

56-1567

Received by SHPO 7/11/17

United States Department of the Interior
National Park Service

National Register of Historic Places
Nomination 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 Charles City Junior-Senior High School

other names/site number Charles City Middle School

2. Location

street & number 500 North Grand Avenue not for publication n/a

city or town Charles City vicinity n/a

state Iowa code IA county Floyd code 067 zip code 50616-2836

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.)

[Signature] 12 Jun 2017
Signature of certifying official Date

STATE HISTORICAL SOCIETY OF IOWA
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

- entered in the National Register
 See continuation sheet.
- determined eligible for the National Register
 See continuation sheet.
- determined not eligible for the National Register
- removed from the National Register
- other (explain):

[Signature] 9.5.17
Signature of Keeper Date of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

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

Category of Property (Check only one box)

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

Number of Resources within Property (do not include previously listed resources in count)

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

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

 n/a

Number of contributing resources previously listed in the National Register

 0

6. Function or Use

Historic Functions (Enter categories from instructions)

EDUCATION/school

Current Functions (Enter categories from instructions)

EDUCATION/school

7. Description

Architectural Classification (Enter categories from instructions)

MODERN MOVEMENT/Art Deco

Materials (Enter categories from instructions)

foundation STONE
walls BRICK

roof ASPHALT/shingle
other STONE

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.)

Property is:

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

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS)

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

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

EDUCATION

Period of Significance

1932-1966

Significant Dates

1932

Significant Person

(Complete if Criterion B is marked above)

n/a

Cultural Affiliation

Architect/Builder

Jacobson & Jacobson

Askoy Construction Co.

Charles City Junior-Senior High School
Name of Property

Floyd County, Iowa
County and State

10. Geographical Data

Acreage of Property approx. 5.2 acres

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1. Latitude: 43.067614 Longitude: -92.672398 (02/04/2016)
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

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 Alexa McDowell email akaymcd@hotmail.com

organization AKAY Consulting date 02/13/2017

street & number 4252 Oakland Avenue telephone 515-491-5432

city or town Minneapolis state MN zip code 55407-3123

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 Charles City Community School District

street & number 500 N. Grand Avenue telephone 641-257-6500

city or town Charles City state IA zip code 50616

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.

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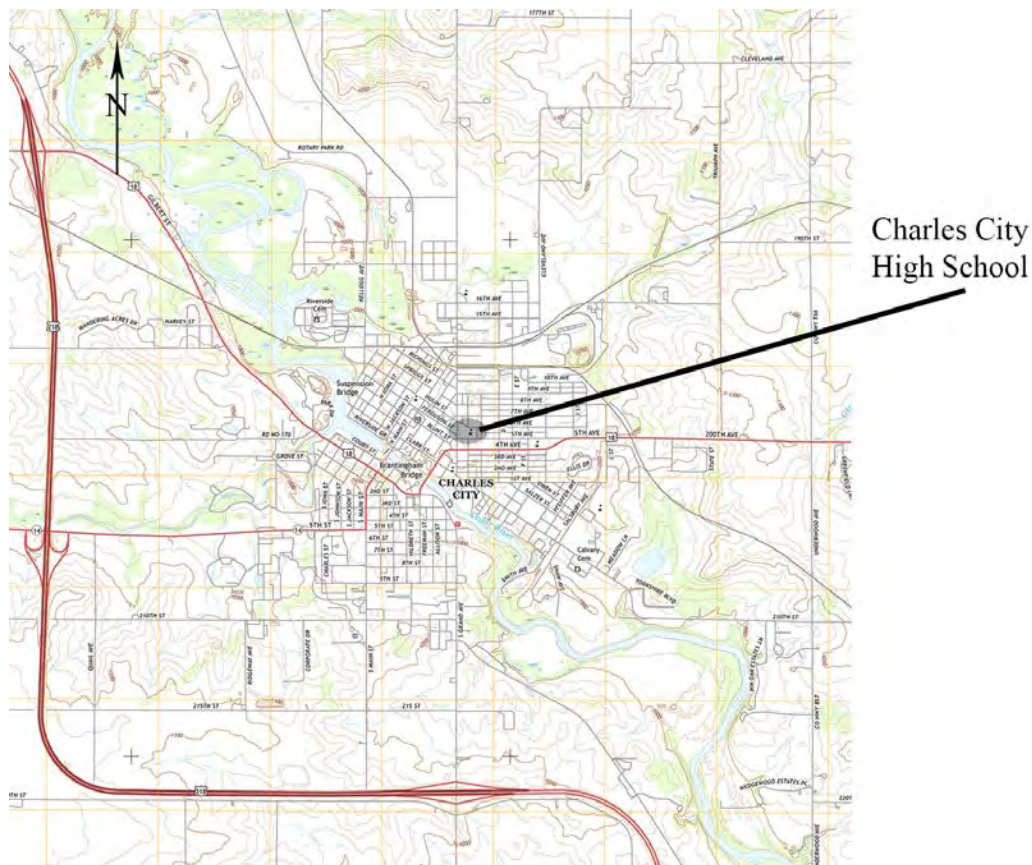
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7. Narrative Description

Site Description

The Charles City High School is located in Charles City, Floyd County, Iowa. Situated in north central Iowa, the community of Charles City (pop. 7,527) straddles the winding path of the Cedar River. The community is accessed from U.S. Highway 218 – a late 20th century by-pass that redirected traffic around the community. The historic route of U.S. Highway 18 bisects the town center – entering from the east, then cutting to the northwest after crossing the Cedar River (Figure 1).

Figure 1. USGS 7.5 Minute Topographic Map – Charles City Quad – 2015



(SOURCE: <https://store.usgs.gov>. Accessed 02/16/2016)

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The original town of Charles City was laid out on the west side of the Cedar River with its 19 or so blocks laid out perpendicular to the course of the river resulting in diagonally oriented streets. The streets located within the original town retain their historic names. By 1895 multiple additions had been made on the east side of the original plat, those streets being oriented to the cardinal points. The juncture of the diagonal roads with those following a standard grid occurs at Grand Avenue, elevating the visual impact of the high school building as one approaches from the northwest. In about 1910 the street names east of Grand Avenue were changed, with east-west roadways becoming numbered avenues and north-south roadways becoming lettered streets.

The Charles City High School is located approximately four blocks east of the historic commercial area, which flanks Main Street between the Cedar River and Hulin Street (6th Avenue east of Grand) and five blocks north of the Cedar River. The area in which the high school is situated was historically and remains predominantly residential in composition, although in recent years commercial property types have begun to appear on the blocks immediately west of the school.

Figure 2. Aerial – 2016



(SOURCE: maps.google.com. Accessed 02/16/2016)

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The high school is located on a two-block parcel bounded by Grand Avenue on the west, 6th Avenue on the north, C Street on the east, and 5th Avenue on the south (Figure 2). The 1932 building was constructed on Block 4 and a part of Block 3 of the Charles City Addition, with the 1971 addition (and associated parking lot) occupying the entirety of Block 5 to the east. The building is located on a slightly elevated site, with variation limited to the west elevation. The perimeter of the site features clusters of medium-scale, mature vegetation representing both coniferous and deciduous trees. Grassy areas abut the 1932 building on the west, north and south, with lawn continuing along the south elevation of the addition and adjacent to a section of the addition's north elevation.

The building is setback approximately 60-feet from Grand Avenue with a parking strip located between the street and a public sidewalk, which runs the perimeter of the site (Image 1). A grassy lawn stretches north to south from sidewalk to sidewalk, with entrance walkways bisecting the lawn to provide access to each of the three, façade entrances. A north-south walkway connects the entrance walkways and the north and south public sidewalks. Access to the rear parking areas is made from 5th and 6th Avenues.

Image 1. Site View



(Image by AKAY Consulting, 02/12/2016)

View of the Charles City High School looking northeast across Grand Avenue.
From this perspective, the 1971 addition is in view at right.

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Property Description

The Charles City High School is a large-scale, brick and stone finished building on a concrete structural system. The school has a visual character (both exterior and interior) strongly expressive of the early 20th century decorative arts movement known as the Art Deco. Despite the overall irregularity of the 1932 building's footprint, its façade is symmetrically organized and elegantly ornamented. Spanning nearly the full width of an oversized city block, the high school is monumental in scale. A large, one-story addition was made to the rear of the building in 1971 (Photograph 4). Despite its size, the addition is not visible from the façade, remaining visually subordinate to the historic building.

Exterior

The exterior of the high school building is comprised of two primary sections: the two-story 1932 building and a one-story addition constructed at the rear of the building in 1971. The high school building is visually defined by its prominent orientation to Grand Avenue, monumental scale, and sophisticated expression of the Art Deco style.

Figure 3. Plan View – 2016



(SOURCE: Base map provided by Planscape Partners, Inc., Minneapolis, MN)

The building façade, with its 333-foot width, is comprised of three pavilions with each pavilion featuring an entrance flanked by two bays of fenestration (Image 2). The visual rhythm of the elevation is complicated by its combination of advancing and recessing planes, variation in brick pattern work, and the detail associated with the fenestration.

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Image 2. Exterior Elevation – Façade



(Image by AKAY Consulting, 02/12/2016)

View of the Charles City High School primary façade looking northeast from Grand Avenue.

The hierarchy of the building façade is established by the prominence of the center pavilion with its location, mass, grand approach, and decorative detail marking it as the primary entrance to the heart of the building. A slight recession from the plane of the flanking pavilions only enhances that sense of supremacy. The flanking pavilions – equal in stature – create visual and functional balance within the façade by way of their location, finish materials, decorative elements, and relationship to interior spaces.

The center pavilion is approached from the public sidewalk via a 30-foot wide concrete sidewalk (Image 3). A series of low and wide steps – two at the crosswalk and five into the building – heighten the sense of drama associated with the approach. An elaborate and monumental stone surround marks the entrance portion of the pavilion. With a 60-foot width and rising above the building height, the surround encompasses five steps with large, stone wing-walls, a four-door entrance with windows above, a step-back on either side with windows at first and second levels, and a variety of character defining decorative details.

The Art Deco style is carefully executed in the primary pavilion. The overall form of the pavilion is geometrically based – layers of flat, rectangular planes that rise at the roofline in stepped fashion to highlight the primacy of the pavilion. Decorative elements are applied to that layered base, each exhibiting a sense of linear geometry while detailed with stepped blocks and bas-relief sculpture. Typical of the Art Deco, that

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shallowly incised form of sculpture is used judiciously as it is meant to enhance, not to overwhelm. The motifs that appear in the bas-relief are likewise indicative of the Art Deco – stylized organic forms such as shafts of wheat, plants, and fruit are represented in the stone of the primary pavilion. In this case, the sculpture is less geometric and more curving than is often associated with the Art Deco – the architect’s professional exposure to the work of architect Louis Sullivan in Owatonna, Minnesota may explain the somewhat softened lines of the bas-relief. The motto “The Safeguard of Our Nation” is inscribed in the upper wall of the pavilion. Steel, standing lights with an Art Deco form and pressed decorative details flank the entrance (the original globes have been replaced).

Image 3. Exterior Elevation – Primary Pavilion



(Image by AKAY Consulting, 02/12/2016)

View of the primary pavilion with its stepped and layered planes ornamented by Art Deco motifs expressed in both applied and bas-relief sculpture.

The secondary entrance pavilions are similarly expressed (Photograph 9). Both have stone surrounds that extend above the building roofline and are 19-feet in width. Paired doors with windows above are located on-center. The surrounds reiterate the stepped form of the primary pavilion and feature carefully executed bas-relief sculpture. The organic forms of the sculpture are intricately layered over rectilinear, stepped shapes to create a complex and beautiful design.

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The stone pavilions are set against a backdrop of tawny colored brick that is laid in multiple patterns; mortar joints are crème in color. Along the cornice area, the brick is set in a simple running bond. Elsewhere the bricks are arranged in a series of vertically oriented, dog-tooth courses simulating structural pilasters and acting as the organization members for the building's fenestration. These pilasters stretch from the stone running sills of the first floor windows to the stone running headers of the second floor windows, where they are terminated by a small capital of bas-relief sculpture.

Brick pattern work continues around the perimeter of the building. In addition to the dog-tooth pilasters, areas without fenestration typically incorporate a pattern of diamond paning, executed by alternating bond arrangements and variation in the tones of the brick color.

The building's fenestration is arranged by bays – the framing created by the dog-tooth pilasters. Typically, windows are arranged in blocks set one above the other and separated by a poured concrete spandrel that reiterates the dog-tooth ridges of the brickwork, the stepped planes of the façade, and the geometric forms of the Art Deco. Although all of the historic windows have been replaced, their overall openings and associated features remain intact.

The masonry elements and fenestration of the façade is incorporated in varying iterations on the remaining elevations.

