OMB No. 1024-0018

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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

1. Name of Property

Historic name: Central Elementary School

Other names/site number: Central Administration

2. Location

street & number: 401 South 8th Street ____ not for publication

city or town: Tacoma ____ vicinity

State: Washington code: WA county: Pierce code: 053 zip code: 98405

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this X nomination __ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property ___ 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 of certifying official/Title Date

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 certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby, certify that this property is: Signature of the Keeper Date of Action

___ 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:) _____

5. Classification

Ownership of Property
(Check as many boxes as apply)

- ___ private
- X public-local
- ___ public-State
- ___ public-Federal

Category of Property
(Check only one box)

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

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

Contributing	Non-Contributing	
1		buildings
		sites
		structures
		objects
1		Total

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

n/a

Number of contributing resources previously listed in the National Register

0

6. Functions or Use

Historic Functions
(Enter categories from instructions)

Education- School

Current Functions
(Enter categories from instructions)

Education- Education Related

7. Description

Architectural Classification
(Enter categories from instructions)

Late 19th & 20th Century Revivals (Gothic Revival)

Materials
(Enter categories from instructions)

foundation Concrete
walls Brick
roof Asphalt
other

Narrative Description
(Describe the historic and current condition of the property.)

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.)

- X **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.
- X **C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- ___ **D** Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

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

Property is:

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

Areas of Significance

(Enter categories from instructions)

Education

Architecture

Period of Significance

1913

Significant Dates

1913

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation

Architect/Builder

Heath & Gove (Architect)

Parker, Robert A. (Architect, 1967 addition)

Goss, F. H. (Builder)

Narrative Statement of Significance

(Explain the significance of the property.) SEE CONTINUATION SHEET

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form.) SEE CONTINUATION SHEET

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 Engineering Record#_____

Primary location of additional data:

- ___ State Historic Preservation Office
- X Other State agency
- ___ Federal agency
- ___ Local government
- ___ University
- X Other

Name of repository:

Tacoma School District

Tacoma Public Library and WA State HS

10. Geographical Data

Acreage of Property 2.676

UTM References
(Place additional UTM References on a continuation sheet.)

	Zone	Easting	Northing
1	10	5 41 946	52 33 632
2	10	5 42 063	52 33 652
3	10	5 42 079	52 33 538
4	10	5 41 977	52 33 523

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

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

11. Form Prepared By

name/title Caroline T. Swope
organization Kingstree Studios (for Historic Tacoma) date 8/8/13
street & number 2902 North Cedar Street telephone 253-370-6984
city or town Tacoma state WA zip code 98407

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 Tacoma School District, Planning and Construction (c/o Pete Wall)
street & number 3223 Union Avenue South telephone 771-3350
city or town Tacoma state WA zip code 98409

Exterior

Central Elementary School is a three-story building with a daylight basement on the north, east, and south elevations. An eight-story tower is located at the southeast corner. The building occupies the east end of the site, while the majority of the remaining site is an asphalt parking lot. The site is on one of Tacoma's many hills, with a grade that rises sharply from the east portion of the lot to the school, and is then flattened out to the west of the school, originally to provide playground space.

The brick school is U-shaped in plan. The original 1913 building was L-shaped, and occupied the north and east sides of the lot. A 1967 addition attaches to the main school on the southwest corner and runs towards the west. The eight-story tower, located at the southeast corner of the building, is an iconic image in Tacoma, and can be seen from some distance. The top five floors project above both the north and west elevations, where the tower intersects with the larger mass of the main building and the 1967 addition respectively. The original building and the addition both have flat roofs.

The current main entrance is on the west elevation, directly off the parking lot, although historically the main entrance was on the southeast corner, through the tower, with another main entrance facing east onto Tacoma Avenue South.

The daylight basement is constructed from dressed, cut stone. The walls are clad with brick laid in a stretcher bond on the original portion of the school and the 1967 addition. The windows are primarily a combination of original double-hung and folding casement wood units and fixed, casement and glass block replacement windows from the 1967 remodel. The building has significant applied decoration; cast terra cotta quoins, engaged buttresses, crenellations, and colored tile spandrels. These details are the key design features. The horizontal plan with vertical design elements, including a rhythmic use of quoins, engaged buttresses, and lancet arch tracery are typical for Collegiate Gothic, while the tall eight-story tower is a particularly striking and uncommon, detail for the style. An atypical design detail is the cupola at the northwest corner which houses the original school bell, cast in 1883 for the old Central School.

The following sections describe the building in detail. The descriptions are organized by elevation and start with the left hand corner of the building, move to the right, and work from the bottom of the structure to the top. For the main two elevations with the tower (east and south) the tower is described independently of the main structure.

East Elevation

The main façade is three-storied, and has a daylight basement. An eight-story tower, slightly recessed behind the main façade, anchors the southern end of the building. The tower has three bays, a large center bay with three ganged windows, separated by an engaged buttress from a smaller bay on each side. The corners of the tower have small crenelated octagon towers, which extend out from the main mass of the building and add additional visual depth.

In the tower portion of the elevation, basement windows are located in each bay, a single window in the small bays, and three ganged windows in the center bay. Windows are all the original folding casement units with three lights each. Metal grills overlay each window. A wide stone stringcourse divides the basement level from the first floor.

The center bay is treated as one unit for six floors, with both sides delineated by glazed terracotta quoins. The first floor has a narrow stringcourse that runs below the frame of the window bays. The ganged windows in the bay are the original six-over-six, double-hung wood units, complete with ogee lugs. The small windows between the larger bay openings are original wood two-over-two, double-hung units with ogee lugs. Occasionally, a window will have an air vent or air-conditioning unit that has replaced all or a part of an upper sash. Windows on the second floor are folding casement units, each sash holding six lights. A four-light transom is located above each window. The window on each side of the engaged buttress is the same type and sized unit. Windows on the third floor were replaced with metal units during the 1967 remodel and have a casement unit for the bottom half with two horizontal fixed lights above. Windows for the next three floors are identical, and are also products of the 1967 remodel. Each has a casement unit for the bottom half and a single fixed light for the upper half of the window. The divisions between each of the floors within the large center bay is accented by three rectangular spandrels filled with brick and tile mosaics. The geometric design is made with various shades of brown, terracotta and burgundy. The spandrels are divided by frames of cast terracotta.

The entire top floor of the tower is divided from the lower floors by a band of brick and tile mosaics. This floor is heavily ornamented, the engaged buttresses are capped with glazed terracotta ornamentation and each window bay is framed with a gazed terracotta quoins and a hooded lintel. The windows are set in lancet arched openings, and the center bay has a decorative trefoil on either side of the opening. Although the cornice demarcates the top of the tower, the parapet extends considerably beyond the roofline and is heavily ornamented with trefoil lancet arches made from cast terracotta. The petite towers on each end of the main tower are crowned with crenellations.

The three-story portion of the elevation has seven primary bays, each articulated with a large quoined surround made from glazed terracotta. The bays follow a set rhythm: a single window (A), two bays of five ganged windows (B, B), a main entry bay (C), three bays of five ganged windows (B, B, B). A series of secondary bays are located between the major bays. These secondary bays have a single narrow double-hung window (D). These mark shared closet spaces that are between each of the classrooms. The resulting fenestration pattern reads as A, D, B, D, B, C, B, D, B, D, B.

The daylight basement is clad with dressed, cut stone. The windows in the basement are all the original folding units with three lights each. Metal grills overlay each window. The centered entrance is pulled out from the elevation, and is reached by five stone steps. The double doors are recessed and are framed by a wide lancet arched entry with a stylized tracery trefoil in each corner. These doors have a single light occupying the upper half of while two horizontal recessed panels occupy the lower portion of the doors. The wide lancet arch of the entry is repeated in the door frame - the upper portion of the lancet is occupied by a transom window with seven smaller lancets - each with a stylized trefoil crown. The entry has a pair of iron gates that open towards the building, flush against the entry walls. The upper portion of the front entry has four ganged fixed windows, each with wood tracery to make a trefoil lancet arch. The glazing is comprised of individual leaded diamond lights. The very top of the entry is crenelated. The large center section has three shields, each decorated with a Gothic letter, "C," "T," and "S." The letter "T" is set above the other two, thus the capitals are read as Tacoma Central School.

A wide stone stringcourse divides the basement level from the first floor. The first floor has a narrow stringcourse that runs below the frame of the window bays. The ganged windows in the bay are all the original six-over-six, double-hung wood units, complete with ogee lugs. The small windows between the larger bay openings are the original wood two-over-two, double-hung units. These also have the original ogee lugs. Occasionally a window will have an air vent or air-conditioning unit that has replaced all or a part of an upper sash.

The division between first and second floors is accented in the bays with spandrel panels filled with brick and tile mosaics. The geometric design is made with various shades of brown, terracotta and burgundy. The number of mosaic panels correlates to the number of windows in each bay, and varies from one to five. The spandrels are divided by frames of cast terracotta. Second floor window units are taller than those on the first floor, and are original folding casement units, each sash holding six lights. A four-light transom is located above each window. The entry portion of the second floor has three ganged six light windows, each with a two-light fixed unit above. These windows are framed by quoined jambs. The crowning entablature has the name "Central School" centered in a slightly recessed frieze made from cast terracotta.

The division between the second and third floors is accented in each bay with the same rectangular brick and tile mosaic work that is found between the first and second floors. The original third floor windows were identical to the tall folding casement windows with transoms found on the second floor. Current windows are metal replacements, likely added when the building was converted to purely administrative use during the 1960s. These windows have a pair of operational single-light casement windows occupying the bottom third of the unit, topped with two stacked fixed lights.

A narrow terracotta stringcourse connects the lintel of each bay. A more elaborate terracotta frieze caps the elevation and is followed by a parapet with a wide stepped crenellation between each quoined window bay. The center parapet, over the entry, is peaked and has elaborate glazed terracotta tile work with the year "1912" ornamented with trefoil lancet arches and a quatrefoil marking each end of the parapet.

North Elevation

The north elevation has a banked basement level that slopes uphill to the west. The basement level is clad with cut stone, and the daylight portion has four folding casement windows on the west end of the elevation, each with three stacked lights on the east end. These windows are protected by a vertical metal gate. Directly to the east of the windows is a lancet arched doorway, containing a double door. Glazing fills the rest of the opening. The doors and glazing are replacement units, and may date from the 1967 remodel. To the west of the door are three additional folding casement windows. The rest of the grade then rises sharply to the main floor.

The elevation has the same fenestration and bay patterns as the main façade on the first, second and third floors. The far-east portion of the façade protrudes slightly from the wall and has four ganged windows in the bay. The following three bays each have five ganged windows.

West Elevation

The west end of the building has three sections – the end of the each "U" arm and the long elevation for the center portion. The northern "U" arm has a large metal fire escape that dominates most of the elevation. It is not an original building element, and its construction date is unknown. An exit door is located on each of the south landings. There are two paired windows on the far north of the third floor and one on the south half of the elevation. Each is a circa 1967 metal replacement unit with a single light pair of casements filling the bottom third of the unit and two stacked fixed lights on the upper portion of the window.

The south-facing portion of the northern "U" arm is undulating in plan, with a small extended full story bay near the junction with the long portion of the "U." The flat section of the wall has a large three-story bay

articulated with the same quoined terra cotta tile used on the other elevations. The ground floor has a centered entry door with a copper-roofed awning, and is flanked by a six-over-six, double-hung wood window on each side. The windows have ogee arched lugs. The second floor and the third floor each have three evenly spaced windows with the same fenestration details as those on the second and third floors as well as the east and north elevations. Large mosaic spandrels, filled with a geometric design made from various shades of brown, terracotta and burgundy tiles and bricks, separates each floor. The panels are framed with cast terracotta elements.
To the east of the bay is a small extended bay with no fenestration followed by a narrow portion of flat wall with a single window on each floor. This is followed by a larger bay that juts out from the main massing of the building. This bay has no fenestration on the first and second floors and a single window on the third floor. Fenestration types match those found on the main façade. The decorative tile and brick mosaic spandrels wrap the floor division of the large bay as well.

The primary west elevation follows a rhythm consistent with the rest of the building, although this elevation does not have a visible basement level due to site grading. There are five major bays, each rises the full three stories and is delineated with cast terracotta quoins dominate the elevation. Each bay has five ganged window units, and each floor is articulated from the next by spandrels filled with brown, terracotta, and burgundy tiles and bricks. The spandrels are framed with cast terracotta elements. Between each major bay is a secondary bay with a single narrow double-hung window. These mark shared closet spaces that are between classrooms. The window type on each floor follows the pattern set by the main façade in terms of operational type and historic verses the 1967 replacement, with the exception of the second floor windows in the bay immediately to the north of the center entry. This bank of five ganged windows has been filled with glass block in the upper ¾ of each unit, the lower ¼ of each unit is a single fixed wood unit with two horizontal lights, one stacked above the other.

The main distinguishing characteristic of this elevation, which differs from the east elevation, is the emphasis on building entrances, with three clearly defined entry doors and one secondary entry. On either end of the main west elevation, near the inside corners, is an entrance to the school. A larger (and newer) entrance is centered in the elevation. The entrance on the far north and far south are identical. Each entrance is two stories and juts out from the building. Each corner has an engaged buttress and the top parapet is crenelated with the large center portion showcasing shield reliefs, each decorated with a Gothic letter, "C," "T," and "S." The letter "T" is set above the other two, thus the capitals are read as Tacoma Central School. A single copper cupola rests at the intersection of the north wing and the main portion of the "U." The cupola has a bell-cast octagon roof and is accented by a finial. The "walls" of the cupola are copper tracery openings, and alternate between two paired trefoil arches or a single trefoil arch.

