

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES REGISTRATION FORM

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

1. Name of Property

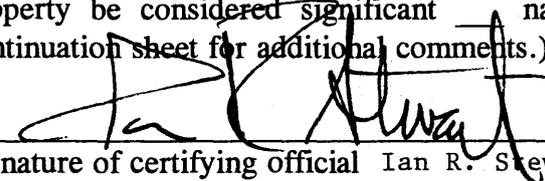
historic name Winona High School and Winona Junior High School
other names/site number Winona Middle School; Winona Schools

2. Location

street & number 166 and 218 West Broadway Street not for publication
city or town Winona vicinity _____
state Minnesota code MN county Winona code 169 zip code 55987

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

 Date 11/17/03
Signature of certifying official Ian R. Stewart

Deputy State Historic Preservation Officer, Minnesota Historical Society
State or Federal agency and bureau

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

Signature of commenting or other official Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby certify that this property is:

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

Edward J. Deak 1.2.04

[Signature]

Signature of Keeper

Date of Action

5. Classification

Ownership of Property (Check as many boxes as apply)

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

Category of Property (Check only one box)

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

Number of Resources within Property

Contributing	Noncontributing
<u>2</u>	<input type="checkbox"/> buildings
<input type="checkbox"/>	<input type="checkbox"/> sites
<input type="checkbox"/>	<input type="checkbox"/> structures
<input type="checkbox"/>	<input type="checkbox"/> objects
<u>2</u>	<input type="checkbox"/> Total

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

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

8. Statement of Significance

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

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

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

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

Areas of Significance (Enter categories from instructions)

EDUCATION

Period of Significance 1917-1953

Significant Dates 1915-1917, 1925-1926, 1928

Significant Person (Complete if Criterion B is marked above) N/A

Cultural Affiliation N/A

Architect/Builder Johnston, Clarence H., Sr.; Ittner, William B.; Croft and Boerner

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

9. Major Bibliographical References

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

Previous documentation on file (NPS)

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

Primary Location of Additional Data

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

Name of repository: Winona County Historical Society, Winona, Minnesota

10. Geographical Data

Acreage of Property 2.95 acres

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

Zone	Easting	Northing	Zone	Easting	Northing
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See continuation sheet.

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

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

11. Form Prepared By

name/title Elizabeth A. Gales, Architectural Historian
organization Hess, Roise and Company
street & number 100 North First Street
city or town Minneapolis state MN zip code 55401
telephone (612) 338-1987
date 2003

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A USGS map (7.5 or 15 minute series) indicating the property's location.

A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs

Representative black and white photographs of the property.

Additional items (Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of the SHPO or FPO.)

name Rob McCready, MDI Limited Partnership #78
street & number 1600 University Avenue, Suite 212 telephone (651) 646-7848
city or town Saint Paul state MN zip code 55104-3725

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

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Section 7 Page 1

Winona High School and Winona Junior High School
name of property

Winona County, Minnesota
county and state

Narrative Description

Introduction

Built in 1915-1917 and 1925-1926, the Winona High School and Winona Junior High School are representative examples of Classical Revival architecture, popular in the late nineteenth and early twentieth centuries. Both buildings retain their historic integrity. The high school, an attached auditorium-gymnasium (1928), and a powerhouse are located at 166 West Broadway Street, and the junior high school at 218 West Broadway Street. The buildings are nestled in a neighborhood of business, religious, and residential buildings. The schools are situated on the north side of West Broadway and are flanked by Winona, Washington, and Johnson Streets, which run north-south. Fifth Street bounds the rear facades of the high school. The high school occupies lots 3 through 10 on block 31, and the Winona Free Public Library is located on the northeast corner of the block. The junior high school occupies lots 4 through 10 of block 44, and the remainder of the block retains four residences dating from 1917.¹

High School

Exterior

Winona High School is a two-story brick building above a ground floor. Built between 1915 and 1917, the original structure is arranged in a C-plan and composed of brick bearing walls with fireproof terra-cotta tile floors and roof.² The exterior is finished in brown brick with stone and brick ornamentation. All of the original wood-frame nine-over-nine double-hung-sash windows have been replaced with sliding vertical-sash windows in the lower half of the openings and Mapes panels in the upper halves.³ Unless otherwise stated, the window openings hold these window combinations. Most of the original wood-frame doors have been replaced with non-historic metal units.

¹ Sanborn Map Company, *Insurance Maps of Winona, Minnesota*, (New York: Sanborn Map Company, October 1949), sheet 19, available at the Minnesota Historical Society, Saint Paul, Minnesota. This description is based on a site visit by Robert Ewings in October 2002. The Winona Free Public Library was listed on the National Register of Historic Places in 1977.

² Sanborn map, October 1949.

³ Mapes panels are composed of porcelain laminated to steel or aluminum cores, and often insulated for energy efficiency.

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Front Facade

The front facade faces south and is the most elaborate with fifteen symmetrical bays. A brick and masonry staircase leads from street level to the first-story entrance bay, which is centered in the facade. A masonry sign with the words "Winona Middle School" is attached to the front of the staircase. The doorway has modern paired doors and a Mapes panel in the transom window, and is flanked by Tuscan columns, which support an entablature and broken pediment holding a cartouche. The words "High School" are carved in the entablature. Above the doorway is a rectangular window opening containing two windows. The window opening has a stone surround set in a brick panel. Flanking the entrance bay are three bays with rectangular window openings. Three more window bays are set in sections that project from the facade. The center bays of these sections each hold triple windows and are flanked by openings each containing one window. The facade's end bays are flush with the center section, and each has one rectangular opening with four windows per floor. The openings are identical on all three of the building's stories. The facade has a stone water table directly below the ground-floor windows, and a stone stringcourse above the ground-floor windows, at the level of the first floor. All of the window openings have stone sills, and between the first- and second-story openings are brick checkerboard spandrels. A stone drip course is situated above the cornice, which has a brickwork pattern of raised diamonds. The section of parapet wall above the entrance bay has three sections of herringbone-patterned brick and a stone cap with a cartouche, bearing a plain shield, projecting above the parapet. Six parapet sections, one above each window bay flanking the entrance, have brick balustrades set against a solid brick wall. The parapets on the projecting sections of the facade are stepped, and the end bay parapets are plain brick walls.

East Facade

The east facade has the same stone water table, stringcourse, drip course, and brick diamond-patterned cornice. There are five bays; the southernmost is a solid brick wall with decorative courses forming a rectangular panel. Below the stringcourse are two rectangular window openings. The left opening was bricked in when the building was constructed and the right opening holds a frosted-glass pane and a sliding vertical-sash window. To the right of the solid wall the entrance bay projects from the facade. A brick and concrete staircase leads to the doorway, which is sited between the ground and first floors. Like the front facade, a modern double door with a Mapes-panel transom is set in a stone door surround that is capped by a

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stone hood containing a cartouche with the carved numerals "1915." Above the doorway are two rectangular openings that are smaller than the other window openings on the facade. The openings are located between stories, and each holds paired windows. A brick checkerboard spandrel is sandwiched between the openings. The wall north of the entrance bay has three window bays. The left bay has large rectangular window openings, each with four windows, at the ground and first stories. The second story has two openings, each with a single window. The middle bay has one large opening with four windows at ground level. The first and second stories each have three openings consisting of a single window, paired window, and single window configuration. Each story of the right bay has a large rectangular opening with four windows. Checkerboard spandrels are located between the first- and second-story window openings. The parapet wall is plain brick, although there is an open stone cartouche on top of the parapet over the entrance bay.

