

## BACKGROUND FOR RESEARCH

Through annual internships, 4Culture supported research that focused on gathering and evaluating data across King County on historic properties to inform the work of the Beyond Integrity group. While collecting data, interns reviewed existing documentation for any mention of an association with underrepresented communities (UC). The Beyond Integrity working group defines “underrepresented communities” as women, people of color, the LGBTQ community and working class. The research only collected data on individual, locally designated landmarks, or those eligible for nomination, not historic districts, Washington State Heritage Register, or National Register properties.

After the first two internships (see reports under ‘Landmarks: What We Know’ and ‘What is Missing?’ sections), Beyond Integrity now had data for landmarked properties and data for properties that were not landmarked, and their level of UC association. The next internship then focused on recommendations for what to do with this information.

In 2018 an intern was tasked with conducting additional research on landmarks’ social/cultural history and developing recommendations on how to incorporate that additional research into the official designation record, and secondly, with presenting examples and recommendations for preservation strategies that could be utilized where designation/nomination is not feasible. The two landmarks that were chosen for further research were the former Colman School, now Northwest African American Museum, in Seattle and the Redmond Hotel in Redmond. The full internship report with more information is available below.



# Equity in Preservation Internship

Stefanie Barrera Aguila 2018

# Contents

- I. **Introduction..... 2**
  - 2016 Internship Background..... 2
  - 2017 Internship Background..... 2
  - 2018 Internship ..... 2
  - Definition of Underrepresented Communities..... 3
- II. **Methodology..... 4**
  - Methodology Introduction..... 4
  - Part One Methodology: *Develop two demonstration projects* ..... 4
  - Research Methods..... 6
  - Part Two Methodology: *Develop Examples of Preservation Tools* ..... 7
- III. **Findings: Part One ..... 10**
  - Colman School (Northwest African American Museum)..... 10
  - Photographs: The Colman School ..... 17
  - Hotel Redmond/ Justice White House..... 21
  - Photographs: Hotel Redmond / Judge William H. White..... 27
- IV. **Findings: Part Two..... 30**
  - Alternative Preservation Tools ..... 30
  - Part Two Recommendations ..... 36
- V. **Concluding Comments ..... 37**
- VI. **Bibliography ..... 38**
- VII. **Appendixes ..... 41**
  - Appendix I ..... 41
  - Appendix II..... 43
  - Appendix III..... 45
  - Appendix IV ..... 47

# Introduction

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4Culture offered its third Equity in Historic Preservation Internship during the summer of 2018. The previous two summers, 4Culture Equity in Historic Preservation Interns focused on gathering data to present to 4Culture's Beyond Integrity working group and others. The overall project intends to contribute research to discussions around equity in historic preservation within the Seattle and King County region.

## 2016 Internship Background

Summer 2016 intern, Jialing Liu, a graduate from the University of Washington's Master's in Urban Planning program, gathered a collection of data on Seattle and King County designated historic landmarks. This data set was a step towards assessing whether designated historic landmarks reflect the historic diversity of communities present in King County and Seattle. Two spreadsheets were compiled each providing information on designated landmarks: (1) the first spreadsheet contained information on 128 King County properties, (2) the second spreadsheet held information on 348 Seattle properties. This information was used to produce graphs illustrating research conclusions. Multiple maps also illustrate landmark distribution throughout the region, making note of the levels of associations to underrepresented communities.

## 2017 Internship Background

Summer 2017 intern, Kirsten Freeman, a graduate from Clemson University's Master of Science in Historic Preservation program, continued research efforts from the previous summer. The intern gathered data for 101 properties in Seattle that did not reach designation and 9 properties in King County that have not been nominated. This data was graphed to show correlation between designation/ non-designation, and demolition of properties, in relation to the level of association to underrepresented communities. Kirsten also identified properties that had potential to expand in the underrepresented community association field. The intern conducted careful case studies of the following properties: *not nominated properties* (1) The Black Panther Headquarters (first location), (2) White River Garden Cooperative; *not designated properties* (1) Liberty Bank, (2) Jefferson Park Golf Course Clubhouse; *designated without full engagement of underrepresented community association* (1) Colman School.

## 2018 Internship

The next phase of the project was carried out by summer 2018 intern, Stefanie Barrera Aguila, Master of Architecture candidate at the University of Washington. Summer 2018 efforts were divided into two parts:

- A. PART ONE: **Develop two demonstration projects** with the goal of revising/supplementing designation reports to include more information on the property's social/cultural history.
  
- B. PART TWO: **Develop examples of preservation tools** where designation/nomination has not been achieved.

From June 18 until August 31, 2018, both parts were addressed simultaneously. Part one required primarily archival research; various archives were visited throughout Seattle and King County to gather information on

the chosen sites. Part two research was predominantly online based, with input from Dana Phelan and Brandi Link from 4Culture's Preservation Program.

Past research demonstrates the lack of representation of underrepresented groups in nomination and designation forms. As a result, the goal of this project is to explore pathways to improve the presence of underrepresented communities in the historic preservation field by reinforcing their histories.

## **Definition of Underrepresented Communities**

The definition of underrepresented communities for this research project is continuous to the definitions used in the past two internships. Underrepresented communities refers to people of color, women, the LGBTQ community, and the working class. These groups are considered underrepresented since many of these communities have been historically marginalized due to systematic oppression. This marginalization has led to lack of representation and participation in many political processes, including modern landmark designation practices.

Landmark designations recognizing association with veteran, homeless and low-income groups were acknowledged and included as part of past research efforts. Designations and nominations that highlighted the history of European settlers were also noted because this group reflects the history of early immigrants to the region. Results from the previous internships illustrate the predominance of European immigrant history in the historical narrative of the United States. Simultaneously, results also demonstrate the historical omission of voices and stories of underrepresented communities since the narratives of these groups were not considered historically significant in the past. The hope is that through research efforts, missing narratives can be added to historical buildings.

Note: Underrepresented communities will be abbreviated in this report as "UC."

# Methodology

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## Methodology Introduction

The research projects this summer are building on results and recommendations from the last two summer interns.

Supplementing the social and cultural history to already designated landmarks (part one) aims to illustrate the shortfalls of current preservation standards wherein architectural integrity is prioritized, and the social and cultural significance portion is often deficient or incomplete. Developing preservation tools (part two) aimed to reassess historic preservation outreach methods to educate the public on sites that should be recognized for their significance to underrepresented communities, even if they have not been nominated or did not get designated in the landmark designation process.

The two parts of the project were different and required separate methodologies.

### Part One Methodology: *Develop two demonstration projects*

The Colman School, today the Northwest African American Museum, and the Redmond Hotel, also known as the Justice White house, were chosen as demonstration projects. The methodology to identify these two properties relied on the final 2016 spreadsheets developed by Jialing Liu. Ultimately, however, the Colman School was chosen by the Beyond Integrity Working Group. The Redmond Hotel was chosen using the following methodology.

The 2016 summer intern developed two spreadsheets ([file 09302016\\_UC ASSOCIATION\\_SPREADSHEET](#)), one for King County and one for Seattle. The final King County Designated Landmarks with UC Association spreadsheet included the following categories: City, Name, Year Built, Year Designated, LOA (Level of Association), UC Association, Notes, Criteria (A1, A2, A3, A4, A5). The final Seattle Designated Landmarks with UC Association spreadsheet included the following categories: Name, Address, Year Built, Year Designated, LOA (Level of Association), UC Association, Notes, Criteria (A, B, C, D, E, F). These data were organized alphabetically by the name of the property.

To understand which properties would benefit from supplementary research, two categories were closely screened. These categories were UC Association and LOA. The UC Association category noted the following labels: a. communities of color; b. women; c. LGBTQ; d. labor history/working class; e. early European settlers; f. other, including homeless, low-income, veteran groups. The LOA category used a scale of 0 to 3 to measure the level of association according to nomination and designation forms. Concisely, level 0 indicated no association with underrepresented communities, level 3 indicated that association was important to the significance of the property. It is important to note that for the LOA category, the level assigned reflected Jialing Lui's subjective judgement.

The UC Association and LOA categories were made the primary organizing factors for a new excel spreadsheet ([06252018\\_UC ASSOCIATION\\_SPREADSHEET.Update.POC Breakdown](#)). The UC Association category

was screened to exclude properties without UC Association and to sort the rest of the data, prioritizing the communities of color, the LGBTQ community and women categories. The LOA category was screened to focus on properties assessed as fitting levels 0-2 standards with a primary focus placed on level 1 properties. Level 1 meant that the nomination or designation materials revealed an association with underrepresented communities; this association was not considered as a contributing factor in the historical significance of the landmark. Properties with LOA classification of 3 were overlooked since the summer 2016 intern deemed the information included in the designation sufficient.

The reorganized spreadsheets became preliminary lists for part one as it pinpointed designated properties that could benefit from additional research. Notes written by Jialing were reviewed for all level 1 properties to further narrow down a list of possible properties to use for part one. This extensive process was necessary since the designated landmark lists consisted of 128 King County properties and 348 Seattle properties. Additional spreadsheet work looking specifically at the people of color category was also done to supplement research from 2016, charts illustrating findings are included in [Appendix III](#).

The King County Designated Landmark list was narrowed down to six properties and the Seattle Designated Landmark list was narrowed down to sixteen properties. A more focused investigation was carried out of these twenty-four properties. Documents already existing in the 4Culture drive were gathered for these properties; designation and nomination forms were read to understand possible areas of improvement for the existing landmarks. Notes were taken on eight designated landmarks that made little to no mention of their association to underrepresented communities. The eight properties were:

1. Captain Thomas W. Phillips House (King County Landmark)
2. Justice White House (King County Landmark)
3. Ankeny Gowey House (Seattle Landmark)
4. Grover Cleveland High School (Seattle Landmark)
5. Franklin High School (Seattle Landmark)
6. Immaculate Conception Church (Seattle Landmark)
7. Fire Station No. 5 (Seattle Landmark)
8. Horace Mann School (Seattle Landmark)

The lists of the twenty-four properties are included under [Appendix I](#). The notes on the eight designated landmarks are presented in [Appendix II](#).

From the eight properties, three properties were originally chosen for supplemental research. However, after feedback from Beyond Integrity members, it was suggested that one of the properties for part one should be the Colman School. After input from Todd Scott, Preservation Architect for the King County Historic Preservation Program, and 4Culture's Dana Phelan and Brandi Link, it was decided that the second property should be a King County landmark due to King County's receptiveness to exploring how to amend original designations. Subsequently, after serious consideration, the Justice White House/Redmond Hotel was chosen.

The final step to beginning the research component of the internship involved reviewing landmark nomination and designation forms and noting more in detail areas that could be supplemented. In contrast to the Redmond Hotel, which lacked adequate information on the social and cultural significance of the site, the Colman School designation form contained a vast amount of information on the social and culture significance to the African

American community. As a result, research efforts for the Colman School focused on finding information on the student body and community prior to the closure of the school in 1985. Research efforts for the Redmond Hotel focused on supplementing information on William H. White and Emma McRedmond’s life since both individuals were involved in the construction of the hotel.

## Research Methods

Primary source documents were vital to finding new information for both, the Redmond Hotel and the Colman School. Existing literature was also reviewed but majority of the attention was placed on finding primary source documents that might reveal social and cultural aspects not mentioned in the designation and nomination forms.

Online research was conducted to find resources and various archives were visited to find information. Table 1 lists the categories used to keep track of archives, with the opportunity to list places that provided results ([Offices to Visit Excel Sheet](#)). Archives visited included: the University of Washington Special Collections, the University of Washington Gallagher Law Library, King County Archives, Puget Sound Regional Archives, the Seattle Room located at the Seattle Central Public Library, the Seattle Public Schools Archives, the Redmond Historical Society, the Eastside Heritage Center, and the Northwest African American Museum. Tom Hitzroth, a Redmond historian, supplemented additional information on the Redmond Hotel.

Table 1 Part 1 Categories Used

ARCHIVE NAME	CONTACT	NEED APPT	ADDRESS/HOURS	WEBSITE	NOTES	VISIT
EXAMPLE 1 ADDRESS	EMAIL/PHONE	Y/N	ADDRESS + HOURS	LINK	ARCHIVE INSTRUCTIONS /PREFERENCES	NOTES ON VISIT AND DOCUMENTS AVAILABLE.

In addition to physical archival research, online research comprised assessing online special collections for the archives listed above. The Chronicling America, NewsBank, inc. and HistoryLink websites were accessed throughout the internship. Keywords used for research for the Colman School were:

“Colman School,” “NAAM,” “Northwest African American Museum,” “Central District Schools.”