The first floor has a recessed double door with each top half filled with a single light. A wide lancet arch filled with seven graduated trefoil-lancet arches serves as a transom. The recessed entry is framed with a lancet arch and a stylized trefoil in each corner, all made from glazed terracotta. The second floor has a single bay accented with quoins and a hooded lintel made from glazed terracotta. Four ganged single-light, fixed windows fill the bay.

The raised center entry was constructed in the early 21st century. It is faced with stretcher bond brick and has two staircases, one accessed from the north and one accessed from the south, leading to a second floor door. This entry also has a door at grade that is deeply recessed under the staircase and provides an ADA compliant entry.

The south end of the west elevation has a large Neo-Formal addition. This flat-roofed structure, constructed in 1967, has three stories. Due to grade changes, only two stories are visible on the north elevation. A blind arcade made from building-height concrete pilasters with wide lancet arched tops dominates the structure and is a nod to the original building's Collegiate Gothic style. The arcade has ten bays with a half bay on each corner. A narrow strip of windows is located behind every other pilaster.

The west elevation of the 1967 addition continues the fenestration and decoration patterns of the north elevation with five bays and a half bay on each corner. Because of grade changes the poured concrete basement level is visible. The lancet arched tracery that is found on the upper two floors is repeated on the basement level. However, the visual effect is quite different for the arches that stretch two stories verses those that are truncated on the basement level, thus reading as a pedestal for the rest of the structure more than a blind arcade. A substantial exterior fire-stair dominates the elevation and provides access to all three levels.

South Elevation

The south elevation of the 1967 addition continues the fenestration and decoration patterns from the west elevation, with ten full bays along the wall, ending in a half bay at each corner. The fifth bay from the west has a recessed entry door. The south elevation juts several feet beyond the tower of the original structure. The south elevation of the tower is predominately intact, although there is an overlay of the 1967 addition at the entry. The original main entrance to the school was in the tower base and accessed from this elevation. The remodel, added a new staircase to the west. The stairs connect to a small brick and concrete one-story addition, which was part of the remodel. The one-story addition has the same materials and bays as the rest of the addition. It is one bay wide with a half bay on each end. The center bay is split, with the entire middle of the bay open to the elements, providing transparency from the street.

The tower, counting the basement, is eight stories high. Each tower corner is pulled slightly out from the main massing, creating façade that undulates. The "mini" towers on the corners each have a small window. Those on the lower two floors are the original six-light folding casement units. Those on the upper floors are replacement metal units from 1967.

The ground floor is constructed from dressed, cut stone. A single window is on either side of the entry, each have been replaced with metal casement units topped with a transom. A narrow stone stringcourse divides the basement level from the rest of the building. The elevation has three main bays, the larger center bay has three ganged windows and is divided from the side bays, each of which has a single window, near engaged brick buttresses. The second floor windows are six-over-six, double-hung units with ogee lugs. The windows in the center bay are three ganged units, each is fixed and has multiple diamond-paned lights. The windows are overlaid with Gothic tracery. Each window has a tall pair of trefoil lancet arches topped with four smaller trefoil lancet arches. The entire bay is delineated with glazed terracotta quoins on each side and glazed terracotta crenellations at the top.

The center bay is treated as one unit for the next five floors, with both sides delineated by glazed terracotta quoins. Windows on the first of the five floors are folding casement units, each sash holding six lights. A four-light transom is located above each window. The window on each side of the engaged buttress is the same type and sized unit. Windows on the next floor were replaced with metal units during the 1967 remodel and have a casement unit for the bottom half with two horizontal fixed lights above. Windows for the next three floors are identical, and are products of the 1967 remodel. Each has a casement unit for the bottom half and a single fixed light for the upper half of the window. The divisions between each of the floors within the large center bay are accented by three rectangular spandrels filled with brick and tile mosaics. The geometric design is made with various shades of brown, terracotta and burgundy. The spandrels are divided by frames of cast terracotta.

The entire top floor of the tower is divided from the lower floors by a band of brick and tile mosaics, which projects slightly beyond the wall under the lancet arch opening, giving this portion of the tower the appearance of a balcony. The top floor is heavily ornamented- the engaged buttresses are capped with glazed terracotta ornamentation- each window bay is framed with a gazed terracotta quoins and a hooded lintel. The windows are set in lancet arched openings, and the center bay has a decorative trefoil on either side of the opening. Windows are not visible in early photos of the building, but by the 1940s windows do show up in photographs. It is unknown if the original floor was completely open (possibly the open-air classroom that was referred to in period literature?) or if the first set of windows were recessed and later replaced by windows flush with the exterior wall.

Although the cornice demarcates the top of the tower, the parapet extends considerably beyond the roofline and is heavily ornamented with trefoil lancet arches made from cast terracotta. The petite towers on each end of the main tower are crowned with crenellations.

Interior

Although currently used solely as an administration building, the building retains the most identifiable feature from its use as a school - long interior double-loaded hallways with classrooms projecting off the halls. The original 1913 portion of the building houses three primary stairwells, one on the center of the east elevation, and one on each of the inside corners of the U. An additional stairwell is located on the east wall of the tower. The 1967 addition has an interior stairwell located near the center of the south wall. The building has one elevator, located on the northeast end of the tower.

The sub-basement area, originally designed for storage, mechanical equipment, and parking, still serves most of those uses. Although cars no longer park inside the building, the double-loaded corridor provides numerous rooms that house the district's emergency kits, telephone communications, archives, and additional storage. A large boiler room is located to the northeast of the tower. At this level the tower provides custodial space, and the 1967 addition has a number of storage rooms. The basement, which originally served as an indoor play area and provided space for domestic science classrooms and a wood shop, is currently used for storage - district office supplies, etc. There are a few offices on the southwest corner of the original building. The tower provides additional office space, and the 1967 addition houses provides more storage areas. The third floor (the first full floor above grade) originally housed classrooms along a double-loaded corridor in the main portion of the building and a single loaded corridor on the north wing. This floor currently provides administrative office space. In the main portion of the building, eleven original classrooms are predominately intact. One classroom has been removed to make an entry foyer, and the wall between two classrooms in the north wing was removed to create one larger room. The majority of the classrooms have been subdivided with movable office partitions. In some rooms partial walls have been constructed to further divide the space. The fourth floor of the main building originally housed a teacher's lounge, library and classrooms with movable partitions. The partitions, when fully opened, created a large assembly area. The partitions were removed to create one large open space, currently filled with contemporary office partitions, while the northern section of the building accommodates two large public areas for school board meetings. The tower and the 1967 addition still serve their original administrative purposes.

The 1913 portion of the building has significant integrity. Walls are finished with the original lathe and plaster. Almost all of the original millwork remains; chair rails, baseboards, window and door surrounds.

Blackboards (often behind bookcases or other large pieces of furniture) are still in most of the classrooms. Interior doors that access shared closets are the original five-paneled units. In areas where carpet has not been laid, the original wood floors are visible. Many of the closets and classrooms still have the original built-in cabinetry. Shared cloakrooms are still located between classrooms, and original push-button light switches are found in most of these spaces. The 1967 addition is almost museum-like with its interior; almost of the original fixtures and finishes remain in this portion of the structure.

Changes to the building come from two major periods: pre-1969 and post-1969. The pre-1969 changes occurred when the building was still used as a school. One substantial change during this period was the replacement of the original lights with General Electric Columbia Lights (fluorescents) in 1948. In some areas glue-up ceiling tiles were added, possibly to address plaster cracks after the 1948 earthquake, which badly damaged a number of Tacoma schools. School records also indicate that in the years right before the building was fully converted to administrative use, student enrollment shrank considerably, thus freeing up additional portions of the 1913 building for office and storage use. A 1967 newspaper article reports the remodeling of the 4th and 5th floors in the administrative tower as well, although more concrete information isn't given. School records do not give specific details about any interior changes from this time. Post-1969 changes include the removal of the 1948 lights in classrooms with the addition of dropped ceilings in some rooms (covering extensive wire runs) and wall-to-wall carpeting. Because classroom dimensions are large, several have been subdivided, either with movable partitions, or in a few cases partial walls to create sub-offices. Hallway doors that provide access to the classrooms are newer in design and construction.

The tower entrance, originally the main entrance for the school offices, was substantially remodeled with the construction of the 1967 addition. The original 1913 floor, a hexagonal tile with a marble border, remains as do some plaster spandrels with quatrefoils. However the space was given new vertical plywood paneling, stylized Gothic arch tracery as a lighting screen on the upper portion of the walls, and large pendant lights with the same lancet arch tracery.

Summary

Central Elementary School (currently serving as the Central Administration Building for the Tacoma School District) in Tacoma, Washington, is historically significant under National Register Criteria A and C. The building is significant under Criterion A for its association with the broad planning and construction trends of the Tacoma School District, which impacted the entire city through its aggressive building campaigns and reflected national educational trends at the time. The building is also significant under Criterion C due to its association with Heath & Gove, a prolific Tacoma architectural firm, responsible for more than 600 projects in the region and the strong use of Collegiate Gothic Revival architecture in the original 1913 structure.

Historic Context: Criterion A

At the opening of Central Elementary School in August of 1913 the president of the Tacoma School Board proclaimed "The school house is the first line of fortifications of the nation, and as the cost of education increases the cost of the penitentiary and asylum must decrease." … and… "This building we … dedicate will add another stone to the bulwarks of free government."

The Tacoma school system, like many urban school systems in America, was influenced by a massive influx of immigrants before World War I. While earlier immigrant groups had primarily settled along the eastern seaboard and were from western European heritage, new immigrant groups were primarily from eastern or southern Europe. By 1900 half the population of the United States were either foreign-born or the children of foreign-born parents. Governmental and religious agencies struggled with the best ways to integrate ethnic groups. Many of the newly arrived immigrants were from rural areas and not familiar with urban life. Confusion on how to use urban services, the role of sanitation, and a growing concern over communicable diseases (including Tuberculosis) led many to believe that schools were the logical place to prevent potential problems. America's response to these issues was becoming formulated in the 1910s. In 1913 the National Conference on Immigration and Americanization promoted three key issues of immigration assimilation: literacy, learning democratic values, and health and hygiene. Schools were viewed as the most logical tool for introducing these values. The April 1915 edition of *Popular Educator* specifically mentioned Tacoma, noting the "foreign population" near the school, and reported that the district was giving students "…unsurpassed opportunities to fit themselves for usefulness and good citizenship."[1]

A number of new programs were nationally introduced during the 1910s, and the Tacoma School District closely followed national trends. Concern with hygiene and health helped support the introduction of nurses, health care facilities, showers and home-economic departments. Programs were introduced to keep

children occupied after school to help reduce juvenile delinquency. Playgrounds and summer school were also thought to help relieve delinquent tendencies. The tremendous influx of immigrants led to expanded domestic science departments as schools were tasked with teaching young females how to cook "American" meals, and address hygienic concerns. Schools also became neighborhood social centers and a number of after-hours programs were available, including programs for adults. Central School with its special room for Tuberculosis students, expansive recreational spaces (for both genders), specialized training rooms for shop and home-economics, and night class offerings, epitomized national trends.

The tremendous expansion in social services impacted building designs. School structures previously had provided three main types of space: classroom, an auditorium and/or gymnasium and one or two rooms for administrative functions. Expanded services required specialized types of rooms, interior recreational spaces, larger libraries, and in some cases lunchrooms with support areas, and also increased the need for administrative rooms. In 1911 Tacoma residents passed a $690,000 bond issue that provided for the construction of 5 new school buildings: Lincoln High School, Central, Fern Hill, Franklin and McKinley Elementary Schools.

The original Central School, built in 1883, was located at South 11th and G Streets, currently the site of Bates Vocational Institute. A rise in Tacoma's population necessitated a new elementary school building, and the new Central Elementary School was planned in 1912. The new Central replaced both the original Central School and the Emerson Elementary School, constructed in 1889.

The cornerstone laying ceremony was held on November 22, 1912 with great fanfare. The Patriotic Order of Sons of America oversaw the ceremony, which opened with students from Emerson and Central elementary schools singing the "Star - Spangled Banner." Reverend Murdoch McLeod, pastor at First Presbyterian Church, gave the invocation which was followed by remarks from the chairman of the building and grounds committee, Claude F. Gray. George G. Williamson, chair of the school board, also delivered an address. Additional remarks were made by Principal Emma M. Unthank of Emerson School, Principal George A. Stanley of the Central School, and Superintendent William F. Geiger. Principal Stanley, a native of Missouri, originally taught in Oregon before coming to Tacoma in 1892 where he first served as principal of Lincoln High School, and then the original Central Elementary. His performance at the new Central Elementary was meritorious enough for his move in 1924 to Jason Lee Intermediate, one of the first middle schools in Tacoma.

The school, widely reported by the local press as being "among the best of its kind in the West, if not the nation," had a four-story main building with an eight-story tower. The main section of the building housed twenty-four schoolrooms but was designed to accommodate a twelve room expansion at a later date. The original school bell from the old Central School was hung in the northwest cupola. The bell was cast in

1883 by J.H. Lister, owner of Tacoma's first foundry. His brother was a member of the Tacoma Board of Education. And J. H. Lister's son, Alfred, later became president of the Tacoma School Board.

