

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Name of Property
County and State
Name of multiple listing (if applicable)

Section number _____ Page 1

Supplementary Listing Record

NRIS Reference Number: SG100004297

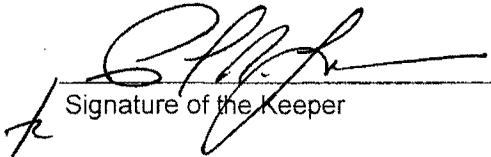
Date Listed: 08/14/2019

Property Name: Beacon Hill School

County: King

State: WA

This Property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation


Signature of the Keeper

8/14/2019
Date of Action

=====
Amended Items in Nomination:

Significance:

Criteria Consideration G should be checked. [Even though the period of significance is only a few years beyond the 50-year mark, the fact that the entire Ethnic Heritage context and period of significance lies in the less than 50 year time period requires the selection and justification of *Criteria Consideration G*. The property meets the *Criteria Consideration* as an exceptionally significant site associated with the early development of the local Chicano Civil Right Movement, a context for which there is sufficient objective and scholarly opinion.]

Areas of Significance-Subcategories:

Under Ethnic Heritage-Hispanic add *Mexican*, and under Social History add *Civil Rights*. [These reflect new subcategories available under the National Register Information System database to help track more specific contexts.]

DISTRIBUTION:

- National Register property file
- Nominating Authority (without nomination attachment)

4297



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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. 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 certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Beacon Hill School
other names/site number El Centro de la Raza

2. Location

street & number 2524 16th Avenue South not for publication
city or town Seattle vicinity
state Washington code WA county King code 033 zip code 98144

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
I hereby certify that this X 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 X meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:
 national statewide X local
Applicable National Register Criteria
X A B X C D
Allyson M 7-8-19
Signature of certifying official/Title Date
WASHINGTON STATE SHPO
State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.
Signature of commenting official Date
Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:
 entered in the National Register determined eligible for the National Register
 determined not eligible for the National Register removed from the National Register
 other (explain:)
[Signature] 8/14/2019
Signature of the Keeper Date of Action

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5. Classification

Ownership of Property
(Check as many boxes as apply.)

Category of Property
(Check only **one** box.)

Number of Resources within Property
(Do not include previously listed resources in the count.)

- private
- public - Local
- public - State
- public - Federal

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

Contributing	Noncontributing	
1		buildings
		district
		site
		structure
		object
1		Total

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

Number of contributing resources previously listed in the National Register

N/A

None

6. Function or Use

Historic Functions
(Enter categories from instructions.)

EDUCATION: School

Current Functions
(Enter categories from instructions.)

SOCIAL: Civic

SOCIAL: Meeting Hall

EDUCATION: Childcare

RECREATION & CULTURE: Works of Art

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS:

Classical Revival

Materials
(Enter categories from instructions.)

foundation: BRICK

walls: WOOD: Weatherboard

SYNTHETICS: Vinyl

roof: ASPHALT

other: TERRA COTTA

STONE: Granite

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Narrative Description

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

Summary Paragraph

Beacon Hill School is located south of downtown Seattle in the Beacon Hill neighborhood. The 52,000 square foot building is centrally located on the block between South Bayview Street, South Lander Street, 16th Avenue South, and 17th Avenue South. The school was originally constructed in two phases, 1904 and 1912, and alterations and upgrades were made in 1931. The 1904 building faced south, while the 1912 addition shifted the main entry to the center of the west façade and added secondary entries on the north and east facades as well.

The current site slopes down gradually from south to north, with a moderately steep slope at the north end of the parking lot down to the grade at the sidewalk. The site features a children's park and playground on the west side of the school building and a parking lot that wraps around from the north to the east side. The southern acre of the original three-acre lot was developed in 2016 and features two mixed-use buildings surrounding a public plaza that maintains access to the original south entrance to the school.

Exterior

The building was designed in the Classical Revival style and has a two-story wood- and steel-frame structure with a brick and concrete foundation. The building is oriented on a north-south axis and is a symmetrical, H-shaped mass with entries on all sides. This is the result of two phases of construction—the first in 1904 and the addition in 1912. Hip roofs unify the massing and emphasize primary façade features at building entries.

The lower ten feet of the façades is brick and encloses the daylit basement. The brick is punctuated with pairs of double-hung wood windows in a two-over-two pattern with stone sills. There are basement access doors on the south, north, and east facades. The exterior brick is capped with wood molding. Exterior cladding above the basement is currently vinyl siding with 4" exposure, but historically the siding was wood ship lap. Exterior detailing is primarily wood in the 1904 structure, while the 1912 addition introduced additional decorative materials such as stone and terra cotta.

The 1904 south wing is a rectangular mass with an entry facing south. This was the main entry until the 1912 addition. The south façade is defined by the symmetrical central entry mass, which steps out five feet in front of the rest of the façade. The entrance features two sets of double doors with arched fanlights above. The doors are framed on either side by fluted wood pilasters and separated by a central fluted wood column. The column and pilasters support an entablature comprised of a flat architrave, denticulated frieze, and cornice.

Above the south entry doors the façade features a three-part, 1 ½-story high window group in the Palladian style which daylights the stairwell. The lower windows in the group are double-hung four-over-four wood windows, with a six-over-six central window. The upper windows are comprised of two smaller four-pane square windows flanking a central double-hung window with an arched fanlight upper sash over a six-pane lower sash. The upper and lower windows are separated by three inset wood panels. Historic photos dating up to 1975 show a diamond motif inset in this location, but the current condition is flat, indicating that the motif has been removed or covered. The window group is surrounded by wood trim with a wood keystone above the fanlight.

On either side of the central entry and window group there are tall, narrow double-hung four-over-four wood windows at both the first and second floors that daylight cloak rooms. Wood pilasters at each front corner of the entry mass span from the brick base to the entablature at the top of the building. This entablature matches the entry entablature.

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The remainder of the 1904 façades features tall, double-hung windows in groups of five. These window groupings are present in all the classroom spaces and make the spatial organization of the building legible on the exterior. A hip roof completes the 1904 massing and features a main ridge running east-west, with a small secondary ridge running north-south over the entry mass on the south side.

The 1912 addition expanded the building footprint to the north and completed the footprint seen today. A central pavilion running north-south connects the south classroom wing to a matching north classroom wing. The combined mass presents as a cohesive whole, with many of the 1904 features matched throughout the 1912 design. The window grouping pattern for classrooms and cloak rooms established in the 1904 design continues across the 1912 façades. The 1912 design elaborated on the exterior decorative elements expressed in the 1904—especially at building entries—creating distinctive but agreeable new features.

The 1912 addition created a new main entry on the west façade. The covered entry projects out eight feet in front of the rest of the façade and is aligned in height with the first-floor window heads. The entry mass features a hip roof with a ridge running east-west. Stone steps lead up to the covered porch and are bound on either side by stone buttresses with splayed edges. Cut stone continues around the base of the entry porch. At the top of the stairs the porch is partially enclosed by a terra cotta archway with terra cotta pilasters on each side. The walls enclosing the porch transition to brick at the corners and feature a terra cotta band that wraps around the walls from front to back.

On either side of the double entry doors is a small side lite. Above the doors and side lites are large transom windows. The bulk of the porch massing at the entry level is allocated to fresh air intake chases on each side of the porch. In the 1912 design these chases were enclosed with wire screens. The 1931 renovation plans indicated that these should be filled in with brick, but the screens still remain today.

The top of the entry mass features a larger entablature than the 1904 entry and has distinctive decorative elements. The architrave is terra cotta and is embossed with the name “Beacon Hill School”. The frieze features pairs of carved wood brackets interspersed with decorative terra cotta panels. The cornice and soffit above conceal a box gutter around the perimeter of the hip roof. This feature was added to the 1904 eaves as part of the 1912 work.

Above the entry roof, the second-story wall is flush with the rest of the façade. A three-part window group with triangular pediment is located above the entrance and daylight the stairwell. The windows feature a two-over-four pattern and are separated by small pilasters. The top plate of the stairwell wall steps up above the main plate and has an entablature that matches that of the entry mass below. This taller central volume is capped with its own hip roof, further emphasizing the main entry below. The ridge of this hip roof runs east-west and connects with the main roof ridge.

The north façade matches the massing and many of the design features of the south façade. The entry porch is nearly identical, except for the lack of a central column separating the two pairs of double doors. The window grouping above the entry that daylight the stairwell is also different than its counterpart on the south and features a group of three rectangular four-over-four windows with square four-over-four transoms above.

The east side of the building is oriented towards service and mechanical spaces and is more understated in its aesthetic. This façade also received the greatest amount of alteration in the 1931 design. At the time of the 1912 addition, the east façade was symmetrical with a central chimney mass and two smaller masses on each side where the back stairwells are located. The chimney mass featured tall narrow individual windows in a four-over-four pattern on either side of the chimney, with coal chutes at the ground level. Between the chimney mass and the stairwell masses there were two groups of tall window pairs at each floor level that provided daylight to the central corridor. The stairwell masses featured double doors at the ground level leading up to the first floor, as well as basement access doors. The upper stairwell

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masses featured a group of four windows daylighting the stairwell, as well as two smaller windows daylighting cloak rooms on each level.

The scope of the 1931 work included a small addition of office space to the east side of the building as well as upgrades to the boiler, ventilation system, and plumbing fixtures. The upper windows in the chimney mass and the upper corridor windows south of the chimney mass were cut down and reinstalled with a new shorter sash and frame. The corridor walls at the first floor were rebuilt flush with the chimney mass walls to accommodate the office space addition, and the 1912 windows from this area were saved and reinstalled. The basement walls below the addition were left intact. The subsequent open space created underneath the first-floor expansion was left open on the south and was fenced on the north for a new fresh air intake.

Historic color photos dating from 1975 depicting Beacon Hill School in disrepair give some indication of the original exterior color and material scheme. The brick basement walls were natural red in color, and the siding and trim of the upper levels appear to have been white or light in color. The roof shingles at this time were green. Another historic color photo from later in 1975 shows a more closely cropped image of the west façade after repairs had been made. At this time, the siding had been repainted in a white or light color and the trim and decorative elements had been repainted in beige. The brick basement walls were also repainted beige. Subsequent exterior maintenance and repairs replaced the wood siding with vinyl siding of a similar color and exposure and repainted the trim and decorative elements in dark brown.

Interior

The 1904 design of the south wing featured a modular layout conducive to replication and future growth. Each level was organized around central circulation space. The south entry and stairwell opened into a 14' wide central corridor running north-south, and school rooms were organized symmetrically along the east and west sides. The basement featured bathrooms and playrooms. On the first and second floor, pairs of classrooms and cloak rooms lined both sides of the corridor, with four total per floor. The classrooms are 26'x33'.

The 1912 design expanded on the spatial framework of the 1904 south wing. The central pavilion connecting the south wing to the north wing extended the original central corridor. This space featured two stairwells on the east side and one at the new main entry on the west. On the first and second floor, the central pavilion also added two additional classrooms on the west side and office, administrative, and restroom space on the east side. The north wing mirrored the south wing, adding eight additional classrooms. In the basement, the 1912 design grouped playrooms, lunchrooms, and restrooms around the central corridor, with the boiler room and related mechanical spaces on the east side.

The building structure combines reinforced concrete, steel framing, and wood framing. The 1912 plans show the exterior walls bearing on brick basement walls supported by concrete footings. Additional concrete footings below a concrete slab on grade support 10" and 12" steel I-columns throughout the basement. The steel columns support the first-floor framing, which is comprised of steel I-beams ranging from 6" to 24" deep. The first floor itself is a reinforced concrete slab. These plans also indicate that the first-floor framing in the 1904 south wing is wood, but framing sizes are not indicated. The second floor and attic floors are wood-framed with 2x16 joists. The roof framing is primarily 2x8 rafters supported by various 6x timber trusses.

The 1912 plans identify a variety of finish materials. Plaster was the typical wall finish in most spaces, and picture rails were included in both corridors and classrooms. Wainscoting is used throughout the building and features different materials in different spaces: In the stairwells, corridors, and bathrooms, Keene's cement was used. In the classrooms and offices, burlap was used. Raecolith, a cementitious flooring product made in Seattle at the time, was used for the baseboards and finish floor.

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The 1912 plans also detail custom finish work for the flooring and classroom furniture. Detail floor plans show pattern layouts for Compolite borders in the Raecolith floors. These borders were used in the basement vestibules and first and second floor corridors and vestibules. These are still visible and in good repair throughout the building. There are also details for built-in classroom storage cabinets and the black board walls in the classrooms, which composed and framed slate black boards and tack boards between the classroom entry doors. These are still present in some of the classroom spaces with varying amounts of alteration: some have been painted, and some of the doors on the cabinets have been removed or replaced.

The 1912 work also included some changes to 1904 interior elements. In the basement, there were changes made to corridor walls on the south end to open up the playrooms and remove one of the bathrooms. On the first and second floors, some partitions within the 1904 corridor were removed to create a more open space, the 1904 floor was finished with Raecolith, and some plumbing fixtures were replaced. The 1931 addition and alterations introduced linoleum floors in the offices, storage spaces, and restrooms. The burlap wainscoting was also removed where present in offices and restrooms and replaced with plaster.

Distinctive interior features related to the building's later history include the murals that were created during the Chicano occupation in the early 1970's. Between 1971 and 1974, four murals were added to the corridor walls on the first floor. These include *The Explosion of Chicano Creativity* by Daniel DeSiga (1972), *Untitled (Main Office Mural)* by Mario Parra (1972-73), *Untitled (Indigenous Solidarity Mural)* by an unknown artist (1973), and *Royal Chicano Airforce* by Esteban Villa (1973).

DeSiga's *The Explosion of Chicano Creativity* is the largest mural on the first floor. The work encompasses the main office doors and windows in the east corridor and incorporates them into the composition. One end of the mural depicts an underwater scene with whales and dolphins, an underwater pyramid, and a mother standing on top of a rock outcropping. Above the double doors near the center of the mural there is a bountiful cornucopia. In the center is a red field with Chinese characters. To one side of the doors is a view of farm land highlighting the plight of farmworkers and the struggle to unionize. Multiple emblems are included on this side of the mural, including that of the United Farm Workers of America, the Farm Labor Organizing Committee, and the Minority Executive Director's Coalition of King County. The large faces in the upper corners of the mural are composed around the windows as eyes. These were originally painted as male warrior's faces but were changed to female faces when the DeSiga completed the mural in 1997.

Parra's *Untitled (Main Office Mural)* depicts a Pueblo boy wearing a red bandana around his forehead, a red shirt, and green pants walking through a landscape with a donkey and a dog. A small amount of landscape is visible at the bottom of the painting, with the majority of the background composed of blue sky. It is located on the east wall of the main office.

The *Untitled (Indigenous Solidarity Mural)* features an eagle atop a cactus holding a snake in its beak and talons. The bifurcated circular image below the eagle represents both Plains Native American tribes and Northwest Native American tribes. Below the circular image is a vertical orientation of the Cuban flag. It is located on the west wall of the main floor corridor.

Villa's *Royal Chicano Air Force* depicts a Dia de los Muertos skeleton in black and white with a cross on its hand and a tattoo that reads "Ella" on its arm. The letters "RCAF" are written above the skeleton. Black and white abstract shapes and the letters "C" and "S" separated by a green chili pepper surround the skeleton on a pink and blue background. This mural is located on the east wall of the main floor corridor and has suffered some damage at the bottom of the composition where the paint has worn away. The "S" and part of the green chili pepper are no longer visible.

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Current Conditions and Recent Development

The interior layouts from the 1904, 1912, and 1931 work remain largely intact. The original corridors, stairwells, and classroom spaces still define the interior space. The basement corridors and spaces have been altered more than other areas of the building. The south wing now houses a child development center with four classrooms accessed from a central lobby. The north wing spaces are used as a dining room, kitchen, senior center, and staff lounge. The main and upper floors maintain the original corridor layout. These floors still feature classrooms and offices for the various programs and services offered at El Centro de la Raza. Suspended acoustic ceilings have been added in a variety of upper floor rooms. Many historic entry and interior doors remain throughout the building, as well as historic trim and wood flooring in some of the classroom spaces.

The original northeastern stairwell was converted into an elevator shaft and supporting mechanical space in 2006. There are missing ceiling tiles in the southeast stairwell, and access is currently not permitted above the main level. The stairs between the upper floor and the attic in the north and south stairwells have been enclosed and are now accessed through a door from the corridor.

A fire destroyed the 1899 annex in 1988. The fire also caused some damage to the exterior siding on the main building, at which point the original siding was repaired and replaced with the vinyl siding that remains today. A review of city permit history indicates some windows on Beacon Hill School were replaced in kind in 2006. In 2007 there were interior modifications to install a door on the second floor and the roof was replaced. A seismic retrofit was completed in 2012, which included the removal of the chimney on the east façade.

From 2014-2016, the site was subdivided through a short plat process to create a parcel for the new development at the south end of the site, Plaza Roberto Maestas. This included two new structures containing 112 affordable residential units with ground floor commercial, residential amenity, and childcare spaces. The new public plaza between the two buildings serves the original Beacon Hill School building as well. The plaza engages directly with the south face of the old school entrance, where a low stage faces the plaza. A steel and glass canopy shelters the stage and highlights the south entry to the school. A sign at the top of the canopy reads "El Centro de la Raza" and the canopy supports feature art panels.

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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.)

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE
ART
EDUCATION
ETHNIC HERITAGE: HISPANIC
SOCIAL HISTORY

Period of Significance

1904-1931
1971-1973

Significant Dates

1904: Phase 1 Construction
1912: Phase 2 Addition
1931: Addition and Renovation
1972: Chicano occupation

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

1904: Stephen, James (Architect)
1912: Blair, Edgar (Architect)
1931: Naramore, Floyd A. (Architect)
1904: Cawsey & Carney (Builder)
1912: A.W. Quist & Co. (Builder)

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Narrative Statement of Significance

(Provide at least one paragraph for each area of significance)

Beacon Hill School in Seattle, Washington is historically significant under Criteria A for its direct relationship to the broad patterns of growth and development of Seattle's educational system. The first phase of the school was completed in 1904. Then in 1912, a rapid increase in student population led to the construction of a large wing which tripled the size of the building. Under Criteria C, such changes also embody the distinctive characteristics of school construction in Seattle during the early part of the 20th century. The building was designed for phased expansion and utilized a "Model School Plan" which was developed and modified at the site by three notable architects, James Stephen, Edgar Blair, and Floyd Naramore.

Beacon Hill School is also significant under Criteria A for its direct connection to Chicano Civil Rights Movement in Seattle. At the site in the early 1970s Chicano students and activists embarked on the peaceful occupation of the then vacant school building which shaped the future of the school as a multi-service center for minority communities. Through their efforts to secure the school as the home for El Centro de la Raza, they also built a multi-ethnic coalition with other minority leaders and communities to improve access to resources and education for all races.