North Facade

Most of the north facade is hidden by the power plant, auditorium-gymnasium addition, and the 1958 addition. A northeast section, containing three window bays, is visible from the east side of the building. The left bay has three large window openings on each story. The ground and second-story openings each have four windows, and the first-story opening is filled with brick. The middle bay also has a window opening on each story, which hold paired windows. The right bay has large openings like the left, but each opening contains four windows. Like the other facades, a stone water table, stringcourse, drip course, and patterned brick spandrels and cornices ornament this facade.

West Facade

The west facade is similar to the east facade in size and fenestration, although there are seven bays on the west facade and only five on the east. The southern bay on the west facade is a solid brick wall with ornamental soldier courses creating a rectangle pattern. Below the stringcourse are two window openings. The southern opening is filled with brick and the northern opening has a single window, like the others used in the building. The entrance bay projects from the facade and has the same doorway, stone door surround, and windows as the east facade. The five window bays north of the entrance can be divided into two groups. The four southern bays each have a rectangular window opening, containing two windows, on the first and second stories. The ground story is covered by part of the 1958 building addition.

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The remaining northernmost bay has large window openings, with four windows each, on the first and second stories. The stone and brick ornamentation is continued from the other building facades, except for the northern window bay, which does not have a checkerboard spandrel between the first- and second-story openings. The parapet on this facade is plain brick, and an open stone cartouche is located on the parapet above the entrance bay.

Interior

Inside the high school, the original plan of corridors and rooms is unchanged, but most of the original finishes have not survived. The corridors are twelve feet wide, and the main corridor extends the length of the central section on an east-west axis. The ground floor is accessed directly at the east and west entrances by descending a flight of stairs. The first floor can also be reached through these doors and by the main entrance on the south facade. The ground-floor corridors and rooms are carpeted, and most of the spaces on the first and second floors have linoleum floors, although some rooms have original maple flooring. Most of the window and door frames are wood, with the occasional metal frame and door. As described in the exterior section, the windows are modern sliding vertical-sash with Mapes panels in the upper half of the opening. The original ceilings are concealed above dropped acoustic-tile ceilings. When the school opened in 1917, vocational classes were located on the ground floor, while commercial training, mechanical drawing, and physics classrooms were on the first floor, along with the school offices and junior and senior assembly rooms. The sophomore assembly room and biology, chemistry, and freehand drawing classrooms occupied the second floor.⁴ A sloping terrazzo-floored passage leads from the second floor, on the north side of the building, to the gymnasium-auditorium addition.⁵

Auditorium and Gymnasium

The auditorium-gymnasium complex was finished in 1928 and projects from the northwest end of the original building. The two buildings are connected by an elevated corridor projecting from the second story of the high school's north facade. The auditorium-gymnasium has a reinforced-concrete frame carrying the floors, and a steel frame carrying an exposed steel truss

⁴ "Occupation of Fine New High School Will Mark Educational Changes," *Winona Daily Republican-Herald*, February 3, 1917.

⁵ This description is based on a site visit by Abigail Christman in July 2001.

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and gypsum-slab roof.⁶ The interior space has an auditorium on the north side of the building and the gymnasium and underground swimming pool on the south side. A steel and asbestos fire curtain divides the spaces and can also be opened to expand seating in either space.

Exterior

East Facade

Only the east and north facades are visible on the exterior because the southern and western sides are obscured by other parts of the high school. The exterior is designed to complement the original high school's architecture. Most of the east facade is not easily viewed from the street because the building is very close to the public library. The wall is clad in red brick with a masonry stringcourse between the first and second stories and a stone parapet cap. Four bays on the north end of the facade can be seen from the street; the three southern bays of these four consist of window openings. The first story has five openings, one large rectangular opening holding glass blocks and two groups of paired openings, also filled with glass blocks. The second story has three small rectangular openings holding two-over-two double-hung-sash windows with metal bars affixed on the exterior. Three large rectangular openings, filled with glass blocks, are located on the third story. The fourth, northern, bay on the east facade is a continuation of the north facade's ornament and fenestration. The first story is clad in masonry and has a small rectangular opening holding a two-over-two double-hung-sash window. The brick second story has a large opening holding paired eight-over-ten double-hung-sash windows and set in a stone surround with a plain arched panel. A stone drip course divides the second story from the attic story, which has a small rectangular opening with a six-over-six double-hung-sash window.

The remaining openings on this facade can be seen from the courtyard, created by the original high school building, the auditorium, and the public library. There are five bays on the first story, four bays on the second story, and four bays on the third story. The northern bay contains window openings on each story. The first-story opening has a six-light window on top and a wood panel on the bottom. The second-story opening has a six-over-six double-hung-sash window, and the third-story opening has a smaller six-over-six window. A doorway leading to the basement is located on the first story just south of the window opening. South of

⁶ Sanborn map, October 1949.

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the doorway a set of openings on each floor align to form another bay. The first and second stories hold six-over-six windows, although the first-story opening has wood covering the bottom of the opening. The third story has three four-over-four double-hung-sash windows. The remaining two bays on the third story also have three four-over-four windows. The second story has two more bays; both align with the southernmost window opening on the third story. One opening has a six-over-six double-hung-sash window, and the other is a doorway that has been enclosed with wood. The two openings on the first story are also located at the south end of the facade. A twelve-light window is in one opening, and the other is divided into a garage-door opening and a single door below a transom. Only the individual doorway has an operable door, the other part of the opening is permanently enclosed.

Front Facade

The north facade has seven bays and is divided into two stories below an attic story. The first story is clad in stone topped by a stone stringcourse. The end bays are faced in store and project slightly from the facade. The central five bays have two window openings flanking three doorways. The window openings have six-over-six double-hung-sash windows, and two of the doorways have the original wood doors. Wood-frame five-light transoms are set over all of the doors. The center doorway has a modern metal door and sidelight. All of the doorways have stone surrounds consisting of pilasters, scrolled consoles, and drip courses. The second story is faced with red brick and divided from the attic story by a stone drip course. The end bays are faced in brick, and the five central bays have window openings, which hold eight-over-ten double-hung-sash windows ornamented with a stone balustrade on the lower sections of the openings. The balustrade has six balusters in front of each opening and the railing is engaged in the walls between openings. The arched panels above each opening have alternating urn and cartouche motifs. The attic-story end bays are brick with decorative stone panels of swags and medallions. The central five window bays have small openings holding six-over-six double-hung-sash windows. A stone parapet cap is continued from the east facade.