Keywords were sometimes accompanied by “Seattle,” and “Public School.” Keywords used for research on the Hotel Redmond were:

“Hotel Redmond,” “Redmond Hotel,” “Justice White House,” “Justice White,” “William H. White,” “Judge William White,” “William Henry White,” “War Horse Bill,” “W. H. White,” “Emma McRedmond,” “Emma White,” and “Emma McRedmond White.”

Many of these keywords were companied with “Washington” or “Redmond” since William H. White is a very common name. The DAHP Wisaard database and the Seattle Historic Sites under the city of Seattle Department of Neighborhoods website were used in the initial steps of the project for reference.



During archival research many collection managers and research assistants suggested resources and pulled many documents for perusal. Due to the nature of archival research, documents were not read on-site. In order to have enough time to get through all documents available at the archives, documents were quickly inspected. If a document contained information relevant to the property, its occupants or the community, the folder and document was photographed or scanned. If a box or folder contained more than one relevant document, the box and folder was photographed signaling that the pictures following the folder image were all found in that

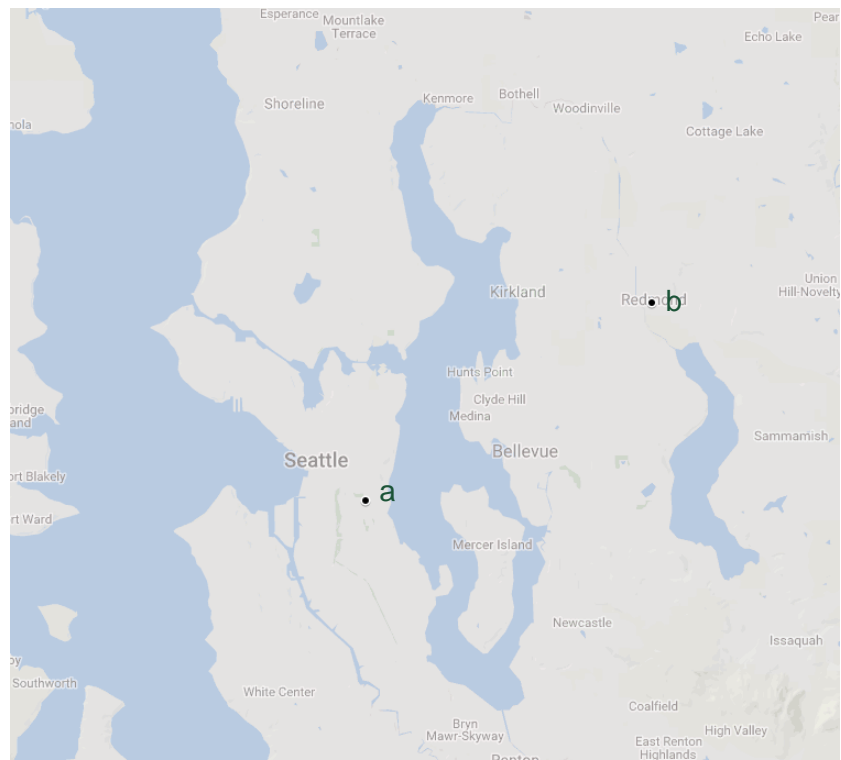


Figure 1 Locations of chosen sites. Colman School, currently known as the Northwest African American Museum, is located in Seattle (a) and Hotel Redmond, also known as Justice White House, is located in Redmond(b). (Image from Google Maps).

specific location. Once back to the 4Culture office, images were transferred to the 4Culture drive. Folders were created listing the archive name, for example “NAAM Archives.” Following the link, each box received a folder, i.e. “Box 2007.1.1-2007.1.104.”

After all new information was gathered on the property, documents were read through more carefully. If a document had information to be used on this report or the final presentation, a copy of the document was made and placed in a separate file. Each time, its origin was noted by keeping it within its corresponding box folder.

## Part Two Methodology: *Develop Examples of Preservation Tools*

Part two focused on developing examples of preservation tools for sites where designation/nomination has not been achieved. The sites that served as reference were the White River Garden Cooperative in Auburn and the Liberty Bank in Seattle. The Liberty Bank served as an example for a property that had been nominated but did not reach designation. As a result, it was demolished in 2015. This property was extremely significant to the African American community in Seattle’s Central District. The White River Garden Cooperative is significant due to its ties to the Japanese community. These properties served as examples for properties that have not been nominated. Current owners have not shown interest in pursuing landmark designation for the properties.

Preservation easements are preservation tools that can help in protecting an underrepresented community landmark. However, tools similar to preservation easements can prove to be complicated since the property owner often has to agree to engage with a preservation organization or government agency. 4Culture’s history with the White River Garden Cooperative is an example where owners may never be interested in pursuing

landmark designation. The questions arose: do owners and the general public know the implications of landmark designations? Similarly, how do you speak to children about historic preservation? These simple questions led to the decision that it is first and foremost vital that the public understand why historic preservation is important.

The question becomes more urgent when addressing underrepresented communities. The research from the 2016 and 2017 summers illustrate the disparity in the number of designated landmarks with association to underrepresented communities. Sites with UC association that miss out on landmark designation are often demolished. The disappearances of these sites lead not only to a loss in historical places significant to underrepresented communities but also to a loss of intangible social and cultural heritage. Consequently, this research project chose to focus on researching public outreach tools with the goal of finding ways to educate the public on properties that are significant to underrepresented communities but may not be protected or no longer exist. Although it may ultimately fall on the owner to pursue landmark designation, it is just as important for the public to become aware of a property’s history. Public interest can have a strong impact on the built environment and the historic preservation field.

Research for part two relied heavily on online research, word of mouth, and consultations with 4Culture’s Dana Phelan and Brandi Link. A meeting with Jill Freidberg, founder of the Shelf Life Community Story project, was also held to understand oral history projects. Keywords used for online sources included:

“Diversity + Historic preservation resources,” “Cultural preservation projects,” “Intangible history projects,” “Conservation + Intangible,” “Historic heritage preservation,” “Living history preservation,” “Tools historic preservation + Cultural,” “Community historic preservation”

Finding ways to preserve intangible history was stressed in this research project for the reason that historic properties that do not reach designation eventually become demolished.

Majority of the projects found during research were from various states, or were national projects led by specific underrepresented communities. Websites were explored, and information was gathered. Table 2 lists the categories used to keep track of various information.

Table 2. Part two: Categories Used.

NAME OF ORG.	CONTACT INFO	WEB	GOAL	INFO	TOOLS USED	RESULTS/POTENTIAL	NOMINATION?	UC ASSOCIATION?	Q?	USER FRIENDLY
EXAMPLE	CONTACT	LINK	ORG. PURPOSE	INFO	TOOLS	NOTES	Y/N	UC ASSOCIATION	QS	Y/N

The tools used, results/potential, nomination, and user-friendly categories were the most important categories to this project.

Tools Used – Detailed out how the organization was distributing /gathering resources.  
 Results/Potential –Some projects linked to other projects as “inspirations.” Others gave list of accomplishments including book publishing, conferences, etc.

Nomination –Made note of any project that had resulted in a nomination of a property/site.  
User Friendly – Yes/no answer. Personal input.

A note was made in the table if the resource had been suggested by Dana Phelan or Brandi Link.

A final list of programs and tools is included in [Appendix IV](#). Five preservation tools showed potential to increase public awareness in historic preservation. To choose the tools the following questions were considered:

Who is the audience?  
Cost of the project: will it need a lot of attention/resources?  
How do you do outreach?  
Who is telling the story?

These questions were important because too often historic preservation programs direct their efforts towards specific groups. From observation, these groups are already groups invested in historic preservation or are people looking to understand legal protections and grants. While it is important to have access to this information, the information can be very alienating to the general public. This project aimed to provide solutions and ideas to improve engagement with the public. The examples chosen demonstrate efforts to engage different age groups and different communities. Some examples demonstrated efforts to open two-way discussions with the public, allowing the public to play a role in nominations and other preservation efforts. Simultaneously, the questions considered acknowledged that outreach efforts may prove costly and time consuming.

## Findings: Part One

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### Colman School (Northwest African American Museum)

UC Association: African American and Women



Figure 2. Aerial view of Colman School surroundings. I-90 cap visible. Property enclosed by rectangle. (Base image: Google Maps).

**Address:** 2300 S. Massachusetts St. Seattle, WA, 98144  
Southern Central District.  
Current intersection: 23<sup>rd</sup> Ave S & S. Massachusetts Street

**Previous address:** 1515 24<sup>th</sup> Ave S. (no longer exists)  
**Previous intersection:** Atlantic Street & 24<sup>th</sup> Ave S (nonexistent)

The Colman School is located in Seattle's Central District. It is a mixed-use building, housing the Northwest African American Museum and thirty-six Urban League Village apartments. The site is historically significant to the African American community. It is the site for the eight yearlong occupation by the African American Heritage Museum/Cultural Center committee who hoped to use the abandoned property as an African American museum.

#### *Overview of the Original Designation Form*

Reviewing the original nomination and designation forms, the designation identified many historical events reflecting the role of the property in the community. The statement of significance portion of the designation

addresses the history of the neighborhood and the history of the school. The report was prepared in 2005 by the Johnson Partnership for the Urban League Village, LLC. Under the statement of significance section, two pages and a half are dedicated to the historic site context, a page is dedicated to the Colman School, and a page is dedicated to the history of the Seattle School District.

The history of the neighborhood portion illustrates the development of the neighborhood, starting with the first European/American settlement. Events that impacted the neighborhood around the Colman School include: the construction of the Lake Washington Floating Bridge (1930s); fluctuation in resident population due to World War II; redlining practices through Central District in the mid-1900s; the arrival of refugees from Southeast Asia post the Vietnam War in 1975; and the construction of the I-90 corridor.<sup>1</sup>

Under the statement of significance, the history of the school section begins with the construction of the school. A paragraph is dedicated to Colman School principals and a paragraph addresses physical additions made to the school in the 1940s. The designation report briefly touches on the fluctuation in student body from the 1940s until the closing of the school. The change in student body is associated with World War II, the construction of the Lake Washington Floating Bridge and the I-90 project. The final paragraph touches on the 1985 occupation of the building by African American activists. A section on the history of the Seattle Public School District addressed city wide events that impacted schools throughout the region. One sentence briefly mentioned desegregation attempts by the District.

### *Overview of Beyond Integrity Summer 2017 Intern Research*

The 2017 summer intern researched the history of Colman School as a case study. Kirsten Freeman's research expanded on the 1966 school boycott, the events leading up to the closure of the school, and the eight year occupation of the building.

### *Research Focus*

The research efforts for the summer 2018 internship were directed towards learning more about the student body and parents from 1960 until the closing of the school. Learning about the school programs, including the desegregation initiative, were a priority. Gathering more information on the occupation was prioritized as well. The end goal was to provide a holistic perspective into the Colman School community without overlapping on research completed by Kirsten.

### *Statement of Significance Supplement*

#### *Central District*

The Colman School/ Northwest African American Museum is located in the Central District, a district rich in cultural heritage and history. Community demographics have fluctuated over the years; demographic shifts often occurred in reaction to political, social and economic conditions of the time. The area was a predominant Jewish neighborhood in the early 1900s; Asian Americans and African Americans held a small presence in the community. By the end of World War II, the neighborhood was predominantly African American.<sup>2</sup> The Jewish, Asian American, and African American communities lived in the region as result of racial restrictive covenants and redlining practices. The Central District and Chinatown were the only neighborhoods these groups were

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<sup>1</sup> Landmarks Preservation Board, City of Seattle, "Report on Designation," August 17, 2005, (From Department of Neighborhoods office, Colman School property file).

<sup>2</sup> Mary T. Henry, "Seattle Neighborhoods: Central Area - Thumbnail History," HistoryLink.org, March 10, 2001, accessed August 27, 2018, <http://www.historylink.org/File/3079>.

allowed to live in.<sup>3</sup> Discriminatory practices and historical events such as the Great Depression, World War I and II, and the Vietnam War impacted not only the demographics of the neighborhood, but also impacted the makeup of the student body at the school.

The Colman School opened on January 24<sup>th</sup>, 1910, welcoming 519 students from first to seventh grades. By the 1913-14 school year enrollment had increased to 626 students attending kindergarten through eighth grades. Matriculation had fallen to just 230 students on September 1939 when Colman became a kindergarten through sixth grade school. Still, the student population rose to 550 during World War II as result of the closing of the Rainier School<sup>4</sup> and the construction of the Stadium Federal Housing Project. The Stadium Federal Housing Project was a temporary wartime housing project located near Sick's Stadium totaling 416 units.<sup>5</sup>

The African American community grew during the war as result of wartime efforts. Discriminatory housing practices meant that many African Americans who had migrated to Seattle to work on ship and aircraft construction<sup>6</sup> were forced to live in the Central District. Segregated housing resulted in de facto segregation in schools and the student population at Colman became predominantly African American.