The period of significance spans two timeframes. The first begins in 1904, when the first phase of construction was completed and ends 1931, the year the last major modifications while in school district ownership to place. The second period of significance begins in 1971, the year students left the building and negotiations began with the Chicano community to reactivate the building and ends in 1973, the year the Mayor, school district and community activists all agreed to conditions for leasing the building.

School History: 1904-1931

Between the end of the Civil War and 1900, national population growth and the availability of transcontinental rail led to a nationwide increase in the number of schools.¹ In 1869 the Washington territory had only 22 schoolhouses, but by 1889, Washington state had more than 1,000 schoolhouses in urban and rural areas.² These trends are evident in Seattle's early growth as well. From 1885 to 1893, student enrollment in the Seattle school district grew from 1,500 students to 6,647 students, an increase of nearly 350% in eight years.³ The Beacon Hill residential population grew steadily in the early 1890s with the completion of a streetcar line connecting the neighborhood to downtown Seattle. In 1892, the Seattle School district purchased land at the corner of 16th Ave S and Lander Street for the neighborhood's first elementary school.⁴ Then in 1899 the district completed the construction of the first schoolhouse on the hill; a small, wood-framed, two-room structure which served three classes during the first year.⁵

By 1901, the population of Seattle had reached 80,000.⁶ Enrollment at Beacon Hill School quickly outgrew the capacity of new school. Reportedly during the 1901-1902 school year, Beacon Hill had a student population of 100 in grades one through five, and by 1903 it served 200 students in grades one through eight.⁷ The lack of classroom space was a district wide problem.

Faced with an immediate need for increased classroom capacity at multiple sites throughout Seattle, the School District hired architect James Stephen in 1899 to develop plans and specifications for a model school building that could be use

¹ Mary Jane Honneger, "Washington State Historic Schools Status Report 2002," Washington Trust for Historic Preservation, p.6.

² Ibid, p.7

³ Nile Thompson and Carolyn J. Marr, *Building for Learning: Seattle Public School Histories, 1862-2000* (Seattle: School Histories Committee, Seattle School District, 2002), x.

⁴ Ibid, 19.

⁵ Ibid, 20.

⁶ Ibid, xi.

⁷ Ibid, 20.

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throughout the district.⁸ In 1901, they adopted Stephen's "Model School Plan" which had been tested for a school at Green Lake. The plan would serve as a starting point for further architectural customization at individual school sites. The layout was simply organized and could be broken down into phased modules for planned growth over time, and the wood frame structure allowed for relatively quick and affordable construction.⁹ The basic massing modules included a two-story classroom wing (8 classrooms total) and a narrower service wing (4 classrooms, support and circulation spaces). The typical first phase of a new school construction would include either one classroom wing module or the service wing module, or in cases of greater need, one of both. For example, the first construction phase for Green Lake School included both the service wing and a classroom wing, arranged in a T-shape (completed in 1902).¹⁰ By comparison, the first phase of construction at Beacon Hill School included only one classroom wing, while the service wing and additional classroom wing were added later, in 1912.

At Beacon Hill by the end of November of 1903 the district announced that plans were almost ready for an 8-room, \$20,000 building. Beacon Hill was one of three new buildings the district had planned in 1903. They awarded the building contact to the firm of Cawsey & Carney on December 20, 1903. Cawsey & Carney had previously built several schools for the district including Minor School (1899); Broadway High School (1902); and University Heights School (1903). At the time, the firm was one of the larger construction businesses in the city. The founder of the company, Charles C. Cawsey, was the first builder to complete a building over the ashes of the Seattle Fire; the Wah Chung Building (c1890). By 1896, Cawsey had formed a partnership with John Carney, and together they established the foundations for one of Seattle's largest construction firms during the 20th century. Before merging into a new company, the firm received several other large commissions including the Washington Investment Co. Building (1903); the Carnegie Library - Ballard Branch (1904); the Lowman Building (1906); and the downtown Central Public Library (1906). Then in 1910, Cawsey and his partner (by then Henry Lohse), joined Hastie & Dougan to form a new construction company; Sound Construction & Engineering Company. The goal was to take on large building contracts which quickly followed suit and by the 1920s they were being awarded some of the largest construction projects in the Pacific Northwest. Among their more notable work was the construction of the legislative building in Olympia; the main office for Pacific Telephone & Telegraph Co. and Northern Life Tower in downtown Seattle; the Seattle VA Hospital; several buildings at the University of Washington Campus; and the large Navy blimp hanger in Tillamook, Oregon. Cawsey & Carney finished the basic unit of Beacon Hill school just in time for the start of the 1904 school year in August.

Stephen's "Model School" approach was also an early experiment in the complimentary processes of modularity and customization, allowing for quick realization of new structures, site specific adjustments, and a variety of architectural aesthetics. For instance while Green Lake School was also designed in the Classical Revival style and had the characteristic classroom and service wing massing, Green Lake's entry was distinct from Beacon Hill and featured a portico topped with a balustrade. Interbay School, completed in 1904, was the most aesthetically similar to the 1904 Beacon Hill School. In addition to the characteristic classroom and service wing massing, window groupings, and brick basement, Interbay had a classroom wing entry similar to the south entry at Beacon Hill School, with a Palladian style window grouping above the entry, which was framed by pilasters and a simple entablature. Interlake School, built in 1904, replicated many of Green Lake's features, but was designed with an additional section to accommodate the rapid growth in the Wallingford neighborhood.¹¹ Both Green Lake School and Interbay School were demolished in 1986 and 1948 respectively.

Despite the new structures, the district's facilities still failed to meet the growing demand. In 1905 the *Seattle Times* reported that a "Crisis Must be Faced in the Schools". They noted that high school enrollment had exceeded last years by 200 students. Overall school attendance in 1900 reached 10,500, however the number grew to 18,500 by 1904. Only one

⁸ Kathryn Hills Krafft, "James Stephen," in *Shaping Seattle Architecture: A Historical Guide to the Architects*, ed. Jeffrey Karl Ochsner (Seattle: University of Washington Press, 2014), 90.

⁹ Ibid.

¹⁰ Thompson and Marr, *Building for Learning*, 120.

¹¹ Ibid, 148.

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school existed south of Yesler Way, yet the district had spent \$850,000 to add 260 rooms to various schools across the city within a five year period. Regardless, the district simply could not meet the demand.

On the architectural side, Stephen was busy trying to keep up with new advancements in building construction. In 1907 he embarked on a study tour of midwestern and eastern cities to inform a report for the district on modern school construction techniques, materials, and equipment.¹² This led to the design and adoption of a second version of the Model Plan in 1908 that incorporated fireproof materials like concrete, terra cotta, and brick as well as modern plumbing and mechanical equipment.¹³ This evolution in the district approach can be scene between the 1904 and the 1912 addition at Beacon Hill School. During his tenure as district architect, James Stephen was responsible for more than fifty school construction projects. Stephen maintained a private architectural practice outside of his work for the district and went into partnership with his son in 1908.¹⁴

His successor Edgar Blair was officially hired as district architect in 1909 and continued to employ the use of the Model Plan. Keeping up with growth was still a pressing issue for Seattle public schools, with the city's population reaching nearly 240,000 in 1910. Daily public school attendance topped 24,000.¹⁵ In 1911 a *Seattle Times* article showcased the breadth of work being done throughout the district in response to population growth and announced that Blair was "*providing these schools in accordance with a broad scheme which permits, as time goes on, additions to the building without destroying their symmetry or architectural beauty.*"¹⁶ The features of the Model Plan were described in detail:

*"A unit system is employed, the central building containing nine rooms and leaving space for two ells with eight rooms, each giving in all 25 rooms. This type of building is illustrated at the Gatewood and York schools, recently completed, at the Ravenna school now under way and the proposed school at the location in West Seattle. The new schools are all of the most modern type, with all the latest heating, plumbing, and ventilating devices."*¹⁷

Blair's arrival saw a series of new school buildings and substantial additions built throughout the district. These were targeted at increasing classroom capacity and amounted to \$900,000 in expenditures.¹⁸ A twelve-room addition was planned for Beacon Hill School budgeted at \$50,000.¹⁹ The district awarded the contact to the A.W. Quist & Company in May of 1911. The company, formed by builder A.W. Quist and engineering Archibald S. Downey in 1909, quickly became one of the leading construction firms in the Puget Sound Region after being awarded several contracts with the Navy. Their \$65,000 addition to Beacon Hill School was made fireproof by using concrete in the basement and first floor flooring as well as the replacement of the shingle roof with slate. Furnace and plumbing equipment were also upgraded.

With a total of 20 rooms, during the 1912 school year, enrollment at Beacon Hill School topped 400 students. Kindergarten was introduced the following year.²⁰ When the enlarged Beacon Hill School building reached 100% occupancy in 1916 at 500 students, and the district reopened the 1899 school building as an annex for domestic sciences and manual training classes.²¹ The teaching staff at Beacon Hill grew during this time as well, from 14 teachers in 1912 to 20 teachers by 1916.²²

District architect Blair's addition to Beacon Hill was similar to Ravenna School (1911) and Jefferson School (1912). In fact he used the same design features on all three buildings to highlight their entries: a raised top plate height above the

¹² Krafft, "James Stephen," 91.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Thompson and Marr, *Building for Learning*, xi.

¹⁶ "Public Schools Erected to Keep Pace with City Growth," *Seattle Times*, June 11, 1911.

¹⁷ Ibid.

¹⁸ "Mt. Baker High School," *Seattle Daily Times*, April 11, 1911.

¹⁹ Ibid.

²⁰ Thompson and Marr, *Building for Learning*, 20.

²¹ Ibid.

²² "Beacon Hill Elementary School," *Seattle School Histories 1869-1974*, ed. Sara Levant (Seattle: Department of District Relations, 1974), 18.

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stairwell to create a taller central volume with its own roof, and a projecting, covered entry porch. All three schools featured terra cotta detailing and brackets at the roof eaves, although Ravenna and Jefferson had more of this detailing, and with their brick facades expressed some Italian Renaissance Revival details rather than pure Classical Revival.

In the intervening years between the 1912 and 1931, the student population at Beacon Hill School continued to grow. In 1922, K-12 average daily attendance in the district was 42,441 students. Portable buildings were introduced at Beacon Hill School in 1926 to accommodate a total student population of 800.²³ During the 1931-32 school year, enrollment at Beacon Hill reached 928 students and the staff grew to 27 teachers.²⁴ District daily attendance in 1933 averaged 57,551 students for grades K-12.²⁵ To accommodate some of the growth, in 1931 the district approved \$75,000 worth of modifications and upgrades (mechanical and plumbing systems and replacing worn finishes) to Beacon Hill which were overseen by architect Floyd A. Naramore.²⁶

Naramore had succeeded Blair as district architect in 1919 and served in that role until 1932.²⁷ He had previously served as the district architect in Portland, Oregon and had received numerous accolades for his work there. During his time as Seattle's district architect, he oversaw the construction of 7 new elementary schools, 3 new high schools, and more than 23 additions.²⁸ As student enrollment numbers fluctuated significantly during the Depression era and the years leading up to WWII, the district focused its efforts on maintenance, rehabilitation, and consolidation of facilities where feasible.²⁹

The postwar baby boom had a dramatic effect on district enrollment, as did the expansion of the northern boundaries of the city limits. In 1945 the district's enrollment was 50,000 students, however it ballooned to nearly 100,000 students by the mid 1960's.³⁰ District attempts to relieve overcrowding resumed. At Beacon Hill School, seventh and eighth graders were relocated to other campuses, and an additional Annex was opened at the future site of Kimball School for more than 200 students.³¹ The original portables at Beacon Hill School were still in use throughout this period. In fact, portables were generally favored during this period as a tool for responding to growth, and by 1958, 20% of students in the district were in portables.³²

The late sixties marked the beginning of a district-wide decline in enrollment that would continue until 1984, when the student population reached a low of 43,500.³³ Seattle's population decline during this time reflected the broad national trends of the end of the baby boom and widespread migration from urban to suburban areas. Locally, the Boeing Bust and subsequent recession pushed many Seattle residents to migrate elsewhere.³⁴ By the 1970s the national economy was in a state of stagflation, and federal efforts to fund both the Vietnam War and domestic social programs in the face of rising energy costs, had a cascade effect on federal funding for a variety of programs including education.³⁵

Seattle's general population decline coupled with mandatory transportation and desegregation within the school district reorganized the student population. As a result, multiple new schools were built in some areas of the city while many older schools were vacated or demolished.³⁶ During this time new approaches to school design were also taking shape

²³ Ibid, 20.

²⁴ Thompson and Marr, *Building for Learning*, 20.

²⁵ Ibid, xi.

²⁶ Dietz, "Floyd A. Naramore," 244.

²⁷ "Floyd Archibald Naramore (Architect)," Pacific Coast Architecture Database (PCAD), <http://pcad.lib.washington.edu/person/1817/>

²⁸ Duane A. Dietz, "Floyd A. Naramore," in *Shaping Seattle Architecture: A Historical Guide to the Architects*, ed. Jeffrey Karl Ochsner (Seattle: University of Washington Press, 2014), 243.

²⁹ Thompson and Marr, *Building for Learning*, xii.

³⁰ Thompson and Marr, *Building for Learning*, xii.

³¹ Ibid, 20.

³² Ibid, xii.

³³ Ibid, xiii.

³⁴ Sharon Boswell and Lorraine McConaghy, "Lights out, Seattle," *The Seattle Times*, November 3, 1996

³⁵ Ibid.

³⁶ Levant, "Beacon Hill Elementary School," 18.

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such as “open-concept” plans. This period of district development was also marked by the absence of a supervising architect or a model plan at the district level. Instead, district leadership contracted with individual outside architects for new school designs on a school-by-school basis.³⁷ In 1968, Beacon Hill School principal Ralph Schreiner took part in planning efforts with other principals to design and plan new open-concept schools.³⁸ Five such schools were planned for the Beacon Hill neighborhood, one of which was a new replacement for the 1904/1912 Beacon Hill Elementary School. The new Beacon Hill School opened in 1971 at 2025 14th Avenue South, a few blocks northwest of the original site. After the last students left the nominated school in March of 1971, the original Beacon Hill School was closed and water, sewer and electrical services to the building were turned off.³⁹ The district had plans to sell the site and offered it up for sale, but no one came forth with an offer.

Chicano Movement: 1971-1974

By then the demographics of the neighborhood had changed. Interstate-5 completed between Seattle and Tacoma in 1967, had cut off the hill from the rest of the city. The number of school-age children in the neighborhood also began to drop. Increasingly middle and upper class white citizens moved to the suburbs, and persons of color began to move into the Beacon Hill area. Shortly before America entered World War II, Beacon Hill was chosen as the site of government housing built for defense-industry workers. Named Holly Park, the development was the second-largest such project in the city, with 900 units when it was completed in April 1943. In 1953, after the end of the Korean War, Holly Park was transferred to the Seattle Housing Authority at no cost and was converted to low-income housing. Over the decades, due to a variety of issues including the deterioration of housing built quickly during wartime, an unfortunate site plan, and increasing segregation, Holly Park became an isolated ghetto with a soaring crime rate.

It was during this time that the Chicano Civil Rights Movement was beginning to take hold. The movement of the 1960’s and 1970’s was a response to a variety of cultural and political factors, from farm worker’s rights and racial discrimination to access to education and community resources. In the Pacific Northwest, these factors affected Latino communities in the Yakima Valley as well as Seattle. Mexican-American youth adopted the term Chicano as their cultural identity, a term that spoke more broadly to the diversity of non-white identities within Spanish-speaking communities.

It is challenging to track the growth of the Chicano community in Seattle, as historic census data was incredibly general in identifying minorities. In the 1940’s, all non-whites were reported in a single census category, and it wasn’t until 1970 that “Hispanic” appeared in census questions.⁴⁰ In 1940, non-whites represented about 4% of the King County population.⁴¹ While Mexican migration to the Pacific Northwest took place throughout the early 20th century, it increased markedly during World War II with the federal guest worker initiative known as the bracero program. Between 1943 and 1947, more than 20% (just over 40,000) of Mexican workers in the bracero program were contracted to work in the Pacific Northwest.⁴² The program brought Mexican workers to both Yakima Valley for agricultural work and to Seattle for industrial work. The geographic distance from Mexico, poor living and working conditions, lack of a large Spanish-speaking community, and racial discrimination made the Mexican immigrant experience in the Pacific Northwest more isolating than that of their counterparts in the Southwest.⁴³

By 1970, Hispanic census respondents accounted for less than 1% of the total King County population, or 3,282 people.⁴⁴ However other estimates of the Latino population at this time put this number closer to 15,000.⁴⁵ At the time the Chicano

³⁷ Thompson and Marr, *Building for Learning*, xiii.

³⁸ Levant, “Beacon Hill Elementary School,” 18.

³⁹ “Out of the old, and into the new,” *Seattle Daily Times*, March 6, 1971.

⁴⁰ Anna Yoon, Brian Lam, Gihoon Du, Jiang Wu, and Yurika Harada, “Interactive Map of Race Seattle/King County 1940-2010,” Civil Rights and Labor History Consortium, University of Washington, accessed March 29, 2017, <http://depts.washington.edu/labhist/maps-race-seattle.shtml>

⁴¹ Ibid.

⁴² Kevin Allen Leonard, “Forward,” in *Mexican Labor & World War II: Braceros in the Pacific Northwest, 1942-1947*, by Erasmo Gamboa (Seattle: University of Washington Press, 2000), xiii.

⁴³ Erasmo Gamboa, *Mexican Labor & World War II*, xix.

⁴⁴ Ibid.

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community in Seattle was quite disparate, with no traditional community center or barrio. Social services were spread throughout the city which made it more challenging for the Chicano community to access necessary services.⁴⁶ At the same time, student activist groups on the University of Washington campus had begun to express their cultural identity advocating for increased minority access to higher education, and improving minority wages and working conditions.⁴⁷

A 1970 *Seattle Times* article recounts a discussion at a meeting of the Laurelhurst Human Relations Council, when Roberto Maestas (then a student at the University of Washington) articulated the many challenges facing the Chicano community, stating, “they are the worst educated, with a dropout rate of 60 to 70 percent; they have a life expectancy of about 39 years in the Yakima Valley...they die in disproportionate numbers in the Vietnam War...they populate prisons and mental hospitals also in disproportionate numbers.”⁴⁸ Chicano students at the meeting also expressed that one of their primary concerns was “the failure of the educational system to cope with the cultural differences and the problems of the bilingual child.”⁴⁹

Maestas led an English and Adult Education Program (ESL) at South Seattle Community College. In an oral history interview he gave in 2005, he described approaching the program with a progressive staff and agenda, combining language and educational goals with community outreach and activism:

“We’ll teach you English and maybe a vocation, and maybe you don’t find a job—so what’s the sense of it all? We have to see if there are going to be jobs out there for you all. Let’s deal with the question of discrimination. And we started to inject into the classes a reality, what we he had learned, what we knew about the environment, where we were at. The war—what about the war? You know what, one of these days, the war is costing so much money, this program is going to get wiped out. And I’ll be damned if we weren’t right.”⁵⁰

In 1972, federal funding cuts in education spending brought an end to the ESL program.⁵¹ Through their work with the students in the ESL program, Maestas, Roberto Gallegos, and the other program leaders realized the Chicano community needed more than language instruction to thrive in Seattle: they needed job training, child care, health care, and in some cases emergency food and shelter.⁵² The group began searching for alternative locations to continue their work in southern Seattle.