Interior

The auditorium-gymnasium retains its historic integrity. The terrazzo floors in the first- and second-floor foyers and the auditorium are intact. The first-floor foyer has three wood and glass vestibules at each exterior doorway. Cast-stone panels decorate the lower half of the walls. Several original chandeliers are suspended from the ceiling. Stairwells with wrought-

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Acreage of Property

2.95

UTM References

Winona West, Minn. - Wis., 1972 Revised 1993

Zone 15

1. 608970 4878230
2. 608910 4878130
3. 608700 4878220
4. 608720 4878270
5. 608820 4878230
6. 608860 4878280

Verbal Boundary Description

The Winona School complex occupies lots 3 through 10, block 31 and lots 4 through 10, block 44, of the original town site of Winona.

Boundary Justification

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

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iron and wood handrails are located at either end of the foyer and lead to the second-floor foyer. Like the first floor, this foyer is decorated with cast stone and original woodwork. The ceiling has a segmental-arch vault, and the original brass chandeliers remain in place. Access to the auditorium's main level is through the second-floor foyer. Stairwells at the ends of the foyer lead directly to the auditorium balcony. In the auditorium, the original woodwork, including the stage, balcony railings, and door units, is intact. The original seating is also in place, and is formed of wood backs and seats with cast iron supports and ends. Double-hung-sash wood and glass-block windows located on the balcony walls allow natural light into the room. Originally the openings on the east and west walls held Palladian-style windows. The auditorium's coffered ceiling contains brass light fixtures in each panel. The motorized steel soundproof curtain, separating the rear of the auditorium's stage from the gymnasium, is intact. The second-floor gymnasium can be reached in three ways: from the high school building by an inclined passage; from the auditorium stage when the steel curtain is raised; or from the auditorium's first-floor foyer, through the men's and women's locker rooms. Under the auditorium and gymnasium are the locker rooms and the original 30-foot by 60-foot swimming pool. The gymnasium can be divided in two by a heavy curtain suspended from the ceiling, and has balcony seating around the east, south, and west walls. Large double-hung-sash windows on the east and south walls of the balcony flood the space with natural light. Several pipes, beams, and vents crisscross the ceiling, which has caged halogen light fixtures.⁷

1958 Addition (Noncontributing)

Exterior

The three-story addition projects from the northwest corner of the high school and shares its east wall with the auditorium-gymnasium. The building is clad in several shades of brown brick with cream-colored stucco panels between the window openings on the north and west facades. A three-story stucco-clad section acts as a transition between the auditorium building and the brick addition. This section has large window openings on the second and third stories, and a doorway on the first story. The window openings have large plate-glass windows and the entrance has two plate-glass doors flanked by sidelights and transoms. The north and west facades of the brick addition have multiple rectangular window openings on each story. All of the openings on the north facade and all openings on the north side of the

⁷ Christman; Ewings.

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west facade are filled with glass-block and modern fixed-pane windows. There are five door openings on the west facade; however, the two largest are filled with brick, while metal doors fill the other openings. The window openings on the south facade and the south side of the west facade delineate gymnasium space and are filled with glass block. A low ground-story section, south of the main body of the addition, has three openings on the west facade and two openings on the south facade. All but one of the openings are filled with fixed-pane windows. The flat roof of both the three-story and one-story sections have little or no parapet wall.

Interior

The north half of the building has classrooms on each floor, and the south half is a gymnasium. A cafeteria is located in the one-story section. The building is linked by corridors to the original school building.

Power Plant (Noncontributing)

Exterior

The power plant, located on the north side of the high school, was constructed in 1925 to heat both the high school and junior high school buildings. The Auditorium-Gymnasium was connected directly to the power plant at the basement level. Restrooms and a second-story walkway were also built on top of the power plant in the 1920s. This simple brick and concrete building has been significantly modified since its construction and has lost historic integrity. A tall brick and masonry chimney rises above the school building and is clearly visible from each side of the building. The chimney retains historic integrity and represents the power plant's early history.

Junior High School

Exterior

The junior high school building is larger and more elaborate than the high school. It was constructed in 1925 and 1926 in a style that imitates the high school building. The building has a reinforced-concrete frame with fireproof terra-cotta tile and brick curtain walls and concrete floors and roof.⁸ The building is two stories with a three-story section projecting from the front and rear of the structure. It is clad in a light-brown brick and cream-colored stone that

⁸ Sanborn map, October 1949.

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matches the high school building. Most of the windows are six-over-nine double-hung-sash, unless otherwise indicated.

Front Facade

The front facade faces south, like the high school, and has sixteen bays. A stone and brick water table rises from ground level to just below the first-story window openings. Checkerboard-patterned spandrels are located between the first- and second-story openings, and a stone drip course runs above the second story along the entire facade. Each of the three easternmost bays has rectangular window openings on the first and second stories. The first-story opening in the left bay is an exception. It projects slightly from the facade and has a smaller window opening with one six-over-six double-hung-sash window flanked by two four-over-four double-hung-sash windows. It also has its own stone drip course above the windows. Immediately west of this section is the three-story entrance wing, which projects from the facade. The entrance bay has a two-story stone section that also projects from the facade of the entrance bay. The first story has three sides of alternating stone and brick bands with a recessed arched entryway. The original wood doors and multi-light transom are intact, and above the entryway is a stone shield with the carved characters "A.D. 1925." The first story of the wing has two rectangular window openings, with stone keystones. The entrance bay's second story is also stone with three window openings, one on each face of the bay, and engaged colonettes located at each corner. The center opening has paired nine-over-nine double-hung-sash windows, and the side openings each have six-over-six double-hung-sash windows. Above the center opening the words "Junior High School" are carved into the stone. The second story of the wing has two rectangular openings, and the third story has three window openings. A stone drip course and a brick parapet wall with three herringbone panels and a carved stone cartouche are above the third story. Flanking the three-story wing, single window openings are located on the first and second stories. The two-story section of the building, west of the three-story wing, has eight window bays. Each bay has an opening on the first and second stories. The facade's westernmost bays project from the building and have two window openings on the first story with stone keystones. The second-story openings and windows are identical, but do not have keystones. There is no checkerboard spandrel between the openings. A carved stone panel is centered in the parapet wall above the bays.

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West Facade

The west facade has a total of eight bays, set in three planes. The water table, spandrels, cornice and drip course are continued from the front facade. The southernmost bay, which projects from the rest of the facade, is a solid brick wall with a decorative panel formed by soldier-course bricks. The first story of the entrance bay, to the left of the brick wall, projects out farther from the building. The recessed entryway is flanked by stone pilasters and consoles, which support a stone hood containing a carved cartouche. A stone drip course wraps around the first-story section. The original wood doors and multi-light transom are intact. The second story is set behind the first story, but still projects slightly from the facade and has one rectangular window opening. The remainder of the facade has six window bays with rectangular openings on the first and second stories. The parapet brick on this facade has been repaired and replaced in some places, and a patterned-brick panel is located in the parapet above the entrance bay.

