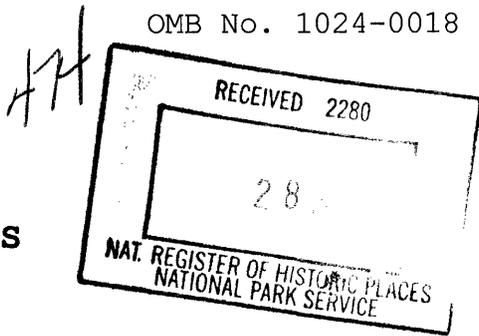


United States Department of the Interior
National Park Service



**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 Franklin School
other names/site number N/A

2. Location

street & number 308 Second Street Southwest
not for publication N/A
city or town Jamestown vicinity N/A
state North Dakota code ND county Stutsman code 093 zip code 58401

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 X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant ___ nationally ___ statewide X locally. (___ See continuation sheet for additional comments.)

Frank S. [Signature] 3-21-02
Signature of certifying official 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 commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

entered in the National Register

See continuation sheet.

determined eligible for the

National Register

See continuation sheet.

determined not eligible for the

National Register

removed from the National Register

other (explain):

Elsa H. Beall

[Signature]

Signature of
Keeper

Date
of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

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

Number of Resources within Property

| Contributing | Noncontributing |
|--------------|---------------------|
| <u>1</u> | <u>0</u> buildings |
| <u>0</u> | <u>0</u> sites |
| <u>0</u> | <u>0</u> structures |
| <u>0</u> | <u>0</u> objects |
| <u>1</u> | <u>0</u> Total |

Number of contributing resources previously listed in the National Register N/A

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

N/A

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: school

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Current Functions (Enter categories from instructions)

Cat: VACANT Sub: _____

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

7. Description

Architectural Classification (Enter categories from instructions)

LATE NINETEENTH AND TWENTIETH CENTURY
REVIVALS/Classical Revival

Materials (Enter categories from instructions)

foundation CONCRETE
roof ASPHALT
walls BRICK
other GLASS; METAL

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

8. Statement of Significance

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

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations (Mark "X" in all the boxes that apply.)

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

Areas of Significance (Enter categories from instructions)

ARCHITECTURE

EDUCATION

Period of Significance 1909-1951

Significant Dates 1909-1910

Significant Person (Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Architect: DeRemer, Joseph Bell
Contractor: Hoglund, John O.

Narrative Statement of Significance (Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

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

Previous documentation on file (NPS)

preliminary determination of individual listing (36 CFR 67) has been requested.

previously listed in the National Register

previously determined eligible by the National Register

designated a National Historic Landmark

recorded by Historic American Buildings Survey #

recorded by Historic American Engineering Record #

Primary Location of Additional Data

State Historic Preservation Office

Other State agency

Federal agency

Local government

University

Other

Name of repository: Jamestown Public Schools District
Administration Office

10. Geographical Data

Acreage of Property less than one acre

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

| | Zone | Easting | Northing | Zone | Easting | Northing |
|---|-------------------|--------------------------------|-------------------|------|-------------------|-------------------|
| 1 | <u>14</u> | <u>521950</u> | <u>5194740</u> | 3 | <u> </u> | <u> </u> |
| 2 | <u> </u> | <u> </u> | <u> </u> | 4 | <u> </u> | <u> </u> |
| | <u> </u> | <u>See continuation sheet.</u> | | | | |

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

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

11. Form Prepared By

name/title Denis Gardner
organization Hess, Roise and Company
street & number 100 North First Street
city or town Minneapolis state MN zip code 55401
telephone (612) 338-1987
date March 2002

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 Barbara Lang, Roy Sheppard, and Mary Ritter, Sheppards Investments
street & number 308 Second Street Northwest telephone 701-252-4570
city or town Jamestown state ND zip code 58401

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 et seq.). Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 1

Franklin School
name of property

Stutsman County, North Dakota
county and state

Description

Franklin School is a striking two-story Classical Revival style structure that exhibits exceptional integrity of materials and design. The rectangular building rests on a concrete foundation and measures roughly 115 feet in length. Its width is about sixty-two feet, although a central bay at the north rear protrudes from the wall about another eleven feet. Set above a full raised basement, the building is faced with cream-colored Roman brick and features a combination gabled, hipped, and flat, wood roof covered with asphalt shingles. Three circular metal ventilators pierce the roof at its ridge. The ventilators are capped with circular glass lights, allowing sunlight to reach the attic. A metal cornice accented with modillions and egg and dart molding encircles the building. A limestone stringcourse surrounds the building just above the basement windows. A pink sandstone water table is set at ground level.¹

A metal pediment crowns the central bay of the south facade. The main entrance is located within the central bay. Stone steps lead to three glass doors in metal frames surmounted by three large single lights and two narrow single lights. Narrow sidelights edge the doors. These elements replaced the original wood doors and transom. The alteration possibly took place in the late 1970s. A limestone surround embraces the main entrance and is made up of two diminished pilasters supporting an entablature that reads "Franklin School." Keyed limestone surrounds edge three window openings located just above the entablature. A plaque above the center opening reads "MDCCCIX." The openings originally held one-over-one sash windows. Today, window openings contain sliding sash set below panels of synthetic material. A doorway with a metal emergency exit

¹ This architectural description is based on a site visit by Denis Gardner on September 10-11, 2001, as well as photocopies of original engineering drawings of Franklin School. Photocopies of sketch plans of the school also proved helpful. The photocopies of the original engineering drawings and of the sketch plans are available at Jamestown Public Schools District Administration Office, Jamestown, North Dakota.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 2

Franklin School
name of property

Stutsman County, North Dakota
county and state

door is set at either side of the main entrance and marks an interior stairwell. A large single light is located just above each door. The doors and lights are not original. Keyed limestone surrounds with hoodmolds enclose the doorways. Single window openings flank the central bay at the second-floor level. The openings have limestone surrounds and sills.

The east and west wall sections flanking the south facade's central bay are identical in design. Each section has sixteen window openings: five at the first floor, five at the second, and four at the basement level. Two small openings punctuate the wall near the central bay, one at the first floor and one at the second. These small openings mark the location of interior cloakrooms. Originally, all of the openings except for the small openings held one-over-one sash windows. The small openings were filled with windows formed of eight lights. Presently, the small openings hold one-over-one windows. These openings have limestone sills. The remaining windows in the south facade are sliding sash set below synthetic panels. The current windows and synthetic panels were installed around the late 1970s. The first- and second-floor window openings have limestone sills. Sills for basement windows are formed by the pink sandstone water table. Sections of the limestone stringcourse that surrounds the building serve as lintels for basement window openings. First-floor window openings also have lintels made of this material. No lintels exist at the second floor.

The east and west walls of the school are identical. Brick pilasters with stone capitals and bases edge a central gabled bay. Four doors, two at the first floor and two at the second, open onto metal fire escapes. Large single lights punctuate the wall above. Each window opening has a limestone lintel. Paired windows at the first and second floor are centered on the wall. Although these openings currently have sliding sash set below synthetic panels, originally they held one-over-one windows. Sills and lintels for these openings are limestone. A paired arched window originally marked the center of the gabled wall. Today, synthetic panels cover

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 3

Franklin School
name of property

Stutsman County, North Dakota
county and state

the window opening. The opening has a limestone sill. An overall brick surround flanks the paired windows and encompasses the arched window rising to a scrolled keystone. A paired window with synthetic panel marks the center of the wall at the basement. Another window with synthetic panel is located on either side of this paired window beneath the first-floor fire escape. Originally, all of these windows were one-over-one sash. Today, they are sliding sash. Lintel and sill construction is the same as on the south facade.

The school's north rear wall has a projecting central portion that is marked by two banks of three windows on each floor. The windows have the same sliding sash seen elsewhere on the building. The original windows were probably one-over-one. Sill and lintel construction for the window openings mirrors other sides of the building. The flat roof of the central portion is crowned with a brick parapet with a limestone coping. The west wall of the projecting section holds two doors, one at the first floor and one at the second. Each leads to a metal fire escape. Large single lights mark the wall above the doors. Each window opening has a limestone lintel. The east side of the central projecting section has a basement entry that is shielded with metal double doors. Stone steps descend to the doors. A brick chimney also marks this wall. The portions of the rear wall that flank the projecting section are almost identical. Each has five windows at the first floor and five at the second. The west end of the wall has four basement windows. All of these windows are sliding sash set below synthetic panels. Again, sill and lintel design matches other parts of the building. No windows are located in the basement wall at its east end, although this section is marked by an opening covered with a wood panel and a small coal chute covered with a heavy metal door.