The vacant Beacon Hill School presented a potential solution. However the district faced legal restrictions that prevented them from leasing old, vacant schools for non-educational uses.⁵³ Given the school district’s limitations on leasing for non-educational uses, Superintendent Forbes Bottomly suggested an alternate lease arrangement through the city, which could serve as a sponsor for the Chicano group in their use of the building.⁵⁴ City Councilman John Miller was an early supporter of this proposal and introduced the resolution to the council.⁵⁵

As an alternative to leasing, the district had planned to sell a number of the newly vacated buildings to private developers. Such a plan needed approval through a special election.⁵⁶ Maestas met Gallegos and Juan Bocanegra for drinks at La

⁴⁵ Bruce Johansen and Roberto Maestas, *El Pueblo: The Gallegos Family’s American Journey, 1503-1980* (New York: Monthly Review Press, 1983), 126.

⁴⁶ Oscar Rosales Castaneda, “Part 1: Political Activism,” *The Chicano Movement in Washington State, 1967-2006*, The Seattle Civil Rights & Labor History Project, accessed March 29, 2019, https://depts.washington.edu/civilr/Chicanomovement_part1.htm

⁴⁷ Ibid.

⁴⁸ Stephen H. Dunphy, “To Many Chicanos the American Dream Has Become a Nightmare – in English,” *Seattle Times*, July 9, 1970, C6.

⁴⁹ Ibid.

⁵⁰ Roberto Maestas, “El Centro de la Raza,” interview by Trevor Griffey, The Seattle Civil Rights & Labor History Project, Feb 22, 2005, video, accessed March 29, 2019, <https://depts.washington.edu/civilr/maestas.htm>

⁵¹ Thompson and Marr, *Building for Learning*, 3.

⁵² Johansen and Maestas, *El Pueblo*, 126-127.

⁵³ Bruce Johansen, “Chicanos vow holdout, seek lease, renovation,” *Seattle Times*, October 14, 1972.

⁵⁴ “Chicanos take over unused school,” *Seattle Times*, October 11, 1972.

⁵⁵ Bruce Johansen, “Chicanos vow holdout, seek lease, renovation,” *Seattle Daily times*, October 14, 1972.

⁵⁶ “Notice of Elections,” *Seattle Daily Times*, March 19, 1971, F8.

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Hacienda restaurant in Beacon Hill and discussed the vacant old school, which Maestas thought was a viable option for a Chicano community center.⁵⁷ The group recalled Governor Dan Evans' suggestion that old schools be repurposed as community centers and decided to contact the district about using old Beacon Hill School for the Chicano community.⁵⁸ Maestas and Gallegos submitted the requisite paperwork with the district in the summer of 1971 to formalize the request, but the application was stalled for several months despite repeated follow-up phone calls.⁵⁹

Faced with inaction despite their continued efforts to work within the district bureaucracy, Maestas and Gallegos were compelled to consider other options. In the late sixties and early seventies—both in Seattle and nationally—grass-roots leaders were organizing minority communities to give voice to the underrepresented, and to change entrenched processes and power structures. In Seattle, there was considerable intersection between community leaders and initiatives in the Chicano community, the African-American community, the Native American community, and the Asian-American community. The leaders that would later be known as the “Gang of Four” or the “Four Amigos”—Maestas, Larry Gossett, Bernie Whitebear, and Bob Santos—were drawn together through their activism and formed a multi-racial coalition for change. Their struggles, influence, and collaboration helped to shape the future of the Beacon Hill School.

Roberto Maestas first met Larry Gossett in 1968, when Maestas was teaching at Franklin High School.⁶⁰ Gossett was a student at the University of Washington and active in the Black Student Union (BSU). In 1968, Gossett and the BSU led Franklin students in a sit-in at Franklin in response to suspensions of African American students and a need for greater educational equity. Maestas was a graduate student at UW when Gossett and the BSU led subsequent efforts there to increase student, faculty, and administration diversity, and create social and cultural support programs for minority students.⁶¹ In 1970, Bernie Whitebear led the Seattle Native American community in their efforts to secure land for a Native American community center at Fort Lawton. Their occupation of Fort Lawton garnered considerable media attention and drew Larry Gossett, the BSU, and the Black Panthers to the occupation to participate in support of the effort. In 1970, Bob Santos chaired the Seattle Human Rights Commission, and worked with both Maestas and Gossett to establish a Seattle operation for the United Farm Workers and coordinate local efforts in the national boycott of non-union grapes and lettuce.⁶² In remembering his work with the Gang of Four Roberto Maestas expressed, “we [were] all doing the same thing, trying to rescue our communities from misery and wretchedness and despair.”⁶³ By the time the ESL program ended, there was a strong local precedent for community activism in service of social justice, and Maestas had seen the challenges and successes of these efforts. When Maestas and Gallegos struggled to make progress within the city bureaucracy, taking action through other means was a logical next step.

Maestas and Gallegos developed a plan to occupy the vacant school and drew on their network of community leaders for support. In early October, Gallegos called the district to arrange to inspect Beacon Hill School “to determine if it was still a viable alternative for the community.”⁶⁴ On October 11, 1972 three individuals (two of which were Maestas and Gallegos) met a district facilities manager at Beacon Hill School.⁶⁵ Reportedly the group soon swelled to over 100 students and staff from the ESL program.⁶⁶ Chicano students from UW joined the effort, and Maestas called Larry Gossett who brought 12 other African American activists with him to join the occupation, including John Gilmore, Eddie Rye, Todd Hawkins, and Tyree Scott.⁶⁷ Maestas also called Bob Santos to get the support of the Human Rights Commission.⁶⁸ The assembled coalition peacefully refused to leave:

⁵⁷ Bob Santos and Gary Iwamoto, *Gang of Four: Four Leaders, Four Communities, One Friendship*, (Seattle: Chin Music Press, 2015), 56.

⁵⁸ *Ibid*, 127.

⁵⁹ *Ibid*, 127.

⁶⁰ Santos and Iwamoto, *Gang of Four*, 39.

⁶¹ *Ibid*, 38.

⁶² Santos and Iwamoto, *Gang of Four*, 41.

⁶³ Maestas, Interview.

⁶⁴ Johansen and Maestas, *El Pueblo*, 127.

⁶⁵ “History and Evolution,” *El Centro de la Raza*, <http://www.elcentrodelaraza.org/about-us/history-evolution/>, accessed April 12, 2019.

⁶⁶ Santos and Iwamoto, *Gang of Four*, 56.

⁶⁷ *Ibid*.

⁶⁸ *Ibid*.

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"Outside, a crowd formed. Chicanos and blacks, Asians, whites, and American Indians, many residents of the surrounding low-income neighborhoods. The growing group surged into the building and, according to prearranged plan, sat down in the hallway. 'What are you doing?' the security guard who had opened the door said. 'We'll move when we get a lease,' the occupiers said."⁶⁹

Maestas also informed the media of the event, and coverage of the "inspection" turned occupation began immediately.⁷⁰ Initially the school district indicated that they were willing to allow the building to become a "Chicano multiservice center" through a lease of sale of the building to the city but the path to a legal sub-lease was far from smooth. The Central Area School Council, the City Parks & Public Grounds Committee and the Washington State Human Rights Commission supported the effort to establish a multipurpose community center.

On October 22, 1972 the Seattle City Council agreed to lease the building from the district for \$1/year. Within the week however, the Council's finance committee voted no, based on the uncertainty about whether or not repair efforts and monies would be wasted if the district could eventually sell the building to someone else.⁷¹ Some committee members expressed concern about the liability of leasing a building in need of significant repairs, and wanted the building brought up to code before the lease was finalized. The school district suggested Maple Elementary School as an alternate site that was in better condition, but the occupiers said it was too small for their needs.⁷² The Chicano community leaders sought funds through Seattle's Model City program to fund the necessary work, which added another layer to the bureaucratic process and negotiations.

On November 3, 1972, the Council voted to delay action on the lease for the building due to some council members being absent which caused bitterness among the activists.⁷³ On November 10, 1972, 150 people filled the City Council chambers for a hearing on the issue and remained in protest after a vote against moving forward on the lease. While the group was noisy at time, there was no violence or damage. The eleven member police tactical squad had been summoned to the area but did not enter the Council Chambers. At the meeting Eric Inouyc, representing Seattle Model City Program, had suggested that between \$50-70 thousand dollars might be able through Model City funds.

Finally on December 27, 1972, the Council voted (5 to 0, with four members absent) to approve the lease and committed \$87,000 of funding for renovation, insurance and maintenance through the Model City program. More than 100 Chicanos and supporters cheers and hugged each other with the final vote. Maestas and two others indicated that they would end their liquid-only hunger strike of more than two weeks. Still up for debate was how to pay for staffing and operations.

The apparent victory was short-lived when both the Finance committee and the Mayor delayed approving and signing the final lease agreement. This led to a sit-in at the mayor's office in April 1973, where a group of 50 community members and allies gathered to urge the mayor to sign the lease. When the mayor refused, 18 of the protestors were arrested for refusing to leave, including Maestas, Gossett, Estela Ortega, Juan Bocanegra, and Roberto Gallegos.⁷⁴

The occupation of Beacon Hill School ended when Seattle Mayor Wes Uhlman finally signed the lease in May of 1973. Once the sublease was finalized and city funds were appropriated for repairs, and the new lesasers completed rehabilitation work to meet current building codes, including updated electrical wiring, installation of exit and occupancy signs, and installing a self-closing door for the boiler room.⁷⁵ Gloria Rivera became the first director of the renamed

⁶⁹ Johansen and Maestas, El Pueblo, 127.

⁷⁰ "Chicanos take over unused school," *Seattle Times*, October 11, 1972.

⁷¹ Sam R. Sperry, "Council unit votes no on leasing school," *Seattle Times*, October 26, 1972, E-20.

⁷² Johansen, "Chicanos vow holdout," *Seattle Daily Times*, October 14, 1972.

⁷³ Sam R. Sperry, "Chicanos: Bitterness voiced at Council delay on lease," *Seattle Times*, November 3, 1972.

⁷⁴ Sam R. Sperry, "18 arrests end Chicano sit-in," *Seattle Daily Times*, April 6, 1973.

⁷⁵ Richard Zahler, "Chicano center to be repaired; eviction notice a 'motivator'," *Seattle Times*, April 6, 1974.

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facility; El Centro de la Raza. Funding negotiations with the city continued into 1974 for staffing, operations and renovation.

The Beacon Hill School occupation became a social and cultural focal point for Seattle's Chicano community. The occupiers envisioned the future of the site as a multi-service center where "language training, medical care, and legal counseling" could be provided for the community.⁷⁶ The occupation was not only a means for securing space for the ESL program and other vital services, but was also the organizational core and proving ground for future community programming. As Maestas described in his oral history interview, facilitating the movement required supporting the community from the outset of the occupation:

"In the meantime, we had to develop a child development center, because a lot of the work that had to happen to keep the building, to keep the movement going, we couldn't pay anybody. But most everybody had children, so we had to find a way to have those children taken care of while people worked in their offices writing proposals, or cleaned the building, planning for what do we do next to survive here, paying the bills. We had to eat, we had to feed each other, so we hustled some old equipment and wired up a small kitchen, and now we had a feeding program.... The seventies were really kind of...building and creating something we could say, five years down the line, 'we're here to stay, we're not going to leave, and we're going to build on this, and build and build and build until you respect us and we get complete control of the building.' That was our goal."⁷⁷

A small health clinic was also run out of Beacon Hill School during the occupation.

Amidst continued talks with the city, the occupation of Beacon Hill School served as a symbol for the Chicano movement in Seattle as well as a gathering place for the movement. The school was the site of numerous rallies and fundraisers for various community initiatives during the occupation. On October 29th, 1972 the occupiers hosted a rally with guest speakers and music for 100-200 attendees.⁷⁸ The rally included speeches from Sam Kelly, Vice President of Minority Affairs at UW and Keo J. Capestany, a member of the Washington State Commission on Mexican American Affairs.⁷⁹ On November 17, 1972 the occupiers held their first fundraising dinner at Beacon Hill School as El Centro de la Raza (The Center for People of All Races).⁸⁰ The event raised funds for general maintenance throughout the building, which lacked heat and water and was in need of repairs to plumbing and lighting fixtures as well as windows.⁸¹

El Centro de la Raza continued to build its presence in the community as an organization with local, national, and international concerns. After a deadly earthquake in Managua, Nicaragua before Christmas in 1972, El Centro organized a New Year's Eve fundraiser for victims of the earthquake.⁸² Maestas described this as an opportunity to show solidarity with those suffering, remind supporters that their fight with the city was not over, and to show what El Centro was all about—"giving, loving, and sharing."⁸³ Other fundraising and rallies included a January 1973, a rally to support United Farm Workers and the lettuce boycott⁸⁴ and a rally with the Third World Coalition in protest of the military coup in Chile in September 1973.⁸⁵

In addition to functional upgrades, El Centro de la Raza made a lasting artistic contribution to the original Beacon Hill School interiors with sixteen murals created by artists and community members. Four of the murals were created during

⁷⁶ Bruce Johansen, "\$18,000 to renovate Chicano school and site," *Seattle Times*, October 13, 1972.

⁷⁷ Maestas, Interview.

⁷⁸ Bruce Johansen, "Beacon Hill school 'home': Rally shows support for Chicano effort," *Seattle Daily Times*, October 30, 1972.

⁷⁹ Ibid.

⁸⁰ "Dinner to raise funds for Chicano center," *Seattle Daily Times*, November 16, 1972.

⁸¹ Johansen, "Chicanos vow holdout," *Seattle Daily Times*, October 14, 1972.

⁸² Maestas, Interview.

⁸³ Ibid.

⁸⁴ "Lettuce boycott rally to begin Saturday at Centro de la Raza," *Seattle Daily Times*, January 11, 1973.

⁸⁵ "Rally to protest Chile coup," *Seattle Daily Times*, September 19, 1973.

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the occupation, while others were created as recently as 2003.⁸⁶ Daniel Desiga's body of work, including his 1972 mural *The Explosion of Chicano Creativity*, in the main hallway, are considered to be some of the best examples of the Chicano Art Movement in the Pacific Northwest.⁸⁷ While Seattle was geographically removed from other centers of Chicano Art in California and the southwest, Desiga and fellow Seattle artist Emilio Aguayo had connections with the Royal Chicano Air Force (originally the Rebel Chicano Art Front, RCAF), an influential artist collective in Sacramento, California.⁸⁸ Desiga is the only Chicano artist of the period native to the Pacific Northwest—his work is stylistically distinct from his peers, and conveys his connections to the Chicano experience in eastern Washington.⁸⁹

The occupation and eventual lease of the Beacon Hill School was a pivotal foothold for the Chicano Civil Rights Movement in Seattle, and a galvanizing event for multiple minority communities in the city. As a multi-service community center, El Centro de la Raza provided a place for Seattle's Chicano community to gather, learn, connect with other minority communities, and obtain services previously difficult to access throughout the city. El Centro's services grew with the community it served: by 1980, there were an estimated 30,000-40,000 Latinos living in King County.⁹⁰ Today El Centro de la Raza continues to pursue its mission to serve diverse communities and is a thriving community resource. The original Beacon Hill School building is at the heart of El Centro, which has grown to provide a variety of resources including a community food bank, a bilingual child development center, and affordable housing. El Centro offers multiple programs for youth and adults that engage with complex social issues, ranging from homelessness and Veterans services to education and literacy programs. El Centro also maintains a strong volunteer program, with the continued goal of building "Beloved Community" through cultural events, celebrations, and shared traditions.

⁸⁶ "Our History, Our Community," El Centro de la Raza, accessed March 29, 2019, <http://www.elcentrodelaraza.org/about-us/nuestra-historia-nuestra-comunidad/2/>

⁸⁷ Oscar Rosales Castaneda, "Part 2: Chicano Cultural Awakening," The Chicano Movement in Washington State, 1967-2006, The Seattle Civil Rights & Labor History Project, accessed March 29, 2019, http://depts.washington.edu/civilr/Chicanomovement_part2.htm

⁸⁸ Ibid.

⁸⁹ Ibid.

⁹⁰ Johansen and Maestas, *El Pueblo*, 131.

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Beacon Hill School (El Centro de la Raza)

Name of Property

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Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State

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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 # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: El Centro de la Raza Archives, SPS Archives

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State

Historic Resources Survey Number (if assigned):

10. Geographical Data

Acreage of Property 2.4 acres

(Do not include previously listed resource acreage.)

UTM References NAD 1927 or NAD 1983

(Place additional UTM references on a continuation sheet.)

1
Zone Easting Northing

3
Zone Easting Northing

2
Zone Easting Northing

4
Zone Easting Northing

Or Latitude/Longitude Coordinates

(enter coordinates to 6 decimal places)

1 47.580928° -122.312106°
Latitude Longitude

3 47.579970° -122.310863°
Latitude Longitude

2 47.580925° -122.310896°
Latitude Longitude

4 47.579988° -122.312097°
Latitude Longitude

Verbal Boundary Description (Describe the boundaries of the property.)

The nominated area is located in the SW ¼ of Section 9, Township 24, Range 4. The property is legally described as all of Block 8, Bay Side Addition Parcel A Seattle Short Plat #3017285 Record #20150112900012. (BAY SIDE ADD PCL A SEATTLE SP #3017284 REC# 20150112900012 SD SP DAF- ALL BLK 8 SD PLAT LESS STS). It is otherwise identified as Tax Lot 057000-0340 at the said location.

Boundary Justification (Explain why the boundaries were selected.)

The nominated property encompasses the entire tax lot that is occupied by the Beacon Hill School.