North Facade

The north facade has multiple planes because two wings project from the building. The westernmost section has two bays. The right bay is a solid brick wall with a panel formed by soldier courses. The left bay projects slightly from the building and has a window opening on each story. Stone and brick decoration is carried around the corner from the west-facing facade; however, there are no spandrels between the window openings. The largest section of north facade is the wall space between the projecting building wings, which has eight bays, all with window or door openings. The end bays project from the facade and have projecting first-story entryways. The western end bay is two stories and has a second-story opening, while the three-story eastern bay is similar, with two window openings, one on each story, and a handicap-accessible ramp at the entrance. Each of the remaining six bays has single window openings on the first and second stories. The upper openings have original windows, and the lower openings have painted wood panels and fixed nine-light windows. The four central bays are set off from the rest by brick pilasters and checkerboard brick spandrels between the first and second stories. The stone and brick water table and brick-patterned cornice are continued from the other facades, but a stone belt course, flush with the wall, replaces the drip course. The inner-facing walls of the wings each have two bays, and the west wall is finished in the same stone and brick ornament as the main wall. The west wall is two stories and has paired window openings containing three-over-three double-hung-sash windows in each bay. The

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three-story east wall has paired window openings with three-over-three windows in the right bay. The left bay has two window openings on the first story, one window opening and one doorway on the second story, and one window opening and one doorway with a transom on the third story. The window openings are all framed in with wood, and the doorways contain metal doors. A large fire escape provides access from the upper stories. Unlike the other walls in this central area, there are two stone drip courses, one above the second story and one above the third story.

The north facade of the three-story wing has two bays similar to the western section of the north facade. The right bay has a window opening on each story containing eight-over-twelve double-hung-sash windows. The left bay has two panels formed by soldier courses. Stone drip courses are located above the second- and third-story windows. A right angle is formed on the northeastern corner of the building by a three-story west wall and a two-story north wall, with four bays on each story. Like the other walls of the three-story wing, two stone drip courses divide the upper stories, and the stone and brick ornament is continued from the other facades, including checkerboard spandrels between the first- and second-story openings of each of the four bays. The two-story north wall has three bays on each story holding three windows, and the decoration from the other facades is also carried around to this wall.

East Facade

The building's two-story east facade has two solid brick walls flanking a central entrance bay which projects from the wall. The brick walls have panels created by soldier courses. The first-story entrance is surrounded by stone pilasters and scrolled consoles supporting a stone door hood, which has a carved cartouche. Brick pilasters, which continue to the parapet, flank the entrance, which has two non-historic metal doors and a metal-covered transom. The second-story wall contains a brick basket-weave pattern. The parapet wall is raised above the building and set off by a stone cap, which curves into scrolls and a finial at the center of the wall. A brick herringbone-patterned medallion is centered in the parapet above the stone drip course. Just north of the entrance bay is a second-story doorway with a metal fire door and a rusted steel fire escape leading to the first story.

Interior

The junior high school retains its original windows and most of its interior finishes. The floors

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of the corridors are terrazzo, and the classrooms have wood or linoleum flooring. Originally, lockers with built-in combination-locks were located along the first-, second-, and third-floor corridors; however, most of these were replaced with newer models, except for some sections on the third floor. The water fountains are located in tiled round-arched alcoves along the hallways. All room doorways are recessed in arched entryways, and several of the original frosted-glass multi-light wood doors remain. Gold lettering, delineating a room's historic use, can be seen on the jambs above most doorways. Built-in oak cabinets and shelves still remain in most rooms, but suspended acoustic-tile ceilings hide the original plaster ceilings, and all rooms have been outfitted with fluorescent lighting. The school offices were originally located on the north side of the building next to the main entrance. Classrooms occupied all floors of the building's west side, the first floor of the east side, and the three-story wing, which had vocational classrooms. The second floor on the east end had a large assembly room with a stage and auditorium seating. The stage remains, but the seats were removed so the room could host a greater variety of uses. While the Winona County Courthouse was being restored, the classrooms and offices on the first and second floors were used for county offices and a courtroom.⁹

⁹ Christman; Ewings. The Winona County Courthouse was listed on the National Register of Historic Places in 1970.

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Statement of Significance

Introduction

The construction of Winona High School, its attached auditorium-gymnasium, and Winona Junior High School reflects the aspirations of the Winona Board of Education to provide modern school facilities that applied progressive education theory. Built between 1915 and 1928, the buildings were designed to complement each other and to showcase some of the prominent educational trends of the time, which included introduction of a movement to create beautiful schools; introduction of the junior high school concept; and development of a more practical, well-rounded, and democratic education. In addition, the schools provided the community with cultural experiences through the Community Concert Series, which brought professional musicians to small towns across the United States. Winona High School and Junior High School are eligible for the National Register of Historic Places under Criterion A for local significance in the history of education in Winona, Minnesota. The property reflects the historical patterns identified in the Minnesota historic context "Urban Centers, 1870-1940."

Progressive Theories Applied

The first high school in Winona was constructed in 1887 on West Broadway Street, between Winona and Washington Streets. Originally designed to accommodate 250 students, its enrollment grew to more than 500 students by the early twentieth century. The attic, basement, and balconies over the stairways were used as recitation rooms and laboratories to accommodate the overcrowded conditions. In response to the rise in student population, the Winona Board of Education appointed a committee in 1913 to consider the construction of a new high school building. By an act of the Minnesota State Legislature, the school authorities were able to issue bonds in the amount of \$145,000 for additional high school buildings. The board subsequently purchased land on the block east of the existing high school, and began planning a new industrial high school that would offer manual training and domestic science classes. Although the Chicago architecture firm of Perkins, Fellows, and Hamilton was hired to design the school, the board decided to build a new comprehensive high school rather than an industrial high school. Plans were delayed as the board tried to acquire the additional funds needed, and the contract with Perkins, Fellows, and Hamilton was terminated. Finally in 1915, the board decided to go ahead with the available funds and hired Saint Paul architect

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Clarence H. Johnston, Sr.¹

In the early twentieth century, several innovations in public school curriculum attempted to raise the quality of education in schools and provide a more democratic experience for all students. New classroom facilities were part of a progressive education movement that sought to replace purely academic high schools with an "inclusive high school with all kinds of shops, laboratories, rooms for household arts and commercial instruction." Vocational subjects were added to the curriculum to meet an "insistent and growing demand that the work of the school connect more closely with the future work of the students." Educators believed schools needed to offer as much practical training to those students entering commercial or industrial jobs as to those beginning professional or academic careers. Thus, an industrial arts department became an essential feature of the high school, training students in subjects such as machinery, carpentry, and printing. While boys received manual training, girls attended domestic science classes, which were considered necessary for all women in their future roles as homemakers. Some female graduates did apply the domestic skills of sewing, cooking, and household management to wage-earning jobs.²