Throughout the late 1950s and early 1960s efforts were made by civil rights groups to get the Seattle School Board to desegregate schools. In 1962, the NAACP sued the Seattle School Board citing the US Supreme Court's *Brown v Board of Education* decision. In response, Seattle created the voluntary transfer program.<sup>7</sup> The voluntary transfer program gave families the option to attend schools outside their neighborhood. This program was in place from 1962 until 1977. Colman School bused over 250 students to schools in the northern part of the city<sup>8</sup>.

## ***Programs***

Educational deficiencies were prevalent in Central Area schools, including Colman School. Central District schools were underfunded, had high disciplinary suspensions, low test scores and graduation rates, and less experienced staff. Inaction from the School Board led to a two-day boycott of the schools in 1966 by approximately 3,000 Central Area students.<sup>9</sup>

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<sup>3</sup> Catherine Silva, "Racial Restrictive Covenants: Enforcing Neighborhood Segregation in Seattle," Seattle Civil Rights & Labor History Project, 2009, accessed August 27, 2018, [http://depts.washington.edu/civilr/covenants\\_report.htm](http://depts.washington.edu/civilr/covenants_report.htm).

<sup>4</sup> Nile Thompson and Carolyn J. Marr, *Building for Learning: Seattle Public School Histories, 1862-2000* (Seattle, WA: Seattle Public Schools, 2002).

<sup>5</sup> John Calbick, "Seattle Housing Authority—Part 1," HistoryLink.org, March 27, 2014, accessed August 27, 2018, <http://www.historylink.org/File/10760>.

<sup>6</sup> Quintard Taylor, "Swing the Door Wide: WWII Wrought a Profound Transformation in Seattle's Black Community," *Columbia Magazine*, Summer 1995, accessed August 27, 2018, <http://www.washingtonhistory.org/files/library/swing-door-wide.pdf>.

<sup>7</sup> Sean Riley, "How Seattle Gave Up on Busing and Allowed Its Public Schools to Become Alarming Resegregated," *The Stranger*, April 13, 2016, accessed August 28, 2018, <https://www.thestranger.com/features/2016/04/13/23945368/how-seattle-gave-up-on-busing-and-allowed-its-public-schools-to-become-alarmingly-resegregated>.

<sup>8</sup> Thompson and Marr, *Building for Learning*.

<sup>9</sup> Chris Ott, "Seattle School Boycott (1966)," BlackPast.org, accessed August 27, 2018, <http://www.blackpast.org/aaw/seattle-school-boycott-1966>.

From the 1960s until the closing of the school, Colman School received various sources of federal and state aid. The Colman School was a Title I school, meaning it received funds for special programs to improve student achievement.<sup>10</sup> It implemented the DISTAR program to instruct younger students. Teachers Corps interns assisted in classrooms<sup>11</sup> and the Home School Aids program was in effect to provide greater guidance to students and parents. The University of Washington and other higher institutions held development workshops for teachers as part of the Summer Seventy Program.<sup>12</sup> Other programs were in effect to improve student performance; teachers received training to connect better with students and their families. Most of these programs, in particular the DISTAR program, were effective in improving student performance in school.

In 1969 the Central Area School Council (CASC) was formed as a way for the community to have a role in school policy, and to provide a voice to residents of the Central Area. Recommendations and concerns were brought to CASC and passed to the district school board. This group worked to create connections between parents, community volunteers and teachers to have students' needs met. Meetings would be held at Colman on a rotating basis.<sup>13</sup> CASC represented the Colman community on issues ranging from acquiring a full-time nurse and obtaining crossing guards for dangerous nearby intersections (Empire Way & Atlantic and Rainier & Atlantic), to the concerns on the development of the community.<sup>14</sup> The CASC attempted to address desegregation efforts by improving community schools; the group opposed the busing of students. The group dissolved in 1981. It was deemed ineffective by the community.<sup>15</sup>

### *The Closing of the School*

The Colman School faced multiple issues beyond the existing educational barriers. The two main events that led to the eventual closing of the school were the construction of interstate highway I-90 and the Seattle Plan, a desegregation program meant to create racial balance in schools implemented in 1977.

### *Desegregation Events*

The pupil population at Colman on December 1962 was 87.2% non-white. Out of 537 students, 76.9% were African American.<sup>16</sup> The existence of the voluntary transfer program did not improve the racial imbalance at Colman School. The unchanging conditions lead to further action from civil rights groups against the school district. By 1977, the school district instituted the Seattle Plan under threat of federal intervention and lawsuits.

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<sup>10</sup> Seattle Public Schools Memorandum Hal Reashy to Gene Peterson, January 31, 1975, J399, Box 72, Folder 6, Assistant Associate Deputy Superintendent and Directors Administrative Working Files, Seattle Public Schools Archives, Seattle, Washington.

<sup>11</sup> Thompson and Marr, *Building for Learning*.

<sup>12</sup> Summer Seventy Planning Group Memorandum from Bill Harris, May 27, 1970, J398, Box 71, Folder 6, Assistant Associate Deputy Superintendent and Directors Administrative Working Files, Seattle Public Schools Archives, Seattle, Washington.

<sup>13</sup> Seattle Public Schools Memorandum Hal Reashy to Gene Peterson.

<sup>14</sup> Colman Report from Colman Action Group, 1975, J399, Box 72, Folder 6, Assistant Associate Deputy Superintendent and Directors Administrative Working Files, Seattle Public Schools Archives, Seattle, Washington.

<sup>15</sup> Julia Swan, "Central Area School Council (1969-1975)," BlackPast.org, accessed August 28, 2018, <http://www.blackpast.org/aaw/central-area-school-council-1969-1975>.

<sup>16</sup> Calvin F. Schmid and McVey W. McVey, Jr., *Growth and Distribution of Minority Races in Seattle, Washington* (Seattle: Seattle Public Schools, 1964).

The Seattle Plan entered all the schools in the district into the busing program, making Seattle the largest city to voluntarily implement mandatory busing to desegregate the district.<sup>17</sup>

In 1977 a racially balanced school was one where less than 55 percent of the students were children of color.<sup>18</sup> The Colman school quickly became target for desegregation as it was considered to be too diverse. A large number of African American students were bused to north schools; minority students were used to quickly get predominantly white schools into compliance. During the 1978-1979 school year, the Colman School was grouped into the Colman/ Green Lake/ Ravenna triad. The Colman School had K-2 grades, Green Lake and Ravenna had grades K, 3-5.<sup>19</sup> Although busing was mandatory for all the schools, many families in the north were able to opt out of the Colman triad. As a result, while many African American children traveled north for school, many white students remained at their neighborhood schools. In 1979 Colman had a population of 68.2% minority; the projected numbers for the 1979-80 was 71.2% minority.<sup>20</sup> By the end of the 1978-1979 school year, the first year of the triad program for Colman, the school board recommended to dissolve the triad as not enough change in the student population had occurred. Many parents at Colman School showed up to school board meetings on March 1979. The general sentiment was that Colman students were being punished, and that the district was playing with numbers and statistics instead of considering the impact of closing the Colman School. Many parents argued that one year was not enough time to resolve the segregation problem, parents testified that programs at Colman School were successful post implementation of the triad program.<sup>21</sup>

On June 1979 the Colman School was closed. Fall 1979, the Summit K-12 Alternative School was located in the building. This school had a focused art curriculum with a social justice focus. <sup>22</sup> The school had 387 students during the 1984-1985 school year. By June 1985, however, the Colman School building was closed due to the I-90 construction project.

### ***I-90***

The surrounding Colman School community began experiencing blight due to its proximity to the interstate highway I-90 in the late 1960s. Site preparation activities by the state highway department meant homes close to the school were bought. Many houses were demolished or left vacant, leaving the neighborhood in deteriorating conditions, the school isolated, and school enrollment began to fall.<sup>23</sup> The neighborhood and the district became concerned with the health risks posed by construction activity. Parents were concerned for the overall safety of students. Conversations began on the future of the Colman School between parents, the Seattle School District and the State High Way Department.

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<sup>17</sup> Cassandra Tate, "Busing in Seattle: A Well-Intentioned Failure," HistoryLink.org, September 7, 2002, accessed August 27, 2018, <http://www.historylink.org/File/3939>.

<sup>18</sup> Tate, "Busing in Seattle."

<sup>19</sup> Seattle School District Record No. 76 Fiscal Year 1978-79, February 24, 1979, Seattle Public School Archives, Seattle, Washington.

<sup>20</sup> Seattle School District Record No. 76 Fiscal Year 1978-79, February 28, 1979, Seattle Public School Archives, Seattle, Washington.

<sup>21</sup> Seattle School District Record No. 76 Fiscal Year 1978-79, March 21, 1979, Seattle Public School Archives, Seattle, Washington.

<sup>22</sup> Jessica Blanchard, "Future of Summit K-12 Is Uncertain," *Seattle P.I.*, August 24, 2018, accessed August 28, 2018, <https://www.seattlepi.com/local/article/Future-of-Summit-K-12-is-uncertain-1292539.php>.

<sup>23</sup> Thompson and Marr, *Building for Learning*.



Discussions between the school district and the state highway department revolved around the relocation of the school and plans to lid the highway. Original plans proposed by the state highway department only showed lidding a portion of the freeway. The proximity of the freeway to the school (I-90 is in extremely close proximity to the school) meant that lidding was vital to prevent further neighborhood blight, to create cohesiveness in the community and to prevent health and environmental risks. Eventually, the state highway department placed a lid on all the neighborhood and agreed to reimburse the school district for the Colman School under the agreement terms in 1972. The plan was to allow the school to remain open until 1986 or 1987.<sup>24</sup> However, by 1985, construction activity became too disruptive and posed safety hazards to the students.<sup>25</sup> The district made the decision to close the school by June 1985.

### *Occupation*

The historical occupation of the Colman School building took place on November 25, 1985. Four African American community members, Earl Debnam, Michael Greenwood, Charlie James and Tahir Garrett, occupied the school; they envisioned an African American Heritage Museum at the site. The occupation lasted until 1993. Earl Debnam continuously resided at the site for those eight years. Various community efforts took place from 1985 to 1993 to raise funds for the museum. Classes and various community events were held on the site.<sup>26</sup>

Discussions on buying the Colman School building were fruitless. By 1993 a non-profit organization called the African American Heritage Museum and Cultural Center was formed. Disagreements within the African American Heritage and Cultural Center board between 1993 and 2003<sup>27</sup> made buying the building difficult. Eventually the Seattle School District sold the school to the Urban League. The building underwent restoration and remodeling and opened its doors as the Northwest African American Museum on March 8, 2008.<sup>28</sup>

### *Supplementing the Designation Form*

A meeting was held with Sarah Sodt, City Historic Preservation Officer, and Erin Doherty, Historic Preservation Landmarks Preservation Board Coordinator and 4Culture Historic Preservation staff, Brandi Link and Dana Phelan, on August 29, 2018. This meeting clarified the City of Seattle's Landmarks Preservation Board procedures and stance on amending designation reports.

The City of Seattle Historic Preservation does not have a system to formally and officially amend a designation report. Additional information that is researched can be included under the property file. Supplemental reports are available online alongside the designation report, but supplemental information is not considered part of the official landmark designation.

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<sup>24</sup> Mary Rothschild, "The End Is near for a School," *Seattle P.I.*, March 23, 1985.

<sup>25</sup> Seattle School District Record No. 83 Fiscal Year 1985-86, March 17, 1985, Seattle Public School Archives, Seattle, Washington.

<sup>26</sup> Mary T. Henry, "Northwest African American Museum," HistoryLink.org, April 21, 2008, accessed August 28, 2018, <http://www.historylink.org/File/8602>.

<sup>27</sup> Henry, "Northwest African American Museum."

<sup>28</sup> "History of NAAM," Northwest African American Museum, accessed September 07, 2018, <http://www.naamnw.org/about/history-2>.

The supplemental information provided in this report does not include information already in the designation report. The information is strictly supplemental and does not aim to revise the original report solely due to the City of Seattle stance on this topic.

## Photographs: The Colman School



Property of University of Washington Libraries, Special Collections Division.

Figure 3. "Schoolchildren at Colman School, Seattle, Washington, 1914." PH Coll 650. Jewish Archives Collection, University of Washington, Special Collections. UW1351.



Property of Museum of History & Industry, Seattle

Figure 4. "Aerial of Lake Washington floating bridge approach from southwest, Seattle, 1940." Colman School, center bottom of image before expansion of I-90. Seattle Post-Intelligencer Collection, Museum of History & Industry Photograph Collection. PI 20560.