11. Form Prepared By

name/title Poppi Handy/Managing Director, Kira Connery/Associate, and Makenna O'Keefe/Associate

(Edited by DAHP Staff)

organization Third Place Design Co-operative, Inc.

date June 2019

street & number 304 Alaskan Way S., Suite 301

telephone 206-331-3795

city or town Seattle

state WA

zip code 98104

e-mail kira@thirdplacedesigncoop.com

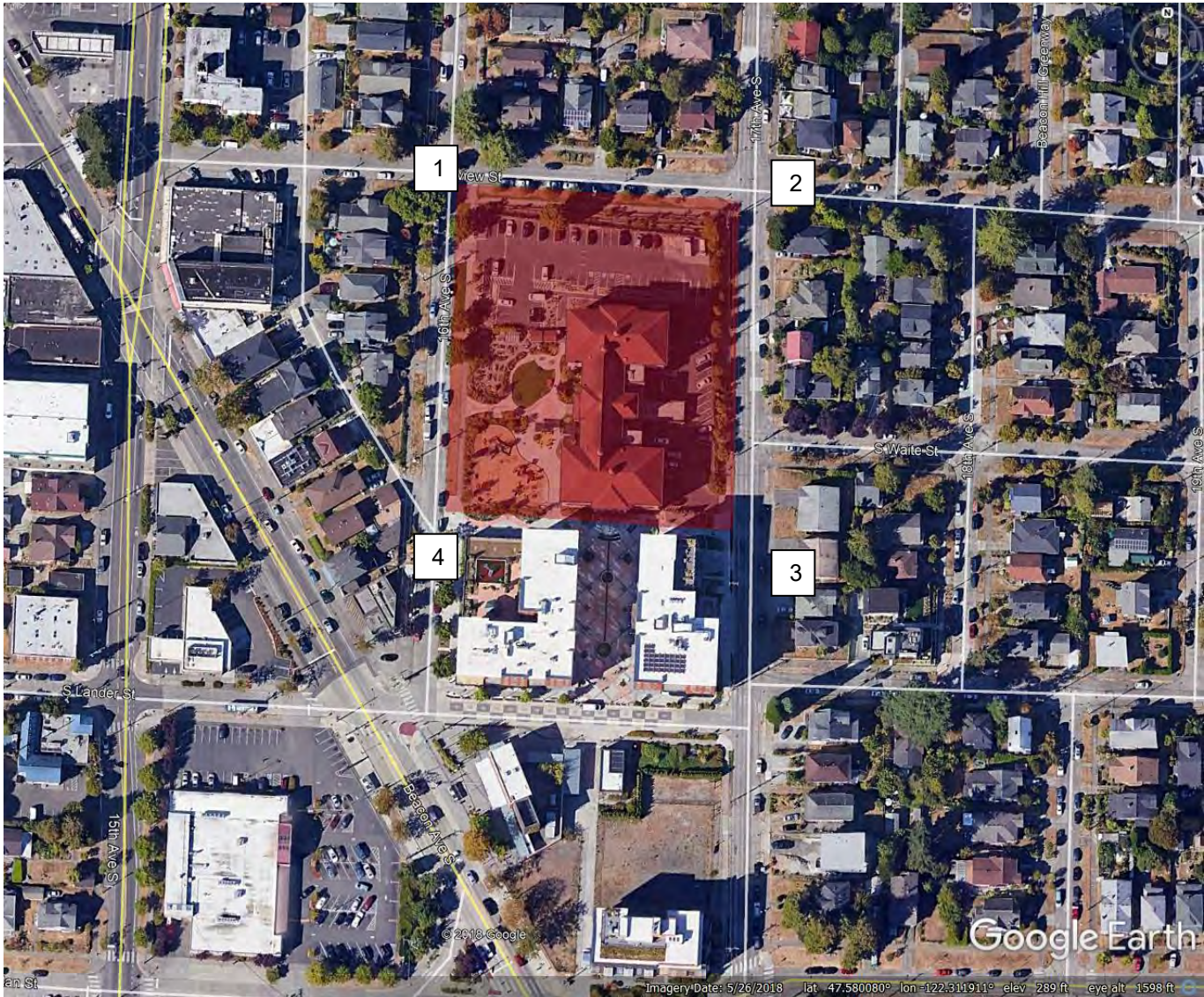
Beacon Hill School (El Centro de la Raza)
 Name of Property

King County, WA
 County and State

Additional Documentation

Submit the following items with the completed form:

- **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. Key all photographs to this map.
- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)
-



Google Earth Map
 Beacon Hill School

1 47.580928° -122.312106°
 Latitude Longitude

3 47.579970° -122.310863°
 Latitude Longitude

2 47.580925° -122.310896°
 Latitude Longitude

4 47.579988° -122.312097°
 Latitude Longitude

Beacon Hill School (El Centro de la Raza)

King County, WA

Name of Property

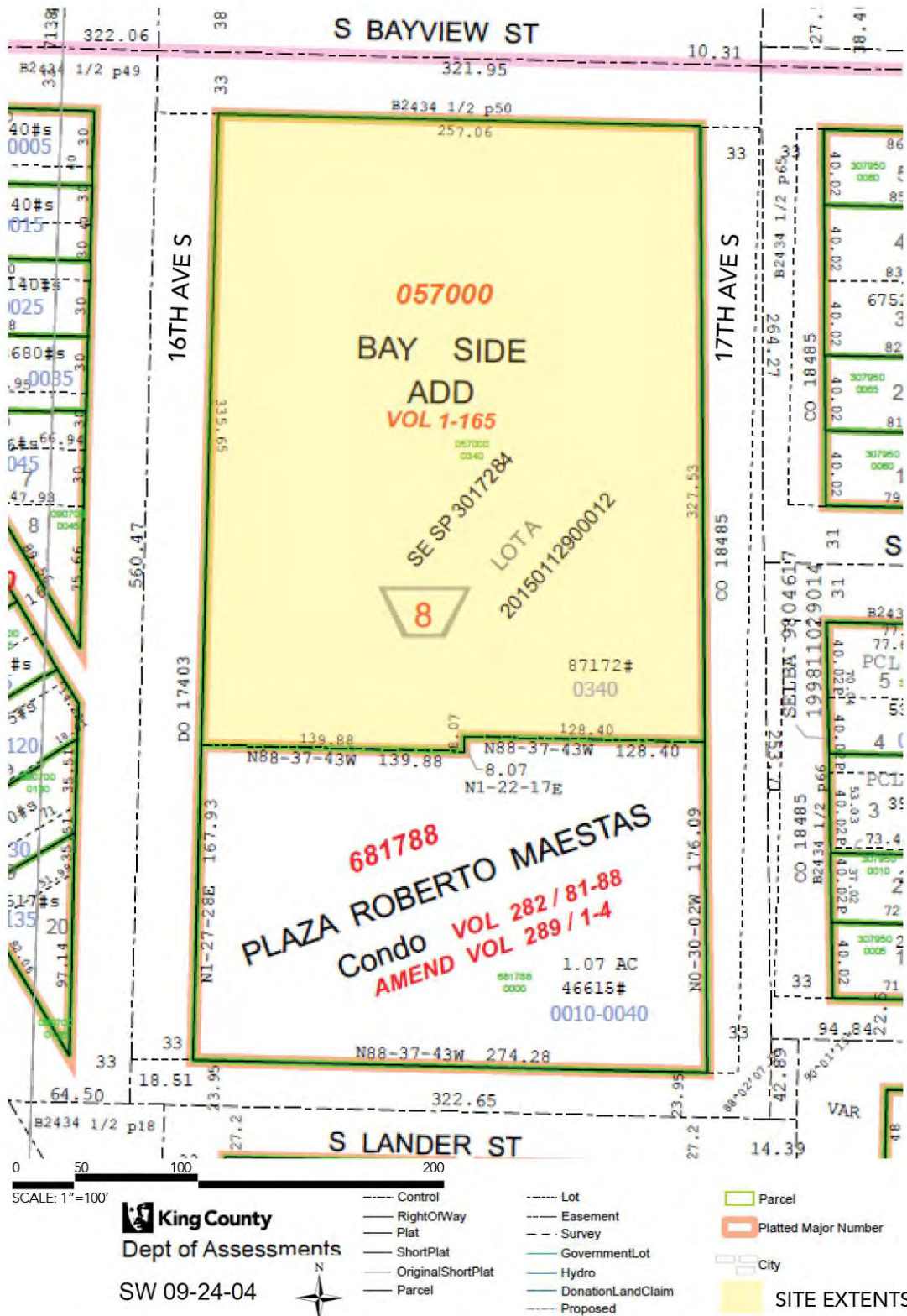
County and State



Vicinity Map
Beacon Hill School

Beacon Hill School (El Centro de la Raza)
 Name of Property

King County, WA
 County and State

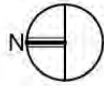
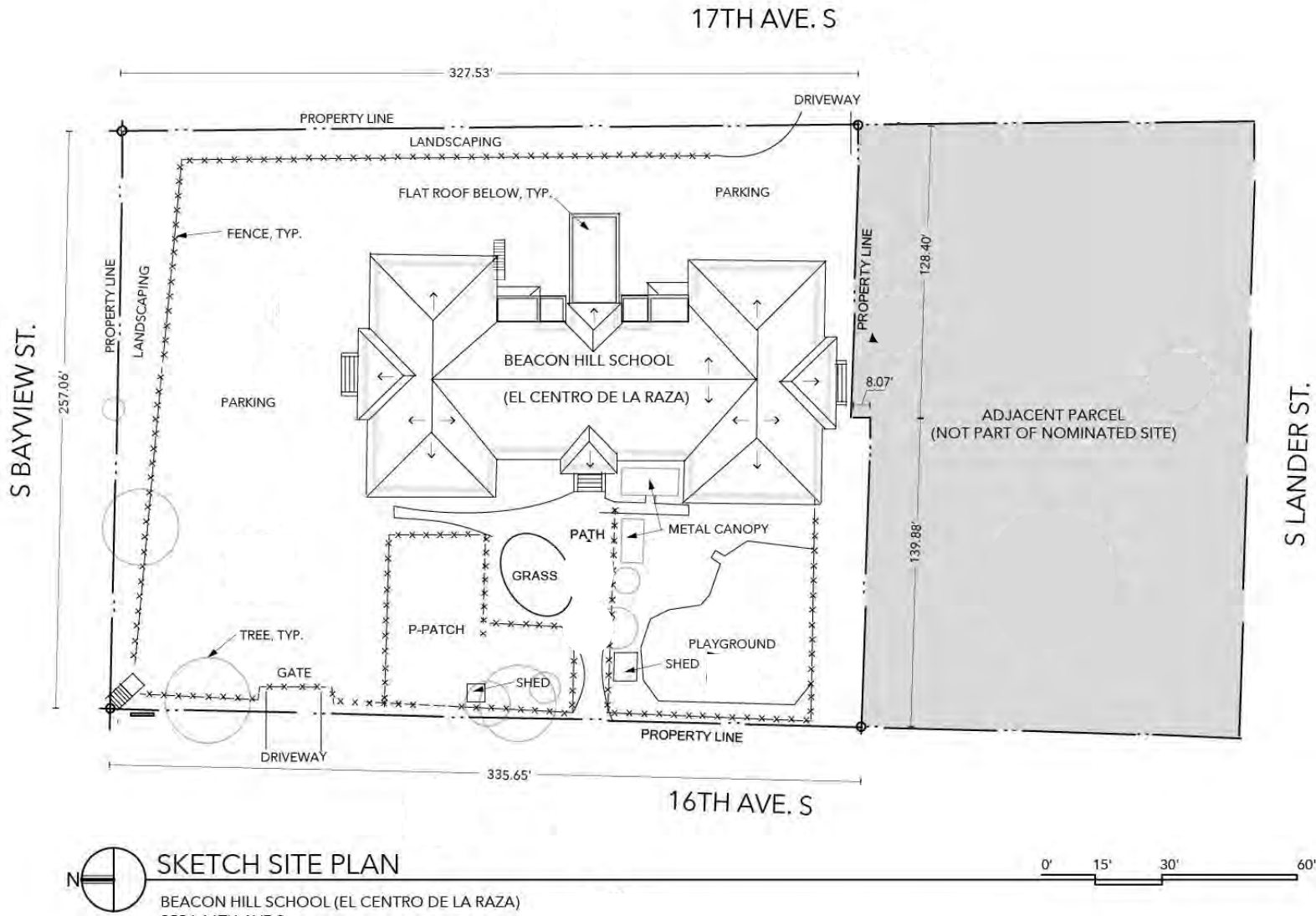


Assessor Plat Map
 Beacon Hill School

Beacon Hill School (El Centro de la Raza)

King County, WA
County and State

Name of Property

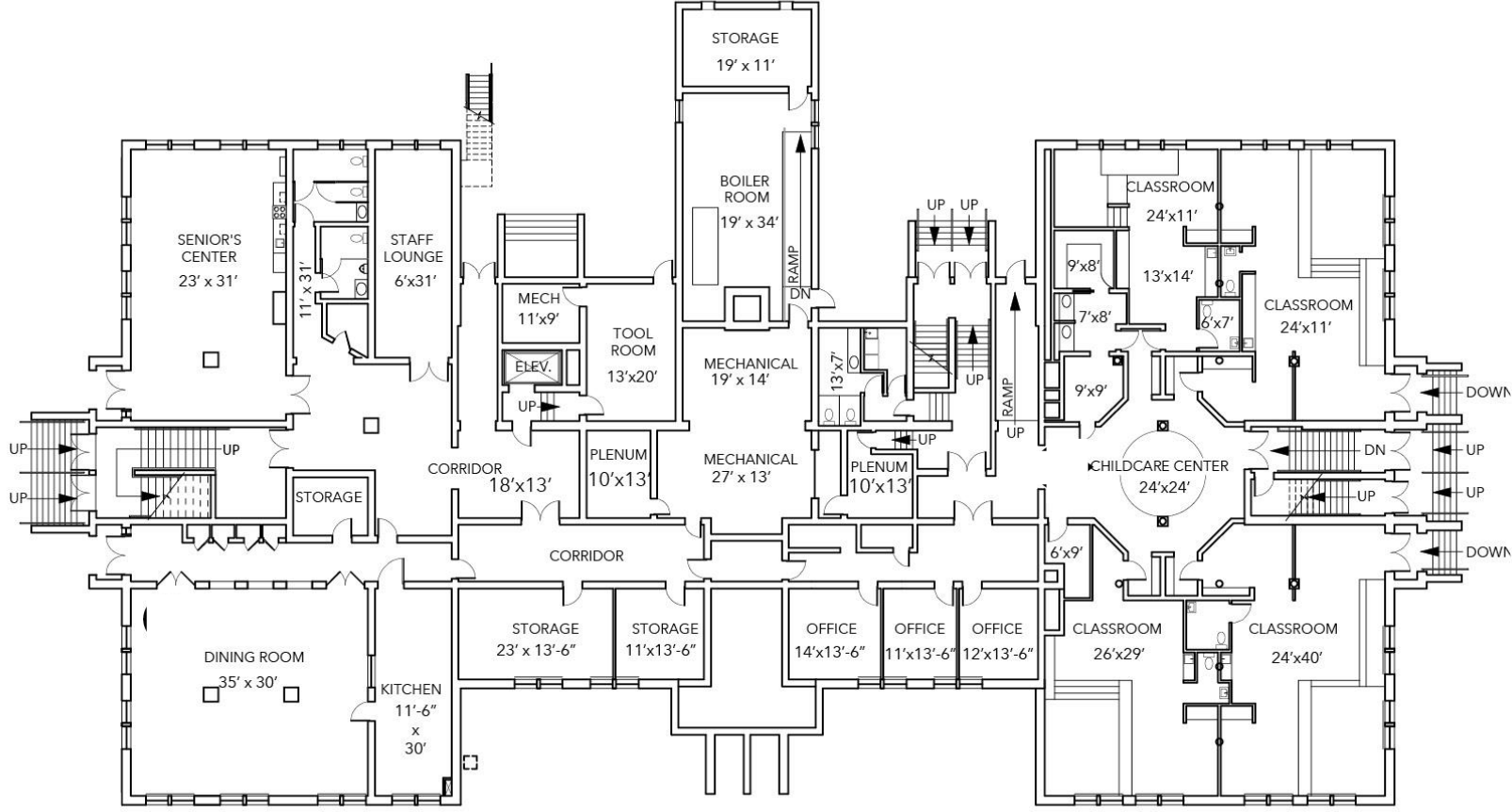


SKETCH SITE PLAN

BEACON HILL SCHOOL (EL CENTRO DE LA RAZA)
2524 16TH AVE S
SEATTLE, WA

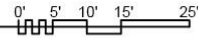
Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



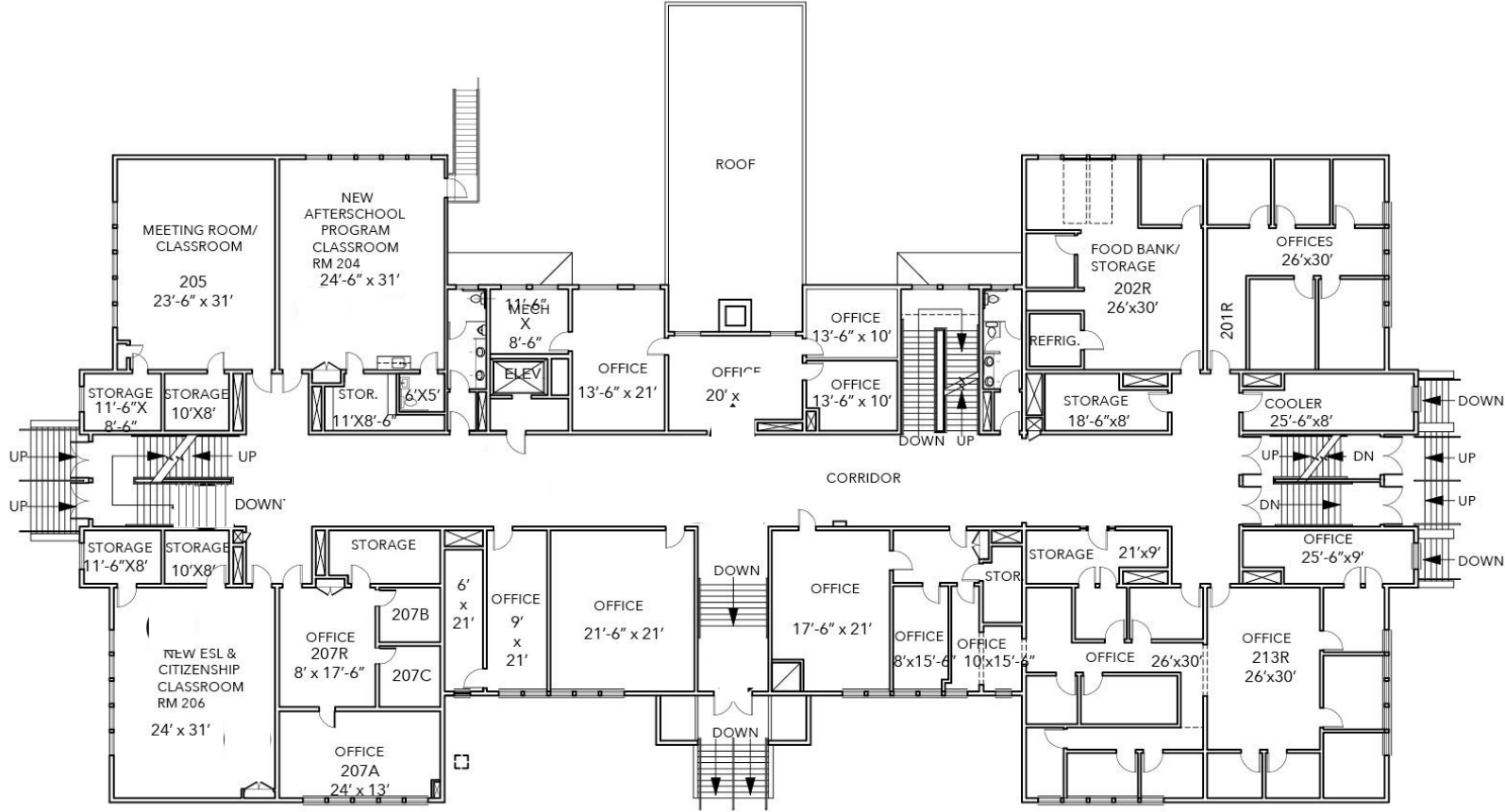
FIRST FLOOR (BASEMENT) PLAN

KEY:
CURRENT INTERIOR PHOTO LOCATION



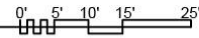
Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