The school building's interior is generally symmetrically arranged. As built it had ten classrooms, five on each floor. The vestibule leads into an open area known as the first-floor school hall. The vestibule's terrazzo floor and wood steps have been covered with

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 4

Franklin School
name of property

Stutsman County, North Dakota
county and state

synthetic material. Two floor prisms that once allowed light to basement storage areas have also been covered. The floor of the school hall is wood, a feature common to most of the building. The floor has been covered with carpeting and synthetic flooring. In fact, carpeting covers a good deal of the original wood flooring throughout the building. The plaster walls of the school hall are accented with wood baseboards. The hall retains original radiators with raised detailing. Two stairways, one on either side of the vestibule, lead to the building's basement. Wood doors with single lights cover the stairway entrances. The wall above holds a movable transom. Adjacent to each stairway is a storage room. Both storage rooms are about six feet deep and just over six feet wide. Wood doors with single lights cover the openings to the rooms. Movable transoms are located above the doors. In later years the storage room adjacent the stairwell to the east of the vestibule was used as a private area for teachers. The room was probably an area where instructors could get coffee or other beverages.

The school hall is flanked at both the east and west sides by classrooms: one classroom at each corner of the building. Each classroom is twenty-three feet wide and thirty feet long. A narrow bathroom separates the two classrooms at each end. The bathroom is gained through a recess that leads to a wood door surmounted by a transom. A scrolled bracket accents either side of the opening to the recess. The bathroom for girls is at the west end of the building, and a facility for boys is at the east end. Another classroom is situated between the northeast and northwest corner classrooms along the north wall. This room has been bisected with a wood-frame partition that divides the area into two separate spaces. It is uncertain when this alteration took place. Originally, this was a single room that measured twenty-three feet wide and almost forty feet long. The narrow space at the east end of the classroom created by the partition became the principal's office. Each first-floor classroom is accessed through a doorway holding a single wood door that contains a single light. Each door is surmounted with a movable transom. The plaster walls of each classroom are accented by beaded wood paneling. The classrooms

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 5

Franklin School
name of property

Stutsman County, North Dakota
county and state

contain two cloakrooms, one for girls and one for boys. The cloakrooms in each corner classroom measure five feet deep and more than eight feet wide. The classroom along the north wall has cloakrooms slightly deeper, although they are not as wide. The cloakrooms in this classroom can also be accessed from the school hall. At some point the main opening into the cloakroom at the east end of the north classroom was paneled. This probably happened when the frame partition was installed. This cloakroom is now accessed only from the school hall and was being used as an administrative office when the school closed. Each corner classroom also contains a single storage closet that is about three feet deep and over seven feet wide. No storage closet exists in the classroom along the north wall. Chalkboards are fixed to each wall except for window walls in all of the classrooms. Carpeting covers the original wood floors in the classrooms. The classrooms also have non-original dropped ceilings, except for the room in the southeast corner of the building, which has a ceiling of acoustical tile that was likely installed around the mid-1900s. The dropped ceilings do not hang very low. Each room has fluorescent ceiling fixtures. The lighting fixtures are not original. Most of the classrooms still retain their original radiators with raised detailing.

A wood stairway at the north side of the first-floor hall, adjacent the south wall of the north classroom, leads to the second floor. The stairway is winged, whereby a flight of stairs leads to a landing, then splits into two flights, each set at a right angle to the main flight, continuing to the second floor. Wood railings edge the stairway. Single diminished, wood columns are located at either side of the stairway and help support the second-floor mezzanine. Wood railings edge the mezzanine. An arched, recessed wall section at the stairway landing once held displays, such as school awards. This recessed wall section is four feet deep and nine feet wide. The plan of the second floor is similar to that of the first floor, except that two administrative offices are located along the south wall above the first-floor vestibule. Also, the classroom along the north wall is not bisected with a partition like the north classroom on the first floor. As with the first floor, the

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 6

Franklin School
name of property

Stutsman County, North Dakota
county and state

classrooms are accessed through doorways containing wood doors with single lights. A movable transom is positioned above each door. The two administrative offices also have wood doors with single lights that are crowned with transoms. The main entry leads into the larger of the two offices and is further embellished by four large lights that edge the doorway and are fixed within a vertical and diagonal wood framework. Initially, administrative support personnel may have used this office, although by the time the school closed it was being utilized as a teacher's lounge. Judging by the cartoon characters painted on the west wall, it may also have been used for the care of small children for a time. A second entry is located near the west end of the office. A small bathroom is situated at the east end of the office. A smaller office is contiguous with the east wall of the large office and was originally designated as a supply room, although it seems it was eventually used as the principal's office for a time. A doorway with a solid wood door joins the interior of each office. Just outside the entry at the west end of the large office is an enclosed stairway that leads to the attic. A wood door shields the stairway entrance. Each wall of the stairwell is punctuated by a single light, allowing sunlight to pass from the office, through the stairwell, and into the mezzanine area of the second floor. The attic is not insulated and serves as storage space. Presently, many school desks are stacked in the attic.

The stairs on either side of the main entrance that lead to the basement are made of wood. The plaster walls within the stairwell are partially covered with carpeting. A narrow basketball gymnasium with a tile floor dominates the basement. The floor was originally wood. Wood bleachers border the south side of the floor. Two small storage closets are located on the landing/viewing balcony above the bleachers. The floor prisms in the vestibule originally allowed light into these storage areas. Eight medium-gauge, steel columns protrude through the bleachers to support built-up girders at the ceiling. The girders support the floor above. A frame partition is located at the west end of the gymnasium, only a few feet west of the basketball backboard. The frame wall creates a rectangular room

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 7 Page 7

Franklin School
name of property

Stutsman County, North Dakota
county and state

at this end of the floor. The partition continues across the viewing balcony, creating a square room at the level of the viewing balcony. The rectangular room is separated from the square room by an east-west partition. In the 1930s, a stage and partition were built at this end of the gymnasium floor. Theater curtains covered a large opening in the partition. The wood stage and partition were removed around 1980 and replaced with the present frame wall.

A brick wall edges the north side of the gymnasium floor and separates maintenance and utility areas from the rest of the basement. Historically, the east end of this utility area was used for coal storage, evidenced by the exterior coal chute at this end of the building. Today, the area is a kitchen with a pantry. The kitchen was installed sometime after the mid-1960s. To the west of this is a large boiler room. Contiguous with the west wall of the boiler room is the fan room, a space holding a massive blower that was constructed by National Blower Works of Milwaukee, Wisconsin. The space at the extreme west end of this utility area is a locker room. Although today it is a single long room, historically it was divided into two spaces, a locker room for girls and a locker room for boys.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 8

Franklin School
name of property

Stutsman County, North Dakota
county and state

Statement of Significance

I. Introduction

Franklin School is located immediately northwest of the intersection of Third Avenue Southwest and Second Street Southwest in Jamestown, North Dakota. An impressive Classical Revival style structure designed by Joseph Bell DeRemer, a prominent Grand Forks, North Dakota, architect, the style was in keeping with early twentieth-century social sentiment that educational facilities generally reflect a nobility of purpose. The ninety-two-year-old building exhibits exceptional integrity of materials and design. Although the windows and exterior doors of the school have been altered, window and door openings retain their original configuration. In fact, Franklin School is the only public school building constructed during the early twentieth century in Jamestown to retain so much of its original plan, features, and materials. As an excellent example of Classical Revival school architecture in Jamestown, it is eligible for the National Register of Historic Places under Criterion C. Moreover, Franklin School, built in 1909-1910, is the oldest public school building remaining in Jamestown. The school reflects some of the early municipal efforts at educating the city's youth. As such, it meets National Register Criterion A.

