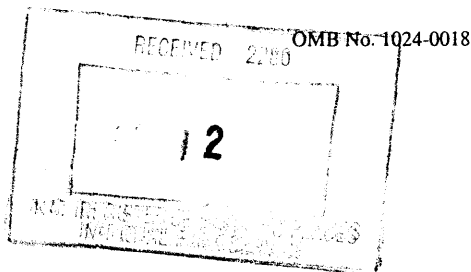


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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name FRANK B. COOPER ELEMENTARY SCHOOL
other names/site number YOUNGSTOWN SCHOOL

2. Location

street & number 4408 Delridge Way SW not for publication _____
city or town Seattle vicinity N/A
state WASHINGTON code WA county King code 033
zip code 98106

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination _____ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets _____ does not meet the National Register Criteria. I recommend that this property be considered significant _____ nationally _____ statewide locally. (____ See continuation sheet for additional comments.)
[Signature] 2/4/03
Signature of certifying official Date
WASHINGTON STATE HISTORIC PRESERVATION OFFICE
State or Federal agency and bureau

In my opinion, the property _____ meets _____ does not meet the National Register criteria.
(____ See continuation sheet for additional comments.)

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:
 entered in the National Register
____ See continuation sheet.
____ determined eligible for the National Register
____ See continuation sheet.
____ determined not eligible for the National Register
____ removed from the National Register
____ other (explain): _____

Signature of Keeper: Edson R. Beall Date of Action: 3/26/03

5. Classification

Ownership of Property

(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property

(Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing
_ 1 _____	_____ buildings
	_____ sites
	_____ structures
	_____ objects
	_____ Total

Name of related multiple property listing

(Enter "N/A" if property is not part of a multiple property listing.)

N/A _____

Number of contributing resources previously listed in the National Register

N/A _____

6. Function or Use

Historic Functions

(Enter categories from instructions)

Cat: EDUCATION _____

Sub: School _____

Current Functions

(Enter categories from instructions)

Cat: NOT IN USE _____

Sub: _____

7. Description

Architectural Classification (Enter categories from instructions)

Late 19th & 20th Century Revivals _____

Beaux Arts (American Renaissance) _____

Materials (Enter categories from instructions)

foundation concrete _____

roof asphalt _____

walls brick, concrete _____

other _____

Narrative Description (Describe the historic and current condition of the property on one or more continuation sheets.)

See Continuation Sheet

8. Statement of Significance

Applicable National Register Criteria (Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing)

A Property is associated with events that have made a significant contribution to the broad patterns of our history.

B Property is associated with the lives of persons significant in our past.

C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations

(Mark "X" in all the boxes that apply.)

A owned by a religious institution or used for religious purposes.

B removed from its original location.

C a birthplace or a grave.

D a cemetery.

E a reconstructed building, object, or structure.

F a commemorative property.

G less than 50 years of age or achieved significance within the past 50 years.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

See Continuation Sheet

Areas of Significance

(Enter categories from instructions)

Ethnic Heritage – African-American

Education _____

Architecture _____

Period of Significance

1917-1953 _____

Significant Dates

1917 _____

1929 _____

1947 _____

Significant Person

(Complete if Criterion B is marked above)

Thelma F. DeWitty _____

Cultural Affiliation

Architect/Builder

Blair, Edgar, Architect _____

Naramore, Floyd, Architect _____

9. Major Bibliographical References**Bibliography**

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary Location of Additional Data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository:
 Seattle School District Archives _____

10. Geographical Data

Acreage of Property _ 2.52 acres _____

UTM References

(Place additional UTM references on a continuation sheet)

1 10 548035 5267792
 Zone Easting Northing

2 _____
 Zone Easting Northing

3 _____
 Zone Easting Northing

4 _____
 Zone Easting Northing

____ See continuation sheet.

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

See Continuation Sheet

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

See Continuation Sheet

11. Form Prepared By

name/title_ Parie Hines, Rose Fellow _____

organization_ Delridge Neighborhoods Development Association _____ date_ October 8, 2002 _____

street & number_ 5411 Delridge Way SW _____ telephone_ 206-923-0917 _____

city or town_ Seattle _____ state_ WA _____ zip code_ 98106 _____

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets**Maps**

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name _ Seattle School District, John Richmond, Property Manager _____

street & number _ 4141 Fourth Avenue South _____ telephone _ 206-252-0630 _____

city or town _ Seattle _____ state _ WA _____ zip code _ 98134 _____

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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NATIONAL REGISTER OF HISTORIC PLACES
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FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

Narrative Description:

SETTING and SITE

Located in the Delridge neighborhood of West Seattle, Washington the Frank B. Cooper Elementary School lies west of downtown, across Elliott Bay. The school is an approximately 52,000 square foot building located on a long site running north-south, parallel to Delridge Way Southwest. The 2.52 acre lot is bounded by West Genesee Street on the north, 23rd Avenue Southwest on the east, and West Oregon Street on the south. The site is located on the west side of Puget Ridge, the north-south running ridge which is closest to downtown Seattle. Delridge Way, which bounds the site to the west, is the main thoroughfare on the east side of West Seattle. Across Delridge Way and the school, is the Delridge Community Center and playfields, as well as Southwest Youth and Family Services. To the northwest of the site is a residential neighborhood with a number of houses built at the turn of the century and including infill structures from various periods. A second residential neighborhood to the southwest has a mix of housing built over the past eighty years.

The hill to the east side of the school is sparsely built and heavily wooded, with a retaining wall supporting the slope at the northern end. The school site has been leveled so that the school building sits a few feet above street level, behind a retaining wall. Open areas to the north, south, and east are primarily paved with asphalt, with a few scattered deciduous trees which appear to be fifty to seventy years old. The main entrance to Cooper School is from the west, accessible by a series of concrete stairs running parallel to the street.

Views of the school are primarily from Delridge Way SW and the Community Center campus across the street, although it is visible from a considerable distance from the west. As a result of the location of the Cooper School along the major arterial, and the lack of neighboring buildings of a similar scale and architectural character, the building is well-known and considered to be an informal landmark in the Delridge neighborhood.

EXTERIOR

Designed by noted Seattle architect Edgar Blair, Frank B. Cooper Elementary School is designed in the American Renaissance style, with rectangular massing, hipped roofs, and a minimum of architectural detailing. The nominated school building consists of the original 1917 structure and 1929 additions to the east and south by another noted Seattle architect Floyd Naramore. The additions are similar in style to the original structure (see attached floor plans).

The main building is a three-story rectangular block with a gable-on-hip roof. This section consists of the 1917 structure and an attached 1929 addition to the south. Here large modillions and decorative brackets spaced at regular intervals support a wide overhanging eave line. Located on both the west and east elevations of the roof, are three ventilation towers with louvered openings. Per historic images these do not appear to be original to the building, but were added sometime prior to the late 1930s. The roof is covered with three-tab asphalt shingles.

The exterior of the building is clad with red brick set in a common bond, with a row headers every sixth course.

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FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

The main west elevation has brick piers defining a five-seven-five-five-two-five bay rhythm which on the 3rd floor is extended to a corbelled brick course below the windows. Typical windows in the 1917 portion of the building are paired casement eight-light wood sash units with four-light transoms above. Within the 1929 addition are eight-over-eight double hung windows with a fixed eight-pane transom. Each window has a row of brick rowlock sills. The first floor has eight-over-eight double-hung wood sash windows (now covered with plywood). These windows are defined by a continuous concrete header.

On the main west façade of the building, decorative brick bonding patterns are almost exclusively the only architectural ornamentation on the building, with the exception of the original main entry, which has three flush diamonds articulated from gray pressed brick. Entry to the school is located on the west elevation, facing Delridge Way. Here sets of double entry doors with round fan light transoms are set deep within semi-circular arched brick entry portals. The 1917 entry doors, located on the north end of the main façade, are located several feet above the street and are highlighted by a projecting arched balcony, accessed via a series of steps leading up from the street. The 1929 entry, also accessed directly from the street, is only a few feet off the street and does not have the projecting balcony detail.

The east elevation of the main block has a full height brick chimney which extends from the one story boiler room. The brick bond and window arrangement is similar to what is found on the main west façade, however due to the locations of the stair towers, the bay arrangement varies. Also found on this elevation are two sets of paneled double entry doors that open out into the covered playcourts.

Both the north and south elevations are devoid of repetitive windows and instead boast a set of pair windows in the center of the facades at each floor level. These windows allow light to enter the end of the interior corridor.

Evolution and Additions:

In 1929 three sections were added to the building; a large two story wing to the south which matched the design of the original portion of the building and extended its roofline (Addition #1), a one-story gymnasium and cafeteria space (Addition #2), and the wrapping of the boiler room on three sides (Addition #3) (see attached plans). Addition #1, constructed in 1929, extended the 1917 building to the south, and almost doubled the size of the building. This wing has been previously described and is only slightly discernable from the 1917 structure.

Addition #2 is a one-story cafeteria and gymnasium wing which was added to the south of the 1917 extension. The designer of the wing, Floyd Naramore, used materials and design features similar to the existing building. The brick wing has a flat roof and large paired, eight-over-twelve windows, which have eight-light, rectangular transom windows. The south elevation of the one-story wing has no windows and utilizes an entry similar in detail to the arched entry's on the main west façade.

The boiler room and playcourt section of the building (Addition #3) is one-story section with a flat roof and flashed concrete coping. The 1929 addition enclosed the existing 1917 one story boiler room and provided an open air

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**FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON**

covered play area for school children. The addition is also clad in brick and has a series of approximately 15' wide bays highlighted by brick pilasters.

INTERIOR

Inside the building is organized as a double-loaded corridor, with stairwells in the northeast and southeast corners on the opposite side from the entry. Ceilings throughout the building are typically 13.5 feet, although the gymnasium and performance hall have a ceiling height of 17.5 feet. The building has original stairs, hard wood floors, arched doorways, chalkboards, and built-in cabinetry and wood trim. Walls are painted plaster. Many of the ceilings are laminated acoustic tile with fluorescent light fixtures in some areas. Some period ceiling finishes and fixtures remain at various locations throughout the building.

All of the classrooms all have some form of built-in cabinetry. The 1917 rooms boast coat closets, which are separated from the main classroom by chalkboards that slide vertically. In addition, there are several examples of specialized storage cabinets. The 1929 rooms take advantage of a thick corridor wall and have shallow wood storage closets and shelves built into the width of the wall. All rooms have original chalkboards, tackboards, and wood picture rails which runs around the perimeter of the room at door header level.

The corridors of the school have wood crown molding at 9 feet above the floor, some of which is painted and some of which is a dark stained glossy finish. The 1917 section has metal lockers affixed to the walls, and the 1929 section has metal lockers built into the thickness of the corridor wall.

The gymnasium and cafeteria/ auditorium spaces are intact and boast their original window and door moldings and flooring. The cafeteria/ auditorium space is highlighted by a small stage area in which a stained wood proscenium arch adds definition to the room. Large full width ceiling beams rest on corbeled brackets.

CONDITION AND REHABILITATION PLANS

The building is in fair condition, requiring cleaning of moss, organic material, and efflorescence from all elevations. Some spauling of the brick has occurred, and the joints have been partially repointed with mortar that is visibly different than the original. In addition, there has been some visible patching of the concrete base and water table. Paint on the wood window sash windows is peeling. A mortar crack is visible between the 1917 and 1929 building sections on the west elevation.

The building appears to be moderately unchanged from 1929. Limited seismic improvements were done in 1979, as well as the addition of sprinklers and fire doors in the corridors.

The school has been closed since 1989 and used for storage by the school district. Future plans for the building include renovation into an arts and cultural center on the ground floor, with affordable housing for artists on the top floors. The building is proposed to be rehabilitated using the Federal Income Tax credit program.

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FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

Narrative Statement of Significance:

Originally called the Youngstown School, the Frank B. Cooper Elementary School is historically significant under Criteria "A" as a resource that defines the role of racial equality for school teachers in the Seattle area. The school is also eligible for the National Register under Criterion "B" as the property that is best associated with Mrs. Thelma Fisher Dewitty, who holds the distinction of being the first African American Teacher within the Seattle Public School District. She began her long distinguished career at the school amidst public pressure and racial tension.

The Frank B. Cooper Elementary School, on Seattle's west side is also historically significant under Criteria "C" as a representative example of Renaissance Revival educational architecture within the city of Seattle, and as one of the few remaining intact examples of elementary school designs by noted Seattle architects, Edgar Blair and Floyd Narramore.

HISTORICAL BACKGROUND

West Seattle History

Settled in 1885, the area of west Seattle was originally called Humphreys Settlement. The Pacific Steel Company moved its mill there from Lake City in 1905, and the location was renamed Youngstown, after the hometown of the head of the mill, Mr. William Pigott. Upon moving, the company built houses for the workers and a one-room school, which stood on the tideflats and was reached by walking over pilings. When 70 students arrived for the opening, a second room was added and another teacher was hired.

The residents of Youngstown voted to become part of the City of Seattle in 1907, and the following year the West Seattle School District was incorporated into the Seattle School District, bringing with it the 2-room Youngstown School. That same year, the district constructed a five room wood frame building on the land that is now the north playground of the present-day Cooper School. For the next 10 years the school served the needs of the community.

