

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, or computer, to complete all items.

1. Name of Property

historic name Franklin Junior High School
other names/site number Franklin Arts Center

2. Location

street & number 1001 Kingwood Street not for publication N/A
city or town Brainerd vicinity
state Minnesota code MN county Crow Wing code 035 zip code 56425

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, 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.)

Britta L. Bloomberg 4/22/09
Signature of certifying official Britta L. Bloomberg, Deputy State Historic Preservation Officer Date

State or Federal agency and bureau Minnesota Historical Society

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

Signature of certifying official/Title _____ Date _____
State or Federal agency and bureau _____

4. National Park Service Certification

- I hereby certify that this property is:
- entered in the National Register.
 See continuation sheet.
 - determined eligible for the National Register.
 See continuation sheet.
 - determined not eligible for the National Register.
 - removed from the National Register.
 - other, (explain): _____

Signature of the Keeper [Signature] Date of Action 6/4/09

Franklin Junior High School
Name of Property

Crow Wing County, 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
		sites
		structure
		objects
1		Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION/ school

Current Functions

(Enter categories from instructions)

DOMESTIC/multiple dwelling

COMMERCE/TRADE/professional

7. Description

Architectural Classification

(Enter categories from instructions)

LATE19TH AND 20TH CENTURY REVIVALS/Late

Gothic Revival/Collegiate Gothic

Materials

(Enter categories from instructions)

foundation concrete

walls brick; concrete

stone

roof composition

other

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

(Mark "x" in all the boxes that apply.)

Property is:

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

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

Period of Significance

1932

1954

Significant Dates

1932

1954

Significant Person

(Complete if Criterion B is marked above)

Cultural Affiliation

N/A

Architect/Builder

Boerner, Francis C. and Croft, Ernest

Swanson, Hubert

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

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

Primary location of additional data:

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

Name of repository:

10. Geographical Data

Acreage of Property 3.5 acres

Brainerd, Minn.
1973, Revised 1994

UTM References

(Place additional UTM references on a continuation sheet)

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	Zone	Easting	Northing															

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	<u>Carole S. Zellie</u>	date	<u>May 25, 2008</u>
organization	<u>Landscape Research LLC</u>	telephone	<u>651 641-1230</u>
street and number	<u>1466 Hythe St.</u>	city or town	<u>St. Paul</u>
city or town	<u>St. Paul</u>	state	<u>MN</u>
		zip code	<u>55108</u>

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	_____		
street & number	_____	telephone	_____
city or town	_____	state	_____
		zip code	_____

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.). A federal agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it contains a valid OMB control number.

Estimated Burden Statement: Public reporting burden for this form is estimated to range from approximately 18 to 36 hours depending on several factors including, but not limited to, how much documentation may already exist on the type of property being nominated and whether the property is being nominated as part of a Multiple Property Documentation Form. In most cases, it is estimated to average 36 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form to meet minimum National Register documentation requirements. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, 1849 C St., Washington, DC 20240.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 7 Page 1

Name of multiple property listing (if applicable)

Franklin Junior High School occupies a portion of Block 82 of the First Addition to the City of Brainerd, a parcel originally known as the "Fill Site" because of the former slough on the eastern edge of the property. Several houses were cleared for building construction. The school block is bounded by Juniper Avenue at the north, 11th Street to the east, Kingwood Street to the south, and 10th Street to the west. A 13-acre athletic field (which was improved after 1954) edges the property to the northeast. The prominent corner entry at 10th and Kingwood Streets faces southwest and a late 19th-century residential neighborhood. The school site is less than one block north of Trunk Highway 210.

The original building completed in 1932 was designed by the Minneapolis architectural firm of Croft and Boerner and was built by the Askov Construction Company of Askov, Minnesota. Temperature controls were furnished by the Johnson Service Company of Milwaukee. The original design, with a short projecting auditorium and gymnasium wing at the junction of the L-plan, provided over 90,000 square feet. Additions of 1954 and 1962 extended the building along both Kingwood and 10th Streets. Today the property comprises approximately 150,000 square feet. The three original entries, including the main entry at the corner of Kingwood and 10th Streets are in use, and have been supplemented by additional entries in the new wings. Concrete stairs were placed at the southwest (main), west, and south entries in 1932. An aluminum flagpole is located south of the main entry.

There is a parking lot at the southeast and another at the northeast edge of the grounds. A lawn borders the south and west elevations.