At its west end, the south elevation has a large expanse of wall plane with diamond-paned brickwork (Image 4). Stone details include the running bands that continue from the façade, bas-relief capitals of the dog-tooth pilasters, and a single rectilinear stone form centered within the wall plane at the roof. The detail appears to represent a shaft of wheat. The remainder of the elevation is punctuated by fenestration arranged within the framing pilasters and complete with poured concrete spandrels.

The north elevation is largely a reiteration of the south elevation in its application of masonry elements and arrangement of fenestration.

The east elevation is defined by the location of the auditorium, which impacts the form of this elevation as well as the amount and placement of fenestration (Photograph 3). Despite the variations required by the auditorium space, the elevation maintains the established motifs, and materials. Where windows are not required, dog-tooth pilasters maintain their rhythmic framing. An exit is located in line with the north, secondary entrance on the façade – that on the east (rear) elevation being without a stone surround.

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Image 4. Exterior – South Elevation – Brickwork and Stone Elements



(Image by AKAY Consulting, 02/12/2016)

The east elevation is impacted by the 1971 addition, with the primary attachment made at the former exit that aligns with the south, secondary entrance on the façade (a corridor connecting the front and rear doors). The addition extends north, abutting the rear of the auditorium space and terminating with a loading dock.

The 1971 addition is one-plus story, masonry building with a flat roof (Photograph 4). The addition's primary attachment to the historic building is made with what reads from the south elevation as a one-story hyphen (Image 6). This approach to connecting the addition minimizes the visual and material impact on the

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historic building. A two-story elevator tower is located adjacent to the addition, with a glazed hyphen providing the connection to the original school building. The addition is nearly windowless with a low and wide, recessed primary entrance on the south, and secondary entrances on the east and the north. The building uses a light-red brick mixed with tawny colored bricks that are very similar in tone to those of the historic building and a deep, stone-like (cast concrete) cornice. These details provide a sympathetic visual connection to the historic building while maintaining a clear sense of stylistic autonomy.

Image 5. Exterior - Addition



(Image by AKAY Consulting, 02/12/2016)

View of the 1971 addition looking northwest from 5th Avenue near C Street. The use of a hyphen to connect the addition to the historic building diminishes the adverse impact – from this perspective, the addition reads as a separate building.

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Image 6. Exterior - Addition



(Image by AKAY Consulting, 02/12/2016)

View of the connecting “hyphen” and elevator tower at the juncture of the 1932 building (left) and the 1971 addition (right), looking north from 5th Avenue.

Interior

The interior of the Charles City High School is comprised of the 1932 building, which houses all classrooms and administrative offices, the school library, auditorium, and the historic mechanical system (basement), and the 1971 addition which houses the gymnasium, swimming pool, and associated athletic spaces such as locker rooms. The interior of the historic building is characterized by the use of high quality finish materials including travertine, terrazzo, and oak as well as many Art Deco inspired elements expressed in a variety of materials including bas-relief plaster details.

The interior of the historic building on both floors is asymmetrically arranged in a generally H-shaped plan – the primary corridor extending north-south intersecting with east-west corridors at either end of the building. The primary entrance and entrance lobby are located at the center of the building, with the auditorium space, occupying most of the school’s central core (Figures 6-7). The corridors are flanked by classrooms, with classrooms historically concentrated by area of study; industrial arts and the domestic sciences were located in the south wing of the first floor and general recitation and classrooms for commercial subjects such as

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typing and stenography were located in the north. The oversized scale and contiguous arrangement of the industrial arts classrooms, result the asymmetrical balance of the overall building plan. Like the first floor plan, the second floor is arranged around the auditorium. The school library is located adjacent to the auditorium, at the front of the building (over the first floor lobby) with classrooms lining the corridors. Historically, the south wing housed general recitation and general science classrooms, while upper level sciences (biology and chemistry) were taught in rooms in the building's north wing. Although the composition of the coursework is very different today than at the time the building was constructed, the general layout and sub-division of classroom spaces remain generally intact throughout the building. The sole exception to that is the configuration of the first floor space that housed the industrial arts.

The elegant character established on the school's exterior is carried into the building through the primary entrance. The interior vestibule measures approximately 16- by 11-feet and features travertine walls and wainscoting, oak trim around doors, plaster finish on the walls above the wainscoting and on the ceiling, decorative iron grilles (now painted) camouflaging the radiators. Art Deco inspired, applied details are incorporated in the stepped travertine surround framing the radiator grilles and the bas-relief details of the cornice trim and ceiling plaster. A bronze plaque mounted on the south vestibule wall honors the Charles City Board of Education and the project architects, Jacobson & Jacobson. With its beautiful finishes, the vestibule sets the stage for the school's lobby.

The building's lobby is an elegant space, measuring 35- by 32-feet with a ceiling height of approximately 12-feet (Image 7). Like the vestibule, the lobby features travertine floors and wainscoting. The floor is laid in a gridded, basket-weave pattern set on the diagonal. In contrast to the polished stone of the floor, the travertine of the wainscoting has a matte surface. The stepped surround noted in the vestibule is applied to the secondary openings along the perimeter of the space. The lobby also repeats a version of the vestibule's cornice and ceiling details, with plasterwork designs in the Art Deco style creating a border around the space. In addition, the plaster wall above the wainscoting is incised in a diamond pattern. Oak is used for all doors leading off the lobby, including the set of four doors from the vestibule and two sets of paired doors leading into the adjoining auditorium.

The school's auditorium is likewise strongly Art Deco in character (Image 8). The approximately 68- by 90-foot, two-story space seats approximately 1,100. The room has a large stage on the east end and balcony seating in addition to that at floor level. The proscenium incorporates multiple Art Deco stylistic features including stylized geometric forms and abstracted flora (now painted). Geometric design elements are reiterated in ventilation grills in various locations throughout the auditorium, steel handrails and in the heavy cornice that runs the perimeter of the space. The original, Art Deco hanging light fixtures remain in place. Additional finishes utilized in the auditorium include travertine for the stage skirt and staircases, oak strip flooring on the stage, plaster walls and ceiling, and poured concrete floors. The historic seating – wood, interconnected theater seats with padded back - is retained, but retrofitted with new seats.

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Image 7. Interior - Lobby



(Image by AKAY Consulting, 02/12/2016)

View of the lobby (looking southwest) with its polished travertine floor, travertine wainscot, oak millwork, and many Art Deco ornamental details expressed in plaster, oak, and travertine.

Image 8. Interior - Auditorium



(Image by AKAY Consulting, 02/12/2016)

In this view of the auditorium (looking east from the balcony) the impact of the Art Deco is evident.

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The school's administrative office space is located adjacent to the lobby with entrances located on the lobby side (north) and corridor (east). The space retains a small waiting room and a central hallway lined by office and work/storage spaces – those on the south being lit by windows of the west elevation. The administrative office area retains its historic millwork.

Corridors extend north and south from the lobby/auditorium at the center of the building (Photograph 14). Corridors are typically 13.5-feet wide with recessed openings into classrooms and other spaces such as restrooms and storage that are situated along them. The halls feature polished terrazzo floors and base trim, with the openings trimmed in travertine. Non-historic, steel lockers line many of the corridors, with corridor walls now finished in tile wainscoting. Isolated sections of the corridors retain travertine wainscoting – called for in the design plans. Wall planes above the lockers/wainscoting retain their historic plaster. The corridor ceilings have been dropped with non-historic, florescent lighting introduced. Also retained along the corridors are a number of interior windows, providing light and ventilation from adjoining classrooms. The windows are deeply set high on the wall and trimmed in oak.

The classroom spaces of the first floor vary in size and level of historic integrity retained. All classrooms located along the building exterior are negatively impacted by the retrofitted windows, which diminish the amount of glazing and thus what would have historically been a greater sense of openness and level of natural light. Many classrooms retain historic ceiling heights of approximately 14-feet, covered by composition tile, which are original to the building (Photograph 15). The ceilings in other classrooms have been lowered with acoustical tile grids now in use. Florescent lighting is typical throughout. Flooring likewise varies by classroom with many retaining early 6- by 6-inch tile. Other floors are covered in later 9- by 9-inch tile or carpet. Historic design plans call for wood floors in most classrooms, but it remains unknown whether that material was executed at the time of construction. Plaster walls are almost universally intact as is oak trim (door and baseboards), metal picture molding, radiators, and oak doors with 12-pane glazing. As noted, interior windows are found in some of the classrooms. Historic built-in oak cabinetry and slate chalkboards are also retained in many classrooms.

Alteration of the classrooms located at the south end of the first floor is apparent. Historically, this section of the first floor housed rooms designed for “shop” classes (Figure 6). Historic design plans note that the approximately 7,237 square foot block of space located between the auditorium and the south corridor housed a wood shop, auto shop, forge shop and store rooms for tools, lumber, and paint in an irregularly arranged floor plan. Due to their function, these spaces needed additional light and ventilation – requirements that were met by the use of three large skylights. Like all of the skylights that were once located in the building, those historically located in this area, if they are retained, are covered by a dropped ceiling. Today the floor plan has been altered, with much of the space now used as a cafeteria.

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The “music room” (now room 100) is worth specific mention (Photograph 16). Twice the length of a typical classroom, the space features a small stage at the south end, complete with a wood dais and small proscenium with Art Deco details. The room’s interior wall has variation in the wall surface not seen in other spaces as well as a series of windows punctuating the upper wall. A small passageway in the southeast corner connects to the auditorium. Finally, a built-in bookcase located just inside the doorway features leaded glass reflecting the Art Deco style (Photograph 19).

Staircases to the second floor are located immediately off the lobby (both north and south of) and off the north and south, secondary entrances. Those located adjacent to the lobby are quarter-turn, open staircases, with a gracefully curving return. An iron handrail with a geometric design follows the curving line of the bottom step and continues up to meet the wall (Photograph 17). Terrazzo steps and travertine wainscoting on the interior wall side finish the primary staircases. The secondary stairs, located at either end of the building, have straight flights with a landing and fire doors near the mid-rise mark. Like the primary staircases, these use terrazzo steps and travertine wainscoting, with the inside, open half-wall finished with a wide oak coping.

The vestibules associated with the secondary entrances, while less grand than the primary vestibule, carry on the Art Deco motif. In these spaces the style is executed in brick, with the walls finished in complex pattern work reiterative of the forms seen throughout the building – stylized chevrons and stepped wall planes.

The library is the dominant space of the second floor (Figure 7). Situated over the lobby and adjacent to the auditorium balcony, the library covers approximately 5,255 square feet encompassing the main room, the book stacks area, a pass-through hallway, and two large study rooms (Photograph 12). The library carries on the strongly Art Deco motif with details executed in the oak wainscot, the plaster of the upper walls and cased openings, and decorative grills. The main room and adjoining study rooms share a common ceiling height of approximately 12-feet, resulting in a large and open character to the space. The ceiling finish is a late 20th century renovation that covers the historic skylights (condition of the skylights is undetermined). The ceiling in the pass-through hallway is more intimate in scale and it retains the historic plaster finish complete with Art Deco decorative elements (Photograph 13). The Art Deco is further expressed in the cornice of the pass-through and stacks area; the stylized fan and chevron pattern being a hallmark of the decorative style. The floors of all areas in the library are currently carpeted, with historic plans calling for “composition” tile. Each of the entrances to the library – situated at either end of the pass-through hallway – feature a cased opening with a stepped detail, the cornice noted previously, a decorative grille with stylized chevron motif, historic hanging light fixture, oak wainscot, and a paired oak door with side-lights and transom. As is true of the building as a whole, the design motifs – both in their general nature as Art Deco and in their individual expression – repeat throughout the room and in various materials.

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The balance of the second floor plan follows that of the first with few exceptions. Like the first, corridors extend north and south and then east from the central core and are lined with classrooms and other support spaces (e.g. restrooms). Historic finishes are also the same, with terrazzo floors and travertine details at openings retained. Openings remain intact with oak doors in place. Dropped ceilings have been introduced in the hallways at this level as well, with no historic light fixtures retained. Non-historic lockers are also located along the corridors. Historic design plans call for eight skylights in the corridors – two in each of the east-west hallways and two in each of the sections of the north-south hallway on either side of the library. The dropped ceiling obscures the locations of the skylights and their condition remains to be evaluated.

The classrooms of the second floor follow those of the first in general scale, finish materials, and overall level of historic integrity. Typically the second floor classrooms retain their historic size, wall plaster, and oak trim (door and baseboards). Many retain their historic ceiling height, slate chalkboards, and oak built-in storage units. Flooring varies from 6- by 6-inch tile, to later tile and carpeting. The character of all classrooms is adversely impacted by the replacement of the historic windows with modern versions that diminish the natural light.