While such progressive innovations improved students' quality of education, school districts spent thousands of dollars to construct buildings in which to enact these innovations. The modern school in the early twentieth century combined economy and practicality to create ". . . simple, pleasing architectural forms." Abundant natural lighting was also considered essential for all spaces since a "classroom that does not receive sunlight at some time during the day is deprived of a natural hygienic cleansing and a cheerfulness which inevitably affects the health and happiness of pupils and the teacher." The modern secondary school also incorporated general-use classrooms and specialized vocational classrooms into one building, which is evident in the Winona High School.³

¹ "Confers with School Board," *Winona Daily Republican*, May 12, 1916; "Occupation of Fine New High School Will Mark Educational Changes," *Winona Daily Republican-Herald*, February 3, 1917; Proper Name Index to "The History of Winona County, 1913," available at the Winona County Historical Society, Winona, Minnesota.

² John J. Donovan, ed., *School Architecture: Principles and Practices* (New York: The Macmillan Company, 1921), 78; Walter A. Tenney, "The Industrial Arts Department," in *School Architecture: Principles and Practices*, 424-425; Agnes Fay Morgan, "The Home Economics Department," in *School Architecture: Principles and Practices*, 468-469.

³ Donovan, 26-27, 264.

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Architect Johnston was invited to consult on the new school, and in May 1915 he visited Winona and prepared sketches. He had worked for the State Board of Control and the University of Minnesota, and had recently designed a new building at the Winona Normal School, predecessor of the Winona State Teachers College, now Winona State University. Pleased with his sketches, the board engaged Johnston as the consulting architect for the project with local architect E. A. Myhre to prepare construction drawings and specifications based on Johnston's design. The cost was to be approximately \$150,000 for the building and site, with an additional \$25,000 for equipment, including new student desks for the classrooms, laboratory tables for the science department, ovens for the domestic science department, and tools for the manual training department. Johnston's design included a central section with a gymnasium and auditorium at the rear of the high school, but construction of the gymnasium and auditorium was postponed until more funds were available. The board awarded the construction contract to Seidlitz and Werner of Winona, and work started in September 1915. Classes began in the building in February 1917.⁴

The completed building represented the principles of a movement to create beautiful schools, which evolved from the larger City Beautiful movement. The City Beautiful movement advocated classically inspired buildings that would "educate the public's aesthetic taste," "inspire democratic ideals," and "produce an enlightened body politic."⁵ These principles were applied to university buildings across the country, then filtered down to public secondary schools. During the same period, progressive changes were made to secondary education curricula to provide students with more varied educations. The beautiful school movement came to represent both physical and intellectual improvement. In Winona, Johnston succeeded in designing a high school that would "exert influence to impress upon the student the value of dignity, proportion, and good taste."⁶ It combined a modern structural system of brick and fireproof terra-cotta tile with a Classical Revival design, a common architectural style for school buildings of the era, along with other revival styles. Windows dominated at least one wall in every room, providing for naturally hygienic spaces. The layout accommodated the

⁴ "May Start Work on New High School at an Early Date," *Winona Daily Republican-Herald*, May 21, 1915; "Confers with School Board"; Proper Name Index.

⁵ Barbara S. Christen and Steven Flanders, eds., *Cass Gilbert, Life and Work: Architect of the Public Domain* (New York: W. W. Norton & Company, 2001), 115.

⁶ Donovan, 27.

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new vocational programs in a “bench shop for manual training, pattern and wood turning shop, lumber shop, agricultural room, forge shop, varnish and paint shop, machine shop, two store rooms, cooking room, dining room, household arts room, sewing room, laundry and two toilet rooms” in the basement. A mechanical drawing department and a commercial department, with classrooms for bookkeeping, shorthand, and typewriting, were located on the first floor.⁷

The new building also allowed the Board of Education to introduce the junior high school concept to the district in 1917. In the early twentieth century, a new system of school grades, known as the 6-3-3, was developed. This concept combined the seventh, eighth, and ninth grades, previously in grammar and high schools, into a new institution, the junior high school. Educators believed that adolescents needed academic and social transitions between the elementary school and high school. In the new grade system, students spent six years at an elementary school, three years in a junior high school, and three years in a senior high school. The junior high curriculum offered a greater variety of subjects than elementary school and was intended to help students discover their strengths and interests, before they focused on specific coursework in high school. Also, by consolidating all of a city’s seventh- through ninth-grade students in a single facility, the school district could offer specialized facilities like laboratories and vocational classrooms.⁸

When the new high school opened, the old building was converted to the city’s first junior high school. There was limited space in the building, so only the eighth and ninth grades attended the school, which had an enrollment of nearly 300 students. Students in grades ten to twelve were accommodated in the new senior high school, designed for 600 students. The two buildings remained closely linked, and many teachers divided their time between the schools. For classes in science, manual training, domestic science, and commercial subjects, junior and senior high students shared the facilities and equipment in the new building. It was hoped that the construction of a new high school building and creation of a junior high school would not just end overcrowding, but also, “promote materially the cause of better work in the upper

⁷ “Occupation of Fine New High School”; Winona Board of Education, Minutes, January 8, 1917, available at the Minnesota Historical Society, Saint Paul, Minnesota.

⁸ Donovan, 114, 126-127.

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grades of the city schools.”⁹

The Next Phase

In 1922 the Buildings Committee of the Board of Education made recommendations for a long-term School Building Program. The committee suggested the construction of a new junior high school to replace the existing facility, and the addition of an auditorium and gymnasium for the combined use of the senior and junior high students. In addition, new elementary schools were to be built and old buildings remodeled. The committee also suggested that the services of a “competent school architect” be retained to estimate costs. The board chose Saint Louis architect William B. Ittner, who had served as Commissioner of School Buildings for the Saint Louis Board of Education from 1897 to 1910. During Ittner’s career, his firm designed hundreds of schools in more than twenty-five states, and the National Education Association appointed him to its Committee on Administration of Secondary Education in 1922. The board also searched for a Minnesota firm that would be more directly involved and could assist with a campaign to raise bond funds for the school buildings. For this purpose it hired Croft and Boerner of Minneapolis, which had designed schools throughout Minnesota and Iowa.¹⁰

It was decided that a new junior high school should take priority because of the poor condition of the existing building, and because a new building would ease the population strain at other school buildings. The new school would be a true junior high, housing grades seven through nine. This would relieve congestion at the elementary schools, then housing seventh grade students, as well as freeing up space in the high school where many junior high classes were being held. In 1924 Croft and Boerner designed the junior high with Ittner as a consulting architect. Croft and Boerner chose brick colors that closely matched the adjacent high school and “faithfully” followed its architectural style “so that the two would be in perfect harmony as a group.” Construction began in February 1925 under the direction of the Carlsted Brothers of Minneapolis. At the same time, a power plant was constructed behind the high school to heat both school buildings. The combined cost for both projects was \$275,000.¹¹

The new junior high school building was constructed in two sections on the site of the old high

⁹ Winona Board of Education, Minutes, June 14, 1915; *Winona Independent*, February 3, 1917; “Occupation of Fine New High School.”