Exterior

The original (1932) reinforced concrete and brick building is arranged on an L-plan. The wings are joined at a canted main entry that faces the intersection of Kingwood and 10th Streets. The flat roof has a stepped parapet with a modern metal coping. The Collegiate Gothic Style exterior is faced in reddish-brown brick with smooth stone trim. The brick was specified as Indiana Arcadian brick, and the stone trim was specified as Mankato limestone.¹ The smooth brick base is capped with a continuous course of stone and a narrow band of brick corbelling, and the stone was also applied to the lintels of the second-story windows. The bays on each wing are divided with shallow piers, and a side entry is placed near the end of the wings. Each of the entries in the wings is placed in a shallow pavilion capped with a stone-trimmed, crenellated parapet. A lancet arch opening shelters double-leaf doors surmounted by a glazed transom. The arch is trimmed with cream-colored stone and brown brick voussoirs. The spandrel above the arch is filled with brick, and surmounted by five brick corbels. This composition is terminated by a pair of windows surmounted by a band of small stone-trimmed lancet arches filled with tapestry brick.

¹ Brainerd School Board Minutes, July 28, 1931; "New School Brick to be Wine Color," *Brainerd Dispatch*, 3 Sept. 1931, 1; "Thousands of Pupils Attend Grade, High and Parochial Schools in Brainerd," *Brainerd Tribune*, 65th Anniversary Number, 1937, Section 3, 1.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 7 Page 2

Name of multiple property listing (if applicable)

The main entry pavilion facing the intersection of 10th and Kingwood Streets is clad in smooth-finished stone. Three modern, single-leaf glazed doors are placed below a recessed segmental arch flanked by smooth stone piers. Each door is surmounted by a fixed transom filled with original diamond-paned leading, and a shield motif comprised of colored lights occupies the center of each transom. The entry surround is capped by a stone parapet. Decoration is confined to two slender panels carved with a continuous geometric motif. A pair of bronze lanterns rests on pedestals on either side of the entry.

The entry pavilion is flanked by a three-part window grouping set into a projecting stone-clad bay. The bay is articulated by a crenellated stone parapet at the first story. At the second story, three windows that light the library above the entry are filled with one-over-one sash placed below fixed transoms. Another band of lancet arches with stone corbel stops and tapestry brick infill is located below a brick parapet. A small patterned-brick medallion crowns the central parapet.

As is apparent on a ca. 1935 photograph of the building, the principal building sash originally contained divided lights. All have been replaced with aluminum one-over-one units. The only surviving original sash are in the diamond-paned transoms at the entries.

The lancet arches and stone beltcourses are carried around the rear elevations of the original building. This elevation faces a wedge-shaped court that is now a parking lot. The gymnasium, auditorium, and boiler wing that projects to the northeast are clad in brown brick. A band of large gymnasium windows have been infilled with the same brick. A single brick chimney stack rises from the boiler house in the northeast wing and is decorated with lancet arches and stone coursing.

A flat-roofed gymnasium extension and two classroom wings date from 1954. Designed by Hubert Swanson of Minneapolis, the gymnasium and classroom additions are clad in brown brick and stone closely matching the original construction. The classrooms are illuminated by bands of windows filled with double-hung metal replacement sash. A metal panel surmounts each sash. The gymnasium has small window openings placed near the roofline. At the northeast there is a full-length band of glass block with hopper openings. An entry containing two single-leaf doors is placed on the east elevation.

To the north, the 1962 classroom addition by Stengen, Hendrickson, and McNutt of Brainerd is separated from the 1954 addition by a recessed bay containing an entry and stairhall. The exterior of this addition is clad in reddish-brown brick. Small pivot windows placed below fixed units are set into slender bays filled with blue metal panels. The main entry faces north, and the two single-leaf glass doors are set into a bay filled with alternating glass and metal panels.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 7 Page 3

Name of multiple property listing (if applicable)

Interior

The original interior plan of the main building (1932) was based on central corridors with classrooms arranged along both sides. This plan is generally intact, although some classroom and administrative spaces have been enlarged or consolidated. The first-floor auditorium anchors the point where the wings are joined, and opens onto the tiled entry foyer and stairs and administrative area. Utility and toilet rooms are placed along each corridor. Hallway floors and some other room floors are terrazzo, with maple floors originally furnished in the classrooms and gymnasium. Some floors have been covered with vinyl tile.

While the exterior employed elements of the traditional Collegiate Gothic Style, simple Streamlined Moderne details characteristic of the early 1930s are evident throughout the portions of the original interior. The architects intended that the original reinforced concrete and steel ceiling beams be exposed and most remain without lowered ceilings or other alterations. Only the central hall corridors appear to have original plaster ceilings. Walls throughout are painted plaster, and a variety of ornamental plaster moldings, some with simple incised geometric detail, are intact in the entry area and along the corridors. A simple band of millwork trim is intact along each corridor. Banks of modern steel lockers line the hallways.