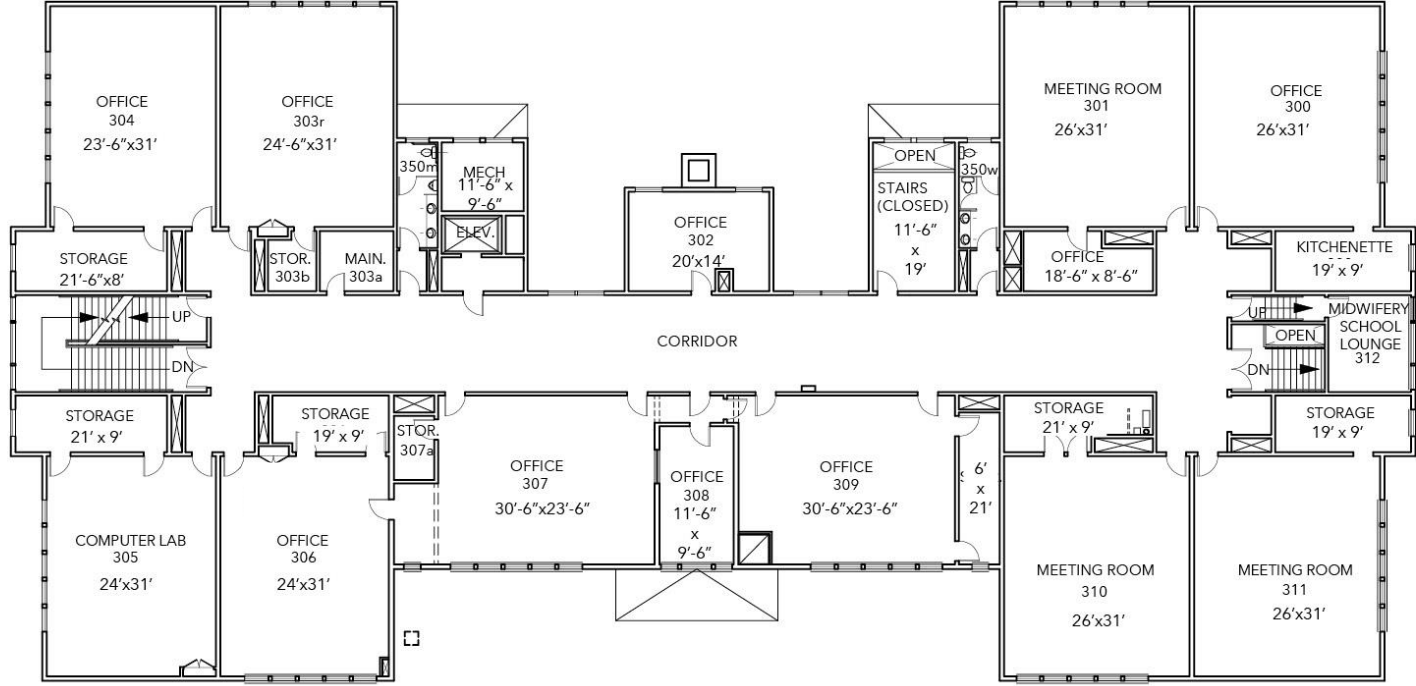
SECOND (MAIN) FLOOR PLAN

KEY:
CURRENT INTERIOR PHOTO LOCATION



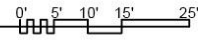
Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



THIRD FLOOR PLAN

KEY:
CURRENT INTERIOR PHOTO LOCATION



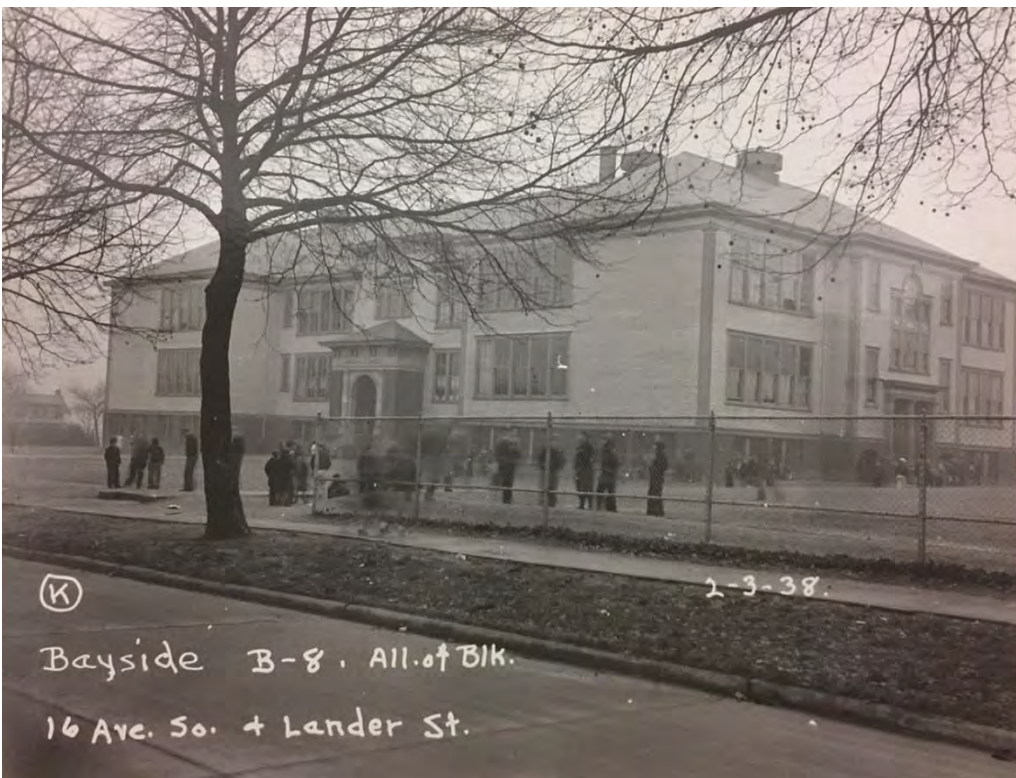
Second Floor Plan
Beacon Hill School

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



First wing of Beacon Hill School under construction – 1903-04. Two-room Beacon Hill School built in 1899 to the right.
University of Washington Digital Collections



Beacon Hill School – West Façade, Feb 3, 1938.
WA State Archives, Puget Sound Region Collections

Beacon Hill School (El Centro de la Raza)
Name of Property

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Beacon Hill School – Southwest corner, c. 1950.
Rainier Valley Historical Society Collections



Beacon Hill School – Last school class to leave building
Seattle Times - March 6, 1971

Beacon Hill School (El Centro de la Raza)

Name of Property

King County, WA

County and State



Beacon Hill School, southwest corner – c. 1940
Courtesy of Seattle Public Schools, Image 205-12



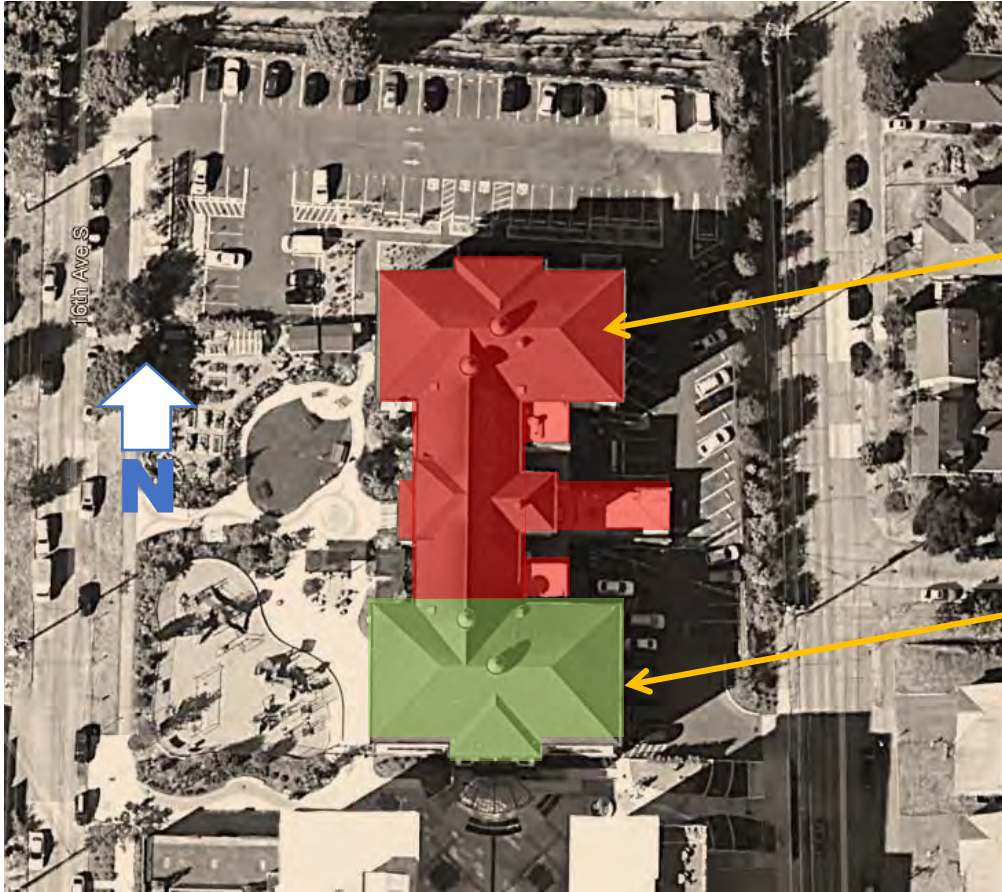
Aerial view of Beacon Hill School from west showing portable classrooms and original 1899 school (at right). c. 1968
Courtesy of Seattle Public Schools, Image 205-14

Beacon Hill School (El Centro de la Raza)