Multiple restrooms are located in the school building; boys' and girls' toilets are located at either end of the building on both floors, with additional restrooms directly associated with the auditorium. The restrooms have glazed tile wainscoting with non-historic tile above, composition tile ceilings, and terrazzo floors with integrated base. Except for the urinals in the boys' toilets, the fixtures have been replaced. The basement of the building is largely unexcavated, with excavated spaces isolated on either end of the building and connected by a narrow tunnel. The rooms on the north end of the basement largely accommodate the physical plant and storage. All spaces are unfinished, poured concrete. The south end of the basement houses two large classrooms – today, the band room and the home economics classroom. Both rooms are original to the building – the band room remains in its historic location, with the home economics classroom originally used as the lunchroom. Both spaces have been renovated with little evidence of historic finishes retained.

With an area of some 35,252-square feet, the 1971 addition to the Charles City High School houses a gymnasium with basketball court, a full-sized swimming pool, and various associated spaces such as locker rooms, game rooms, and offices. The interior of the addition is visually characterized by its athletic function, with finish materials chosen for utility rather than aesthetic. The overall appearance is of clean lines, generous space, and no applied ornamentation.

The addition is entered from the historic building through a hyphen, constructed as such to minimize the adverse impact to the historic building. The hyphen houses a wide corridor with painted, concrete block walls and terrazzo floors (Photograph 20). The ceiling is gridded acoustical tile. The corridor, which runs the full length of the addition, is lined by the functional spaces of the addition, the small-scale spaces (e.g.

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offices) being situated on the north and the larger, athletic spaces (e.g. swimming pool) located on the south (Photograph 21).

Statement of Integrity

The Charles City High School retains a generally very good level of historic integrity.

Specifically, because the Charles City High School remains on its original site, the level of integrity as it relates to *location* is high.

Integrity of *setting* is considered good. The building was constructed on the site of the earlier high school building, in a neighborhood at the edge of the residential area that, by the end of the 19th century, was expanding westward from the town's original town plat. The new school was erected with its monumental façade facing west, which created a sense of dramatic revelation when approaching along the diagonal roadways that characterize the original plat. The historic setting, specifically as it relates to siting of the 1932 building, is retained. The setting is negatively impacted by the 1971 addition, which alters the visual character of historic setting in its encroachment on the historic building. However, because the negative impact posed by the addition is to the secondary elevations of the historic building, integrity of setting remains good.

Integrity of *association* is considered very good. In the case of this building, historic association relates to the building's position at the transition point between the original town and the expanding community and to the residential neighborhood that surrounds it. Although some recent commercial development has occurred immediately west of Grand Avenue, the neighborhood remains dominated by residential property types. As a result, integrity of association remains very good.

As it relates to historic integrity of *design* specific to the building's exterior, it can be stated that integrity remains very good. The design character of the 1932 building is derived from its monumental scale, fully articulated façade, and the exceptional expression of the Art Deco style. The exterior of the original building retains all of the organizational elements and stylistic details that define it as a product of the 1930s and specifically as an example of the Art Deco style expressed in a school. Further, the exceptional quality of the design work remains undiminished by the passage of time. The replacement of the historic windows is significant, but reversible breach of integrity as it relates to design.

The overall integrity of design on the exterior is most significantly impacted by the 1971 addition. Given the scale of the addition, its impact on the historic integrity of the original building must be carefully considered. Despite its size, the addition remains subordinate to the historic building – this is true for multiple reasons.

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First, the addition is one-story, is located at the rear of the building, and has a deep setback from the north property line. As a result, the addition cannot be seen from Grand Avenue (primary façade of the original building) except from an oblique perspective looking to the northeast. Second, the addition is connected to the historic building using a one-story hyphen that is deeply recessed from the wall plane on the south. This design solution creates a very definite visual separation between the original building and the addition. As a result, when viewed from the southwest and southeast, the connection between the two sections is not visible; the addition reads as a separate building (Image 5). Thirdly, the addition's design style is modern in aesthetic using materials sympathetic to the original building, which creates a restrained character that is both compatible with and does not visually compete with the Art Deco style of the 1932 building.

As it relates to historic integrity of *design* specific to the building's interior, it can be stated that integrity remains very good. The design character of the interior is defined by the floor plan with its large-scale, the public spaces at center with double-loaded corridors extending outward, by the continuity of stylistic expression, and by the rich and varied finish materials. The original floor plan remains largely intact, with only the section of the first floor that formerly housed shop classrooms seeing significant alteration. It should be noted that because the hyphen for the 1971 addition connects at a hallway, the impact to integrity of design specific to the interior is minimized.

The imprint of the Art Deco style permeates the building. From the lobby to the auditorium to the corridors, Art Deco inspired motifs are reiterated in plaster, wood, wrought iron, and travertine; they remain intact and in excellent condition. The profuse use of polished terrazzo, travertine, and oak elevate the design quality of the Charles City High School and retention of those historic finishes contributes significantly to a very good level of design integrity.

As it relates to historic integrity of *materials* specific to the building's exterior, it can be stated that integrity remains very good. With the exception of the historic windows, the original building retains the various materials used to create its visual character, including the face brick set in multiple patterns, the stone surrounds with Art Deco stylistic details and bas-relief sculpture that mark the primary and secondary entrances, and the cast concrete spandrels that added pattern and order to the fenestration. It must be noted that some historic materials were lost with the attachment of the rear addition. However, that loss, which is confined to the rear of the building and minimized by the method of attachment, is relatively insignificant given the level of integrity retained on the façade and secondary elevations.

As it relates to historic integrity of *materials* specific to the building's interior, it can be stated that integrity remains high. All of the primary, spaces (lobby, auditorium, and library) retain their historic materials. Travertine floors and wainscoting, plaster walls and ceilings with Art Deco details, and oak millwork remain intact and in excellent condition. Further, the corridors retain their terrazzo floors, travertine cased openings, and plaster upper walls. Most classrooms retain their plaster walls and millwork. In addition to this

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impressive laundry list of dominant materials, other isolated historic materials are also retained including oak built-ins, decorative ironwork, glazed tile, and historic light fixtures.

As it relates to historic integrity of *workmanship*, the condition of the building's masonry is testament to the skill of those who built it. The building stands as a representative of an era in which workmanship reflected the skills of an artisan. The multitude of bas-relief sculptures incorporated in the exterior entrance surrounds is particularly expressive of the quality of workmanship. The same is true on the interior where the intricately laid travertine floor of the lobby and the many examples of Art Deco details expressed in plaster stand as evidence of a high level of integrity of workmanship.

The Charles City High School retains a very good level of integrity as it relates to *feeling*. Because the building retains a very good level of integrity as it relates to location, setting, association, design, materials, and workmanship students and staff from the Period of Significance would readily recognize the resource today and experience it very much as they would have at the time of their individual experience there.

FUTURE PLANS

An historic rehabilitation of the Charles City High School is currently in the planning stages. The plan involves adaptive re-use as multiple unit housing, with the historic auditorium and the various spaces in the addition likely held for continued use by the community. Potentially an historic tax credit project, the rehabilitation will follow the Secretary of the Interior's Standards and Guidelines for Rehabilitation and as such the work will respect the character-defining features of the historic building in that conversion.

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8. Statement of Significance

The Charles City High School is eligible for listing on the National Register of Historic Places under Criterion A. The resource is locally significant in association with the history of education, specifically as an example of a “comprehensive high school” – a form that came out of the Progressive Era. The Charles City High School is also eligible for listing on the National Register of Historic Places under Criterion C. The resource is locally significant as an example of the architectural manifestation of the principals of the comprehensive school as delineated by William B. Ittner.

With the Progressive Era (1890-1920) came a shift in how American’s perceived the role of public schools in this country. The movement expounded the idea that technological advancements would yield progress for Americans across the country. The comprehensive high school provided separate educational tracks – academic, commercial, and vocational – to prepare students for their place in society. Coursework required special rooms and equipment building for the purpose; and, coupled with growing concerns about fireproofing, heating, sanitation, ventilation, and adequate lighting, this led to the creation of the comprehensive high school building of which the Charles City Junior-Senior High School is an important and well-preserved example.

Reflecting progressive tenets of the Progressive Era, the Charles City Junior-Senior High School features facilities for a wide range of educational instruction, including academics, vocational and commercial training. The building also contains numerous architectural features to promote efficiency, health, and convenience – key tenets of the progressive philosophy underlying its design. These features include mechanical systems, abundance of natural light, wide hallway corridors, spacious classrooms, and built-in conveniences such as bookcases, cabinets, and slate blackboards.

The Charles City building exemplifies school design in this period, which bears the direct influence of William B. Ittner, one of the country’s more prolific and influential designers of school buildings during the early 20th century. The 1922 publication by the Department of the Interior, Bureau of Education and penned by Ittner, provided the guidelines for construction of school buildings that became the prevailing model for years to come. In the Charles City High School, Ittner’s principles for school design, specifically as they relate to the building site, interior planning, specialized spaces, light and ventilation, and architectural design are tangible evidence of the impact of Ittner’s thinking on school design.

The Period of Significance for the Charles City High School is 1932 through 1966, which marks the year the building was placed in service through the Secretary of the Interior’s recommended 50-year window.

The Significant Dates for the Charles City High School is 1932, the year the building was placed in service.

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Historical Background

First settled in 1852 by a handful of hardy pioneer families, Charles City (known first as Charlestown, then St. Charles) was established along the Cedar River at the site of a Winnebago Indian village. When dedicated as St. Charles in 1854, the town boasted a plat of 19 full blocks, six half-blocks, and a public square.

The fledgling community grew steadily, with its first school opened in 1855. The 18- by 20-foot wood frame building was located near the town center. By 1867 the school had been replaced by a more permanent, stone building located at 800 Hulin Street – just east of Main Street. The new school, St. Charles Grade School, housed all grade levels.¹ Other schools were subsequently constructed in Charles City, including the 1899 high school that was erected on the site of the present high school building. That building was lost to fire on March 25, 1931. While a tragic loss, the fire freed the school district to pursue construction of a larger, more progressive high school - a process they were in the midst of planning at the time of the fire.²

In the months preceding the fire that destroyed the 1899 high school building, plans were underway to address the crowded conditions at that building specifically and in the system as a whole. In October 1930 it was reported that with an influx of new families to Charles City the public schools were showing a rapid increase in attendance with overcrowding quickly becoming problematic. With a system-wide enrollment of 1,717 the student population showed an increase of 188 students compared to the initial enrollment in the previous school year.³

In February of 1931, a plan for a bond issue was presented to the people of Charles City for the primary purpose of funding construction of a new high school. Local news accounts followed the preparations reporting on the school district's efforts to convince residents of the pressing need for the new facility. The primary case for the new building was the overcrowding at the existing high school - 471 students attended classes in the building designed to accommodate a maximum of 300. After an official visit to the Charles City High School in December 1930, the chairman of the Iowa committee of the North Central [education] Association had issued a statement indicating that the conditions at the school were such that the building was in violation of official standards; if changes were not made, "the rating of the credits earned by students might be lowered." Because other schools in the region had lost accreditation due to similar circumstances, Charles City residents understood that the finding by the association was not a hallow threat - the evaluation provided the necessary pressure to force the citizenry to address the growing issue of overcrowding in Charles City.⁴

¹ <http://www.cityofcharlescity.org> and http://www.masoncitynet.com/charlescity/story_template.php?audio=02.txt. Last accessed 02/15/2016.

² http://www.masoncitynet.com/charlescity/story_template.php?audio=02.txt. Last accessed 02/15/2016.

³ "Enrollment At Schools Continues Up," *The Charles City Daily Press*, October 14, 1930: 3.

⁴ "School Board in Statement on New School," *Charles City Daily Press*, February 19, 1931: 10 and "Show Crowded Condition High School," *Charles City Daily (Iowa) Press*, February 27, 1931: 10.

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The issue of overcrowding was not limited to the high school building, with conditions at the city’s grade schools also problematic. Construction of a new high school would allow the junior high school classes (7th - 9th grades) to be moved out of the grade schools (leaving the 1st – 6th grades) and into the vacated high school building and associated “Manual Arts building”, thus relieving overcrowding at all levels.⁵

Table 1. Charles City Historic Population by Decade – 1870-1970⁶

Year	Population
1870	2,166
1880	2,421
1890	2,802
1900	4,227
1910	5,892
1920	7,350
1930	8,039
1940	8,681
1950	10,309
1960	9,964
1970	9,298

The population increases during this period reflect the congestion issues faced by the school district (Table 1). From 1910 to 1920, the city’s population increased by nearly 25-percent and by an additional 9-percent by 1930. Although that trend slowed during the Depression years, an additional 600-plus people lived in Charles City by 1940. Typical of the country, population increased markedly in the post-war years although local factors reversed population growth by 1960.⁷

The approval of a bond issue on March 9, 1931 provided the funding to proceed with plans for a much-needed new high school building. When passed, the \$250,000 bond included \$5,000 to renovate the existing school building for use as the junior high school with the balance dedicated to procurement of a site and construction of a new high school. The choice of a site and design of the building remained to be accomplished at the time the bond issue was passed.⁸ While the March 25th loss of their existing high school to fire changed how the issue of overcrowding in the city’s school was resolved, it was indeed a problem settled by the 1931-1932 construction of the Charles City High School.