When opened at the start of the 1913 school year, the building was the largest school in the city and reported to be one of the largest in the west. It was sited to take advantage of territorial views of Mt. Rainier, the port, and Tacoma. Designed by the firm of Heath & Gove, the building was considered modern in every possible way, and was called a "house of glass" for the remarkable amount of glazing, which provided tremendous interior light. Heath, who worked in a number of revival styles, selected Gothic Revival for this structure. The press made several observations that the style was English Gothic, noting that it was the same style used for the campuses of Cambridge and Oxford. No expense was spared in creating Tacoma's own institution for enlightenment. The building had an estimated cost of $185,000, which based on the project's share of the GDP indicator at the time would be worth approximately $71,464,677.08 in today's dollars.[2]

The interior of the building had an impressive number of modern features and services. The sub-basement had a driveway that opened onto 7th Street. This provided access to a garage and a storage area for school desks and supplies in addition to a mechanic's office, caretaker's quarters, and heating plant. The next floor (at times referred to the "basement" even though it was above grade) provided space for four playrooms- children were divided by size and gender- one room each for large and small girls and boys. This arrangement at this level, which opened directly into the u-shaped enclosed courtyard in the back, was reported as a long desired feature by parents who were concerned about older and younger children placed together in the same play groups. This floor also originally held a large domestic science department, and was equipped with a modern laundry, a model bedroom, a pantry, cold storage cupboards and a cooling closet. This area was to benefit girls not going beyond eighth grade. A woodworking workshop for boys was also on this level.

The arrangement of the top floors was less publicized. The top floor of the main building held large departmental rooms and classrooms with roll-up partitions. When all partitions were lifted, the area could seat 400 students for an assembly. The school library and a teachers' parlor were also located on this floor. All classrooms were connected by telephone to the principal's office, a modern marvel at the time.

Period reports vary as to the location of the district doctors, dentists, and nurses. Some newspaper articles indicate these staff members were housed in the tower, while other articles indicate that the top floor provided office space for this staff division. Also on the top floor (unclear if this was in the tower or the main building) was a special open-air room, developed for students with Tuberculosis. While not finished at the same time as the rest of the school, this room was designed to be open on all sides and was intended to provide fresh air for the sick children. Period newspapers indicate that the windows may have stayed

open year round, and that the room faced south. This feature, which was common in Chicago and eastern cities, was a modern technique for working with sickly students. Outdoor study and recitation periods were broken up with breathing exercises and physical activity. The use of an open-air school was first documented in Charlottenburg, Germany, in 1904. Central's inclusion of such a space shortly thereafter shows interest in current educational philosophies.

Period newspapers wrote that the eight-story tower contained offices of the school board, the superintendent, secretary and space for Central's principal. Office space for Frederick Henry Heath, who appears to have served in some capacity as the district's architect, was also included in the upper portion of the tower. The combination of the districts administrative offices with educational space seems to be uncommon. Other school districts in the region did not combine the two functions in the same building.

The amazing modern technologies showcased in the building, combined with the sheer size of the structure led *The Tacoma Daily Ledger* to proudly proclaim: "One of the Finest Public School Buildings in America… Central Has No Superior." Central School is the only school in Washington State mentioned in the 1914 *New International Yearbook*, and the school was showcased with a large photo in the May 1919 *Pacific Ports* journal.

During World War II the courtyard of Central was a staging place for the war-time steel drive. Row after row of steel cans were flattened into a more compact, transportable form by a steam roller, loaned by the public works department. The war-time drive was popular with the students, who delightedly picked up the cans after flattening. More than 166,110 pounds of steel was collected in Tacoma, and sent to San Francisco for recycling. The 1949 earthquake, which damaged several school buildings to the point they were razed, barely impacted Central. However, the newspaper did report that on the 8th floor of the tower, the entire curriculum library (all 12,000 volumes) flew off the shelves and onto the floor.

In 1965 Tacoma architect Robert A. Parker was selected to design a large addition to the southwest of the administrative tower. The project was part of a $9.9 million dollar school bond measure which funded additions to several schools as well as two completely new schools. The addition to Central School provided space for business offices, a data processing center, and instructional resource storage. The addition also included remodeling two floors of the original tower. Construction was finished in 1967. Parker was a former draftsman for the firm of Heath, Gove & Bell and had organized his own firm in 1956.

As administrative needs for the district increased, and the number of school-aged children living downtown decreased, Central School increasingly became an administrative center. By 1968 the school serviced just 165 students, and primarily occupied the third floor of the building. The rest of the building was used for

administration. The decision to move the remaining students to the reorganized McCarver School (originally constructed as a middle school) started with the 1969-70 academic year.

Historic Context: Criterion C

Frederick Heath & George Gove

Frederick Henry Heath was responsible for a number of significant buildings in Tacoma and either solely designed by himself or through partnerships with Phillip Spaulding, Ambrose J. Russell, Luther Twitchell, George Gove and/or Herbert Bell. Heath's design work was far reaching and varied from private residences, commercial buildings, and fraternal lodges, to churches, hospitals and school buildings. He completed more than 600 projects during his lifetime, a number of which have been honored with local, state and national historic register status.

Heath was born April 15, 1861, in LaCrosse, Wisconsin. As a young man he moved to Minneapolis, Minnesota in 1881 where he eventually served as a draftsman for the architect Warren H. Hayes from 1883-1893. Heath moved to Tacoma at the end of 1893, searching for a climate more suitable for his wife's health. In 1896 Heath opened his own architectural office, but there is little documentation for these early years. In 1901 he became a partner in the firm of Spaulding, Russell & Heath. After the departure of Spaulding, the firm became Russell & Heath, but by 1903 Heath had decided to work on his own again. Shortly thereafter, Heath formed the short-lived firm of Heath & Twichell from 1908 to 1910. Luther Twichell was a former colleague who had worked with Heath under Warren Hayes in Minneapolis. In 1912 Heath formed another partnership, this time with George Gove to create the firm of Heath & Gove, which lasted until the end of his life. Little is known about Gove, a native of Rochester, Minnesota, who was born in 1870. He arrived in Tacoma in 1908, likely to join his brother who lived in Tacoma. In 1914 the firm expanded with the addition of Herbert A. Bell, a local architect who had served as a draftsman for Heath. Bell passed in 1951, Heath in 1953 (at the age of 91), and the firm dissolved with the death of Gove in 1956.[3] A number of significant Tacoma architects worked in the firm early in their careers, including Roland Borhek, Silas Nelson, Frederick Shaw, Charles Pearson and John G. Richards. Little is known about the professional relationship between Heath & Gove.

Heath first worked for the Tacoma School District in 1903 when he supervised the remodel of the burned out Tourist Hotel (originally designed by Hewitt & Hewitt in 1890) into Stadium High School. Heath then designed the football field, Stadium Bowl, in 1906. He was honored with life admission to events at the Stadium Bowl as a result of his work with the project. Period newspaper reports that this work eventually led to a contractual relationship with the district with a salary of $2,500.[4] His formal relationship ended in 1920. A 1905 newspaper article wrote that Heath "is the official school architect for the city of Tacoma," and Herbert Hunt's *Washington West of the Cascades* (1917) wrote that Heath had served as the official

school architect for eleven years (presumably starting in 1906).[5] However to date, no historic school district documents have been found confirming Heath's role as an "official school architect," although it is clear that he was responsible for a majority (if not all) of the schools built in the early 20th century for the district.

Heath spent considerable time developing what he called the "Unit School" which he felt addressed growing school populations and the need for constant building additions. The basic plan was a two-story design with a daylight basement and classrooms flanking a central corridor. The school was a four-classroom module, with two units per a floor. Adding a second module created an eight-classroom design, and so on with additional expansions. Fern Hill Elementary used this plan, and additions followed this model as well. The Unit School seems to be indicative of a broader national approach that shows up in school literature at this time. Heath may have been better informed on this subject than is contemporaries, or may have reached the same basic design independently. Although Heath is known for his development of the "Unit School," Central School does not showcase the unit system, likely due to its large size.

Heath is known to have designed 18 school buildings for the Tacoma School District. Dates listed are for the start of construction.

Buildings still standing:
Washington School - 3701 North 26th Street (1907, still in use by the district)
John Rogers School - 1301 East 34th Street (1907, no longer owned by the district)
McKinley School - 3720 McKinley Avenue (1908, owned by the district, but not currently in use)
Fern Hill School - 8442 South Park Avenue (1911, still in use by the district)
Central School - 601 South 8th Street (1912, still in use by the district)
Oakland School - 3319 South Adams Street (1912, still in use by the district)
Grant School Addition - 1080 North Prospect Street (1920, severely remodeled)
Lincoln High School - 701 South 34th Street (1913, still in use by the district)
Fawcett Elementary School - 126 East 60th Street (1950, Heath, Gove & Bell, still in use by the district)

Buildings demolished:
Jefferson School (1908)
Sheridan School (1909)
Barlow Annex (1910)
Franklin School (1910)
Park Avenue School (1912)
Point Defiance School (1912)
Hawthorne School (1913)
Northeast Tacoma School (1919)

Heath is also known for his development and patent for a hollow wall tile in 1917. Period newspapers reported the tiles as costing less than brick, equal in strength, and weighing 42% less.[6] The federal government purchased Heath's tile for all the buildings at the Rockwell Aviation Field and Navy Buildings in San Diego. Heath continued to work until the time of his death in 1953. He was 91 years old.

Other notable works in the Tacoma area include: St. Patrick's Catholic Church (1906), First Church of Christ, Scientist (1911); the Swiss (1913); Trinity Methodist Church (1915); First Methodist Church (1916, demolished); Paradise Inn (1917) at Mt. Rainier; Bethany Presbyterian (1924); Toby Jones Home (1924); First Baptist Church (1925); and 6th Avenue Baptist Church (1925).

Tacoma architect Robert Adair Parker designed a new wing for the school in 1965. Little is known about Parker. He briefly briefly attended Pacific Lutheran University before working as a draftsman for Heath, Gove & Bell in 1940. He then served in the U.S. Army from 1941-1945. He was a draftsman for the firm of Lea, Pearson & Richards from 1945-1956, and 1956 he established his own firm. The American Architects Directory of 1962 lists him as designing residences, apartments, nursing homes and churches, although his name is only associated with two apartment buildings in the Tacoma/Pierce County Building Index at the Tacoma Public Library. Parker served as treasurer of the Southwest Chapter of the AIA from 1954-1956.

Colligate Gothic Revival

Gothic Revival is one of a number of historical revival styles that became popular in the 19th century, both abroad and in the United States. It was a common style for church and public school construction in Tacoma until the end of the 1920s. Gothic Revival utilizes the engaged buttresses, lancet arches, tracery, and crenellations. Central School showcases all of these design features.

The original Gothic style developed in the late 1100s in the region surrounding Paris, France. The style, while used for a number of building types, became associated with ecclesiastical architecture, in part due to the numerous new cathedrals built during this time, and soon spread to other countries. The style emphasized vertical massing, masonry construction, and heavily sculpted façades, and prominent use of stained glass (in ecclesiastical forms).

Interest in Gothic forms revived during the late 18th century and continued through the early 20th century. American Collegiate Gothic is predominately an early 20th century style. The primary difference between general Gothic Revival and Collegiate Gothic Revival is one of massing. Collegiate Gothic buildings are typically rectangular in plan, and frequently have flat rooflines. The multiple spired towers, heavily sculpted façades and irregular massing more common with religious versions of the Gothic style are often

missing. Architects and clients specifically selected the Collegiate Gothic for its direct connotations with the two most renowned academic institutions in the world, Oxford and Cambridge. The style was commonly used by school districts during this time. John Donovan's 1921 *School Architecture*, a pictorial review of large public schools built during the 1910s, showcases the Collegiate Gothic Revival significantly more than any other style - Beaux Arts/Neo-Classical Revival was a distant second.

The majority of other elementary schools in the Tacoma district showcase simpler ornamentation, regardless of style. The prominent location of the downtown project, the size of the building, and its use as administrative headquarters likely all contributed to the more elaborate detailing on Central School. The dual use as both administrative space and school appears to be atypical, since other districts in the region had separate buildings to serve administrative functions. There are a few other Heath designed buildings that showcase the Collegiate Gothic Revival Style, including Lincoln High School, and the Grant Elementary School Addition (mostly demolished). Oakland and Hawthorne Elementary schools have similar detailing, since they are Jacobean in design. The other Collegiate Gothic Revival buildings in the district are middle schools, Gault, McCarver, and Jason Lee, which were all designed in the 1920s by different architects, after Heath's working relationship with the school district ended.

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[1] Susan W. Kane. "What the Schools Are Doing." *Popular Educator*, April 1915, pg 446.

[2] www.measuringworth.com The site was accessed to determine historic opportunity costs, contemporary opportunity costs, labor costs and economy costs. The site recommends using the project's share of the GDP indicator to determine how important the project was to the community since material and labor resources have not remained constant.

[3] Pacific Coast Architecture Database, digital.lib.washington.edu/architect/architects/840 accessed 11/16/2008 and 3/28/1012

[4] n.a. "Frederick H. Heath, "Father of Stadium"- a Man Who Thinks." *Tacoma Daily Ledger.* July 24, 1910. n.p.

[5] n.a. "Frederick Heath." *American Journal of Progress.* Special Extra Number, Describing and Illustrating Tacoma. Circa 1905. n.p. and Hunt, Herbert. *Washington West of the Cascades.* Chicago: S.J. Clark Company, 917. Volume III, pg. 343-344.

[6] n.a. "Tacoma Patents Coming into Use." *Tacoma Daily Ledger.* July 6, 1919. n.p.