Figure 5. ca.1920. Seattle Schools Archives Collections. 212-48.



Figure 6. ca.1920. Seattle Schools Archives Collections. 212-36.



Figure 7. Colman School, class photo 1943, NAAM Collection.

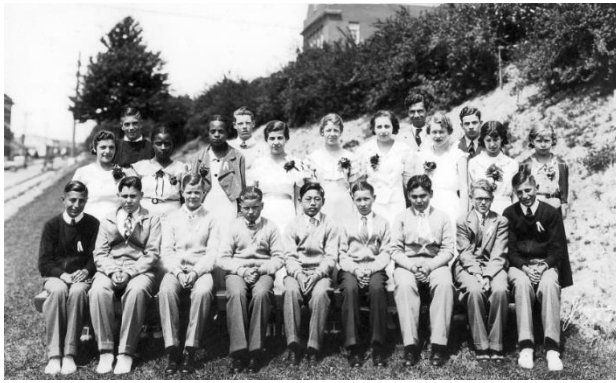


Figure 8. June 1935. Seattle Schools Archives Collections. 212-14.

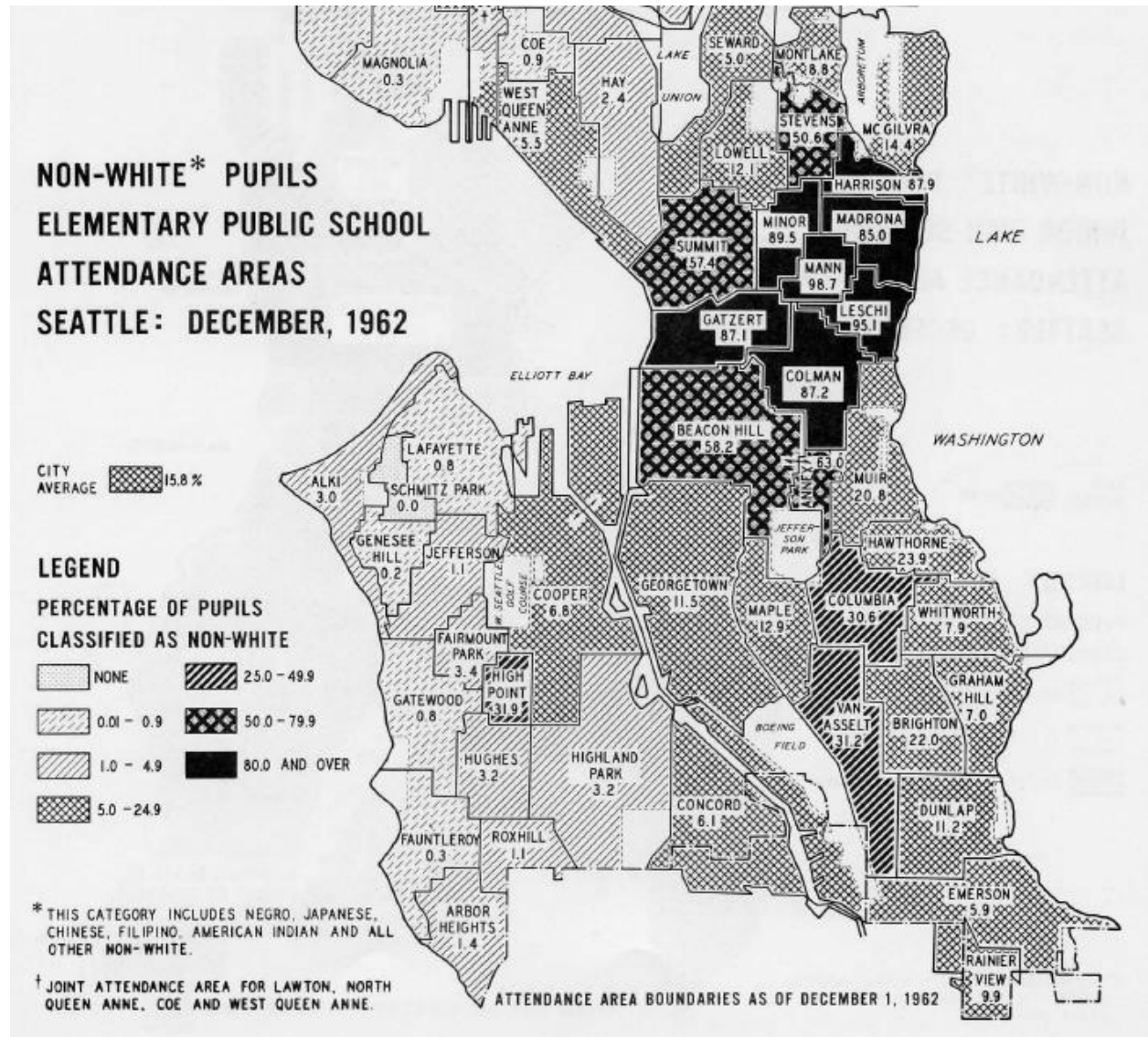


Figure 9. Calvin F. Schmid and McVey W. McVey, Jr., Growth and Distribution of Minority Races in Seattle, Washington (Seattle: Seattle Public Schools, 1964).



Figure 10. Kindergarten Grade 1972-1973. Seattle Schools Archives Collections. 212-57.

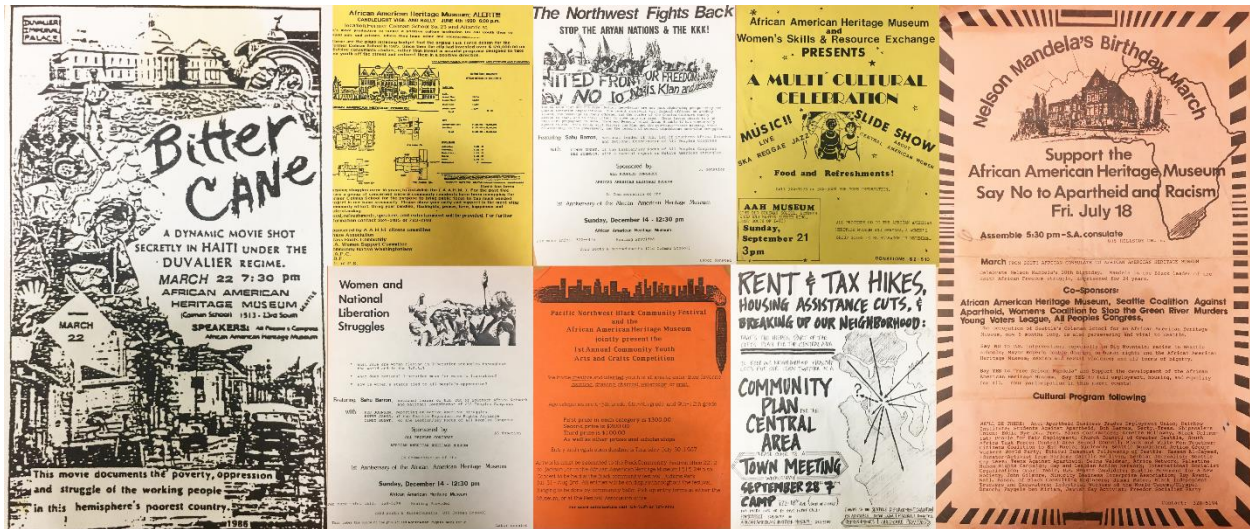


Figure 11. African American Heritage Museum flyers. NAAM Collection.

## Hotel Redmond/ Justice White House

UC Association: Asian American, Women

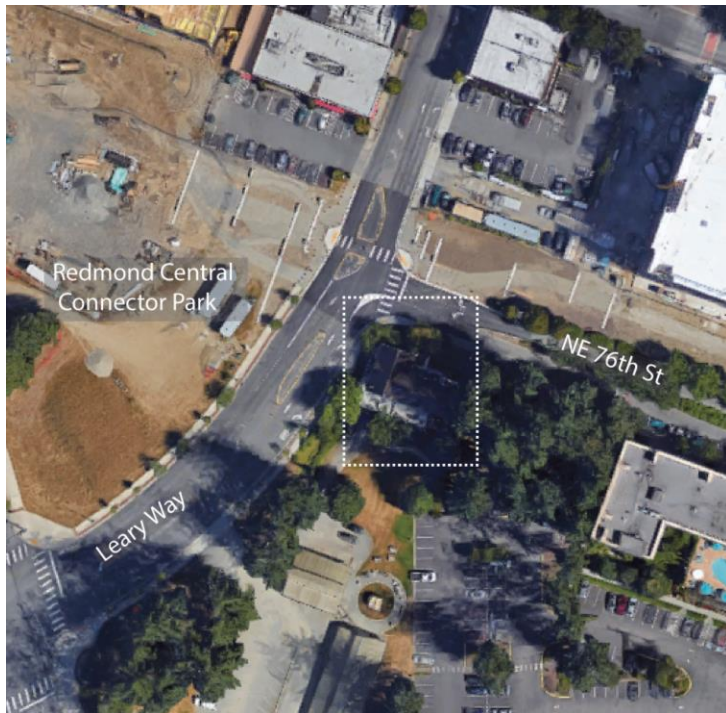


Figure 12. Aerial view of the Redmond Hotel and surroundings. Property enclosed by rectangle. (Base image: Google Maps).

**Address:** 7529 Leary Way NE, Redmond, WA, 98052  
Lot 12, Redmond Town Center.  
Current intersection: Leary Way & NE 76<sup>th</sup> St

**Previous Address:** 7730 Leary Way NE, Redmond, WA 98052

The Redmond Hotel is located near the Redmond Town Center. It currently houses the architecture firm, Jensen Fey Architects. The Redmond Hotel property is also known as the Justice White House. Beyond its architectural integrity, this property is significant to Redmond due to connections to the McRedmond family, Emma McRedmond and William H. White.

### *Overview of the Original Designation Form*

The Redmond Hotel is a Redmond Heritage Landmark and is eligible for the National Register of Historic Places. Investors in the seventies were interested in acquiring the Redmond Hotel site for the Redmond Town Center development. Dorothy White Hanscom, daughter of Emma McRedmond and William White, wrote the original National Register of Historic Places nomination on May 1979. The Redmond Hotel landmark registration form was prepared in 2010 by Bill Daley, from the King County Historic Preservation Program. The property was approved by the landmark commission for its significance under designation criteria A2 recognized by the Redmond Municipal Code.

The designation form provides a two-page physical description of the building and site; a two-page statement of significance focuses primarily on William H. White and Luke McRedmond. In the statement of significance,

about five paragraphs were dedicated to William H. White. One paragraph was dedicated to Luke McRedmond and less than a paragraph was dedicated to Emma McRedmond.

### *Research Focus*

Supplementing information on Emma McRedmond's contributions to the Redmond Hotel and Redmond was deemed essential to this research project. Researching William White's work as a judge was important to understanding his role in the Anti-Chinese riots of 1886 and his general stance on civil rights. A third component of the research focused on finding more information on the building's role in the community.

### *Statement of Significance Supplement*

#### ***Beginnings of Redmond***

Early European and American settlers arrived to the area now known as Redmond in the 1870s in response to the Homestead Act of 1862. The Homestead Act allowed applicants to acquire ownership of public land by paying a filing fee of ten dollars. Homestead owners had to live on and make improvements to the land.<sup>29</sup> The Luke McRedmond homestead was acquired in this manner in 1871.<sup>30</sup> The Hotel Redmond building sits on a small part of the original McRedmond homestead.

Before the area was named Redmond, it was called Melrose. This name was given to the community by the Perrigo family, another pioneer family. Warren Perrigo built the Melrose House, an inn that was popular among travelers and residents in the late 1870s. The Melrose name was officially recognized by the United States government in 1881, when Adam Tosh was appointed postmaster of Melrose.<sup>31</sup> On December 1882 Luke McRedmond was appointed postmaster of Melrose. McRedmond petitioned to change the postal name to Redmond in 1883; the change was granted on March 19, 1883.<sup>32</sup> On May 4, 1887, it was decided that the precinct would be called Redmond.<sup>33</sup> The first plat for Redmond was filed on March 28, 1891 by Kate and Luke McRedmond.<sup>34</sup> Redmond officially became incorporated in 1912.

