why not?” On weekends, she “couldn’t wait until Monday.” She instilled in her pupils that: “you’ll be safer in this world if you work hard and be able to handle things that come along.” Jewel did not lack humor. At the end of our interview she asked “Will you come back and I’ll see what grade level you should be in, maybe fourth?” The glint in her eyes gave away her mischievous demeanor.

As the baby boom enrollment started to decline, Maple Park became redundant and was closed in 1976 when it was sold off. Currently it serves as Cedar Park Christian School, located in the 17900 block of 64<sup>th</sup> Avenue West.

(39) Edmonds Tribune Review, A Report on the schools of Edmonds School District 15, page 13 to 15

In early 1955, the Board sought to continue the construction program and asked the voters for \$500,000 to build a new senior high school in the Holmes Corner vicinity. The State had declared an emergency construction program allowing up to an 80% grant for school projects. With that combination of funding, the measure easily passed leaving enough money to acquire land for a new bus garage, located on Beach Road, now Alderwood Mall Boulevard. Fresh in spirit, the District turned to the capital fund to add rooms to Martha Lake and Woodway Elementary.

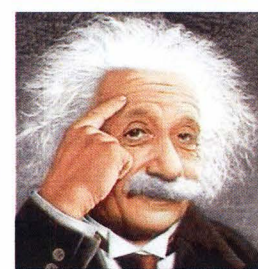
At about this time, the Health Department began issuing polio vaccine to 1<sup>st</sup> and 2<sup>nd</sup> graders. This disease was becoming an epidemic in the US, but the vaccine was just then available in quantity.



World events were on the move in the fifties while America prospered. Inflation dropped to less than 1%. An average house cost \$11,000, an average car was at \$1,900 and the average salary was \$4,130 a year. TV had Gunsmoke and the radio played 'Rock Around the Clock'.



The first franchise of McDonald's opened and James Dean starred in "Rebel Without a Cause". There were serious events as well. Martin Luther King, Jr. led the first major event of the civil rights movement with Rosa Parks in the Montgomery, Alabama bus boycott. Albert Einstein died and the first nuclear powered craft, the Nautilus was launched.



The Saint Lawrence Seaway opened as an all water route from the Atlantic around Niagara Falls and throughout the Great Lakes to world commerce. It was also the first year that American Advisors were sent to Vietnam.

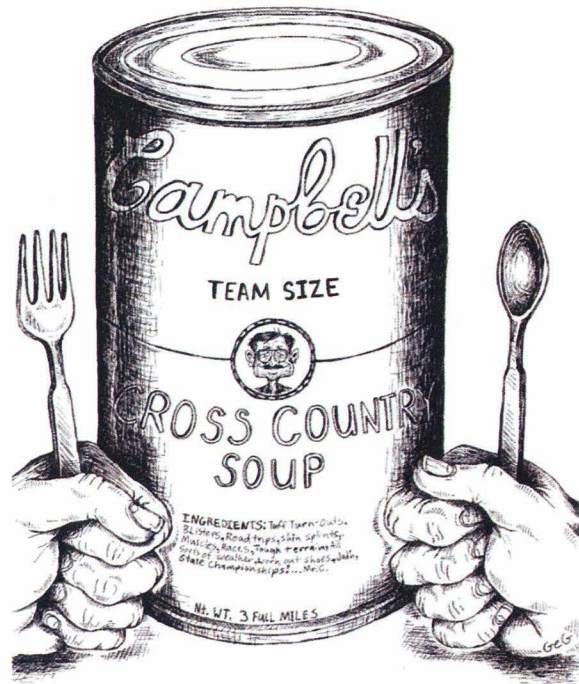
### My Dog Ate My Homework

--Kenn Nesbitt

My dog ate my homework.  
That mischievous pup  
Got hold of my homework  
And gobbled it up.

My dog ate my homework.  
It's gonna be late.  
I guess that the teacher  
will just have to wait

My dog ate my homework.  
He swallowed it whole.  
I shouldn't have mixed it  
With the food in his bowl.



*"If you think education is expensive, try ignorance."* Derek Bok

## 1955 First Woodway Elementary

Architect: Waldron & Dietz  
Contractor: O.E. Turnquist  
Original Cost: \$288,573  
Classrooms: 12

Eight more rooms were added in 1956 at a cost of \$171,597. In May of 1956, the Tribune-Review reported on the schools of Edmonds School District #15. On pages 9 through 11 they presented an article regarding Woodway Elementary. In this section, called: Adapted Concentration on Individual Students; New building Gains Fame in

Architecture they commented: "Woodway Elementary School, located in one of the prettiest residential sections of the District, is right in step with its surroundings. In fact, the architecture of the school has won such fame as the fine homes of nearby Woodway Park and Sherwood Village in residential architecture." In fact the American Institute of Architects selected the design for display at the Institute's national headquarters. It was one of the first schools in the nation to use the four classroom pod design. Jack Robinson, the first Principal called it a family style of education giving all the kids the benefits of small instruction groups,



even in a big school. In the first year, the school had an enrollment of 370 with twelve teachers. The school was closed in 1971 and was leased out to a variety of organizations until 2007, when it was demolished to make way for a park on the street frontage and a home development to the west. The crabapple tree in the center of both photos is still in place in what now is Hickman Park.

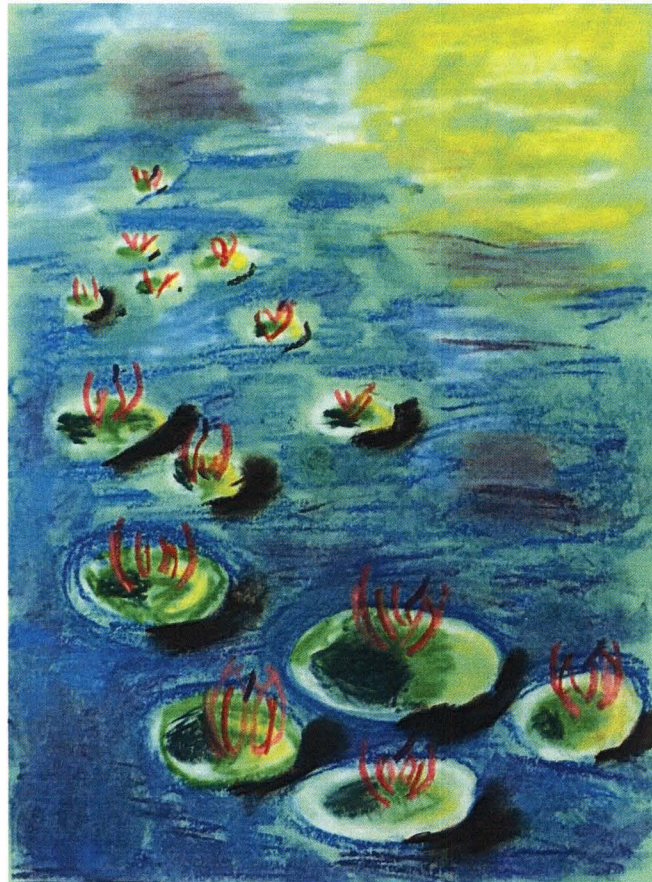
2002 Self Portrait: Isabel Reynago  
age 5 Woodway El.

May was a busy month for the School Board. First, they resolved to build a new Edmonds High School on the recently purchased Holmes Corner Property. They were also interested in some acreage off 220th street SW. The site would hold the Melody Hill Elementary but the Board had to resort to condemnation proceedings to obtain part of the land. By September enrollment reached 6,426 while the budget breached the two million dollar mark. In November, there was a significant fire in the high school vocational building causing \$34,000 in damages.

By February of 1956, the final drawings for the new high school were finalized. In March voters approved another \$600,000 to complete the high school and acquire property in the Parrinville area for another elementary school. Enrollment was growing so fast that the Board authorized the purchase a high school sized property in Mountlake Terrace. At this time, the bus garage was under construction, eventually costing just under \$20,000. In October, a five acre parcel was proposed for a new elementary in the SE part of the City of Edmonds. The sale closed quickly on the \$10,750 property that would later become Sherwood El. Shortly after, the District purchased the site for a school to be named Lynndale.

In January, 1957 the 15 acre Beverly site was purchased. February saw the first mention of an interstate highway to be constructed through the District. The general route was discussed, but final plans had not been set, but the Board began planning just in case properties were affected. School construction was slowed early in the years as steel workers went on strike. Still struggling with capacity issues, double shifting continued.

At the end of May, voters were asked to approve three propositions. One was another \$600,000 bond to finish projects underway and commence further capacity enhancements. The second was \$275,000 for upgrades at several schools and the third was \$125,000 to refill the cash strapped general fund. The vote on the 28<sup>th</sup> had mixed results. Proposition 1 did not result in enough votes cast to qualify it. But Prop 2 and 3 did pass. By July, Superintendent Silvernail was searching for non-school spaces in churches and local club houses to find space for kindergarten classes. Near the end of 1957, the Board approved the conversion of the first Mountlake Terrace Elementary into a junior high with a new building located at 220<sup>th</sup> and 52<sup>nd</sup> Avenue SW for the elementary school.



2016 Silent Falls: Johanna Perada, age 11 Westgate

*“Education is the most powerful weapon which you can use to change the world.”* Nelson Mandela

## 1957 First Lynndale Elementary

Architect: Dan Miller  
Contractor: Dalgren Construction  
Original Cost: \$547,671  
Classrooms: 20



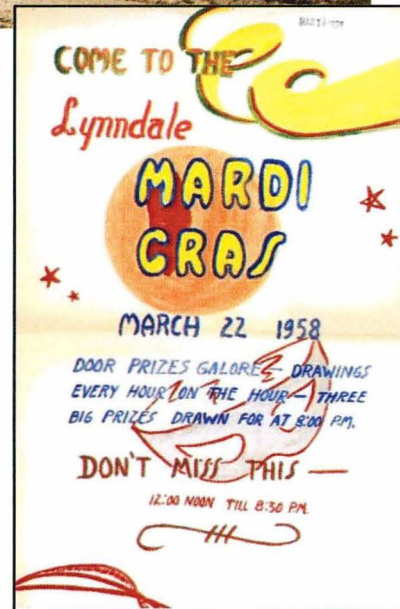
Lynndale's Vision/Mission statement pretty well sums up the goals for generations of students. "At Lynndale, we share a vision of a collaborative learning community based on dedication to improving instruction meeting all student's academic and social/emotional needs." As a Title I school, Lynndale strives to have parents involved in their children's education. As a community, we strongly believe that parents are their child's first teacher."

Title I is an article in the landmark Elementary and Secondary Education Act of 1965. The measure was part of Lynden Johnson's War on Poverty program and was intended to address inequities in achievements for schools with higher percentages of disadvantaged students. Equitable access and



1995 Untitled: Jennie Nichols age 8 LDE

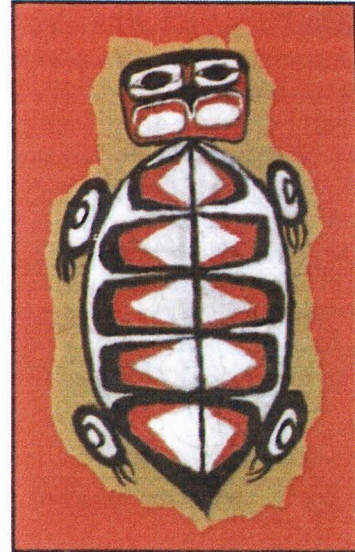
high standards are the basis of the act which allocates funds for these improvements. Part of the criteria was to make parents an active and present part of their child's education. In part, small partnerships are formed as a Learning Support Team addressing individual needs. Students are tested to determine the level of support and develops individual learning plans. Students in need receive extra attention from the LST both in the general classroom and privately.



*"Prejudices, it is well known, are most difficult to eradicate from the heart whose soil has never been loosened or fertilized by education: they grow there, firm as weeds among stones."*

Charlotte Bronte from Jane Eyre

Under Title I, parents have a greater role. They are expected to be present in the classroom much more than the average parent might participate. Communication between the parents and the Learning Support Team is nearly constant and parents have the right to active communication, be involved in the planning, review and improvement of the services their child is receiving and be responsible that the child actively maintain the program goals at home. Parents are also expected to spend at least 20 minutes a day, listening to the child talk about their day and perform assigned tasks either from the school or with the parent. Most disadvantaged students receive this extra support in basic education, the often mentioned three R's: "Reading, wRiting and aRithmetic." Another part of the bargain is that parents agree to get their child to school every day and on time.



2015 Queen of the Turtles:  
Alazae Tuilifuatele,  
age 10, Lynndale

Lynndale was an early participant in Title I and continues to this day, in the new building where, they have received the National Parent Teacher Associations' School of Excellence Award for the last two years. This award recognizes Lynndale for their efforts made to engage parents in all aspects of their child's education.



1958 Parent involvement Campaign

### 1957 Edmonds Junior High

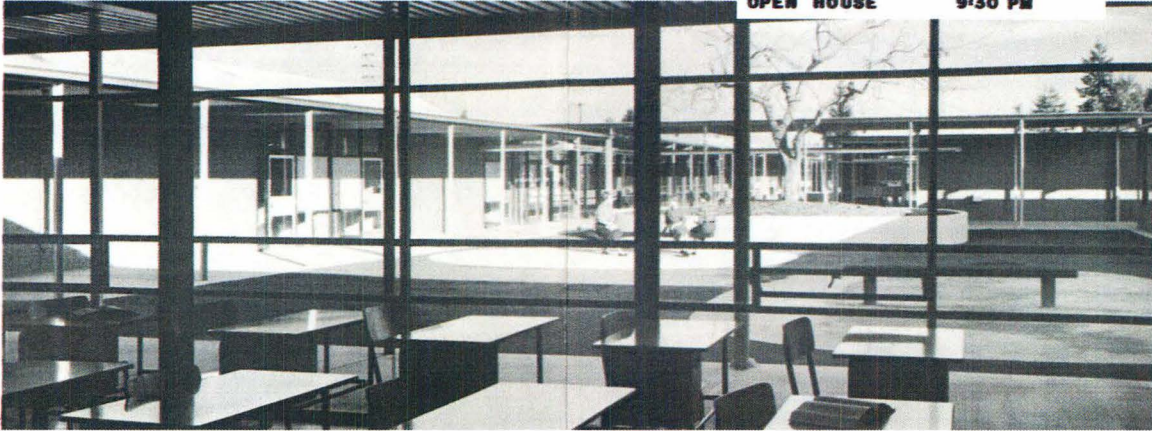
Operating in the original high school, Edmonds Junior High served the District from 1957 through 1975 when it was sold to Puget Sound Christian College. When it closed that year, students were transferred to College Place and Meadowdale Junior High Schools.

## 1957 Second Edmonds High School

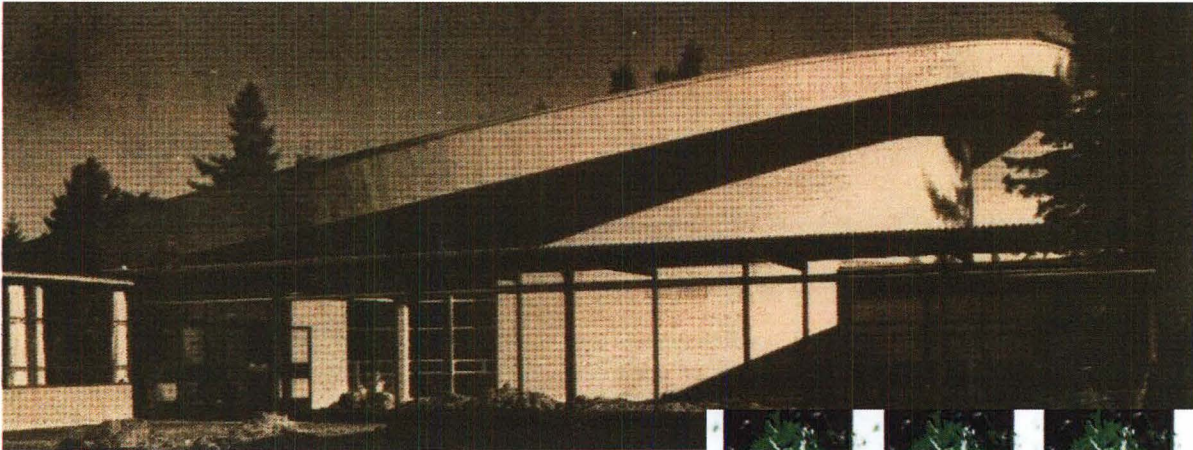
Architect: Waldron & Dietz  
Contractor: Dahlgren Construction  
Original Cost: \$2,242,938  
Classrooms: 60

DEDICATION OF  
**EDMONDS SENIOR HIGH SCHOOL**  
7600 212 AVE. S.W., EDMONDS, WASHINGTON  
EDMONDS SCHOOL DISTRICT NO. 15

TUESDAY, FEBRUARY 25, 1958  
PROGRAM 8:00 PM  
MUSIC 7:30 PM  
OPEN HOUSE 9:30 PM



*“It took time for the students to get accustomed to the large windows of the interior of the school. At old Edmonds High, it had been as if you were not used to knowing that there was another soul in the school - you couldn’t see anybody! Our heads turned when we moved in and there was a full view of the hall and anyone who walked by. It was almost as if you didn’t want to walk from one room to another because everyone would be watching you.” (40)*



The most striking feature of the new facility was the cafeteria. It was a spherical shape with a canted roof which students referred to as ‘the spaceship’. This building would serve students until was torn down in 1997, to make room for the third high school which consolidated Edmonds and Woodway High Schools into the new Edmonds/ Woodway High.



2010 Pine Trees: Gigi Littlejohn, age 6 HTE

(40) Wendy Wahl. More than 4 Walls, Edmonds High School 1909-1984

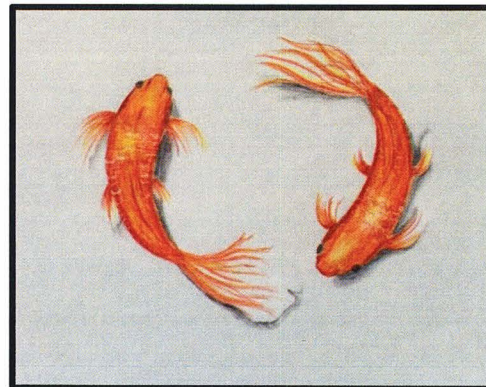
The school plant was designed around a central core system incorporating the library, administration offices and health center, locker rooms, and student government activities center. Practically all of the academic activities of a high school are related to the basic services rendered by the above mentioned parts. Each side of the central core is a circulation corridor or concourse out of which and into which practically all of the students flow for access to various classrooms and teaching areas of the school. At the head of the main concourse will be found the bus loading ramp and shelter, while at the other end will be found parking for students and supplementary bus unloading as need may warrant. Access to the administration offices is from 76th Ave. completely free of student circulation and activities. Service to the kitchen, boiler room and custodial quarters is also outside the academic area of the building.

The school, in addition to the above, includes various academic blocks or home areas, such as that of the industrial arts, home economics, graphic arts, business and commercial, social studies, science units, language arts, music and choral and drama, and physical education. All of these activities flank and relate directly to the core.

A football field, seating, baseball field, tennis courts, practice areas, parking for the staff, and student parking are a part of the total development. Because of the cost factor in relation to the demands placed on teaching space, outside corridors are extensively used. All of the units of educational activity are so arranged that practically any public function can take place without disturbing the academic portion of the school. The school has been designed around a day and night use without conflict of activities.

Materials were selected as being the best for the least cost, and produce an environment stimulating to the student and staff and at the same time low in maintenance. All exterior walls are of precast concrete panels with low maintenance characteristics; steel sash with interior glazing are a feature; steel is used as the frame, while the courts provide light and useful non-maintenance outdoor areas for the students and the staff.

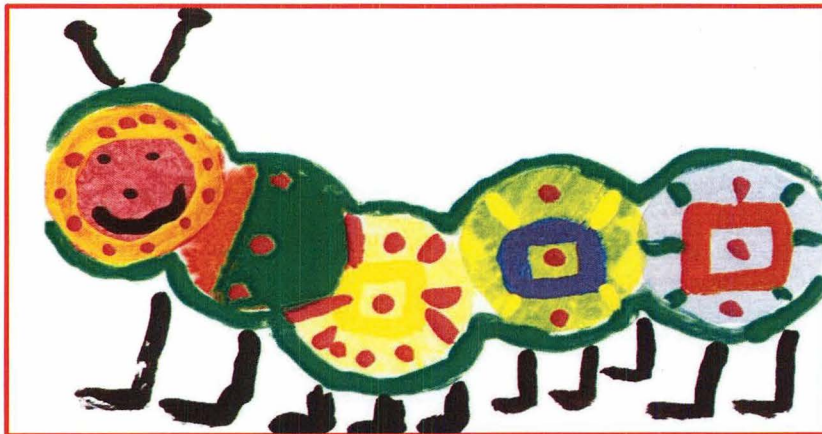
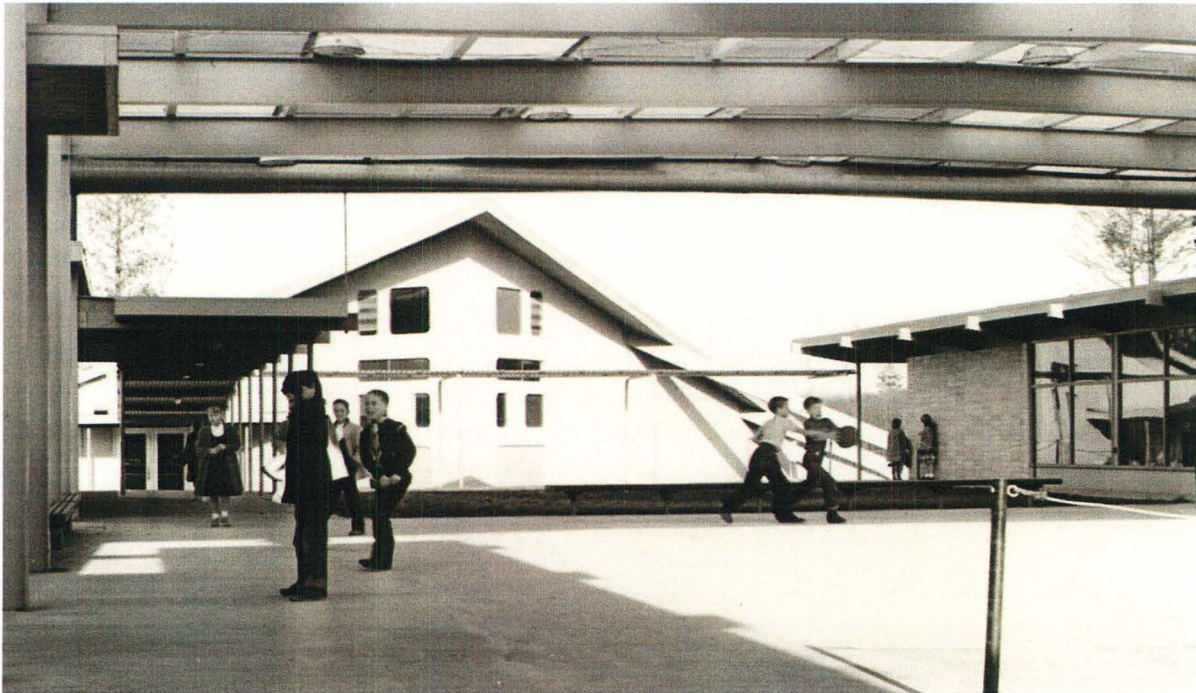
The fall of 1958 saw over 300 adults enrolled in evening classes. The biggest news of the year was that the District agreed to buy an 88 acre parcel in the NW quadrant for future schools. Previously, the US Coast Guard owned the property for a radar station. The new site would eventually be the home of Meadowdale Elementary, Middle and High School as well as the area that would make up the Meadowdale Playfields, just to the west of the Elementary school. The original purchase also included 20 acres just to the west of the other large parcel. This property would eventually be sold and developed into home sites.



2016 Koi Fish: Ella Ray, age 12, MDE

## 1958 Melody Hill Elementary

Architect: Ralph Burkhard  
Contractor: Brazier Construction  
Original Cost: \$532,196  
Classrooms: 20



1994 Untitled: Megan Hendershot, age 6 Edmonds El

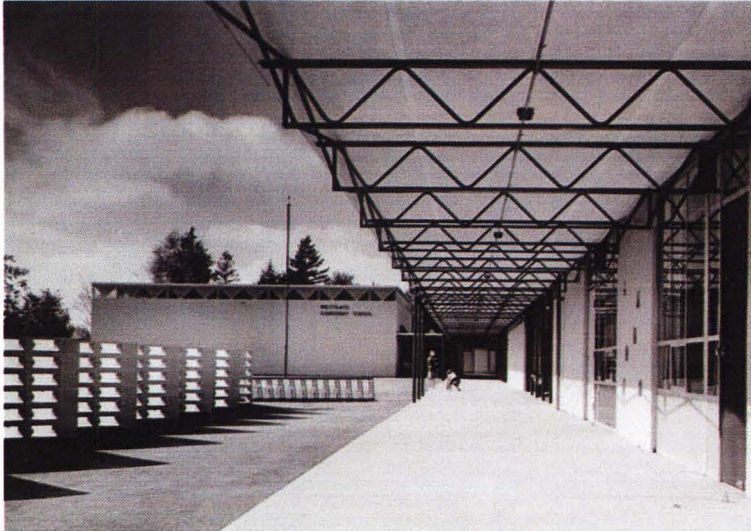
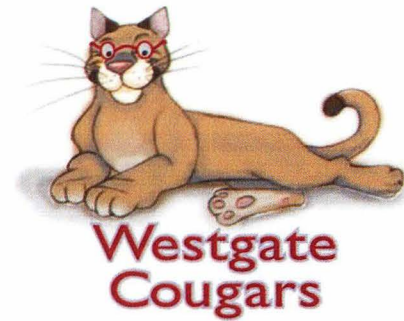
Melody Hill served the community until 1980 when it was leased to Edmonds Community College who operated the building until 2005 when the lease was not renewed. The college had subleased sections of the site to local day care and preschool operators who remained there until 2013 when it was demolished and later sold. The property is slated to be a support site for Sound Transit.

*“Some people are so highly educated that they can bore you on almost any subject.”*

Oscar Wilde

## 1958 Westgate Elementary

Architect: Dan Miller  
 Contractor: Venne Beauchamp  
 Original Cost: \$538,638  
 Classrooms: 20



2012 Blown Away: Aolani Owens, age 11 WGE

### Being a leader of yourself means...

#### Setting goals

Habit #2 Begin with the end in mind

#### Planning ahead

Habit #2 Begin with the end in mind

#### Setting priorities

Habit #3 Put First Things First

#### Being prepared

Habit #1 Be Proactive

#### Taking care of yourself

Habit #7 Sharpen the Saw



Principal Jennifer Braile comments on the culture at Westgate: *"We are a close community that consider each other family. We instill a Growth Mindset in our students so they understand that making mistakes are a big part of their learning. We model and teach*

*teamwork, knowing that the skill of being able to work together with others is a lifelong need. We focus on real world problem solving and engaging students with hands-on tasks that enhance the content we are teaching. All our students are given Leadership opportunities such as recess patrol, beautification club, sunshine club that greets our students each morning, and many others. We instill a responsibility in our students that they own this community, and each and every student can make a difference!"*

### Being a leader in a community means...

#### Problem solving

Habit #4 Think Win-Win

#### Listening to others' thoughts and feelings

Habit #5 Seek First to Understand, Then to be Understood

#### Working together

Habit #6 Synergize

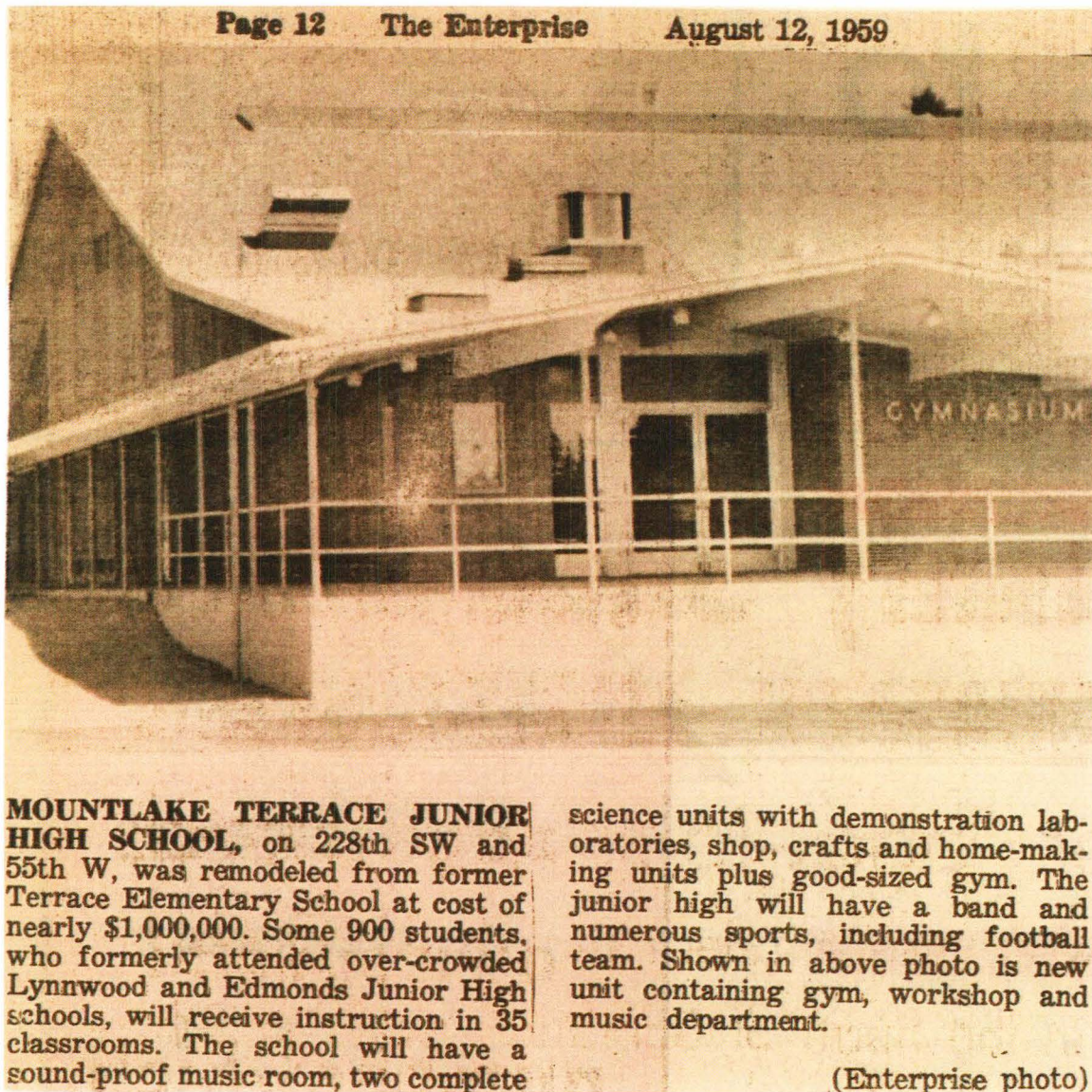
#### Helping others

Habit #1 Be Proactive

## 1959 Mountlake Terrace Junior High

Architect: William Johnson  
Contractor: Anderson Construction  
Original Cost: \$674,535  
Classrooms: 35

The building opened as Terrace Elementary. It was remodeled and added onto to create the junior high. 830 students who previously were at seriously overcrowded Edmonds and Lynnwood Junior Highs transferred to this site. An additional 15 rooms were then added along with a library, gymnasium, two sound proof music rooms, and shop facilities, converting it to a junior high opening with 830 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders. The school was closed in 1981 and was rented to Mountlake Terrace Parks Department and a variety of other tenants. It was torn down to make room for the new Terrace Park School in 1999.



# Court Decision Blocks School Building Program

(See Editorial, Page 2)

The State Supreme Court's ruling Monday invalidating a special Seattle school election also knocked Edmonds School District 15's carefully built-up building fund into a cocked hat.

For, as the School Board learned to its dismay Monday night, the high court's ruling means that the special levy, which had been considered passed after the May 12 election, now is out. And the levy is an essential part of the package that the state demands from a local district before it can receive the 85 per cent allocation which the state has been making toward local

Thus the district's chances for moving ahead to put up classrooms for the 1,000-plus enrollment increase coming into the district every year, which looked good after last week's bond issue election, now have been stymied again.

The high court's nine members held that the constitution required 40 per cent turnout referred to the last preceding general election, state or school, not the last school district election.

The decision, not unexpected in legal circles, overruled County Auditor Delbert E. Neubecker's opinion last May, based on a previous attorney general's opinion, that District 15's \$200,000 special levy election was valid. Mr. Neubecker based his decision on "40 per cent of those voting in the last school election," rather than general election. The bond issue failed by 1,116 votes at the same May election because of the "general election" rule.

In a report to the school board Monday night, Supt. Harold Silvernail said the district will not be entitled to matching funds from the state during the 1959-60 year. Reason is that the matching requirement of 15 mills in excess of its regular school tax will not be met. Both the millage levy and 10 per cent bonded indebtedness are required.

"In spite of this setback, we're going to need one new elementary school for next year to avoid double shifting," Mr. Silvernail told the directors. "We have enough in the building fund to go ahead on this one. But before any further building is started, that levy will have to be passed."

School District Attorney Jerald Hall reported there were two possibilities that the district may still get the matching funds, but he gave both only a slim chance. The possibilities are (1) the court decision won't apply to this district, and (2) if the vote is totaled over a three-year period, the needed 40 per cent may average out.

The directors adjourned the public meeting for a 15-minute secret session to name an architect for the proposed Maplewood Hill Elementary School, deciding on Theo Damm, Seattle architect who designed the new Beverly Elementary School.

In May of 1959, the Board recognized the retirement of Francis Anderson after 46 years of service to the District. Not only did she attend Edmonds Schools, but went on to become a teacher and a Principal.

In May a special levy of two hundred thousand dollars was approved by voters, but ended up with a State Supreme Court ruling that the measure was invalid do to an inadequate voter turnout. As a result, Edmonds did not qualify for state matching funds during the 1959/60 school year.

Even with the opening of Cedar Way, the District could not keep up or fully afford increasing capital construction without bond or state matching funds. Edmonds was not alone in this predicament. The first measure before the state legislature was the declaration for emergency funding to help meet capacity requirements. The fund was very generous with Edmonds receiving an 85% match to build (41) a new Alderwood Elementary and convert

the old building into the new Administration facility. For the first time, all administrative coordination would be in a single building. At the same time, the State Department of Natural Resources was offering to lease the Madrona/Snoline, (now Woodway) site for \$60 a year.

By September Beverly, Mountlake Terrace Junior High and MT Elementary would open. Cedar Way would open shortly after Christmas Break. The New Terrace High was under construction with a scheduled completion sometime in the summer of 1960.