CRITERION C

School Design and History

As a result of WWI, Seattle's industrial growth brought many new families into the city. By 1919 the enrolment in elementary and high schools in Seattle had reached almost 40,000 children. Almost 10,000 of these students had arrived between 1915 and 1919. During this period the school district built eighteen new elementary schools, some adjacent to older structures, and enlarged more than a half-dozen existing school buildings. Among the new buildings was a new elementary school for Youngstown.

All of the schools during this period were of fireproof (brick) construction, with the exception of four six-room temporary wood buildings. The buildings were designed by architect Edgar Blair, who was appointed the school

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FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

Narrative Statement of Significance: (cont'd)

district architect in 1909. Most of the elementary schools were based on the nine-room brick model plan, which was developed by prior district architect James Stephen just before to his resignation. There were however, two additional building types, which were developed by Blair, to respond to the needs of the growing population and shift in educational practices.

The first type, which Blair called an "intermediate grade of school building" was designed for neighborhoods where the portable building was not suitable and the population was not sufficient to warrant the construction of a nine-room fireproof building. The second type was referred to as a "border" building, which was built along the lot line of an existing school site, where substantive additions were necessary to augment a wood-frame building already on the grounds. The later "border" type was the type constructed for the Youngstown community.

The border school was a two-story structure with a raised basement. Classrooms ran along one edge of the linear structures, thus providing wide corridors with generous light. Some of these building were expanded to 9 rooms and have a central corridor. These are referred to as double loaded structures. Under Blair's reign, twelve "border" type schools were built. Among them were John B. Allen Elementary (1917), Seward (1917), Latona (1917), Lowell (1919), Madrona (1917) and the Youngstown School, later renamed Frank B. Cooper Elementary (1917).

A majority of the "border" type of schools were built in the American Renaissance style. The style emerged as a conscious reaction to picturesque architecture of the mid-nineteenth century, mainly as a search for order and unity. The goal was to give America a national modern architecture. Many leading architects looked directly at classical and Italian Renaissance precedents for a disciplined architectural order that would evoke civic dignity and classical cultural ideals.

The American Renaissance style Cooper School is almost free of architectural ornamentation, although it embodies the massing and classical order of the style. It's design is a reflection of the trends in school planning at the time of its construction, with eight classrooms, a combined cafeteria-auditorium, and a home economics department.

Despite its progressive design, Cooper School was built with the expectation that it would be large enough for many years, but growth in the area's population after the outbreak of World War I necessitated the building of additional wings in only twelve years. The additions were designed by another noted Seattle architect, Floyd Naramore, who by that time had become the contracted Seattle School District architect.

Construction of the new wings followed the passage of a 1929 school bond issue, which was put forth to relieve overcrowding in the schools. At Cooper School, the facility was expanded through the addition of six more classrooms, two libraries, a gymnasium, offices, and various specialty rooms for art, music and shop. The wings

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**FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON**

Narrative Statement of Significance: (cont'd)

almost doubled the size of the building. The additions included a two story extension of the 1917 structure, a one-story wing to the south and a one-story wing covered play area/ gym/ auditorium (see attached floor plans).

In 1939, the school requested that the name be changed, to free itself from the community's earlier unsavory reputation. The first suggestion of naming the school after Catherine E. Blaine, Seattle's first schoolteacher, was rejected for fear that it would give the impression that it was a girl's school. Therefore, Youngstown Elementary School was official changed to honor Frank B. Cooper, who served as superintendent for the Seattle School Board from 1901 and 1921.

Frank B. Cooper Elementary School is one of six brick-faced elementary schools designed by Edgar Blair in the Renaissance Revival style. The designs for Cooper and the recently demolished Madrona Elementary School are similar in design, with both intended to expand the capacity of existing wood frame school buildings. The other four schools built during this period are also "border" buildings, built along the lot line of their sites, but have the narrow, single-loaded corridor plan. The Cooper and Madrona Schools are essentially double-loaded corridor versions of the border schools and as such are unique among the collection of 15 Blair designed elementary schools. Due to the demolition of Madrona School, Copper Elementary School is the only one left of its type.

Edgar Blair, Architect

Appointed as sole school district architect in 1909, Edgar Blair had been working under the previous district architect, James Stephen since 1906. Blair was originally from Des Moines, Iowa and moved to New York City in 1897 to attend Columbia University. Upon the completion of a two-year course, Blair continued his training with the prestigious McKim, Mead & White firm. From there he moved to Baltimore, Maryland, gaining additional experience in the firm of Baldwin & Pennington, and in 1902 he joined the Washington, D.C. firm of Mayre & Wright, designing the Atlanta Terminal Station and the prison in Richmond, Virginia, before opening his own practice in 1904 in Washington, D.C.. Shortly thereafter, in 1906, he moved to Seattle and began working in school design under Stephen.

Blair's education and training left him well-grounded in the Beaux Arts tradition, which was reflected in the simple massing and classically correct details of his designs. His design for Franklin High School (1912) reflects this style the most clearly, with its colonnaded temple-form, pavilion ends, symmetrical tri-partite elevation, use of classical orders and entablatures, and belt courses. Ballard High School (1915) is a more modest example of this style, relying on less expensive colored brick and brick bonding patterns to convey the building's design order. Blair's frustrations with the tight budgets for schools led to his resignation as school district architect in 1918, after which he designed Seattle's Floramar Apartments (1923) and the Montlake Bridge in 1924. He passed away in Seattle in November 1924.

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FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

Narrative Statement of Significance: (cont'd)

Floyd Naramore, Architect

Upon Blair's resignation, Floyd Naramore became the school district's third. A native of Warren, Illinois, Naramore came to Seattle via Portland, Oregon, with a degree in Engineering from the University of Wisconsin and an architectural degree from M.I.T. While in Portland, Naramore worked for the Northwest Bridgeworks Company as an estimator. That skill greatly benefited him when he was appointed Architect and Superintendent of Properties for the Portland school system. While there he gained national attention for his design of Couch Elementary School (1914-1915). Impressed by both his design work and ability to control costs, the Seattle School Board hired Naramore to succeed Edgar Blair as architect for the district in 1919. Upon his appointment, Naramore instigated changes in school building plans and elevation design. Most of his designs during his twelve-year tenure as district architect were given Georgian exteriors. However, he was sensitive when designing additions to existing schools. For instance his addition to Cooper School reflects the style of the original building as designed by Blair.

Naramore served as school district architect until 1932, when he went into private practice, continuing to design additions to many of the schools he had designed as district architect. In 1935 he was elected a Fellow of the AIA and served as Washington State AIA chapter president from 1939 to 1940. Naramore formed a variety of partnerships over the years until in 1943 he formed the firm of Naramore, Bain, Brady, and Johanson (NBBJ). He passed on his school planning expertise to the firm and continued supervising work in various projects until his death on October 29, 1970.

CRITERION A & B

Thelma Fisher Dewitty, (1912-1977)

After pressure on her behalf from the Seattle Urban League, the NAACP, the Civic Unity Committee, and the Christian Friends for Racial Equality, Mrs. Thelma F. Dewitty became the first African-American teacher in the Seattle School District. Her teaching career in Seattle began at Cooper School in September 1947. She had come to Seattle to be with her husband and attended graduate school at the University of Washington. While there she was working on a mathematics book for children.

Dewitty, born in Beaumont, Texas in 1912, had received her bachelors degree at Wiley College in Marshall, Texas in 1941. Prior to her hiring, Dewitty had been a teacher for 14 years; nine years in Corpus Christi, Texas and five years in Beaumont, Texas. Her application to the Seattle School District noted that she could teach music, drawing, or singing and that she would be willing to coach track, basketball or softball. Her well rounded background was well received by the Seattle School District and gave Dewitty an "Emergency Service Classification".

Although Seattle was known for racial tolerance, Dewitty's appointment was a groundbreaking accomplishment. Her hiring however generated some conflict. When she was hired at Cooper School, the other teachers were

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**FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON**

Narrative Statement of Significance: (cont'd)

informed by principal Lester Roblee, that a black teacher would be joining the staff and were given the option to transfer. During that first year one parent asked that her child be removed from Dewitty's class. The parent's request was rejected by the principal. In retrospect, Dewitty said she knew nothing about this until the end of the school year.

Dewitty left Cooper Elementary School in 1953 and taught at numerous others schools within the Seattle School district including John Hay (1953-55), Laurelhurst (1955-56), and Sandpoint (1956-58) Elementary Schools. She officially retired from the Seattle Public School District in 1973. At the time she was a teacher at Meany Junior High School. Dewitty later recalled that during her tenure at Laurelhurst Elementary School, she made some profound changes in teachers' behavior and practices. According to her account, teachers seemed to have assigned seats in the teachers room at lunch. After discovering this, she chose to sit in a different seat every day and changed a rigid practice. Years later, Dewitty remembered that, as a newcomer, she felt some resentment from black pioneers whose daughters had had to leave the state to find teaching jobs.

In the civic arena, Dewitty was active in the Seattle Branch of the NAACP, serving as its president in the late 1950s. She also served on the State Board Against Discrimination and on the Board of Theater Supervisors for Seattle and King County.

Thelma DeWitty presence at Cooper school symbolized two major changes in the Seattle area after World War II. Suffering greatly from a shortage of male teachers during World War II, the School Board had to relax its rules regarding the ineligibility of married women teachers, and eventually eliminated the rule altogether in 1947. Meanwhile, the enormous wave of Black migration to the Seattle area included many Black professionals seeking employment.

Thelma Dewitty's appointment as Seattle's first African-American teacher in September of 1947 began to break down the deep racial barriers that existed within the Seattle School District. Her hiring came 50 years before John Stanford became Seattle's first African-American school superintendent. Shortly after her appointment, a second African American woman, Marita Johnson, was hired to teach Household Service, one of the newer "school to work" courses at Broadway-Edison Technical School.

World War II made Seattle one of the nation's top three cities in war contracts per capita. And to many impoverished Southern African Americans, wartime Seattle seemed a beacon of opportunity; especially after a 1941 presidential order barred job discrimination in companies with federal contracts.

At the time Boeing was churning out a B-17 every 24 hours and a B-29 bomber every five days. Renton logging-truck manufacturer, Pacific Car and Foundry Co., was scrambling to produce Sherman tanks. Seattle's 29 shipyards and the naval shipyard in Bremerton, had enough work to employ 150,000 workers at the height of the war.

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FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

Narrative Statement of Significance: (cont'd)

All Seattle needed was the workers. And so they came, largely from rural areas of the South. In a single decade, from 1940 to 1950, Seattle's African American population grew from 3,789 to 15,666. Many of the newcomers were part of the 45,000 black workers and their families who migrated to the Pacific Northwest during the war.

As a result, for the first time in the city's history, African Americans were the largest minority population. Slowly African Americans gained political clout in city and saw the passage of the first antidiscrimination laws since 1890. Despite the progress, many ripples grew from the huge influx of the minority population and racial tensions flared. In 1943 as race riots broke out around the country Seattle Police Chief Herbert D. Kimsey told the Seattle Post-Intelligencer, "We're preparing for anything that might result from a crowded, mixed and excited wartime population."

Seattle's seismic racial event occurred in 1944 at Fort Lawton. Black combat troops had complained they were routinely singled out for trivial jobs such as shoveling snow, while Italian prisoners of war being held at the fort received lighter assignments. They also resented being confined to base while the Italian prisoners enjoyed outings to Mount Rainier and supervised visits to local bars that excluded blacks. On Aug. 14, 1944, black soldiers at the fort rioted over working and living conditions. More than 50 rock-wielding soldiers stormed a barracks of Italian prisoners, injuring 24 and lynching POW Guglielmo Olivotto. The attack was followed by a mass court-martial in which 23 soldiers were convicted of rioting, murder or other charges.

On the civilian job front, opportunities for African Americans were slowly improving. In 1942, Boeing hired two black women, office worker Florise Spearman and sheet metal worker Dorothy West Williams, Boeing's first black production worker. By mid 1943, Boeing had 329 black workers, most of them women. And by war's end, the aircraft giant employed more than 1,200 African Americans, about 3 percent of its workforce. Harborview Hospital hired its first black nurse in 1943. That same year, John E. Prim, a University of Washington law school graduate and former local NAACP president, became the first African American deputy criminal prosecutor. Later he was one of the first blacks to fill in on the bench as a judge pro tem. In 1945 the Seattle Transit Co. hired its first black bus driver, Thomas J. Allen. After being bombarded by racial insults, however, he quit his job four months later.

By 1948, Seattle's African American families had a median income of \$3,314, 53 percent higher than African American nationally and just 10 percent below the median for the nation's Euro-American families. In 1949 the state Fair Employment Practices Act was another leg up for job equality. Economically, those were relatively good years.

As late as 1950, Seattle still had no predominantly African American schools. Seattle schools underwent drastic demographic changes in just a few years -- setting the stage for future issues. By 1959, three schools (Harrison,

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National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8

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FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

Narrative Statement of Significance: (cont'd)

Horace Mann and T.T. Minor elementary schools) had become more than 70 percent black and three others (Leschi, Madrona and Colman) had black majorities.