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Boundary Description

Central Elementary School is located in downtown Tacoma, in the East of Section 5, Range 3, Township 20 of the Willamette Meridian, in Pierce County, Washington. It is legally identified as Tax Lot 2007120010

The four major boundary corners are marked in the following UTM reference points starting from the NW corner and then proceeding clockwise: 10 5-41-946E 52-33-632N; 10 5-42-063E 52-33-652N; 10 5-4079E 52-33-538N; 10 5-41-977E 52-33-523N

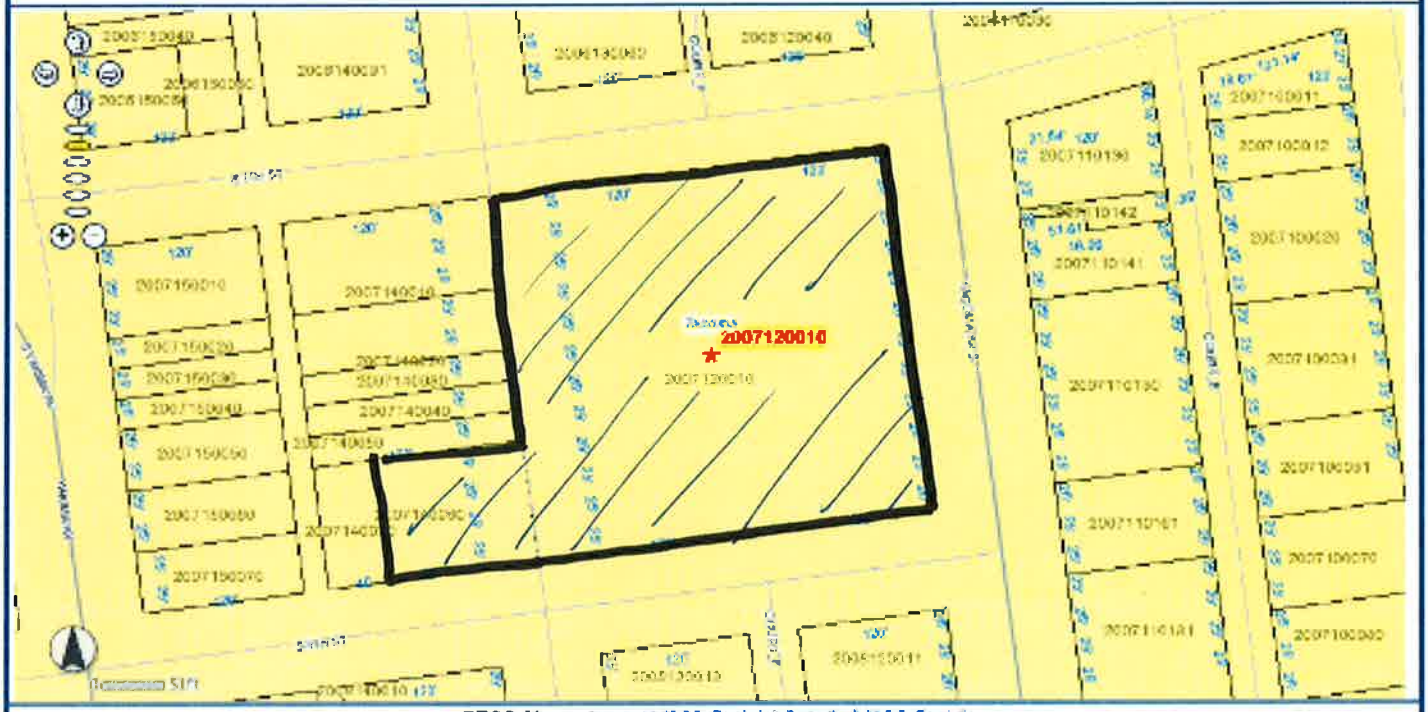
Boundary Justification

The nominated property encompasses the urban tax lots historically occupied by the school and its original ground. To the north is South 7th Street, Tacoma Avenue South is to the east, South 8th Street is to the South and to the west is where G Street once ran (currently the middle of a parking lot).

Parcel Map for 2007120010

02/16/2013 12:02 AM

Property Details		Taxpayer Details	
Parcel Number:	2007120010	**Taxpayer Name:**	TACOMA SCH DIST #10
Site Address:	401 S 8TH ST	**Mailing Address:**	PO BOX 1357 TACOMA WA 98401-1357
Account Type:	Real Property		
Category:	Land and Improvements		
Use Code:	6800-EDUCATIONAL SERVICES		

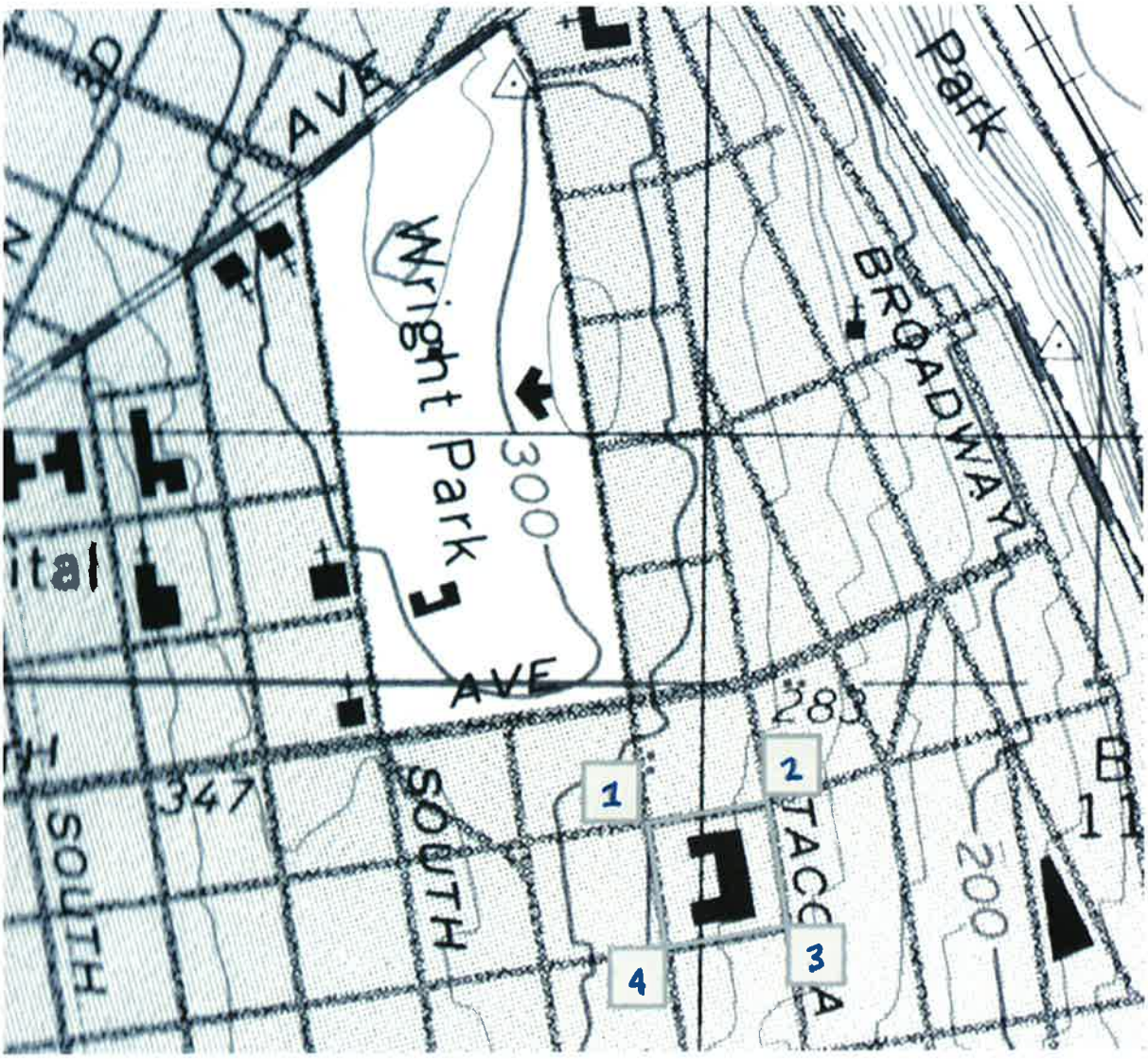


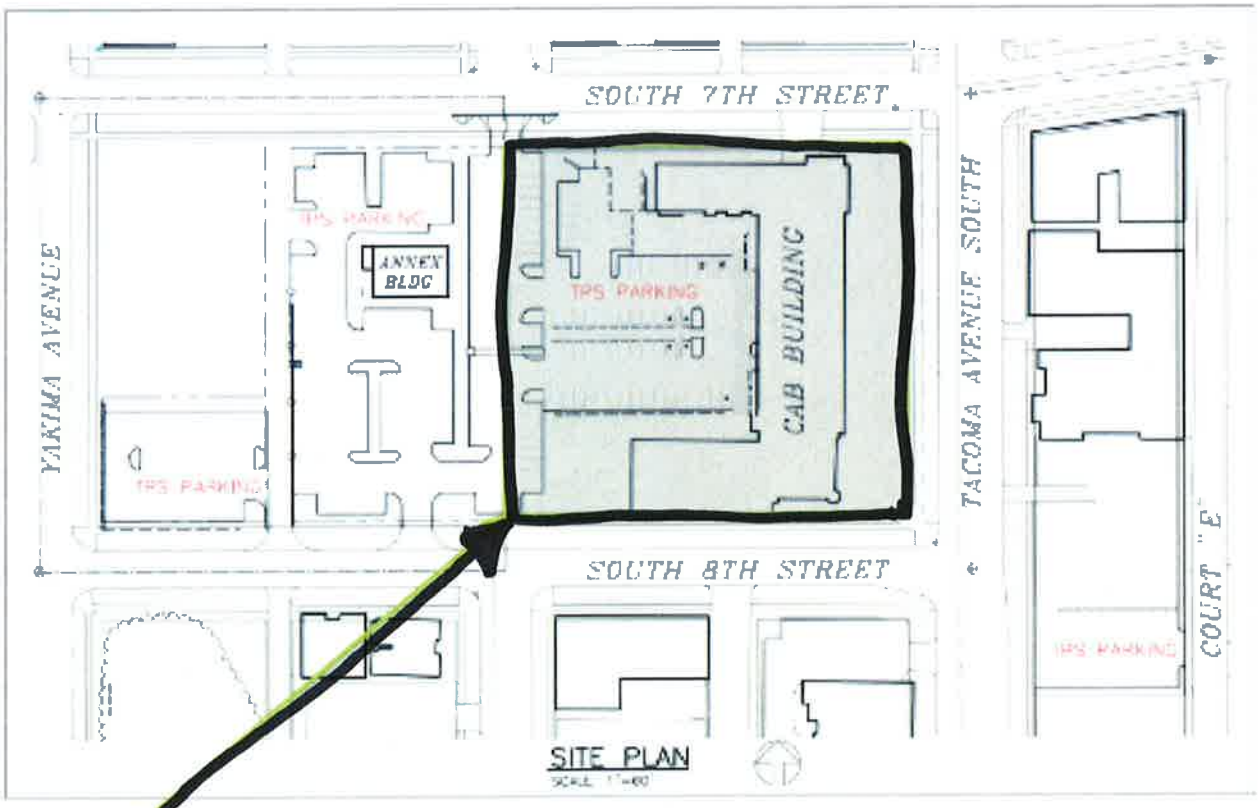
RTSQ Maps: Normal (200 Scale) | Detailed (100 Scale)
For additional mapping options, visit PublicGIS

I acknowledge and agree to the prohibitions listed in RCW 42.56.070(9) against releasing and/or using lists of individuals for commercial purposes. Neither Pierce County nor the Assessor-Treasurer warrants the accuracy, reliability or timeliness of any information in this system, and shall not be held liable for losses caused by using this information. Portions of this information may not be current or accurate. Any person or entity who relies on any information obtained from this system does so at their own risk. ***All critical information should be independently verified.***

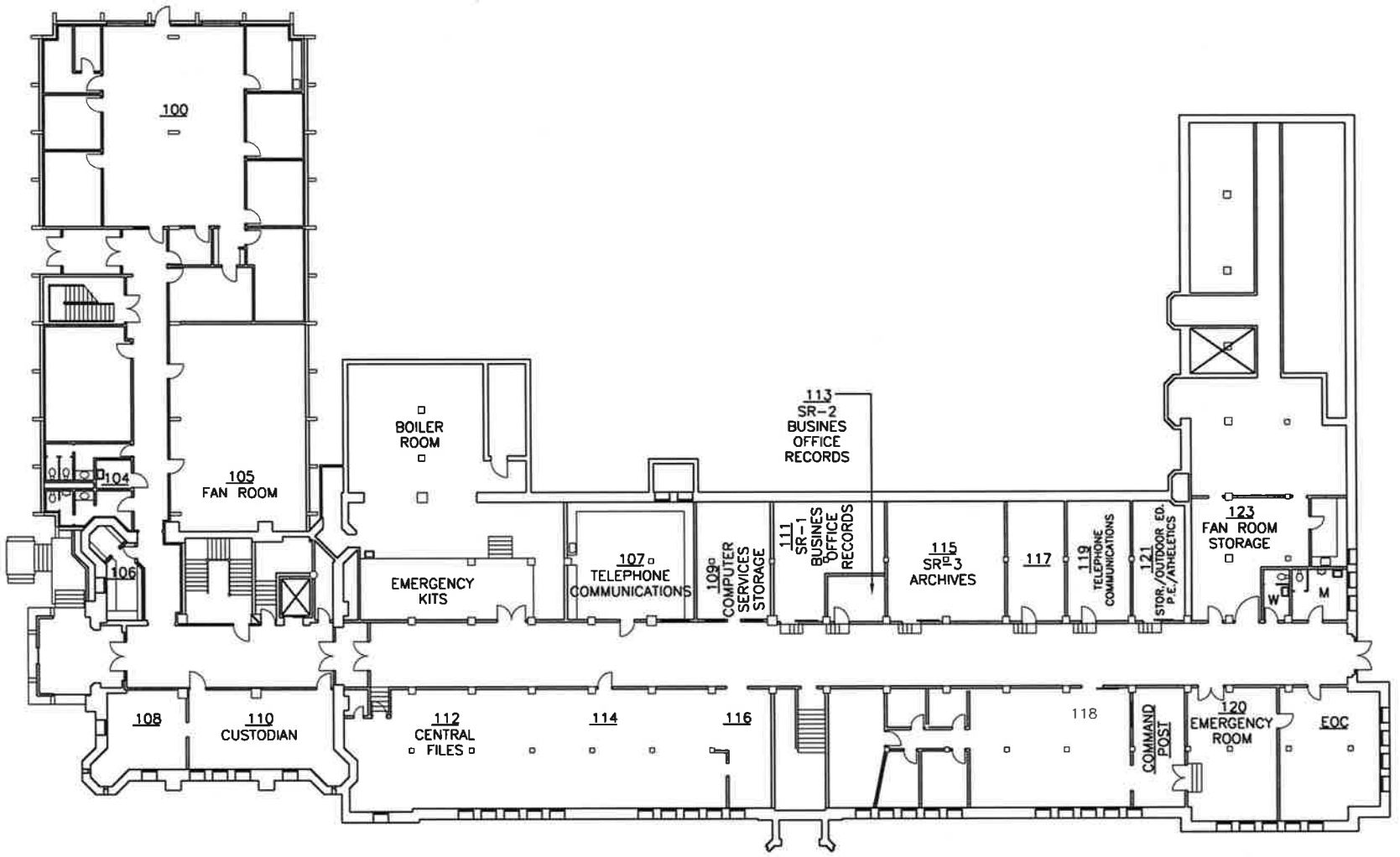
Central Elementary School (Central Administration) Pierce County, Washington