Each entry to most of the classrooms and the administrative suites has an arched surround. The doorways are filled with a single French door with frosted glass panels. Many of the classrooms retain their original ensemble of oak-trimmed slate blackboard, supply closet, and bookshelf, along with other original millwork trim. Light fixtures were originally single-globe pendants and have been replaced with modern fluorescent panels.

The original plan invested heavily in the design and decoration of the 500-seat auditorium, and the interior remains generally unaltered. Two sets of double, flush-panel oak doors open onto the auditorium at the rear. There are also two single side entries. Each entry has a wood surround with a stepped lintel decorated with incised trim. The ribs of the auditorium ceiling are trimmed with geometric-motif plaster moldings and the auditorium walls are finished in plaster with a single chair rail. The original brass and glass pendant fixtures are mounted on the arched ceiling. The metal and wood folding seats appear to be original.

The 1932 gymnasium adjoins the rear of the maple-floored stage. Below the auditorium, the basement level of the original building houses the cafeteria and kitchen, boiler room, and gymnasium. Exposed concrete mushroom columns remain distinctive features of the cafeteria.

At the second floor, the library is placed over the main entry at the junction of the two main wings. The library's double-leaf French doors open into an entry lined with oak bookcases and framed by four wood-paneled columns linked by a molded plaster cornice. Bookcases and oak trim are carried around the central portion of the library and frame the corner windows. Interior stairs in the 1932 building are placed opposite the side entries. Each has simple iron newel posts.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 7 Page 4

Name of multiple property listing (if applicable)

The interior of the 1954 addition features classrooms arranged along a central corridor clad in ceramic tile. Hallway floors are finished in terrazzo. The walls are finished in tan ceramic tile and some areas are furnished with banks of lockers. The classrooms have vinyl tile flooring and simple millwork trim. Fluorescent-tube lighting fixtures are suspended from many classroom ceilings. These treatments are also reflected in the 1962 classroom addition.

The school served about 800 students at the time of its closing in 2005. Work is underway to develop the building for affordable live/work units for artists and their families, and to provide space for arts organizations and local performance groups. The building will be known as the Franklin Arts Center.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 8 Page 1

Name of multiple property listing (if applicable)

Franklin Junior High School of 1932 and its 1954 addition are evidence of modern junior high program and building design that evolved through the first half of the 20th century. Located in a small Minnesota city, the original school building (1932) reflects national design principles developed during the 1920s that accommodated a new junior high curriculum bridging the elementary and high school program. The 1954 addition is associated with development of national classroom design standards after World War II; a notable feature was the reversal of previous practice that relied on large windows and natural light. An increased emphasis on physical education is also reflected in the 1954 gymnasium addition.

The original building and the addition are locally significant under National Register Criterion C for their relationship to the development of junior high school design standards. The period of significance is 1932 and 1954, spanning original construction through the completion of the addition.

The 1932 and 1954 buildings retain a high level of exterior historic integrity and, despite years of curriculum change and program adaptation, the original floor plan in classroom and administrative areas remains relatively unaltered. The buildings also retain excellent integrity of location, setting, feeling and association.

Small Town School Planning and the Junior High

Brainerd is the county seat of Crow Wing County and is located about one hundred miles north of the Twin Cities. Situated on the Mississippi River in a region of lakes and a dense pine forest, city government was organized in 1873 and early development followed the growth of the lumber industry.¹ The Northern Pacific Railway reached Brainerd (originally known as The Crossing) in 1870, and it was also the hub for the Brainerd and Northern Railroad that ran to Walker and Bemidji. Late 19th-century timber depletion brought a new economic focus on trade associated with Crow Wing County dairy farms, as well as mining development on the Cuyuna Range to the northwest.² The city's population increased from 7,524 in 1900 to 10,221 in 1930, and rose to 12,071 in 1940. Following World War II and the development of local industry including expanded tourism and recreation, the 1950 population was 12,637 and reached 12,898 in 1960. After population declines between 1970 and the 1980s, the 2000 federal census reported 13,178, with a projected 14,311 in 2010.

The construction of hundreds of summer resorts and cottages in the Brainerd vicinity was encouraged by early railroad construction, followed by improved highway connections—most notably the 1927 paving of Trunk Highway 10 between Brainerd and the Twin Cities.