(41) Edmonds Tribune/Review, 8/30/1961

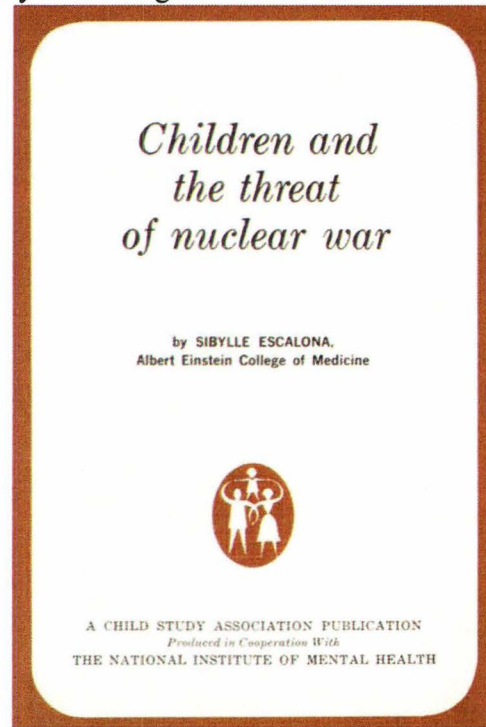


**School Offices In New Quarters**

Despite a lack of walls, and boxes all over, these three School District 15 secretaries managed to set up housekeeping Monday in what was formerly the Alderwood Elementary School. Workmen this week are still swarming over the school remaking it into administrative offices. The three secretaries are, from left, Dorothea Niven, Ida Overly and Marje Lazzari. (Tribune-Review photo)

Construction was again affected by a strike. The Cement finishers went out, slowing progress on school building projects. In April, Edmonds Schools floated a \$350,000 bond and \$113,000 general fund levy. Both propositions were passed by very slim margins. Meanwhile the Cold War between America and Russia was heating up. The first Civil Defense plans were being developed across the nation. Anyone who went through school between the fifties and early 70's will remember getting under your desk with hands over your head. It was just one of the many aspects of being prepared as outlined by this pamphlet from the early sixties. As the financial emergency continued, voters were more apt to approve financing for partnerships. In September of 1960 they approved a \$500,000 capital bond which sent planners into immediate work on a new Alderwood Elementary, and a new Esperance. Olympic, (later Edmonds) Elementary drawings began taking form. Edmonds Junior High, (the old high school) would receive some

badly needed remodeling and an addition. At the same time, the District was considering two more elementary



schools. An exciting land acquisition was just being negotiated. A large parcel of land, just on the border between Edmonds and Lynnwood could be available. It was the former Northwest Relay Receiver Station that was created in the 40's, but was no longer needed. This huge tract had 68<sup>th</sup> Avenue West on its eastern flank and 76<sup>th</sup> Avenue West on its western. It ran from 208<sup>th</sup> Street SW to nearly 196<sup>th</sup> street. Land comprising more than a quarter square mile was at stake. It took a long time to negotiate, but the District received the College Place parcels along with the property between the proposed junior high and the Lynnwood Post Office. The planned Edmonds Community College would receive a large part. While the government retained some of the natural space in the middle. Locals referred to it as "The GOV". Later, the District would sell all the land between College Place Middle and the Post Office for what would become part of the Lynnwood Municipal Golf Course.



2010 Native symbols of the Hawk II:

Catherine Mitton, age 18 MTH

A story from the Classroom:

**Math teacher:** A man from Los Angeles drove toward New York at 250 miles per hour and a man from New York drove toward Los Angeles at 150 m.p.h. Where did they meet?

**Johnny:** In jail!

## 1959 Second Mountlake Terrace Elementary

Architect: Johnson & Botesch  
Contractor: Newland Construction  
Original Cost: \$440,743  
Classrooms: 20

### Little Hawks for more than 50 Years!

*"Mountlake Terrace Elementary opened in 1959 and while much has changed through the years, we remain a vibrant community of learners here in Mountlake Terrace. I am proud to be a part of this great staff and community."*

*"The motto of our school is: "Do Your Best, Don't Give Up; We Believe in You." This says a great deal about who we are and our approach to learning. We have a very diverse community from a broad range of backgrounds and we celebrate our students' cultural backgrounds as well as the commonalities we all share. We strive to build success for every child and have high standards for all of our students. Our professional and experienced staff uses a variety of resources and programs to meet the needs of each individual student and to help them progress toward, or beyond, our high standards. At Mountlake Terrace Elementary, we utilize new and innovative curricula to help our students move forward. These include the Math*



*Expressions program, balanced literacy approaches, and units of study writing. We utilize technology in the classroom to personalize learning; programs such as Code.org, Google Docs, Moby Max and Lexia Learning helping students to build on our previous successes and move at their own pace. Our staff engages in continuous professional development to be best prepared to meet the needs of our students." - Doug Johnson, Principal*



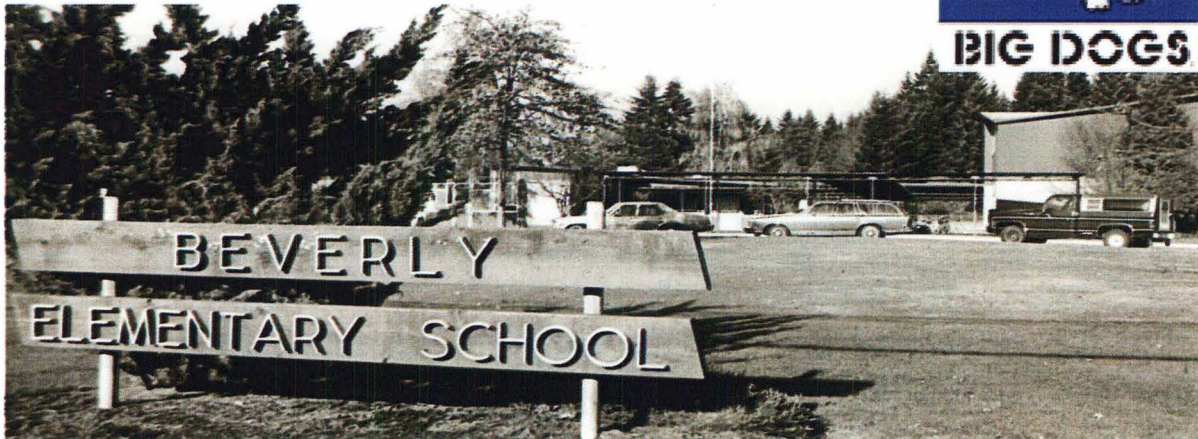
OPENING ACT FOR the talent night hootenanny at the Mountlake Terrace Elementary P-TA will be a dance routine by these four girls. Practicing for "There's No Business Like Show Business" are, from left, Teri Dunlap, Cathy Fitzpatrick, Noreen Smith, and Sandy Hedgson. The show will be presented Friday, May 14, at 7:30 p.m. in the all-purpose room of the school. The program is open to the public, according to Mrs. Harry Harris, program director. (Enterprise photo)



2012 Painted Sheep: Alexcia- Marie Sunderland, age 5 MTE

## 1959 Beverly Elementary

Architect: Theo Damm  
Contractor: Venne Beauchamp Construction  
Original Cost: \$522,936  
Classrooms: 20



2012 Froggy: Nicole Zuniga,  
age 6, BVE

The best description of student life at Beverly is on their website and I quote: “When you visit Beverly Elementary School you will find it to be a place where students are safe, have fun, work hard at their learning, and practice the **Beverly Be’s: Be Respectful, Be Responsible, Be Cooperative and Be Problem Solvers.** Beverly Elem. is a big, busy place full of caring adults who work hard to meet all the academic, social and physical needs of our 500 students. Utilizing a state-of-the-art literacy curriculum, Benchmark Literacy, our staff leads students in authentic reading and writing activities across grade levels. Students have opportunities to work within small groups individually, and one-to-one with their teacher using both high quality curriculum materials and independent reading books of their choosing. Students are instructed in and given chances to practice comprehension strategies such as summarizing, using text features, and drawing conclusions. Our students benefit from two strong mathematics programs: Math Expressions and Connected Math Project II. Our staff is working with colleagues all across the District to address achievement in math and work together to strengthen our daily math instruction. Staff work together in grade level teams and as a whole staff during weekly and monthly team meetings as well as designated Professional Development days. These times are used for staff to support one another in implementing our new literacy curriculum, enhancing the culture and environment for learning at Beverly, and other timely issues.”



2009 Orange Striped Sun:  
Grace Kalu, age 6 BVE



## 1959 Cedar Way Elementary

Architect: Dan Miller  
Contractor: Venne Beauchamp Construction  
Original Cost: \$519,194  
Classrooms: 20

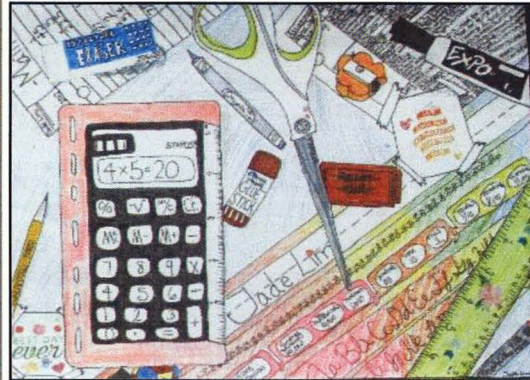


DEDICATION OF  
**CEDAR WAY ELEMENTARY SCHOOL**  
22222 39 S.W MOUNTLAKE TERRACE, WASH.  
EDMONDS SCHOOL DISTRICT NO. 15

THURSDAY, JANUARY 14, 1960  
OPEN HOUSE 10 AM - 4 PM  
PROGRAM 8 PM - 10 PM



Cedar Way defines its mission with these words: *“To create a learning community which fosters the development of responsible individuals who embrace the world as thoughtful, knowledgeable, and skillful citizens.”* This creed is even more important today.

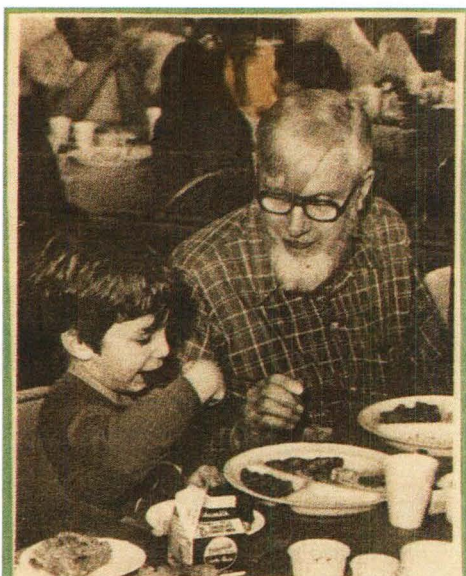


2017 Cluttered Desk: Jade Lim, 5th grade, CWE

today's work for they may be obsolete in a few years. Global knowledge and information is growing at a parabolic rate. Sometimes it feels like we are playing a constant game of 'catch-up, always a few steps behind something we cannot control. This is where we are, our community here at Cedar Way Elementary and in the Edmonds School District can step forward and help our children take control- not of the world around them, but how they live and engage with it. This year brings many changes to education in our nation, state, districted right here at Cedar Way Elementary. Educators and leaders across our country have come together to form a national set of standards designed to prepare students for the 21<sup>st</sup> century. Each state has their own set of standards, and their own measurement of performance. We are fortunate in that our state standards are more rigorous than most. The Edmonds School District has strong leadership that collaborates closely with staff to ensure that we have the knowledge, skills and resources to prepare all our students for success. It's easy to recognize this here at Cedar Way."

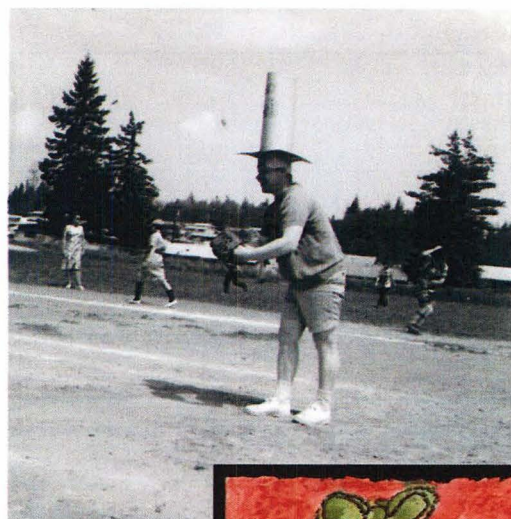
Former Principal, Hawk Cramer added his thoughts in 2013: *“While the mission has not changed, the world has and many of the skills and abilities that are required in*

***“A good beginning is more than half of the effort.”*** Aristotle

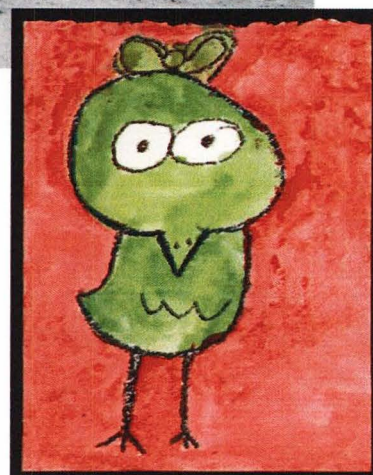


**Valentine grandparent luncheon:**

Kindergartner Jayme Smith and Orv Shadduck enjoy a chicken nuggets lunch together during the annual Valentine's Day Grandparent Luncheon at Cedar Way Elementary, Mountlake Terrace. Jayme's real grandparents live too far away to attend so Orv and Kay Shadduck, his good friends, came in their place. In addition to a tasty meal, the 238 children and adults were treated to music by the Cedar Way Chorus, directed by Nancy Dawson, and the Meadowdale High School Impressions, under the direction of Bob Burton.



Community involvement and opportunities for some fun have always been a tradition at the school. In the picture above, we see Mr. McAdam throwing out the first pitch of a student/faculty game on May 22, 1966. On the left is an Enterprise News Clipping from 1988.



2014: Birdie: Brookelyn Knoth, age 8 CWE

Even with all the construction, space was still a problem and in 1960, Superintendent Silvernail sought help from local churches for 10 classroom spaces. The burden to keep up fell across so many School Districts that the State instituted an Emergency school construction program to match qualifying districts fund raising to as much as 85% of a project budget. Edmonds was able to use this resource frequently over the next few years.

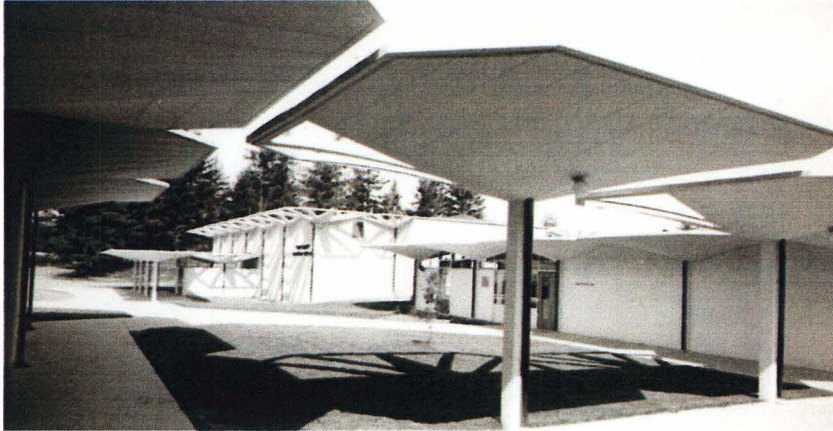
During the spring of 1960 the voters were asked to step up once again for a \$350,000 bond and a \$173,000 levy. Both measures passed narrowly. In September, with a contribution from the State Emergency fund of \$496,614, voters passed the measure handily. With \$846,600 in hand, the first Maplewood School would soon be built and the site for Meadowdale High School would be purchased.

In November, the plans for Spruce Elementary would be finalized and John F. Kennedy was elected the 35<sup>th</sup> President of the United States.

*“A mind once stretched by an idea never regains its original dimension.”* Oliver Wendell Holmes

## 1960 Second Cedar Valley Elementary

Architect: Ralph Burkhard  
Contractor: Edmonds Construction  
Original Cost: \$564,980  
Classrooms: 20



Just at the end of the 2016/2017 school year I had the wonderful opportunity to interview two retired teachers who worked together at both old Cedar Valley and the new one. They are Carol Lavelle and Karen Bruck. When they started out at the old Cedar Way, then on 52<sup>nd</sup> Avenue West, the elementary had been closed for two years, and was, at the time partially occupied by the Co-Op that would eventually make its way to Maplewood in later years. I asked them what their first day was like. With a little chuckle in their voices they explained that the staff were all new as the elementary was just starting up. There were very few supplies and a lack of veteran staff to mentor. “We were all trying to figure it out as we went along” said Lavelle. Even the Principal, Gayle Everly was new to the building. They had to get creative and the Co-Op teachers played a big part in that. The fledgling school staff sought help with numerous things from a sheath of paper to how to deal with disruptive kids. Having both spent many years in the Cedar Valley culture, they taught 5<sup>th</sup> grade English at the new building. I had asked them who inspired them and both ladies spoke about school counselor Betty O’Bryan and Principal Charlotte Byer as most affecting their years in the new building. I asked them about students and staff that particularly touched them. After talking for a short while, both ladies teared up a little about the hundreds of students that they worked with. Many had come back to them from the early 1990’s to 2016 to say hi and reminisce together. (42)

In 2001, Cedar Valley closed and reopened as Scriber Lake Alternative High School until 2007 when Scriber was moved to the Woodway Campus. It was torn down in early 2008 when plans were to relocate the ESC and Trans Maint to the site. The economy delayed development until 2016 when the new Maint/Trans opened.

(42) Enterprise, November 30, 1960

## Schools make civil defense preparations

*E 11-30-60*  
During the next week every parent of a school child within District 15 will receive the current school civil defense plan.

After months of examination of each school and the transportation problem, members of the school district staff set up a plan which takes into consideration the problem of safety of all children in case of attack on this country during school hours.

The plan has been worked out under the direction of Jim Rothnie, civil defense coordinator for School District 15, the school administration, and Harold C. Peterson, Snohomish County civil defense director.

Parents are urged to read the letter carefully. The plan should be talked over within the family and a family plan established. Then the questionnaire should be returned to the school quickly so the school may complete its plan.

As civil defense can be only as strong and protective as the individual’s ability to care for himself and his family, each parent is urged to take an interest in total civil defense planning, District 15 officials said. Groups such as the P-TA, also should study civil defense as it applies to their community and their families, the officials said.

The district is faced with a problem of proximity to the target area of Seattle, transportation, crossing of evacuation roads.

## 1960 First Mountlake Terrace High School

Architect: Ralph Burkhard  
Contractor: Brazier Construction  
Original Cost: \$1,930,063  
Classrooms: 50

## Book Closes On School Year, High School -- Terrace Mourns Old, Readies New (43)

MOUNTLAKE TERRACE - Goodbye Hawk Dome, red-and-gray school sign and student murals. Goodbye leaky ceilings, cold rooms and outdoor lockers. Today,



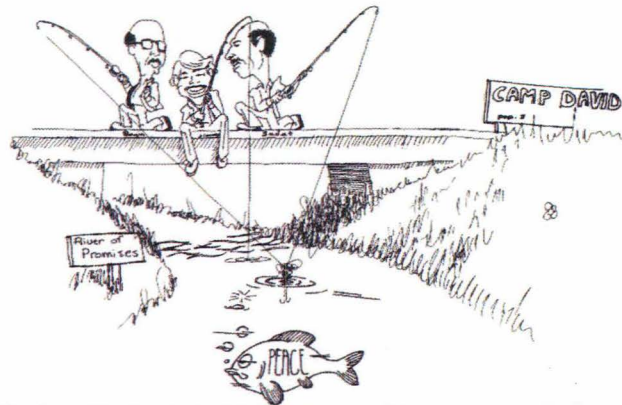
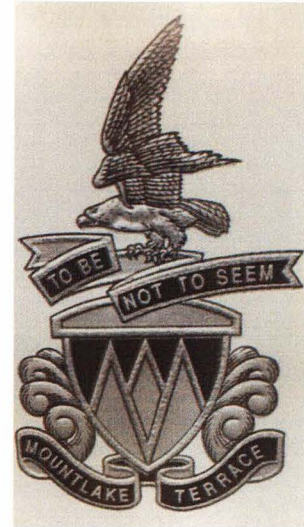
the end of the school year at Mountlake Terrace High, students and faculty members say a bittersweet farewell to their old school. The upcoming demolition of the 31-year-old school and next fall's move into a new, \$28 million campus have left many with mixed emotions. "Everything is broken down," said student Danh Nguyn, 16. "But I'll miss the old school because of memories."

Most of the school's 1,100 students are sad about losing their beloved Hawk Dome, the only circular-shaped gym in the area. The Edmonds School District wasn't able to build a dome at the new school because

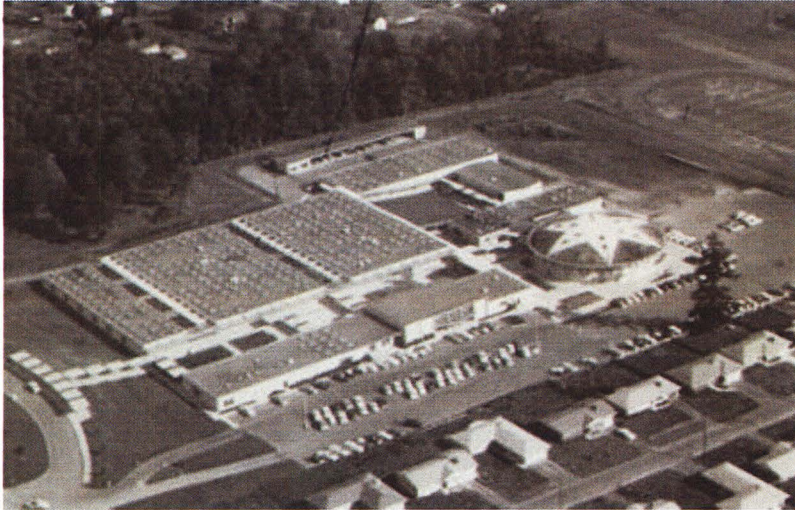
of limited money. "Not many schools have the Dome," said Tony Hull, 19. "Ours is original." Students will no longer be able to say "Rock the Dome" to express excitement. "Rock the gym' doesn't sound so good," said freshman Kristen Vennes.

Lynnwood City Councilman Dave Gosset, a 1969 graduate of Mountlake Terrace High and former student-body president, said he has great memories of the Hawk Dome, including an impromptu tribute to an administrator. "I remember I got the whole school to sing 'Happy Birthday' to the vice principal," he said. "Later he told me it wasn't his birthday."

(43) Seattle Times, June 28, 1991



The [Camp David Accords](#) were signed by Egyptian President Anwar Sadat and Israeli Prime Minister Menachem Begin on 17 September 1978, following 12 days of secret negotiations at Camp David. This political cartoon was penned by an unknown student and comes from the 1979 yearbook.



Others said they won't miss the old school at all. "If I could throw the first sledgehammer, I would," said John Traxler, a math teacher and 1984 graduate. The old school has had problems with heating, leaky roofs and outdoor lockers. The Edmonds School District decided remodeling costs were too high compared with the benefits of building a new school. A 1986 bond issue

paid for the new school's construction, which started about two years earlier. After demolition, the old school grounds became a parking lot and athletic field for the new facility.

The ceilings of several classrooms have large brown water spots that look like coffee stains. Some teachers had to put buckets under the dripping ceilings during rainstorms. "I came back from Christmas vacation and found one of my computers in a puddle," Traxler said.

The school's faulty heating system has made some classrooms too hot and others too cold. "This building has outworn its usefulness," said marketing teacher Craig Olson. "Kids are coming in with huge coats on. They can't get comfortable". "When they opened (the school), they were bragging they had built the school at low cost per square foot. Now it shows it."

When the school's walls come tumbling down, so will the student murals painted more than 10 years ago in the social-studies room of teacher Bruce Beaman. The traditional senior-class mural in the cafeteria already has been torn down.

Another part of the school, the hawk emblem on the floor of the Hawk Dome, has been cut out and packed away until the fall, when it will be displayed in the new building. It's one of the few mementos that will be saved from the old school. "We have to rebuild memories in (the new school) because our old memories will be torn down," said sophomore Bridget Chervenell. Still, most students and faculty members are excited to move into their new school and see it as a boost for school spirit.

"A new building is a new birth," Beaman said.



In 1981, the Reverend Jesse Jackson came to talk with students about the civil rights movement.

## 1961 First Maplewood Elementary

Architect: Theo Damm  
Contractor: Shaffer Construction  
Original Cost: 561,305  
Classrooms: 20



Sheila Rucker taught at both the original building and the current one. Her wealth of knowledge tells a lot about the K-8 program from how it started to what it is now.

*"As I began to reminisce of these wonderful years I remember that my daughter and son (soon to be 40 and 37) say to this day that it was the best experience of their lives. PCEP was founded by a small group of parents in August 1983 at Mountlake Terrace Elementary as a K-2 program with 60 students. As it expanded each year, adding a new classroom at the Kindergarten level, it was split between Mountlake Terrace Elementary and Brier Elementary. Space got tight in both those buildings and it was moved to help reopen Martha Lake Elementary (the old building). Again, as the program grew we were moved to Madrona, with the Non-graded Program, then to Cedar Valley Elementary and finally to the old Maplewood building, then moved out to the old Alderwood Elementary and then back, where it current exists in its new building.*

*I was one of the founding families with a Kindergarten student in the fall of 1983. The idea of having the opportunity to partner home and school with our daughter seemed like the exact path from our Co-op Preschool experience. Both of my children went through all of their elementary years, and my son was in the first expansion of adding 7<sup>th</sup> and 8<sup>th</sup> grade to the program. So for me, coming back in the education field in 1997 as my children got older and getting hired at the Co-op (still known as PCEP) to teach Middle School 7/8, was the perfect job. I've always believed that having parents involved directly in the child's educational experience is good for the child, their parents, teaching staff and administration. That is the main piece of the success of the Maplewood Co-op, having parents directly work with teachers, in the classroom for many of the families, and volunteering to help out in any way is how the program continued to grow over the years. We were one BIG family, wanting success for every student!*

*Getting our own building finally was one of the main goals of the founding parents. We parents and PCEP staff, did not care if the Maplewood School was pretty rundown. The belief was "the building does not make the program; it's the people." Then when the Capital Improvement levy passed to rebuild the school, the picture was complete. Now we had a building that fully represented our community, PCEP and the Maplewood Center, many of the partnering goals would be able to be met. Mixing the housing of the Maplewood Center students with the Co-op where classrooms could be side-by-side. For me in the Middle School, the Maplewood Center students were able to cross paths in the halls and our MS students were able to volunteer and be peer models in their classrooms. This was a fabulous experience for both programs.*

*The funniest thing was holding classes, Spring Fling Middle School dinner/dances in the old 'arboretum' center in the middle of the Maplewood Center area of the old building where our MS program was housed. When the remodel took place this area became our Technology Lab. My proudest moments were with individual student successes, whether it was in math or athletics. When students didn't believe they were capable and then had opportunities to succeed, those were the best of times. Our Middle School athletic programs were 'no cut', so every student, of any ability could play. I loved that philosophy! And having students come back to visit after they had moved on to high school and say they "loved" math and were doing well, that is the greatest feeling! Probably the student that touched me the most was Ashley Hansen who was my Yearbook Editor, and had often expressed that she wanted to be me; to come*



*back to Maplewood when I retired and teach Social Studies in the Middle School and be the Yearbook Advisor. This was the most flattering compliment I could get. We don't always get to see where our "kids" go and to what successes they attain."*

The first building served until 2000, when it was demolished to make room for a new building that opened in 2002.

## School district hunting 140 new teachers

Enterprise 1-11-61

The teacher recruitment program activity in Edmonds School District 15 is in high gear as efforts are made to find and employ an estimated 140 competent and qualified teachers needed for the 1961-62 school year, R. J. Cebull, district administrative assistant, reported.

Interviewing teams consisting of two to five staff members have been named and assigned to visit state and private colleges and universities throughout Washington. Interviews will be held on campus with all interested prospective teacher candidates.

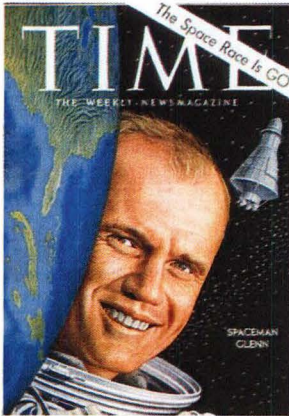
First of the interviewing teams will visit and conduct interviews on the Washington State University campus at Pullman on January 12-13.

School leaders at this time estimate that District 15 will need 55 to 60 teachers for new positions created by enrollment increases for 1961-62. Another 80 to 85 teachers will be needed for replacements.

Of the new teaching positions, it is estimated that the district will need 31 elementary teachers, 12 teachers in the junior high and 12 teachers in the senior high school.

It is also estimated that 10 new positions will be created in the administrative and counseling staffs to serve the needs of the district's schools.

Scheduled interviews will be held on the campuses of WSU, WWCC, U of W, SPC, CWCE, EWCE, Whitman, Walla Walla College, Holy Names, Whitworth, SU, PLU, UPS, WWCE, and at the Spokane Inland Empire Education conference.



## Schools make civil defense preparations

*E 11-30-60*  
During the next week every parent of a school child within District 15 will receive the current school civil defense plan.

After months of examination of each school and the transportation problem, members of the school district staff set up a plan which takes into consideration the problem of safety of all children in case of attack on this country during school hours.

The plan has been worked out under the direction of Jim Rothnie, civil defense coordinator for School District 15, the school administration, and Harold C. Peterson, Snohomish County civil defense director.

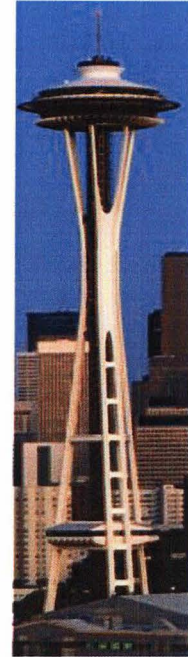
Parents are urged to read the letter carefully. The plan should be talked over within the family and a family plan established. Then the questionnaire should be returned to the school quickly so the school may complete its plan.

As civil defense can be only as strong and protective as the individual's ability to care for himself and his family, each parent is urged to take an interest in total civil defense planning, District 15 officials said. Groups such as the P-TA, also should study civil defense as it applies to their community and their families, the officials said.

The district is faced with a problem of proximity to the target area of Seattle, transportation, crossing of evacuation roads.

At the beginning of 1961, enrollment was continuing to expand, and planning for another new school was underway, called Spruce Elementary. Also, during the spring of 1961, plans were being made to build a new school to replace the aging Alderwood Elementary, turning the former school into a central location for administration. Classroom space was still inadequate and, just to keep up, planners anticipated purchasing 6 portables per year over the next several years.

By summer, work was well underway for the 1962 World's Fair, featuring the Space Needle with the first revolving restaurant in the world. By August, the Berlin wall was built, John Glenn became the first American to orbit the earth and the Beatles released "Love Me Do" to begin the British invasion. The cold war reached a critical stage with the Cuban Missile Crisis in October.



From time to time, we all need encouragement. Here is a sample of one unknown teacher's survival kit:

**Toothpick:** reminds us to look for the good qualities in ourselves and our students.

**Rubber Band:** reminds us to be flexible; things don't always go the way we plan

**Band Aid:** reminds the teacher that sometimes we do more than teach, that we help heal hurt feelings, broken dreams and lend an ear to a child's problems

**Pencil:** reminds us to be thankful, listing our blessings daily, but also to encourage to list theirs and be proud of accomplishments

**Eraser:** to allow students to know we are human and make mistakes just like they do and it's ok

**Chewing Gum:** to know we can stick with it, and encourage others to do the same. Even the impossible can be accomplished by sticking to it.

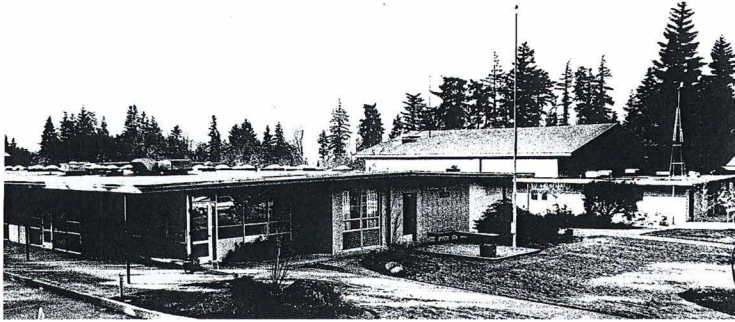
**Mint:** reminds us and our students that we are worth it

**Candy Kiss:** because everyone needs a hug or a little attention, or a warm fuzzy every day.

**Teabag:** reminding us that we need time to relax

## 1961 Seaview Elementary

Architect: William Arild Johnson  
Contractor: Korsmo Brothers  
Original Cost: \$505,147  
Classrooms: 20



Sherri Herdrick, Debbie Alseth and a co-worker pose in 1987 for the PTA Golden Acorn Award.

Bob Shepard taught 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades for 25 years at Seaview and shares his thoughts regarding his career at both the original facility and the new one:

*“My career has been with Seaview Elementary School, where I taught 4<sup>th</sup>-6<sup>th</sup> grade. During my time I was able to witness the transition from the old Seaview building to the new building, to serve in a variety of school and district leadership capacities, and to receive some honorable recognition for my service. Most importantly I have had the great fortune to work with wonderful students and their families and to be a part of a very supportive staff of fellow teachers and district employees.*

*I am most proud of having worked with the PTA as a Teacher Representative and to head up the ASB and have that group become part of the PTSA. I am also proud of receiving the Christa McAuliffe Award, a National Science Award, the PTA Golden Acorn, and becoming a National Board Teacher. In addition, my work, involving my 5<sup>th</sup> graders with the Parrinville Creek, for 20 years has resulted in an environmental success.*

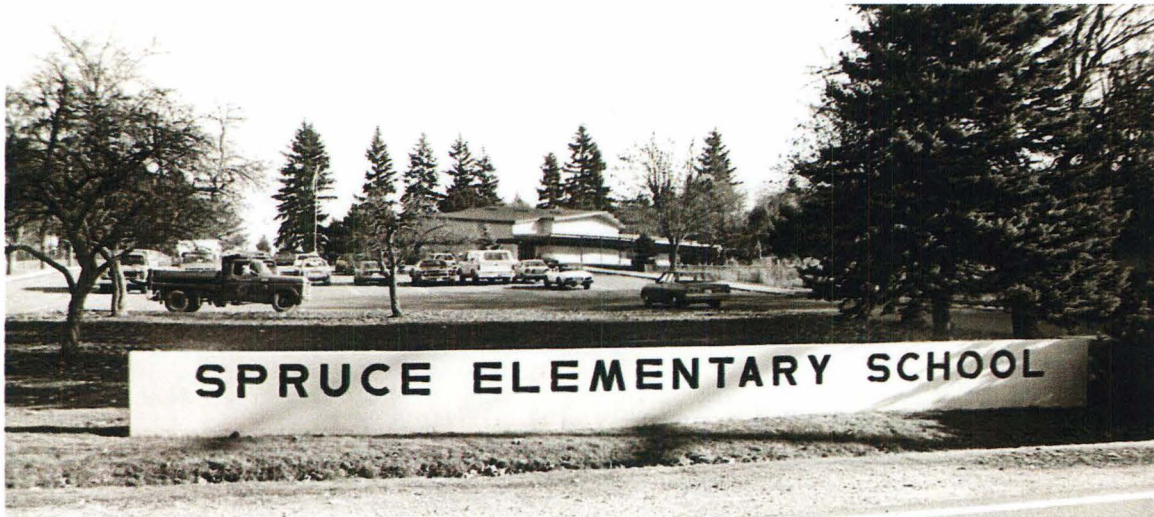
*Perhaps the funniest thing that happened to me was years ago, on one of many overnight field trips to Pioneer Farm. I was attempting to teach students how to milk a cow. When I pulled on a teat the cow proceeded to erupt with a big poop. From then on, for many years after at the farm, my students would ask me to “poop the cow”.*

*Many of my students have gone on to become important people in the community and workplace. I have been able to keep in touch with quite a few of them and I am very proud of their work. Perhaps the most notably famous person is Anna Farris. Although she was not in my class, I worked with her as an Outdoor School Counselor. I was also fortunate to work with her parents who assisted me in bringing a dozen students from Puerto Rico to meet their Seaview story partners.*

*One student who really touched me was Alexa. She was always hard working in class and helped me with many extended projects. As she graduated high school I helped her with a letter of recommendation for college and she reciprocated by writing a wonderful letter to help me receive a National Science Award. We remain good friends.”*

## 1961 Spruce Elementary

Architect: Ralph Burkhard  
Contractor: Shaffer Construction  
Original Cost: \$581,343  
Classrooms: 20



Principal Emily Moore commented in the fall of 2017 that **“There are many exciting things coming this fall,”** including the first of four family Potluck dinners. Like other schools, these events are aimed at including all cultures in the Spruce community. One of the offshoots of this environment is the Spruce Parent Partnership made up of parents and teachers to support the incredible work our students are doing every day. “One of the tasks the Partnership takes on fund raising for field trips, science projects and more.” Earlier projects included “fund raising for 5<sup>th</sup> grade students to visit the University of Washington for a day of touring and learning about university life. Funds also paid for books for our 5<sup>th</sup> and 6<sup>th</sup> grade students to take part in the Battle of the Books.”

“We are excited to share our continuing work around the Edmonds School District Math Initiative that focuses our teacher professional development on Math and implementing more effective approaches to teaching math in classrooms for each and every student. One of the most important things we are learning about is the idea of teaching and learning with a Growth Mindset. This centers on the idea that there really is no such thing as ‘math people’ or ‘non-math people. The idea is based on the work of Stanford University Professors Carol Dweck and Jo Boaler and brain research that shows how well the brain can adapt to new ideas and circumstances, and that when we present math as a way of making sense of a situation, we can all learn math at high levels.”