USGS Quad Map Excerpt Showing Nomination Site



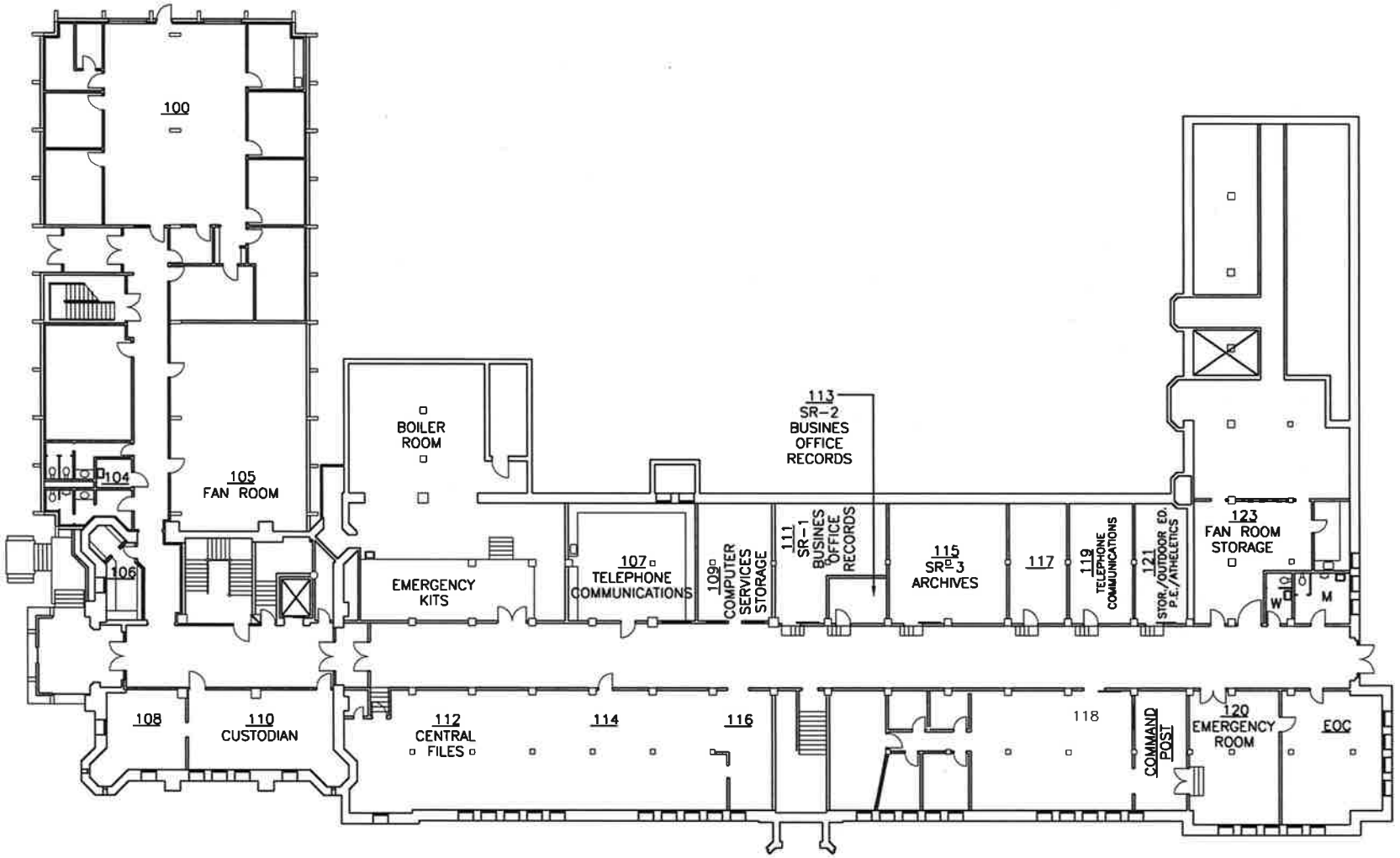


Nomination Boundaries



CENTRAL ADMIN BLDG–FIRST FLOOR PLAN

SCALE: 1/32"=1'-0"



CENTRAL ADMIN BLDG–FIRST FLOOR PLAN

SCALE: 1/32"=1'-0"

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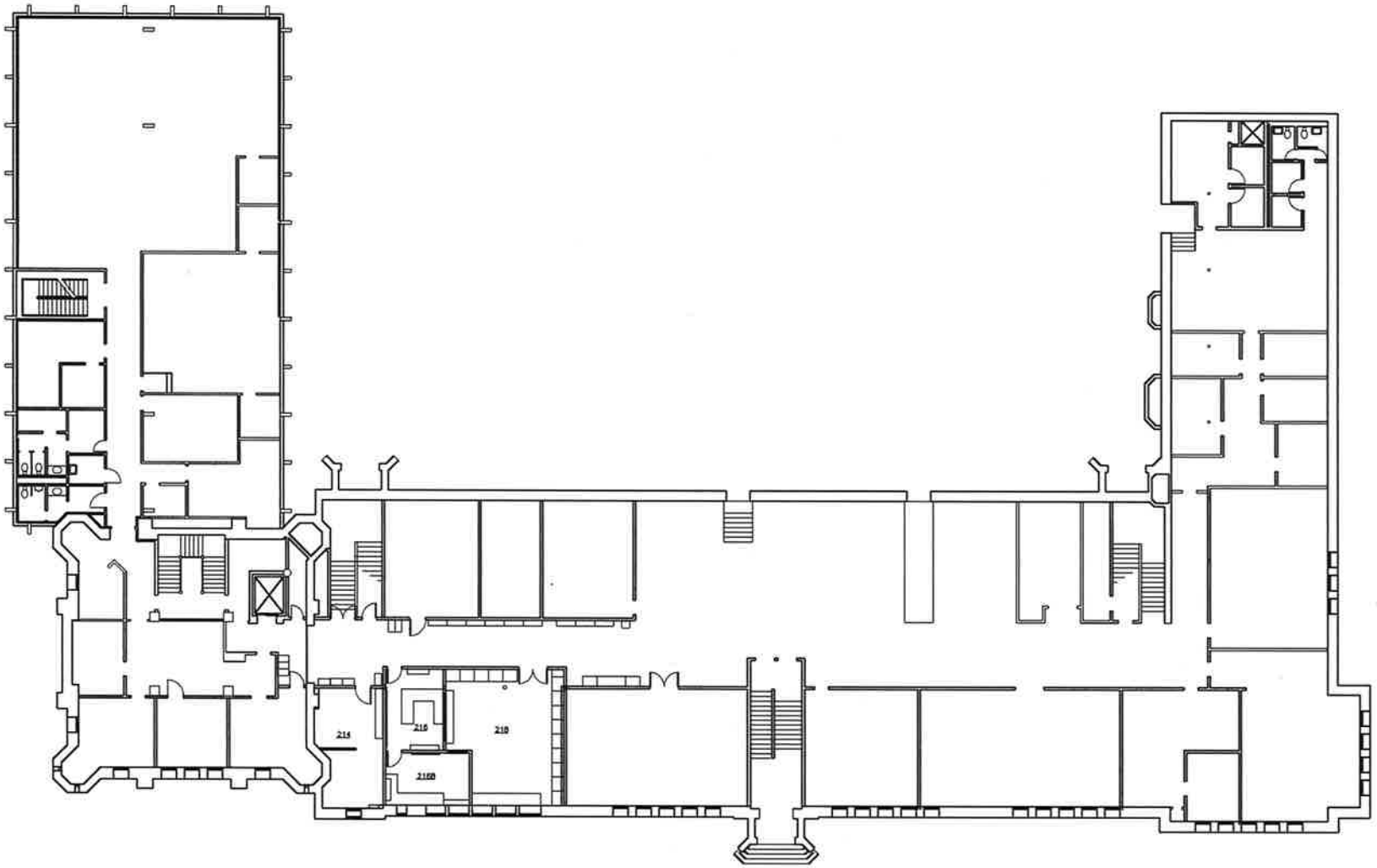
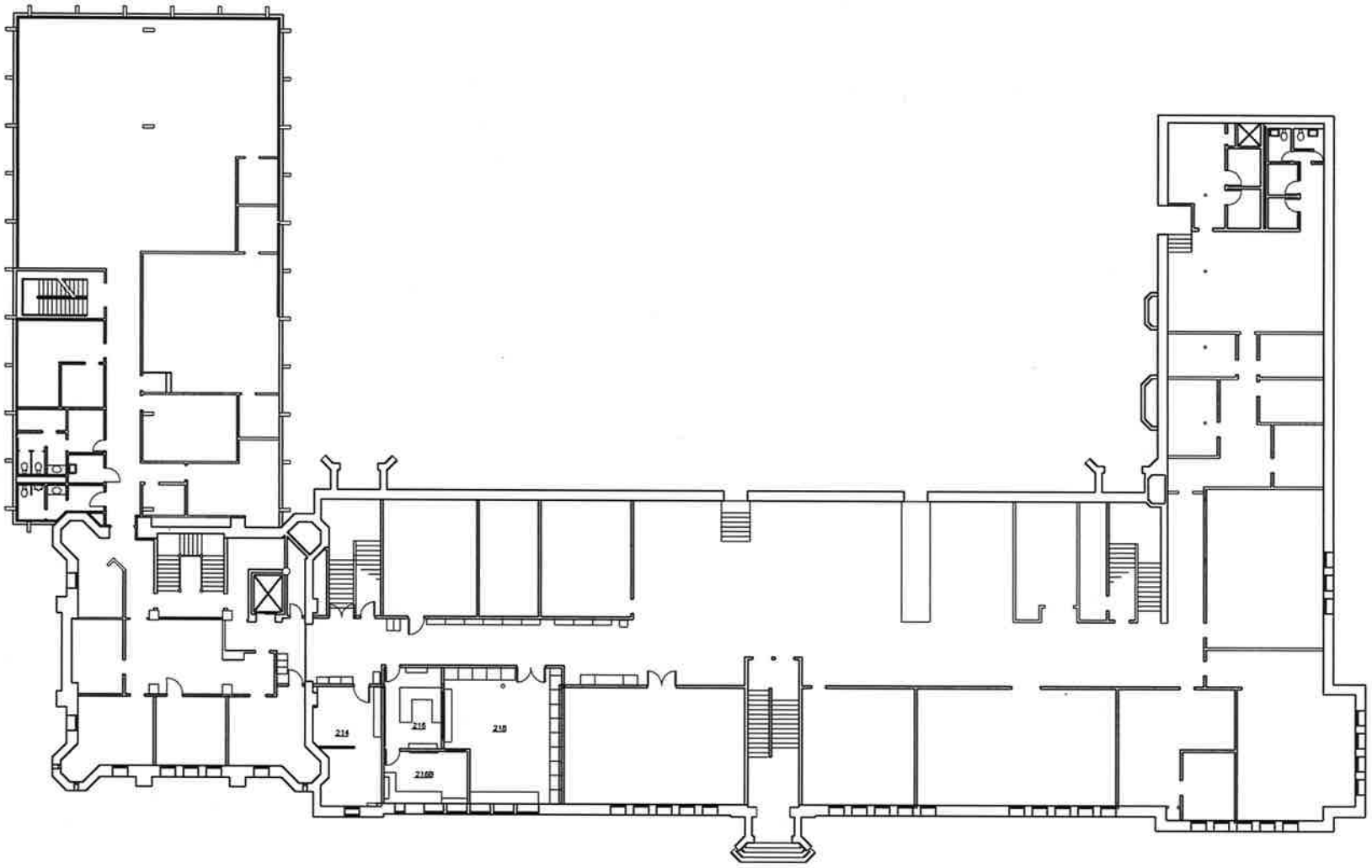