¹ Carole S. Zellie, *Historic Context Study for the Brainerd and Northern Minnesota Railway Co. (B&NM) and Minnesota and International Railway Co. (M&I), Brainerd to International Falls, Minnesota*. Submitted to the Minnesota Department of Transportation by Landscape Research LLC, 2007, 13-24.

² "Crow Wing County Has Second Richest Ore Deposit in the State," *Brainerd Tribune*, 65th Anniversary Number, 9 Sept. 1937, Section 3, n.p.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 8 Page 2

Name of multiple property listing (if applicable)

Brainerd's system of public education followed a pattern typical across central Minnesota. Public education was established by the Minnesota Territorial Assembly in 1849 and common schools were provided to "all persons between the ages of four and twenty-one years, free," but each school district was responsible for the creation of its school plant. By 1861, there were 466 public schools in over 70 districts.³ However, most provided only basic elementary education, sometimes only three months out of the year.

The Brainerd School District was organized in 1872-3 and the Board of Education opened its first building in 1874. Washington, the city's first high school, was completed in 1885; by this time total school enrollment was slightly under 600, and rose to 819 by 1888.⁴ School consolidation, which was encouraged by the Holmberg Law (1911), brought more students into the district. Consolidation resulted in centrally-located schools served by improved wagon routes and later by bus transportation. Six elementary schools were built in Brainerd between 1894 and 1921, when student enrollment reached almost 2,000.⁵ Planning for the city's first junior high as well as a new senior high was accelerated when Washington High School was destroyed by fire in 1928.

In May 1928, the Brainerd Board of Education was faced with bringing two school proposals to Brainerd voters. The first requested funding for a \$425,000 high school, and the second was for a \$225,000 junior high.⁶ The board moved quickly and by the end of the year the Minneapolis architectural firm of Croft and Boerner was selected for both projects. The commissions were considered separately, however, and the Depression-era competition was intense. William B. Ittner of St. Louis, one of the country's leading school designers, was among 14 firms brought to Brainerd to interview for Franklin School. Other Twin Cities firms included Stebbins, Haxby and Bissell; Toltz, Day and King; Jacobson and Jacobson, and Ellerbe & Co.⁷

Works Progress Administration (WPA) funding would be available to assist with the 1936 construction of four new buildings to replace Whittier, Lowell, Lincoln and Harrison elementary schools, and the 1937 addition to Washington High School.⁸ Franklin's construction did not benefit from such programs. In September 1931, however, as the building was underway, the Depression economy did result in "a delegation of local labor craftsmen" appearing before the Board of Education to request that only city labor be employed on the project.⁹ Jobs were scarce, and the *Brainerd Journal Press* periodically reported on the number of men employed by the contractor on tasks such as enclosing the building.¹⁰

³ Theodore C. Blegen, *Minnesota: A History of the State* (Minneapolis: University of Minnesota Press, 1963), 186.

⁴ "Thousands of Pupils Attend Grade, High and Parochial Schools in Brainerd." *Brainerd Tribune*, 65th Anniversary Number, 9 Sept. 1937, Section 3, 1.

⁵ The six elementary schools built between 1894 and 1921 were Lincoln, Whittier, Harrison, Lowell, Riverside, and Garfield.

⁶ Brainerd Board of Education Minutes, June 15, 1928; June 25, 1928.

⁷ Brainerd Board of Education Minutes, June 15, 1928; June 25, 1928.

⁸ Carl Zapffe, *Brainerd, Minnesota, 1871-1946: Seventy-fifth Anniversary* (Brainerd, Minnesota: Brainerd Civic Association, 1946), 113.

⁹ "New School Brick to be Wine Color," *Brainerd Dispatch*, 3 Sept. 1931, 1.

¹⁰ "78 Men Employed by Askov Co.," *Brainerd Journal Press*, 12 Nov. 1931.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 8 Page 3

Name of multiple property listing (if applicable)

The *Brainerd Tribune* noted in 1930 that completion of the second Washington High School “ushered a new era in education for Brainerd and vicinity,” and less than two years later Franklin was called “a duplication only on a smaller scale,” and supplied with “all modern educational conveniences.”¹¹ Fireproof steel and concrete construction and the evolving needs of junior high school programming, especially for vocational and industrial education, were given particular attention.

The original architectural plans for Franklin Junior High indicates that the administrative center of the building was placed at the corner entry, and the two first floor wings of the original construction were equally divided (and separated) into industrial arts and home economics sections. The auditorium and attached boys’ and girls’ gyms corresponded to this division.

