

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

32-2826

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

1. Name of Property

historic name LEWIS & CLARK HIGH SCHOOL

other names/site number _____

2. Location

street & number 521 W FOURTH AVENUE not for publication _____

city or town SPOKANE vicinity _____

state WASHINGTON code WA county SPOKANE code 063

zip code 99204

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this ☒ nomination _____ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property ☒ meets _____ does not meet the National Register criteria. I recommend that this property be considered significant _____ nationally _____ statewide ☒ locally (____ See continuation sheet for additional comments.)

[Signature]
Signature of certifying official

10/2/01
Date

WASHINGTON STATE HISTORIC PRESERVATION OFFICE
State or Federal agency and bureau

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

Signature of commenting or other official

Date

State or Federal agency and bureau

4. National Park Service Certification

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

Signature of Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply)

☐ private
☒ public-local
☐ public-State
☐ public-Federal

Category of Property

(Check only one box)

☒ building(s)
☐ district
☐ site
☐ structure
☐ object

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing
<input type="checkbox"/> 1	buildings
<input type="checkbox"/> 1 (RETAINING WALLS)	sites
<input type="checkbox"/> 1 (FOUNTAIN)	structures
<input type="checkbox"/> 3	objects
	Total

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

Number of contributing resources previously listed in the National Register

6. Function or Use

Historic Functions

(Enter categories from instructions)

Cat ☐ EDUCATION
Sub. ☐ SCHOOL

Current Functions

(Enter categories from instructions)

Cat ☐ EDUCATION
Sub ☐ SCHOOL

7. Description

Architectural Classification (Enter categories from instructions)

☐ LATE 19TH & 20TH CENTURY
☐ REVIVALS
☐ LATE GOTHIC REVIVAL

Materials (Enter categories from instructions)

foundation ☐ CONCRETE, STONE
roof ☐ BUILT UP
walls ☐ BRICK, TERRA COTTA

other

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

See Continuation Sheet

8. Statement of Significance

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

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

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

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

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

Criteria Considerations

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

☐ **A** owned by a religious institution or used for religious purposes

☐ **B** removed from its original location

☐ **C** a birthplace or a grave

☐ **D** a cemetery

☐ **E** a reconstructed building, object, or structure

☐ **F** a commemorative property

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

Narrative Statement of Significance

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

See Continuation Sheet

Areas of Significance

(Enter categories from instructions)

☐ ARCHITECTURE

☐ EDUCATION

Period of Significance

☐ 1911-1951

Significant Dates

☐ 1912

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation**Architect/Builder**

☐ LOREN L RAND (1911 Architect)

☐ M C MURPHY (1911 Contractor)

☐ STEVE McNUTT (2000 Architect)

☐ SHEA CONSTRUCTION (20010 Contractor)

9. Major Bibliographical References**Bibliography**

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

Previous documentation on file (NPS):

☐ preliminary determination of individual
listing (36 CFR 67) has been requested
☐ previously listed in the National Register
☐ previously determined eligible by the
National Register
☐ designated a National Historic Landmark
☒ recorded by Historic American Buildings
Survey # HABS WA 228
☐ recorded by Historic American Engineering
Record #

Primary Location of Additional Data

☒ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☒ Local government
☐ University
☒ Other
Name of repository.
SPOKANE PUBLIC LIBRARY

10. Geographical Data**Acreeage of Property** APPROX 1.5 ACRES**UTM References**

(Place additional UTM references on a continuation sheet)

1 11 468520 5276500
Zone Easting Northing
2
Zone Easting Northing

3
Zone Easting Northing
4
Zone Easting Northing

 See continuation sheet.**Verbal Boundary Description**

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

See Continuation Sheet

Boundary Justification

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

See Continuation Sheet

11. Form Prepared Byname/title STEPHEN EMERSONorganization ARCHISTO ENTERPRISES date AUGUST 20001street & number W 212 DAWN telephone (509) 466-8654city or town SPOKANE state WA zip code 99218

Additional Documentation

Submit the following items with the completed form

Continuation Sheets**Maps**

A **USGS map** (7 5 or 15 minute series) indicating the property's location

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

Photographs

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

Additional items

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

Property Owner

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

name _____ SPOKANE PUBLIC SCHOOLS, DISTRICT NO 81. _____

street & number _____ 200 N BERNARD STREET _____ telephone _____ (509) 354-7287 _____

city or town _____ SPOKANE _____ state _____ WA _____ zip code _____ 99208 _____

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

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

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LEWIS & CLARK HIGH SCHOOL
SPOKANE COUNTY, WASHINGTON

Narrative Description:

Introduction: Lewis and Clark High School is the central structure of a campus that has recently undergone major revisions. As a result, several older structures were demolished during this process. This major change is what prompted the production of this amended NRHP documentation. The purpose of this amended nomination is to create a more complete and accurate description of the building and its restored/rehabilitated condition and to provide information concerning the continuing significance of Lewis and Clark High School in the history of architecture and public education in Spokane. Among the demolished buildings was the Administration Building/Annex, a commercial brick structure with classical sandstone ornamentation. Erected in 1908, the Annex was designed by local architect Loren L. Rand, who a few years later would design the Lewis and Clark High School building. The Administration Building/Annex was enlarged during a 1917 modification effort that was undertaken by another local architect, Karl Malmgren, a former associate of Kirtland Cutter. The Administration Building/Annex was partially attached to the Lewis and Clark High School building and, as such, was a component of the original National Register of Historic Places (NRHP) nomination for Lewis and Clark High School, as listed in 1990. In 2001 a new structure was built on the site of the former Administration Building/Annex. This new red brick and concrete structure was attached to part of the east elevation of the 1911 Lewis and Clark High School building. It is approximately the same scale as the building formerly occupying the site and accesses the older building similarly to the Annex Building. The new structure is joined on the east-side of the Lewis and Clark High School building, whereas the Administration Building/Annex had been joined by passageways above and below the ground. Therefore it is natural that the Lewis and Clark High School building and the new addition be treated as one property for purposes of this NRHP nomination, just as was the case with the two structures listed on the previous nomination (1990).

Other buildings removed during the recent renovations and eastward expansion of the Lewis and Clark High School campus included the E. L. "Squinty" Hunter Field House, an athletic facility constructed in 1965, the School District No. 81 Central Warehouse, a poured concrete structure built in 1913, and Hendrickson Flats, a small apartment building, constructed ca. 1905, that was not associated with the school. The current Lewis and Clark High School campus consists of the conjoined old and new high school classroom buildings and new structures housing athletic facilities, classrooms, offices, located across Stevens Street to the west and connected to the central structure by a skywalk. Neither the athletic facilities or the skywalk are part of this NRHP nomination.

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Narrative Description: (cont'd)

Despite alterations that resulted from the recent renovation and rehabilitation of Lewis and Clark High School, the original building still exhibits a large degree of architectural integrity, retaining 80% of its original exterior. Advantages of the rehabilitation process included restoration of deteriorating vital elements of structural material, including cleaning and repointing of the brickwork, and the cleaning and restoration of the severely deteriorated terra cotta decorative trim used throughout the structure. Although the interior of the original building was extensively altered as part of rehabilitation efforts, a number of historic design elements that characterized the former appearance were retained. In the following descriptive narrative, the original Lewis and Clark High School building and the new addition will be described separately. The former will be referred to as simply Lewis and Clark High School, while the later will be referred to as the Addition.

Setting: Lewis and Clark High School is located just south of Spokane's central downtown business district, in a neighborhood that was historically largely residential but has now been extensively altered through commercial development and the emergence of large medical facilities. The construction of an elevated section of Interstate Highway 90, in the 1960s, cut a swath through the neighborhood and obscured views of the high school's primary facade, directly facing the new concrete causeway. At present, Lewis and Clark High School and the attached Addition are situated on two adjoining city blocks between Stevens Street and Wall Street, and between Fourth Avenue and Fifth Avenue. Older apartment buildings are located to the south, tall medical buildings to the west, and the new Lewis and Clark High School physical education complex to the east. The front (north) grounds of the school are landscaped with lawns, shrubs, and large deciduous trees, all contained within stone retaining walls. To the west is a large lot where the old fieldhouse once stood, the land is vacant and will be landscaped. To the east and south, high retaining walls separate the buildings from the higher street levels of the lower South Hill.

Exterior of Lewis and Clark High School: Lewis and Clark High School is a four-level load bearing unreinforced brick masonry building with a steel and concrete interior floor structure. The architectural style of the building is characterized by the use of classic Late Gothic Revival design elements, including the square drip molds over the windows, crenellated parapets of the flat roof and the clock tower, terra cotta tracery employing pointed arches of the front entry and clock tower, semi-pointed Tudor arches of the main entry surrounds, and the use of pinnacles and finials along the

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parapet and on the clock tower. Institutional buildings which are designed in the Gothic style, but lack religious or ecclesiastical elements, are usually referred to as Collegiate Gothic structures. This is the case with Lewis and Clark High School. Two other examples of the Collegiate Gothic style in the Spokane area are the Mt. St. Michael seminary building and the original Hazen and Jaeger Funeral Home.

The foot-print of Lewis and Clark is an irregular rectangle with projecting bays at the corners and central front entry. Two rectangular light wells allow ventilation and illumination to reach the auditorium and interior corridors of the building. The roof of Lewis and Clark is flat with a single-ply elastomeric surface. A number of utilitarian features are visible on the roof, including plumbing and ductwork vents, ventilation louvers, and skylight openings. Also visible on the roof are both the original (now abandoned) and added (1930s) elevator penthouses. At the southeast corner of the roof is a massive brick chimney with decorative brick fluting along its length and square terra cotta appliques around the upper rim. The foundation consists of poured concrete, random rubble stone masonry, and stone blocks of granite and basalt, some of which were probably salvaged from the building that previously burned on the site. The floors are poured concrete. The exterior walls, of which three are mostly intact, are clad in rug-textured red brick and many of the interior walls are also of brick, covered with plaster. The building was designed to be highly fire-resistant. This was accomplished by using only steel, concrete, stone, and brick for the primary structure. The only wood used was for window frames, doors, room floor surfaces, and interior decorative trim.

The exterior wall surfaces of Lewis and Clark High School exhibit several common characteristics. Except for those facing the interior light wells, all of the original windows have been replaced by new Pella wood double single hung sash units with thermal and sound insulating glazing, natural wood finish on the interior to match the original and painted extruded aluminum finish on the exterior to match the original wood one-over-one windows. All but one set, the central arched windows on the main facade, are rectangular in shape. The walls are divided vertically into distinct bays by full-height brick pilasters, reminiscent of Gothic buttresses. Most of these bays contain sets of five grouped windows on each of the four levels of the structure, although some panels of the east and west elevations contain only three, and in one case only two, windows.

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Narrative Description: (cont'd)

At the bottom of the walls are the large granite blocks of the exterior foundation. The main pilasters rise from this base to the height of the parapet. The granite blocks of the foundation project out approximately 18 inches to form a water table around the building. When viewed vertically, the building exhibits the characteristic base, shaft, and capital arrangement typical of such neo-classical structural designs. The above-ground portions of the basement level of the building are clad entirely in rectangular terra cotta tiles. The windows of this level have terra cotta lintels and sills. The bottom level is set off from the upper levels by a string course of beveled terra cotta. The outside edges of the upper window panels are delineated by terra cotta quoins and also have terra cotta lintels and sills. Between the first and second story window sets are smaller square spandrel panels, one below each window. Constructed of brick and terra cotta, these panels form a pattern shaped like the capital letter "I". The spandrels between the second and third story windows are clad in brick with evenly spaced square terra cotta appliques. Above the third story windows is a terra cotta string course that defines the lower edge of the roof parapet.

As described above, the exterior walls of the building are divided into several bays by pilasters. At the lower level, these pilasters are clad with rectangular terra cotta tiles. Above the beveled string course, the pilasters are brick. At the base of the third level, the pilasters are less thick, the change delineated by a beveled terra cotta block. At each of the four primary corners of the building, and at the corners of the extended bays of the front elevation, the pilasters are situated adjacent to the corners, creating a triple corner effect at each of these points. The roof of the building is bordered by a mostly flat brick parapet with widely spaced crenelations. The parapet is capped with terra cotta coping. At the top of each wall pilaster are ornate terra cotta pinnacles with blunt finials. Above the secondary entries of the east and west elevations, the parapet is stepped. At these points, the parapet is further ornamented by diamond-shaped terra cotta appliques. This design is repeated above the projecting corner bays of the front elevation.

The main (north) elevation of Lewis and Clark High School consists of the central entry and clock tower, flanked by three five-window bays. The central and corner bays project forward from the others. The central entry bay and clock tower are the most ornate features of the building. The entry is approached by three wide sets of stairs. The lower two are constructed of poured concrete and the upper set consists of granite blocks. The upper stairs are bordered by half-walls clad with rectangular terra cotta tiles and capped with saddleback sandstone coping.

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Cast iron light fixtures are mounted on the half-walls that flank the stairs. These two fixtures consist of round metal pedestals that each support a cluster of five electric lamp globes. The largest lamp globe is in the center of the cluster, with smaller globes arranged around it.

The central entry bay of Lewis and Clark High School consists of four major components: the main entry surround and door, a square headed 3-part second floor window, a third floor 3-part window under a Tudor arch, and the clock tower face. All trim and wall surfaces of this bay are faced in decorative terra cotta. The main entry opening is a large Tudor arch. Directly above the arch is a spandrel, with a terra cotta arcade of small lancet arches, upon which are displayed the words "Lewis and Clark High School," finished with a golden brown glaze wash. To either side of this are decorative terra cotta niches placed above semi-complete trefoils with a faded green glaze wash. Within each of the two niches are terra cotta scrolls with inscriptions: the letters "A.D." to the left and the date "1911" to the right. The Tudor-arched entry surround contains a double set of heavy solid oak doors with lancet panels, wrought-iron hardware and an upper panel glass light in each.

The main entry, the windows above it, and the clock tower are part of a continuous vertical panel clad with ornamental terra cotta. On each side of this central panel, and at the corners of the extended central bay, are brick pilasters with terra cotta trim, as described above. Between the two front-facing pilasters, on both sides of the front entry, are narrow window panels with decor similar to other panels of the building but consisting of only one vertical row of narrow windows. The upper sections of the central bay pilasters are embellished with decorative terra cotta panels, featuring rosettes and semi-complete trefoils, that rise to terra cotta pinnacles.

Above the main entry surround is a two-level elliptically-arched window divided horizontally into two panels divided by a terra cotta arcade of narrow round arches. The lower window panel contains three rectangular windows. The three upper panel windows have curved upper sections that are defined by the line of the elliptical arch. Directly above the terra cotta window arch is a band with an arcade of narrow triangular arches. Above this band is a terra cotta string course upon which are mounted three terra cotta gargoyles or grotesques. These whimsical human figures, one possessing a globe, one a scroll, and the other a cog-wheel, represent the "Gods" of science, literature, and mechanical arts. Above these figures is the terra cotta facade of the clock tower, flanked by the central brick and terra cotta pilasters. The clock features a back illuminated frosted glass face with

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wrought-iron Roman numerals within a terra cotta surround. To each side of the clock is a terra cotta patera. Above the clock is the castellated and stepped parapet wall of the tower, embellished with arcades of narrow arches. The clock tower displays similar decor on each of its four sides. Each corner consists of a roof-top pier or a pilaster of brick and terra cotta, with rosette and semi-complete trefoil terra cotta design motifs. Between these are the clock tower faces with castellated parapets, clock faces, pateras, and triangle arch arcades. A wood ladder on the east side of the clock tower originally allowed access from the main roof to the flat roof of the tower. The ladder has been replaced with an interior ladder.

In addition to the main entry, there are three secondary entries on the west and east elevations and one remaining on the east, the other having been removed during renovations. These entries have Tudor-arched terra cotta door surrounds and wood and glass entry doors with tracery-embellished transoms are similar to, but less elaborate than, those of the main front entry portal. One secondary entry, on the north end of the west elevation, was altered and partly obscured, in 1965, by the addition of the skywalk that once led to the Hunter Field House. Both the field house and the skywalk have now been removed and the entry has been restored. The removal of the skywalk did uncover the original terra cotta facing and door frames, which proved to be in good condition. Thus, the restored entrance matches the others in appearance. The original doors, however, are missing and new concrete steps had to be poured to access the original opening. There are no entries on the south elevation of the building, which consists of seven five-window bays separated by pilasters.

The exterior walls of Lewis and Clark High School are fully intact on three sides, retaining their original appearance as designed by architect Loren Rand. A large portion of the exterior cladding of the east elevation has been removed to accommodate attachment of a new addition, which was completed in 2001. This side of the original building had previously been altered by the ca. 1960s installation of a skywalk accessing the Administration Building/Annex, which entailed removing a set of windows.

Important contributing historic elements of this property are the masonry retaining walls which partially delineate the main structure and the grounds. Those to the front (north) of the building parallel the sidewalk and support the raised surface of the lawn. The walls are constructed of mortared basalt with saddleback sandstone coping. They are among the oldest remaining structural

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elements on the property, dating from the construction of the previous high school building that was built in 1891 and burned in 1910. From the northeast corner of the site, the front retaining wall begins at a basalt pier with sandstone coping and extends westward, at a height of about three feet, to the bottom of the steps that lead to the front entry of Lewis and Clark High School. At the foot of the steps there is a wide opening in the retaining wall, flanked by square basalt piers with sandstone coping. From the central front opening, the retaining wall continues to a corner northwest of the high school building, where it ends with another basalt and sandstone pier. This front wall was dismantled during renovation efforts. Individual stones were numbered and the structure was reassembled to its original configuration. Along the west-side of the school is a similar retaining wall. This one has been altered, however, and largely rearranged with newer concrete sections interspersed with older stones. Behind the school are additional retaining walls, constructed of basalt and sandstone, that separate the building from the elevated bed of Fifth Avenue. These may also date from the period before the 1910 fire.

Another contributing feature of Lewis and Clark High School is a fountain located directly west of the main building. This large stone fountain consists of a circular granite bowl, or catch basin, about eight feet in diameter, with a central spout, supported by a round granite pedestal. The fountain was originally placed in 1910, when the South Central High School building still stood, and survived the fire that destroyed the old school. The fountain is visible in early photographs of Lewis and Clark High School, located on the west side of the front lawn. In about 1980, when Howard Street was replaced with landscaping, the fountain was moved from its original location, on the north lawn just northwest of the high school building, to its present location (see attached site plan).

Interior of Lewis and Clark High School: As noted above, most of the interior of Lewis and Clark High School has been significantly altered during recent rehabilitation efforts. A number of characteristic design elements have been retained, however, including the entry foyer, the auditorium, as well as room and hallway configurations. These are described below.

The main central entry to Lewis and Clark High School is the most intact interior space in the rehabilitated building. The heavy oak front doors open into a wide vestibule located in the part of the building below the clock tower. Inside is the main entry foyer contains a stair with metal hand rails, and marble treads and risers that rises from the entry landing to the double doors that open onto

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a secondary foyer that joins the entry to the first floor corridor. These original wood and glass doors have transom and side lights. The walls and ceiling are completely encased in marble. In the center of the foyer ceiling is a decorative wrought iron and glass electric light fixture consisting of a hemispherical central light and four small hanging lanterns. Six metal plaques are mounted on the marble walls of the entry foyer. One of these commemorates Lewis and Clark students who died in foreign wars, while the other five memorialize past principals of the high school: Henry Hart, Truman Reed, Abraham Lincoln Parker, William Donner, and C. Wm. Anderson.

The auditorium of Lewis and Clark High School has been extensively rehabilitated and restored to its original Collegiate Gothic or Elizabethan design. However, retaining one of the changes made in the 1930s, the relocation of the proscenium, now rebuilt to match the original one which had been abandoned behind the Moderne one with "Dick and Jane" Bobby Soxers up in the cartouche above the proscenium. The original cartouche has been restored and reinstalled in its place over the new rebuilt Collegiate Gothic proscenium. Gilt paint highlighting has been restored to the painted ornamental plaster detailing to match the original. The stage, lighting and sound systems and other utilities, has been fully upgraded. Other changes include the movement of the stage slightly forward. Because of the larger more forward stage, the balcony had to be reconfigured to correct the sight lines from it to the stage. Seating has been slightly reduced, mostly by the elimination of most of the under balcony seating to make a better lobby entrance. The rebuilt organ chambers flanking the stage have been brought forward and enlarged to better accommodate the ranks of organ pipes. The organ, long abandoned, has been fully rehabilitated and improved with additional pipes. The historic side windows of the auditorium have been uncovered and restored to provide for both natural daylight and for darkening as needed. Period lighting fixtures and the window draperies have been installed per historic photos.

The interior of the clock tower is accessed from the top floor by a new interior stairway, but the space itself has not been significantly altered. It is a roughly cubical room divided into two levels. The upper level accesses the centralized works of the clock. From this mechanical apparatus, metal control arms radiate in four directions and control the hands of the four exterior clock faces. This equipment is being restored to return the clocks of the tower to operable condition. A small door leads from the upper level of the clock tower room to the roof of the building.

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Much of the interior room and hallway configuration of Lewis and Clark High School has been retained. However, most visible utilities components, which were a characteristic element of the historic appearance, have been removed. Some defining historic visual elements have, however, been retained. In most cases, the original hardwood window framing, including surrounds and sills, have been restored and preserved. Windows facing the interior light wells have been left unaltered. Newly installed drop ceilings were constructed back from the windows and to not obscure the upper sections of the sashes. A large number of original hardwood doors, surrounds, and transoms were also retained, although old glass panes were replaced. Many classrooms have had their original hardwood plank floors restored. Two of the four original and distinct triangular stairwells have been retained. A hardwood string course that lines the halls at wainscott level is a recreation of a similar historic design element. Bathrooms were relocated and refurnished. The new rooms have been given an historic appearance through the installation of some original marble wainscoting panels and the use of period-matching hexagonal floor tile and rectangular white wall tiles similar in appearance to those that once decked the walls and floors of the boy's locker area in the Administration Building/Annex. Additionally, many historic interior furnishings have been restored and placed back in classrooms and halls. These include hardwood and glass display and storage cabinets that were custom made either during the original construction or in the wood shops of the school's early days. One of the original porcelain pedestal drinking fountains has been preserved as well.

Exterior of the Addition: The 2001 Addition, designed by Steve McNutt and built by Shea Construction, is a modern concrete and brick building with a steel superstructure. It consists of a three-level and basement primary structure, and northern and southern wings which house stairwells that access all levels of both the Addition and Lewis and Clark High School, to which the Addition is directly attached. The Addition has a flat single ply elastomeric roof and a concrete foundation. The scale and massing of the building is similar to that of the former Administration Building/Annex. Although it is taller, it does not conceal the cornice level of Lewis and Clark High School. The central portion of the Addition exhibits exterior masonry trim that is reminiscent of certain elements of the older adjacent building. These include red brick walls and bays of multiple double-hung windows separated by brick pilasters that rise to the second level. Pre-cast concrete detailing is employed to suggest some of the terra cotta elements of the older building, including large panels cladding the basement level walls and a beveled water table around the base of the structure, window sills and drip molds, capstones for the pilasters, and square decorative appliques.

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Narrative Description: (cont'd)

These concrete trim details are colored to match the cream-colored terra cotta of the adjacent building. The plain over-hanging cornice of the Addition is also of similar concrete but is quite different in appearance. The flanking stairwell wings of the Addition display a more modern look, and is dominated by large, vertically-oriented, multiple-panel fixed metal sash windows, which are intended to visually separate the original building from the Addition. The Addition is separated on the south and east from the high retaining walls, which border adjacent streets, by concrete walkways. Newly installed utility facilities occupy the extreme southeast corner of this area. The retaining walls here are reinforced concrete replacements of the old stone walls. Directly north of the Addition is a portal supporting and housing the west-end of the skywalk that connects with the new athletic facilities across Stevens Street. It is elevated on four piers, which employ brick cladding with decorative concrete trim similar to the central portion of the Addition.

Two components of the original Administration Building/Annex have been salvaged and are prominently displayed as relic features on the property. To the north of the addition, the original entry portal is installed in a new brick rectangular arch which employs design elements similar to that of the central portion of the Addition, including reddish-brown brick cladding, overhanging concrete cornices, and concrete panels and beveled water table at the base. Within this brick arch, the old entry portal is mounted. It is a pedimented sandstone structure employing classical ornamentation such as a plain cartouche, scroll-work, egg-and-dart, and dentils. Near the east side of the Addition is a free-standing wall memorializing the Flemish brickwork of the Administration Building/Annex, employing dark and light brick surfaces of original bricks, creating the checkerboard appearance of the former structure.

Interior of the Addition: The addition was designed for additional classrooms and offices. The west elevation of the building is directly attached to Lewis and Clark High School with passage between the buildings available on all levels. The spacious stairwells contain landings and steps covered with terrazzo tiles. The interior of the central portion of the building is mostly composed of classrooms. The east corridor of the original corridor loop in the old building has been extended east into the Addition so as to serve the reconfigured room plan. These rooms repeat details that are characteristic of classrooms in the adjacent older building. These include hardwood doors and transoms, a hardwood dado cap molding at wainscott level, and the same wood window sash used in the old building from which the drop ceilings retreat to display the upper portions.

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Prior to the arrival of Euro-Americans, education was a matter of cultural and spiritual development among indigenous Native American groups. Children were instructed in the roles in which they were expected to participate as members of the tribe. Much of what they learned dealt with tasks associated with subsistence, shelter, travel and other daily activities. Such routines were developed over hundreds of years and passed along from generation to generation. In addition to this practical education, young Native Americans learned of the spiritual beliefs of their people. These centered around the natural world within which the people lived. Stories relating important lessons were passed on through a cosmology derived from elements of the physical world. Such tribal and family based cultural and spiritual education allowed Native American groups of the Inland Northwest to maintain life ways in which they successfully co-existed with their environment and to establish social practices and patterns conducive to stable societies.