Conclusion

Frank B. Cooper Elementary School is an excellent well-preserved example of Seattle's educational architecture from the early 20th century. The school is the only extant standing structure of its type and possesses high artistic values of typical educational architecture. The school is also notable as the site of the first racial integration of African American School teachers within the Seattle Public School District. The arrival of Mrs. Thelma Dewitty broke the racial barriers within the school district and paved the way for hundreds of additional minority teachers.

As a result of the location of the Cooper School along the arterial Delridge Way, and the lack of neighboring buildings of a similar scale and architectural character, the building is well-known and considered to be an informal landmark in the Delridge neighborhood. The Delridge Neighborhood Plan, adopted into the City of Seattle Comprehensive Plan in 1999, calls for the preservation of the building as a community historical and cultural resource.

**United States Department of the Interior
National Park Service**

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 9

Page 1 of 1

FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 10

Page 1 of 1

FRANK B. COOPER ELEMENTARY SCHOOL
KING COUNTY, WASHINGTON

Verbal Boundary Description (Describe the boundaries of the property on a continuation sheet.)

The nominated area is comprised of two tax parcels in Seattle, Washington.

Tax parcel A is legally described as Lot 1 through 5, Block 11, Cottage Grove No. 3, according to the plat thereof, recorded in Volume 24 of Plats, Page 39, in King County, Washington.

Tax parcel B is described as: Beginning at a point 550 feet east and 225 feet south of the northwest corner of the southwest quarter of the southeast quarter of Section 13, Township 24 North, Range 3 East, Willamette Meridian, in King County, Washington, said point being the southwest corner of a tract heretofore deed to School District #151 of King County; Running thence east along the south line of said deeded tract and its extension 230 feet to an extension south of the center line of 23rd Avenue Southwest as platted in "Southern Pacific Supplemental to West Seattle"; Thence south along said center line 210 feet; Thence west 260 feet to an extension south of the centerline of 24th Avenue Southwest, as platted in Ingels Supplemental to White and Manning's Addition to West Seattle; Thence north along said centerline of 24th Avenue Southwest 210 feet; Thence east 30 feet to the place of beginning.

Together with that portion of the southwest quarter of the southeast quarter of Section 13, Township 24 North, Range 3 East, Willamette Meridian, described as follows:

Beginning at a point 550 feet east and 25 feet south of the northwest corner of the southwest quarter of the southeast quarter of said section; Thence east 200 feet; Thence north 200 feet; Thence west 200 feet to the point of beginning.

Excepting therefrom those portions thereof deeded to King County and the City of Seattle for Southwest Genesee Street, 24th Avenue Southwest and 23rd Avenue Southwest under recording numbers 300088, 1253311 and 1372523.

Together with that portion of Southwest Genesee Street as vacated under City of Seattle Ordinance Number 40244.

Boundary Justification (Explain why the boundaries were selected on a continuation sheet.)

The nominated property encompasses the two tax parcels that are occupied by the Frank B. Cooper Elementary School.

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

Photograph Continuation Sheet

Page 1 of 3

HISTORIC PHOTOGRAPHS

- A. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Photographer unknown
Seattle Public School Archives, #080-1
Circa 1917
Context photo of original 1917 building, showing former wooden structure to north
- B. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Photographer unknown
Seattle Public School Archives, #216-1
Circa 1940
Front (West) elevation, looking northeast

CURRENT PHOTOGRAPHS

1. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parié Hines
October 2, 2002
West Elevation in neighborhood context, looking east
2. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parié Hines
October 2, 2002
Front (West) elevation, looking southeast
3. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parié Hines
October 2, 2002
Front (West) elevation of 1917 original section

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

Photograph Continuation Sheet

Page 2 of 3

4. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parie Hines
October 2, 2002
Front (West) elevation of 1929 addition
5. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parie Hines
October 2, 2002
South elevation
6. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parie Hines
October 2, 2002
East elevation, looking northwest, including south elevation of covered playcourt
7. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parie Hines
October 2, 2002
North elevation, looking southwest
8. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parie Hines
October 2, 2002
Typical hallway, 1929 addition
9. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parie Hines
October 2, 2002
Auditorium, view of south wall with stage

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

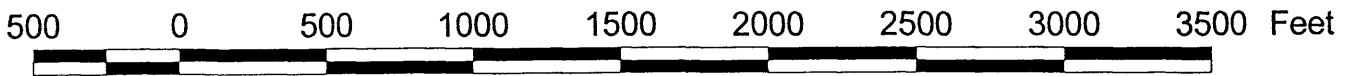
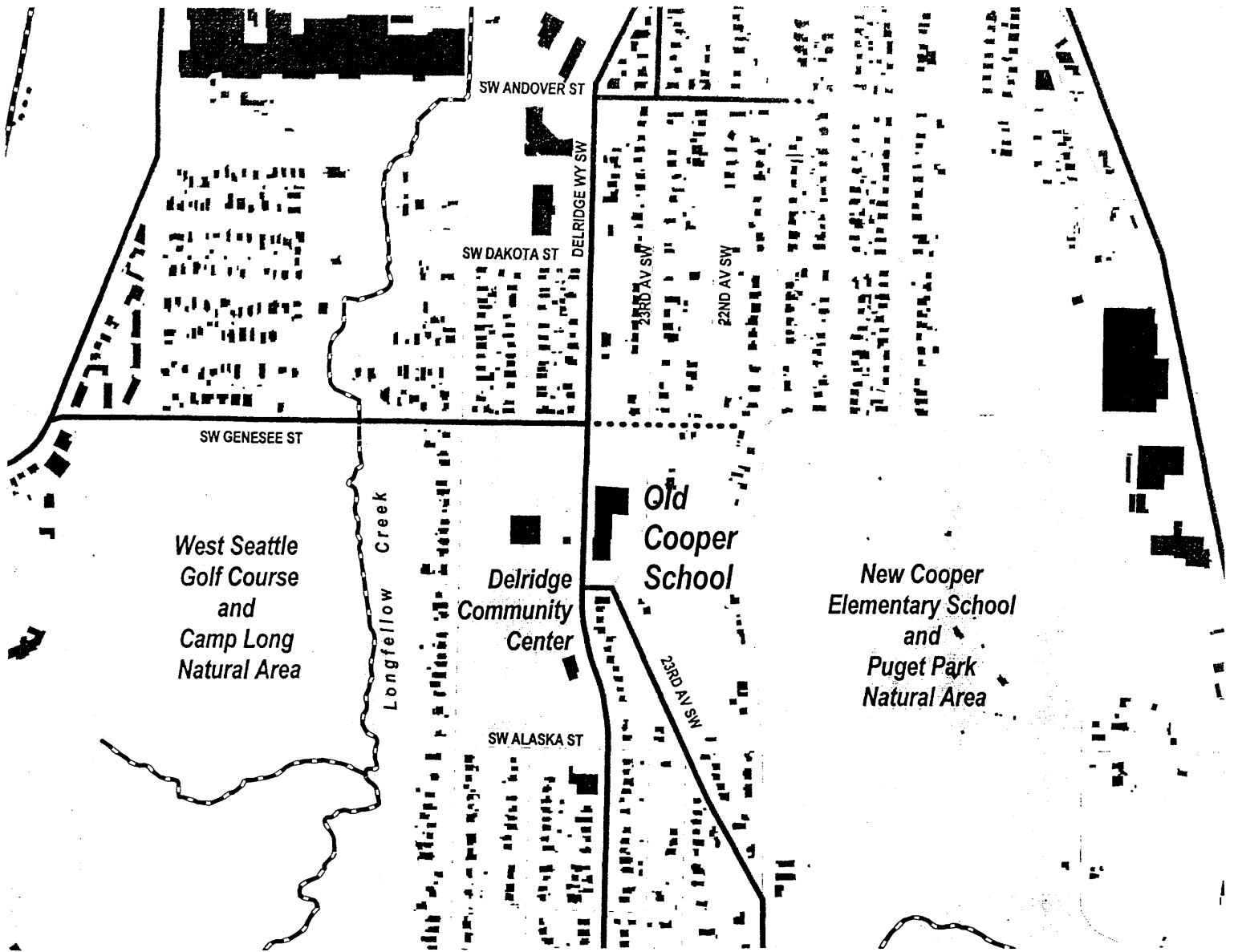
Photograph Continuation Sheet

Page 3 of 3

10. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parié Hines
October 2, 2002
Typical 1917 classroom casework and trim

11. Frank B. Cooper Elementary School
4408 Delridge Way SW
Seattle, King County, WA 98106
Parié Hines
October 2, 2002
Typical 1929 classroom casework and trim

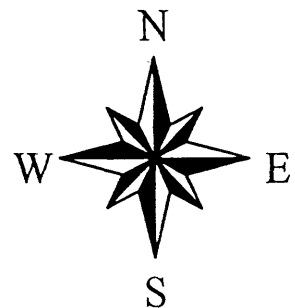
Old Cooper School Neighborhood Context



- Longfellow Creek
- Old Cooper School
- Existing Buildings
- Park Property
- New Cooper Site
- Streets
 - Residential Street
 - Primary Arterial
 - State Route
 - Public Stairs
 - Railroad Track

Map produced by DNDA
Data provided by City of Seattle and
King County

4/23/02





CHICAGO TITLE INSURANCE COMPANY

701 FIFTH AVENUE, #1800, SEATTLE, WA 98104

PHONE: (206)628-5610

FAX: (206)628-9717

IMPORTANT: This is not a Survey. It is furnished as a convenience to locate the land indicated hereon with reference to streets and other land. No liability is assumed by reason of reliance hereon.

1009622

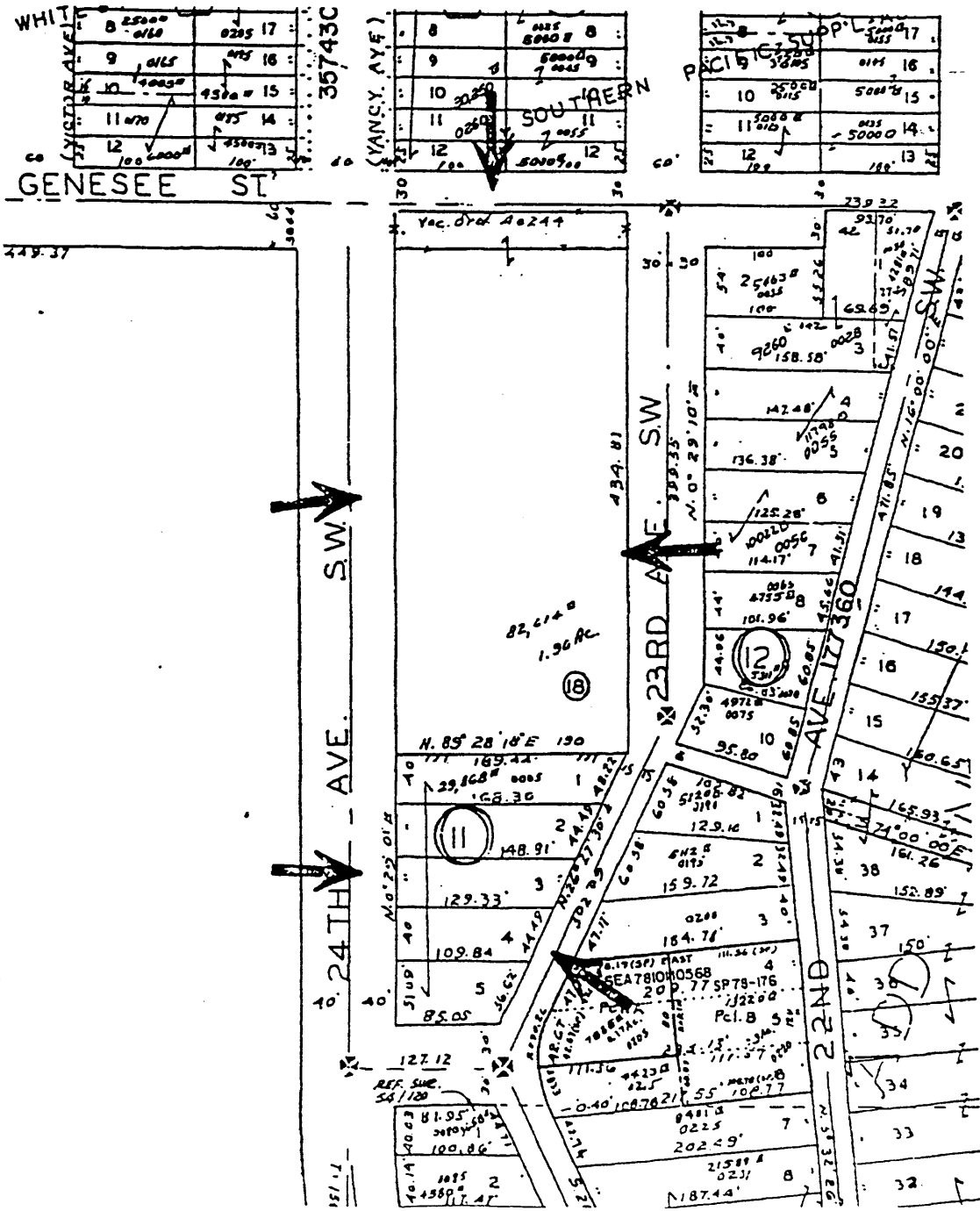
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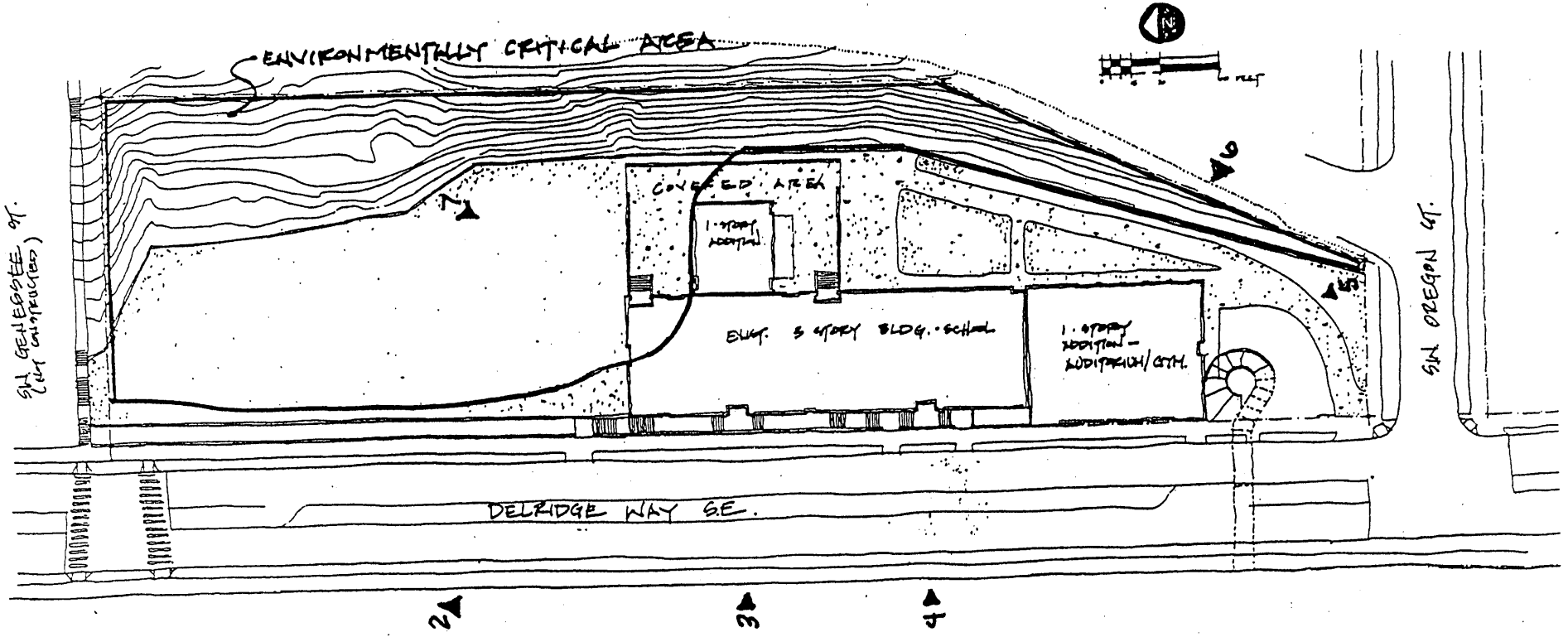
24/39