#### ***Emma McRedmond***

Emma Francis McRedmond was born in Seattle on February 11, 1869, to parents Luke and Katy McRedmond, who were both originally from Ireland.<sup>35</sup> Emma was three years old when the family moved to the homestead. Along with her family, Emma helped clear the land for the homestead in her youth. Anna McRedmond, Emma McRedmond's sister, was the first non-Native American child born in the area. She was delivered by a Native

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<sup>29</sup> Greg Bradsher, "How the West Was Settled," *Prologue*, Winter 2012, <https://www.archives.gov/files/publications/prologue/2012/winter/homestead.pdf>

<sup>30</sup> "Luke McRedmond is dead," *The Seattle post-intelligencer*, May 12, 1898, *Chronicling America: Historic American Newspapers*, Lib. of Congress, <http://chroniclingamerica.loc.gov/lccn/sn83045604/1898-05-12/ed-1/seq-7/>.

<sup>31</sup> "Memorabilia," *Pioneering Past Present Future*, City of Redmond, 2012, accessed August 28, 2018, <http://www.100years.redmond.gov/memorabilia>.

<sup>32</sup> Greg Lange, "Redmond Beginnings: Melrose Post Office Name Change to Redmond on March 19, 1883," *HistoryLink.org*, December 7, 1998, accessed August 28, 2018, <http://www.historylink.org/File/452>.

<sup>33</sup> May 4<sup>th</sup>, 1887 Meeting. K4.25. People by name, McRedmond Family, Luke subject binder. Redmond Historical Society Archives, Redmond, Washington.

<sup>34</sup> Tom Hitzroth, "Luke McRedmond Plats the Town," *The Redmond Recorder: Redmond Historical Society Newsletter* 16, no. 7. (September 2014): 6.

<sup>35</sup> Georgeann Malowney, *Redmond, Washington* (Chicago, IL: Arcadia Publishing, 2002), 14-15.



American woman who was known for delivering babies.<sup>36</sup> The name of the Native American woman was never revealed. Various historical accounts state that Native American Snoqualmie tribe members would visit the homestead vicinity; many paid their respects when Luke McRedmond passed away in 1898.<sup>37</sup>

Emma McRedmond attended the Holy Names Academy in Seattle at twelve years old.<sup>38</sup> In 1885, at the age of sixteen, Emma was appointed postmistress of Redmond. She stepped down from her role in February 1898.<sup>39</sup> In 1891, Luke McRedmond transferred some of his homestead land to Emma for the price of one dollar.<sup>40</sup> On June 1898, Emma married William White. The second Redmond post office was demolished between 1899 and 1990 and Hotel Redmond was built in its place by William and Emma.<sup>41</sup> Emma McRedmond and William White had three daughters: Martha White, Dorothy White and Ruth White. Martha White became one of the founding members of the Seattle Opera and served on the Board of Directors of the Seattle Opera Association.<sup>42</sup> Dorothy White ran a clothing store named Dorothy Hanscom's in the Seattle Olympic Hotel from 1943 until 1965.<sup>43</sup>

In 1912, Emma McRedmond was nominated by the Democratic Party for the King County clerk office, she ran uncontested on the democratic ticket.<sup>44</sup> She organized the Women's Democratic Club and was a charter member of the Pioneer Daughters of Washington State.<sup>45</sup>

Emma McRedmond passed away in Seattle, on July 21st, 1932.

### ***Judge William H. White***

William Henry White was a Civil War veteran from Virginia. He arrived to the Washington Territory in July 1871. William White practiced law in Virginia and continued practicing when he arrived in Seattle. In 1881 he established the White & Munday firm, a recognized Seattle law firm.<sup>46</sup>

During the 1870s Judge White was elected prosecuting attorney of the Third Judicial District of Washington Territory (1876-78), was a Seattle City Attorney for one term (1878) and was elected chairman of the Judiciary Committee to the Territorial Legislature (1878-1880). From 1885 until statehood, White was the appointed by President Grover Cleveland to be the US Attorney for the Washington Territory.<sup>47</sup> He is credited for

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<sup>36</sup> Ibid.

<sup>37</sup> Ibid.

<sup>38</sup> "Mrs. White, who helped to build Redmond, is dead," *Seattle Daily Times*, July 24, 1932: 4, *NewsBank*. <https://newsbank.com>.

<sup>39</sup> "Redmond's Post officials," *Seattle Daily Times*, February 8, 1898: 2, *NewsBank*, <http://www.newsbank.com>.

<sup>40</sup> Warranty Deed from Luke McRedmond to Emma McRedmond, July 21, 1891, King County, Washington, Deed Book D, volume 131, page 496. County Recorder's Office, Washington.

<sup>41</sup> Tom Hitzroth, "Emma McRedmond's Post Office," *The Redmond Recorder: Redmond Historical Society Newsletter* 20, no. 4. (April 2018): 6.

<sup>42</sup> Malowney, *Redmond*, 41.

<sup>43</sup> Helen Warner, "Dorothy Hanscom," *Sammamish Valley News*, January 27, 1982: B5-6, Redmond Historical Society.

<sup>44</sup> "Official Count of Election Finished," *Seattle Daily Times*, November 15, 1912: 19, *NewsBank*. <https://newsbank.com>.

<sup>45</sup> "Mrs. White" *Seattle Daily Times*.

<sup>46</sup> William M Watson, "Report of Committee on Memorial to the Late Judge William H. White," *The Seattle Bar Association, Annual Report, 1914* (Seattle: The Seattle Bar Association, 1914), 38.

<sup>47</sup> Ibid.

campaigning for the construction of the Cedar River water system, and for his support in developing a school system in Seattle.<sup>48</sup>

White was politically active throughout his career, campaigning for causes and for parties that fit his views. On February 7, 1886, he ensured law was upheld during the anti-Chinese riots. Judge William White was primarily concerned with upholding the law and standing up for the rights of the people.<sup>49</sup> As a result, his actions during the anti-Chinese riots were guided by law and justice principles and were not necessarily a civil rights gesture. He supported the United States interests, first fighting in the Civil War, not to abolish slavery, but to prevent the secession of States from the Union,<sup>50</sup> secondly changing political parties from Democrat to Republican in 1900 as he believed it was in the best interests of the United States to acquire the Philippines as a colony.<sup>51</sup>

On June 1900, Governor Rogers appointed William White to the Washington Supreme Court. He filled the unexpired term of Judge M.J Gordon until January 14, 1901. William was reappointed again to the Supreme Court until October 1902 under an act that increased the number of members in the Washington Supreme Court. This act was later invalidated by Judge White and others.<sup>52</sup> During these years Judge White lived away from Redmond, often staying in Olympia or Seattle for work. He also stayed in Seattle while his daughters attended school there.

William White passed away on April 1914. According to the Seattle P.I, the nine branches of the King County Superior Court were adjourned for his funeral.

### ***Hotel Redmond***

The hotel housed the White family. The children's rooms were located on the second floor. Emma and William's room was on the first floor. Their rooms were on opposite corners of the house.

The Redmond Eastern Shore Lake Railway station, later the Seattle and International Railway (1896) and the Northern Pacific Railway (1901), was built on land owned by the McRedmonds in the late 1880s.<sup>53</sup> This depot was located directly in front of Hotel Redmond. <sup>54</sup> This was convenient for guests of the hotel. Long and short-term guests included businessmen and school teachers since teachers often stayed with the students' families. Redmond businessmen that stayed in the hotel included Clayton Shinstrom, Redmond's first banker, Bill Howell and Ted Youngerman, early merchants who had long stays; railway workers and farmers would stay in the hotel as well.<sup>55</sup>

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<sup>48</sup> Ibid, 39 and William Farrand Prosser, *A History of the Puget Sound Country*, vol. I (New York: Lewi Publishing Company, 1903), 419.

<sup>49</sup> *The Seattle Star*, 13 June 1912, *Chronicling America: Historic American Newspapers*, Lib. of Congress, <http://chroniclingamerica.loc.gov/lccn/sn87093407/1908-08-26/ed-1/seq-3/>.

<sup>50</sup> Prosser, *A History*, 418.

<sup>51</sup> *The Seattle post-intelligencer*, October 4, 1900, *Chronicling America: Historic American Newspapers*, Lib. of Congress, <http://chroniclingamerica.loc.gov/lccn/sn83045604/1900-10-04/ed-1/seq-6/>.

<sup>52</sup> Malowney, *Redmond*, 31.

<sup>53</sup> Lange, "Redmond Beginnings."

<sup>54</sup> Malowney, *Redmond*, 15.

<sup>55</sup> Correspondence from Dorothy White Hanscom to Thomas, 3 July 1980, A15-025, Box 11, Folder 0103, Jus. Wm White, McRedmond House/Redmond Golf Clubhouse, King County Archives, Seattle, Washington.

Hotel Redmond served the larger Redmond community as well. Baseball teams used the surrounding field as a baseball diamond. Some of the first Catholic masses would be held in the parlor. And elegant parties with midnight suppers were held on the property.<sup>56</sup>

Before and after William White's death, Emma White ran the hotel and farm. Her daughters would often help out with the hotel. An Asian cook and an African American man were employed in the hotel during Dorothy's childhood.<sup>57</sup> There are no records of the names of these individuals. After William's death, Emma was left to run the hotel while raising her daughters. She sold chicken and steak dinners for \$.50<sup>58</sup> and tried her hand at cattle ranching, the hog business and turkey farming to make ends meet.<sup>59</sup>

Hotel Redmond was foreclosed in 1932; the house was lost by Dorothy White when the property was transferred to Edwin J. Brown.<sup>60</sup> The site later became the clubhouse for the Redmond Golf Links.

### *Supplementing the Designation Form*

A meeting with Todd Scott, Preservation Architect for the King County Historic Preservation Program, and Dana Phelan and Brandi Link from 4Culture was held on July 10, 2018. This meeting clarified King County's procedures and stance on amending designation reports.

The King County Historic Preservation Program stated that property owners need to consent to modify or supplement a nomination. If the significance of a property changes due to supplementary information, a public hearing is necessary. Compared to the City of Seattle Historic Preservation Program, King County has a system to amending nomination reports. Because this property is a City of Redmond landmark, however, the process to amending would involve collaboration between King County and the City of Redmond, and the property owner.

The information provided in this report is strictly supplemental and does not aim to revise the original report.

### *Notes*

Many errors were found while researching this property. It should be a priority to research the history of Redmond to provide accurate historical information to King County residents. Furthermore, in an email conversation with Todd, Todd pointed out that the commission approved the property as being significant under Criterion 3 (*property embodies the distinctive characteristics of a type, period, style, or method of design or construction or represents a significant and distinguishable entity whose components lack individual distinction*), however the designation report states it as being significant under Criterion 2 (*property is associated with the lives of persons significant in national,*

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<sup>56</sup> Dorothy Hanscom, "Dorothy Hanscom Interview August 30, 1999," interview by Amanda Cooke, Redmond Historical Society, accessed August 12, 2018, [http://www.redmondhistoricalsociety.org/RHS/index.php?view=article&id=209:dorothy-hanscom-interview&option=com\\_content&Itemid=185](http://www.redmondhistoricalsociety.org/RHS/index.php?view=article&id=209:dorothy-hanscom-interview&option=com_content&Itemid=185).

<sup>57</sup> Ibid.

<sup>58</sup> Susan Bottles, "Landmark Redmond Hotel nominated for historic register," *Sammamish Valley News*, August 12, 1981, Eastside Heritage Archives.

<sup>59</sup> Ibid.

<sup>60</sup> Deed from Dorothy White to Edwin J Brown, July 11, 1925, King County, Washington, Deed Book D, volume 1282, page 258. County Recorder's Office, Washington. Information provided by Tom Hitzroth.

*state, or local history*).<sup>61</sup> The original designation should be revised to include the new information above and update the significance criteria.

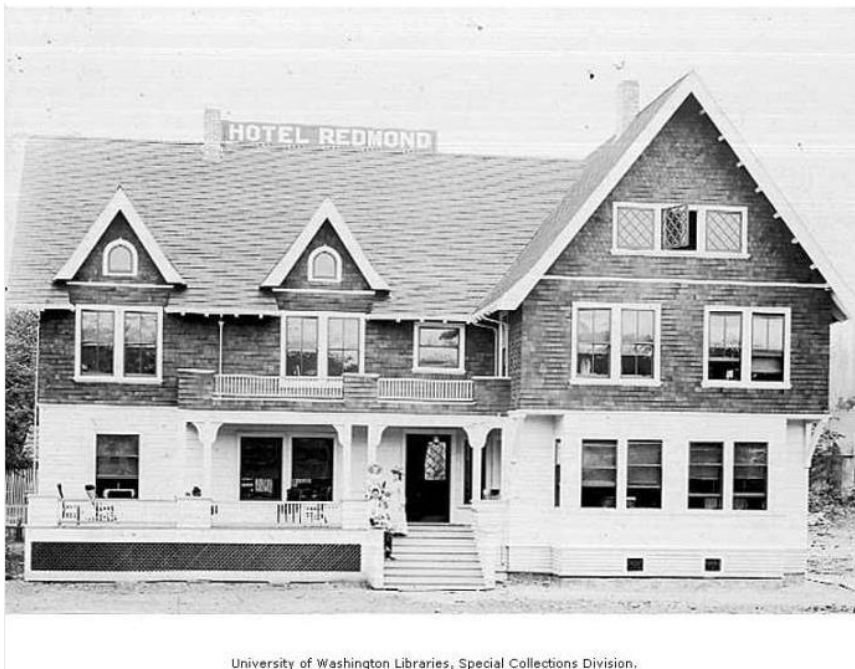
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<sup>61</sup> Redmond Municipal Code designation criteria.