Name of Property

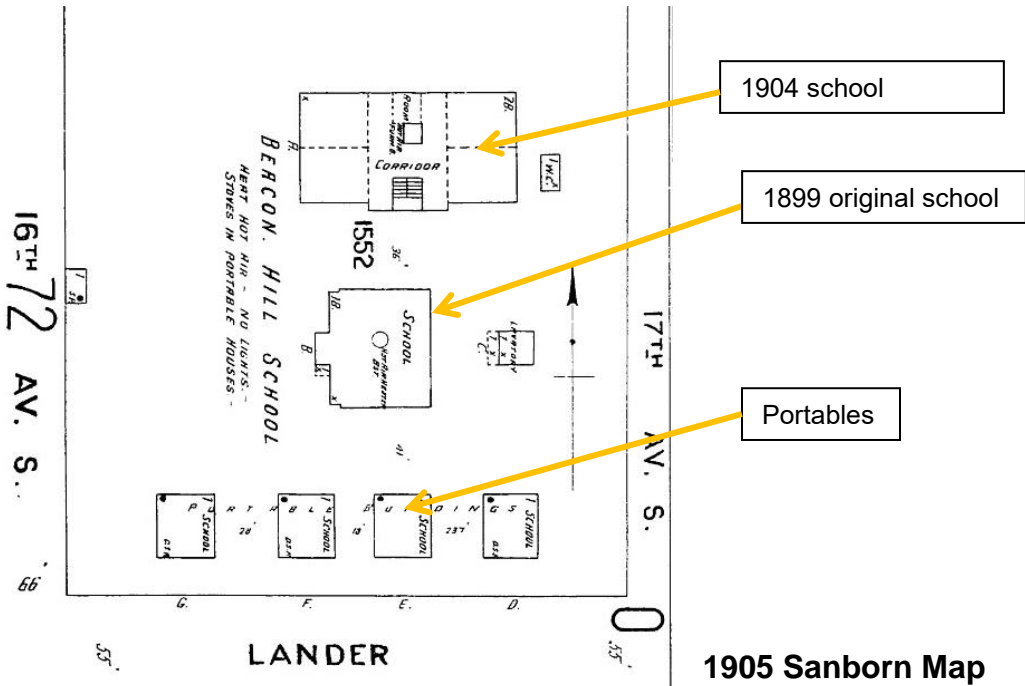
King County, WA

County and State



1912 addition

1904 school



1904 school

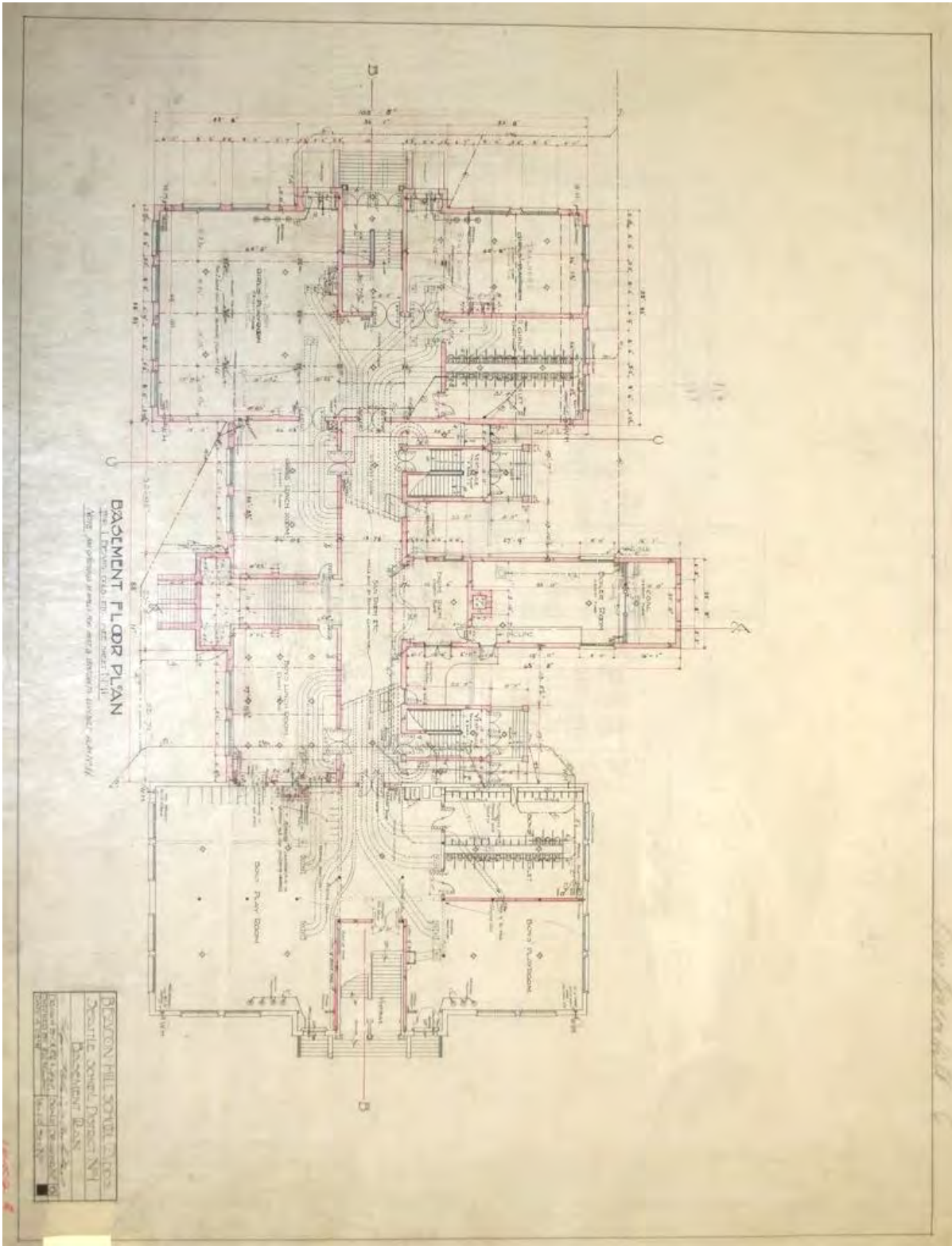
1899 original school

Portables

1905 Sanborn Map

Beacon Hill School (El Centro de la Raza)
Name of Property

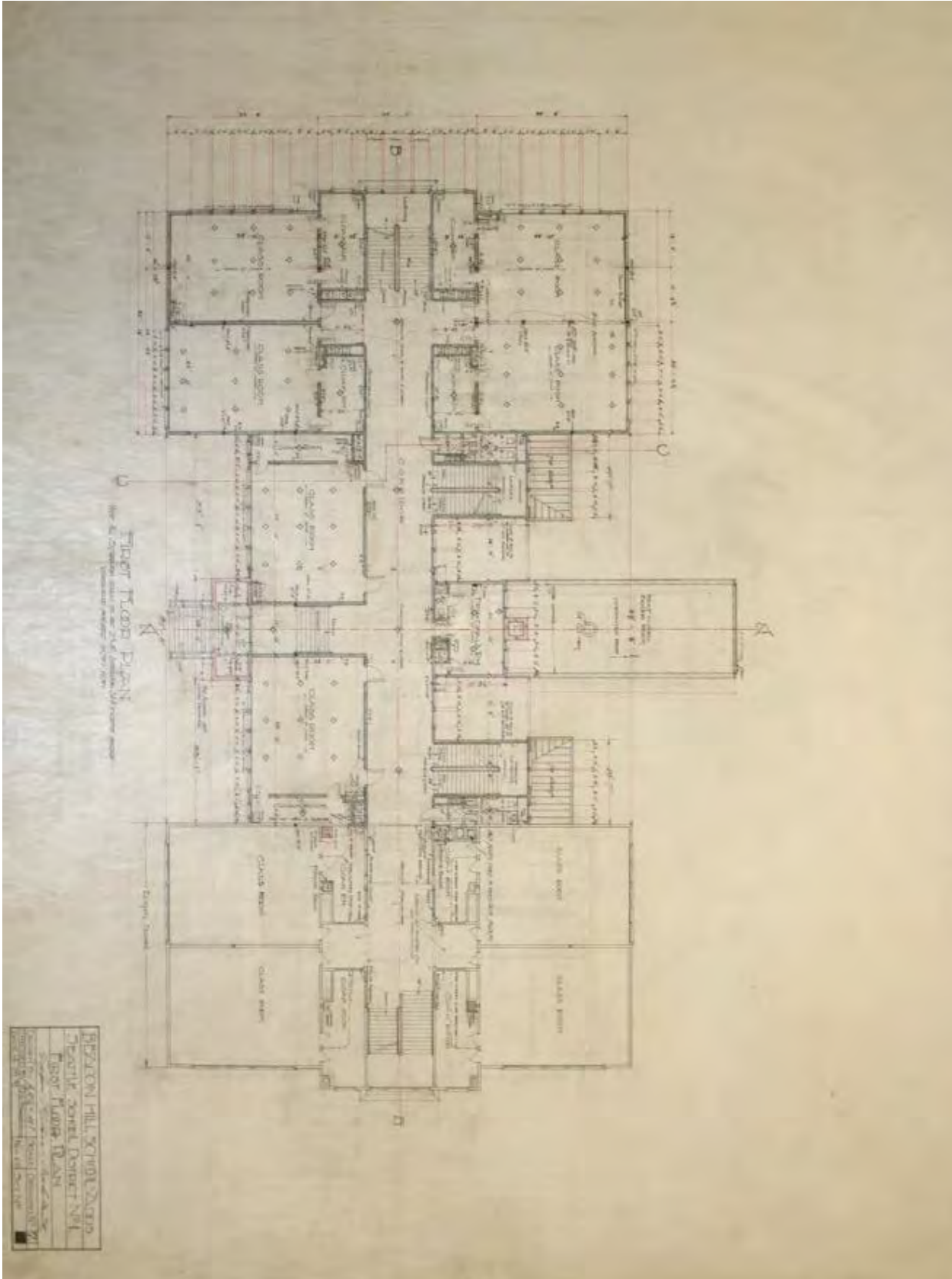
King County, WA
County and State



1912 Addition, Basement Plan – Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza)
Name of Property

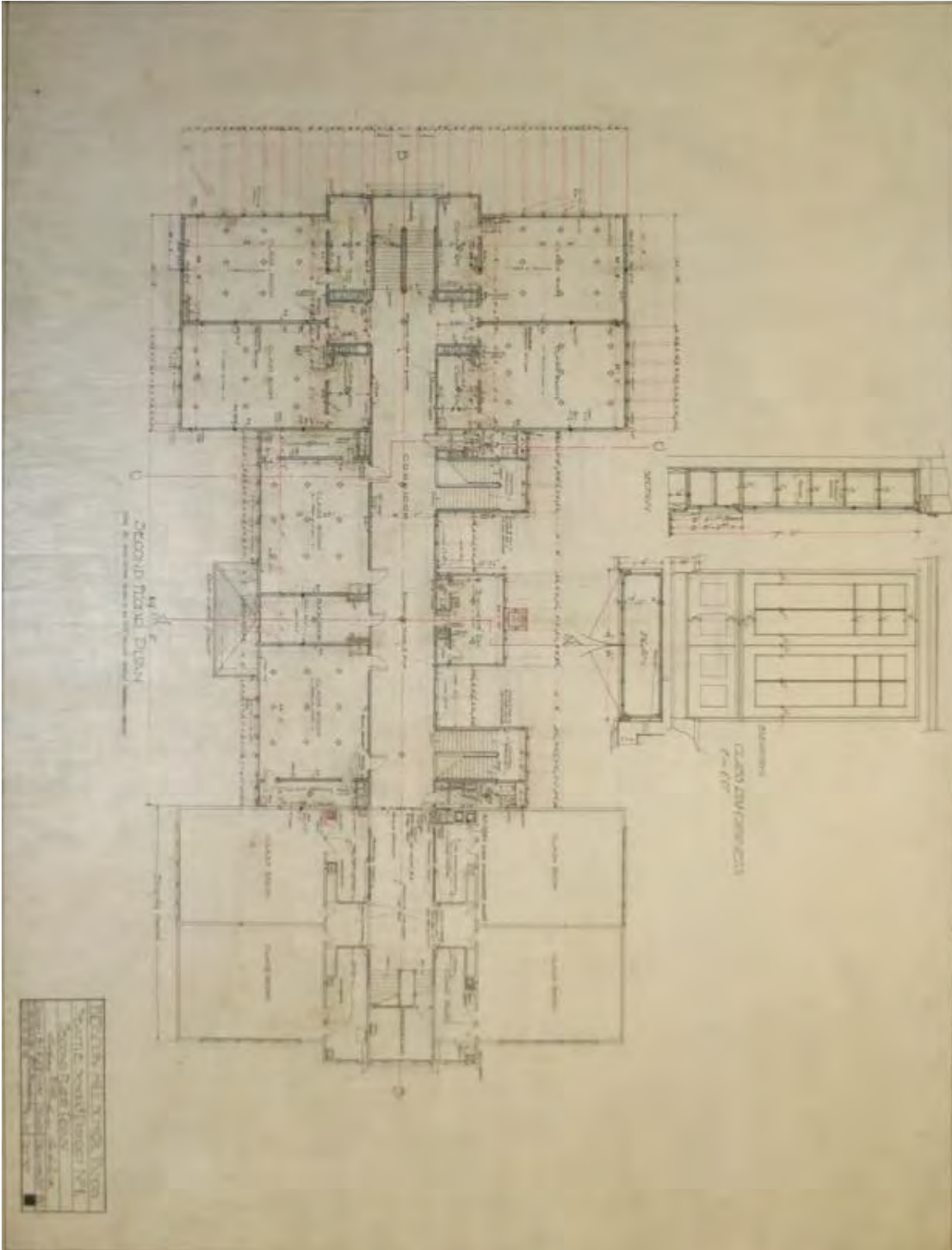
King County, WA
County and State



1912 Addition, First Floor Plan – Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza)
Name of Property

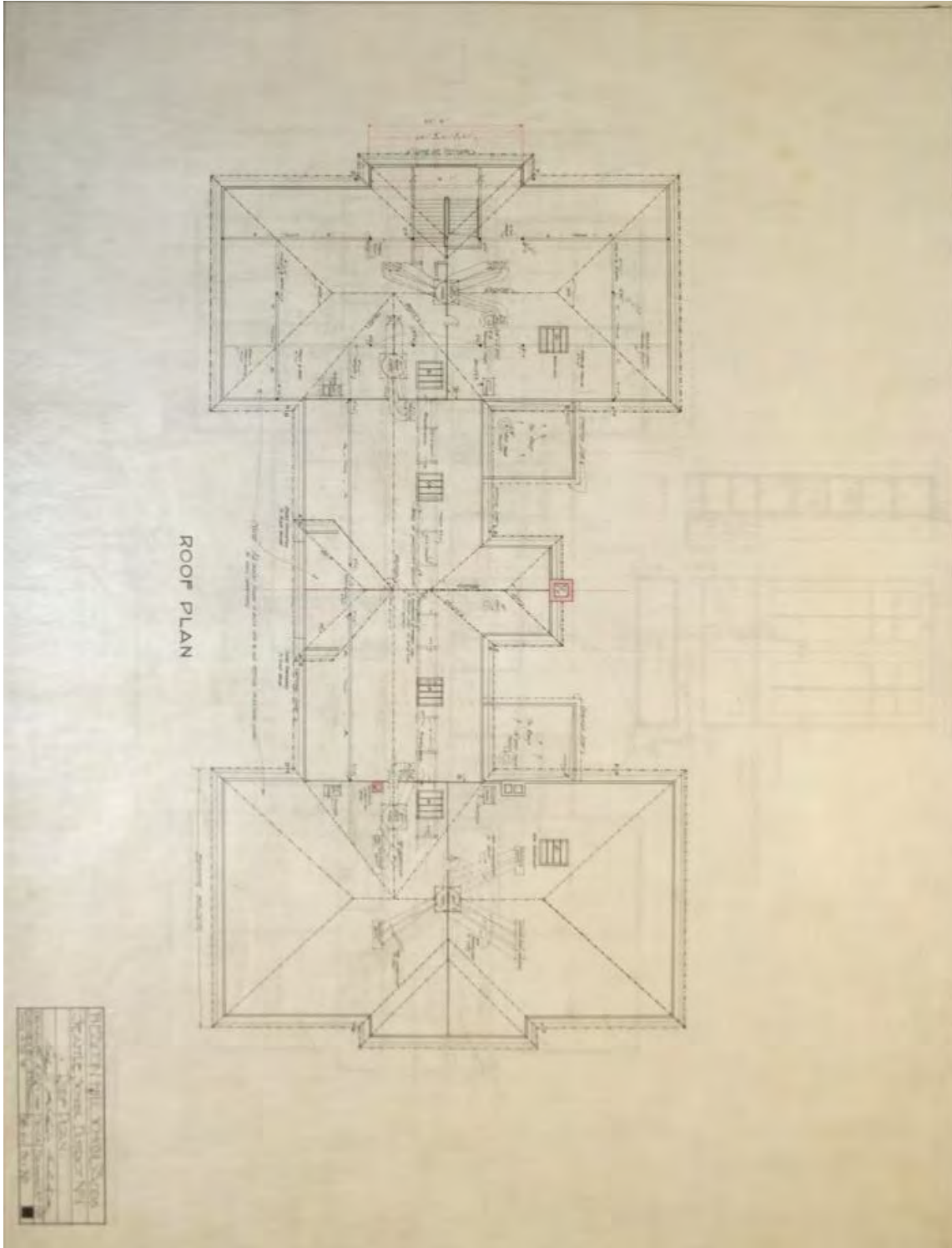
King County, WA
County and State



1912 Addition, Second Floor Plan – Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza)
Name of Property

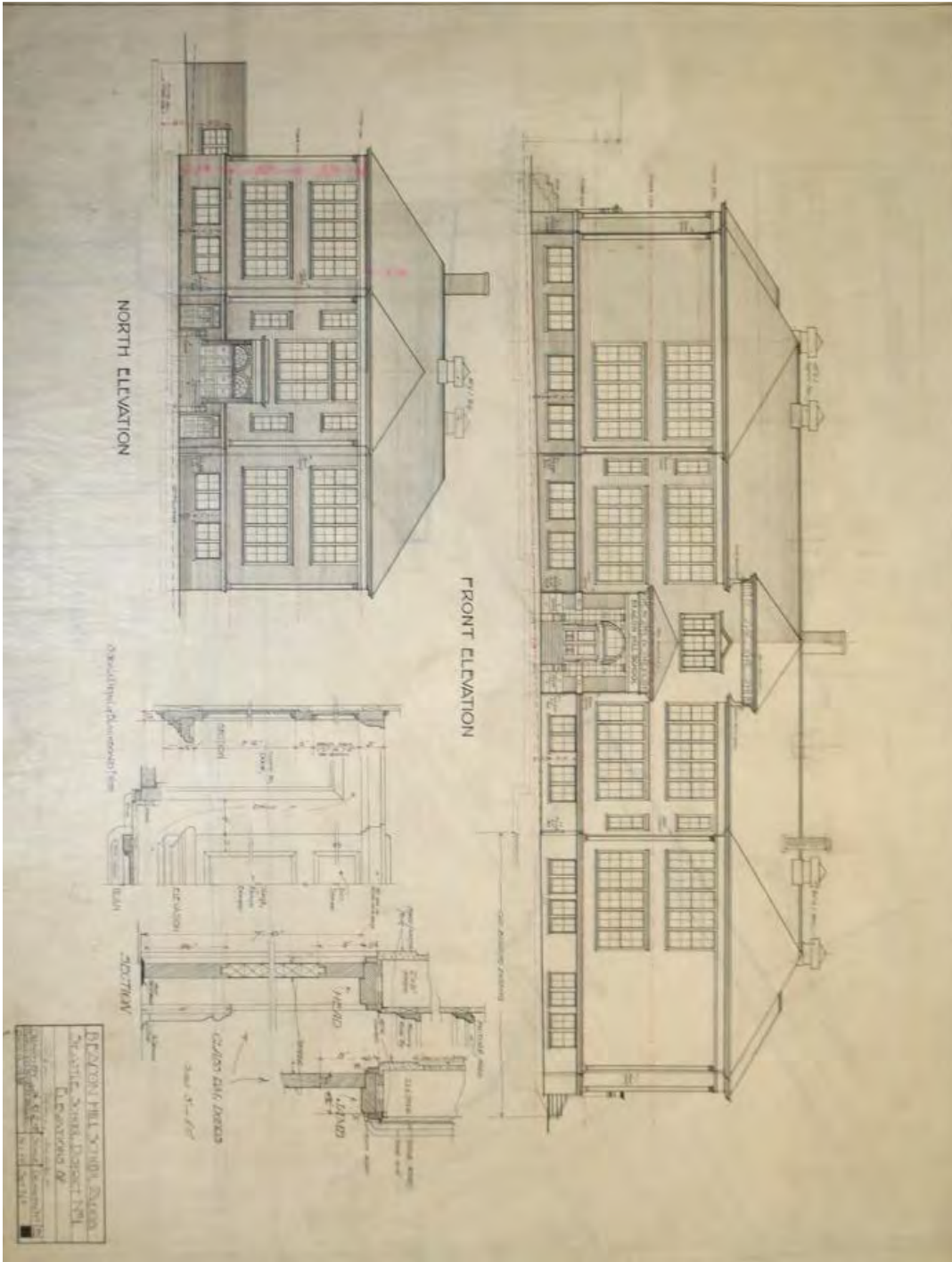
King County, WA
County and State



1912 Addition, Roof Plan – Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza)
Name of Property

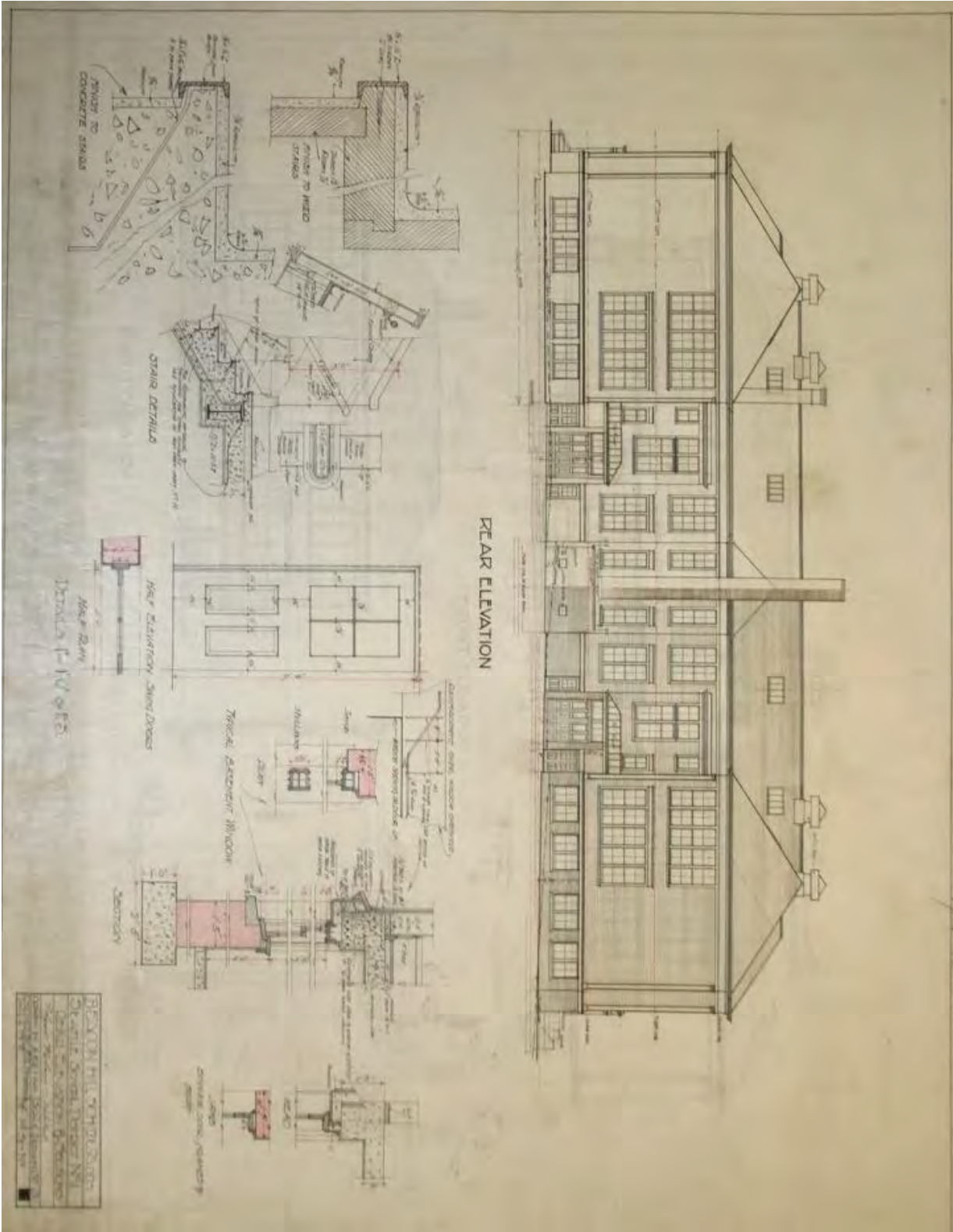
King County, WA
County and State



1912 Addition, West and North Elevations – Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza)
Name of Property

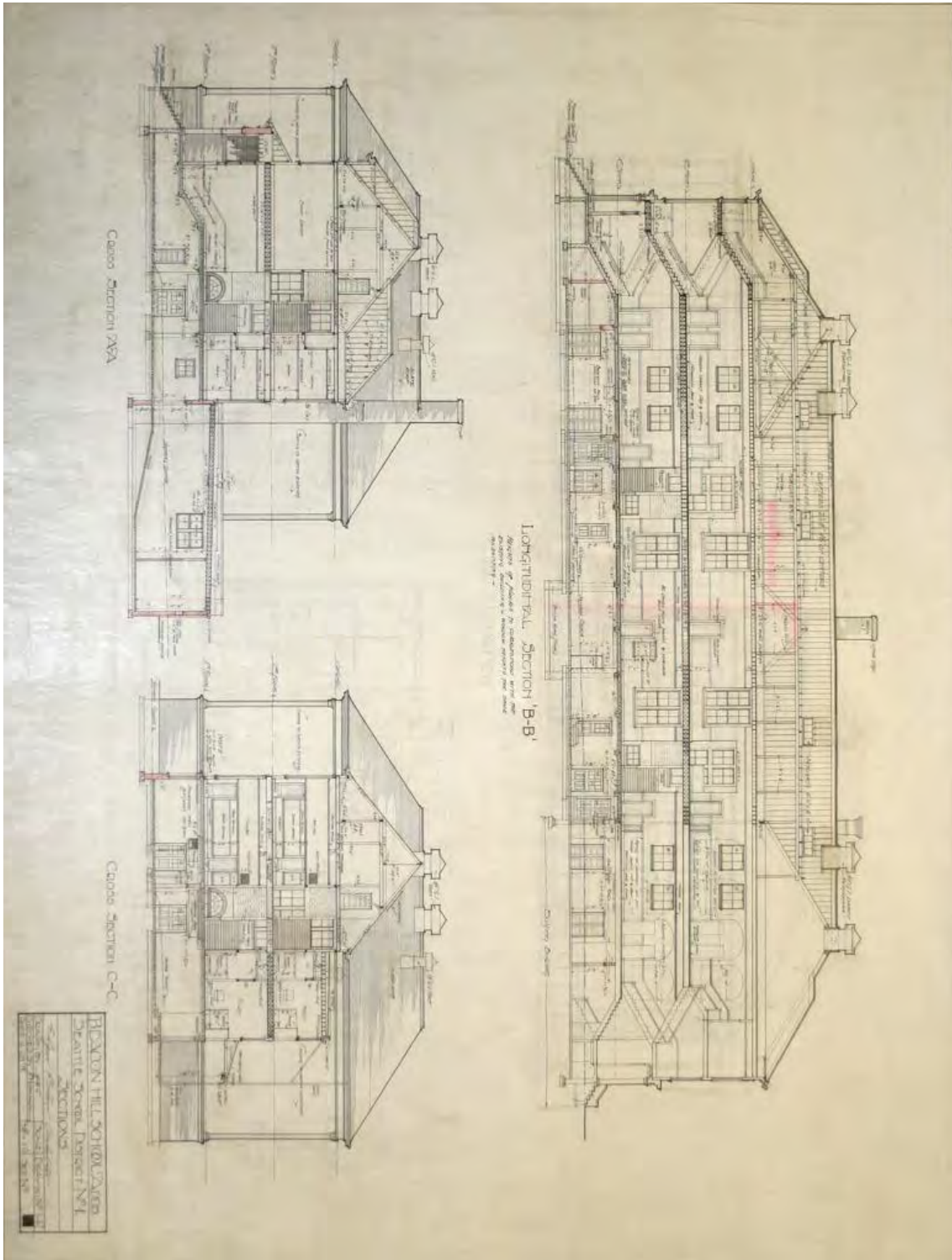
King County, WA
County and State



1912 Addition, East Elevation— Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza)
Name of Property

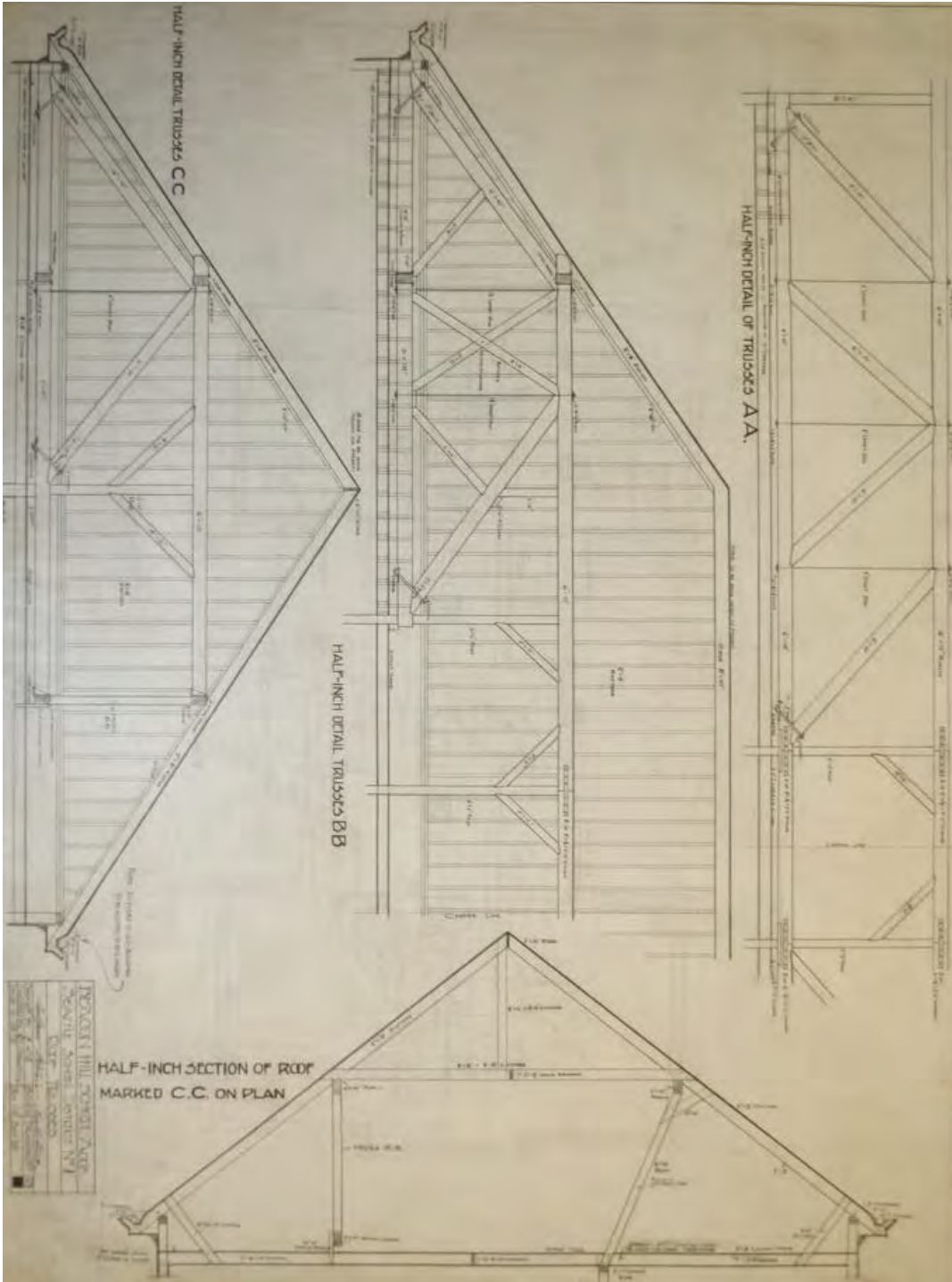
King County, WA
County and State



1912 Addition, Building Sections – Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza)
Name of Property

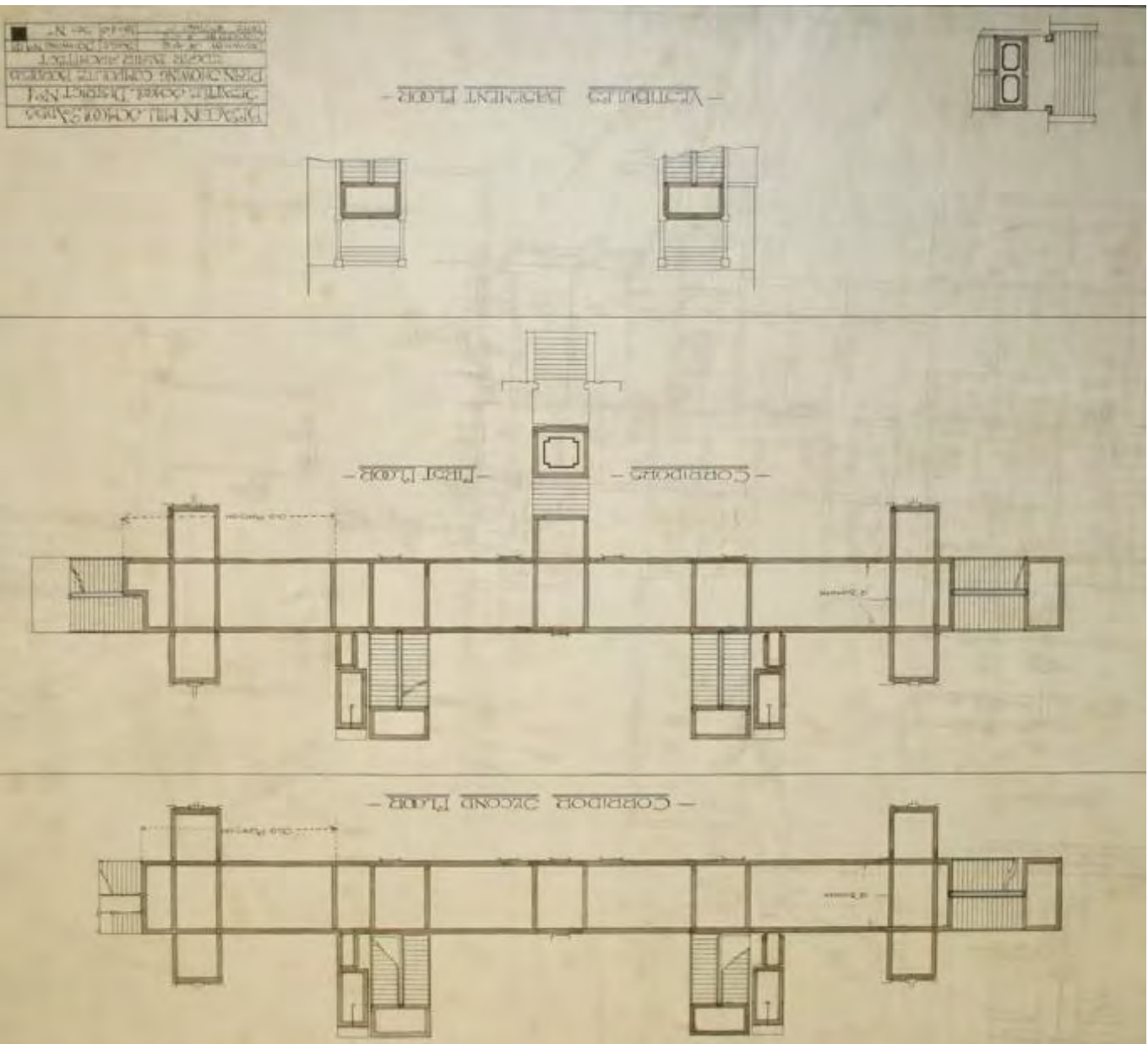
King County, WA
County and State



1912 Addition, Truss details – Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza) _____
Name of Property

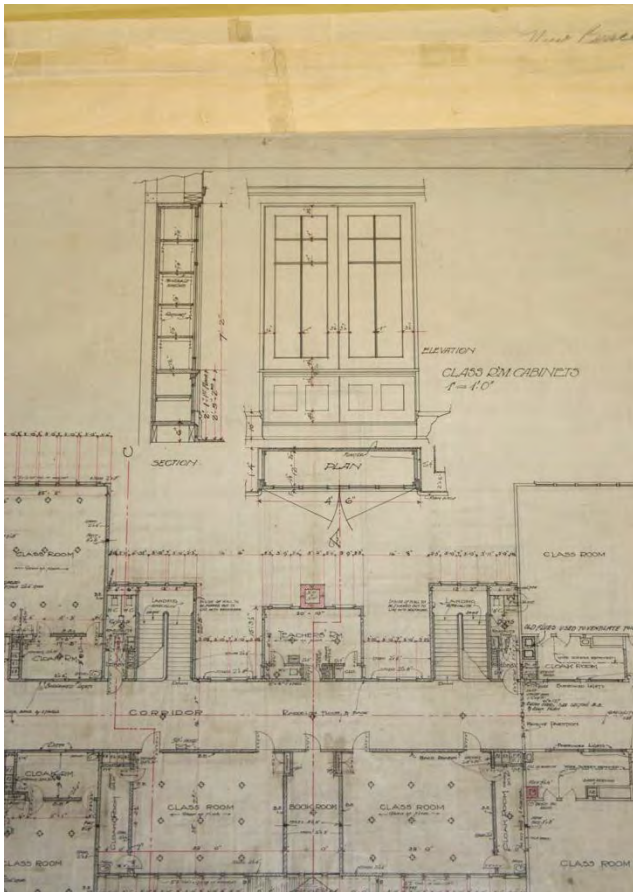
King County, WA _____
County and State



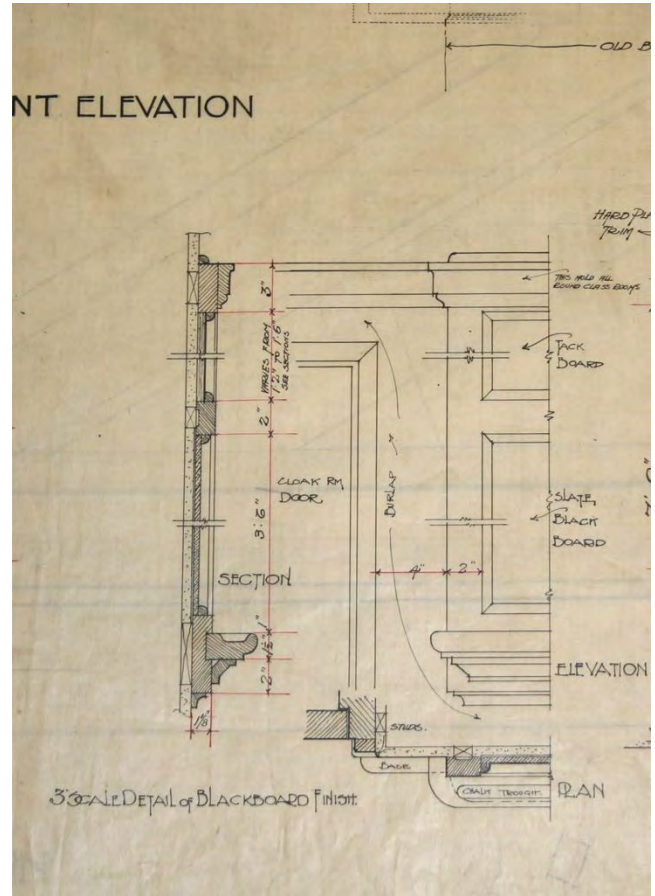
1912 Addition, Composite floor inlay details – Edgar Blair, Architect

Beacon Hill School (El Centro de la Raza)
Name of Property

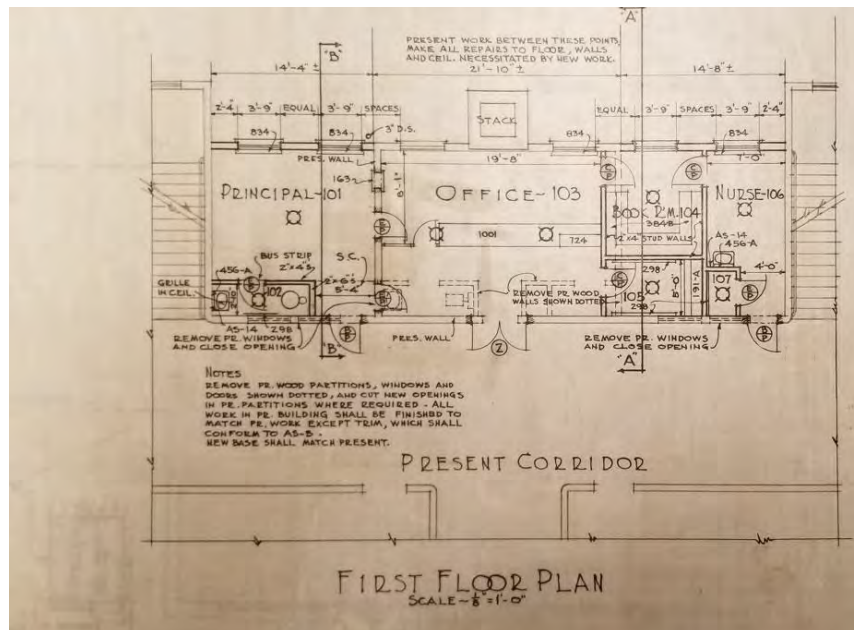