2009 Daffodil: Zanah Brown,  
Age 11 SPE

**“Some drink deep from the river of knowledge- others just gargle.”** Woody Allen



Spruce students have always enjoyed the arts. Here is a one of several murals that decorate the school. This one is from the late 1960's that brought the talented work to schools as seen in this undated article from the Everett Herald.



*Price was right for school's mural*

For the cost of a postage stamp, Spruce Primary School in Lynnwood now has a major piece of art that was exhibited in the Washington Pavilion during Expo 86. "I call it my 22-cent acquisition," said principal Lynda Tripp, who saw the corporate mural at Expo and then wrote to the world's fair commission to see if her school could have it when the exhibition closed. The brightly colored mural, which features the logos or symbols for about 20 Washington corporations, was unveiled Thursday night in a ceremony at the school that offered speeches, yogurt for everyone and music by the Alderwood Middle School Concert Band.



2012: My Starry Night, Sung Ho Park, age 12 SPE



2013: I'm Melting: Hector Martinez, age 12 SPE



Spruce outdoor tile mural

Just as in life, not everything has a happy ending. In 1998, Spruce lost PE teacher Joanie Boswell and student Jordan Julius. To honor their memory, the Spruce community came together to make one of the schools best features, the memorial garden located just outside the main office.



Letters to Editor:

6-21-62

### Wants Double Shifting Explained

Editor, The Tribune-Review:

Within the past several weeks, I have been informed by a number of persons that a strong possibility exists that the Woodway Elementary School will be operated on a shift basis (i.e., a portion of the children enrolled will attend during abbreviated hours in the morning, and the remainder will attend an abbreviated session in the afternoon) for an undetermined period next fall.

Upon inquiry to school administrators I was informed that this information was indeed true and that this possibility existed and was in fact a probability, dependent upon the completion or non-completion on schedule of the new Sno-line Elementary School. As construction appears barely, if at all, under way on the new Sno-line School, and based on past construction performance on schools in this and other districts, the shifting program, to me, appears probable.

Having experienced the inferior educational product which is an inevitable consequence of split shifting, due to the shorter periods of time spent by students in the classroom, in addition to a myriad of other problems which arise for school administrators and the students as a result, I find it difficult to think of anything more damaging to the future educational prospects of elementary school children at this extremely important stage of their school lives. It is my feeling that it is at this time (at the elementary school level) that young students are developing their attitudes toward school, which will substantially affect their future performance as they progress in their educational endeavors.

As one who has supported school bond issues, a recent one following an issue which failed and certainly contributed to the present situation) which had as one of its major points that failure of passage would necessitate split shifting, I

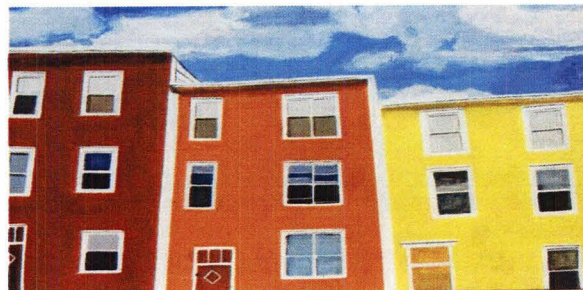
also would hope that every effort possible has been and is being expended to insure completion of the new elementary schools under construction prior to the resumption of the next school year.

If public relations is an important aspect of the school program, I also feel that an impending situation such as this could be handled somewhat more effectively. There has been no announcement from school authorities concerning the possibility of split shifting at Woodway Elementary School, which I'm sure most parents would consider of great importance and which in fact must be the case, as any number of persons of my acquaintance in heated tones have mentioned the matter to me and are in a similar position regarding the paucity of information available. Rather than allow such a situation to develop, which always results in more difficulty in the end, it would seem reasonable that school authorities should issue a statement of some kind clarifying and explaining this matter.

R. D. CASAD



1974 Swim Team Cartoon by unknown student artist, Woodway High School



2017 Bright Day: Mina Lee, 8<sup>th</sup> grade College Place Middle

## 1961 Meadowdale Junior High/Middle School

Architect: Dan Miller  
 Contractor: Northern State Construction  
 Original Cost: \$1,360,202  
 Classrooms: 35

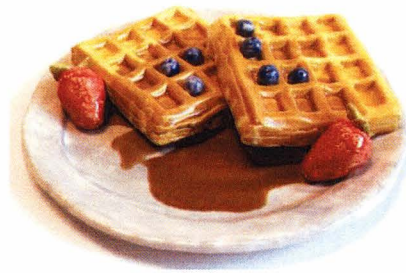
Meadowdale Junior High was a real trend setter when it opened. Designed to have natural light pour into the building through clear story windows and sky lights, the wide covered walkways kept direct sunlight out of the classrooms, maintaining fairly even light levels. Meadowdale Junior was divided into three identical classroom units of eight rooms with special rooms built around the library and courtyard. These rooms were for Arts and Crafts, Homemaking, Shops and Drafting. This design allowed each grade level to have their own block of rooms, with the more specialized instruction occurring in a central location.



Student lockers were located to be convenient to the bus drop-off and pick-up area on the east side of the building. Corridors had a visual impact with the gabled roof line and sloping wired glass skylights. Many classrooms were divided with an operable folding walls to increase flexibility and allow Teachers to work together. The building served the Meadowdale community until it was replaced in 2011 with a new building, constructed on the same site so relocation was unnecessary.



2014 Modern Tree House: Ryan Both, age 14, MMS



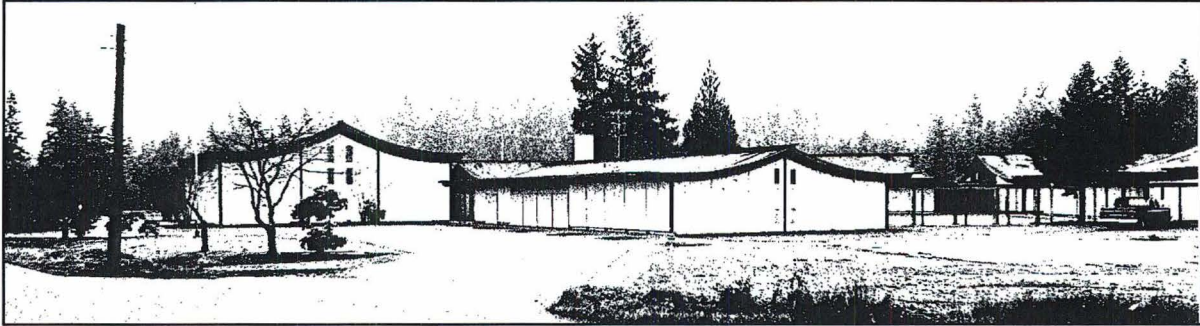
2015 Waffles: Cassidy Gamble, age 14, MMS



2015: Seagull: Shelby Norton, age 13, MMS

## 1962 Cypress Elementary

Architect: John Wright  
Contractor: Korsmo Brothers  
Original Cost: \$575,861  
Classrooms: 20



Cypress only served the District for nine years and was closed in 1971 as the bubble of the baby boom waned.

It was the year that saw the first flight of the Boeing 727 and the opening of the Evergreen Floating Bridge. 1963 was a banner year for opening new Facilities. Lynnwood Elementary, Madrona Junior High and Meadowdale High School all opened their doors. In addition, the District built a central facility for Transportation and Maintenance, and a central warehouse on the east portion of the Alderwood Elementary property. Enrollment pressures continued in the Puget Sound area and neighboring districts were lobbying the Board to take in their overcrowded students, even though Edmonds was still double shifting several schools for the same reason. In June, planning began for another junior high school in the Alderwood vicinity.

In August, Martin Luther King delivered his “I have a Dream” speech in Washington DC, hoping to calm racial tension and inspire civilians and government into action. On November 22, 1963, President Kennedy was assassinated, shocking America into sorrow. With this event, the 1960’s transitioned into the most tumultuous decade since the Civil War. It was lightened, for a moment, in January 1964, when the Beatles released “I Want to Hold Your Hand” skyrocketing to number 1 on the billboard charts.



1995 Untitled: Chris Anderson, age 16, MTH

## 1962 Snoline/Woodway Elementary

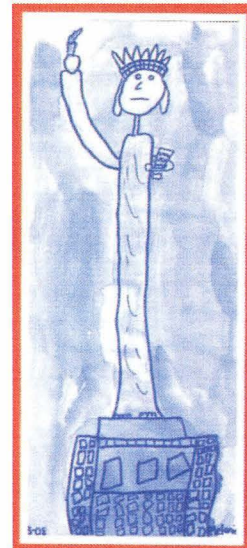
Architect: Waldron & Dietz  
Contractor: Venne Beauchamp  
Original Cost: \$598,873  
Classrooms: 20



The last Principal at Woodway Elementary was Craig Madsen, a veteran administrator who had worked at a number of schools both in and out of Edmonds School District. He had these comments regarding his time there:

“Declining enrollment at Woodway and Evergreen Elementary made their eventual closing very likely. When the Woodway principal transferred, the district was faced with the decision of whether to hire a new principal that they would have to place in two years or hire an interim to close the building. They decided it wiser to hire an interim. By the time I arrived, the enrollment was down to about 150 students. Staff were forced to have multi-grade split classrooms, separating students who needed to be in different classrooms became impossible, and a whole host of problems that accompany the decline of a school, challenged the staff, students, and parents. Of my time at Woodway, I am proudest of the planning and execution of the transition activities, successfully moving students to Westgate Elementary and Sherwood Elementary. We coordinated with the transition schools to have visits, blend PTAs, and arrange social events to introduce students to future classmates. We had informational meetings with parents and coordinated with the Transportation Department so families knew how students would be transported to the new schools. Many Woodway staff members transferred to either Sherwood or Westgate so students saw familiar faces upon arrival.

The student that went on to become notable was a child who had many behavior incidents in his time at Woodway and went on to pull himself together and became an outstanding athlete, receiving a college scholarship.”



2008 American Symbols:  
Melanie Kessler, age 7, WWE

Following the 2009 school closure, the building was leased to a private school. When the decision was made to demolish Melody Hill Elementary, several of the tenants moved to Woodway for two years before the district recaptured the school as a transitional home for Mountlake Terrace Elementary while their new school was constructed.

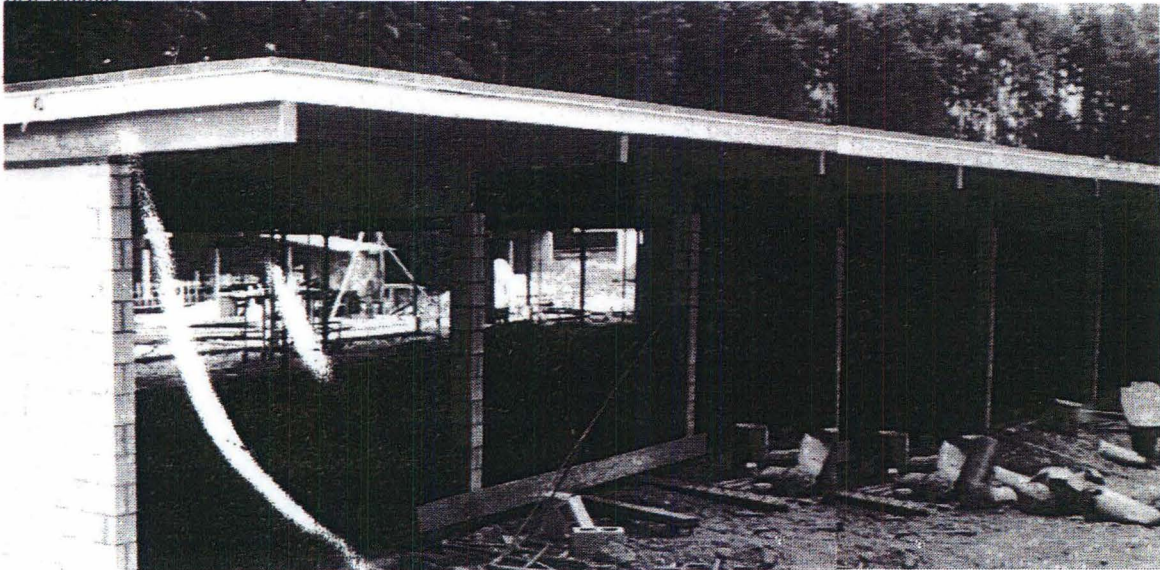
During the first years of the sixties, the Board, already burdened with delays, had to face other issues. The rain was heavy enough to close construction sites until the mud could dry out and strikes, like this one, delayed progress even more.

## Iron Workers Strike to Force Double Shifting of Some Schools

FR 7-19-62  
At least six elementary schools in District 15 are due to go on a double shift program in September as a result of the iron workers' strike, Supt. Harold Silvermail reported to the School Board Monday night.

The strike has stopped or slowed to a walk construction at the Snoline, Cypress and Cedar Valley Schools. The first two buildings are being constructed by member firms of the Associated General Contractors, against which the iron workers struck May 27. The contractor for Cedar Valley is not an AGC member, but one of his subcontractors for windows is, so no windows can be put into that building.

Adding to the grief was the fact that plans were made for the summer at 22 other schools. Improving elementary school playgrounds was a major priority that year. Beverly, Forest Crest, Lynndale, Melody Hill, Mountlake



Terrace, Seaview, along with Spruce, Westgate and Woodway received new play equipment.

Students, especially in high school, pull occasional pranks. Some are disruptive, some can be down right dangerous and some are hilarious. I was close to one guy who set up the funniest one I've ever heard of. We were both in sophomore biology, and the teacher had a really good sense of humor. The prank had to do with a certain cassette recorder. He ran the tape out about twenty minutes before leaving a message. Before class, he was able to sneak the recorder into the teacher's file cabinet.

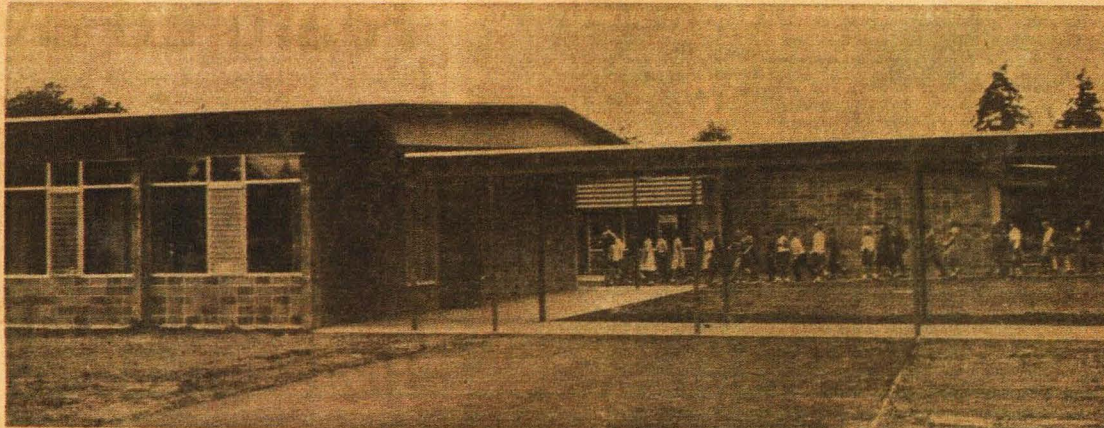
Fifteen minutes into his lecture, a faint and plaintive voice said, "Let me o-u-t, please let me out." Only two or three heard it. In five minutes and in a slightly louder message came "Help me I'm trapped, let me o-u-t. After several renditions of this, each time a little more clearly, a search began with no results. "Help me, let me out." The teacher even opened the file drawers, but did not notice the tape recorder, but he left that drawer ajar. Next time the message sounded, the source was discovered and everyone had a good laugh.

## 1963 Lynnwood Elementary

Architect: Jack Wright  
 Contractor: Brazier Construction  
 Original Cost: \$592,846  
 Classrooms: 20



# New Lynnwood School Opened



**NEW SCHOOL**—Children walk to class during first day of new Lynnwood Elementary School's operation. (Herald Photo by Ray Watters)

**SOUTH COUNTY** — The new half million dollar Lynnwood Elementary School opened yesterday at 44th Avenue W. and 188th Street SW. Principal Walt Nelson said everything went according to schedule, although the bell system was not working and youngsters had to be called in from recess with a whistle. He expected it to be operating by today.

Most of the 522 students are walkers, the remainder transported by three buses. Only one youngster got on the wrong bus yesterday and ended up at Cedar Valley School from which she was promptly returned to Lynnwood. Nelson said, "We had some real fine cooperation from the Lynnwood police in getting crosswalks set up and establishing walking

patterns for the youngsters. Police Chief Glandt was most helpful." He started working at the school 10 days ago in preparation for opening day and the teachers started planning early last week. Teachers and students were previously double-shifting at Spruce Elementary. Nelson and his staff were at Forest Crest Elementary last year.

The school is constructed of brown-gold block in a contemporary design, campus style. There is a multi-purpose unit, central unit housing the offices and library and four wings of five classrooms each. The school is set back in from both streets amidst a pastoral setting. Horses graze 100 feet from the front entrance and cows roam

the woods in back of the school. Nelson said the play areas will be blacktopped soon but the lawn seeding is only in the planning stages and may not be done before spring. The school serves the northeast Lynnwood area and a small portion of county area. He said a parents' meeting will be held within a few weeks to make plans for the year.



NW Coastal Owl  
 Annie Heng, age 10, LWE

Lynnwood Elementary is a diverse learning community committed to excellence in academics, ingenuity, and personal character. As a microcosm of the world, the school's goal is to connect with all of their families in the school community in a meaningful way, developing skills and awareness to be contributing members of a global community that is increasingly interconnected. Striving to be critical thinkers, they are inspired to use curiosity and creativity in learning, social and community responsibilities. The school promotes the value of respecting each other through the study of character traits to be a positive force in the community.



## 1963 Madrona Junior High

Architect: Waldron & Dietz  
Contractor: E.F. Shuck Construction  
Original Cost: \$1,234,760  
Classrooms: 35



organized by Joe Rice and a team from Sherwood Elementary. There are several attributes to a kindergarten through eighth grade school that are different than the traditional elementary or middle school. These are explained on the website: Each primary class consists of first, second and third grade students. Each intermediate has fourth, fifth, and sixth and our middle school classes combine both seventh and eighth grade students. Madrona believes that relationships between students and their teachers, as well as amongst a group of students are at the heart of learning. Our students have the benefit of working with their teachers for three years. Teachers come to know their students very well and each classroom becomes a true community. In addition our classrooms (here we call them centers) are taught by two teachers. Each child has the benefit of more than one teacher in addition to the specialists that work with our students.

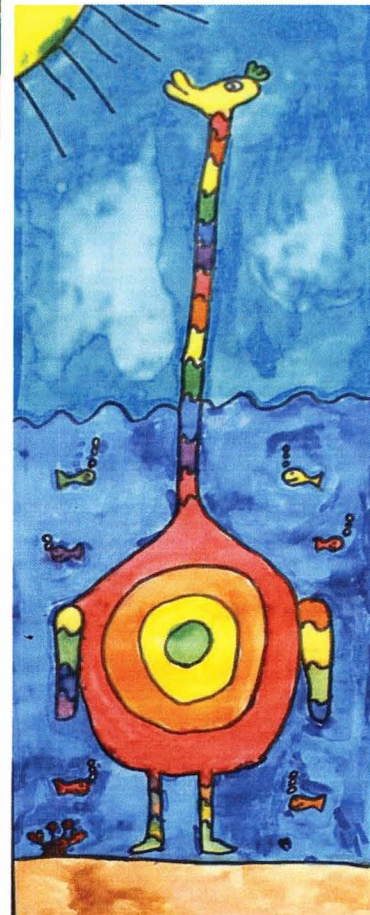
Continuous progress K-8 is the goal for each of our students. As a K-8 school we are able to continue strong, positive relationships with our students through their middle school years. At Madrona our emphasis is on “the whole child.” We include character development and social skills integrated with our academics. We believe that it is just as important what kind of people our children become as it is how much they know. Together staff, students and parents



are creating a culture of respect and responsibility. Our parents and staff work in partnership to meet the needs of all of our students at Madrona. We call this group the MIT, (Madrona Integrated Team) and every parent and staff person is automatically a member. At

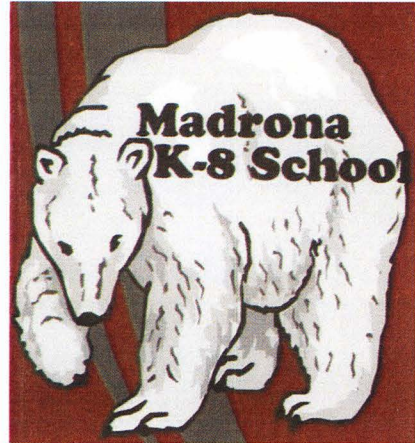


Originally built in 1963 as a junior high for grades seven to nine, Madrona transitioned to a K-8 school in 1989. The program was



2016 Sneetch: Chloe Peterson, age 9, MA

Madrona we live out the belief that “it takes everybody to educate everybody.” Parent involvement is a critical feature of our students’ success. Madrona includes the north Puget Sound region’s Deaf and Hard of Hearing program, grades P-8. We offer American Sign Language courses and work inclusively with our DHH students and staff. The school Mission Statement goes to the core values:



“The world our children inherit – the opportunities they have, the dreams they live depends upon the education we provide them. Our vision becomes their reality. To ensure this vision, each child must be given the best educational foundation our staff, parents and community can offer.”



The effort is to allow students to become responsible adults. One of the methods used to project that message is environmental awareness, like the waste free lunch program as explained here.

Did you know one child’s disposable lunch generates an average of 67 pounds of waste each school year? Our average lunch waste is much lower, thanks to our student Green Team volunteers. They monitor every lunch period to assist students in properly using our compost and recycling bins. The Green Team wants your help reducing the lunchroom waste even more with Waste-Free Lunch days. Show your support of Madrona as a Washington Green School and the importance of environmental stewardship by packing lunches with no plastic baggies or wraps on the last Friday of each month. Why pack a waste-free lunch?

- Landfills are reaching capacity and incineration creates air pollution.
- Funds not spent on trash removal can be put to better use.
- Empower our kids to make positive changes for the planet.
- Eliminate the need for processed, pre-packaged foods.
- Teach our kids that even small efforts can add up to big impacts.



1974 Band Cartoon Unknown Artist, Woodway High

*“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings.” The curriculum is so much necessary raw materials, but warmth is the vital element for the growing plant and for the soul of the child.” Carl Jung*

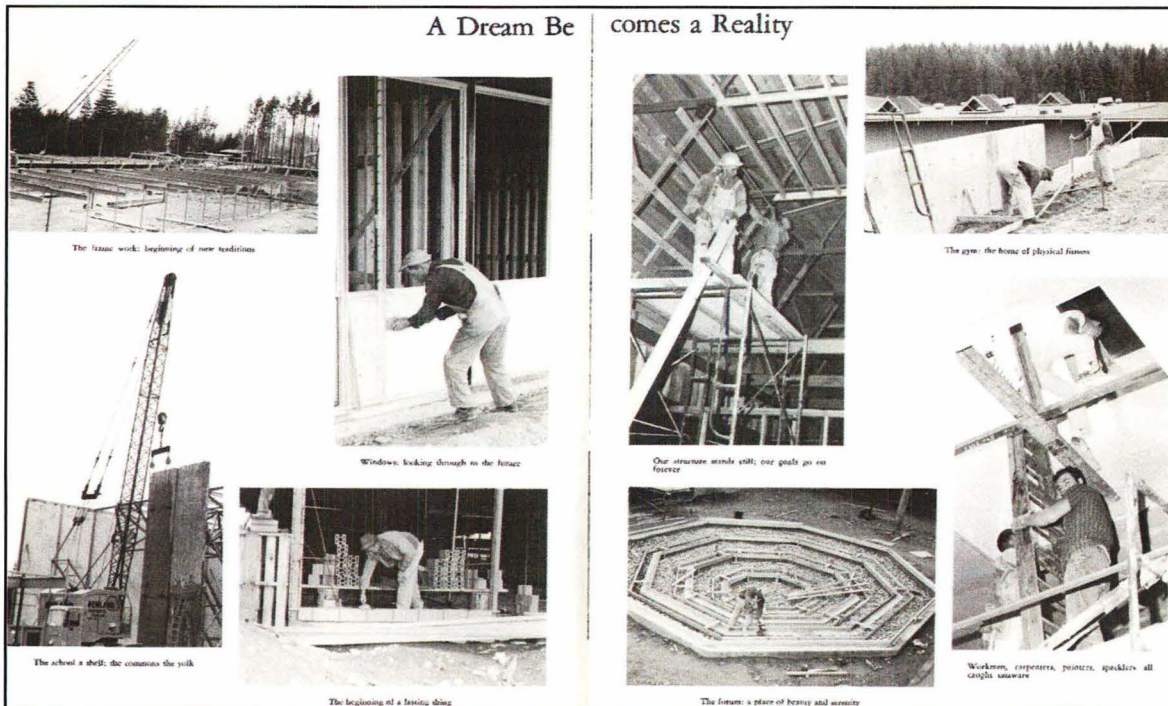
## 1963 First Meadowdale High School

Architect: Dan Miller  
 Contractor: Newland Construction  
 Original Cost: \$2,632,608  
 Classrooms: 40



In the early 60's, Meadowdale residents were elated when the Board took the decision to build a new high school. Enrollment had increased and Meadowdale was the only quadrant that had not received a high school.

A really big snowman: 1964 yearbook



To illustrate the character of the school and excitement around not only the 1963 building, but also for the 1998 facility that replaced it, I'll let our own Debbie Joyce Jakala explain in the 1996 Enterprise piece she wrote, seen on the next page:

# School's past recalled as district celebrates Meadowdale's future

*Teachers, officials, community enjoy ground-breaking for new high school*

By **DEBBIE JAKALA-GIVENS**

**LYNNWOOD** — The new Meadowdale High School isn't going to need a foundation.

It already has a solid base of people who have helped build the current school's memories and who will undoubtedly shape the new site's history.

Teacher Phil Hull has been at Meadowdale since the building opened in 1963 and with the district for a total of 39 years. As a speaker at the ground breaking ceremony for the reconstruction project, Hull amused and touched the emotions of many of the former and current students and faculty and community members who attended the Dec. 3 event in the school's commons.

Sharing a story about an assembly in 1963 where foreign exchange students from southeast Asia told what it met to them to be in this country — during a time when many Americans were going to that war-torn region of the world — had a lasting impression, he said.

"After that assembly we turned a corner and Meadowdale had a whole new face," Hull said. "I think we're much better for it."

Many residents and students have fought for nearly a decade to finally have a new Meadowdale school they believe the community will be even more better

off once the new building is completed.

Parents Nikki and John Gates are among them. Members of the citizens' planning committee, they've helped support all three failed and the fourth and finally successful bond measure that's allowing the \$42.6 million school to be constructed.

"Things had to get really bad before people realized we needed a new school," Nikki Gates said. "Overcrowding and further deterioration of the building — it's sad, it really is."

But the new 1,600-student capacity structure is likely to bring tears of joy when it's completed in the spring of 1998. Four buildings make up the first phase of the total 195,000-square-foot project: the administrative, library and classroom building, main academic building and music and arts facility — home of the 250-seat Black Box Theater and 700-seat Great Hall that also serves as a dining hall.

Most of the site work and the student parking lot were completed this summer so students can transfer into the new building in spring of 1998 while phase two gets under way. Phase two involves students and faculty moving into the three new buildings so the old school can be demolished for a parking lot and baseball field. The gymnasium also will be remodeled and expanded in this phase.

Meadowdale junior Eric Masten is a member of the district's facility design team, an advisory group to the school district on capital projects. It was formed in the spring of 1994 for the Meadowdale, Edmonds-



**Meadowdale choir director Nathan Lansing encourages the audience to join in during the singing of the school anthem.**

Photo by Bridget Besaw

Woodway and Seaview projects.

Having all the classrooms clustered together is one of the nice things about the new building, Masten said, and students are adjusting to one of the more notable changes. There won't be any lockers in the new Meadowdale, Masten said.

"There will be a classroom set of books and a set for students to take home," he said, adding that security and space were factors in the decision. "Actually

it's kind of interesting not having to haul books around."

But students can rest assure that longtime and well-liked teacher Hull will be there to kick-off yet another Meadowdale.

"(A ground breaking) is symbolic of beginning, but that beginning happened a long time ago," said Edmonds School Board president Lou Fedele following Hull's presentation.

## 1963 Transportation and Maintenance and Warehouse

Contractor: Noah Construction

School District 15's maintenance program was aided considerably with the construction of the new central maintenance shop building this past year. Ample shop areas are now provided for the department to carry on its building and repair work.

Special levy money of \$40,000 was used for construction of this building. The entire interior work was done by district maintenance personnel.

School District 15 is indeed fortunate to have such a variety of skills represented in the maintenance department. Employed at the present time, are seven carpenters, five electricians and plumbers, ten landscape and grounds people, and thirteen waxers.

This new facility enables the maintenance department to perform a number of new services, such as: cabinet making, electronic equipment servicing, lock repairing, and key making.

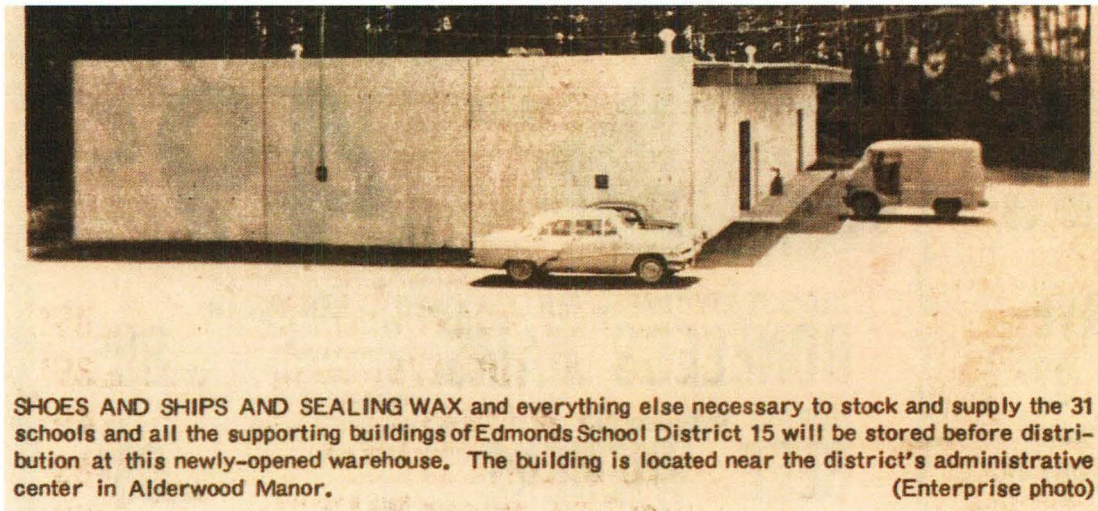
Waxing crews are night workers--waxing floors on a regular schedule. Elementary schools are given a complete floor-waxing treatment every five weeks, while secondary schools are on a seven-week schedule.

Lanscaping new school sites, grounds work, planting lawns and other related work keep ten men busy on a full-time basis in District 15. Some 300 acres of grounds (including playfields) must be maintained.

Pride and joy of maintenance personnel--new shop building.



The warehouse was located on the east end of the old Alderwood Elementary property. The land between would be taken for the construction of Interstate 5.



SHOES AND SHIPS AND SEALING WAX and everything else necessary to stock and supply the 31 schools and all the supporting buildings of Edmonds School District 15 will be stored before distribution at this newly-opened warehouse. The building is located near the district's administrative center in Alderwood Manor. (Enterprise photo)

While District administrators continued with construction and fought hard to keep projects on schedule in 1964, the mood of America was changing. In greater America, political and social problems were on the rise. In March, President Johnson ordered 3,500 combat troops into the conflict in Vietnam. Labor, Civil Rights and the political process began to be daily headlines on the evening news.

By the turn of the year, District planners were preparing several more construction project. Chase Lake, Brier, Hazelwood, and a new Alderwood elementary were in the planning stages. Enrollment continued to climb with 22,017 students. The area just south of Hilltop, known as the Hubbard Loop, was annexed by the District.

Starting off 1965, weather and a plumbers strike made work difficult due to delays and excessive mud. In May, the District learned that the Military Radio Relay Station in Meadowdale would be declared surplus to the needs of the military and would become available for acquisition. While it took quite a bit of time to get through the process, the site would eventually hold Meadowdale Elementary and Middle school as well as the playfield across the street from the two schools.

The City of Lynnwood and the District joined together in developing the Lynndale Elementary site and Lynndale Park. Each party's assets, when brought together, allowed for the creation of both the school and the sports venues at the park.



2012 Unlikely Friends: Ellie Johnson, age 13, Edmonds Heights

During the early sixties, many educational and municipal organizations came together with the idea of how to create a community college in the Edmonds vicinity. Properties could be made available between 68<sup>th</sup> Avenue and 76<sup>th</sup>. Working together, these groups brought about the college. As the construction proceeded, Edmonds School District hosted the first classes at Woodway High. District enrollment was up to 23,689 that year and overclouding was still an issue for some schools. Planning was underway for Hazelwood Elementary and Olympic/Edmonds Elementary and Alderwood Junior High would soon be available.

A Story from the classroom: *Two boys were in the back of the room doing something the teacher thought suspicious. One of the boys saw her and immediately put his hand behind his back. She asked "What are you doing?" and "show me what's behind your back?" One of the boys replied, "We found this ten dollar bill and decided to give it to whoever tells the best lie."*

*"You should be ashamed of yourselves," said the teacher. "When I was your age I didn't even know what a lie was." The boys shrugged and gave her the money.*

## 1964 Ballinger Elementary

Architect: Sullam & Aehle  
 Contractor: Venne Beauchamp  
 Original Cost: \$580,400  
 Classrooms: 20

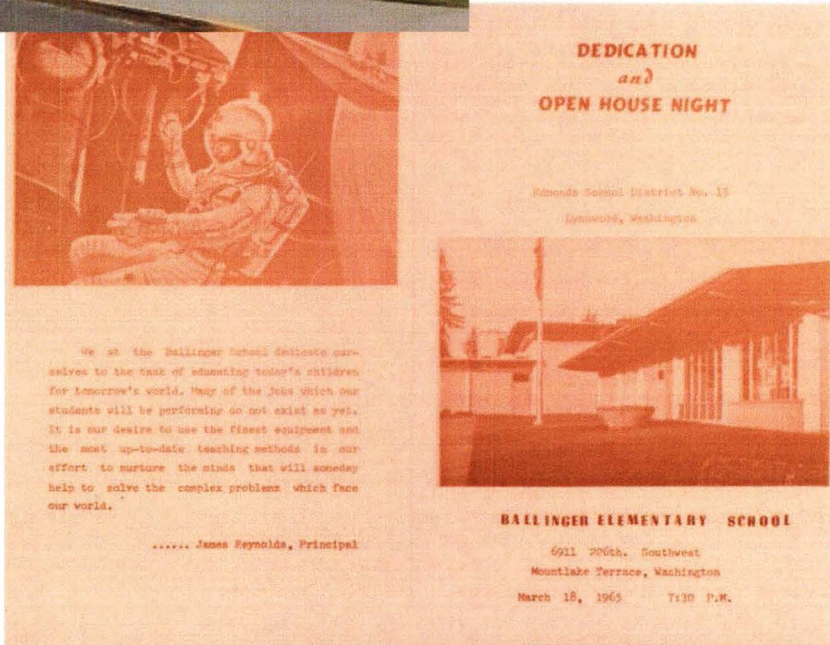


Ballinger was the 21<sup>st</sup> school in the District when it was dedicated in March of 1965. During the ceremony, Director Levy Johnston accepted the keys from the contractor and passed them onto to Mr. James Reynolds, The first Principal.

On the right, you can certainly see how the influence of the American space program affected the culture of the early 60's. Ballinger El. served until 1976 when it was sold and later became the home of the Creekside Church organization.