AND

SW 1/4 SE 1/4 13-24-3

T&W vacated street

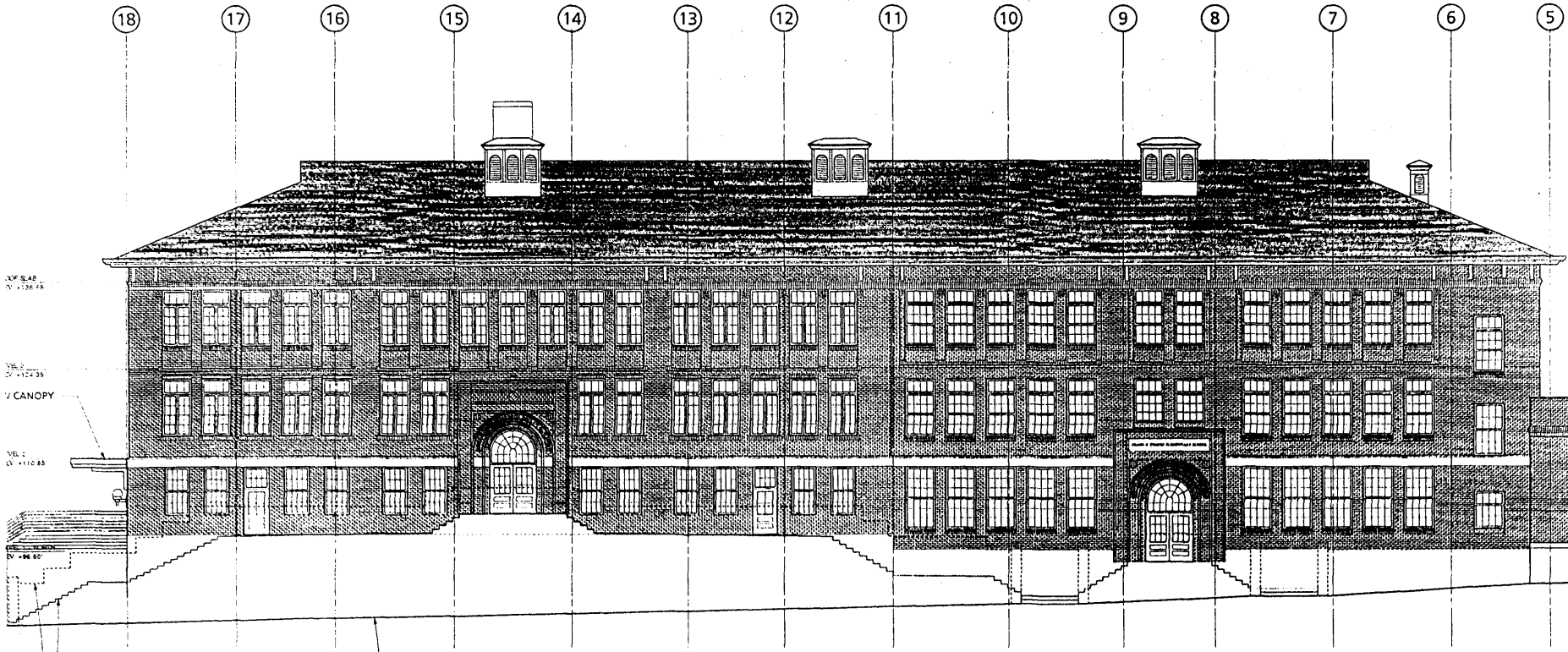




Frank B. Cooper Elementary School
SITE PLAN

Note: # ▲ = number and direction
of exterior photographs

Historic Cooper School
 4408 Delridge Way S.W., Seattle

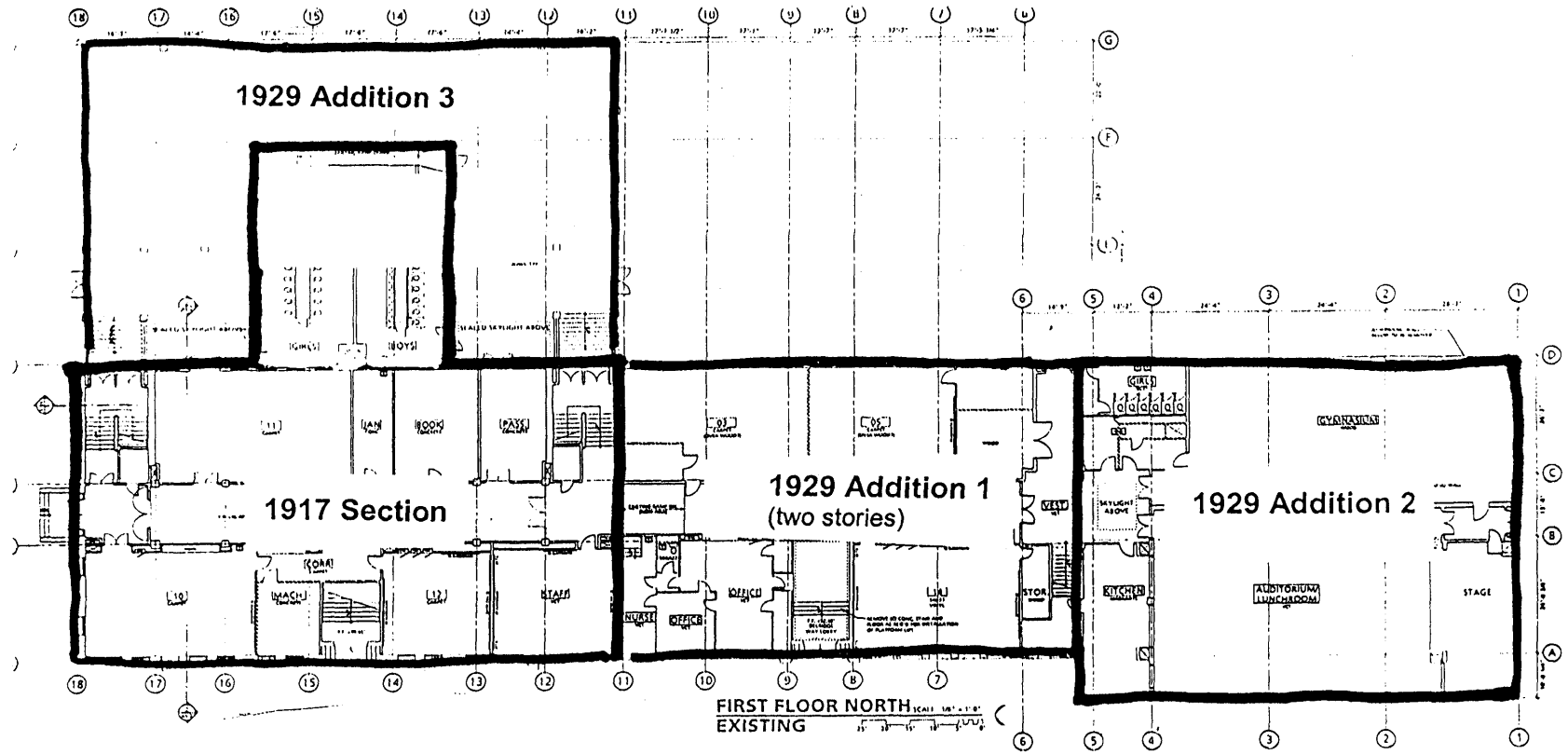


WEST ELEVATION SCALE: 1/8" = 1'-0"

WEST ELEVATION

A-4.1
 SHEET 17 OF 23

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FRANK B. COOPER ELEMENTARY SCHOOL
SEATTLE, WASHINGTON

Plan showing Building Progression & Development

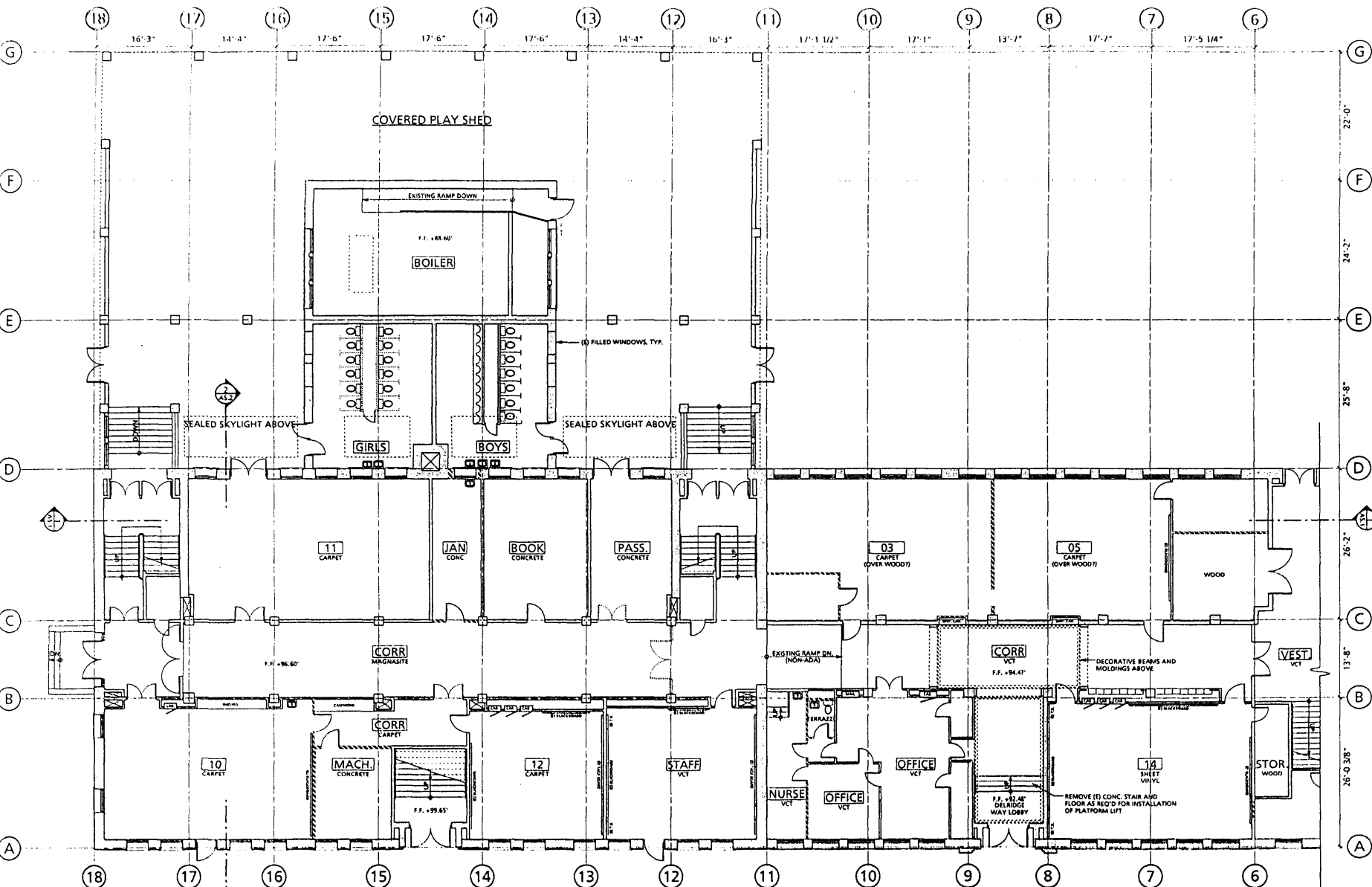


Stickney Murphy Romine Architects, PLLC
 911 Western Ave
 Seattle, Washington 98104
 P 206 422-1168
 F 206 422-5282

