

4075



United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. 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 certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Jasper School Building

other names/site number Jasper High School

Name of Multiple Property Listing n/a

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

2. Location

street & number 100 N. Hill Avenue not for publication

city or town Jasper vicinity

state MN county Pipestone zip code 56144-1137

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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 at the following level(s) of significance: national statewide X local

Applicable National Register Criteria: X A B X C D

[Signature] 4/8/19
Signature of certifying official/Title: Deputy State Historic Preservation Officer Amy Spong, Deputy SHPO, MN Dept. of Admin. Date

State Historical Society of Minnesota
State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official _____ Date _____

Title _____ State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

X entered in the National Register determined eligible for the National Register

 determined not eligible for the National Register removed from the National Register

 other (explain: _____)

[Signature]
Signature of the Keeper

6/17/2019
Date of Action

Jasper School
Name of Property

Pipestone, MN
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply.)

- private
- public - Local
- public - State
- public - Federal

Category of Property
(Check only one box.)

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

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

Contributing	Noncontributing
1	buildings
	site
	structure
	object
1	Total

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.)

VACANT/NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions.)

LATE 19TH & 20TH CENTURY REVIVALS

MODERN MOVEMENT

Materials
(Enter categories from instructions.)

foundation: STONE

walls: STONE

BRICK

roof:

other: CONCRETE

Jasper School

Name of Property

Pipestone, MN

County and State

Narrative Description

Summary Paragraph (Briefly describe the current, general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

The Jasper School¹ is situated in Jasper, Minnesota, a small community (pop. 610) in the southwest corner of the state. Jasper's architecture is characterized by the number of late 19th century buildings constructed of Jasper quartzite; their pink to rosy tones representative of the locally quarried building material. The predominant use of Sioux quartzite is indicative of southwestern Minnesota and its prevalent use in Jasper is the central, character-defining feature of the community, which connects the historic building stock to the history aspect of the town's establishment and subsequent development. The Jasper School is the only local school building constructed of Sioux quartzite.

The Jasper School is sited on a full city block located at Jasper's high point (Figure 01). The site is occupied by the school, including the various additions made to the school from the time of its original 1911 construction through 1965. The functionally unrelated, ca.1915, municipal water tower is located on the east side of the block.

The Jasper School is comprised of the original 1911 building and a series of additions made in 1939, 1956, 1960, and 1965 (Figure 02).² The use of locally quarried Sioux quartzite stone defines the historic character of the school with all sections of the school, except the 1965 addition, utilizing the material. The school building has been vacant since 2001. Various plans for its re-use were undertaken, resulting in some alteration of the interior. All windows and doors at exterior entrances were replaced in 1995. Vacancy and deferred maintenance have damaged historic materials and finishes. Recent efforts to stem deterioration and mothball the building for later rehabilitation have met significant success.

Despite the deterioration, the building retains historic integrity sufficient for registration under Criteria A and C. Retention of the Sioux quartzite construction/facing material is the single most significant, character-defining feature and it is retained in good to very good condition with beaded joints also in good to very good condition. Further, while the windows of the 1911 school and 1939 addition have been boarded (in most cases removed and openings boarded), the openings are retained with exterior stone sills and interior millwork retained. Retention of other exterior design elements, like the entrances on the 1911 school (west) and the 1939 addition (south), contribute to the building's historic integrity.

The building interior retains much of its historic floor plan; only the 1984 alteration of the basement level impact integrity of the interior plan. Retention of wide corridors, oversized classrooms, interior wood staircases, wood flooring in classrooms, and terrazzo floors in the corridors and staircases of the 1939 addition, contribute to the historic integrity. Further, retention of the 1939 gymnasium-auditorium in a nearly original condition (some deterioration due to water infiltration) is critical to historic integrity. Finally, the additions made in 1956, 1960, and 1965 retain original floor plans without significant alteration and the interior finishes that define the periods of their constructions are also retained.

¹ When constructed in 1911, the building was known as the Jasper High School despite the fact that grade school students were also educated in the building. Because the building evolved over time to serve elementary, junior, and senior high school students, the nomination has adopted the name "Jasper School" as more representative of the totality of its period of significance.

² Note that dates are determined by the year construction was completed, not the year in which design drawings were completed or construction was begun.

Jasper School
Name of Property

Pipestone County, MN
County and State

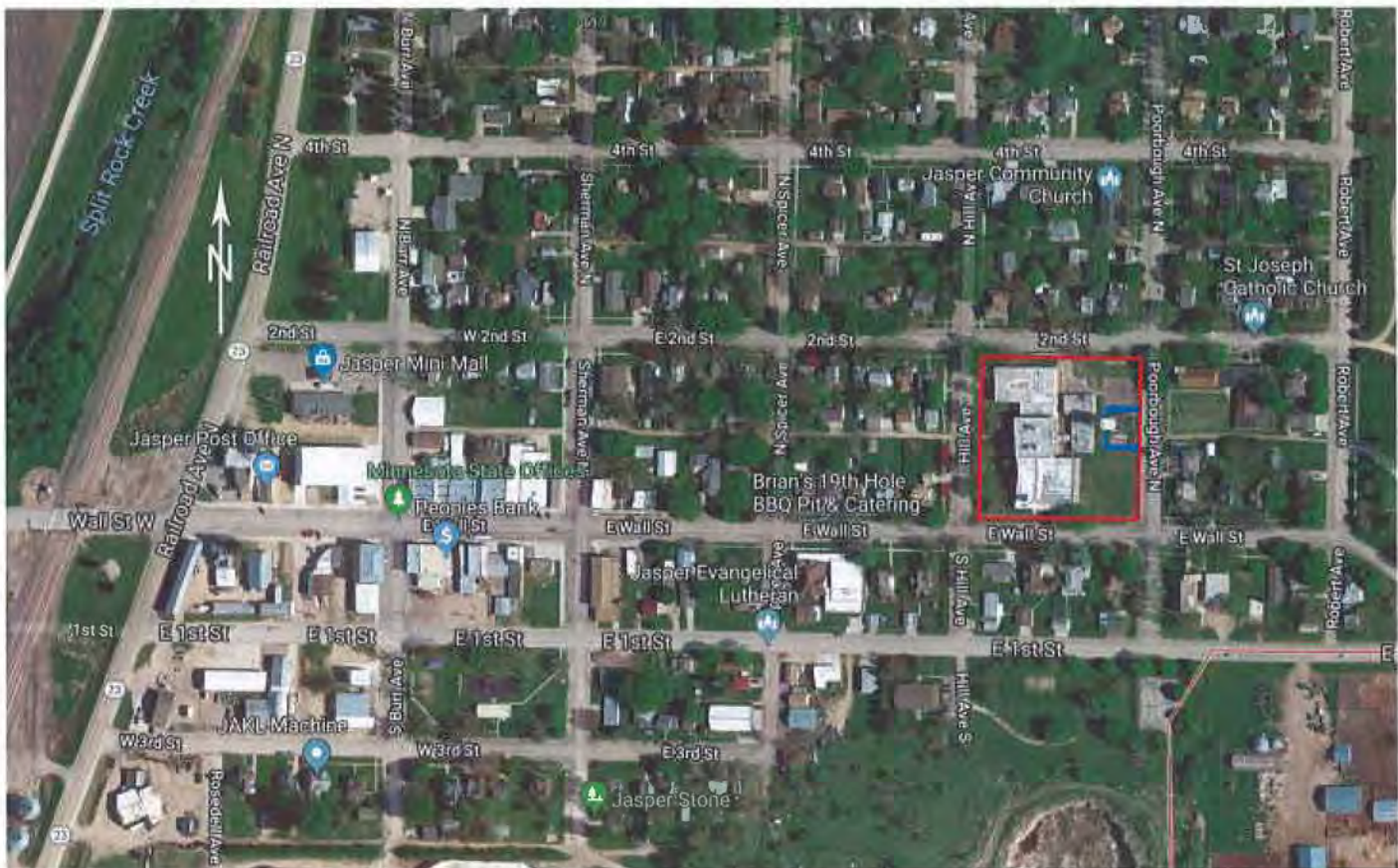
Narrative Description (Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable.)

Site Description

The Jasper School is situated in Jasper, Minnesota a small community in the southwest corner of the state, not far from the Minnesota-South Dakota border. Jasper is located in Pipestone and Rock counties; the county boundary passes through the eastern edge of the community, placing a small portion of Jasper in the bounds of Rock County. The high school building is situated in Pipestone County.

Jasper is located on Minnesota Highway 23 (Railroad Ave. N.), which runs north-to-south diagonally along the western edge of the community (Figure 01). That state roadway bisects the east-to-west running Wall Street, which is the Jasper “Main Street,” passing as it does through the historic downtown commercial area. The number of late 19th century buildings constructed of Jasper quartzite characterizes the commercial area.

Figure 01. Aerial View of Jasper -2018



(Source: www.maps.google.com. Last accessed 09/23/2018.)

The location of the Jasper School is outlined (see Section 10 for boundary map).
The Jasper main street (Wall Street) runs west to east to form the site’s south boundary.

Jasper School
Name of Property

Pipestone County, MN
County and State

Wall Street begins at a level elevation, which rises as the roadway moves to the east. The town's highest point is located at Wall Street's intersection with Hill Avenue just three blocks east of the downtown. The Jasper School is sited on a full city block located at the high point.

The school site is bounded by E. Wall Street on the south, Poorbaugh Avenue N. on the east, E. 2nd Street on the north, and Hill Avenue on the west. The site is generally flat, with a series of mature trees located on the west boulevard as well as isolated plantings on the south and at the northeast corner of the block. The rear of the site is nearly devoid of vegetation, perhaps related to its function as a playground.

The site is occupied by the school, including the various additions made to the school from the time of its 1911 construction through 1965. The ca.1915 city water tower and associated, non-historic pump house are situated east of the school, adjacent to Poorbaugh Avenue. The ground surrounding the school is primarily seeded lawn with paved parking and/or recreation areas limited to the northeast quadrant of the block.

A public sidewalk runs along the south, west, and north sides of the block, providing multiple connections to private walkway access to the building.

Building Description

The Jasper School is comprised of the original 1911 building and a series of additions made in 1939, 1956, 1960, and 1965 (Figure 02). The use of locally quarried Sioux quartzite stone defines the historic character of the school with all sections of the school except the 1965 addition utilizing the material. . The Jasper School is the only extant, local school building. As a result, it is the only property to represent both the evolution of the school's form and the use of Sioux quartzite in a school building. The school building has been vacant since 2001. Some attempts to identify a developer to undertake renovation for adaptive re-use were made subsequent to the school's closing. While most of those efforts did not progress past the discussion phase, one rehabilitation project was undertaken by a private interest, resulting in some alteration of the interior. All windows and doors at exterior entrances were replaced in 1995. Vacancy and deferred maintenance have wrought the most significant damage to historic materials and finishes. Recent efforts to stem deterioration and mothball the building for later rehabilitation have stemmed the water infiltration.

Photograph 01. Jasper School – Site View - 2018



(Source: AKAY Consulting 02/23/2018.)

Jasper School
Name of Property

Pipestone County, MN
County and State

View looking northeast showing the façade with the original 1911 building at center, the 1939 addition at right, and the 1965 addition at left.

Photograph 02. Jasper School – Site View - 2018



(Source: AKAY Consulting 02/23/2018.)

View looking southeast showing the primary (west) elevation with the original 1911 building at center, the 1965 addition at left, and the 1939 addition at far right.

Photograph 03. Jasper School – Site View - 2018



(Source: AKAY Consulting 06/12/2018.)

View looking southwest showing the rear elevation with the 1911 building at center background, 1939 addition at left, 1965 addition at right, and the one-story 1956 and 1960 additions in the foreground.

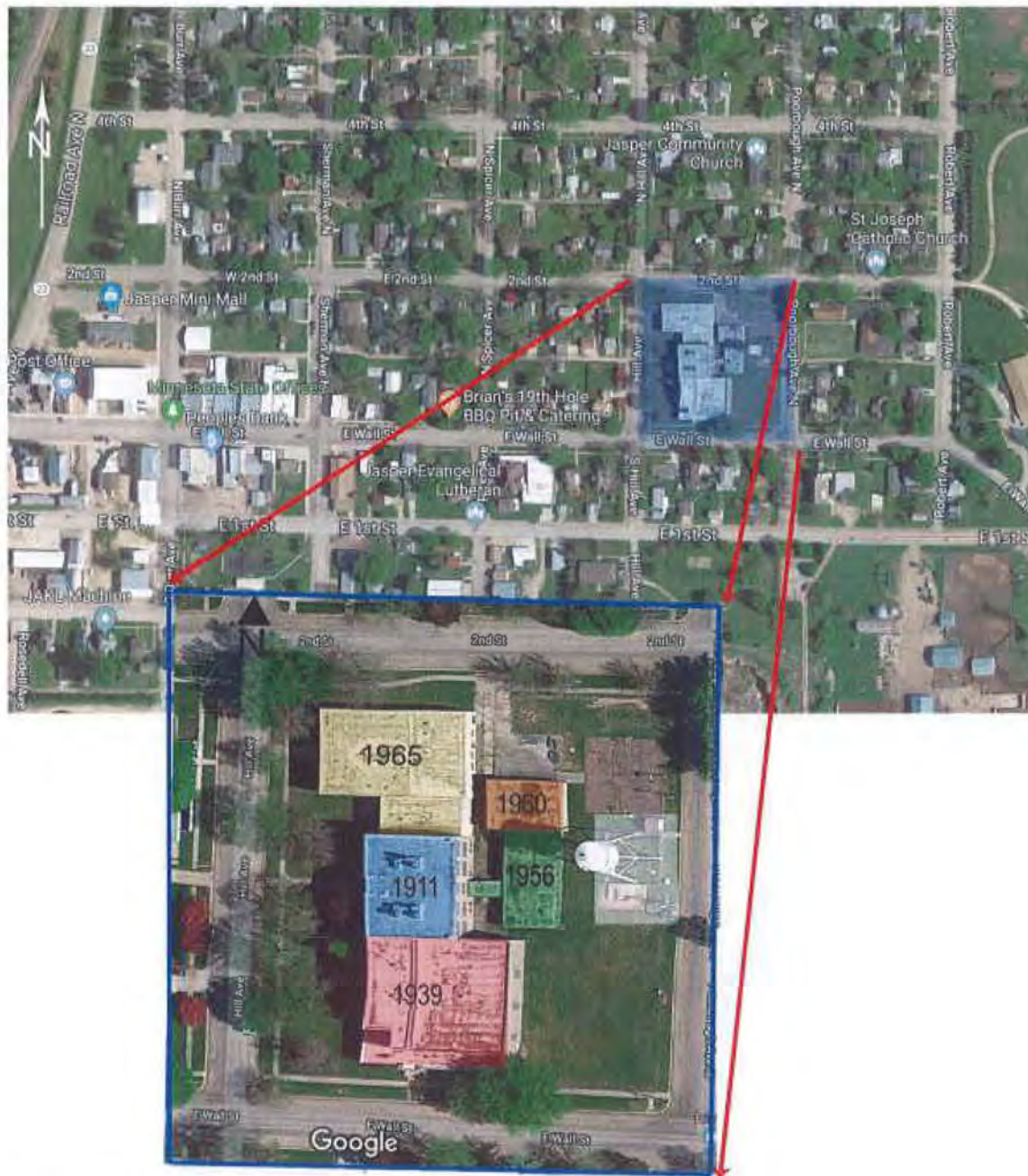
When constructed in 1911, the Jasper School had six grade school classrooms, one over-sized high school room with two associated recitation rooms on the upper two floors, and a manual arts classroom in the basement. The addition, which was placed in service in 1939, provided an auditorium-gymnasium, a series of targeted classrooms (e.g. home economics room) and multiple standard classrooms. The one-story addition completed in 1956 housed

Jasper School
Name of Property

Pipestone County, MN
County and State

the music programs and an agricultural room and laboratory. The 1960 addition housed an agriculture shop. Finally, the 1965 addition provided for a library, a home economics department, and a science department. The configurations and function of the various sections of the Jasper School evolved overtime as did the school grades served there.

Figure 02. Aerial of the Property Site – 2018



(Source: Base map Google Maps. Accessed 06/15/2018.)

The Jasper School encompasses an entire city block *minus* the approximately 75- by 79-foot plot upon which the municipal water tower and support equipment is located (highlighted). See boundary map in Section 10.