Among the first Native Americans of the Inland Northwest to receive a Euro-American education was Spokane Garry, a member of the Spokane Indian Tribe. In 1825, young Garry was sent east by the Hudson's Bay Company to be educated in the ways of the whites with the intent that he would pass along this knowledge to others of his kind. When he returned to the Spokane area, in about 1830, Garry opened a school, located across the Spokane River from the former site of the Spokane House fur trading post near the mouth of the Little Spokane River. Here he taught others what he had learned about writing, reading, agriculture and the Christian religion of the whites. Conflicts, however, between Catholics and Protestants created confusion among both Garry and his pupils and the school closed around 1840. Nonetheless, a desire to acquire a Euro-American education remained among many Indians. Spokane Garry opened another school in 1870, this time near the site of Drumheller Springs on Spokane's north side. This school was eclipsed, in 1875, when a Protestant missionary, Henry T. Cowley, came to serve as the first white schoolteacher in what is now Spokane. It is Cowley's school that marks the beginning of public school education in Spokane.

Educated in eastern schools, Henry Cowley first arrived in the Inland Northwest in 1871. For three years he served as a teacher and missionary among the Nez Perce at Kamiah, Idaho. Then in 1874, a delegation of Spokane Indians requested that Cowley come to the falls of the Spokane River to open a church and school. The missionary was impressed and encouraged by promises of aid from the Indians. He came to the Spokane vicinity in June of 1874.

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The arrival of Henry Cowley in Spokane coincided with the organization of the first Spokane school district in what was then Stevens County. This district, designated school district number eight, covered a large territory between Hangman Creek and the Spokane River. The superintendent of Stevens County schools at the time was James Monaghan, who later became a prominent Spokane businessman. The school founded by Henry Cowley became part of the new school district. When Spokane County was created out of the southern part of Stevens County, in 1879, early local inhabitant J J Browne was appointed superintendent of newly designated Spokane School District No. 41. In the first Spokane County election, held in 1880, Mrs. Maggie M. Halsell was elected to succeed Browne.

At first, most of the students instructed by Henry Cowley at the Spokane school were local Indians, both children and adults. The school also served the few white children of the fledgling town, including three of Cowley's own children. The transformation from an Indian mission school to a white public school occurred quite quickly, however, as the white population of Spokane grew rapidly while Native Americans were pressured to remove themselves to reservations. In 1878 a new school was built, located on Lincoln Street. This was a simple front-gabled wood frame structure twenty feet wide and thirty feet long. When the Northern Pacific Railroad built its tracks through Spokane, the school was moved to a location near Post and Sprague, where the Davenport Hotel is now situated. Attendance steadily increased and the number of students was soon too great for the small two-room schoolhouse to accommodate. The school closed after the 1882-83 session and plans were made to build a larger structure on a parcel of land that would later become the location of Lewis and Clark High School.

Classes began in the new building on October 22, 1883. The principal was W. W. Johnson, he was assisted by three teachers. Professor L. H. Prather served as principal in 1884-85, during which time a two-room addition was built onto the school. At first all grades were taught in this building, but by 1886 it became necessary to find separate quarters for the primary grades. As attendance grew, makeshift classrooms were utilized at different locations to handle the overflow. In 1888, the high school system was in place, with Jonathan Heaton as principal. What followed was a brief period in which enrollment throughout the Spokane school system decreased. According to a newspaper

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quoted by historian Jonathan Edwards, this was due to "politics, selfishness, and poorly concealed corruption "

The year 1889 was a momentous one for Spokane Washington achieved statehood, much of downtown Spokane was destroyed by a fire, and schools in Spokane were reorganized as School District No 81 David Bemis, a Canadian native with extensive experience in school administration, was hired as superintendent of Spokane public schools in the fall of 1889. Mr Bemis, who remained as superintendent for ten years, is largely credited with bringing Spokane's school system out of its temporary malaise Historian Jonathan Edwards characterizes the term of David Bemis as "a period of reorganization, harmony and progress " Another local historian, N W Durham, remarked that Bemis had "labored indefatigably to place the schools of this city on the highest possible educational plane " At the time that David Bemis took charge, there were not nearly enough seats to accommodate the nearly 2000 pupils in the city An 1890 report issued by president of the board of education, E A Routhe, recommended that the school district required "four large ward schoolhouses and a large central building for the high school " This would require \$250,000 more than what was made available through the normal tax levy Spokane citizens voted to issue bonds for the necessary money, reflecting a new confidence in and support for the local school system. Subsequently, the new high school, as well as six smaller elementary schools, were built

The new Spokane High School building, designed by architect Charles F Helmle, was completed in May of 1891, at a cost of \$110,000 The new building was constructed on the same site as the old wood frame school, which was moved to the corner of Fifth Avenue and Washington Street and later razed In the spring of 1891, the new Spokane High School produced its first graduates, a class of seven students During the next year music and drawing classes were added to the curriculum In 1899, a cafeteria was opened at the school and science laboratories were installed. In the next few years, more programs were added to the high school curriculum, including commercial training, manual arts training, and physical training By June 1901, the graduating class of Spokane High School had grown to 39 students One-thousand five hundred onlookers viewed the ceremony in the school auditorium

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The large number of graduates was gratifying to the community, but increasing enrollment was taxing the ability of the school district to provide enough space for students. During 1901, attendance at Spokane High School jumped by about 300 students and at least 125 more were expected during the first months of 1902. It was becoming painfully apparent that more room was needed. A short-term solution was to turn the high school auditorium into a classroom. This tactic did not provide nearly enough new space however, and many people began to call for a new, larger high school or a second high school that could serve the northern portion of the city. Because of the expense of such a proposition, plus the necessity to provide more room for lower grades, it was suggested that a bond issue be floated to provide funds, at low interest, which could be repaid over time.

The debate over the need for more classroom space continued for several years. During the summer of 1903 the school board was trying to decide if a new addition to the old school would be sufficient, or if it would be better to spend more money and build a new centrally located high school. The alternative that was finally adopted was to build a new school north of the river and to continue to use the old high school for south side students. It took several years to secure the \$200,000 dollars in bonds necessary to finance the new high school as well as other needed elementary schools. It was not until the spring of 1907 that the bond issue was authorized. Later that year, the contract for construction of the new north side high school was granted to the J. E. Cunningham Company, who had submitted a bid of \$53,056. The new building was opened in 1908.

After North Central High School was built, the old central school building became South Central High School. Before the name change, however, a new principal had been hired. Henry Melvin Hart was chosen by the school board out of a field of about 25 applicants. Mr. Hart was a graduate of Cornell University and had ten years of teaching and administrative experience. He left his job as superintendent of Butte, Montana, public schools to take the Spokane position. Henry Hart would serve the south side school for nearly 30 years, until 1936. He brought the school through the crisis of the 1910 fire, which destroyed the previous building, and presided over the formative years of the new Lewis and Clark High School. Mr. Hart had his hands full. Spokane High School attendance was growing faster than ever. The 1907 graduation was the largest in the history of the city, with 106 students receiving diplomas. The 1908 opening of North Central High School and a new

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Administration Building alleviated many of the overcrowding problems and the prospects for the future seemed bright. The 1909 senior class of South Central High School erected a granite fountain in front of the school to memorialize their success. The fountain cost \$600, money that was partially raised from the proceeds of the senior class play. When the high school burned, the fountain was one of the few things that survived intact and still remains standing today.

The bond issue of 1907 provided enough funds to build a structure to house new administrative offices and a gymnasium. Architect Loren Rand was chosen to design the new building. The contract for the construction was awarded to G. Laslett, following a bid of \$39,200. The plumbing and heating contracts were let to the Arnold-Evans Company at \$5,835, bringing the total estimated cost for the building to \$45,035.

The site selected for the Administration Building was on the same block as Spokane High School, directly east and adjacent to that building (site of the current addition to Lewis & Clark High School). In early 1908, as the new facility was approaching completion, an article describing the structure appeared in the Spokesman-Review:

"With the completion of the new administration building adjoining the high school on the east, the school equipment of the city will have received its most valuable addition for many years. The school board and superintendent will be given adequate and commodious offices and assembly rooms, congestion in the high school building will be relieved by the removal of store rooms to the new building, and a complete gymnasium for the high school, the first one the institution has ever had, will be opened."

The Administration Building/Annex served the school district as office space and gymnasium for many years. When it was determined that a second, separate gymnasium for girls only was needed, a major addition was built onto the structure in 1917. The old gymnasium was refurbished for use by the boys, and a new gymnasium was added onto the rear of the building for use by the girls. A swimming pool was installed in the basement area north of the boy's gymnasium. More space

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for locker and shower areas was also created by expanding the Administration Building/Annex into Lewis and Clark High School at the basement level. This work was done in 1917 by architect Karl Malmgren.

The 1917 expansion of the physical education facilities in the Administration Building/Annex extended the useful life of the building for quite a few years. Eventually, however, the administrative offices, which were originally intended to fulfill the needs of the entire school district, became inadequate and were transferred to other locations. Some time after the building ceased to serve as the administrative offices for the school district, it came to be referred to as the Annex, not to be confused with another building temporarily used by the school district located across Fourth Avenue from Lewis and Clark High School. The Administration Building/Annex continued to serve various purposes, however, as classroom space, miscellaneous office space, storage, and physical education facilities. The building was demolished in 2000 as part of the high school rehabilitation project.

The school bond levies of 1907 and 1909 provided the funds to greatly improve public educational facilities in the city of Spokane. On June 21, 1910 a disastrous fire, however, threw the school district into a state of crisis. South Central High School was completely destroyed by the fire. When the fire went out, only the exterior brick and stone walls and part of the clock tower remained standing. Dr. H. W. Allen, president of the board of education, made an immediate pledge to rebuild.

At first, it was thought that a new structure could be built within the still-standing walls of the old building. Dr. Allen stated that *"The building is to be rebuilt at once, and the exterior will be a duplicate of the one just destroyed. The interior, however, will be completely remodeled and rebuilt in a modern manner, much superior to the old building."* On the very day of the fire, Architect Loren Rand was instructed by Dr. Allen to prepare sketches of the new building. Rand also thought that the walls of the old structure could be salvaged and incorporated into the new. *"I believe that the old tower and a part of the walls still standing can be used in rebuilding. A new and attractive front can be erected on the north face, leaving the remainder of the structure much as it was before this morning's fire."* While these plans were being made, however, some citizens had other ideas. Spokane City Clerk C. A. Fleming offered a different approach. *"Why not build the new city hall*

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there and find a site farther south under the hill for the new high school?" At least one city councilman spoke in favor of Fleming's plan, but apparently that is far as the scheme went

It soon became apparent that the surviving exterior walls of the burned school were too damaged to be reused. Temporary quarters were found for the students while officials considered what to do about replacing the school. In his 1910 report, president of the board of education Allen reported that the 1,200 displaced students had been transferred to North Central High School, with classes being held on a half-day basis. The ruins of the old school stood untouched until November, when the contract for razing the walls was awarded to A. Valke, a local bridge and building contractor. Mr. Valke was instructed to clear the block by the end of 1910. All the mortar was to be removed from the bricks in hopes that they could be reused in the new structure.

By early 1911, the Spokane board of education was ready to accept bids for the work of erecting a new high school on the same site. Loren Rand, the architect who had designed the 1908 Administration Building, had already drawn plans for a new building. The construction contract was awarded to local builder M. C. Murphy. All bidders had been asked to submit three separate estimates, each one reflecting the use of a different primary material for the decorative trim of the building. Mr. Murphy's bids were \$349,261.60 if trimmed with terra cotta, \$358,436.60 if trimmed in Tenino sandstone, and \$365,436.60 if trimmed in Bedford sandstone. The less costly terra cotta alternative was the one selected by the school board. The contract granted to Mr. Murphy stipulated that the new building be completed by January 1, 1912. A \$100-per-day penalty would be charged if the project went longer than that, but a \$100-per-day premium was offered if the work was finished early. Eventually, circumstances would prevent the successful completion of the project on such a schedule and allowances had to be made for unforeseen delays. The school board also made a request that the contractor use local material and labor. The contract for the main utility systems - heating, ventilation, and plumbing - was granted to the Blair-Meagher Company for \$66,994. Mr. Murphy promised to erect an office on the site within a week and begin construction in about two weeks. The work officially began on January 24, 1911, when the first shovelful of earth was turned.

To pay for the cost of the new high school, the city had only \$97,000 which was received from the insurance settlement. In order to acquire the rest of the funds necessary, and to make needed

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improvements to other school district buildings, the board of education called for an election to approve a \$500,000 bond issue. Meanwhile, the board courted public support by calling for a large celebration at the laying of the cornerstone the coming spring, and by encouraging citizens to suggest names for the new building. The Spokane Daily Chronicle sponsored a contest for its readers to come up with new names not only for the new school, previously called South Central, but also for North Central High School. In each case, five dollars would be paid to the entrant whose suggestion matched the choice of the school board. One recommendation had already been made by North Central principal Richard T. Hargreaves. He thought the names "Lewis" and "Clark" would be appropriate, one name for each school. Ironically, because these names had already been suggested, they were barred from the Chronicle's contest. The name finally selected by the board of education for the south side school was, of course, Lewis and Clark. The prize however went to Louis Seagrave, whose choice "Columbia" was considered the second best name. As for the North Central High School, the board decided not to change that school's name.

When contractor M. C. Murphy started work at the site of the new school in late January of 1911, much of the granite foundation of the old school still remained on the ground. Some of these stones were probably used in the foundation of Lewis and Clark (they were exposed in the 2000-2001 rehabilitation of the building). Work accelerated quickly and by February 7, over 50 men, 35 teams of horses, and a steam shovel were working on the excavation of the foundation site for the school. Mr. Murphy selected Henry Pennebaker to act as site superintendent. Sub-contracts were let to the Washington Monument and Cut Stone Company, and to local stonemason John Marsh, to undertake the stonework on the building. The school board had decided that glazed cream-colored terra cotta would be used for the trim and expected that 500 tons would be needed. On February 9, when the permit for school was issued a newspaper article remarked that it was "*the largest building permit [issued in the City] since the Old National building*".

In early February, 1911, construction of the new high school suffered some delays due to labor union disagreements. Two unions were in charge of the work of employing horse teams to haul away excavated material from the site: teamowner's union No. 101 and teamster's local No. 202. The contractor, M. C. Murphy had instructed the teams to use hopper box dump wagons instead of lighter slat wagons. The latter tended to leak and deposit gravel and dirt on city streets. While the teamsters

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union complied with the order, the teamowner's union refused. However, the effect of the dispute did not greatly impact the project and excavation work was nearly finished by February 9. At that time, Mr. Murphy was beginning to realize that he had underestimated how much time it would take to complete the job and he began to question whether the building would be ready for actual occupancy by the September beginning of the 1912 school year.

In February, the board of education made plans for the proposed cornerstone-laying celebration in the spring. When it was discovered that former United States president Theodore Roosevelt would be visiting Spokane in early April, it was decided to send a formal request to the ex-president to participate in the ceremony. Mr. Roosevelt arrived on April 8, 1911. It was a whirlwind visit, with the former president whisked away to several events around town. His appearance at the site of Lewis and Clark High School was memorable, but quite brief. This is how the *Spokesman-Review* described the affair: "*He arrived on the scene 12 minutes before 12, was introduced to the audience, laid the foundation stone, delivered his speech and was back in his automobile on the way to meet his next engagement in exactly seven minutes*". Other dignitaries attending the ceremony included United States Senator Miles Poindexter, future Senator Clarence C. Dill, Spokane Mayor William J. Hindley, Washington State Governor Marion Hay, Lewis and Clark High School principal Henry Hart, and president of the board of education A. W. Davis. Two stone masons, John Marsh and Joe Anton, mixed the mortar, which Mr. Roosevelt spread as the granite stone was laid. Inside a hollow in the stone, the former president placed a copper box containing coins and the following documents, as reported in the *Spokane Daily Chronicle*:

Copies of the last two biennial reports of the Spokane School board.

A copy of the teachers directory

A copy of the South Central high school publication, "The Quill"

Various forms of blank stationery and letter heads of the board of education

Rules and regulations of the board

The program for the ceremonies of laying the cornerstone.

The first copy of the city "Official Gazette"

Copies of all Spokane Newspapers

Cards of the contractors, M. C. Murphy, Blair-Meagher company and L. L. Rand, Architect.

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Estimates of the cost of material and construction of the new school

Oddly, the cornerstone for Lewis and Clark High School was never inscribed with a date. Apparently, there was not enough time to properly prepare the stone before the arrival of Mr. Roosevelt. Thus it was laid unmarked. There were plans to put the date on the stone later, but it appears that this was never done. As a result, it is still uncertain which granite block was the cornerstone laid by Theodore Roosevelt.

In early May, 1911, Lewis and Clark High School construction efforts were delayed due to a controversy concerning engineering specifications. City of Spokane Building Inspector John M. Goodwin had examined the construction site and noticed inadequacies in the piers situated between the window panels at the first floor level. Mr. Goodwin notified the contractor and the school board, informing them that he believed that the thickness of the piers was insufficient to carry the intended load. The matter was taken up by Zora E. Hayden, Spokane Commissioner of Public Safety. Mr. Hayden suggested that an arbitration board, consisting of three experienced architects, be selected to examine the project specifications and determine what should be done to address any problems.

A disagreement about the selection of the three architects created friction between Commissioner Hayden, Inspector Goodwin, and the contractor, Mr. Murphy. Mr. Goodwin appears to have suspected the other two men of favoritism in the selection of the arbitration board and charged that Mr. Hayden had "*stood by at the high school grounds without saying a word or raising a finger and saw contractor Murphy's attempt to throttle me with his hands on my throat*."

Eventually the three experts who were settled upon to arbitrate the dispute were two prominent local architects, Julius A. Zittel and Willis A. Ritchie, and former city engineer Otto A. Weile. These three men examined the specifications for Lewis and Clark High School. All three came to the same conclusion as Building Inspector Goodwin and recommended that the piers be rebuilt. Ironically, although Mr. Goodwin was vindicated in his evaluation of the construction, he had personally rankled everyone involved and was removed from his position, by Commissioner Hayden, for "*incapacity to handle public affairs without friction with persons dealing with the city*." The contractor, M. C. Murphy, was absolved of any fault because he had followed the building plans. The architect, Loren Rand, admitted that there had been a mistake in the construction drawings and agreed that the inadequate piers should be replaced. Although John Goodwin had his supporters,

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including the local cement workers union, his dismissal was upheld. On about May 20, 1911, newly appointed Spokane Building Inspector George Mackey announced that the construction plans had been changed, the problem resolved, and that work would recommence at once after almost a month of delay

The construction of Lewis and Clark High School slowly progressed through the summer of 1911. By the end of September the steel, concrete, and brick superstructure of the school was finished. At that time, about 70 men were at work on the project, most of them plastering the interior walls and installing the terrazzo floors. The terra cotta exterior trim and decorative details were also being put into place. At the time, the local newspaper described the three terra cotta gargoyles placed at the base of the clock tower as,

"The peculiar ornaments are in the style of the ancient gargoyles and project two feet from the walls. They were placed on a level with the roof of the building and will form a portion of the base of the tower. The God of Science holds a globe, Literature a scroll two feet in length, and the God of Mechanical Arts a cog-wheel."

By September, Superintendent of Public School Construction, J. C. Raught, announced that, if all the furnishings arrived in time, the high school would be able to open its doors for the beginning of the winter 1912 term in January. The awarding of bids for school furnishings and supplies quickened. Orders were made for numerous items, including millwork, furniture, laboratory apparatus, typewriters, gymnasium equipment, and chemistry supplies. Altogether, over 75 bids were received for a total of about \$25,000 in supplies. Following the awarding of the contracts, however, it was becoming apparent that all the needed furnishings and equipment would not arrive in time for a January 1912 opening. Most of the furniture was purchased from companies whose inventory was on the east coast and shipping times would prevent their delivery until at least March 1. The biggest contractors receiving awards were Tull & Gibbs Company and Grote-Rankin Company, both of which supplied tables, desks, and chairs.

By the close of 1911 it was expected that the much delayed opening of the new high school would occur by February 1 of 1912. The date was quickly moved back however because of more labor

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disputes The newest dispute arose over the amount of compensation that contractor M.C. Murphy was willing to pay laborers for carrying mixed sand and mortar into the building Workers were asking for \$4 50 per day, while Murphy wanted to pay only \$3 50 per day As a result on December 27, thirty hod carriers, plasterers, and concrete workers walked off the job At first Mr Murphy threatened to hire non-union men as replacements If this occurred, however, there loomed the likely possibility that other workers, including carpenters, electricians, and iron workers, would be called off the job by their unions Mr Murphy prevailed in his insistence on the \$3.50 per day rate and, by January 2, 1912, most of the laborers were back at work Sixteen hod carriers did not return in protest The walkout delayed the project for another week, this time postponing the opening of the building to at least March 1 To speed up the progress, plans were announced to raise the number of workers on the project from 100 to 250

Another delay in the completion of Lewis and Clark High School developed in late January 1912 It was caused by the tardy arrival of the Tennessee marble, which was to be used in stair steps throughout the building By January 20, the official dedication date for the school had been set for April 1 Students would begin classes in the new building at the end of the spring vacation, which began on that date South side students that had been attending half-day classes at North Central High School would transfer in mid-term to the new school School officials were anxious that students not see the new school until after the dedication and noted that it was *"In order to make the dedicatory exercises as effective as possible those in charge do not wish the pupils to occupy the new high school until after it is dedicated, and though the building is finished a short while before the exercises, it is probable that the moving date will be set after April 1"*

As Lewis and Clark High School was nearing completion, its fire-resistant construction was praised by insurance companies On January 23, 1912, Washington State insurance surveyor C P Brant evaluated the structure as,

*" one of the most nearly perfect in the city, considered from the underwriters view
The fact that the walls are entirely of brick and the floors and ceilings of concrete
makes the building practically fireproof There is no wood used except in doors and
window frames The insurance rate on the building will consequently be low "*

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By early February of 1912, workmen were applying the last coats of plaster to the interior walls of the auditorium. When the ceiling decor of the auditorium was completed and the electric lights installed, the scaffolding was removed. In the science laboratories on the third floor, workmen were finishing the cabinets and other custom wood furnishings. The aquarium and plant conservatory were placed in the biology lab. Outside, the grounds around the building were being leveled in preparation for the planting of lawns and other landscape features. One of the finishing touches to the exterior appearance was the installation of the two iron lamp posts which flanked the front entry to the building. These fixtures each featured five globe-lights and were referred to as "electroliers."

In mid-March, the groundwork was being set for the Lewis and Clark High School art collection. The graduating class of Spring 1912 voted to purchase a number of prints of famous paintings for display in the high school's classrooms and halls. Other prints were donated by various contributors, for a total of about 75 pictures. Several hallways were given names based on the type of art work displayed in them, such as the second floor Italian School corridor, which featured works by Italian artists. In another hallway, called the "Cathedral Corridor," paintings of famous European cathedrals were displayed. The collection gathered in 1912 formed the nucleus of an impressive and growing display which would become one of the largest of its kind in the Northwest. During the recent rehabilitation the collection was cataloged, cleaned and restored, and is now installed throughout the building.

By late March, workers were busily taking care of the last details of the project in preparation for the dedication ceremonies planned for the week of April 1. The Tennessee marble had been installed on the steps of the staircases and the last auditorium seats were being installed. The fixtures and furnishings for the laboratory and shop rooms were nearly ready. One of the last major tasks was to install 1,344 steel lockers in the hallway corridors. The order for the lockers, purchased for \$6,500 from the General Fireproofing Company of Youngstown, Ohio, was the largest such shipment ever made to Spokane at the time. Outside the building, the landscaping of the grounds was being completed. Other workmen were employed conducting a general cleanup of rubbish on the site.

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On the morning of March 30, 1912, principal Henry Hart, along with workmen, faculty members, and curious citizens, were on hand to inspect the soon-to-be-dedicated Lewis and Clark High School building. Last minute preparations included unpacking library books and arranging the kitchens in the domestic arts room for use in preparing a meal for the first night of the dedication ceremonies. During the afternoon, principal Hart led a group of faculty members on a tour of the building "from the boiler room to the roof." Also on March 30, the board of education accepted the interior of the high school as completed. It was decided to wait until the next meeting to accept the exterior because some minor stonework remained unfinished. All members of the board praised the contractor, M C Murphy, for his work in completing the project.

The three-day extravaganza for the dedication of Lewis and Clark High School was largely orchestrated by principal Henry Hart. He was assisted in this task by Mrs Olive B Jones, the oldest member of the high school faculty, whom Mr Hart selected as chairman of the event. The affair brought together as many as 1,700 alumni from Spokane High School. The local newspaper reported that the reunion of graduates was the largest of its kind ever to take place west of the Mississippi River. Festivities began on Monday night April 1, at 8 00 p m when a concert was given for the general public in the school auditorium. Afterward, refreshments were served by domestic science students in the cafeteria. Prior to the conference, these same students had prepared a meal honoring school board members and construction contractors. Tuesday, April 2, was dedicated to the reunion of alumni. Activities began at 7 00 p m, with an inspection tour of the building. This was followed by individual gatherings of the graduates of different years and terms - a January term and a June term for each year. Finally, all alumni met in the auditorium for a combination of business and entertainment, followed by refreshments in the cafeteria.

The formal dedication of Lewis and Clark High School took place on Wednesday afternoon, April 3, 1912. The ceremony was conducted in the auditorium of the new building and included dedicatory addresses and music provided by the Spokane High School orchestra. Among the speakers were Spokane Board of Education members J Grier Long and F P Greene, superintendent of the school district B M Watson, and Dr Thomas Kane, president of the University of Washington. Gifts were presented to the high school by various graduating classes of the past, as well as other organizations and individuals. Among these were ceremonial flags, sculptures, art

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prints, a silver trophy cup, the memorial fountain previously presented by the 1910 class, photographs, and oil portraits of Meriwether Lewis and George Rogers Clark painted by Alonzo Lewis, a descendent of Meriwether Lewis

Following the ceremony in the auditorium, the entire building was opened to inspection by the general public. During the rest of the week following the dedication, Lewis and Clark High School continued to be showcased as host of the Inland Empire Teacher's Association. Meetings involving over 2,000 teachers were held in the school auditorium.