Historic Cooper School
 4408 Delridge Way S.W. Seattle

DATE: 01-03-02
 DRAWN BY: sm
 CHECKED: mm
 REVISION 1: 08-11-02
 REVISION 2: 08-21-02
 REVISION 3: 08-29-02

FIRST FLOOR NORTH EXISTING
A-2.1
 SHEET 3 OF 23



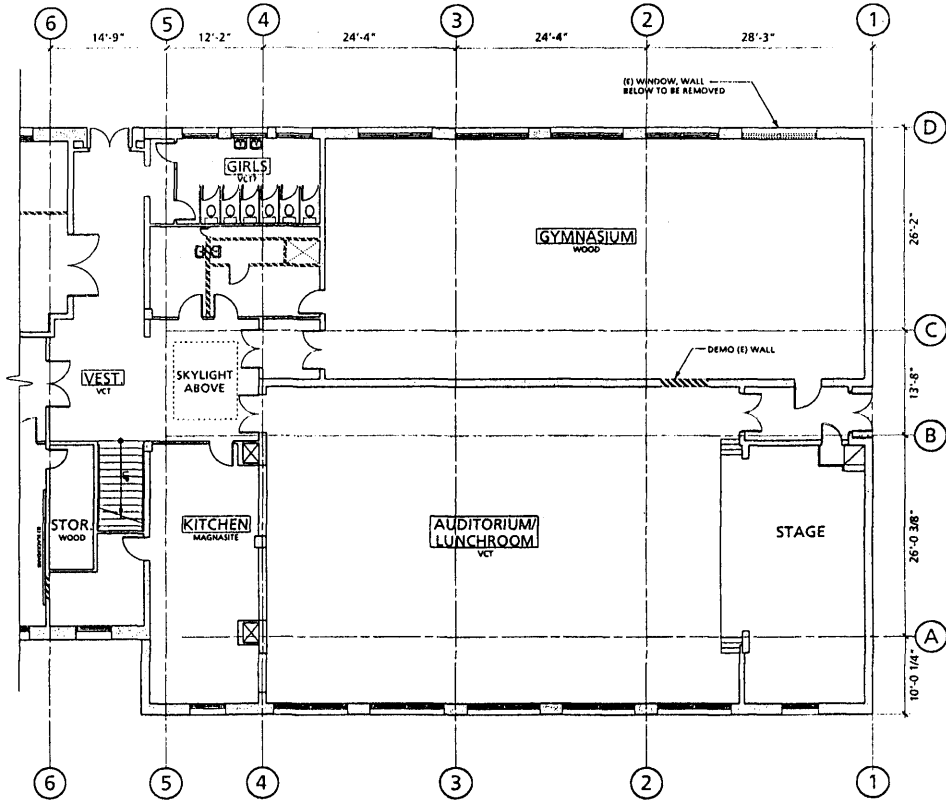
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KEY:
 EXISTING WALL
 WALL TO BE REMOVED
 NEW WALL
 NEW STRUCTURAL WALL

FIRST FLOOR NORTH EXISTING SCALE: 1/8" = 1'-0"
 25' 20' 15' 10' 5' 0'

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Historic Cooper School
 4408 Delridge Way S.W. Seattle



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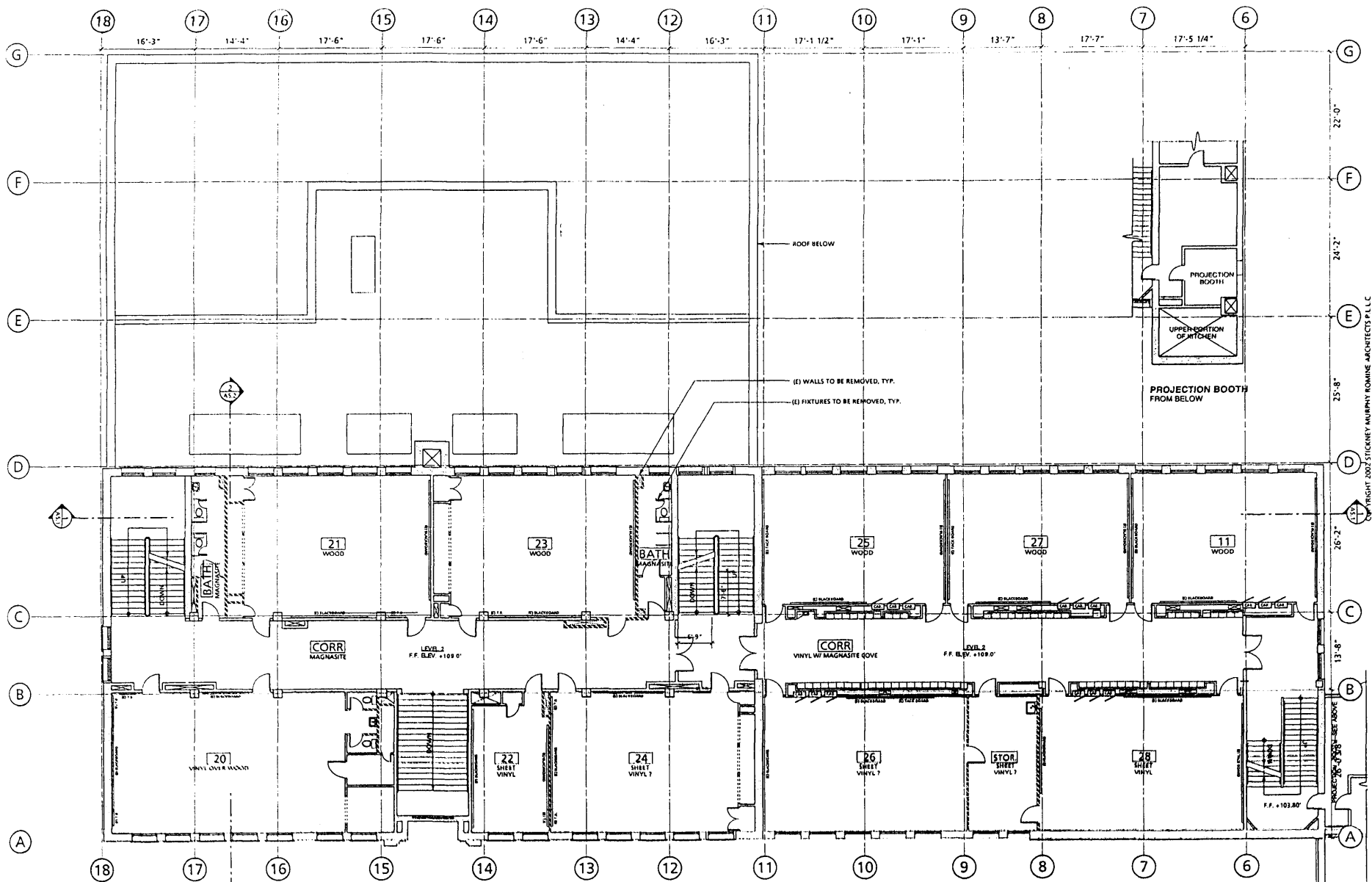
FIRST FLOOR SOUTH EXISTING SCALE: 1/8" = 1'-0"
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DATE:	09-09-02
DRAWN BY:	seb
CHECKED:	rm
REVISION 1:	08-13-02
REVISION 2:	08-21-02
REVISION 3:	08-29-02

Historic Cooper School
 4408 Delridge Way S.W. Seattle

DATE: 09-09-02
 DRAWN BY: seb
 CHECKED: rff
 REVISION 1: 08-13-02
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 REVISION 3: 08-29-02

SECOND FLOOR
 EXISTING
A-2.3
 SHEET 5 OF 23



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KEY:
 EXISTING WALL
 WALL TO BE REMOVED
 NEW WALL
 NEW STRUCTURAL WALL

SECOND FLOOR
EXISTING
 SCALE: 1/8" = 1'-0"
 25' 20' 15' 10' 5' 0'

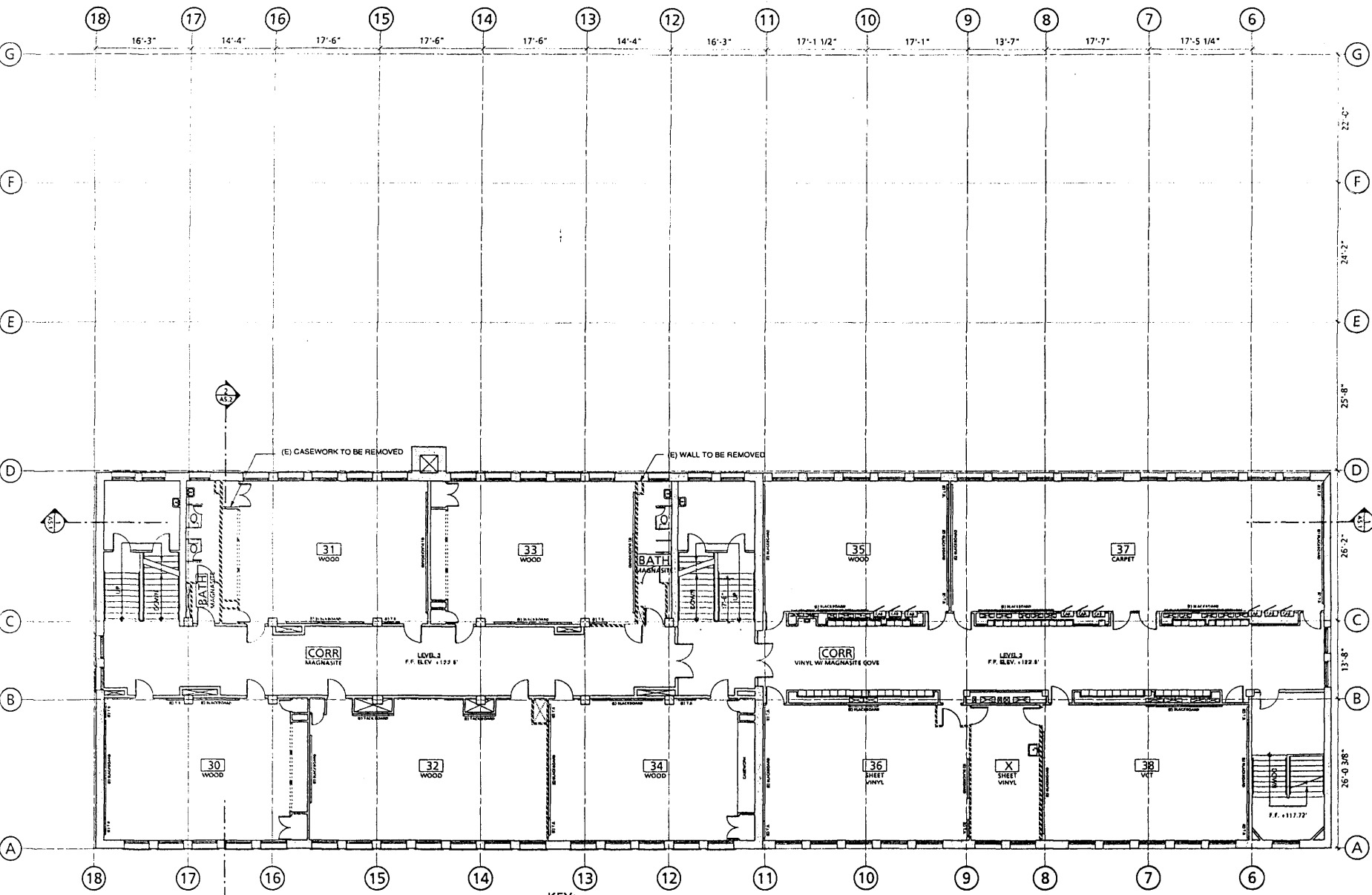
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Historic Cooper School
 4408 Deiridge Way S.W. Seattle

RIGHT 2003 STICKLEMYER MURPHY ROMINE ARCHITECTS P.L.L.C.