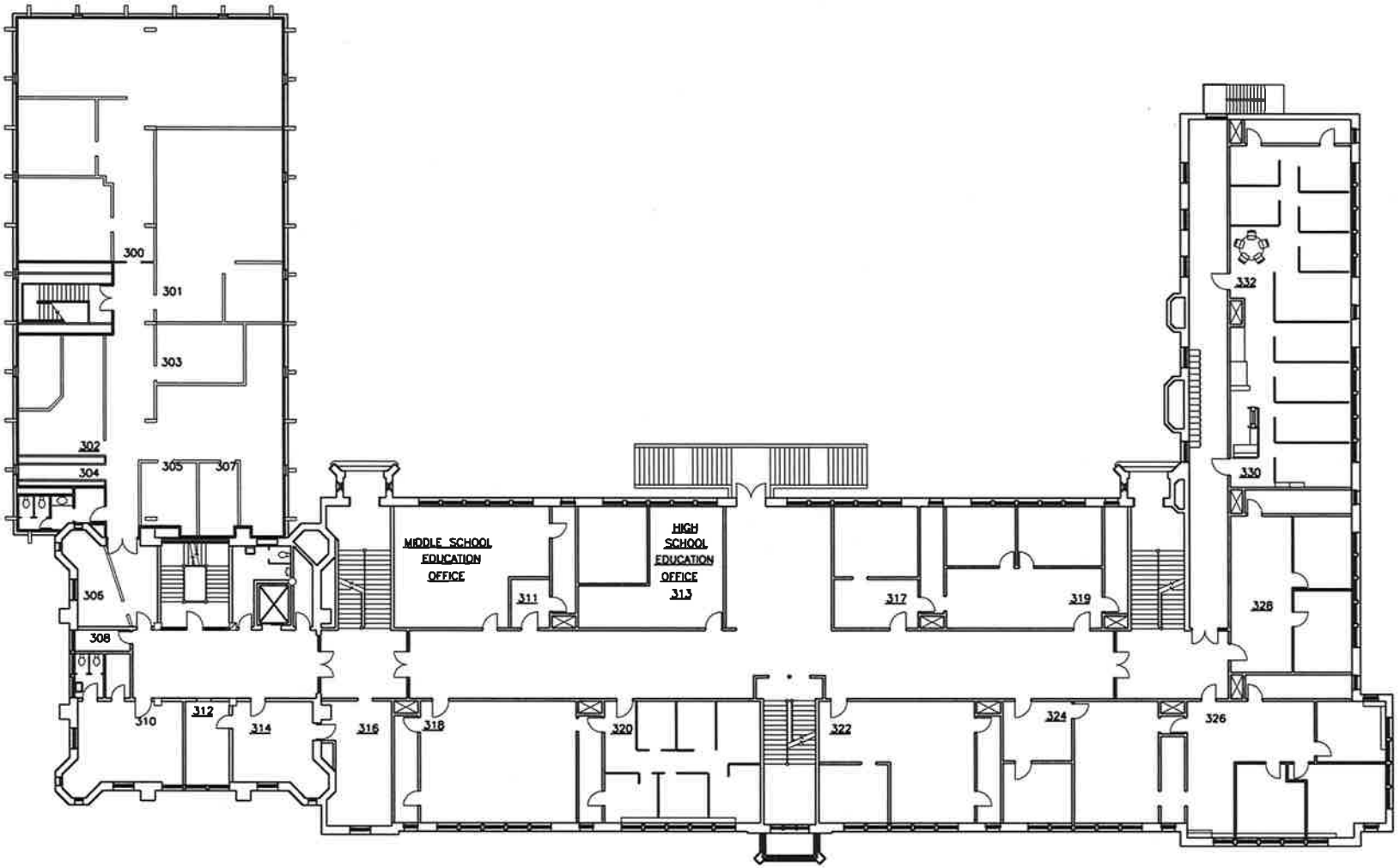
CENTRAL ADMIN BLDG–SECOND FLOOR PLAN

SCALE: 1/32"=1'-0"



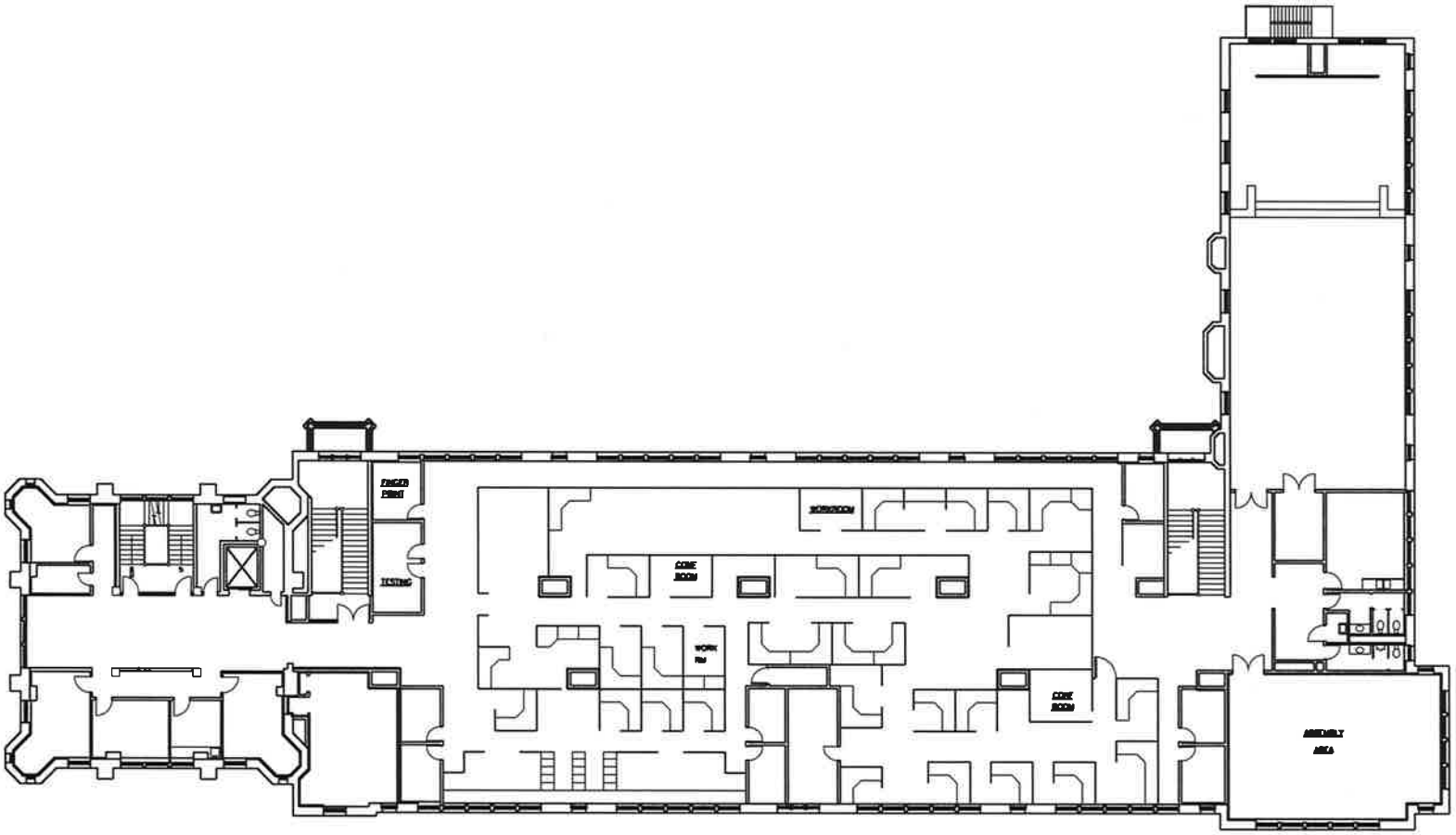
CENTRAL ADMIN BLDG–SECOND FLOOR PLAN

SCALE: 1/32"=1'-0"



CENTRAL ADMIN BLDG–THIRD FLOOR PLAN

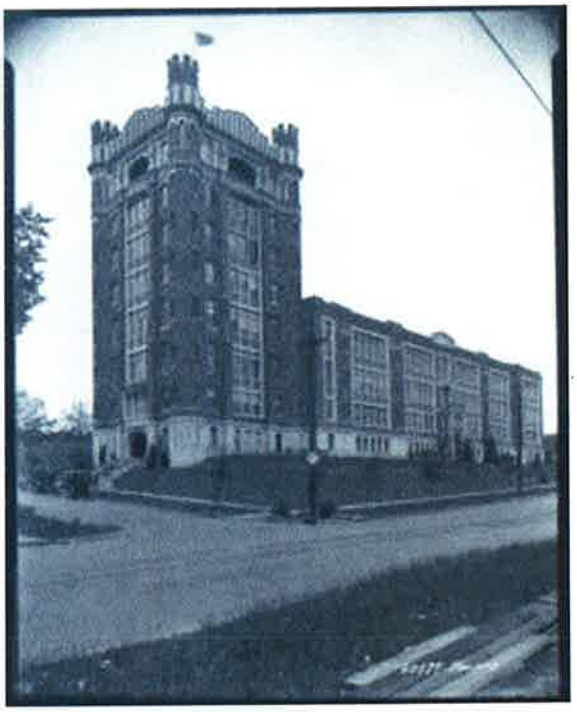
SCALE: 1/32"=1'-0"



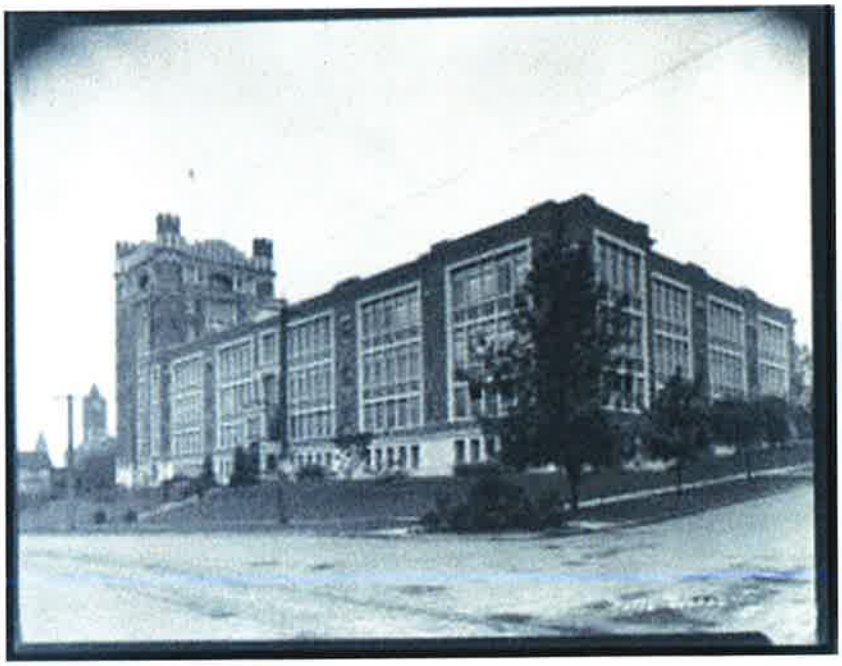
CENTRAL ADMIN BLDG–FOURTH FLOOR PLAN

SCALE: 1/32"=1'-0"

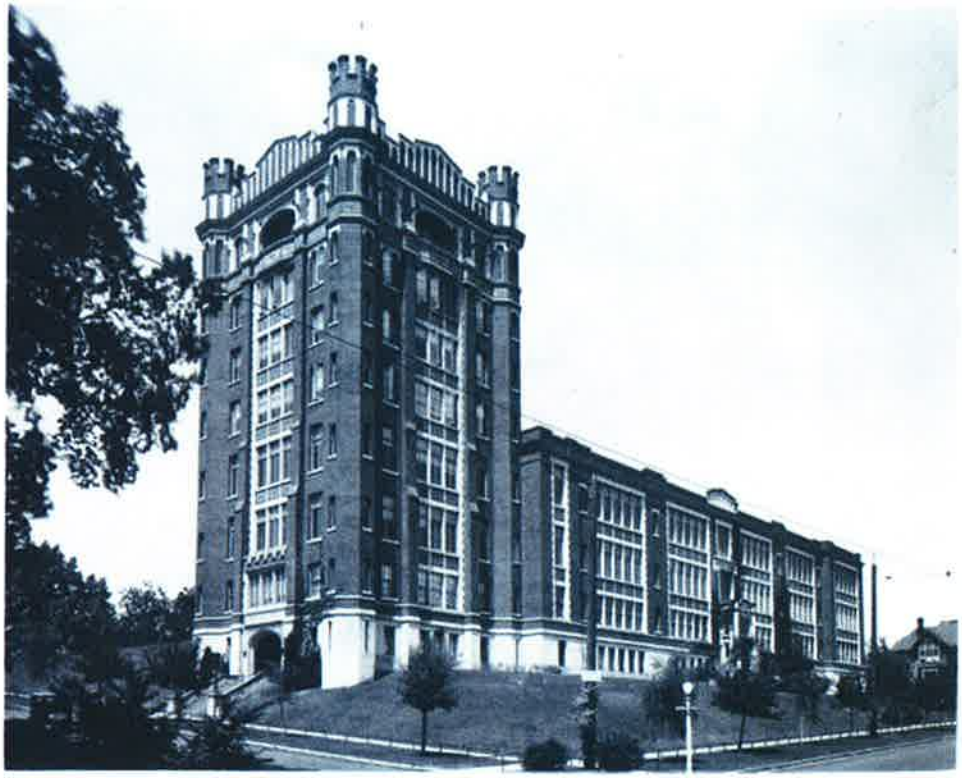
Historic Images of Central School
located at the Tacoma Public Library



Marvin D. Bolland Collection BU-1-234
Photograph taken circa 1920



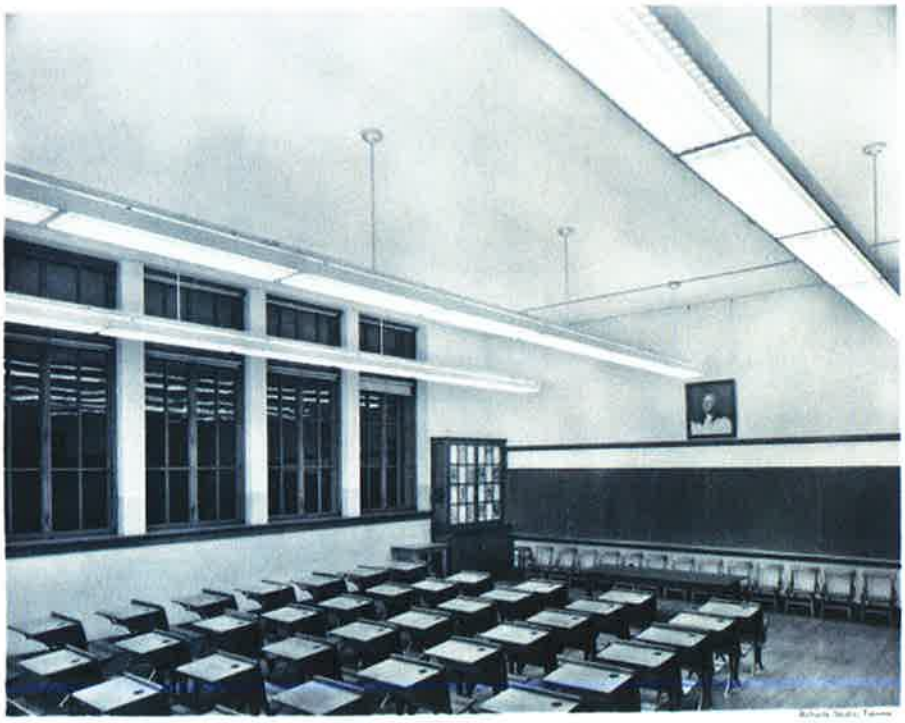
Marvin D. Bolland Collection BU-11295
Photograph taken circa 1919



Richards Studio Collection TPL-1863 (Unique 15976)
Photograph taken circa 1948

Richards Studio Collection D10714
(Unique 30502)
Photograph taken January 1, 1941

Richards Studio Collection D12564-1 (Unique 5222) Photograph of a music class in 1942.