In May, 1912, the new school put out the first issue of a literary and news publication called The Lewis and Clark Journal. This periodical evolved from the earlier The Orange and Black that was issued by Spokane High School beginning in 1903. After the 1910 fire, when all high school students attended North Central while the new school was being built, the combined journal was called The Blue and White. When Lewis and Clark High School opened in the spring of 1912, the North Central publication was renamed The Tamarack, while the new school's periodical was christened The Lewis and Clark Journal, a title it has retained to the present day.

The week after the dedication exercises, classes began at Lewis and Clark High School. On April 10, 1912, the first student convocation was held in the school auditorium. This affair featured several speakers, music by the school orchestra, and the singing of a new school song, "The Orange and the Black," written by alumnus Aimee Votaw. The following September, when Lewis and Clark opened for the first full term, 1,023 students were enrolled.

The early issues of The Lewis and Clark Journal provide a glimpse of the social and academic activities at the new school during its formative years. A 1915 faculty directory lists the various courses of study available at the school: household arts, manual arts, biology, chemistry, commercial, English, fine arts, history, modern languages, Latin, mathematics, music, physics, physiography, physical training, and public speaking. As with all high schools, Lewis and Clark developed a number of organizations centered around student government and academic and artistic pursuits. Student officers, including president, secretary, and clerk, were elected each spring and fall semesters. A student senate, which worked with the officers to promote the interests of students,

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was also elected. Additionally, each class - freshman, sophomore, junior, and senior - chose their own leaders to facilitate individual class activities. The debate team was an item of great interest and The Lewis and Clark Journal avidly followed their progress. Musical pursuits were represented by the school band, orchestra, and the boy's quartette. During its early days, The Lewis and Clark Journal was more of a literary magazine than it became in later years. Poems, essays, and fiction were submitted by the students, some of whom were involved in school literary organizations such as the Quills Literary Society and the Papyrus Club. The staff of The Lewis and Clark Journal, which included editorial and business components, provided the students involved with valuable practical experience. Another school publication in which students participated was the annual year book, called The Tiger. Drama and the theater were also popular pursuits. One event looked forward to each semester was the senior class play, which often provided funding for various high school projects. Other active student organizations of the early years of Lewis and Clark High School were the German Club, the Latin Club, and the Kappa Beta Club fraternity.

School athletics was also an area of keen interest and received extensive coverage in The Lewis and Clark Journal. The Athletic Association, composed of students and faculty, promoted the interest of school athletic activities. Most of the competitive sports were limited to boys. The primary sports of the early years were football, baseball, basketball, and track and field. During the 1910s, an important annual event was the Thanksgiving football game with cross-town rival North Central High School. This game was played at Natatorium Park, as were many other football and baseball games. Many of the basketball games were played in the gymnasium of the Administration Building/Annex. In 1915, tennis was added to the array of competitive high school sports. Although most of the attention was given to male athletes, females were represented by the Girl's Athletic Association. Popular physical activities among the girls included hiking, gymnastics, basketball, and indoor baseball. In later years, many athletic events were held at Hart Field, in south Spokane, and, after 1965, at the E. L. Hunter Field House.

Two popular Lewis and Clark High School programs that evoked a lot of interest in the 1910s were manual arts training for non-students and night school classes. The school had been lavishly furnished with top-of-the-line equipment for trade-related activities such as metal working, wood working, and blacksmithing. In 1913, the school district decided to open these facilities to those

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who wished to use them. Participants needed only to pay for the materials used. On October 5, 1914, night school classes began at Lewis and Clark High School as part of a district-wide effort. This program was initiated by the school board and paid for by reducing the annual insurance premiums. Courses including popular cooking classes, manual and fine arts, as well as academic studies. Night school proved to be so popular - 700 persons applied on the first day of registration - that extra equipment and instructors had to be acquired.

By the time principal Henry Hart retired, in 1936, Lewis and Clark had one of the largest and most successful high school programs in the State of Washington. Mr. Hart, and several other principals of the school, are memorialized on plaques displayed in the main entry foyer of the school. Principal Hart was succeeded by Truman Gervais Reed (1937-1942), Abraham Lincoln Parker (1942-1965), William E.L. Donner (1965-1970), C. William Anderson (1970-1979), Richard Pelkie (1979-1985), and Michael Howson (1985-present).

Architect Loren L. Rand:

Loren L. Rand was the architect who designed both the 1908 Administration Building and the 1911 Lewis and Clark High School. Mr. Rand was born in Amesbury, Massachusetts, in December of 1851. He received his early education in public schools and later attended the Massachusetts Institute of Technology. He practiced architecture briefly in Grand Rapids, Michigan, and Minneapolis, Minnesota, before moving to Spokane in 1888. While in Spokane he designed several residences for well-to-do citizens including former Territorial Judge Lucius B. Nash, businessman and civic leader Edward Louis Powell, one time Spokane mayor Horatio Belt, and Sylvester Heath, founder of the stationery company that later became John W. Graham and Company. He also designed his own home at N. 1215 Nettleton.

Mr. Rand also designed a number of commercial buildings, including the Main Street addition to the Crescent Department Store, the Spokane Dry Goods building, and the Marble Bank Building. In partnership with another well-known Spokane architect, J. K. Dow, Loren Rand was also involved in the design of the Tidbal block, the first four-story building constructed after the 1889 downtown fire. Rand and Dow also designed the Masonic Temple, the Carlyle Hotel, and the Bennet Block.

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The First Presbyterian Church is also a Loren Rand designed building. He is best known, however, for designing educational structures, foremost of which was Lewis and Clark High School and the Administration Building. At about the same time that Lewis and Clark was built, Mr. Rand designed a new high school for Kennewick, Washington. Elementary schools designed by Loren Rand once dotted the Spokane landscape. Of the fourteen such schools he is credited with, almost all have been demolished. Following the death of Mr. Rand at his home in 1935, the *Spokesman-Review* hailed him as "designer of Lewis and Clark high school and many other buildings of importance here." Loren Rand was noted as an amiable man, an avid gardener, and a professional who valued the advice of those who would occupy his buildings. A local journal of the 1920s, *The Spokane Woman*, praised the latter quality of Rand as a man who,

"designed many buildings in Spokane but Lewis and Clark High School is probably his finest achievement. In the desire to pass the credit for this successful piece of work to other people, Mr. Rand says that the cooperation and personal interest of the teachers in his plans made his success possible. He talked over every detail of the building. They knew the results they needed and he translated their ideas into a structure of permanent beauty and usefulness."

Summary:

Lewis and Clark High School is significant for its long association with educational efforts in Spokane. The high school is the oldest existent high school building in the city and is situated on property that has a long history with the Spokane educational system. As such, the building and site is a direct participant in the early development of education in Spokane. Despite alterations of the original building due to the attachment of an addition in 2001, the historical significance of the high school remains undiminished. Arguably, the rehabilitation project has allowed Lewis and Clark High School to continue as an effective educational facility, allowing it to fulfill the function for which it was historically intended. Therefore, the building remains eligible for the National Register of Historic Places under Criterion A.

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While the architectural integrity of the original Lewis and Clark High School building has been compromised by the attachment of the Addition, which necessitated the removal of about 60% of the masonry veneer from the east elevation, and by the renovation of the interior spaces. This same project extended the life of remaining historic architectural facades. What remains of the building's exterior continues to be one of the finest examples of the Collegiate Gothic Style in Spokane and is an outstanding example of the work of local architect Loren Rand.

Therefore, since Lewis and Clark High School retains a large degree of its character-defining exterior appearance, is the work of an acknowledged master, and adheres to Department of Interior design standards for new additions, the building also remains eligible for the National Register of Historic Places under Criterion C.

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Down May 10, 1911 7

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

The Lewis and Clark High School building property is located on a block of land bound by Fifth Avenue on the south, Stevens Street on the east, Fourth Avenue on the north, and the former route of Howard Avenue on the west

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

Within these boundaries are located the original Lewis and Clark High School building, the recently attached Addition, the historic retaining walls, and the stone fountain. The boundaries correspond to the city block which encompassed the original grounds of the high school.

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 W 212 Dawn, Spokane, WA
 Front entry of Lewis and Clark High School, looking southwest
- 2 Lewis and Clark High School
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 Stephen Emerson
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 W 212 Dawn, Spokane, WA
 Clock tower and gargoyles, looking south
- 3 Lewis and Clark High School
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 W 212 Dawn, Spokane, WA
 Front entry detail, looking south
- 4 Lewis and Clark High School
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 W 212 Dawn, Spokane, WA
 Lewis and Clark High School, Addition to left, looking southwest

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 W 212 Dawn, Spokane, WA
 Arch containing entry portal from Administration Building/Annex, looking southwest
- 6 Lewis and Clark High School
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 W 212 Dawn, Spokane, WA
 Restored brickwork from Administration Building/Annex, looking northeast
- 7 Lewis and Clark High School
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 W 212 Dawn, Spokane, WA
 Addition, Lewis and Clark High School in background, looking southwest
- 8 Lewis and Clark High School
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 W 212 Dawn, Spokane, WA
 Addition, Lewis and Clark High School to left, looking northeast

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 Lewis and Clark High School, north elevation, looking northwest
- 10 Lewis and Clark High School
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 Addition, east elevation, looking northwest
- 11 Lewis and Clark High School
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 W. 212 Dawn, Spokane, WA
 Southeast corner of Lewis and Clark High School, looking northeast
- 12 Lewis and Clark High School
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 Northwest corner of Lewis and Clark High School, looking southeast
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 W 212 Dawn, Spokane, WA
 Front entry and windows of Lewis and Clark High School, looking southeast
- 15 Lewis and Clark High School
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 W 212 Dawn, Spokane, WA
 Front retaining walls of Lewis and Clark High School, looking southeast
- 16 Lewis and Clark High School
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 W 212 Dawn, Spokane, WA
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 West elevation of Lewis and Clark High School, looking northeast
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 Southwest entry of Lewis and Clark High School, looking east
- 19 Lewis and Clark High School
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 Stephen Emerson
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 W 212 Dawn, Spokane, WA
 Third floor classroom of Lewis and Clark High School, looking northwest
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 Third floor hall of Lewis and Clark High School, looking northwest

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SPOKANE COUNTY, WASHINGTON**

Photographs (cont'd)

- 21 Lewis and Clark High School
 Spokane County, WA
 Stephen Emerson
 August 2001
 W 212 Dawn, Spokane, WA
 Second floor hall of Lewis and Clark High School, looking southwest

- 22 Lewis and Clark High School
 Spokane County, WA
 Stephen Emerson
 August 2001
 W. 212 Dawn, Spokane, WA
 Northeast interior stair well of Lewis and Clark High School, looking
 northwest

23. Lewis and Clark High School
 Spokane County, WA
 Stephen Emerson
 August 2001
 W 212 Dawn, Spokane, WA
 Auditorium details, Lewis and Clark High School, looking southeast

- 24 Lewis and Clark High School
 Spokane County, WA
 Stephen Emerson
 August 2001
 W 212 Dawn, Spokane, WA
 Addition hall, looking southeast

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

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 11

Page 7 of 7

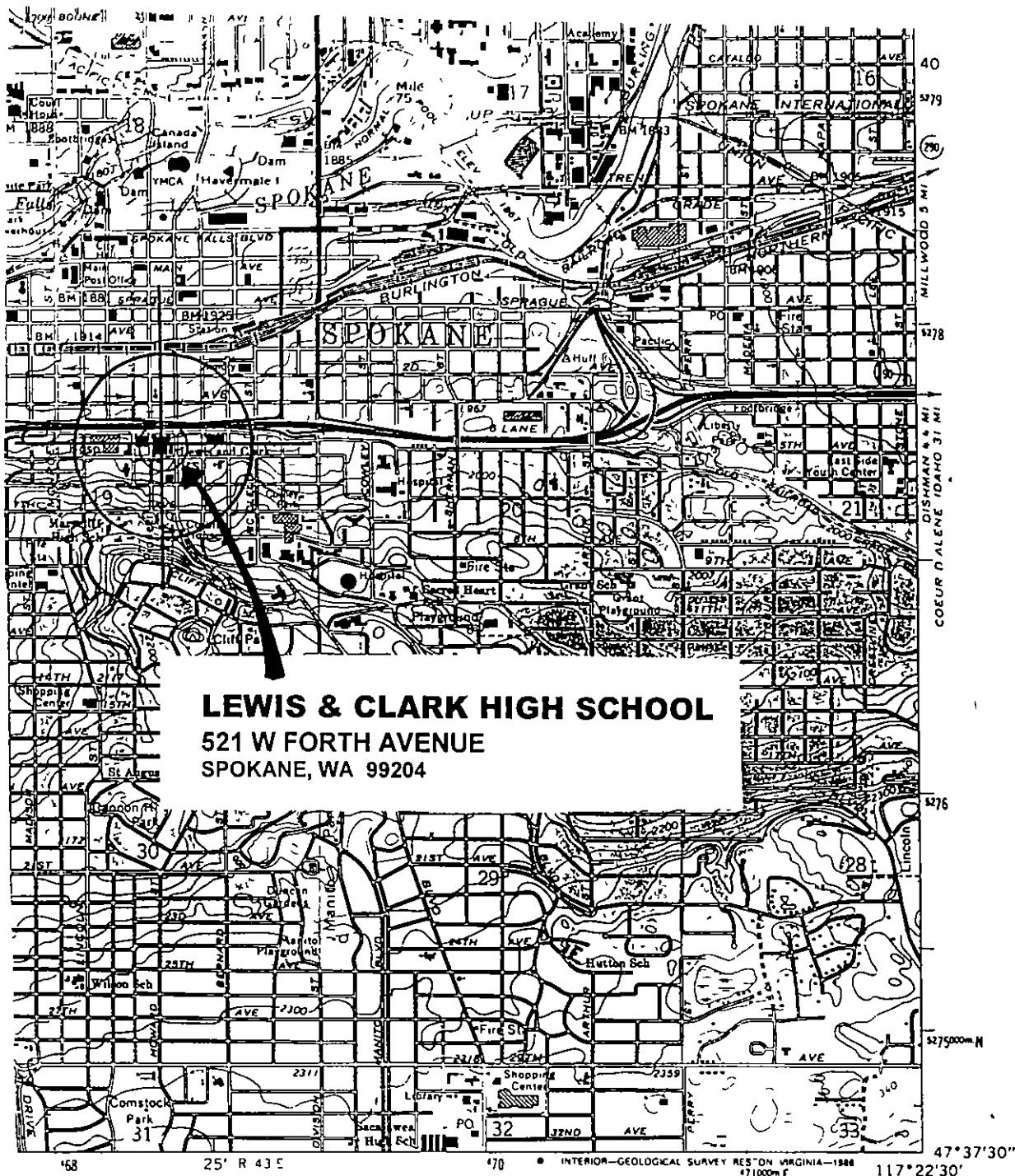
**LEWIS & CLARK HIGH SCHOOL
SPOKANE COUNTY, WASHINGTON**

Photographs (cont'd)

- 25 Lewis and Clark High School
 Spokane County, WA
 Stephen Emerson
 August 2001
 W 212 Dawn, Spokane, WA
 Addition stairwell, looking southeast

UNITED STATES
DEPARTMENT OF THE INTERIOR
GEOLOGICAL SURVEY

SPOKANE NW QUADRANGLE
WASHINGTON - SPOKANE CO
15 MINUTE SERIES (TOPOGRAPHIC)
11174 SPOKANE 15 QUADRANGLE



LEWIS & CLARK HIGH SCHOOL
521 W FORTH AVENUE
SPOKANE, WA 99204

Mapped, edited, and published by the Geological Survey

Control by USGS and NOS/NOAA

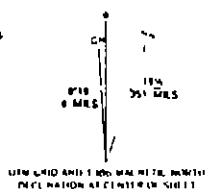
Topography by photogrammetric methods from aerial photographs taken 1946 and planimetric surveys 1950. Revised from aerial photographs taken 1972. Field checked 1974.

Projection and 10 000 foot grid ticks: Washington coordinate system: north zone (Lambert conformal conic) 1000-meter Universal Transverse Mercator grid ticks: zone 11 shown in blue 1977 North American datum.

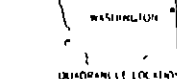
Red tint indicates areas in which only landmark buildings are shown.

To place on the predicted North American Datum 1983 move the projection lines 15 meters north and 79 meters east as shown by dashed corner ticks.

There may be private inholdings within the boundaries of the National or State reservations shown on this map.



ROAD CLASSIFICATION
Primary high hard surface ——— Light duty road hard or improved surface
Secondary high hard surface ——— Unimproved road
Inter. Route U.S. Route State Route



Revisions shown in purple compiled from aerial photographs taken 1982 and other sources. This information not field checked. Map noted 1986. Purple tint indicates extension of urban areas.

SPOKANE NW WASH
11174 SPOKANE 15 QUADRANGLE
47117 F4 11 024

1974
PHOTOREVISED 1986
DMA 25 0 III NW-SERIES Y881

4TH AVENUE

RETAINING WALLS

STEVENS STREET

SKY BRIDGE

2001 ADDITION

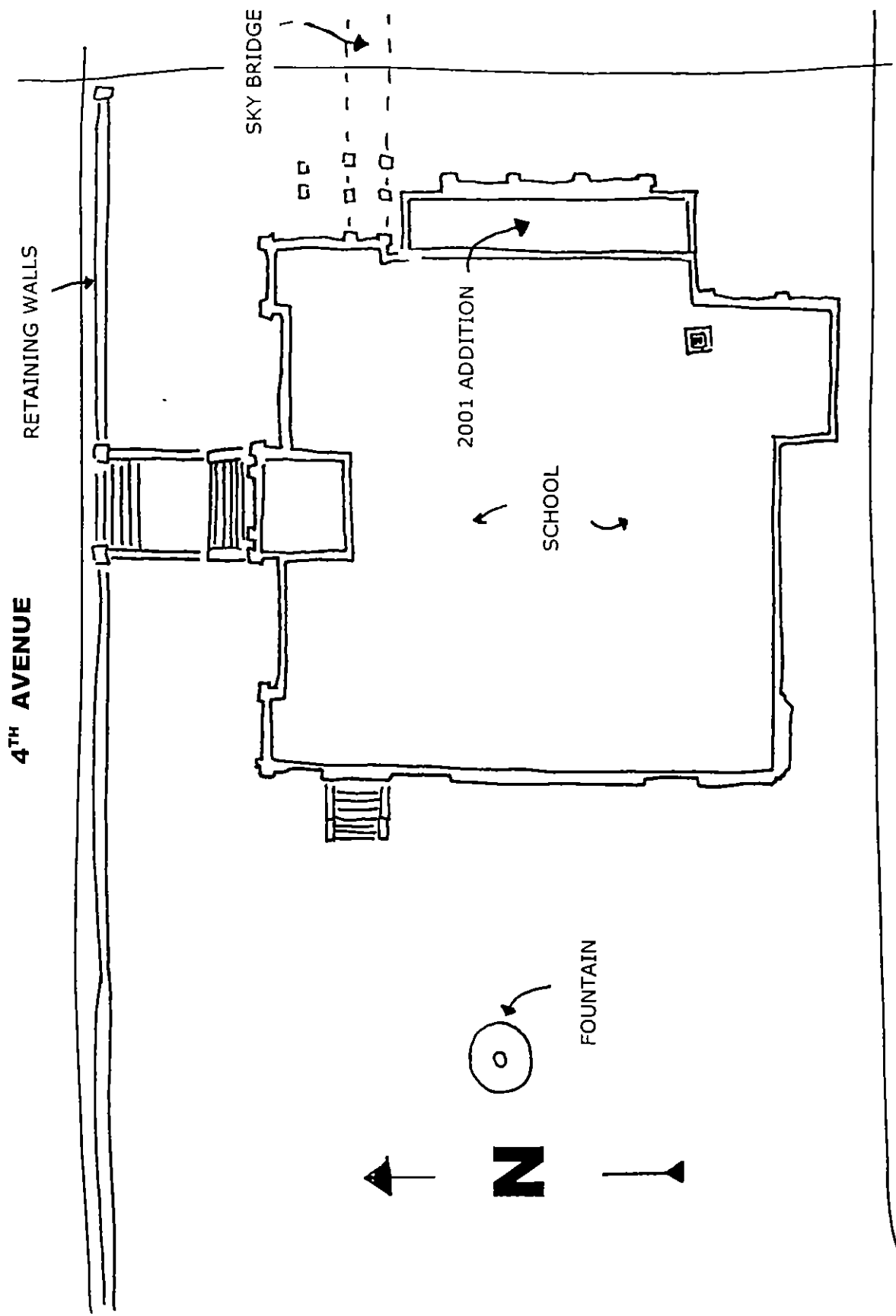
SCHOOL

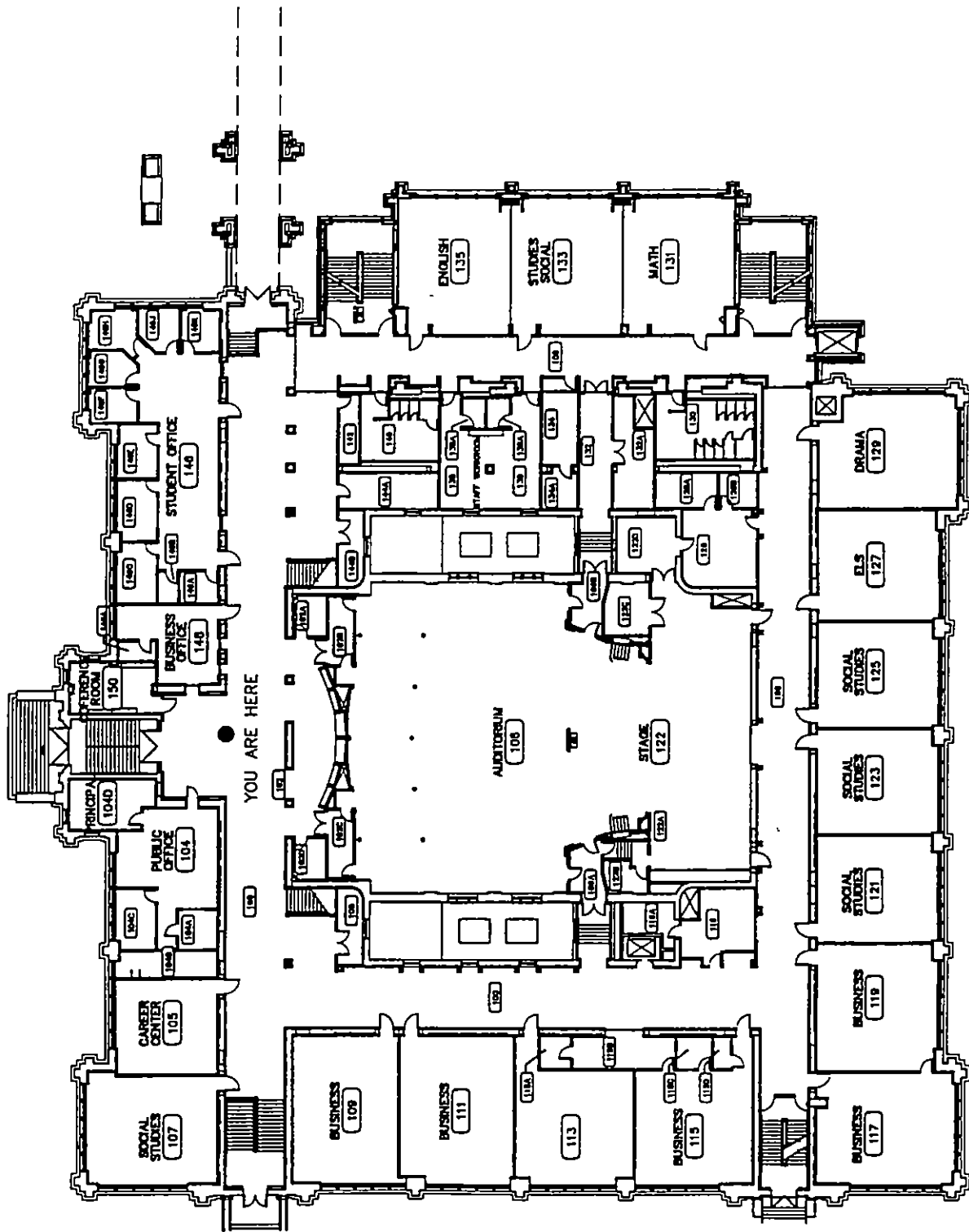
FOUNTAIN

5TH AVENUE

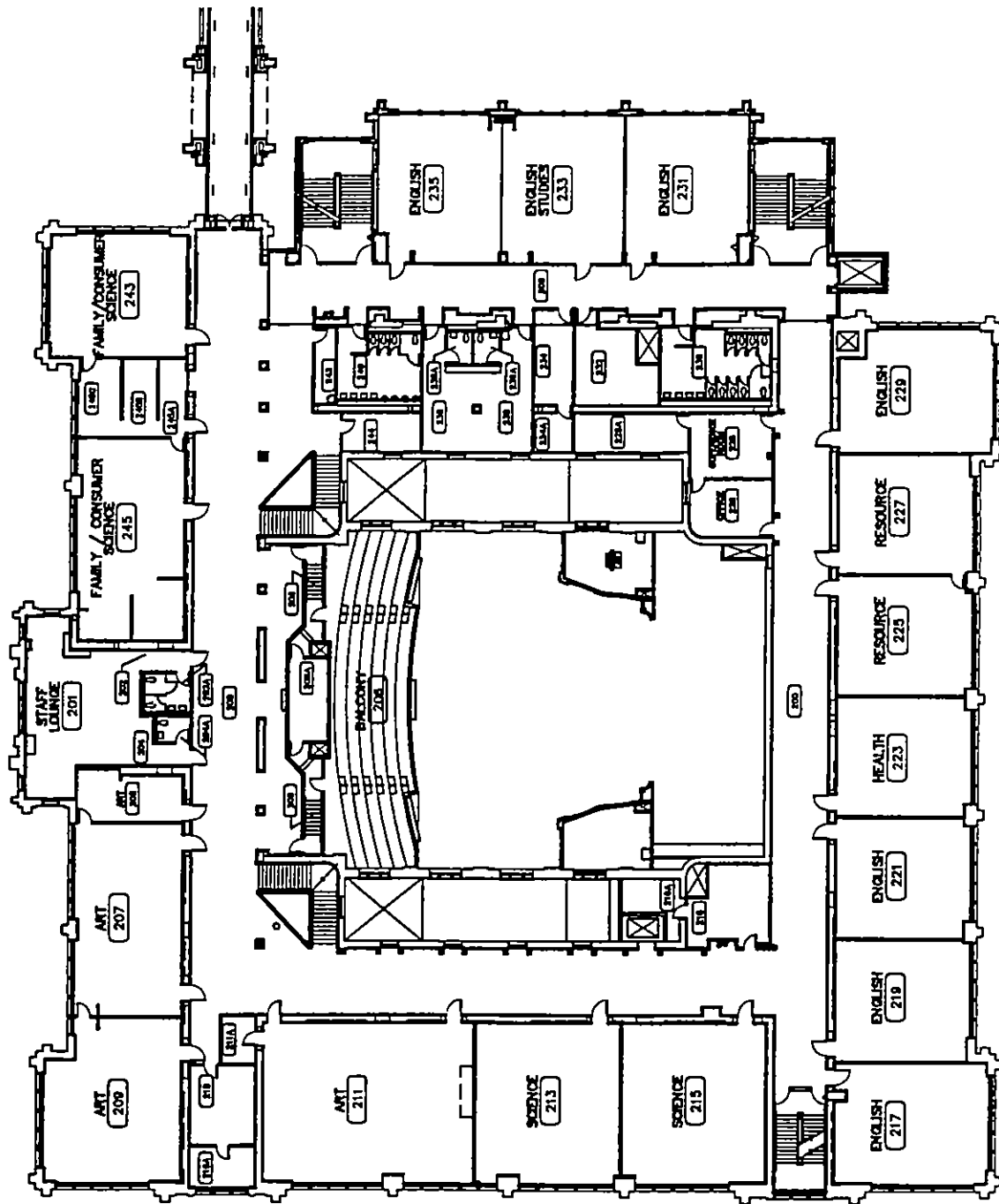
LEWIS & CLARK HIGH SCHOOL
521 W FORTH AVENUE
SPOKANE, WA 99204