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 REVISION 1: 08-13-02
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 REVISION 3: 08-29-02

THIRD FLOOR
 EXISTING
A-2.4
 SHEET 6 OF 23



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KEY:
 EXISTING WALL
 WALL TO BE REMOVED
 NEW WALL
 NEW STRUCTURAL WALL

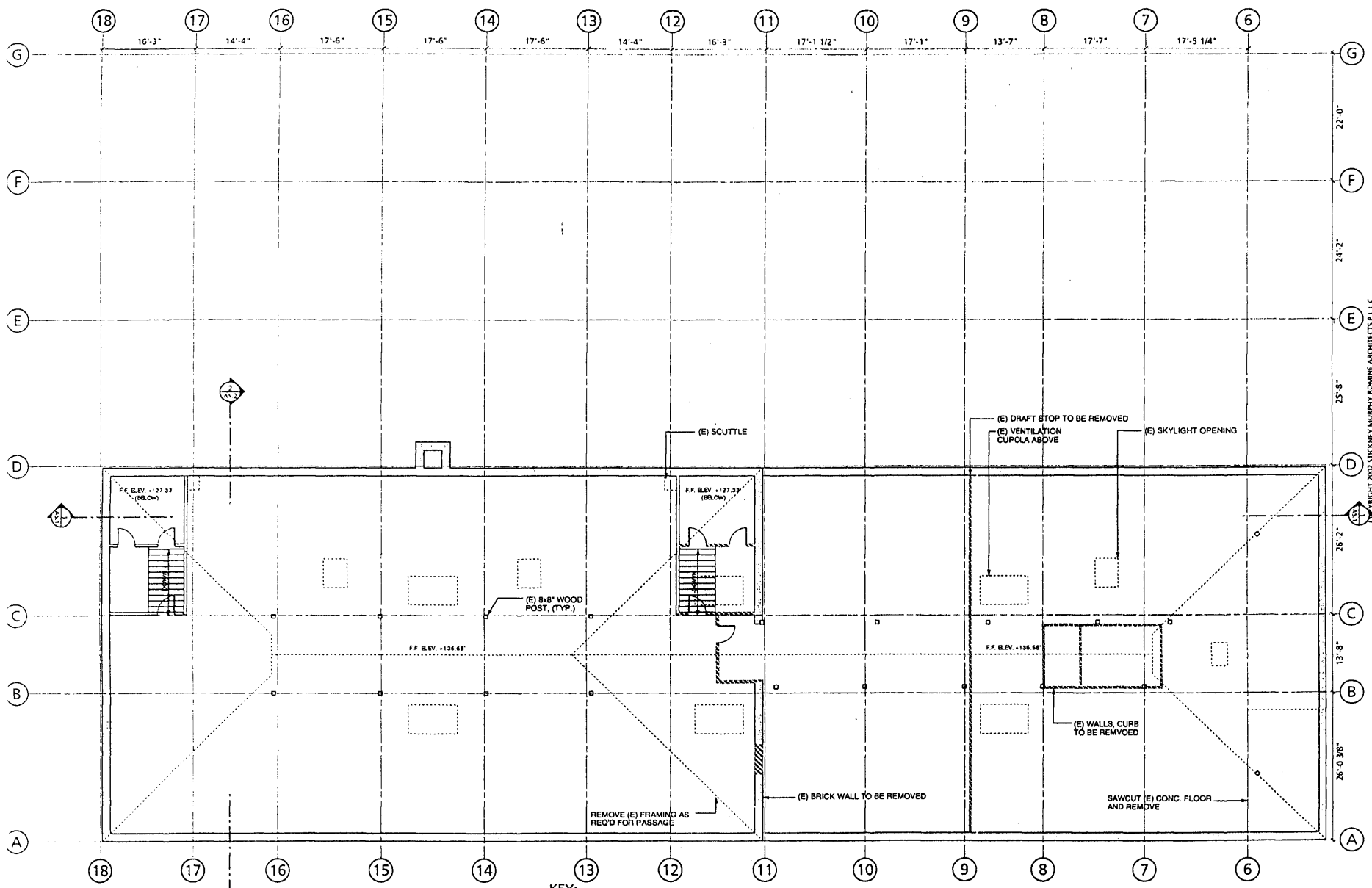
**THIRD FLOOR
 EXISTING**

SCALE: 1/8" = 1'-0"

Historic Cooper School
 4408 Delridge Way S.W. Seattle

DATE:	09-09-02
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REVISION 2:	08-21-02
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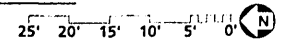
ATTIC FLOOR
 EXISTING
A-2.5
 SHEET 7 OF 22



KEY:
 EXISTING WALL
 WALL TO BE REMOVED
 NEW WALL
 NEW STRUCTURAL WALL

ATTIC (4TH) FLOOR
EXISTING

SCALE: 1/8" = 1'-0"



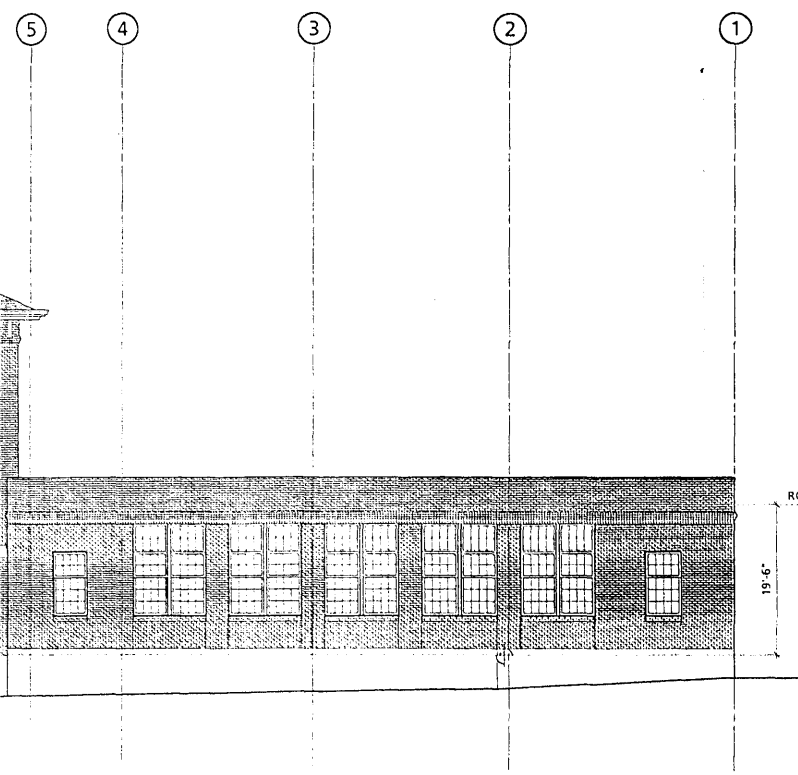
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Historic Cooper School
 4408 Delridge Way S.W. Seattle

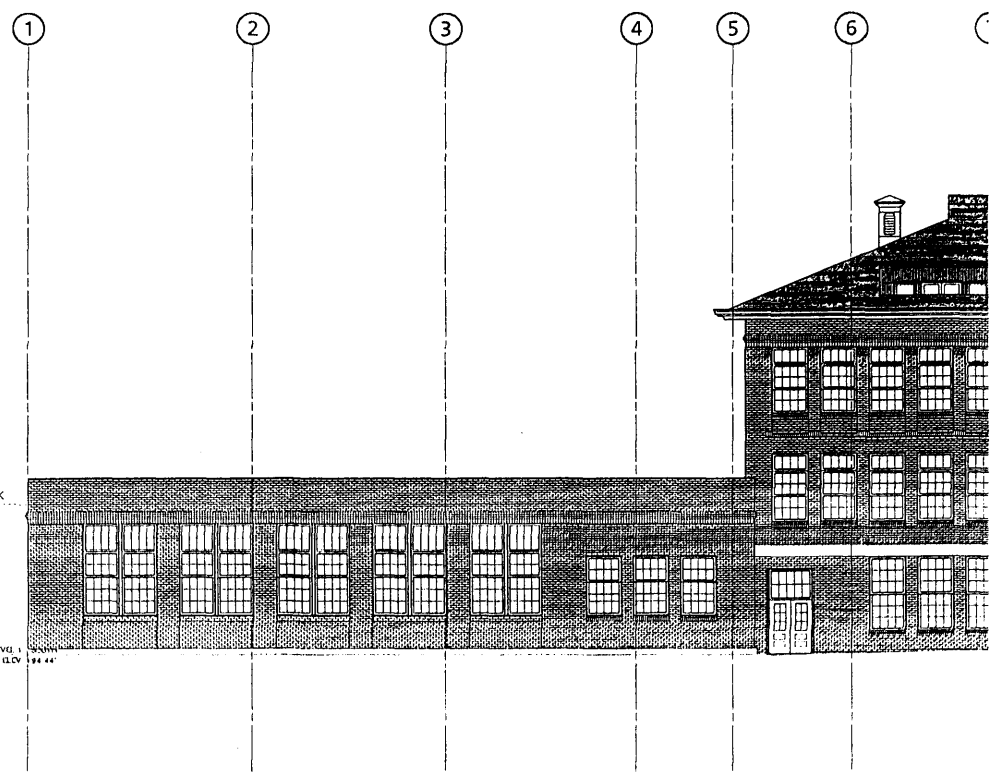
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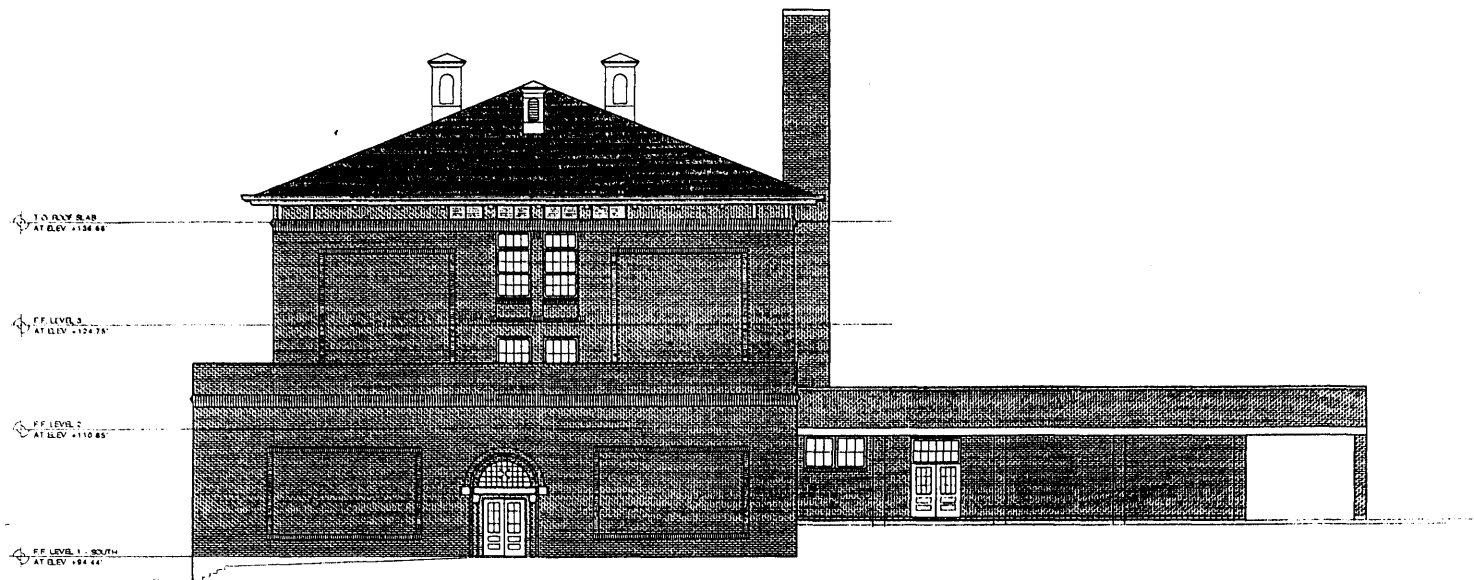
PARTIAL EAST AND WEST ELEVATION
A-4.3
 SHEET 19 OF 23



**SOUTH PORTION:
 WEST ELEVATION** SCALE: 1/8" = 1'-0"



**SOUTH PORTION:
 EAST ELEVATION** SCALE: 1/8" = 1'-0"



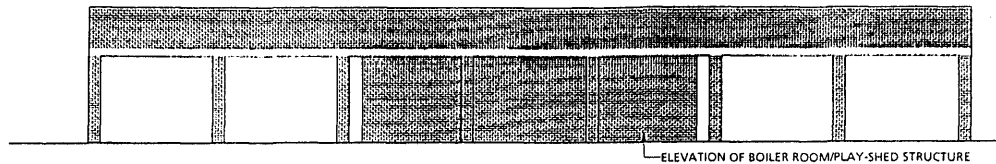
SOUTH ELEVATION SCALE: 1/8" = 1'-0"

