



Highline Historical Society News

Volume 40

July 2006

The Mission of the Highline Historical Society is to collect, preserve, exhibit and interpret the history of the Highline region and its people, and promote appreciation of the region's heritage.

Highline
Historical Society
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You never know who you are going to meet on a Garden Tour. This year's tour featured the Mayor of Burien, city staff and a SeaTac Councilwoman (left), Karen Beeson and friends (below left), and the dedicated mystery gardener below!

2006 Highline Garden Tour



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FROM THE PRESIDENT

Hello again,

Happy Independence Day!

A Society such as ours cannot exist without the support of each and every one of its volunteers. They give so much of their time and energy to this organization that a mere THANK YOU seems inadequate. Our volunteers are extremely dedicated to this project. However, we need more to help. I ask all of you to consider giving some of your time to help in any way you can. Just call Cyndi (206-246-6354) to get the answers to what I am sure are questions about what HELP consists of. We realize that all of our schedules seem full and that summer is here but our collections and our operations need your help.



Our recent Highline Garden Tour went very well. The gardens were exceptional. It makes one go home and either work to incorporate the ideas they have seen or throw rocks at their own. So far I haven't figured out just which will be my choice. Our sincere thanks go to all those who opened their gardens to us, and to the volunteers that worked so hard to make it the success that it was.

Hopefully we will be hearing from you. Have a wonderful summer.

Terry Jarvis Anderson



**50 YEARS MAKES A DIFFERENCE
1956 Cost of Living**

| | |
|-------------------------------|---------------------|
| New House | \$11,725.00 |
| Average Income | \$4,454.00 |
| New Car | \$2,050.00 |
| Average Rent | \$88.00 per month |
| Tuition to Harvard University | \$800.00 per year |
| Movie ticket | \$.75 each |
| Gasoline | \$.22 per gallon |
| US Postage Stamp | \$.03 |
| Granulated Sugar | \$.85 for 10 pounds |
| Vitamin D Milk | \$.97 per gallon |
| Ground Coffee | \$.85 per pound |
| Bacon | \$.58 per pound |
| Eggs | \$.27 per dozen |
| Fresh Ground Hamburger | \$.56 per pound |
| Fresh Baked Bread | \$.18 per loaf |

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not make our mailing
lists available to other
organizations.



CULTURE

KING COUNTY PERCENT FOR ART

UPCOMING SOCIETY EVENTS & PROGRAMS

Volunteer
Appreciation
Event
August 18

New SeaTac City Hall
exhibit opens on
September 19

Veterans Day
Commemoration on
November 11

Annual Meeting
& Salute to Pioneers
on November 19

Volunteers please look for your invitations to the 2006 Volunteer Appreciation picnic, to be held on Lake Burien on August 18th. Invitations will be in the mail soon.

Visit the Exhibit at SeaTac City Hall

September 19, 2006

Des Moines Memorial Boulevard: The Road of Remembrance

Curated by Society Curators Micki Ryan and Nancy Salguero McKay

November 11, 2006. Time to be announced. You are invited to join the Highline cities, King County and the Society in commemorating Veterans Day at a special celebration at Sunnydale School.

Mark your Calendars for the Annual Meeting and Salute to Pioneers.

Years ago a Kentucky grandmother gave a new bride the following recipe for washing clothes. It appears below just as it was written, and despite the spelling, has a bit of philosophy. This is an exact copy as written and found in an old scrapbook (with spelling errors and all). Some younger people might have to ask a grandparent to explain this.

Warshing Clothes

1. Bilt fire in backyard to heat kettle of rain water.
2. Set tubs so smoke wont blow in eyes if wind is pert.
3. Shave one hole cake of lie soap in bilin water.
4. Sort things, make 3 piles, 1 pile white, 1 pile colored, 1 pile work britches and rags.
5. To make starch, stir flour in cool water to smooth, then thin down with bilin water.
6. Take white things, rub dirty spots on board, scrub hard, and then bile. Rub colored, don't bile, just rinch and starch.
7. Take things out of kettle with broomstick handle, then rinch, and starch.
8. Hang old rags on fence.
9. Spread tea towels on grass.
10. Pore rinch water in flower bed.
11. Scrub porch with hot soapy water.
12. Turn tubs upside down.
13. Go put on clean dress, smooth hair with hair combs.
14. Brew cup of tea, sit an rock a spell and count your blessings. We're so fortunate to have all that we have.