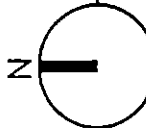
SITE PLAN
NOT TO SCALE

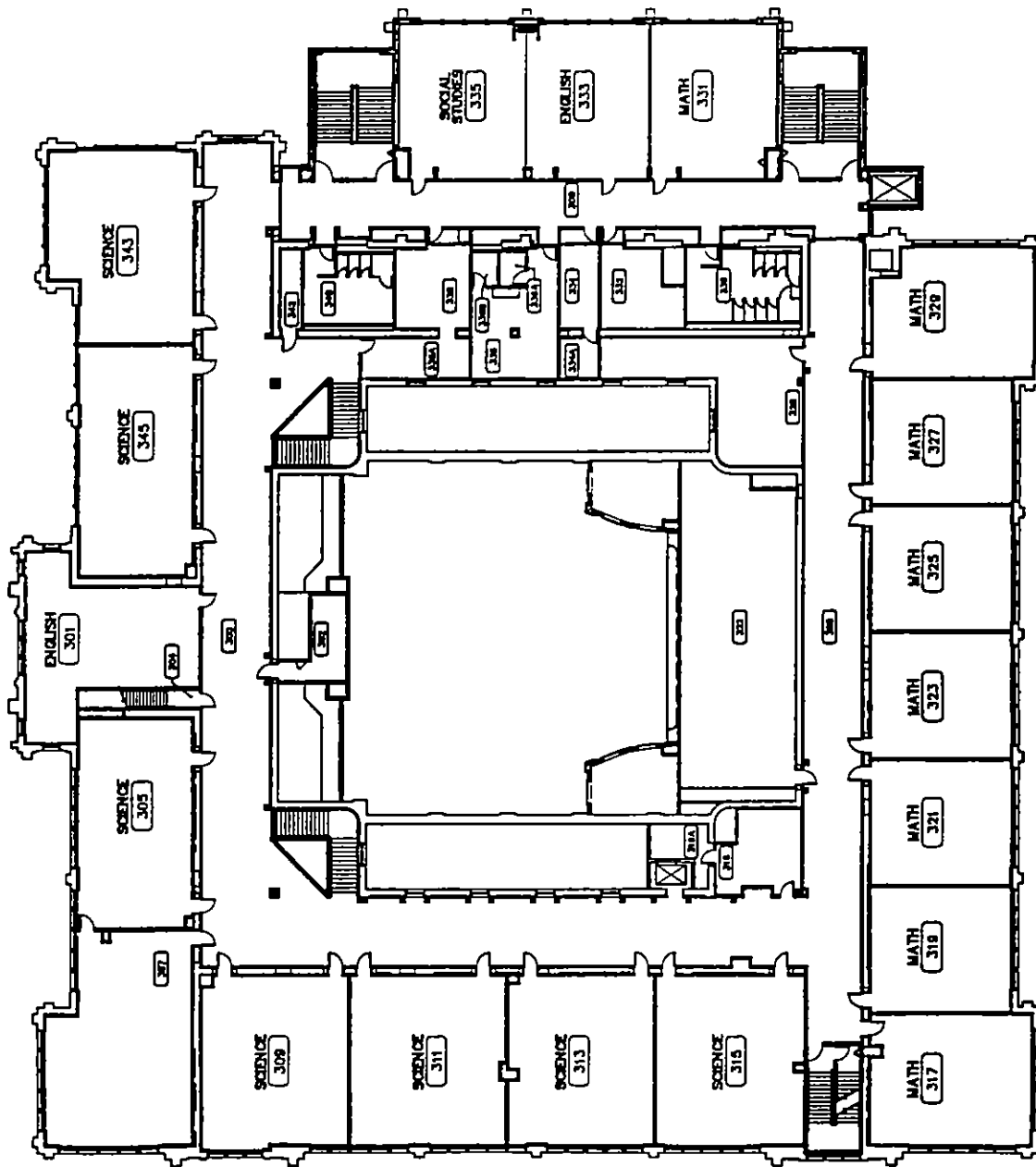




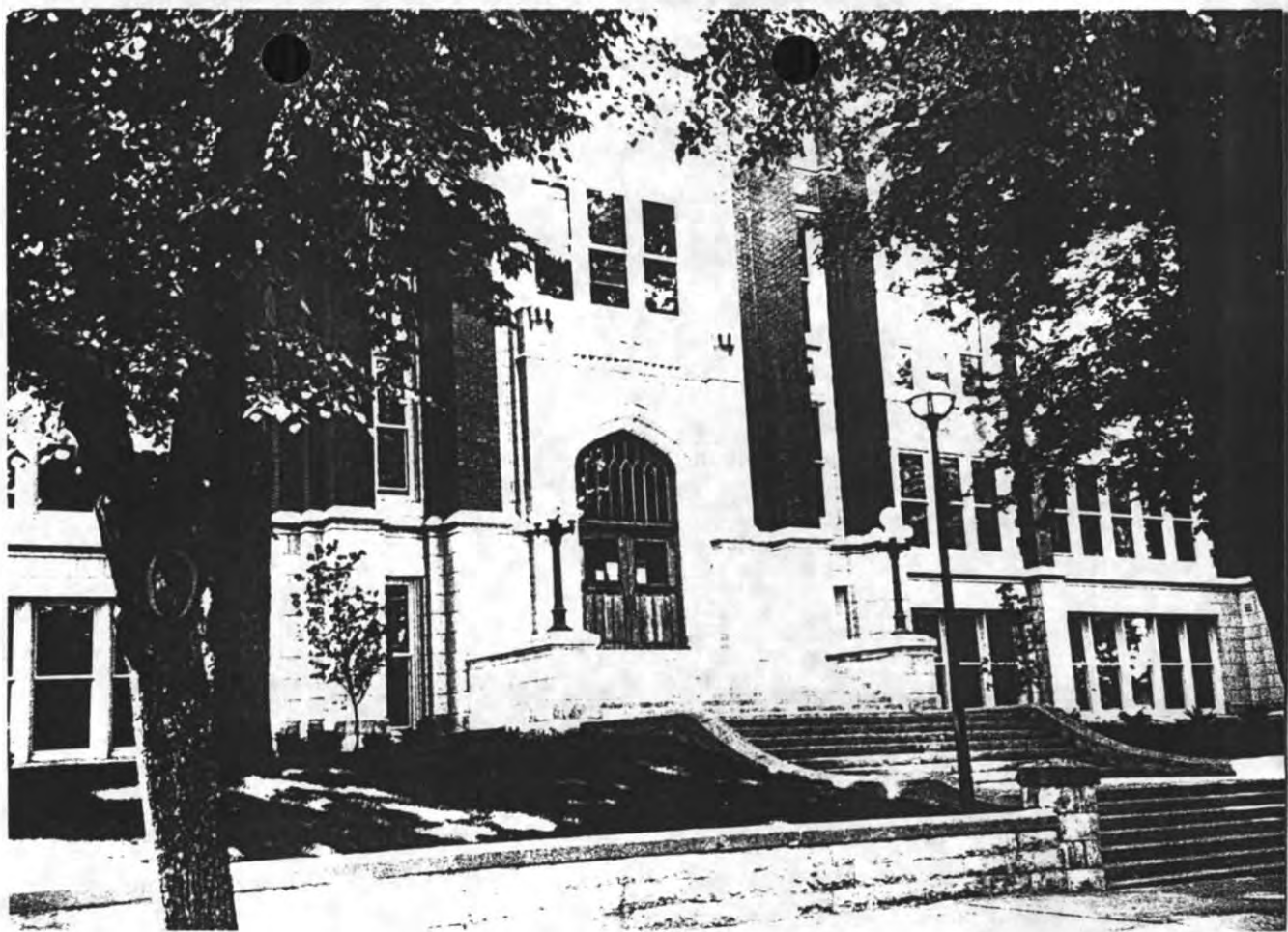
N
FIRST FLOOR PLAN
 Scale: 1" = 40'
 XFPB

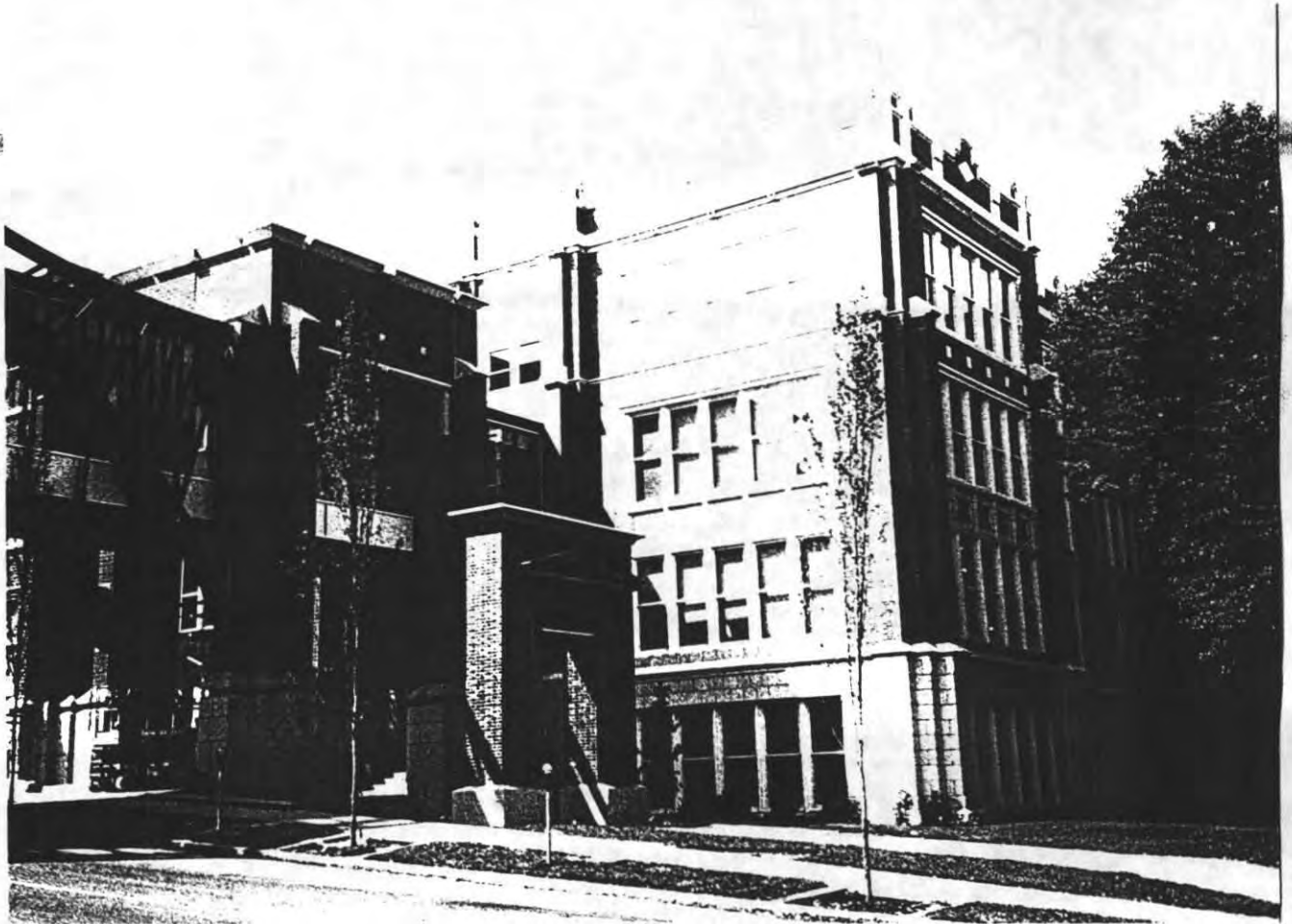
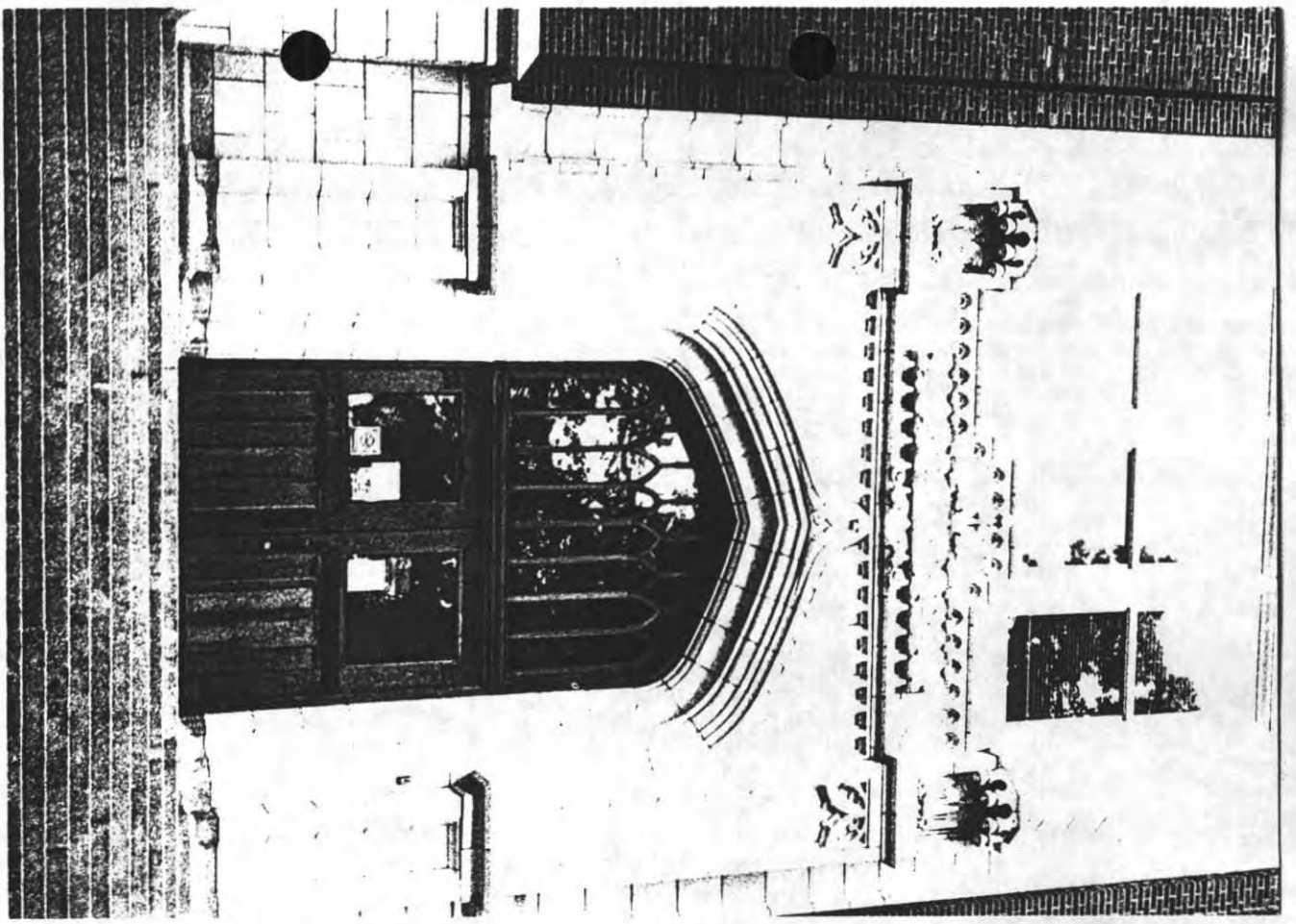


