

**United States Department of the Interior
National Park Service**

National Register of Historic Places Multiple Property Documentation Form

This form is used for documenting property groups relating to one or several historic contexts. See instructions in National Register Bulletin *How to Complete the Multiple Property Documentation Form* (formerly 16B). Complete each item by entering the requested information.

 X New Submission Amended Submission

A. Name of Multiple Property Listing

Mid-Century Schools in Grand Forks, North Dakota 1949-1965

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

Mid-century school architecture and building in Grand Forks and nationally
Mid-century education in Grand Forks and nationally

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D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation.

_____ Signature of certifying official	_____ Title	_____ Date
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State or Federal Agency or Tribal government

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

_____ Signature of the Keeper	_____ Date of Action
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Mid-Century Schools in Grand Forks, North Dakota 1949-1965
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North Dakota
State

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Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

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The Statement of Historic Context

The mid-century schools in Grand Forks embody a period of the country's history marked by a sharp population increase, postwar prosperity, and an active national building program. The postwar baby boom, coupled with a trend of rural migration to towns and cities, precipitated the need for more schools to serve the growing population in urban areas. Like other cities around the nation, Grand Forks constructed numerous new schools during the late 1940s through the 1960s. The city's boundaries continued to expand south and west, and various efforts at redistricting could only temporarily ease the overpopulated classrooms. As neighborhoods grew, new schools were constructed on large lots of land in easy access of the residential areas.

The building program also coincided with significant shifts in educational principles informed by new philosophical and practical approaches to delivering a high-quality education that matured in the decades after the Second World War. More students not only attended school but also stayed in school longer either to prepare for post-secondary education provided by an expanding network of colleges and universities or to enter a dynamic and changing workforce.

The Grand Forks' schools demonstrate and maintain a common architectural canon typical of the Modern Movement that characterized mid-twentieth century American public architecture. Constructed between 1949 and 1965, these one-story, brick structures with flat roofs show a distinct architectural departure from the two- and three-story schools of the early decades of the twentieth century. This new style of architecture reflected both evolving educational principles that emphasized student learning and physical health, as well as an efficiency of design and construction. Their sprawling, low elevation designs, replete with long banks of windows for maximizing natural light, often overlooked landscaped gardens, playgrounds or nearby public parks.

The following study contextualizes these schools in local trends and politics of Grand Forks and North Dakota and then proceeds to the larger national contexts which framed these local responses.

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The Context for Grand Forks School Building

History

The mid-century modern schools represent a new chapter in the history of both education and school architecture in Grand Forks. The first schools in the city predated North Dakota's statehood. From the state's earliest days, education has continually been a point of pride and the community has invested in high-quality facilities and contemporary approaches to teaching and learning. Residents of Grand Forks funded and built its first two schoolhouses in 1872, and within a few years, added two more to serve the growing population. In 1881, the Territorial Act established the city's first school board. The seven-member board comprised some of Grand Forks' most esteemed leaders including founding father Alexander Griggs, steamboat captain M.L. McCormack, and attorneys R.W. Cutts and J.G. Hamilton.

In the late nineteenth and early-twentieth centuries the city's footprint centered around the commercial downtown, with residential neighborhoods immediately to the north, south and west. By 1882, the school-age population exceeded the capacity of small schoolhouses forcing high school students to take classes in rooms in the courthouse (Lamb, 57). In 1891, a new grade school, Wilder, opened just north of the downtown district. Fire destroyed the school after only three years, but it was quickly rebuilt and opened again in 1895. Washington School, also serving north side neighborhoods, opened in 1907 with four classrooms on each of the second and third floors, likely one room for each grade one through eight (Roberts, 1981) (Photo 1).



Photo 1: Washington School opened in 1907 and served the near northside neighborhood.

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School construction in the late nineteenth century and the first half of the twentieth century reflected the growing population of the city and the educational values seen elsewhere around the country. Those schools, however, did not and could not anticipate the postwar reforms in education and the population boom that shaped the size, character, and distribution of the mid-century schools which are the subject of this nomination. For example, residents on the south side of town attended Belmont School which opened in 1883, on the site of present-day Phoenix Elementary on the corner of Belmont Road and 4th Ave South. Additions to Belmont in 1893 and 1911 followed the growing population of this neighborhood and the southern expansion of Grand Forks in the first decades of the twentieth century (Photo 2). Like its early contemporaries such as Wilder and Winship, Belmont School was constructed using a common two-story symmetrical design but received a mid-century period gymnasium that adapted it to the new educational philosophies supported by the modern schools. A mid-century facelift was also required for the 1930s era South Junior High School, which modernized the chemistry lab, shop, and home economics departments to accommodate more students, and changing demands on the curriculum (Series 1, Vol. 10, p.103).



Photo 2: Belmont School served the near southside neighborhood and opened in 1883

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Grand Forks' response to the booming population and educational change in mid-century America typified certain national trends: a vigorous building program that struggled to keep pace with enrollments and expansion; an active and dedicated Board of Education and District Superintendent faced with managing the ever-insufficient funds for schools, salaries and a changing curriculum; and an increasingly better educated and specialized teacher body motivated by improved salaries for improved credentials.

Migration, overcrowding and redistricting

The proximate impetus for mid-century school building in Grand Forks represents a local response to the changing demographics of the city in the postwar era. Like elsewhere around the country, North Dakota benefitted from the energy and progress after World War II. Those returning from the war were looking for opportunities to start a new life. President Harry S. Truman's GI Bill offered returning servicemen tuition assistance for a university education and low interest mortgages. Locally, the University of North Dakota attracted a significant influx of veterans to Grand Forks who were drawn to post-secondary education, affordable housing, and job opportunities.

Migration also happened on a regional level as residents of rural areas moved to small towns and cities. As Elwyn B. Robinson noted in his *History of North Dakota*, rural losses produced urban gains as workers moved from farms to find employment (p.442-443). These demographic changes pushed communities to improve infrastructure to accommodate the increasing population. North Dakota residents appealed for better roads in order to help facilitate the reorganization of school districts. In 1947, the League of North Dakota Municipalities proposed a one cent gas tax to be awarded to the cities and towns to pay for road construction - just one example of searching for a solution to address the need.

The improved infrastructure enabled students to be transported more easily from rural to urban communities. This accelerated the closing of small rural schoolhouses and increased the burden on already crowded classrooms in Grand Forks. Annual reports of the Grand Forks County Superintendent demonstrated this trend in their reports on the number of one-room schools county-wide as well as the number of public elementary and high schools. In this context high schools included both junior high and high schools. A total of 121 one-room schools are recorded in the 1948 Report, seventy-four of which were "in session". That same year, Grand Forks operated two high schools and five graded (or consolidated) schools. By 1964, Grand Forks County reported only seventeen one-room schools and the city of Grand Forks, officially Grand Forks Independent District #1, boasted four high schools and thirteen public elementary schools. Furthermore, classrooms were regularly added to existing schools to accommodate more students.

Biennial school census data show the number of enrolled students in the city's schools increased from 5239 to 5713 in the eight years from 1945 to 1953, while overall figures for the county showed a slight

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decrease indicating the population shift towards city schools. Grand Forks Board of Education minutes record the problems faced in rural districts with their pleas to the City to accept their students. As the school district was grappling with the need to find additional classroom space at Lewis and Clark, and anticipating the building of a new air base, a district official from Duckworth District #4 was negotiating for their elementary students to be accepted to Independent District #1 (Series 1, Vol. 9, p. 235).

In an effort to manage the rapidly growing school age population, the Grand Forks School District sought to adjust district lines to distribute the student population more evenly across the schools. At a meeting of the Grand Forks' Board of Education in December 1945, Dr. Elroy Schroeder, Superintendent of Schools, presented the Board with the results of a survey conducted in concert with the city's school principals showing the distribution of students and proposed new dividing lines for three of the schools on the north side of the city (Series 1, Vol. 7, p. 203-206). However, shifting school boundary lines was only a temporary solution and it was soon apparent that the Board needed to develop a longer-term building program to further address the growing school-age population. With the development of the school district over the next fifteen years, the Superintendent returned to the Board on several occasions with redistricting proposals.

Until the mid-1950s, Grand Forks Public Schools District collected data on boys and girls aged six to twenty years. In May 1948, Dr. Schroeder requested the Board's permission to conduct a census of pre-school aged children who would be entering the first grade in the coming years to better anticipate the needs for the school building program (Series 1, Vol. 8, p. 49-50). This special census request became part of the formalized reporting and from 1955, reporting forms sought information on boys and girls aged 0-5 as part of the required data collection. From 1955, the new census reporting for Grand Forks Independent District #1 shows an increase from 10,205 boys and girls aged 1-20, to 15,659 a decade later. Recognizing the need for future expansion underscores the national trend of increasing enrollments and students staying in school longer to complete their high school degree.

Overcrowding was a frequent problem, and the school district used several tactics to resolve the issue including moving students to less crowded schools, dividing up auditoriums with curtains to create temporary classrooms, employing more teachers, the use of temporary buildings, redistricting and building school additions. No sooner was Viking Elementary opened in 1957 than overcrowded classrooms were reported, with one instance of 43 students in one class (Series 1, Vol. 11, p.146). The school partitioned the lunchroom to create extra classroom space. Additional classrooms were often planned as soon as the core building was operational as neighborhoods continued to grow around the new schools.

While expanding the city's boundaries increased the taxable valuations of property, it also further burdened the School District. In August 1955, Grand Forks added Fairlawn Addition to its boundaries bringing more students to the District at a time when there were five school building projects underway. It soon became apparent that there was insufficient transportation for these new students, and despite

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pleas to the Superintendent, the parents attempted to find their own solution by “launching a campaign to try to interest local citizens to collectively employ a taxi or other transportation service to get their children to school at their own expense” (Series 1, Vol. 10, p.157-158).

North Dakota's 30th Legislative Assembly in 1947 gave considerable attention to education submitting that school districts faced the critical issue of managing a fast-changing student body. They passed redistricting laws to define more clearly the jurisdiction and responsibilities of county and state committees, county and state officers, school boards and school districts (H.B. 43, 1947). House Bill 153 detailed the new requirements for school building construction including air and light quality. Furthermore, this bill declared an emergency recognizing that plans for many proposed school buildings would be required prior to July 1st. The State also appropriated \$20,640 for salaries and expenses for the school lunch program (H.B. 47, 1947).

New Schools in Grand Forks

The Board of Education also recognized soon after the end of the War that new buildings were necessary to accommodate the growing school-age population in the city. They entered into discussions with the University's president and former Schools Superintendent, Dr. John West, regarding a new elementary school near the University of North Dakota (Series 1, Vol. 8, p.3-4). Negotiations with the University included the need for clearing temporary buildings from school district-owned land used by the University to house returned servicemen enrolled at UND. The scarcity of classroom space prompted the Board to seek special dispensation from the city to permit temporary storage sheds to be converted to classrooms. At a meeting in the Spring of 1948, members of the Winship Elementary School PTA addressed the Board with concerns of overcrowding and to ask about the plan for the building program (Series 1, Vol. 8, p. 39-40).

The Grand Forks School District was faced with a growing need for new buildings coupled with the need for greater fiscal responsibility. A 1948 *Grand Forks Herald* article, “School Districts Need More Help” highlights the financial pressure felt by school districts around the state that were struggling, “[e]ven by voting excess taxes on top of the regular maximum levies, many of the districts don't make ends meet.” The state legislature appropriated \$500,000 for emergency funds for the biennium to which schools could apply for financial assistance.

Board of Education minutes of the mid-1940s to mid-1950s reveal much of their business centered on new facilities including gymnasiums and auditoriums for existing schools, additions, and new school buildings in areas of residential growth. Architects were frequent meeting attendees, partnering closely with School District leadership to address the most pressing needs, offer solutions to issues that arose in construction and to act as intermediaries between the Board and the myriad contractors. In the mid-1950s, three local architectural firms were in the employment of the Grand Forks Board of Education.

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These firms were Wells-Denbrook; DeRemer, Harrie and Kennedy; and Grosz and Anderson.

The lowest construction bids were almost always chosen, and at times, it is possible to discern a level of frustration if multiple bids were not received on any part of a project leaving no option but to accept the only tender. The architect of the project managed the bidding process which involved keeping them sealed until opened at the Board meeting where contractors were typically in attendance. This points to a thriving, if not overwhelmed, construction industry in mid-century Grand Forks. The quantity and rate of construction also caused problems. The minutes of a September 1956 Board meeting show that contractors were unable to get sufficient construction materials causing a delay with finalizing Lewis and Clark Elementary School addition. At this time, both Viking Elementary and an addition to Valley Junior High School were also underway and the pressure on resources is evident.

The pressure of time and costs is also evidenced by the reuse of architectural plans. Several schools used the same or similar plans adjusted only for location-specific differences. The new gymnasiums at Belmont and Wilder were designed and built concurrently (Series 1, Vol.10, p.225). Another new school, Lake Agassiz Elementary, shares its plan with Ben Franklin Elementary. Architect Theodore Wells, who designed the earlier South Junior High School and was very active in Grand Forks' civic construction was asked on more than one occasion to accommodate the need for efficiency,

"It was further proposed that Mr. Theodore B. Wells, having completed his drawing for the (new) Winship School, use the same plans and specifications for the west end school at the university", (Series 1, Vol. 8, p. 69).

The connection between schools and greenspace is a key element in mid-century school planning. An arrangement between the Board of Education and Parks District saw the two organizations coordinate their planning in order to provide schools with nearby park and playground areas, and to allow the Parks District to offer summer programs close to school facilities. Among the new neighborhood schools, Lewis and Clark stands adjacent to Elks Park and Pool, Viking Elementary shares the block with Cox Park, and both Valley Junior and West Elementary overlook University Park. While it does have a playground area and large lawn, the new Wilder school was constructed on the site of the older building which predated this philosophical shift. Ben Franklin's planning included a large field used for a variety of athletic activities. It was noted that while neither the School Board nor the Parks District had representatives on the City Planning Committee, it would be to the benefit of all parties to continue this initiative (Series 1. Vol. 11, p.139-140). This nomination focuses on the schools managed by Grand Forks Public Schools however, while the parks are managed by a different entity, they continue to enhance the mid-century design aspects of the schools.

In the two decades following the end of World War II, Grand Forks Public Schools District experienced a dynamic building program, adding a total of twelve schools including two junior high schools and

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eight elementary schools. Additionally, with the opening of the Grand Forks Air Force Base in 1967, two more schools opened on the Base to serve the families of those servicemen.

Mid-Century Architecture and Grand Forks Schools

Mid-century design exhibits a significant departure from the highly ornamented European-style Gothic Revival and Neoclassical styles that dominated civic architecture at the turn of the twentieth century. The modern architectural style of the postwar period has its roots in European and American architectural trends and developed from styles associated with the Modern Movement such as the Bauhaus in the 1920s, Internationalist (1920-1940) and Functionalism of the 1930s. It emphasized functional spaces over ornamentation and featured horizontal orientations with flat roofs, and the rhythmic arrangement of vertical windows for lighting break up surfaces constructed with efficient and somewhat modular designs. The influence of the International style with its grounding in industrial architecture led to an emphasis of the functional potential of concrete and steel often made explicit in mid-century architecture.

The earliest Modern and International style buildings appear in the Red River Valley during the interwar period. The Black Building (NRHP #16000821) in downtown Fargo on Broadway, built in 1930-31, offers a good early example of the development of Modernist architecture in the Red River Valley (Hickey). The collaboration between Minnesota architects Lang, Raugland, and Lewis and the Fargo firm of Ole A. Braseth and S. Marius Houkom facilitated local familiarity with the aesthetic and technical aspects of mid-century styles.

In the postwar period, local firms such as Wells-Denbrook and DeRemer, Harrie and Kennedy designed hundreds of buildings during the mid-1940s to the mid-1960s in Grand Forks, throughout North Dakota and western Minnesota. In addition to residential homes, their projects included schools, churches, university buildings, businesses and office buildings, service stations, and warehouses. Wells-Denbrook and DeRemer, Harrie, and Kennedy showed particular interest in institutional buildings. Wells-Denbrook's Grand Forks' U.S. Immigration Service Border Control Station (1959) and the Grand Forks City Auditorium (1954) embody many of the key design traits of high modernism (Martens 2015) and demonstrates a clear pivot away from Joseph Bell DeRemer's Art Deco style of buildings like North Dakota State Capitol (1934) or Wells' Grand Forks Fairgrounds Hall (1936) (NRHP #08001262).

An impressive example of a Wells-Denbrook mid-century design is that of the firm's own office building (NRHP #14000900) at the corner of Cherry Street and 17th Ave. South in Grand Forks. Built in 1954, the open plan office and studio was built in the same expanding neighborhood as Lewis and Clark and Viking Elementary schools. Like the schools of the period, the office building blends into the surrounding residential neighborhood of modest mid-century homes. In his historic context study of the Wells-Denbrook firm, Martens notes, "In non-urban regional settings like North Dakota, Modernist

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architecture was rational, literal, explicit, and often emphasized open space planning” (2015, 23).

The architectural style of mid-century modern schools in Grand Forks followed a developing canon of features that emerged across a range of contexts in the postwar era and coincided with the use of new materials, and national trends in educational philosophy and practice. Awareness of the trends emerge clearly in Samuel DeRemer’s (1894-1967) address to the meeting of Grand Forks Builder’s and Trader’s Exchange where he shared his thoughts on Modern Design. Samuel DeRemer was the son of North Dakota’s arguably best-known architect Joseph Bell DeRemer (1871-1944) and his speech was later published in *The Improvement Bulletin* (undated). The father and son were in partnership, working on scores of building projects predominately in North Dakota. To read the younger DeRemer’s approach to modern design illustrates the enormous shift from traditional architecture and construction to which they had dedicated so much of their careers prior to the War. Samuel DeRemer explains,

“After all this talk in favor of this new freedom, just what is our contemporary style? In as clear a conception as I can give, one who welcomes the opportunity of working on it, I would describe it as being a frank expression of unhampered individuality. One works with solids and voids, making no attempt to masquerade the structural features, on the contrary making the structural features function both for the strength and beauty, abandoning the use of supercilious ornamentation in the shape of heavy cornices, belt courses and innumerable other jig saw embellishments scattered about over an unsuspecting façade as if from a salt and pepper shaker” (DeRemer 9).

DeRemer’s remarks and the design of Grand Forks’ mid-century modern schools are consistent with many of the observations made in the October 1949 issue of *Architectural Forum* magazine dedicated to schools. This issue drew attention to what the editors regarded as a national crisis in school design and construction as it struggled to keep ahead of the swelling postwar population. The issue looked at construction standards, design, materials, financing, and other issues facing school districts across the nation. These schools were economical with lighter construction methods and more functional since their asymmetrical design allowed for isolation of noisy activities such as the workshop, music rooms and kitchens to be away from classrooms. Finally, they also improved access to natural light (Clapp, 1949, p.102).

The mid-century style rejected the conventions of architectural ornamentation prominent in Gothic Revival and Neoclassical styles of the Victorian era as well as the playful monumentality of Art Deco design. Taking design cues of the Frank Lloyd Wright’s Prairie-style architecture with low elevation, low pitched roofs and overhanging eaves, mid-century schools blended into the residential neighborhoods that they served. Modern architecture adopted a cleaner aesthetic. It is possible to detect a transition from traditional to the modern architecture aesthetic in Theodore Well’s design at the earliest extant mid-century school, West Elementary, with a singular brick relief framed with limestone on the south

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elevation of the building.

In contrast to the use of brick or limestone ornamentation, the designs of the mid-century modern schools celebrated the use of new materials and technologies in an overt and explicit way. Not only was the architectural design a departure from pre-war schools, construction methods stripped away unnecessary details for efficiency of design and specifications for swift construction. Poured concrete foundations and the use of steel reflected the practical and rational designs while also facilitating efficient construction. The presence of raised foundations in some buildings and the use of time-saving concrete block used for interior walls and gymnasiums make these economical and aesthetic design choices explicit. Each school gymnasium is constructed on similar plan which includes the sport facilities as well as a stage on one side with storage underneath. Many of the schools exhibit the use of the same materials from exterior brick to cream-colored glazed tile lining interior walls as well as the clerestory windows between classrooms and hallways.

Furthermore, postwar American architects embraced many of the technical advancements from new construction methods and materials, to better technologies for thermal comfort, lighting and acoustics that encouraged new approaches. Steel posts can be found in both a functional use on the interiors of classrooms as well as architectural features such as those seen supporting the recessed entries of Lewis and Clark Elementary and Ben Franklin Elementary, for example. Concrete blocks were used extensively making construction economical and expedient. Fluorescent bulbs became the preferred lighting replacing incandescent bulbs, as they too, were more economical. Board of Education minutes discuss running the telephone and electricity above ground at Lewis and Clark, further evidence of time- and cost-saving measures.