⁵ “Grade Schools of the City Also Crowded,” *Charles City Daily Press*, February 20, 1931: 1.

⁶ Goudy, Willis. “Population for Iowa’s Incorporated Places: 1850-1986.” 1988.

⁷ Ibid.

⁸ “Notice of School Election,” *Charles City Daily Press*, February 28, 1931: 5.

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Image 9. Charles City High School (1899-1931) – ca.1912



(SOURCE: Google search, 02/16/2016)

The plans to use the 1899 high school building as the junior high school following the construction of a new senior high school changed when the building shown above was lost to fire on the morning of March 25, 1931.

Discussion of where to build a new high school ramped up in the days following passage of the bond issue. The topic drew considerable heat, with the debate only beginning at the time the 1899 building burned on March 25, 1931. The three-story, Late Victorian, brown brick, school building was a complete loss. Its loss in the midst of the school year only exacerbated the already overcrowded conditions in the school system. The pressure to construct a new school was made manifold by the loss.⁹

Shortly after the fire, a choice for the new high school site was chosen by the board of education – it was to be constructed on the grounds of “the old college” with a new junior high school to be erected on the site of the burned building.¹⁰ The voices of descent soon arose, with delegates from wards across the city appearing at a school board meeting to protest the choice of site and hundreds of signatures appearing on petitions. The general objection was that the proposed site was not centrally located; the citizenry favored the site of the recently lost school building.¹¹

⁹ “Fire Destroys High School at Charles City,” *Mason City Globe-Gazette*, March 25, 1931: 1.

¹⁰ “Site of School is Determined,” *Mason City Globe-Gazette*, March 27, 1931.

¹¹ “Protests Voiced on New Location for Charles City High,” *Mason City Globe-Gazette*, April 02, 1931: 16.

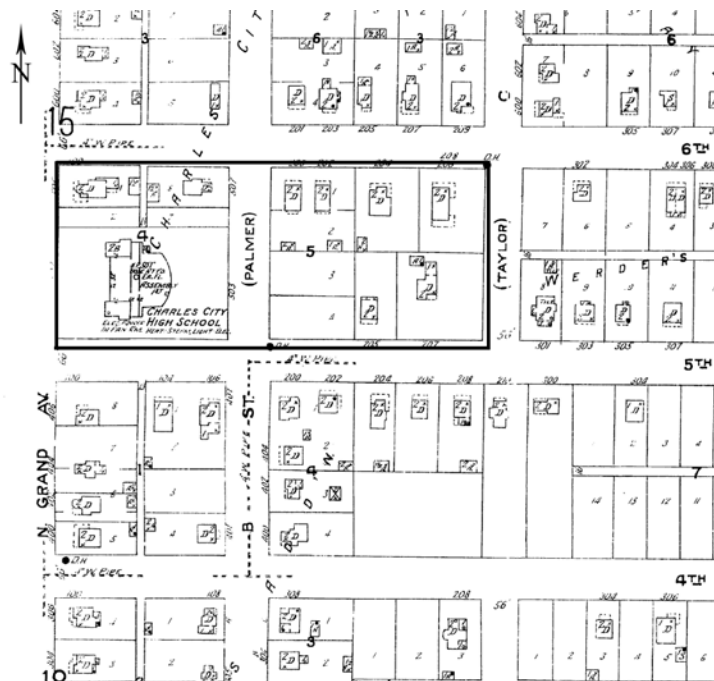
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Figure 4. Fire Insurance Map – 1924



(SOURCE: *Sanborn Company Fire Insurance Map*, New York: Sanborn Company, 1924.)

This 1924 fire insurance map shows the high school site prior to construction of the new high school. As the map records, the 1899 high school building was then located on a portion of the block, with residential properties dominating the general area. The black outline indicates the boundary of the present site.

During the process of choosing a site and constructing the new building, high school classes were held in the “old knitting mills” located on Main Street. Additional rooms were rented in close proximity to the mills, with the spaces were outfitted with the necessary furnishings.¹²

As the 1924 fire insurance map indicates (Figure 4), the 1899 school building had occupied only a portion of the block upon which it was sited; two houses were located north of the school. Any discussion of using that site for construction of the new high school required consideration of those houses as well as the overall appropriateness of the size of the site. That discussion was underway by June 1931 with the proposed closure of B Street (east of the site) between 5th and 6th Avenues proposed. Properties owners objected to the initial

¹² “Protests Voiced on New Location for Charles City High,” *Mason City Globe-Gazette*, April 02, 1931: 16.

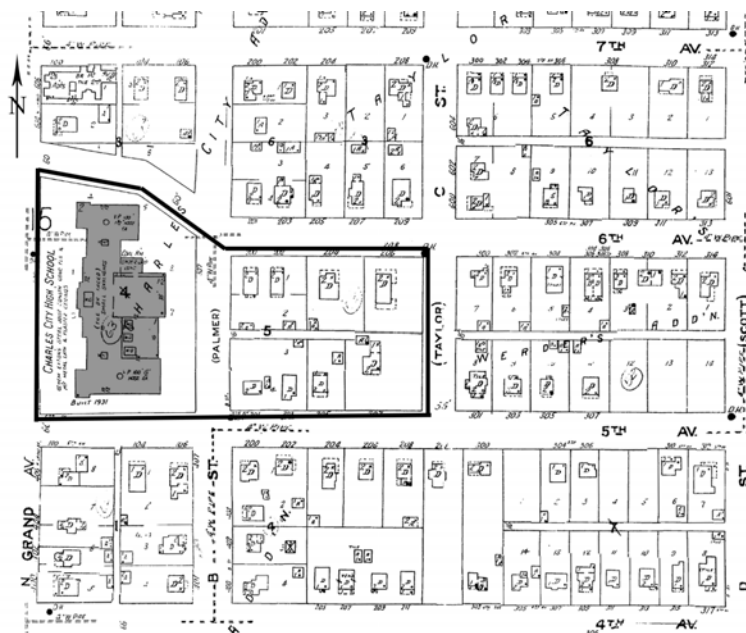
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proposal with a later compromise agreed upon that, rather than a closure, moved B Street 66-feet to the east.¹³ The question of the houses located on the block was also addressed, with the property of Margaret Pfeiffer assessed for purchase by the district in June 1931.¹⁴ Following the appraisal, condemnation proceedings were completed. That process, along with earlier acquisition of three properties on the block north of the old high school site (north side of 6th Avenue) and the partial vacation of 6th Avenue, cleared the way for expansion of the site for what was described as a “senior-junior high school.” With the rerouting of streets, the dramatic approach along the diagonally running Hulin Street in the original town plat toward the new school was established. With the acquisition and the change in the roadway, the site was increased to allow for a larger building with ample parking and landscaping (Figure 5).¹⁵

Figure 5. Fire Insurance Map – 1947 (Rev. of 1924)



(SOURCE: Base map, *Sanborn Company Fire Insurance Map*, New York: Sanborn Company, 1884.)

This 1947 revision of the 1924 fire insurance map shows the footprint of the 1931 junior-senior high school prior to the 1970s addition, which resulted in the demolition of a full block of houses and the closure of one block of B Street. The black outline indicates the boundary of the present site.

¹³ “Charles City Signers Object to Vacating B Street for School,” *Mason City Globe-Gazette*, June 06, 1931: 10.

¹⁴ “Charles City Property Appraisal Date is Set,” *Mason City Globe-Gazette*, June 25, 1931: 26.

¹⁵ “Appraisers’ Reports Filed in Charles City Proceedings,” *Mason City Globe-Gazette*, August 04, 1931: 16.

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These reports provide a sketch of the plans and progress being made in regard to construction of a new school building. From them we can gather that objections to the proposed site at the old college grounds had resulted in additional discussion and ultimately a decision to construct a single senior-junior high building on the site of the 1899 school building. Design plans were clearly well underway by June 1931 – the property acquisitions and roadway alterations for the purpose of increasing the size of the site suggest that there was at that time a clear understanding of the scale of the building to come. It does appear that, despite the work undertaken to secure the Grand Avenue site, the battle over the choice site remained heated; it was officially resolved by public ballot in September 1931.¹⁶ Shortly thereafter, the school board formally accepted plans for the new senior-junior high school building.¹⁷

The new building, designed by Jacobson & Jacobson of Minneapolis, was to cost \$330,000 – the funds derived from the \$250,000 March bond issue and an \$80,000 insurance policy on the burned building. According to news accounts, the school was to be two-stories, 330-feet long and 150-feet wide with an auditorium to seat 1,100 located in the middle of the building. The auditorium was to be flanked by a senior high school wing on the north and a junior high school wing on the south – together with a total of 37 classrooms.¹⁸ Plans called for a band room in the basement, a dedicated music room on the first floor, administrative offices, a library, and a nurse’s office.¹⁹ Bids were let and contracts awarded for all work except painting totaling \$219,999. Work was set to begin as soon as possible with special consideration made requiring “employment of as much local labor as is consistent with turning out first class work.”²⁰

Without a proper building for high school students – they remained housed in makeshift spaces on Main Street – haste in beginning construction of the new school building was critical. On the first of October, the general contractor, Askov Construction of Brainerd, Minnesota, announced that work would begin the following day with some 500 men having taken the opportunity and registered to work on the project. To speed construction, 65 men working in two shifts run between 7:00 a.m. and 2:00 a.m., using floodlights when required. The early construction schedule estimated that the exterior brick walls would be finished within 60 days.²¹ The building cornerstone, incised with the year 1931, is an indication of the progress made as a result of the intense schedule.

The Charles City Junior-Senior High School was placed in service in 1932. In addition to the primary goal of providing classroom space to the city’s junior and senior high school students, the new building was carefully conceived so to provide specialized educational opportunities such as dedicated spaces for music,

¹⁶ “Charles City Board Accepts Plans for Erecting New School,” *Mason City Globe-Gazette*, September 9, 1931: 12.

¹⁷ Untitled blurb, *Mason City Globe-Gazette*, September 02, 1931: 14.

¹⁸ “Charles City Board Accepts Plans for Erecting New School,” *Mason City Globe-Gazette*, September 9, 1931: 12.

¹⁹ “Work on School Starts Monday,” *Mason City Globe-Gazette*, October 01, 1931: 14.

²⁰ “Charles City Board Accepts Plans for Erecting New School,” *Mason City Globe-Gazette*, September 9, 1931: 12.

²¹ “Work on School Starts Monday,” *Mason City Globe-Gazette*, October 01, 1931: 14 and “65 Men at Work in 2 Shifts on New Junior, Senior High Building,” *Mason City Globe-Gazette*, October 16, 1931.

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industrial arts, and home economics (Figure 6). As the preliminary plans reported in early news accounts suggested, as implemented the first floor interior was arranged around a large auditorium with classrooms on either end of the building. A large lobby formed the transitional node between the exterior and the various spaces of the interior. A dedicated music room, complete with a small stage at one end, was located on the first floor, with the band room situated in the basement, at the south end of the building. Classrooms for industrial arts (wood shop, auto shop, etc.) were clustered in the south section of the first floor, near the domestic science classrooms.