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Historic Cooper School
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REVISION:	08-13-07
REVISION:	08-27-07



ELEVATION OF BOILER ROOM/PLAY-SHED STRUCTURE

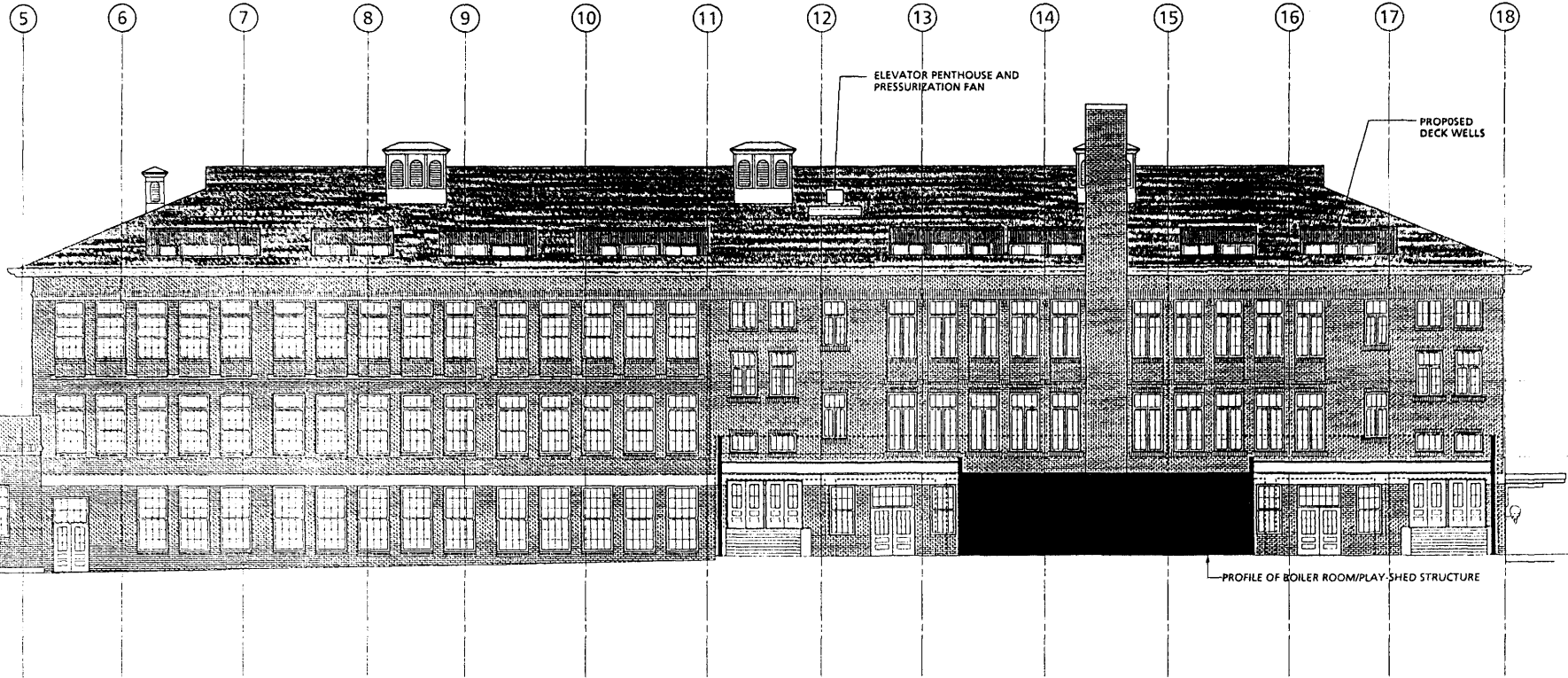
**PLAY SHED
EAST ELEVATION**

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 REVISION: 08-29-02



PROFILE OF BOILER ROOM/PLAY-SHED STRUCTURE

EAST ELEVATION

SCALE: 1/8" = 1'-0"

EAST ELEVATION

A-4.2
 SHEET 18 OF 23

TEACHER'S PERMANENT RECORD

SEATTLE PUBLIC SCHOOLS

Name DEWITTY, MRS. THELMA (1-32) Sex: M... W... X Years Experience When Appointed 14 (33) Birth: September 13, 1912 (34-35) (Month (36-37) Day (38-39) Year (40-43))

Institutions: Graduate of, and Degrees

Wiley College, Marshall, Texas - B.A. 1941 A.B. or B.S. (44)

..... A.M. or M.S. (45) Ph. D. (46)

(47-52) Date Entered Seattle Schools as: Substitute Teacher Cadet Teacher Regular Teacher 9-3-1947

Leave of Absence Granted (53)	Reason for Asking Leave of Absence	Returned to Service	School year (55-57)	*Days Present	Days Absent (58-60)	School (61-63)	Position (64-65)	Cause of Transfer
2-14-51	Home Conditions	Mar 56	1947-1948	189	2	F.B. Cooper	Te. EL	Initial Assignment
			1948-1949	187		" "	" "	
			1949-1950	187		" " "	" "	
			1950-1951	187		" " "	" "	
			1951-1952	175	12	" " "	" "	
			1952-1953	187		" " "	" "	
			1953-1954	186		Van Asselt		
			1954-1955	104	80	Van Asselt		
			1955-1956	104	-	Lambert		
			1956-1957	182		SAND POINT		
			1957-1958	181	1	" "	" "	
			19.....-19.....					
			19.....-19.....					
			19.....-19.....					
			19.....-19.....					
			19.....-19.....					
			19.....-19.....					
Resigned (54)	Reason for Resignation	Re-entered Corps	19.....-19.....					
			19.....-19.....					
			19.....-19.....					
			19.....-19.....					
			19.....-19.....					
			19.....-19.....					

EMERGENCY SERVICE CLASSIFICATION

SALARY-CREDIT RECORD

NAME DEWITTY, THELMA

File

School COOPER SAND POINT

EMERGENCY SERVICE

Date of First Report 10-24-47 Evaluation of First Report: Years 4 Hours 14 By KES * ()

CLASSIFICATION

Salary			List Below Subjects Accorded Credit and Not Included in Above Valuation.							
Date	Net (66-72)	Extra (73-77)	Subject	Course	Institution	Date Taken	Credits (Quarter)	Approved by	Totals (78-79) Years Hours	
19.47-19.48	29.00		Drwaing&Painting	Prof.	Gellerman	1-5-48	2	WVS	4	16
19.48-19.49	3000+120		Transcript	His. N.W.	U. of Washington	2-7-48	3	KES	4	19
19.49-19.50	3300		Dance Gym	"	Wolfe	12-21-48	2	WVS	4	21
19.50-19.51	3450	150 DM	Prim. Workshop	"	D. Jackson	1-10-49	2	WVS	4	23
19.51-19.52	4050	150 DM	Tex. St. Wash.	Prof.	Jones	11-28-50	1	WVS	4	24
19.52-19.53	4300	100-5th	Prof	* McIntosh	Red Cross - 1st Aid	12-29-50	2	WVS	4	25
19.53-19.54	4972	150 DM	"	* McGroa	Adv. - First Aid	1-18-51	1	WVS	4	27
19.54-19.55	5122	150 DM	School Adj.	Prof.	Nylen	12-14-50	1	WVS	4	28
19.55-19.56	5550	150 DM	O'Brien	"	Guiding the Child	12-1-1950	2	WVS	4	30
19.56-19.57	5750	200 DM	Group Methods	"	Nylen	12-15-51	2	WVS	4	32
19.57-19.58	6400 DM		Intl Folk Dancing	"	Pelton	1-8-52	2	WVS	4	34
19.58-19.59	6800 DM		Prim. Music	"	Danielson	11-27-51	1	WVS	4	35
19.59-19.60	7200		Transcript	total	U. of W., Exten.	3-26-52	10	KES	5	0
19.....-19.....			Group Devpment	prof	Dick	3-29-52	2	WVS	5	2
19.....-19.....			Group Devpment	"	Dick	11-22-52	2	WVS	5	4
19.....-19.....			Babcock	"	Trends Mod Education	3-25-53	1	WVS	5	5
19.....-19.....			Wolfe	"	Group Development	3-21-53	2	WVS	5	7
19.....-19.....			Wolfe	"	Rhythm Actv Man. Com.	6-12-53	2	WVS	5	9
19.....-19.....			Stewart	"	Conf. on Econ Ed.	6-19-53	1	WVS	5	10
19.....-19.....			Transcripts	S.S.	U. of W.	6-18-53	6	BC	5	16
19.....-19.....			Babcock	Prof.	El. Workshop	8-28-53	3	WVS	5	19
19.....-19.....			Schreiner	"	Group Devpment	10-24-53	2	WVS	5	21
19.....-19.....			Bergh	" G-13	Teachers Public Relations	12-15-51	1	WVS	5	23
19.....-19.....			Larsen	" PG-11	Workshop in Parent Ed.	4-12-55	1	WVS	5	25
19.....-19.....			DR, Nylen	"	Pac. NW Lab. in Group	8-28-55	5	WVS	5	30
19.....-19.....			Wolfe	Prof.	N.W. Lab. in Group Dev.	7-29-56	3	WD	5	33
19.....-19.....			Fogg	"	Pac. N.W. Labora. Gr. Develop.	6-28-57	6	WD	5	39
19.....-19.....			Wolfe--Hall	PPE-1	PE Wkshop--Elem.	10-21-58	1	WD	5	40
19.....-19.....			Wolfe	PPE-7	Elem. Health Educ. Wkshop	2-14-59	2	WD	5	42

SEATTLE PUBLIC SCHOOLS Application Blank

CHECK KIND OF POSITION DESIRED

Cadet		Junior High		Home Economics		Special Subjects	
Kindergarten		Senior High		Manual Training			
Elem.—Gr. 1-8	<input checked="" type="checkbox"/>						

SEND PHOTOGRAPH

Send an unmounted photograph with name, address, and date when taken on the back of it.

Full Name Mrs. Thelma Dewitty
 Maiden Name Thelma Fisher 1101 37th Ave So.
 Present Address 1504 - 25th Ave. Seattle, Wash. Pr. O. 6. 47.
 Permanent Address 1109 Cedar Ct. (Aerial Special) tele. 3-3056
 Mail P.O. Box 722 Coppahill, Wash. 3-3056
 Date of birth: Month September Year 1912
 Place of birth Beaumont, Texas City of U.S.? Yes Married? Yes
 Condition of health Good Any recent serious illness? No
 Weight 135 lbs Height 5 ft 5 in Any bodily defects? No Goiter? No
 Do you hold a valid Washington State Certificate? No
 To what professional organizations, local, state, national, do you belong?
Faculty Club, State Teachers, A.C.E. A.K.A. Society
 Subjects of grades desired (Name in order of preference and preparation)
Second Grade, Elem. Math, Elem. Science
 (See also special qualifications on other side)

Only successful applicants are notified of results.

Applicants from Seattle should give telephone number with address.

* Personal Interviews Aug 11, 47 Fleming

ATTENDED	NAME OR LOCATION	COURSE TAKEN	LENGTH OF COURSE	WHEN GRADUATED	DEGREE	*ADDITIONAL CREDITS
HIGH SCHOOL	<u>Charlton Pollard High Beaumont, Texas</u>		<u>4 yrs.</u>	<u>1929</u>	<u>H.S. Diploma</u>	
COLLEGE OR UNIVERSITY	<u>Wiley College Marshall, Texas</u>	<u>Literary</u>	<u>3 yrs</u>	<u>Aug. 1941</u>	<u>A.B.</u>	
OTHER SCHOOLS	<u>University of Kansas Lawrence, Kansas</u>	<u>English</u>				<u>10 qtr. hrs</u>
POSTGRADUATE	<u>University of Wash. Seattle, Wash.</u>	<u>Remedial Reading Philosophy of Edu. Ind. - Howard</u>	<u>Summer qtr</u>			<u>12 qtr. hrs</u>

*State whether credits are in terms of semester (S) or quarter (Q) hours.

TEACHING EXPERIENCE { 8 Years before receiving diploma from—Normal, Teachers College, University, or College.
6 Years since receiving diploma from—Normal, Teachers College, University, or College.
 (Underline Kind)

NOTE: A contract to teach is not effective unless the holder has a valid Washington State Certificate covering the period of the contract. A valid certificate for the State of Washington can be obtained only from the State Department of Public Instruction, Olympia, Washington; or through graduation from an accredited Washington institution, normal school, teachers college, state college, or university. At the present time the State Department requires Primary Certification the following: Elementary Certification—Graduation from a three-year course in an accredited normal school or teachers college. Secondary Certification—Graduation from a five-year course in an accredited university or college, with 24 quarter hours in Education.