2015 Christmas Cardinal:  
 Julie Anna D'Alessandro,  
 age 13, AMS

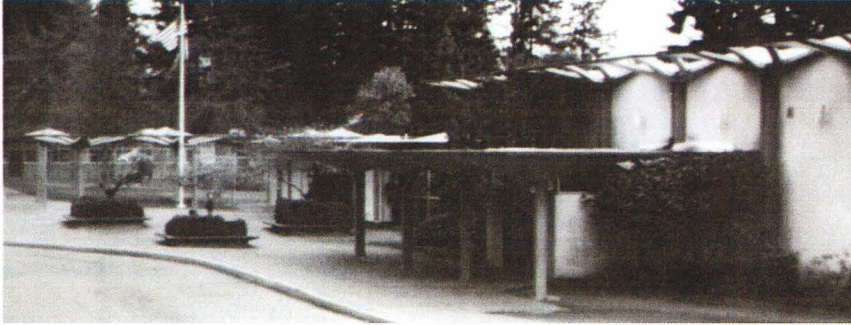


School Construction Underway: Although they are working against adverse weather conditions which have transformed the site into a sea of mud, workmen still hope to have the Ballinger Elementary School completed in time for occupancy next September. (44)

(44) The Enterprise, November 27, 1963

## 1964 Meadowdale Elementary

Architect: Dan Miller  
Contractor: Edmonds Construction  
Original Cost: \$599,789  
Classrooms: 20



This building is actually the third Meadowdale elementary level school. It was preceded by the building across the street from Beverly, (still standing) and the earlier one room school house on 56<sup>th</sup> Avenue West. I

think the best summary of this school actually came at the end when the school was about to be replaced by the current facility. In the closing ceremonies on June 4, 1998, then Principal Kyle Kinoshita remarked:

### Meadowdale Elementary School 1963 – 1998 “Thanks for the Memories”

*“Tonight, we commemorate 34 years of memories as we say thanks and farewell to our old building, which has served the Meadowdale Community as a center of learning. In approximately one and a half years, around December 1999, we will return to a new facility, intended to serve for the first fifty years of the twenty first century. Meadowdale actually started in the 1963-64 school year, operating out of the then new Meadowdale High School. Construction proceeded through 1964 on our current building, created from a clearing in a stand of trees. Step by step, out of what was then a state of the art school design, the building came together. Staff and students moved in the fall of 1964. After the dust settled, the school quickly assumed its identity. The, as now, students took pride in their learning and staff invested heavily into creating a community of learning, achievement and caring for kids- a tradition which has lasted for 34 years.*



MDE staff prepared to dig in as one school closes and another begins.

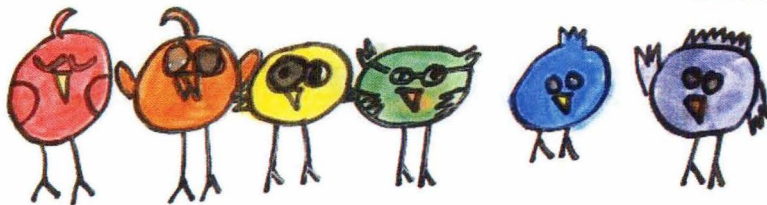
*Although there has been a great change in the surrounding Meadowdale neighborhood, it is not unusual to have students today whose parents attended Meadowdale Elementary years ago. It can be said in many ways that our school has preserved traditions of the community, even as teaching and learning evolves to meet the challenges of the next century. We acknowledge the pride and effort of all the students, the dedication of all the staff and the caring and devotion of all the parents who have ever passed through Meadowdale.”*



### The New Meadowdale Elementary is Under Construction

Meadowdale is now located at  
2000 200th P.L. SW  
Lynnwood, WA 98036

For Information call (425) 670-7754



2013 Sweet Birds:  
Leslie Lopez-Castillo,  
age 6, MDE

*“A Cauliflower is nothing but a cabbage with a good education.”* Mark Twain

## 1965 Alderwood Elementary

Architect: Dan Miller  
Contractor: Newland  
Original Cost: \$620,677  
Classrooms 20



Closed in 72, Alderwood Elementary served as a transition site for other schools undergoing remodels. It was leased out to a variety of organizations including the

Washington Schools Information Processing Center, (WICIPC) until 2002 when it opened as Alderwood Early Childhood Center. Alderwood Early Childhood Center includes: Child Find, Developmental Preschool, One Snohomish County Head Start classroom, and one Edmonds Community College Cooperative Preschool Program.

### Child Find

This is a federally mandated process to locate, evaluate and identify children with a suspected disability who may need special education services

### Developmental Preschool:

- Provides educational services for children with disabilities, ages 3, 4 and 5 years of age (pre-kindergarten)
- Includes Occupational Therapy, Physical Therapy, Speech-Language Therapy, Audiology Services and Vision Services for qualifying students
- Typically developing pupils maybe enrolled in Developmental Preschool to participate in an outstanding learning environment and peer models in the areas of language and communication (English) and social/emotional skills

### Head Start:

- Part of Edmonds Community College
- Includes children with disabilities and English Language Learners
- One of three Head Start classrooms in the Edmonds School District boundaries
- Federally mandated, provides evaluation and identification of children with a suspected disability

### Edmonds Co-op

- Part of Edmonds Community College
- Includes children with disabilities
- One of four parent cooperative preschools in the Edmonds School District

*“Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant and interesting.”* Aldous Huxley

## 1965 Shasta Park/Brier Elementary

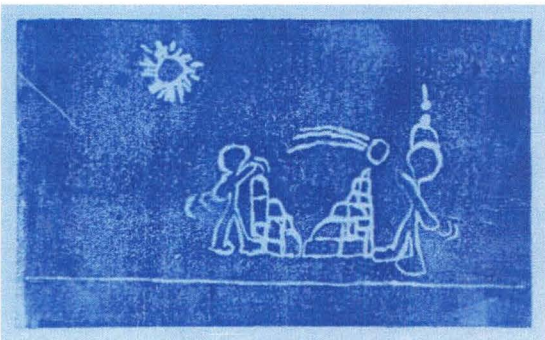
Architect: Brandon & Wright  
Contractor: Collins & Hunt  
Original Cost: \$622,919  
Classrooms: 12



The school's original name was to have been Shasta Park, but as the City of Brier was just incorporated, the Board thought it fitting that the new school be named after the town.

Two words come to mind when thinking about the culture at Brier: 'Connected' and 'Family'. I had the opportunity to interview four extraordinary people, three retirees and one still working. In our conversation, it was clear how close all of them were and remained to the school community. All three retirees were substituting at Brier. Jerry Swenson started teaching in 1959 and retired in 1999. Twenty three of those years were spend at Brier.

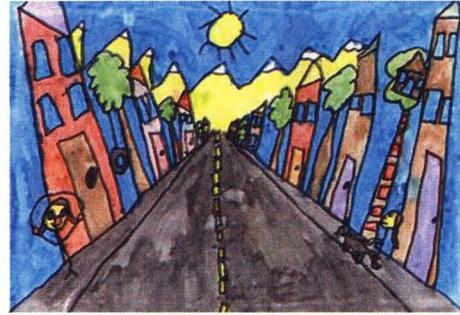
Since then he frequently substitutes at the school. His wife likes to remind him that he doesn't need to work five days a week, to which he responds: "why not?" Gail Yampol\* is a nationally recognized teacher who spent 34 years at Brier teaching kindergarten. Rita Lyon has been a para educator at Brier for 32 years, having sent her own children through the school and still works there. Doug Bisset was the school librarian from 1990 through 1999. All of them spoke about how close they were in the school community with parents and neighbors being a big part of their culture. One of Jerry's favorite memories came in 1987 when he was asked to accompany another teacher who was taking her students to Hyak for skiing. Jerry wasn't sure that he wanted to go, but came along. Within a month he took his own "gob of kids." Parents seemed to just show up for the excursion,



2013 The Snowball fight on the 25<sup>th</sup>  
Alex Gregorich, age 7 BRE

\*Gail Yampol is the 2016 recipient of the [National Education Association's Foundation Award for Teaching Excellence](#).

making for a wonderful day on the slopes”. Gail talked about kindergarten graduation, an event looked forward to that had “amazing support” from parents and community. Doug spoke about the nick name he picked up, ‘Mr. Biscuit.’ Gail, with her New York accent introduced him to her class, but the kids thought she said biscuit, not Bisset. The name stuck, so they just kept it going.



2010 Mountain Road: Lilianna Flores,  
age 7, BRE

The first principal most of them worked for was Mr. Cliff Nelson, a tall welcoming and well-dressed man that instantly made them feel at home. Gail said he was the Johnny Carson of Brier. Rita talked about one really wacky incident. They had the reptile man come to visit the school. Kids enjoyed hearing his talk and handling the reptiles. Everything went well until the following morning when the reptile man called the school in a panic. He thought he had forgotten one of the snakes at the school. This resulted in a mad search of the school that turned up nothing. In the meantime, the man had located the snake. Another of Rita’s memories was very touching. Early in her career, she drove a beater car, as we all have, and it needed tires that she couldn’t afford. Doug organized some ‘family’ fundraising and the staff paid for a set of tires.

I asked the group what was the funniest thing that ever happened. Gail talked about a staff potluck lunch they had. One teacher lost track of a Tupperware lid and was determined to find it. The next morning, everyone brought some kind of lid to offer up for the missing one.

I also asked what student really touched them. Jerry spoke about one student who was a ‘stinker’ in the classroom but really into technology about the timer that hand held calculators were around and personal computers were just coming out. Brier taught about technology and this student was transferred to them. He walked three miles to and from school every day. Long after he left Brier, he and Jerry met for breakfast. He was delighted to find, as he said ‘he had probably done the best.’”

Gail said that every day is funny with five year olds, the way they think and express themselves. One, day she was reading a story about germs to the kids. “Now, this is the pneumonia germ, have any of you had pneumonia? I have.” A little girl asked “Did you die?”



## 1965 First Chase Lake Elementary

Architect: Ralph Burkhard  
Contractor: Edmonds General Construction  
Original Cost: \$608,139  
Classrooms: 20



In the general neighborhood as the Esperance School, Chase Lake first opened their doors for the 1965 school year. It served from then until 1999 when it was demolished to build the current building in 2000. Pamela Peters, currently working in the Superintendents' area, worked in the original building and shares her story about Chase Lake and Edmonds School District:

*"I come from an Edmonds School District family. My mother and aunts all attended Edmonds HS. My uncle, my brothers, sister and my son all attended Chase Lake Elementary, College Place Middle and Edmonds HS. (Well my son actually attended Edmonds-Woodway because darn, Woodway no longer existed), I attended Snoline, (now Woodway), Madrona Jr. High and Woodway HS never imagining I would end up working for the school district. I worked at Chase Lake Elementary from 1997 to 2016 1<sup>st</sup> as a para-educator then the office manager and I now work at the district office. When I started at Chase Lake it was the original elementary school. In 1999 the new school was built. Before construction began we packed up the old school and moved to our temporary home, my old high school, Woodway. It was like I'd never left! Woodway HS*

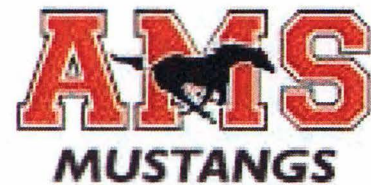


*seemed a lot bigger with kindergarten thru 6th grade running thru the halls instead of teenagers. After a year we moved back to the bright and shiny new Chase Lake building. While unpacking we found many old class pictures, including my uncle's class from the 60's and my youngest brother's class from the 70's. I remember when Edmonds HS and Woodway HS merged to become Edmonds-Woodway. There were some loud discussions in the family*

*about which mascot they should keep Tigers or Warriors, which school colors to use and which name should be first. Edmonds got their name listed first, but I still get to say - Go Warriors!!"*

## 1966 Alderwood Junior High/Middle School

Architect: Waldron & Dietz  
Contractor: Roxbury Construction  
Original Cost: \$1,367,674  
Classrooms: 31



Alderwood Middle is and was dedicated to making a place where we can all learn and reach our potential in order to be successful, where each member of the school community gives and receives respect. Most importantly, Alderwood staff and teachers strove to promote these goals and live up to the Mustang Creed. Mustang pride is based on being prepared, respectful, independent, and dedicated to safety and empathy.

Recognition of academic achievement and positive contributions were part of the program. When a student receives public adulation, pride and confidence are enhanced.

Awards include: Department Awards for Achievement; Eight Grade Award ceremonies at the end of the school term; Honor Garden award for citizenship or work ethic, recognizing grade improvements and special awards for Musicians, Athletes, Outstanding Service, Boy and Girl of the year, Citizen of the Year and most improved. In looking to social media, for information, I



2010 Panda Sanctuary: Adriane Lee,  
age 14, AMS

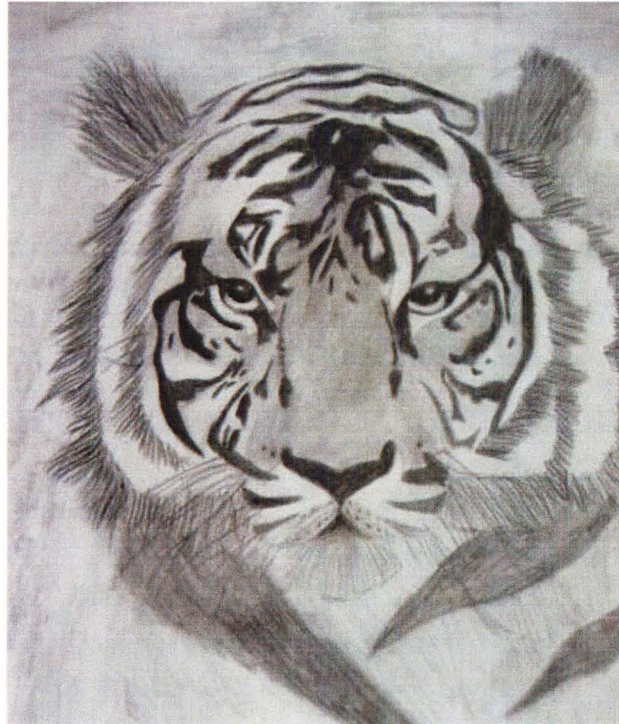
I found this Yelp post from February 7, 2013: “Alderwood Middle School is awesome! Terrific Principal in Erin Murphy and Vice-Principal Brian Stewart. Lots of clubs, National Junior Honor Society, great coaches in our sports, safe hallways, supervised lunches, and fabulous teachers who really care.”

Alderwood served the community until 2016 when it was replaced by a new building located adjacent to Martha Lake Elementary School.

Ron Cantrell began teaching at Alderwood Middle in 1994. He relates a story from about 8 years ago: “Ducks adopted AMS as a nesting area several years before we moved to the new building. The limited-access courtyard, deep in vegetation, provided a safe



area to raise chicks. The first pair of mallards were welcomed with a reception of water, duck food, and an afternoon student group who were interested in taking care of them. All students watched the courtyard for weeks, until they were rewarded with a parade of ducklings. A kiddie pool soon appeared with a set of bricks for stairs. It was almost comical watching the little birds make their way to the edge of their blue pool for a short swim with momma duck. The ducks continued to entertain until they learned to fly. The next year, at least 2 pairs of the ducks returned. Again, they enjoyed the amenities of our school. By year three, word of the Alderwood Duck Spa was out. We had 3 nesting pairs of mallards – no doubt relatives of the original pair. Mothers with their parades of chicks kept us interested in the daily life of ducks. All of this was with good intentions, as no duck was harmed during the days of the duck spa, but apparently wild ducks, we were informed, need to be kept in the wild. An official wildlife officer came over one afternoon and moved the ducks to the wetland across the street of the school. We moved into our new building on 172nd Street SW during the winter of 2017. Our new campus has a large, fenced in settling pond on a quiet road behind our building. Early on during our first spring in the new building, a half-dozen or so pairs of mallards set up house. Word continues to get around.”



2012 Tiger: Auryana Ashoori, age 14, AMS

**A Story from the classroom:** When students at my school began raising donations for Child Abuse Prevention Week, the school administration did their part by setting up a collection box outside the principal’s door. There was also a banner right above the main entrance that said: “Please give \$1 to help stop child abuse in the front office.”

## 1967 Hazelwood Elementary

Architect: William Arlid Johnson  
 Contractor: Batts Construction  
 Original Cost: \$820,998  
 Classrooms: 20



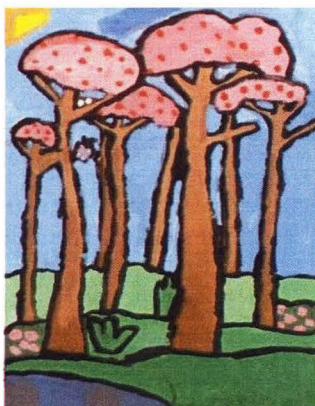
Between 1967 and the end of 1969, the District built continually with 9 new schools opening in this two year time span. Current Principal, Tim Parnell provides this summary:

*“Hazelwood has been a district host for a program serving visually impaired students and intensive support special education programs all most since its inception. The school has a strong history of including students with all sorts of abilities and disabilities. Hazelwood was remodeled and reopened in 1991. During construction, the school cohabitated with Madrona for two years.*

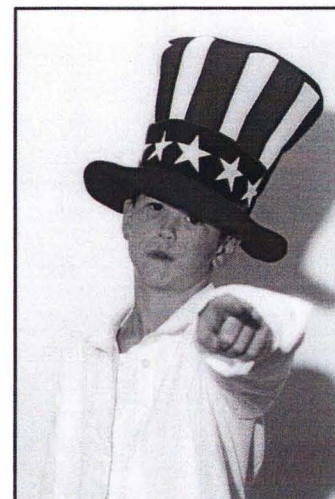


2013 *The Suspicious Bunny*:  
 Mathew Smith age 7, HW

*Hazelwood’s large playfield was completely irrigated and replanted in 2007. Classrooms have individual raised bed community gardens. Over the years, the school community has changed. In 2001 there were nine different home languages along with English speaking students comprised about 75% of the student body. In 2018, the student body had twenty seven different home languages. While, over the years, school boundaries have changed, Hazelwood continues to provide a top notch education. In the fall, Hazelwood celebrated its 50<sup>th</sup> birthday with a huge community party in the gymnasium. Current staff, and original faculty members joined with the families for the festivities.”*



2016 *Cherry Blossom Forest of Magic*: Jennifer Phung, age 9, HW



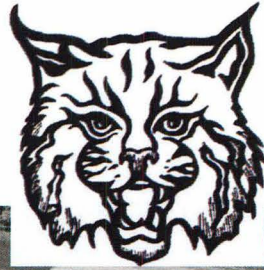
**WE NEED YOU!**  
**TO VOLUNTEER AT**  
**Hazelwood Elementary School**

*“Experience is a hard teacher because she gives the test first and the lesson afterwards.”* Carl Jung

From 1974

## 1967 Oak Heights Elementary

Architect: Sullam & Aehle  
Contractor: Prime Construction  
Original Cost: \$855,849  
Classrooms: 20



The culture is very inclusive bringing together a community of learners that include students, staff families and community members. Students learn empathy, and emotional education, so needed for a widely varied culture. A favorite event is Multicultural Night, a potluck dinner where families bring their favorite foods and cultural artifacts. Families often dress in traditional clothing and students are invited to perform. Oak Heights is a very busy place. Veteran Principal, Susan Ardissono keeps a high level of communication going all



the time with by-weekly newsletters and a high degree of involvement. It has been that way all along. Our current times are much more cosmopolitan than ever and Oak Heights promotes school success, safe and respectful entertainment or educational features of their native culture.

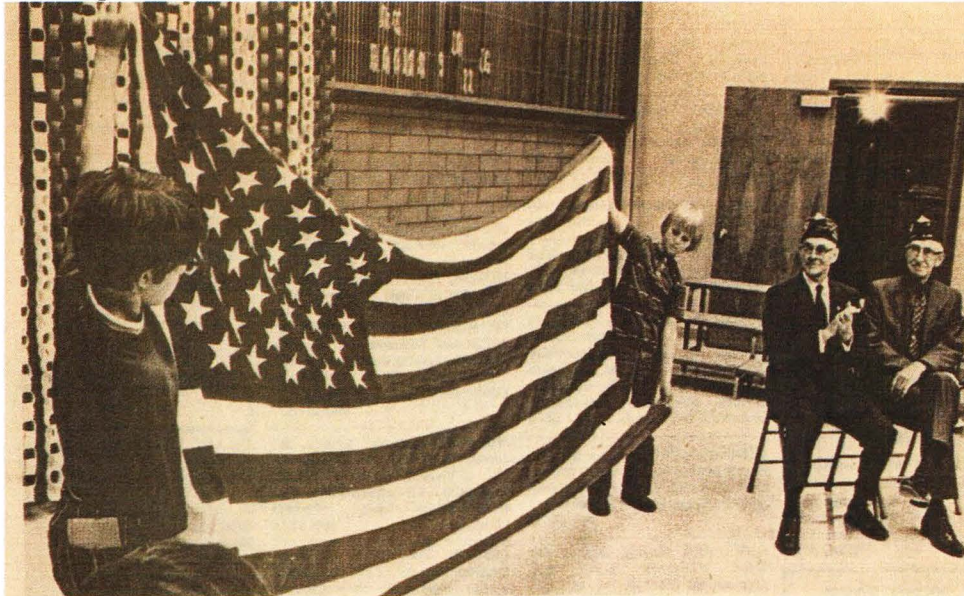


2015 Corny Me: Maggie Miller, age 8 OHE



Abstract, 2017: Tamara Littlejohn's 2<sup>nd</sup> grade class OHE

From the beginning, Oak Heights has honored cultural heritage. This news clipping, from the 1970's, is in the District collection promoting the importance of knowing something of what's happened in the past and those who served.



### In remembrance

OAK HEIGHTS STUDENTS David Stevenson, left, vice president of the student council, and Kent Curtiss, student body president, display the American flag presented to the school by World War I veterans Eugene Olson and Joe Reeves from

ALEM Barracks \$1477. The flag will hang permanently in the school's gym in remembrance of all veterans and for all those people now in the service of their country. (School District photo)

### At Oak Heights

## Food servers named 'Queen for a Day'

Betty Rairdon and Margie Eddy who "dish out" food to Oak Heights elementary students all year long were 'dished' the biggest surprise when the tables reversed and they were made "Queens for a Day" by the school's students and staff.

While Betty and Margie were busy preparing to serve school lunch, principal Dick Angus asked them to come in to a special assembly.

"We usually don't attend assemblies," said Betty.

"I thought we were going to help with something," Margie gulped.

As the two foodservice servers entered the multi-purpose room, the student body, 374 strong, along with the entire staff began to sing, "You're the Tops."

The top treatment didn't stop

with the song. Betty and Margie were crowned "Queens for the Day." Wooden spoons, each bearing their names were placed in their hands, corsages pinned on their lapels and aprons with their names embroidered on the pockets made by 3rd grade teacher Lois Reese were wrapped around their gleaming white uniforms.

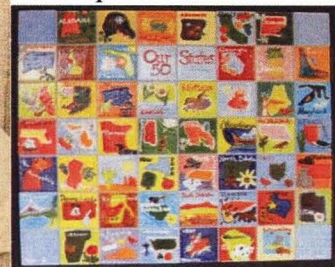
The crowns and spoons were made by students and donations from the school's population made possible the corsages and a huge layer cake encribed "Betty and Margie . . . You're the Tops." All the decor and gifts were in green and white, the school's colors.

No, Betty and Margie didn't cut or serve the cake. The students and staff did that for their food servers.

Where did the idea come from? From the tops . . . the students at Oak Heights.

Here, two World War I veterans present the school with a large flag to honor Veterans Day. Activities that led to the flag gift from ALEM Barracks included a patriotic program presented by Alderwood Middle School, complete with bands and chorus; ending with the entire student body singing "America."

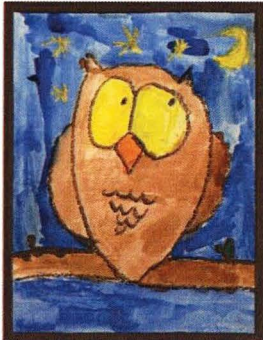
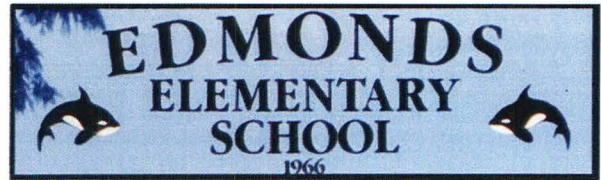
And speaking of those who serve, here is an undated article from a 1964 edition of the Enterprise



Tile mural at OHE

## 1967 Olympic/Edmonds Elementary

Architect: Waldron & Dietz  
Contractor: Roxbury Construction  
Original Cost: \$840,273  
Classrooms: 20



2013 Untitled: Isabella

Fallarme, age 6 EE


This photo shows the school about the time it opened. It is easy to see why it was named Olympic View. It later became Edmonds Elementary, but only after seeing use in other ways. In 1972, the Second Edmonds Elementary closed and was sold to the City of Edmonds. They opened the site as the Francis Anderson Center in 1978. This building kept its original name until 1982. For the following seven years, it hosted a pre-school and was later leased to the Snohomish Christian School through 1987. Following that, Olympic served as a swing school that housed other schools during their remodels. In August of 1990, Olympic was rededicated for use under the name Edmonds Elementary.



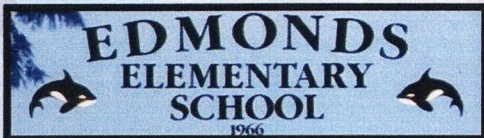

2017 The Lighthouse:  
Cora Marx 4<sup>th</sup> grade EE

In the September 22, 2016 edition of the Edmonds Beacon, Principal Brett Hagen made these comments on the occasion of the building's 50<sup>th</sup> anniversary. "One of the things that makes Edmonds Elementary unique is the community and parent support. Invaluable is the school's STARS Foundation which raises money for the teaching of art, reading and science. It's allowed us to do clay work, buy a kiln, take field trips, invite guest speakers and provide other enrichment programs." In the same article, Fourth grade teacher Karyn Heinekin remarked "We started out with one phone on the secretary's desk and one staff room. We had the intercom system and when we got phones in classrooms, they were installed inside the cupboard, before we realized that wasn't a good idea since the older kids would play with them." Much has changed since those days and modern technology makes schools from this era seem very quaint. Fourth grade Teacher, Christy Diefondorf has similar comments: "Edmonds Elem. has a family atmosphere. We are a small school and know most children well.

We are able to do some things like buddy classes, team teaching, etc. We have fantastic volunteers, both from families and community volunteers. We have Watchdog dads most days of the week, (Dads that volunteer). This school has a strong art focus, with an annual art show. Students create art all year long and then submit their choice of art to the art show for others to enjoy. This school also has a wonderful PTA presence. We have a STARS Foundation-which recognizes the need for extra funding for field trips, art supplies, and special assemblies. To this end, members raise money annually through an auction and staff and parents are able to write grants to help support students in the classroom. This has been an amazing place to work. I feel that I have had a wonderful career in a school that puts students first, works on positive attributes, and generally is welcoming to all.”

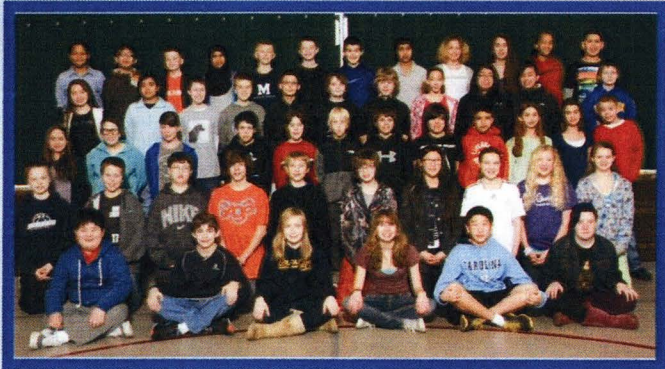


We Dive Deep Into Learning

It is our mission at Edmonds Elementary School to build a community where learners are nurtured to become self-directed, productive, responsible individuals, who demonstrate concern for themselves, for others, and for our world through a partnership of students, staff, parents, and community.

The Class of 2018

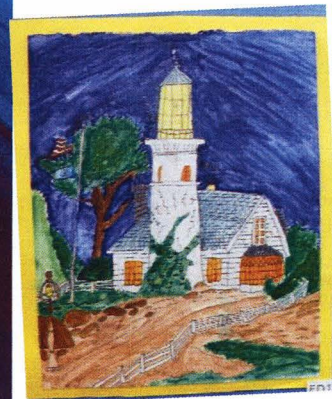


A special thank you to the STARS Foundation for the "Camera Grant" that made this yearbook possible.

INTER-STATE STUDIO & PUBLISHING COMPANY



One of several student designed banners in the courtyard



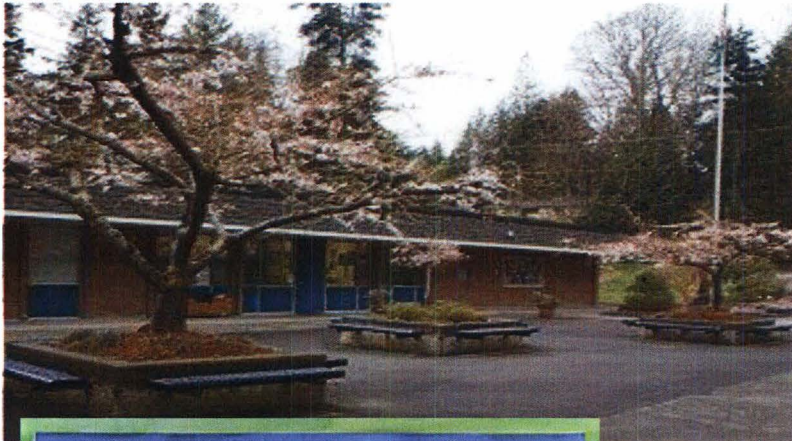
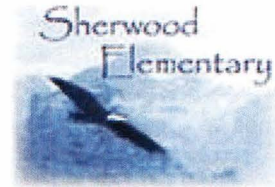
2014 Hudson Bay Lighthouse: Charlie Green age 10 EE

*“I have never let my schooling interfere with my education.”*

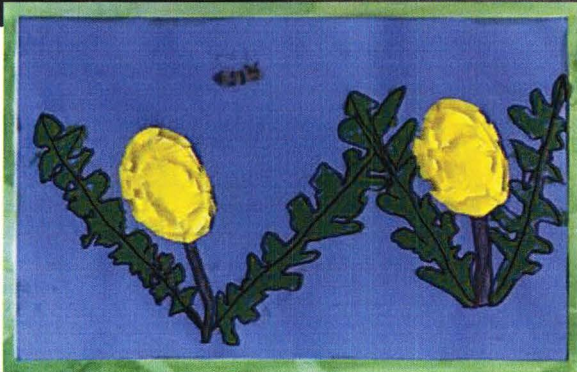
Mark Twain

## 1967 Sherwood Elementary

Architect: William Johnson  
Contractor: Edmonds Construction  
Original Cost: \$822,083  
Classrooms: 20

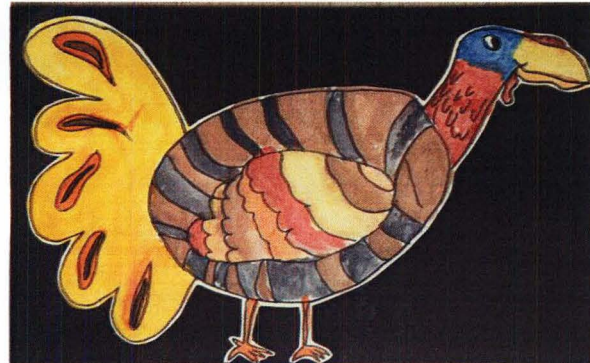


Sherwood is a community that nurtures the development of independent, life-long learners. As the world continues to change, students will need more than just the ability to take in and give back information. They will need to evaluate many sources of information, make complex decisions, work with people from all over the world, understanding different cultures and cultural expectations. They



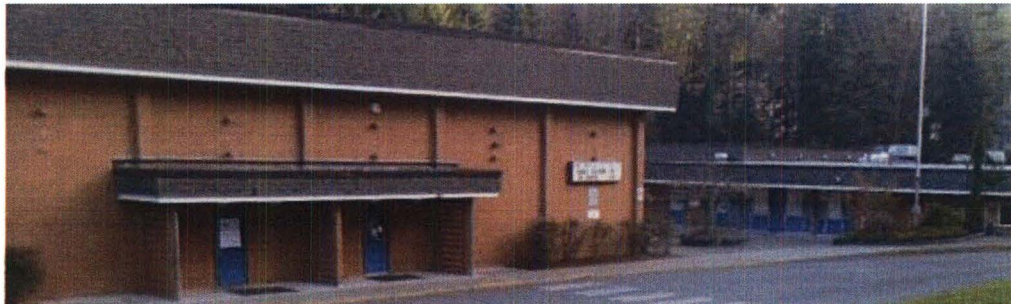
2010 Dandelion Flowers:  
Gabriel Paquette, age 8 SWE

will learn in different ways and use technology in order to learn, communicate with others and communicate their thinking. Knowing how to learn will be the essential skill for all children. Part of preparing children for the world is giving them a foundational academic skills to be



2012 Mr. Turkey:  
Maria-Sophie Heidenreich, age 6 SWE

successful. There are three guidelines at Sherwood: "Be Kind, Be Safe and Be a Learner." These allow students to reflect on all aspects of their behavior, not just taking their cues from a list of things not to do. The school emphasizes problem solving processes and holds clear expectations of appropriate behavior while building their strengths.



## 1967 Woodway High School

Architect: Dan Miller  
Contractor: Newland Construction  
Original Cost: \$3,118,888  
Classrooms: 62



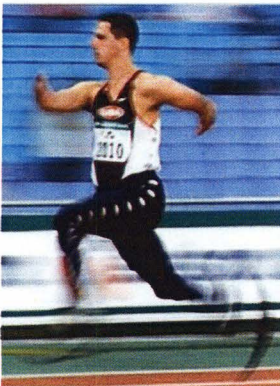
Susan M. Hall taught German and English at both the original Woodway High and, after consolidation, Edmonds-Woodway. Having studied and traveled in Germany and Austria, Susan became a summer tour guide, and visited most countries in Western Europe. *"I have a good sense of humor and truly cared for my students, but I think I was known as kind of hard-nosed by some. Actually, I'm a big softy who got talked into coaching basketball and track as an assistant. But I somehow survived. I'm known for not doing the expected, very different ways of teaching, and helping the underdog."* She has spent her career helping students grow up to be good people- to care and set goals for themselves." Many of her former students keep up with her on Facebook. She loves hearing what students have done with their lives, and seeing pictures of their families. She sees humor in life. *"I had the Frisbee team, with a caped 'Captain Frisbee' and the unusual Cheerleaders, (their only rule was that they couldn't be doing the same move as anyone else). To get the food drive going, we had an impromptu parade for the winners, which included an all-expense paid trip to scenic wonderland of Kingston, with window seat, to split a tuna sandwich. I actually talked the mayor of Edmonds to be there and present the tickets at the ferry dock. Probably the funniest thing was the Chicken Olympics, which started out as a parody of the Olympic Games, but grew to be its own monster and lots of work. It was held every other year at the homecoming assembly. Each classroom found a chicken and we had races in the gym (with official referees). News media was often there to cover the competition. The Olympic torch started it, then the band played the theme, then several heats were held to determine the Woodway champ, who took on other schools--we actually had other high schools in the area bring a chicken."*



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*"These lockers open up in the darnest places." 1969 yearbook*



Susan minored in music and she plays the guitar. *"So, at Christmas time, I would teach my students the carols in German, with three part harmony--they really sounded good. We would designate a night to carol, and would go to the homes of German immigrants and sing for them--most of them would cry and hand out cookies, and the kids learned that you can really touch someone's heart through language--I used music a lot in teaching. I think all of my students were notable, but I guess Tony Volpentest, left, went the farthest with what he had. That is a long story, but he was born without feet or lower arms and hands, and ended up winning the U.S. Paralympics 3 or 4 times."*

*"I had many students who touched me, but Davy the most. He was in a wheelchair, had a caregiver with him, and he wanted to learn German. He had Cerebral Palsy. The first day of class I asked each student to say "Guten Morgen" and repeat it. I figured he would just listen. All of a sudden this kid started waving his arms and making guttural noises--the other kids stopped short and said, "He's trying to say it, Frau!" He got something out and the class clapped for him. Someone once asked him why he liked German, and I told him that the other kids had all had years of English and Math, etc. but with Davy it was "a fair fight", because they were all starting anew."*

District wide, enrollment had decreased over the previous 20 years. Consolidations of schools were a fact of life. It reached the high school level and the District planned to combine Edmonds and Woodway into a new building replacing the 1957 Edmonds High School. The transition took great effort to adopt both schools' symbols, customs and culture into one. As shown in this article from 1997.