Evolving Standards for Junior School Buildings

By the time junior high buildings were constructed in small Minnesota cities such as Brainerd, the principles of junior high design were becoming nationally codified and were based on a decades-old concept that emphasized “the physical plant as the basis of successful school practice.”¹² While the design and all the details of Franklin Junior High, like most schools across the state, were negotiated between architect and the local school board, a well-tested body of national architectural research and publication influenced every aspect of the building.

The design of early 20th-century schools evolved from often showy, multi-roofed masonry blocks with poor light and ventilation to flat-roofed, H-, I-, and L-plan structures provided with a maximum of natural light and improved air circulation. Traditional styles—usually modifications of the English Renaissance and Collegiate Gothic—prevailed during the 1920s on the exterior, but they typically concealed a completely modern steel-and-concrete building. Minnesota State Board of Health standards specified minimum requirements, especially those that dealt with maximizing direct sunlight. This is evident in plans published during the 1920s in the *American School Board Journal* and special school editions of *American Architect and Building News* and *Architectural Record*. Articles in such publications provided guidance to school boards such as Brainerd’s, and assisted with selection of the best plan and equipment. Hundreds of plans and photographs were published in a typical year, illustrating every possible solution and encouraging the board to select the right designer. In 1925, the National Education Association (NEA) produced *The Report of the Committee of School House Planning*. One objective was the adoption of uniform state regulations for schoolhouse planning and construction. All aspects of school planning were analyzed by the NEA, and each curriculum area was specified as to its

¹¹ “Thousands of Pupils Attend Grade, High and Parochial Schools in Brainerd,” *Brainerd Tribune*, 65th Anniversary Number, 9 Sept. 1937, Section 3, 1.

¹² Norman Patton, “Present Day Tendencies in School Architecture,” *School Board Journal*, August 1911, 25.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 8 Page 4

Name of multiple property listing (if applicable)

equipment and arrangement. By the 1920s, scoring systems such as the *Strayer-Englehardt Score Card for High School Buildings* (1924) were developed for existing and new construction.¹³

The junior high was a fairly well tested building type in Minnesota by the time the City of Brainerd voted to build Franklin. In Minneapolis, for example, the junior high program was first discussed by the Minneapolis Board of Education around 1910, with a proposal to develop junior highs first realized in 1916. The Minneapolis board, like many across the country, studied the merits of converting from an "8-4" system, where a four-year high school followed an elementary program, to the "6-3-3" system, which introduced three years of a separate junior high.¹⁴ (Beginning about 1900, many boards had also offered a kindergarten program.) As noted in the influential *School Architecture: Principles and Practices* (1921), the reasons for changing the systems included:

1. The seventh and eighth years of the elementary school have not, on the whole been effectively utilized. Too much time has been devoted to reviewing material previously taught in the first six years. The work has lacked interest and many pupils have felt that they were gaining little . . . Proficiency in certain fundamental processes may be better secured by the application of these processes to new subjects in the junior high . . . than by these reviews in elementary subjects.
2. The first year of the four-year high school has not been well adapted to the needs of the pupils of that year. The break from the school organization, subjects of study, and methods of instruction in the elementary school to the organization, subjects and methods in the high school has been too sudden. The pupils have not been prepared for the transition. As a result the number of pupils leaving school in the first year of the four-year high school has been abnormally large. The junior high school is succeeding in bridging this gap . . .¹⁵

School Principles and Practices also noted that the junior high school provided social organization that developed "self expression, qualities of initiative and cooperation, and sense of personal responsibility." Importantly, the new organization made it possible for elementary schools to be sited near younger students' homes, and centralized the older student body with offerings designed to meet various interests and aptitudes.¹⁶ National variations on the 6-3-3 systems included 6-2-4, 6-4-2, and 6-6 arrangements. School boards calculated "contributing areas" to determine potential enrollment. Some low-density rural areas had problems maintaining an effective high school and relied on the 6-6 system.¹⁷

¹³ Carole Zellie, *Minneapolis Public Schools Historic Context Study*. Prepared for the Minneapolis Heritage Preservation Commission (2005), 24.

¹⁴ Zellie, *Minneapolis Public Schools Historic Context Study*, 24.

¹⁵ John J. Donovan, et al., *School Architecture: Principles and Practices* (New York: MacMillan Company, 1921), 126.

¹⁶ Donovan, 126-127.