¹⁰ Winona Board of Education, Minutes, June 6, July 10, and August 4, 1922.

¹¹ Winona Board of Education, Minutes, April 7 and May 5, 1924.

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school, with the first half ready for students in September 1925 and the second half occupied in January 1926. The structure was declared "one of the best designed and constructed schools in the state" with "the most modern equipment of any school in the northwest" and "the latest conveniences and facilities to promote the cause of education." The board reported that principals and teachers of the junior and senior high schools had been "studying and planning proposed courses of study in harmony with this new organization," including the examination of other districts' programs. The curriculum embraced transitional courses that prepared students for high school, including vocational classes that were held in both buildings. The new junior high had specially designed cooking and sewing rooms.¹²

A movement to incorporate physical education into public school curricula coincided with the vocational education and junior high school programs. Approximately 30 percent of all First World War recruits had been rejected for military service because of physical unfitness caused by "impairments [due] either to ignorance or neglect." Following the war, several states incorporated physical training, as well as instruction in hygiene and diet, into school curricula. At the same time, physical education was also spurred by increased use of modern machinery, which had replaced most hard manual labor but demanded quick operator reflexes and coordination. Educators believed physical training established healthy habits and helped prepare students for future industrial occupations. Although this movement focused primarily on young men, educators developed physical education curricula for young women so they could have "an equal opportunity to prepare themselves physically to meet life's duties with confidence." Ideally, all secondary schools would have a gymnasium and swimming pool so students could attend physical education classes for three to five hours per week, regardless of the weather.¹³

A May 1926 visit by the State Director of Physical and Health Education influenced the Winona school board's next building decision. The director expressed surprise and concern that there was no organized physical education being taught at the high school, and recommended the immediate introduction of short periods of "postural training" and exercise until facilities for the "vigorous physical training and valuable social training made possible by games and athletic events" were provided. The district arranged for exercise in the halls and

¹² "Occupation of Fine New High School"; "New Junior High One of Finest in State," *Winona Republican-Herald*, September 16, 1925.

¹³ Jay B. Nash, "Physical Education," in *School Architecture: Principles and Practices*, 218; Donovan, 1.

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various classrooms and provided a paved area at the rear of the junior high building where volleyball, basketball, and tennis could be played in good weather. At this time the board was debating construction of the next phase of the School Building Program, and the gymnasium and auditorium complex was decided upon following the visit. The contract with Croft and Boerner was ended due to "some friction and misunderstanding in the erection of the Junior High School and Power Plant," and Ittner was hired as the chief architect for the project. He designed the auditorium-gymnasium to "harmonize in style of architecture and color with the Senior and Junior high schools," and to become an important part of Winona's community. Construction began in the summer of 1927 and was carried out by the Standard Construction Company of Minneapolis at a cost of approximately \$275,000. The new facility was completed in December 1928, with a main gymnasium measuring 90 feet by 54 feet and balcony-seating for 300. The floor was marked for basketball, volleyball, and indoor baseball, and a 30-foot by 60-foot, five-lane swimming pool was located in the basement. Equipment included "stall bars, chest weights, overhead ladders, swings and ropes, horses, bucks, parallel bars, mats, wands, Indian clubs, dumbbells, bean bags, skipping reeds, etc."¹⁴

In 1958 a three-story brick addition was built on the west side of the high school, containing a cafeteria, classrooms, shop, gymnasium, and administrative offices. Then in 1967, a new senior high school was opened on Gilmore Avenue, and the building on Broadway became part of the junior high school facilities. The buildings were converted to the district's middle school in 1988, when the ninth grade was moved to the senior high school and the sixth graders were shifted from the elementary schools. A new middle school building on Homer Road opened in September 2000, and the buildings on Broadway were vacated. The original junior high building temporarily housed the offices of the Winona County Courthouse while that building was being restored.¹⁵

Arts and the Community

In December 1928 the Winona school district invited the public to attend a formal opening of the new auditorium, which was located in the same building as the new gymnasium. The auditorium had an open design and numerous windows, so no artificial lighting was needed

¹⁴ Winona Board of Education, Minutes, November 1 and December 6, 1926; "How New Auditorium-Gymnasium Will Look," *Winona Republican-Herald*, June 24, 1927; "Public Opening" pamphlet, December 19, 1924, available at the Winona County Historical Society, Winona, Minnesota.

¹⁵ "School's Out . . . Forever," *Winona Daily News*, June 8, 2000.

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during the day. The space also seated over 1,400 people, accommodating 800 people on the main floor and 600 in the balcony. The building was intended for school and community use, and the main entrance on Fifth Street ensured "independent use by the Community as well as the School." The first public event was a Christmas pageant presented by the high school Boys' and Girls' Glee Clubs. The *Winona Republican-Herald* lauded the stage sets and backstage equipment as equal to those of any new theater in the country, and the acoustics as unexcelled, making the auditorium "a dignified, well appointed place for student activity and entertainment."¹⁶

Another movement in progressive education focused on arts education in public schools. Music classes were introduced to public schools in the 1910s and music curricula spread quickly throughout the country. An auditorium became an essential feature of any modern school, providing space for school and community gatherings as well as performance space for drama, music, and dance classes. The modern school auditorium was equipped with a full theater stage providing students with the "appropriate environments for dramatic expression."¹⁷

Besides the school performances and community theater productions held in the building, the Winona Music Series, part of the national Community Concert Association, also occupied the stage. In 1945 Arthur T. French and Walter Grimm, heads of the music department at Winona State Teachers College, sought to bring larger musical and theatrical events to the city. The men worked with Ward French of the Columbia Concert Association, a division of the Columbia Artists Management of New York that brought national and international talent to towns across the United States from the 1930s through the 1970s. Their goal was to make Winona part of the national circuit of the Community Concert Association, which had already successfully brought performing artists to other cities and towns all over the country. By 1945 the budget for the Winona Music Series, had grown to \$5,950, and growing attendance at the concerts required a change of venue from Somsen Hall at the Winona State Teachers College to the larger Winona High School auditorium. Some well-known performers included Paul

¹⁶ Winona Board of Education, Minutes, December 6, 1926; "Dec. 19 Set for Opening of Auditorium," *Winona Republican-Herald*, December 3, 1928; "Christmas Pageant to Be First Performance in the New Auditorium," *Winona Republican-Herald*, December 8, 1928.

¹⁷ Glen H. Woods, "The Music Department," in *School Architecture: Principles and Practices*, 342-349; Donovan, 321.