## A Tig-era ends in Edmonds

### High school closes; It's 'Warriors' now

By John Iwasaki  
P-I Reporter

**EDMONDS** — At Edmonds High School, it's time to hold that Tiger — forever.

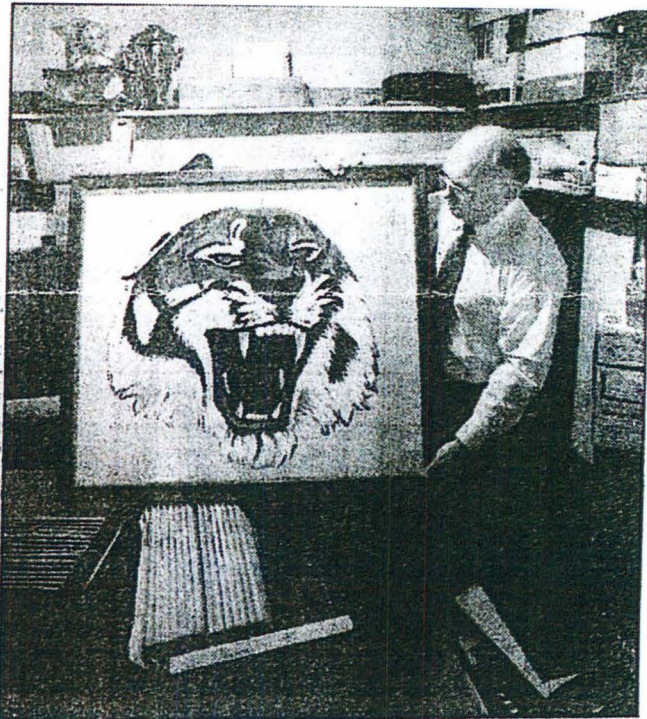
An era that began when William Taft was president will end at 10:20 this morning. That's when the school year will be over, Edmonds High will close and the Tiger nickname will be retired.

Edmonds High, which opened in 1909 on Fourth Avenue downtown and moved to its present site on 212th Street Southwest in 1957, will be merged with neighboring Woodway High this fall.

Slumping enrollment and rising operating expenses prompted the Edmonds School District to combine both schools into Edmonds-Woodway High. The new school of about 1,400 students will keep Woodway's nickname — the Warriors — and be located, at least initially, in the Woodway facility.

"It's neat to know we'll be known as the last graduating class," said Erika Christ, a commencement speaker and one of 215 Edmonds High seniors who received their diplomas Monday.

Purple-and-gold bumper stickers commemorating the high school's 75th anniversary in 1984 are still plastered throughout the school, which bears peeling yellow paint, worn



MIKE URBAN/P-I

**Edmonds High** Assistant Principal Jerry Crabb shows a Tiger mural that was cut from a wall and framed. It will be rehung at Woodway.

**Projects:** A bid call will be issued today for an administration building. **Page C3**

carpets, leaky walkway roofs and a circular, slope-roofed cafeteria that students have called the "tub" or the "pancake," depending on the era.

"I don't know how many have an attachment to the building, but we do have an attachment to what it stands for, the past history and memories," said registrar Sharon Johnson.

She and Assistant Principal

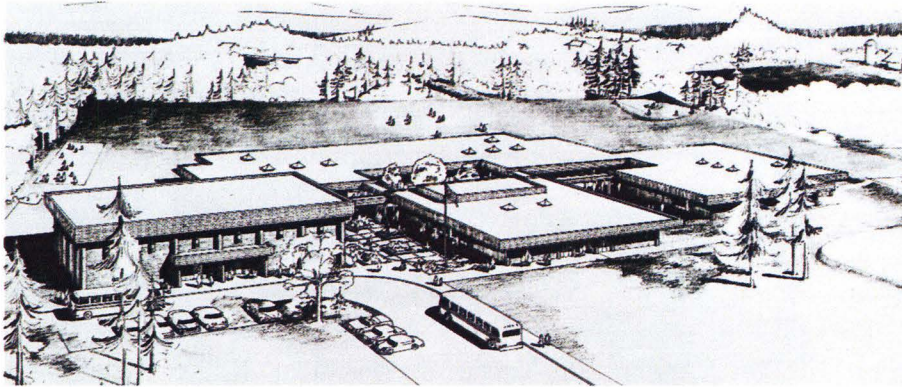
Jerry Crabb were members of the class of 1958, the first graduating class at the present campus.

Math teacher Fred Shull, a 1960 Edmonds High graduate who is retiring today, captured the feelings of past and present graduates at a recent end-of-school assembly.

"He said, 'You can take the Tiger out of the people, but you'll never take the Tiger out of our hearts,'" Crabb related. "He hit it right on the head."

## 1968 Hilltop Elementary

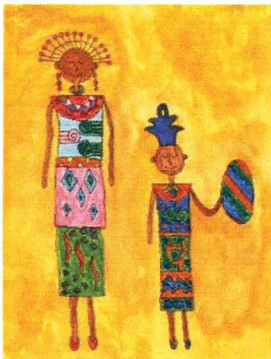
Architect: Robert Bezzo  
Contractor: Linton Construction  
Original Cost: \$864,850  
Classrooms: 20



2014 Snow Day: Jackie Martin, age 7 HTE

The area around Hilltop had for many years been smaller scale farms and the actual site was still an orchard when the District purchased it. Early teacher, Jeanne Wellborn provided some comments regarding the first year the site opened: *“At the time, the site seemed to be way out there, and there wasn’t much more in the vicinity.” She had no idea where it was, but, prior to joining the staff she went looking for the school. Commenting on the directions for coming south to the building: “My directions always included go to the cemetery and turn to the south. I also remember walking up the ‘7/11hill’ when it snowed. Our cars were left at the seven eleven and it seemed like 10 miles strait up and then we found out when we arrived that school was cancelled. No matter from what direction it was a challenge to get there in the snow”*

During 1997, Principal Geri Branch was interviewed by Larry Nyland about how they went about providing education. Geri explained that Hilltop Elementary is in the business of infusing value education into everything they do. “Staff have been doing this for three plus years. As a result the building climate has improved, discipline has declined, and there is a mellowness that enables students and adults to put their best efforts into their work. Looking back it seems that adults need to be at a certain readiness level before you can begin this process.” In addition to modeling behavior, mentoring, and articulating, the Principal made funds available for staff to attend a *Covey Seven Habits Workshop*. Staff were encouraged to read Thomas Lickona’s book, Educating for Character: How Our Schools Can teach Respect and Responsibility.



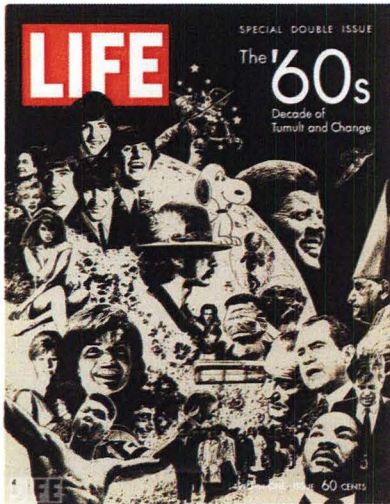
One key factor in this success was the ongoing willingness on the part of staff to be active learners. Part of that process included study groups where teacher discussed appropriate materials. Such professional development resources as Daniel Goldman’s Emotional Intelligence became part of the culture. The final element of Mrs. Branch’s program was to create active partnerships with staff and parents, including mom and dad in discussion on curriculum.,

2012 Maasai Warriors: Catlin Doherty, age 12 HT



2014 Boat at Sunset: Jessica Red, age 17 Edmonds Heights

1968 is aptly referred to as ‘the year that shattered America’. In January, North Korea seized the USS Pueblo alleging that it was spying in North Korean waters. Diplomats worked for eleven months before the 82 imprisoned Americans were released. At the end of January, the North Vietnamese launched the Tet offensive. In response, President Johnson ordered reserve units to active duty. It affected dozens of District staff who were called up. Protests, draft card burning and violent images were routinely seen on all the TV networks. At a protest rally in South Carolina, local police opened fire on a group of demonstrators, setting off even more protests all across the nation. Doubts about the war spread widely, leading News Anchor, Walter Cronkite to issue his statement that “The war is mired in stalemate.” It was also an election year and LBJ announced on national television that he would not seek another term as President. On April 4, ’68 Martin Luther King Jr. was assassinated setting off weeks of demonstration and riots. On May 10<sup>th</sup>, a diplomatic mission began with the goal of ending the war honorably. Civil and political unrest was gaining both momentum and violence. On June the fifth, Presidential candidate Robert Kennedy was killed following a rally in Los Angeles. The August Democratic National Convention in Chicago was a nightmare of violence and upheaval. In 1969 the country also experienced the crowning achievement of technology and the human spirit as men walked on the moon for the first time. But it was also a time of an uncertain economy. As we looked toward the 1970s, inflation was high, money was hard to borrow and the lingering tensions carried on.



In the District enrollment rose once again to 28,990. Construction of the 31<sup>st</sup> school, College Place Elementary was under way. Oak Heights was dedicated on May 9<sup>th</sup> 1969. The District received an emergency school construction grant of \$1,234,000, adding to the District’s \$655,919 for the construction of Lynnwood High School.

Local Municipal governments turned to annexation, trying to increase their tax base to stem off the rising cost of everything. The area that included Woodway High School, for instance became part of the City of Edmonds. By 1970, enrollment crested and the bell curve of the baby boom started slipping down. It was also hard for taxpayers to approve school funding and the 1971 Bond failed. In the fifties and sixties there was tremendous expenditure to match the growing enrollment. The downside hit almost immediately with the closure of several schools. Esperance, Cedar Valley, Lynnwood and Meadowdale were leased out, in whole or in part to outside organizations. The last school of the baby boom generation, Lynnwood High, was then under construction.

Policies for wage and price controls, instituted by the Nixon Administration eventually slowed inflation, but the local economy suffered, particularly at Boeing.



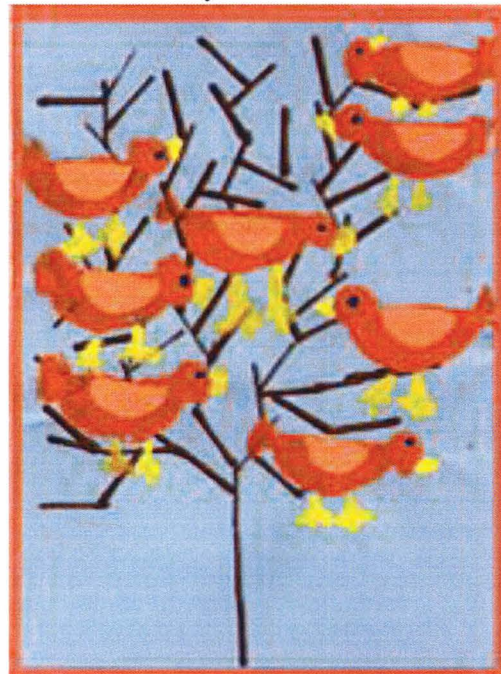
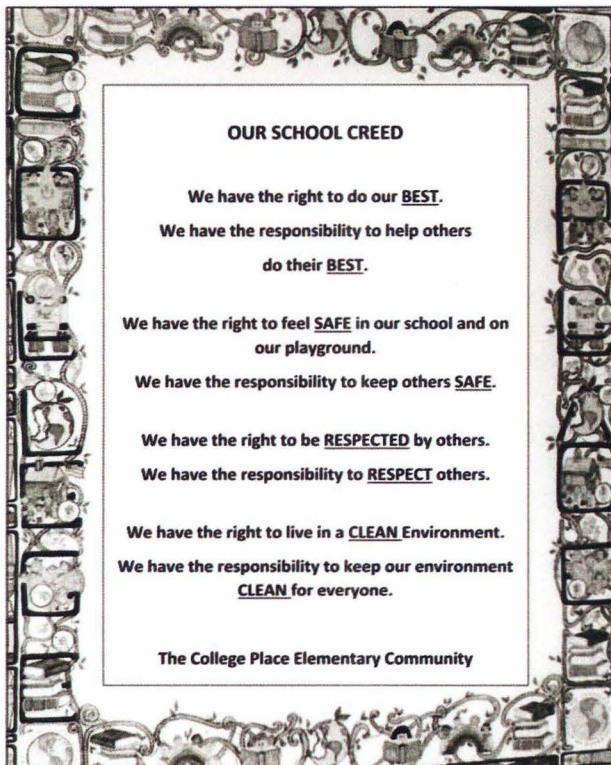
## 1969 College Place Elementary

Architect: Ed Labelle  
Contractor: Prime Construction  
Original Cost: \$595,746  
Classrooms 20



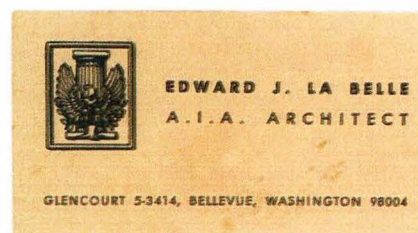
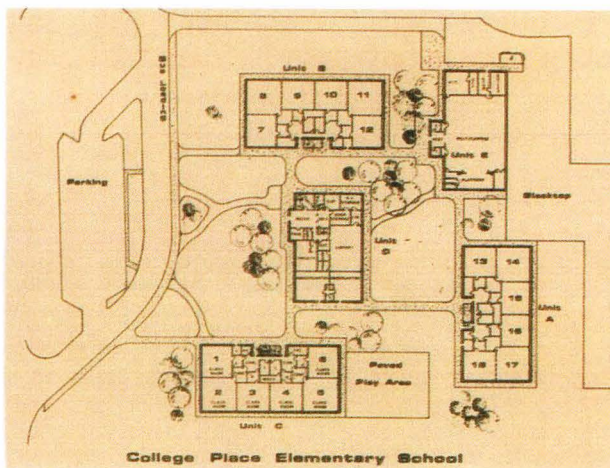
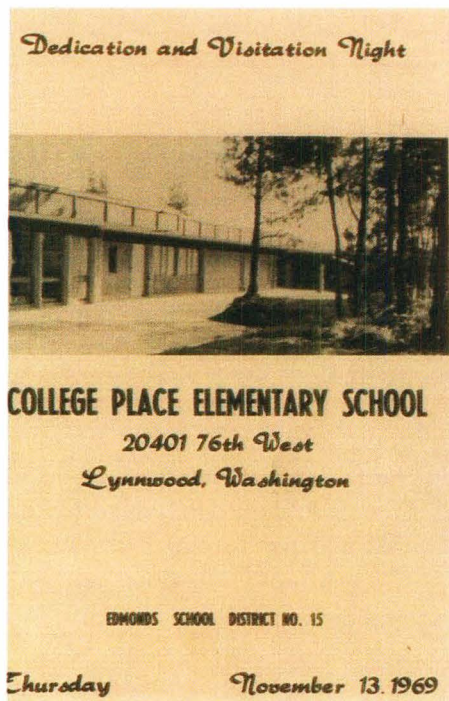
College Place excels at forming up partnerships. They value the school community, but also non-school partners in the neighborhood. CPE is a Title I school with some 70% of pupils coming from disadvantaged homes. Creative resource gathering and problem solving skills have elevated the school culture with great success. They are aware of their place

in the community and build relationships to support the school program and involve organizations beyond the CPE service area with resources such as Seattle University.



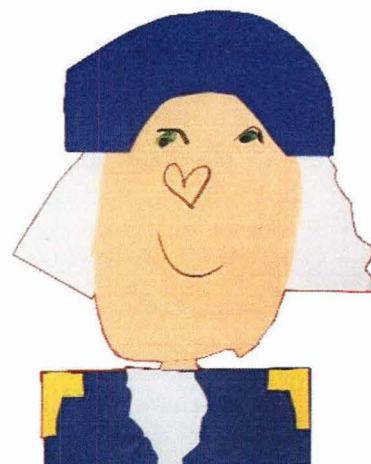
2010 Backyard Birds: Blythe Lybbert, age 8 CPM

The incorporation of parents in the process of education is critical. In addition to all the academic work, they make time for evening activities that include student's entire family. Ice cream socials, volleyball nights, cultural festivals, and science fairs draw the school community together and bond them to the work of giving disadvantaged kids an equitable opportunity to be a success. Parents conduct fund raising events to gain additional support for the school program. Most importantly, they work with educators to identify and help with the needs of the classroom.

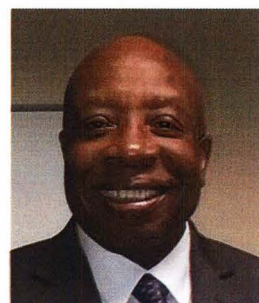


The CPE community is building a school where:

- ❖ Students are performing at high levels on work that has real life applications.
- ❖ Students are actively engaged in the learning process.
- ❖ The community is welcome and actively involved in the work of school.
- ❖ Community services are available at the school site.
- ❖ The school is characterized by a positive attitude and behavior which supports continuous improvement by risk taking, problem solving, reflection and learning.



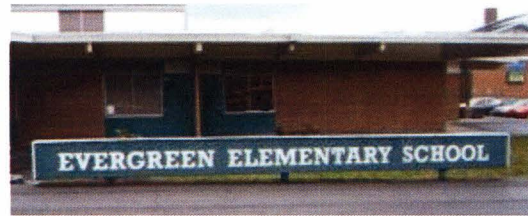
2012 George Washington:  
Johnathan Nunez, age 7, CPE



Elementary age students always remember their favorite teachers and the school custodian. Head Custodian Robert Cross served College Place for nine years, retiring in 2017. I have known Robert for quite a while longer and know that he immediately becomes a very big part of the school culture. He is a kind and gentle man that younger kids are drawn to. At College Place, Mr. Cross also became a role model for student behavior. He was so respected that he was able to work with some problem students with behavior issues. His compassionate attention helped guide several kids through the challenges of life to see how they could react to their personal challenges in a positive and constructive manner. He became a valuable asset, not just to kids, but adults and parents. Many of the kids that he casually worked with were able to overcome the detrimental acting out to become better people. His last day was very emotional. Teachers and staff had come to admire him and wrote extensive remarks about their relationship with them and the school community.

## 1969 Evergreen Elementary

Architect: John Morse & Associates  
Contractor: F.S. Jones  
Original Cost: \$592,409  
Classrooms: 20



Evergreen served the district until the late seventies when it was closed for a short time because of declining enrollment. By the early eighties, it was reopened and served until June of 2009. Following the 9/11/2001 attacks on New York City and Washington DC, then Head Custodian Jerry Jacobson penned the following tribute with *'September 11- Ode to a Firefighter'*:

Heroes and Heroines, full of wisdom and bravery, and Occasional pranks;  
For their courage and service, we extend our gratitude and endless thanks.

They are mothers and fathers, both young and old; they are  
Spirited, perhaps single, and all things told.

Charging forth in chariots of brilliant red; sirens wailing to  
The task they are led.

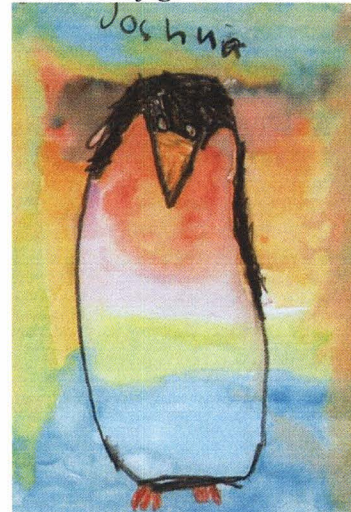
A crescendo meet then as they near their task; fully trained to  
Duty, most veterans, none need ask.

Heroes and heroines assemble, clothed in full battle dress: and equal as warriors,  
each is the best.

With water and axes, the dragon they slay: and our heroes and heroines save the day.

Alas, not every victory is sweet from battles that are won; for in defeat, the dragon  
may take a daughter or son.

Eternally hearts are broken and memories embossed; with the thought of each alarm,  
thoughts of heroes lost.



2005 Penguin: Joshua Thrasher,  
age 6 EGE

The economic recession that began in 2008 went deep. To preserve educational standards, the Edmonds School District faced significant cut-backs. The District went through the excruciating process to close the two elementary schools that had the lowest enrollment. Students were moved to Mountlake Terrace Elementary, Cedar Way or Terrace Park, all in the vicinity. Within the first year of closure, the City of Mountlake Terrace updated the zoning laws that meant this property would never again be a school.

*"A good teacher can inspire hope, ignite the imagination and instill a love of learning."*

Brad Henry

**‘Evergreen Elementary to be Demolished’**

The Edmonds School District decided to demolish the former Evergreen School building beginning in mid-September, 2009, eliminating a significant liability for risk and maintenance and as a first step for preparing the site for redevelopment at a future time. In June of that year the City of Mountlake Terrace initiated and subsequently approved a zoning change for the site, designating it “Freeway/Tourist” use. The Edmonds School District says that they had anticipated leasing the school on an interim basis but that the zoning change will not allow it. The City says that the Edmonds School District did not provide any direct opposition to the zoning code change undertaken by the Planning Commission and the City Council. The City also says the District did at one time express an interest in renting out the closed facility for purposes other than a public school, but never brought forward a specific proposal.”(45)

Beginning in the spring of 2018, the old Evergreen property will become part of a substantial project. Marketing of the retail space in what has been known as "the Gateway project" is ramping up. The project has a new name and is now being called "The Village at MLT" and is marketed by JSH Properties, Inc.



Neighborhood Facts include:

- Sound Transit Light Rail Line in 2023
- Nearly 2,000 feet Freeway visibility
- Over 500 residential units with a dog run
- Bike storage with shared repair shop
- Athletic club, childcare & cafe
- Parking for 493 vehicles



Cover from the 1956 Tribune Review Report on Schools

(45) [MLT News](#) (on-line) posted August 10, 2010



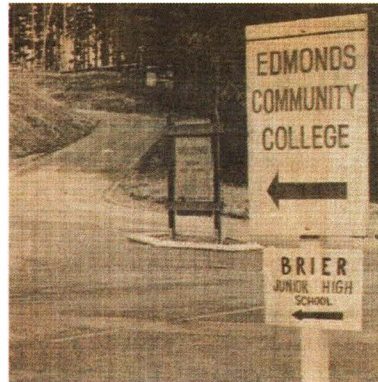
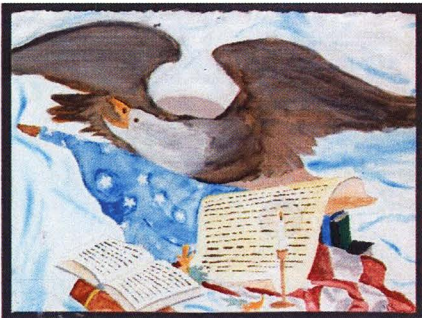
**Coloring Book**

## 1969 Brier Junior High/ Brier Terrace Middle School

Architect: Waldron & Dietz  
 Contractor: Brazier Construction  
 Original Cost: \$2,085,937  
 Teaching Stations: 37



The student body of Brier Terrace Middle School were ready before the building was even there. While the project had been approved and final drawings were complete in 1967, but the facility would not be ready. In 1968, seventh graders for the new Junior High were housed at Hill Top Elementary. Others were located at Woodway High School who was already sharing space with the newly former Edmonds Community College as the news clipping, below center. In that first year, flexibility was the name of the game as everyone adapted to the shared space and sometimes floated between rooms. Keeping up with the material needs, orders often ended up at the wrong building. During this first year, many school related themes had to be established. Students, for instance chose the Braves as its mascot and scarlet and gold were the colors. Just like today, not everything could be funded. The students in those first years did fund drives for sports and music uniforms. They also made money



with ice cream and donut sales over the school year.

2014 Freedom Call: Mikayla Smith, age 13 BTM



### Brier student body functions without a home

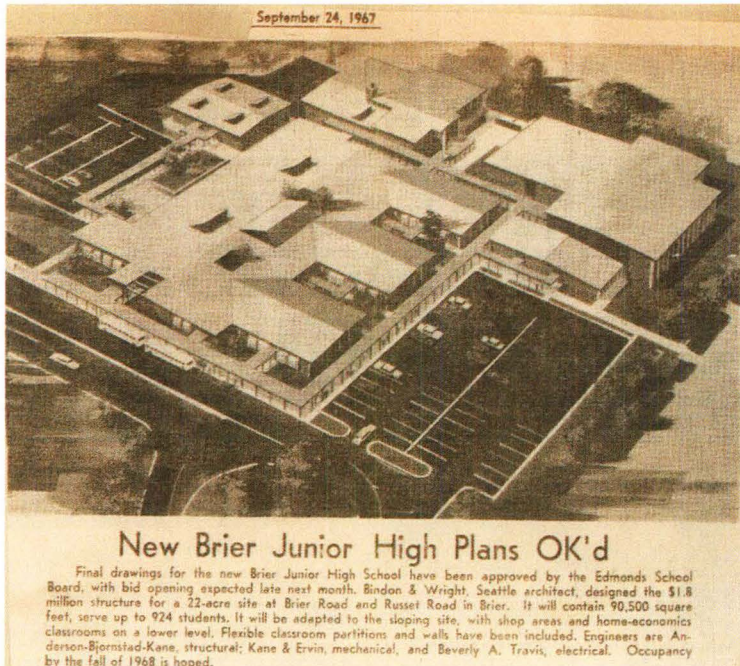
From Brier Junior High - Well, Woodway Senior High's Warriors have officially started their school year, and Brier has also. Brier, a new junior high, is being housed at Woodway for about two months while Hilltop Elementary is being finished. We will use Hilltop the remainder of this school year, then move into our own building in 1969.

Even though Brier is in several buildings this year, that doesn't matter, because Brier is a people, not a building.

The 350 seventh grade students which make up Brier are just getting started with ASB and other school activities. Mr. Barich, principal, and Mr. Bartol, counselor, are really great for a new school. They have lots of school spirit and kind of put it into us. Mrs. Kellison, our secretary, sees that we run smoothly in the office and we have a great set of teachers too.

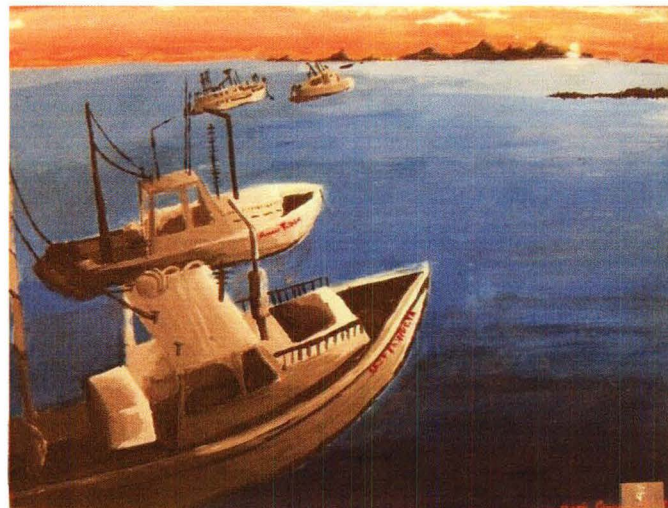
Brier Junior High, to be located on Brier Road, looks like one of the best schools in the district, and I think the students can live up to that promise.

(Karen Thompson)

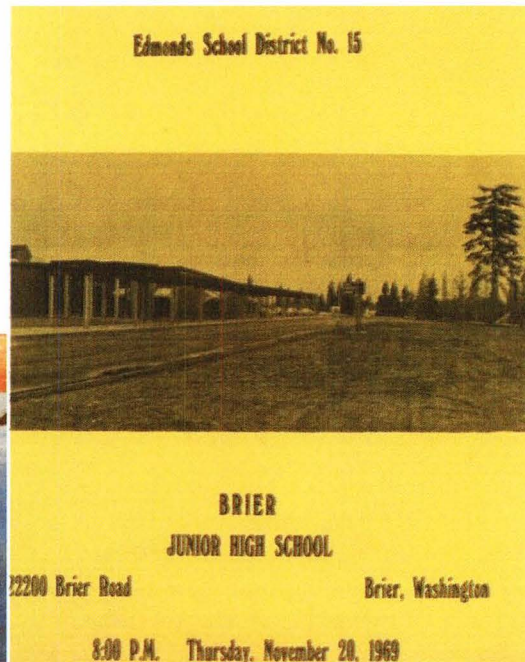


**New Brier Junior High Plans OK'd**  
 Final drawings for the new Brier Junior High School have been approved by the Edmonds School Board, with bid opening expected late next month. Bindon & Wright, Seattle architect, designed the \$1.8 million structure for a 22-acre site at Brier Road and Russet Road in Brier. It will contain 90,500 square feet, serve up to 924 students. It will be adapted to the sloping site, with shop areas and home-economics classrooms on a lower level. Flexible classroom partitions and walls have been included. Engineers are Anderson-Bjornstad-Kane, structural; Kane & Ervin, mechanical, and Beverly A. Travis, electrical. Occupancy by the fall of 1968 is hoped.

Part of the research for this history has been to occasionally interview staff members who have been at the school for a number of years. With six years at Terrace High and seventeen at BTM, I selected CTE Shop Teacher James Sullivan. When he first came to Brier in 2001 he wanted to run a demonstration showing how aerodynamics worked. When the class was gathered to watch a model airplane in a wind tunnel he introduced a fog machine so the kids could see how the fog passed over the model. It was a great teaching tool, until the fire alarm went off. Confident with taking the experiment outside, away from fire detectors, he did the



**2011 Safe Harbor: Espi Garcia, age 12 BTM**  
 his back drop rolled up in a paper tube. It was reported it to the office and 911 was called to deal with the suspicious package. On another occasion someone took a pink flamingo yard ornament and painted the word BOMB on it. First responders blew it up.



Edmonds School District No. 15  
 Brier  
 JUNIOR HIGH SCHOOL  
 2200 Brier Road Brier, Washington  
 8:00 P.M. Thursday, November 20, 1969

goes into these projects is immeasurable and often has parents squabbling over what place of honor it will have at home. As with all schools, there is plenty of opportunity for laughter. The day after picture day, the photographer left behind

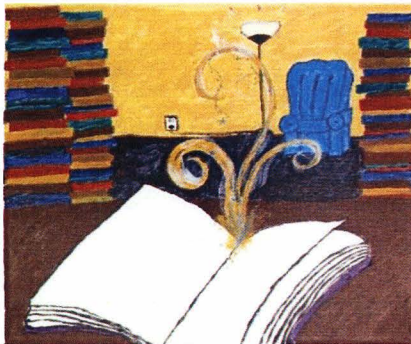
## 1970 College Place Junior High/Middle School

Architect: Sullam & Aehle  
 Contractor: Prime Construction  
 Original Cost: \$2,573,647  
 Classrooms: 42



*“At College Place Middle, we believe that ...*

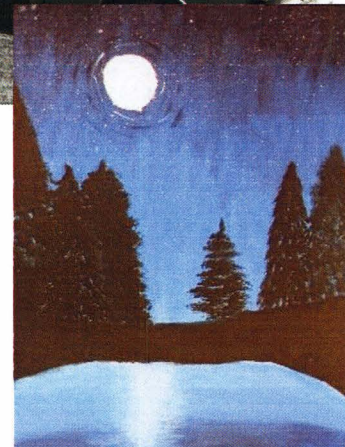
All students can learn and be successful. When students are engaged in the classroom, their learning is maximized. Middle school students need support to make wise and healthy decisions. A safe, caring and respectful learning environment is essential for student success. Family and community support are integral to student success. Students deserve educators who are lifelong learners and committed to their own professional growth.”



2013 Story Time: Isabella Votolato, age 14 CPM

A key component of success is the involvement of parents in the educational process. College Place makes particular effort to involve and coach parents in what they can do to make their child as successful as possible. Middle school has so many expectations that might be new to students. In order to help your child successfully meet demands, work with your student to plan to ensure academic success. All students can be successful and we urge you to be actively involved in your student’s educational program; parent involvement is essential to student success!

2004 The Persistence of Memory: Isaiah Sheppard, age 15, CPM

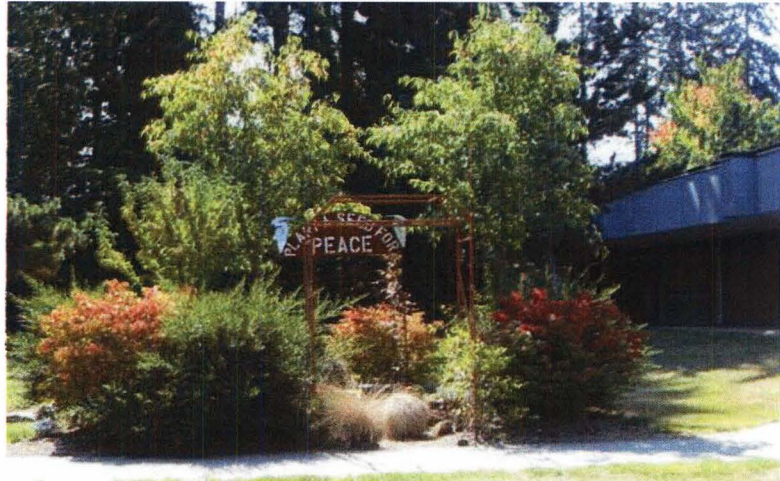


2016 Northwest Night: Samantha Homchick, Age 13 CPM

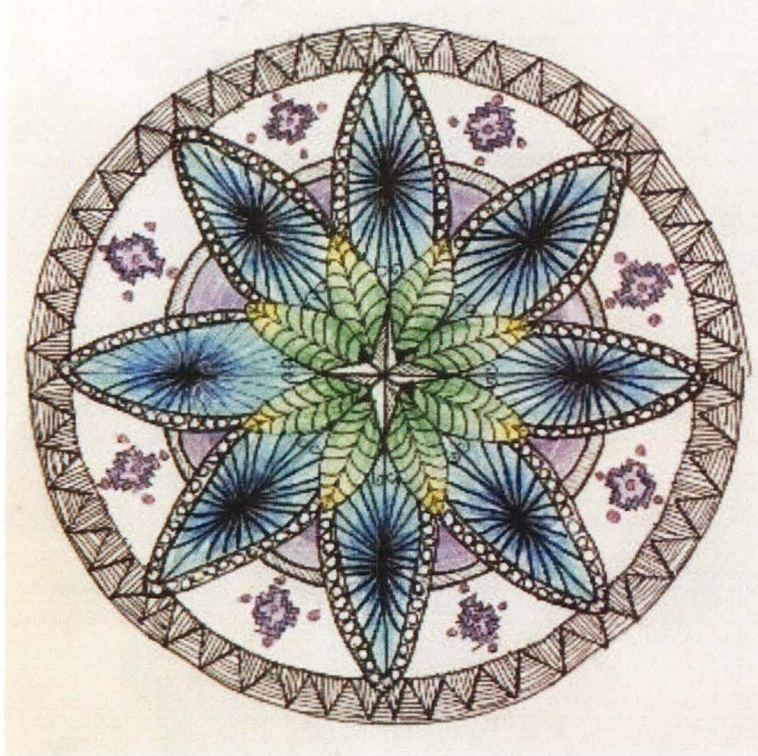


College Place Middle School  
Mission Statement:

“Our College Place Middle School community embraces students’ unique needs to develop their full potential and provides a positive challenging academic environment that fosters life-long learners and responsible citizens by teaching the mind and the heart.”



In 1971, I was in high school studying Government and Civics. I went to City Council meetings



and attended several school board meetings at Bellevue School District. I remember one in particular. The rampant inflation of the late sixties was easing and there was a little better funding prospective that year. The Board was conducting a public hearing and everyone was there promoting or defending their particular cause for more money. As the meeting went on, the tenor of the rhetoric got getting heated. In fact, it was getting out of control. Finally, Superintendent Bill Morton rose from his seat and waved the crowd into silence. Once they simmered down he said: “Now that we’re all a little calmer, I need all of you to listen and understand that public school

2017 *The Journey*: Natalie Colobong 6<sup>th</sup> grade Westgate Elementary

finance is a lot like reading the Great Russian Novel. It’s long, it’s tedious; the names change all the time and in the end, everyone goes hungry.” The analogy has helped me through many a difficult time during my career.

1971 was also the year that Texas Instruments marketed the first microprocessor; the year Dale Chihuly starts the Pilchuck Glass School, the year Evergreen State College opened; and the year DB Cooper committed the famous skyjacking.