King County, WA
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1912 Addition, Classroom blackboard detail
– Edgar Blair, Architect



1912 Addition, Classroom cabinet detail
– Edgar Blair, Architect



1931 Addition, First (Main) Floor Plan – Floyd A. Naramore, Architect

Beacon Hill School (El Centro de la Raza)

Name of Property

King County, WA

County and State



Approximately 150 activists fill City Council chambers during hearing on the lease of Beacon Hill School.
Seattle Times - Nov 11, 1972



October 11, 1972 – Beacon Hill School, west entrance, first day of Chicano occupation
MOHAI Archives

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



1972 – Community donates blankets to occupation
El Centro de la Raza Archives



1972 – Roberto Maestas addresses a rally at the occupation during winter.
King County Council Member Larry Gossett and poet Raul Salinas
El Centro de la Raza Archives

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



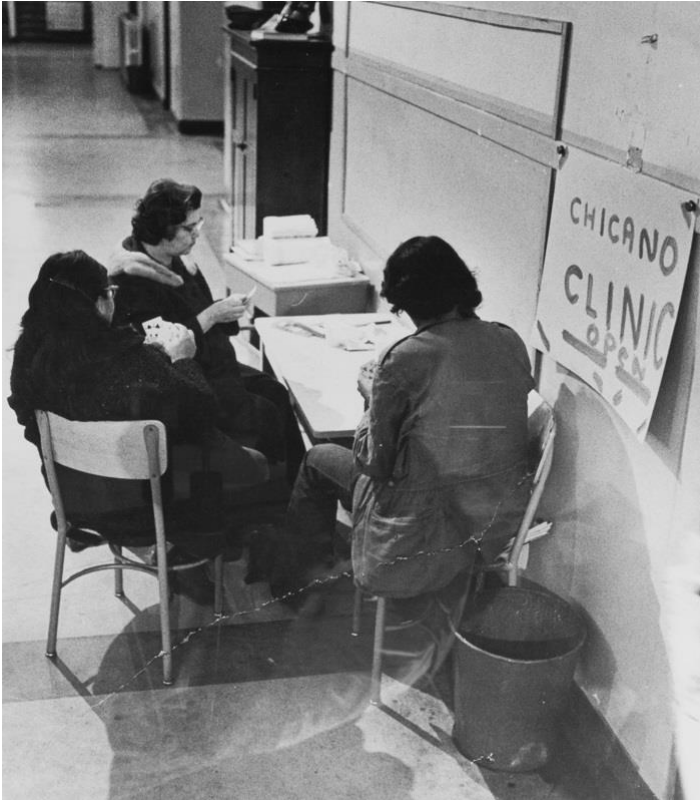
1972- Roberto Maestas welcomes community to basement fundraising dinner and dance
El Centro de la Raza Archives
Seattle Times - Nov 18, 1972



1972- City Councilman John Miller addresses Centroistas
El Centro de la Raza Archives

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



1972- Health clinic at the occupation
| El Centro de la Raza Archives



1972 – Childcare at the occupation
| El Centro de la Raza Archives

Confrontation in mayor's office



Five members of a Chicano group that occupied Mayor Wes Uhlman's office yesterday held a parley with the mayor around a circular table. From left were Larry Gossett, Raul Anaya, Gloria Rivera, Roberto Maestas, Luis Salinas and Uhlman. The Chicanos attempted to persuade Uhlman to sign leases for a Chicano ethnic center. When the mayor refused, 18 members of the group refused to leave his office. Police were called and, at right, Maestas, the group leader, gestured defiantly as officers led him away.—Staff photos by Bruce McKin. [Details, D 1.]