Jasper School
Name of Property

Pipestone County, MN
County and State

Exterior

The exterior of the high school building is characterized by the use of Sioux quartzite stone, the additive character created by the multiple additions and a sense of mass created by both. Currently, most of the windows are boarded over, with those that remain exposed being relatively recent alterations.

Original 1911 School Building

The original, 1911 school building is situated at the center of the site with its façade facing Hill Avenue on the west (marked by the primary entrance). The 1939 addition is attached on the south and the 1965 addition attached on the north. The original school is nearly cubical in form, its second and third stories rising from a raised basement to a flat roof. Constructed of Sioux quartzite, the individual stones were hand cut at the Jasper quarry just east of town. The stone is of mottled shades of rose, the color ranging from a pale pink to bluish to a light burgundy. The stone is laid in a random bond with beaded joints using mortar matched to the color of the stone

Photograph 04. 1911 Original School Building



(Source: AKAY Consulting 06/12/2018.)

View of the 1911 façade, looking south. The point of transition to the 1939 addition is evident by the change in the wall plane – the 1911 building being slightly recessed.

The façade of the 1911 building is arranged in bays, the slightly recessed center bay being narrow with the flanking bays being perhaps three times the width of the center bay (Photograph 04). The primary entrance is located in the center bay. The entrance is comprised of a wide set of stone steps flanked by stepped wing walls, a Tudor arch opening to a shallow stoop, and a set of three doors with glass block transom (Photograph 05). Above the arched opening, the second and third floors each hold a pair of punched openings.

Jasper School
Name of Property

Pipestone County, MN
County and State

Windows at all three levels dominate the flanking bays. The window openings are aligned between floors. Today most window openings have been boarded, creating large expanses of negative space. Where not completely boarded over, the window openings are fitted with undersized windows that are not sympathetic in configuration, function, or materials.

Overall the richness and beauty of the stone itself provides the visual character of the building (Photograph 06). Decorative details include deep quartzite sills and label moldings framing the windows of the outer bays; a keystone arch entrance with a Tudor arch over the primary entrance; stepped keystones over the second-floor windows of the center bay; and the building name plate noting "High School 1911." A cast stone parapet finishes the upper wall.

Photograph 05. 1911 Original School Building



(Source: AKAY Consulting 06/12/2018.)

View of the center bay of the original building with the Tudor arched entrance, stepped keystones over the second floor entrance, sandstone banding, and building nameplate. Despite the nameplate noting "1911 High School," the building housed both grade school and high school students.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 06. 1911 Original School Building



(Source: AKAY Consulting 06/12/2018.)

Detail view of the Sioux quartzite stone, laid randomly with a beaded joint.

The original building has suffered the loss of a short bell tower formerly located in alignment with the primary entrance (Historic Image 04). The stone tower featured round arch openings on all sides with prominent corner piers rising above the height of the tower roof. A deep, metal modillion cornice has also been removed from all elevations except the rear (east), its location now marked on the façade by a two-course sandstone band. The cornice provided some relief to the cubical form. When constructed, the second and third story windows in the outer bays were arranged in groups of three set into each opening. Individual windows were then divided into three lights with the upper light apparently fixed and the lower two lights functioning together as an awning window. The windows of the raised basement were likewise arranged in groups of three and appear in historic images to have been double-hung sash with a two-over-two light configuration. The windows of the center bay were arranged in pairs, each window with two lights; their operability is unknown.

An historic image (Historic Image 08) documents the façade (west elevation) of the 1911 building immediately after completion of the 1939 addition. Although information about any work undertaken on the 1911 building as part of the 1939 addition project is limited, the image suggests that the bell tower and the cornice were removed and the windows replaced for the purpose of providing a unified appearance between the 1911 building and the addition. Given the character of the 1939 addition, it is logical to assert that the decorative elements of the original building were removed for that reason.

While neither the north nor the south elevations are exposed today, the rear (east) elevation is arranged like the façade, with a narrow center bay flanked by wider bays. Window conditions are also similar with all openings either boarded or filled with under-sized, non-sympathetic windows. Applied decorative devices are limited to deep stone sills and label molding. The historic modillion cornice is retained in fair to good condition on this elevation. The rear entrance retains its historic Tudor arch form, which is now encumbered by the 1956 connector.

Jasper School
Name of Property

Pipestone County, MN
County and State

1939 Gymnasium-Auditorium Addition

The 1939 addition was made to the south elevation of the original building to provide a combined auditorium-gymnasium and additional classrooms (Photograph 07). Like the 1911 building, the addition was constructed using locally quarried stone; its color, manner of laying the stone, mortar joints, and mortar color are all in keeping with the original building. Apart from the dominant character provided by the use of quartzite, the 1939 addition is characterized by stylistic overtones of the Moderne, and a significant departure from the 1911 design as it relates to building orientation and form and arrangement of fenestration.

Photograph 07. 1939 Auditorium-Gymnasium Addition



(Source: AKAY Consulting 06/12/2018.)

View of the 1939 addition looking northeast across E. Wall Street.

The 1939 addition exterior is deceptively complex. Although the overall shape of the addition is nearly square, the juxtaposition of a one-story form against the two-story main block breaks up that basic shape. The use of a three-sided tower adds another layer to the form. Further, the design sets the horizontally oriented front form, with its horizontally arranged fenestration and contrasting coping, against the two-story block, with its vertical orientation highlighted by the three-sided tower. These forms are simple in isolation, but complex and interesting in juxtaposition.

The south elevation of the addition, fronting E. Wall Street on the south, features an entrance to the auditorium-gymnasium (Photograph 08). Although a secondary entrance to the building as a whole, the entrance on E. Wall Street provided the most direct access to the auditorium-gymnasium, which likely elevated its use over that of the primary entrance in the original building. The south elevation is dominated by the juxtaposition described above. The one-story form stretches the full width of the elevation with an entrance located off-center. The entrance is recessed within a squared opening; a wide set of blue stone steps are flanked by Jasper stone wing walls with contrasting stone (or cast stone) coping. The entrance opening is framed by heavy stone piers surmounted by contrasting stone (or cast stone) capitals and coping. A stone dedication plaque with incised writing is mounted to the right of the entrance, it reads, "Dedicated to a more complete educational opportunity for the students of this community. Nov. 22, 1938." Three, single functioning, wood doors provide access to the interior.

Jasper School
Name of Property

Pipestone County, MN
County and State

The one-story section extends west some 20-ft. and east about 45-ft. from the entrance. The façade wall is punctuated by a series of square, punched windows. The depth of the exterior wall and the regular placement of the windows create an active rhythm across the facade. Windows in these locations were historically one-over-one double-hung sash. Additional openings are located immediately flanking the entrance. These two openings are vertically oriented rectangles. A similar opening is located toward the south end of the elevation. All window openings feature a stone sill and are absent a visible lintel or window hood. A single projecting block of stone is situated above each of the square window openings. All windows of this section of the west elevation are blocked or filled with under-sized windows that are non-sympathetic in form and function.

The two-story section of the building (located behind the section just described) maintains the primary materials, including a random bond with bead joint, contrasting stone (or cast stone) coping, and punched windows. In this case, the three-sided tower has a single, vertically oriented opening with a contrasting stone (or cast stone) lintel. The opening, which was originally glass block filled, is boarded. A round, wrought iron monogram with the letters JHS was originally mounted above this opening. The remaining window openings are located south of the tower. These openings are large scale to adequately light the gymnasium. The openings are simple punches without additional detail save a single, projecting, stone square located above each. The window openings retain their historic glass block.

Photograph 08. 1939 Auditorium-Gymnasium Addition



(Source: AKAY Consulting 06/12/2018.)

South entrance with its Moderne stylistic influence.

Jasper School
Name of Property

Pipestone County, MN
County and State

The west elevation of the 1939 addition is dominated by window openings, becoming a visual extension of the original building facade; as noted, the removal of the 1911 bell tower, cornice, and windows facilitated unification. The addition is joined to the original school with its parapet height aligned with the location of the cornice (now a two-course stone band) and floors and windows aligned. A shallow misalignment of the facade planes marks their juncture. Like the windows of the original building, those on this elevation of the addition are either fully boarded or in-filled with substantially smaller windows. The addition's windows have a stone sill but lack the label molding used in the 1911 building. Stone or cast stone coping terminates the wall plane.

The addition's east elevation is a predominantly stone, wall plane. Two small, square, boarded window openings are set in the one-story portion of the south entrance. Three, large rectangular, boarded window openings are widely spaced across the remainder of the elevation. A pair of steel doors, located near the south end of the elevation, lead to the basement level. Typical of the 1939 addition, window openings are surmounted by a single decorative block and have a stone sill; stone or cast stone coping terminates the wall plane.

The stone plane of the north elevation is broken only by emergency exits on the first and second levels. The exits are steel framed, with doublewide, steel doors. They are aligned near the additions intersection with the 1911 building and an iron fire escape is mounted on the addition elevation to provide egress from the second floor. Stone or cast stone coping terminates the wall plane.

1956 Band Room-Agricultural Classroom Addition

The 1956 addition (Photograph 09) is situated to the east of the 1911 school with an exterior, enclosed corridor connecting them. Although constructed of concrete block with a steel truss system, the use of quartzite facing creates a visual continuity with the earlier portions of the building. The addition expresses its mid-twentieth century construction most strongly on the east (outward facing) elevation. Here the flat roof has a deep overhang, the depth of which meets the flanking walls (north and south), which extends to frame the east elevation. A large band of windows are asymmetrically located at the north end of the elevation, creating a dynamic typical of mid-century design; the historic arrangement, materials, configuration, and operation remain intact. The windows retain steel sash; each of the five comprised of a single, large light over a pair of small awning windows. A running, gray stone sill and a steel beam lintel frame the opening. A non-historic metal flashing finishes the elevation. No other openings or decorative devices are used on the east elevation.

The visual character established on the east elevation carries over to the south elevation. The narrow elevation features a symmetrically placed window, which, although larger and vertically oriented, repeats the stylistic character of those on the east. The window retains the historic wide, steel header, steel sash, and configuration featuring a large, single fixed pane over a pair of awning windows. There is no roof overhang on this elevation; non-historic metal flashing finishes the elevation. Absent applied decorative features, the elevation relies instead on the natural beauty of the quartzite.

The west elevation of the 1956 addition is visually dominated by the enclosed corridor that connects the addition to the 1911 school building (Photograph 10-11). The corridor is constructed on a thick concrete slab with a flat roof. The structure is steel frame with largely glazed outer walls; yellow panels provide the lower section of the walls. Paired steel doors are located on both the north and the south sides of the corridor.

The remainder of the west elevation is punctuated by a series of windows. Each window is configured as a single, large light over a single awning window. All window openings have a gray stone sill and a steel beam lintel. An exterior entrance is situated at the north end of the 1956 addition, near its connection to the 1960 addition. The entrance is reached via a set of stone steps.

Jasper School
Name of Property

Pipestone County, MN
County and State

The 1960 agricultural workshop addition attaches to the north end of the 1956 addition. Original design plans for the 1956 addition note that the north wall height matched the height of the east and west elevations. The plans also confirm that the north wall extended to the east to match the south wall. Construction of the 1960 workshop raised the wall height of the north elevation to allow for the introduction of clerestory windows above the height of the 1956 addition. Also, the east elevation of the 1960 addition attaches to the outer edge of the 1956, north wall, accounting for the current depth of the wall (a joint at that location documents the arrangement).

Photograph 09. 1956 Addition Band Room-Agricultural Classroom Addition



(Source: AKAY Consulting 06/12/2018.)

View of the east and south elevations, looking northwest.

Photograph 10. 1956 Connecting Hallway



(Source: AKAY Consulting 06/12/2018.)

View looking south from 2nd Street showing (clockwise from left) the 1960 Agricultural workshop, the upper level of the 1939 auditorium at rear, the 1911 school, and the 1965 addition. The 1956, one-story connector is seen in the center, providing the connection between the 1911 school and the 1956 addition (see Photograph 11).

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 11. 1956 Connecting Hallway



(Source: AKAY Consulting 06/12/2018.)

View of the 1956 connecting hallway between the 1911 original building at right and the 1956 band room-agricultural classroom addition on the left. The 1939 auditorium-gymnasium addition is in view at the rear (the connecting hallway does not touch the 1939 addition).

1960 Agricultural Workshop Addition

The 1960 addition shares the north elevation of the 1956 addition as previously described (Photograph 09). The primary elevation of the addition (defined by the primary entrance into the space) is on the north (Photograph 12). The one-story addition continues the mid-century construction materials and stylistic approach established in the 1956 building: concrete block and steel truss with quartzite facing; boxy form with flat roof; and steel frame windows. In contrast to the visual character of the 1956 addition, the 1960 addition lacks a roof overhang, uses industrial-type windows, and has an overhead door on the north elevation. Additionally, it lacks windows on the east and west elevations. These design features create a character indicative of the industrial function of the 1960 addition.

The addition's north elevation features an offset, overhead garage door. The door opening is historic, but the existing door is a non-historic replacement for the original (no images have been located to document the appearance of the historic). A pedestrian entrance is located just north of the garage door. A tall, two light, transom window surmounts the pedestrian door. The remainder of the elevation is characterized by a quartzite wall to approximately 7-feet, with industrial type windows filling the remaining wall plane to the roofline. The quartzite is randomly laid with a beaded joint. The industrial windows have steel frames and alternating configurations. To the east of the entrances are seven, vertically oriented windows separated by wide vertical framing members. The windows have configurations alternating between a stacked configuration of six lights and a stacked configuration of a single large light surmounted by a single light. Horizontal muntins are aligned between the alternating windows, creating a visual connection. Two windows are located west of the entrances, one each of the above.

The east elevation is without windows or doors. A single, metal ventilation grate is offset in the upper wall. The west elevation is absent openings of any kind. As noted, the south elevation of the 1960 addition is attached to the 1956 addition. With construction of the 1960 addition, the north elevation of the 1956 addition was raised approximately two feet to allow for the arrangement of clerestory windows to light the interior of the workshop space. The clerestory is comprised of single row of 13 rectangular, glazed panels set in steel frames.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 12. 1960 Agricultural Workshop Addition



(Source: AKAY Consulting 06/12/2018.)

View of the north elevation with its industrial, steel framed windows and overhead door (opening historic, but doors replaced).

1965 Classroom Addition

The 1965 addition is attached to the north elevation of the 1911 addition (Photograph 13). The two-story addition departs from the remaining school in its use of exterior facing material. The concrete block and steel truss building is faced in a buff colored brick. The building is functionally designed; its exterior appearance dictated by the interior floor plan. The building uses a mix of window types and placement, all set in metal frames and most with operable awning components. Although some window openings are currently boarded over, most windows remain exposed and all appear to be original to the building. Turned brick provide sills at all window openings.

Photograph 13. 1965 Addition



(Source: AKAY Consulting 06/12/2018.)

View of the west and south elevations, looking northeast.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 14. 1965 Addition



(Source: AKAY Consulting 02/23/2018.)

View of the rear (east) and north elevations, looking southwest.

The 1965 addition is L-shaped, with the long section of the L advancing to the west some 30-feet beyond the plane of the original building, and the smaller, shallow section attached to the north side of the 1911 building. Along with the change in finish material, this design approach results in a sense of autonomy for the original school building and helps minimize both the visual and the structural impact to the original school building. The rear elevation aligns with the 1911 building (Photograph 14 and Figure 02).

The north elevation has irregularly located windows at both the first and second floors. All are configured with a single, large pane over a small awning window; all are set in metal frames and have turned brick sills with no additional trim or ornamentation; and all appear to be original to the building. The rear one-third of the elevation is without fenestration or other openings.

The west elevation of the 1965 addition features the main entrance to the addition, with a wood entrance canopy and a grouping of three windows set at the second story. No other openings or decorative devices are used on this portion of the west elevation. The smaller section of the addition, which attaches to the 1911 school, features four small, awning windows located regularly on both the first and the second floors. Windows appear original to the addition.

Due to the slope of this portion of the site, the rear of the 1965 addition appears as a single story. The east elevation is punctuated by three doors and six awning windows (most of which are ca.1995 replacements).

While the scale of the 1965 brick addition impacts the character of the school building as a whole, the visual character of the school exterior remains defined by the dominant use of Sioux quartzite. Further, the character of the 1965 is representative of the era in which it was constructed.

Jasper School
Name of Property

Pipestone County, MN
County and State

Interiors

Although suffering the effects of vacancy, the interior of the Jasper School remains representative of the various construction eras with floor plans, classrooms, corridors, and a significant amount of historic finishes largely retained.