## 1970 First Lynnwood High School

Architect: Brandon & Wright  
Contractor: Absher Construction  
Original Cost: \$2,981,000  
Classrooms: 60



George and Charlotte Brander platted the 40 acres as a housing development in the late fifties called Bradner Park. It was to be a 50 lot development with the access being to the east, (currently the road next to the Keg restaurant). By the summer of 1960, the Bradners had signed purchase and sale agreements for three lots when the District expressed interest. Negotiations resulted in all of block one, except those three lots; and all of blocks two and three being purchased by the District for \$52,500. During 1962 and 63, the District acquired the remaining three lots at no cost. Development discussions for the new high school began in 1965/66 with construction completed in time for the opening of the 1971 school year.



That same year, the District received a grant of \$373,438 from the Department of Commerce and Economic Development to construct the horticulture center. A few months later the I-5 and Highway 525 interchange was reconfigured during the development of Alderwood

Mall. A small triangle of land was taken from the NE corner of the property for this purpose. Following that, the District received \$11,600 as compensation for the use of a larger area to the west of the triangle to be used as a retention pond, which still exists. As the school began to take form, the overcrowding of the other high schools was already critical. As in the past, the District needed to take measures to relieve the problem. The solution was to create a space where high school students could be housed. It would mean that students who would be assigned to the new school, would begin in a section of College Place Junior High.

**“The goal of education is the advancement of knowledge and the dissemination of truth.”**

John F. Kennedy



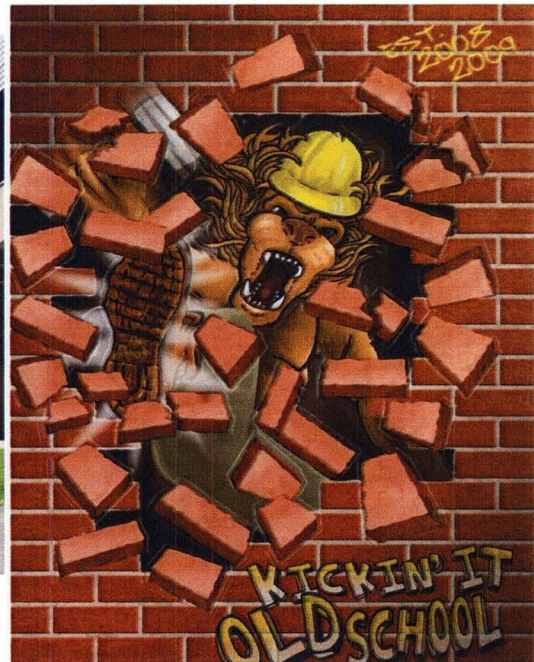
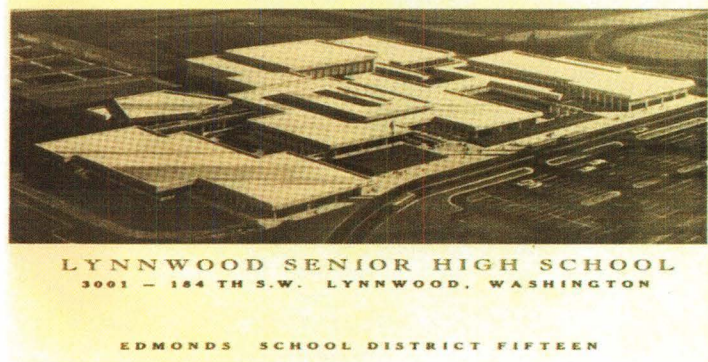
2006 Lady Bug: Sam Ham, age 18 LHS

regarding the mutual management of the athletic fields. Several improvement projects were jointly sponsored between 1978 and 1997. In 2001, the two parties redeveloped the baseball venue and installed artificial turf on the football field. Federal funds were received for this project which resulted in the negotiations transferring those responsibilities to the New Lynnwood High School in 2008/09. It would be twenty years before another school would be constructed in the District.

At the beginning of September 1970, some 300 students, 23 teachers, a Principal and a counselor opened the new High School in cramped conditions.

They went about selecting the programs and symbols that would identify the new high school. Colors, student officers, student government, sports teams, student clubs, all had to be formed up.

In this same time period, the District entered into an agreement with the City of Lynnwood



2009 year book

*“Technology is just a tool. In terms of getting kids working together and motivating them, the teacher is the most important.”* Bill Gates

## **Chapter 5: Reaching for the Millennium 1971 to 2000**

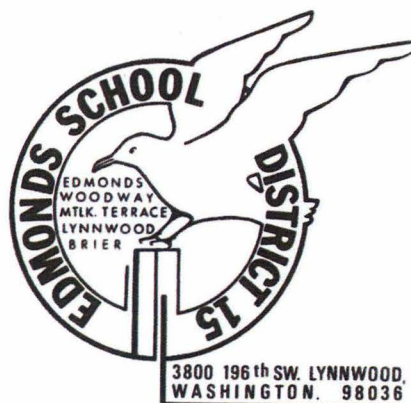
The massive expansion of schools that marked the fifties and sixties had passed. The District now had to deal with the down side of the boom: closing and consolidating schools. While the asset value of the District reached \$330,472,101 in 1971, it was evident that more tough decisions were in the future. The national economy was still unstable, but inflation controls were having some effect. US population crossed over the two hundred million mark. Other topics for education were entering the scene making the District adapt not only to facilities and stabilize funding, but address social issues as well. In January of '72, the federal government put more wage and price controls on the American economy. Race, equal opportunity, affirmative action, morality, women's health, discipline, smoking, open or closed campuses and the lingering issues of Vietnam, not to mention Watergate were daily topics in the class room.

A new topic had arisen and was being taught in schools. Following the first Earth Day on April 22, 1970, schools were beginning to talk about environmental concerns in our operations and as curriculum.

The economy, war and Watergate dominated the first half of the 1970's. Slowly, the economy was becoming more positive. Wage freezes, price controls, and a national belt tightening were advances, but the government measures to control prices were not as effective. With that, there was a huge desire to make up for lost time and payroll. The same was true in School Districts. Teachers were particularly interested in improved compensation and contract negotiations became heated, boarding on strikes, court actions and mediation. By mid-year 1972, the District was at an impasse with the State of Washington over funding and looking at federal mediation.

With the decline in enrollment, it was no longer necessary to keep so many portables and the District rented several of them to the fledging Edmonds Community College. In April, 1972 a bond vote to build a handicapped student facility and do heavy maintenance at several sites failed. To meet more of the need for a handicapped center was set up in the Maplewood School to get the program started. The original Woodway Elementary was closed in 1972. So was Olympic Elementary (later renamed Edmonds Elementary), and plans were made to rent or lease the two sites.

In April of 1975, a bond that would have modernized Terrace Elementary, Beverly, Chase Lake, Meadowdale High School, and Mountlake Terrace High failed. Spending reductions were put in place immediately. By the mid-seventies, enrollment dropped significantly to where other schools needed to be closed. The year 1975 saw closures at Forest Crest, Martha Lake, and Edmonds Junior High. Maple Park, Esperance, Ballinger, and Alderwood Middle all closed in 1976. The closure of schools sets many things in motion. The most difficult are the changes in school service areas. Students have to move from their home school to another facility. It is a painful process for the Board to go through to ease family emotional upheavals due to these changes. While the ideal situation for managing staff reductions is to be able to accomplish them through attrition,



it could not be accommodated in that fashion with so many schools affected. Some closed elementary schools would reopen, but most were leased or eventually sold.

America celebrated its bicentennial on July 4<sup>th</sup>, 1976, and a few days later NASA's Viking I landed on Mars. In November, Dixy Lee Ray was elected Governor of the State of Washington, and Jimmy Carter was the President-Elect.

## Two high schools to close; District enrollment continued to decline and the School Board

by SALLY MACDONALD  
north Times bureau

**LYNNWOOD** — The Edmonds School Board struggled through the chasm that divided it Monday night and drew up a compromise plan to close Lynnwood and Mountlake Terrace Junior High Schools and ship the district's ninth-graders to high schools next year.

A crowd of nearly 400 students, teachers and parents held its collective breath as the board hammered away at four issues on which members were seriously divided even after months of public hearings and weeks of pre-dawn work sessions.

The consensus plan, scheduled for a final vote at next Monday's board meeting, would, besides closing the two junior highs, create seventh- and eighth-grade middle schools from the district's five remaining junior highs and add a freshman class to its five high schools.

**IN THE PROCESS**, the board agreed to boundary changes

### other students to shift

Earlier public hearings had brought out large numbers of protesters to any plan for closing a high school.

**THE SECOND** issue, whether to close Lynnwood and Mountlake Terrace Junior Highs or Lynnwood and Brier Junior Highs, was perhaps as sticky. Mountlake Terrace parents have criticized the board from the beginning for stripping that community of most of its elementary schools. The district has closed three of six elementaries in Mountlake Terrace over the past several years.

To close a junior high, speakers said at public hearings, would be one more blow at community spirit in that largely residential city.

The split on closing junior highs was the board's most serious disagreement. Brier, built in 1969, is among the district's newest schools. Mountlake Terrace, on the other hand is a remodeled elementary school that has been described as "rundown."

**ONLY AFTER** several compro-

### Lynnwood

throughout the district in an effort to even out attendance in the shrinking south sections and the growing northern neighborhoods. The plan would match elementary and junior-high schools with high-school attendance areas so that youngsters would move through the system together, in easily identifiable groups.

If the plan is adopted as proposed, students from Melody Hill Elementary, previously scheduled for closure in June, will be divided among Evergreen, Mountlake Terrace and Cedar Valley Elementaries. Some Brier Elementary pupils will be moved to Cedar Way to relieve overcrowding there.

Some Hilltop Elementary pupils will be moved to Lynnwood Elementary and some Lynnwood pupils will go to Lynndale. In addition, some Oak Heights pupils will be moved to Lynnwood and Spruce Elementaries, and some Spruce pupils will go to Maple Park Elementary to relieve

crowding at Oak Heights.

**MONDAY'S** compromise was reached after a final public hearing at which 24 people spoke against one or another of the suggestions for closure.

Sue Lubash, the wife of a board member, Frank Lubash, president, with a T-shirt. The front read "S.O.S." for "Save Our Schools," she said.

The back urged readers to "Support Fertility Tonight," a reference to the reason for the closures — a declining birth rate that has emptied classrooms in Edmonds and across the nation over the past decade.

Board members disagreed over the need for closures right up to the final vote, taken at about 10:45 p.m.

Shirley Betham, Rich Allen and Cooper voted for the middle-school plan, with Lubash and Howard Holbrook disagreeing. A vote against middle schools would have meant moving back to a plan abandoned earlier by the board to close either Woodway or Edmonds High.

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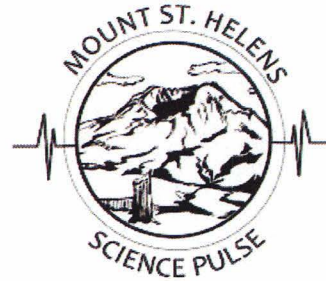
commissioned a Task Force in 1979. Their mission was to find where the displaced students might be absorbed, and where the financial impact could be mitigated.

Questions needed to be answered: How and where would kids be transferred and how staff would be reassigned. Should a 4 year high school be adopted and what programs could be adapted. During the early stages of their work, the Task Force saw six schools that could be affected, setting off a lot of jittery anticipation, all of which are discussed in this February 6, 1980 article.

During the twenty years between the construction of Lynnwood High and the construction of Mountlake Terrace High School in 1991

the District turned to heavy maintenance projects to keep facilities in good condition. Roofs, carpets, lighting, and smaller scale projects were completed.

Beginning in 1979, Mount Saint Helens was rumbling, culminating in the massive eruption on May 18, 1980. The District was prepared for such an event having issued multi-page instructions for dealing with Ash Fallout along with thousands of face masks.

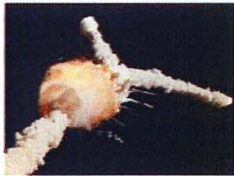


#### ASH FALLOUT PROCEDURES

1. Alert will come by way of radio beeper located in the Office of the Assistant Superintendent for Support Services.
2. Upon receipt of alert, the Office of the Assistant Superintendent for Support Services will:
  - a. Notify the Assistant Superintendents' offices of the alert.
  - b. Distribute face masks to all employees at the Educational Services Center.
  - c. Notify School Community Relations Office.
  - d. Notify the telephone company regarding securing their equipment room.
  - e. Notify the departments within its responsibility.
3. Assistant Superintendents' offices will:
  - a. Notify their building administrators to activate building plans.
  - b. Notify all departments and administrators within their responsibility.
4. In the event telephone contact cannot be made with any building, radio equipped vehicles will be dispatched by the Office of the Assistant Superintendent for Support Services. Other district vehicles will also be dispatched as needed.

Throughout the 1980's, the District continued to do heavy maintenance and some remodeling of their facilities. Late in 1989, a committee was established to help in determining the criteria that would go into future building design. This Citizens Planning Committee (CPC) would bring professional experts into a group comprised of area citizens and District staff. They would have their work cut out for them. Planning a new Mountlake Terrace High School got underway along with preliminary studies of remodels at Cedar Way and Hazelwood. The CPC also worked with additions to several elementary schools: Lynnwood, Hill Top, Oak Heights, Lynndale and College Place. Enrollment had been growing slowly again and the CPC recommended that Snoline and Olympic be reopened, at that time, the names were changed to Woodway and Edmonds Elementary Schools.

By the late 80's, the old Alderwood Elementary building on 196<sup>th</sup> street was deteriorating. This was the home of the administration center, but some departments were scattered at other buildings, where ever space was available. And the District began to look at options for a purpose built office building. Construction on the current ESC began in late 1990.



Local and national events marked the decade. The first Costco opened in September, 1983. Astronaut Richard Scobee (from Cle Elum) and the crew were lost in the Challenger explosion on January 28, 1986. Microsoft went public offering shares to the public. In November, 1989, the Berlin wall fell, opening East and West Belin together for the first time since the early fifties. The entire Russian system collapsed over the next few months. In 1990, the population of Washington reached nearly 500 million residents, the first gulf war commenced, toppling the Sodom Hussain dictatorship.



The Board sent a \$137 million dollar bond to the voters on September 18, 1991. The measure was intended to fund all the projects the CPC had recommended. Due to inadequate voter turnout, the measure failed and improvement to those sites was tabled.

The District had plenty on its hands, as discussions regarding the handling of youth gangs appears for the first time. To add to the tension, teachers threatened a strike while negotiations slipped into an impasse. The Board authorized legal action against the Edmonds Education Association. Nothing seemed to work and the resulting strike was the longest in District History. When classes resumed,



there was still plenty of work to do to improve and reexamine the relationship. Superintendent Brian Benzel worked diligently for the next few years to transform the District from the brink of disaster into a position of envy. The February 4<sup>th</sup>, 1993 edition of the Seattle Times ran a full page article citing “The transformation of the Edmonds School District from mess to model has not



only raised test scores, but also expectations for the future- and for the man who made it happen.”

# 1991 Second Mountlake Terrace High School

Architect: Bassetti  
 Contractor: Absher Construction  
 Original Cost: \$21,261,500  
 Classrooms: 64



*Terrace Style Like Never Before*

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 Dedication  
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 Juniors  
 Ms. Solvang Retirement  
 Winter Sports  
 Music  
 Art and Literature  
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 Senior Section  
 Index-Ads

**YEARBOOK STAFF**

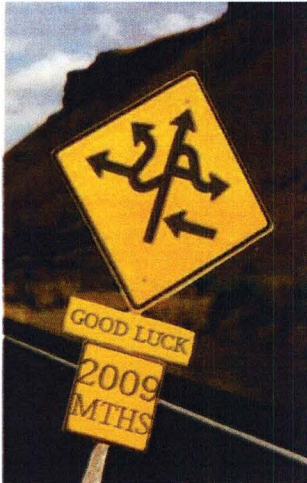
Brandy Barrett	Vickie Lawler
Joel Beckley	Stacy Harriott
Ryle Carlson	Erin McCann
Dawn Corey	Charlie Mercer
Rita Corey	Jason Moore
Nerri DeVault	Tony Moyer
Neville Doohan	Jessica Fleety
Joslyn Gramlich	Tara Higerson
Jason Hartle	Normie Steert
Carolina Hewitt	Jodi Weibert
Dennis Jensen	Soni Williams
Brandy Keith	Scott Wyman

## Hail and Farwell

Greg Schwab served as Principal for 13 years. At the close of the 16/17 school year he wrote, in HawkTalk, his quarterly newsletter to the Terrace High community and parents that he would be changing jobs with the District: “As I write this letter for the HawkTalk, I want to let you all know that this will be the final letter I write as the Principal here at MTHS. I have accepted a position with the district where I will be the Assistant Superintendent for Secondary Schools. It has truly been my honor to be the Principal here at MTHS for the past 13 years and I will take with me many fantastic memories and experiences. MTHS is a very special place and it is hard to leave. But, at the same time, the district office opportunity presents a chance to have a positive impact for all students. So thank you to all of you for the privilege of being Principal.”



2009 Grandma: Heidi Olson, age 15 MTH



2009 Year Book

Transitions always have mixed emotions. While the school community was happy to see Greg move up, they were also sad to not have him at Terrace.

Then they hailed the new interim Principal, Greg Schellenberg who started off the year with a great letter to the school community:

“Welcome to the 2017-18 school year at Mountlake Terrace High School! I’m delighted to greet you and welcome you to another school year. Getting to know students at all grade levels, learning about our fantastic MTHS programs, and observing excellence around the school has been exciting for me as the new interim principal. This is the 57<sup>th</sup> year of Mountlake Terrace High School. I’m impressed and encouraged to watch such a longstanding, vibrant school honor strong tradition while balancing the need to be contemporary and current.

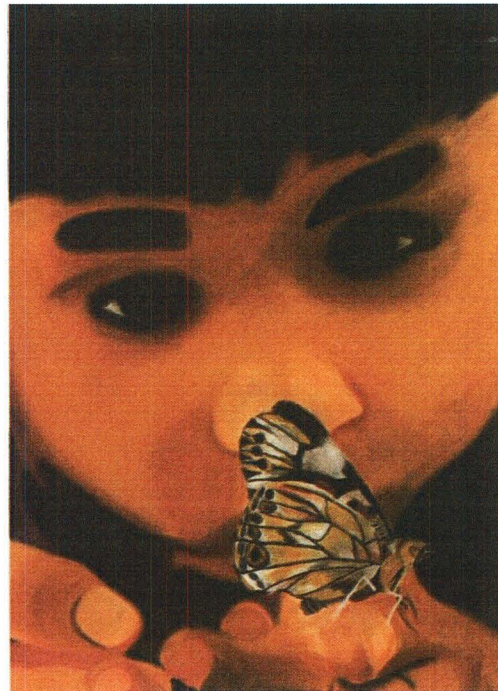
Mountlake Terrace is my third opportunity to be principal at a comprehensive high school in Washington. It is a treat to be here. Consistently, I’m encountering students, staff and community members who are warmly welcoming me to MTHS and helpful to support my transition. I’d like to share some of my early impressions of being new to MTHS.

#### **Commitment to the MTHS culture —**

People love Terrace. There is quite a percentage of adults at school that are Terrace alumni. A good number of other staff have children or grandchildren that attend MTHS or have graduated. Naturally, this helps develop a perpetually engaged community — one where traditions are important. Evidence of this commitment can be seen in the staggering effort put forth in Homecoming. Students spent weeks planning and executing their efforts for the spirited week.

#### **Serious about learning —**

Terrace is a place where students and staff have embraced the challenge of learning. Students exhibit a consistent effort— but it is more than completing assignments. Students show that they want to know the content. From ninth graders adjusting to high school coursework to 12th grade seniors writing their post-high school aspirations, students are at work. Teacher discussions frequently center around authentic supports for student learning; an ownership. Regularly, I see school staff authentically asking, “How can I help?”



2008 Curiosity: Caitlyn Curtis, age 18 MTH

# Don't Tell Me The Sky Is The Limit...

### Hawk Pride —

One of the indelible images in my memories will be the morning of the first day of school. Link leaders lined the entry way, welcoming in ninth-grade students and new students — an official message that you are now one of us. Evidence ranges from a robust parent turnout for Curriculum Night to the pride that students take in maintaining a clean campus, showing that Terrace is a special and wonderful place to be. The entire community contributes to a positive synergy. I am expecting all of you will have a fantastic schoolyear.”

Parental involvement is critical to the Terrace culture. Parents are encouraged to become involved, either by volunteering, tutoring or joining one of the many booster clubs. Volunteers and support personnel help bolster the Educational programs that are organized around Professional Learning communities, or PLC’s. “The emphasis of a PLC is for teams of teachers to work together to identify what it is that all students need to learn in each of our courses. Once they have identified the “what”, they then work together to develop assessments that will tell them whether or not students are learning. Teachers develop these assessments together, give them together and then analyze the data to identify students who are not learning. The next step in this process is for teachers to develop interventions to help students who are not learning. Related to this, teachers also work together to provide opportunities for enrichment and challenge for those students who are learning. We are very committed to this work as it emphasizes why we do this work- to ensure that ALL students can and do learn.”



1998 Untitled: Suzanna Fisher,  
age18, MTH



1996 Untitled, Janeen Karn,  
Senior, MTH

In the spring of 2011, the school received some very impressive news. The Washington, (DC) Post named Mountlake Terrace High one of the Top Public High Schools in the country. This recognition was based on the strength of the Honors and Advanced Placement programs. In addition, the State Office of the Superintendent shared their study of graduating seniors’ post high school plans. The report included that 69% of Terrace graduates go on to a 2 or 4 year college or university, compared to the state average of 62%. The on time graduation rate of 91% with a dropout rate is 2%.” The culture is infectious. Here

are a couple of student comments taken from the year book:

2006 *“My goal is to live my life in such a way, that, when I die, someone can say that she cared”* Belma Mulie Senior,

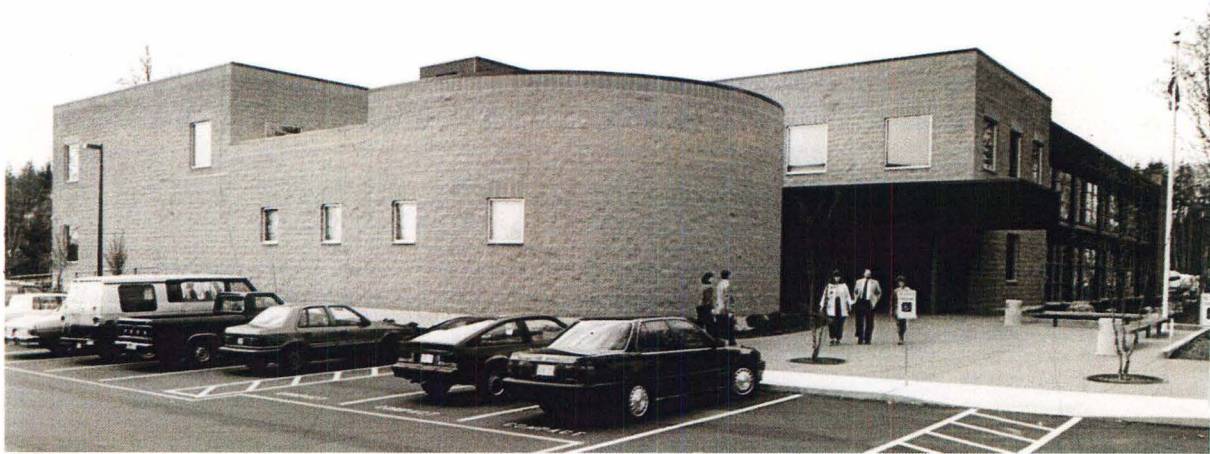
1994 *“Seize the mountain, the wave, and the board that you will prove your existence”* Melanie Mercer, Senior

## ...When There Are Footprints On The Moon

Background, this page and next are from the face and back plates of the 2010 yearbook

## 1991 Educational Service Center, (ESC)

Architect: Integrus  
Contractor: Vemo Company  
Original Cost: \$6,300,000

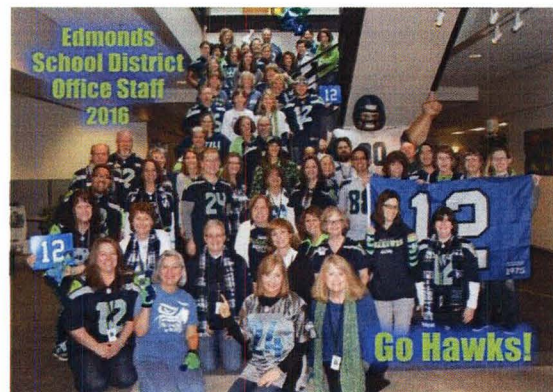


The doors opened in October of 1991. After seven years of planning, The Edmonds School District Educational Service Center moved in. Previously, school administration had been housed in the former Alderwood Manor School on 196<sup>th</sup> where it had been located for nearly 30 years. Plans for a new building began circulating in 1984, when the Board wanted to see if a new administration center could be built without asking voters to pass another construction bond. Funding came together from the sales of surplus property, rentals and leases. A special account was set up to fund the future project. Over the next several years the pot continued to grow and a new building was looking likely. To build the new site, the District worked with the City and Edmonds Community College to trade the Outdoor Laboratory, near College Place Middle, for the site now occupied by the ESC.

The project was put on hold, however, as the District and the Citizens Planning Committee examined the need for improvements at active schools. A scaled down version of an administration facility was proposed using the open office concept to maintain flexibility, maximize building size efficiency and reduce costs. The final six point three million dollar building was approved by the Board in May of 1989.

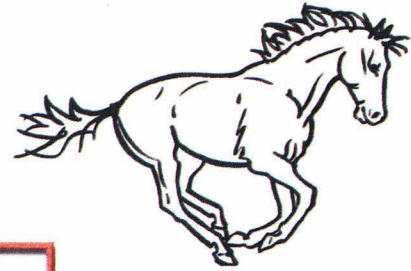
Move-in was a staged affair with the Capital Projects Office and Student Services moving in mid-October. Other departments followed in order with Human Resources and Payroll being the last to arrive less than a month later.

Revenues from the sale of “the GOV” (The land between College Place Middle School and the post office) along with the continuing revenue stream from property sales, leases and rentals made up the remaining funding. The new facility worked out perfectly by promoting collaboration and team solving efforts with a little fun thrown in too.



## 1992 Second Martha Lake Elementary

Architect: Bassetti  
Contractor: Lease Crutcher Lewis  
Original Cost: \$7,776,000  
Classrooms: 26



### Freedom poem

Christina Engstrom, 11, featured in Tuesday's Herald, won a poetry contest about what freedom means.

Here is the Lynnwood girl's entry:

On the Fourth of July  
when you look into the  
sky,

You can see all kinds of  
really cool lights.

There are fireworks  
shooting left and right,  
Going higher and  
higher until they are out of  
sight.

The Fourth of July to  
some people just means  
shooting off fireworks and  
having fun,

But it's not that way to  
everyone.

To some people the  
Fourth of July is our  
independence day,

The day we got  
freedom in every way.

On July Fourth 1776,

We became a free  
country and I think that's  
what the Fourth of July is.

The school was originally opened in 1953 and the current building was opened in 1993. It serves nearly 600 students in kindergarten through sixth grade. On the school website is a school profile article that sums up the school culture: The school mission is to create an environment that offers all students opportunities to participate in challenging, authentic, and collaborative inquiry by providing engaging learning experiences reflective of diverse teaching and learning styles. We are focused on examining the performance data of our school in order to generate intentional planning and instruction. This has resulted in increased student achievement.” The mission goes beyond just the academic too: “A school-wide focus on Character Education has been implemented to improve the school climate. We have created an action plan to develop improved respect and responsibility, and to establish an anti-bullying/ harassment policy for the school.”



2013 Multi Cultural  
Kids: Nathan  
Lehman, age 6  
MLE

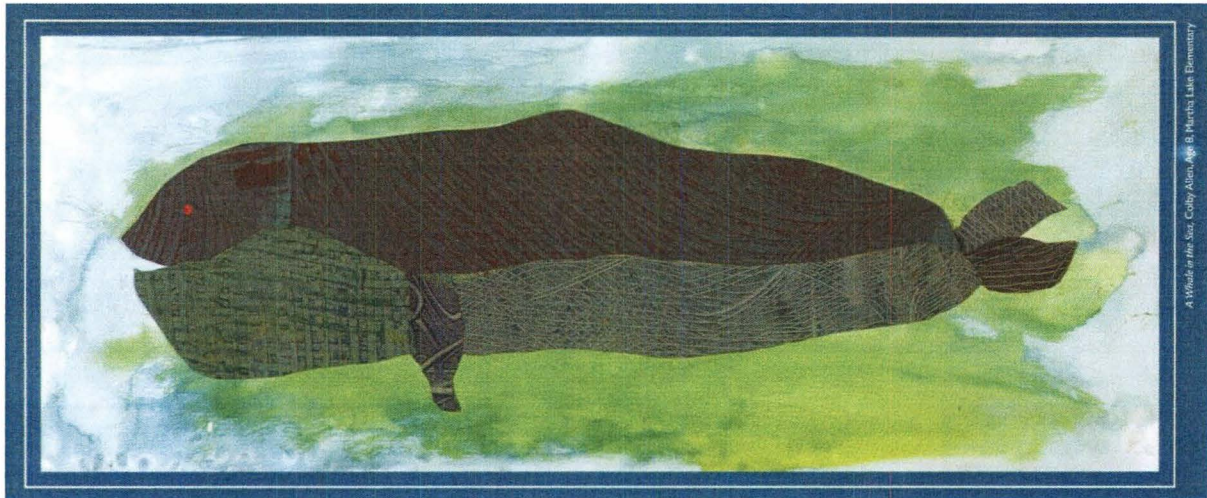
Better Homes and Gardens' Website often contains information about schools. This comment was posted on March 27, 2014: “This is an amazing school with amazing teachers. The diversity is so rich, and there are plenty of extracurricular activities. They do not teach cursive any longer, as it is not needed in common core, but some teachers still choose to teach it. There is choir during recess, as well as service club and conflict managing. You can also choose to work in the library or safety patrol to protect your fellow classmates. This is a wonderful school.”

In 1998, the District asked voters to approve a one million dollar program to fund school projects and improvements that were not budgeted for but which had a high priority for the school communities. Since then, over seventy projects have been accomplished through the Capital Partnership Program. Partnerships with other funding sources are highly encouraged, such as the one at Martha Lake Elementary.

The new gear was thanks to a fourth grade class at the school, which created a two-minute video to enter in a nationwide contest last spring. The video was one of five that won a \$15,000 grant through the non-profit KaBOOM! The grant was matched by the Hazel Miller Foundation and the District's



Capital Partnership program. The old playground equipment had to be removed because it was worn out and did not meet current best practices. Dozens of volunteers, including parents, teachers, Boeing machinists and Coast Guard members, assembled the new equipment at the school. “We are so excited,” said Principal Tom Trexel. “This new playground is such an asset to both our school and our community. Children need a safe place to develop their imaginations while getting good exercise. But most importantly—this is just plain fun!”



2007 A Whale in the Sea: Colby Allen, age 8 MLE

*“The most important part of our life is spent at school. During this period we learn almost all the good things that we should acquire. School is the training ground for all virtues that make a good person. Here we first learn how to live a disciplined life. We read together, we sit together and we play together. Thus we learn the value of collective effort in life. We learn the lessons of self-control, truthfulness, kindness, duty and many other good qualities. School-life opens the eyes of the students to the virtues of punctuality and adjustment. Students are thankful for the lessons after wards. So when school days are over, students leave the school with real regret.” Anonymous*

# UNDER CONSTRUCTION

Edmonds School District #15 Capital Projects Update

May 1997

## ***New schools take shape with construction on schedule.***

### **New Edmonds-Woodway High School**

Work continues to progress rapidly at the new **Edmonds-Woodway High School**. The structural steel has been erected in all buildings except for the Administration and Arts buildings at the north end of the site. The first series of steel structures to go up were the "Learning Clusters," flexible classroom spaces which begin at the northeast corner of the site and extend south along 76th Street. The 120-ton construction crane that was being used to place the steel has temporarily left the site and will return in May to complete the last two buildings.

The steel erection has gone very well. Already, much of the second floor of the building along 76th Avenue has been poured. Metal stud framing now defines many of the classrooms and flex areas in the upper floor. Large ductwork is being installed in the classroom and support areas.

The Gymnasium and Great Hall roof trusses have been installed and provide a dynamic visual view of how grand these spaces will be when they are completed.

Masonry work continues on the Arts Building which will house the arts, band, and choral rooms in addition to an intimate theater which will seat approximately 250 people. Administration Building foundations have been completed between the Arts Building and Learning Clusters, and the floor slab for the Library has been poured.

Construction is on schedule with completion planned for late spring 1998. It is anticipated that the move into the new school will occur during the following summer, and the site will be ready for students in September 1998.

#### **Trivia Tidbits**

**Edmonds-Woodway High**  
1,100 tons of structural steel have been delivered  
**Meadowdale High**  
420 new doors are scheduled to be installed

### **Seaview Elementary School Modernization**



*View of the new classroom entries from the courtyard*

The new Administration & Library Building faces the parking lot, providing a dramatic new entrance for **Seaview Elementary**. In addition, new red-shingled dormer-style peaked roofs give the school a traditional northwest flavor and show a striking difference from the original flat roofs.

The roof structures of the Classroom and Administration Buildings have been completed and sheetrock is currently being installed in the classrooms, giving shape to their adjacent open Flex Areas. The interior wall framing in the Administration Building is underway, and wall and roof framing is nearly complete on the new Gymnasium, located at the rear of the site. The contractor is preparing to begin installation of the exterior stucco and tile finishes.

Most of the main mechanical systems have been installed including new air handling units, fire sprinklers and plumbing systems. The playfield is in the midst of a spring transformation from mud to grass after being regraded and reseeded last fall.

Seaview is on schedule for completion in August 1997. A moving date will be set once it is clear that the building is ready for students.

### **New Meadowdale High School**

Masonry work continues to rise next to **Meadowdale High School**, as the new Arts Building takes shape. The building will house the band and choral rooms, art rooms, kitchen, and a flexible 250 seat "black box" theater in addition to the Great Hall. The Great Hall will be used as a dining hall and for music performances, seating approximately 600. Masonry walls are rising between the massive steel columns that have been standing for the past month, giving the hall its final form.

Structural steel erection began April 7th in the Library and Administration Building, where many of the floor slabs have been poured. In addition, plumbing and electrical underground have been completed in the Academic Building, which will house flexible classroom spaces overlooking the athletic fields to the south.

Construction is on schedule at Meadowdale; by the first of May, structural steel will be nearing completion on the Academic and Arts Buildings. Early next spring (1998) when the first three buildings are complete, staff and students will move out of the "old" Meadowdale and into the new. As the project is completed, the old building will be demolished to make room for additional parking, a new baseball field, new tennis courts, and an Automotive Technology facility.

#### **Visit Our Internet Homepage at <http://www.edmonds.wednet.edu>**

The Capital Projects office has a homepage on the Edmonds School District internet web site to provide easy access to up-to-date information. Photographs, computer-generated design images and written monthly progress reports are all available. To access the capital projects homepage, log on to the district web site, click on "Other Information Servers" and then click on "Capital Projects."



## 1997 Remodeled Seaview Elementary

Architect: Bassetti  
 Contractor: Eberharter  
 Original Cost: \$8,000,000  
 Classrooms: 22



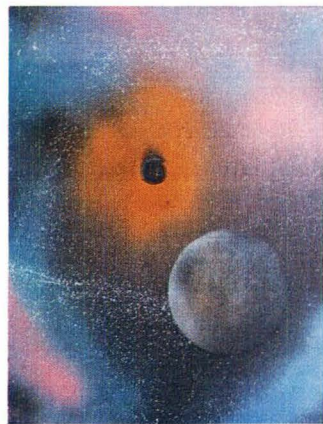
2014 Talking God:  
 Miette Dean,  
 age 8, SVE

Seaview Elementary re-opened to students in the fall of 1997. This project, like the Meadowdale High was a modernization of some of the existing buildings with new construction. Built around a central courtyard, much of the building was based on the original floor plan where administration offices and classes were upgraded. New mechanical systems were installed in the new attics that were

added over the class wings, such as new heating duct system to replace the old underground one. A new library was built. The separation of the bus and parent drop off/pick up zone was made and the old play shed was changed to house the art and music program. The play shed and gym were placed separately from the main building.