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Robeson, the von Trapp Family Singers, the Vienna Boys Choir, and the Minneapolis Symphony Orchestra. Following the demise of the music series, the middle school and various public groups continued to use the auditorium until the school moved in 2000 to new facilities.¹⁸

Conclusion

For over eighty years the school buildings on West Broadway Avenue, between Winona, Johnson, and Fifth Streets, were home to Winona's junior and senior high schools. Designed following the best educational theories of the day, the buildings symbolize progressive public education in the early twentieth century. The vocational classrooms and auditorium-gymnasium allowed the school district to add new subjects to the curriculum, in the hope of creating a more democratic education. The buildings ably served the community until they were superseded by newer school buildings. A developer from Saint Paul will rehabilitate the buildings for senior citizen apartments. Winona High School and Winona Junior High School are eligible for the National Register under Criterion A for local significance in the history of education in the city of Winona.

¹⁸ "Famous Musicians Entertained Winona," *Winona Daily News*, November 19, 1955; Eric Gustafson, "Historic Piano Restored for New Middle School," *Winona Post*, September 24, 2000; "Last Curtain Call at Winona Middle School Theater," *Winona Post*, March 1, 2000. Numerous playbills for Winona Music Series performers can be found in the "Community Concert Series" folder at the Winona County Historical Society, Winona, Minnesota.

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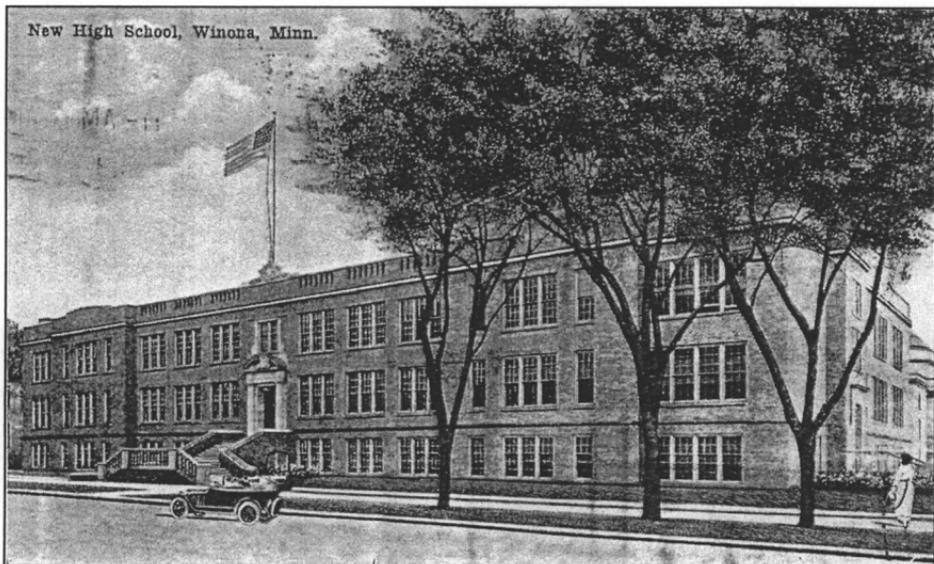
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Winona High School, circa 1919. View to the northwest.
(Credit: Minnesota Historical Society, Saint Paul, Minnesota)

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Winona High School students on entry staircase, 1939-1940. Note the wood-and-glass doors and transom in the background. View to the north.

(Credit: Minnesota Historical Society, Saint Paul, Minnesota)

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Auditorium side of Auditorium-Gymnasium addition in 1928. View to southwest.
(Credit: Minnesota Historical Society, Saint Paul, Minnesota)

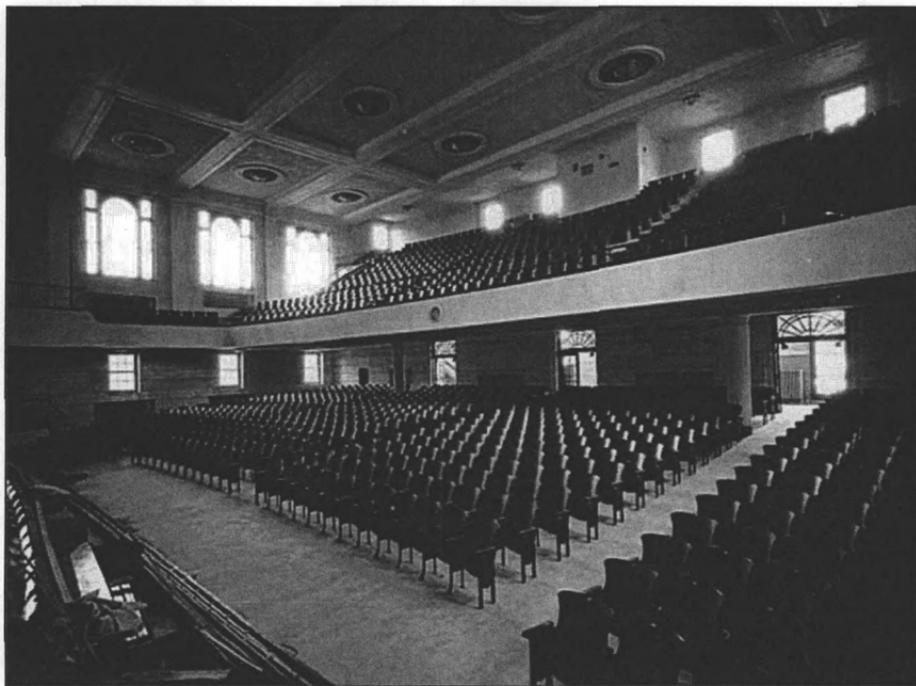
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Winona High School and Winona Junior High School
name of property

Winona County, Minnesota
county and state



Auditorium interior, 1928. View to the northwest.
(Credit: Minnesota Historical Society, Saint Paul, Minnesota)

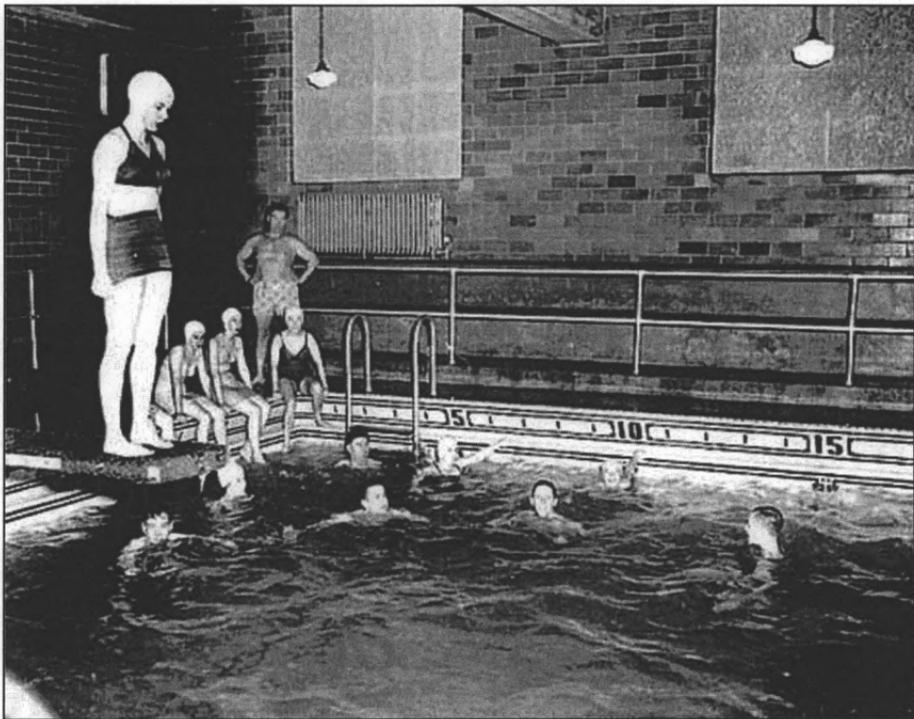
United States Department of the Interior
National Park Service