Original 1911 School Building

The 1911 school retains a good level of integrity with its original floor plan (Figure 3-5) largely intact, character of classrooms retained, ceiling heights retained, wood floors and considerable millwork (baseboards, staircases with balustrades, door and window trim) retained, and plaster retained though significantly damaged throughout. The 1984 renovation of the basement to provide a kitchen is the most significant alteration of the original floor plan.

The original 1911 building is generally square in plan, with classrooms arranged around a central corridor and circulation space (Figures 03-05). The building has a raised foundation, resulting in a basement that is nearly fully above grade (the full height of the basement windows is above grade on both the east and west elevations). The raised foundation places the first floor at an elevated height; upon entering the building on the west or the east, the central, split staircase provides descending access to the basement and ascending access to the first floor. From the first floor, the central staircases (east and west) rise one-half story to small office spaces (historically, the 14- by 15-ft. library on the east and an office on the west).³ The staircases switch back at the half-story to continue up to the third floor. From the third floor, the west split staircase extends one-half story to a 14- by 15-ft. space, historically occupied by a laboratory. While the functions of the half-story (or mezzanine) spaces changed over time, they remain intact with historic relationship to the plan and to the staircases retained.

Corridors (Photograph 15) on the second and third floors were altered from the original to accommodate the 1939 addition on the south and the 1965 addition on the north. The alteration involved removal of cloakrooms and secondary staircases, leaving wide corridors running unimpeded through both floors. Local news accounts describing the 1911 interior note that the building featured "interior fire escapes by which the students in the second story may leave the school without utilizing the regular corridor, stairways or exits. The fire stairs are enclosed in brick walls and are wholly fireproof."⁴ From that description, it is believed that it was the interior fire escapes that were removed to provide the connections to the later additions. They do not exist in the 1911 building corridors today.

Otherwise, the corridors retain their historic width; plaster walls and ceilings (hidden above dropped ceilings); and 9-inch wood baseboard. Corridor floors are now covered in linoleum tiles, but were likely plank flooring, which may be retained beneath the tiles.

On the first floor, the large corner classrooms are retained with original doors intact. The conditions of the classrooms vary. In general, they retain 1911 historic wood plank floors (some carpeted over), plaster walls and ceilings (some covered by acoustical tiles), 9-inch wood baseboard, deep wooden windowsills with apron and frames, door transoms and millwork. Sections of picture molding and a small cornice are retained in some classrooms; blackboards remain in a few of the classrooms.

³ A narrative description of the building written by the project architect use the term mezzanine to indicate the location of the spaces located at half-story.

⁴ The fire stairs with brick walls are retained, but inaccessible.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 15. 1911 Original School - First Floor, central corridor looking south



(Source: AKAY Consulting 06/12/2018.)

The split staircase leads up to the second floor, with a small office space located at the mezzanine. Although a wall was added to the staircase to meet contemporary fire safety code, the original banister with handrail is retained. The first-floor corridor of the 1939 addition is in view through the double-door opening.

Photograph 16. 1911 Original School - Second Floor, central corridor, looking north



(Source: AKAY Consulting 06/12/2018.)

View from the connection between the 1911 school and the 1939 addition.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 17. 1911 Original School - Second Floor, high school assembly room



(Source: AKAY Consulting 06/12/2018.)

The second floor remains in a condition similar to that of the first, with the oversized high school assembly room (Photograph 17) worthy of particular note for its scale, retention of millwork, and cove ceiling, which does not appear in any other room. Although currently carpeted, the wood floor is likely retained.

The basement was significantly altered in 1984 when a renovation was undertaken to create a kitchen. Historic finishes are all but gone on this level, as is the historic plan.

Spaces located at the half level (originally, the library and the principal's office between the first and second floor and a laboratory off the second floor) are retained (Photograph 18). Each space measures approximately 14- by 15- feet, with millwork, interior windows, and plaster intact. Carpeting now covers the historic flooring, and exterior windows are boarded.

The east and west, central staircases remain intact, with the section from the first to the second walled off to meet modern fire code requirements. The elements of the staircase were not significantly altered to accommodate that change. Wood steps, newel posts, handrails, and spindles remain intact on the staircases from the exterior entrances to the first floor and from the first floor to the second.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 18. 1911 Original School - Room at Half-Level



(Source: AKAY Consulting 06/12/2018.)

This room at the half level above the second floor is noted on original plans as “labor.” It measures 14- by 15.5-feet.

1939 Auditorium-Gymnasium Addition

The interior of the 1939 addition is comprised of the gymnasium-auditorium and support spaces (i.e. locker rooms) on the south and the classroom section adjacent to the 1911 school building on the north.

The gymnasium-auditorium (Photograph 19-20) functions as a single space delineated by a proscenium and a change in floor height. The gymnasium features a wood floor marked for a basketball court, glazed tile lower walls, acoustical panels in the upper wall, and an acoustical tile ceiling. The proscenium opens to two levels of sloped auditorium seating; the ground section is located approximately 3-feet lower than the gymnasium floor. When used for theatrical presentations, curtains are operated at the proscenium and a backdrop can be unrolled from the gymnasium ceiling. The steel and wood auditorium seats are original to the building. The ticket box office is retained in the corridor adjacent to the gymnasium-auditorium.

Locker rooms are located adjacent to the gymnasium. Although they are in a deteriorated condition, their use of glazed tile walls and terrazzo floors has protected against permanent loss. Adjacent corridors also have glazed tile walls and terrazzo floors.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 19. 1939 Gymnasium-Auditorium Addition - Gymnasium



(Source: AKAY Consulting 06/12/2018.)

Photograph 20. 1939 Gymnasium-Auditorium Addition - Auditorium



(Source: AKAY Consulting 06/12/2018.)

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 21. 1939 Gymnasium-Auditorium Addition - Locker Room



(Source: AKAY Consulting 06/12/2018.)

The classroom section of the 1939 addition remains largely intact. Like the 1911 building, the addition retains its historic floor plan with large classrooms. The corridors (Photograph 22) retain their width and ceiling height, most door openings (some have been closed with trim retained) with transoms and millwork, and terrazzo floors.

Typical classrooms retain plaster walls, 6-inch baseboards, and door and window trim. Although now typically carpeted, floors are likely wood. Many ceilings have been covered with acoustical tile, though ceiling heights are retained. Worth particular note is the second-floor science room (Photograph 23), which is oversized and retains the typical classroom millwork plus a built-in storage unit and an adjacent storage room with shelving.

Connection of the 1939 addition to the original 1911 building was made with a minimum of impact to the interior of the original building. As noted, the fire stairs and cloakrooms were removed to connect the corridors, but with floor heights aligned no ramps or stairs were required on the first or the second floor. The basement, however, required the introduction of a short flight of steps from the addition down to the depth of the 1911 basement. Those stairs are retained as constructed.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 22. 1939 Addition - Third Floor, central corridor



(Source: AKAY Consulting 06/12/2018.)

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 23. 1939 Addition - Second Floor, Science Classroom



(Source: AKAY Consulting 06/12/2018.)

1956 Band Room-Agricultural Classroom Addition

The interior of the 1956 addition is comprised of a large band and chorus rehearsal room, four practice rooms, a large agricultural classroom with a dedicated lab, an office, and two storage rooms (Figure 09). The interior is characterized by its use of modern materials, the trapezoidal shape of rooms, and lack of applied details. The addition uses finish brick in the corridors, vinyl tile floors, painted concrete block walls in the band room (with acoustical tile on upper walls), practice rooms, and classroom, and exposed steel trusses. The predominant character of the addition is its utilitarian design with only the large windows providing any particular stylistic influence.

A corridor provides access into the building from the exterior connecting corridor, then turns to run north where it rises three steps to continue to the end of the building (Photograph 24). On the south, the corridor terminates at the band and chorus room. The main section of the corridor is double-loaded, with practice rooms located on the west and the agricultural classroom located on the east. The corridors are characterized by the use of masonry walls. A mottled, tan brick is laid in a common bond with raked joints. Floors are square composite tile and the ceiling is finished in square acoustical tile. The entry corridor is approximately 8-feet wide, narrowing to about a 7-feet at the point it turns to the north. The main corridor is 8-feet wide through to its termination at the north end of the building and connection to the secondary entrance/exit.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 24. 1956 Addition - Corridor



(Source: AKAY Consulting 06/12/2018.)

The band and chorus rehearsal room (Photograph 25) is a large open space dominated by stepped risers arranged in a U-shape. The purpose of its trapezoidal shape is undetermined, but it was likely a modern design choice rather than a form tied to the addition's primary function as a music space. Typical of the addition, the walls are painted concrete block, the ceiling is exposed steel truss with suspended fluorescent lights, and the floor is covered in square vinyl (or asbestos-based) tile. The ceiling form and finishes are specialized for the function, with an accordion shape and acoustical tiles added to enhance sound quality.

The practice rooms are also trapezoidal in shape with a single window on the west elevation. The windows have no interior finish trim. Wall, floor, and ceiling finishes are in keeping with those of the entire addition.

The agricultural classroom is the largest space in the addition, measuring 27- by 32-feet (Photograph 26). The room is well lit by the large windows on the east elevation but is otherwise without noteworthy features. A small lab and a storage area are connected to the classroom on the south. All three spaces are finished in materials in keeping with the entire addition.

The storage room and office situated in the southwest corner of the addition, adjacent to the band and chorus room, are in keeping with the remainder of the building.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 25. 1956 Addition - Band Room



(Source: AKAY Consulting 06/12/2018.)

Photograph 26. 1956 Addition - Agricultural Classroom



(Source: AKAY Consulting 06/12/2018.)

Jasper School
Name of Property

Pipestone County, MN
County and State

1960 Agricultural Shop Addition

The interior of the 1960 shop addition (Photograph 27) is likewise simple in character, its function driving its appearance. The small addition has a poured concrete floor, concrete block walls, and exposed steel truss ceiling. A band of industrial-style, steel frame windows on the upper north wall and clerestory lighting on the south provide ample ambient light. The floor plan remains intact with no discernable alteration (Figure 11).

Photograph 27. 1960 Addition - Agricultural Shop



(Source: AKAY Consulting 06/12/2018.)

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 28. 1960 Addition - Agricultural Shop



(Source: AKAY Consulting 06/12/2018.)

1965 Classroom Addition

Due to biological hazards, the interior of the 1965 addition has not been fully assessed, but the addition retains its 1965 visual character with central, double-loaded corridor, large scale classrooms, painted concrete block walls, affixed acoustical tile ceilings, and asbestos-based composition tile floors with a rubber baseboard intact (Photograph 29). As noted in discussion of the exterior, the 1965 addition retains most all of the original windows, which provide ample light; ventilation is provided by the awning-type operation. The metal frames and absence of applied ornament are in keeping with the mid-century character of the addition as a whole.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 29. 1965 Addition - Typical, Double-Loaded Corridor



(Source: AKAY Consulting 02/26/2018.)

Photograph 30. 1965 Addition - Typical Classroom



(Source: AKAY Consulting 02/26/2018.)

Jasper School

Name of Property

Pipestone County, MN

County and State

Statement of Integrity

The Jasper School retains a generally good level of historic integrity.

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

Integrity of *setting* is considered very good. The 1911 Jasper School was constructed on the site of the previous 1893 school building, which was also occupied by the municipal water tower. The site is located in a predominantly residential neighborhood at the highest elevation in town. The residential setting of the full block site is retained, with the site retaining an ample amount of outdoor recreational area, and its adjacency to the Jasper Water Tower.

Integrity of *association* is considered good. The Jasper School has been associated with the community it served from the time of the original construction in 1911 through its closure in 2001. The resource retained a very good level of historic integrity of association during the whole of the period of significance (1911-1965). With its closure and subsequent long-term vacancy, integrity of association has been diminished. However, the building remains the singular representative of the history of education in Jasper and, as a result, remains associated with a significant aspect of community history. The level of community interest in placing the school in the National Register of Historic Places and to finding a new use is indicative of the importance of association.

As it relates to historic integrity of *design* specific to the school building's exterior, integrity remains representative of the building's evolution over time. Despite its function as a unit comprised of the 1911 school and four subsequent additions, each section of the building retains a good degree of historic integrity of design specific to its construction date.

On the exterior, the original 1911 building retains window openings (now boarded), primary entrance with arched opening, and discernable original form. While removal of the belfry and the upper story fire staircases and cloakrooms from the 1911 building impacts integrity of design specific to the original building, the loss was undertaken as part of the 1939 addition and, as a result, its absence is now part of the historic character of the building as a whole. On the interior, the 1911 building retains the original floor plan with minimal intervention, including wide corridors, dedicated classrooms and support spaces (e.g. office), high ceilings, mezzanine levels, and interior switchback staircases. Alteration of the interior plan is limited to the remodeling of the basement completed in 1985.

The 1939 addition retains its dedicated entrance on the south, Moderne character, additive massing, and window openings (now boarded). On the interior, the addition retains its historic floor plan including the gymnasium-auditorium with support spaces (i.e., locker rooms) and upper story classrooms. The addition retains historic ceiling heights, corridor widths, and historic relationship of classrooms to corridor.

The 1956 addition retains its Modern character with flat, elongated form retained. Also retained is the asymmetrical arrangement of windows and the use of awning type windows set in metal frames. On the interior, the 1956 addition retains its historic floor plan with dedicated spaces laid-out in trapezoidal forms.

The 1960 addition retains its Modern industrial character with flat roof and fenestration retained. On the interior, the floor plan remains intact with the open, workshop character retained without sub-division of the space.

The 1965 addition retains its historic character representative of post-war Baby Boom construction. The building retains its historic brick exterior and original, awning-type windows set in metal frames. The interior retains its historic floor plan, which is dominated by double-loaded corridors and over-sized classrooms.

Jasper School
Name of Property

Pipestone County, MN
County and State

Most significantly, the 1911 building and the additions made in 1939, 1956, and 1960 retain the design element that most definitively establishes visual character; the Sioux quartzite stone, as construction material or cladding, is retained in very good condition.

As it relates to historic integrity of *materials* specific to the building's exterior, integrity remains representative of the building's evolution over time. Most significant to retention of integrity of materials is retention of the quartzite stone, which stands as the predominant character-defining feature. The 1995 replacement of the historic windows in the 1911 building and 1939 addition present the most significant adverse impact to historic integrity of materials on the exterior.

Despite its function as a unit comprised of the 1911 school and four subsequent additions, each section of the building retains historic integrity specific to its construction date. On the interior, the original 1911 building retains much of its plaster walls, millwork, and wood strip flooring. The 1939 addition retains its original auditorium seating, wooden court flooring (damaged), tile finish in first floor corridors and locker rooms, a majority of original plaster walls, terrazzo floors in corridors, wood strip flooring in classrooms, and millwork on the upper stories.

The interior of the 1956 addition retains its historic finishes, most indicative of the construction era being painted concrete block, composition tile floors, and exposed steel trusses. Brick facing in the corridors is also retained.

The interior of the 1960 addition retains finishes indicative of its industrial character, including concrete floor, exposed steel truss roof structure, and concrete block walls.

The 1965 addition interior remains characterized by the use of painted concrete block as wall finish and an absence of applied ornamentation, including millwork.

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, specific to working with Sioux quartzite stone. Local writings that describe the difficult process of quarrying stone for use in building construction provide a notion of the challenges of the material that is used with such skill in the Jasper School.

The Jasper 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.

Jasper School
Name of Property

Pipestone County, MN
County and State

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 grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

Period of Significance

1911-1965

Significant Dates

1911

1939

1956

1960

1965

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation (if applicable)

Architect/Builder

Greene, W.E.E.

Perkins & McWayne

Harold Spitznagel & Associates

Jasper School
Name of Property

Pipestone County, MN
County and State

Statement of Significance

Narrative Statement of Significance

Statement of Significance

The Jasper School is eligible for listing in the National Register of Historic Places under Criterion C. The resource is locally significant as a distinctive example of construction using locally quarried Sioux quartzite stone. A building material native to southwest Minnesota, Sioux quartzite provides the defining visual character of the community of Jasper. Because the school evolved over time, with the original stone building dating to 1911 and subsequent stone additions made in 1939, 1956, and 1960, the Jasper School represents the use of Jasper quartzite over an extended period of time, representing multiple stylistic eras. As a result, while the Jasper School is significant as one of multiple Sioux quartzite buildings that together create the visual character of the community, the school building provides the community's most significant illustration of the use of the material. As the only extant, local school building, the Jasper School is the town's only property to represent both the evolution of the school's form and the use of Sioux quartzite in a school building.