2010 Bamboo Forest:  
 Kaitlyn Bonnell,  
 age12, SVE



2015 To Boldly G: Nia  
 Jensen, Age 12, SVE



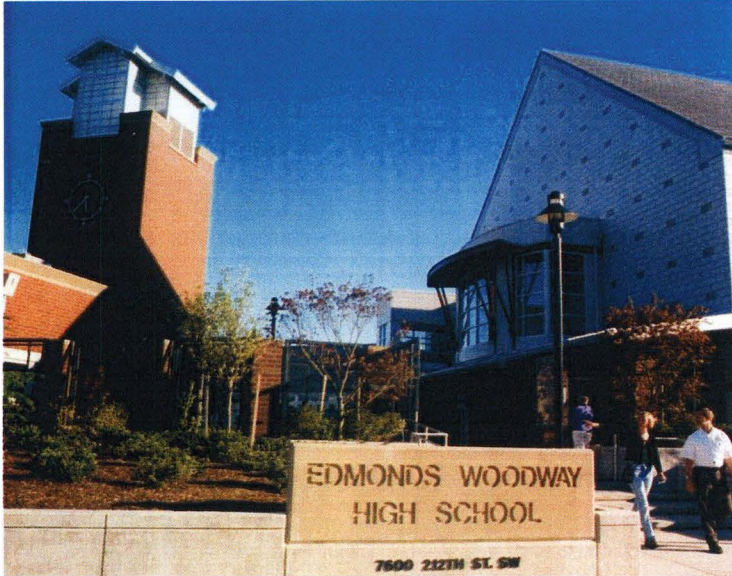
2015 Happy Penguin:  
 Cienna Cheridan Spenser,  
 age 8, SVE

### MISSION STATEMENT

Developing leaders to S.W.I.M. on their own!  
 Strive for Success  
 Work Together  
 Inspire Others  
 Make a Difference

## 1997 Edmonds-Woodway High School

Architect: Bassetti  
Contractor: Lease Crutcher Lewis  
Original Cost: \$45,000,000  
Teaching Stations: 78

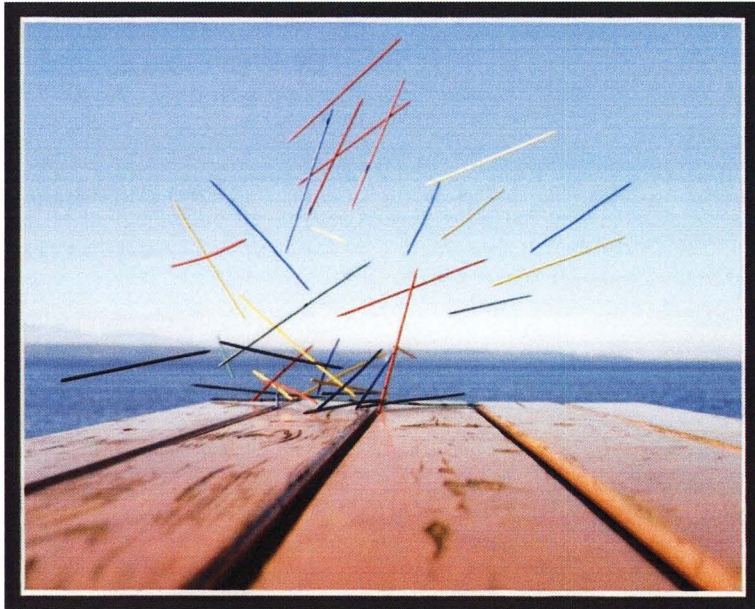


For the narrative of Edmonds Woodway High School, I turn to long-time Assistant Principal Geoff Bennett, who expresses the culture and history of the school.

“By the end of the 1980’s, two of the District high schools were becoming tired and not able to handle the increasing technology coming into educational use. By this time both the 1967 Edmonds and Woodway High’s enrollment had dropped off to a degree where

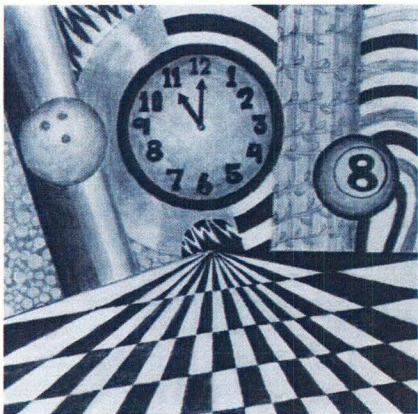
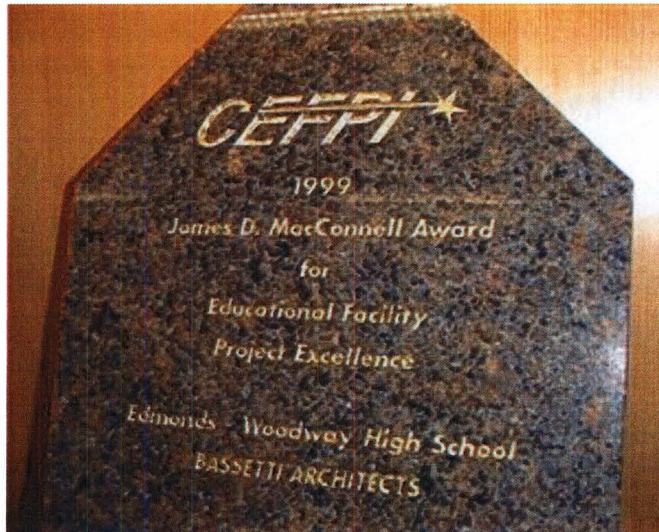
both schools were small enough to drop into the AA status for sports. Combining the two seemed appropriate and would save duplicated costs. In order to construct the new Edmonds/Woodway High it was necessary to transfer the Edmonds students and staff to the Woodway campus by adding portables to expand the capacity.

As discussions about the details of a merged school carried on, the District prepared Bond elections to raise money for the project. Several measures were offered up in the eighties but failed to gain voter approval. Meanwhile, the combined students and staff went through the process of selecting things like school colors, fight song and mascot, eventually settling on a knight in shining armor. The existing Edmonds High was demolished and that part of the property lay empty, except for a lonely Japanese maple that had been a gift to the school from a 1958 German exchange student.



2015 Five, Six Pick-up Sticks: ILaria Simmen, age 15 EWH

Voters approved a capital bond early in 1996 and construction of the current building began that fall. In the fall of 1998 the new school opened its doors for the first time. The beautiful new building garnered its share of recognition for its design and functionality. There are eight learning clusters with special teacher offices. There is a beautiful library featuring stained glass windows and enough space for three classes of students. The gym has an extra-large capacity offers as many as three games at one time. The great hall serves as both the daily cafeteria and as a performance center. A spacious central courtyard allows casual learning and open space.



1996: Untitled: Ben Small, age 16, EWH

Dedicated to the belief that all students can learn at significantly higher levels, the curriculum is designed to reflect high expectations. The International Baccalaureate Diploma and IB Subject Certificate, and an Honors Diploma are awarded to students who have met the challenge. EWH features a regional deaf and hard of hearing program serving 13 different districts. Serving 150 students, the program has placed second in the Regional Academic Bowl and gone onto to compete on a national level. The school's music groups have consistently won top honors in many music competitions, including the Lionel Hampton Jazz Fest, and as the four-time finalist in the "Essentially Ellington" completion at New York City's Lincoln Center. Other

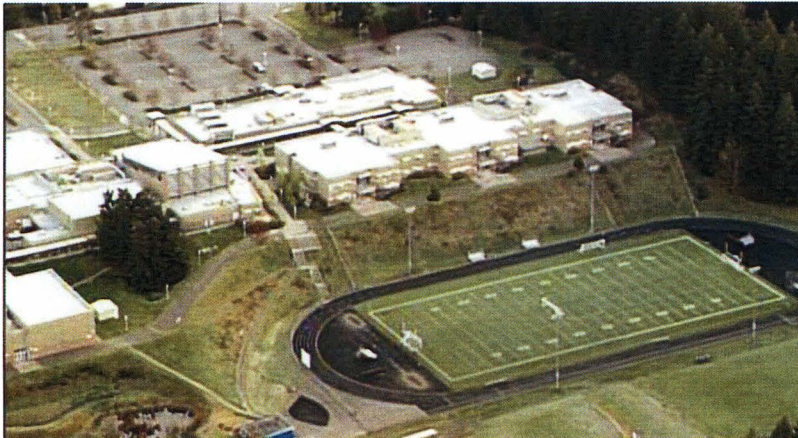
important programs include life skills instruction for special education students, a vibrant and growing English Language Learners course of study, and the Explore program, offering a multi-discipline study format that is project based curriculum for at-risk students.

*"True terror is to wake up one morning and discover that your high school class is running the county."* Kurt Vonnegut



## 1998 Second Meadowdale High School

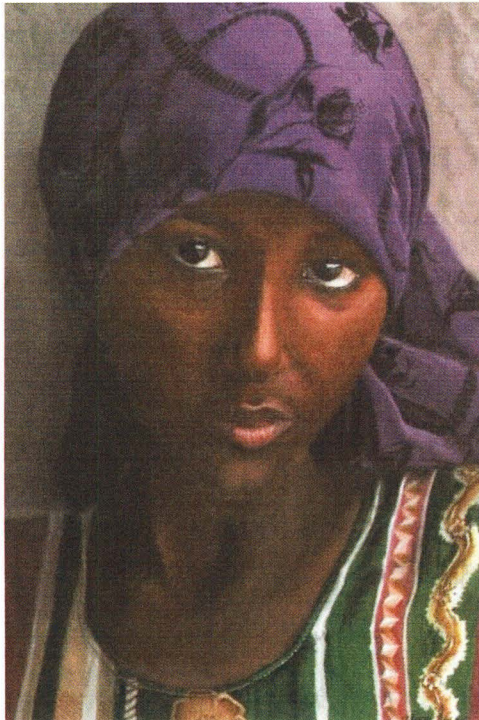
Architect: Integrus  
Contractor: Lease Crutcher Lewis  
Original Cost: \$43,000,000  
Teaching Stations: 76



### Meadowdale High move set April 10

*The finishing touches are being made on the new Meadowdale High School, as its occupancy draws near. Friday, April 10, students have been excused for the day to allow staff to transfer their work stations from the existing building to the new one. When students and staff return from spring break on April 20, classes will be in the new school, a 195,376 square foot facility built to accommodate 1,600 students. With the completion of phase one construction and the moving of students into the new building, the old building will be demolished and phase two work done on a recreation/fitness center and final sitework.*

When the new building opened in 1998, Staff and students brought the Meadowdale culture with them. They were part of the ground breaking assembly and followed the project all the way through. In a Enterprise newspaper article in 1996, Debbie Jakala(Givens) wrote that *“Teacher Phill Hull has been at Meadowdale since the school first opened in 1963 and with the District for a total of 39 years. As a speaker at the ground breaking ceremony for the reconstruction project, Hull amused and touched the emotions of many of the former and*



*current students, faculty and community members who attended the December 3<sup>rd</sup> event.”* Getting to ground breaking had been a major endeavour. Three previous attempts to pass a bond had failed before the fourth bond measure was passed for \$42.6 million dollars. *“Things had to get really bad before people realized we needed a new school”* said parent and planning committee member, Nikki Gates.

Jakala continued by saying *“ But the new 1,600-student capacity structure is likely to bring tears of joy when it’s completed in the spring of 1998. Four buildings make up the first phase of the 195,000 square-foot project: the administrative, library, and classroom building and the main academic building and arts space, home of the 250 seat black box theater and 700 seat Great Hall that also serves as a dining room”*

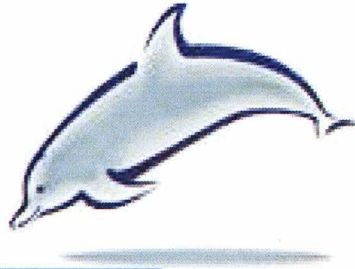
2002 Woman of Sanaa:  
Alyson Jones, age 17 MDH



## Chapter 6: The Latest Generation

### 2000 Second Chase Lake Elementary

Architect: Bassetti  
Contractor: Shea Construction  
Original Cost: \$13,000,000  
Classrooms: 25

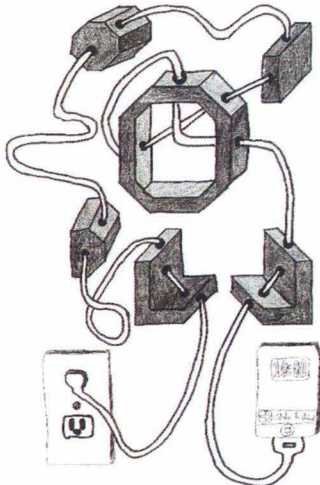


2011 Birdseye: Lucy Lee,  
age 12, CL

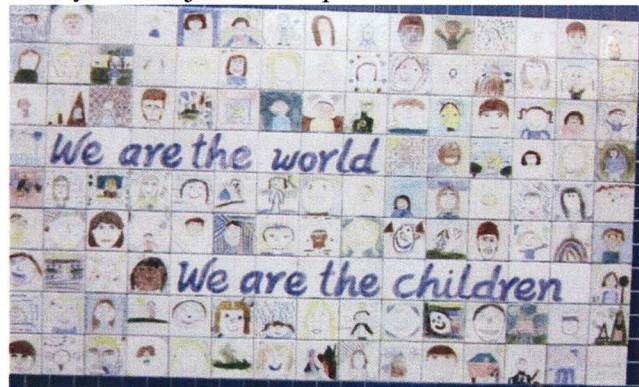
Students greeted their new school when doors opened upon the start of the 2000-2001 school year. The new two-story school was built on the existing site. A central circulation area showcases the structure. The entrances to the library and commons spaces are a focus on arrival inside the entrance to the building. Students arriving by bus utilize a separate drive and entrance to the building from those arriving at the visitor/parent drop-off entrance area at the front of the school. The facility is designed to accommodate 575 students.

Program features include:

- 24 Classrooms - 4 Learning Centers, each with a Shared Space and 6 classrooms
- Commons with Stage and Gym linked by an operable partition, which can be opened to provide space for large gatherings and performances
- Parent/Community Room
- Outdoor Learning Spaces/Play Area and ball fields
- Covered outdoor play area
- Library with adjacent computer lab and media room



2012 Long Way to Charge Your  
iPad: Cole Hadaller, age 11 CL



Ceramic tile mural at Chase Lake



Enterprise/DUSTY LOCKE

Chase Lake Elementary students, staff and parents returned to a brand new campus this fall after spending a couple of years at the old Edmonds-Woodway High School while the school was being built.

# New schools opened

## Chase Lake and Meadowdale enjoy new buildings

By Bill Sheets  
Edmonds Enterprise editor

The glow of two sparkling new schools can be seen in the faces of the students, teachers, parents and administrators at Chase Lake and Meadowdale elementaries.

"It's such an improvement over the past," said Chase Lake PTSA parent Colleen Steelquist.

"People are very excited about the new school," said Meadowdale fifth-grade teacher Lori Soderberg. "We waited a long time for it."

The schools, which incorporate new educational concepts into their design, opened this month after Meadowdale students spent two years at the former Alderwood Elementary School and Chase Lake students spent a year-and-a-half at the former Edmonds-Woodway High School.

The new Chase Lake is "much better than the high school and the old one," said fourth-grader

Ben Goodwin.

"I think the school is really big," said Meadowdale fifth-grader Gaebbi Tumbaga.

The former schools at each of the sites, 21603 84th Ave. W. for Chase Lake and 6505 168th St. SW for Meadowdale, were both built in 1964 in what's been called the California style of rambling one-story buildings connected by outdoor walkways. The buildings were built to last about 20 years, with pre-cast concrete and asbestos fiber board, according to Meadowdale principal Kyle Kinoshita.

2016 Pumpkin:  
Christian Driscoll,  
age 5 CLE



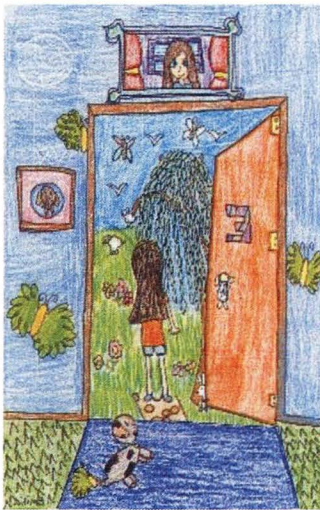
A story from the classroom: *While walking through the halls of our middle school, I saw a new substitute teacher standing outside his classroom with his forehead against a locker. He was muttering "How did you get in this situation?" I knew he had a difficult class and I tried to provide some moral support. Can I help? I asked. He lifted his head and said, "It will get better as soon as I get this kid out of his locker."*

## 2000 Second Meadowdale Elementary

Architect: Bassetti  
 Contractor: Spee West  
 Original Cost: \$13,000,000  
 Classrooms: 25



Students were welcomed to the opening of their new school when they returned from summer break in the fall of 2000. The new two-story school was built on the same site as the old school. The connecting Commons/Gym structure as well as classroom buildings all surround a central outside courtyard. The library is located on the 2nd floor immediately above the Admin offices at the main entrance to the school.



2013 Eight Lines: a Doorway to?: Emillia Glass, age 9 MD

Students arriving by bus utilize a separate drive and entrance to the building from those arriving at the visitor/parent drop-off entrance area at the front of the school. The facility is designed to accommodate 575 students. The MDE program features 24 Classrooms, 4 Learning Centers each with a shared space and 6 classrooms Commons with Stage and Gym split in half by an operable wall which can be opened for large gatherings and performances. There are outdoor learning spaces, play areas and ball fields. A library with adjacent computer lab and media room are also provided.

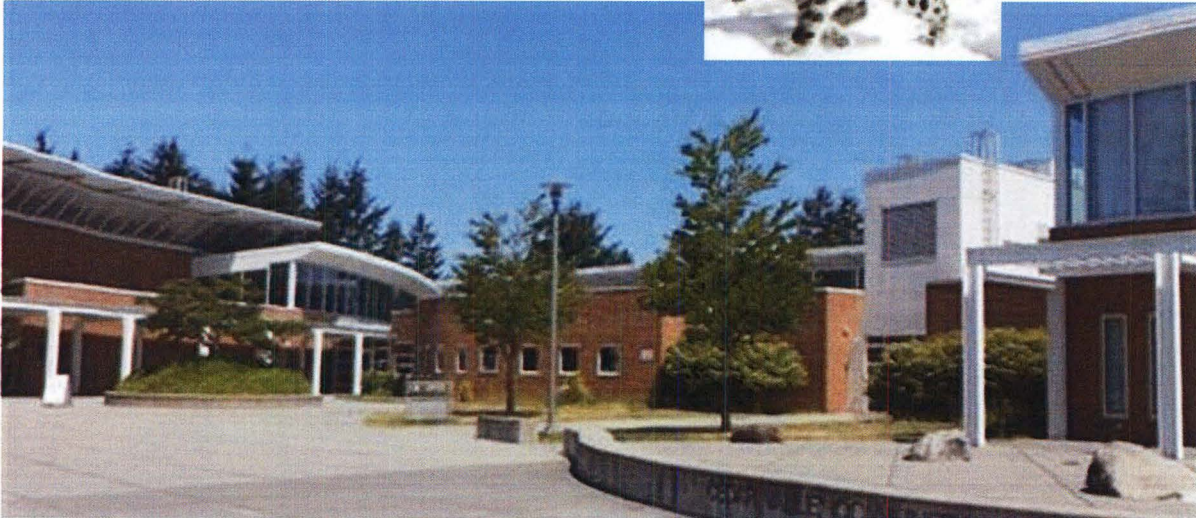


2017 Spring Cherry Tree: Tym Shateskyy 5<sup>th</sup> grade, MD

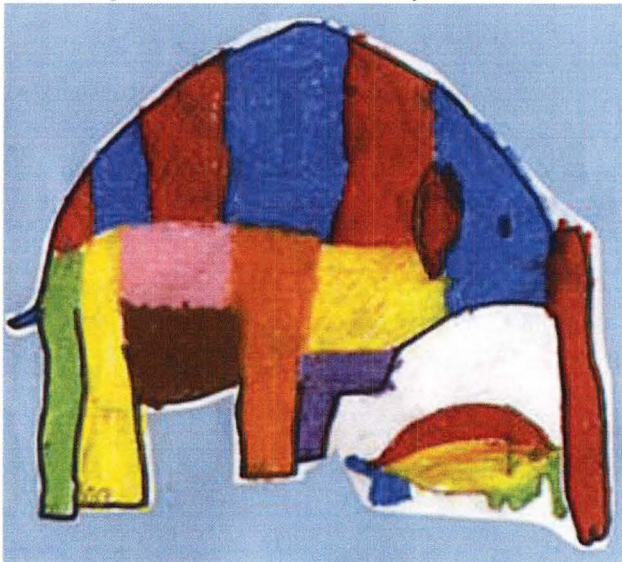
*“Game shows are designed to make us feel better about random facts that are all we have left of our education.”* Journalist Chuck Palahniuk

## 2001 Third Cedar Valley School

Architect: Mahlum  
Contractor: Spee West  
Original Cost: \$17,000,000  
Classrooms: 25



Rising from the former Lynnwood Junior High/Scriber High School, Cedar Valley Community School greeted students for the first time on September 4, 2001. In July of 2001, the main buildings at Scriber Lake High School were demolished and materials hauled away leaving the area ready for the asphalt paving and completion of landscaping at the site. Scriber Lake High's east wing was demolished in May of 2000, clearing space for the construction of the new Cedar Valley Community School on the north central part of the site. Siting the new structure there allowed the school to continue operations during construction of the new school and reserved a large area of the site for future District or community uses.



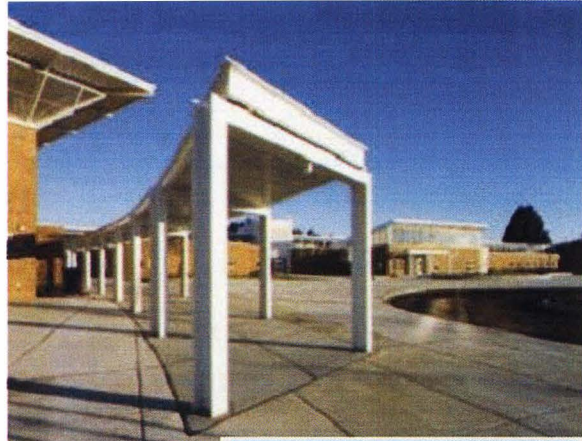
2011 Elephant: Antony Foster, age 6 CV

Spaces in the new building are used by all students and community events are grouped on the north side of the main entry. A wonderful gym and assembly space, nearly twice the size originally planned, is suitable for both student and community use is the result of a partnership forged by the District with the City of Lynnwood in which the city paid for the expanded area.

The Capital Projects Office and Cedar Valley team worked with the staff of the District's Early Childhood Center to plan for their addition to the new building's family of programs. Their work together demonstrated the value of the flexibility and adaptability designed into the facility by the consultant team, as relatively few changes have been required to adapt spaces to the needs of developmentally delayed or disabled pre-school children.

Program features include:

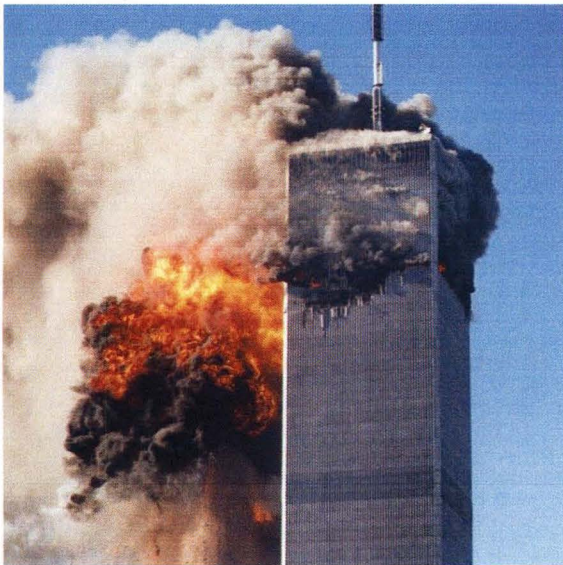
- 24 Classrooms - organized in 6 groups of 4 classrooms clustered around a shared activity space.
- Site developed to preserve options for future development. Hillside location allows on- grade entry on both levels of two-story classroom clusters.
- Enlarged gym made possible by partnership with City of Lynnwood as a way to continue active community involvement at this site.
- Head Start and Co-op Preschool programs joined Early Childhood Center and Cedar Valley's program, delivering a full spectrum of services to the community.
- Views between spaces and circulation paths (vertical and horizontal) and to outdoors integrated with daylighting so as to help orient and delight inhabitants as they move through the building.
- Dedicated community room located near guidance spaces, and a kitchenette for community and Parent/Staff Organization use located in cafeteria.



2013 Self-Portrait: Ena Dilberovic, age 9 CL

**Math teacher:** *A man from Los Angeles drove toward New York at 250 miles per hour and a man from New York drove toward Los Angeles at 150 m.p.h. Where did they meet?*

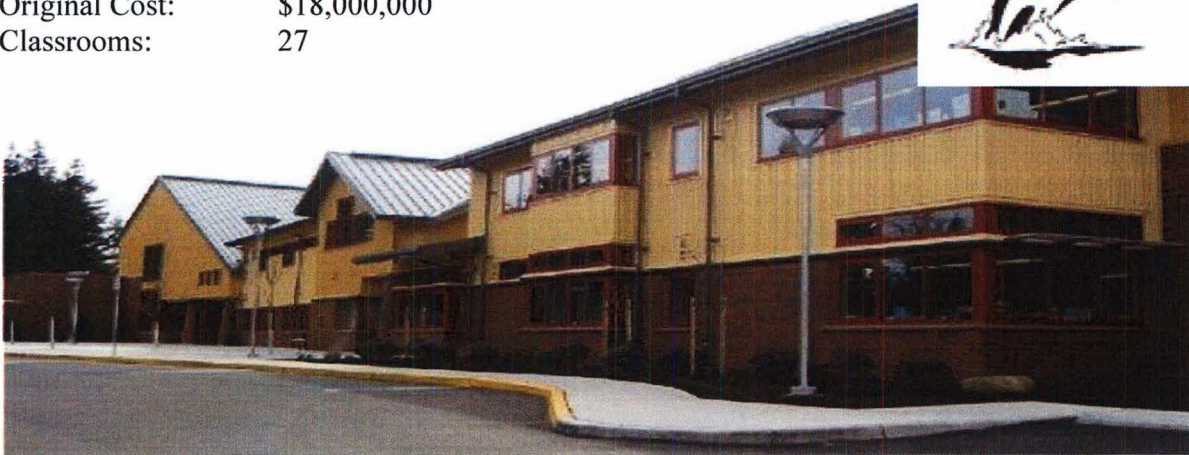
**Johnny:** *In jail!*



On September 11, 2001, militants associated with the Islamic extremist group al-Qaeda hijacked four airplanes and carried out suicide attacks against the United States. Two of the planes were flown into the twin towers of the World Trade Center in New York City, a third plane hit the Pentagon just outside Washington, D.C., and the fourth plane crashed in a field in Pennsylvania. Almost 3,000 people were killed during the 9/11 terrorist attacks, which triggered major U.S. initiatives to combat terrorism and defined the presidency of George W. Bush. The President declared a “War on Terror” that would seek out terrorists, regardless of where they may be. It is now the longest war in American History. (Continued on page 159.)

## 2002 Second Maplewood K-8

Architect: Bassetti  
Contractor: Wick Construction  
Original Cost: \$18,000,000  
Classrooms: 27



On January 7, 2002 students returned from vacation to their new school. From July 2000 to December 2001, demolition and new construction occurred in the location of the existing Co-op, while the Maplewood Center building underwent modernization to meet program and code requirements. The new, two-story school and modernized Center are enclosed as one building with the commons serving as a focal point adjacent to the main entrance. The two programs are spatially integrated, with some Center classrooms located in the new building and some Co-op classrooms located in the modernized building. The school accommodates 450 Co-op students and 50 Maplewood Center students.

Program features include:

- 20 Co-op Classrooms and 4 Center Classrooms.
- Gymnasium and Commons linked by an operable partition, which can be opened to provide space for large gatherings and performances.
- Parent/Community Room to accommodate the Co-op program.
- Outdoor Learning Spaces, designed to provide interactive teaching opportunities.
- Passive Ventilation built into the mechanical design of the school.
- Library with adjacent computer lab, story room, and media room.

### Our Vision

**T**he world our children inherit - the opportunities they have, the dreams they live - depends upon the education we provide them. Our vision becomes their reality. To ensure this vision, each child must be given the best educational foundation our staff, parents, and community can offer.

**W**e believe that this educational foundation encompasses a strong academic base, fuels curiosity, promotes a love of learning and nurtures self-worth. This can best happen in a safe, caring environment in which a strong dedicated staff encourages children to discover their potential and begin to develop their abilities and interests.

**T**he most important function of elementary education is to provide a variety of opportunities through which the learners develop skills and knowledge that will enable them to live and continue to learn in an ever-changing world. We want our children to be motivated to learn, able to handle independence, make decisions, solve problems and accept responsibility.

**T**his is our vision for our children. . . . The Maplewood Program

## Glass work allows kids to apply class skills

**EDMONDS** — Fifteen seventh grade students unveiled a stained glass window they had made at an all-school assembly June 22. The group was an arts and crafts class which completed the work for Maplewood Elementary as its final project of the school year.

The Public Education Foundation awarded Maplewood a grant for \$500 to use for the stained glass window project, parent volunteer Lynn McManus said. She taught the students how to work with the stained glass.

The students integrated science, math and design skills to design the window. They personally picked out and bought the glass they wanted to use.

The school had chosen the Orca whale as its mascot, so the students decided to use the Orca as the basis for their window. The seventh graders gave up their lunch hours to work on the project.

The window will be on permanent display in the school's library. Each year, the Public Education



Photo by Lynn McManus

Proud seventh grade students at Maplewood Elementary show off their stained glass window creation prior to revealing it to their schoolmates. Pictured are (left to right, front to back) Adrienne Noble, Abe Williams, Kimberly Norton, Jeanette Cobb, Portia Orner, Sara Faulds, Leah Swearinger, Liz Corrington, Keri McManus and Sarah Rosenberger. Not pictured are Sophia Kohc, Amanda Pittmann, Celeste Ingram, Bao-Chau Vo and Camille Williams.

Foundation hosts a phone-a-thon in which volunteers solicit donations to raise money for grants for the Edmonds' School District. Schools apply for the grants to be used for

various projects. Up to \$1,000 can be given to a particular program.

This year was the first the students in the Parent Cooperative Education Program had their own

school. Prior to this year the program had been located at several other schools. Maplewood is the seventh location for the program in 11 years.



2015 Untitled: Adam Payne, age 13 MW Co-Op



The Orca stained glass project.

*"A man who has never gone to school may steal from a freight car; but if he has a university education, he may steal the whole railroad."*  
Theodore Roosevelt

## Stitched with love of country

In August, **Laurel Hendrix** decided to finish a 60-year-old quilt as part of a Veterans Day lesson in her Lynnwood classroom.

After Sept. 11, the project took on a new importance.



DAN BATES / The Herald  
First- and second-graders in Laurel Hendrix's class at Maplewood Co-op school in Lynnwood show off a quilt they helped complete. The children are (from left) Ashley Patricio, Charlianne Houser and Jason Dawn.

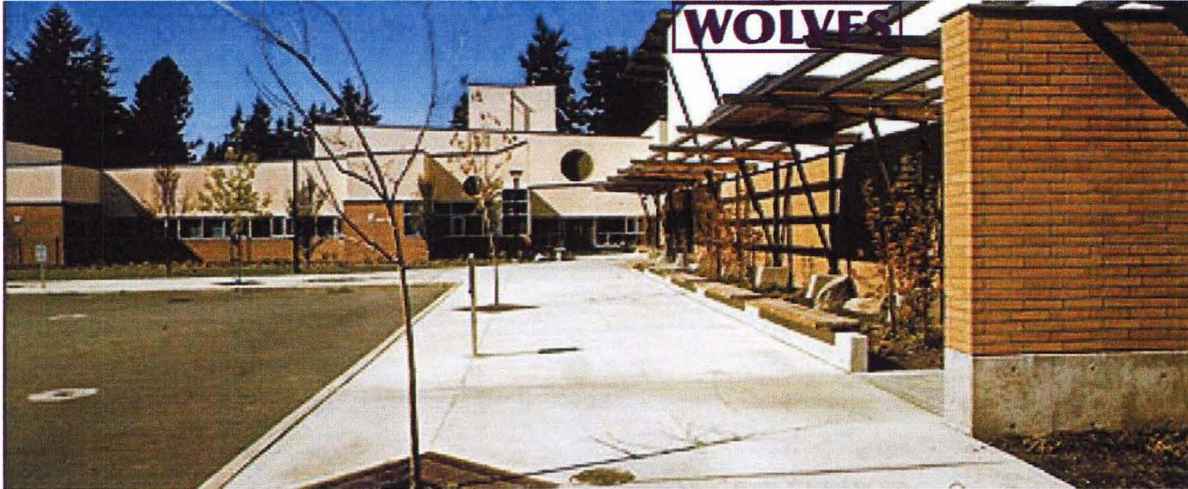
*"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."*

Albert Einstein

Undated article from the Everett Herald, circa 2002.

## 2002 Terrace Park School

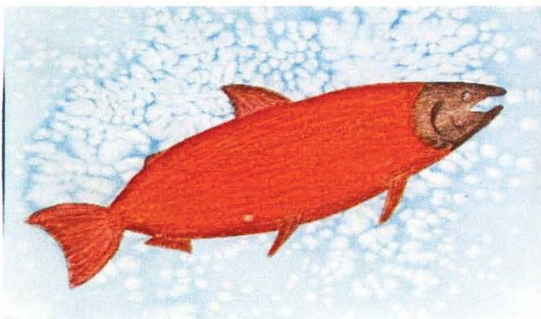
Architect: Integrus  
Contractor: Sollitt Construction  
Original Cost: \$19,000,000  
Classrooms: 33



Terrace Park School opened to students February 2002. The single, enclosed building is organized into five learning clusters (three on the main level and two on the second floor), aligned along a primary circulation spine running the length of the school. The classroom clusters are oriented toward the west side of the property, while the more communal functions such as the gymnasium and commons are oriented toward the east, near parking and public access.

Program features include:

- 30 Classrooms, including a Transition Classroom.
- A linked Gymnasium and Commons that supports community functions as well as school program requirements.
- Library story/presentation area, reading nooks, and adjacent computer lab.
- Outdoor learning gardens with multiple teaching opportunities.



2016 - I Come Home: Isabella Dillow,  
age 10 TP

To make a 700-student school less intimidating for children, there are five neighborhood like clusters with six classrooms around a shared flexible space. These are grouped by grade level, with the youngest students in the lower, more intimately scaled one-story portion of the building and the middle-school students in a two-story cluster that connects by a bridge to the existing playfields. All clusters have gardens and terraces, melding it into a parklike setting. Instead of a traditional, more rectangular layout.

Terrace Park has fingers that feather out into lawns, increasing the amount of daylight inside and breaking down the size of the 70,424-square-foot school.

There is no mistaking that this is a civic structure with a scale appropriate to an institution of learning and its importance in the community. This civic scale is established by the large gymnasium and cafeteria, which are available to the community after hours. From the street, the solid facade of the gym balances the large glass walls of the cafeteria. Its front-to-back transparency welcomes the neighborhood.



Unlike the steep, pitched roof that gave the one-room schoolhouse its distinct identity, Terrace Park has gently sloping roofs that turn up at the ends like foils on airplane wings. The roof forms emphasize the collection and distribution of rainwater into sculptural cisterns and landscaped drainage swales. Hands-on watershed management is part of the outdoor learning areas, designed by landscape architects The Berger Partnership, and is filled with native plants and butterfly gardens.



By grouping windows of different sizes together -- some sills are window-seat height while others are at standing-eye level -- and by wrapping them around corners, the window area appears larger inside and out. Students enter a two-story lobby across from the glass-enclosed administration offices. Colorful artwork fills the bulletin boards circling the space and an open stair leads to second-floor classrooms. Its wood treads and landings are glued-laminated timber from the old school; part of a plan to recycle as many construction materials as possible. A "main street" connects the classroom clusters, as well as the library and music rooms with large windows into the gardens between clusters. The hallway's stained-wood ceiling warms up the polished concrete floors. Each classroom cluster is like a cul-de-sac around a central flex space for small and large groups. Windows out to the gardens and into each classroom foster a sense of connection and community. It's not a big space, but the raised ceiling with clerestory windows and exposed wood beams make it an inviting place for a range of activities.

The classrooms are simple in plan, but have raised wood ceilings that gently slope up toward a large bay window. Metal sunscreens continue inside as light-shelves to bounce sunshine deep into each room. Each bay window has built-in shelves and seats, creating an intimate space for individual and small group learning.