The explicit practicality of the construction materials and techniques serves to rationalize the often-asymmetrical designs of the mid-century schools. The exterior of the buildings features rhythmic rows of windows alternating with blocks of exterior treatments that extend the length of the building. The flat or low-pitched roof with overhanging eaves creates deep, linear shadows in the raking light of the North Dakota sun. The eaves and recessed doors protect and define walkways or entries marking the transition between the building's exterior and interior. Another example of visibly explicit structural elements are the steel beams that run the full width of a building from eave to eave providing a strong horizontal visual on the interior of classrooms, still seen at Viking and Ben Franklin, further blurring the lines between exterior and interior spaces. The use of light and line to define the interior and exterior space while also allowing for communication between the school and the large surrounding lots extends to the use of large windows, clerestories and glass panels throughout the buildings.

Skylights, floor to ceiling glass panels or sliding doors were commonly used to maximize natural light to the interior. The introduction of inexpensive fluorescent lighting in the 1940s allowed for schools to gain greater control over lighting classrooms and other functional spaces. At the same time, school buildings were introducing more natural light through the abundance of windows or the use of glass

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blocks. Glass blocks were used at West Elementary on the south elevation above the entrance and on the north wall of the gymnasium. This was a relatively new architectural material having first been used in America by renowned modernist architect, William Lescaze, at his own New York office and home in the mid-1930s. Glass blocks allowed for light to pass through to further illuminate the interior. Furthermore, photographs of the schools taken in 1983 show sections of glass panel were used at the top of interior walls to allow for exterior light to pass through into the hallways (Photo 3), and several of the schools still exhibit this feature. Ironically, perhaps, teachers sought ways to darken spaces as they gained better teaching tools like film projectors. Several requests were made to the Superintendent for adding shades to classrooms. The kindergarten teacher at Lewis and Clark also requested drapes for their classroom, presumably to help young children rest during the day.

A new design vocabulary superseded the two- and three-story schools with classrooms arranged along double-loaded corridors, separated by a central hallway and stacked vertically resulting in identical classrooms with a static function. Washington School on the city's near northside is one example of a turn-of-the-century school that followed this eight-room design to serve first through eighth grades. National critics observed that the stairwells and corridors were choke points for students entering and leaving the building complicating and even slowing evacuation in the case of a fire. Wilfred Clapp's contribution to the Architectural Forum issue observed that the one-story school was safer since all rooms could be evacuated faster than multi-story buildings with stairwells (Clapp, 1949, p.102). Grand Forks School District was all too familiar with school fires, having lost the original Wilder School soon after it was completed. Fireproof doors were installed at the rebuilt Wilder even before the mid-century school building was constructed. Another incident at Central raised serious questions from the Board when it was discovered that a number of students had been locked in classrooms to serve detention at the outbreak of a fire.

In this new approach, the asymmetrical sprawling school campuses required a greater footprint to accommodate an increasing number of spaces with distinct functions. Gymnasiums, school cafeterias, libraries and sometimes, health services, became part of the new school plan. Classrooms no longer featured fixed furniture in a set orientation but became multipurpose spaces that accommodated a variety of interactive learning, group work, art and reading spaces (Photo 4 and 5). A first-grade classroom at Ben Franklin Elementary featured a reading loft accessed by a set of stairs at the rear of the classroom where children also stored their bags and coats (Photo 6). The sprawling, low-slung designs oriented the buildings more deliberately toward the surrounding landscaping, and visually and physically framed courtyards, parks, and playgrounds which emphasized a well-ordered relationship between a child's intellectual, physical and psychological growth.

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National Context

The mid-century modern schools in Grand Forks embody national trends in demographics, education, and construction adapted for the local needs of the community.

The Baby Boom, Construction, and Efficiency

The rapid growth of Grand Forks was not an isolated phenomenon but reflected the larger post-World War II population boom across the U.S. and coincided with a new optimism and prosperity across the nation. Large scale construction programs such as highways, hospitals and churches brought renewed energy, infrastructure investment and employment to a country emerging from three decades that had seen two wars and the Great Depression. Those years that followed saw an estimated seven million children born and those children began entering the school system in the late 1940s, creating a new urgency to expand school building programs in every state, and to do so as efficiently and as economically as possible.

Nationally, the baby boom placed considerable pressure on states' school systems. Despite some continued school construction during the 1930s by the U.S. Public Works Administration, it was not enough to accommodate the sharp increase in numbers and the shifting populations that followed the war. Furthermore, many school districts continued to struggle with aging and insufficient physical plants built during the previous decades and securing the financing to address maintenance issues was difficult since it was often weighed against the need to fund new schools. Central High School's 1937 auditorium and gymnasium was one of several PWA projects in Grand Forks including the airport terminal, fairgrounds and other civic construction.

In his 1949 editorial, Henry Luce, Editor-in-chief of *Architectural Forum* stated that experts believed "ten billion dollars must be spent for new school construction during the next 11 years" (81), accounting for four times the money spent during the previous 11 years. According to the National Council on Schoolhouse Construction, the estimated ten billion was, in fact, doubled from the end of the War through 1964 (Baker, 11). Despite the postwar sense of optimism, the required school building program far outpaced the funding available to support it. Luce's article asserted that more classrooms would need to be built in that decade than in the previous two (83). Not only was there a demand for more physical plants, but the construction costs had also increased since before the war. Furthermore, local bond issues, with the limits of the bonded indebtedness set by state legislatures years earlier when construction costs were considerably lower meant that school boards had less purchasing power than before the war.

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From the mid-1940s kindergartens and elementary schools enrolled record numbers of students, with junior high schools and high schools responding to this impact in the following decade as students came of age to advance through the education system. Where it had been common for students to finish school at the eighth grade, students were now staying in school longer to complete a high school degree before attending college or joining an increasingly specialized workforce.

State and Federal government agencies invested in new building programs providing much needed infrastructure, employment, and economic stimulation. A byproduct of the population boom was the need for a greater framework of public buildings. New hospitals, civic buildings, and schools served growing communities around the nation and improved highways facilitated easier transportation and migration to places that were traditionally underpopulated. Such a vigorous building program demanded a considerable investment. In 1947, building and construction programs in Minnesota, North Dakota and South Dakota were in excess of \$241.2 million (GFH Jan. 25, 1948). In January 1948 the State's public roads administration approved contracts for improvements to several sections of North Dakota highways and by the following summer, work was underway on twenty-five state and federal highways (GFH, Jan. 24, 1948). Federal appropriations for rural electrification and soil conservation were addressing issues impacting the largely agricultural, isolated state.

Postwar Education

In addition to the school building program, teaching and learning also was undergoing a transformation which is evident in the architecture and location of the mid-century school buildings in Grand Forks. Public education in the United States received considerable attention following World War II, both in the schools and universities. In the American landscape at the dawn of the Cold War, policy makers saw education as a safeguard of democracy defending the country's ideals and values. The National Citizens Commission for the Public Schools was formally established in 1949 by the Educational Policies Commission and the American Council on Education, two years after President Truman's Commission on Higher Education. The goal of the National Citizens Commission was "to help Americans realize how important our public schools are to our expanding democracy, and to arouse in each community the intelligence and will to improve our public schools" (Corbally and Seeger, 142).

The National Citizens Commission for the Public Schools emphasized the need to provide active citizen support to public education at a time of significant change and it did so through national and regional workshops, sponsored conferences and providing guidance and written resources to thousands of citizen support groups in local school districts across the nation. During its relatively short lifespan the Commission produced fifteen practical guides to help local school districts cope with topics such as *How can we help our school boards? A guide for mutual understanding*, and *What are our school building needs? A guide to planning*. As noted in Corbally and Seeger, "The Commission sent out over seven hundred thousand separate published items [and] it is estimated that the money value of advertising devoted to school issues and developed jointly through the Commission and the

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Advertising Council equaled \$40 million." When considering the make-up of the Commission, it is worth noting that eleven of the twenty-five members were from publishing and related industries which may explain the large sum of advertising expenditure to further the message. The Commission's bylaws stipulated that it ought to be dissolved after six years to make way for a new organization and new ideas, and in January 1956, the Commission was terminated.

The Citizens Federal Committee on Education was another group active in preparing and publishing materials addressing proximate concerns to school administrators. Superintendent Schroeder circulated one such pamphlet entitled, *Citizens Look at Our Schoolhouses*, distributed by the Federal Government's Superintendent of Documents and was intended to highlight problems in school building planning around the country. Other topics published by the Committee include *The Organization Federal Activity in Education*, and *Citizens Look at Education: A Progress Report by the Citizens Federal Committee on Education, 1947-1948*. There clearly was a deep well of resources, best practices and guidelines available to school boards and administrators to help them navigate the challenges faced locally and nationally.

Citizen support like that offered by Parent and Teacher Associations was part of the public school fabric that aided the schools in a variety of efforts from securing funding for new equipment to pressuring the Board for action at times of overcrowding in the classrooms. Grand Forks' PTA groups attended meetings of the Board of Education to raise issues, seek information about the schools building programs, transportation solutions for students who were displaced due to overcrowding, and to argue for modernization of school facilities.

The introduction of school lunch programs, school dietitians, health services, civic-focused extracurricular activities were afforded to students across the nation and Grand Forks alike. The mid-century school was responsible, in part, for instilling civic virtue and creating good future citizens. It was recommended by one Grand Forks board member that the Board of Education give more emphasis to the recreational aspects of junior high school students sparking a "lively discussion in which many suggestions relating to the general welfare of the schools were presented" (Series 1, Vol. 10, p.141). In response, the Superintendent and school principals proposed enrichment curricula for elementary and junior-high school students that included time for activities such as music, drama, athletics as well as encouraging civic engagement with time set aside for Scouts, YMCA and church group visits. The urban planning coordination between the Board of Education and the Park Board underscores the attention provided to recreation and the value of play, and the emphasis on the transition between inside and outside which is characteristic of the modern, prairie style.

Progressive education reform in the U.S. dates to the mid-nineteenth century with significant movements such as the Common School Movement championed by education leaders such as Horace Mann and Henry Barnard who advocated public education for all, regardless of social, economic or religious status, and for the improvement of teacher salaries and facilities for better education,

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respectively. The early twentieth century saw major reforms from John Dewey and those whom he influenced in the philosophical approaches to child-centered and experiential learning. These major reforms can be seen to impact progressive education of the postwar era with an emphasis on the teaching and learning environment, child-centered curriculum and the citizen-supported system.

While progressive education reform in the early decades of the twentieth century was hampered by war and the Great Depression it made great strides in the 1930s and 1940s that demonstrate considerable changes that shaped the American mid-century education experience. Evolving educational principles shifted focus to students' needs and placed greater emphasis on the child's physical health and wellbeing. The child became an active participant in his or her learning and was offered a broader scope of subjects and extracurricular activity than ever before. The influence of Dewey's democratically-driven, child-centered educational philosophy advanced everything from the curriculum to the pedagogical delivery to school design.

The imposing multi-story school made way for a more neighborhood-appropriate and welcoming space for its young charges. No longer were schools, "almost universally, badly located, exposed to the noise, dust and danger of the highway, unattractive, if not positively repulsive in their external and internal appearance", as vented by Henry Barnard (Weisser, 198). Schools were now a central fixture of the neighborhood.

Abigail Christman neatly summarized (NRHP, 2016) the key elements of a Progressive school as follows:

- A broad conception of the role of the school that encompassed the general welfare of the students, not just their intellectual development;
- The promotion of individuality over conformity and encouragement of individual interests;
- Experiential learning emphasized over traditional book learning and memorization;
- Curriculum focused on practical education rather than knowledge for its own sake;
- The introduction of new topics into the curriculum, such as functional problems related to personal development, family life and the community;
- Less time spent on traditional subjects such as history, English, science, and math;
- More flexible, less regimented schedules;
- A focus on teamwork and group projects rather than competition between students;
- No corporal punishment;
- Active learning (activities and projects) promoted over passive learning (reading);
- A more democratic classroom with the teacher working and planning cooperatively with the students;
- Experimentation within the school encouraged; and
- Concern with physical welfare of students including the addition of health services and hot lunches.

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The classroom experience shifted to one of collaborative learning with the teacher acting more as an education guide helping students to find and foster their interests. Rote learning and reading gave way to group work. Students became active in their learning, to learn more by doing. The flexible classroom with movable furniture and separate, specialized spaces allowed for group work, interactivity and practical education (Photo 4 and 5).

Postwar curricula presented challenges for junior and senior high schools to balance suitable offerings of subjects for students wishing to pursue a college education and those who would enter a changing workforce after graduation. The National Commission on Life Adjustment Education for Youth, created by the U.S. Office of Education, was introduced in the late 1940s in an effort to provide practical lessons to prepare students for work, family and civic life after school. The purpose of Life Adjustment Education was to provide secondary students with life skills and maturity as a safeguard against the growing fear of postwar communism. According to Andrew Hartman, author of *Education and the Cold War: The Battle for the American School*, there are four principles to the life adjustment movement: relevance, instrumentalism, social order, and patriotism (56). School guidance counselors helped students identify their interests, and the new and developing curriculum was designed to provide those necessary skills to achieve the student's role after school.

Grand Forks Schools worked with the Chamber of Commerce and local businesses on a Business-Education Day to assist teachers with gaining practical information on the American business profit system so they may better educate their students on such practices (Series 1, Vol. 9, p. 225-226). Superintendent Schroeder proposed a new curriculum for junior and high school students "to outline specific courses for various professions so that students aspiring to these professions may make plans at least four years in advance under school guidance experts" (Series 1, Vol. 11, p.62).

Significance

Grand Forks' mid-century schools were designed by some of the most prominent architects in North Dakota, thereby emphasizing their local significance as well as marking a period of important national growth and change.

Theodore Wells, one of the state's most prolific and best-known architects, is responsible for many of the institutional, civic and residential buildings both locally and around the region including some of the Collegiate Gothic style buildings on the campus of the University of North Dakota in Grand Forks. In 1947, Wells partnered with Myron Denbrook creating the Wells-Denbrook architectural firm. The younger Denbrook, studied at the University of Washington at the time mid-century style was becoming popular, and he undoubtedly had an influence on many of the firm's designs during this period. According to Martens' historical context study, Wells and Denbrook worked together on more than 400 projects between 1948 and 1964 including residential properties, churches, schools and university

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buildings, private businesses, banks, gymnasiums, auditoriums as well as their own 1954 office building and studio which was recently added to the NRHP (2015, 85-93; 2014). Their work can be seen throughout North Dakota and western Minnesota. Wells and/or Denbrook are credited with West Elementary School and its addition, Lewis and Clark Elementary School's addition and Wilder Elementary School's new modern school.

Samuel Teel DeRemer is the son of architect Joseph Bell DeRemer. The older DeRemer is perhaps best known for North Dakota's State Capitol in Bismarck and the art deco United Lutheran Church in Grand Forks. Samuel's firm DeRemer, Harrie and Kennedy is responsible for Lewis and Clark Elementary School, Viking Elementary School and addition, Ben Franklin Elementary School and addition and Wilder's gymnasium. Sam DeRemer had spent several of his early school years in Grand Forks before his family relocated to Los Angeles. Following his graduation, he attended junior college and the University of California, Berkley from which he earned his degree in Architecture. He served in France during WWI eventually returning to Grand Forks in 1926 and joining his father's newly opened architecture firm. He took over the firm in 1944 working independently until partnering with William Harrie and Robert Kennedy in 1955.

In November 1952, the Board approved the request to contract Grosz and Anderson to draw up plans and specifications for Valley Junior High School. Of the schools in this nomination, Valley Junior High School is the only one designed by the firm, but it was likely the most complex with accommodation needed for functional spaces that aligned with the curriculum, such as art, chemistry, shop, home economics and music. Grosz and Anderson is also responsible for the original design of the University of North Dakota's Modernist-influenced Memorial Union building (1951) which was later embellished with Collegiate Gothic elements by Wells-Denbrook to provide more aesthetic cohesion with other buildings on the core campus. Almost full circle then, Grosz and Anderson designed the 1978 addition to the 1931 South Junior High School originally designed by Theodore Wells.

These architects served as important interpreters of the Modern style in the state and in the Red River Valley in particular. Steve Marten's encyclopedia report on the influence of Wells-Denbrook in the region reveals the shift in style in the postwar period and this group of schools represented a key space for introducing the community to the new design language, aesthetics, and principles. Samuel DeRemer's published address in *The Improvement Bulletin* demonstrated the willingness of these architects to communicate these ideas on a regional scale.

Despite the different architects, the schools exhibit typical mid-century architecture and construction and form a coherent group of buildings. They parallel changes in educational philosophy and trace a growing emphasis on efforts to educate both the mind and body of children in flexible and dynamic spaces. Significantly, the greenspaces adjacent to these buildings are generally preserved and have escaped infilling so far. As a result, it remains possible to recognize the interplay between the schools and their immediate environments which forms a key principle to the design choices common to mid-

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century modern architecture. The vistas visible from the windows of the schools, the location of doors, and the arrangement of the buildings, all continue to emphasize the fluid relationship between the interior and exterior of the building. Moreover, the location of these schools in neighborhoods where many mid-century churches, homes, and businesses – including the Wells-Denbrook studio - continue to stand (many in remarkable degrees of preservation) presents a distinctive architectural context for these buildings. As a result, these schools continue to make manifest the design and philosophies that shaped their construction. The mid-century modern schools of Grand Forks, North Dakota, provide a clear example for how the community responded to the postwar population boom. They reflect the national call by policy makers, educational professionals, and architects for a significant school building program and embodied new, influential and historically persistent ideas about the relationship between education and the community. The mid-century schools in Grand Forks, North Dakota, preserve a window into the larger national story of changing populations, attitudes, technologies and priorities.

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Associated Property Types

This MPDF addresses mid-century public schools in Grand Forks built between 1949 and 1965. A total of total twelve elementary and junior high schools were built during this period and of those, six schools are recommended eligible under a thematic nomination for mid-century architecture. These schools maintain the typical architectural design and features of the American mid-century modern design. Furthermore, they represent a time when public education nationally was undergoing a significant transformation, and which is reflected in these school buildings. Traditional standardized teacher-delivered lessons gave way to a student-centered flexible and holistic approach to education advancing the United States' embrace of progressive educational movements.

Mid-century schools, unlike the two- and three-story school buildings of the nineteenth and early twentieth centuries, were sprawling, asymmetrical, mostly one-story campuses that were more accommodating to the emerging educational principles in the postwar era. Emphasizing flexible learning spaces and child-centered priorities, the modern school plan featured specialized functions such as auditoriums, cafeterias, health services and a greater harmony between interior and exterior.

The schools nominated in this MPDF are considered for their significance at the local level. In Grand Forks, it is possible to follow the development of neighborhoods by looking at school construction. Small elementary schools served young students in close proximity to their residences. West and Lewis and Clark Elementary schools were the first two extant grade schools in the Grand Forks Independent District #1 building program that demonstrate the postwar growth phase of neighborhoods from the established downtown to the immediate west and south. Valley Junior High School (now Valley Middle School) served the growing population on what was the north-west side of the city in easy walking distance from three elementary schools. Viking Elementary represents another significant residential development to the south of the newly opened Lewis and Clark Elementary School showing that Grand Forks was expanding rapidly. It was the third new elementary school to be built in less than a decade between downtown, Washington Street and 24th Avenue South. A new Wilder School was built adjacent to and replaced the older school on the near northside. Further expansion to the west led to a new elementary school, Ben Franklin, that served the growing neighborhoods between three main arterial roads and close to the University.

Property Type - School Building

Mid-century school design responded to multiple factors including a postwar sense of renewal and progress, the need for flexibility in learning spaces, evolving educational philosophies and priorities, and the need for cost and construction efficiency.

Design features characteristic of this period are low-elevation asymmetrical buildings with a horizontal orientation occupying larger lots of land, flat roofs with overhanging eaves. There is an emphasis on

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maximizing natural light through rows of windows, clerestories and large glass panels that invited harmony between the interior and exterior courtyards and landscaping in neighborhood settings. Building exteriors are dominated by brick with horizontal rows of windows with steel posts frequently found supporting the eaves over the recessed entries. Foundations were of poured concrete.

Eligible Grand Forks mid-century schools exhibit and maintain many of the physical modern architectural features. Additionally, they were located in developing residential neighborhoods adjacent to public parks and playgrounds.

This thematic nomination includes two subtypes: Elementary and Junior High Schools.

Subtype: Elementary/Grade Schools

These schools are recommended under Criterion A in the areas of education, architecture and social history. Postwar progressive education saw a significant shift in educational philosophy with much greater emphasis on the child's individual intellectual development and physical wellbeing. The function of elementary schools was primary education serving students from Kindergarten to Fourth, Fifth or, in the case of Grand Forks, Sixth grade. The design of the mid-century elementary school was welcoming and less intimidating than earlier schools, giving greater consideration to the young child's experience. A changing approach to pedagogy and school reforms with administration and curriculum saw the changing classroom design that was more flexible in its arrangement, allowing for group work or specialized activities.

The mid-century schools in Grand Forks were built into the fabric of developing neighborhoods that resulted from population expansion in the city. The decades immediately following the Second World War saw a sharp increase in enrollment with millions of babies born across the nation. The postwar baby boom and migrating populations from rural areas to cities placed a heavy burden on school districts which were faced with significant school building programs that began with addressing the elementary school-age population. The Grand Forks School District worked closely with the Grand Forks Parks District when planning a new school to coordinate ample greenspace and play areas were located adjacent to the school buildings. The schools continue to maintain this relationship to their surrounding greenspaces which have escaped in-filling.

These schools may also be significant under Criterion C for architectural style and construction. Mid-century schools shared a common design vocabulary both locally and nationally. Key characteristics include low elevation buildings with flat roofs in a sprawling modular design. Typical of mid-century schools they tend to occupy large lots of land that accommodate the asymmetrical design of classroom wings and gymnasium, playground and parks. The exception being West Elementary which was built in a more established neighborhood, however the large University Park sits across the street. Deep recessed entries, long banks of windows and the use of glass and brick blur the lines between interior

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and exterior. The windows further maximized natural light and provided views of the school surrounds and local neighborhood.

New materials and methods were used for cost and time efficiency. Construction materials such as steel beams and posts were used as intentional design features, and concrete block allowed for accelerated construction. Efficiencies were also found using common designs that could be adjusted to the lot on which the school was built.

The asymmetrical construction allowed for the addition of distinct functional spaces and multipurpose spaces such as cafeterias for serving hot lunches, gymnasiums, auditoriums and sometimes health clinics. Mobile desks and chairs allowed for reconfiguration of classroom uses to facilitate collaborative learning. Classrooms often included bathrooms, built in shelving for storage of classroom resources and a sink for convenient washing up. One school, Ben Franklin, features an interior courtyard surrounded on all four sides with windows that brought additional natural light to the buildings.

Each of the recommended elementary schools retains the historic architectural integrity of mid-century school design. They are significant particularly at the local level as they reflect a national trend that was taking place in the city of Grand Forks. The architects that designed the elementary schools were known locally and regionally for their civic, institutional and residential designs. Despite the two different firms of Wells-Denbrook and DeRemer, Harrie and Kennedy that designed these elementary schools, they share a common design vocabulary that makes them a cohesive group.

Subtype: Junior High/Middle Schools

Valley Junior High School is recommended for inclusion under Criterion A in the areas of education, architecture and social history. The function of junior high schools was the transition between primary and secondary education to guide students to more advanced curricula. Junior high schools varied in terms of the grades they served depending on the District. They might include students as young as the Fifth grade and through to the Ninth grade.

While the curriculum of junior high schools was a bridge between elementary and high school, so too was the physical plant. Junior high schools often accommodated students from multiple local elementary schools and therefore, were larger than elementary schools sometimes including both one- and two-story buildings. Junior high schools needed more dedicated spaces for discreet functions and classrooms. Specialized subjects, such as chemistry, art and music required specialized spaces and equipment and demonstrate a response to the expanding curriculum that encouraged and supported the individual interests of the child. Home economics and shop provided students practical skills, and an emphasis on athletic competition saw the junior high schools add playing fields to their campuses with locker room facilities.

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By the late 1950s, Grand Forks Independent District #1 had three accredited public high schools, or schools offering some high school classes, which included the South Junior High School, Valley Junior High School, and Central High School. These schools included students in the seventh, eighth and ninth grades until enrollment shifts saw grade changes to better accommodate pupils between elementary, junior and high schools. Valley Junior High School transitioned to Valley Middle School in the mid 1990s when the ninth-grade students moved to the high schools. Sixth grade students joined Valley Middle School in 1999.

Valley Junior High School was the first in the District to include a football field in its initial planning and soon after it added a hockey pen on the field for the winter months. Today, the locker room remains original in its design and materials, as do many of the classrooms, administration offices and gymnasium. Built-in lockers running the lengths of the hallways replaced hooks and storage closets of the elementary schools marking a maturing of the child.

The school is also recommended for inclusion under Criterion C in the area of architecture. Valley Junior High School exhibits typical mid-century characteristics of low elevation buildings mixed with two story buildings in a sprawling campus that has evolved over time with several additions both mid-century and later that are compatible with the original design. Expansion was necessary and anticipated to accommodate the large number of elementary students from nearby schools on their path to high school.

Long bands of windows have been replaced but the original openings are maintained. Recessed entries provide access on each side with the main entry on the south side. The school has strong geometric lines for each phase of construction. A large courtyard is surrounded on three sides and has a lawn and activity area.

Valley Junior High School, designed by the firm of Grosz and Anderson is a good example of mid-century school architecture and maintains the key characteristics of this style. It is particularly significant at the local level for its place in the city's history during a period of national and local population boom.

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Geographical Data

This table includes the street addresses and SITS # for each of the twelve schools surveyed, both eligible and not eligible.

Name	Address	SITS #	Original Date	Original Architect	Alterations , Additions	Additions Architect/s	Recommended
West Elementary School	615 N 25 th Street	32 GF 3636	1949	Theodore Wells	1955	Wells-Denbrook	Eligible
St Michael's Catholic School	524 5th Avenue N	32 GF 3643	1916 1949	William J. Edwards Ursa L. Freed	1953	Ursa L. Freed	Individually Listed in 2016
Lewis and Clark Elementary School	1100 13 th Avenue S	32 GF 3633	1952/53	Samuel T. DeRemer	1955	Wells-Denbrook	Eligible
Valley Junior High School	2100 5 th Avenue N	32 GF 3634	1954/55	Grosz and Anderson	1956/57 1961 1978 1993 and 1998	Grosz and Anderson Johnson and Laffen Architects	Eligible
Viking Elementary School	809 22 nd Avenue S	32 GF 3635	1957	DeRemer, Harrie and Kennedy	1958 1996	DeRemer, Harrie and Kennedy	Eligible
Ben Franklin Elementary School	1016 S 20 th Street	32 GF 3632	1960	DeRemer, Harrie and Kennedy	1963 1987	DeRemer, Harrie and Kennedy	Eligible
Lake	605	32 GF	1960	DeRemer,	1975	Harrie and	Not Eligible

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Agassiz Elementary School	Stanford Road	3641		Harrie and Kennedy	1982 1995	Kennedy Myron Denbrook	
Wilder Elementary School	1009 N. 3 rd Street	32 GF 3637	1955 (Gym) 1965 (School)	DeRemer Myron Denbrook			Eligible
Elroy Schroeder Junior High School	800 32 nd Ave S	32 GF 3638	1961	Wells Denbrook	1975 1998		Not Eligible
J. Nelson Kelly Elementary School	3000 Cherry St	32 GF 3640	1966		1970 1982 1989	Harrie and Kennedy KBM Design Consultants	Not Eligible
Red River High School	2211 17 th Avenue S	32 GF 3642	1967	Grosz and Anderson	1990s 2012	JLG Architects Doug Bergert of Perkins+Wil l	Not Eligible
Holy Family Catholic Church	1001 17 th Avenue S	32 GF 3639	1961		1970s		Not Eligible, re-evaluate when addition is 50+

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Summary of Identification and Evaluation Methods

This mid-century school Multiple Property Documentation Form (MPDF) began with an historical architectural survey conducted in 2013. "The Mid-Century Schools of Grand Forks, North Dakota" survey, completed by M.L. Dennis Consulting, evaluated a total of twelve of the city's schools built between 1949 and 1967 to determine whether they retained sufficient historic integrity to convey their historic and architectural significance. Of those twelve, the Intensive Level Survey considered six schools to be eligible for a thematic nomination. These buildings saw the least remodeling and the fewest substantial additions that would detract from their original design. Schools are, of course, adaptable and living buildings which require regular maintenance to serve their primary function, but the basic design of the six examples selected for this nomination best preserve their original exterior appearance and relationship to their surroundings. All schools received additions during the period of significance and are therefore considered historic and do not compromise the original integrity.

The Grand Forks Historic Preservation Commission received federal funding to complete the MPDF nomination to the National Register of Historic Places for Grand Forks mid-century schools. The 2013 survey was used as the basis for this MPDF with further archival research and field documentation undertaken in preparation of the nomination.

The Elwyn B. Robinson Special Collections at the University of North Dakota's Chester Fritz Library is the official repository for the Grand Forks Public Schools District records as well as those for local architects, Theodore Wells, and Joseph Bell DeRemer and Samuel DeRemer. The Architectural Studies Library at North Dakota State University provided additional foundational resources. Primary and secondary sources were used to develop the Statement of Historical Context. Primary sources include journal articles, newspaper articles, magazine articles, photographs and archival collections. Additionally, a former principal of Lewis and Clark contributed information about the mural on the east side of the building. The primary research was supplemented with secondary sources concerning national and local architectural, historical, educational and social trends.

Field documentation for the schools involved surveying the exterior of the buildings to confirm the survey data and to examine whether any substantial alterations had occurred since the survey was conducted. Observations were done and photographs taken of school interiors.

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Photo Log

Photo 1: Washington School opened in 1907 and served the near northside neighborhood. (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks)

Photo 2: Belmont School opened in 1883 and served the near southside neighborhood. (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks)

Photo 3: Hallway of a Grand Forks elementary school photographed in 1983 showing interior glass panels designed to maximize natural light in all parts of the building. (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks)

Photo 4: Grade 2 classroom at Viking Elementary School. Movable furniture allowed for flexible configuration of learning spaces such as group work. Architects DeRemer, Harrie and Kennedy. (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks)

Photo 5: First grade classroom at Ben Franklin Elementary School showing flexible learning configurations and specialized spaces including easels and a washup sink for art, a groupwork table and a reading loft (upper rear). Architects DeRemer, Harrie and Kennedy. (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks). Photo taken in 1983.

Photo 6: Side view of reading loft in First Grade classroom at Ben Franklin Elementary School also showing closet area (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks). Photo taken in 1983.

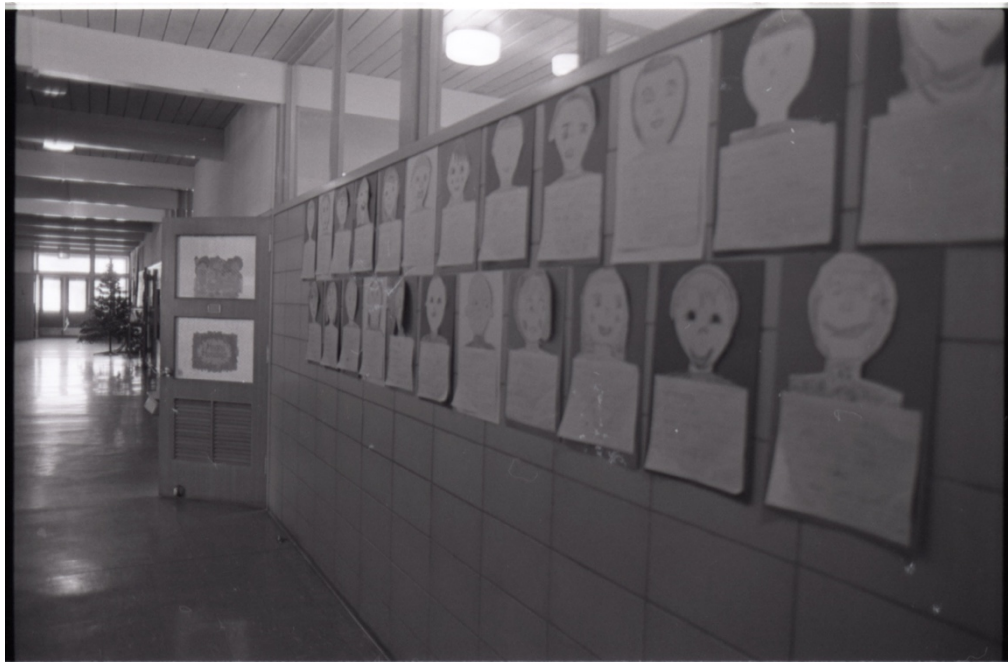


Photo 3: Hallway of a Grand Forks elementary school photographed in 1983 showing interior glass panels designed to maximize natural light in all parts of the building. (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks)



Photo 4: Grade 2 classroom at Viking Elementary School. Movable furniture allowed for flexible configuration of learning spaces such as group work. Architects DeRemer, Harrie and Kennedy. (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks)

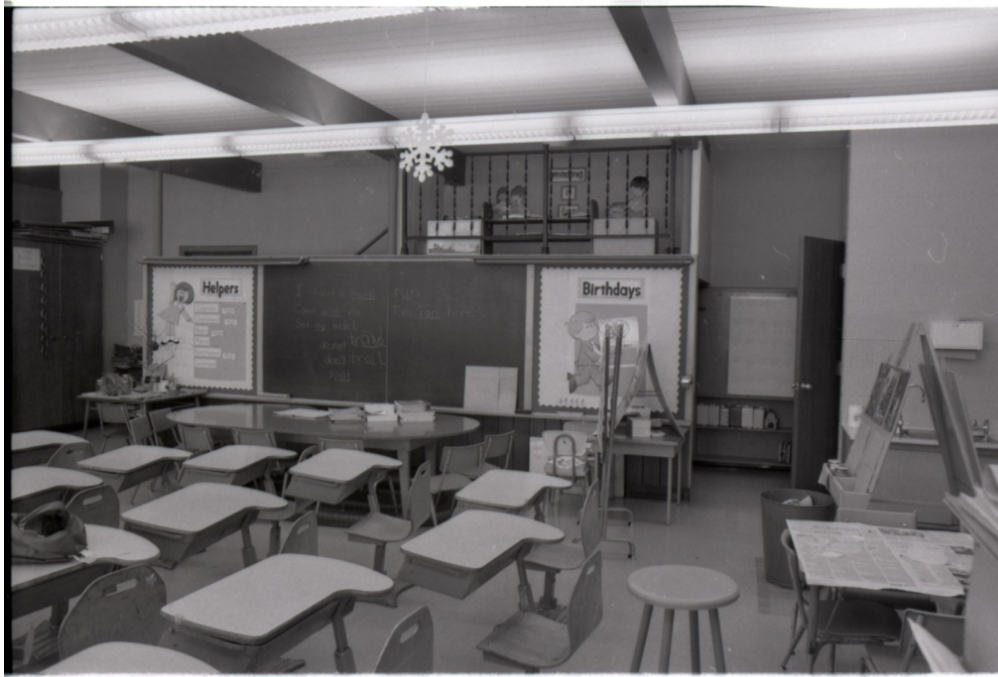


Photo 5: First grade classroom at Ben Franklin Elementary School showing flexible learning configurations and specialized spaces including easels and a washup sink for art, a groupwork table and a reading loft (upper rear). Architects DeRemer, Harrie and Kennedy. (Elwyn B. Robinson Special Collections, Chester Fritz Library, Grand Forks). Photo taken in 1983.



Photo 6: Side view of reading loft in First Grade classroom at Ben Franklin Elementary School also showing closet area. Photo taken in 1983.

United States Department of the Interior
National Park Service
National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: West Elementary School

Other names/site number: SITS # 32 GF 3636

Name of related multiple property listing:

Mid-Century Schools in Grand Forks, North Dakota 1949-1965

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

2. Location

Street & number: 615 N 25th Street

City or town: Grand Forks State: North Dakota County: Grand Forks

Not For Publication: ☐ Vicinity: ☐

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 at the following level(s) of significance:

___ national ___ statewide ___ local

Applicable National Register Criteria:

___A ___B ___C ___D

Signature of certifying official/Title:

Date

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

- ___ entered in the National Register
___ determined eligible for the National Register
___ determined not eligible for the National Register
___ removed from the National Register
___ other (explain:) _____

Signature of the 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 ☐

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Object



Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education: Elementary School

Current Functions

(Enter categories from instructions.)

Education: Elementary School

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7. Description

Architectural Classification

(Enter categories from instructions.)

Mid-Century Modern

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick, concrete block, glass block

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

West Elementary School was built in 1949, designed by prominent local and regional architect, Theodore Wells. The school is located in an older neighborhood in Grand Forks. It is close to the University of North Dakota and adjacent to University Park.

The school is one-story with a raised, poured concrete foundation clad in red brick with a secondary siding in EIFS. The building exhibits a typical mid-century design with a flat roof and long banks of windows. The main entry to the school on N. 25th Street is deeply recessed and there are two additional entrances on the south and west sides.

West Elementary School is a good representation of mid-century modern architectural design that was common for schools in the postwar era. Like most schools it was built in multiple phases and the modular design accommodated additions as enrollment demanded.

Important is its proximity to University Park across N. 25th Street which allowed the school to take advantage of existing greenspace and speaks to the emphasis on shifting educational principals concerned with the physical health and wellbeing of the child. Greenspace, landscaping and playgrounds are key features of mid-century school design.

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Narrative Description

West Elementary School (1949) SITS # 32GF3636

The school is named for former Grand Forks Schools superintendent, John C. West, who later became president of the University of North Dakota. Built in 1949, West Elementary was one of two public elementary schools constructed in the first wave of postwar expansion in the city. The other, Lincoln Elementary School (1948) was destroyed in the 1997 Red River flood. West Elementary was built for a cost of \$375,000. The locations of these two early mid-century schools point to residential expansion between downtown and the University, and the Near Southside neighborhood, respectively.

The original school design is attributed to Theodore Wells of Wells-Denbrook architectural firm. School Board minutes of July 1948 note that a cost and time-saving measure of school planning was to have the architect utilize plans for another school and make adjustments for the lot size and orientation.

“It was further proposed that Mr. Theodore B. Wells, having completed his drawing for the Winship School, use the same plans and specification for the west end school at the university.” (Series 1, Vol. 8, p.69).

The Wells-Denbrook firm also designed the 1955 mid-century addition.

The recessed main entrance faces east on N. 25th Street and overlooks University Park across the narrow residential street (Photo 1). The school is clad in red brick and is one story with a raised, poured concrete foundation. Main level windows are grouped in various sets of two, three, four or five depending on the section of the school. Windows on the east elevation are in groups of three separated by brick pilasters. A simple limestone treatment frames the entire bank of windows on the east elevation facing the street (Photo 2). Although windows have been replaced the original openings are maintained.

EIFS surrounds the windows on the east classroom wing and from the windows to the eaves on the north classroom wing. The steel beams supporting the eaves on the north wing (Photo 3) continue through the width of the building similar to that seen at other local mid-century schools. At present, however, an acoustic tile ceiling obscures the interior view of those beams.

The west wall of the west entrance shows three tall and narrow light red brick inserts suggesting these may have been glass panels at one time (Photo 4). The brick is both a different color and

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texture to the rest of the exterior brick and can be seen from both the interior and exterior of the building.

West Elementary features the use of glass block both on the south entrance (Photo 5) and within the gymnasium (Photo 6). Glass blocks above the entry door on the south end allow for more natural light to enter the hallway (Photo 7). This double door entrance is coupled with a glass panel above a concrete block panel to the left and the entrance arrangement is original even if the doors themselves are replacements (Photo 8).

The exterior south wall features a decorative brick relief panel framed by limestone on the west side of the entry (Photo 9). The east side of this entry as well as the west wall of the north wing both show contrasting linear contemporary bond features (Photos 5 and 10). The use of masonry on this early mid-century school may be regarded a transitional element bridging the gap between earlier school and collegiate architecture and mid-century modern design.

Interior clerestory windows have been covered with wood panels and a dropped acoustic ceiling on the north wing. The east wing interior walls still have glass panels, but the glass has been replaced (Photo 11).

Exposed light brown brick can be found in the gymnasium surrounding the stage area, arranged in a double stretcher garden wall bond (Photo 12). The other walls of the gymnasium, as well as the classroom wings feature concrete block. Several classrooms maintain built-in storage closets, sinks, coat hooks and bathrooms, and retain the steel posts and room-length heating and storage units (Photo 13). There is a library and a separate kitchen and lunchroom on the lower level.

A contemporary playground on the southwest sides of the school is likely in the same position as an earlier play area with a lawn, mature trees and a paved basketball court. There is a non-contributing portable building on the north-west side of the building used for administrative purposes and classroom overflow at various times (Photo 14).

West Elementary is located close to the University of North Dakota and therefore, the neighborhood surrounding the school consists of single family homes that pre-date the school with some infilling of contemporary mid-century homes. The lot is smaller than the other mid-century schools in Grand Forks that were built as the anchors of new residential neighborhoods, and this is in keeping with the structure of the prewar neighborhood. Despite this variation, West Elementary remains a good example of the modern style.

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

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Areas of Significance

(Enter categories from instructions.)

Education

Social History

Architecture

Period of Significance

1949-1965

Significant Dates

1949, 1955

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Theodore Wells

Wells-Denbrook

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

West Elementary School is eligible for inclusion under the Multiple Property listing of the Mid-Century Schools in Grand Forks under Criterion A and Criterion C at the local level.

Built in 1949 by prominent local and regional architect, Theodore Wells, the school is among the first constructed in Grand Forks to address the booming school-age population in postwar America. The school is a good example of mid-century modern design exhibiting the typical architectural features including a low elevation, recessed entry, flat roof with long banks of windows to maximize natural light and a sprawling modular layout that blurred the lines between the exterior and interior. Together with its proximity to a park, a playground and its neighborhood-friendly design, this school speaks to a shifting educational philosophy that was concerned with the physical health and wellbeing of the child.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Grand Forks' mid-century schools were designed by some of the most prominent architects in North Dakota, thereby emphasizing their local significance as well as marking a period of important national growth and change. West Elementary School is eligible for inclusion as part of a thematic nomination to the National Register of Historic Places.

The school meets the requirement of Criterion A in the area of education and social history for its association with events that marked a significant shift in American educational principles and philosophies of the post-World War II period. West Elementary School was one of the first new elementary schools constructed to address the expanding enrollment. The postwar baby boom saw millions of children enter elementary schools beginning in the 1940s and as a result, a massive building program was undertaken to address the demand. Progressive educational philosophies placed greater emphasis on the individual needs of the child, and their physical health and wellbeing. Schools like West Elementary anchored the very neighborhoods where their students lived. The low-elevation buildings surrounded by playgrounds, landscaped gardens and parks presented a more approachable, less intimidating educational experience for their young pupils.

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Additionally, the school maintains the historic integrity to meet the requirement under Criterion C at the local level. This school was designed by Theodore Wells, one of the most prominent architects in North Dakota, thereby emphasizing its local significance as well as marking a period of important national growth and change. Wells is responsible for many of the institutional, civic and residential buildings both locally and around the region including some of the Collegiate Gothic style buildings on the campus of the University of North Dakota in Grand Forks. In 1947, Wells partnered with Myron Denbrook creating the Wells-Denbrook architectural firm. The younger Denbrook, studied at the University of Washington at the time mid-century style was becoming popular, and he undoubtedly had an influence on many of the firm's designs during this period. According to Martens' historical context study, Wells and Denbrook worked together on more than 400 projects between 1948 and 1964 including residential properties, churches, schools and university buildings, private businesses, banks, gymnasiums, auditoriums as well as their own 1954 office building and studio which was recently added to the NRHP (2015, 85-93; 2014). Their work can be seen throughout North Dakota and western Minnesota. Wells or Denbrook are credited with both the original phase of West Elementary School and its mid-century addition, Lewis and Clark Elementary School's addition and Wilder Elementary School's new modern school.

West Elementary School exhibits typical mid-century modern architecture and construction. Key features include a flat roof, recessed entrances, long bands of windows that overlook landscaped gardens, playgrounds and parks. Exposed steel beams and posts explicitly and unapologetically reveal the new style of construction. Classrooms were now flexible spaces where movable furniture allowed for group work and other activities. Wash-up sinks, bathrooms, coat hooks, closets and storage transformed the classroom environment. The school includes a kitchen on the lower level which was a response to the new school lunch program further emphasizing the focus on child health.

When considered alongside other mid-century schools in Grand Forks, together they form a coherent group of buildings. They parallel changes in educational philosophy and trace a growing emphasis on efforts to educate both the mind and body of children in flexible and dynamic spaces.

Significantly, the greenspaces adjacent to school buildings are generally preserved and have escaped infilling so far. As a result, it remains possible to recognize the interplay between the schools and their immediate environments which forms a key principle to the design choices common to mid-century modern architecture. The vistas visible from the windows of the schools, the location of doors, and the arrangement of the buildings, all continue to emphasize the fluid relationship between the interior and exterior of the building. The main entrance to the school and the classrooms on the east side overlook the vast University Park immediately across the narrow neighborhood North 25th Street. Other classrooms overlook the small playground

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located in the southwest corner of the school grounds or the easement on the north side between the classrooms and nearby homes. West was among the earliest of Grand Forks' mid-century schools and was built in an establishing neighborhood close to the University.

Moreover, the location of these schools in neighborhoods where many mid-century churches, homes, and businesses – including the Wells-Denbrook studio - continue to stand (many in remarkable degrees of preservation) presents a distinctive architectural context for these buildings. As a result, these schools continue to make manifest the design and philosophies that shaped their construction. The mid-century modern schools of Grand Forks, North Dakota, provide a clear example for how the community responded to the postwar population boom. They reflect the national call by policy makers, educational professionals, and architects for a significant school building program and embodied new, influential and historically persistent ideas about the relationship between education and the community. The mid-century schools in Grand Forks, North Dakota, preserve a window into the larger national story of changing populations, attitudes, technologies and priorities.

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West Elementary School
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Previous documentation on file (NPS):

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

Primary location of additional data:

☒ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☒ University
☒ Other

Name of repository: Elwyn B. Robinson Special Collections at the University of North Dakota

Historic Resources Survey Number (if assigned): SITS # 32 GF 3636

10. Geographical Data

Acreage of Property 2.7

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 14	Easting: 644703.76	Northing: 5309848.95
2. Zone:	Easting:	Northing:
3. Zone:	Easting:	Northing:
4. Zone:	Easting :	Northing:

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

West Elementary School is bounded by 6th Ave. N to the south, N. 25th Street to the east, and by two alleys that run along the west and north sides.

Urban Legal Description: Lots 1,2,3,4 & East 36' of B 01, Lot 5, Westwood Subdivision

Boundary Justification (Explain why the boundaries were selected.)

These are the two official parcels owned by Grand Forks Public Schools which include the school buildings, parking area and playground.

11. Form Prepared By

name/title: Susan Caraher
organization: Caraher Consulting
street & number: 804 Reeves Drive
city or town: Grand Forks state: ND zip code: 58201
e-mail: susancaraher1@gmail.com
telephone: 701-330-7378
date: 6-22-2020

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Property Owner

name/title: Grand Forks Public Schools
organization:
street & number: 2400 47th Ave S.
city or town: Grand Forks state: ND zip code: 58201

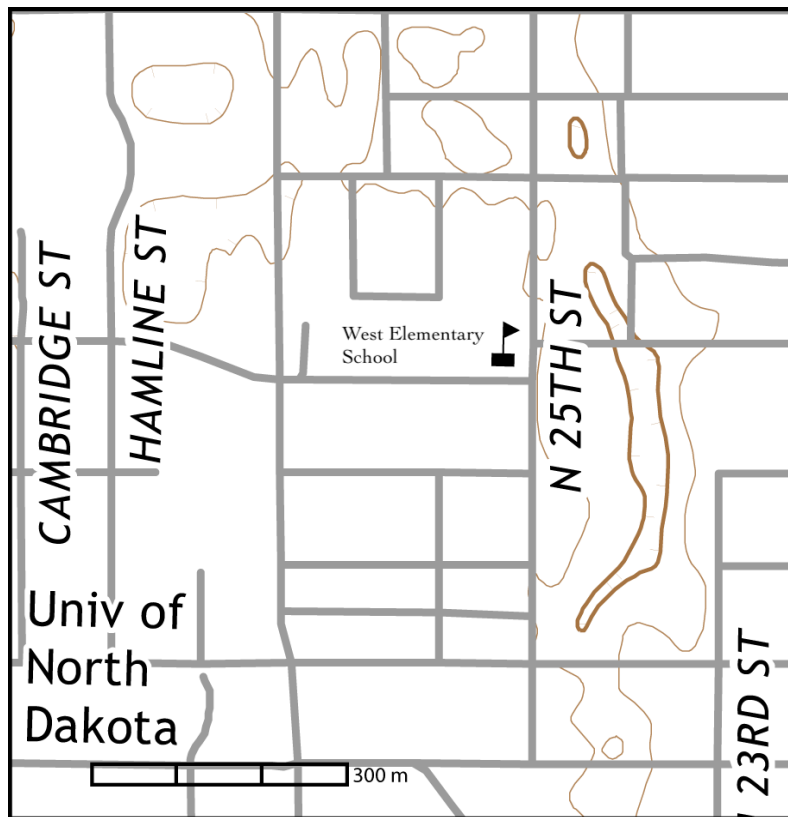
West Elementary School

Name of Property

telephone: (701) 746-2200

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*USGS map of West Elementary School to the northwest of University Park.
NAD1983 14N 664703.76 5309848.95*

West Elementary School
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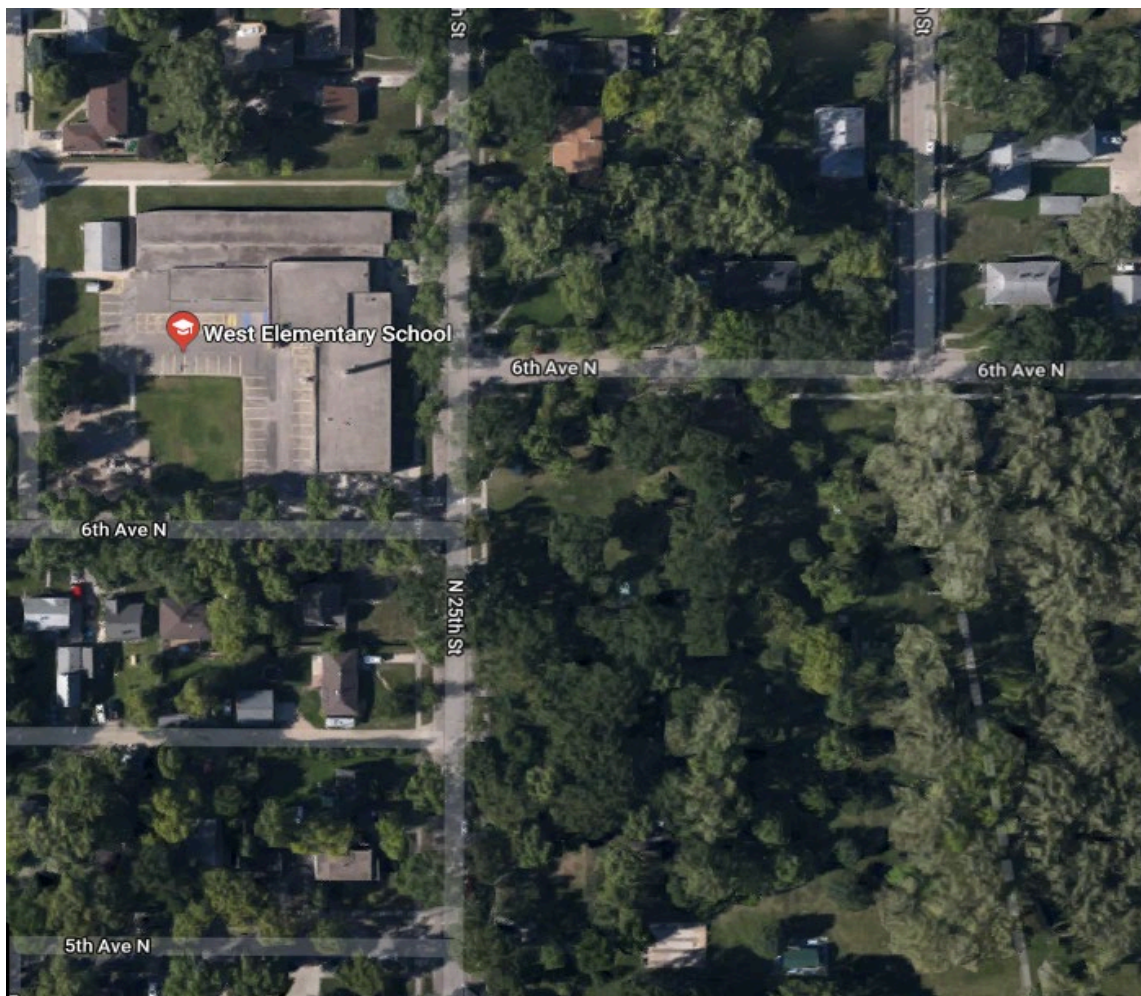
Aerial view of West Elementary School indicating property boundary and building dates.

West Elementary School

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Aerial view of West Elementary School. University Park appears opposite the school on the east side of North 25th Street.

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered, and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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Photo Log

Name of Property: West Elementary School

City or Vicinity: Grand Forks

County: Grand Forks

State: ND

Photographer: Susan Caraher

Date Photographed: 14 June 2019

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

Photo 1 of 14 – Digital Image: ND_Grand Forks County_Grand ForksMPS_West Elementary School_0001.tiff

West Elementary School main entrance, east elevation facing west.

Photo 2 of 14. Digital Image: ND_Grand Forks County_Grand ForksMPS_West Elementary School_0002.tiff

East elevation facing southwest, showing masonry frame around the length of the bank of windows

Photo 3 of 14. Digital Image: ND_Grand Forks County_Grand ForksMPS_West Elementary School_0003.tiff North elevation showing exposed steel beams extended under the eaves, facing southwest.

Photo 4 of 14. Digital Image: ND_Grand Forks County_Grand ForksMPS_West Elementary School_0004.tiff

West elevation of north wing shows infilled windows, facing northwest.

Photo 5 of 14. Digital Image: ND_Grand Forks County_Grand ForksMPS_West Elementary School_0005.tiff

South elevation of east wing facing north with decorative brick relief to the left and linear contemporary bond to the right of the entrance.

Photo 6 of 14: Digital Image: ND_Grand Forks County_Grand ForksMPS_West Elementary School_0006.tiff

West Elementary gymnasium showing glass block windows.

Photo 7 of 14: Digital Image: ND_Grand Forks County_Grand ForksMPS_West Elementary School_0007.tiff

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Glass block on the south entrance allows maximum natural light into the hallway.

Photo 8 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary
School_0008.tiff

Detail of south elevation entrance facing north.

Photo 9 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary
School_0009.tiff

Decorative brick relief with a limestone frame on south elevation of east wing, facing north

Photo 10 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary
School_0010.tiff

West elevation of north wing shows linear contemporary bond brickwork.

Photo 11 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary
School_0011.tiff

Interior clerestory windows extant on the east wing.

Photo 12 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary
School_0012.tiff

Exposed brick in the gymnasium in a double stretcher garden wall bond abuts the concrete
block

Photo 13 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary
School_0013.tiff

Closet and bathroom at the rear of a classroom on the north wing.

Photo 14 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary
School_0014.tiff

Portable building (non-contributing) on the northwest corner of the school grounds, facing
east.

Paperwork Reduction Act Statement: This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.). We may not conduct, or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours

Tier 2 – 120 hours

Tier 3 – 230 hours

Tier 4 – 280 hours

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The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

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Photos



Photo 1 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0001.tiff. West Elementary School main entrance, east elevation facing west.

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Photo 2 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0002.tiff. East elevation facing southwest, showing masonry frame around the length of the bank of windows

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Photo 3 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0003.tiff. North elevation showing exposed steel beams extended under the eaves, facing southwest.

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Photo 4 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0004.tiff. West elevation of north wing shows infilled windows, facing northwest.

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Photo 5 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0005.tiff. South elevation of east wing facing north with decorative brick relief to the left and linear contemporary bond to the right of the entrance.

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Photo 6 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0006.tiff. West Elementary gymnasium showing glass block windows.

West Elementary School
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Photo 7 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0007.tiff. Glass block on the south entrance allows maximum natural light into the hallway.

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Photo 8 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0008.tiff. Detail of south elevation entrance facing north.

West Elementary School
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Photo 9 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0009.tiff. Decorative brick relief with a limestone frame on south elevation of east wing, facing north

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Photo 10 of 14. Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0010.tiff. West elevation of north wing shows linear contemporary bond brickwork.

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Photo 11 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0011.tiff. Interior clerestory windows extant on the east wing.

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Photo 12 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0012.tiff. Exposed brick in the gymnasium in a double stretcher garden wall bond abuts the concrete block.

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Photo 13 of 14: Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0013.tiff. Closet and bathroom at the rear of a classroom on the north wing.

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Photo 14 of 14. Digital Image: ND_Grand Forks_Grand ForksMPS_West Elementary School_0014.tiff. Portable building (non-contributing) on the northwest corner of the school grounds, facing east.

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Lewis and Clark Elementary School

Other names/site number: SITS # 32 GF 3633

Name of related multiple property listing:

Mid-Century Schools in Grand Forks, North Dakota 1949-1965

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

2. Location

Street & number: 1100 13th Avenue S.

City or town: Grand Forks

State: North Dakota

County: Grand Forks

Not For Publication: ☐

Vicinity: ☐

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 at the following level(s) of significance:

___ national ___ statewide ___ local

Applicable National Register Criteria:

___A ___B ___C ___D

Signature of certifying official/Title:

Date

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

- ___ entered in the National Register
___ determined eligible for the National Register
___ determined not eligible for the National Register
___ removed from the National Register
___ other (explain:) _____

Signature of the 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 ☐

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Structure

☐

Object

☐

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

Noncontributing

1

buildings

sites

structures

objects

1

Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education: Elementary School

Current Functions

(Enter categories from instructions.)

Education: Elementary School

7. Description

Architectural Classification

(Enter categories from instructions.)

Mid-Century Modern

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Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Lewis and Clark Elementary School was built in 1953, designed by architect Samuel Teel DeRemer who was the son of prominent local and regional architect, Joseph Bell DeRemer. The school was an anchor of the new neighborhood as Grand Forks expanded southwards.

The school is an asymmetrical low-elevation building on a raised, poured concrete foundation clad in red brick with a secondary siding in EIFS. The building exhibits a typical mid-century design with a flat roof, exposed steel structural posts, recessed entry and long banks of windows on all sides. The main entrance on the south east overlooks Elks Park, and two other three other recessed entrances can be found on the west, north and east sides.

Lewis and Clark Elementary School is a good example of mid-century modern architectural design that was common for schools in the postwar era. The school, like others in Grand Forks and across the country, includes a mid-century period addition (1955) designed by significant local architecture firm of Wells-Denbrook. This addition is in keeping with the original design which allowed for expansion to accommodate an increasing enrollment.

The low elevation school is at home in this neighborhood of mostly single-family homes. It sits adjacent to a playground, sports fields and a public outdoor pool emphasizing the shifting educational principles concerned with the physical health and wellbeing of the child.

Narrative Description

Lewis and Clark Elementary School

The school was designed by local architect, Samuel Teel DeRemer in 1952 and opened in the fall of 1953. DeRemer worked with his father' architectural firm until his retirement and worked

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independently before creating the firm, DeRemer, Harrie and Kennedy in 1955. The north wing addition was designed by Wells-Denbrook and opened in 1955. Lewis and Clark Elementary School was built for a cost of \$313,000 in the developing residential area to the south and west of Belmont, Roosevelt and Lincoln Elementary Schools.

The exterior brickwork is laid in a common bond pattern with four rows of stretchers interrupted by one row of headers. The exterior now includes panels of EIFS applied to several sections of the buildings surrounding the windows, around the entrances and on the upper two thirds of the south wall of the gymnasium. The metal awning windows are replacements, but the window openings are original.

The flat roof overhangs the deep recessed main entrance in the south-east corner supported by a tapered steel post on the south end of the eave and the south wall of the gymnasium on the other end (Photos 1-3). Access to the front door is by two concrete steps and an accessibility ramp. The latter is a later modification. Each side of the school retains the original metal lettering of the school name (Photos 4-5).

Exposed brick and large glass panels in the open entrance to the building blurs the transition between interior and exterior (Photo 6). The original clerestory windows above the hallway walls are a good example of how this design drew natural light into the interior of the building (Photo 7).

Several classrooms retain features including the combined heating and storage units that run the length of the room under the windows, and some classrooms serving the younger grades have bathrooms. Other original interior features include glazed ceramic tiles on the walls in the main hallway, a library on the upper level, and a separate kitchen and lunchroom on the lower level.

There is a paved parking lot between the north-east and south-west wings with a grass area beyond the lot on the north side (Photo 8). The school overlooks Elks Park and pool to the east which reflects the deliberate decision to couple green space and play areas with the school buildings (Photo 9).

A painted mural on east wall of the gymnasium shows a scene of the school's namesakes, explorers Meriwether Lewis and William Clark (Photo 1). This wall is faced with large composite blocks on which the mural is painted. The mural was added in the 1980s and painted by Central High School student, Leanne Rotto for the North Dakota Centennial (Mitchell, 2019). The construction on the gymnasium uses concrete block and there differs from the brickwork facing the classroom wings.

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Lewis and Clark Elementary School is located in a neighborhood of contemporary, mostly single-family homes, one block east of the commercial zone of South Washington Street.

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 grave

☐

D. A cemetery

☐

E. A reconstructed building, object, or structure

☐

F. A commemorative property

☐

G. Less than 50 years old or achieving significance within the past 50 years

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Areas of Significance

(Enter categories from instructions.)

Education

Social History

Architecture

Period of Significance

1953-1965

Significant Dates

1953, 1955

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

DeRemer, Harrie and Kennedy

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Lewis and Clark Elementary School is eligible for inclusion under the Multiple Property listing of the Mid-Century Schools in Grand Forks under Criterion A and Criterion C at the local level.

Built in 1953 by prominent local and regional architect Samuel Teel DeRemer, the school anchored the developing neighborhood to the south of town. The school is a good example of mid-century modern design exhibiting the typical architectural features including a low elevation, recessed entry, flat roof with long banks of windows to maximize natural light and a sprawling modular layout that blurred the lines between the exterior and interior. Together with its proximity to a park, a playground and its neighborhood-friendly design, this school speaks to a shifting educational philosophy that was concerned with the physical health and wellbeing of the child.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Grand Forks' mid-century schools were designed by some of the most prominent architects in North Dakota, thereby emphasizing their local significance as well as marking a period of important national growth and change.

Lewis and Clark Elementary School is eligible for inclusion as part of a thematic nomination to the National Register of Historic Places. The school meets the requirement of Criterion A in the area of education for its association with events that marked a significant shift in American educational principles and philosophies of the post-World War II period. The postwar baby boom saw millions of children enter elementary schools beginning in the late-1940s and as a result, a massive building program was undertaken to address the demand. Progressive educational philosophies placed greater emphasis on the individual needs of the child, and their physical health and wellbeing. Schools like Lewis and Clark Elementary anchored the very neighborhoods where their students lived. The low-elevation buildings surrounded by playgrounds, landscaped gardens and parks presented a more approachable, less intimidating educational experience for their young pupils.

Additionally, the school maintains the historic integrity to meet the requirement under Criterion C at the local level.

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This school was designed by Samuel Teel DeRemer, one of the most prominent local architects, thereby emphasizing its local significance as well as marking a period of important national growth and change. Samuel Teel DeRemer is the son of architect Joseph Bell DeRemer. The older DeRemer is perhaps best known for North Dakota's State Capitol in Bismarck and the art deco United Lutheran Church in Grand Forks. Samuel's firm DeRemer, Harrie and Kennedy is responsible for Lewis and Clark Elementary School, Viking Elementary School and addition, Ben Franklin Elementary School and addition and Wilder's gymnasium. Sam DeRemer had spent several of his early school years in Grand Forks before his family relocated to Los Angeles. Following his graduation, he attended junior college and the University of California, Berkley from which he earned his degree in Architecture. He served in France during WWI eventually returning to Grand Forks in 1926 and joining his father's newly opened architecture firm. He took over the firm in 1944 working independently until partnering with William Harrie and Robert Kennedy in 1955.

Lewis and Clark Elementary School exhibits typical mid-century modern architecture and construction. The school exhibits typical mid-century modern architecture and construction. Key features include a flat roof, recessed entrances, long bands of windows that overlook landscaped gardens, playgrounds and parks. Exposed steel beams and posts explicitly and unapologetically reveal the new style of construction. Classrooms were now flexible spaces where movable furniture allowed for group work and other activities. Wash-up sinks, bathrooms, coat hooks, closets and storage transformed the classroom environment. The school includes a kitchen on the lower level which was a response to the new school lunch program further emphasizing the focus on child health.

When considered alongside other mid-century schools in Grand Forks, together they form a coherent group of buildings. They parallel changes in educational philosophy and trace a growing emphasis on efforts to educate both the mind and body of children in flexible and dynamic spaces. Significantly, the greenspaces adjacent to these buildings are generally preserved and have escaped infilling so far. As a result, it remains possible to recognize the interplay between the schools and their immediate environments which forms a key principle to the design choices common to mid-century modern architecture. The vistas visible from the windows of the schools, the location of doors, and the arrangement of the buildings, all continue to emphasize the fluid relationship between the interior and exterior of the building. The school overlooks Elks Park which includes an athletic field, playground and public pool facility with expansive lawns and established trees. Smaller lawns on the northwest corner and along the south boundary give continuity to the surrounding residential lawns.

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Moreover, the location of these schools in neighborhoods where many mid-century churches, homes, and businesses – including the Wells-Denbrook studio - continue to stand (many in remarkable degrees of preservation) presents a distinctive architectural context for these buildings. As a result, these schools continue to make manifest the design and philosophies that shaped their construction. The mid-century modern schools of Grand Forks, North Dakota, provide a clear example for how the community responded to the postwar population boom. They reflect the national call by policy makers, educational professionals, and architects for a significant school building program and embodied new, influential and historically persistent ideas about the relationship between education and the community. The mid-century schools in Grand Forks, North Dakota, preserve a window into the larger national story of changing populations, attitudes, technologies and priorities.

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9. Major Bibliographical References

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Previous documentation on file (NPS):

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

Primary location of additional data:

☒ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☒ University
☐ Other
Name of repository: Elwyn B. Robinson Special Collections at the University of North Dakota

Historic Resources Survey Number (if assigned): SITS # 32 GF 3633

10. Geographical Data

Acreage of Property 2.39

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 14	Easting: 646346.06	Northing: 5308057.66
2. Zone:	Easting:	Northing:
3. Zone:	Easting:	Northing:
4. Zone:	Easting :	Northing:

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

Lewis & Clark Elementary School is bounded by 13th Avenue S. to the south, South 12th Street to the west, 12th Avenue S. to the north and Elks Park to the east.

Urban Legal Description: piece of land 300'x347' B3 Gustafson's Addition.

Boundary Justification (Explain why the boundaries were selected.)

This is the official parcel owned by Grand Forks Public Schools which includes the school buildings, parking area and lawns immediately surrounding the buildings.

11. Form Prepared By

name/title: Susan Caraher
organization: Caraher Consulting
street & number: 804 Reeves Drive
city or town: Grand Forks state: ND zip code: 58201
e-mail: susancaraher1@gmail.com
telephone: 701-330-7378
date: 6-22-2020

Additional Documentation

Submit the following items with the completed form:

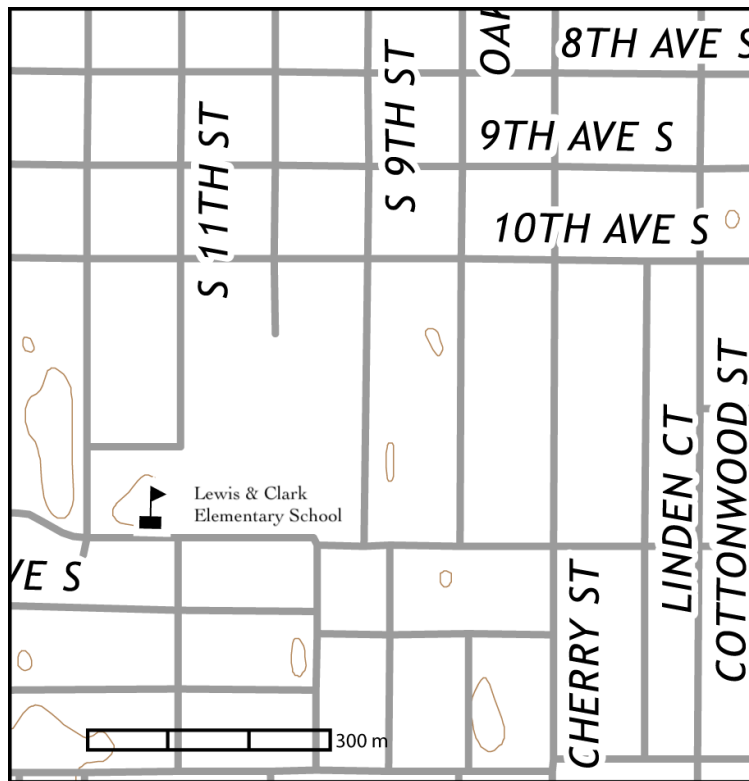
- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Property Owner

name/title: Grand Forks Public Schools
organization: _____
street & number: 2400 47th Ave S.
city or town: Grand Forks state: ND zip code: 58201
e-mail: _____
telephone: (701) 746-2200

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USGS map of Lewis and Clark Elementary School to the west of Elks Park.

NAD1983 14N 646346.06 5308057.66

Lewis and Clark Elementary
Name of Property

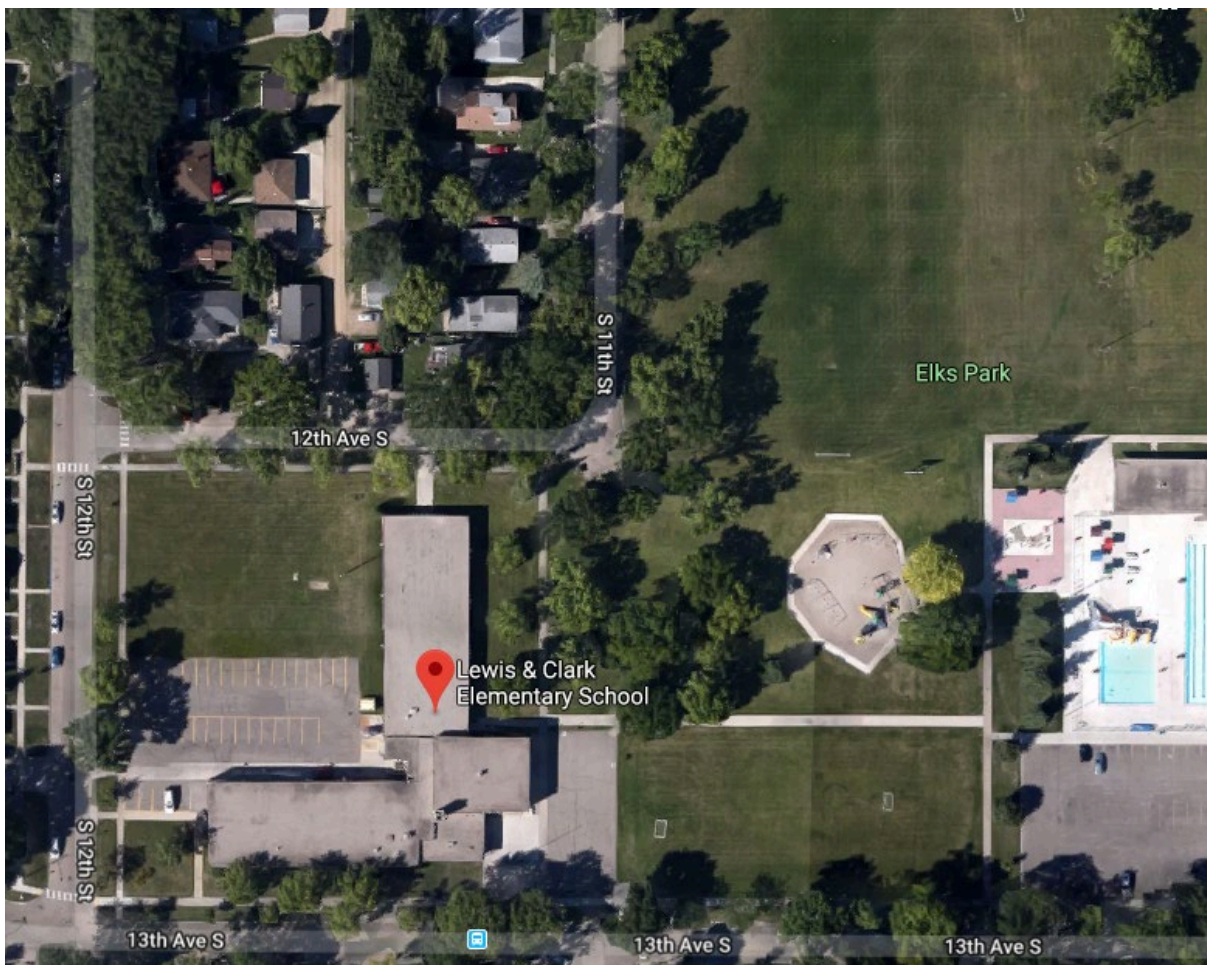
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Aerial view of Lewis & Clark Elementary School indicating property boundary and building dates.

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Aerial view of Lewis and Clark Elementary School adjacent to Elks Park.

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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Photo Log

Name of Property: Lewis & Clark Elementary School

City or Vicinity: Grand Forks

County: Grand Forks

State: ND

Photographer: Susan Caraher

Date Photographed: 14 June 2019

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

Photo 1 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0001.tiff

Lewis & Clark Elementary School main entrance, east elevation facing west.

Photo 2 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0002.tiff

South elevation of Lewis and Clark Elementary facing north west.

Photo 3 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0007.tiff

The flat roof overhangs the deep recessed main entrance in the south-east corner supported by a tapered steel post.

Photo 4 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0006.tiff

Exterior brickwork on south elevation, laid in a common bond pattern with four rows of stretchers interrupted by one row of headers. Photographer facing north.

Photo 5 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0003.tiff

West entry to Lewis and Clark facing east.

Photo 6 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0008.tiff

Exposed brick and large glass panels in the open entrance to the building blurs the transition between interior and exterior.

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Photo 7 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0009.tiff

The original clerestory windows above the hallway walls are a good example of how this design invited natural light to illuminate the interior hallways.

Photo 8 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0004.tiff

South classroom wing showing west entrance facing south east

Photo 9 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0005.tiff

East classroom wing overlooking Elks Park facing south west

Paperwork Reduction Act Statement: This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.). We may not conduct, or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours

Tier 2 – 120 hours

Tier 3 – 230 hours

Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

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Photos



Photo 1 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0001.tiff
Lewis & Clark Elementary School main entrance, east elevation facing west.

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Photo 2 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0002.tiff
South elevation of Lewis and Clark Elementary facing north west.

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Photo 3 of 9. Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0007.tiff

The flat roof overhangs the deep recessed main entrance in the south-east corner supported by a tapered steel post.

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Photo 4 of 9. Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0006.tiff

Exterior brickwork on south elevation, laid in a common bond pattern with four rows of stretchers interrupted by one row of headers. Photographer facing north.

Lewis and Clark Elementary
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Photo 5 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0003.tiff
West entry to Lewis and Clark facing east.

Lewis and Clark Elementary
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Photo 6 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0008.tiff

Exposed brick and large glass panels in the open entrance to the building blurs the transition between interior and exterior.

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Photo 7 of 9. Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0009.tiff

The original clerestory windows above the hallway walls are a good example of how this design invited natural light to illuminate the interior hallways.

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Photo 8 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0004.tiff
South classroom wing showing west entrance facing south east

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Photo 9 of 9: Digital Image: ND_Grand Forks County_Grand ForksMPS_Lewis and Clark Elementary_0005.tiff
East classroom wing overlooking Elks Park facing south west

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Valley Junior High School

Other names/site number: Valley Middle School / SITS # 32 GF 3634

Name of related multiple property listing:

Mid-Century Schools in Grand Forks, North Dakota 1949-1965

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

2. Location

Street & number: 2100 5th Avenue N.

City or town: Grand Forks State: North Dakota County: Grand Forks

Not For Publication: ☐

Vicinity: ☐

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 at the following level(s) of significance:

___ national ___ statewide ___ local

Applicable National Register Criteria:

___ A ___ B ___ C ___ D

Signature of certifying official/Title:

Date

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

- ☐ entered in the National Register
- ☐ determined eligible for the National Register
- ☐ determined not eligible for the National Register
- ☐ removed from the National Register
- ☐ other (explain:) _____

Signature of the 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

☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing

Noncontributing

1

1

buildings

sites

structures

objects

1

1

Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education: Junior High School

Current Functions

(Enter categories from instructions.)

Education: Middle School

7. Description

Architectural Classification

(Enter categories from instructions.)

Mid-Century Modern

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly

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describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Valley Junior High School, now Valley Middle School, is located in a residential neighborhood close to University of North Dakota. It was the first junior high school on the north side of the city and was intended to serve the growing population of school children from nearby elementary schools.

The school, designed by the firm of Grosz and Anderson, opened in 1955. Its irregular shape is the result of multiple additions with the first three phases by Grosz and Anderson. Two more compatible additions during the 1990s were designed by Johnson and Laffen Architects, now known as JLG.

The school exhibits typical mid-century design hallmarks including a low elevation, sprawling campus, long bands of windows, flat roof and green surrounds and a nearby greenspace for a playground and sports fields. A grass courtyard is surrounded on three sides by classrooms and administrative offices.

The school is clad in buff brick and an effort has been made to compliment the brick coloring of the later additions with the earlier buildings.

Narrative Description

Valley Junior High School

As the growing population of grade-school children were coming of age and advancing from elementary to junior high school, it was necessary to address the need for another junior high school. South Junior High, built in 1931, served the south end neighborhoods. Thus, Valley Junior High School provided residents on the north and west sides with a much-needed school.

Valley Junior High School was built in 1954 and opened in 1955, with early additions in 1957 and 1961, for a cost of approximately \$500,000. The school initially served seventh, eighth, and ninth grade students. In the mid 1990s, a reassignment of grades occurred, and ninth grade students were moved to high schools, and sixth grade students joined the newly named Valley Middle School.

The local architectural firm, Grosz and Anderson, was responsible for the design of the first three phases. The Grand Forks Public Schools District had identified the site for the new junior high school several years prior and had made moves to plat the land and work with the city on the closure of alleys to ensure the lot size was adequate for future development.

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A key feature of the planning was the inclusion of sports facilities. A sports field and locker room facilities set this school apart from all other schools in the district (Photo10). The athletics facilities were delayed for a year because UND continued to use some of the land designated for the school as temporary housing for returning veterans enrolled at the university. An agreement between Superintendent Schroeder and President West had allowed for the “hutments” to be placed on the undeveloped school land that would later become sports fields. A change in presidency at the University meant that UND was unprepared for the relocation or removal of the hutments and had prepared no alternative housing for the more than 100 veteran students who would be returning in the fall.

Construction on the school building proceeded despite this complication. The design is typical of the schools in the period built and allowed for the building to be expanded in a series of phases as the needs of the school changed. It is a sprawling campus of varying elevations on a poured concrete foundation. A flat roof extends over the recessed main entrance on the south side with three double doors leading into the school (Photo 1-2). The early phases of the school retain the original glazed ceramic tile used in the hallways and other interior spaces including the locker room.

Other specialized spaces include a purpose-designed music room with a stepped amphitheater arrangement and a clerestory window running the length of the room which was perhaps a more suitable acoustic choice over floor to ceiling windows. The roof line of this part of the building mirrors the raking elevation of the floor indicating this space is original as was designed (Photo 8). An original wood ceiling and steel beams can be seen in several spaces including the music room. The chemistry lab is another subject-specific space that was discussed at length by the school board and is one of several rooms that retains the original interior windows. Built-in hallway lockers replace the closet and coat hooks seen at in the elementary schools (Photo 11). The school features a grass courtyard surrounded by classrooms and offices on three sides (Photo 9).

The exterior is clad in a buff brick with EIFS used on several buildings on the campus, most commonly around the windows on the classroom wings. Dennis’ 2013 architectural survey notes that “many of the windows are original although the top portions have been covered”. The windows have a very strong horizontal arrangement that mimics the horizontal roofline and represent a good example of the use of clerestory windows. Multiple entrances provide feature deep eaves as well as double or triple sets of doors and all entrances appear to retain the original openings. Alterations appear to be minimal.

A portable building on the west side of the school serves an administrative function. To the west of the school buildings is the sports ground which is adjacent to University Park.

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

Areas of Significance

(Enter categories from instructions.)

Education
Social History
Architecture

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Period of Significance

1954-1965

Significant Dates

1954/55

1956/1957 Addition

1961 Addition

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Grosz & Anderson Architects

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Valley Junior High School is a good example of mid-century school architecture typical of the postwar period. It reflects, at the local level, a period of significant change in educational philosophy and construction that was experienced nationally. It is also locally significant for its place in the educational development of Grand Forks students, both addressing a need with expanding enrollment and for its modern approach to education.

The modularity of mid-century design allowed for the school to grow and adapt as the population of elementary students continued to push capacity. Subject-specific classrooms such as chemistry, art and music, show how the developing curriculum allowed students to explore their interests. Valley JHS was the first in Grand Forks to have its own athletic fields for sports and the only school to have a boys' locker room, which is in its original condition.

The firm of Grosz and Anderson was responsible for the first three phases of the school, as well as the University of North Dakota's Memorial Union.

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Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Grand Forks' mid-century schools were designed by some of the most prominent architects in North Dakota, thereby emphasizing their local significance as well as marking a period of important national growth and change.

Valley Junior High School is eligible for inclusion as part of a thematic nomination to the National Register of Historic Places. The school meets the requirement of Criterion A in the area of education for its association with events that marked a significant shift in American educational principles and philosophies of the post-World War II period. As the increased number of elementary school children moved through the grades it was soon apparent that school districts would need a building program for junior high schools and high schools. Not only were there more students, but they were staying in school beyond what was commonly an eighth-grade education. Junior high schools provided an important bridge in the education system that was now focusing more attention on the interests of the individual and providing an expanded curriculum to prepare them for high school and college, or to join a changing workforce and for life after school. Specialized subjects required specialized spaces. Labs for chemistry, art rooms, music rooms, home economics and shop all found a place in the new junior high schools. Valley Junior High School was no exception, and school board minutes reveal the board's awareness of these new needs. Furthermore, recreation and physical wellbeing continued to play an important role in the child's development. Valley Junior High School was the first in the district to include sports fields and a locker room in the original design.

Additionally, the school maintains the historic integrity to meet the requirement under Criterion C at the local level. In November 1952, the Board approved the request to contract Grosz and Anderson to draw up plans and specifications for Valley Junior High School. Grosz and Anderson was also responsible for the original design of the University of North Dakota's Modernist-influenced Memorial Union building (1951) which was later embellished with Collegiate Gothic elements by Wells-Denbrook to provide more aesthetic cohesion with other buildings on the core campus. Valley Junior High School is the only schools designed by the firm, but it was the most complex with the widest range of functional spaces that aligned with the broader curriculum present in junior high school. Almost full circle then, Grosz and Anderson designed the 1978 addition to the 1931 South Junior High School originally designed by Theodore Wells.

The school exhibits the typical features of low-elevation, asymmetrical layout with abundant windows and clerestory windows that helped to flood the interior with natural light. The modular design allowed for multiple compatible additions that allowed the school to grow to accommodate the increasing enrollment. Some of the home-like features of elementary classrooms, such as coat hooks, storage closets and bathrooms gave way to more independence at the junior high school level. Students now used lockers in common areas such as hallways as they moved from subject to subject. The boys' locker room remains in its original state.

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These mid-century architects served as important interpreters of the Modern style in the state and in the Red River Valley in particular.

Despite the different architects, Grand Forks' mid-century schools exhibit typical architecture and construction, and form a coherent group of buildings. They parallel changes in educational philosophy and trace a growing emphasis on efforts to educate both the mind and body of children in flexible and dynamic spaces. Significantly, the greenspaces adjacent to these buildings are generally preserved and have escaped infilling so far. As a result, it remains possible to recognize the interplay between the schools and their immediate environments which forms a key principle to the design choices common to mid-century modern architecture. The vistas visible from the windows of the schools, the location of doors, and the arrangement of the buildings, all continue to emphasize the dynamic relationship between the interior and exterior of the building. The south-facing main entrance overlooks a manicured lawn with mature trees while an open courtyard still occupies the space between classrooms and administrative offices on three sides. An athletics field to the west allows for unimpeded views and access to University Park. Classrooms and facilities that face east and north also overlook lawns that buffer the school buildings from the sidewalks and roads.

Moreover, the location of these schools in neighborhoods where many mid-century churches, homes, and businesses – including the Wells-Denbrook studio - continue to stand (many in remarkable degrees of preservation) presents a distinctive architectural context for these buildings. As a result, these schools continue to make manifest the design and philosophies that shaped their construction. The mid-century modern schools of Grand Forks, North Dakota, provide a clear example for how the community responded to the postwar population boom. They reflect the national call by policy makers, educational professionals, and architects for a significant school building program and embodied new, influential and historically persistent ideas about the relationship between education and the community. The mid-century schools in Grand Forks, North Dakota, preserve a window into the larger national story of changing populations, attitudes, technologies and priorities.

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9. Major Bibliographical References

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Previous documentation on file (NPS):

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

Primary location of additional data:

☒ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☒ University
☐ Other

Name of repository: Elwyn B. Robinson Special Collections at the University of North
Dakota _____

Historic Resources Survey Number (if assigned): __SITS # 32 GF 3634_____

10. Geographical Data

Acres of Property 10.4

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 14	Easting: 645285.81	Northing: 5309750.75
2. Zone:	Easting:	Northing:
3. Zone:	Easting:	Northing:
4. Zone:	Easting :	Northing:

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

The south-facing main entrance to Valley Junior High School is on 5th Avenue N, with N. 20th Street to the east and 6th Avenue N. to the north. It includes sports fields immediately to the west that adjoin University Park.

Urban Legal Description: Unplatted parts – Grand Forks Twp. 151-50 N of & adjacent to Kelsey's 2nd Addition ex nearly 60'

Boundary Justification (Explain why the boundaries were selected.)

This is the official parcel owned by Grand Forks Public Schools which includes the school buildings, parking area, athletics field and lawns immediately surrounding the buildings.

11. Form Prepared By

name/title: Susan Caraher
organization: Caraher Consulting
street & number: 804 Reeves Drive
city or town: Grand Forks state: ND zip code: 58201
e-mail susancaraher1@gmail.com
telephone: 701-330-7378
date: 6-22-2020

Additional Documentation

Submit the following items with the completed form:

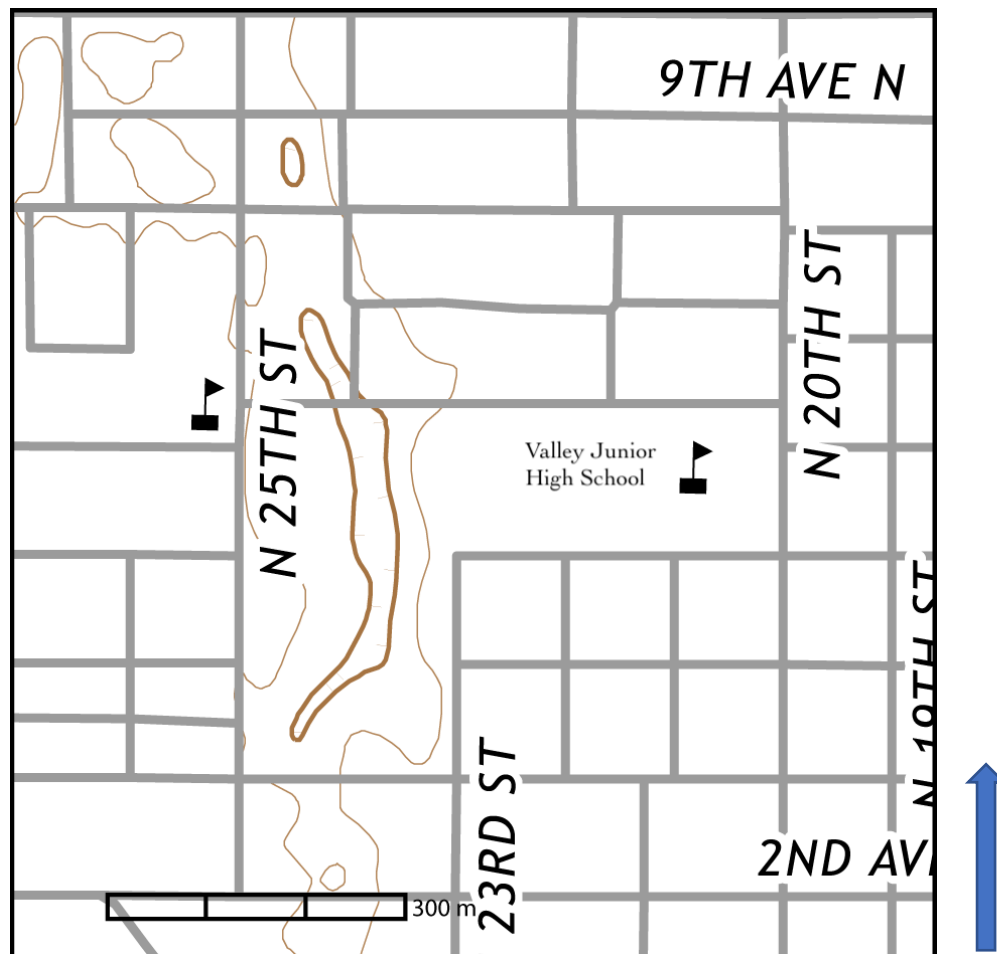
- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Property Owner

name/title: Grand Forks Public Schools
organization: _____
street & number: 2400 47th Ave S.
city or town: Grand Forks state: ND zip code: 58201
telephone: (701) 746-2200

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USGS map of Valley Junior High School to the east of University Park

NAD1983 14N 645285.81 5309750.75

Valley Junior High School
Name of Property

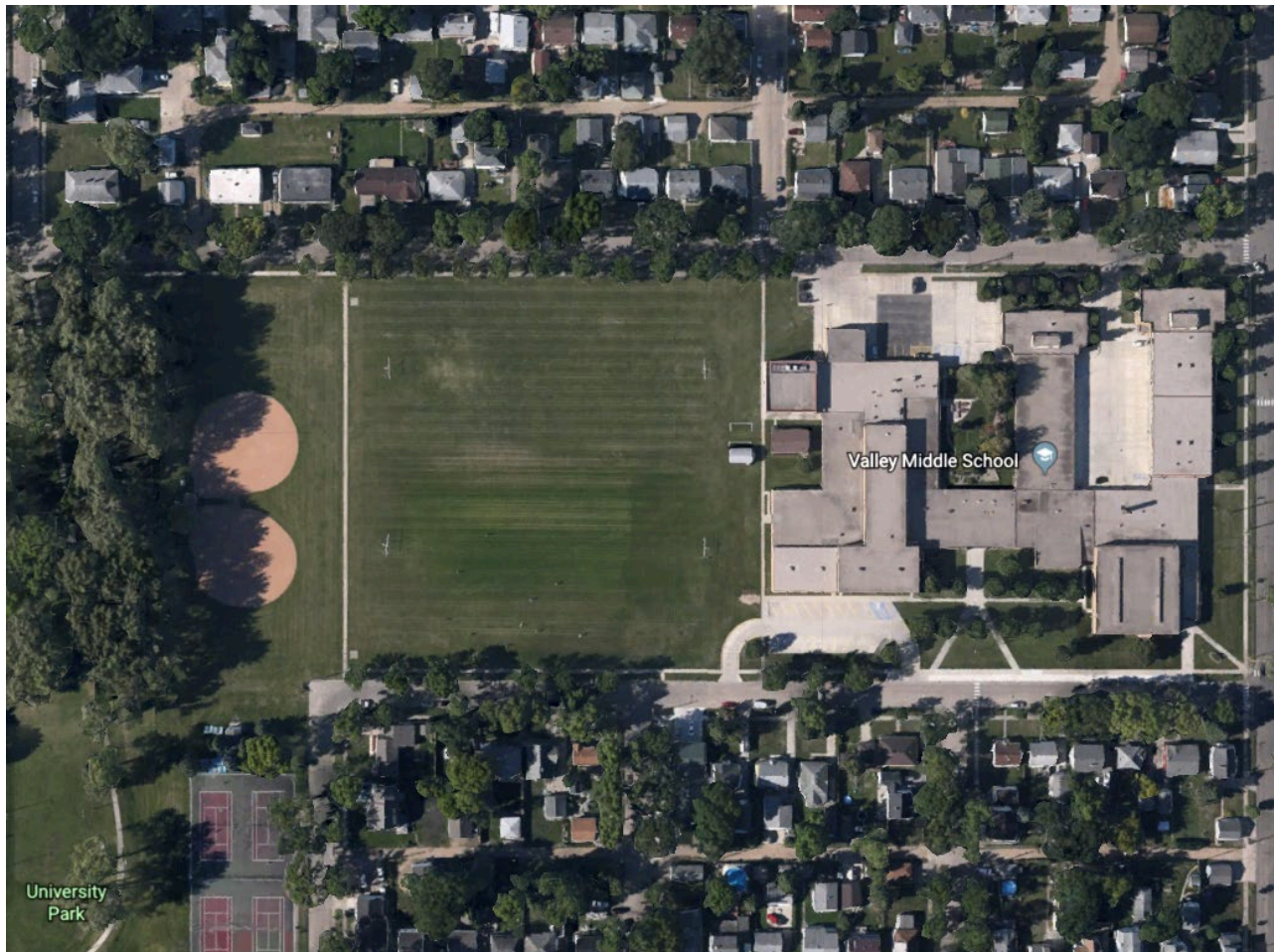
Grand Forks
County and State



Aerial view of Valley Junior High School indicating property boundary and building dates

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County and State



Aerial of Valley Middle School (Valley Junior High School)

Property Owner

name/title: Grand Forks Public Schools

organization: _____

street & number: 2400 47th Ave S.

city or town: Grand Forks state: ND zip code: 58201

e-mail: _____

telephone: (701) 746-2200

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Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Valley Junior High School

City or Vicinity: Grand Forks

County: Grand Forks

State: ND

Photographer: Susan Caraher

Date Photographed: 14 June 2019

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

Photo 1 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0001.tiff
Wide view of Valley Junior High School, now Valley Middle School, south entrance facing north.

Photo 2 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0002.tiff.
Recessed entrance on south elevation facing north showing three double doors and wide entry.

Photo 3 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0003.tiff.
Central classroom wing looking southwest.

Photo 4 of 11: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0004.tiff.
East wing looking southeast.

Photo 5 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0005.tiff.
East wing looking southwest.

Photo 6 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0006.tiff.
East wing entrance looking north west.

Photo 7 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0007.tiff.
South wing between the east and central wings.

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Photo 8 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0008.tiff.
Clerestory windows in the music room which is immediately adjacent to the main entrance of the school on the south elevation.

Photo 9 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0009.tiff.
Courtyard nestled between the central and western classroom wings, and the southern administrative wing facing south.

Photo 10 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0010.tiff.
Valley Junior High School boys' locker room.

Photo 11 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Valley JHS_0011.tiff.
Hallway lockers replaced classroom closets and hooks seen in the elementary schools.

Paperwork Reduction Act Statement: This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.). We may not conduct, or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours
Tier 2 – 120 hours
Tier 3 – 230 hours
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

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Photos



Photo 1 of 11: Digital Image: ND_Grand Forks_Valley JHS_0001. Wide view of Valley Junior High School, now Valley Middle School, main south entrance facing north.

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Photo 2 of 11: Digital Image: ND_Grand Forks_Valley JHS_0002.tiff. Recessed entrance on south elevation facing north showing three double doors and wide entry.

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Photo 3 of 11: Digital Image: ND_Grand Forks_Valley JHS_0003.tiff. Central classroom wing looking southwest.

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Photo 4 of 11: Digital Image: ND_Grand Forks_Valley JHS_0004.tiff. East wing looking southeast.

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Photo 5 of 11: Digital Image: ND_Grand Forks_Valley JHS_0005.tiff. East wing looking southwest.

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Photo 6 of 11: Digital Image: ND_Grand Forks_Valley JHS_0006.tiff. East wing entrance looking north west.

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Photo 7 of 11: Digital Image: ND_Grand Forks_Valley JHS_0007.tiff. South wing between the east and central wings.

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Photo 8 of 11: Digital Image: ND_Grand Forks_Valley JHS_0008.tiff. Clerestory windows in the music room which is immediately adjacent to the main entrance of the school on the south elevation.

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Photo 9 of 11: Digital Image: ND_Grand Forks_Valley JHS_0009.tiff. Courtyard nestled between the central and western classroom wings, and the southern administrative wing. Photographer facing south.

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Photo 10 of 11: Digital Image: ND_Grand Forks_Valley JHS_0010.tiff. Valley Junior High School boys' locker room.

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Photo 11 of 11: Digital Image: ND_Grand Forks_Valley JHS_0011.tiff. Hallway lockers replaced classroom closets and hooks seen in the elementary schools.

United States Department of the Interior
National Park Service**National Register of Historic Places Registration Form**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of PropertyHistoric name: Viking Elementary SchoolOther names/site number: SITS # 32 GF 3635

Name of related multiple property listing:

Mid-Century Schools in Grand Forks, North Dakota 1949-1965

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

2. LocationStreet & number: 809 22nd Avenue S.City or town: Grand Forks State: ND County: Grand ForksNot For Publication: ☐ Vicinity: ☐**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 at the following level(s) of significance:

___ national ___ statewide ___ local

Applicable National Register Criteria:

___ A ___ B ___ C ___ D

Signature of certifying official/Title:**Date**_____
State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:**Date**_____
Title :**State or Federal agency/bureau
or Tribal Government**

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4. National Park Service Certification

I hereby certify that this property is:

- ☐ entered in the National Register
- ☐ determined eligible for the National Register
- ☐ determined not eligible for the National Register
- ☐ removed from the National Register
- ☐ other (explain:) _____

Signature of the 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 ☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1	3 portables	buildings
	(c. 1992, 2004 and	
	2006)	
		sites
		structures
		objects
1	3	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education: Elementary School

Current Functions

(Enter categories from instructions.)

Education: Elementary School

7. Description

Architectural Classification

(Enter categories from instructions.)

Mid-Century Modern

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick

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Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Viking Elementary School was built in 1957 and designed by the architectural firm of DeRemer, Harrie and Kennedy. Its location just ten blocks south of the 1953 Lewis and Clark Elementary School underscores the rapid expansion of neighborhoods, and in response, the increasing enrollment in the school district. Construction on its addition, also designed by the firm, began soon after the first part of the school was opened.

The low-elevation asymmetrical design has two main classroom wings to the east and the north anchored by a gymnasium. A later addition expanded the north wing and is compatible with the original design. It is typical of mid-century construction with a flat roof, long rows of windows, exposed steel beams and steel posts explicit in its design.

The school shares the block with Cox Park managed by the Grand Forks Parks District and a playground as well as three portable buildings used for various administrative purposes.

Narrative Description

Viking Elementary

As neighborhoods continued to expand south in Grand Forks, another elementary school was needed to accommodate expanding enrollments. Viking Elementary School opened in 1957 at a cost of \$381,000, just five years after Lewis and Clark and only ten city blocks to the south. Viking sits adjacent to Cox Park, managed by Grand Forks Parks District, and together they occupy two blocks in this residential neighborhood.

The school was designed by Samuel DeRemer's architectural firm of DeRemer, Harrie, and Kennedy, which was also responsible for Lewis and Clark Elementary School. The two schools share a basic design vocabulary with the recessed main entry, accessed by two steps, and is adjacent to the gymnasium, which sits between two wings of classrooms (Photo 1). The one-story east wing has a poured concrete foundation and flat roof that extends to create an eave the full length of the building. The exterior is clad in red brick on the lower section with EIFS surrounding the long bank of sliding windows and up to and including the eaves (Photos 2-3).

Classrooms maintain a number of original features and are similar to those seen at the other schools including the wall-to-wall heating and storage units under the windows, bathrooms, sinks, coat hooks,

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bench seats and storage closets (Photos 7,8 and 10). Several classrooms retain the original steel posts and wood ceilings. Structural components such as steel beams remain visible on the interior and extend to the exterior blurring the lines between inside and outside. The interior glass panels above the walls are now covered with paneling. There is a library on the upper level, and a kitchen and lunchroom on the lower level with an identical arrangement to that seen at Lewis and Clark Elementary. A temporary concertina wall in the lunchroom separates the space into distinct areas. At one time, this space served as an emergency classroom to address overcrowding (Photo 9).

The north wing of classrooms sits on a raised foundation with sliding windows extending the full length of the building. Like the east wing, the flat roof extends to create deep eaves and the beams supporting these eaves extend into the interior and are visible in the classrooms. The building exterior is clad in red brick with a more liberal use of EIFS from ground level to the eaves. The windows are replacements but retain the original openings.

The irregular L-shape of the school immediately overlooks a paved area used for recess and play, with mature trees and grass (Photo 4). Between the set-back playground and Cox Park's playing fields sits a water tower contemporary with the first phase of the school, further evidence of infrastructure installed to accommodate the city's expansion.

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

☐

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B. Removed from its original location

☐

C. A birthplace or grave

☐

D. A cemetery

☐

E. A reconstructed building, object, or structure

☐

F. A commemorative property

☐

G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance

(Enter categories from instructions.)

Education

Social History

Architecture

Period of Significance

1957-1965

Significant Dates

1957

1958 Addition

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

DeRemer, Harrie and Kennedy

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Viking Elementary School is eligible for inclusion the National Register of Historic Places under the Multiple Property listing of the Mid-Century Schools in Grand Forks under Criterion A and Criterion C at the local level. The school maintains a high degree of historic integrity and is a good example of mid-century school architecture.

Built in 1957, Viking Elementary School was designed by local architectural firm of DeRemer, Harrie and Kennedy. Construction of the school addressed the need for another elementary school in the fast-expanding neighborhoods immediately south of Lewis and Clark Elementary opened just five years earlier. The school exhibits architectural features typical of mid-century modern design with recessed entries, flat roof, asymmetrical layout, long banks of windows and greenspace vistas. Together with its proximity to a park, a playground and its neighborhood-friendly design, this school speaks to a shifting educational philosophy that was concerned with the physical health and wellbeing of the child.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Grand Forks' mid-century schools were designed by some of the most prominent architects in North Dakota, thereby emphasizing their local significance as well as marking a period of important national growth and change. Viking Elementary School is eligible for inclusion as part of a thematic nomination to the National Register of Historic Places.

The school meets the requirement of Criterion A in the area of education and social history for its association with events that marked a significant shift in American educational principles and philosophies of the post-World War II period. The postwar baby boom saw millions of children enter elementary schools beginning in the late-1940s and as a result, a massive building program was undertaken to address the demand. Progressive educational philosophies placed greater emphasis on the individual needs of the child, and their physical health and wellbeing. Schools like Viking Elementary anchored the very neighborhoods where their students lived. The low-elevation buildings surrounded by playgrounds, landscaped gardens and parks presented a more approachable, less intimidating educational experience for their young pupils.

Additionally, the school maintains the historic integrity to the requirement under Criterion C at the local level. The school was designed by the prominent local firm of DeRemer, Harrie and Kennedy. Samuel Teel DeRemer is the son of architect Joseph Bell DeRemer. The older DeRemer is perhaps best known for North Dakota's State Capitol in Bismarck and the art deco United Lutheran Church in Grand Forks as well as some significant contributions to the University of North Dakota campus. Samuel's firm DeRemer, Harrie and Kennedy is responsible for Lewis and Clark Elementary School, Viking

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Elementary School and addition, Ben Franklin Elementary School and addition and Wilder's gymnasium. Sam DeRemer had spent several of his early school years in Grand Forks before his family relocated to Los Angeles. Following his graduation, he attended junior college and the University of California, Berkley from which he earned his degree in Architecture. He served in France during WWI eventually returning to Grand Forks in 1926 and joining his father's newly opened architecture firm. He took over the firm in 1944 working independently until partnering with William Harrie and Robert Kennedy in 1955. Along with the other firm prominent in Grand Forks and eastern North Dakota, Wells-Denbrook, these architects served as important interpreters of the national Modern style in the state and in the Red River Valley in particular.

Viking Elementary School exhibits typical mid-century modern architecture and construction. Key features include a flat roof, recessed entrances, long bands of windows that overlook landscaped gardens, playgrounds and parks. Exposed steel beams and posts explicitly and unapologetically reveal the new style of construction. Classrooms were now flexible spaces where movable furniture allowed for group work and other activities. Wash-up sinks, bathrooms, coat hooks, closets and storage transformed the classroom environment. The school includes a kitchen on the lower level which was a response to the new school lunch program further emphasizing the focus on child health.

When considered alongside other mid-century schools in Grand Forks, together they form a coherent group of buildings. They parallel changes in educational philosophy and trace a growing emphasis on educating both the mind and body of students in flexible and dynamic spaces. Significantly, the greenspaces adjacent to these buildings are generally preserved and have escaped infilling. As a result, it remains possible to recognize the interplay between the schools and their immediate environments which forms a key principle common to mid-century modern architecture. The vistas visible from the windows of the schools, the location of doors, and the arrangement of the buildings, all continue to emphasize the fluid relationship between the interior and exterior of the building. Viking Elementary School's main entrance is set back from the street and the school is surrounded by lawns and trees on the north and east sides, with Cox Park wrapping around the south and west sides. Many of the classrooms overlook the playground to the south while others look over the surrounding residential neighborhood.

Moreover, the location of these schools in neighborhoods where many mid-century churches, homes, and businesses – including the Wells-Denbrook studio - continue to stand (many in remarkable degrees of preservation) presents a distinctive architectural context for these buildings. As a result, these schools continue to represent the design and philosophies that shaped their construction. The mid-century modern schools of Grand Forks, North Dakota, provide a clear example for how the community responded to the postwar changes in demographics, American society, and architectural trends. They reflect the national call by policy makers, educational professionals, and architects for a significant school building program and embodied new, influential and historically persistent ideas about the relationship between education and the community. The mid-century schools in Grand Forks, North

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Dakota, preserve a window into the larger national story of changing populations, attitudes, technologies and priorities.

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9. Major Bibliographical References

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Viking Elementary School
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Previous documentation on file (NPS):

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

Primary location of additional data:

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

Name of repository: Elwyn B. Robinson Special Collections at the University of North
Dakota _____

Historic Resources Survey Number (if assigned): ___SITS # 32 GF 3635_____

10. Geographical Data

Acreage of Property 4.6

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

- | | | |
|-------------|--------------------|----------------------|
| 1. Zone: 14 | Easting: 646631.42 | Northing: 5306828.28 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

Viking Elementary Schools shares the city size block with Cox Park to the west of the school and playground. Its main entrance faces east toward Oak Street with 22nd Ave S. to the north and 24th Ave S. to the south.

Urban Legal Description: Lot 3 Blk A Cox's (replat blks 17 & 18).

Boundary Justification (Explain why the boundaries were selected.)

This is the official parcel owned by Grand Forks Public Schools which includes the school buildings, parking area and lawns immediately surrounding the buildings.

11. Form Prepared By

name/title: Susan Caraher
organization: Caraher Consulting
street & number: 804 Reeves Drive
city or town: Grand Forks state: ND zip code: 58201
e-mail susancaraher1@gmail.com
telephone: 701-330-7378
date: 6-22-2020

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

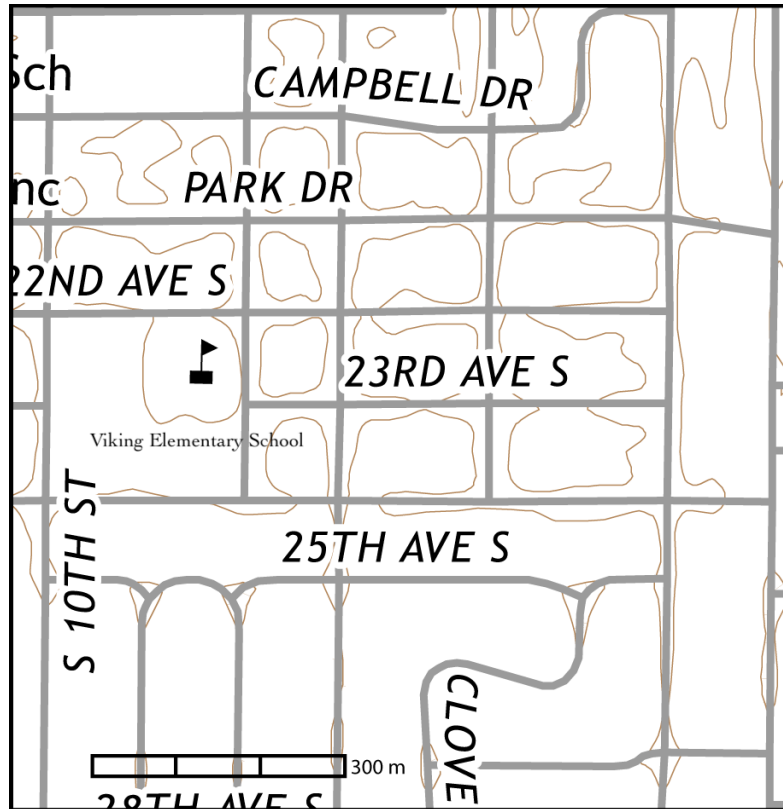
Property Owner

name/title: Grand Forks Public Schools
organization: _____
street & number: 2400 47th Ave S.
city or town: Grand Forks state: ND zip code: 58201

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telephone: (701) 746-2200



USGS map of Viking Elementary School adjacent to Cox Park
NAD1983 14N 646631.42 5306828.28

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Aerial view of Viking Elementary School indicating property boundary and building dates.

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Aerial view of Viking Elementary School adjacent to Cox Park.

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs

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to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Viking Elementary School

City or Vicinity: Grand Forks

County: Grand Forks

State: ND

Photographer: Susan Caraher

Date Photographed: 13 June 2019

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

Photo 1 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0001.tiff.

Viking Elementary School recessed main entrance adjacent to the gymnasium. East elevation facing west.

Photo 2 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0002.tiff.

Viking east wing facing southwest.

Photo 3 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0003.tiff.

East wing showing exposed steel beams under the eaves. They extend visibly through the classrooms.

Photo 4 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0004.tiff.

A view of the east wing and the mid-century north wing addition looking northeast from the playground.

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Photo 5 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking
Elementary_0005.tiff.

The 1996 addition to the north wing is architecturally compatible with the original design and neatly demonstrates the modularity of typical mid-century design.

Photo 6 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking
Elementary_0006.tiff.

Viking gymnasium with a single pitched roof above the stage and flat roof over the remainder. Red brick is laid in a running bond both on the gymnasium and the classroom buildings.

Photo 7 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking
Elementary_0007.tiff.

The classrooms in the mid-century wings maintain original features such as steel posts, hooks, closets, washup sinks and bathrooms (seen at the rear by the door).

Photo 8 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking
Elementary_0008.tiff.

Steel posts support the exposed steel beams that run the width of the building, turning structural elements into architectural features.

Photo 9 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking
Elementary_0009.tiff.

Soon after the school opened, the lunchroom at Viking was divided to create an emergency classroom to mitigate overcrowding. The dividing wall remains, and blocks what would otherwise be an expansive view of the grounds.

Photo 10 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking
Elementary_0010.tiff.

Wall-to-wall heating units doubled as storage and project display areas in all classrooms, and at all Grand Forks elementary schools.

Paperwork Reduction Act Statement: This information is being collected for nominations to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.). We may not conduct, or sponsor and you are not required to respond to a collection of information unless it displays a currently valid OMB control number.

Estimated Burden Statement: Public reporting burden for each response using this form is estimated to be between the Tier 1 and Tier 4 levels with the estimate of the time for each tier as follows:

Tier 1 – 60-100 hours

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Tier 2 – 120 hours
Tier 3 – 230 hours
Tier 4 – 280 hours

The above estimates include time for reviewing instructions, gathering and maintaining data, and preparing and transmitting nominations. Send comments regarding these estimates or any other aspect of the requirement(s) to the Service Information Collection Clearance Officer, National Park Service, 1201 Oakridge Drive Fort Collins, CO 80525.

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Photos



Photo 1 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0001.tiff. Viking Elementary School recessed main entrance adjacent to the gymnasium. East elevation facing west.

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Photo 2 of 11: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0002.tiff. Viking east wing facing southwest.

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Photo 3 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0003.tiff. East wing showing exposed steel beams under the eaves. They extend visibly through the classrooms.

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Photo 4 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0004.tiff. A view of the east wing and the mid-century north wing addition looking northeast from the playground.

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Photo 5 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0005.tiff. The 1996 addition to the north wing is architecturally compatible with the original design and neatly demonstrates the modularity of typical mid-century design.

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Photo 6 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0006.tiff. Viking gymnasium with a single pitched roof above the stage and flat roof over the remainder. Red brick is laid in a running bond both on the gymnasium and the classroom buildings.

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Photo 7 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0007.tiff. The classrooms in the mid-century wings maintain original features such as steel posts, hooks, closets, washup sinks and bathrooms (seen at the rear by the door).

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Photo 8 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0008.tiff. Steel posts support the exposed steel beams that run the width of the building, turning structural elements into architectural features.

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Photo 9 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0009.tiff. Soon after the school opened, the lunchroom at Viking was divided to create an emergency classroom to mitigate overcrowding. The dividing wall remains, and blocks what would otherwise be an expansive view of the grounds.

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Photo 10 of 10: Digital Image: ND_Grand Forks County_Grand ForksMPS_Viking Elementary_0010.tiff. Wall-to-wall heating units doubled as storage and project display areas in all classrooms, and at all Grand Forks elementary schools.

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Ben Franklin Elementary School

Other names/site number: SITS # 32 GF 3632

Name of related multiple property listing:

Mid-Century Schools in Grand Forks, North Dakota 1949-1965

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

2. Location

Street & number: 1016 S. 20th Street

City or town: Grand Forks State: ND County: Grand Forks

Not For Publication: ☐ Vicinity: ☐

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 at the following level(s) of significance:

___ national ___ statewide ___ local

Applicable National Register Criteria:

___ A ___ B ___ C ___ D

Signature of certifying official/Title:

Date

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

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4. National Park Service Certification

I hereby certify that this property is:

- ☐ entered in the National Register
- ☐ determined eligible for the National Register
- ☐ determined not eligible for the National Register
- ☐ removed from the National Register
- ☐ other (explain:) _____

Signature of the 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 ☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education: Elementary School

Current Functions

(Enter categories from instructions.)

Education: Elementary School

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7. Description

Architectural Classification

(Enter categories from instructions.)

Mid-Century Modern

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Ben Franklin Elementary School was built in 1960 and designed by the architectural firm of DeRemer, Harrie and Kennedy. Its location in the newly developed neighborhood south of the University signals a western expansion from the downtown business district. DeRemer, Harrie and Kennedy designed the 1963 addition with another expansion in the late 1980s compatible with the original mid-century design.

The one-level asymmetrical building occupies a larger footprint on the irregular block since there is no basement. A courtyard in the middle of the building is surrounded on all sides, and windows allow natural light to flood the hallways. It is typical of mid-century construction with a flat roof, long rows of windows, exposed steel beams and steel posts explicit in its design.

The school is at home in the neighborhood of contemporary single-family homes and duplexes. It shares the block with Ben Franklin Park which includes sports fields.

Narrative Description

Ben Franklin Elementary School

The opening of the Grand Forks Air Force Base in 1957, and the city's continued population growth saw three new elementary schools open in 1960. One of these new schools, Ben Franklin

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was built just to the southeast of the University campus on the southside of the railroad tracks. It served the neighborhoods around the major arterial roads of Columbia Road, DeMers Avenue, and South Washington Street.

Ben Franklin was designed by the architectural firm of DeRemer, Harrie and Kennedy, and was built for a cost of \$327,000. The recessed entry with steel supports faces east (Photo 1) and a large paved lot covers the area between the building and road to south that includes playground equipment for a ball game. It is a mostly one-story building with a flat roof that extends to create overhanging eaves on the east and west sides (Photos 2-3).

Some of the earlier classrooms retain the original wood ceilings, steel beams and posts with bathrooms, sinks and storage spaces (Photo 8). These beams are visible crossing the hallways that are built floor to ceiling of concrete block.

The building is asymmetrical and is clad in red brick with a poured concrete foundation. Banks of original wood-framed windows are found along the south and east elevations as well as some on the north west (Photos 4-5). The windows along the west addition are set in pairs. An interior courtyard sits in the middle of four different wings and is accessed from doors on two sides (Photo 7). While it is not known whether all of the exterior doors are original, their openings appear to be.

The gymnasium is constructed using concrete block and served the dual purpose of a gymnasium and auditorium. The chimney is intact but has received repair at the top.

Ben Franklin serves a larger student population than earlier mid-century elementary schools. It received two additions (the first in 1963 and the later in 1987) but maintains a mid-century modern exterior while interior spaces have undergone more remodeling to accommodate the changing student body.

Ben Franklin has an athletics field to the west and a playground on the north side and adjacent to a non-contributing annex with toilet facilities managed by the Grand Forks Parks District. The residential neighborhood immediately around the school is made up of mid-century era modest single-family homes.

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

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Areas of Significance

(Enter categories from instructions.)

Education

Social History

Architecture

Period of Significance

1960-1965

Significant Dates

1960, 1963

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

DeRemer, Harrie & Kennedy

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Ben Franklin Elementary School is eligible for inclusion on the National Register of Historic Places under the Multiple Property listing of the Mid-Century Schools in Grand Forks under Criterion A and Criterion C at the local level. The school maintains a high degree of historic integrity and is a good example of mid-century school architecture.

Built in 1960, Ben Franklin Elementary School was designed by local architectural firm of DeRemer, Harrie and Kennedy. Construction of the school addressed the need for another elementary school in the fast-expanding neighborhoods immediately south of University of North Dakota and to the west of Lewis and Clark opened just seven years earlier. The school exhibits architectural features typical of mid-century modern design with recessed entries, flat

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roof, asymmetrical layout, long banks of windows and greenspace vistas. Together with its proximity to a park, a playground and its neighborhood-friendly design, this school speaks to a shifting educational philosophy that was concerned with the physical health and wellbeing of the child.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Grand Forks' mid-century schools were designed by some of the most prominent architects in North Dakota, thereby emphasizing their local significance as well as marking a period of important national growth and change. Ben Franklin Elementary School is eligible for inclusion as a thematic nomination to the National Register of Historic Places.

The school meets the requirement of Criterion A in the area of education and social history for its association with events that marked a significant shift in American educational principles and philosophies of the post-World War II period. The postwar baby boom saw millions of children enter elementary schools beginning in the late-1940s and as a result, a massive building program was undertaken to address the demand. Progressive educational philosophies placed greater emphasis on the individual needs of the child, and their physical health and wellbeing. Schools like Ben Franklin Elementary anchored the very neighborhoods where their students lived. The low-elevation buildings surrounded by playgrounds, landscaped gardens and parks presented a more approachable, less intimidating educational experience for their young pupils.

Additionally, the school maintains the historic integrity to meet the requirement under Criterion C at the local level. The first two phases of the school were designed by the prominent local firm of DeRemer, Harrie and Kennedy. Samuel Teel DeRemer is the son of architect Joseph Bell DeRemer. The older DeRemer is perhaps best known for North Dakota's State Capitol in Bismarck and the art deco United Lutheran Church in Grand Forks as well as some significant contributions to the University of North Dakota campus. Samuel's firm DeRemer, Harrie and Kennedy is responsible for Lewis and Clark Elementary School, Viking Elementary School and addition, Ben Franklin Elementary School and addition and Wilder's gymnasium. Sam DeRemer had spent several of his early school years in Grand Forks before his family relocated to Los Angeles. Following his graduation, he attended junior college and the University of California, Berkley from which he earned his degree in Architecture. He served in France during WWI eventually returning to Grand Forks in 1926 and joining his father's newly opened architecture firm. He took over the firm in 1944 working independently until partnering with William Harrie and Robert Kennedy in 1955. Along with the other firm prominent in Grand Forks and eastern North Dakota, Wells-Denbrook, these architects served as important interpreters of the national Modern style in the state and in the Red River Valley in particular.

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Ben Franklin Elementary School exhibits typical mid-century modern architecture and construction. Key features include a flat roof, recessed entrances, long bands of windows that overlook landscaped gardens, playgrounds and parks. Exposed steel beams and posts explicitly and unapologetically reveal the new style of construction. Classrooms were now flexible spaces where movable furniture allowed for group work and other activities. Wash-up sinks, bathrooms, coat hooks, closets and storage transformed the classroom environment.

When considered alongside other mid-century schools in Grand Forks, together they form a coherent group of buildings. They parallel changes in educational philosophy and trace a growing emphasis on educating both the mind and body of students in flexible and dynamic spaces. Significantly, the greenspaces adjacent to these buildings are generally preserved and have escaped infilling. As a result, it remains possible to recognize the interplay between the schools and their immediate environments which forms a key principle common to mid-century modern architecture. The vistas visible from the windows of the schools, the location of doors, and the arrangement of the buildings, all continue to emphasize the fluid relationship between the interior and exterior of the building. Furthermore, the location of these schools in neighborhoods where many mid-century churches, homes, and businesses – including the Wells-Denbrook studio - continue to stand (many in remarkable degrees of preservation) presents a distinctive architectural context for these buildings.

Moreover, the location of these schools in neighborhoods where many mid-century churches, homes, and businesses – including the Wells-Denbrook studio - continue to stand (many in remarkable degrees of preservation) presents a distinctive architectural context for these buildings. As a result, these schools continue to make manifest the design and philosophies that shaped their construction. The mid-century modern schools of Grand Forks, North Dakota, provide a clear example for how the community responded to the postwar population boom. They reflect the national call by policy makers, educational professionals, and architects for a significant school building program and embodied new, influential and historically persistent ideas about the relationship between education and the community. The mid-century schools in Grand Forks, North Dakota, preserve a window into the larger national story of changing populations, attitudes, technologies and priorities.

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9. Major Bibliographical References

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Ben Franklin Elementary School
Name of Property

Grand Forks
County and State

Previous documentation on file (NPS):

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

Primary location of additional data:

☒ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☒ University
☒ Other

Name of repository: Elwyn B. Robinson Special Collections at the University of North Dakota

Historic Resources Survey Number (if assigned): __SITS # 32 GF 3634_____

10. Geographical Data

Acreage of Property 5

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 14	Easting: 645245.84	Northing: 5308450.46
2. Zone:	Easting:	Northing:
3. Zone:	Easting:	Northing:
4. Zone:	Easting :	Northing:

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

Ben Franklin Elementary School sits between 11th Avenue S. to the south, and Westward Drive that curves around the western perimeter of Ben Franklin Park to the north boundary. The main entrance faces east on S. 20th Street.

Urban Legal Description: Lot 1 B17 Westward Acres Sub-Division.

Boundary Justification (Explain why the boundaries were selected.)

This is the official parcel owned by Grand Forks Public Schools which includes the school buildings and parking area and lawns immediately surrounding the buildings.

11. Form Prepared By

name/title: Susan Caraher
organization: Caraher Consulting
street & number: 804 Reeves Drive
city or town: Grand Forks state: ND zip code: 58201
e-mail: susancaraher1@gmail.com
telephone: 701-330-7378
date: 6-22-2020

Additional Documentation

Submit the following items with the completed form:

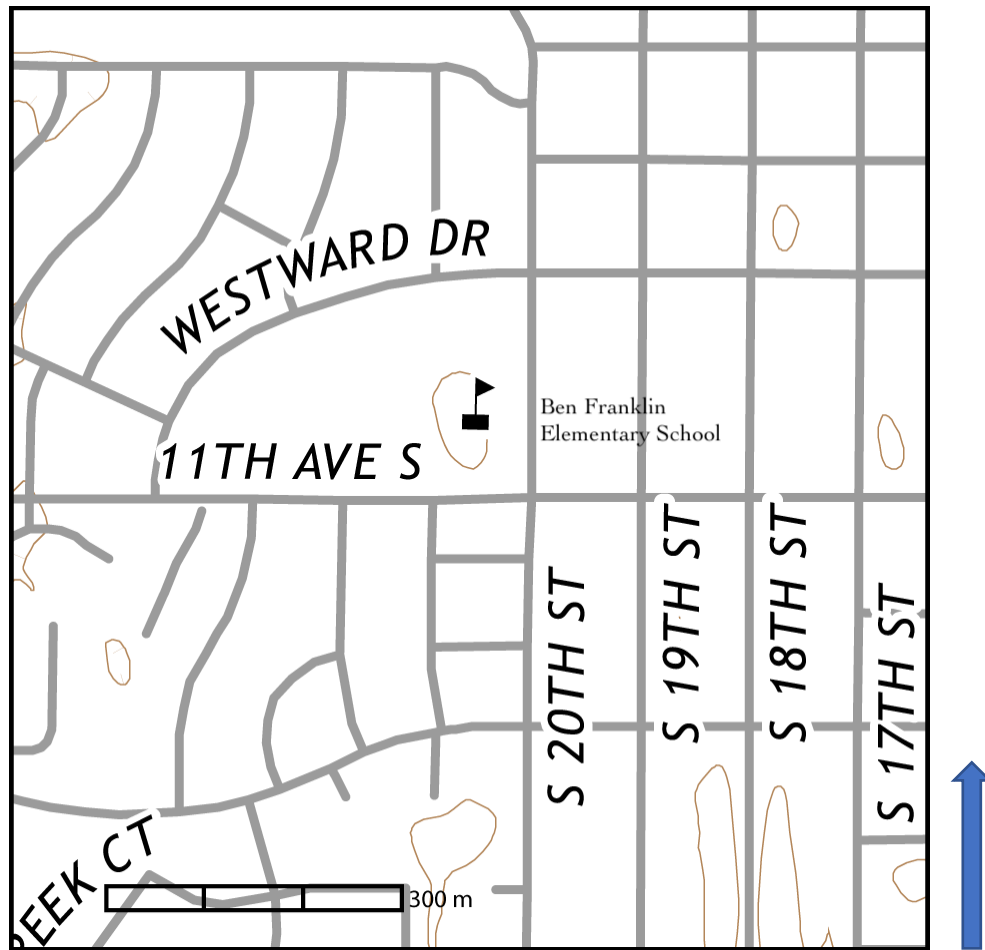
- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Property Owner

name/title: Grand Forks Public Schools
organization: _____
street & number: 2400 47th Ave S.
city or town: Grand Forks state: ND zip code: 58201
e-mail: _____
telephone: (701) 746-2200

Ben Franklin Elementary School
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USGS map of Ben Franklin Elementary School
NAD1983 14N 645245.84 5308450.46

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Aerial of Ben Franklin Elementary School indicating property boundary and building dates.

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Aerial of Ben Franklin Elementary School adjacent to Ben Franklin Park

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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Photo Log

Name of Property: Ben Franklin Elementary School

City or Vicinity: Grand Forks

County: Grand Forks State: ND

Photographer: Susan Caraher

Date Photographed: 13 June 2019

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

Photo 1 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0001.tiff. The main entrance faces east on 20th Street. The recessed entrance is supported by two steel supports and flanked either side by classrooms. Photographer facing west.

Photo 2 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0002.tiff. East elevation classroom wing north of the main entrance, facing northwest.

Photo 3 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0003.tiff. East elevation classroom wing south of the main entrance, facing southwest. Exposed steel beams under the eaves run the width of the building.

Photo 4 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0004.tiff. South elevation facing north showing two recessed entrances either side of the banks of original windows

Photo 5 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0005.tiff. Mid-century classrooms on the north side with original wood-framed windows, facing south.

Photo 6 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0006.tiff. A later addition designed to be architecturally compatible with the original design and neatly demonstrating the modularity of typical mid-century design. Photographer facing southwest.

Photo 7 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0007.tiff. An interior courtyard brings natural light to the interior of the Ben Franklin buildings. Photographer facing west.

Ben Franklin Elementary School

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Photo 8 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0008.tiff. Many mid-century classrooms maintain original features such as steel posts supporting exposed steel beams, coat hooks, lots of storage for supplies, benches for project work and closets.

Ben Franklin Elementary School
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Photos



Photo 1 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0001.tiff. The main entrance faces east on 20th Street. The recessed entrance is supported by two steel supports and flanked either side by classrooms. Photographer facing west.

Ben Franklin Elementary School
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Grand Forks
County and State



Photo 2 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0002.tiff. East elevation classroom wing north of the main entrance, facing northwest.

Ben Franklin Elementary School
Name of Property

Grand Forks
County and State



Photo 3 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0003.tiff. East elevation classroom wing south of the main entrance, facing southwest. Exposed steel beams under the eaves run the width of the building.

Ben Franklin Elementary School
Name of Property

Grand Forks
County and State



Photo 4 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0004.tiff. South elevation facing north showing two recessed entrances either side of the banks of original windows.

Ben Franklin Elementary School
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County and State



Photo 5 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0005.tiff. Mid-century classrooms on the north side with original wood-framed windows, facing south.

Ben Franklin Elementary School
Name of Property

Grand Forks
County and State



Photo 6 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0006.tiff. A later addition designed to be architecturally compatible with the original design and neatly demonstrating the modularity of typical mid-century design. Photographer facing southwest.

Ben Franklin Elementary School
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County and State



Photo 7 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0007.tiff. An interior courtyard brings natural light to the interior of the Ben Franklin buildings. Photographer facing west.

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Grand Forks
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Photo 8 of 8: Digital Image: ND_Grand Forks County_Grand ForksMPS_Ben Franklin_0008.tiff. Many mid-century classrooms maintain original features such as steel posts supporting exposed steel beams, coat hooks, lots of storage for supplies, benches for project work and closets.

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

1. Name of Property

Historic name: Wilder Elementary School

Other names/site number: SITS # 32 GF 3637

Name of related multiple property listing:

Mid-Century Schools in Grand Forks, North Dakota 1949-1965

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

2. Location

Street & number: 1009 N. 3rd Street

City or town: Grand Forks State: ND County: Grand Forks

Not For Publication: ☐ Vicinity: ☐

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 at the following level(s) of significance:

___national ___statewide ___local

Applicable National Register Criteria:

___A ___B ___C ___D

Signature of certifying official/Title:

Date

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:

Date

Title :

**State or Federal agency/bureau
or Tribal Government**

4. National Park Service Certification

I hereby certify that this property is:

- ___ entered in the National Register
___ determined eligible for the National Register
___ determined not eligible for the National Register
___ removed from the National Register
___ other (explain:) _____

Signature of the 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

☐

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Site ☐
Structure ☐
Object ☐

Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1	2 portables	buildings
_____	(installed since 2015)	
_____	_____	sites
_____	_____	structures
_____	_____	objects
1	2	Total
_____	_____	

Number of contributing resources previously listed in the National Register ____ 0 ____

6. Function or Use

Historic Functions

(Enter categories from instructions.)

Education: Elementary School

Current Functions

(Enter categories from instructions.)

Education: Elementary School

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7. Description

Architectural Classification

(Enter categories from instructions.)

Mid-Century Modern

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Brick

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

Wilder Elementary School gymnasium was built in 1955 and designed by Samuel DeRemer. Originally the gymnasium was added to the 1895 school as a way to add modern facilities to the older style school building. Eventually, that building was razed and the new Wilder Elementary School, designed by Myron Denbrook, gave students the modern school in 1965. Since the new school occupies the original block its local, longer-established neighborhood is one of older homes.

The school building is a one level rectangular building with a grass lawn to the south and a playground to the east. It exhibits typical mid-century design with a flat roof, clerestory windows, brick cladding and a recessed entrance at the south end. Rows of windows extend along each side.

The exterior of the building, together with the original gymnasium, maintains its historic integrity however the interior underwent remodeling following the Red River flood in 1997.

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Narrative Description

Wilder Elementary School (1955 gymnasium; 1965 school)

The first Wilder school opened in 1891 but burned down just a few years later. A new ten-room school replaced the original building, opening in 1895. Continued growth required a second-story to be added in 1905. Named for a long-time school board member, William Leo Wilder, the school was among the earliest in Grand Forks serving the near northside neighborhoods and sitting between downtown, a residential area and the major arterial of U.S. Highway 2, locally known as Gateway Drive.

A Samuel DeRemer-designed gymnasium was added to the physical plant in 1955 at a cost of almost \$49,000 (Photo 3). However, the postwar population boom continued to put pressure on local schools, and, eventually, the nineteenth-century school was replaced with a new, modern school in 1965, designed by Myron Denbrook of Wells-Denbrook, at a cost of around \$260,000.

Wilder is a one-story building on a poured concrete foundation (Photos 1-6). The exterior is clad in a buff colored brick referred to in the School Board minutes as “mottled brick”. It appears that an effort was made to integrate the look of the new school with the 1955 gymnasium. EIFS, has been used minimally at the top of windows. The low elevation school has a flat roof that extends to create a narrow eave on the west side (Photo 4). A row of clerestory windows extends the full length of building on the east and west sides. Four sets of floor to ceiling windows on the east and west sides also serve to maximize natural light into the classrooms. What is now the front of the school faces north-west on an irregular lot truncated by the intersecting Gateway Drive to the north (Photo 3). The original main entry (Photo 2) has been closed and moved to the north elevation, which accounts for the lack of recessed entry as seen at the other schools. Wilder Elementary offers a good example for the use of clerestory windows.

Wilder was significantly damaged during the 1997 flood and has since undergone interior remodeling. However, the gymnasium and the exterior of the school maintain the architectural integrity of mid-century architecture. The windows appear to be original.

It is a smaller school with only one main building of classrooms and offices. Two non-contributing modern portables likely serve additional administrative functions. Wilder is the only mid-century school in Grand Forks without a separate kitchen and lunchroom and so the gymnasium is set up each meal for this purpose (Photo 7).

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

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Areas of Significance

(Enter categories from instructions.)

Education

Social History

Architecture

Period of Significance

1955-1965

Significant Dates

Gym 1955

School 1965

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Gym – Samuel Teel DeRemer

School – Myron Denbrook

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

Wilder Elementary School is eligible for inclusion on the National Register of Historic Places under the Multiple Property listing of the Mid-Century Schools in Grand Forks under Criterion A and Criterion C at the local level. The school maintains a high degree of historic integrity and is a good example of mid-century school architecture.

The Samuel Teel DeRemer gymnasium was designed and built in 1955 to upgrade the facilities of the existing 1895 school. In 1965, Myron Denbrook designed the mid-century school building adjacent to

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the gymnasium and which replaced the 19th century school building. Construction of the new modern school came at the request of parents who wanted a new modern school for their children like those being constructed around the city.

The school exhibits architectural features typical of mid-century modern design with recessed entries, flat roof, asymmetrical layout, long banks of windows and greenspace vistas. Together with its the surrounding greenspace and its neighborhood-friendly design, this school speaks to a shifting educational philosophy that was concerned with the physical health and wellbeing of the child.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Grand Forks' mid-century schools were designed by some of the most prominent architects in North Dakota, thereby emphasizing their local significance as well as marking a period of important national growth and change. Wilder Elementary School is eligible for inclusion as part of a thematic nomination to the National Register of Historic Places.

The school meets the requirement of Criterion A in the area of education and social history for its association with events that marked a significant shift in American educational principles and philosophies of the post-World War II period. The postwar baby boom saw millions of children enter elementary schools beginning in the late-1940s and as a result, a massive building program was undertaken to address the demand. Progressive educational philosophies placed greater emphasis on the individual needs of the child, and their physical health and wellbeing. The low-elevation building surrounded by playgrounds, landscaped gardens and parks presented a more approachable, less intimidating educational experience for their young pupils. The original 1895 school first received a mid-century gymnasium in 1955 to upgrade its facilities. The old school was then replaced in 1965 with a new, modern school.

Additionally, the school maintains the historic integrity to meet the requirement under Criterion C at the local level. The gymnasium was designed by the prominent local architect, Samuel Teel DeRemer. Samuel Teel DeRemer is the son of architect Joseph Bell DeRemer. The older DeRemer is perhaps best known for North Dakota's State Capitol in Bismarck and the art deco United Lutheran Church in Grand Forks as well as some significant contributions to the University of North Dakota campus. Sam DeRemer had spent several of his early school years in Grand Forks before his family relocated to Los Angeles. Following his graduation, he attended junior college and the University of California, Berkley from which he earned his degree in Architecture. He served in France during WWI eventually returning to Grand Forks in 1926 and joining his father's newly opened architecture firm. He took over the firm in 1944 working independently until partnering with William Harrie and Robert Kennedy in 1955. Along with the other firm prominent in Grand Forks and eastern North Dakota, Wells-Denbrook, these architects served as important interpreters of the national Modern style in the state and in the Red River Valley in particular.

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Wilder Elementary School exhibits typical mid-century modern architecture and construction. Key features include a flat roof, recessed entrance on the south and east elevations, long rows of windows that overlook playgrounds and greenspace and maximize natural light inside the building. It was designed by Myron Denbrook in 1965 who had been in partnership with Theodore Wells until his retirement. Denbrook, studied at the University of Washington at the time mid-century style was becoming popular, and he undoubtedly had an influence on many of the firm's designs during this period. According to Martens' historical context study, Wells and Denbrook worked together on more than 400 projects between 1948 and 1964 including residential properties, churches, schools and university buildings, private businesses, banks, gymnasiums, auditoriums as well as their own 1954 office building and studio which was recently added to the NRHP (2015, 85-93; 2014). Their work can be seen throughout North Dakota and western Minnesota. Wells or Denbrook are credited with both the original phase of West Elementary School and its mid-century addition, Lewis and Clark Elementary School's addition and Wilder Elementary School's new modern school.

When considered alongside other mid-century schools in Grand Forks, together they form a coherent group of buildings. They parallel changes in educational philosophy and trace a growing emphasis on educating both the mind and body of students in flexible and dynamic spaces. Significantly, the greenspaces adjacent to these buildings are generally preserved and have escaped infilling. As a result, it remains possible to recognize the interplay between the schools and their immediate environments which forms a key principle common to mid-century modern architecture. The vistas visible from the windows of the schools, the location of doors, and the arrangement of the buildings, all continue to emphasize the fluid relationship between the interior and exterior of the building. Wilder Elementary school is built on the site of the late-19th century school and therefore did not have the planned park that other schools enjoyed with the cooperation of the Grand Forks Park District. Nevertheless, it has playground to the east and an expansive lawn to the south. Landscaped gardens run along the west side of the school that faces North 4th Street. Built in an established neighborhood, many mature trees can be seen from the classrooms facing west.

Moreover, these schools continue to represent the design and philosophies that shaped their construction. The mid-century modern schools of Grand Forks, North Dakota, provide a clear example for how the community responded to the postwar changes in demographics, American society, and architectural trends. They reflect the national call by policy makers, educational professionals, and architects for a significant school building program and embodied new, influential and historically persistent ideas about the relationship between education and the community. The mid-century schools in Grand Forks, North Dakota, preserve a window into the larger national story of changing populations, attitudes, technologies and priorities.

Wilder Elementary School
Name of Property

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9. Major Bibliographical References

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Wilder Elementary School
Name of Property

Grand Forks
County and State

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Grand Forks Board of Education Minutes, 7-18-1947 to 1-17- 1951, Series 1, Vol. 8.

Grand Forks Board of Education Minutes, 2-13-1951 to 10-22-1954, Series 1, Vol. 9.

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Wilder Elementary School
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Wilder Elementary School
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Grand Forks
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Weisser, Amy S., "Little Red School House, What Now? Two Centuries of American Public School Architecture", *Journal of Planning History*, Vol. 5, No. 3, August 2006 p. 196-217

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☐ recorded by Historic American Buildings Survey # _____
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☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

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

Name of repository: Elwyn B. Robinson Special Collections at the University of North Dakota

Historic Resources Survey Number (if assigned): __SITS # 32 GF 3637____

9. Geographical Data

Acreage of Property 2.05

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 14 Easting: 646148.49 Northing: 5310684.88
2. Zone: Easting: Northing:

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3. Zone: Easting: Northing:

4. Zone: Easting : Northing:

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

Wilder Elementary School occupies the same lot as its earlier predecessor which explains its smaller size. The main entrance and gymnasium face 11th Avenue N. facing north west. It is bounded by N. 4th Street to the west side of the building with the south end facing 10th Avenue N. A pathway wraps around the north and east sides linking up with an underpass the negotiates under Gateway Drive (Hwy 2) directly north.

Urban Legal Description: All of said block – part of B46 Partly Lots McCormack's 1st and 2nd Addition.

Boundary Justification (Explain why the boundaries were selected.)

This is the official parcel owned by Grand Forks Public Schools which includes the school buildings, parking area and lawns immediately surrounding the buildings.

10. Form Prepared By

name/title: Susan Caraher
organization: Caraher Consulting
street & number: 804 Reeves Drive
city or town: Grand Forks state: ND zip code: 58201
e-mail susancaraher1@gmail.com
telephone: 701-330-7378
date: 6-22-2020

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A USGS map or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

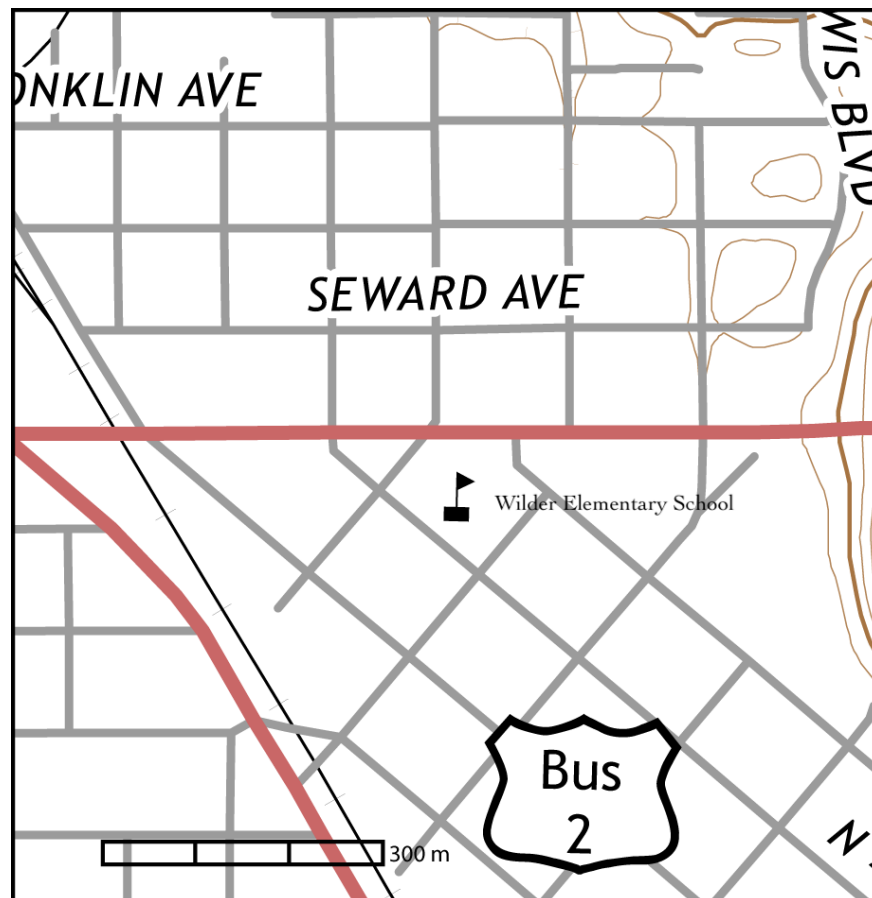
Property Owner

name/title: Grand Forks Public Schools

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organization: _____
street & number: 2400 47th Ave S.
city or town: Grand Forks state: ND zip code: 58201
telephone: (701) 746-2200



USGS map of Wilder Elementary School
NAD1983 14N 646148.49 5310684.88

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Aerial view of Wilder Elementary School indicating property boundary and building dates.

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Aerial view of Wilder Elementary School with Gateway Drive (Hwy 2) to the north

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

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Photo Log

Name of Property: Wilder Elementary School

City or Vicinity: Grand Forks

County: Grand Forks

State: ND

Photographer: Susan Caraher

Date Photographed: 13 June 2019

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

Photo 1 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0001.tiff. West facing elevation of the school facing southeast.

Photo 2 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0002.tiff. The west elevation was formerly the main entrance prior to it being moved to the north side of the building near the parking lot. Photographer facing east.

Photo 3 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0003.tiff. The 1955 gymnasium was designed by Samuel DeRemer which was a mid-century addition to the old school. The mid-century school, designed by Myron Denbook, replaced the old building in 1965.

Photo 4 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0004.tiff. East elevation with clerestory windows and mottled brick laid in a running bond pattern.

Photo 5 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0005.tiff. The south entrance exits onto a grass lawn with a playground to the east. Photographer facing north.

Photo 6 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0006.tiff. West elevation facing northeast.

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Photo 7 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0007.tiff. Built on an existing and older neighborhood school site, the smallest of the mid-century schools does not have a kitchen on the premises. The school gymnasium is set up each day for meals but is otherwise identical to the other elementary school gyms.

Photos



Photo 1 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0001.tiff. West facing elevation of the school facing southeast.

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Photo 2 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0002.tiff. The west elevation was formerly the main entrance prior to it being moved to the north side of the building near the parking lot. Photographer facing east.

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Photo 3 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0003.tiff. The 1955 gymnasium was designed by Samuel DeRemer which was a mid-century addition to the old school. The mid-century school, designed by Myron Denbook, replaced the old building in 1965.

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Photo 4 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0004.tiff. East elevation with clerestory windows and mottled brick laid in a running bond pattern.

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Photo 5 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0005.tiff.
The south entrance exits onto a grass lawn with a playground to the east. Photographer facing north.

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Photo 6 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0006.tiff.
West elevation facing northeast.

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Photo 7 of 7: Digital Image: ND_Grand Forks County_Grand ForksMPS_Wilder Elementary_0007.tiff. Built on an existing and older neighborhood school site, the smallest of the mid-century schools does not have a kitchen on the premises. The school gymnasium is set up each day for meals but is otherwise identical to the other elementary school gyms.

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