Date of Application Aug. 12, 1947 Are you or relatives now employed in the Seattle Public Schools? no
 Date of Renewal _____ ATTENTION: If so, give name and relationship _____
 Date of Renewal _____

TOTAL TEACHING EXPERIENCE BY YEARS

Post Office	Location	State	No. Teachers in System, Including Grades and High School	Grades, or High School Subjects, Taught	Date	
					From	To
Beaumont	Hebert High	Texas	21	Gov. Adult School Teacher - Helped	Jan. 1933	Aug. 1936
Beaumont	Hebert High	Texas	4	Math - General	Sept. 1926	Aug. 1939
Corpus Christi	Polk on 3rd St. Allen	Texas	18	Beginner Gov. Adult Ed	Sept. 1939	May 1940
Corpus Christi	27. W. 4th St.	Texas	13	7th Math, math, Libron	Sept. 1940	May 23 1947
					19	19
					19	19
					19	19
					19	19

* Before school was divided 26 teachers, Now 13 Elem teachers - 1-6 grades
 If not teaching during past year state where and how occupied during this interval Teaching

SPECIAL QUALIFICATIONS

(A. For grade teachers only. B. For junior and senior high school teachers only.)

A. Can you teach your own music? Yes Drawing? Yes Do you sing? Yes Play? No What instrument? None

Underline any of the following for which you have made special preparation and are prepared to teach as special subjects in a departmental organization: Music, Fine and Industrial Arts, Physical Education, Penmanship, Nature Study, Elementary Science. You may, if you desire, add a sheet to permit a report of experiments, activities, or services that you have guided or assisted.

B. What student activities have you directed? Programs for school closings, holidays, led by Mrs. Child, Team Speeches and Spellers for Dist. and State meet

What would you be willing to direct? Jr. Red Cross, or any assigned

What branches of athletics have you coached? Basketball, Track for girls & boys, Soft Ball.

What would you be willing to coach? Track or Basketball, or any assigned.

REFERENCES

Give names even if your university or normal school credentials are on file.

	Name	Position	Address
Four references, including present Superintendent and Principal, who have personal knowledge of the quality of your teaching during past five years.	Mr. Marvin P. Baker	Supt.	Board of Ed. Bldg. Corpus Christi, Independent School Dist. Corpus Christi, Texas
	Dr. George P. Mechem	Reading Consultant	Same as above
	Mr. C. E. Burnett	Asst. Supt.	Same as above
	Mr. C. C. Swanson	Principal	2418 Johnson St. Corpus Christi
Two references who can speak of your scholarship and educational fitness—(a) Normal graduates include head of training department. (b) College graduates include references in Department of Education and of major subject.	Mrs. Montene Parchman	Teacher	601 Mode St - Marshall, Tex.
	Dr. E. C. McLeod	President	Wiley College, Marshall, Tex.
	Dr. Worth J. Osborne	Prof. of Remedial Experimental Ed.	University of Wash. Seattle Wash.

NOTE: This application will be kept in open files until September first following date of receipt. If applicant is not appointed prior to that date and wishes to be considered available for appointment during the ensuing year, notice of such availability should be given in writing any time after September first. Application will be restored to open files and considered at regular election the following spring if renewed not later than March 15.

1046-OM former teacher teaches with me 1st grade

Attending the University of Chicago Summer School
 Address: 6626 Hampden Ave.
 Chicago, Ill.

Negro Teachers Like Posts Here



Left to right—Gladly Brewer, Lester Andrew, Lela Mann, Juan Lohr, Sharon Wollston, Patsy McCord, Terry Lowe and Mrs. Thelma Fisher DeWitty
Youngsters listened with great attention as their teacher read.

Thelma Fisher DeWitty and her second grade pupils at Cooper Elementary School. Miss DeWitty was one of the first two African Americans to teach in the Seattle Public Schools. (Photograph pictured in the Seattle Post-Intelligencer, September 4, 1947)



Thelma DeWitty
Photo Courtesy of the Seattle Urban League, U of W Special Collections.

ELEMENTARY SCHOOLS: STYLE AND PLAN TYPES

Date	Style	Plan	Architect	Name	Additions
1892	Colonial Revival-Brick	X	John Parkinson	B.F. Day Elementary School	1901, 1916
1892	Pavilion	X	Chamberlin and Siebrand	Seward Elementary School	1899, 1905
1902	Colonial Revival	WF12	Saunders and Lawton	Horace Mann Elementary School	
1902	Mission Revival	WF8	Bebb and Mendel	University Heights Elementary School	1908
1904	Colonial Revival	WF8	James Stephen	John B. Allen Elementary School	
1904	Colonial Revival	WF8	Saunders and Lawton	Beacon Hill Elementary School	1912, 1931
1905	Queen Anne	WF8C	James Stephen	John Hay Elementary School	
1905	Tudor	WF8C	James Stephen	Seward Elementary School	
1906	Colonial Revival	WF8C	James Stephen	Stevens Elementary School	1928
1906	Queen Anne	WF8C	James Stephen	Latona Elementary School	
1907	Colonial Revival	WF8C	James Stephen	Frantz Coe Elementary School	1914, 1970-71
1907	Functional	X	Newton Gauntt	Whittier Elementary School	
1909	Jacobean	B9	James Stephen	Emerson Elementary School	1930
1909	Jacobean	B9	James Stephen	Greenwood Elementary School	1920
1909	Jacobean	B17	James Stephen	Colman Elementary School 1915	1940
1909	Tudor	WF4	Edgar Blair	Van Asselt Elementary School	1940
1910	Jacobean	B9	Edgar Blair	Gatewood Elementary School	1921
1910	Jacobean	B9	Edgar Blair	John Muir Elementary School	1924, 1970-71
1910	Jacobean	B9	Edgar Blair	West Woodland Elementary School	1913, 1925
1913	Colonial Revival-Brick	B9A	Edgar Blair	Concord Elementary School	1970
1913	Colonial Revival-Brick	B9A	Edgar Blair	McGivra Elementary School	1972
1913	Georgian	B4	Edgar Blair	Martin Luther King Elementary School	1958
1914	Georgian	B4	Edgar Blair	North Queen Anne Elementary School	1923
1917	American Renaissance	B9B	Edgar Blair	Cooper Elementary School	1929
1917	American Renaissance	B9B	Edgar Blair	Madrona Elementary School	1960
1917	American Renaissance	Bord	Edgar Blair	Seward Elementary School	
1917	American Renaissance	Bord	Edgar Blair	John B. Allen Elementary School	
1917	American Renaissance	Bord	Edgar Blair	Latona Elementary School	
1917	Jacobean	B6	Edgar Blair	Fauntleroy Elementary School	1949, 1952
1919	American Renaissance	Bord	Edgar Blair	Lowell Elementary School	1960
1919	Georgian	U2	Floyd Naramore	Highland Park Elementary School	1929
1921	Georgian	CAu	Floyd Naramore	John Hay Elementary School	
1922	Mission Revival	CAu	Floyd Naramore	Columbia Elementary School	
1924	Georgian	DLB	Floyd Naramore	Dunlap Elementary School	1952
1924	Georgian	DLB2	Floyd Naramore	Montlake Elementary School	
1926	Georgian	DLBx	Floyd Naramore	Bryant Elementary School	1931
1926	Georgian	DLB	Floyd Naramore	E.C. Hughes Elementary School	1949
1927	Georgian	DL	Floyd Naramore	Magnolia Elementary School	1931, 1941
1928	Gothic	DLx	Floyd Naramore	Whittier Elementary School	
1929	Art Deco	DLx	Floyd Naramore	Daniel Bagley Elementary School	
1929	Georgian	DL	Floyd Naramore	Laurelhurst Elementary School	1950
1931	Georgian	U2	Floyd Naramore	Loyal Heights Elementary School	1946

Plan Type Guide

X=Unique plan type

WF8=First wood frame model school plan with 8 classrooms, central entry hall and parallel cloakrooms

Variations: WF12=First wood frame model school plan with 12 classrooms

WF8C=Adjusted wood frame model school plan with 8 classrooms, corridor perpendicular to entry and corner stairs

WF4=Adjusted wood frame model school plan with 4 classrooms

B9=Brick model school plan with 9 classrooms

Variations: B17=Brick model school plan with 17 classrooms

B9A=Brick model school plan with 9 classrooms, adjusted with changes in cloakroom locations, entry portico

B4=Small brick model plan developed by Edgar Blair with 4 classrooms

B6=Small brick model plan developed by Edgar Blair with 6 classrooms

B9B=Brick model school plan with 9 classrooms, adjusted with changes in entry and cloakroom locations

Bord=Brick "border" building with single-loaded corridor

U2=U-shaped plan with two main entries, auditorium centered on main elevation

CAu=Double-loaded corridor plan with auditorium centered opposite entry

DLB=Double-loaded corridor plan with first floor boiler room projecting from rear, flanked by playcourts

Variations: DLB2=Same as DLB, but with two main entries

DLBx=Same as DLB, but corridor extended for additional rooms

DL=Double-loaded corridor plan, no projecting boiler room

Variations: DLx=Double-loaded corridor plan, no projecting boiler room, corridor extended for additional rooms



Cooper School, West Elevation C. 1930, Photo 216-03

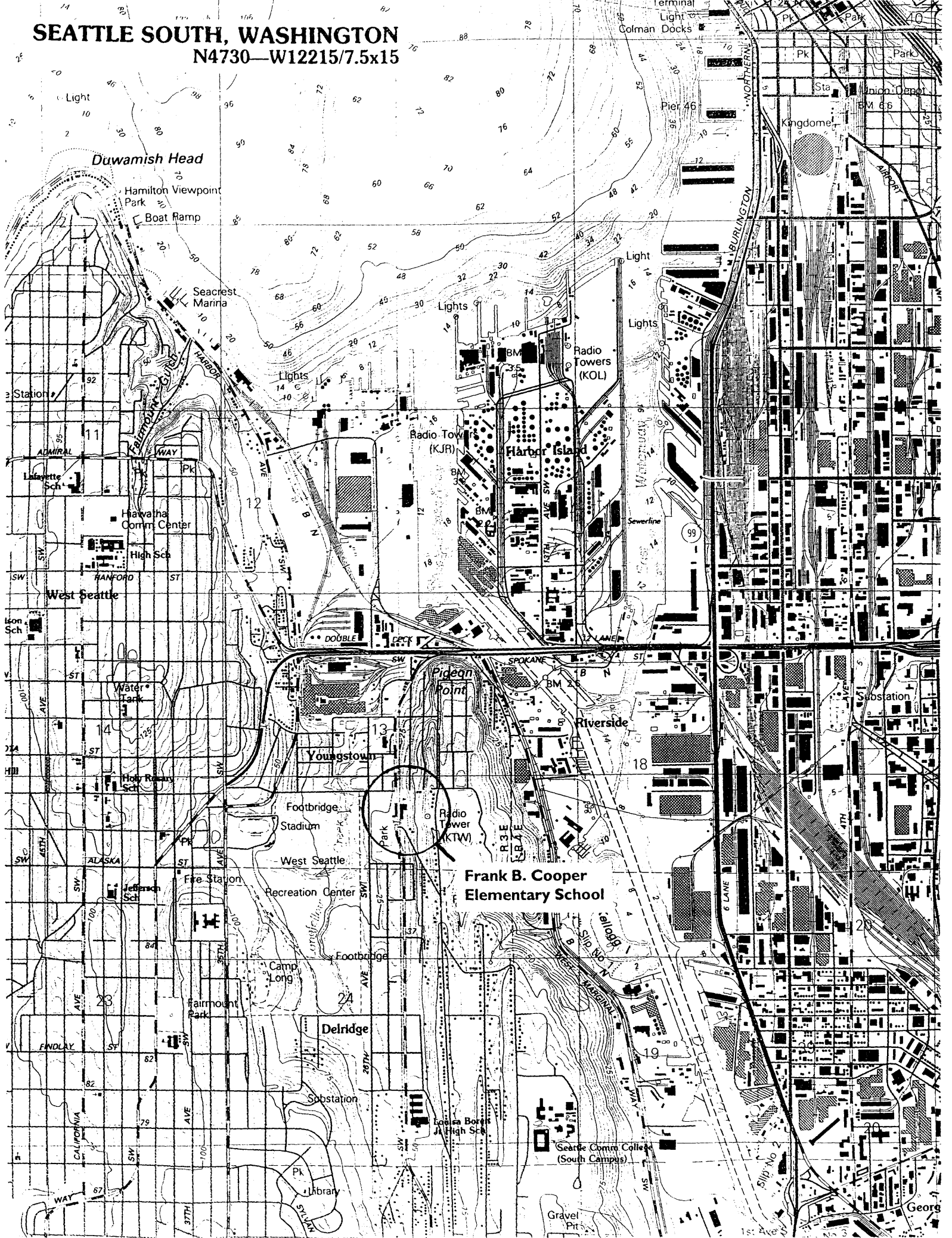


Cooper School. Ariel view, Photo 216-03

Photos Courtesy of Seattle Public Schools Archives (SDSA), Accession 1979-24, Box 7.

SEATTLE SOUTH, WASHINGTON

N4730—W12215/7.5x15



Duwamish Head

Hamilton Viewpoint
Park
Boat Ramp

Seacrest
Marina

Station

Lafayette Sch

Hawaia Comm Center

High Sch

West Seattle

Water Tank

Holy Rosary Sch

Jefferson Sch

Fire Station

Recreation Center

Camp Long

Fairmount Park

Delridge

Substation

Loisa Borek High Sch

Library

Radio Tower (KJR)

Harbor Island

Radio Towers (KOL)

Riverside

Frank B. Cooper
Elementary School

George Comm College
(South Campus)

George