FOURTH OF JULY

Celebrating Independence Day during the 1930's and '40's, almost every car that you saw was flying an American flag. The earliest recollection that I have of celebrating this day takes me back to our home at 5530 Ashworth Avenue. This location is about three blocks away from Green Lake and rented for \$5 a month. The City of Seattle put on a public display of fireworks from the northern shore of Green Lake. The island that everyone sees in the lake today was not there. I recall one summer when truckloads of dirt were hauled to the lake over a temporary dock and dumped into the lake to build the islet. Its purpose was a sanctuary for birds, but was also used as a platform to shoot off fireworks away from the massive crowds that swarmed the shoreline.

Our family walked to the lake with blankets and picnic goodies to watch the display from the southern shore. It seemed everyone had firecrackers and would throw them about indiscriminately. I was terrified of the horrible noise and would run away if any were thrown my way. It was nearly my undoing, as one tossed in my direction caused me to run into the path of an oncoming car. The brakes and tires squealed as the car came to an abrupt stop, throwing all the passengers about like rag dolls (no seat belts in those days). I was scolded for running out in front of a car, not only by my parents but also by the driver. No one wanted to hear about fear of firecrackers.

In 1936 we moved to White Center. Most of the people in this area did not have money to purchase fireworks, and we kids envied those that did. At the top of Boeing Hill (Highland Park Way) there was a large building that was used as a warehouse to store fireworks that were sold to various vendors. My brother and I stood in awe at the door, looking at crates of firecrackers, cherry bombs, rockets and aerial bombs stacked floor to ceiling. One day my brother and I rode our wagon up to the warehouse and noticed the large plate glass window was smashed. It was obvious someone had broken in. We peered through the gaping hole and were momentarily tempted to go in. We resisted and turned to go home. On the way we were stopped and questioned by the police about the break-in. Relating the story to our father, he became very upset that the police would think that 6 and 7 year olds had the ability to stage such a break-in.

It became evident to us later as to who the culprits were by the pyrotechnic display that erupted in the neighborhood. I cannot accuse them because I did not see them commit the crime, but I know that they did not have the money to put on that awesome display. They were never caught, and some later became successful businessmen in Burien.

Alexander Sasonoff

P.S. I am no longer frightened by firecrackers.





In the early 1980's, Superintendent of Highline School District, Robert Sealey asked former Superintendent Carl Jensen to record his recollections of the founding of a number of Highline School district institutions. This is the fourth of a series of articles from Superintendent Jensen's recollections. We thank Dr. Sealey for sharing this document with the Society. - Space limitations require that we reprint the following document about the founding of Highline Community College over several issues.- Ed.

HIGHLINE COMMUNITY COLLEGE HOW IT CAME TO BE

INTRODUCTION

Most things do not just happen all at once. Highline Community College is no exception. This brief narrative is intended to put into writing and into perspective some and unknown to many who were not in the district 30 or more years ago.

Time and short memories have tended to erase the fact that Highline Community College was initiated by, planned and processed by, and was administered by the Highline School District during the early years of its existence. Very few people at the college or in the community are aware that the property owners residing in the Highline School District bonded themselves for 20 years to provide the local funds which, with state matching funds, constructed the first 13 buildings on the campus. This was the case even though the college was intended to serve, and did serve, an area well beyond the boundaries of the local district. For 14 years after community colleges were separated from local school districts the Highline residents continued to pay on that original bond issue that made the college possible.

The intent of this effort is to insure that among the historic annals of the Highline School District the details of the origin of Highline Community College are recorded.

EARLY BACKGROUND

The Highline School District has a long history of community involvement. Sunnyside, the first school in the district, was the center of community, social, recreational and civic activities. Throughout the ensuing years, schools, and particularly Highline High School with the only auditorium, served as the community center. Later, swimming campaigns, the Highline Recreation Council, summer school activities, the HiLiners, school camping, vocational counseling involving business and professional members of the community and many other activities are examples of this early school and community involvement.

One particular community-related effort had a direct bearing upon the beginning of Highline Community College.

In 1949, an administrative assistant to Superintendent L. D. Baker expanded his community activities by starting an adult education program. His next door neighbor was a lady by the name of Floy Hooper. She was a former art teacher in a college in Lubbock, Texas. Mrs. Hooper had developed a following of ladies interested in her specialties, which were oil painting, ceramics, wood carving and weaving. Those interested met in small groups in her home or one of their homes.

An agreement was reached with Floy to start classes using Highline High School classrooms in the evenings. She taught all four classes. A small fee was charged based upon the number enrolled and a very modest fee for the instructor. Included was a separate small collection for supplies as needed.

A sidelight to show the humble beginning and the types of bootstrap operation this was follows: Since no equipment was available, the district staff person visited Frederick & Nelson department store. He found a suitable table-model weaving loom. Carefully sketching same, measuring each part, along with taking a picture or two, he bought the necessary hardwood. Volunteers were solicited from among the husbands of the ladies involved. Using the high school woodworking shop evenings, 20 table looms were cut and assembled in a similar manner. When ceramic supplies were needed, a small fee was collected and a hurried trip to a supply center was made in time for the class.

These classes proved to be very popular. Interest soon developed in other classes. With the rapidly growing district, a home building and remodeling course was requested,

Continued next page

along with a landscaping course. Conversational Spanish, current problems, mathematics and other courses soon followed. From there this evening program grew rapidly to where it soon was reaching 1600 people each week in a wide array of offerings. Any request that could enroll 12 or more persons was included. Over 100 classes required the use of several other school buildings. This became the largest evening school program in the state.

THE SEED WAS PLANTED

This response demonstrated the need that existed for continuing education in academic, occupational, recreational and personal growth areas. This was a signal that some form of continuing education beyond high school was greatly needed. The emerging philosophy of the community college seemed to fit this need. However, there was a state law that prohibited any junior or community college in any county wherein there was a four-year institution. This need had to be addressed first.

LAW CHANGE SOUGHT

As president of the State School Superintendents Association, the local superintendent was able to enlist support not only from the administrators' organization but from the State School Directors Association as well. Other school districts were quick to see the potential need for their districts as their areas were growing. The nine junior colleges that had been in existence for years were all, with the exception of Everett, in less populated counties. The urban areas of King, Pierce, Spokane and Whatcom, where the need was greatest and where the growth in population was the greatest, were all home to four-year institutions.

State Superintendent Mrs. Pearl Wanamaker and the State Board of Education gave encouragement and support to the movement. Opposition from the four-year institutions at this stage was light as some envisioned a junior rather than a community college would emerge.

The Highline District was fortunate that two prominent members of the Legislature were Highline residents. Senator Andy Hess was the chairman of the Senate Education Committee and Representative Ed Munro was chairman of the House Finance Committee. Both were highly supportive and were key members in lobbying for the change in the restrictive law. The law was finally changed removing the restrictions that affected the more populous counties.

HIGHLINE'S REQUEST FOR A COMMUNITY COLLEGE

While the lobbying was being carried on, Highline was not idle. In order to get a running start, four extended secondary classes had been added to the extensive evening school offerings. These classes were English composition, general psychology, algebra and intermediate trigonometry. Three instructors from the Highline staff who had earned their Doctorates were engaged to teach these courses. These were Dr. Shirley Gordon, Dr. Kermit Workman and Dr. Mary Durning.

With these instructors and with courses of study qualifying as undergraduate courses, a request was made to all four-year colleges and universities in the state to accept these as accredited undergraduate courses. The request was universally approved. Thus Highline was ready for the opportunity of becoming the first district to get approval to begin a community college under the new law.

In the meantime, in anticipation that the law change effort would be successful, the Highline superintendent submitted, with approval of the local Board of Education, a proposal for a community college and the state support that would accompany such an approval. This request was in the hands of the State Superintendent and the State Board of Education well before the law was changed. Tacit approval was made known pending the law change.

FUNDING CONSIDERATIONS

The local school district was to be responsible for providing the local share of funding for building construction based upon the exiting ratios of local and state funds currently in effect. Because of the rapid growth being experienced in the Highline District, theirs was the highest matching ratio in the state. This was 90% state to 10% local. While this sounds most favorable, the low valuation in relation to the number of students still posed a real effort for the Highline "bedroom" district. In order to keep up in this fastest-growing district in the entire Northwest, Highline had passed 20 building levies and bond issues and had at that time 22 building projects in one or another phase of planning or construction. To take on another burden required some board members to hesitate. When the obvious need was demonstrated, however, all board members finally approved placing a bond issue before the voters to provide Highline's local share for the first phase of the college campus.

The bond issue was voted upon and, although close, was not successful in winning the required voter approval. It was immediately recognized that this movement had progressed too rapidly and had not been clearly enough explained to enough voters.

The local superintendent immediately appointed a committee of citizens to assist in more fully interpreting the proposal throughout the entire community. The committee was also asked to review the need for such an institution. Chairman of the committee was Mr. Pete Armentrout of the Boeing Company. Representing the school district on the committee were Dr. Shirley Gordon and Robert Burgess.

This committee did its work well and at the earliest possible date the bond issue was resubmitted to a better-informed community. This time it passed by a comfortable margin. Thus, with the local funds assured, the state matching share would be forthcoming and planning for a campus could get under way in earnest.

SITE SELECTION AND ACQUISITION

Because of the airport and the new second runway, much of the district was not suitable for the location of such an institution. In addition, there were few sites of sufficient size still available. Several were seriously considered. One was along Des Moines Way near 168th. This site had some wetland problems and was also too near the airport. Another was 190th and 1st Avenue where the present police training academy is now located. This had possibilities but was also considered to be too close to the airport.

A friend of the superintendent was a member of the State Land Office staff. This Mr. Hazzard had been most helpful earlier in the acquisition of some state land as a site for the proposed Mount Rainier High School. There was a 75-acre tract at the south end of the district which was part of the State School Land Preserve. This wooded tract at 240th South was at that time considered marginal in terms of aircraft noise but was far enough away that planes had reached enough altitude so that through proper design it was deemed acceptable. It also had the advantage of being more centrally located for the service area envisioned...besides, this was the only uninhabited tract of the desired size that remained in the entire district.

As many are aware, when the state was formed, in every township sections 1 and 16 were set aside as an intended permanent legacy for public education. This was done in all states throughout the nation. Throughout the years much of these lands have been dissipated in a manner that is a separate story in itself. This particular tract was a remnant of such school land. Putting it to use for an educational institution was considered acceptable.

Through Mr. Hazard it was agreed that this site could be leased to the Highline District for a token annual amount. Since financing for construction of a new campus was

faced with a very limited budget, not having to buy a site at this time was a big plus. This site was leased for about seven years. After separation from the local district, other arrangements were made for a continuing lease.

As the commercial jets grew bigger, noisier and in greater numbers, the noise factor did become troublesome. Buildings added later had to include special acoustical treatment in the design which of course added to the cost of construction.

It should be added that while the site was adequate in terms of size, there was another problem at first. As trees were removed, water problems surfaced. During construction, mud became a factor. Even after being occupied it was necessary to stay on certain walkways or sink into soft mud. It required well over a year to properly drain and control the surface water situation. This required considerable patience on the part of both students and faculty.

OPENING IN TEMPORARY QUARTERS

While the campus was under construction it was necessary to initiate and operate in temporary quarters. During this time the district opened additional high schools as rapidly as they could be planned and built. It was intended to not disrupt high school juniors and seniors by allowing them to complete high school in the school where they started. Thus sophomores, who had not built ties to a high school, were scheduled in to open each new high school service area. This allowed some temporary flexibility at the new Glacier High School as it opened. It made it possible to share certain facilities such as gymnasium, cafeteria, auditorium and music rooms. With the rapid deployment of 14 portable classrooms to the Glacier High School site, the initial college program was able to get under way. This worked out surprisingly well as a temporary situation with a minimum of conflicts. 358 students were enrolled and the first commencement was held at Glacier High School. Although this was far from ideal, it was necessary in light of all of the other activities in which the Highline School District was involved.

During the planning phase, visitations were made to a number of junior colleges currently operating in Washington. A special trip was made to the Bay Area in California. A number of junior colleges were visited with different philosophies serving different types of communities from the "Foothills" Junior College, known as the "Little Stanford," to largely vocationally-oriented colleges in San Jose and Oakland. Administrators and faculty members were interviewed. Architect Ralph

Continued next page

Continued from page 7

Burkhard, Charles Carpenter, Dr. Pat Allen and the local superintendent of schools participated in this learning experience. Some ideas were helpful in planning the first phase of Highline Community College. While housed at Glacier High School, construction was being carried on at the new campus site on South 240th.

No one was happier than the faculty and students when, after two years, a move could be made to the new campus. This move was a memorable event. All supplies, staff, personal belongings and certain equipment were loaded onto district vehicles and in faculty cars as, in a long procession of horn blowing, they headed for the new campus.

Key people at this time were the newly appointed college president Dr. Pat Allen, assisted by Charles Carpenter and Dr. Shirley Gordon. Leonard Johnson and Myrna Trowbridge set up a student store in a portable building until other quarters became available. Despite the unfinished nature of the new facility, everyone was delighted to get onto a separate campus of their own.

Next Issue: INITIAL COLLEGE ADMINISTRATION, GROWING PAINS, THE ROLE OF THE COMMUNITY COLLEGE, and ACKNOWLEDGEMENTS

Would you like to contribute to the newsletter?

Do you like to research and write?
Do you have any great old photographs?
Do you know any obscure facts about Highline
history?

If so, we would welcome your contributions to the HHS Newsletter. We have fairly extensive archives at Angle Lake School which you could use to research and write a short piece on any Highline history topic you choose.

We always like to add to our collections of vintage area photographs. If you have an old one that you could lend to us, we will copy it for our archives, and publish it in the newsletter. So, if you would like to help out, just let us know!

ABOUT MUSEUMS: PRIMARY SOURCES

Most of us learn about history through “secondary sources” like textbooks, biographies, and other history books—works that are excellent for obtaining the full breadth and depth of a historical subject, and for their interpretation, and analysis of large amounts of information.

Such works, however, cannot help but examine events of the past through a modern lens, despite authors’ aims of objectivity. So we must turn to primary sources, or works created at the time of the event (such as letters, diaries, photographs, and newspapers), to get as close as possible to the truth of what took place at that time. Of course, primary sources are also subject to the author’s perspective—but that is part of what makes them so valuable.

The Highline Historical Society considers primary sources to be of great value to understanding our area’s past. If you have any such items in your possession, please consider donating them to the Museum for the study and appreciation of future generations.

Examples of SOME of the primary sources in the Society’s collections include:

| | |
|---------|--|
| 78 | bound newspaper volumes |
| 45,000+ | photographic negatives |
| 200 | laminated vintage newspapers relating to historical events |
| 75+ | boxes of manuscripts (letters, business records, etc.) |
| 25 | original diaries, journals, and account books |
| 150 | oral history transcripts |
| 30 | scrapbooks |
| 12 | filing cabinets filled with school records |

Thank you to our new newsletter sponsor!

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RECENT ACCESSIONS AND DONATIONS

The following items were recently donated to Highline Historical Society. Special thanks to these far-sighted individuals for helping HHS preserve authentic artifacts and archival materials of the recent and not-so-recent past, as well as for both restricted and unrestricted cash donations.. For more information about donating items to HHS, please call 246-6354 or send an email to editor@highlinehistory.org.

From **Judy Evenson** - for the collections - a beautiful, hand-made oak chair made by Glenn Rose, former long-time Highline School Board member, when he was nineteen years old (see photo back page).

From **Adobe Software Solutions** – for Society operations - a donation of InDesign Suite2, and upgraded Photoshop software.

From **Dick Dahlgard** – for the collections - 2 Joe DiMaggio baseball bats, circa 1940's and '50's, as well as **many** more area photographs.

From **Nancy Lindstrom** – for the collections - an outstanding and remarkably complete collection of 80 garments, featuring everything from infants' wear to formal wear and hats, dating from the 1800's to the 1960's. All are in beautiful condition and are documented as to who wore them and what the owner's relationship was to the donor. The donation also included a number of miscellaneous household items in excellent condition from the 1930's, 40's and 50's.

From the **McEachern Foundation** - an unrestricted cash donation earmarked to the building campaign.

From **Veryl G. Toms**, an unrestricted cash donation in Memory of **Doris Hamrick Hickson**.

From **RoJean and Bud Mount** - for the collections - **Lady Grace**, a LIFE-SIZED, hand made and hand painted porcelain doll dressed in vintage clothing.

Thank you to our new newsletter sponsor!



Join The Highline Historical Society

Benefits of an annual HHS Membership Include...

- Quarterly newsletter
- Bi-Monthly E-News about heritage-related events
- Patron members receive the quarterly magazine of the Washington State Historical Society
- Free admission to Society programs
- Free admission to our future museum

Become a Member Today

Please indicate your membership classification below:

- ___ Individual - \$20
 ___ Family - \$30
 ___ Commercial/Business - \$50
 ___ Patron - \$125

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Make checks payable: *Highline Historical Society*, or charge your membership to:

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Expires: _____

Signature: _____

Mail to: P.O. Box 317, Seahurst, WA 98062

This application is for **new members only**. Renewing members will be notified by mail.

FROM THE COLLECTIONS

This beautiful hand-made oak chair was donated to the collections recently by Judy Evenson. She was given this chair by Glenn and Carol Rose. Rose, former long-time Highline School Board member, made this chair when he was nineteen years old.



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Please make the corrections on your label. Circle the appropriate spot below, and return to the Society. Thank you.

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