Photographs: Hotel Redmond / Judge William H. White



Figure 13. Redmond Post Office, ca. 1895. Redmond's second post office. Demolished. Hotel Redmond built on its site. Eastside Heritage Center Collections.



University of Washington Libraries, Special Collections Division.

Figure 14. Hotel Redmond, Redmond, ca. 1900. Martha White Sick Photograph Collection. PH Coll 600. University of Washington Library, Special Collections. PH Coll 600.12.



Figure 15. William White and Emma McRedmond, around June 1898. Georgeann Malowney, Redmond, Washington (Chicago, IL: Arcadia Publishing, 2002).



Figure 17. Emma McRedmond. Martha White Sick Photograph Collection. PH Coll 600. University of Washington Library, Special Collections. PH Coll 600.3.



Figure 17. Emma McRedmond Martha White Sick Photograph Collection. PH Coll 600. University of Washington Library, Special Collections. PH Coll 600.4.



Property of Special Collections, University of Washington Libraries.

Figure 18. “Emma McRedmond White (left) and Anna McRedmond Smith (right) in a sitting room in Redmond Hotel.” ca. 1900. Martha White Sick Photograph Collection. University of Washington Libraries, Special Collections. PH Coll 600.13.

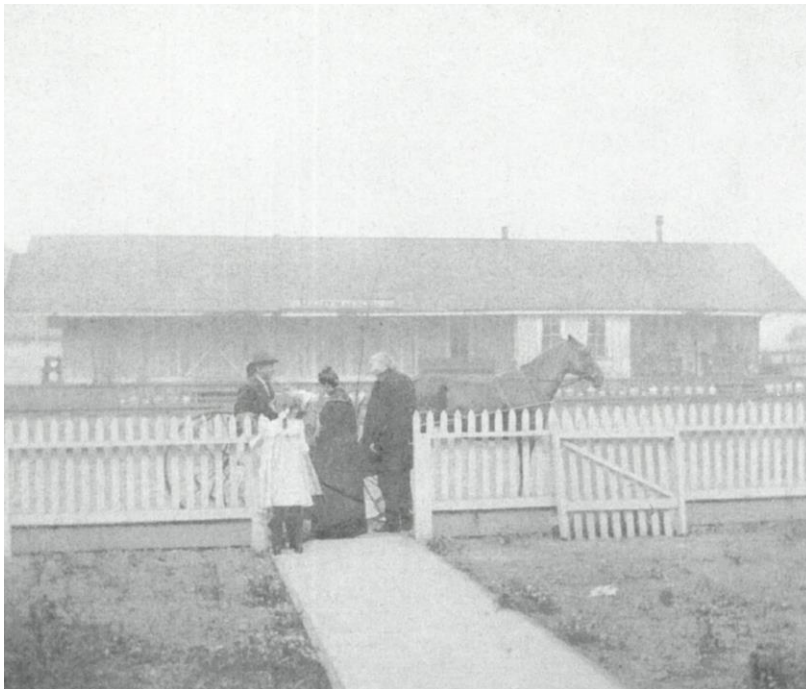


Figure 19. William White and Emma McRedmond in front of Hotel Redmond, facing the railway depot. Georgeann Malowney, Redmond, Washington (Chicago, IL: Arcadia Publishing, 2002).

## Findings: Part Two

### Alternative Preservation Tools

Five alternative tools were chosen to increase awareness of historic preservation in Seattle and King County. These tools include using social media, media, brochures, website usage, and oral history projects to promote properties that did not get designated or have not been nominated.

#### **Tool:** Social Media (Twitter or Instagram)

##### Example: Vanishing Seattle Instagram account.

The Vanishing Seattle account documents places and neighborhoods that are at risk of disappearing or of being displaced. People, houses, stores, flyers, signs, and other things are featured in the account. The social media platform allows for photographs to be posted. A caption accompanies the photograph which includes information on the featured topic. This sometimes includes the history, the address, personal stories, accompanied by hashtags. Hashtags allow the photograph to reach a wider audience, even audience uninterested in historic preservation. Other Instagram accounts can be tagged, and people can interact with the image by commenting, liking or sharing the image. Up to 10 images can be uploaded as part of a story. Videos can be uploaded as well. The platform allows for other users to tag the Vanishing Seattle account on stories that Vanishing Seattle can feature to reach a wider audience. The account can also link to websites outside of Instagram.

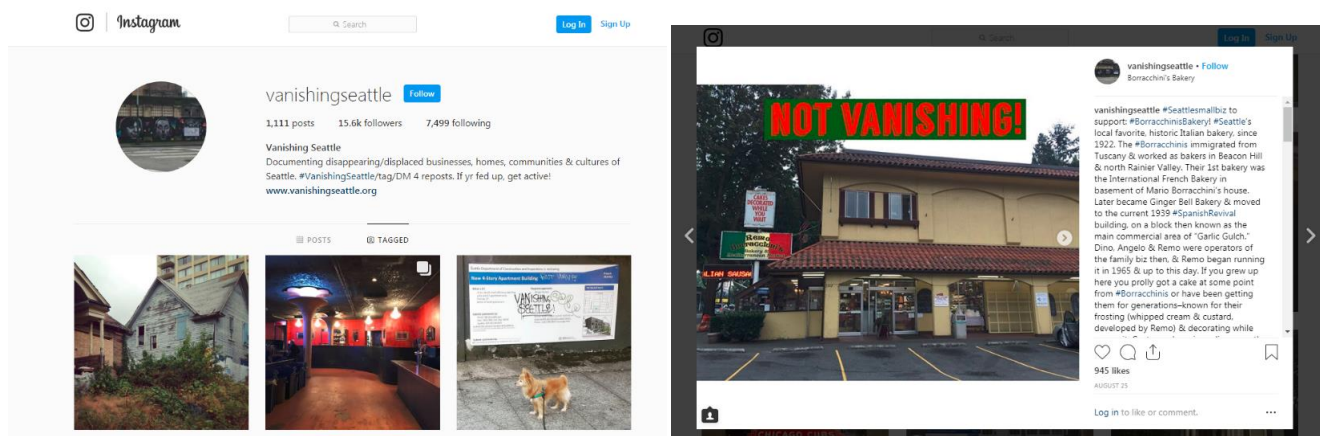


Figure 20. Instagram screenshot of Vanishing Seattle Account (left). Instagram account Vanishing Seattle screenshot of story featuring Seattle's historic Italian bakery, Borracchinis (right).

The Vanishing Seattle's platform is used to raise awareness on changes taking place in Seattle. It addresses controversial issues and its efforts can be political. The account has gained attention, drawing more than sixteen-thousand followers.

Using a social media platform is low cost and requires minimal upkeep. A social media account allows groups and issues to remain relevant. The most important factor being that followers can have a two-way interaction with the account. The difficulty in using social media arises in attracting and maintaining followers. However, the tagging, hashtag, sharing, and comment feature makes Instagram a simple tool that can be used to attract attention to sites that have not be nominated or lack designation. Most importantly, it can serve as an educational tool to reach people of all ages using the Instagram platform.



**Tool:** Media (News/Website feature)

**Examples:** Now & Then column for Pacific NW Magazine, Neighborhood Spotlights: City of Shoreline, Crosscut series: “places that embody Seattle’s character”

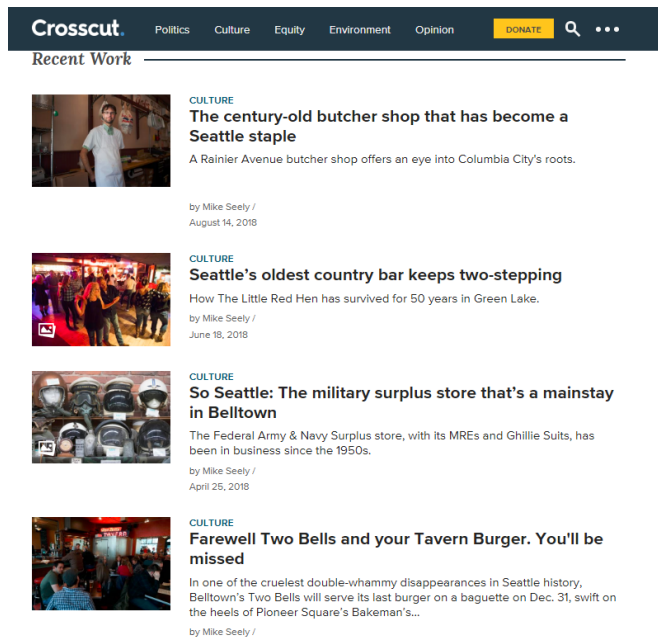


Figure 21. Screenshot of Crosscut featuring the “places that embody Seattle’s character” series

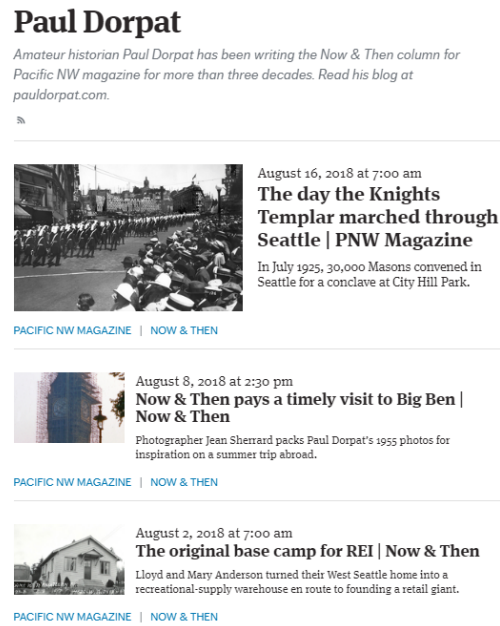


Figure 22. Screenshot of the Seattle Times website featuring the Now & Then Column for the Pacific NW Magazine.

Various cities feature historic properties in newspaper or websites. The Crosscut and the Seattle Times website are two Seattle examples for the articles that feature social and culturally significant sites. The articles include interviews, historic research on properties and people, current events relevant to the site, and current and historic images. Articles online often provide space for readers to comment if they have an account with the news source.

Newspapers, online newspapers and even neighborhood newsletters are tools that can be used to reach a larger audience. These resources can raise awareness on properties that have not been nominated or did not reach designation. It should be acknowledged that these tools are limiting in that it requires funds and a reporter to research properties. Furthermore, the tool is primarily one-sided where decisions on what to feature are limited to the news source. Lastly, outreach can be problematic since it is inherent that news sources target specific readers. Thus, the audience outreach is limited to regular subscribers. A feature in a neighborhood newsletter is likely to reach a wider audience if the newsletter is sent by mail.

Ultimately, the goal of using a news feature is to increase awareness on properties that are overlooked and may not receive landmark designation. News features can be a tool to welcome the general public to learn more about historic preservation.

**Tool: Brochures (Self-Guided Tours)**

Examples: Now & Then column for Pacific NW Magazine, Neighborhood Spotlights: City of Shoreline, Crosscut series: "places that embody Seattle's character"

Brochures featuring self-guided tours through neighborhoods can raise awareness to sites where landmark designation has not been reached. These tours can be printed or advertised online. Brochures can be distributed schools, libraries, community centers and tourist locations. The LA Conservancy Self-Guided Tours website provides links to conservancy tours and Los Angeles historic architecture tours. The San Francisco Heritage website presented the phone app, Detour, that allows people to tour the Mission District through an inviting audio walk.