¹⁷ Donovan, 127; 131-133.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 8 Page 5

Name of multiple property listing (if applicable)

A survey of photographs and plans of junior high schools built across the United States during the 1920s shows that some were based largely on established high school plans, while others more clearly articulated their two- or three-year curriculum. One, two, and three-story variants of the L-plan utilized at Franklin were published in *School Principles and Practices* and the *School Board Journal*, and some included an auditorium/gymnasium wing projecting from the junction of the wings architects Croft and Boerner utilized in their design. Overall, the junior high offered specialized classes that bridged elementary and high school programs. An emphasis on fully-equipped libraries, laboratories, music rooms, auditoriums and gymnasiums as well as industrial and vocational subjects became standard. By 1921, when the junior high program was still quite new, school planners distinguished between “academic,” “industrial” and “neighborhood or community” types. The latter was designed for sharing the facility with the community’s growing demand for adult classes and events, including use of the library and auditorium.¹⁸ Franklin’s spacious, well-equipped auditorium (with stage equipment by the U.S. Scenic Studio of Omaha, Nebraska) welcomed the community. Speeches and a musical performance were part of several junior high school dedication programs held there in October 1932.¹⁹ The auditorium stage was paired, back-to-back, with the gymnasium. The joined areas allowed additional seating for athletic events. The provision of Franklin’s well-appointed library and specialized rooms for subjects such as industrial arts and music also reflected national junior-high planning trends.

The L-plan was easily enlarged, as demonstrated by the 1954 wings at Franklin that provided classroom and lower-level recreational space and a small gymnasium addition. The classroom additions reflect post-World War II advances in manufactured lighting that brought examination of the long-held principle that natural daylighting was preferable to artificial light. While curtain wall construction could allow large expanses of window area, some designers began to advocate “windows for providing a view” rather than as a primary lighting source.²⁰ The shielded upper panel of the window opening controlled glare and allowed direction of light, and fluorescent-tube lighting provided steady illumination.

Croft and Boerner

About 1925 the Minneapolis firm of Francis C. Boerner and Ernest Croft tested Franklin’s L-plan and a very similar exterior at a much larger, four-story high school in Ottumwa, Iowa. The Ottumwa school had an estimated cost of \$1 million and was among projects illustrated in *A Photographic Review of Recent Work: Croft & Boerner* (1925), the firm’s 49-page promotional publication.

Francis C. Boerner (1889-1936) and Ernest Croft (1889-1959) were Minnesota natives trained at the University of Minnesota. Prior to their partnership, Croft spent three years in New York City working as an architect. The

¹⁸ Donovan, 111-112.

¹⁹ “Junior High Has Program,” *Brainerd Journal Press*, 7 Oct. 1932.

²⁰ Hammel and Green, “Manufactured Light versus Daylight for Schoolrooms,” *Northwest Architect* XIX (July-August 1955), 34.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School
Name of property

Crow Wing County, MN
County and State

Section number 8 Page 6

Name of multiple property listing (if applicable)

men were in partnership from ca. 1916 to ca. 1931, when Boerner moved to Duluth. He died there five years later at the age of 49.

When the firm was commissioned for the Franklin School its offices were at 1004 Marquette Avenue, Minneapolis. Franklin School was one of the last projects completed before the firm's dissolution. Boerner and Croft's practice included many public and institutional buildings, including the Minneapolis Auditorium, the St. Louis County District Courthouse, and the Mille Lacs County Courthouse (NRHP 1977). They designed at least 20 schools in Minnesota and Iowa, including high schools in Elk River, Cloquet, and Brainerd, and five elementary schools in Duluth. Their work embraced all of the traditional revival styles of the period, including the Collegiate Gothic used at Franklin Junior High.

Summary

Franklin Junior High School is eligible for the National Register of Historic Places under Criterion C. The building is locally significant as an example of the development of 20th-century junior-high-school design standards at a time when a growing body of national architectural research influenced every aspect of school construction. Franklin Junior High represents the Brainerd School Board's Depression-era effort to create the city's first junior high school, one reflecting the guidance of published national and state standards as well as that of experienced school architects Francis C. Boerner and Ernest Croft. To achieve a building creating a bridge between elementary and high school programs and accommodating the new junior high curriculum, small Minnesota cities such as Brainerd could also utilize the advice of the *School Board Journal* and other publications.

The original 1932 building retains its centerpiece auditorium-gymnasium, a feature that represented a new emphasis on community and neighborhood events. Separated in each wing, gender-specific and specialized areas for subjects such as industrial arts and home economics are also associated with the evolving junior high curriculum during the period of significance, 1932 to 1954. The classroom and gymnasium addition of 1954 reflects the adoption of new school lighting design after World War II (one which somewhat reversed previous reliance on large windows and natural light), an increased emphasis on physical education, and the limitations of the 1932 auditorium-and-gymnasium combination.