Image 10. Historic Image – Exterior – 1932



(SOURCE: Image courtesy of the Floyd County Historical Museum)

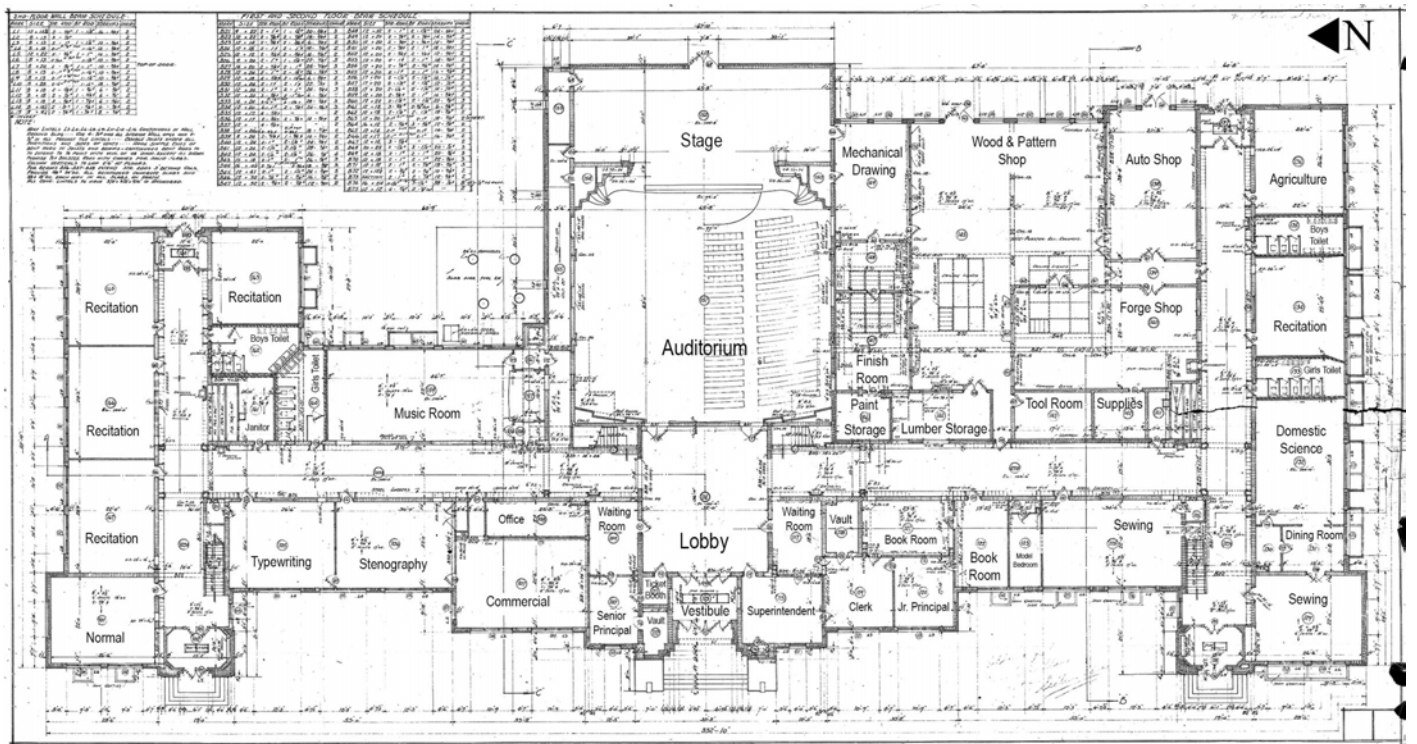
As the piles of dirt and temporary shelter near the entrance suggest, this image of the new school building documents the exterior while still under construction.

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Figure 6. First Floor Plan – 1931



(SOURCE: Original design plans provided by the Floyd County Historical Museum)

The historic design plans of the school’s first floor documents the arrangement of classrooms around a large auditorium with a large lobby forming the transitional node between exterior and interior. Reflective of Progressive era schools, a dedicated music room and classrooms for industrial arts (wood shop, auto shop, etc.) appear in the plan.

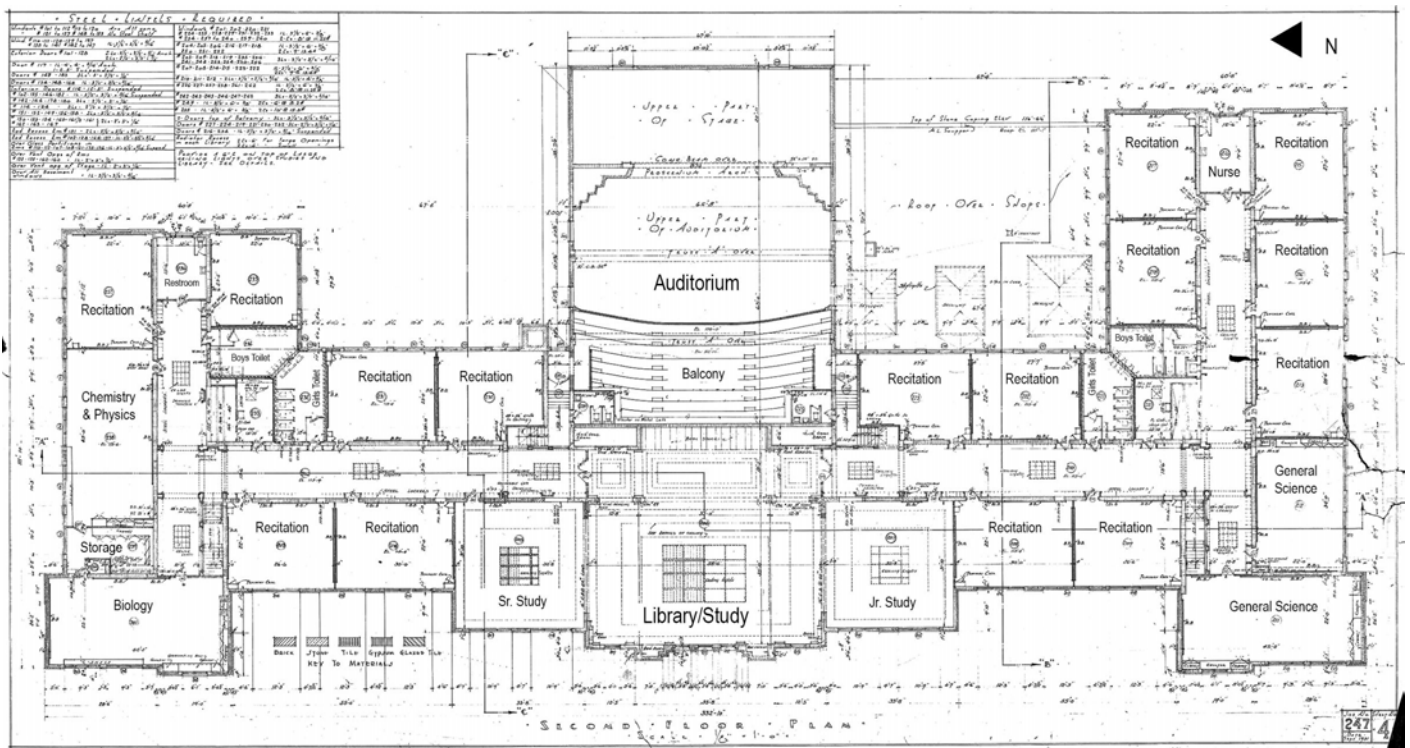
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The school library and associated study rooms occupied the middle section of the second floor, with general education classrooms located in the north and south sections (Figure 7). The auditorium's balcony and stage fly-space were also part of the second floor plan.

Figure 7. Second Floor Plan – 1931



(SOURCE: Original design plans provided by the Floyd County Historical Museum)

The historic design plans of the school's second floor documents the arrangement of classrooms around a central space, which on this floor houses the library and the balcony and fly-space of the auditorium. General classrooms are located along the hallways extending north and south from the building's core.

Historic images (Image 11-15) and the design plan finish schedules that accompany the historic plans provide an important record of the appearance of the building's interior at the time it was placed in service. As remains true today, the rich materials and accomplished design details represent an elevated design sensibility.

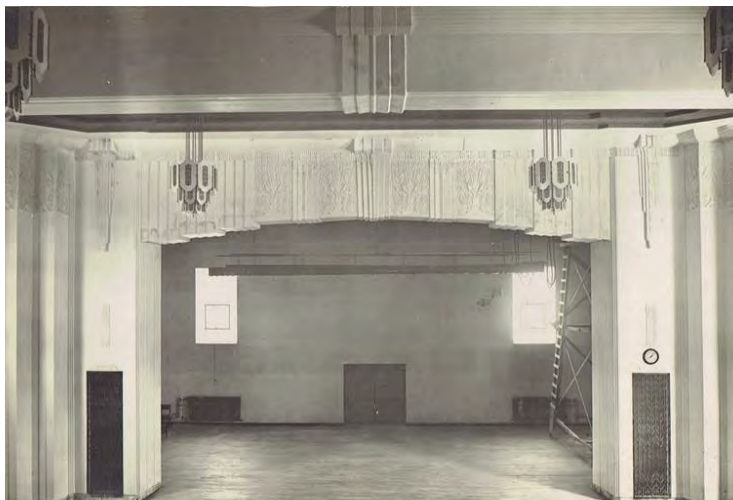
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Image 11. Historic Image – Interior – Auditorium Stage - 1932



(SOURCE: Image courtesy of the Floyd County Historical Museum)

In this view of the stage we see the many Art Deco decorative details in their original condition. The many plaster details remain today, diminished only by an inappropriate paint scheme. The hanging fixtures are also retained.

Image 12. Historic Image – Interior – Auditorium Balcony – 1932



(SOURCE: Image courtesy of the Floyd County Historical Museum)

In this view of the balcony we get a sense of the historic space.

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Image 13. Historic Image – Interior – Library – 1932



(SOURCE: Image courtesy of the Floyd County Historical Museum)

In this view of the school library (looking to the northeast), we see the Art Deco details expressed in plaster and oak and the impact of the skylights(now covered) on the interior character of the space.

Image 14. Historic Image – Interior – First Floor Manual Training Classroom - 1932



(SOURCE: Image courtesy of the Floyd County Historical Museum)

The industrial arts classes were clustered in the south section of the first floor – the spaces lit with abundant sources of natural light, including skylights. As the image documents, the space was decidedly industrial in character.

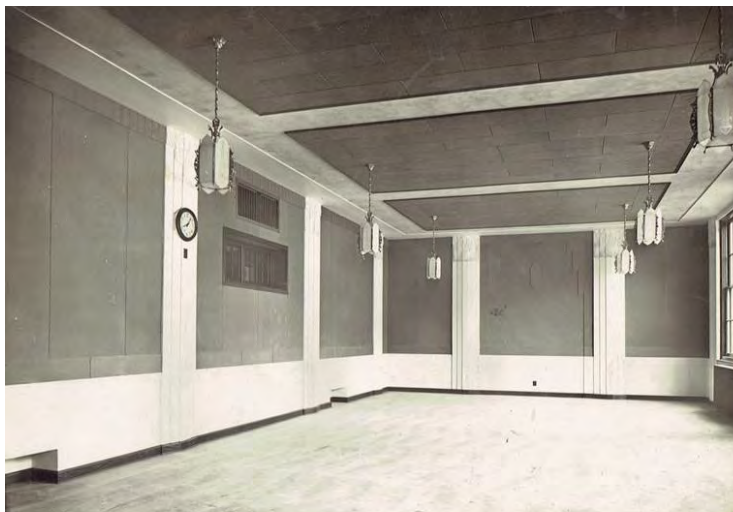
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Image 15. Historic Image – Interior – First Floor Music Room – 1932



(SOURCE: Image courtesy of the Floyd County Historical Museum)

In this view looking north in the first floor music room we see (relative to other classrooms) the atypical level of detail utilized in this space, most of which remain intact.

Image 16. Historic Image – Exterior – ca.1933



(SOURCE: AKAY Consulting Postcard Collection)

This picture postcard documents the historic site and landscape, which appears to be just taking hold.

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The Charles City Junior-Senior High School remained much as constructed through the 1960s. On May 15, 1968, a tornado ripped through Charles City, killing 13. One of the largest on record in the state, the twister destroyed much of the downtown. Some 256 businesses and 1,250 homes were lost or damaged.²² The disaster relief monies that came to the city helped finance the construction of the 1971 addition to the high school, which accounts for the most significant physical impact to the historic building. The school remains in use as such today, though a new building is currently under construction, leaving the Charles City Senior-Junior High School building facing major change.

Education in Iowa

Iowa's first schools were established as settlements across the state appeared. In many ways, these early schools were essentially the same whether located in a rural community or in a town on a trajectory toward larger scale things, with students of all ages taught in a one-room building. Such schools were by subscription, meaning that the parents of the students paid for the education service on a per-student basis. The one-room schools were given over to larger, more specialized buildings as populations grew.²³ An 1849 statute created the initial construct for Iowa high schools, with separate instructional spaces for grade school and high school aged students becoming more common by the 1850s. The 1858 passage of a state education bill provided the financial support necessary to create a formal education system. The bill made the civil township the official school district, each comprised of up to nine sub-districts covering a four square-mile area with a schoolhouse at its center – buildings that remained strongly associated with Iowa's historic rural landscape long after their doors were closed. County supervisors assumed the responsibility of the township schools including hiring teachers and choosing the curriculum.²⁴

The 1858 law also provided the option for towns of more 1,000 residents to function as independent districts. This autonomy allowed a community the freedom to make decisions about the needs specific to their population. An independent district was responsible for determining the number and type of schools required, developing the school curricula, and hiring teachers and staff. Further, an independent district was allowed greater taxing and bonding limits to meet the responsibility of establishing and maintaining schools. An 1870 a revision of the 1858 legislative statute included a provision that allowed any town of 2,000 inhabitants to petition a vote to establish a high school. Within 20-years most Iowa cities had established multiple grade schools as well as a high school – more than one high school when populations warranted.²⁵

With the Progressive Era (1890-1920) came a shift in how American's perceived the role of public schools in

²² http://www.masoncitynet.com/charlescocity/story_template.php?audio=02.txt. Last accessed 02/15/2016.

²³ Camilla Dieber and Peggy Beedle, "Public Schools for Iowa: Growth and Change, 1848-1955," National Register of Historic Places Multiple Property Documentation form, 2002: E-4.

²⁴ Ibid., E-5.

²⁵ Ibid., E-7.

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this country. The Progressive movement expounded the idea that technological advancements would yield progress for American's across the country. Shifting populations due to migration from country to town and an influx of immigrants was creating increased concentrations of young people in need of an education; to take advantage of newly available technologies, education needed to include provide an array of training options. Many states had compulsory education laws in place in the late 1900s with Iowa joining that group in 1907. By 1918 all of the country's 48 states had legislated compulsory education. As a result, all children between the ages of 7 and 14 were required to attend school.²⁶

Progressives looked to Germany for a model for creating greater efficiency in the school system. The result in the U.S. was a new system of schools run by professional educators with grade schools focusing on teaching the basics (reading, writing, and arithmetic) and high school curricula designed to prepare the country's youth to compete in a 20th century world. This new type of high school has become known as the "comprehensive high school" because it offered separate educational tracks – a student could choose to follow an academic, commercial or vocational route toward making a place for themselves in the changing society.²⁷

With compulsory education came the expected increase in the number of students to be educated and construction of school buildings to house the growing population of children. A clear indication of that fact was the increase in the number of town high schools that rose from 66 in 624 communities to 554 in 705 communities. Further, in 1910, nearly 70 percent of Iowa towns with a graded school also had a high school – an increase of nearly 68 percent since 1901.

The increase in student numbers and associated rise in the number of high schools is also related to the introduction of agriculture subjects in the early 20th century. The Smith-Hughes Act or National Vocational Education Act of 1917 had a significant impact on agricultural education. This federal law was aimed at improving education in agriculture, industrial arts, manual arts, and home economics. In 1904, schools in 57 of the Iowa's 99 counties offered agricultural subjects.

School construction continued to rise in the 1920s – the post-World War I population surge only adding to the existing factors impacting the need for additional facilities. The junior high school or middle school came into play during this period. The junior high years provided a point of transition between the grade school and senior high school, specifically addressing the needs of adolescent development. Subject matter typically ranged from general education coursework to manual arts, music, art, and physical education.²⁸

The Depression years negatively impacted school construction as it did construction of all kinds. Public

²⁶ Deiber, E-9.

²⁷ Ibid., E-7.

²⁸ Ibid., E-10.

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schools, however, benefitted from various public works programs of the Roosevelt administration, with 45 school buildings or additions to existing schools completed in Iowa under the Public Works Administration (PWA) between 1933 and 1939.²⁹

Beginning in the late 1940s, the U.S. began feeling the positive effects of an economy that was coming back to life after the economic devastation of the Great Depression. The trend toward positive economic growth was the force behind changing attitudes and rising expectations in the postwar years that fueled suburban growth, home ownership, increased investment in education, and the phenomenal rise in births known as the baby boom. The baby boom was a significant factor in the surge in suburban development, a rise in consumerism and, most relevant in this case, the increased funding for education that included increased school construction.³⁰

School construction (first elementary schools and later junior and senior high schools) exploded as baby boomers entered the school system. By the mid-1950s overcrowding was becoming a serious problem. The school district in Cedar Rapids, Iowa certainly felt the impact of the baby boom with a postwar population increase of 9% between 1950 and 1960 and an approximate 70% increase in school district enrollment between 1948 and 1959.³¹ To accommodate the explosion in enrollment, the district undertook three bond issues during the period from 1954 through 1964 for the purpose of funding new construction or additions to existing buildings. In that community, as in towns across the state, new construction typically followed the prevailing national trend toward single-story, horizontal massing while taking advantage of postwar materials like steel framing and plate glass. Designing with a single-story was determined to be more economical, with savings made from the lack of stairs, the ability to use lighter foundations and supporting exterior walls, and a reduction in the amount of structural steel required.³²

The post-war construction boom changed the architectural expression of school design and the functional arrangement of interiors. Just as were schools constructed during the Progressive era, schools of the 1950s and later are reflective of the times in which they were built. Despite the entrance of these modern schools in the American educational landscape, earlier schools like the Charles City Junior-Senior High School remained in use with their interior spaces modified to reflect changing educational models.

²⁹ Alexa McDowell, "Iowa Highway Commission, District 6 building," National Register of Historic Places nomination, 2015: 23.

³⁰ James T. Patterson, *Grand Expectations: The United States, 1945-1974* (New York: Oxford University Press, 1996), 61.

³¹ The Case for a \$4,990,000 School Expansion and Improvement Plan for Cedar Rapids," *The Cedar Rapids Gazette*, September 27, 1959, p16.

³² Alexa McDowell, "Monroe Elementary School Historic District," National Register of Historic Places nomination, 2015: 34-35.

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The Impact of the Progressive Era on School Design

With the altered understanding of the role of public schools in America that occurred during the Progressive Era came the need for new choices in the function of existing buildings and in the design and construction of new schools. With its provision of separate educational tracks – academic, commercial, and vocational - the spatial requirements of what became known as the “comprehensive high school” were decidedly different than those of earlier schools.

New comprehensive high schools offered specialized subject matter that required dedicated spaces with the equipment necessary for each subject. Classes like chemistry, auto repair, and home economics had very specific requirements. In addition, such courses presented particular concerns related to danger of fire, necessary ventilation, lighting, and sanitation. The design solutions became the modern high school building.

St. Louis architect William B. Ittner is considered the leader in developing the modern high school building in the United States – his design for the high school in Greenfield, Ohio being the quintessential example of the form. In 1922, with the Department of the Interior, Bureau of Education, the architect produced a bulletin outlining the primary components of a successful high school – they being: site (location, area, development); building (health provisions, classrooms, library, auditorium, public speaking and music rooms, workshops, commercial rooms, lunch rooms, non-instructional space; and mechanical plant (boiler/mechanical, lighting, clocks, bells, fire alarm).³³

Ittner strongly advocated that all design choices must be driven by local needs and educational policies, noting that, although certain universal principles exist such as “safety, adequate natural light, ventilation, practical economy, and impeccable architecture,” not being true to local forces will result in an “educational misfit.”³⁴

Beginning with the choice of a site, Ittner stated that, whenever possible, the property should be located in proximity to the population it was to serve. Further, the site was to be large enough to include space for outdoor physical activity as well as an area for gardening as a support to agriculture and botany classes; the architect recommended a minimum of three-acres for small schools and 10-acres for a large school. The site should allow for the possibility of future expansion that did not infringe upon the space for those outdoor educational needs. An elevated location that provided proper natural drainage was imperative. Also related to the site, setting and orientation of the building were considered fundamental to a successful school building.³⁵

³³ William B. Ittner, “High-School Buildings and Grounds,” Report prepared for the Department of the Interior, Bureau of Education (Washington, DC: Government Printing Office), 8.

³⁴ Ibid., 1.

³⁵ Ibid., 8.

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As to the building itself, Ittner outlined the importance of properly locating corridors as a central health and safety issue. Open plans - those with the corridor open to a natural light source on one side – enhanced lighting and ventilation as well as increased accessibility to exits in the case of emergency. The architect noted that such a plan may be cost-prohibitive, in which case a “semi-open plan” was a suitable alternative. That compromise was made by partially opening the corridor to outside light or by locating the stairways along the corridor rather than at the ends.³⁶

The height of the school building was also a safety issue with a preference for a design without a basement, which the architect called “the fire breeder in schools.” Typically with low ceilings, poor natural lighting, and limited ventilation, Ittner found basements generally unsuitable for classrooms, making their inclusion in the building design all the more unnecessary.³⁷

Ittner recommended providing for three types of classrooms: the regular classroom, the laboratory, and the study room. Although he recognized that standardization of rooms was difficult due to variation in the number of students in each, a normal width between 22- and 24-feet was recommended. The arrangement of classrooms should be undertaken to allow the joining of rooms if necessary – partition walls made such alterations relatively easy. A single, partially glazed door to the classroom was his recommendation.³⁸ Study rooms – typically one or two large rooms adjacent to the school library – should be centrally located and conveniently accessed by stairs.³⁹

As Ittner noted when discussing the school building component, the library had become “one of the most vital, as well as interesting, features of the modern high school.” For one, the space provided an opportunity for the architect to deviate from the more fixed conventions dictated by school operations. As a result, the library was a room in which stylistic expression had considerable freedom. In addition to issues of appearance, the library needed to be of a scale proportionate to the school population and centrally located for ease of access. As noted, study rooms could be located adjacent to or in close proximity to the library.⁴⁰

The auditorium was likewise a functional necessity in the comprehensive high school. Ittner encouraged pushing the use of the auditorium further into the educational curriculum rather than relegating its function to simply social events such as concerts and plays. Its location on the first floor at the center of the building supported circulation through the corridors.⁴¹

³⁶ Ittner, 2.

³⁷ Ibid., 4.

³⁸ Ibid., 14.

³⁹ Ibid., 15.

⁴⁰ Ibid., 18.

⁴¹ Ibid., 20.

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Dedicated public speaking and music rooms were recommended for large high schools. This type of room was to hold 100 to 200 students arranged in auditorium-type seating with a small stage. If centrally located, the space could be made available for public use.⁴²

Spaces to support industrial arts such as woodworking, metals, and printing required adequate light and ventilation. In addition, the activities of the trades could be a noisy distraction to other classes. As a result, Ittner recommended that workshops be located in a separate structure, connected to the main building by corridors.⁴³ Similarly, home economics required a dedicated space with adequate lighting and ventilation. Other specialized classrooms included the commercial subjects of bookkeeping, stenography and banking.⁴⁴

The comprehensive high school building was also expected to provide a lunchroom with a capacity proportionate to the size of the school with the goal of serving the entire school in two sittings. To minimize the smell of lunch in the building, the lunchroom should be located on the ground floor with adequate ventilation.⁴⁵

It was Ittner's recommendation that the entire mechanical plant, including the boiler room, the heating and ventilation equipment, and fuel rooms be located outside the main walls of the school building. This approach maximized safety and made future expansion easier.⁴⁶

On the subject of architecture Ittner acknowledged the challenge faced in creating an architecturally interesting building on a form that is dominated by the large expanses of windows that characterize school buildings. In order to create what he believed should be "the best, most thoroughly planned, designed, executed structure in the community" the building must, both inside and out, "constitute a direct appeal to the best and noblest instincts of the pupil by making his environment indicative of the most refined taste in architectural design and decoration." This high standard was to be gained by the judicious application of design choices and ornamental detail – not to be overdone. "The best things architecturally are those which evidence restraint and a careful consideration of all the elements involved."⁴⁷

The Charles City Junior-Senior High School was designed following the principles of comprehensive school design as delineated by Ittner's 1922 bulletin. Although the choice of site was driven in part by the loss of the 1899 building, its proximity to the population to be served by the new school was one of the primary issues raised by proponents of retaining the site. Opting for the existing site, albeit in modified form, did

⁴² Ittner, 25.

⁴³ Ibid., 25.

⁴⁴ Ibid., 28.

⁴⁵ Ibid., 32.

⁴⁶ Ibid., 34.

⁴⁷ Ibid., 7.

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present some limitations. Namely, the site was not as large as recommended by Ittner, which limited the space for outdoor activities and made future expansion challenging. However, the site was elevated enough to provide proper drainage away from the building, had a landscaped front “yard,” and some space for outdoor activities.

Nels Jacobson’s design for the Charles City Junior-Senior High School followed nearly all of Ittner’s recommendations as it relates to the interior plan of a comprehensive school building. When constructed the building had abundant light with its large expanse of windows and ten skylights (eight in the second floor corridors and two oversized skylights in the first floor shops area). The windows also provided the necessary ventilation, including to the industrial arts shops and the home economics classroom. The building incorporated 13-foot wide corridors with a number of transoms enhancing light and ventilation.

Three types of classrooms were utilized in the plan for the new building. At 22-feet in width, the size of the typical classrooms fell within the recommended size and many had partition-type interior walls that facilitated later expansion of a room. The typical classrooms accommodated standard recitation courses, as well as specialized commercial courses such as stenography and typing. Laboratory type classrooms were also included in the original plan with care taken for appropriate light and ventilation. The third classroom type – study rooms – were large spaces located on either side of the library with easy access to staircases.

The architect also incorporated a dedicated music room. Located in proximity to the auditorium, the room included a small stage at one end and decorative details not included in other spaces. Ittner specified such a space for large high schools.

As recommended, the school library was centrally located and of a scale appropriate to the student population. As noted by Ittner, the library was a space that allowed for a freedom of design expression. In the Charles City school, the architect expanded on the Art Deco stylistic program to create an elegant, open library space. The auditorium was also centrally with easy access for use by the public if desired.