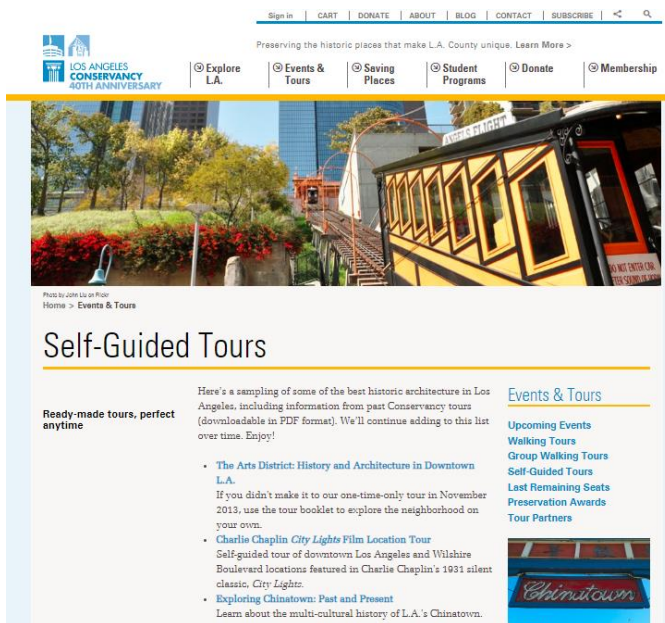


Figure 23. Screenshot of LA Conservancy Self-Guided Tours website.

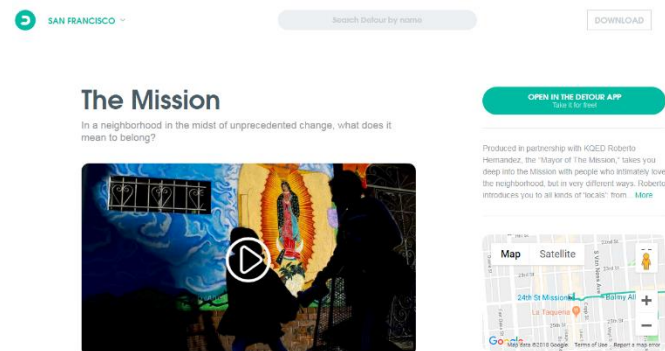


Figure 24. Screenshot of Detour website featuring link to download phone application for The Mission tour.

Typical themed tours included the district or neighborhood history; site image, name and address; information on the history of the site; and maps of the area. Tours using phone applications use maps, images, and provide information to the user through visual or aural means.

Preparing the themed tours requires funds. Regardless, once a tour is organized through a phone app, or a digital or physical brochure, materials require little attention, making this tool long lasting. Simultaneously, themed tours can provide ways to bring individuals to sites that no longer stand consequently providing a physical contextual experience to individuals. Tours provide clues to the intangible cultural and social aspect of communities that go otherwise unnoticed.

It should be noted, however, that this tool caters more to tourists than to locals due to the intrinsic nature of tours. Furthermore, besides having minimum impact in public outreach, this method is one-sided as it provides no opportunities to interact with or obtain feedback from the public.

**Tool:** Website (mapping)

**Example:** NYC LGBT Historic Sites Project

Many organizations addressing historic preservation of sites significant to underrepresented communities offered varying versions similar to the NYC LGBT Historic Sites Project. This particular project, however, was the most thorough project found through research.



Figure 25. Screenshot of the NYC LGBT Historic Site Project homepage.

The NYC LGBT Historic Sites Project maps sites significant to the LGBT community in the five boroughs of New York City. This map uses colored squares to differentiate the uses of the properties: bars, clubs and restaurants; medical facilities; performance venues; residences; cultural and educational institutions; organization and community spaces; public spaces; and stores and businesses. Additionally, the map has the option to filter and select the type of cultural significance, neighborhoods, era, and LGBT category one is interested in.

Each property is represented by a colored square. When a square is clicked on, the property's name, address and image appear. Double clicking directs to the history overview of the property. In-depth social and cultural historical information is provided on the property and historical photos are included. Building information lists the architects and year built. Sources are provided for all history and photos. Towards the end of the page the visitor has the option to follow links leading to oral histories and additional reading. The visitor is also given the option to provide more information on the property, share a story, share images or suggest a different historic site. If the link is followed, the visitor can make a submission to the project. The project also lists curated tours. Majority of the tours are accessible through the website but there is a Greenwich Village self-guided walking tour brochure that can be printed out.

The NYC LGBT Historic Sites Project gives opportunity for the community to be part of the historic preservation process by encouraging the public to make submissions. Personal stories are encouraged in this process and photograph submissions are welcomed. This shows that the project has the opportunity to grow, and the effort can lead to future nominations and designations of landmarks. The site itself is visually appealing and fun. The project's filter function and curated themes permits for links to form between historic sites. And, although the website contains large amounts of information, it is presented in a simplistic and clear format

The public success of this project is unknown. However, the user experience was positive and inviting. The high functionality of the website and its efforts to engage with the public indicate that a large amount of time, effort and funds are spent on the general upkeep of the website. In the interest of 4Culture, closer investigation of this project is recommended.

**Tool:** Oral History Project

**Example:** Shelf Life Community Story Project

The Shelf Life Community Story Project focuses on gathering and recording oral histories of residents from Seattle’s Central District. The project began as a reaction to the gentrification process as experienced by Central District residents and the impending demolition of the Promenade Red Apple store. The project has developed over the years. The project has a website featuring numerous stories from Central District residents. Each story provides a picture of the speaker, their name, a transcript of their recording and the recording. Podcast episodes were produced using the oral histories of the residents.

By recording oral history, the project preserves the intangible aspects of history that often gets overlooked. Many residents provide stories on their daily lives. But these stories reveal that mundane activities, such as going to a store, can provide insight into the past social and cultural aspects of the community.

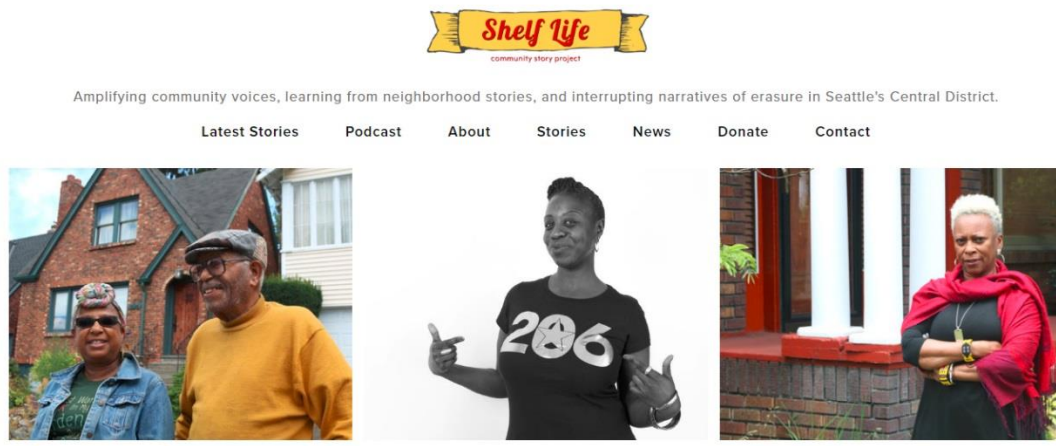


Figure 26. Screenshot of the Shelf Life Community Story Project homepage.

Other websites found through research followed similar ideas as the Shelf Life Project. However, this project is unique in that it focuses on a specific district, exclusively preserves oral histories, and the project continues to grow. Even though the project preserves intangible aspects of history, ideas from this project can be applied to other neighborhoods with a focus on the built environment. Events like neighborhood farmers markets can be places to begin gathering stories on places that hold historical significance to communities.

This project is community oriented and gives a voice to the community. Highlighting the intangible history of a site ensures that a property is remembered in the future, not just for its architectural integrity but also for its cultural and social significance to the community as a whole.

## Part Two Recommendations

The tools presented are suggestions to improve public awareness on the importance of historic preservation efforts. Groups addressing this issue should always consider the target audience of projects. The target audience in this project was the general public and, as a result, it was essential that the tools shown presented information in a manner that someone without a background in historic preservation could understand.

Social media, media, brochures, websites, and oral history projects. Each of these tools can help properties without designation gain recognition among King County residents. These tools provide platforms where intangible history can be preserved, even if the tangible representation no longer exists.

Below are ratings of each of these tools based on the categories: tool provides opportunity for public feedback (1= greatest feedback); low cost (1=lowest cost); low maintenance (1=low maintenance); and tool provides public outreach (1=greatest potential for public outreach). The rating is subjective and based on personal observations and general knowledge.

<b>Opportunity for Public Feedback</b>	<b>Low Cost</b>	<b>Low Maintenance</b>	<b>Public Outreach</b>
1. Oral History Projects	1. Social Media	1. Brochures	1. Social Media
2. Social Media	2. Brochures	2. Social Media	2. Media
3. Website	3. Media	3. Media	3. Oral History Project
4. Media	4. Oral History Projects	4. Oral History Projects	4. Website
5. Brochures	5. Website	5. Website	5. Brochures

A social media tool like Instagram or Twitter is recommended if the ultimate goal is to engage a wider audience, especially the younger generation. A social media account can be powerful to historic preservation and it can be used with low maintenance and low cost. A media tool, such as a news feature, can catch the attention of the general public. News features can serve as a gateway to drawing readers to other sites. Both of these options can draw attention to the architectural integrity and the social and cultural aspects associated with a site.

## Concluding Comments

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**NOTE: Please revise. I ran out of time and I remember that some comments were requested.**

As a student in the architecture field, I think there needs to be strict rules to ensure architects and real estate developers submit nomination reports that push forward the architectural, social and cultural significance of the property. There should be strict guidelines that push nomination forms to be as strict as possible and do not conveniently overlook certain histories.

After the meeting with Sarah Sodt and Erin Doherty, some concerns arose, particularly regarding the representation of minorities on the board and the lack of resources available to community members that wish to nominate a property but do not have the means to afford an architectural historian. The general public is unlikely to have knowledge on historic research and may not know how to get access to information beyond information included in books. This is a problem recognized by Erin and Sarah but needs to be addressed if it is true that anyone can nominate a property.

As someone outside the historic preservation field, but with background in Art History, Architecture and Architectural History, I am passionate about preservation. However, I know other architects who disagree or do not care about historic preservation. My stance throughout this summer has not changed but I am confident that more efforts need to be made by the historic preservation field to remain relevant to current generations.

It is important that the historic preservation field take a step back and review outreach efforts to the general public. A quick search for historic preservation cartoons resulted in newspaper comics and comics that explained historic preservation procedures in great detail. A cartoon explaining the importance of historic preservation to a child should exist. A simple message can lead to greater inquiry.

I realize that most public outreach efforts require funds and that some projects fail or require continuous upkeep. I also know that a push for public outreach may initially catch the public's attention but may ultimately lose track. I recognize that history can be hard to promote as well. The problem the historic preservation field faces is complicated. I think more emphasis should be placed on historic preservation in Washington State colleges and universities since these are the schools that are forming the views of future architects in the Seattle region. But I also think the public needs to know what historic preservation is and why it is important. As I mentioned in passing once, I think a "what if" project would get people thinking. Showing an ad on busses with a "what if" message and a deteriorating Pike Place Market or the city skyline without the Space Needle would catch anyone's attention.

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# Appendixes

## Appendix I

King County Designations: Red = low interest. Yellow = neutral interest. Green = high interest.

CITY	NAME	ADDRESS	PARCEL NO.	YEAR BUILT	YEAR DESI	LOA	UC ASSOCIATION	CRITERIA					
								A 1	A 2	A 3	A 4	A 5	
	Captain Thomas W. Phillips House	11312 SW 232nd Street, Vashon Island	1822039005	1925	1992	1	Native Am		1				
Redmond	Justice White House	7729 Leary Way	7202410210	1889	2010	1	Asian Am		1				
	14th Avenue South Bridge	Spanning the Duwamish River at 16th Avenue South in Tukwila to 14th Avenue South in not for publication unincorporated King County		1936	1996	1	Native Am, European immigrants			1			
	Patton Bridge	SE Green Valley Road spanning the Green River, east of Academy Drive		1950	2004	1	Native Am, European immigrants			1		1	
	Eric Gustav Sanders House	5516 S 277th Street, Auburn vicinity	3522049019	1912	1985	1	Labor/lumber, European immigrant/Sweden			1			
Tukwila	Delta Masonic Temple	13034 41st Avenue S	7341600050	1927	2014	1	Women	1		1			

Seattle Designations: Red = low interest. Yellow = neutral interest. Green = high interest.