***“Our job is obvious: we need to get out of the way, shine a light, and empower a new generation to teach itself and to go further and faster than any generation has.”***

Seth Godin

## 2006 Scriber Lake High School at Woodway Campus



**Our Mission:** “Scriber Lake High School will ensure that every student becomes a success by helping them identify, develop and maximize their strengths, skills and talents.”

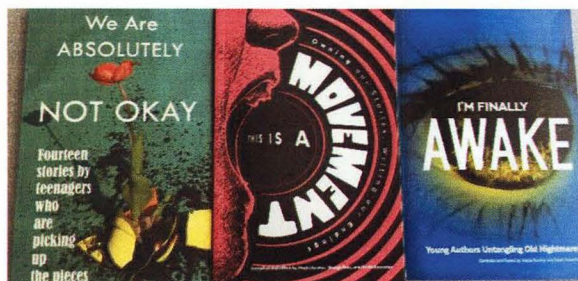
**Scriber Lake Means Success:** Many Students need something different than a traditional large high school in order to be successful. Scriber Lake High School provides an alternative setting to help students succeed.

Housed in the former Woodway High School, Scriber has had a long history with the District and has operated in multiple locations previously. Their previous sites were at the original Cedar Valley School and before that, at Lynnwood Junior High until that building was demolished to build the current Cedar Valley School.

Many people aren't aware of the challenges many teenagers are forced to deal with these days. We hope to change that. How do we create a school with heart and soul? It is a place that focuses more on supporting the student's dream for the future than getting through a set curriculum. We went on a journey to empower our disenfranchised students using 17 questions designed to bring them back into the center of their own education. One of the many ways that Scriber accomplishes so much is through their writing program. For many years, starting with the publication of *We Are Absolutely Not OK*, students contribute articles to the books talking about tough issues. Candid conversation about addiction, incarceration, sexual identity, broken families, abuse, poverty and death. By having these opportunities students give the outside community an inside look at the life struggles they face. Through this process parents, community and other students, these books reach out to young people everywhere. Having expressed themselves through these books allows students to put painful pasts and provides the tools to move towards hope and happiness. (46)

### Scriber Lake provides:

- A small student body
- Exploratory classes
- A later start time
- Credit recovery options
- Frequent evaluation and feedback
- Great success helping 9th and 10th grade students earn credit to be on track for graduation
- A place where students are encouraged to explore their dreams



(46) From the Scriber High Website

## 2009 Lynnwood High School

Architect: Bassetti  
Contractor: Cornerstone Construction  
Original Cost: \$99,000,000  
Teaching Stations: 56

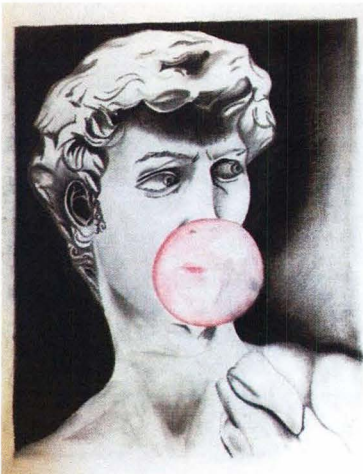


The High School consists of a two story building with a baseball/soccer field, a football and soccer field, five tennis courts, and two soccer/fast pitch softball fields. The size of the school building is approximately 213,374 square feet. Other facilities include a 2,100



square foot field house, a 2,500 square foot green house, a 544 square foot emergency storage shed for the north field and a 704 square foot emergency storage for the south field. The school includes 64 teaching stations and house, at optimum levels, approximately 1,600 students and 100 staff.

2010 Self Portrait:  
Shaina Chavda,  
age 17 LHS



Long time Principal, Dave Golden comments on the LHS culture: *“Over seventeen years I have seen Lynnwood High School develop into a very special place. In 2000, our kids were housed in a substandard building. In spite of that, there was a ton of school spirit and a feeling of family. Now proudly housed in a modern building, that spirit and feeling has survived and thrived. Each morning in our Agora, (our large central social space) I see students from multiple cultural backgrounds coming together for the common purpose of learning and growing together. I also find real student appreciation of the hard work and caring that our staff exhibits on a daily basis. Go Royals!”*

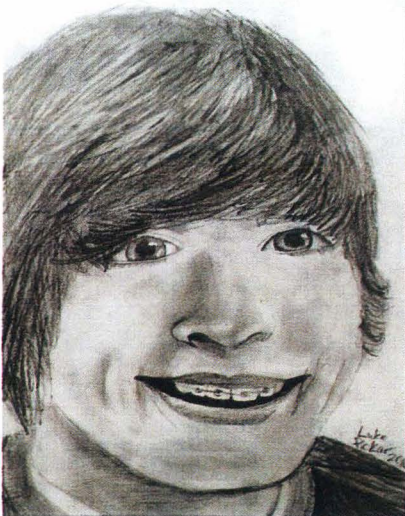
2016 Bored Renaissance: Muna Al-Mtowoq, age 15 LH

## 2011 Second Meadowdale Middle

Architect: Integrus  
Contractor: Skanska  
Original Cost: \$53,000,000  
Classrooms: 34



Meadowdale Middle features a 17 acre site with wooded area to the west. There is an outdoor learning area with natural vegetation a wetland and student gardens. To enhance learning, the classrooms are organized around five 'Personalized

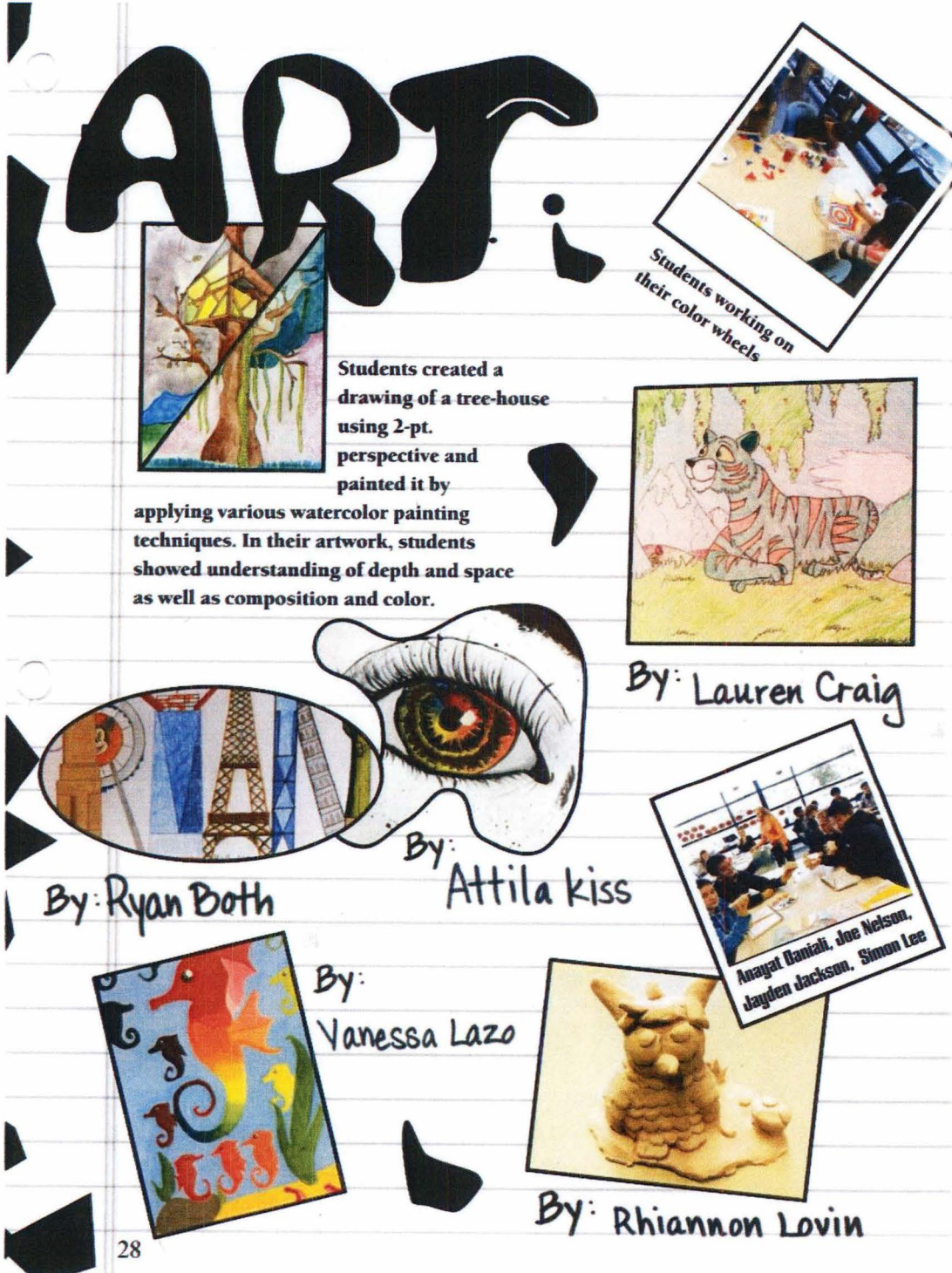


2011 Self Portrait: Luke Pickar  
age 14 MM

Learning Communities,' similar to the plan at other schools. The grounds has a storm water cistern, providing moisture to the planted areas and a trail system that allows students to explore the natural environment. There is also an outdoor amphitheater just outside the Library. The commons was built with floor to ceiling glass to connect the outdoor plaza with the interior spaces. The plaza encourages congregation with seating and games. Featuring a greater level of environmental considerations, the new school complies with the Washington State Protocol.

With the learning environment in mind, the interior spaces have natural daylight, ventilation and automatic shading as needed. All of this is connected to light sensors that adjusts interior lighting based on ambient light. The building features a state of the art lab for Science, Technology, Engineering and Mathematics. The entire building has wireless access.

# ART:



Students created a drawing of a tree-house using 2-pt. perspective and painted it by applying various watercolor painting techniques. In their artwork, students showed understanding of depth and space as well as composition and color.

Students working on their color wheels

By: Lauren Craig

By: Ryan Both

By: Attila kiss

By: Vanessa Lazo

Anayat Baniali, Joe Nelson, Jayden Jackson, Simon Lee

By: Rhiannon Lovin

28

## 2017 Second Alderwood Middle

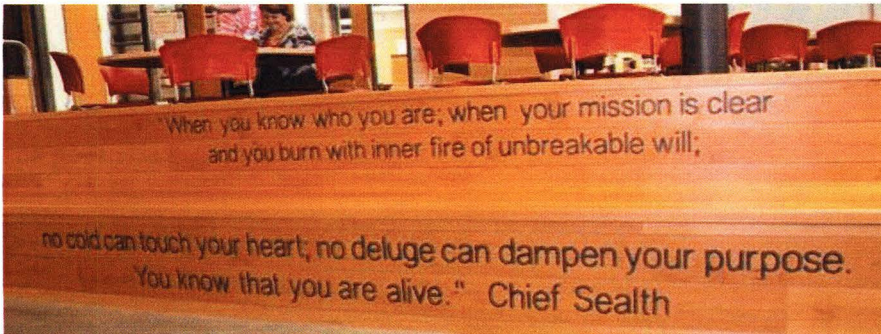
Architect: Integrus  
Contractor: Skanska  
Original Cost: \$68,000,000  
Classrooms: 36



Thanks to a voter-approved Capital Construction Bond, Edmonds School District has replaced the original 1965 Alderwood Junior High/Middle School. The newly constructed facility shares the current Martha Lake Elementary School property. The two sections of the property were first planned in 1964 as a shared campus for elementary and middle school facilities.

The old Alderwood Middle School was functionally obsolete and past its useful life. In February 2014 the District's voters approved by 63 percent a \$275 million bond measure that specifically identified replacement of Alderwood Middle School on the site abutting Martha Lake Elementary. The former Alderwood Middle School facility will be maintained for now as an interim site for other projects approved in the 2014 Bond measure.

The Alderwood Middle design concept, budget and schedule are based on the District's recent project at Meadowdale Middle School. The new Alderwood facility is approximately 100,000



square feet with a two story main classroom building adjacent to a one story Gymnasium, Library and Commons area. The project includes renovations of existing sports fields, site improvements for new parking, bus and

auto circulation, emergency vehicle access, neighborhood pedestrian connections and significant new storm water management facilities. The District opened the new school for students in January 2017.

## 2017 Second Lynndale Elementary

Architect: Mahlum  
Contractor: BN Builders  
Original Budget: \$36,000,000  
Classrooms: 26



The Lynndale Elementary School buildings were functionally obsolete and past their useful life. In February 2014, the District's voters approved by 63 percent a \$275 million bond measure that specifically identified replacement of Lynndale Elementary School. For the duration of construction, the school was relocated to Former Woodway Elementary School.

The Lynndale Elementary School design concept is based on the Districtwide Elementary School Educational Specifications, simultaneously updated by the design team. The last elementary school built in the District was 1999. Codes and Elementary School Educational Specifications have changed since that time.

The new Lynndale facility is approximately 68,000 square feet, including classrooms, gymnasium, library, commons area and main office. The two-story facility takes advantage of its proximity to the ravine with large expanses of windows onto outdoor learning areas. The project includes new play areas, landscaping and site improvements, parking, bus and automobile circulation, emergency vehicle access, neighborhood pedestrian connections and significant new storm water management facilities. The District completed construction in time to open the new school for students in January 2017.



2012 When I'm 100: Audrey Broderhausen, age 5 LDE

*"The greatest education in the world is watching the masters at work."* Michael Jackson

## 2017 Maintenance & Transportation Center

Architect: Integrus  
Contractor: Absher  
Original Cost: \$30,000,000



Time had taken its toll on the former Transportation/Maintenance Facility near Alderwood Mall. Combined with the rising value of the property, the District began making plans to relocate the facility to the original Cedar Valley Elementary site. In 2007, these plans were put on hold due to the great recession that lasted several years. The plan remerged in 2015 and resulted in the state of the art home for both the Maintenance and and Transportation Departments.



2016 Paper Plate Flowers: Endrick Sorensen, age 7 Hazelwood



## 2018 Second Lynnwood Elementary

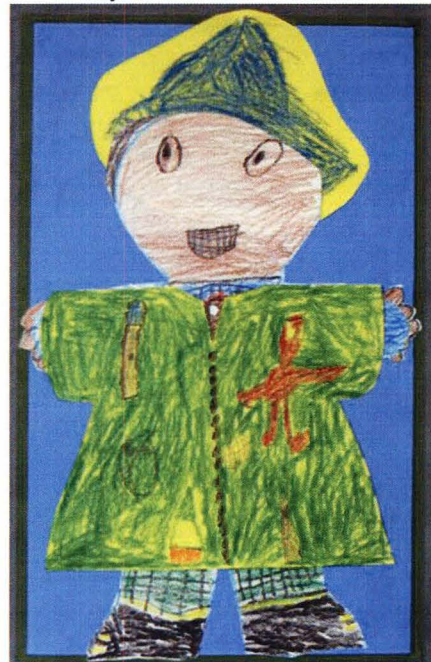
Architect: Basetti  
Contractor: BN Builders  
Original Cost: \$42,000,000  
Classrooms: 28



Edmonds School District will replace the existing 1962 Lynnwood Elementary School, thanks to a 2014 voter-approved Capital Construction Bond, additional revenue from the sale and/or lease of District property and approval from the School Board. The new school will be constructed on the current Lynnwood Elementary site and replace the existing building. This project will run in conjunction with the Mountlake Terrace Elementary School replacement.

The original Lynnwood Elementary School buildings are physically worn-out and no longer functional or conducive to our current educational model. In January 2016 the School Board approved replacement of the school. This decision was made with careful consideration of the schools physical condition, capacity issues, safety, and inadequacies of the current facility to the educational program. Replacing Lynnwood Elementary is the best value for taxpayer dollars to achieve a functional and educationally appropriate school.

The new facility will be approximately 75,500 square feet with a two story main classroom building and a one story Gymnasium and Commons. The project includes new playground and equipment, site improvements of the grass play field, parking, bus and auto circulation, emergency vehicle access, neighborhood pedestrian connections, security and safety, and new storm water management facilities. Construction will commenced in the spring of 2017. The school has transitioned to the former Alderwood Middle School, which will be their temporary location for the 2017-18 school year. The District intends to complete construction in time to open the new school for students in September 2018.



2010 Adam Yarow, age 5 LWE

## 2018 Second Madrona School

Architect: Mahlum  
Contractor: FORMACPO  
Original Budget: \$51,000,000  
Classrooms: 31

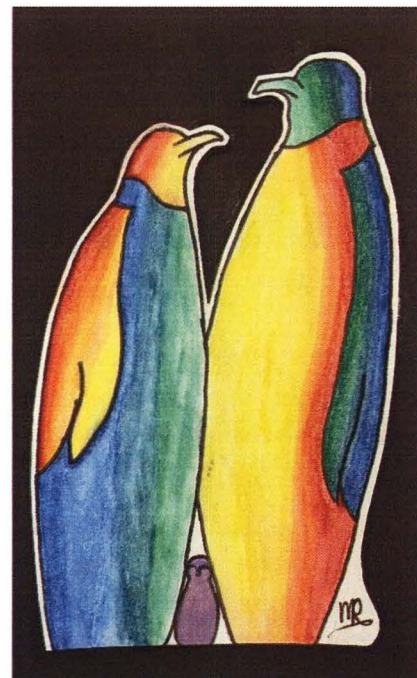


The Madrona School design concept, budget and schedule are based on the District's Educational Specifications. The new facility will be approximately 80,000 square feet with five new buildings for classrooms and one for the entry, administration, the gym, cafeteria, kitchen, library, and the school's music and science programs. The project includes improved parking and bus/automobile circulation as well as new play fields.

The Total Project Budget for this project is \$49,250,000 and construction will commence spring/summer 2017. The District intends to complete construction in time to open the new school for students in September 2018.

### Vision Statement

The Edmonds School District's Regional Deaf and Hard of Hearing Program, housed at Madrona, pursues excellence for students in Deaf Education through visually accessible learning environments that promote literacy, problem solving skills, academics and social growth in the least restrictive environment. Staff empower students to develop their intellectual, social and emotional potential to the fullest in order to function as a contributing member of today's society. The program has Teachers of the Deaf working alongside highly trained para-educators providing American Sign Language, English and technological literacy with total dedication to the students. Additionally, this program provides support services staff including Counselors, Psychologist, and Hearing Therapists trained in the field of Deafness. Students engage in safe learning environments that are designed to encourage equality and respect, utilizing a rigorous curriculum that meets the needs of the Common Core State Standards. The Edmonds Deaf and Hard of Hearing Program is committed to on-going partnerships with families, Communities, and school districts.



2017 Penguins: Madelyne Reinert,  
8<sup>th</sup> grade MA K-8

## 2018 Third Mountlake Terrace Elementary

Architect: Bassetti  
Contractor: BN Builders  
Original Budget: \$39,000,000  
Classrooms: 24



The Mountlake Terrace Elementary School design concept, budget and schedule are based on the District's Educational Specification, along with the Lynndale Elementary School project which is currently complete. The new facility will be approximately 62,500 square feet with a two story main classroom building and a one story Gymnasium and Commons. The project includes new playground and equipment, site improvements of existing grass play field, parking, bus and auto circulation, emergency vehicle access, neighborhood pedestrian connections, security, safety, and new storm water management facilities.

The Total Project Budget for this project is \$36,250,000. The school was transferred to the former Woodway Elementary School, as their temporary location for the 2017-18 school year while the new Mountlake Terrace Elementary is under construction. The District intends to complete construction in time to open the new school for students in September 2018.

(Continued from page 144) In 2003, the District began evaluating the current school inventory for seismic safety upgrades. Over the years, best practices for securing a building during a quake had changed. The District was eager to upgrade schools to the new requirements, such as beam ties, like in the photo above. This project continued on for many years. In August, the new Chase Lake School was ready for occupancy.



In 2004, Google launched its new search engine, setting the standard for on-line information. They were followed in 2005 by You Tube and the age of social networking started expanding at an incredible rate. Back in New York City, the new Freedom Tower, replacing the Twin Towers, began construction. In August, Hurricane Katrina struck the American South East with devastating power, destroying much of New Orleans and the Gulf Coast.

In October, 2006, the District passed a \$140,000,000 bond to build a new Meadowdale Middle School and make upgrades at several other sites. In national news, the population of the United States exceeded three hundred million residents. (Continued on Page 161.)

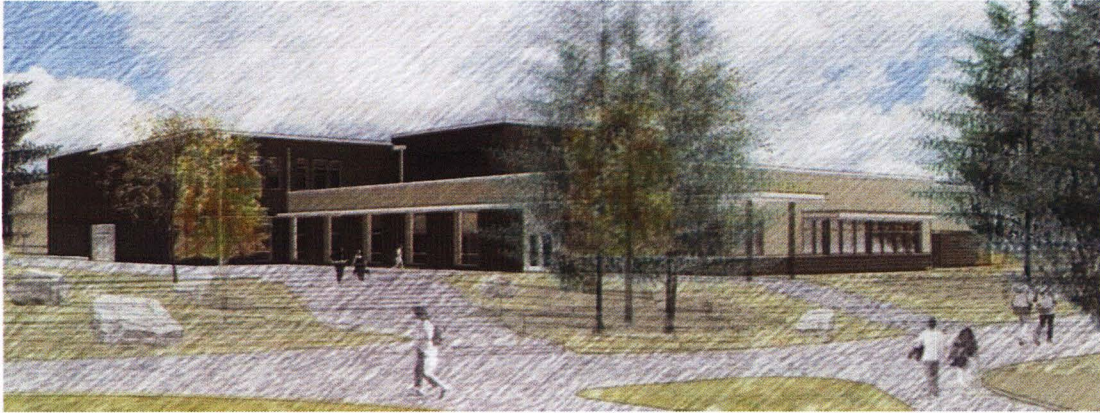
## 2021 Second Spruce Elementary\*

Architect:

Contractor:

Original Budget:

Classrooms:



In January 2017 the Edmonds School District Board of Directors approved that the Spruce project be moved from a planned modernization to a full replacement. This occurred, in part, because the modernization would not have addressed the capacity needs, safety, traffic issues and inadequacies of the current facility. A full replacement of Spruce is the best value for taxpayer dollars to achieve a functional and educationally appropriate school.

Since then, the District's Capital Projects Office has overseen the master planning and design of a total replacement for Spruce Elementary. Spruce staff and volunteer parents participated in a rigorous design process to assess the specific needs of the Spruce community. The new full replacement facility will be approximately 81,000 square feet with a two-story main classroom building and a one-story Gymnasium and Commons.

Originally, it was planned to use a combination of bond proceeds, property revenue and State Construction Assistance to complete the full replacement. The property revenue component is not yet available, the extraordinary construction market conditions have increased costs to build and State funding requires demolishing the existing facilities.

Delaying construction was not something the School Board wanted to see happen. Relieving the overcrowding and lack of appropriate facilities at Spruce is a high priority. For that reason, a phased approach to the project was determined. It will be funded from the original bond proceeds.

District and Spruce administrators have reviewed the phased approach and believe that, though challenging, the addition of the phase 1 south wing offers considerable educational program benefits. Spruce would remain on-site during construction of Phase 1, which is scheduled for completion in September 2019. Phase II would follow in 2021.

[\\*This information will be updated when it becomes available](#)

(Continued from page 159) In early 2008, the US economy was unstable. By fall, it was in deep decline, so much so that it began being referred to as the “Great Recession,” harkening back to the depression of the 1930’s. In the end, it had been the most serious financial crises since World War II. Here, the District was planning to build a new Administration building that included Maintenance, Transportation and Warehousing on the site of the first Cedar Valley School on 52<sup>nd</sup> Avenue. The project was only a couple of weeks from ground-breaking when it was put on hold. In the end, only Transportation and Maintenance were moved there, but not until 2017.

In 2014, the District secured approval of a \$275,000,000 Bond to build replacement schools for Madrona, Mountlake Terrace Elementary and Lynnwood Elementary, as discussed on previous pages. As these schools come on line, the planning of a new Spruce Elementary will get under way. As long as voters continue to approve funding for new construction, old buildings will be retired and new ones, purposely built for a much longer life, will enhance education.

## **In Conclusion: Now What?**

Now that the story is up-to-date, we have to wonder what the future holds for facilities, technology and education. Just like the past, local, national and world events will continue to push public school development. As we can see from the cover and title I chose for this work, knowledge and technology expands at an exponential rate. Life today changes, expands and reboots at a stunning rate of speed. The technology we use in education is short lived, with obsolescence occurring much faster than we have been used to. The same is true in our facilities. A good example of this is while our maintenance department staff were mounting computer projectors on classroom ceilings, the development of the large format LED monitors reached the point of affordability making the ceiling mounted units obsolete.

In 1970, Alvin Toffler published Future Shock which explained why the absorption of learning now tends to grow faster than the human ability to cope with it. In the age of Future Shock, many goods have become disposable, largely because of being self-contained or becoming obsolete in a short time. We live in a time when a computer is considered old after just a few years.

Whole industries have disappeared with the rise of the world-wide web and now the cloud. When was the last time you saw a printed phone book? Especially true in the world of technology, professions themselves become taken over and workers must continually keep up. It is now very unusual for people to stay with one employer as their professional abilities improve. Experience in one area is quickly adapted for use in another purpose and employees take on a more nomadic role in the economy.

What does this mean for education and our facilities? Adaptability will become more important to human success than at any other time. If knowledge and technology keep up current the rate of change, life will become more driven by information and the tools we use. We may have started out with students scratching lessons on slate boards, but the future will see ever greater expansion of the human mind. While our lives may include more disposable assets, our facilities will have to keep up with rapid change and become a more synergistic asset in education.

## APPENDIX B

### BOARD MEMBERS – SUPERINTENDENTS 1884 - 2018

1884 – 1<sup>st</sup> school  
Feed Barn

1886 – 1st schoolhouse  
between 3<sup>rd</sup> & 4<sup>th</sup> streets.

1891 – 1<sup>st</sup> Edmonds Grade School  
location of old Edmonds Elementary  
On Main St.

1909 – 1<sup>st</sup> Edmonds High School  
Between 4<sup>th</sup> & 6<sup>th</sup> Sts.  
(then converted to Edmonds Jr.)

1933-41  
H.H. Hoffland, Supt.

1939-40  
H.H. Hoffland, Supt.  
Matt Eisen  
E.A. Lichtenstein  
Nelle Telfer

1940-41  
H.H.Hoffland, Supt.

1941-42  
Glen G. Hill, Supt.  
Matt Eisen  
Leo F. Echelbarger  
Nelle Telfer

1946-47  
Glen G. Hill, Supt.  
Leo F. Echelbarger  
Nelle Telfer  
D.L. Train

1948-49  
Glen G. Hill, Supt.  
Mary Grace Cantril  
Leo F. Echelbarger  
William T. Ross  
Nelle Telfer  
D.L. Train

1949-50  
Glen G. Hill, Supt.  
Rudolph Malek  
Lada E. Marcy  
A.B. Miller  
William T. Ross  
Nelle M. Telfer

1950-51  
Glen G. Hill, Supt.  
Rudolph Malek  
Lada E. Marcy  
A.B. Miller  
William T. Ross  
Nelle M. Telfer

1951-52  
John W. Goddard, Supt.  
Rudolph Malek  
Lada E. Marcy  
A.B. Miller  
William T. Ross  
Ronald D. Wailes

1952-53  
John W. Goddard, Supt.  
Maybelle K. Chapman  
Harold B. Craggs, Jr.  
Dorothy J. Fleming  
A.B. Miller  
Richard H. Stoll

1953-54  
John W. Goddard, Supt.  
Maybelle K. Chapman  
Harold B. Craggs  
Dorothy J. Fleming  
Alfred O. Holte  
William R. Redman

1954-55  
John Goddard, Supt.  
Maybelle K. Chapman  
Harold B. Craggs  
George A. Dalrymple  
William R. Redman  
Eileen A. Wilson

1955-56  
Harold E. Silvernail, Supt.  
Maybelle K. Chapman  
George A. Dalrymple  
Levy S. Johnston  
William R. Redman  
Eileen A. Wilson

1956-67  
Harold E. Silvernail, Supt.  
Maybelle K. Chapman  
George A. Dalrymple  
Levy S. Johnston  
Dr. A. Randolph Ulberg  
Eileen A. Wilson

1957-58  
Harold E. Silvernail, Supt.  
Dr. Maybelle Chapman  
George A. Dalrymple  
Levy S. Johnston  
Dr. A. Randolph Ulberg  
Eileen Wilson

1958-59  
Harold E. Silvernail, Supt. - (on leave)  
John A. Porter, Acting Supt.  
David L. Clarke  
Andreas A.P. Faste  
Harry M. Gatjens  
Levy S. Johnston  
Dr. A. Randolph Ulberg

1959-60  
Dr. Harold E. Silvernail, Supt.  
Hoyt J. Caple  
David L. Clarke  
Harry M. Gatjens  
Levy S. Johnston  
Dr. A. Randolph Ulberg

1960-61  
Dr. Harold E. Silvernail, Supt.  
Davie L. Clarke  
Hoyt J. Caple  
Theodore E. Dana  
Harry M. Gatjens  
Levy S. Johnston

1961-62  
Dr. Harold E. Silvernail, Supt.  
D.L. Brechner  
David L. Clarke  
Theodore E. Dana  
Ray D. Higgins  
Levy S. Johnston

1962-63  
Dr. Harold E. Silvernail, Supt.  
D.L. Brechner  
David L. Clarke  
Theodore E. Dana  
Ray D. Higgins  
Levy S. Johnston

1963-64  
Dr. Harold E. Silvernail, Supt.  
D.L. Brechner  
Theodore E. Dana  
Ray Higgins  
Levy S. Johnston  
John E. Rutter, Jr.

1964-65

Dr. Harold E. Silvernail, Supt.  
D.L. Brechner  
Theodore E. Dana  
Levy S. Johnston  
Curtis Martin  
John E. Rutter

1965-66

Dr. Harold E. Silvernail, Supt.  
D.L. Brechner  
Dr. Desmond G. Neff  
Levy S. Johnston  
Curtis Martin  
John E. Rutter, Jr.

1966-67

Dr. Harold E. Silvernail, Supt.  
D.L. Brechner  
Levy S. Johnston  
Curtis Martin  
Dr. Desmond Neff  
John E. Rutter

1967-68

Dr. Harold E. Silvernail, Supt.  
D.L. Brechner  
Curtis Martin  
Dr. Desmond Neff  
Levy S. Johnston  
John E. Rutter

1968-69

Dr. Harold E. Silvernail, Supt.  
Ramon J. Gould  
Dr. Larry C. Hoover  
Levy S. Johnston  
Curtis Martin  
Dr. Desmond G. Neff

1969-70

Dr. Harold E. Silvernail, Supt.  
Robert Barnard  
Ramon J. Gould  
Dr. Larry C. Hoover  
Curtis Martin  
Dr. Desmond Neff

1970-71

Dr. Harold E. Silvernail, Supt.  
Robert C. Barnard  
Ramon J. Gould  
Larry Hoover  
Curtis Martin  
Dr. Desmond G. Neff

1971-72

Dr. Harold E. Silvernail, Supt.  
Robert C. Barnard  
Richard D. Erickson  
Ramon J. Gould  
Curtis Martin  
Dr. Desmond G. Neff

1972-73

Dr. Harold E. Silvernail, Supt.  
Robert C. Barnard  
Richard D. Erickson  
Susan Gould  
Curtis Martin  
Dr. Desmond G. Neff

1973-74

Dr. Harold E. Silvernail, Supt.  
Katherine Allen  
George D. Anderson  
Richard D. Erickson  
Susan Gould  
Curtis Martin

1974-75

Dr. Robert H. Woodroof, Supt.  
Katherine Allen  
George D. Anderson  
Richard D. Erickson  
Susan Gould  
Curtis Martin

1975-76

Dr. Robert H. Woodroof, Supt.  
Katherine Allen  
Richard L. Allen  
George D. Anderson  
Richard D. Erickson  
Howard G. Holbrook

1976-77

Dr. Robert H. Woodroof, Supt.  
Richard L. Allen  
Katherine Allen  
Richard D. Erickson  
Howard G. Holbrook  
Sue Lubash

1977-78

Dr. Robert H. Woodroof, Supt.  
Richard L. Allen  
Jack F. Cooper  
Richard D. Erickson  
Howard G. Holbrook  
Frank Lubash

1978-79

Dr. Robert H. Woodroof, Supt.  
Richard L. Allen  
Jack F. Cooper  
Richard D. Erickson  
Howard G. Holbrook  
Frank Lubash

1979-80

Dr. Robert H. Woodroof, Supt.  
Richard L. Allen  
Shirley A. Betham  
Jack F. Cooper  
Howard G. Holbrook  
Frank Lubash

1980-81

Dr. Hal Reasby, Supt.  
Richard L. Allen  
Shirley Betham  
Jack F. Cooper  
Howard G. Holbrook  
Frank Lubash

1981-82

Dr. Hal Reasby, Supt.  
Richard L. Allen  
Shirley Betham  
Jack F. Cooper  
Howard G. Holbrook  
Frank Lubash (resigned 11/81)  
Sherie Straight (replaced Frank Lubash)

1982-83

Dr. Hal Reasby, Supt.  
Richard L. Allen  
Shirley Betham  
Jack F. Cooper (resigned 6/82)  
Howard G. Holbrook  
Jerry F. Janacek (replaced Jack Cooper)  
Sheri Straight

1983-84

Dr. Hal Reasby, Supt.  
Shirley Betham  
Howard G. Holbrook  
Jerry F. Janacek  
Marti McDonald  
Sheri Straight

1984-85

Dr. Hal Reasby, Supt.  
Shirley Betham  
Howard G. Holbrook  
Jerry F. Janacek  
Marti McDonald  
Sheri Straight

2006-07  
Dr. Nick Brossoit, Supt.  
Ann McMurray  
Gary Noble  
Susan Paine  
Patrick Shields  
Dr. Bruce Williams

2007-08  
Dr. Nick Brossoit, Supt.  
Ann McMurray  
Gary Noble  
Susan Paine  
Patrick Shields  
Dr. Bruce Williams (resigned 9/11/07)  
Susan Phillips (appointed 11/27/07)

2008-09  
Dr. Nick Brossoit, Supt.  
Ann McMurray  
Gary Noble  
Susan Paine  
Patrick Shields  
Susan Phillips

2009-10  
Dr. Nick Brossoit, Supt.  
Ann McMurray  
Gary Noble  
Susan Paine  
Patrick Shields  
Susan Phillips

2010-11  
Dr. Nick Brossoit, Supt  
Ann McMurray  
Gary Noble  
Susan Paine  
Patrick Shields  
Susan Phillips

2011-12  
Dr. Nick Brossoit, Supt  
Ann McMurray  
Gary Noble (re-elected)  
Susan Paine (term ended 12/11)  
Kory DeMun (elected 11/11, term  
began 12/12  
Patrick Shields (term ended 12/11)  
Diana White (elected 11/11, term began  
12/12  
Susan Phillips

2012-13  
Dr. Nick Brossoit, Supt  
Ann McMurray  
Gary Noble  
Kory DeMun  
Diana White  
Susan Phillips

2013-14  
Dr. Nick Brossoit, Supt  
Ann McMurray  
Gary Noble  
Kory DeMun  
Diana White  
Susan Phillips (resigned ltr dated  
3/7/14; board accepted resignation (roll  
call) @ 3/11/14 meeting  
April Nowak (replaced Susan Phillips)  
appointed (roll call) and sworn in @  
5/13/14 meeting

2014-15  
Dr. Nick Brossoit, Supt  
Diana White  
Ann McMurray  
Gary Noble  
April Nowak  
Kory DeMun

2015-16  
Dr. Nick Brossoit, Supt (announced  
retirement on 12/4/15 at end of 15/16  
school year)  
Diana White (re-elected)  
Gary Noble (re-elected)  
Ann McMurray  
Carin Chase (elected 11/15 replacing  
Kory DeMun who did not re-run)  
Susan Phillips (elected 11/15 replacing  
April Nowak who did not re-run)

2016-17  
Dr. Kristine McDuffly (effective 7-1-16)  
Diana White  
Gary Noble  
Ann McMurray  
Carin Chase  
Susan Phillips

2017-18  
Dr. Kristine McDuffly  
Diana White  
Gary Noble  
Ann McMurray  
Carin Chase  
Deborah Kilgore (elected 12/17  
replacing Susan Phillips who did not  
re-run)