Finally, the building plan placed the cafeteria in the basement, its size proportionate to the number of students and its location such that any odors would be contained.

Contrary to the recommended program, the architect incorporated a basement, which housed the mechanical systems in addition to the cafeteria and band room. Although unconfirmed, the choice to have a basement may well have been a result of the limitations posed by the site and Jacobson’s plan for a partial basement with mechanicals isolated at one end of the building may have been his approach to resolving the safety issues Ittner noted as being the reason for his recommendation that all mechanical systems be located outside the walls of the building.

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Specific to the overall architectural quality of the comprehensive school, Jacobson's design of the Charles City Junior-Senior High School is a perfect representative of what Ittner stated should be "the best, most thoroughly planned, designed, executed structure in the community." Inside and out, the school building most certainly constitutes "a direct appeal to the best and noblest instincts of the pupil by making his environment indicative of the most refined taste in architectural design and decoration." In the choice of the Art Deco for the building, the Jacobson's used a stylistic trend reflective of the period of construction and one which, in its sense of elegance and order, expressed Ittner's high standard of judicious application.

All told, the Charles City Junior-Senior High School was and remains an important example of the tenets of the comprehensive school building.

Project Architects: Jacobson & Jacobson

Brothers David L. (1889-1947) and Nels A. (1892-1947) Jacobson founded the architectural firm of Jacobson & Jacobson in 1917. The brothers were born in Owatonna, Minnesota and it was in that community that they established their practice. The Jacobson's firm made an important impact on the fabric of their hometown, leaving buildings such as the Federated Insurance building (1922) to stand amid the rich architectural history of that southern Minnesota city. It is, perhaps, in the area school design that the firm's contribution to architectural design is most widely represented.

The Kasson Elementary School in Kasson, Minnesota appears to have been one of the firm's first commissions. Completed in 1918, the Kasson School expresses a sophisticated blending of classically derived elements with the principles and forms of the Prairie School. The influence of the Prairie School on the architects is tied to the work of Louis Sullivan whose National Farmers' Bank was completed in Owatonna in 1908 and with which they would have been thoroughly familiar.⁴⁸ Although the Kasson school building bears little in common with the later design of the Charles City High School, the firm was already organizing the façade and floor plan hierarchically – the classically derived façade being located in the center section with the common spaces (cafeteria and gymnasium) in the middle section of the interior. Further, the elevated level of design, materials, and workmanship born out in the Charles City building is at play in this early commission. The Kasson Elementary School – National Register listed in 2007 - has been vacant for many years, with local efforts to find an appropriate re-use ongoing.

⁴⁸ The National Farmer's Bank was designated a National Historic Landmark in 1976.

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Image 17. Kasson Elementary School – Kasson, MN – ca.1925



(SOURCE: <http://kassonschoolreuse.net/#/photos-drawings/4533897708>. Accessed 02/09/2016)

The Owatonna Junior-Senior High School was designed by Jacobson & Jacobson and placed in service in 1921. The design for this large-scale building followed the basic footprint of the Kasson school building in its arrangement of three distinct sections with the primary entrance and large-scale community spaces at center. In contrast to the Kasson School, the exterior of the Owatonna school was fully articulated in the Greek Revival style, complete with a temple front, monumental sensibility, and a highly refined sense of symmetry. The school was placed on the National Register of Historic Places but was later delisted due to inappropriate alterations that significantly compromised the building's historic integrity. The school remains in use as such today.

The commission for the Federated Insurance Companies building (formerly, Minnesota Mutual Fire Insurance Company) came to Jacobson & Jacobson in the early 1920s. As noted, Owatonna's 20th architecture was significantly impacted by the design of the National Farmers' Bank, completed by Louis Sullivan in 1908. Known for his astonishingly complex and beautiful organically derived details and the compact form that became known as a "jewel box," Sullivan was a model of skill and attention to detail. The Jacobsons undertook the commission for the Federated building – an addition to an existing Prairie School building – which was completed in 1922 at a cost of \$122,000. At the building dedication, the brothers acknowledged the debt owed to the great Louis Sullivan. The building has been cited as one of the latest examples of Prairie School architecture in the Midwest.⁴⁹

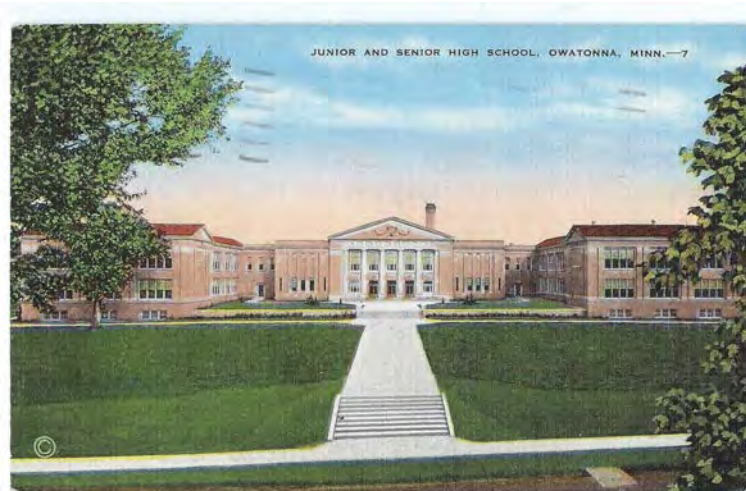
⁴⁹ Kenton, 4.

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Image 18. Owatonna Junior-Senior High School – Owatonna, MN – ca.1925



(SOURCE: AKAY Consulting Postcard Collection)

Image 19. Federated Insurance Companies building – Owatonna, MN - ca.2010



(SOURCE: <http://www.prairieschooltraveler.com/html/mn/owatonna/federated.html>. Accessed 02/19/2016)

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Some reports state that Jacobson & Jacobson had opened an office in Minneapolis by 1917. City directories indicate that David was working as a draftsman in the Twin Cities by 1916, but it appears that the firm remained in Owatonna through 1922 with city directories placing Jacobson & Jacobson in Minneapolis in 1923. At that time, the brothers had offices in the Northwestern National Life building located at 11th and Nicollet Avenue.⁵⁰

Jacobson & Jacobson completed plans for Roosevelt High School in Minneapolis in the early 1920s – the school opened on September 4, 1922.⁵¹ Although the school lacked the exterior hierarchy seen in the firm's other commissions, the interior plan was arranged around a large auditorium.

Image 20. Roosevelt High School – Minneapolis, MN – 1923



(SOURCE: <http://rhs1962.com/history.htm>.)

Image 21. Roosevelt High School – Minneapolis, MN – Auditorium - 1928



(SOURCE: <http://rhs1962.com/history.htm>.)

⁵⁰ Northwest Architectural Archives, Manuscripts Division, University of Minnesota. <http://special.lib.umn.edu/findaid/xml/naa164.xml>. Last accessed 02/27/2016 and *Minneapolis City Directory* (Minneapolis: Minneapolis Directory Co.), various years and Ancestry.com, "U.S. School Catalogs, 1765-1935," <http://www.ancestry.com>. Last accessed 02/25/2016.

⁵¹ <http://rhs1962.com/history.htm>. Last accessed 02/15/2016.

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Image 22. Anoka High School – Anoka, MN – ca.1930



(SOURCE: AKAY Consulting Postcard Collection)

In the late 1920s, the firm was hired to design an addition to the existing, 1904 Anoka High School building. Like schools across the Midwest, population increase had created overcrowded conditions in the school; a bond issue was passed to remedy the situation. The project involved renovation of the existing building and construction of a wing to house a gymnasium and auditorium. In 1939 a second addition was built on the west end of the building to house 12 classrooms and a number of offices. Additional repairs were made to the existing complex as part of the addition project.⁵² As the previous image shows, with all sections of the building in place, the school assumed a three-part composition with the primary entrance on center. Note the use of a variety of brick patterns – that seen on the end wall in the foreground is also used in the Charles City High School.

The building served the community as the high school through 1953, at which time a new building was constructed at a separate location. The building now houses the Anoka-Hennepin Sandburg Education Center.

Much remains undocumented about the Jacobson brothers, not the least of which is a comprehensive list of the firm's commissions. A greater understanding of the individual roles of Nels and David and any employees would enhance our understanding of the firm. The following is a biographical summary of the Jacobsons and a table of known building designs.

⁵² <http://www.anoka.k12.mn.us/Page/5363>. Last accessed 02/25/2016.

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David L. Jacobson was born on October 31, 1889, his brother Nels A. Jacobson followed in 1892. The boys were the youngest of five born to Nels S. and Sophia Miller Jacobson.⁵³ David and Nels followed the same educational path, graduating from the Owatonna public school system, and then moving on to the University of Pennsylvania. After completing their secondary educations, the Jacobson brothers returned to Owatonna and established an architectural practice in which Nels assumed the architectural design duties with David acting as construction engineer.⁵⁴

In June of 1917, Nels Sidney Jacobson requested exemption from military service, noting the grounds for exemption as, “Architect for High School bldg. for Owatonna.” Then aged 25, Jacobson was single and residing at 151 South Street, which was the family home.⁵⁵ He married Mertice [Margaret] R. Jacobson on January 1, 1918 and in 1920 the couple was living 201 South Street in Owatonna.⁵⁶ By 1940 Jacobson was residing in Ft. Lauderdale, Broward County, Florida with his wife, Margaret (41) and four children: Tom, age 18; John, age 15; and twins, Marjorie and Marilyn, age 13. Nels Jacobson died in Broward County in August 1947. He is buried at Lauderdale Memorial Park in Ft. Lauderdale.

Image 23. Nels Sidney Jacobson – ca.1920



(SOURCE: Northwest Architectural Archives)

It doesn't appear that David Livingstone Jacobson ever married. In addition to an absence of online marriage records, Jacobson's his 1917 military registration card notes him as single and in 1920 (age 30) he was living with his parents in the family home on South Street.⁵⁷ His draft card also records his occupation as “architectural draftsman” employed by Nels S. Jacobson in Owatonna. Like his brother, David's registration indicates his previous 2-years of service as a private in the Minnesota National Guard. Unlike his brother,

⁵³ Federal Census, 1920. Online source: <http://www.ancestry.com>. Last accessed 02/25/2016.

⁵⁴ Kenton, 3.

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David did not request an exemption from service.⁵⁸ He was assigned to the 388 Infantry, 97th Division, serving during the fall of 1918. David Jacobson died on October 15, 1947, mere months after his brother. He is buried at Forest Hill Cemetery in Owatonna.

In 1916 a University of Pennsylvania alumni catalog indicates that David Jacobson was working as a draftsman in the Twin Cities from offices in the Auditorium Building in Minneapolis and at 1625 Marshall Avenue in St. Paul.⁵⁹

One only has to look at the Charles City Junior-Senior High School, the Owatonna High School, the Kasson School, and the Federated Insurance Company building to see the great skill of Nels and David Jacobson. Despite their obvious talents and the content of their architectural legacy, little has been written of the brothers and only a little more than that can be surmised. Given the significance of their contributions to school architecture in Iowa and Minnesota, the firm’s history and work is deserving of considerably more research.

Table 2. Known Buildings by Jacobson & Jacobson

Building	Location	Year	Status
Owatonna High School	Owatonna, MN	1920-1921	Extant De-Listed
Austin [Fire Station-] Armory	Austin, MN	TBD*	TBD
Blooming Prairie High School	Blooming Prairie, MN	1920	Non-Extant
Hopkins Elementary School, Renovations	Hopkins, MN	TBD	Non-Extant
Kasson Elementary	Kasson, MN	1917-1918	NRHP
Zamboni Building, Addition	Owatonna, MN	1880/1920	NRHP
Federated Insurance (MN Implement Mutual Fire Insurance Co.)	Owatonna, MN	1922	Extant
Trade Winds Hotel	Ft. Lauderdale, FL	TBD	Extant
Roosevelt High School	Minneapolis, MN	1922	Extant
Albert Lea High School Renovation/Addition	Albert Lea, MN	ca.1915/ TBD	Non-Extant
Municipal Utilities Plant (aka Owatonna Power Plant)	Owatonna, MN	ca.1920	Extant
Anoka High School Renovations	Anoka, MN	1904 1930/1939	Extant

* **TBD = To Be Determined**

⁵⁵ U.S. World War I Draft Registration Card. Online source: <http://www.ancestry.com>. Last accessed 02/25/2016.

⁵⁶ Minnesota Marriages Index, 1849-1950 and Federal Census, 1920. Online source: <http://www.ancestry.com>. Last accessed 02/25/2016.

⁵⁷ U.S. World War I Draft Registration Card and Federal Census, 1920. Online source: <http://www.ancestry.com>. Last accessed 02/25/2016.

⁵⁸ Ibid.

⁵⁹ Ancestry.com, “U.S. School Catalogs, 1765-1935,” <http://www.ancestry.com>. Last accessed 02/25/2016.

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Relevant Cultural Resource Documents

In 2002 a statewide survey of Iowa's school was undertaken resulting in a draft Multiple Property Documentation Form (MPDF) entitled "Public Schools for Iowa: Growth and Change, 1848-1955." The MPDF and associated booklets – "City Schools for Iowa" and "Country Schools for Iowa" - provide a solid footing for understanding the history of education in the state and as well as the various forms taken to house and educate Iowa children.

Potential for Historic Archaeology

The potential for historical archaeology was not assessed as part of the present National Register nomination. The presence of paved roadways and surface parking area suggests the likelihood that the ground disturbance resulting from the construction of those elements may have destroyed localized archaeological resources. Further, multiple constructions followed by demolitions and new construction that occurred on the site over the course of some 80-years diminishes the likelihood that localized archaeological resources may remain intact.

Research Methodology

This National Register nomination draws on the cultural resources noted above as well as the 1922 federal bulletin written by William B. Ittner, which offers important context and detail about the appearance of "comprehensive schools" of which the Charles City Junior-Senior High School is an important Iowa example.

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- _____. "Charles City News: Appraisers' Reports Filed in Charles City Proceedings." August 04, 1931.
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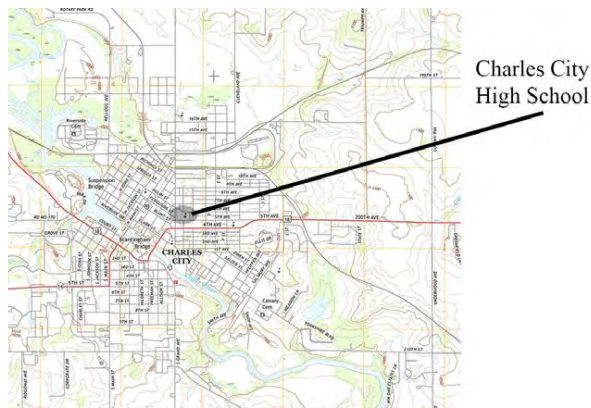
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10. Geographical Data

Verbal Boundary Description

USGS 7.5 Minute Topographic Map – Charles City Quad – 2015



(SOURCE: <https://store.usgs.gov>. Accessed 02/16/2016)

The property occupies the entirety of Blocks 4 and 5 in the Charles City Addition. The property is bounded by N. Grand Avenue on the west, 6th Avenue on the north, C Street on the east, and 5th Avenue on the south.

Site View - 2016



(SOURCE: <http://maps.google.com>. Last accessed 01/06/2017)

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Boundary Justification

The boundary encompasses the Charles City High School and the site to which the building is associated from the time of its construction in 1931-1932 through the present, including the expanded area related to the 1971 addition.

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Charles City High School
500 N. Grand Avenue
Charles City, Floyd County, Iowa
Photographer: Alexa McDowell, AKAY Consulting, Minneapolis, Minnesota
February 12, 2016

Photo Key – Exterior Views



(SOURCE: Base map, <http://maps.google.com>. Last accessed 01/06/2017)

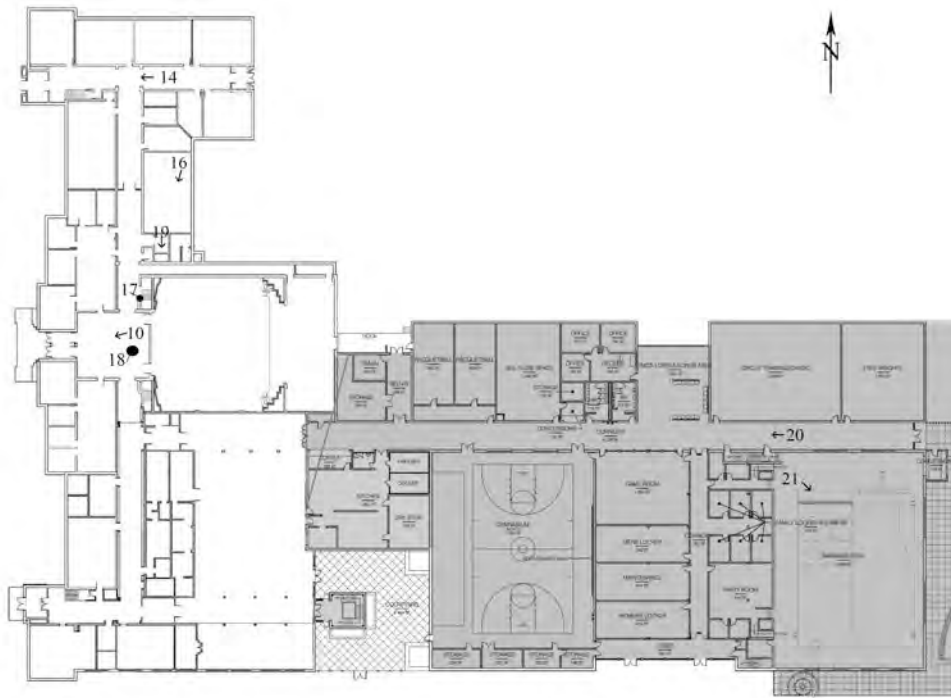
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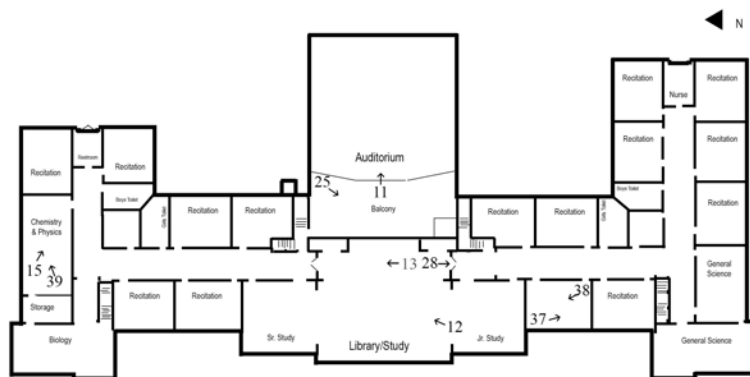
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Photo Key – Interior Views: First Floor



(SOURCE: Plans courtesy project developer)

Photo Key – Interior Views: Second Floor



(SOURCE: Plans courtesy project developer)

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IA_FloydCounty_CharlesCityHighSchool_0001.tif
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IA_FloydCounty_CharlesCityHighSchool_0002.tif
- 0003. Site View: Looking west along 6th Avenue from near C Street
IA_FloydCounty_CharlesCityHighSchool_0003.tif
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IA_FloydCounty_CharlesCityHighSchool_0004.tif
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- 0006. Exterior: Façade (west), looking northeast
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- 0008. Exterior: Façade detail – primary entrance, incised motto
IA_FloydCounty_CharlesCityHighSchool_0008.tif
- 0009. Exterior: Façade detail – secondary (north) entrance surround
IA_FloydCounty_CharlesCityHighSchool_0008.tif
- 0010. Interior: Main lobby, looking southwest
IA_FloydCounty_CharlesCityHighSchool_0010.tif
- 0011. Interior: Auditorium, looking from balcony to stage
IA_FloydCounty_CharlesCityHighSchool_0011.tif
- 0012. Interior: Library, looking west through the main room
IA_FloydCounty_CharlesCityHighSchool_0012.tif
- 0013. Interior: Library, looking west through the pass-through and stacks
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- 0015. Interior: Typical first floor classroom
IA_FloydCounty_CharlesCityHighSchool_0015.tif
- 0016. Interior: Music classroom
IA_FloydCounty_CharlesCityHighSchool_0016.tif
- 0017. Interior Detail: Staircase detail, railing
IA_FloydCounty_CharlesCityHighSchool_0017.tif
- 0018. Interior Detail: Art deco reliefs in main lobby ceiling
IA_FloydCounty_CharlesCityHighSchool_0018.tif
- 0019. Interior Detail: Built-in bookcase, drama room
IA_FloydCounty_CharlesCityHighSchool_0019.tif
- 0020. Interior of the Addition: Typical hallway
IA_FloydCounty_CharlesCityHighSchool_0020.tif
- 0021. Interior of the Addition: Swimming pool
IA_FloydCounty_CharlesCityHighSchool_0021.tif



Brantingham St

Grand Ave

STOP

ENTER
ONLY

SCHOOL BUS









THE SARGUARD
OF OUR NATION

THE SAFEGUARD
OF OUR NATION





22



EXIT















Be Cool,
Dont Bully!







<EXIT>

REST ROOMS
BOYS



CHARLES CITY SWIMMING		
BOYS	EVENT	GIRLS
100	FREE	1:15.00
200	FREE	2:30.00
400	FREE	5:00.00
800	FREE	10:00.00
1600	FREE	20:00.00
3200	FREE	40:00.00
6400	FREE	80:00.00
12800	FREE	160:00.00
100	BREAST	1:30.00
200	BREAST	3:00.00
400	BREAST	6:00.00
800	BREAST	12:00.00
1600	BREAST	24:00.00
3200	BREAST	48:00.00
6400	BREAST	96:00.00
12800	BREAST	192:00.00
100	BACK	1:20.00
200	BACK	2:40.00
400	BACK	5:20.00
800	BACK	10:40.00
1600	BACK	21:20.00
3200	BACK	42:40.00
6400	BACK	85:20.00
12800	BACK	170:40.00
100	BUTTERFLY	1:40.00
200	BUTTERFLY	3:20.00
400	BUTTERFLY	6:40.00
800	BUTTERFLY	13:20.00
1600	BUTTERFLY	26:40.00
3200	BUTTERFLY	53:20.00
6400	BUTTERFLY	106:40.00
12800	BUTTERFLY	213:20.00
100	INDIVIDUAL MEDLEY	1:50.00
200	INDIVIDUAL MEDLEY	3:40.00
400	INDIVIDUAL MEDLEY	7:20.00
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1600	INDIVIDUAL MEDLEY	29:20.00
3200	INDIVIDUAL MEDLEY	58:40.00
6400	INDIVIDUAL MEDLEY	117:20.00
12800	INDIVIDUAL MEDLEY	234:40.00
100	RELAY	4:00.00
200	RELAY	8:00.00
400	RELAY	16:00.00
800	RELAY	32:00.00
1600	RELAY	64:00.00
3200	RELAY	128:00.00
6400	RELAY	256:00.00
12800	RELAY	512:00.00

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 7/21/2017 Date of Pending List: 8/16/2017 Date of 16th Day: 8/31/2017 Date of 45th Day: 9/5/2017 Date of Weekly List: 9/7/2017

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 9/5/2017 Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Edson Beall Discipline Historian

Telephone _____ Date _____

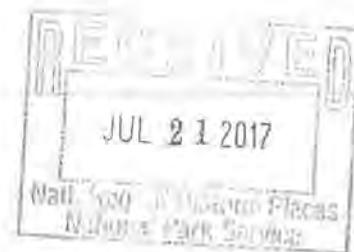
DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.

IOWA DEPARTMENT OF
CULTURAL AFFAIRS

MARY COWHIE, DIRECTOR
CHRIS KRAMER, DEPUTY DIRECTOR

FERRY E. BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR



IOWA
ARTS
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STATE HISTORICAL
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LIBRARY & ARCHIVES

STATE
HISTORIC
SITES

STATE HISTORIC
PRESERVATION
OFFICE OF IOWA

IOWA
HISTORICAL
FOUNDATION

July 14, 2017

J. Paul Loether, Deputy Keeper and Chief
National Register and National Historic Landmarks
1201 Eye St. NW, 8th Fl.
Washington D.C. 20005

Dear Mr. Loether:

The following National Register nomination(s) from Iowa are enclosed for your review and listing if acceptable.

Indianola Carnegie Library, Warren County, Iowa

The Indianola Carnegie Public Library is locally significant under Criterion A in association with the late 19th and early 20th century development of the dedicated public library building, specifically related to the philanthropic program of Andrew Carnegie.

The Indianola Carnegie Public Library is locally significant under Criterion C as a well-preserved example of a plan Type III public library executed in the Classical Revival style.

Charles City Junior-Senior High School, Floyd County, Iowa

The Charles City High School is eligible for listing on the National Register of Historic Places under Criterion A. The resource is locally significant in association with the history of education, specifically as an example of a "comprehensive high school" – a form that came out of the Progressive Era.

The Charles City High School is also eligible for listing on the National Register of Historic Places under Criterion C. The resource is locally significant as an example of the architectural manifestation of the principals of the comprehensive school as delineated by William B. Ittner.

Thank you for your consideration.

Sincerely,

Elizabeth Foster
National Register Coordinator
State Historical Society of Iowa