The Jasper School is also locally significant under Criterion A within the context of education. The building is significant in its representation of education in Jasper from the time of its 1911 construction through the school's closure in 2001. Over the course of its function as a school, the building was modified to meet changes in the number and ages of students served, as well as in response to the larger trends in educational policy. In its condition as a building with multiple additions made over an extended period of time, the Jasper School stands as an important representation of how Minnesota schools were adapted to the circumstances of specific eras.

The Period of Significance is 1911-1965, which embraces the construction-completed dates of all sections of the building and is thus representative of the most significant modifications made to accommodate the student population. The period of 1911-1965 is likewise representative of the educational trends that influenced the design of those modifications. Although the building was not removed from service until 2001, the closing date of the Period of Significance represents the major changes made to the building representative of its evolution. Significant Dates are 1911, 1939, 1956, 1960 and 1965, which mark the construction/placed in service dates of the original building and those of the additions.

The significance of Sioux quartzite as an indigenous building material – one that creates the defining visual character of the area in and around the communities where it is quarried– was established by the designation of the Pipestone commercial area as a State Historic District in 1971 and its registration in the National Register of Historic Places in 1977. The predominant use of Sioux quartzite is not typical of construction across the state. Rather, the material is indicative of southwestern Minnesota and its prevalent use in Jasper is the central, character-defining feature that connects the historic building stock to the history of the community's establishment and subsequent development. While Jasper is not the only community representative of the predominant use of Sioux quartzite in its buildings, the town is representative of the prolific use of Sioux quartzite and the visual character that results.

The significance of the Jasper Quarry (aka south quarry), specifically, was established by the National Register nomination of the Jasper Stone Company and Quarry (listed 1978). Founded coincidental to the platting of the town of Jasper, the quarry provided building blocks and pavers for the fledgling community. In addition to schools, the Jasper quartzite (much of it coming from the south quarry) was used to build commercial buildings, houses, and churches; the town's architectural character remains defined by locally quarried Sioux quartzite with some 20 stone buildings retained.

The Jasper School best represents the use of Sioux quartzite as an indigenous building material in its community. The school is the largest of the town's buildings to be constructed of Sioux quartzite quarried at the Jasper Stone Company. The 1911 building rose on the site of an 1893 stone school; the scale, mass, and controlled design of the new school building all underscoring the gravitas provided by the construction material itself. The 1939 addition is a skillful Moderne expression executed in a manner in which the quartzite remains the character-defining feature. The architect's design drew from the stylistic trends of the time, with elements reflecting the aesthetic of the modern movement constructed of Sioux

Jasper School
Name of Property

Pipestone County, MN
County and State

quartzite. Subsequent additions in 1956 and 1960 likewise used Sioux quartzite in designs that expressed mid-20th century Modern design. Both additions are linear and geometric in character, with the beauty of the construction material compatible with the clean character of Modern design. The mid-century additions utilized the structural systems (concrete block and steel trusses) of the period. As a result, the designs employed Sioux quartzite as cladding rather than as structure.

These modifications of Sioux quartzite based on the stylistic and structural requirements of the various construction eras illustrate the adaptation of the material over time and in varying circumstances. Because the Jasper School was constructed in multiple phases, with the Sioux quartzite sections of the building occurring over the period of 1911-1960, the building is the town's best illustration of the use of the material.

Through the course of its long existence, the Jasper School has been modified to adjust to changes in the local student population and in national trends in public education policy. Two very significant national trends, in particular, directly impacted the Jasper School. The 1954 vote for consolidation of multiple rural school districts with the Jasper School district dramatically increased the population of grade school aged students. The response to that elevated need was the 1957 construction of a dedicated elementary school, located one block east of the Jasper School; in the fall of 1957, all elementary aged children attended school in the new building and students of all ages were served hot lunch in its cafeteria. The removal of grade school students from the Jasper School to the new elementary school building provided the district the space needed to offer targeted curricula to 7-12 grade students. Construction of the 1956 addition to the Jasper School provided space for specialized classrooms, namely, the music rooms and agricultural classroom. The 1960 addition expanded upon the provision of specialized classrooms.

The post-war baby boom, which spurred school construction across the country beginning in the mid-1950s through the 1960s, placed additional strains on the Jasper school system. Construction of the 1965 addition was a direct response to the continued effort on the part of the school district to provide adequate facilities for the education of their students. When it was placed in service in 1965, the addition held classrooms for K-2 (easing crowded conditions at the elementary school) and specialized spaces for high school students, including a new home economics room, a library, science and math rooms, and an iTV classroom. Although new school construction of the period typically followed prevailing trends toward single-story and horizontal massing, the Jasper addition utilized a two-story design. However, the addition follows the typical in its use of postwar materials like steel framing, the use of concrete block, and a lack of applied decorative elements on both exterior and interior.

In the years to come, the Jasper School was further adapted to meet the needs of its students. One such adjustment was completed in 1984 following closure of the elementary school. Without access to the kitchen and cafeteria at the elementary school, the basement of the 1911 building was remodeled to provide a kitchen and small lunchroom.

In addition to representing the modifications made due to changes in population served, the evolution of the Jasper School also illustrates the evolution of school design. Although manifested later than schools in larger towns and cities, the Jasper School is illustrative of design trends of the state and country. The original 1911 Jasper School reflects the early era of school design: its boxy shape; prominent bell tower (now gone); large classrooms with high ceilings, boxy forms, and wooden floors; arrangement of classrooms around central core housing the stairs and administrative offices; and the lack of communal spaces such as a gymnasium, cafeteria, and auditorium is typical of schools constructed in the late 19th century.

That pattern of school design changed during the Progressive Era (1890-1920) when education embraced the idea that technological advancements occurring in the U.S. were the path to greater progress – a notion that translated in the school system to the provision of a broad array of training options. As the Jasper School illustrates, the impact of the Progressive movement in education was felt for years after the peak period of the movement. In Jasper, Progressive ideas are apparent in the 1939 WPA addition, where spaces like the gymnasium-auditorium, the science room, and the home economics department played an important role in bringing changed education policy to Jasper. The 1956 and 1960 additions continue the programmatic ideas of the Progressive Era. With its music facilities and dedicated spaces for agricultural

Jasper School
Name of Property

Pipestone County, MN
County and State

education, both additions maintained progressive tenets within additions constructed using modern structural systems and design tenets.

Like school districts across the Midwest, declining populations resulted in additional consolidations and closures. In this way, the 1993 removal of the high school grade students to Pipestone and the 2001 closure of Jasper School altogether are, like the course of its existence, representative of the history of education

Historical Background

The history of Jasper and of the Jasper School are directly associated with the Sioux quartzite deposits of the southwest Minnesota county of Pipestone. Platted just months after the Rae brothers founded the Jasper Quarry (aka the "south quarry") in 1887, the town remained actively associated with stone quarrying for more than 100 years. The impact of that long history was felt not only in economic terms, but, more obviously, in Jasper's architecture; Sioux quartzite commercial buildings, houses, churches, and the Jasper School are the physical expression of that long association.

Pipestone County was established in 1857. Although many explorers passed through the area, permanent settlement by European-Americans was delayed by concerns related to ongoing conflict between native tribes – both the Dakota and the Ojibwe held title to the region – and the policies of the United States government. It wasn't until well after the Civil War (and a series of treaty arrangements and violent clashes that included the U.S.-Dakota War of 1862) that Pipestone County experienced the steady arrival of European-Americans.⁵

In ca. 1887, Alex Rae struck out from Dell Rapids, South Dakota, in search of quartzite deposits sufficient to establish a quarry. Having made just such a discovery near what would become the town of Jasper, Alex Rae and his four brothers (Andrew, William, Robert, and George, Jr.) founded the Jasper Stone Company.⁶

The five Rae brothers immigrated to the United States from Scotland in the early 1880s.⁷ Described in local accounts as "the primary organizers and promoters of the first stone quarry in Jasper" the brothers were highly skilled in the art of stone masonry, having learned the craft under the tutelage of their father. The brothers and their family settled in Dell Rapids, South Dakota, less than 20 miles west of Jasper, where George, Jr. was instrumental in the organization of Dell Rapids Cooperative Stone Company.

Located far afoot from established markets, the early settlers in southwestern Pipestone and northwestern Rock Counties anxiously awaited the arrival of rail service to provide ready access to goods and services. Although railroads had been constructed in other parts of both counties, Jasper was the last town in Rock and Pipestone Counties connected to rail transportation.⁸ The grade for the Willmar & Sioux Falls Railroad through the southwestern part of Pipestone County was not completed until 1887.⁹

In the early spring of 1888, with the construction of a rail line assured for later that year, J.M Poorbaugh and the Jasper Improvement Company purchased both the town site and the quarry site, enlisting the Rae brothers to work in management positions. As part of the deal with the Rae brothers, Poorbaugh and the Jasper Improvement Company agreed to a contract with the Dell Rapids Cooperative Stone Company to put 200 men from that quarry to work at the

⁵ "Pipestone County History," National Park Service, National Register of Historic Places Travel Itinerary.
<https://www.nps.gov/nr/travel/pipestone/>

⁶ Elaine Sestak, "L.G. Everist, Inc. purchases Jasper Stone Company," August 06, 2001. Unnamed newspaper clipping, Jasper Historical Society.

⁷ "The Ancient Art of Stonecutting Still Continues." Uncited newspaper clipping dated 1976.

⁸ Arthur P. Rose, *An Illustrated History of the Counties of Rock and Pipestone, Minnesota* (Luverne, MN: North History Publishing Co., 1911), 347.

⁹ *Ibid.*, 348.

Jasper School
Name of Property

Pipestone County, MN
County and State

Jasper operation. Poorbaugh's ownership of the operation lasted some five years before his financial struggles resulted in bankruptcy and the return of the quarry to the Rae brothers.¹⁰

On April 19, 1888, the Pipestone County surveyor surveyed the Jasper town site. Well situated on the gently sloping side of one of the rises that typifies the area, the town site was located fifteen miles southwest of Pipestone, in the extreme southwestern corner of Pipestone County adjacent to Split Rock River.¹¹ The town was so named after the stone deposits in the area. The Jasper town site was divided into 12 blocks marked by north-to-south running First, Wall, Second, Fourth and Sixth Streets and the east-to-west running Spicer, Sherman, Burr and Railroad Avenues.¹²

Jasper was officially dedicated on May 4, 1888. Soon thereafter, the Jasper Improvement Company began to execute plans for improving the community. As a result of those efforts, Jasper grew rapidly and when the Willmar & Sioux Falls (by 1911, the Great Northern) Railroad reached the town on October 5, Jasper boasted 25 business and residential buildings. The first passenger train arrived in Jasper on October 21, 1888, and just a week later regular train service was established.¹³

Historic Image 01. View of the Jasper main street, looking east – early 1900s



(Image courtesy of the Jasper Historical Society.)

As this image documents, the prevalent building material for the downtown commercial buildings was Sioux quartzite, with more than a half-dozen in this view being stone. Also note in this view looking toward the Jasper High School site, the conical roof of the water tower rises above the height of the buildings (background, left).

Although the quartzite buildings in the Jasper commercial area have seen some alteration (ranging from relatively minor to significant), the visual dominance of the building materials remains fully intact. The stone buildings are concentrated along the downtown's main street (East Wall Street) on the block between Burr and Sherman Avenues with the Poorbaugh building (home of the Jasper Historical Society) located just east across Sherman Avenue. The Poorbaugh Building, named for city founder J.M. Poorbaugh, is the most elaborately articulated of Jasper's quartzite commercial buildings (Photograph 31).

¹⁰ Sestak.

¹¹ Rose, 347.

¹² Ibid., 348.

¹³ Rose, 349.

Jasper School
Name of Property

Pipestone County, MN
County and State

Photograph 31. View of the J.M Poorbaugh Building – 2018



(AKAY Consulting, 02/23/2018.)

The use of Sioux quartzite as a construction material continues to provide the defining visual character of the community of Jasper. Among the numerous buildings constructed of Sioux quartzite, the Jasper School best represents the use of the stone as an indigenous building material in its community. The school is the largest of the town's buildings to be constructed of Sioux quartzite quarried at the Jasper Stone Company and its scale, mass, and controlled design all underscore the gravitas provided by the construction material itself. Because the school evolved over time, with the original stone building dating to 1911 and subsequent stone additions made in 1939, 1956, and 1960, the Jasper School represents the use of Jasper quartzite over an extended period of time, representing multiple stylistic eras.

Jasper's growth continued into 1889. An unofficial census taken early in March recorded 235 people living in the territory. Of the 235 residents, 188 resided in Pipestone County (1280-acres) and 44 lived on the east side Jasper, within the boundaries of Rock County (800-acres). Jasper was officially incorporated after a special election held on May 9, 1889.¹⁴

Jasper's growth progressed steadily in subsequent years. In 1890 the population had increased to 372. In 1892, the Rock Island Railroad was extended to Jasper having previously been extended from Trosky just as far as the pink quarries, some three miles from Jasper. Like rural communities across the state, the 1890s brought economic hardship to Jasper. The quarries were not operated for a period during this time and the interruption in payroll impacted community prosperity across the board. However, by the late 1890s activity at the quarries was restored to normal and the town was back on a positive footing. In 1900 the population stood at 559, which rose to 619 by 1905. The census of 1910 gave Jasper a population of 704; its increase in the preceding five years was greater than that of any other Pipestone County town.¹⁵ Despite being one of the newest towns in Pipestone County, Jasper had grown quickly to become the county's second largest municipality.¹⁶

C.F. Lytle of Sioux City, Iowa, purchased the south quarry, or Jasper Stone Company, from the Rae brothers in 1912. During this period, the stone continued to be hand-cut into blocks for building construction in addition to being used in crushed form for paving. In addition, after the breakout of the First World War, the company began to provide grinding

¹⁴ Rose, 351.

¹⁵ Rose, 352.

¹⁶ Rose, 347.

Jasper School

Name of Property

Pipestone County, MN

County and State

cubes in place of a Dutch company that had previously supplied the material. From that time and for several decades to follow, the Jasper Stone Company production remained concentrated on the production of these grinding materials. The stone, in cube form, came in several sizes and was used for grinding other rock, cement, chemicals, mineral ores (e.g. copper, vanadium, and nickel), industrial metal polishing, and polishing of porcelain. The company marketed their materials to points across the western hemisphere under the trade name of Adamant Silica.¹⁷

In 1924, the chief industry in Jasper remained its quarries, with two large plants located in town. The Jasper Stone Company continued to produce Adamant Silica which was used for tube mill linings in addition to grinding cubes; the materials were distributed in 37 states as well as Canada and Mexico. The hardness and toughness of the stone from the Jasper Stone Company quarry gave it the distinction of being the only known deposit of that quality of stone in the United States. The Federal Crushed Stone Company (aka the "east quarry") specialized in producing crushed stone for using in road construction.¹⁸

The Minnesota Quartzite Co. began operations in the spring of 1927. It was reported in April of that year that the Jasper Stone Products Company was opening a new quarry on John Miller's place, just east of the Jasper Stone Company's plant. Reports at this time note the opening of all three stone plants and the resulting rise in employment. It was projected that all three quarries would be running at capacity by summer.¹⁹

The Jasper Stone Products Company (aka Miller Quarry) was producing stone by the spring of 1927 (the company was only in business for a few years). In 1936 some 30 carloads of stone from the Miller Quarry built an arched bridge near the Ihlen Dam; the dam itself (known as the Split Rock Dam) was constructed in 1934-35 as a WPA project using quartzite from the North Sioux Falls Quarry. The foundation of the 1930 German Lutheran Church in Jasper was built using hand-cut quartzite blocks from the Miller Quarry, as were the foundations of several homes in the vicinity of the church. The quarry's stone is recognizable by its "pinkish blue" color.²⁰

In 1931 the Jasper Stone Company was awarded the contract for stone to be used in the construction of an addition to the Sioux Falls post office. Award of the contract to the company for the addition was a logical choice, given that the quarry provided the stone for the original building in 1895. The contract would employ some 25 men for about 14 weeks and "will help out much in relieving the local labor situation." News accounts note that the stone was cut at the Jasper quarry with all range work dressed down by the worker there and the "fancy cutting" completed at Cold Spring, Minnesota.²¹ Additional contracts came to the company during the Depression Era. In the spring of 1938, the Jasper quarry provided 10,000 tons of stone for use as rip-rapping in the Missouri River near Sioux City. The project assured work for several weeks.²²

The Lytle family owned the south quarry for nearly 90 years. In August 2001, the family sold the Jasper Stone Company quarry to L.G. Everist, Inc. of Dell Rapids, South Dakota.²³

The Jasper Stone Quarry was placed in the National Register of Historic Places in 1978. The quarry was determined significant in association with its longstanding role quarrying Sioux quartzite, which is unique in its inherent toughness, hardness, and close-grained structure. The nomination provides a good overview of the quarrying process and the challenges posed by the properties of the material.²⁴ The nomination also establishes the case for the significance of the

¹⁷ Geraldine Petersen. "C.F. Lytle, of Sioux City, Iowa Purchased the South Quarry from the Rae Brothers in 1912," ca.2001, unpublished article for the Jasper Historical Society and Geraldine Petersen, "Liner block and grinding cubes," undated and unpublished article for the Jasper Historical Society.