II. A Community on the James River

Like so many frontier towns, Jamestown was born with the coming of the railroad. The Northern Pacific Railroad (NP) was pushing west in the early 1870s, building a transcontinental railway across the northern regions of the United States. The railroad reached the James River by the winter of 1871, where a work crew established a camp. The following June the federal government erected Fort Seward in the area. A small community soon developed around the fort. Thomas Rosser of the NP christened the community "Jamestown" in

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8

Page 9

Franklin School
name of property

Stutsman County, North Dakota
county and state

honor of his hometown, Jamestown, Virginia.²

Jamestown was geographically well positioned to flourish. The rich soil of the James River Valley drew many settlers into the region. Since the community was situated along a major rail line, it hardly mattered that the radically winding nature of the James River made it a poor transportation artery. One of the early settlers to see the potential of Jamestown was Anton Klaus. Klaus was an entrepreneur from Green Bay, Wisconsin. By the time he arrived in Jamestown in 1878 he had already made and lost a fortune. Klaus platted the first addition to Jamestown the same year he arrived in the community. The following year he constructed two hotels. He went on to build a good deal of early Jamestown, and he is often noted as one of the community's founding fathers.³

Three years after Klaus came to Jamestown the community was officially organized as a village. It was incorporated as a city in April 1883. By this time the city had a population of around one thousand citizens and was experiencing the phenomenon of the Great Dakota Boom. The Great Dakota Boom came about because many Easterners saw a chance for a better life in the West, and the railroad provided the transportation to get there. Between 1878 and 1890, the population of North Dakota increased by more than 1,000 percent, from roughly 16,000 people to about 191,000 citizens. As Jamestown's population increased, so did its services. By the time it was incorporated as a city it had two banks, two newspapers, and ten churches. Since Jamestown had become the county seat of Stutsman County, it also had a new county courthouse. In addition, Jamestown had a rapidly developing school system.⁴

² "Jamestown's Rich History Remains a Part of the Present," in *Jamestown Fact Book, 1996* (Jamestown: Jamestown Sun, 1996), 7-8.

³ James Smorada and Lois Forrest, eds., *Century of Stories* (n.p.: Fort Seward Historical Society, 1983), 33-34; "Jamestown: The Metropolis of the James River Valley," *Stutsman County Democrat*, December 15, 1904.

⁴ "Jamestown's Rich History," 7-8; "Early History of Jamestown, North Dakota," n.d., unpublished typescript located in "Jamestown History" file, Alfred

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8

Page 10

Franklin School
name of property

Stutsman County, North Dakota
county and state

III. Early Public Schools in Jamestown

Settlers in Jamestown did not wait for the community to be incorporated before they set about educating its youth. In 1874, a shed was converted into a schoolhouse and a schoolteacher, Ada Hall, was hired out of Fargo. The schoolhouse was situated near the river, only a short distance southwest of the present-day site of Franklin School. Those early days proved a trial for the new teacher. Since the schoolhouse was full of cracks, each night Hall was forced to store books and supplies in a weatherproof box so they would not be damaged or destroyed by the elements. It is likely the box also prevented the destruction of school materials by some of the smaller wild animals in the area. There were other problems with the school as well. For instance, the student's desks were so high that the smaller children could barely see over them. Even more, Hall spent a good deal of her time standing, since the schoolhouse had not been equipped with a chair for the instructor. A chair was eventually acquired from Captain Taylor at Fort Seward. Hall lasted as the schoolteacher for one term. The next school term was not until 1877, at which time the new teacher was Emma Gould. Juliet Shoemaker replaced Gould in 1878.⁵

With a mushrooming population in the early 1880s, the citizens of Jamestown realized that their shed schoolhouse would no longer do. Sometime between 1880 and 1882 the community chose to build another school building. The new school was a two-story, wood-frame structure that was essentially comprised of a projecting central pavilion flanked by two gabled sections. The central pavilion extended well above the school and was topped with a mansard roof, a design indicative of the Second Empire style. Called the South Side School, it was situated about where the junior and senior high

Dickey Library, Jamestown, North Dakota, 1-2; Elwyn B. Robinson, *History of North Dakota* (Lincoln: University of Nebraska Press, 1966), 133-134.

⁵ "Early History," 6; Tom Stine, *Jamestown's Fiftieth Anniversary Official Program and History, 1883-1933* (n.p., 1933), 9-10; *Jamestown, North Dakota, 1884* (New York: Sanborn Map Publishing Company, 1885).

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 11

Franklin School
name of property

Stutsman County, North Dakota
county and state

schools are located today, edged to the north and south by Second and Third Streets Southeast, and to the east and west by Second and Third Avenues Southeast. The school accommodated all grade levels. Even with this new building the school board was having difficulty obliging all of the families with school-age children moving into Jamestown and the surrounding area. In 1883, the city school board contracted with an architect named Grove to design a new school building to be located near the intersection of Fifth Street Northeast and Third Avenue Northeast. Contractor Nicholas Mueller constructed the two-story Victorian structure. The cost of the school building was somewhere between \$13,975 and \$14,450. This elementary school was later renamed Lincoln School.⁶

For the next several years Jamestown managed to accommodate all those seeking entrance to the city's public schools. Around the early 1890s, though, it was obvious the public schools were overcrowded. In 1891, the school board decided to charge non-residents tuition if they wished to utilize the city's public schools. If first-term fees were not paid by the start of the second term, non-resident students were not allowed to continue their education. While this new policy certainly encouraged some families to look elsewhere for a formal education for their children, it still did not alleviate the overcrowding problem. The school census for 1895 showed that almost 750 students were utilizing public education during that year. About that time, a second teacher was hired to help instruct primary grades at South Side School. It was around this period that North Dakota began experiencing a second population boom, although not as pronounced as the first. As the population of Jamestown climbed the public began agitating for an addition to be constructed on South Side School. Others, mainly those living in the western part of the city, wanted a new public school for primary children to be erected

⁶ Stine, 10-11; "Early History," 7; Smorada and Forrest, 114; "Jamestown Public School District No. 1, Jamestown, North Dakota," n.d., unpublished typescript of school board minutes, available at Jamestown Public Schools District Administration Office, Jamestown, North Dakota, 1; untitled map of Jamestown, North Dakota (Jamestown: Jamestown Chamber of Commerce, 1978).

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 12

Franklin School
name of property

Stutsman County, North Dakota
county and state

in that part of town. It is unclear if the school board ever built an addition to South Side School, although it did address overcrowding in the facility by constructing a new high school building in 1905. The new building was made of brick and was located near South Side School. It appears that when the new high school was built South Side School began operating solely as a junior high school. Not long after the high school was built, the board began looking for a site for a new grade school building on the west side of town.⁷

IV. A New Grade School

In the summer of 1907, Jamestown public school officials located a promising spot for a new elementary school just west of downtown, a site that comprised part of Block 35 of the Original Plat of the City of Jamestown. In the fall of that year the board paid \$2,000 to W. B. S. Trimble Company for the property. By this time, classroom overcrowding was extreme, and the school board was forced to lease the council chambers, committee rooms, and an office in the city hall for use as classrooms. In 1908, things were so bad that the board refused to admit beginning students until more space was available. Over the next several months school officials debated whether an eight- or ten-classroom building was required. Eventually they settled on a ten-classroom structure.⁸

School officials could not build a new school fast enough. One year after the board decided on the ten-classroom building, the school census revealed that more than 1,300 students were attending public school in Jamestown. Three years later that number would be over

⁷ Stine, 11; Smorada and Forrest, 115; *Jamestown: A History, 1883-1958* (Oklahoma City: Semco Color Press, Inc., 1958), 43; Robinson, 235; telephone interview with Mary Young, local historian and former pupil at Franklin School, by Denis Gardner, October 22 and 23, 2001.

⁸ Jamestown School Board, Minutes, July 9, September 3, October 1, October 6-7, 1908, and February 3, 1909, available at Jamestown Public Schools District Administration Office, Jamestown.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8

Page 13

Franklin School
name of property

Stutsman County, North Dakota
county and state

1,600.⁹

The board tapped Joseph Bell DeRemer to design the new school building. At the time, DeRemer was a prominent architect based in Grand Forks. DeRemer was a native of New Jersey, where he worked in his father's contracting firm, J. P. DeRemer and Sons. His family had a long history of contracting work. Besides his father, his grandfather and great-grandfather also specialized in the building trade. By the time Joseph was eighteen he was such a skilled carpenter that he began supervising construction projects. He studied architecture at the School of Architecture at Columbia University for one year in the late 1890s. His mentor during that period was William R. Ware, founder of the architecture program at the Massachusetts Institute of Technology. Concluding his single year of architectural schooling, DeRemer rejoined his father's contracting firm in 1897. He remained with the company until 1902, at which time he relocated to Grand Forks and opened an architectural practice.¹⁰

While in Grand Forks DeRemer began to design in the popular Classical Revival style. He employed the style in many of his designs, including the public library in Grafton, North Dakota. He remained in Grand Forks for a decade, moving to Los Angeles, California, in 1912. While in California he designed the Wilshire Presbyterian Church and the Title Insurance Building in Los Angeles. He stayed in California until 1918, then moved back to New Jersey. Remaining in New Jersey for only one year, he returned to Grand Forks and again started an architectural practice. His son, Samuel Teel DeRemer, joined him in the business.¹¹

DeRemer is credited with designing numerous buildings and

⁹ *Jamestown's Fiftieth Anniversary*, 11.