Friday, April 6, 1973 The Seattle Times A 3



Five members of Chicano Group that occupied Mayor Wes Uhlman's Office – Larry Gossett, Raul Anaya, Gloria Rivera, Roberto Maestas, and Luis Salinas.
Seattle Times – April 6, 1973

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



1975 – southwest corner | Seattle Municipal Archives



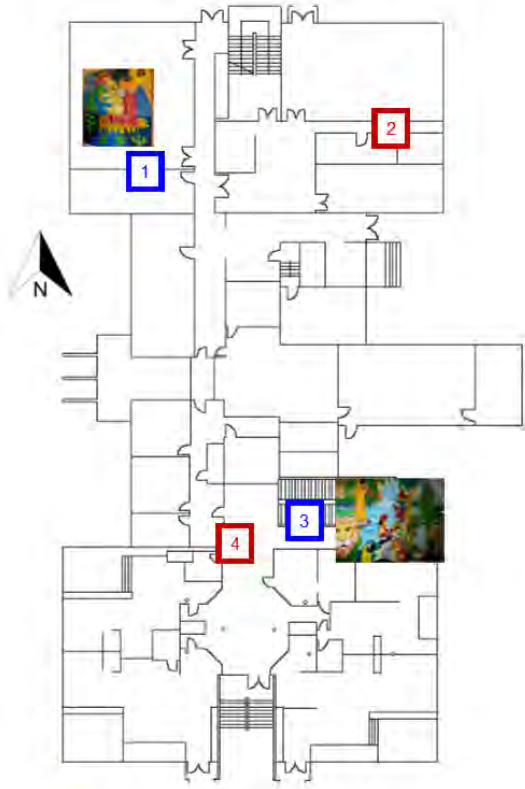
1975 -- west entry | Seattle Municipal Archives

Beacon Hill School (El Centro de la Raza)

King County, WA
 County and State

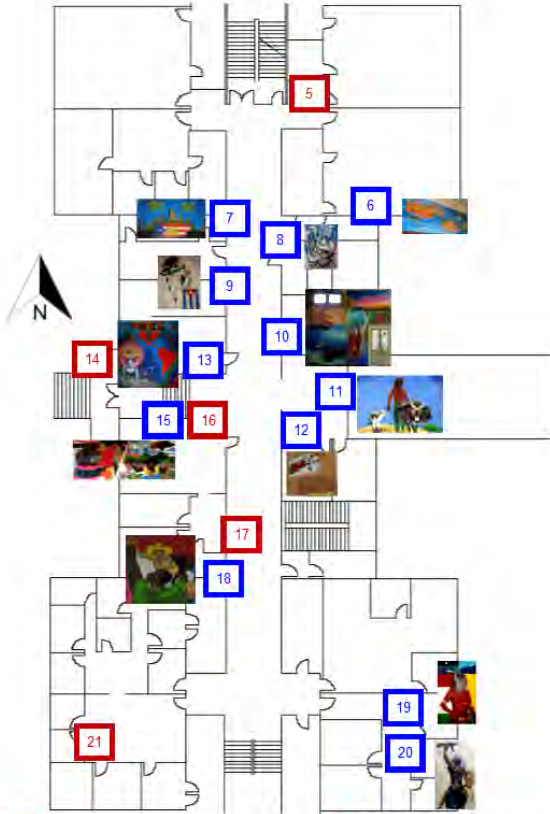
Name of Property

Basement Level



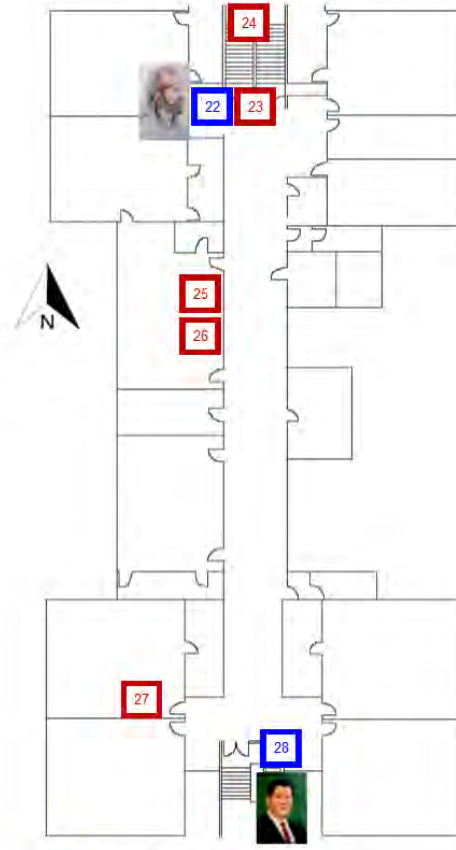
- 1 *Quetzalcoatl*
- 2 *Salvador Allende y Los Chilenos* 🎧
- 3 *José Martí Mural* 🎧
- 4 *José Martí Child Development Center* 🎧

Main Floor



- 5 *Luis Alfonso Velazquez Flores*
- 6 *After School Program Mural*
- 7 *Salsa Latina* 🎧
- 8 *Royal Chicano Air Force Mural*
- 9 *Indigenous Solidarity Mural*
- 10 *Explosion of Chicano Creativity*
- 11 *Mario Parra Mural*
- 12 *Free Leonard Peltier Mural*
- 13 *Proyecto Saber Mural* 🎧
- 14 *Ricardo Aguirre*
- 15 *Así lo Soño Sandino* 🎧
- 16 *Seattle-Managua Sister City*
- 17 *Ofrenda, Rainbow Haven*
- 18 *International Workers*
- 19 *Roger Fernandes Mural* 🎧
- 20 *Wounded Knee Mural*
- 21 *Frances Martinez*

Top Floor



- 22 *Portrait of Roberto Maestas*
- 23 *Roberto Maestas*
- 24 *Old Beacon Hill Elementary School*
- 25 *The Occupation*
- 26 *Four Amigos*
- 27 *Social Justice Posters*
- 28 *Rubén Salazar*

El Centro de la Raza Mural Map
 Beacon Hill School

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: Beacon Hill School

City or Vicinity: Seattle

County: King

State: Washington

Photographer: Poppi Handy & Kira Connery

Date Photographed: June 2018

Description of Photograph(s) and number:



1 of 26: Current south façade

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



2 of 26: Current west facade



3 of 26: Current northwest corner

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



4 of 26: Current north facade



5 of 26: Current east facade

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



6 of 26: Current southeast corner



7 of 26: Current south entry

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



8 of 26: Current west entry



9 of 26: Current north entablature



10 of 26: Current First Floor (Basement) - Childcare center

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



11 of 26: Current First Floor (Basement) – Dining Hall



12 of 26: Current Second (Main) Floor – vestibule floor at west entry



13 of 26: Current Second (Main) Floor – west entry

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



14 of 26: Current Second (Main) Floor – north entry



15 of 26: Typical Classroom cabinet



16 of 26: Current Second (Main) Floor – Corridor looking south



17 of 26: Current Second (Main) Floor – Corridor looking north

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



18 of 26: Current Room 206 – blackboard wall



19 of 26: Current Room 206 – classroom cabinet



20 of 26: Current Room 204 – blackboard wall

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



21 of 26: Current Room 204 – classroom cabinet



22 of 26: Current Third Floor – Corridor facing north



23 of 26: *Explosion of Chicano Creativity* (1972, completed in 2003) | Daniel Desiga | El Centro de la Raza Archives

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State



24 of 26: Untitled (Main office mural) (1972-73) | Mario Parra



25 of 26: Untitled (Indigenous Solidarity Mural) (1973) | Unknown artist



26 of 26: Royal Chicano Air Force (1973) | Esteban Villa

Beacon Hill School (El Centro de la Raza)
Name of Property

King County, WA
County and State

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

name El Centro de la Raza CO: Estela Ortego, Executive Director
street & number 2524 16th Avenue South telephone (206) 957-4634
city or town Seattle state WA zip code 98144

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.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



CENTRO DE LA FAZA







COMMUNITY DEVELOPMENT
CITY OF BOSTON
100 STATE STREET
BOSTON, MA 02109

NO PARKING
FIRE DEPARTMENT
FIRE DEPARTMENT
FIRE DEPARTMENT





CENTRO DE LA RAZA



SENSITIVE LOCATION
Este edificio es un lugar de aprendizaje y de apoyo.
El Centro de la Raza y la Comunidad de San Diego ofrece apoyo.
LUGAR PROTEGIDO
Este edificio es un lugar de aprendizaje y de apoyo. El Centro de la Raza
ofrece apoyo de aprendizaje y de apoyo. www.ccr.org



NOTICE





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El Centr

Para cuestion
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BEACON HILL SCHOOL

252





Compartimos
nuestros
materiales

NEVER STOP
LEARNING

Share
resources

Plan
resources
shared a
month

Reúnete las
ocasión
por favor y
damos
las gracias

Keep your
dear teacher
happy!

Venimos
listos para
aprender

Señal
correctamente

¡Vamos
a aprender!

EMERGENCY
EXIT ONLY

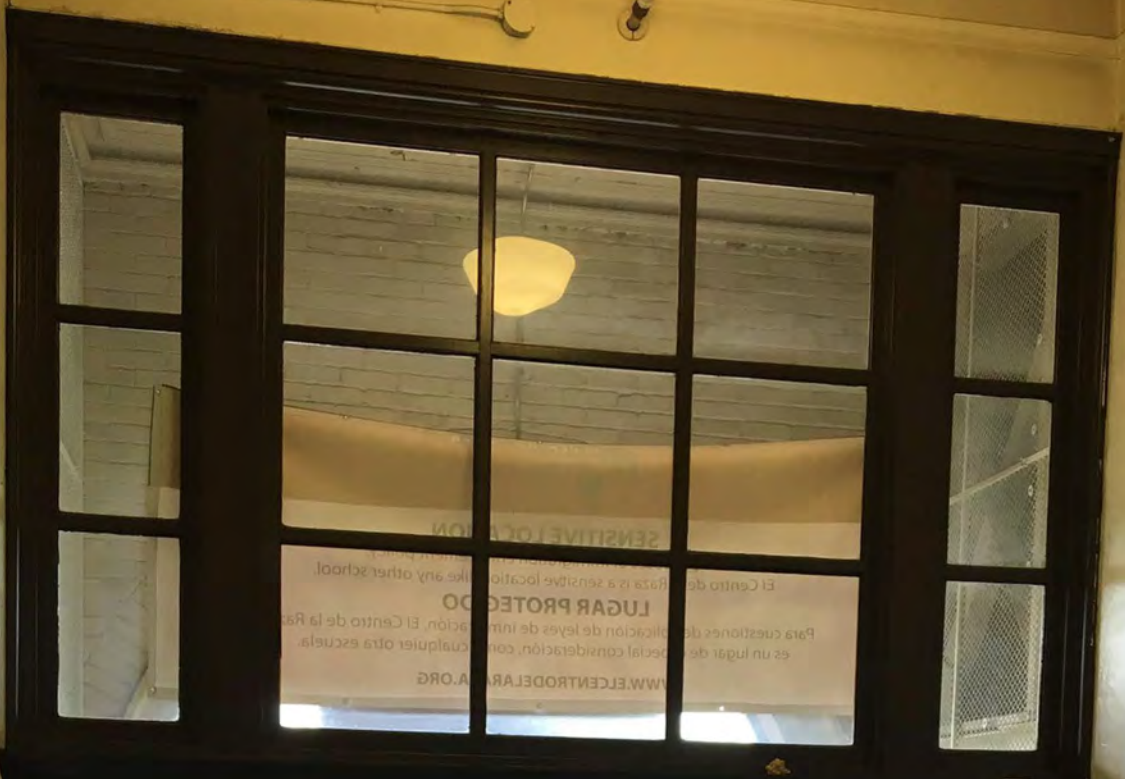
EMERGENCY
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MyPlate

MyPlate







EXIT







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11123A

NOTICE
PLEASE DO NOT
BLOCK THE
EXIT

University of Washington
 Budgets of 2019
 2019
 2019



5
 ELPATIO & ECR
 VENDOR FILES
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7
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11
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 EL CENTRO
 DEPOSITS
 2016

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16
 EL CENTRO AR 2016



EXIT

EXIT



YOUTH VOICE

WE AS CULTURE NIGHT LEADERS

WE AS CULTURE NIGHT LEADERS

WE AS CULTURE NIGHT LEADERS

ACTIVITIES		APRIL 2019						CALENDAR	
SUN	MON	TUES	WED	THU	FRI	SAT			
	1	2	3	4	5	6			
	7	8	9	10	11	12			
	14	15	16	17	18	19	20	21	
21	22	23	24	25	26	27			
28	29	30							

■ BoD meetings
 ■ HOLIDAYS / PTO

ACTIVITIES		MAY 2019						CALENDAR	
SUN	MON	TUES	WED	THU	FRI	SAT			
			1	2	3	4			
5	6	7	8	9	10	11			
12	13	14	15	16	17	18			
19	20	21	22	23	24	25			
26	27	28	29	30	31				

■ BoD meetings
 ■ HOLIDAYS / EVENTS





Culture Night Leaders

Culture Night Leaders

INTENSIVE

INTENSIVE

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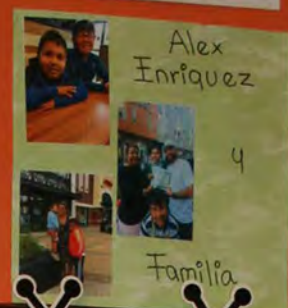
SUMMER

INTENSIVE

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Alex



U V W X Y Z

Happy Birthday

Juanito January 11, 2009	Alan February 24, 2013	Jimena February 28, 2013	Katie March 04, 2008	Feven March 09, 2008	
2002	Riolo March 22, 2009	Alex March 26, 2013	Maximiliano March 28, 2010	Kevni April 30, 2012	Natasha May 29, 2011
Jacob Mayo 25, 2011	Hugo Mayo 28, 2011	Marsha Jessica Junio 19, 1992	Haredzy June 24, 2011	Monises July 29, 2002	
Melanie July 21, 2010	Zavier August 16, 2012	Lizbeth Agosto 17, 2007	Assuella August 17, 2010	Anthony September 1, 2007	
Bertram Septiembre 29, 2010	Jessica Octubre 06, 2011	Laura October 14, 2007	Elsa November 11, 2009	Michelle Octubre 20, 2011	







EDUCATE

CLOSED



NO SMOKING



El Mural de la Comunidad

Este mural fue creado por los miembros de la comunidad de la escuela...

El mural representa la cultura cubana y la historia de la isla...

Los elementos del mural incluyen la bandera cubana, el águila con la serpiente, el cactus y el amuleto de la suerte...

Este mural fue creado por los miembros de la comunidad de la escuela...

1972

Exposición VIII (Madrid) en 1972
Mural de la Fuente Azaña Real Chocoma

El mural de la Fuente Azaña, realizado en 1972, es un ejemplo de la obra de la artista chilena María José Chocoma. Este mural, que forma parte de la Exposición VIII en Madrid, está situado en la Fuente Azaña de Santiago de Chile. La obra es un ejemplo de la pintura mural y se caracteriza por su estilo abstracto y expresivo. El mural está dividido en varias zonas de color, principalmente azul, blanco, rosa y verde. En el centro del mural se encuentra una figura blanca que parece ser un rostro o una cabeza, con un ojo que contiene un símbolo. Alrededor de esta figura se encuentran formas abstractas y estilizadas que sugieren movimiento y energía. El mural es un ejemplo de la obra de la artista chilena María José Chocoma, que ha desarrollado un lenguaje visual propio a lo largo de su carrera.



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Beacon Hill School

Multiple Name:

State & County: WASHINGTON, King

Date Received: 7/10/2019 Date of Pending List: 7/30/2019 Date of 16th Day: 8/14/2019 Date of 45th Day: 8/26/2019 Date of Weekly List:

Reference number: SG100004297

Nominator:

Reason For Review:

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> Appeal | <input type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input type="checkbox"/> Other | <input type="checkbox"/> TCP | <input type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject 8/14/2019 Date

Abstract/Summary Comments: The Beacon Hill School is locally significant and meets National Register Criteria A and C in the areas of Education, Ethnic Heritage-Hispanic, Social History (Civil Rights), Architecture and Art. The imposing school complex consisting of a 1904 original wing with later additions from 1912 and 1931 reflects the distinct characteristics of Seattle's early twentieth century "Model School Plan" construction. The building served the ever expanding public education needs of the city until 1971, in particular in the growing Beacon Hill streetcar neighborhood. During the early 1970s local Hispanic residents sought space in the school to address the social and educational needs of the local minority community. Rebuffed in their early attempts to gain access to the building, community leaders in association with other local minority leaders organized a peaceful occupation of the school as a means of obtaining access. The occupation and subsequent development of the property into what would become the El Centro de la Raza facility were galvanizing events in the early development of the local Chicano Civil Rights movement. The property meets Criteria Consideration G as the site of exceptionally important events pivotal to the evolving local Chicano Civil Right Movement of the 1970s, for which sufficient, if limited, objective and scholarly context currently exists. In addition, the murals of artist Daniel Desiga and others completed during the occupation period are considered to be some of the best examples of the historic Chicano Arts Movement in the Pacific Northwest.

Recommendation/ Criteria: Accept NR Criteria A and C

Reviewer: Paul Lusignan

Discipline: Historian

Telephone: (202)354-2229

Date: 08/14/2019

DOCUMENTATION: see attached comments : No see attached SLR : **Yes**



Allyson Brooks Ph.D., Director
State Historic Preservation Officer

June 9, 2019



Paul Lusignan
Keeper of the National Register
National Register of Historic Places
1849 "C" Street NW, MS 7228
Washington, D.C. 20240

RE: **Washington State NR Nomination**

Dear Paul:

Please find enclosed a new NR nomination for:

- **Beacon Hill School – King County, WA**
(an all-electronic nomination)

Should you have any questions regarding this nomination please contact me anytime at (360) 586-3076. I look forward to hearing your final determination on this property.

Sincerely,

Michael Houser
State Architectural Historian, DAHP
360-586-3076

E-Mail: michael.houser@dahp.wa.gov