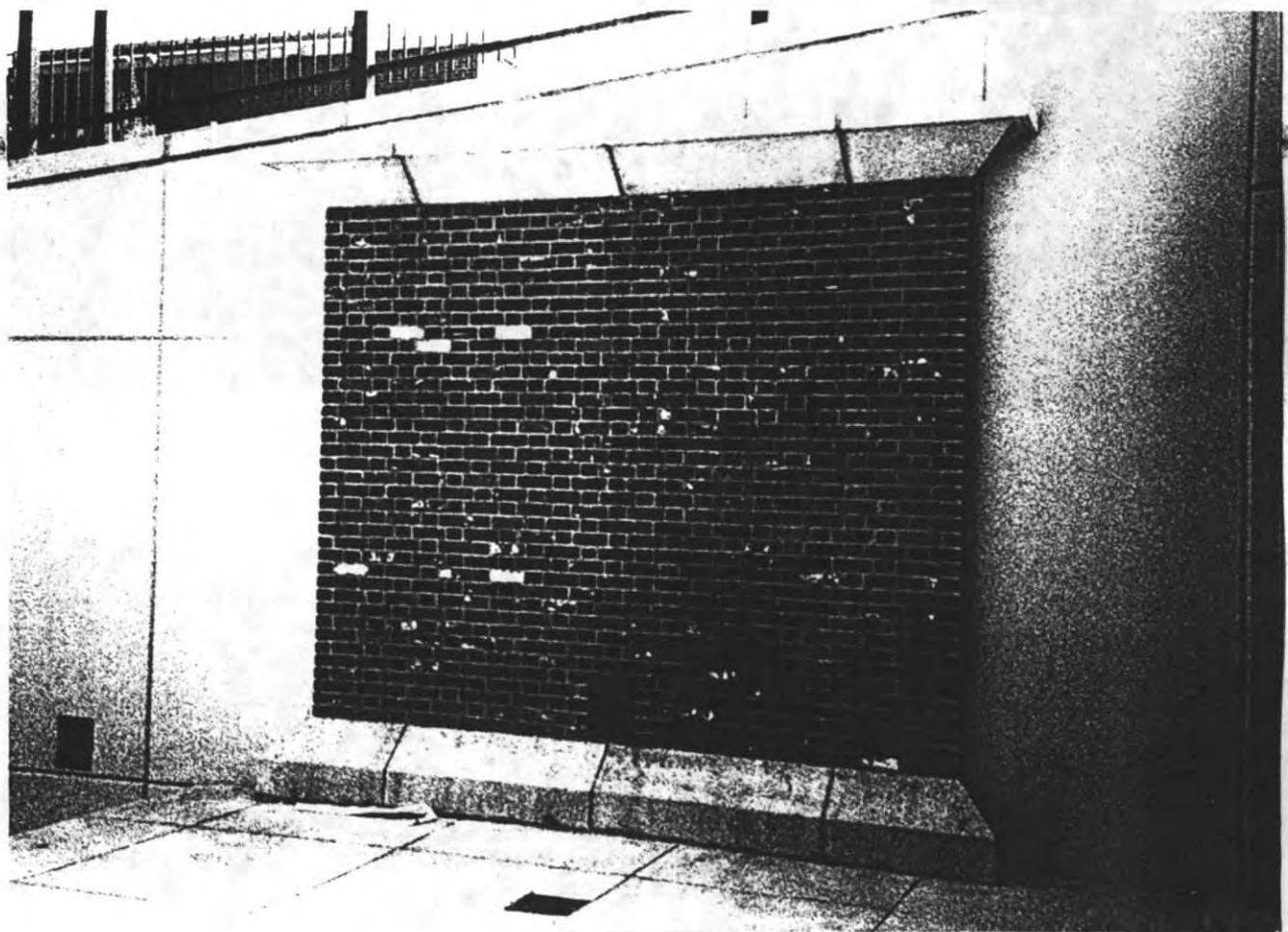

SECOND FLOOR PLAN
 Scale: 1/16" = 1'-0" XFPB

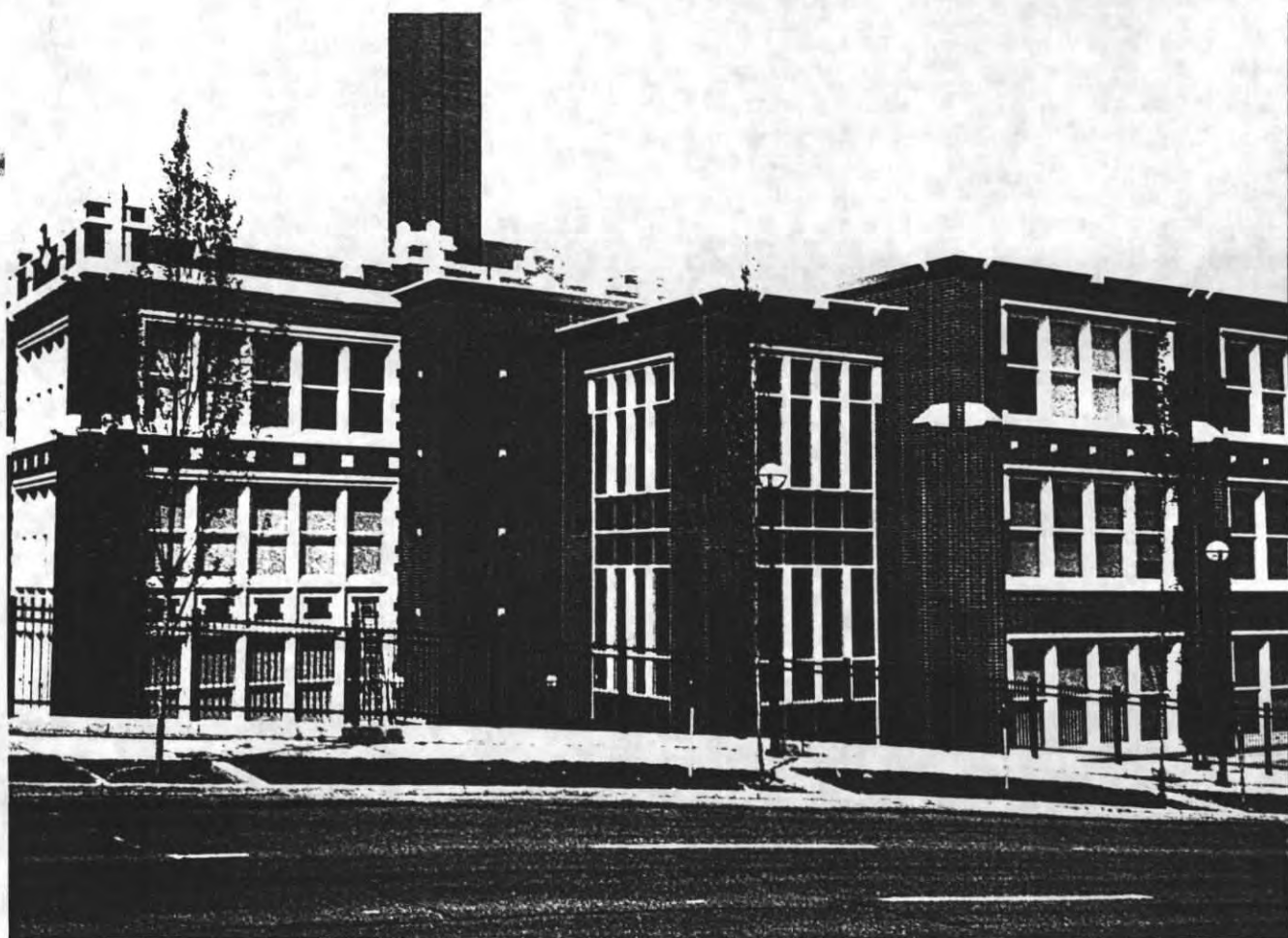


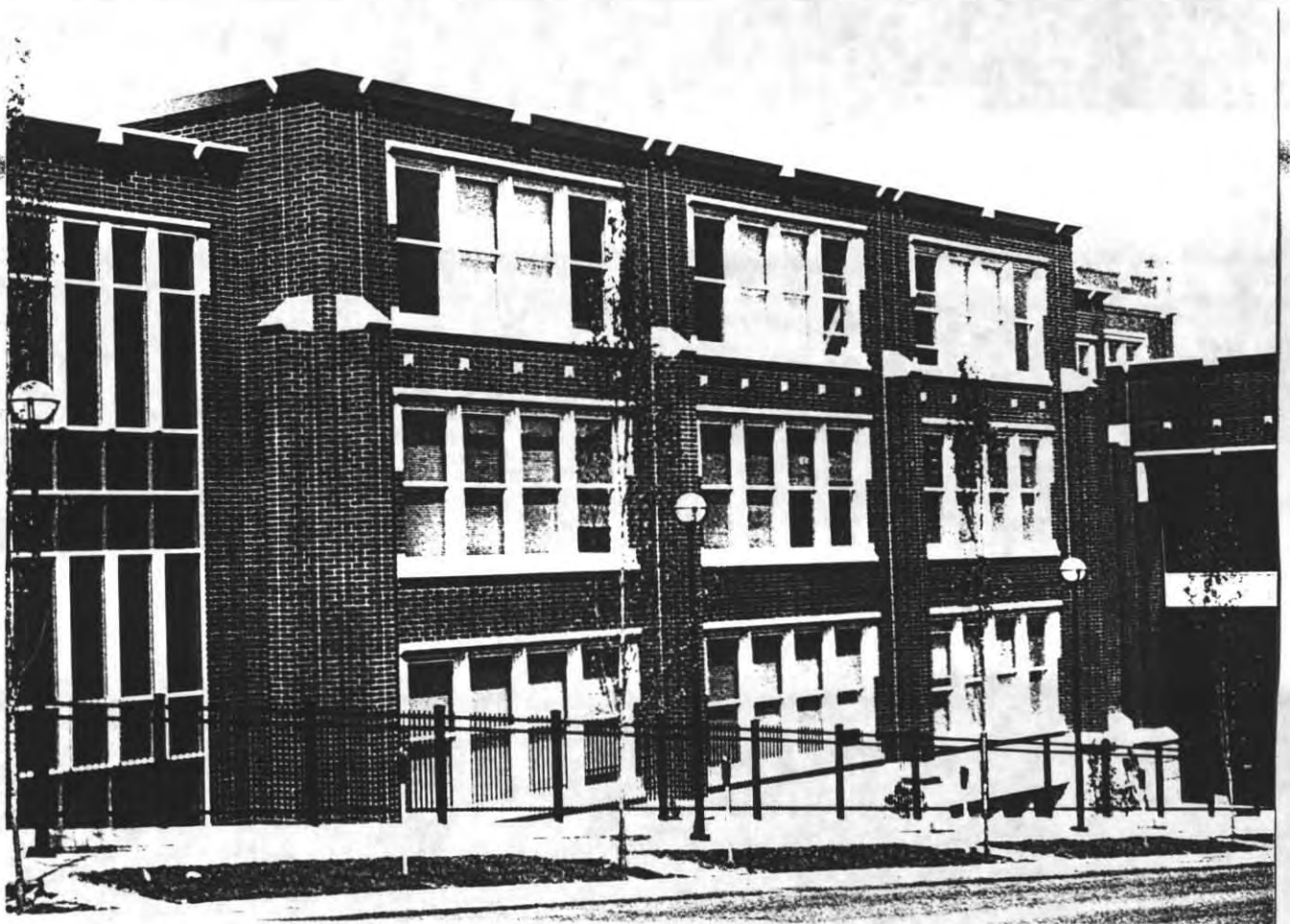
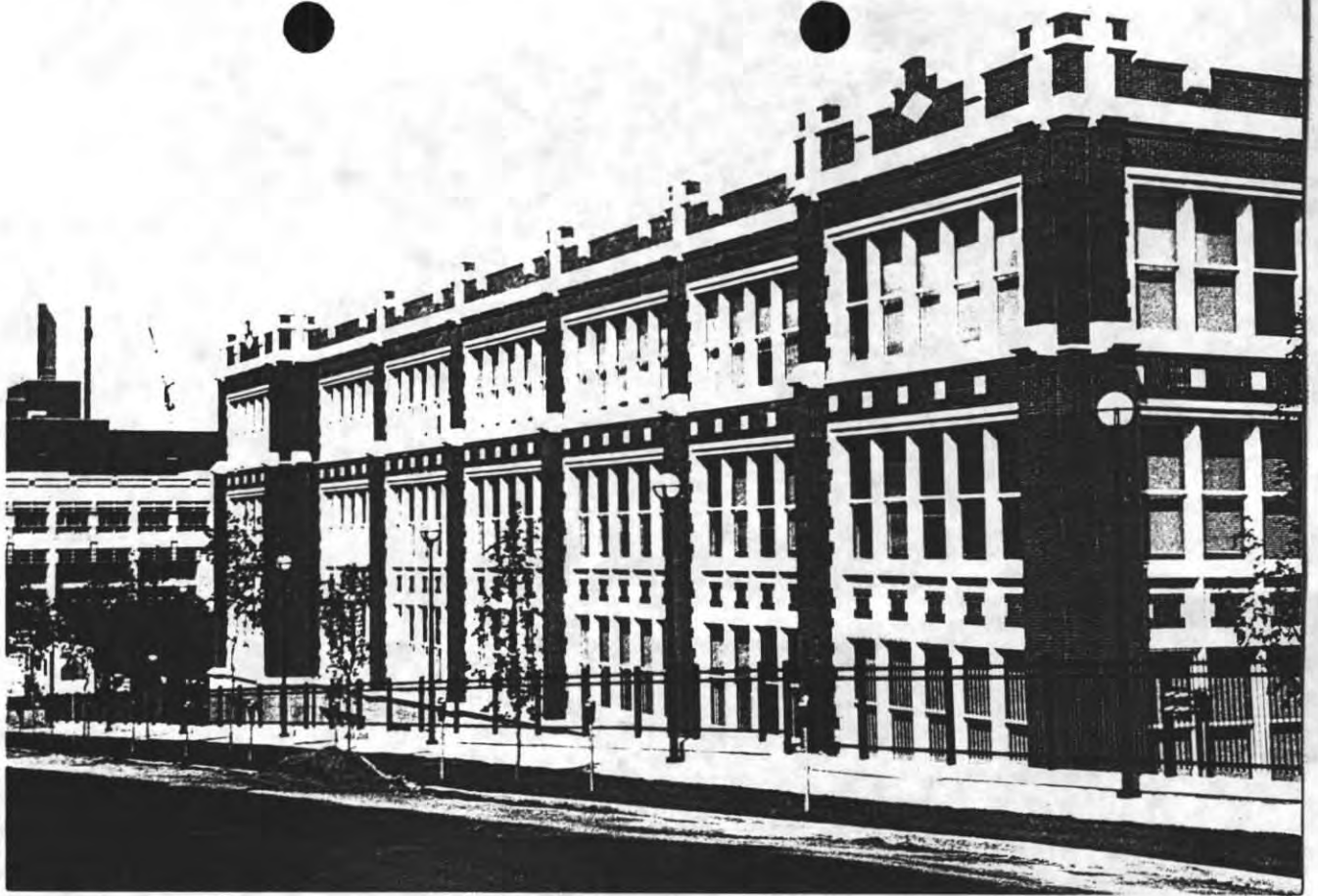
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THIRD FLOOR PLAN
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 XFPB
N:\11-0022251\051R\NO43.dwg, 08/06/01 04:28:25 PM, pharrington

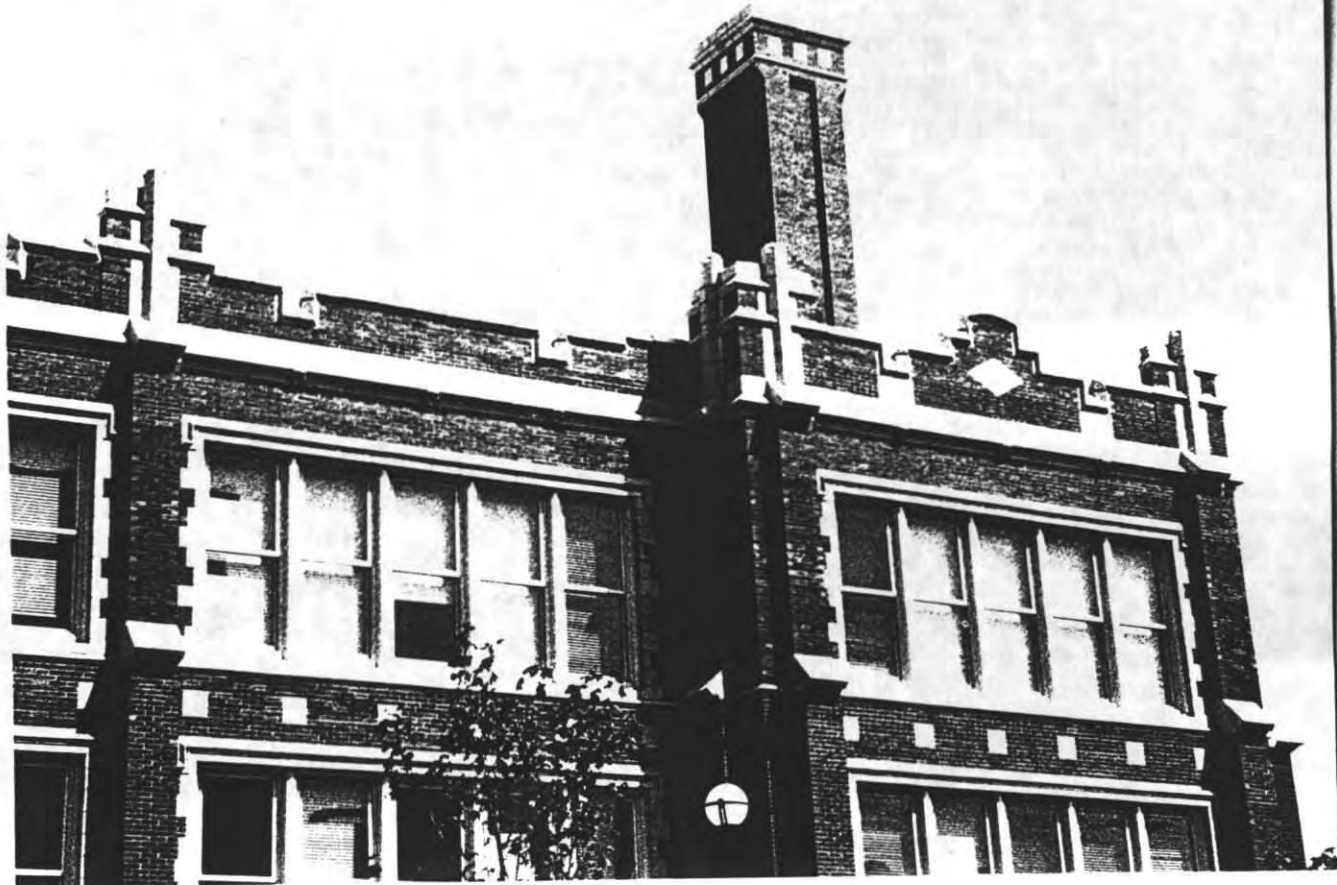


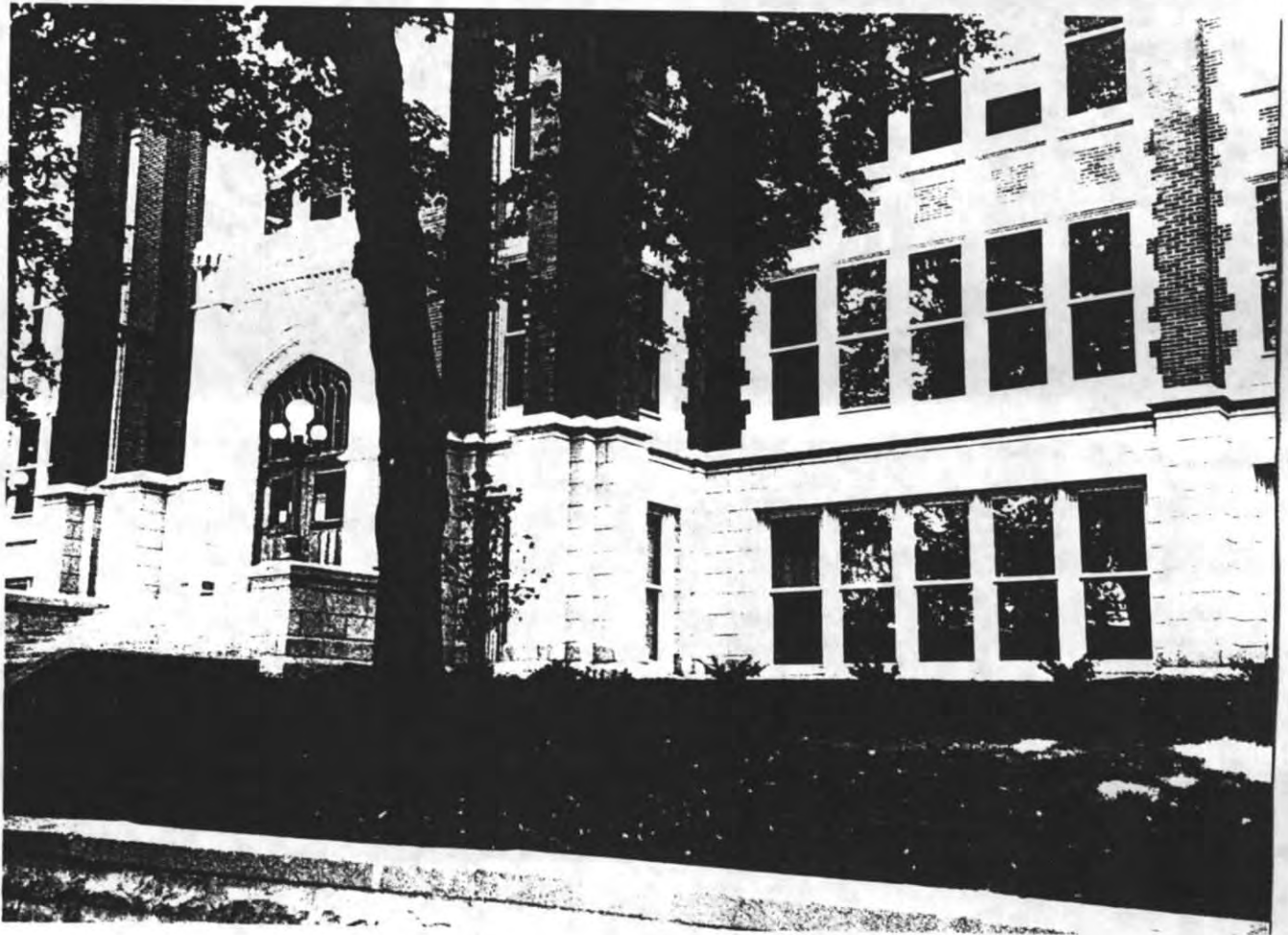




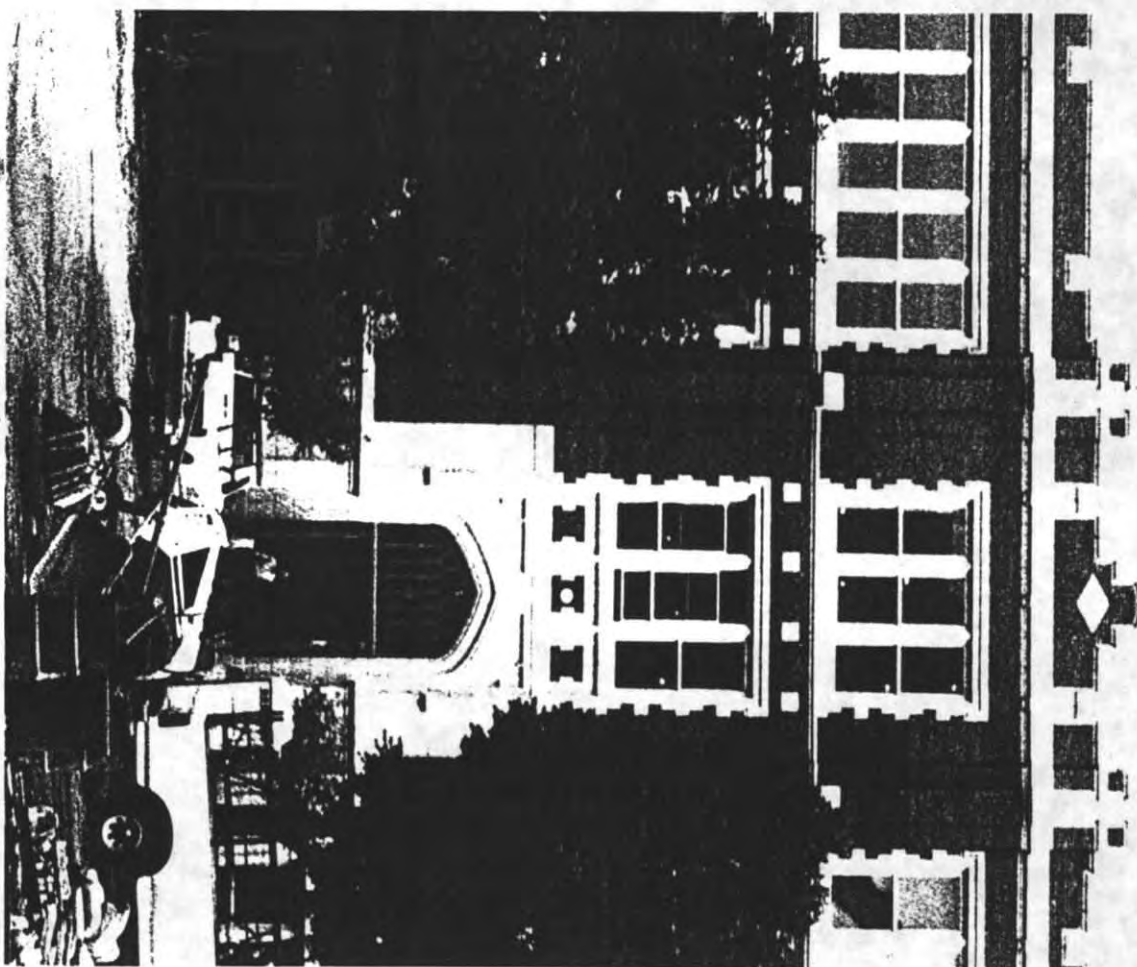
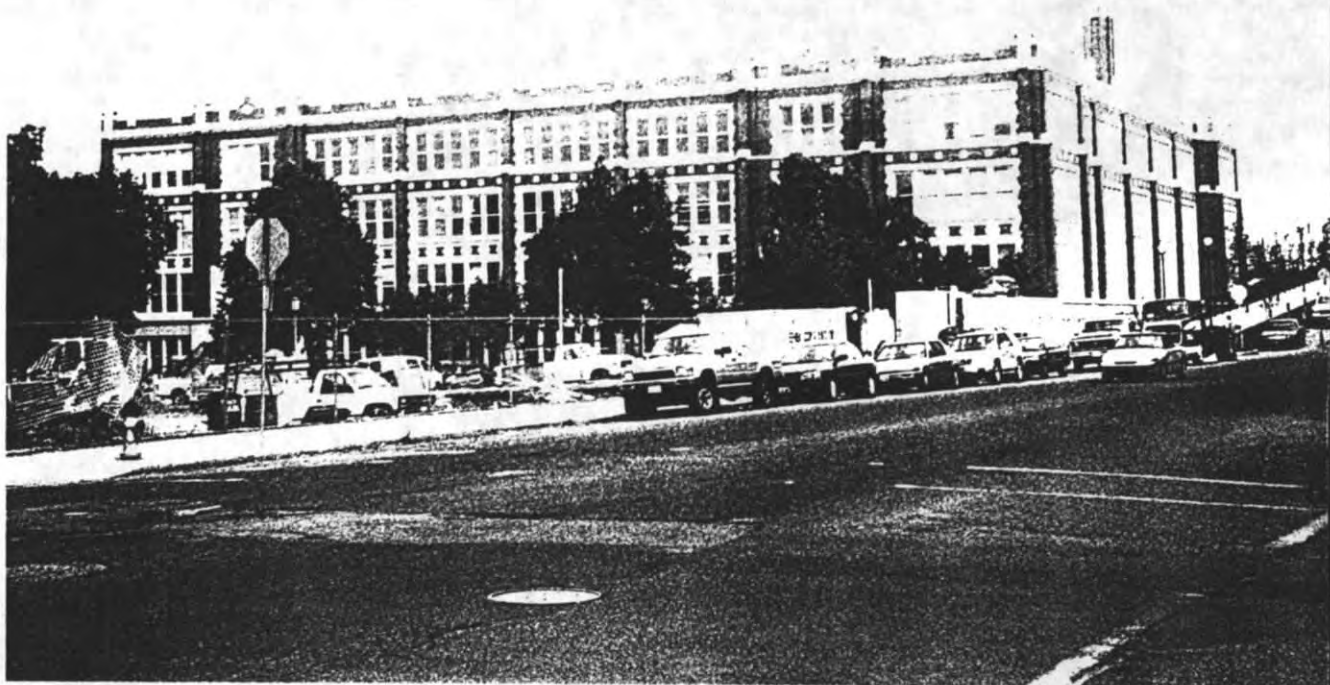


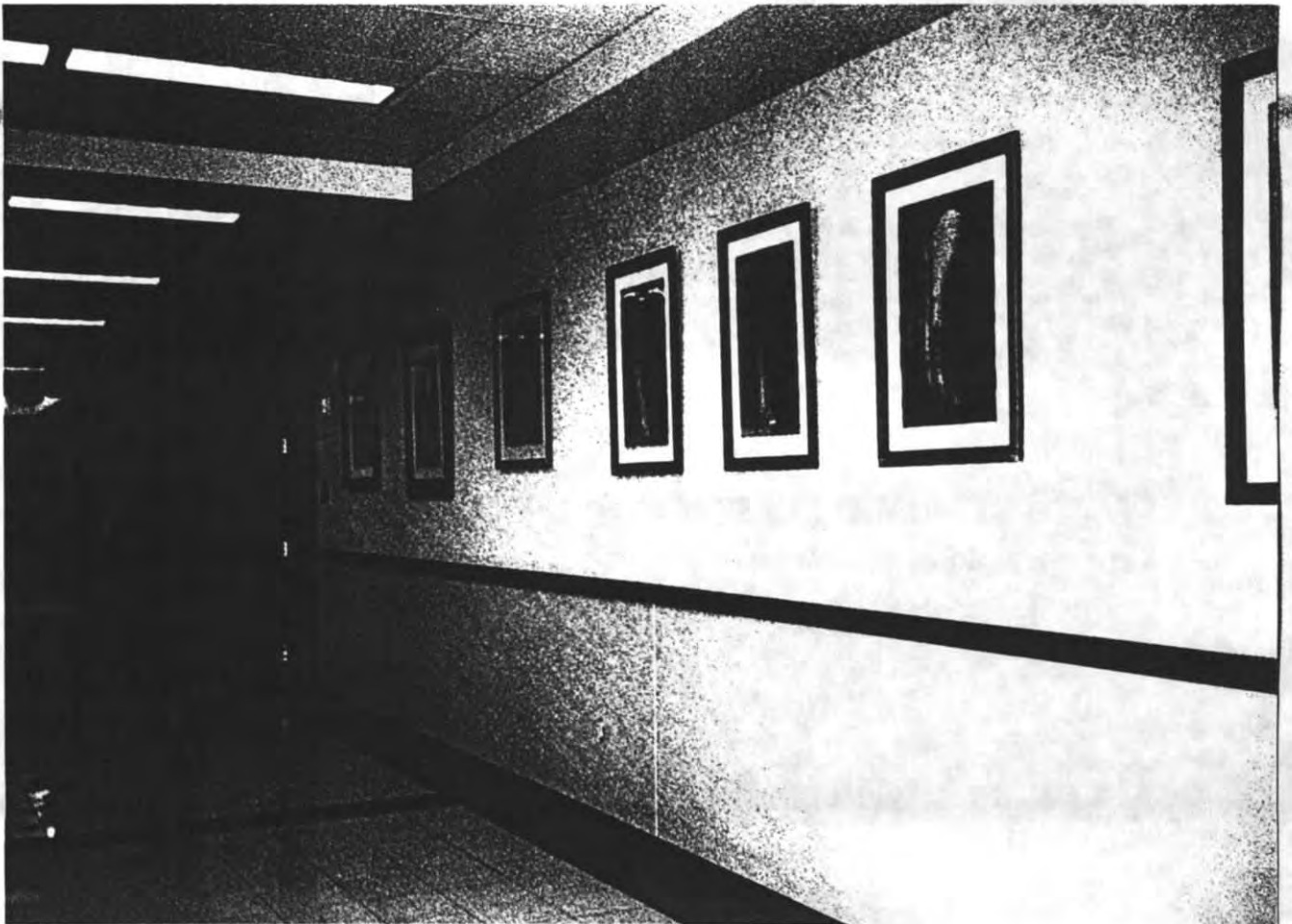
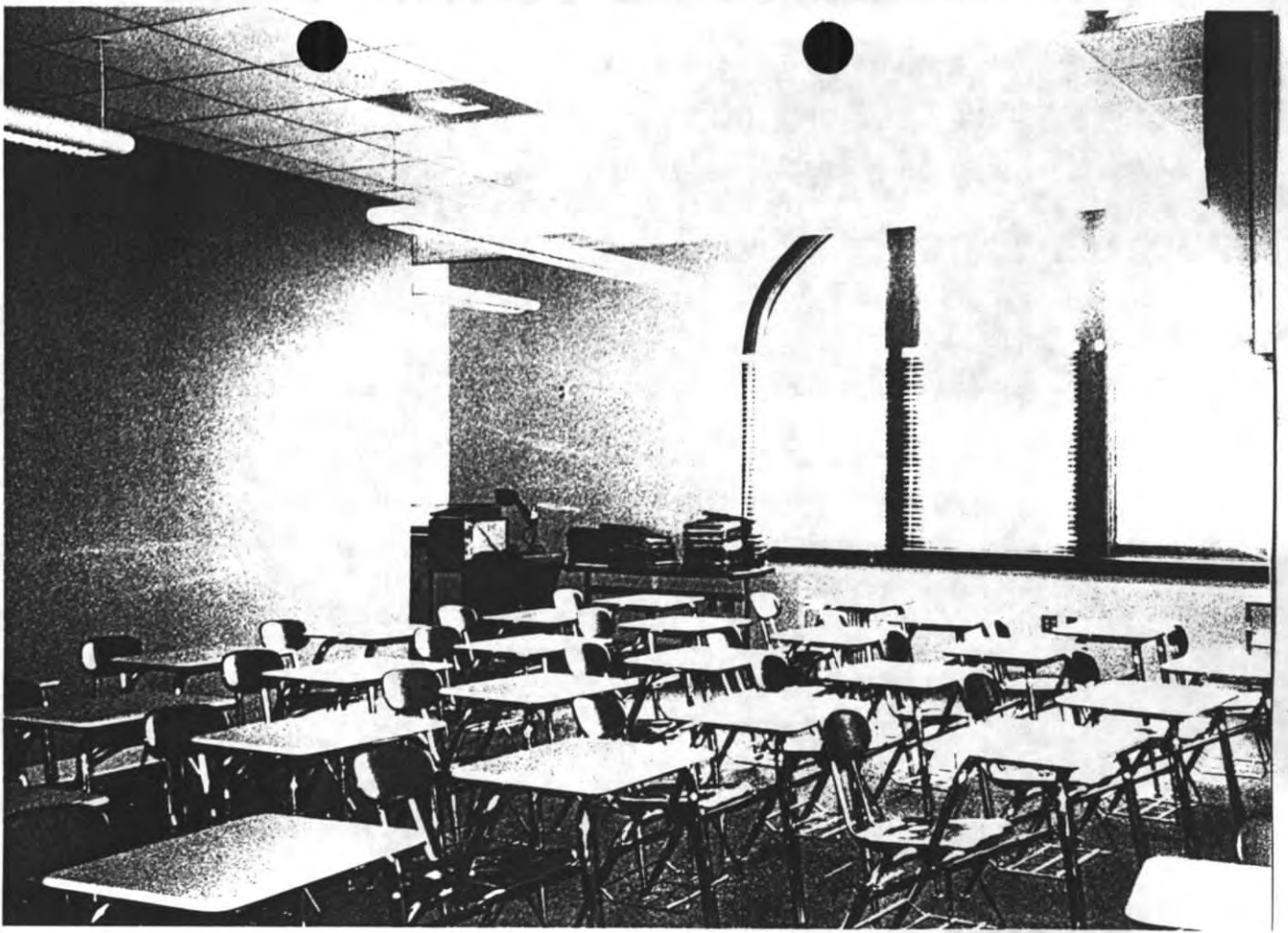












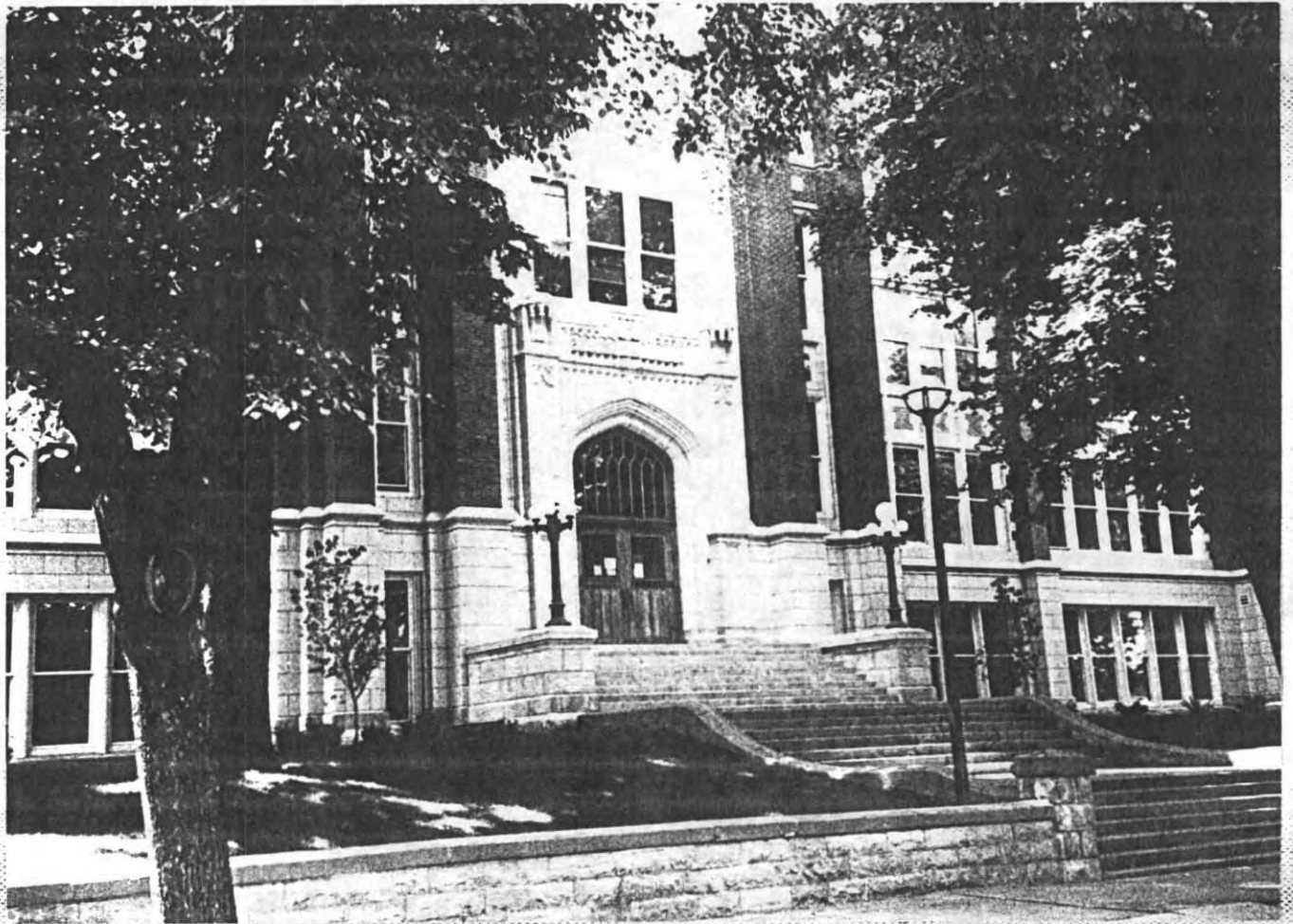
LEWIS AND CLARK HIGH SCHOOL

INDEX TO COLOR SLIDES

- [Frame]
1. Front entry, view to southwest
 2. Clock tower, view to south
 3. Window panel, view to south
 4. Cornerstone with new inscription, view to south.
 5. Granite fountain, view to northwest
 6. Southwest entry, view to east
 7. West and south elevations, view to northeast
 8. South elevation , view to northeast
 9. Southeast corner and Addition to right, view to northwest.
 10. Southeast corner and Addition to right, view to northwest.
 11. East elevation of Addition, view to northwest.
 12. East elevations of LC and Addition, view to west
 13. Addition, view to northwest
 14. LC and Addition, view to southwest
 15. Administration Building/Annex portal, view to south.
 16. Northeast entry, Addition to left, view to southwest
 17. Auditorium entry, view to south
 18. Auditorium, view to southeast
 19. First floor hall, view to east
 20. Northeast interior stair well, view to southwest.
 21. Auditorium windows from balcony, view to southwest

Lewis and Clark color slides, page 2

- 22 Lewis and Clark class room, view to northeast
- 23 Third floor hall corner, view to northeast
- 24 Addition stair well, view to southeast
- 25 Administrative office entry, view to northwest

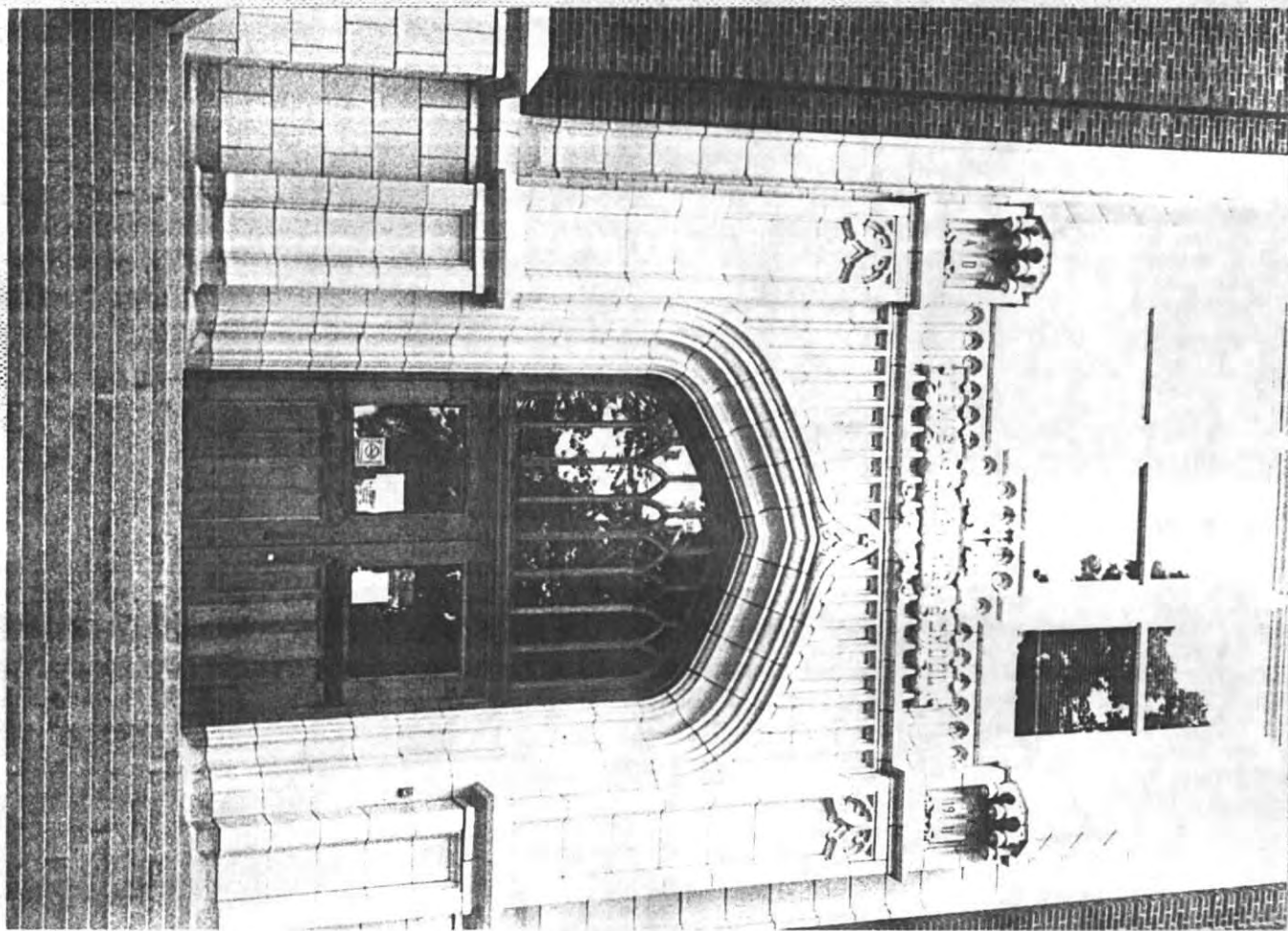


Lewis and Clark High School
Spokane County WA

1.

RECEIVED

APR 11 1961



Lewis and Clark High School
Spokane County WA

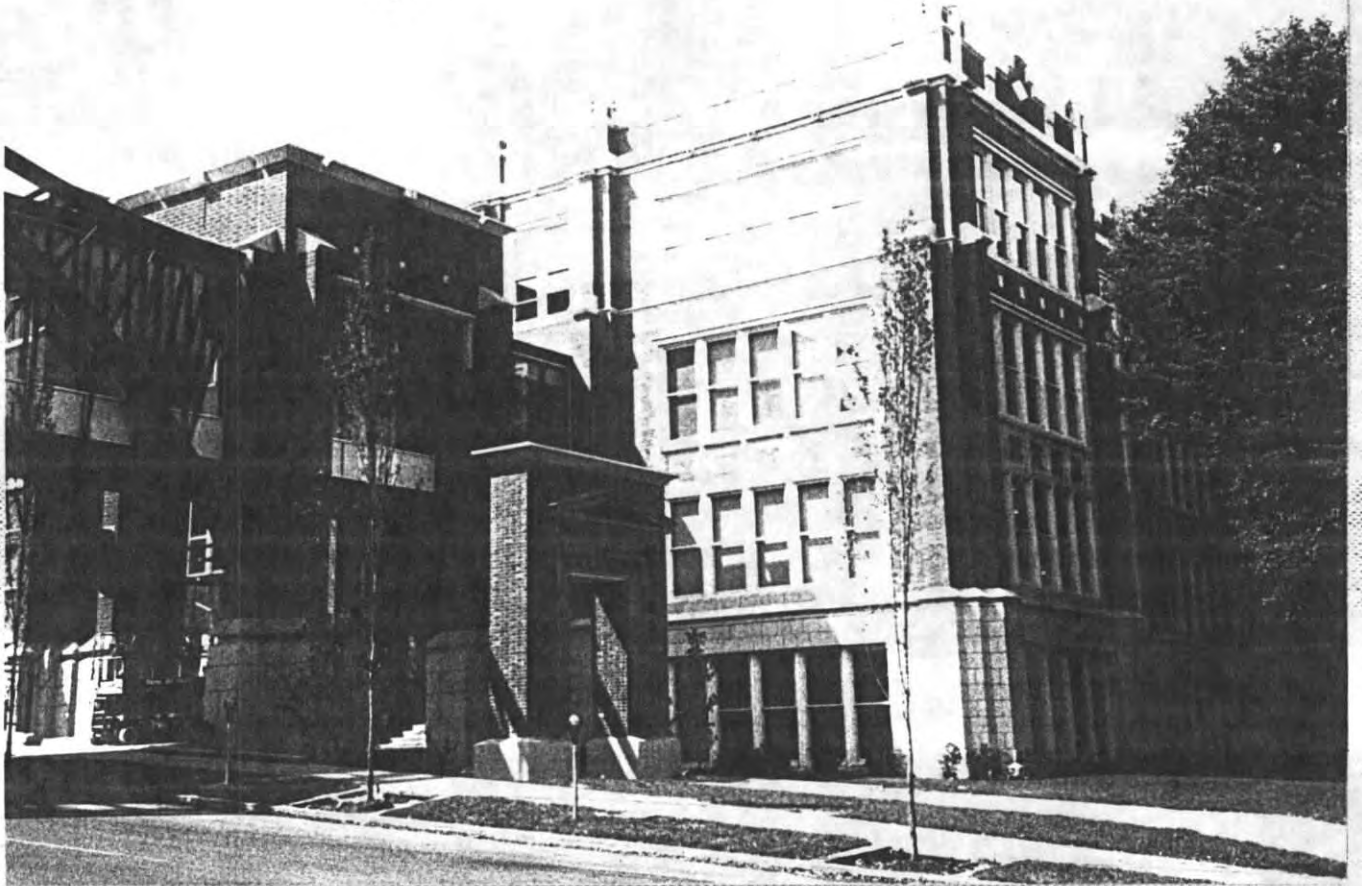
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Lewis and Clark High School
Spokane County WA

3

10-11-1961

10-11-1961

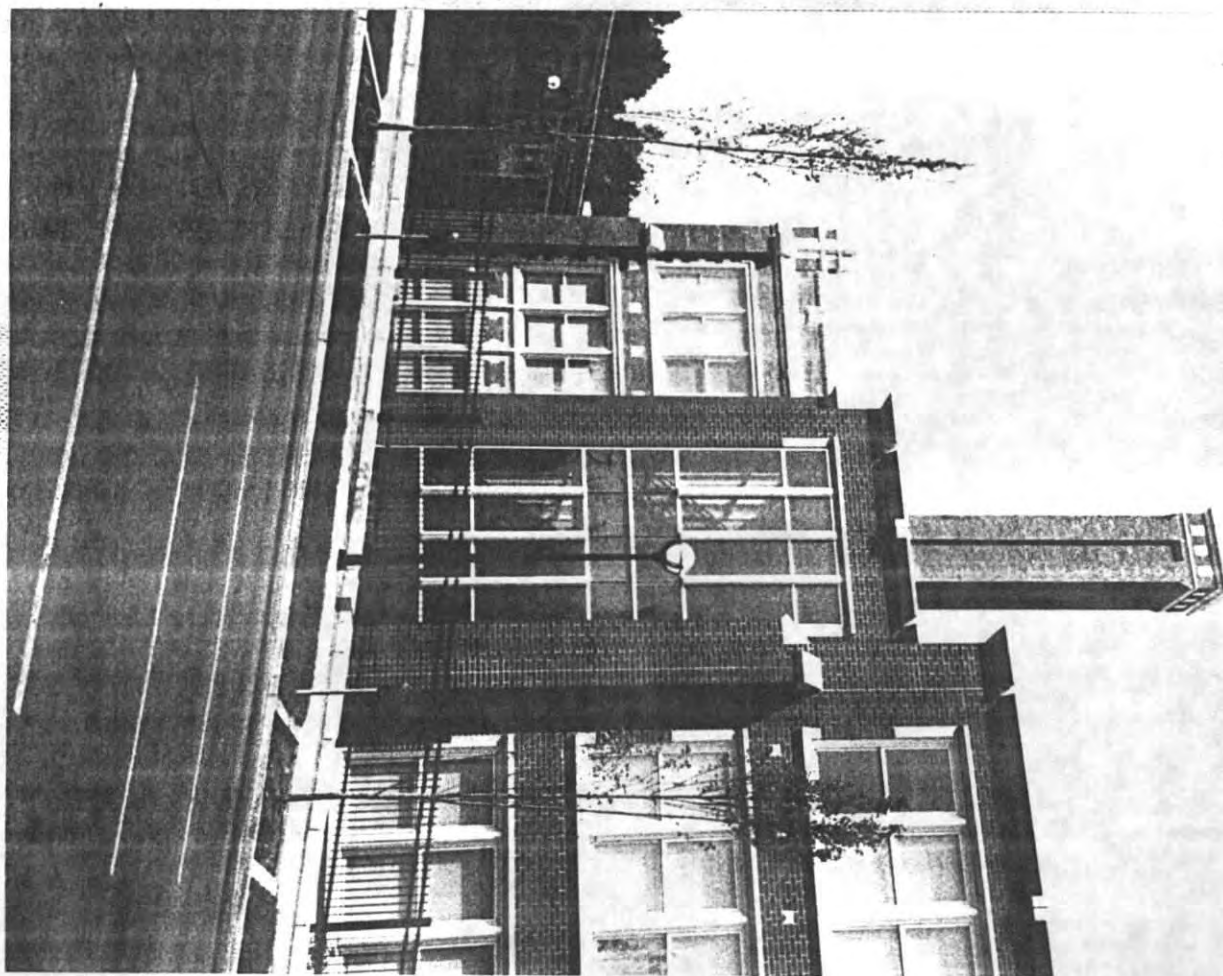
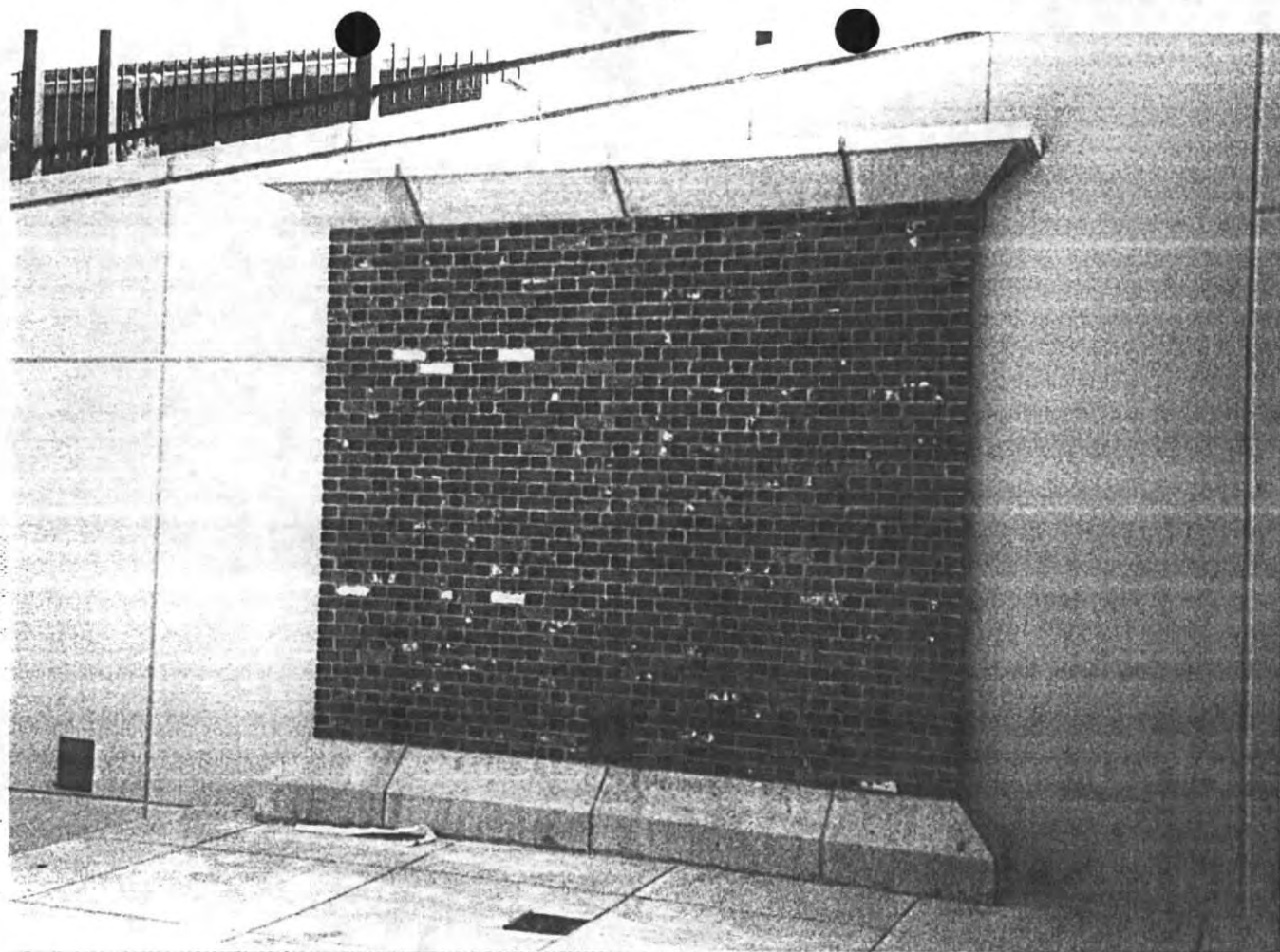


Lewis and Clark High School
Spokane County WA

4.

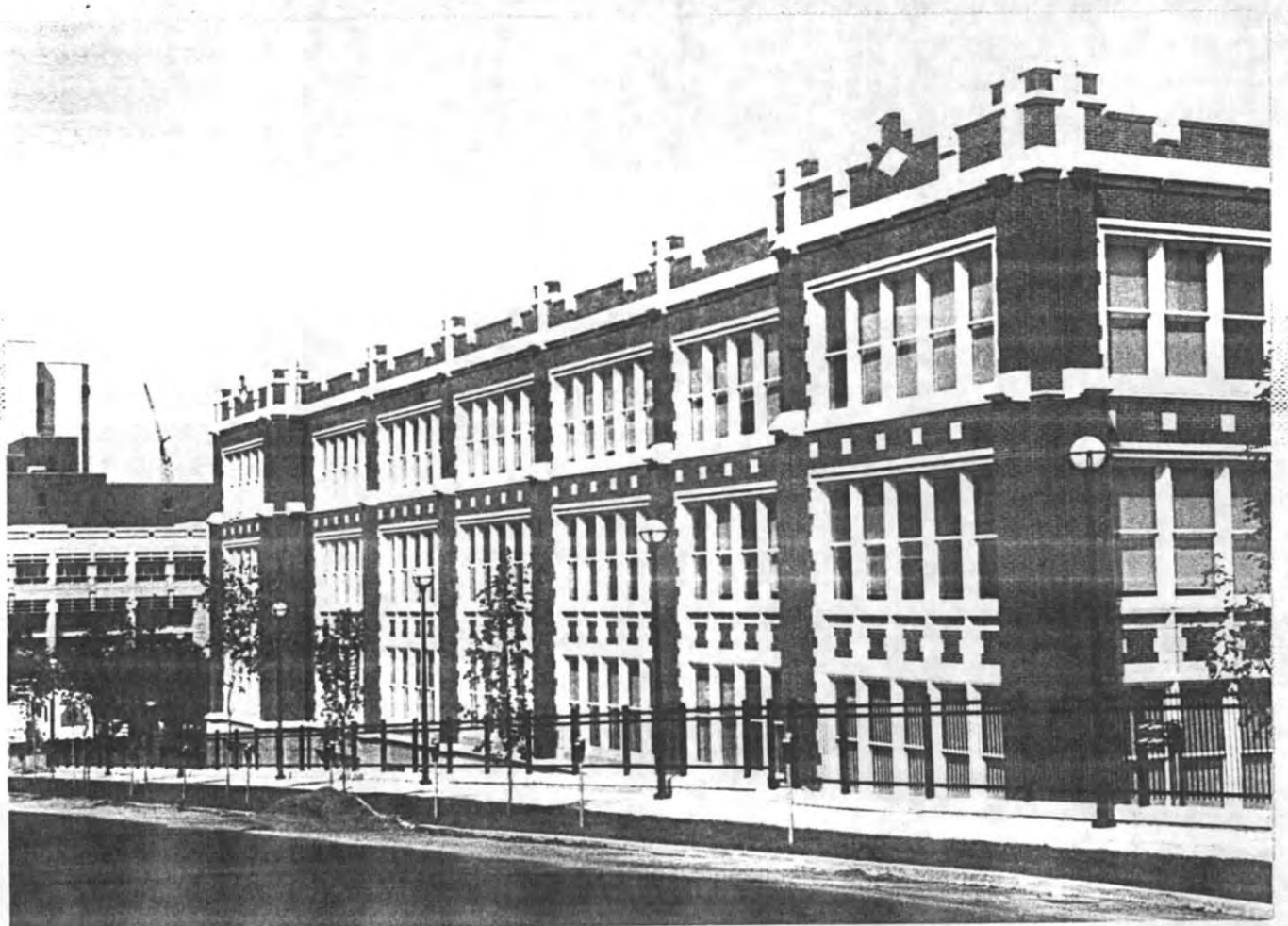
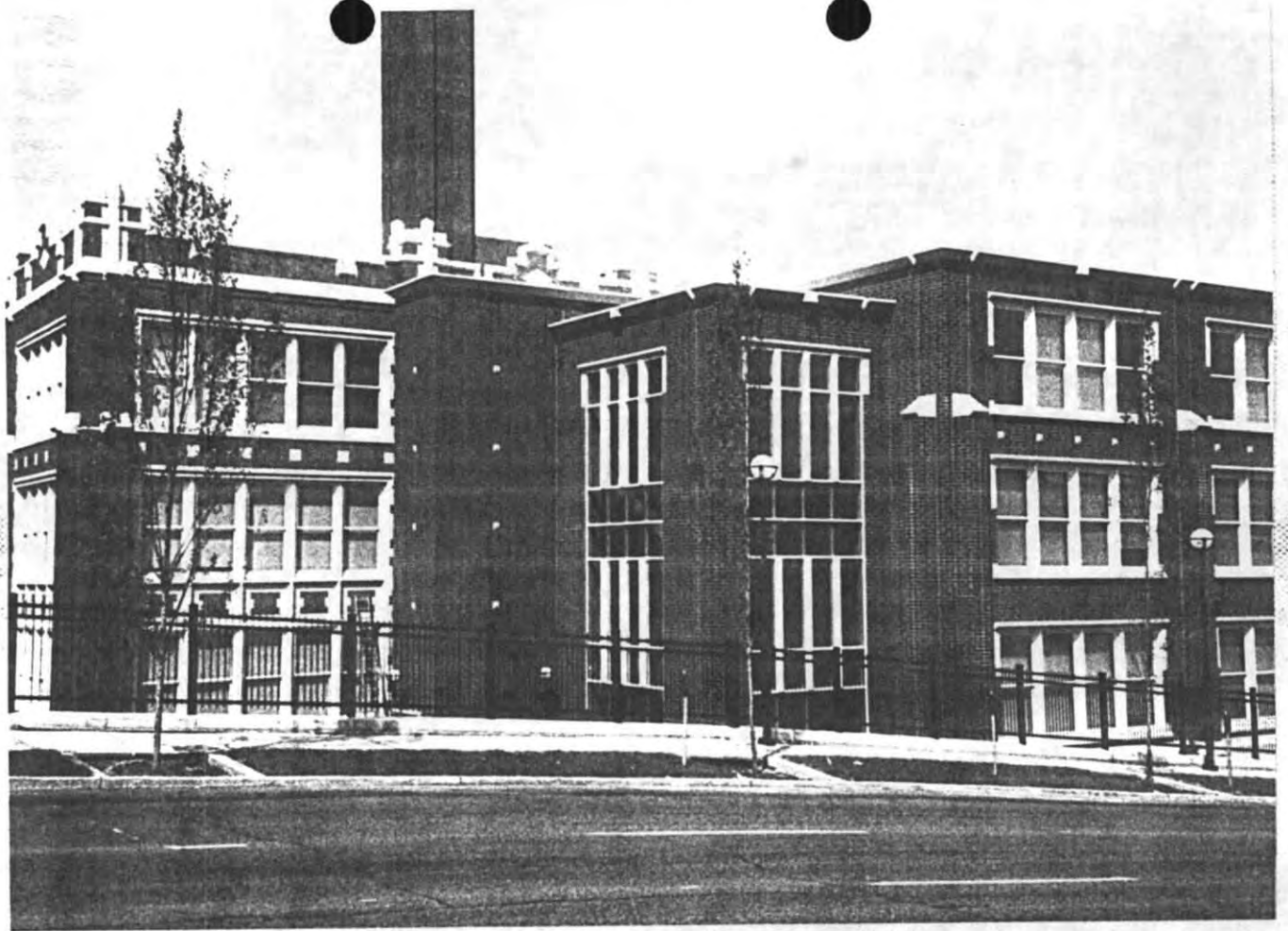
Lewis and Clark High School
Spokane County WA

5.



Lewis and Clark High School 6.
Spokane County WA

Lewis and Clark High School 7.
Spokane County WA

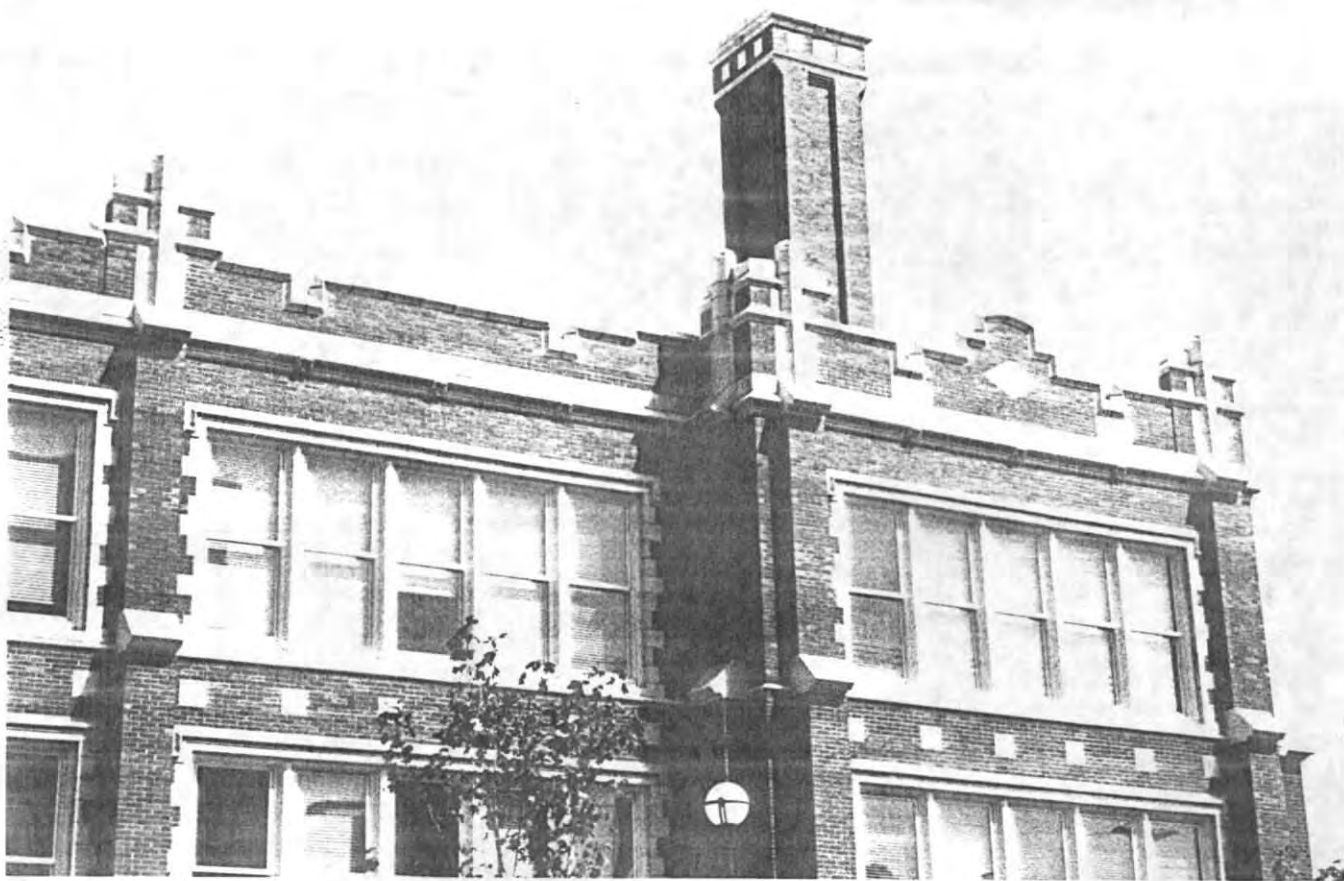
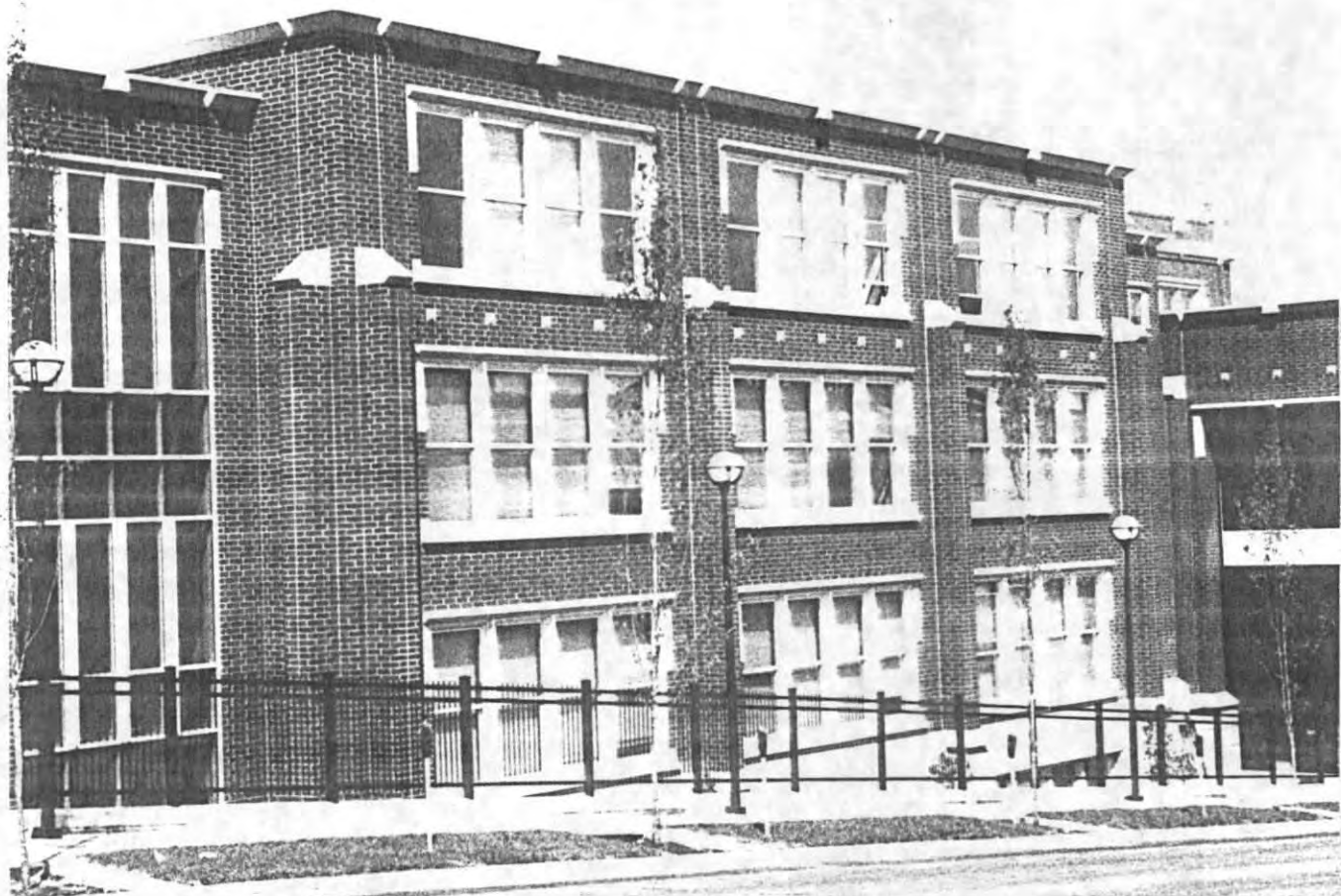


Lewis and Clark High School 8.
Spokane County WA

Lewis and Clark High School 9.
Spokane County WA

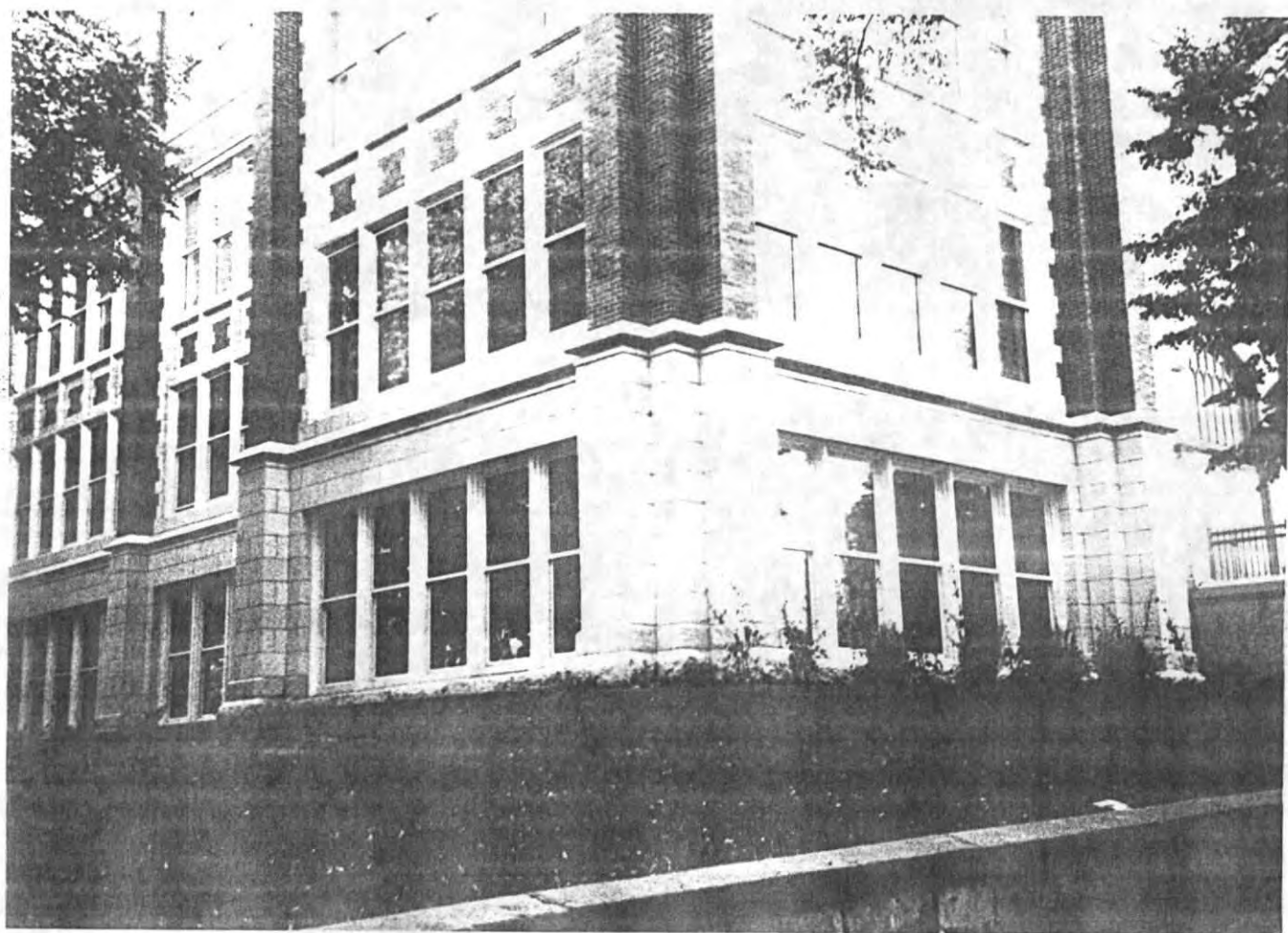
1974

1072 11 1111 1250



Lewis and Clark High School 10.
Spokane County WA

Lewis and Clark High School 11.
Spokane County WA

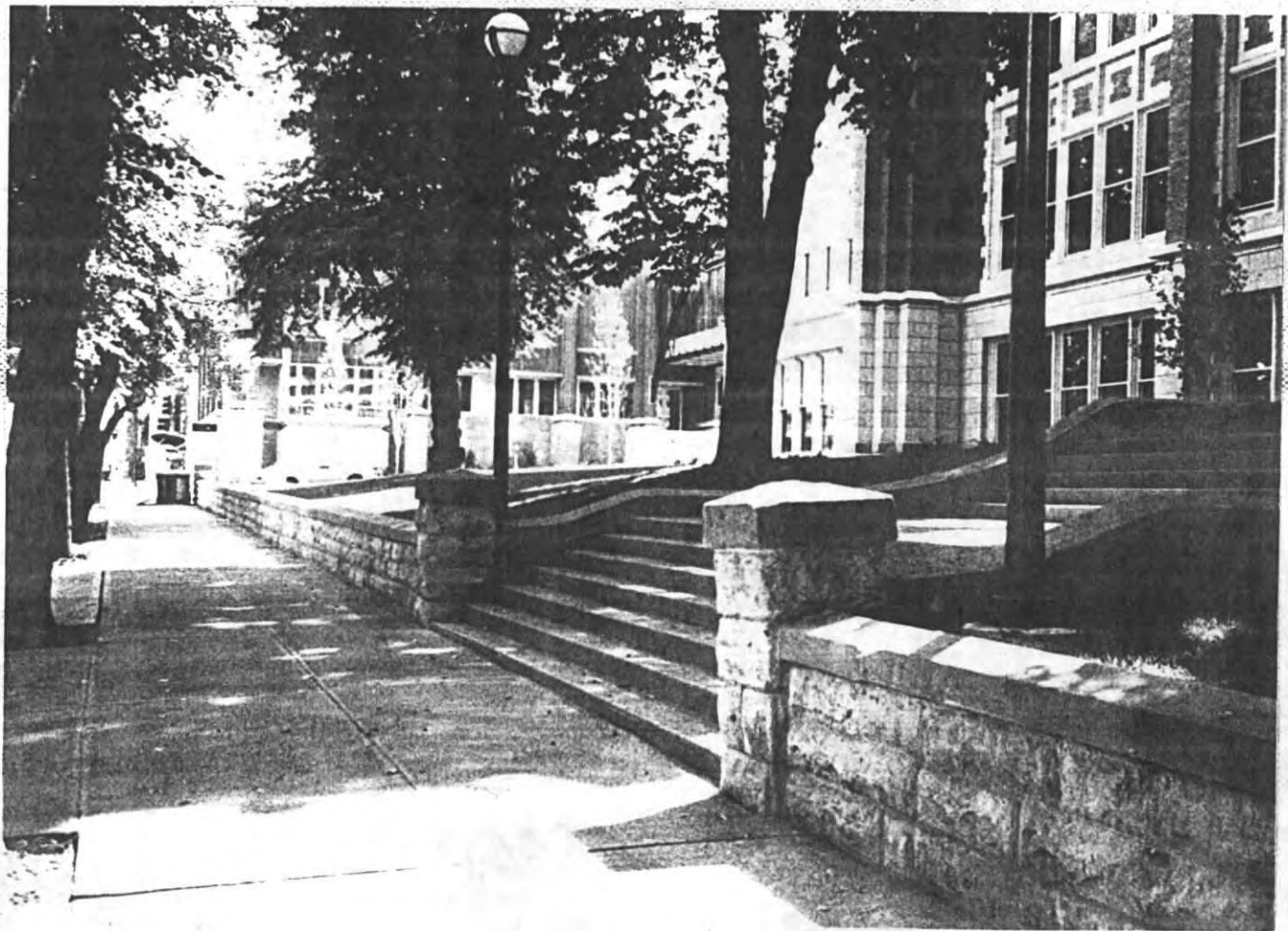
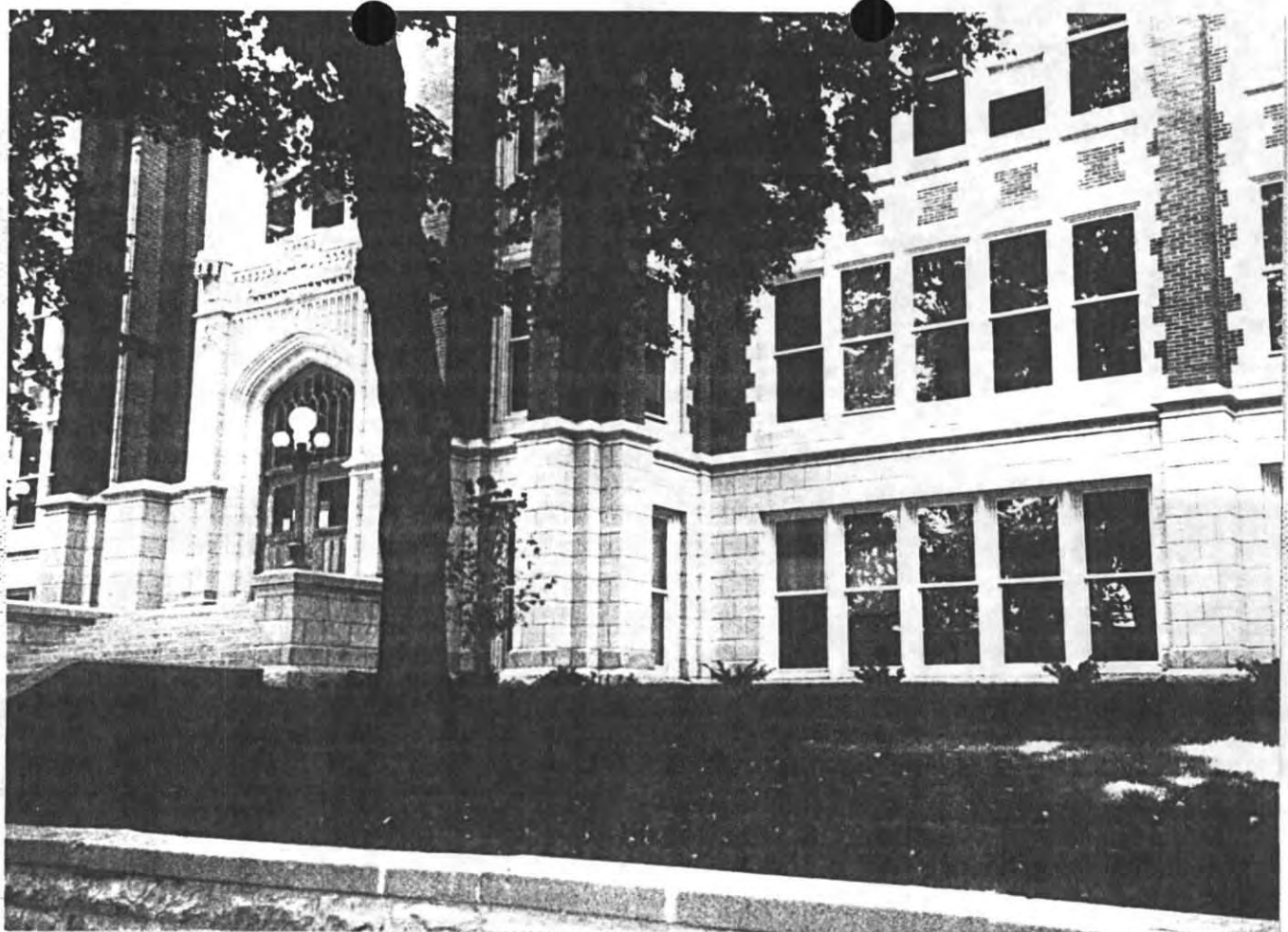