NAME	ADDRESS	PARCEL NO.	YEAR BUILT	YEAR DESI	LOA	UC ASSOCIATION	CRITERIA					
							A	B	C	D	E	F
Horace Mann School	2410 E Cherry St	0519000290	1901	2012	0	African Am, Asian Am/Japanese			1	1	1	1
Fire Station No 5	925 Alaskan Way	7666202500	1963	2014	0	women, African Am			1	1		1
Ankeny Gowey House	912 2nd Ave W	3879900740	1891	2008	1	Native Am				1	1	
Immaculate Conception Church	820 18 <sup>th</sup> Ave	2254502165	1904	1974	0		1		1	1		1
Franklin High School	3013 S Mount Baker Blvd	5700000455		1986	0				1	1		1
Cleveland High School	5511 15th Ave S	7549802085	1927	1981	0					1		1
Colman School	2300 S Massachusetts St	8847700000	1909/1940		1	immigrants, African Am, women/individual			1	1		1
Pacific Medical Center/Former U.S. Marine Hospital	1200 12th Ave S	2829600110	1932	1989	1	low income, Native Am, Asian Am			1	1	1	1
Lake Washington Bicycle Path	E Interlaken Blvd / Delmar Dr E	2125049019	1897	1982	1	women, Asian Am			1			
Old Main St School	307 6th Ave S	5247801606	1873	1974	2	Asian Am/Chinese/Japanese	1			1		
Harborview Medical Center	325 9th Ave	8590400545	1931	2009	0	low-income			1	1	1	1
Decatur Building	1521 6th Ave	1975700125	1921-1922	1984	1	women/individual		1	1			
Wilsonian Apt Bldg Ballroom Gar	4710 University Way NE	8816400265	1923	2005	1	women/individual			1	1		1
Langston Hughes Cultural Arts Center	104 17th Ave S	9826700795	1909-1915	1980	0	Jews				1	1	1
Jensen Block	601-611 Eastlake Ave E	2925049097	1906	1995	1	labor/housing				1		
Judge Ronald House	421 30th Ave S	9552200145		2013	1	European immigrant/Ireland, Asian Am/Chinese		1		1		1

## Appendix II

### *King County Landmarks Notes on Possible Improvements.*

#### 1. Captain Thomas W. Phillips House

There is lengthy detail on the contributions of Captain Phillips to the history of Vashon Island and the steamship industry.

Although Captain Phillips' father was part Native American, Captain Phillip's heritage is briefly mentioned in a paragraph. His attendance of the Muckleshoot Indian Reservation School is touched on but no mention is made on his experiences as someone who was part Native American during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. This is a small piece of the individual's history that is interesting but might not be worth looking into.

#### 2. Justice White House

Justice William White House is directly connected to Luke McRedmond, after which Redmond was named, through marriage. Justice White was one Washington State's first Supreme Court Justices. There is one paragraph dedicated to his involvement in defending Chinese workers in 1886. This incident would be interesting to expand on to understand how Justice White was viewed by the community, and to get a better perspective of Justice White's relationship with the Chinese community and other minorities. A paragraph briefly touches on Emma McRedmond, daughter to Luke McRedmond and wife to Justice White. Although she is said to have built the house with Justice White, there is insufficient information in the designation and nomination form on her role in the house and the Redmond community.

### *Seattle Landmarks Notes on Possible Improvements.*

#### 1. Ankeny Gowey House

Designation report is thorough in the significance of the house section. There are three paragraphs dedicated to the significance of the site to the Duwamish tribe. This site was the location of the "Powwow Tree" for tribes, the "Landmark Cedar" for explorers, and the "Lookout Tree" for sailors.

Although the designation is representative of the house, the significance of the ancient tree might be overlooked since it no longer exists. Additionally, the designation is only for the house. There is uncertainty on what can be contributed to the current designation but think the site itself should receive more recognition for its significance to the Native American community and early immigrants to Washington State.

#### 2. Grover Cleveland High School

Information provided by the Seattle Public Schools History touched lightly on why the school was built, where students came from, and new additions.

Cleveland High School is close to Georgetown and Beacon Hill. A quick look at Seattle's red lining maps reveals that it is possible Cleveland High School fell in the "undesired" part of Seattle. The nomination form does not mention any relation to minority groups, even though it is considered today to be a diverse school. Supplemental research on this property could prove to be fruitful.

#### 3. Franklin High School

Compared to Cleveland, this property gives more information on the architect and reason for construction. It also provides some information on the neighborhood. However, even though it is in South Seattle, diversity is not addressed in the nomination. More research on the student body would be interesting to supplement.

#### 4. Immaculate Conception Church

Property was designated due to architectural significance. Additional information can be supplemented to this designation due to the property's location in the Central District. There is no mention of this history in the designation.

#### 5. Fire Station No. 5

While the information provided by the Summer 2016 Intern presents Fire Station No.5 as being significant due to its connection to African Americans and women, the station itself might not be connected to these movements towards equality. Closer inspection of historical documents can tell us if the first African American firefighter (Claude Harris) and the first female firefighter (Bonnie Beers) worked from this station. If they worked at this station, information on these individuals should be supplemented to the nominations.

#### 6. Horace Mann School

The property has extensive information on the neighborhood and the building occupants. It does not directly address the issue of underrepresented communities (how many students were African or Asian Americans etc.).

## Appendix III

The spreadsheets developed by the 2016 summer intern were used for preliminary research into Part 1 of this summer. The first exercise carried out during the summer 2018 internship was to organize the King County and Seattle Designated Landmarks based on their UC Association. The spreadsheets were updated in order to analyze the “People of Color” category. From the start of the internship it was evident that this exercise was needed since the “People of Color” category includes minorities from various nationalities, races and ethnicities. African American, Native American, Asian American and Latino communities were treated separately to illustrate the error in treating these different races/ethnicities as one.

Charts 1 and 2 demonstrate the breakdown of the People of Color category.

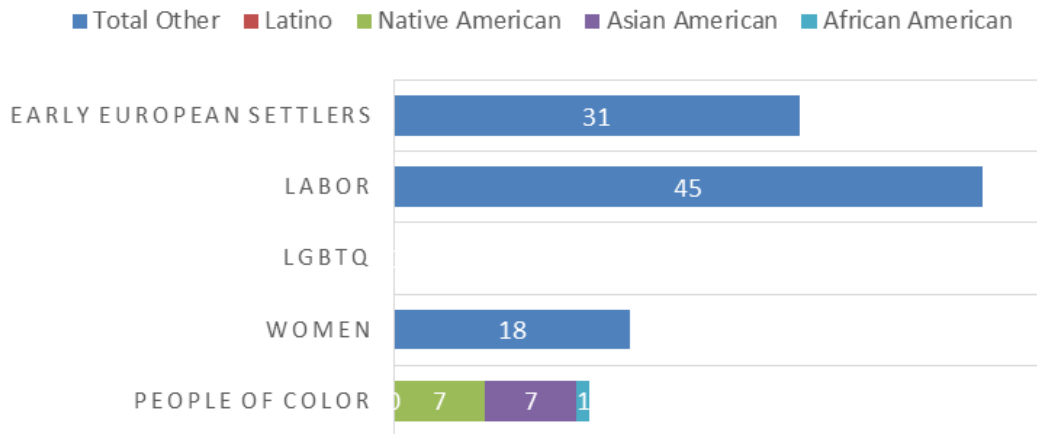


Figure 27. Distribution of Designated Landmarks (Based on 2016 Research) + Breakdown of People of Color Category for King County Designated Landmarks.

*King County Results:* It is visible that while the "People of Color" category has a total of 15 landmarks designated, when this statistic is broken down, data shows that majority of the designations are for Native American (7), and Asian American (7) associated landmarks. There are no designations for Latinos and only one landmark designation for African Americans for King County.

Note: It was found while doing this exercise that, while Jialing included a discrepancies excel sheet in her research, it was unclear how she dealt with designated landmarks that had multiple UC Associations (i.e. designated landmarks that can fit under more than one underrepresented category). For example, Washington Hall has UC associations of European Immigrant/African American/Asian American/Muslim/Jewish and others. This led to the question: How was data graphed if a landmark had multiple UC associations?

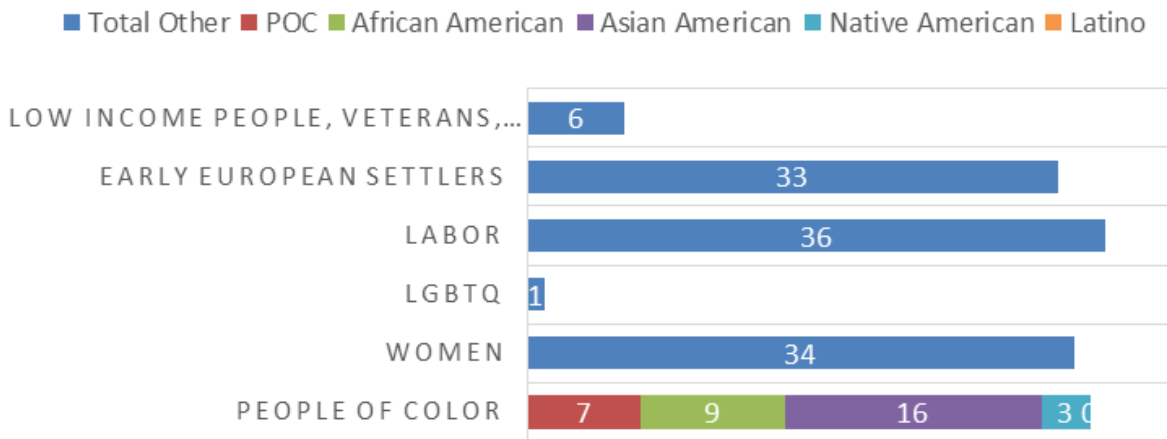


Figure 28. Distribution of Designated Landmarks (Based on 2016 Research) + Breakdown of People of Color Category for Seattle Designated Landmarks.

Note: The red “POC” subcategory includes landmarks significant to multiple underrepresented communities in Seattle.

*Seattle Results:* while the "People of Color" category has a total of 35 landmarks designated, when this statistic is broken down, data shows that majority of the designations are for Asian American (16), African American (9), and Native American (3) associated landmarks. There are no landmark designations where the Latino community is the primary focus. Instead, there is one landmark designation that includes a landmark significant to both Latinos and Asian Americans. The subcategory "POC" is meant to encompass landmarks significant to multiple underrepresented communities in Seattle.

The results of this exercise illustrate the lack of landmark designations with associations to underrepresented communities, specially people of color. While it is politically correct to treat all minorities with Asian American, African American, Native American and Latin American backgrounds as one under the people of color umbrella, it becomes problematic when these groups are very different from one another. The problem is even greater when the People of Color label allows a community to be significantly overlooked as shown in the graph. In this instance, the results show that there are no designated landmarks in Seattle or King County that have significance to the Latino community.



## Appendix IV

NYC LGBT Historic Sites Project	<a href="http://nycgbltsites.org/">nycgbltsites.org/</a>
City and County of San Francisco: Planning Department, Cultural Heritage: Tangible and Intangible	<a href="http://sf-planning.org/cultural-heritage-0">sf-planning.org/cultural-heritage-0</a>
San Francisco Heritage	<a href="http://sfheritage.org/">sfheritage.org/</a>
San Francisco Latino Historical Society	<a href="http://sfheritage.org/cultural-heritage/latino-heritage/">sfheritage.org/cultural-heritage/latino-heritage/</a>
	<a href="http://sflhs.com">sflhs.com</a>
LA Conservancy: LGBTQ Historic Places in LA	<a href="http://laconservancy.org/lgbtq">laconservancy.org/lgbtq</a>
National Trust for Historic Preservation --Latino	<a href="http://savingplaces.org/stories/opening-conversation-saving-latino-history#.Wz_A5NVKi70">savingplaces.org/stories/opening-conversation-saving-latino-history#.Wz_A5NVKi70</a>
National Trust for Historic Preservation --African American	<a href="http://savingplaces.org/african-american-cultural-heritage/updates/2018-action-fund-grant-recipients#.Wz_FP9VKi70">savingplaces.org/african-american-cultural-heritage/updates/2018-action-fund-grant-recipients#.Wz_FP9VKi70</a>
Asian & Pacific Islander Americans in Historic Preservation(APIAHiP)	<a href="http://apiahip.org/">apiahip.org/</a>
National Collaborative for Women's History Sites (NCWHS)	<a href="http://ncwhs.org/">ncwhs.org/</a>
Latinos in Heritage Conservation	<a href="http://latinoheritage.us/">latinoheritage.us/</a>
Place Matters	<a href="http://placematters.net/">placematters.net/</a>
New Orleans, the Cornerstones Project	<a href="http://neighborhoodstoryproject.org/">neighborhoodstoryproject.org/</a>
Canton, NY, the Registry of Very Special Places (RVSP), modeled on Place Matters, is thriving.	<a href="http://northcountryfolklore.org/rvsp/index.php">northcountryfolklore.org/rvsp/index.php</a>
Shelf Life Stories	<a href="http://shelflifestories.com">shelflifestories.com</a>