¹⁸ "Jasper, Minn., The Quarry Town," 1924. Partially cited newspaper clipping, Jasper Historical Society.

¹⁹ "Three Quarries Now Operating," April 21, 1927. Partially cited newspaper clipping, Jasper Historical Society.

²⁰ Geraldine Petersen, "The John Miller Quarry Was Opened in 1927," 1983, unpublished article for the Jasper Historical Society and Geraldine Petersen, "The Ihlen Dam," 1983, unpublished article for the Jasper Historical Society.

²¹ "Big Contract Is Given To Jasper Stone Company," *The Jasper Journal*, June 18, 1931.

²² "Big Contract Signed Monday at Jasper Quarry," April 14, 1938.

²³ Geraldine Petersen, "C.F. Lytle, of Sioux City, Iowa Purchased the South Quarry from the Rae Brothers in 1912," ca.2001, unpublished article for the Jasper Historical Society.

²⁴ Charles W. Nelson and Susan Zeik, "Jasper Stone Company and Quarry," National Register of Historic Places Nomination Form.

Jasper School
Name of Property

Pipestone County, MN
County and State

material produced there as it was made manifest in the buildings standing in Jasper – premier among them being the Jasper School.

The Jasper School

The community of Jasper erected its first public school in 1888. The 24- by 36-foot wood frame building was constructed on the block where the present school is situated. The site, donated by the Jasper Improvement Co., soon accommodated the municipal water tower as well. The school opened on December 17, 1888, and was in use until 1893, when it was replaced by a more substantial building.²⁵

Jasper's municipal water tower became a dominant feature of the school site with the construction of the ca.1890 elevated, flat-bottomed, wooden tank. The date of that construction remains to be determined, but historic images place the tower on the site by 1895. News accounts from 1902 announced completion of the Jasper waterworks system, noting that the water tower, engine house, water mains, and a well had been completed sometime before.²⁶ As Jasper's high point, the school site provides the elevation necessary for proper function of the tower

Historic Image 02. Jasper School Site – ca.1895



(Image courtesy of the Jasper County Historical Society.)

In this view looking east-northeast we see the newly constructed 1893 stone school building at left. Also on the site was Jasper's 1888, wood-frame school building, the ca.1890 water tower, and the 1894 wood-frame Trinity Lutheran Church. The small structures are unidentified. None remain extant.

The 1893 school building, of locally quarried, gray jasper stone, was constructed at a cost of \$8,000. Erected on the same block as the original school (on the portion of the site now occupied by the 1911 Jasper School), the 1893 school is documented in an early image that records its appearance as well as that of the wood frame school and the original water tower (Historic Image 02). The two-story, stone school featured a raised foundation allowing for a nearly full-height basement level, hip roof with central façade tower, nearly cubical form, and symmetrically arranged elevations. The building served approximately 75 children from first to tenth grades. It stood as the Jasper school for less than 20 years, its demolition set in motion when the Board of Education voted in 1910 to construct a new school with classrooms for both

²⁵ Jasper Historical Society archives, uncited clipping in topically arranged binder available from research librarian.

²⁶ *The Minneapolis Journal*, May 22, 1902: 3.

Jasper School
Name of Property

Pipestone County, MN
County and State

grade school and high school aged students.²⁷ Local news accounts underscore that the decision to build a new school was driven by the need to provide an education for students through twelfth grade; the 1893 school building simply lacked the space to accomplish that desire.

Bids for demolition of the 1893 school building were opened on February 01, 1911, with Boyd Construction Company receiving the contract. Classes were moved to local churches and various commercial buildings to allow demolition to proceed on April 21, 1911; it took just one week to raze the stone school building and clear the site for construction of its replacement, which began shortly thereafter.²⁸ Construction continued through the summer of 1911, with a contractor from St. Paul completing the plastering and finishing in August of that year.²⁹

Like the 1893 school, the 1911 building was typical of 19th century schools, which were boxy in shape and, on larger buildings, featured a prominent bell tower. Commonly reported as rather dark and dreary, as well as either too hot or too cold, the experience of learning in such a building must have been a poor one. Classrooms in these early schools had high ceilings, boxy forms, wooden floors, and were arranged around a central core housing the stairs and administrative offices. Common spaces such as a gymnasium, cafeteria, and auditorium were rare.

Historic Image 03. Jasper School – Under Construction - 1911



(Image courtesy of the Jasper County Historical Society.)

This image documents construction of the 1911 school building. Note the 1888 wood frame school (right) remained extant.

The 1911 Jasper School was designed by W.E.E. Greene, a Minnesota architect who worked primarily in Luverne, Minnesota, and Worthington, Minnesota. A number of his works are listed in the National Register of Historic Places, including Holy Trinity Episcopal Church, the Carnegie Library, Maplewood Chapel, the Palace Theater, the Pierce J. Kniss House, and the J.W. Gerber House, all of which are located just 22 miles southeast of Jasper in Luverne, Rock County. The architect designed using brick, wood, and stone; his design of the Carnegie library featured a foundation of Blue Mound quartzite and Holy Trinity Church was constructed of locally quarried Sioux quartzite.³⁰

²⁷ Jasper Historical Society archives, uncited clipping in topically arranged binder available from research librarian.

²⁸ "Education: A high priority," *Jasper Journal*, June 4, 1981.

²⁹ Jasper Historical Society, uncited newsclipping, 1988.

³⁰ National Park Service, National Register of Historic Places Digital Archives website.

Jasper School
Name of Property

Pipestone County, MN
County and State

W.E.E. Greene was born in ca.1861 in Pennsylvania. By 1905 he was residing in Luverne, Minnesota, with his wife, Elizabeth J. Greene. He had one son, Milton Greene, who was born in ca.1884.³¹

At the time Greene completed the new Jasper School, it was described in some detail in the School Board Journal:

The new building measures 67- by 83-feet and is built of native Jasper stone and brick.³² The outer walls are wholly constructed of Jasper stone, laid in broken ashlar. The floors and stairs are of wood, set in fireproof walls, and provided with fire stops. The roof is also wood covered with the best quality tin. The basement is only slightly below the surround[ing] grade. It provides space for the heating and ventilating apparatus, for toilet rooms and for a manual training classroom. The heating plant consists of a gravity steam system with coil ventilation and direct radiation in each room. The whole was installed at a cost of \$2,850. The first floor provides space for four standard classrooms seated for 42 children each. In a mezzanine floor are located the principal's office and a library. In the second floor there are two additional classrooms, and space for the high school. The latter consists of fifty odd students for whom an assembly room, seating is comfortably sixty persons, is arranged. General class exercise and certain recitations are heard in two special rooms and in the laboratory. A special feature of the building is the interior fire escapes by which the students in the second story may leave the school without utilizing the regular corridor, stairways or exits. The fire stairs are enclosed in brick walls and are wholly fireproof. They are cut off from the first floor and from the basement so that no smoke or fire from these parts of the building will interfere with their efficiency. In the severe climate of Minnesota, where the fall of snow is heavy and the duration of cold weather is comparatively long, the interior escapes have a further advantage of not becoming clogged up with snow or made dangerous with ice. The classrooms are uniformly finished with rough-cast plaster, tinted; birch trim, stained and flat finished; slate blackboards and standard school furniture. The building cost a total of \$30,000 and was erected from plans prepared by Architect W.E.E. Greene of Luverne.³³

The cornerstone for the new school building was laid on October 21, 1911, with Minnesota Governor, A.O. Eberhart presiding over a gathering of some 2,000 people. The celebration was an elaborate one, with the Governor accompanied from the railroad station by the Jasper cornet band, local school children, and many residents. The Jasper reception committee drove the governor to the Jasper quarry, source of the stone used in the construction of the new school. Lunch was served at the LeSeuer House in downtown Jasper. Then followed a small parade up the hill to the new school for the dedication. A reception was held in the school's assembly room with the festivities continuing that evening with a special program at the Opera House.³⁴

<https://npgallery.nps.gov/NRHP/AssetDetail?assetID=3f14a32a-4988-47a8-ad0a-a3a9116dc294> and
<https://npgallery.nps.gov/NRHP/AssetDetail?assetID=c59bdbe9-8ede-4822-b6c0-a5ec0854442e>. Last accessed 07/01/2018.

³¹ Ancestry.com miscellaneous records. <http://www.ancestry.com>. Last accessed 06/15/2018.

³² The brick, a construction material, is retained but not visible on the exterior or accessible areas on the interior.

³³ School Board Journal, uncited article held Jasper Historical Society in topically arranged binder available from research librarian.

³⁴ Jasper Historical Society archives, uncited clipping in topically arranged binder available from research librarian.

Jasper School
Name of Property

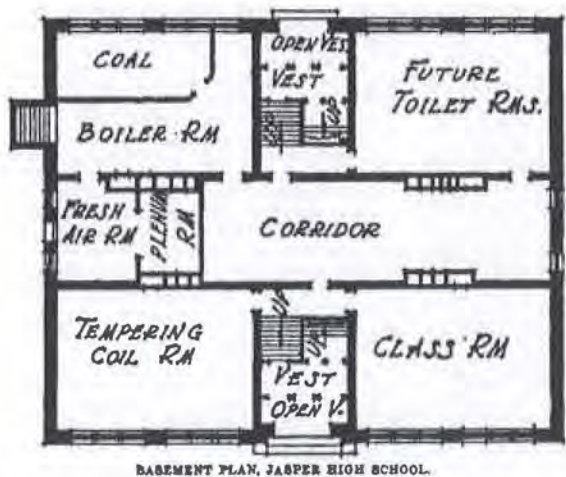
Pipestone County, MN
County and State

Historic Image 04. Jasper High School - 1911



(Image courtesy of the Jasper County Historical Society.)

Figure 03. School Floor Plans Sketch – Basement - 1911



(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

Green’s design for the basement (Figure 03) placed it only slightly below grade, which resulted in well-lit spaces. The basement was dominated by mechanical equipment with floor space provided for restrooms and a manual training classroom. Large classrooms located in each of the building’s four corners dominated the first floor (Figure 04); each classroom, measuring 31’-6” by 23’-6”, could seat 42 students. The second floor also housed a small (14’ by 13’-6”) library and the principal’s office – both located on the half-story (or 1st floor mezzanine level) between the first and second floors.

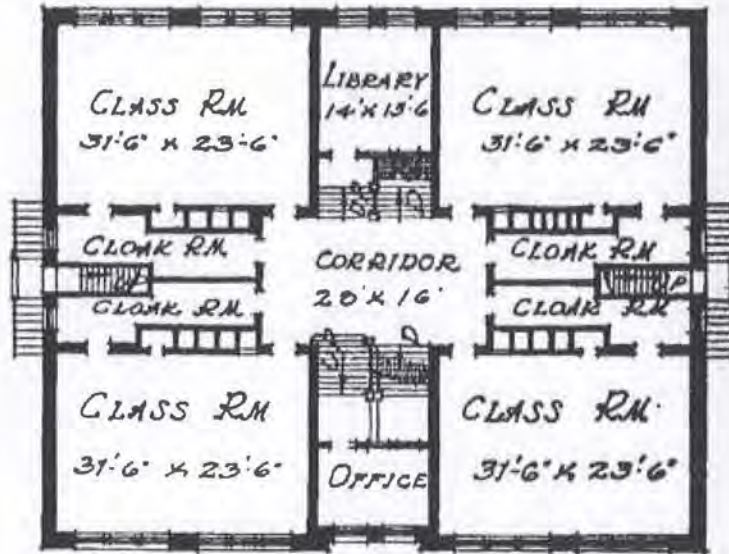
Two additional classrooms (sized in keeping with those on the first floor) were located on the second floor (Figure 05). An oversized “assembly room” (measuring 46’-6” by 22’-6”) was dedicated to the high school aged students, who also utilized two adjoining recitation rooms. The high school facilities were designed to comfortably accommodate 60 students. A laboratory was located at the half-story (or 2nd floor mezzanine) above the second floor. Otherwise, the third floor held cloakrooms and circulation spaces.

Jasper School
Name of Property

Pipestone County, MN
County and State

The 1911 school, with its “six commodious class rooms, a large high school assembly room, two recitation rooms... and laboratory facilities” employed six full time instructors and offered a “full high school course of instruction” – noted in local histories as “a first in 1911.” A 1911 image captures the interior of a classroom, the children all seating looking straight forward.³⁵ The view confirms the historic interior finishes and millwork, which remain largely intact today.

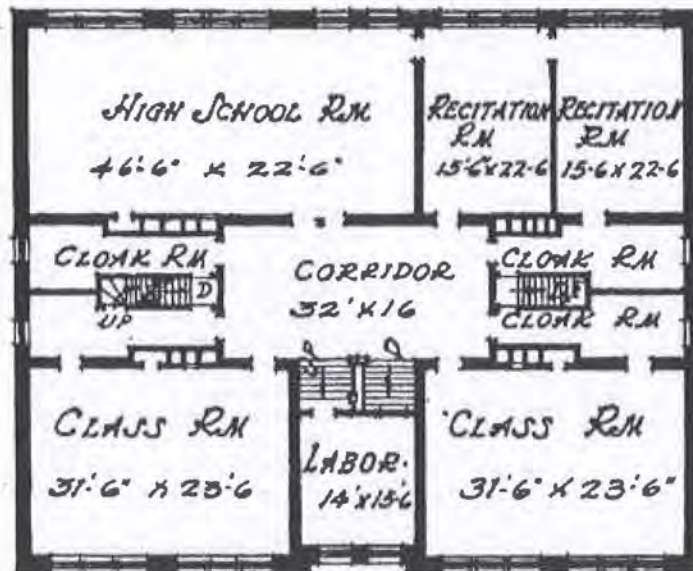
Figure 04. School Floor Plans Sketch – First Floor - 1911



FIRST FLOOR PLAN, JASPER HIGH SCHOOL.

(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

Figure 05. School Floor Plans Sketch – Second Floor - 1911



SECOND FLOOR PLAN, JASPER HIGH SCHOOL.

(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

³⁵ Jasper Historical Society archives, uncited clipping in topically arranged binder available from research librarian.
Section 8 page 44

Jasper School
Name of Property

Pipestone County, MN
County and State

Historic Image 05. Jasper School - 1911



(Image courtesy of the Jasper County Historical Society.)

On the question of the new school expanding education for high school students, Mrs. Elizabeth Einung, a member of the first class to graduate from the new school building, recalled “thinking that her 10th grade year would be her last year of high school, but the very next summer the decision was made to build the new school. She was contacted and told that they had added another year of high school. After 11th grade was completed, thinking she was done, another year (senior class) was added to the school curriculum.”³⁶ This reminiscence illustrates the impact that construction of the new school had on the quality of education for Jasper students.

The first commencement of the Jasper School was held on June 3, 1912, at the Opera House. That first graduating class had two students.³⁷

The composition and arrangement of interior spaces in the new school was partially influenced by the changes in education that accompanied the Progressive Era (1890-1920), which marked a shift in how Americans perceived the role of public schools in this country. The Progressive Movement promoted the idea that technological advancements would yield progress for Americans across the country. Shifting populations due to migration from country to town and an influx of immigrants were creating increased concentrations of young people in need of an education; to take advantage of newly available technologies, education needed to provide an array of training options. Many states had compulsory education laws in place in the late 1900s, with Minnesota enacting its first legislation in 1885. 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.³⁸

In the U.S., the Progressive Movement promoted 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

³⁶ “Education: A high priority,” *Jasper Journal*, June 4, 1981.

³⁷ Jasper Historical Society archives.