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Section 10 Page 6

Winona High School and Winona Junior High School
name of property

Winona County, Minnesota
county and state



Swimming pool in ground level of the Auditorium-Gymnasium addition, 1947.
(Credit: Minnesota Historical Society, Saint Paul, Minnesota)

United States Department of the Interior
National Park Service

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Section 10 Page 7

Winona High School and Winona Junior High School
name of property

Winona County, Minnesota
county and state



Winona Junior High School in 1925. View to the northwest.
(Credit: Minnesota Historical Society, Saint Paul, Minnesota)

United States Department of the Interior
National Park Service

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Section 10 Page 8

Winona High School and Winona Junior High School
name of property

Winona County, Minnesota
county and state

Index to Photographs

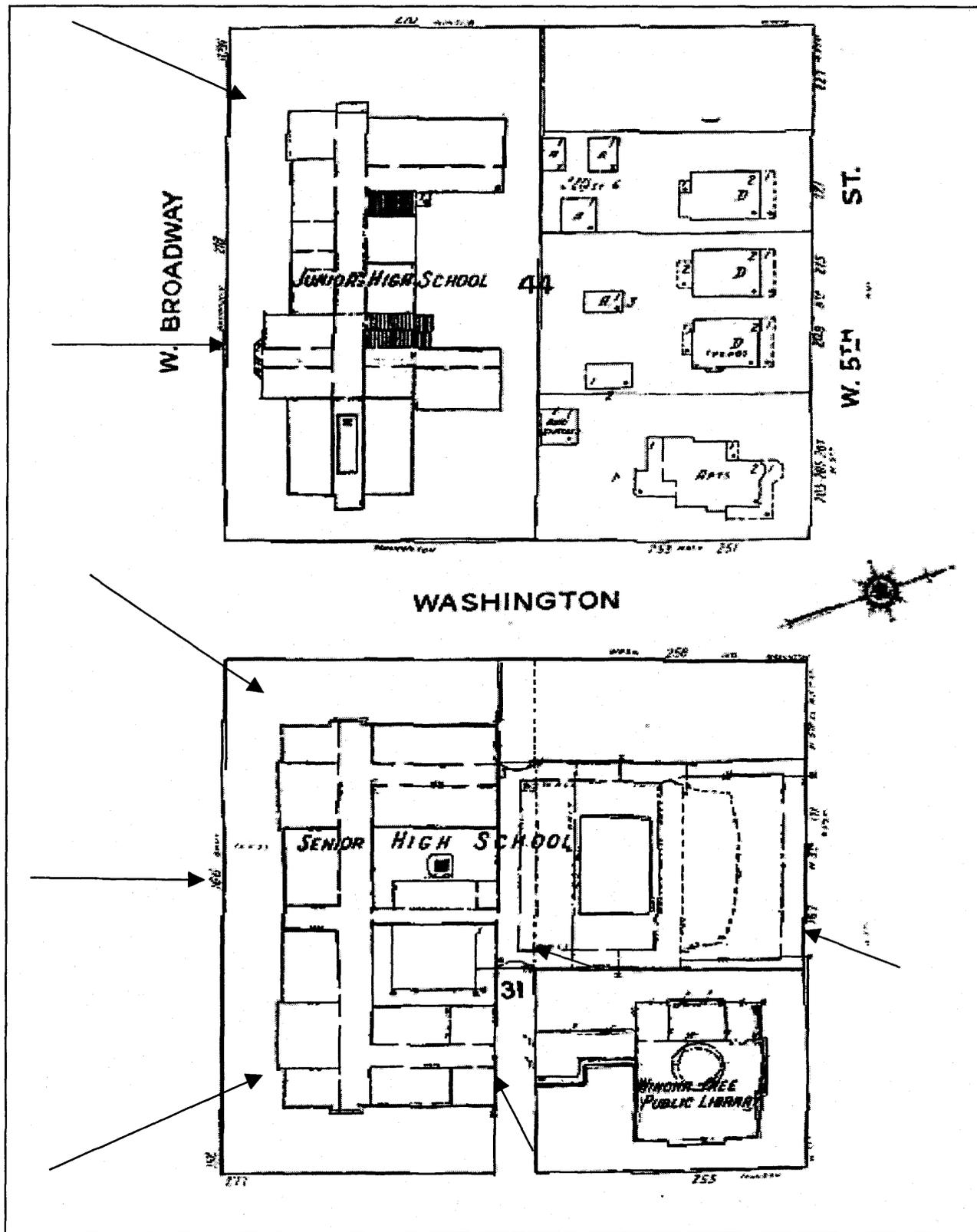
Photographer: Robert Ewings, Hess, Roise and Company

Date: October 9 and 10, 2002

Negatives: Hess, Roise and Company, Minneapolis

- 1 Front facade of High School. View to north.
- 2 East and front facades of High School. View to northwest.
- 3 East and north facades of High School. View to southwest.
- 4 West facade of High School. 1958 addition in background. View to northeast.
- 5 North and east facades of Auditorium-Gymnasium addition. View to southwest.
- 6 First-floor foyer of Auditorium. View to northeast.
- 7 Auditorium interior. View to northwest.
- 8 Power Plant. View to west.
- 9 Front facade of Junior High School. View to north.
- 10 Front and west facades of Junior High School. View to northeast.

Winona High School and
Winona Junior High School
Winona County, Minnesota



(See Index to Photographs, Section 10, Page 8)

BRIDGE NO. 3900.
 LENGTH 2284'. ROADWAY 27'. WALK 1-4 1/2'.
 1-930' CANT. TRUSS SPAN.
 1-91' PL. GRID SPAN.
 1-37' BEAM SPAN.
 CONC. DECK GRID. SPANS 423' L.
 DECK TRUSSES 768' L.
 BUILT 1941.

MISSISSIPPI

Winona High School and
 Winona Junior High School
 Winona Co., MN



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