With the exception of sash replacement, other exterior rehabilitation and maintenance has been quite sympathetic to the historic building. The interior retains most of its original plaster and wood trim. Most notably, the auditorium interior has had very minimal alteration, and the library retains much of its historic appearance and spatial arrangement.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School

Name of property

Crow Wing County, MN
County and State

Section number 9 Page 1

Name of multiple property listing (if applicable)

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School

Name of property

Crow Wing County, MN

County and State

Section number 9

Page 2

Name of multiple property listing (if applicable)

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United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School

Name of property

Crow Wing County, MN
County and State

Section number 10

Page 1

Name of multiple property listing (if applicable)

Geographical Data

Verbal Boundary Description

That part of Block 82, Lots 1 through 4 and Lots 21 through 24, Block 96, vacated Juniper Street, and vacated North 11th Street, BRAINERD and FIRST ADDITION TO BRAINERD, according to the plats thereof on record in the Crow Wing County Recorder's office, and that part of the Northeast Quarter of the Northeast Quarter, Section 25, Township 45, Range 31, said Crow Wing County, which lies westerly of the following described line: Beginning at the northeast corner of said Lot 21, Block 96, and assuming that the north line of said Lot 21 bears South 89 degrees 54 minutes 21 seconds West; thence South 22 degrees 27 minutes 33 seconds East 157.48 feet; thence South 50 degrees 41 minutes 45 seconds East 325.18 feet to the southerly line of Independent School District No. 181 tract according to Document No. 731256 on record in said Crow Wing County Recorder's office; thence South 62 degrees 19 minutes 02 seconds West 41.11 feet along said southerly line of Document No. 731256; thence South 00 degrees 06 minutes 39 seconds East 35.00 feet along said southerly line of Document No. 731256; thence South 62 degrees 19 minutes 02 seconds West 50.00 feet along said southerly line of Document No. 731256 to the east line of said vacated North 11th Street; thence South 00 degrees 06 minutes 39 seconds East 18.34 feet along said east line of vacated North 11th Street; thence South 89 degrees 53 minutes 43 seconds West 80.00 feet to the east line of said Block 82; thence South 00 degrees 06 minutes 39 seconds East 33.00 feet along said east line of Block 82 to the southeast corner of said Block 82 and said line there ending.

TOGETHER WITH

Those portions of Lots 1 through 18, the East 40.00 feet of Lots 19 through 24 and the vacated alley lying easterly of the west line of said East 40.00 feet of Lots 19 through 24 and its southerly projection, all in Block 36, BRAINERD, according to the plat thereof on record in the Crow Wing County Recorder's Office, which lie northwesterly of the northwesterly right-of-way line of Trunk Highway 210 according to Document Number 607035 on record in said Crow Wing County Recorder's office.

Boundary Justification

The boundary includes the property historically associated with Franklin Junior High. The athletic field is on reclaimed land not originally owned by the Brainerd School Board, which was acquired after the period of significance.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School

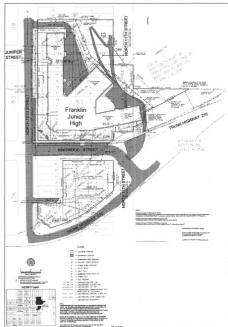
Name of property

Crow Wing County, MN

County and State

Section number _____ Additional Documentation _____ Page 1

Name of multiple property listing (if applicable)



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School

Name of property

Crow Wing County, MN

County and State

Section number Additional
Documentation Page 2

Name of multiple property listing (if applicable)



Historic Photograph 1, Franklin Junior High School
1001 Kingwood Street, Brainerd, Minn, ca. 1935,
main entry looking northeast
(Minnesota Historical Society)

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School

Name of property

Crow Wing County, MN

County and State

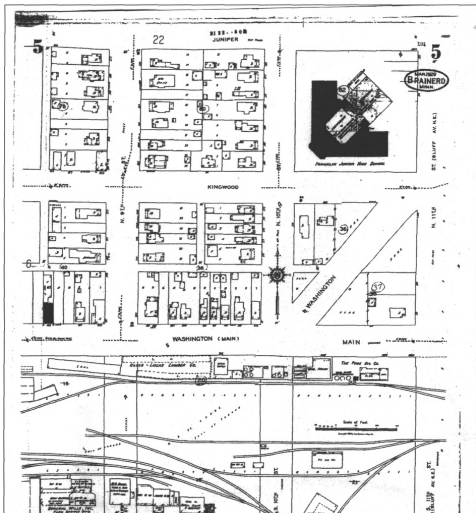
Section number

Additional
Documentation

Page

3

Name of multiple property listing (if applicable)



Historic Map 1. Franklin Junior High, 1001 Kingwood Street, Brainerd.

Sanborn Fire Insurance Map, 1929-1945, sheet 5

(Minneapolis Public Library digital collection)

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Franklin Junior High School

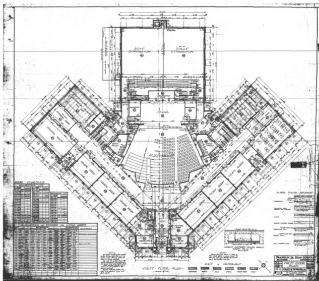
Name of property

Crow Wing County, MN

County and State

Section number Additional Documentation Page 4

Name of multiple property listing (if applicable)



Historic Plan 1, Franklin Junior High, 1001 Kingswood Street, Brainerd, First Floor Plan, Croff & Boerner, Inc., Sheet 3, 1931
(Aetospace Projects Inc, Minneapolis, Minn.)

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

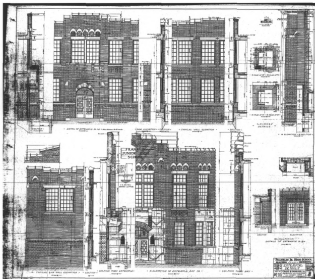
Franklin Junior High School

Name of property

Crow Wing County, MN
County and State

Section number Additional Documentation Page 5

Name of multiple property listing (if applicable)



Historic Plan 2, Franklin Junior High, 1001 Kingswood Street, Brainerd. Exterior Details, Croft & Boerner, Inc., Sheet 8, 1931
(Aetospace Projects Inc, Minneapolis, Minn.)

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Franklin Junior High School

Name of property

Crown Wing Co., MN

County and State

Section _____ Photographs _____ Page 1

Photo Log

Franklin Junior High School, 1001 Kingwood Street, Brainerd, MN

Date of Photographs: June 15, 2008

Photographer: Melissa Ekman, Miller Dunwiddie Architecture, Minneapolis, Minnesota.

Digital views printed with Hewlett-Packard (HP) 84/85 dye-based inkset on HP Premium Photo Paper, Soft Gloss.

1.

MN_CrowWingCo_FranklinJrHigh_0001.tif

Exterior, main entry, looking northeast.

2.

MN_CrowWingCounty_FranklinJrHighSchool_0002.tif

Exterior, south facade of 1932 construction, looking northwest.

3.

MN_CrowWingCounty_FranklinJrHighSchool_0003.tif

Exterior, west facade of 1932 construction, looking northeast.

4.

MN_CrowWingCounty_FranklinJrHighSchool_0004.tif

Exterior, west facade entry detail, looking east.

5.

MN_CrowWingCounty_FranklinJrHighSchool_0005.tif

Exterior, main entry detail, looking northeast.

6.

MN_CrowWingCounty_FranklinJrHighSchool_0006.tif

Interior, main entry hall, looking northeast.

7.

MN_CrowWingCounty_FranklinJrHighSchool_0007.tif

Interior, main entry hall, looking southeast.

8.

MN_CrowWingCounty_FranklinJrHighSchool_0008.tif

Interior, first floor corridor in 1932 wing, looking north.

9.

MN_CrowWingCounty_FranklinJrHighSchool_0009.tif

Interior, stair between first and second floors in 1932 wing, looking northeast.

United States Department of the Interior
National Park Service

**National Register of Historic Places
Continuation Sheet**

Franklin Junior High School

Name of property

Crown Wing Co., MN

County and State

Section _____ Photographs _____ Page 2

10.

MN_CrowWingCounty_FranklinJrHighSchool_0010.tif

Interior, auditorium, looking northeast.

11.

MN_CrowWingCounty_FranklinJrHighSchool_0011.tif

Interior, library, looking southwest.

12.

MN_CrowWingCounty_FranklinJrHighSchool_0012.tif

Exterior, west facade of auditorium, looking southeast.

13.

MN_CrowWingCounty_FranklinJrHighSchool_0013.tif

Exterior, north facade of 1954 construction on south wing, looking southwest.

14.

MN_CrowWingCounty_FranklinJrHighSchool_0014.tif

Exterior, south facade, showing 1932 and 1954 construction, looking northeast.