³⁸ 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-9 and “A History of the State Department of Education in Minnesota,” Minnesota Department of Education, undated.

Jasper School
Name of Property

Pipestone County, MN
County and State

compete in a 20th century world.³⁹ This evolving approach manifested itself differently to meet the needs, finances, and student population of individual communities. While the 1911 Jasper school reflects the Progressive approach to educating through 12th grade and the inclusion of a manual training space in the basement, the arrangement of the interior floor plans remained grounded in earlier educational models. This hybrid of design is likely representative of the specific needs as well as the limitations of the community.

The Depression Era negatively impacted construction of many kinds. Public schools, however, benefitted from various public works programs of the Roosevelt administration, with school buildings or additions to existing schools comprising a significant number of projects undertaken as part of the New Deal programs such as the Public Works Administration (PWA) and the Works Progress Administration (WPA).⁴⁰

Increased enrollment in the Jasper School was noted in 1935. The rising number of students necessitated the addition of one teacher.⁴¹ Increasing enrollment was significant enough to warrant construction of an addition to the 1911 school building, plans for which were underway in the late 1930s. In 1938, Jasper was awarded a WPA grant in the amount of \$45,135 for the construction of an addition to the 1911 school.⁴² Although the news account reported the project as a WPA grant specifically, the architect's plans bear a stamp denoting the plans a PWA or Public Works Administration funded project. Both New Deal programs, the PWA was established first and with the primary goal of providing employment to skilled workers for the purpose of completing what typically large-scale projects (e.g. Hoover Dam). The PWA did, however, fund small-scale projects, a number of which were schools or school additions. In contrast, the WPA was primarily a relief program meant to provide work to a broad swathe of the unemployed. Establishment of the program post-dates the PWA and, due to the smaller scale of the typical projects undertaken, was in operation quickly, with tangible benefits of its impact felt in a relatively short time. Like the PWA, the WPA projects often included construction of schools or additions to existing schools.⁴³

The 1939 addition to the Jasper school building, which was built at a cost of \$125,000, provided additional classrooms, a home economics room, science room with laboratory, commercial room, industrial arts room, and a combination gymnasium-auditorium that was heralded as one of the finest in the state.⁴⁴ Although constructed some two decades after the peak of the Progressive Era, the composition and type of additional classrooms reflects the continuing impact of the educational philosophy of Progressives, with their emphasis on providing an array of training opportunities. The construction of the auditorium-gymnasium relieved considerable pressure on space for recreation and theater – both central tenets of Progressives.

The Sioux Falls, South Dakota, firm of Perkins-McWayne were architects for the addition. Robert Augustus Perkins and Albert McWayne established their architectural firm in 1918. Perkins received degrees in architecture at the Armour Institute of Technology. He then attended the University of California and Columbia University and again studied art and architecture. McWayne graduated in civil engineering from Purdue University. After working as a construction superintendent in Chicago for six years, he moved to Sioux Falls. The partnership of Perkins and McWayne existed for 36 years, until 1954, when Perkins died.⁴⁵

Albert McWayne came to South Dakota and registered with the State Board of Engineering and Architectural Examiners as an architectural engineer. He apparently worked as both an architect and an engineer and had designed commissions on his own prior to 1917, when he first advertised as a member of a firm named Livermore and McWayne. In 1918, McWayne formed a partnership with Robert Perkins. Perkins also worked independently on occasion, but together, the

³⁹ Dieber, E-7.

⁴⁰ Alexa McDowell, "Iowa Highway Commission, District 6 building," National Register of Historic Places nomination, 2015: 23.

⁴¹ "Northwest Briefs." St. Cloud Times, September 21, 1935: 2.

⁴² "\$245,262 For City Library Project Ok'd," *The Minneapolis Star*, July 26, 1938: 9.

⁴³ C.W. Short and R. Stanley-Brown, *Public Buildings: A Survey of Architecture of Projects Constructed by Federal and Other Governmental Bodies Between the Years 1933 and 1939* (Washington, DC: US Government Printing Office, 1939).

⁴⁴ "Education: A high priority," *Jasper Journal*, June 4, 1981.

⁴⁵ Barbara Kooiman and Elizabeth A. Butterfield, "Brookings Central Residential Historic District," National Register of Historic Places Registration Form, 1993.

Jasper School

Name of Property

Pipestone County, MN

County and State

pair produced exceptional works in a wide range of styles and for a variety of purposes. In addition to many residences, they designed the South Dakota courthouses for Douglas County (1927) and Lyman County (1925) as well as the Shriver-Johnson Department Store (1918) and Longfellow Elementary (1915), both in Sioux Falls, South Dakota. Occasionally, the team joined with other architects, notably Chenoweth and Rittinghouse of Rapid City, and they also did considerable business outside of South Dakota. In all their works, they showed a mastery of academic styles and a great sensitivity to proportion and scale.⁴⁶ The firm worked in stone with their design of the monumentally scaled Codington County Courthouse (NRHP) at Watertown, South Dakota, it was constructed of Bedford limestone.⁴⁷

The dedication of the Jasper School addition was held on September 21, 1939. Music was provided by various student groups, with Geo. A. Selke, President of the St. Cloud Teachers College, as the featured guest speaker. Brief addresses were also given by school representatives, Superintendent Jonason and School Board President, G.T. Bieber. Project architect A. McWayne and general contractor, Henry Carlson, also provided a few words, as did Edward Fisher, Public Works Administration (PWA) supervisor.⁴⁸

Historic Image 06. Jasper School Addition -1939



(Image courtesy of the Jasper County Historical Society.)

View of the 1939 addition looking northeast across East Wall Street at Hill Avenue.

⁴⁶ Carolyn Torma, "Building Diversity: A Photographic Survey of South Dakota Architecture, 1913-1940," South Dakota State Historical Society, 1989.

⁴⁷ National Park Service. National Register of Historic Places Digital Archive. <https://npgallery.nps.gov/NRHP/BasicSearch/>. Last accessed 07/01/2018.

⁴⁸ "Formally Dedicate Jasper School," *Jasper Journal*, September 28, 1939: 1.
Section 8 page 47

Jasper School
Name of Property

Pipestone County, MN
County and State

Historic Image 07. Jasper School Addition - 1939



(Image courtesy of the Jasper County Historical Society.)

View of the 1939 looking north at the main entrance into the addition.

The addition was made with minimum impact to the existing school building at the point where the building sections were joined. There is no suggestion in local news accounts that the project included any work on the existing building, however, historic images document the absence of the bell tower and the cornice, and the replacement of windows in the original building (Image 12). The architect's design for the addition, which aligned the windows on the façade, continued large openings for those windows, and called for the use of locally-quarried Sioux quartzite, which resulted in a façade that was visually sympathetic to the original. Variations in window configuration and a lower roofline differentiated the addition from the 1911 building. The individual design character of the addition was expressed on the south elevation, where decorative devices such as the small, punched window openings and the layered massing tied the design to the Moderne era in which it was constructed.

Finish materials chosen for the interior were also keeping with the original school, with minor changes in millwork dimensions and the appearance of the tile used in the locker rooms and restrooms providing some variation. Corridor widths and heights and the scale, volume, and finishes of classrooms remained similar from the addition to the 1911 school. As noted, the window openings on the addition's façade were scaled similarly to those of the original building. Although the windows were configured differently, the light allowed to the interior would have provided a similar character in the classroom.

The provision of a combination gymnasium-auditorium was an important amenity for the school district. Where earlier news accounts often indicated that, due to a lack of space in the school building, gatherings were held at the local Opera House, the addition allowed the school to host productions of all kinds as well as athletic events. Most importantly, the space also supported the school curricula, which included music, theater, and physical education. Instrumental music education included weekly private lessons in addition to regular band rehearsal. The school encouraged parents to "bear in mind that musicians are not produced in a few weeks' time and that it is quite useless to have a child take instruction unless regular practice is insisted upon."⁴⁹

⁴⁹ "School Music Program to Expand This Year," *The Jasper Journal*, undated newsclipping, Jasper Historical Society.

Jasper School
Name of Property

Pipestone County, MN
County and State

Historic Image 08. Jasper School Addition - 1939



(Image courtesy of the Jasper County Historical Society.)

View of the school building façade (west elevation) after completion of the 1939 addition (right). The image documents that the bell tower and cornice had been removed and the original windows had been replaced in the 1911 school. Local accounts do not discuss the specifics of alterations made to the 1911 school when the 1939 addition was made, but the alteration of these features of the original building are logical as a means of creating a visually unified façade.

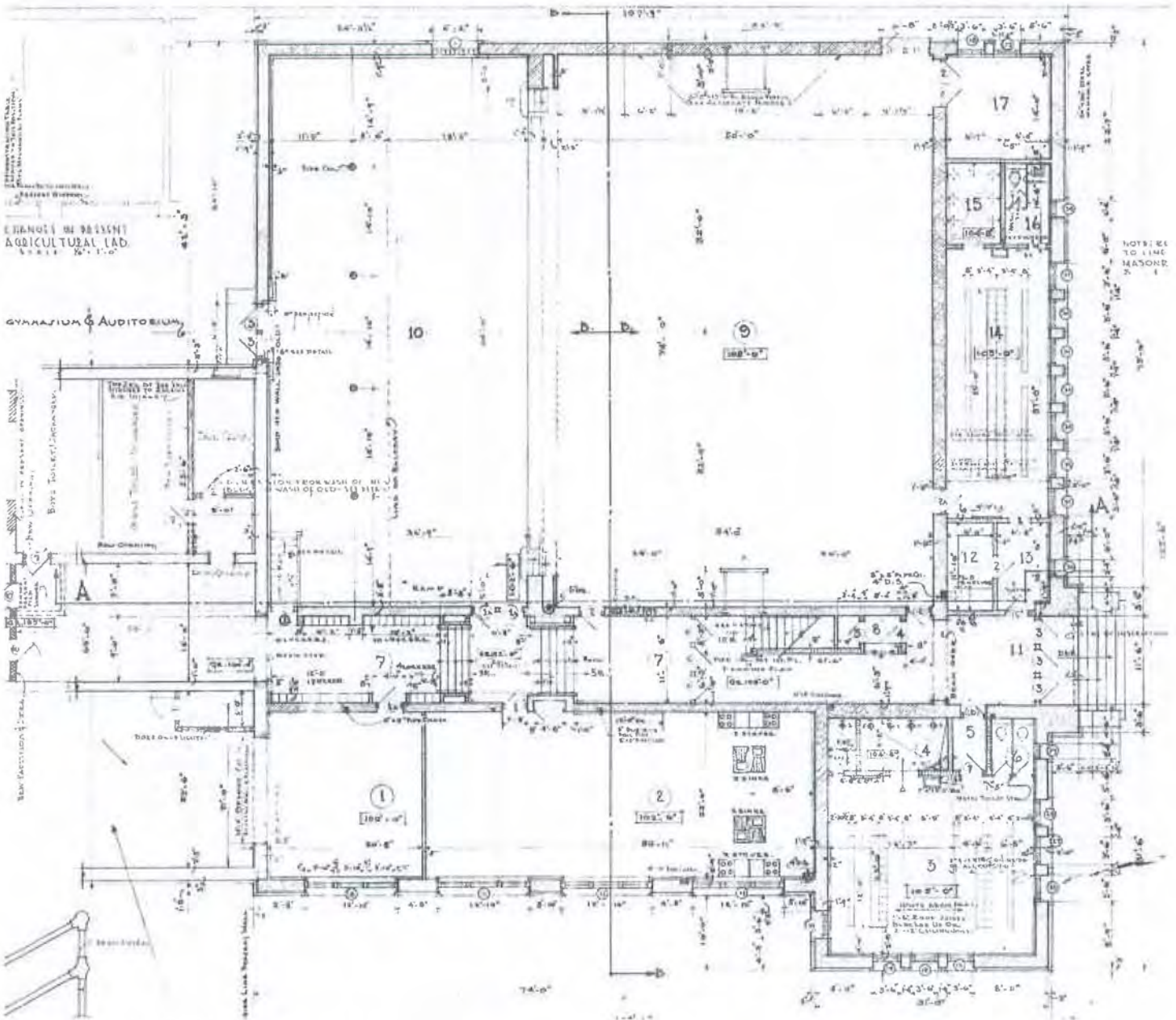
As noted, the inclusion of dedicated classrooms for home economics, industrial arts, science, and commercial courses is indicative of the educational foci during this era. The science classroom and laboratory were located on the second floor. The large classroom featured built-in cabinetry and a storage room with floor to ceiling shelves that are retained. The home economics room was located in the basement. A new department head was hired in 1941. Miss Lois Erickson remarked that the “homemaking department here at Jasper is one of the finest that I have ever seen. The girls have the opportunity of working and managing in a home-like environment so that complete and effective home living may be learned and appreciated.”⁵⁰

⁵⁰ “School Music Program to Expand This Year,” *The Jasper Journal*, undated newsclipping, Jasper Historical Society.
Section 8 page 49