Lewis and Clark High School 12.
Spokane County WA

Lewis and Clark High School 13.
Spokane County WA

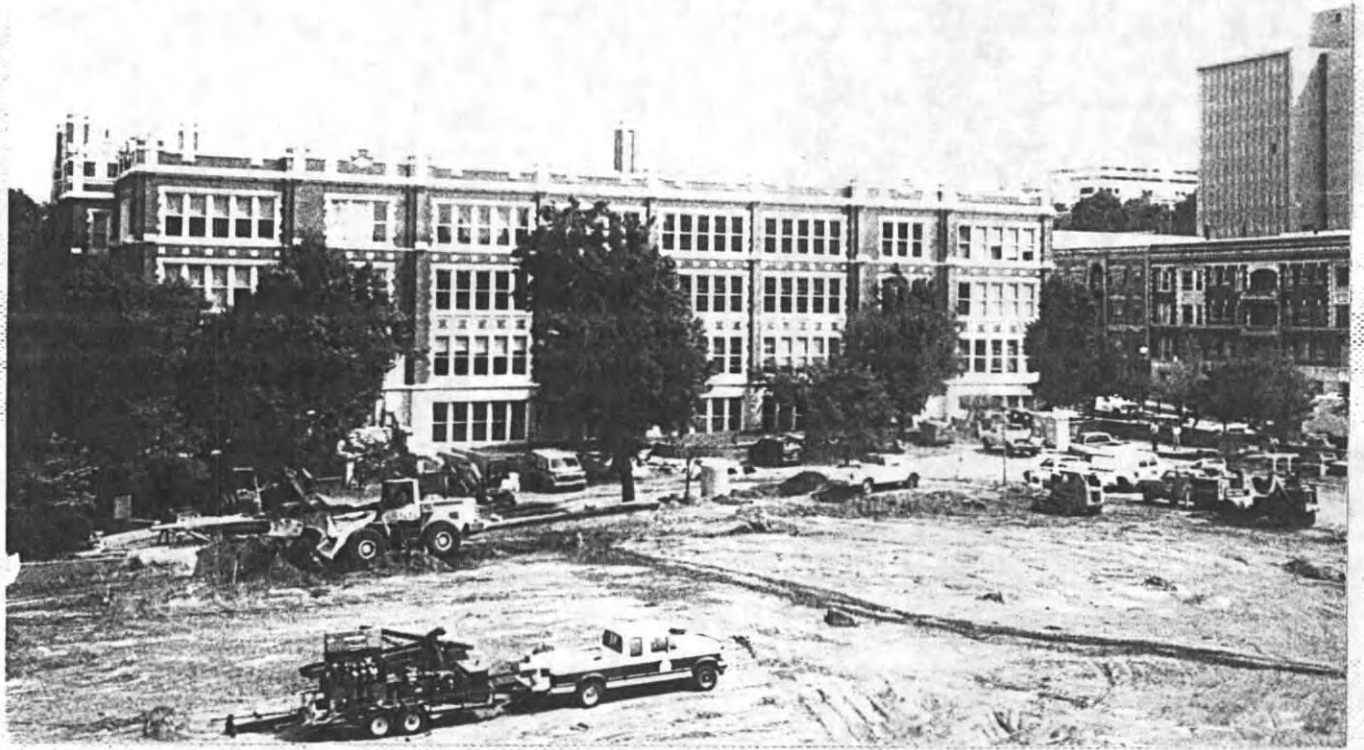
1950-1951

1952-1953 1954-1955



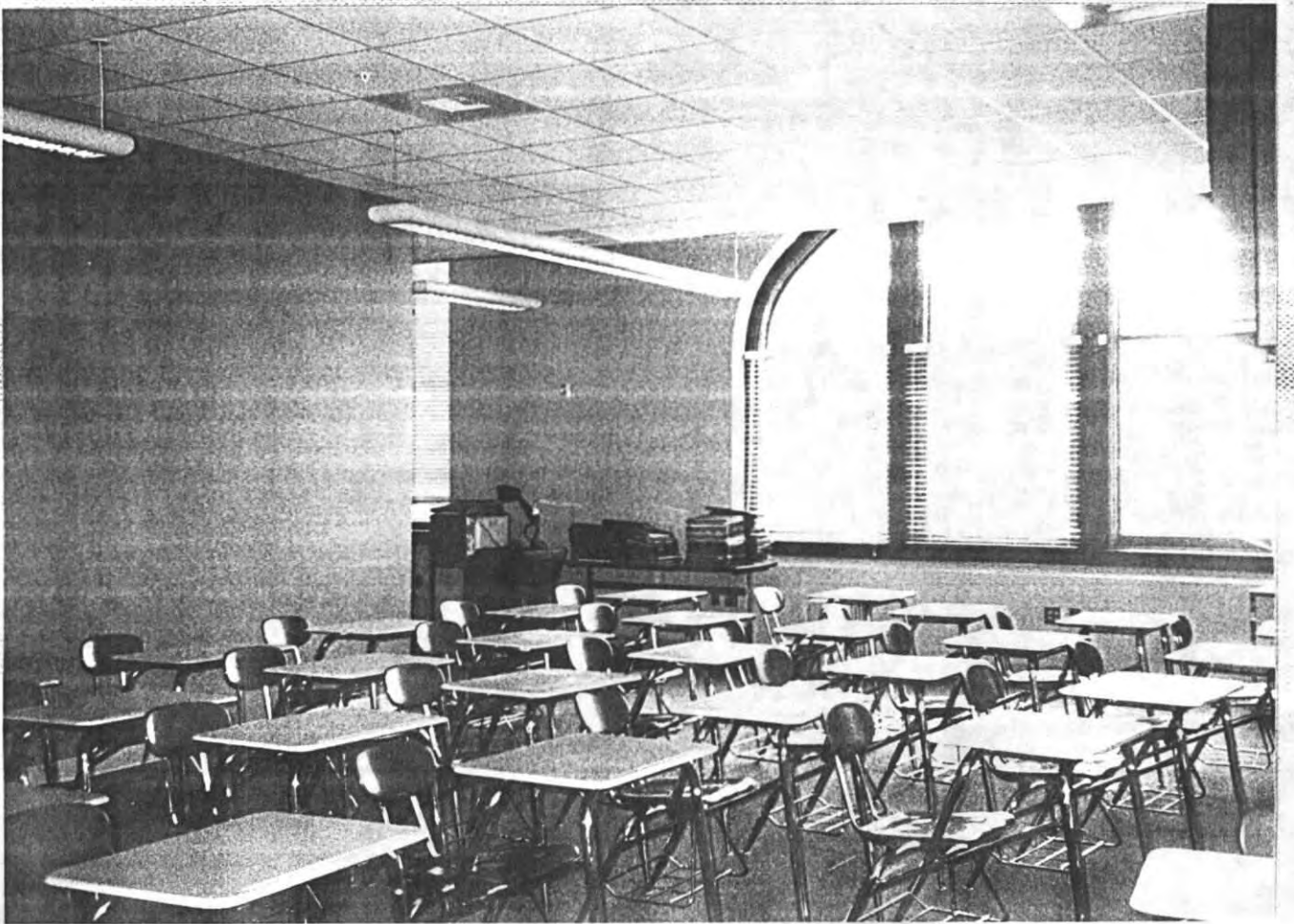
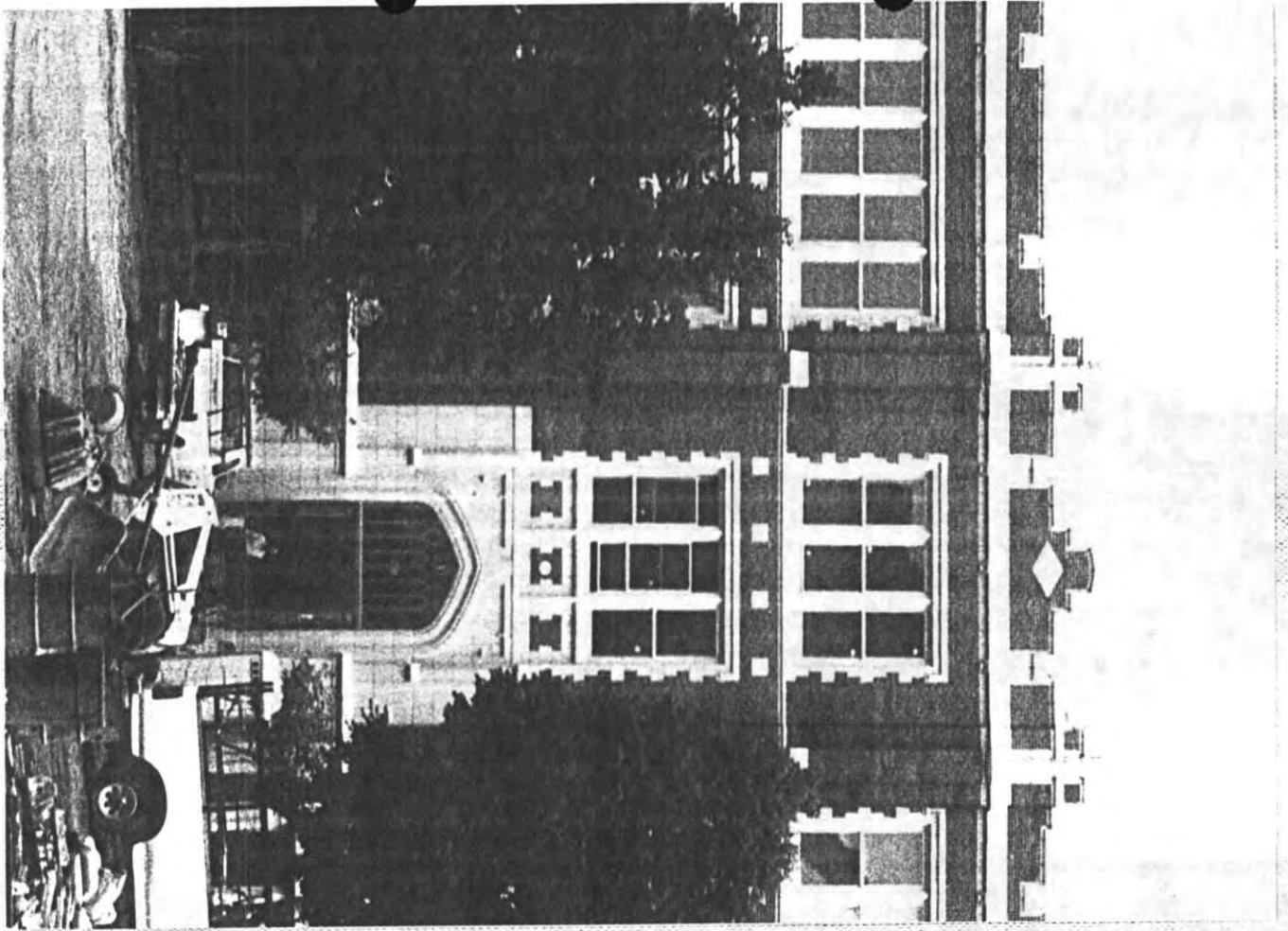
Lewis and Clark High School 14.
Spokane County WA

Lewis and Clark High School 15.
Spokane County WA



Lewis and Clark High School 16,
Spokane County WA

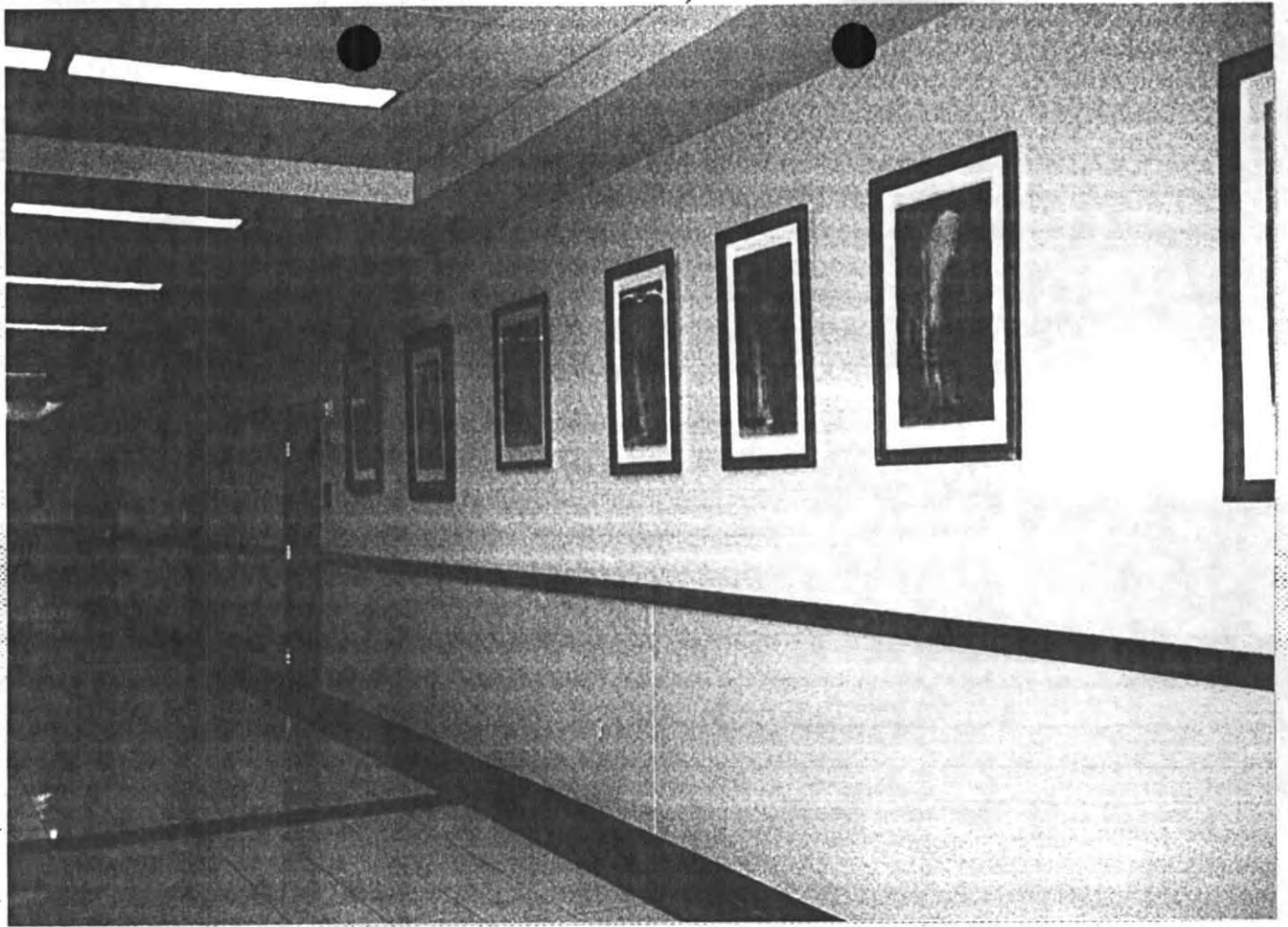
Lewis and Clark High School 17.
Spokane County WA



Lewis and Clark High School 18.
Spokane County WA

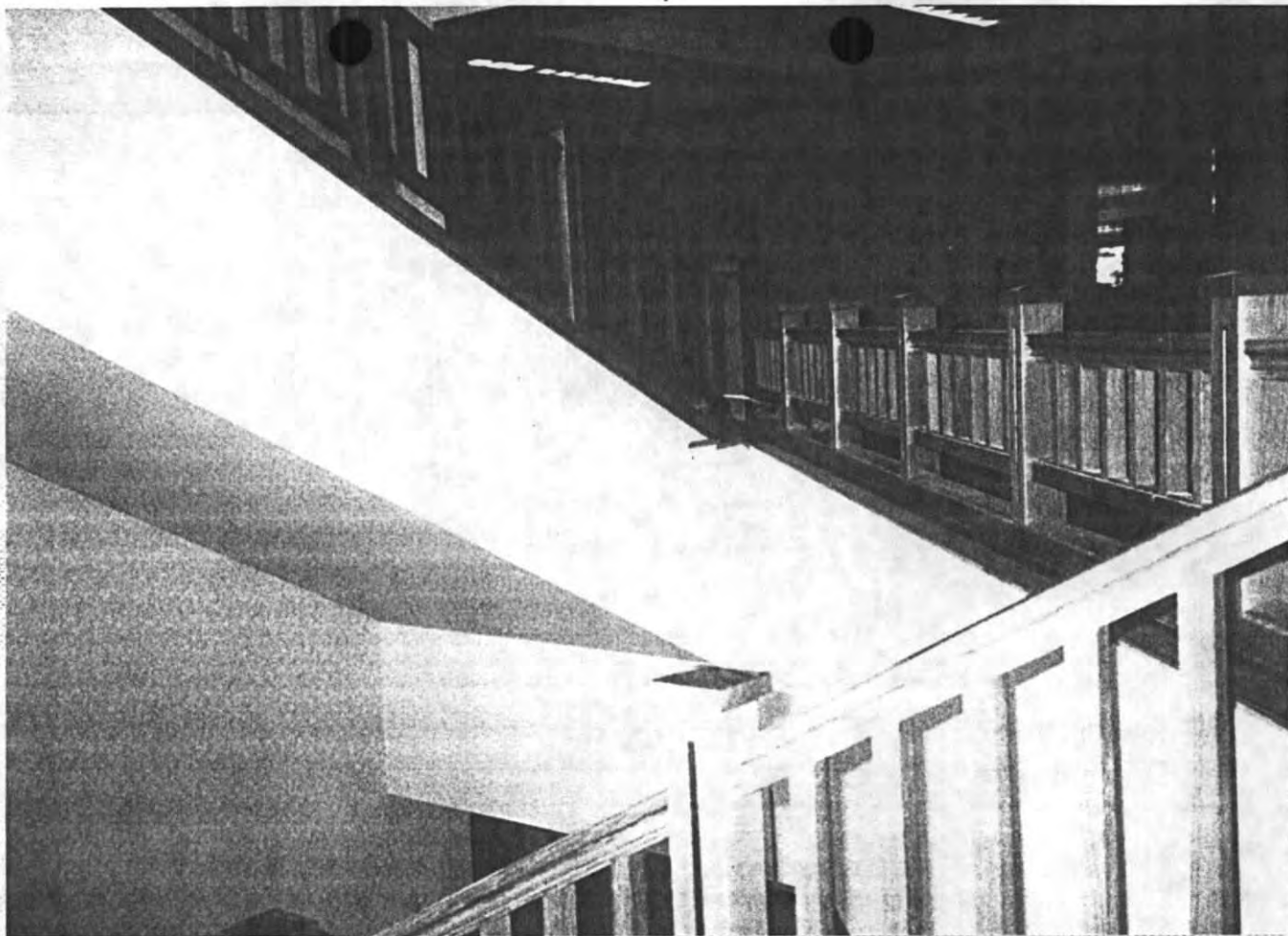
Lewis and Clark High School 19.
Spokane County WA

1914 JUN 11 11 00 AM



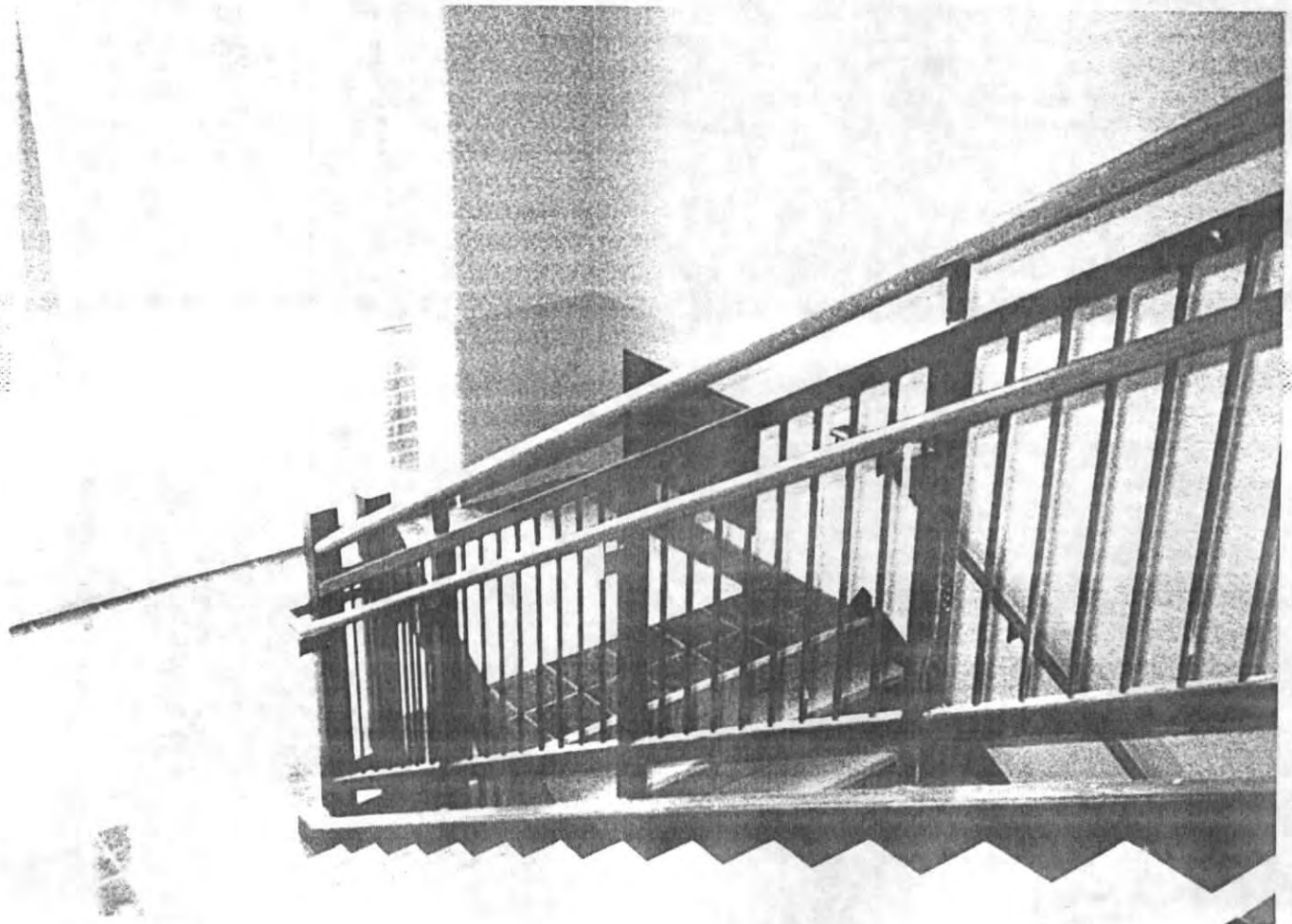
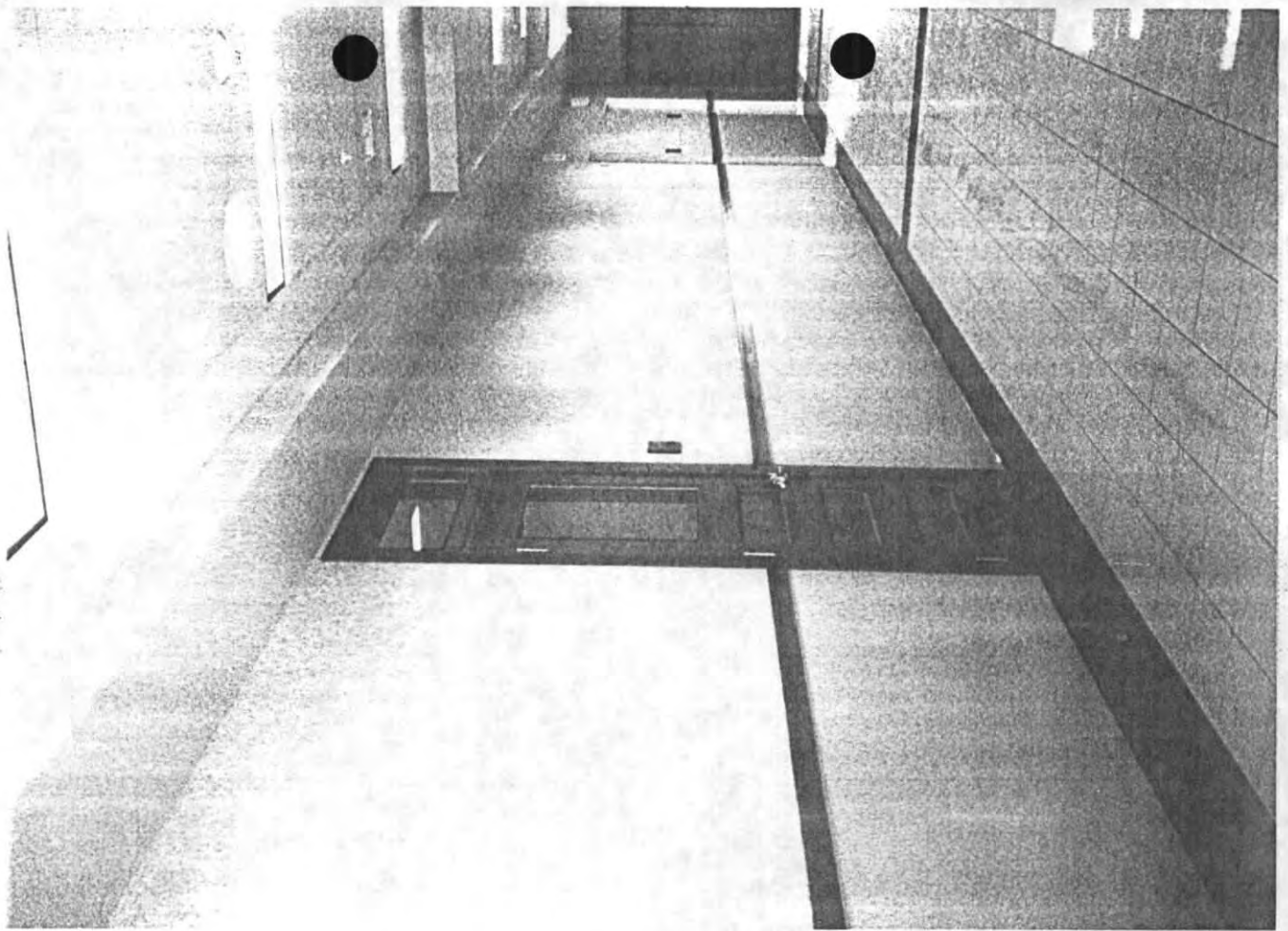
Lewis and Clark High School 20.
Spokane County WA

Lewis and Clark High School 21.
Spokane County WA



Lewis and Clark High School 22.
Spokane County WA

Lewis and Clark High School 23.
Spokane County WA



Lewis and Clark High School 24.
Spokane County WA

Lewis and Clark High School 25.
Spokane County WA