¹⁰ Norene Roberts, "DeRemer, Joseph Bell, House," 1983, National Register of Historic Places Registration Form, available in Historic Preservation Division Office, North Dakota Heritage Center, Bismarck, 8.[1]-8.[2].

¹¹ *Ibid.*

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 14

Franklin School
name of property

Stutsman County, North Dakota
county and state

residences in North Dakota, many in Grand Forks. Some of his Grand Forks designs included the Widlund Block and the Corliss Block, as well as the local Masonic Temple and the New Hampshire Apartments.¹² He also designed the Grand Forks residence of O. T. Ellestad, and the home of Mary Adams, also in Grand Forks. His designs for educational buildings include the gymnasium at Central High School in Grand Forks, as well as Woodworth Hall and the liberal arts building at the University of North Dakota. Although much of his work is found in Grand Forks, DeRemer also completed jobs for buildings in Langdon, Rugby, and Berthold, North Dakota, as well as in Warren, Minnesota.¹³

DeRemer relied on the Classical Revival style for his design of the new school building in Jamestown. The style draws its inspiration from antiquity, typically Roman or Greek architecture. It is partly characterized by symmetrically arranged buildings embellished with columned porticoes with pediments, or entries accented with columns and an entablature. A version of the style was widely used during the first half of the nineteenth century, then found favor again at the end of the century. The World's Columbian Exposition in Chicago in 1893, an event displaying a classical theme, was, at least in part, responsible for the renewed interest in this architecture. The style was especially popular for public and institutional buildings, or for some commercial buildings, like banks.¹⁴

¹² The Renaissance Revival style Masonic Temple was listed in the National Register of Historic places in 1982. See Roberts, "DeRemer, Joseph Bell, House," 8. [1].

¹³ Ibid.; "Joseph Bell DeRemer: A Grand Forks Architect who has Designed Many Tasteful Residences and Imposing Buildings," article in untitled and undated source, available in vertical file at Historic Preservation Division, Bismarck.

¹⁴ Alan Gowans, *Styles and Types of North American Architecture* (New York: HarperCollins, 1992), 89; John J.-G. Blumenson, *Identifying American Architecture* (New York: W. W. Norton and Company, 1981), 22-23, 26-27; Dale Roland Bentley, "1916 Buffalo High School," December 2000, National Register of Historic Places Registration Form, available in Historic Preservation Division Office, North Dakota Heritage Center, Bismarck, 8.6.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 15

Franklin School
name of property

Stutsman County, North Dakota
county and state

Since Classical Revival architecture was favored by DeRemer, it was not surprising that he designed Jamestown's new school in the style. But DeRemer also understood the style's appropriateness for a school building. For many, the nobility of formal education was embodied in finely designed buildings utilized for learning, and Classical Revival architecture was especially fitting. The Classical Revival style presented a powerful image of learning and knowledge, an image of "literary or historical ideas."¹⁵

From the beginning, it was clear that the school board was going to have a problem funding a new school building. The annual tax levy simply did not provide the funds to build the school that the board wanted. Officials conferred with DeRemer about changes to the building plan that would reduce the cost of the structure. While it is unclear what changes may have been instituted, by the time the board advertised for bids in February 1909, it evidently believed it had reduced costs sufficiently. When bids were received the following month, however, the board was surprised at the high figures proffered. Rejecting all of the bids, school officials amended the building plan, this time calling only for a building "shell"—the board would worry about constructing the interior at a later date. The board asked for new bids in late June. One week later the building contract was awarded to the low bidder, John O. Hoglund of Hastings, Minnesota. Hoglund was responsible for building the 1905 high school. He appears to have been operating in Hastings sometime between the turn of the twentieth century and 1928. Hoglund agreed to construct the new school for \$24,050. It seems, however, that he further reduced costs by using some less expensive materials, including using concrete for the foundation instead of stone. The final cost seems to have been about \$23,500. The shell was completed around the end of the year.¹⁶ It was

¹⁵ Gowans, 89.

¹⁶ Minutes, July 8, 1905, as well as February 3, March 18, May 14, June 30, and July 6, 1909; "Board of Education," *Jamestown Weekly Alert*, April 15, 1909; "Discussed New School Building," *Jamestown Weekly Alert*, May 20, 1909; "Will Build School Building," *Jamestown Weekly Alert*, July 8, 1909; *The Hastings Telephone Company* (n.p., 1928), n.p.; *Watson and Company's Classified Business*

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 16

Franklin School
name of property

Stutsman County, North Dakota
county and state

christened "Franklin School" on October 5, 1909.¹⁷

Although school officials realized that they did not have enough funds to complete Franklin School, in early January 1910 they still advertised for bids. The board's goal was to find a contractor and then hold a special election asking the public to approve the sale of bonds to raise money for the building's completion. Although the order of priorities may seem reversed, it could be that school officials were simply trying to gauge just how much money they were going to need to complete the new building. In February 1910, three contractors submitted bids for finishing the school, including Ole Korshus of Galesburg, North Dakota; Melby and Standahl of Grand Forks, North Dakota; and John Hoglund. Melby and Standahl had experience with school construction. In fact, the firm had only recently completed work on Washington School in Grand Forks.¹⁸ As before, the board felt that the bids were too high and rejected them. All three contractors re-bid. The contract was let to Hoglund for \$19,002.75, although it was later modified to include an additional \$1,025. Western Electric Company was awarded the job of

Directory of Minneapolis, Saint Paul, and Other Enterprising Cities of Minnesota and Wisconsin, 1899-1900 (n.p., 1900), n.p.

¹⁷ Although a couple of 1909 sources note that the new school was named Franklin, none explain why it was given that moniker. Regretfully, no other printed information could be found detailing why the name was chosen. It seems reasonable, however, to conclude that the school was named for Benjamin Franklin, one of our country's early prominent political figures. Naming schools after famous political personalities was a common practice in the early 1900s. Moreover, in a telephone interview with Mary Young conducted by the author on December 11, 2001, the local historian expressed her belief that the school was named for Benjamin Franklin.

¹⁸ The Melby and Standahl-constructed Washington School in Grand Forks was listed on the National Register of Historic Places in 1991. In 1913, six years after the firm completed work on the school, it built the Pisek School in Pisek, North Dakota. Pisek School was added to the National Register in 1994. For further information on Melby and Standahl, as well as each school, see Norene Roberts, "Washington School," May 1991, and "Pisek School," July 1992, National Register of Historic Places Registration Forms, available in Historic Preservation Division Office, North Dakota Heritage Center, Bismarck.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 17

Franklin School
name of property

Stutsman County, North Dakota
county and state

wiring the building for \$405. The plumbing and heating contract went to H. P. Taylor and Company for \$8,764.36. H. P. Taylor, established in Jamestown around 1899, was described in one local newspaper as "sanitary plumbers and heating engineers of ability."¹⁹

The bond measure overwhelmingly passed and school officials gave permission for Hoglund to finish the school building. It was hoped that the structure would be completed by the beginning of the 1910 school year, but by August the local newspaper noted that it would probably be early November before classes would be held in the facility. That date also proved too optimistic. Around late November the school was finally finished and work crews were able to transfer classroom desks from the city hall to the new building. Although it appears that there was no formal celebration when the building initially opened, the following spring school officials held a "school exhibit" in the facility. This gathering highlighted the academic efforts of Franklin School students. The event also included physical demonstrations in the school's gymnasium, as well as a Swedish folk dance by some of the girls of the grammar department. Clowns and a band were also part of the merriment.²⁰

It seems that the Franklin School gymnasium was a hit from the beginning. Not only was it being used by the school children attending classes at Franklin, but the local basketball team of the Jamestown Athletic Club soon began utilizing it to host some of their home games. Local groups would not be the only ones playing basketball in Franklin School's gymnasium, though. In later years the world-famous Harlem Globe Trotters would make an appearance on the floor. The gymnasium would also be used to host numerous gatherings, such as P.T.A. meetings and educational celebrations.