Jasper School
Name of Property

Pipestone County, MN
County and State

Figure 06. Design Plans – 1938 – Basement

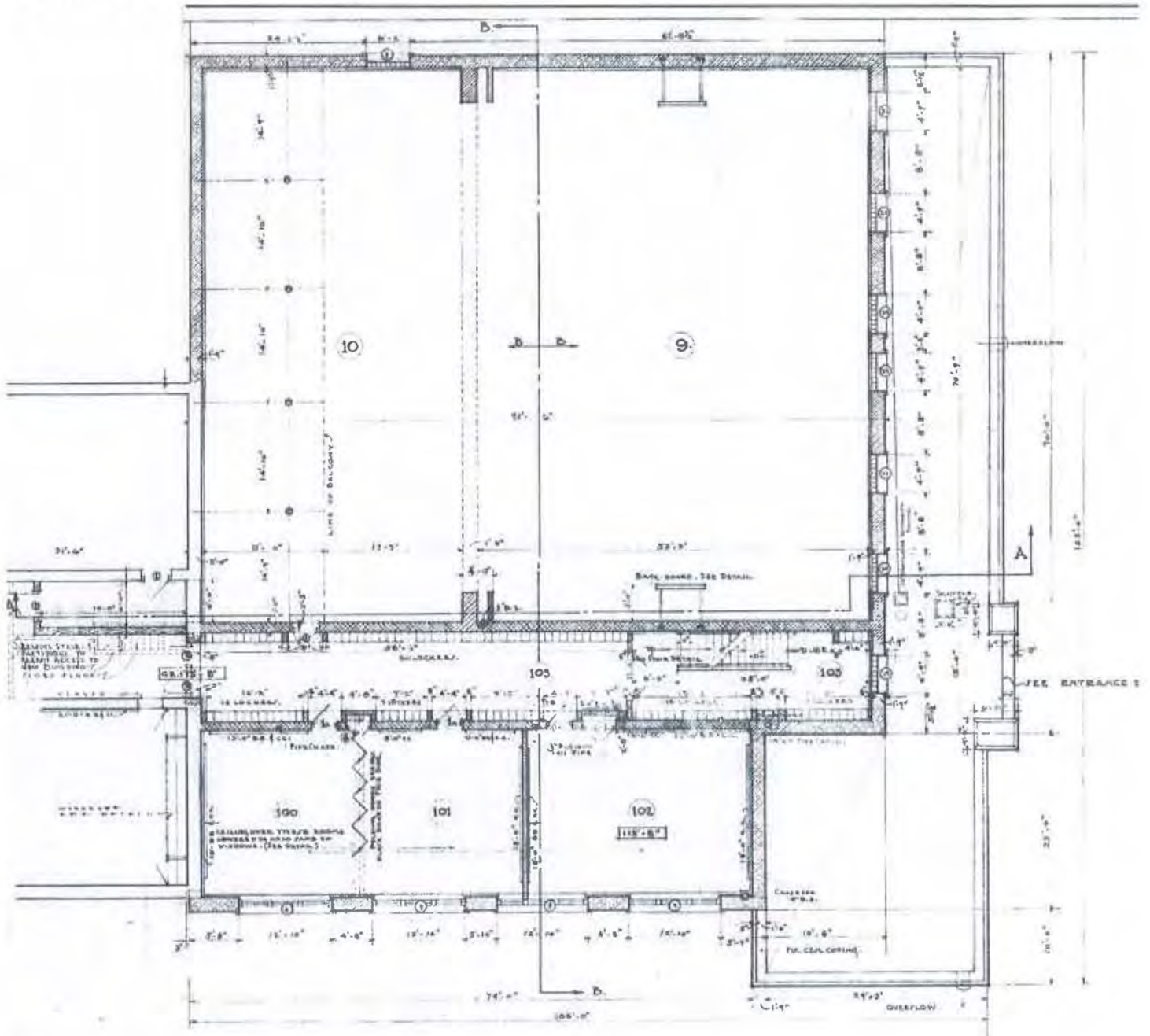


(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

Jasper School
Name of Property

Pipestone County, MN
County and State

Figure 07. Design Plans – 1938 – First Floor

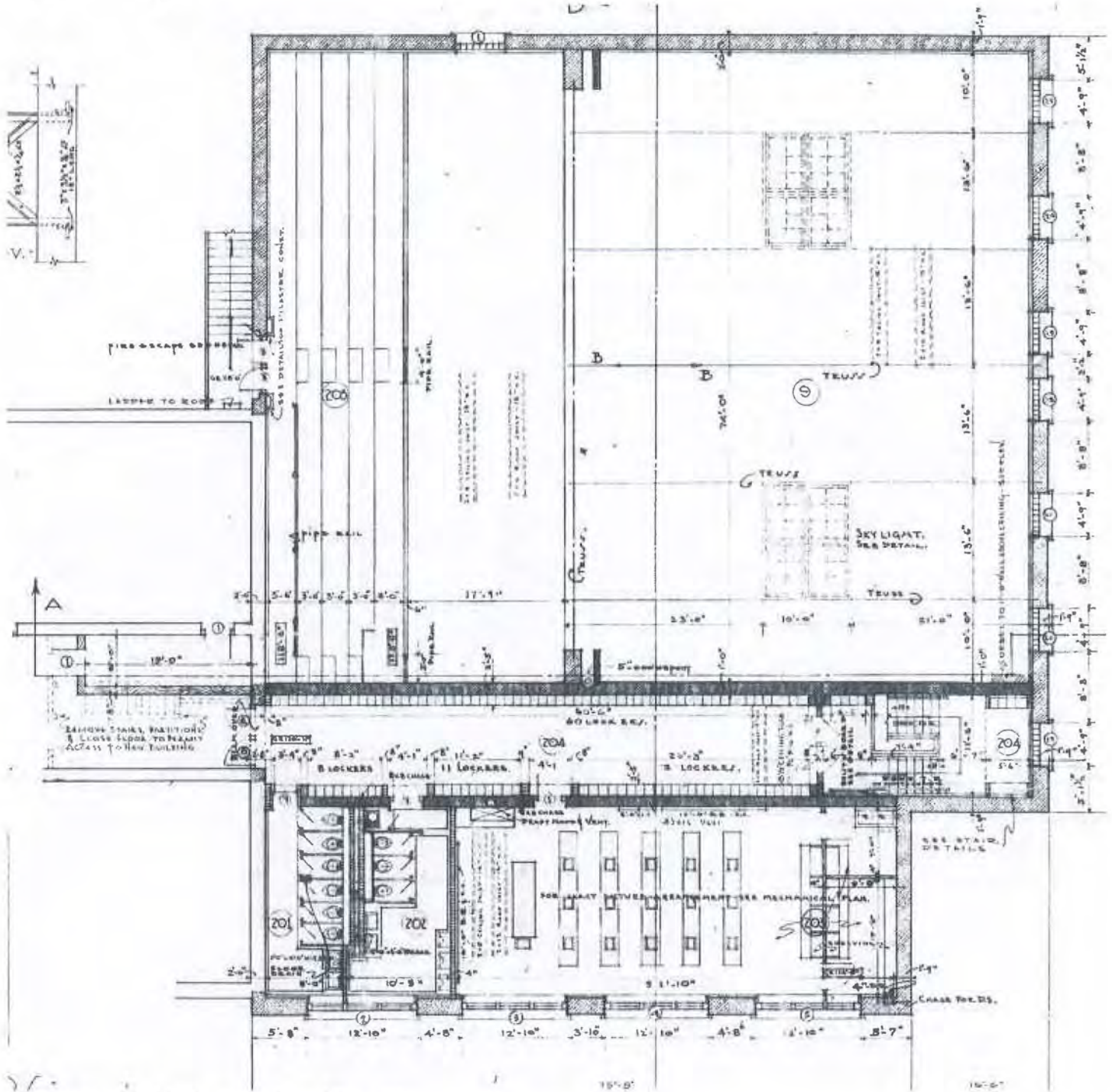


(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

Jasper School
Name of Property

Pipestone County, MN
County and State

Figure 08. Design Plans – 1938 – Second Floor



(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

Jasper School

Name of Property

Pipestone County, MN

County and State

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 post-war 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.⁵¹ The 1948 institution of the first kindergarten class undoubtedly marks the beginning of the impact of the Baby Boom on the Jasper school system.

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. New construction (additions included) typically followed the prevailing national trend toward single-story, horizontal massing while taking advantage of post-war 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.⁵²

The post-war construction boom changed the architectural expression of school design and the functional arrangement of interiors. As was true of schools constructed during the Progressive Era, schools of the 1950s and later are reflective of the times in which they were built. Mid-century schools were commonly built as one-story buildings with a flat roof and a linear form. Abundant lighting was made practical by the availability of large-scale glazing and steel framing. Color palettes became lighter and, when funding allowed for it, a variety of finish materials, such as tile and wood paneling, were utilized. In the cases where budgets were tight, painted concrete block was a typical interior finish. Interior spaces in Modern schools were far more flexible than had previously been the case. Accordion-type interior walls were often utilized to allow classrooms to be easily expanded to allow teachers the flexibility of sharing lessons with adjacent teachers and their classes. Despite the entrance of these modern schools in the American educational landscape, early schools like that in Jasper remained in use with additions to existing building reflecting the changing educational models.

A 1954 vote to consolidate 11 rural schools in Pipestone and Rock County with the Jasper school district further increased the pressure on the existing school posed by the Baby Boom. In response, Jasper undertook the 1956 construction of a second addition to the existing school building and the 1957 construction of a dedicated elementary school (non-extant).

The 1956 addition to the Jasper School provided space for an agricultural room and laboratory, a band and chorus room, individual practice rooms, and an office for the educators. Erected at a cost of \$45,000, the one-story addition was built east of the existing and attached to the rear entrance of the 1911 structure using an 11' 6" by 30' enclosed walkway. Designed by the Sioux Falls, South Dakota, firm of Harold Spitznagel and Associates, the addition was constructed of brick faced in Sioux quartzite. The influence of its construction era is evident on the exterior in the building's elongated profile and window materials (steel) and form (plate glass with operable awnings). On the interior, the use of brick and concrete block and exposed steel truss roof structure point to its mid-twentieth century construction.⁵³

In the fall of 1957, students in grades 1-6, including the rural students, were bussed to Jasper and began classes in a brand-new school, which was located just one block east of the existing school. The one-story building cost \$259,000 to construct and included twelve classrooms, a lunchroom with kitchen, and a small gymnasium.⁵⁴ The school's cafeteria served hot lunch to 200 students at a time. Students in grades 7-12 walked to the elementary school for their lunch.⁵⁵

Construction of the dedicated elementary school eased crowding at the Jasper School and freed up space for the expansion of high school level programming. Beginning in 1957, the Jasper School served students in grades 7-12, with the junior high students primarily on the first floor of the building and high school students on the upper floor.

⁵¹ James T. Patterson, *Grand Expectations: The United States, 1945-1974* (New York: Oxford University Press, 1996), 61.

⁵² Alexa McDowell, "Monroe Elementary School Historic District," National Register of Historic Places nomination, 2015: 34-35.

⁵³ "Education: A high priority," *Jasper Journal*, June 4, 1981.

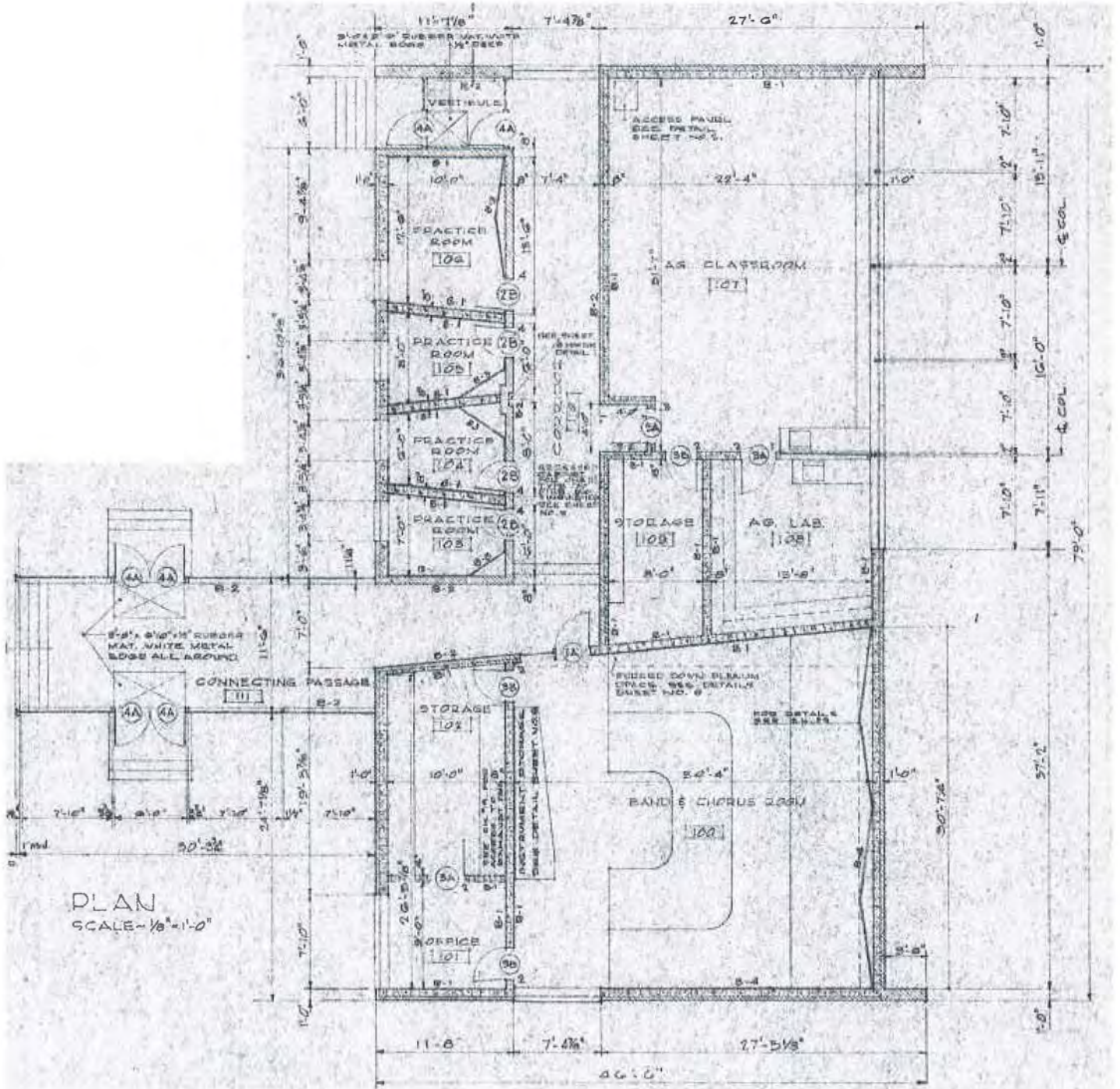
⁵⁴ "Education: A high priority," *Jasper Journal*, June 4, 1981.

⁵⁵ Jasper County Historical Society, untitled newsclipping, *Jasper Journal*, August 29, 1957.