Richards Studios Collection A34261-5 (Unique 15997) Photograph showing new lighting as installed in1948.

Richards Studios Collection D318491-2
(Unique 15672)
Photograph showing six graders listening to Teacher Lennard Anderson play records in1948.

Richards Studios Collection A8200-2
(Unique 35914)
Photograph showing All City Elementary School Orchestra in from of Central School in 1939.

PHOTO LOG - Central School

Name of Property:	**Central Elementary School**
City:	**Tacoma**
County:	**Pierce**
State:	**WA**
Name of Photographer:	**Caroline T. Swope**
Date of Photographs:	**March 2009 & September 2010 & June 2013**
Location of Original Digital Files:	**2902 North Cedar Street, Tacoma, WA 98407**
Number of Photographs:	**25**

Photo #1 WA_Pierce County_Central Elementary School_0001
East façade (right) and south elevation (left), camera facing northwest

Photo #2 WA_Pierce County_Central Elementary School_0002
East façade, camera facing northwest

Photo #3 WA_Pierce County_Central Elementary School_0003
Detail of east façade, camera facing west

Photo #4 WA_Pierce County_Central Elementary School_0004
North elevation, camera facing southwest

Photo #5 WA_Pierce County_Central Elementary School_0005
Detail of North elevation, camera facing south

Photo #6 WA_Pierce County_Central Elementary School_0006
North wing (left), west elevation (right), camera facing northeast

Photo #7 WA_Pierce County_Central Elementary School_0007
North wing, camera facing northeast

Photo #8 WA_Pierce County_Central Elementary School_0008
North wing, south elevation, detail, camera facing north

Photo #9 WA_Pierce County_Central Elementary School_0009
Copper bell tower, north wing, camera facing northeast

Photo #10 WA_Pierce County_Central Elementary School_0010
West elevation, camera facing southeast

Photo #11 WA_Pierce County_Central Elementary School_0011
North elevation of south wing, camera facing south

Photo #12 WA_Pierce County_Central Elementary School_0012
West elevation of south wing, camera facing east

Photo #13 WA_Pierce County_Central Elementary School_0013
South elevation of south wing, camera facing north

Photo #14 WA_Pierce County_Central Elementary School_0014
South elevation of tower, camera facing north

Photo #15 WA_Pierce County_Central Elementary School_0015
Southern end of main floor corridor, camera facing northeast

Photo #16 WA_Pierce County_Central Elementary School_0016
Main floor corridor, camera facing northeast

Photo #17 WA_Pierce County_Central Elementary School_0017
Main floor entry windows as viewed through stairwell, camera facing southeast

Photo #18 WA_Pierce County_Central Elementary School_0018
Stairwell, southwest corner of building, camera facing west

Photo #19 WA_Pierce County_Central Elementary School_0019
Basement level, north end of main corridor, camera facing west

Photo #20 WA_Pierce County_Central Elementary School_0020
Basement, north end of main corridor, camera facing north entry

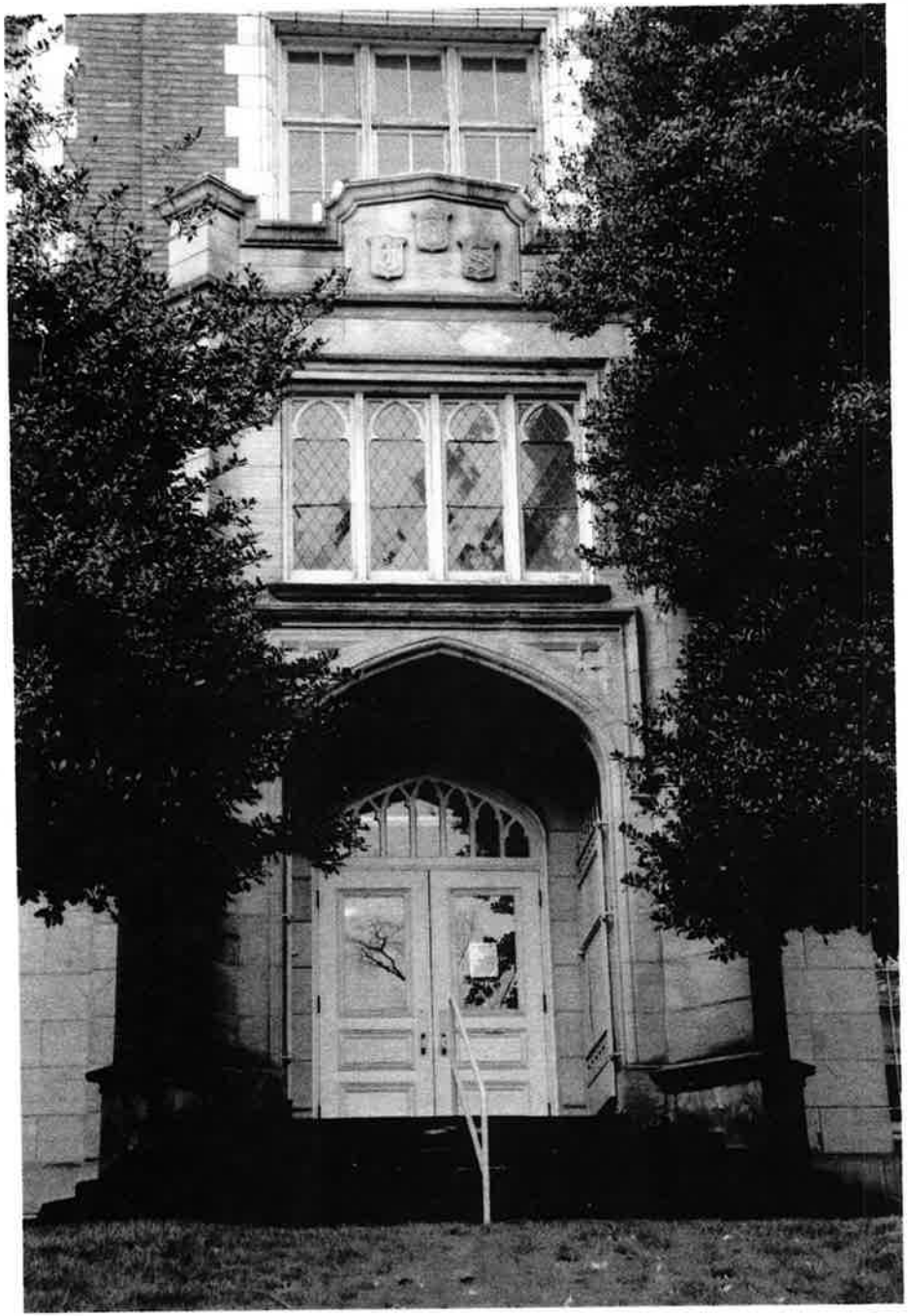
Photo #21 WA_Pierce County_Central Elementary School_0021
Foyer of addition, camera facing south

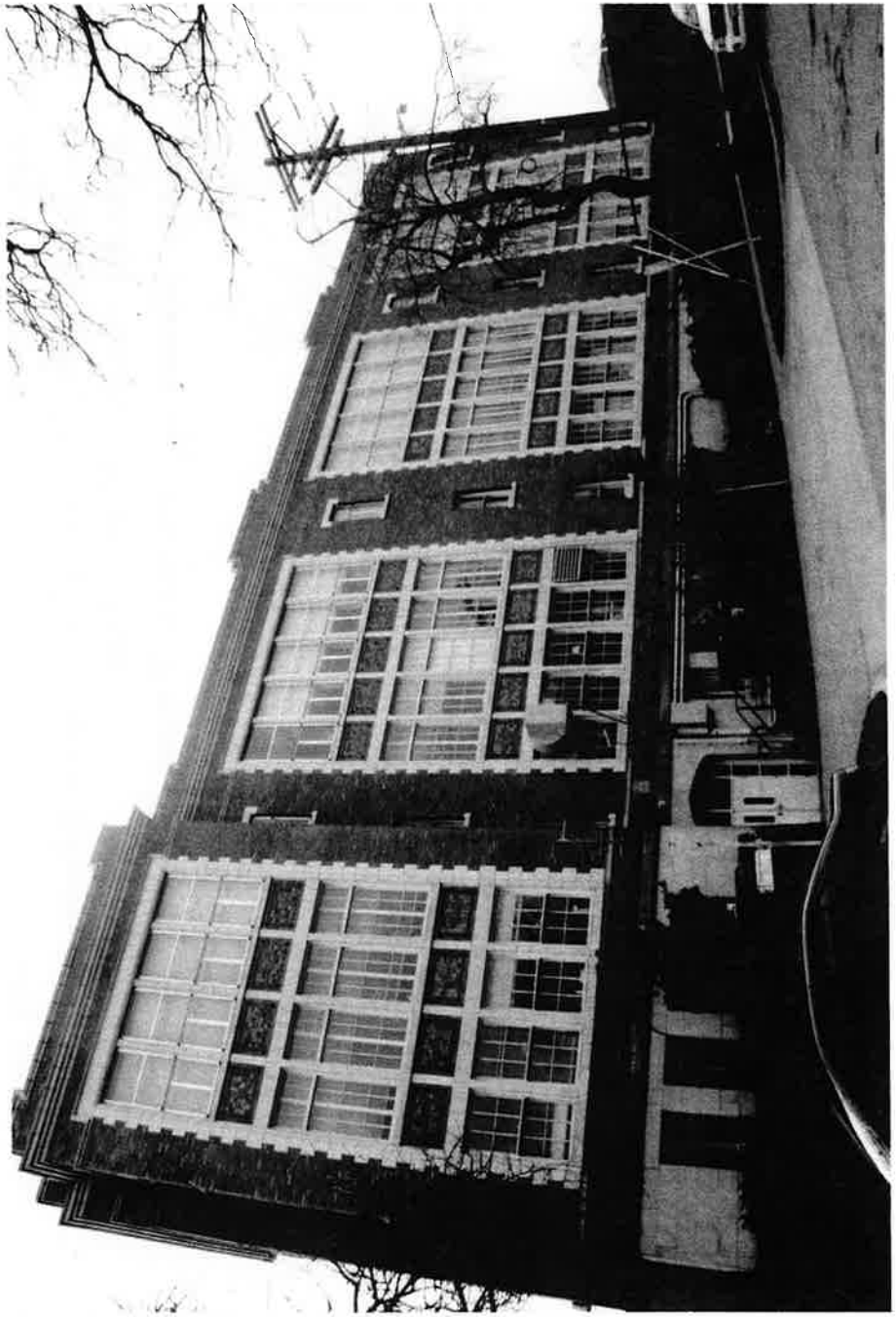
Photo #22 WA_Pierce County_Central Elementary School_0022
3rd floor, former classroom (room #322), camera facing northwest

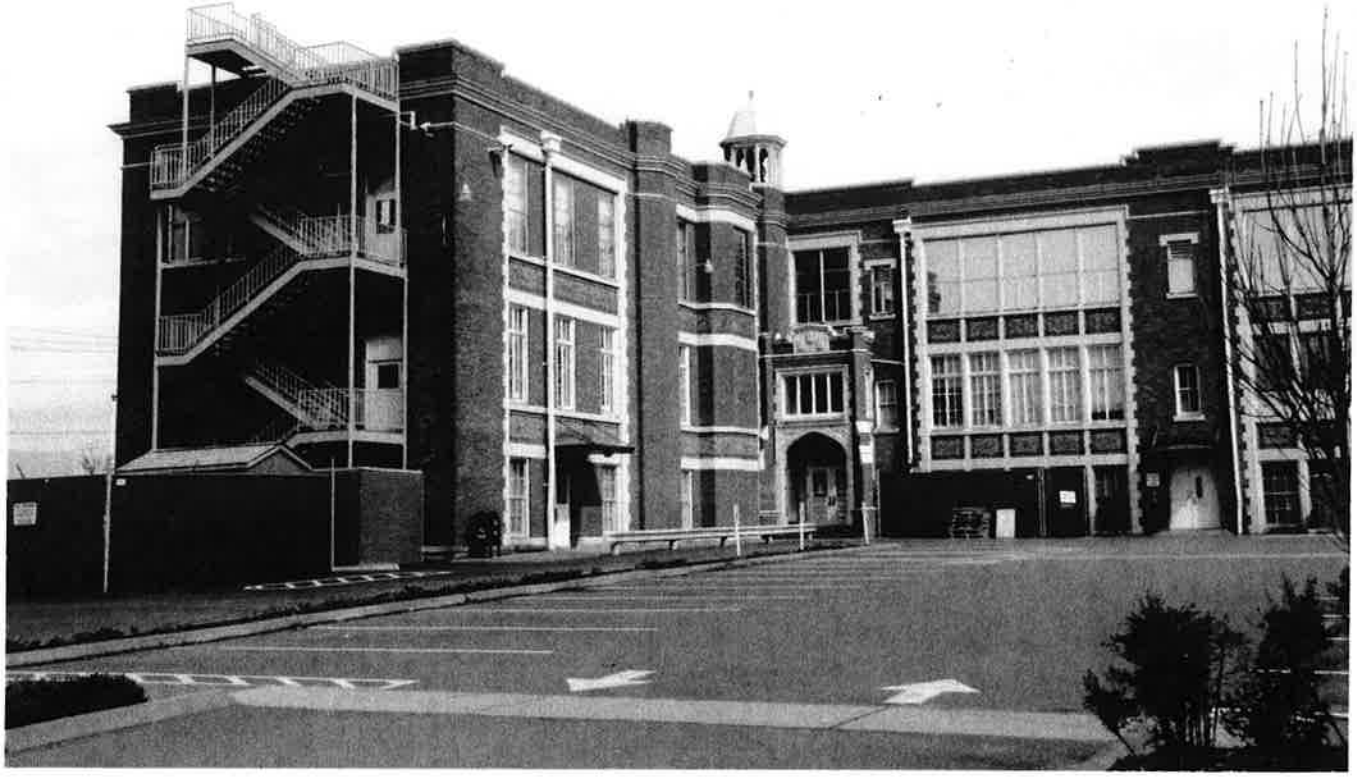
Photo #23 WA_Pierce County_Central Elementary School_0023
3rd floor, former classroom (room #330), camera facing northwest

Photo #24 WA_Pierce County_Central Elementary School_0024
Administrative stair tower, photo taken from 8th floor

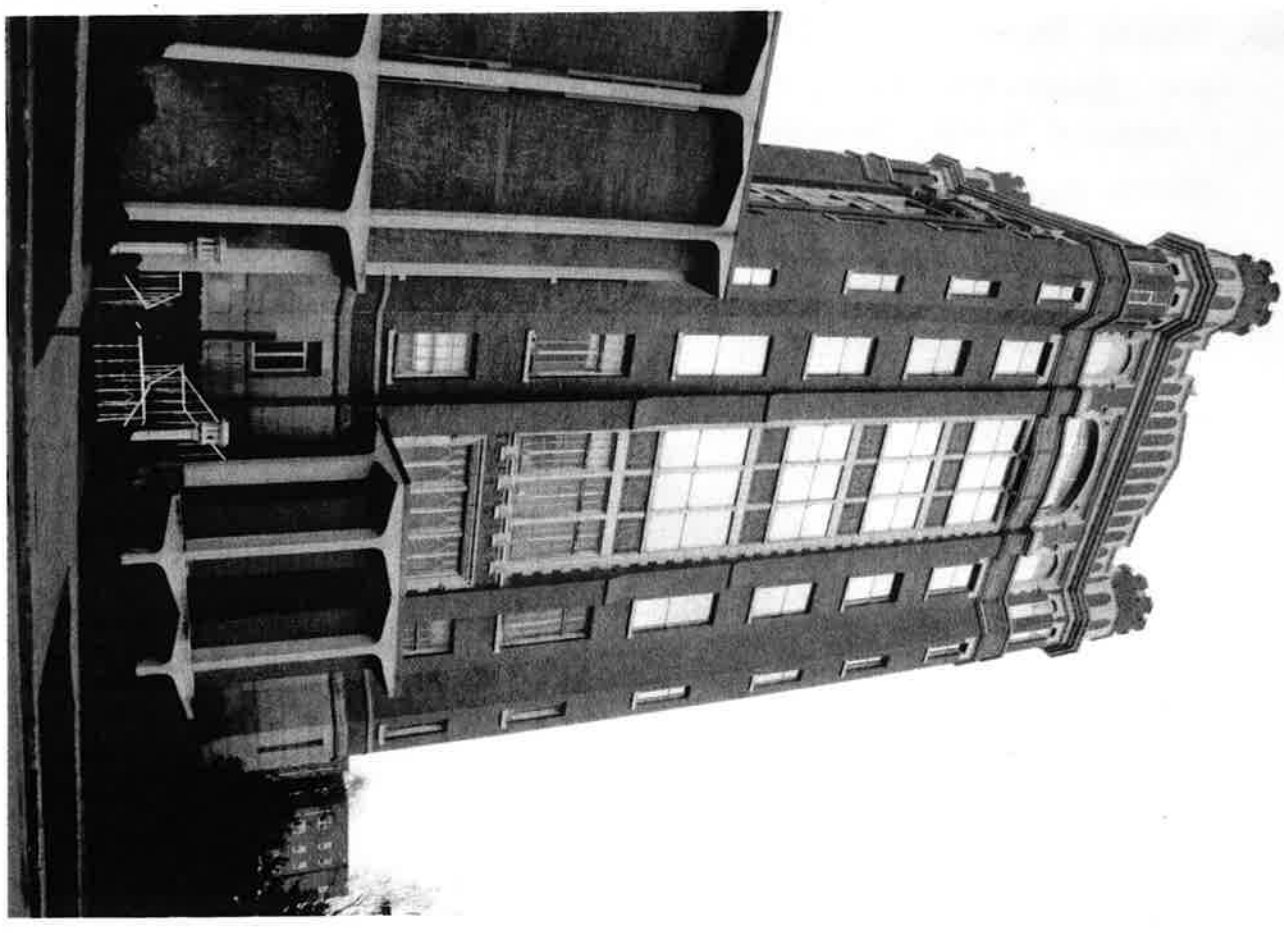
Photo #25 WA_Pierce County_Central Elementary School_0025
3rd floor, addition, (room #302), camera facing southwest



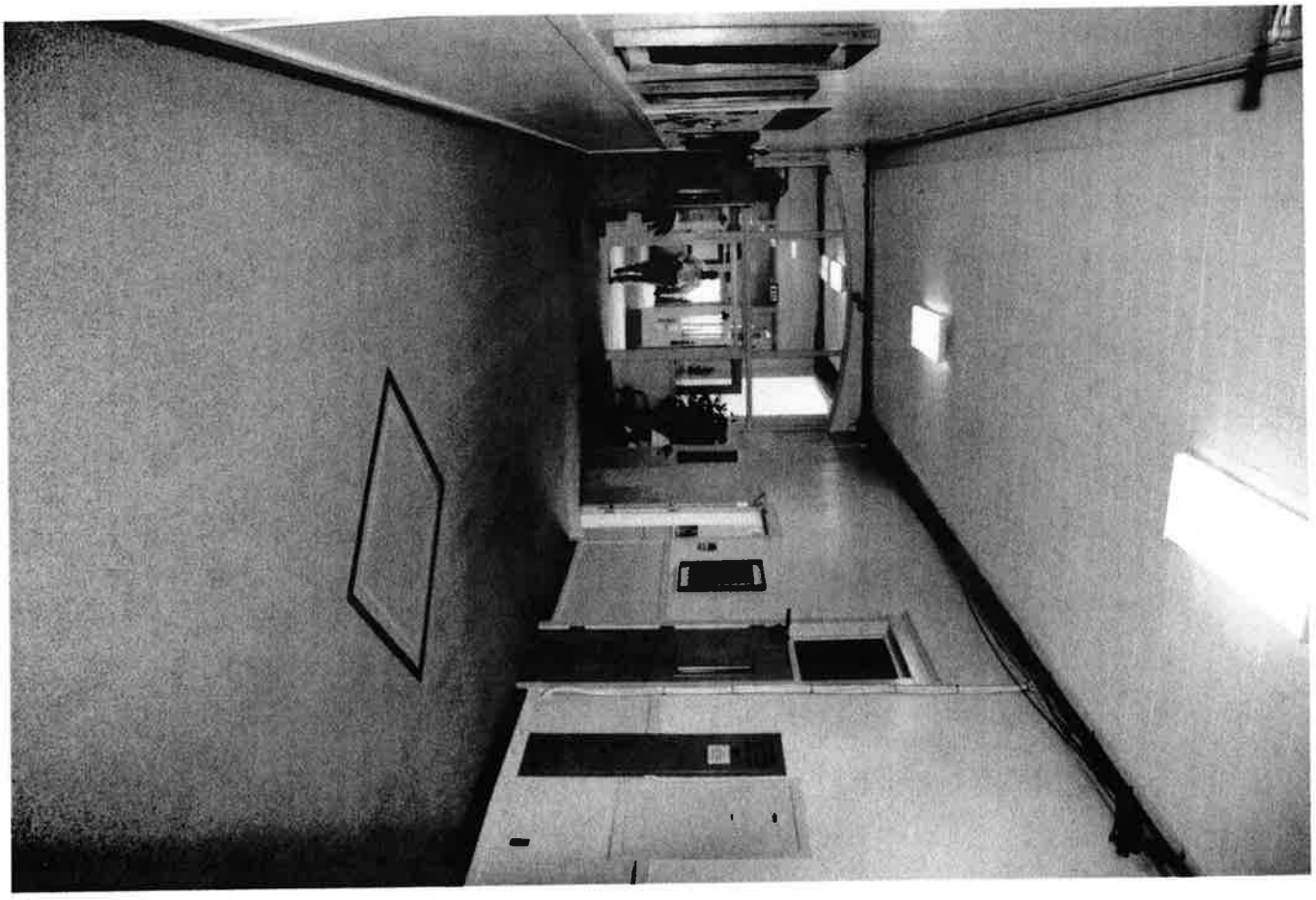
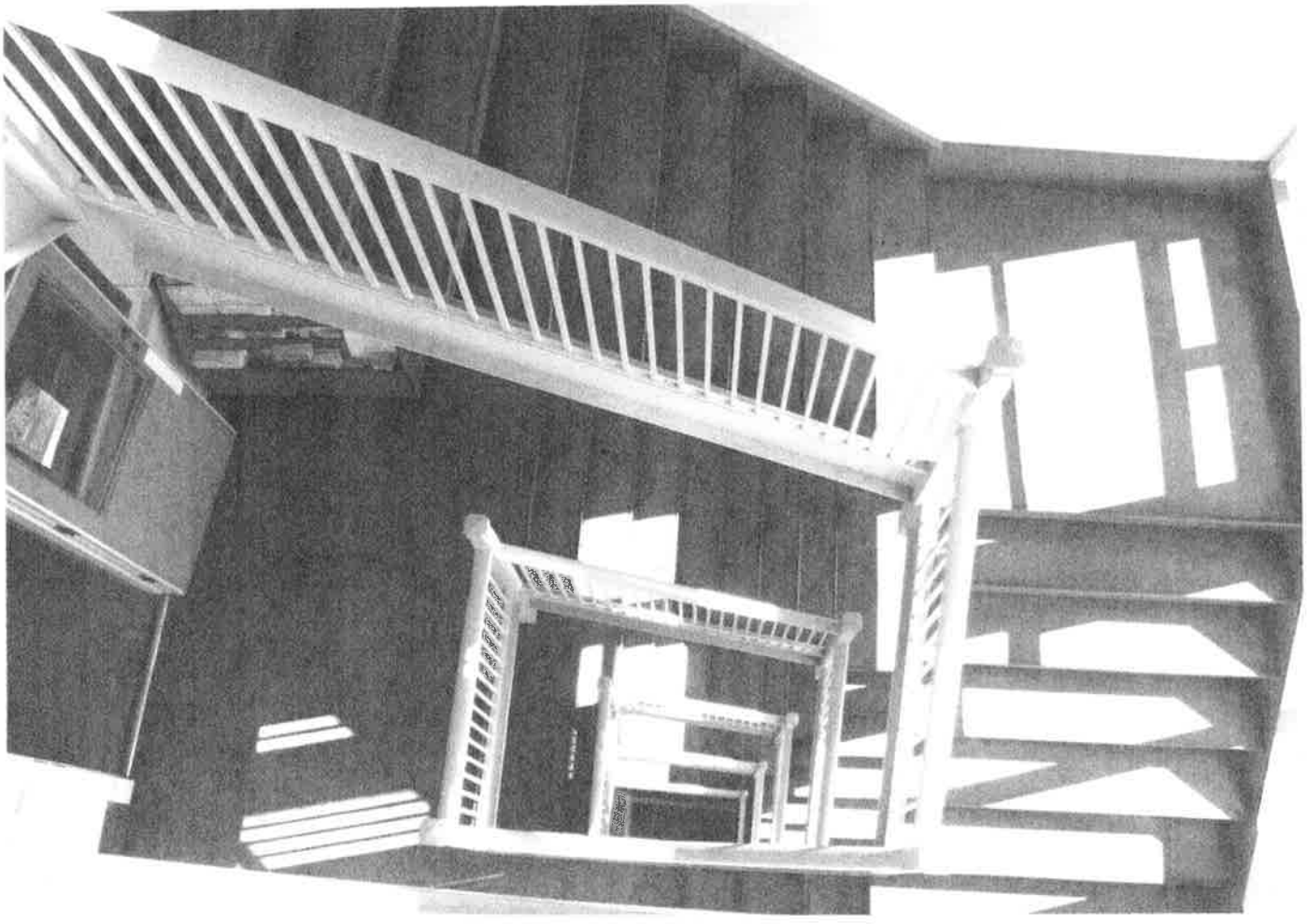




MAIN ENTRANCE



EXIT



1ST FLOOR