¹⁹ "Metropolis of the James River Valley"; "Hoglund Brothers," *Jamestown Daily Alert*, April 15, 1910; Minutes, January 12, February 8, and June 7, 1910.

²⁰ "Vote on the School Bonds," *Jamestown Daily Alert*, April 4, 1910; "Schools Open September 6," *Jamestown Daily Alert*, August 29, 1910; "City in Brief," *Jamestown Daily Alert*, November 17, 1910; "City School Exhibit," *Jamestown Daily Alert*, April 7, 1911.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 18

Franklin School
name of property

Stutsman County, North Dakota
county and state

In early February 1911, the superintendent for the Fargo Board of Education arrived to view the school. The city of Fargo was contemplating the erection of a new school and the official wanted to see what Jamestown had done. The superintendent remarked that Franklin School was the "most complete and up-to-date school house in the state."²¹

Many in Jamestown must have shared the Fargo school official's view of Franklin School. The building was impressive, and while the school board had often addressed how the expense of the school could be reduced, the completed structure gave little indication of thrift. Certainly, opting for a concrete foundation over one of stone lowered cost, but most of the structural and architectural elements were made of superior material. The exterior walls were made of Roman brick, the sills and lintels were carved limestone, and stone was used for the water table and main entrance steps. Even the steps at the rear of building that led into the boiler room were made of stone. The building's interior also exhibited fine detail. For example, the plaster walls of the classrooms could easily have remained unadorned, instead they were accented with wood paneling; the radiators could have remained plain, but were highlighted by raised detailing; and the diminished wood columns supporting the second-floor mezzanine could have been simple, but were stylishly shaped and finished at their top and bottom. School officials in Jamestown in the early 1900s wanted a school building of architectural substance.

While DeRemer wanted the building to make an architectural statement, he also designed it for ease of use. He adopted school planning principles that were becoming popular around the turn of the century, including good exterior-interior access, cross-ventilation, and lots of natural light. The school's symmetrically

²¹ "The City in Brief," *Jamestown Daily Alert*, February 10, 1911; "The City in Brief," *Jamestown Daily Alert*, March 3, 1911; email from Loretta Welk Jung, former teacher at Franklin School during the 1960s, to Denis Gardner, October 6, 2001.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 19

Franklin School
name of property

Stutsman County, North Dakota
county and state

arranged interior provided for generally unobstructed movement throughout the building. Access to the exterior was easily gained because each classroom opened into a central area that seemed almost an extension of the main entrance. Classrooms on the second floor, for example, opened onto a mezzanine that led to a winged stairway that deposited students and teachers at the doors of the vestibule. Emergency exits that led directly to the outside of the building were available in all ten classrooms, a design element few modern schools can claim. For some time, students rarely used the front entrance when leaving the building for outdoor recess, relying instead on the emergency exits in their classrooms. Emergency exits were also situated within the stairwells that led to the basement.

One of DeRemer's more inventive design characteristics was the way in which he allowed for the distribution of light throughout the building. Each classroom was well lit because it was equipped with a bank of large windows along one wall. A transom was situated above each emergency exit door as well. Transoms were also set above almost every interior door, allowing light to pass from one part of the building into the next. The large number of transoms also provided for better air circulation throughout the building. The spacious vestibule allowed copious amounts of light to penetrate the building, and the prisms within the vestibule floor directed light into basement storage areas. The walls of the stairwell that is located just outside the administrative office on the second floor were punctuated with single lights. Thus sunlight could pass from the bank of windows in the administrative office, through the stairwell, and brighten the mezzanine area near the central section of the building. The arched windows in the attic endwalls helped lighten a normally dark interior building section. Probably DeRemer's most intriguing method of harnessing light is exhibited in the ventilators atop the school building's roof. The top of each ventilator is actually a skylight, further aiding the illumination of the attic.

The first principal of this architecturally distinctive school was

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 20

Franklin School
name of property

Stutsman County, North Dakota
county and state

Emma Thompson. Thompson served in that capacity until 1924. She was described as "firm and stern, but well-loved." She permitted little foolishness and students were required to walk in single file through the halls. Talking in the halls was also kept to a minimum. Margery Nelson, a teacher at the senior high school, related an event that illustrated the influence Thompson had on her former charges. When Nelson dismissed her class so they could attend an assembly in the junior high school, she was "amazed when, without instruction, the students marched single file and sat alphabetically in the auditorium." It seems that walking in an orderly fashion in Franklin School would remain one of its endearing traits. Three decades after Emma Thompson left Franklin School, students were still "lining up." One former student at the elementary school during the 1950s noted that the students would align themselves by grade before entering the building. They would then enter the building to march music played from a piano that was positioned adjacent the staircase.²²

During Thompson's tenure many students passed through Franklin School, some of whom went on to prominence. Major General William E. DePuy, an officer who guided the U.S. First Infantry Division (Big Red One) during the early part of the Vietnam War attended Franklin School. Probably the most notable student to attend the school was Louis L'Amour, one of the more prolific writers this country has produced. L'Amour's specialty was writing "frontier" or "Western" novels. Over his career he wrote more than one hundred novels. When Emma Thompson finally left Franklin School she took the principal's position at the new junior high school, a building erected in 1923. The new junior high school was built to replace South Side School, which was completely destroyed by fire on September 18, 1918. During the five years between the destruction of the old junior high school and the erection of the new building classes were held in the assembly hall of the senior high school, as well as in the Armory, city hall, and even Franklin School. Roosevelt School, a grade school that was built in the southeast

²² Smorada and Forrest, 115-116; email from Jung.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 21

Franklin School
name of property

Stutsman County, North Dakota
county and state

section of Jamestown two years prior to the loss of South Side School, was probably also utilized.²³

The northwest part of Jamestown was experiencing significant population growth about the time the junior high school was built. By the end of the 1920s, the school board was forced to erect another school building in that part of town. Northwest residents received Washington School in 1929. The elementary school was located near the intersection of Fourth Avenue Northwest and Seventh Street Northwest, several blocks north of Franklin School. After Washington School was erected, Jamestown would experience no more school construction for nearly a quarter century.²⁴

Two years after Washington School was established, a survey of the public schools in Jamestown was completed. The survey was presented in a thesis that was written by C. L. Robertson, a graduate student at the University of North Dakota. Robertson was also the school superintendent at Jamestown. Using accepted criteria from the period, Robertson essentially graded each school, concluding which schools were best suited for educating the city's youth. The criteria were based on the design of each school, not on the qualifications of teachers or their instructional methods. He concluded that Washington School and the junior high school had the best learning environments for students. Franklin was next, followed by Roosevelt, and then Lincoln. The study determined that the high school was poorly designed and did not facilitate a positive learning environment. Robertson did not recommend demolishing the building, but some of his comments concerning the school were hardly encouraging: "It is too good to tear down and not good enough to add to or reconstruct." A new high school building was eventually built in the early 1950s. The old structure was used for various community gatherings until the mid-1960s, when

²³ Smorada and Forrest, 115; Kathy Wicks Steiner, comp., *A Pictorial History of Jamestown and Stutsman County* (Jamestown: Jamestown Sun, 1999), 115.

²⁴ Untitled 1978 map of Jamestown; *Jamestown: A History*, 43.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 22

Franklin School
name of property

Stutsman County, North Dakota
county and state

it was finally torn down.²⁵

The few criticisms Robertson had of Franklin School had less to do with the design of the building than with its site and location. For example, he believed that the lot should be larger to allow children more room to play. Mary Young, a local historian in Jamestown and former pupil at Franklin School, notes, however, that the children, herself included, still managed to play baseball games on the portion of the lot at the side of the school. They also played jacks on the walkway leading to the main entrance. The design of the building scored quite well within Robertson's ranking system. One of his recommendations was that Franklin School build a stage and dressing room at the west end of the gymnasium. Around the mid-1930s, shortly after his thesis was completed, the school board and the local P.T.A. did exactly that. The stage was made of oak with an apron of beaded wood paneling. The curtains were wine-colored and made of velvet. The stage was dedicated during American Education Week, a celebration of learning. The festivities included various performances on the stage, as well as a speech by Robertson, who commented on the importance of education and what it means to a successful democracy.²⁶

V. Changing Public Schools

Since the first half of the twentieth century many of the schools in Jamestown have undergone significant change, beginning with the vacating of the 1905 high school in the early 1950s. About this

²⁵ C. L. Robertson, "A Building Survey of the Public Schools of Jamestown, North Dakota, Together with a Suggested Building Program" (master's thesis, University of North Dakota, 1931), 11-36; telephone interview with Joe Sykora, business manager for Jamestown Public Schools, by Denis Gardner, October 17, 2001; "Jamestown Schools" file, available in vertical files, Alfred Dickey Library, Jamestown; Young interview.

²⁶ Robertson, 16-17; "New Stage Dedicated at Fathers' Night Program of Franklin P.T.A.," article in untitled newspaper, ca. 1935, available in archive collection at Jamestown Public Schools District Administration Office, Jamestown; Young interview.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 23

Franklin School
name of property

Stutsman County, North Dakota
county and state

time Lincoln School was the oldest school left in the city, but it did not last past the mid-1950s. At that time it was replaced with a less architecturally distinctive building. An addition was made to the second Lincoln School in 2000. The current school is a one- and two-story brick structure that essentially reflects the utilitarian approach to school construction that was popular throughout much of the country during the last half of the twentieth century. In 1958, the original Roosevelt School was replaced with a single-story brick building with a design similar to Lincoln School. In 1965, a new school building, Gussner Elementary School, was built in the northeast part of the city, near Jamestown College. The 1923 junior high school received an addition in 1967. Another new school was erected in 1990 on Fifteenth Street Southwest. Louis L'Amour Grade School was named for the famed author and former Jamestown resident. L'Amour's widow, Kathy, who lives in Santa Monica, California, and attended the dedication ceremony, has donated considerable money to the school. Washington School received an addition on its north side in 1960. Another addition was made to the school around the early 1990s.²⁷

Franklin School, however, has undergone minimal change. The original wood floor in the gymnasium was removed and replaced with the current tile floor in the mid-1970s. By this time the wood floor had buckled so badly it could hardly be played upon. The stage that was installed at the west end of the floor in the 1930s was removed around 1980. A frame partition is now located where the stage once stood. A frame partition was constructed in the north classroom on the first floor. The narrow room created at the east end of the north classroom by the partition became the principal's office. The larger of the two administrative offices along the south wall on the second floor became a teacher's lounge, although

²⁷ Telephone interview with Jake Wolf, current principal of Louis L'Amour Grade School, by Denis Gardner, September 27, 2001; Young interview; "Building Summary," ca. 2000, single-page typescript synopsis construction work completed in the Jamestown Public Schools District, available in archive collection at Jamestown Public Schools District Administration Office, Jamestown.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 24

Franklin School
name of property

Stutsman County, North Dakota
county and state

the plan of the space did not change. Sometime after the mid-1960s the coal-storage area in the northeast corner of the basement was converted into a small kitchen. The school may have begun serving hot lunches for the first time when the kitchen was built. At some point the school's original one-over-one basement windows were changed to three-over-three. Around the late 1970s these windows were changed to the current windows. The remaining windows, which retained their one-over-one design when the basement windows were first altered, were also changed to the current windows in the late 1970s. The original wood and glass entrance doors were probably changed to the present doors about the same time. While the windows and front entrance doors have been altered, the original configuration of the openings has remained. Franklin School is clearly the best expression of early public school architecture remaining in Jamestown.²⁸

VI. A Community Landmark Closes

Franklin School said goodbye to its last grade-school classes on May 24, 2000. About two weeks earlier a large number of former pupils walked the halls of the old building reminiscing about their school days at Franklin. For these previous students, the school looked much as it always had, and the local newspaper speculated that perhaps the building's "well-thought-out design [was] the reason it remained functional" for so long. According to the local school district, the building was closed because of declining attendance and the prohibitive costs of making the building accessible under the Americans with Disabilities Act.²⁹

When Franklin School finally closed its doors, the departing sixth-

²⁸ Ibid.; Sam Lowe, "Franklin Grade School is Oldest Still Serving Kids," untitled newspaper, November 11, 1963, available in archive collection at Jamestown Public Schools District Administration Office, Jamestown.

²⁹ Toni Pirkl, "Bidding Farewell: Residents Take a Last Look at Franklin School," *Jamestown Sun*, May 13, 2000; telephone interview with Joe Sykora, by Denis Gardner, September 28, 2001.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 25

Franklin School
name of property

Stutsman County, North Dakota
county and state

grade glass created a folio commemorating the grand old school. The folio, entitled "If You're not from Franklin School . . .," is a series of poetic reminiscences about architectural and structural elements that comprise the school. For example:

If you're not from Franklin School,
You don't know the staircase,
You can't know the "grand" staircase.

The grand staircase opens to wings on each side,
Twenty sturdy steps, long and wide.
Tootsie roll anchors lead the way,
to curved roller-coaster banisters,
this is what I say: Ah! Beautiful!

If you're not from Franklin School,
You don't know the staircase.

The folio was presented to the Alfred Dickey Library in Jamestown as a memorial to the school. Numerous booklet copies have been produced and passed to citizens of Jamestown.³⁰

In 2001, a local group, Sheppards Investments, planned to purchase the school for reuse as a technology center, following sympathetic rehabilitation. Various technology-related businesses have expressed an interest in occupying parts of the building. Moreover, Sheppards plans to establish a technology learning center within the building, essentially reusing part of the school as a school.³¹

³⁰ "If You're not from Franklin School . . .," folio created in 2000 by the last sixth-grade class to attend Franklin School, available at Alfred Dickey Library, Jamestown. A booklet copy can be obtained at the Jamestown Public Schools District Administration Office, Jamestown.

³¹ "A Technology Center @ Franklin School, Jamestown, North Dakota," ca. 2001, Franklin School reuse plan presented to the Renaissance Zone Committee by Sheppards Investments, available at Sheppards Investments, Jamestown.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 8 Page 26

Franklin School
name of property

Stutsman County, North Dakota
county and state

VII. Conclusion

Franklin School is now edging toward the century mark. While utilitarian buildings have replaced almost all of the city's early public schools, Franklin, with its striking architectural features, remains. Even though the school's exterior windows and doors have been altered, the original configurations of the openings have not. And although the school was closed more than a year ago, it continues to be well maintained. Franklin School is the premier example of early twentieth-century school architecture in Jamestown, and it is an excellent representation of the Classical Revival style. As a result, it is eligible for the National Register under Criterion C. Furthermore, Franklin School is the oldest school in Jamestown, dating to the opening decade of the 1900s. As such, it reflects some of the community's early efforts at educating its youth. Therefore, it is eligible for the National Register under Criterion A.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 9 Page 27

Franklin School
name of property

Stutsman County, North Dakota
county and state

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United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 9 Page 28

Franklin School
name of property

Stutsman County, North Dakota
county and state

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United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 9 Page 29

Franklin School
name of property

Stutsman County, North Dakota
county and state

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United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 9 Page 30

Franklin School
name of property

Stutsman County, North Dakota
county and state

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United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 9 Page 31

Franklin School
name of property

Stutsman County, North Dakota
county and state

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United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 9 Page 32

Franklin School
name of property

Stutsman County, North Dakota
county and state

Photocopies of sketch plans. Available at Jamestown Public Schools
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Sykora, Joe, business manager for Jamestown Public Schools. By
Denis Gardner. September 28 and October 17, 2001.

Wolf, Jake, current principal of Louis L'Amour Grade School. By
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Young, Mary. Local historian and former pupil at Franklin School.
By Denis Gardner. October 22, 23, and December 11, 2001.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 10 Page 33

Franklin School
name of property

Stutsman County, North Dakota
county and state

Verbal Boundary Description

The nominated property occupies Lots 9, 10, and 11 of Block 35, of the Original Plat of the City of Jamestown.

Boundary Justification

The boundary includes the city lots that have historically been associated with the property.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 10

Page 34

Franklin School
name of property

Stutsman County, North Dakota
county and state



Site map showing location of Franklin School (adapted from USGS map "Jamestown, North Dakota, Quadrangle," 1990).

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 10 Page 35

Franklin School
name of property

Stutsman County, North Dakota
county and state

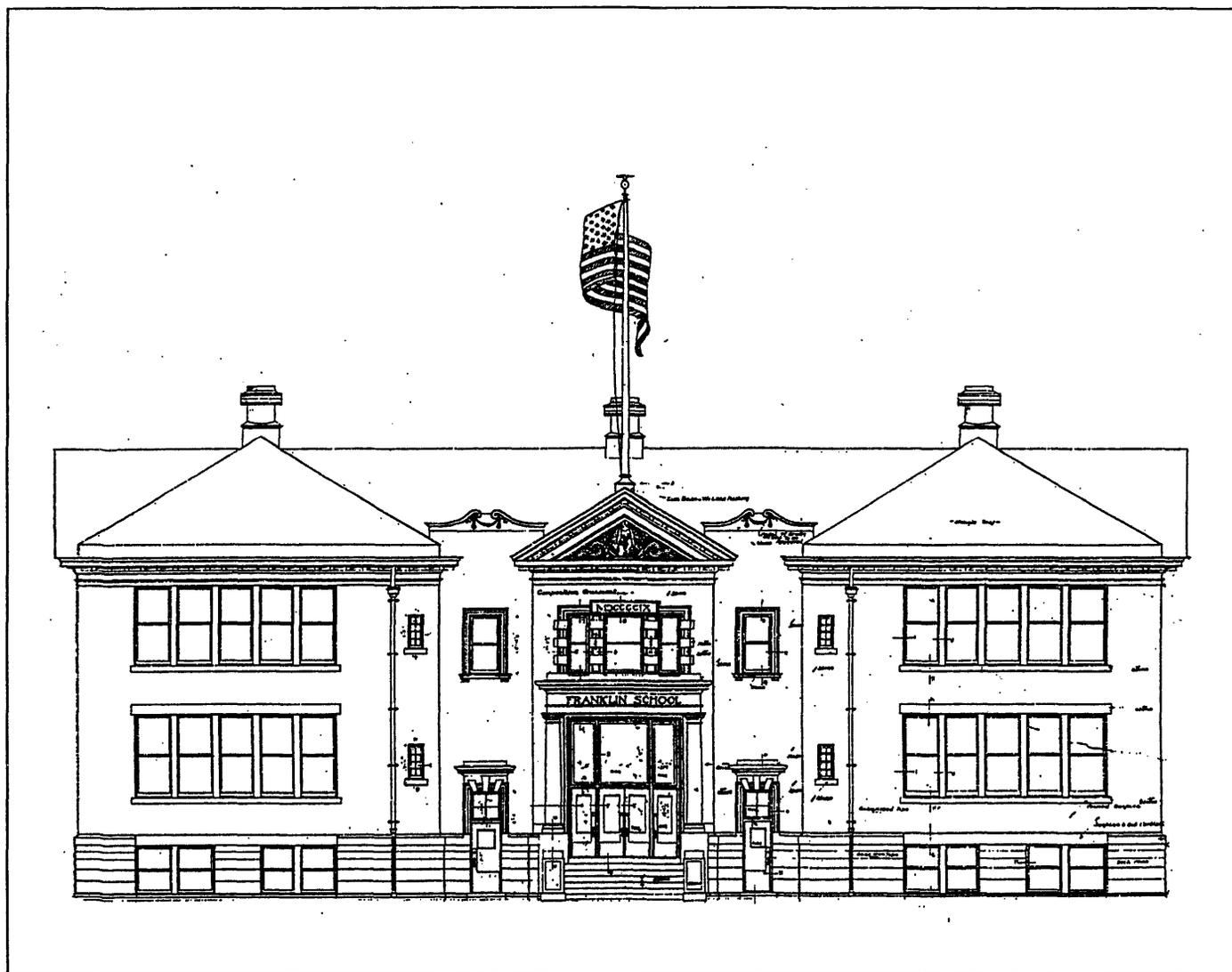


Figure 2. South elevation. Adapted from photocopy of original engineering drawing. Photocopy available at Jamestown Public Schools District Administration Office, Jamestown.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 10

Page 36

Franklin School
name of property

Stutsman County, North Dakota
county and state

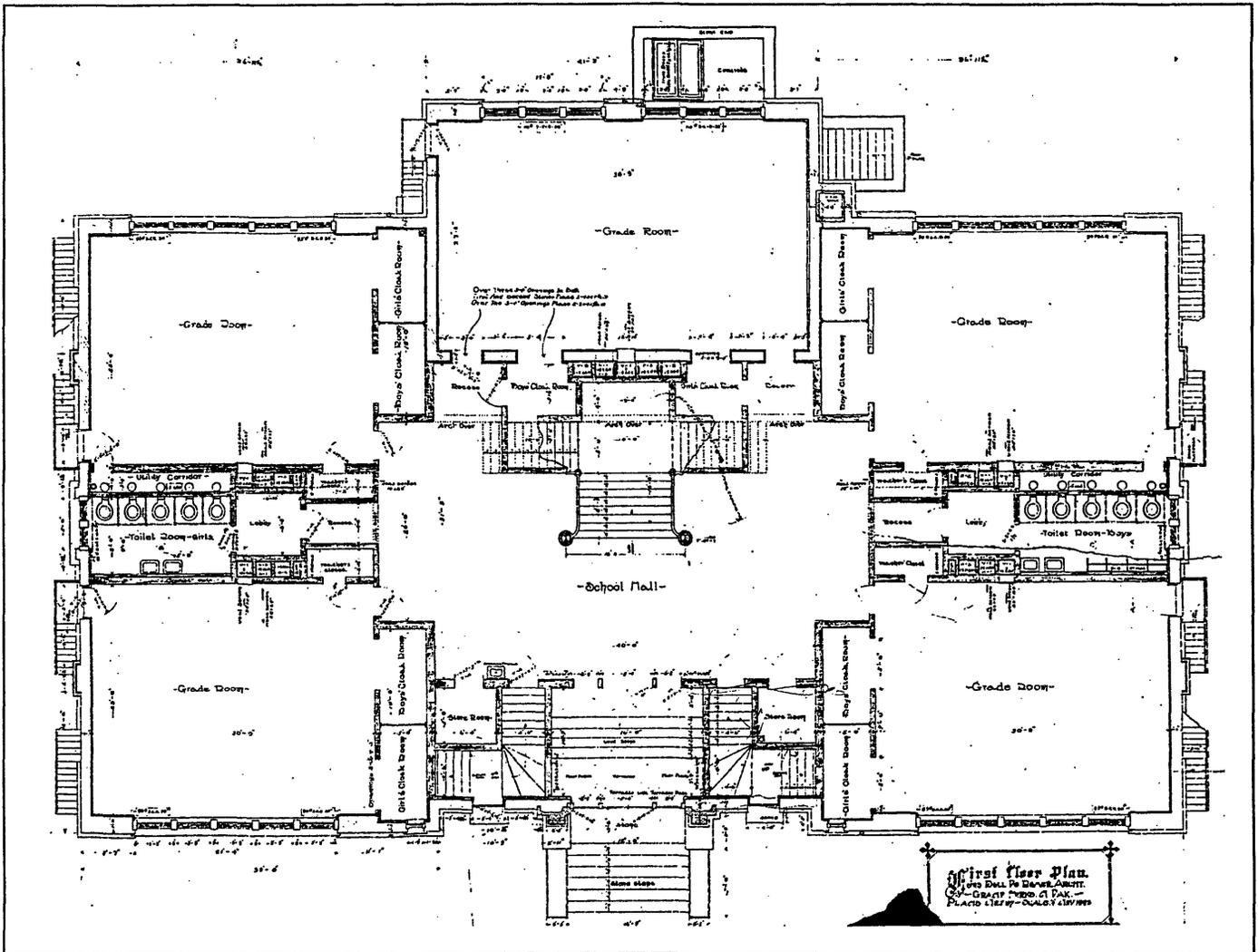


Figure 3. First floor. Adapted from photocopy of original engineering drawing. Photocopy available at Jamestown Public Schools District Administration Office, Jamestown.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 10

Page 38

Franklin School
name of property

Stutsman County, North Dakota
county and state

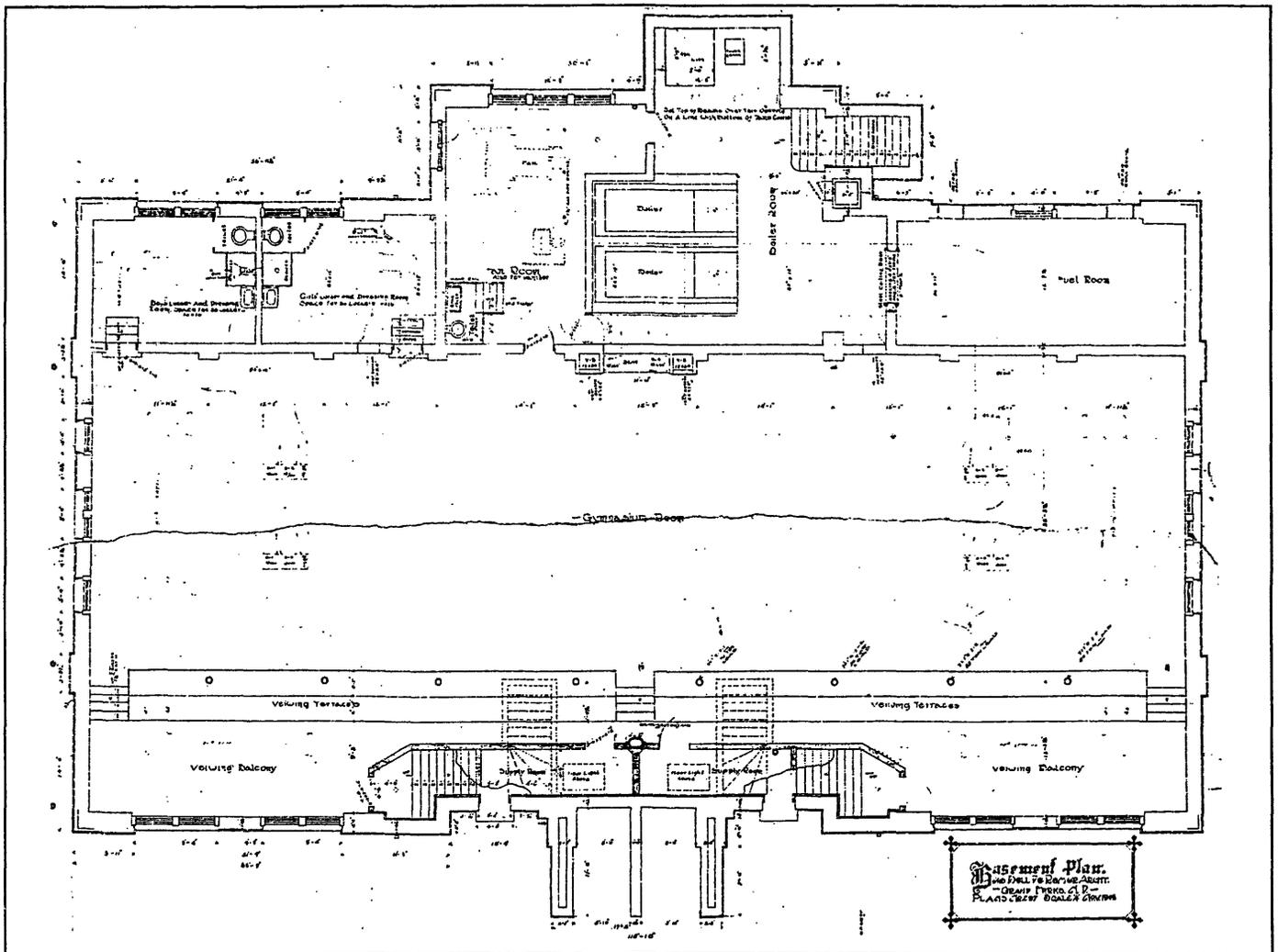


Figure 5. Basement. Adapted from photocopy of original engineering drawing. Photocopy available at Jamestown Public Schools District Administration Office, Jamestown.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 10

Page 39

Franklin School
name of property

Stutsman County, North Dakota
county and state

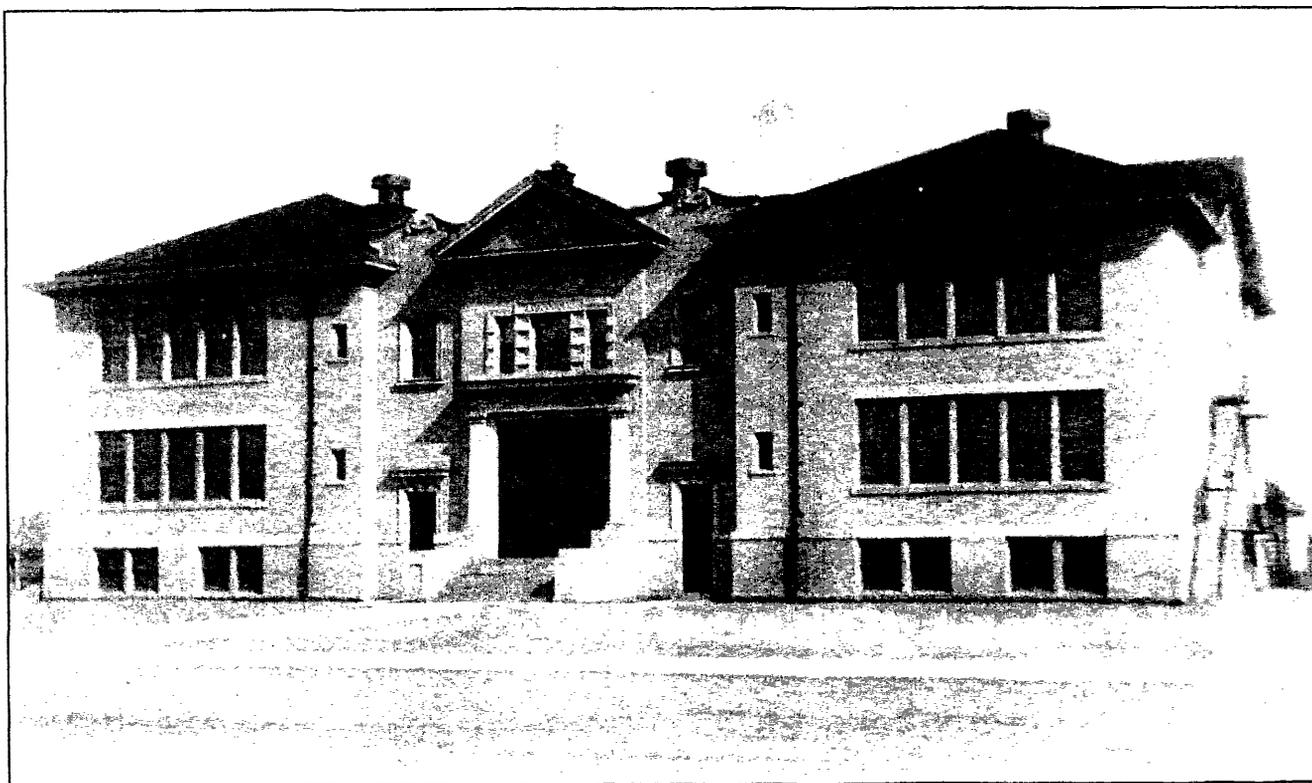


Figure 6. Circa 1919 photograph. Copy in the possession of Sheppards Investments, Jamestown.

United States Department of the Interior
National Park Service

**NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET**

Section 10 Page 40

Franklin School
name of property

Stutsman County, North Dakota
county and state

Index to Photographs

Photographer: Denis Gardner, Hess, Roise and Company
Date: September 10-11, 2001
Negatives: Hess, Roise and Company, Minneapolis

- No. 1 Front facade. View to north.
- No. 2 Front facade, showing detail of central bay above main entrance. View to north.
- No. 3 South facade and east side. View to northwest.
- No. 4 North rear and west side. View to southeast.
- No. 5 Stairway to second floor. View to north from vestibule.
- No. 6 School hall. Stairway to second floor at left and vestibule at right. View to east.
- No. 7 First-floor classroom at southwest corner of building. Cloakrooms in background. View to northeast.
- No. 8 Second-floor mezzanine. Main entrance to administrative offices at center. View to southwest.
- No. 9 Basement gymnasium. Bleachers at left. Brick wall at right separates utility areas from gymnasium. View to west.