Jasper School
Name of Property

Pipestone County, MN
County and State

Figure 09. Design Plans – 1956 Addition

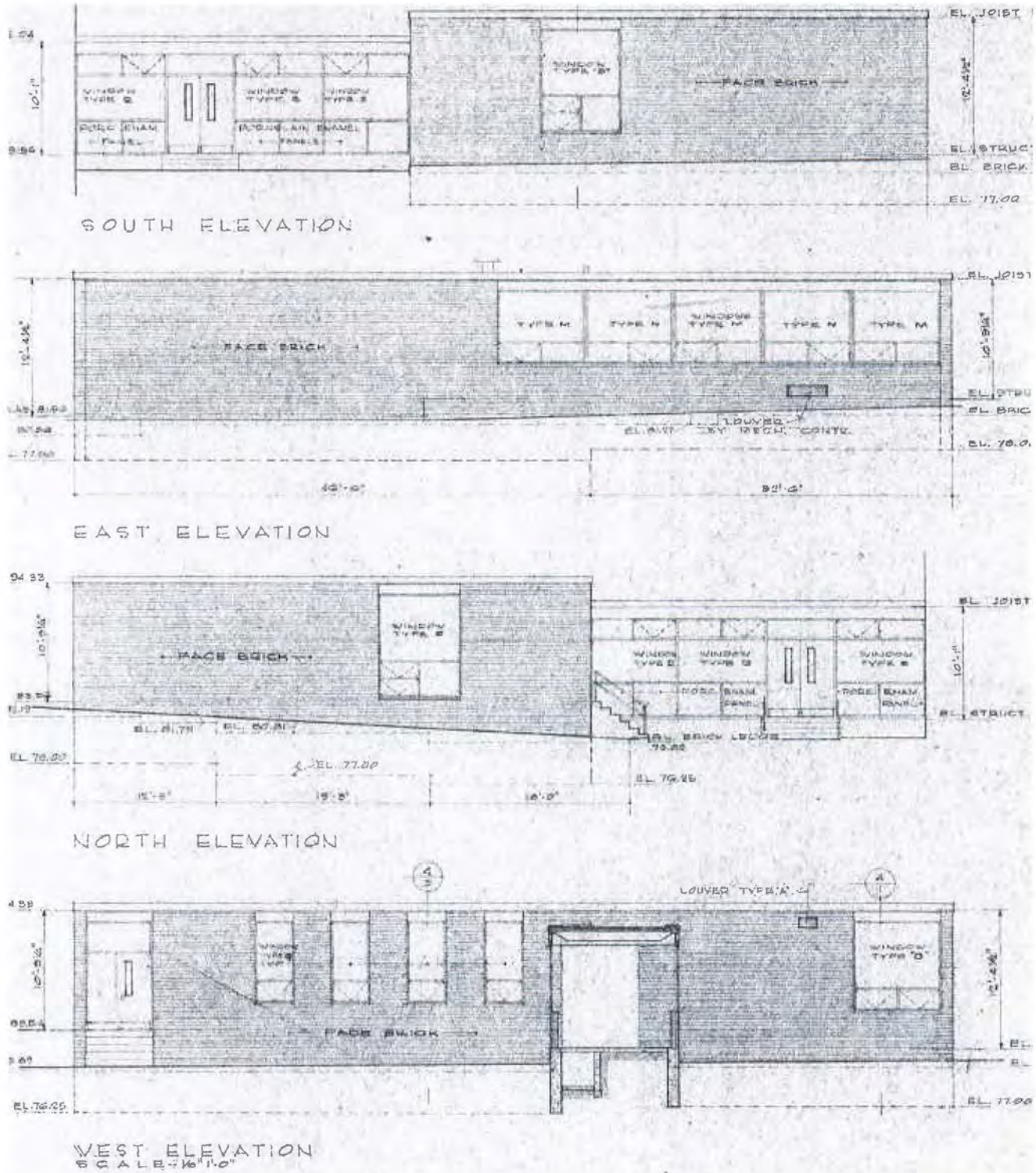


(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

Jasper School
Name of Property

Pipestone County, MN
County and State

Figure 10. Design Plans – 1956 Addition - Elevations

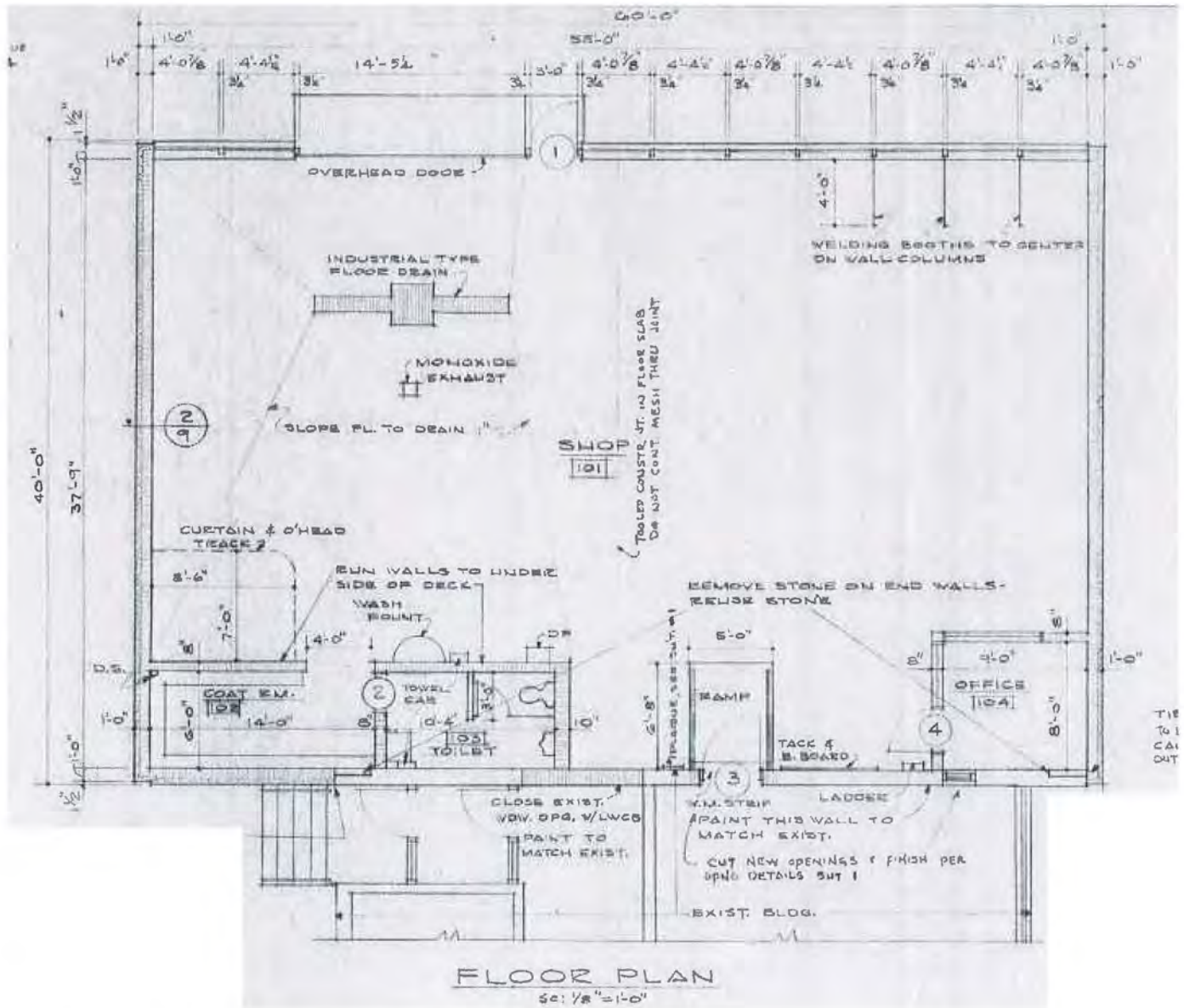


(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

Jasper School
 Name of Property

Pipestone County, MN
 County and State

Figure 11. Design Plans – 1960



(Plans courtesy of Reclaim Community, Jasper, Minnesota.)

An agricultural shop was added to the school building in 1959.⁵⁶ The shop addition was attached to the 1956 addition, with no physical connection to the original school building. The one-story addition carried on the elongated form and stone facing of the 1956 structure, creating a virtually seamless transition. The use of industrial style, steel windows on the north elevation provide a hint of the type of instructional space.

In 1963 the combined enrollment in the high school and elementary school was 600 students. There were 30 teachers and 9 busses transported 394 students.⁵⁷

⁵⁶ "Education: A high priority," *Jasper Journal*, June 4, 1981.

⁵⁷ *Ibid.*

Jasper School

Name of Property

Pipestone County, MN

County and State

In 1965, the school district undertook a two-story addition to the north end of the 1911 school building. Constructed of concrete block and faced in brick, the addition was constructed to provide for a library, home economics, and science and business departments.⁵⁸ Although the project architect eschewed the prevailing trend of single-story, horizontal massing, the addition did take advantage of post-war materials like steel framing and limited construction expenses by using concrete block for construction and avoiding added decorative devices altogether.

The new addition served the K-2 aged students with the specialized spaces (i.e., library, science, etc.) utilized by the high school classes.

Historic Image 09. Jasper High School Addition Under Construction - 1965



(Image courtesy of the Jasper County Historical Society.)

⁵⁸ Ibid.

Jasper School
Name of Property

Pipestone County, MN
County and State

Historic Image 10. Jasper High School - 1976



(Image courtesy of the Jasper County Historical Society.)

View of the Jasper school, looking northeast.

Composition of the student population continued to fluctuate as the surrounding community worked to provide appropriate educational opportunities to their residents. During the 1967-68 school year, the Hermanson, South Dakota, school district contracted to send students to Jasper.⁵⁹

In 1975-76, 463 students were enrolled in grades K-12 with 31 teachers in the two schools - a far cry from the 1963 combined enrollment of 600 students. Enrollment in Jasper dropped to 452 students in 1978 and to 238 in 1987, with only 23 teachers employed and two buses in use in that year.⁶⁰

The Jasper Elementary School was closed in 1984 after just 28 years of use. Beginning with the 1984-85 school year, the elementary children's classrooms moved into the high school building and the grade school was put up for sale. The Jasper School was then remodeled to make room for the elementary classrooms. The school district spent \$88,676 for the renovation, which paid for some repair and replacement of plumbing, remodeling of a bathroom, construction of a new kitchen in the basement of the 1911 school, and remodeling in classrooms. The expense far exceeded the initial budget of \$35,000 due to unanticipated overages, especially related to plumbing, which was original to the 1911 building.⁶¹

In 1993, the district consolidated with the Pipestone school district to establish the Pipestone-Jasper School District. That agreement resulted in the merging of the Jasper high school grades. The agreement also stated that an elementary school was to be maintained at Jasper as long as it was economically feasible and educationally sound.⁶² With the 1993 agreement, Jasper middle and high school students (grades 6-12) traveled to school in Pipestone. From 1993 through 2001, Jasper's K-5 students used all but the upper floor of the Jasper School building.⁶³

⁵⁹ Jasper County Historical Society archives, uncited clipping in topically arranged binder available from research librarian.

⁶⁰ "Education: A high priority," *Jasper Journal*, June 4, 1981.

⁶¹ "Board review remodeling costs," *Jasper Journal*, March 19, 1984.

⁶² Melanie Brandert, "Jasper school to close," *Argus Leader*, March 09, 2001.

⁶³ Jasper County Historical Society archives, uncited clipping in topically arranged binder available from research librarian.

Jasper School

Name of Property

Pipestone County, MN

County and State

In 2001, the Pipestone-Jasper School Board voted 6-1 to close the grade school that spring, an action taken to help defray a \$778,000 budget shortfall projected for the following year. Given the declining enrollment and loss of revenue to adequately sustain a high quality of educational opportunity, closure of the Jasper school met the standard of the agreement.⁶⁴ At the time of its closing, the school served 116 students in three kindergarten classes and one class at each of the first, second, third, and fourth grade levels. After the closing, students had the option of attending Hill or Brown Elementary schools in Pipestone or to leave the district and enroll at Edgerton, Luverne, or Garretson, South Dakota.⁶⁵

The Jasper School served its community from 1911 through 2001. Throughout the course of its use, the building was expanded and rehabilitated in response to historic trends such as the post-war Baby Boom and rural consolidation that impacted the number and ages of students to be served. The various components of the building represent the impact of those specific trends beginning with the 1911 original building and marked by the 1939 addition through the mid-20th century additions in 1956, 1960, and 1965. Further, each section of the building is illustrative of the educational trends specific to their era of construction. The use of Sioux quartzite in the construction of the original 1911 building and the additions in 1939, 1956, and 1960 resulted in a monumental building that stands as Jasper's most significant example of the use of Sioux quartzite in building construction.

As noted, the Period of Significance for the Jasper School Building is 1911-1965, which embraces the construction-completed dates of all sections of the building. The period is representative of the most significant modifications made to accommodate the student population, as well as representative of the educational trends that influenced the design of those modifications. Although the building was not removed from service until 2001, the closing date of the Period of Significance represents the major changes made to the building representative of its evolution.

⁶⁴ Melanie Brandert, "Jasper school to close," *Argus Leader*, March 09, 2001.

⁶⁵ "Final goodbye from Jasper Grade School," *The Jasper Journal*, June 11, 2001.

Jasper School

Name of Property

Pipestone County, MN

County and State

9. Major Bibliographical References

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

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The Jasper Journal. "Jasper school to close." March 09, 2001.

The Jasper Journal. "Final goodbye from Jasper Grade School." June 11, 2001.

Jasper School

Name of Property

Pipestone County, MN

County and State

Online Sources

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National Park Service, National Register of Historic Places Digital Archive.
<https://npgallery.nps.gov/NRHP/BasicSearch/>. Last accessed 07/01/2018.

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 # _____
- recorded by Historic American Landscape Survey # _____

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): PP-JPC-011

Jasper School
Name of Property

Pipestone County, MN
County and State

10. Geographical Data

Acreage of Property 2.45-acres

(Do not include previously listed resource acreage; enter "Less than one" if the acreage is .99 or less)

Latitude/Longitude Coordinates

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

1	<u>43.849884</u>	<u>-96.394090</u>	3	<u>43.850768</u>	<u>-96.392858</u>
	Latitude	Longitude		Latitude	Longitude
2	<u>43.850785</u>	<u>-96.394074</u>	4	<u>43.849872</u>	<u>-96.392875</u>
	Latitude	Longitude		Latitude	Longitude

Verbal Boundary Description (Describe the boundaries of the property.)

The Jasper School site covers a full city block bounded by E. Wall Street on the south, Hill Avenue on the west, East 2nd Street on the north, and Poorbough Avenue N. on the east. The property boundaries *exclude* the approximately 75- by 79-foot, city-owned parcel upon which the Jasper municipal water tower and associated equipment is located



Jasper School

Name of Property

Pipestone County, MN

County and State

Boundary Justification (Explain why the boundaries were selected.)

The boundary embraces the portion of the site to which the school is historically associated. The block was granted to the city by the Jasper Improvement Co. in 1888 and the town school has been located on the site from that time. Because the water tower is not functionally related to the school, the small parcel upon which the structure and associated equipment is located is excluded from the boundary.

11. Form Prepared By

name/title Alexa McDowell date 10/29/2018

organization AKAY Consulting telephone 515-491-5432

street & number 4252 Oakland Avenue email akaymcd@hotmail.com

city or town Minneapolis state MN zip code 55407-3123

Additional Documentation

Submit the following items with the completed form:

- **GIS Location Map (Google Earth or BING)**
- **Local Location Map**
- **Site Plan**
- **Floor Plans (As Applicable)**

Jasper School
Name of Property

Pipestone County, MN
County and State

Photo Location Map (Include for historic districts and properties having large acreage or numerous resources. Key all photographs to this map and insert immediately after the photo log and before the list of figures).

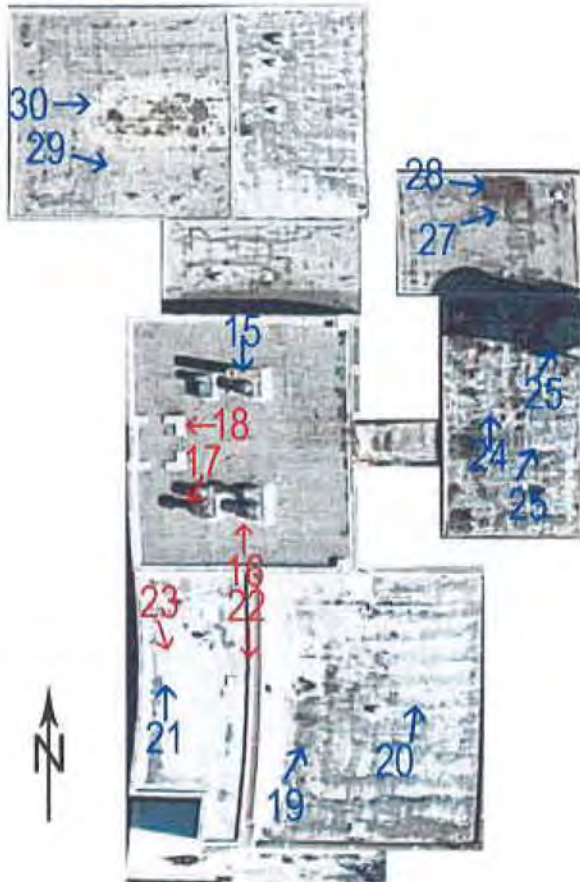
PHOTO KEY – EXTERIOR



Jasper School
Name of Property

Pipestone County, MN
County and State

PHOTO KEY – INTERIOR



KEY: Blue indicates 1st floor views
Red indicates 2nd floor views

Jasper School Building

Pipestone County, MN

Name of Property

County and State

Photographs:

Submit clear and descriptive photographs. The size of each image must be 3000x2000 pixels, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Jasper School

City or Vicinity: Jasper

County: Pipestone **State:** MN

Photographer: Alexa McDowell

Date Photographed: 02/23/2018 and 06/12/2018

Description of Photograph(s) and number, include description of view indicating direction of camera:

01. Site View: Looking NE
02. Site View: Looking SE
03. Site View: Looking NW
04. Exterior: Original 1911 School
05. Exterior Detail: 1911 School
06. Exterior Detail: 1911 School Building – Sioux Quartzite
07. Exterior: 1939 Addition – South elevation, looking NE
08. Exterior: 1939 Addition – Detail, south elevation entrance pavilion
09. Exterior: 1956 Addition – South and east elevations, looking NW
10. Exterior: Looking south from E. 2nd Street toward central intersection of building sections
11. Exterior: 1956 Addition – Connecting corridor, looking SE
12. Exterior: 1960 Addition – North elevation, looking SE
13. Exterior: 1965 Addition – West elevation, looking NE
14. Exterior: 1965 Addition – East elevation, looking SW
15. Interior: 1911 School – First floor central corridor, looking south
16. Interior: 1911 School – Second floor central corridor, looking south
17. Interior: 1911 School – High school assembly room
18. Interior: 1911 School – Representative half-story space
19. Interior: 1939 Addition – Gymnasium-Auditorium, looking west
20. Interior: 1939 Addition – Auditorium, looking west
21. Interior: 1939 Addition – Locker room, looking west
22. Interior: 1939 Addition – Representative corridor
23. Interior: 1939 Addition – Science classroom

Jasper School Building

Name of Property

Pipestone County, MN

County and State

24. Interior: 1956 Addition – Corridor, looking north
25. Interior: 1956 Addition – Band-Chorus Practice room, looking NE
26. Interior: 1956 Addition – Agricultural Classroom, looking NE
27. Interior: 1960 Addition – Agricultural Shop, looking NE
28. Interior: 1960 Addition – Agricultural Shop, looking east
29. Interior: 1965 Addition – Typical double-loaded corridor
30. Interior: 1965 Addition – Representative classroom

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. 460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.











MRS. HINGG SCHOOL



















JASPER
GRADE SCHOOL





EXIT















BOYS





EXIT









Note:
Children need to be
with parents
No running please
No smoking inside
No food or drinks
inside





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: Date of Pending List: Date of 16th Day: Date of 45th Day: Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject Date

Abstract/Summary Comments:

Recommendation/ Criteria

Reviewer Control Unit Discipline _____

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.

Minnesota State Historic Preservation Office
50 Sherburne Ave., Suite 203, St. Paul, Minnesota 55155
651-201-3293



TO: Joy Beasley, Keeper
National Register of Historic Places

FROM: Ginny Way

DATE: April 30, 2019

NAME OF PROPERTY: Jasper School

COUNTY AND STATE: Pipestone County, Minnesota

SUBJECT: National Register:
 Nomination
 Multiple Property Documentation Form
 Request for determination of eligibility
 Request for removal (Reference No.)
 Nomination resubmission
 Boundary increase/decrease (Reference No.)
 Additional documentation (Reference No.)

DOCUMENTATION:

Original National Register of Historic Places Registration Form
 Multiple Property Documentation Form
 Continuation Sheets
 Removal Documentation
 Photographs
 CD w/ image files
 Digital Map
 Sketch map(s)
 Correspondence
 Owner Objection
The enclosed owner objections
Do Do not constitute a majority of property owners

STAFF COMMENTS: