

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: Mandan High School

Other names/site number: Mandan Junior High School

Name of related multiple property listing:

N/A

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

2. Location

Street & number: 406 Fourth Street NW

City or town: Mandan State: ND County: Morton

Not For Publication: Vicinity: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 x nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property x meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

 national statewide x local

Applicable National Register Criteria:

 x A B x C D

 <hr/> Signature of certifying official/Title: <u>NDSHPO</u> State or Federal agency/bureau or Tribal Government	<u>6.5.2017</u> <hr/> Date
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In my opinion, the property <u> </u> meets <u> </u> does not meet the National Register criteria.	
<hr/> Signature of commenting official:	<hr/> Date
<hr/> Title :	<hr/> 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>2</u>	<u>1</u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u> </u>	structures
<u> </u>	<u> </u>	objects
<u>2</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/school

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

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7. Description

Architectural Classification

(Enter categories from instructions.)

Mixed

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

FOUNDATION: Concrete

WALLS: Brick

ROOF: Tar & Gravel

OTHER: Concrete, 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

The Mandan High School building is located in a residential neighborhood three blocks north of the central business district in the city of Mandan, North Dakota. The building sits on a sloped site encompassing an entire city block that is bounded by 5th Street Northwest to the north, 4th Street Northwest to the south, 3rd Avenue Northwest to the east, and 4th Avenue Northwest to the west. The Mandan High School building is centered on its lot, with its primary façade facing 4th Street Northwest, and is composed of interconnected buildings built in 1917 and 1924, with additions completed in 1954, 1966, and 1977. The site also includes a one story, two-bay, concrete block garage built into the slope of the site that has lost its original doors and any character-defining features, rendering it a non-contributing structure on the site. The southern portion of the site that extends between the school's primary façade and 4th Street Northwest is landscaped with a lawn and trees and two diagonal, concrete walkways leading from the public sidewalk to the building's entrance. The remainder of the site is primarily composed of paved parking lots with a grassy area in the northwest corner of the lot with wood retaining walls. Concrete sidewalks provide access to side entrances off of 3rd Avenue Northwest and 4th Avenue Northwest.

Stylistically the Mandan High School represents multiple periods. The oldest portions of the

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building, dating from 1917 and 1924, feature Tudor-Revival and Collegiate Gothic elements typical of school architecture during the first quarter of the twentieth century. The concrete ornament enlivens the red brick facades. The mid-late twentieth century additions reflect a more modern sensibility devoid of applied ornament and historical reference. Compatible materials were used in the construction of these additions which are also constructed of brick and concrete. The overall massing of the building ranges from one to two-and-a-half stories in height with flat roofs. Ribbon windows dominate the facades.

The Mandan High School retains a high degree of historic integrity. Though original windows have been replaced and in some cases filled, and alterations were made to accommodate later additions, the 1917 and 1924 buildings and 1954 addition retain their characteristic massing, roof lines, and brick and concrete ornament. Additionally, the interiors of these buildings retain their original spatial layouts and historic finishes including terrazzo floors, decorative stairs, and wood trim. The 1977 science wing and gymnasium additions lie outside of the period of significance but do not detract from the integrity of the site. The 1924 building was initially designed for placement of future wings to the east and west; the science wing fills the void with compatible materials and scale. The gymnasium is not visible from the main, south elevation and does not negatively affect the contributing buildings' historic character.

Narrative Description

Exterior

First High School (1917)

Completed in 1917, the first high school building is two stories tall, set on a raised basement. The building has a flat roof surrounded by a raised parapet. The building is roughly rectangular-shaped in plan, with a long facade facing 3rd Avenue Northwest and a stairwell that projects to the west. A basement level boiler room addition (1966) is set within the southwest recess of the stairwell and projects slightly beyond the west facade. The exterior facades are of red brick masonry detailed with concrete that is used for belt courses, parapet coping, window sills, and cornice.

The building's primary façade originally faced south and was three bays wide, with a central entrance bay that projected slightly at the ground floor. Above where the main entrance was located, a relief panel in the parapet features "HIGH SCHOOL" in limestone. Below the parapet is a bracketed concrete cornice. The south elevation now connects to the 1954 classroom addition. First floor windows in the two outer bays have been filled in with glass block panels but the original masonry openings remain. Historically the windows were wood, double-hung sash at the first floor and double-hung sash with transoms at the second floor. The second-floor windows have been replaced with smaller aluminum windows. Despite these changes, the original mullion patterns remain at each window opening.

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The design and ornament of the primary facade is carried around to the side (east and west) and rear (north) facades with the exception of the north half of the west elevation, but in a more restrained manner. This includes the basement level belt courses, which are carried around all sides of the building, as well as grouped window openings and shaped parapet lines. The basement windows have been infilled with painted brick, but maintain original window openings.

The northwest corner of the original building connects to the 1977 Gymnasium.

Second High School (ca. 1924)

Completed in 1924, the Second High School building is two stories tall with no basement. The building has a flat roof surrounded by a raised parapet. The building is roughly rectangular-shaped in plan, with the center bay projecting slightly. The south, east, and west elevations are constructed of red brick masonry detailed with concrete belt courses, parapet coping, window sills, and cornice. The northern elevation is constructed of yellow brick.

The building's primary façade faces south and is seven bays wide with a central entrance bay that projects south. The entrance is accented by the contrasting light concrete and an arch. The doors are newer replacement metal and glass doors. On either side of the arch are two concrete relief Gothic quatrefoils. Just above the arch is a new sign that reads, "MANDAN JUNIOR HIGH SCHOOL". Higher up, above the main entrance a relief panel in the parapet reads, "MANDAN HIGH SCHOOL" in concrete. Flanking the relief panel are two pairs of finials on either side that extend beyond the roofline. Two of the finials have broken off. Under the relief panel are four squares of basketweave brickwork surrounded by concrete. Below the parapet is decorative diamond-shaped brickwork. Historically the windows were wood, double-hung sash at the first and second floors. These have been replaced with smaller aluminum sash, but the original masonry openings remain.

The design and ornament of the primary facade is carried around to the side and rear elevations, but in a more restrained manner. Most of the east and west elevations are obstructed by later additions, but raised parapet and coping are still visible.

Elementary Addition (1954)

Opened in 1954, the elementary school addition is two stories tall set on a raised basement and has a flat roof. The building is rectangular-shaped in plan with a flat façade and is constructed of brick and concrete. The east elevation is the primary elevation and is four bays wide with each bay distinguished by a column of bricks that extends from the basement to the roof. It features bands of concrete below the windows on the first and second stories, nine rows of glass block and a row of ribbon windows on the first and second stories. There is an additional row of ribbon windows at the basement level. The building is accessed through entrances in the southern corner of the western elevation, adjacent to a 1990 elevator addition and through double doors in a hyphen that connects this addition to the 1917 building.

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The south elevation is all red brick set in common bond. Very little of the north and west elevations are visible because they serve as connections the 1917 (north) and 1924 (west) building. The western elevation is constructed of red brick and concrete.

Boiler Room (1966)

The one-story boiler room was completed in 1966. The building is constructed of yellow brick. Only the south and west elevations are exposed. The west elevation has three windows that are covered in metal grates. The only entrance is located at the western side of the south elevation. The entrance door is metal. It is connected to the 1917 building to the north and east.

Gymnasium Addition (1977)

Two additions were built in 1977: the gymnasium and science wing. The gymnasium connects to the 1917 building to the east. It has a flat roof. The gymnasium is constructed of a combination of yellow and red brick set in a running bond. The building is accessed mainly through the 1917 building and double doors on the east elevation, but has a secondary metal door at the south elevation. The building has no windows.

Science Wing Addition (1977)

Completed in 1977, the science wing created additional classroom space. This wing is rectangular in plan and is located at the west side of the 1924 building. It is one story tall, thirteen bays wide, and is capped with a flat roof. Each bay features a large, fixed window with two operable windows below it. Decorative concrete panels are located above and below each window. Bays are separated by wide bands of red and yellow bricks set in a running bond. The fifth bay from the south contains the entrance. The entrance has metal and glass double doors and a glass surround. An additional entrance is located in the center of the north elevation. This entrance has metal and glass double doors with a concrete panel above it. The north elevation is not fenestrated.

Garage (ca.1924) (Non-Contributing)

The one-story garage building is a free-standing building located in the northwest corner of the site. It is built into the slope. The garage has two bays and is constructed of unornamented concrete block. The building has a flat roof. Garage doors have been removed. The eastern bay is covered in plywood.

Interior

First High School (1917)

The interior of the original building was laid out with classrooms in the south portion of the building and a gymnasium and assembly space in the north portion. Rooms are accessed from a short central corridor that runs north-south at each floor. The building is now accessed from the

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1954 hyphen addition which leads to the corridor. The corridor continues south into the 1954 building. The corridor has a stair that brings visitors up to the raised first floor. An additional stair at the center of the west side of the building serves all floors. Wood doors, trim, handrails and window surrounds remain throughout the corridors and classroom space. The volume of the second-floor assembly room remains intact. Below, the original gymnasium is now used as a cafeteria.

An open mezzanine that surrounded the gymnasium appears to have been enclosed.

Second High School (1924)

The 1924 High School building is accessed through an entrance located at the middle of the south elevation. The building was laid out with double-loaded central corridors on the first and second floors that run east-west with classrooms and office space on either side. The corridor extends into the 1977 addition to the west on the first floor and 1954 addition to the east on both floors. There are staircases in the northeast and northwest corners of the building. Staircases feature original wooden handrails. Additional original details include wood trim, terrazzo flooring, and window surrounds.

Elementary Addition (1954)

The 1954 Elementary Addition is accessed through doors at the southwest corner of the building and where it connects to the 1917 High School. When entering through the southwest corner, there is another set of double doors and a short staircase to the main corridor. The corridor runs on the western side of the building and connects to the 1917 High School to the north. To the left (west) of the corridor is the 1990 elevator addition and small storage closets. In the middle of the building, the corridor intersects with the corridor of the 1924 High School to form a T. Classrooms are located to the right (east) of the corridor. The classroom spaces are large and well-lit with natural light from the ribbon windows and glass block. Bathrooms are located between pairs of classrooms.

The basement of the 1954 Elementary Addition features a large cafeteria space and kitchen.

Gymnasium Addition (1977)

The 1977 addition to the building is largely occupied by the gymnasium. The building connects to the 1917 High School through the stairwell. A corridor runs along the eastern side of the gymnasium as serving storage, locker rooms, and bathrooms.

Science Wing Addition (1977)

The 1977 classroom addition is laid out with a T-shaped corridor. The shorter east-west corridor is an extension of the 1924 corridor. At the end of the corridor is an entrance vestibule with double doors. This corridor is intersected by a central, double-loaded north-south corridor serving classroom spaces. An additional entrance is located at the north side.

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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

ARCHITECTURE

Period of Significance

1917-1967

Significant Dates

1917, 1924, 1954

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Gilbert R. Horton (1917)

Eugene H. McFarland (1924)

Foss & Company (1954)

Ritterbush Associates (1977)

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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.)

The Mandan High School building is locally significant under National Register Criterion A for its association with the development of the Mandan educational system. The school's expansion over time represents both the growth of the city of Mandan and the evolution of its educational system, a reflection of the growing trends of educational development in North Dakota during the twentieth century. It is the oldest public high school in the city. The Mandan High School is also significant under National Register Criterion C as a representative example of the work by the prominent North Dakota architectural firm of Gilbert R. Horton, a firm well known throughout the state especially for school design. Completed in 1917 and 1924, the two oldest sections of the building were designed in a Tudor-Revival/Collegiate Gothic style. Over time, the building was expanded, reflecting changes in educational needs and the growth of the community. These additions included a classroom addition in 1954, a boiler room in 1966, and another classroom addition and a gymnasium in 1977.

The period of significance for the Mandan High School begins in 1917 with the construction of the first high school and extends to 1967, reflecting the school's growth and relevance to the community from the year it opened through the 50-year threshold for National Register listing. The building is in good condition, with the oldest extant building and all additions remaining largely as originally designed. It retains a high level of integrity, with exterior alterations limited to the replacement of windows and doors.

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

A Brief History of Public Education in North Dakota

The development of public education in North Dakota spans a period that began prior to the establishment of North Dakota as a state. North Dakota schools were originally organized by territorial legislation. The first officially recorded public school building in North Dakota was built in 1875 in Pembina. Small, one-room school houses were the norm throughout the state during this period, especially in rural areas. In 1883, the territorial legislature enacted a law allowing for the establishment of township schools. North Dakota gained statehood in 1889, and with the designation came enabling legislation by the United States Congress. Under the Enabling Act of February 22, 1889, the Federal Government gave 2,523,385 acres to North Dakota to support the establishment of a fund for public schools; income from leasing the land went into a Common School Fund. In 1890, this income amounted to \$60,644.27, and by 1910 the fund totaled \$15,285,000.¹ In its first year of statehood, North Dakota's public educational

¹ Warren A. Henke; Everett C. Alberts ed.; North Dakota Humanities Council. The Legacy of North Dakota Country Schools. (Bismarck, North Dakota: North Dakota Humanities) 1998, ii.

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system was dominated by ungraded schools where all students shared a single space regardless of age or grade level. Of the roughly 1400 schools in the state at that time, only 35 were divided by grade.

Following statehood, North Dakota experienced a boom in population, and with it a need for more schools. The new state was dominated by rural schools with short school years and low attendance due to the necessity of children assisting their families tend their land, but advocated for a modern and improved education system. In fact, North Dakota spent proportionally more on schools than most of the states in the nation.² Graded and high schools were typically located in cities and towns with larger population; these schools were more easily improved than rural ungraded schools, as town and city schools had the benefit of higher tax base and the students did not have to leave school to tend to the farm. Town schools had nine-month school terms as opposed to seven-month terms, more adequate programs, and better trained and paid teachers.

North Dakota's schools developed similarly to those in other parts of the country, beginning as one-room school buildings and expanding to larger buildings that held multiple grades as the population increased. By the early twentieth century schools across the country were adopting more modern forms and programing. Schools presented more streamlined appearances and moved away from the heavy towers and domestic rooflines that characterized school buildings erected in the late nineteenth century. Design changes in school buildings coincided with changing ideas of health, therefore new school buildings were designed with increased ventilation and natural light in mind. Programming changes required schools to have auditorium and gymnasium spaces, allowing the buildings to serve as community spaces when not in session. During this time, there were also changes in curriculum to emphasize manual training, home economics, and the sciences. These offerings necessitated designated spaces and modern equipment.

The Early Development of Mandan's Public Educational System

The city of Mandan is located across the Missouri River from North Dakota's state Capital of Bismarck. Mandan is the county seat for Morton County. After long being occupied by Native American populations, the Dakotas were opened to white settlers for homesteading in 1863. The first European settler of Mandan, Robert Henry, arrived in 1872 and constructed a hunting and fishing cabin along the Heart River. The settlement expanded with the first railroad survey west of the Missouri River and with the establishment of Fort Abraham Lincoln. Most of the early pioneers and laborers were associated with the railroad industry. The Northern Pacific rail bridge over the Missouri River, completed in 1882, made it easier for people to arrive. The first post office was built in 1879 and Mandan was officially incorporated in 1881.

Establishing an educational program in Mandan was an early priority. The first recorded school term in Mandan was held during the spring of 1877, and the first school board in Mandan was elected in 1879. In these early years classes were held in various locations around town

² National Register Nomination for Williston High School, Williston, ND.

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including the court house, a church basement, and a log cabin. Teachers rotated approximately every six weeks. The first school house in Mandan was built in 1882 on the corner of Wright Avenue (now First Avenue Northeast) and Second Street; local builder F.M. French constructed the building. The school was a two-story wood frame structure known as the Emerson Institute and served 62 students in its first year. Mandan's educational system at this time was primarily focused on early education. The Emerson Institute served children in the first through the sixth grades. By 1887, the growing school population required the school board to rent additional classroom space. The Vinton Building in Mandan's third ward was one building that functioned in this capacity. In 1897, another primary school was erected. By this time, the Emerson Institute student population had risen to nearly 450 students. The new school, known as the Ward School served families living in the east end of Mandan.³

During the earliest years of the establishment of a school district in Mandan, from about 1879-1884, the district was repeatedly reorganized and renamed. Initially, it was known as District No.3 in Burleigh County. In 1881, Morton County was reorganized, and the school district became known as "School District No. 1, Morton Co." This district included 90 townships within 3000 square miles. Further reorganization of the district resulted in a number of name changes for Mandan's school district including School Township, No. 2, Morton Co., Mandan School Township, and finally the Independent School District of Mandan in 1884.⁴ During this period, the population of Mandan was approximately 2,500, including 292 school-age children.

Public Education in Mandan in the Twentieth Century and the Development of Mandan High School

Approaching the twentieth century, North Dakota was experiencing a new wave of settlers. The population of the state increased dramatically from 270,000 in 1898 to 637,000 in 1915. In Mandan, the population was growing as well. By 1910 Mandan's population had reached 3,873 residents. To accommodate the growing city, a new public school building known as the Central School was completed in 1900. (Figure 1: Mandan Central School ca. 1911) The Central School was the first school building to be built on the site of the current Mandan High School. The school was built to serve grades 1-12 for all 552 public school children.⁵ The large, brick building, which was demolished in 1966, was typical of school buildings constructed during the late nineteenth and early twentieth centuries. These early school forms were reminiscent of domestic architecture in their main form and roofline with bell towers or cupolas distinguishing their civic function. The Central School featured a square footprint and a central entrance tower with a domed cupola flanked by pedimented blocks, with a hipped roofline. Round arches crowned the entry and first floor fenestration as well as the upper stories of the tower and the base of the cupola. It was a striking form rising out of the North Dakota prairie, a testament to the growth of the town. Mandan had its first graduating high school class of two students from

³Kathy A. Langemo. *Mandan*. (Charleston, SC: Acadia Publishing) 2007, 9.

⁴ *Mandan School Board Minutes 1884*. Mandan School Archives. 1881-present. Mandan School District website, <http://www.mandan.k12.nd.us/>, accessed 13 August 2016.

⁵ Ibid.

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the Central School in 1901.⁶

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The early twentieth century also saw the introduction of three other public schools in Mandan. In 1903, the State Reform School, North Dakota's juvenile correctional center located just over a mile southwest of Mandan, was established. In addition to treatment, the school offered vocational classes and had an accredited high school. The second school constructed during this period was the Custer School, erected in 1910 at Third Street North East between Sixth and Seventh Avenues North East. The Dilloway School on Eighth Avenue Southwest was constructed by 1912. In addition to the public schools, St. Joseph's parochial school, established in 1912, provided an alternative to public education in town.⁷

Of Mandan's public schools, the Central School was the largest. Yet, as the city expanded, even the school space provided by the Central School proved inadequate. The City of Mandan expanded on the site by constructing a second building just east of the Central School building. (Figure 2: 1919 Sanborn Fire Insurance Map). This was the first completely separate high school building in Mandan. The new building was completed in 1917 at a cost of \$40,000.⁸ The building was designed by the architectural firm of Gilbert R. Horton, a prominent North Dakota-based architect who specialized in school buildings and won many contracts due to the quality of his architectural designs constructed for a reasonable price. Horton's design was a departure from the school building form presented in the Central School building. (Figure 3: postcard circa 1920) Horton embraced the more modern school form that eschewed the heavy forms, narrow windows, and domestic rooflines of the nineteenth century school house. The new high school building emphasized horizontality with its long, rectangular footprint, ribbon windows, concrete beltcourse and cornice, and flat roof. Stylistically it incorporated elements of the Tudor Revival and Collegiate Gothic around its entrance, a popular form for secondary schools in the first quarter of the twentieth century. This new form offered desirable modern school amenities, including ample natural light and ventilation through large windows, high-quality interior finishes including wood flooring in classrooms, plaster wall and ceiling finishes and wood trim throughout, and large, open spaces that could accommodate a gymnasium, an assembly room, and a library; important new features in modern schools during this period. The large gymnasium with an upper level balcony occupied the majority of the ground floor level, with the remaining space devoted to bathrooms and locker rooms. Classrooms, bathrooms and cloak rooms were relegated to the first floor, while the second floor featured an assembly room, offices, and the library.

Less than a decade later, the Mandan schools required additional space. In 1921, the *Bismarck Tribune* reported that the Mandan public schools were at their largest enrollment in the town's history with 672 pupils.⁹ The insufficiency of the Central School and High School plant was also reported in *The American School Board Journal* in 1922 under the heading, "How Mandan, N.D. Meets Overcrowding." The article explained the necessity of the grades being divided so

⁶ Ibid.

⁷ Ibid.

⁸ *The Bismarck Tribune*. July 22, 1916.

⁹ "Largest Enrollment in History." *The Bismarck Tribune*. September 9, 1921, p.6.

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that students could attend classes on a rotating basis throughout the day with a minimum of overlap. The piece concludes with the assessment: “The present high school building has been built only five years and its capacity was taxed the second year.”¹⁰ Thus the Mandan School District expanded once again on the site of the 1890 and 1917 school buildings. The new building was constructed on the southern portion of the site directly in front of the Central School building, completely obscuring the Central School building from view. (Figure 4: 1927 Sanborn Fire Maps) Anticipating a continued need for expansion, this placement allowed for future additions to the east and west of the new building.¹¹ The 1924 building became the dedicated senior high school building, the 1917 building became the junior high school building, and the Central School building served elementary-aged students.

For the design of the new building, the Mandan School District turned once again to the architectural firm of Gilbert R. Horton; Horton’s partner Eugene H. McFarland was the designer.¹² The building was constructed by general contractor Redlinger and Hansen of Wahpeton, ND.¹³ Like the 1917 building, the 1924 building reflected growing trends in education around the country (Figures 5-8: 1927 Image and 1923 drawings by Gilbert R. Horton). Its exterior form echoed the 1917 building stylistically with its Tudor Revival and Collegiate Gothic adornment at its entrances and between bays, and its long, rectangular footprint allowing for large and open interior spaces. Large windows occupying much of the wall space were again employed to ensure ample natural lighting and ventilation. Programmatically, the division of rooms responded to a new interest in increasing vocational offerings in high schools, such as home economics and manual training, as well as sciences with laboratory space. In the new building, dedicated rooms for manual training were located on the first floor, and dedicated classrooms for chemistry and physics were located on the second floor. As in the 1917 building, high quality interior finishes included terrazzo flooring in corridors, maple wood flooring in classrooms, and wood trim throughout. Although completed in 1924, the building was furnished in phases due to limited funding. Study halls, home economics, and English classes were the first to move in until laboratory equipment could be installed later in 1925.¹⁴ No major changes were made to the Mandan High School buildings in the 1930s and 1940s. The population continued to grow reaching record high numbers of students year after year.

In the early 1950s, Mandan adopted a Master School Plan which called for construction of a new high school building. To ease space constraints before the new high school could be built, an elementary school addition that connected the 1917 and 1924 buildings was constructed in 1954 (Figure 9: Mandan Daily Pioneer 11/25/53). Designed by M. O. Foss of Foss & Company Architects, of Moorhead-Fargo, and executed by general contractor J. E. Kreig and Co. of Fargo, the two-story addition included eight classrooms and a new cafeteria. The addition connected to the 1917 building at its main entrance on its southern, and primary, façade. The addition was

¹⁰ “How Mandan, N.D. Meets Over Crowding.” *The American School Board Journal*. Vol. 65, 1922, p.97.

¹¹ “School Board Accepts Plans.” *The Bismarck Tribune*. July 16, 1923, 4.

¹² Gilbert R. Horton. Mandan High School Drawings. September 14, 1923.

¹³ Mandan School Board Minutes 1923. Mandan School Archives. 1881-present.

¹⁴ *The Bismarck Tribune*. January 22, 1923.

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compatible in scale, materials, and form with the earlier buildings on site, but it represented a decidedly mid-century modern aesthetic which radically departed from the historical revival references employed in the Central School and the first and second high school buildings. Instead of applied ornament, the 1954 addition relied on contrasting materials for its decorative expression. During this time, the city of Mandan voted to annex surrounding areas to increase its tax base. When the 1954 addition was complete, elementary classes were moved from the Central School to the addition, allowing for more room in the Central School for the overflow of high school classes.

A new high school for the city of Mandan was erected off site in 1958. At that time, the former Mandan High School became Mandan Junior High School. As part of the Master School Plan, the Central School building was torn down in 1966. In its new capacity as a junior high school, the combined 1917 and 1924 buildings were expanded once more with the addition of a gymnasium and a science wing north and west of the 1924 building in 1977. Designed by Ritterbush Associates of Bismarck, the one-story science wing addition included general classrooms and laboratory space. The long-serving complex continued to function as a school until 2009, when it was closed following the construction of a new junior high school.

The Architects of Mandan High School

Gilbert R. Horton and Eugene H. McFarland

The Architectural firm of Gilbert R. Horton, designers of the 1917 and 1924 buildings, was based in Jamestown, North Dakota. Gilbert R. Horton was born in St. Paul, Minnesota in 1888, and began his training as an architect at the high school level with architectural drafting, night classes at the Schelde Vocational and Training School in Litchfield, Minnesota during 1907-1908. There he served as an apprentice to Danish contractor, Jeff Schelde. He later studied at the University of Minnesota College of Engineering in 1908 and 1909, and the University of Washington College of Engineering in 1910-1911. From 1911-1912, Horton was employed by the J. Schelde Company, general contractors, owned by his former mentor, Jeff Schelde, who was working in Jamestown, North Dakota. Horton opened his own office in Jamestown in 1913. He remained in Jamestown for the majority of his career, though he also designed buildings in other states including Montana, Minnesota, South Dakota, and Saskatchewan, Canada.

Horton quickly gained a reputation for his school architecture which combined pleasing designs and cost-conscious methods of construction that appealed to budget-conscious school boards. Among these cost-saving innovations employed over the course of his career were incorporating basements as usable space for gymnasiums and dining functions, the use of double-glazed windows which eliminated the need for storm windows, experimenting with hollow brick, and using granite field stone as construction materials.¹⁵ Horton designed 151 schools and school additions over the course of his career. Stylistically, these school designs fell into two

¹⁵State Historical Society of North Dakota. "Biographical Sketch," Gilbert R. Horton Architectural Collection. www.history.nd.gov. Accessed February 16, 2017.

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categories: those with hipped roofs and those with flat roofs. The hipped roofed schools were usually small, wood-framed buildings containing one or two classrooms and minimal applied ornament. The flat- roofed schools were typically in a style called “Transitional Brick Commercial,” (a term later coined by the State Historical Society of North Dakota) which included geometric patterns, such as basket weaving and diamond shapes, and decorative courses. This ornament was often paired with Tudor elements, such as arches and shield motifs concentrated at the entrances. The majority of Horton’s designs, however, had little reference to historic styles.

Gilbert R. Horton expanded his firm in the 1920s by hiring J. Howard Ganley and Eugene H. McFarland. In the 1920s the firm was receiving between ten and twenty new commissions every year. In Eugene H. McFarland’s short time with the firm, approximately four years from 1923 to 1927, he completed thirty-six designs, at least thirteen of which were schools, including the Mandan High School in 1924. McFarland was known for his use of geometric forms such as the diamond-shaped brick work he employed on the Mandan High School. In a letter to architectural historian Ronald Ramsey, McFarland states that he was “primarily intrigued by Tudor and Gothic”.¹⁶ The Tudor and Gothic influence can be seen in the Mandan High School with its arched entrance, shield motifs, parapet, and rooftop finials. The building is reminiscent of the Collegiate Gothic style that was very popular for schools built in the 1910s and 1920s. Buildings in this style, modelled after the prestigious English universities Oxford and Cambridge, were thought to inspire academic achievement for those schooled within their walls. Students became part of a larger story as the immediate historic feel of the architecture evoked a sense of history and permanence.

Horton participated in and was honored by a number of professional organizations during his long career. He was a charter member of both the North Dakota Association of Architects, founded in 1922, and of the North Dakota Chapter of the American Institute of Architects (AIA). He also served on the State Board of Architects from 1942-1955, and in 1968 he became the first North Dakota architect to be named a Fellow of the American Institute of Architects AIA, one of the AIA’s highest honors.¹⁷

Gilbert R. Horton died in 1985, leaving behind an impressive legacy of buildings in North Dakota reaching as far north as McLean and McHenry Counties, and as far west as Mandan along with his projects in neighboring states. From 1913-1939 the firm completed 320 projects. Some notable commissions include: Jamestown Hospital, McElroy Park Hippodrome in Jamestown, Medina Village Hall and Community Building, the Motion Picture Theater in Cavalier, Rogers School Auditorium, and the Stutsman County Courthouse addition in Jamestown. In addition to Mandan High School, other North Dakota school buildings designed by Horton include those in Coleharbor, Kulm, Galckle, Jamestown, Fort Yates, Bordulac, Hazleton, Pettibone, Valley City, Nortonville, Montpelier, Lehr, and Eckleson, among many

¹⁶ Barbara Beving Long. The Evolution of Gilbert R. Horton, Architect. Cresco, Iowa: Four Mile Research Company, 1991.

¹⁷Ibid.

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others.¹⁸

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Foss & Company

The 1954 elementary school addition was designed by Foss & Company Architects who were based in Fargo-Moorhead. Foss & Company was preceded by Foss & Foss, a father-son firm headed by Andrew Hansen Foss, an architect from Norway based in St. Cloud, and his son Magnus Oliver Foss. Andrew Hansen Foss died in 1921 and his son continued to practice architecture. Magnus' son, Mark Bergmann Foss joined Foss & Company in the 1950s. The firm constructed many schools including the new Mandan Senior High School in 1958 which was featured in the American School Board Journal. Foss & Company created thoughtful, well-designed spaces while remaining diligent about cost. Classroom spaces had flexible, multipurpose plans and classrooms featured large desks to accommodate parent meetings. The architects also designed circulation patterns that allowed for outside deliveries without disruption to students. The firm is still active today as Foss Architecture and Interiors.

¹⁸State Historical Society of North Dakota. "Biographical Sketch."

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9. Major Bibliographical References

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

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Trinka, Zena Irma. North Dakota of Today. (Place of Publication Not Identified) 1919.

Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): _____

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10. Geographical Data

Acreage of Property 2.07 Acres

UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|--------------|-----------------|-------------------|
| 1. Zone: 14T | Easting: 355386 | Northing: 5188041 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting: | Northing: |

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

The Mandan High School property occupies the entire city block bounded by 5th Street NW to the north, 3rd Avenue NW to the east, 4th Street NW to the south, and 4th Ave NW to the west.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries conform to the historical boundaries of the school complex.

11. Form Prepared By

name/title: Emily Dominijanni, Mary Nastasi, Roysin Younkin, Associates
organization: MacRostie Historic Advisors
street & number: 263 Summer Street, 6th Floor
city or town: Boston state: MA zip code: 02210
e-mail: Albert Rex arex@mac-ha.com
telephone: 617-531-7161
date: 2/2017

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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: Msgr. Chad Gion, Managing Member

organization: Mother Teresa Outreach, LLC.

street & number: 801 1st St SE

city or town: Mandan state: North Dakota zip code: 58554

e-mail cheryl@myspiritoflife.com

telephone: 701-663-1660

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: Mandan High School

City or Vicinity: Mandan

County: Morton

State: North Dakota

Photographer: Emily Dominijanni

Date Photographed: August 3, 2016

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

Photo 1 of 25: Facing north toward south elevation of 1924 High School

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- Photo 2 of 25: Facing northeast toward 1977 Science Wing Addition (left), 1924 High School (middle), and 1954 Elementary Addition (right)
- Photo 3 of 25: Facing north toward south elevation detail of 1924 High School
- Photo 4 of 25: Facing northeast toward west elevation of 1977 Science Wing Addition
- Photo 5 of 25: Facing southeast toward 1977 Science Wing Addition (front) and 1924 High School (rear)
- Photo 6 of 25: Facing south toward north elevation of 1924 High School (left) and east elevation of 1977 Science Wing Addition (right)
- Photo 7 of 25: Facing south toward north elevation of 1924 High School
- Photo 8 of 25: Facing east toward west elevations of 1977 Gymnasium (left), 1966 Boiler Room (middle front), 1917 High School (middle, rear), 1954 Elementary Addition (right)
- Photo 9 of 25: Facing northeast toward 1966 Boiler Room (front), 1917 High School, & 1954 Elementary Addition (left)
- Photo 10 of 25: Facing northeast toward south and west elevations of 1977 Gymnasium Addition
- Photo 11 of 25: Facing north toward south elevation of 1924 Garage
- Photo 12 of 25: Facing southwest towards east elevations of 1954 Elementary Addition (left) and 1917 High School (right)
- Photo 13 of 25: Facing northwest toward south and east elevations of 1954 Elementary Addition
- Photo 14 of 25: 1917 High School gymnasium, looking north
- Photo 15 of 25: 1917 High School auditorium, looking south
- Photo 16 of 25: 1917 High School staircase, looking north
- Photo 17 of 25: 1924 High School entrance, looking south
- Photo 18 of 25: 1924 High School corridor, looking west
- Photo 19 of 25: 1924 High School stairwell, looking northwest
- Photo 20 of 25: 1924 High School classroom, looking south
- Photo 21 of 25: 1954 Elementary Addition basement cafeteria, looking south
- Photo 22 of 25: 1954 Elementary Addition corridor, looking south
- Photo 23 of 25: 1954 Elementary Addition classroom, looking east
- Photo 24 of 25: 1954 Elementary Addition entrance, looking east
- Photo 25 of 25: 1977 Science Wing corridor, looking north

Figures:

- Figure 1: c. 1911 Mandan Central School
- Figure 2: 1919 Sanborn Fire Insurance Map
- Figure 3: c. 1920 Postcard
- Figure 4: 1927 Sanborn Fire Insurance Map
- Figure 5: 1927 Mandan High School
- Figure 6: 1923 Drawing Gilbert R. Horton
- Figure 7: 1923 Drawing Gilbert R. Horton
- Figure 8: 1923 Drawing Gilbert R. Horton
- Figure 9: 1952 Mandan Daily Pioneer 11-25-1953

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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.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



Figure 1: Circa 1911 image of Mandan Central School. (from mandanhistory.org)

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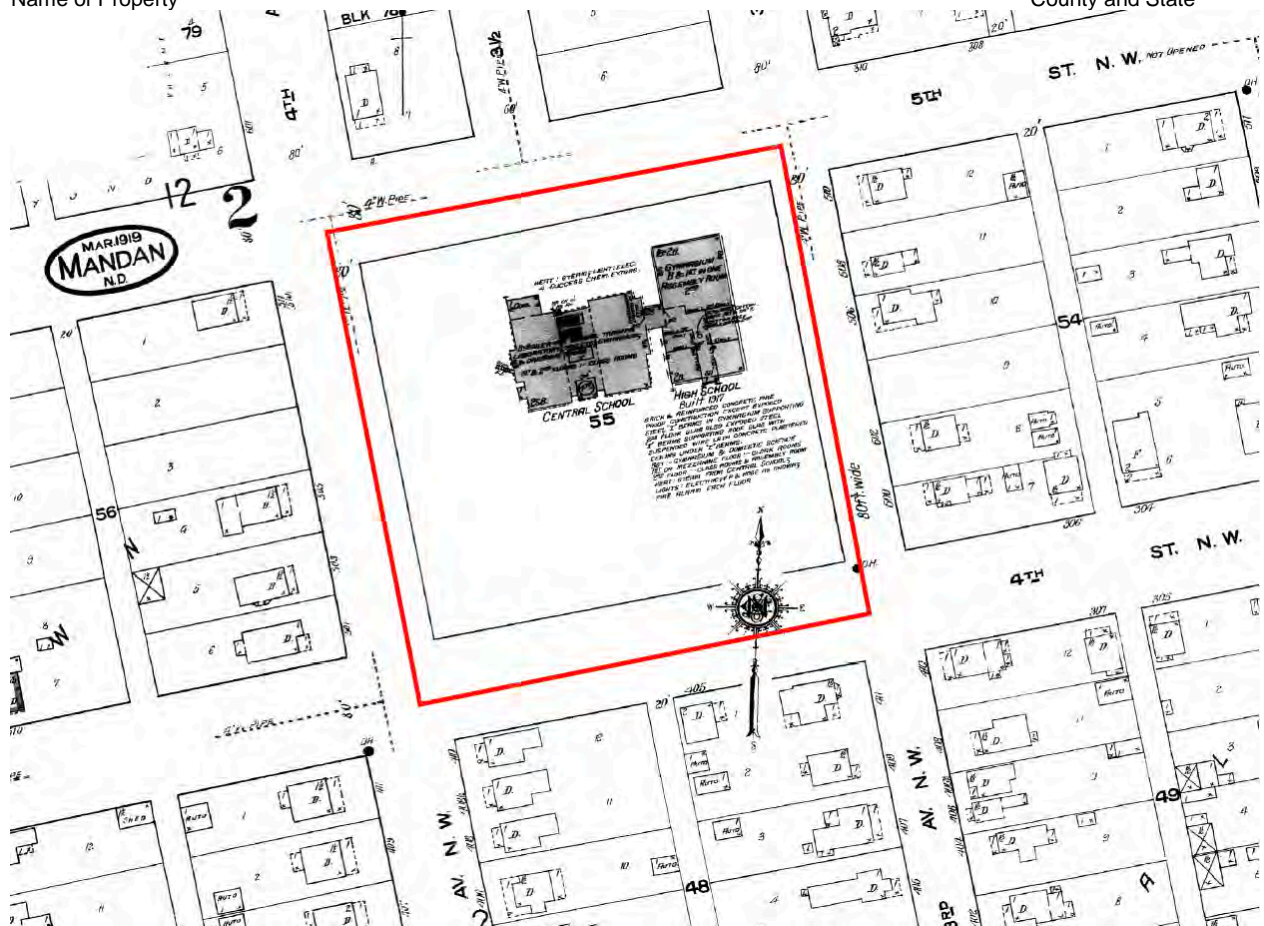


Figure 2: Detail of the 1919 Sanborn Fire Insurance Maps.

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Figure 3: Postcard Circa 1920

Digital Horizons: Life on the Northern Plains. North Dakota: State Historical Society of North Dakota, c.1920. <http://www.digitalhorizonsonline.org/cdm/singleitem/collection/uw-ndshs/id/3528/rec/5> (March 8, 2017). State Historical Society of North Dakota (0024-H-094)

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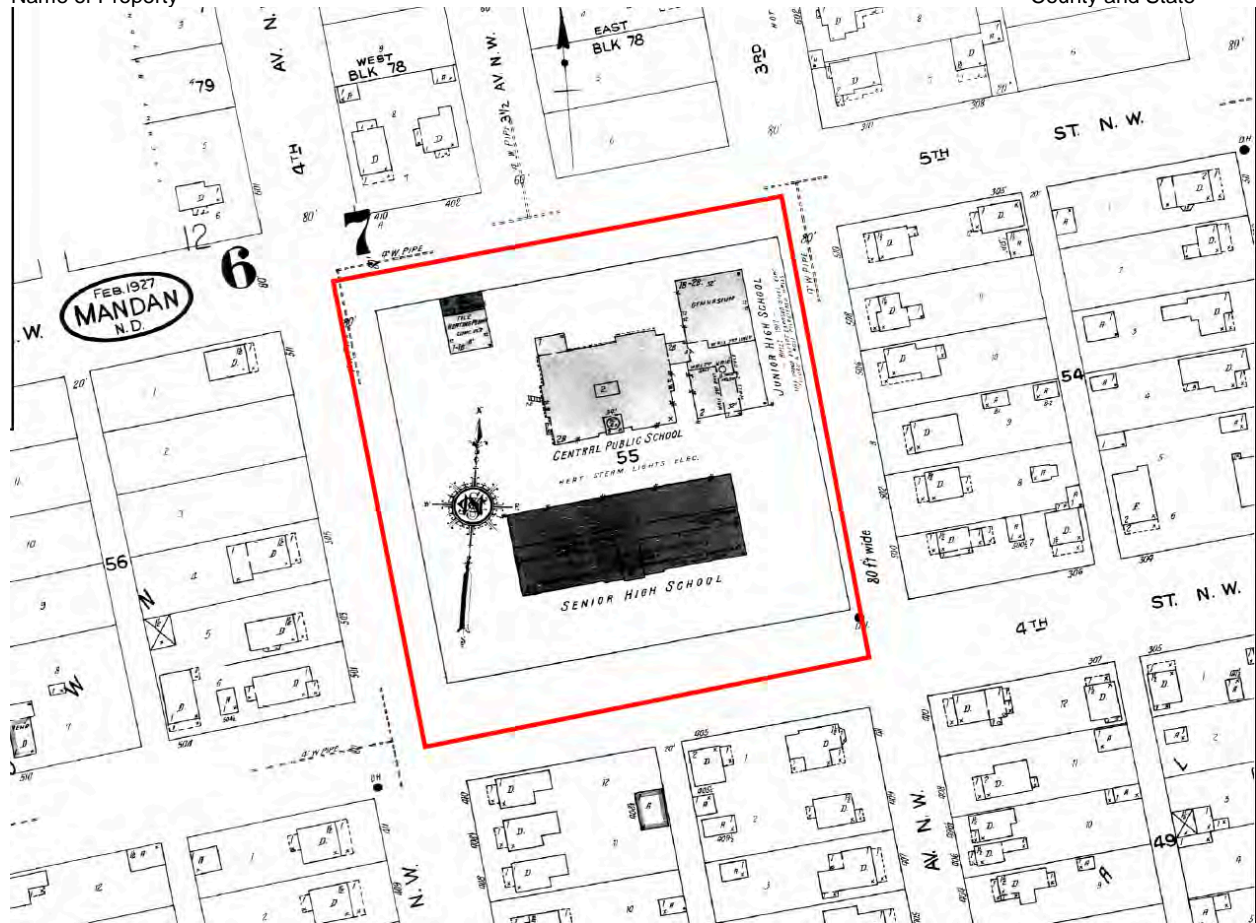


Figure 4: Detail of the 1927 Sanborn Fire Insurance Maps.

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State Historical Society of North Dakota

Figure 5: Mandan High School, 1927

Hendrickson, Nancy. *Digital Horizons: Life on the Northern Plains*. North Dakota: State Historical Society of North Dakota. March 5, 1927.

<http://www.digitalhorizonsonline.org/cdm/singleitem/collection/uw-ndshs/id/11044/rec/8> (March 8, 2017). State Historical Society of North Dakota (2012-P-020-0604)

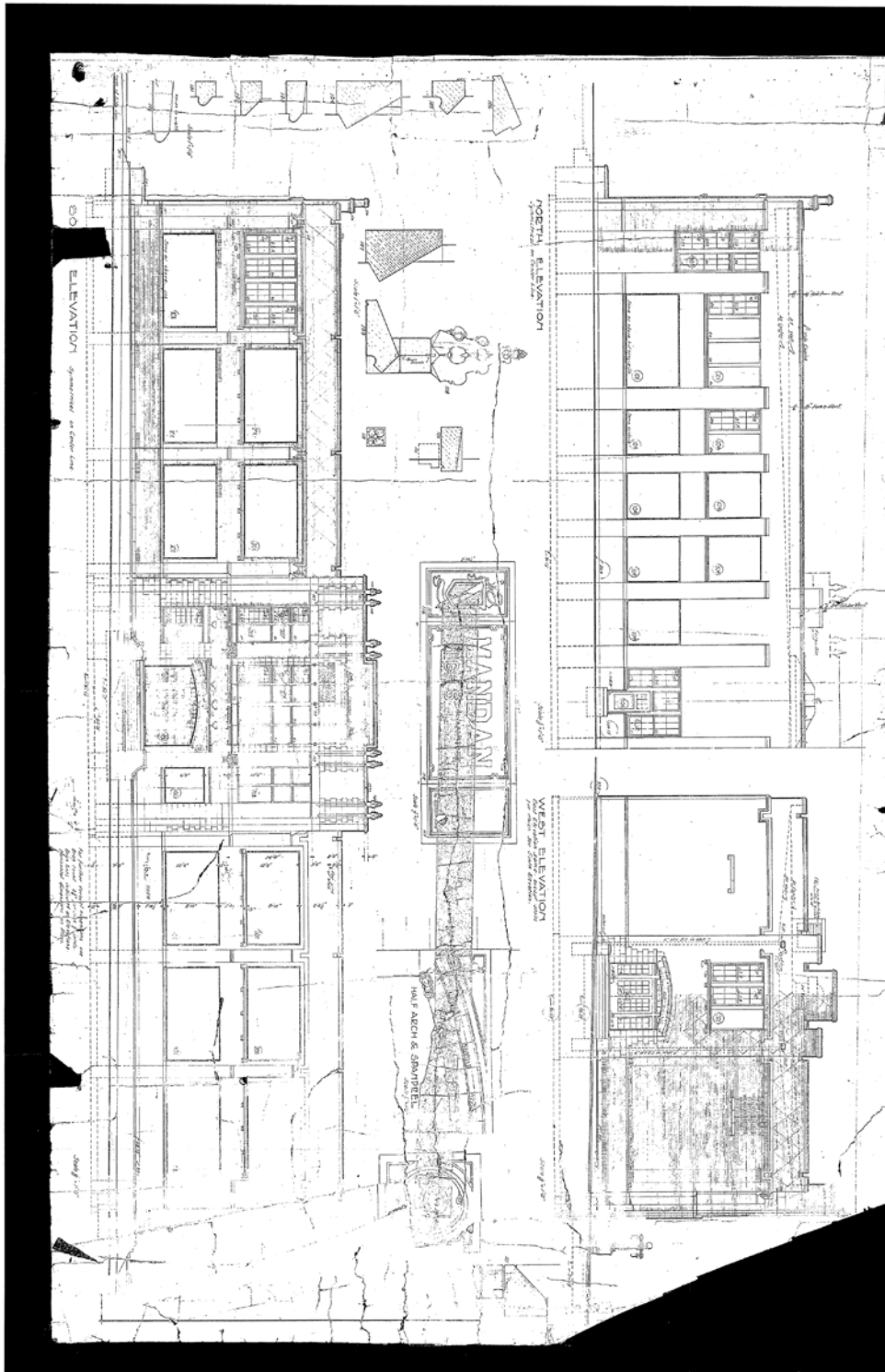


Figure 6: Gilbert R. Horton Drawings, September 14, 1923

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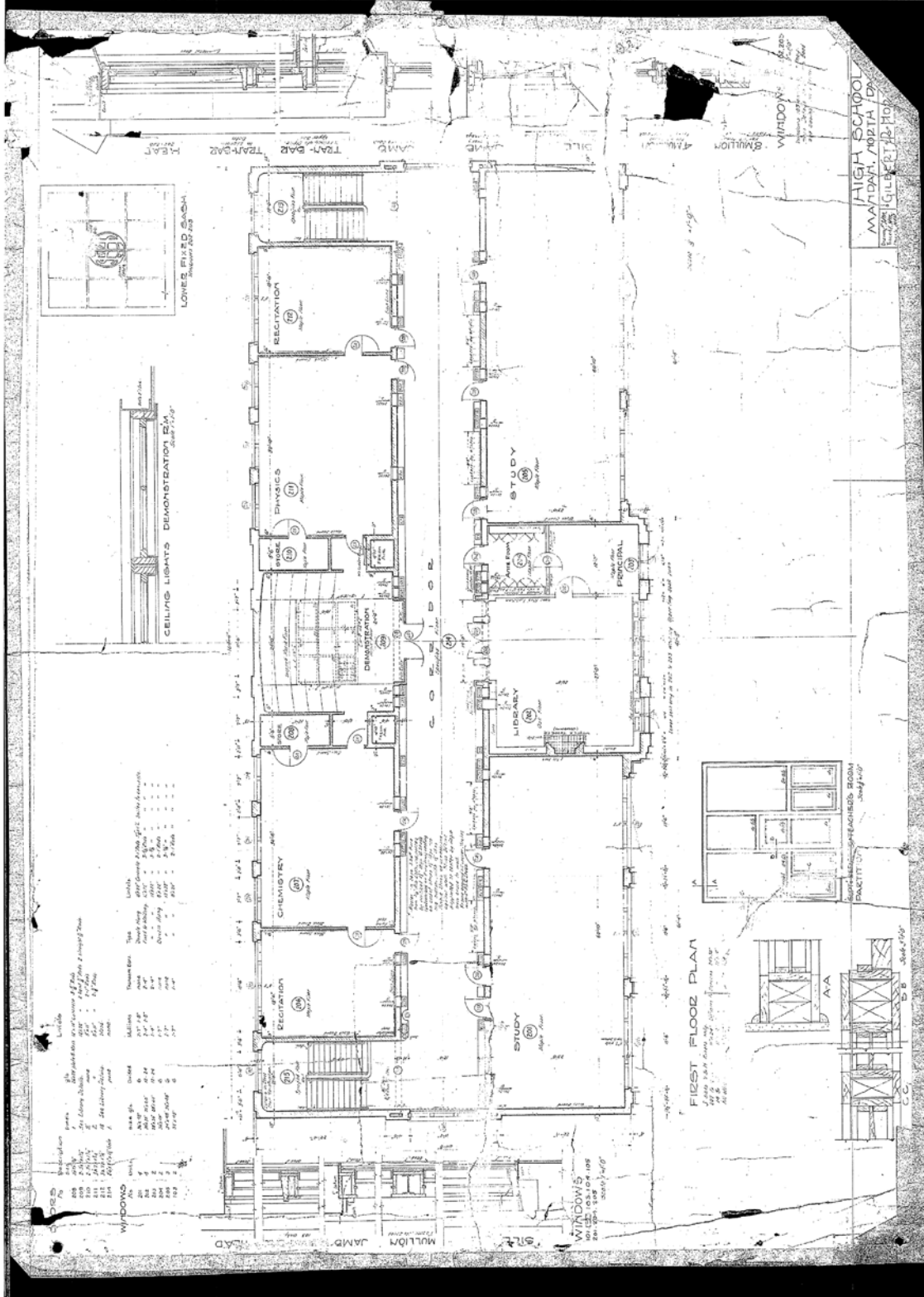


Figure 7: Gilbert R. Horton Drawings, September 14, 1923

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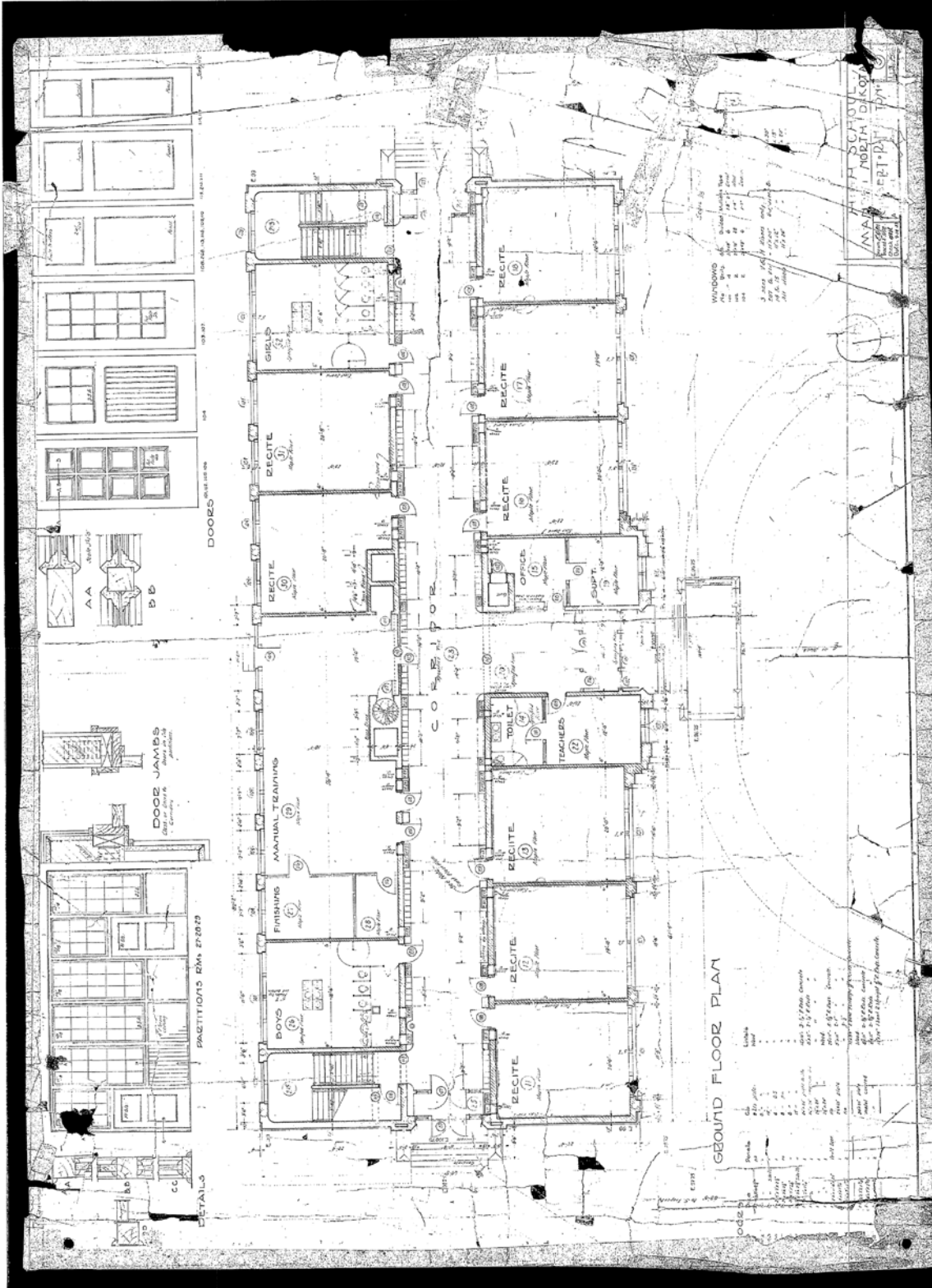


Figure 8: Gilbert R. Horton Drawings, September 14, 1923

Mandan High School

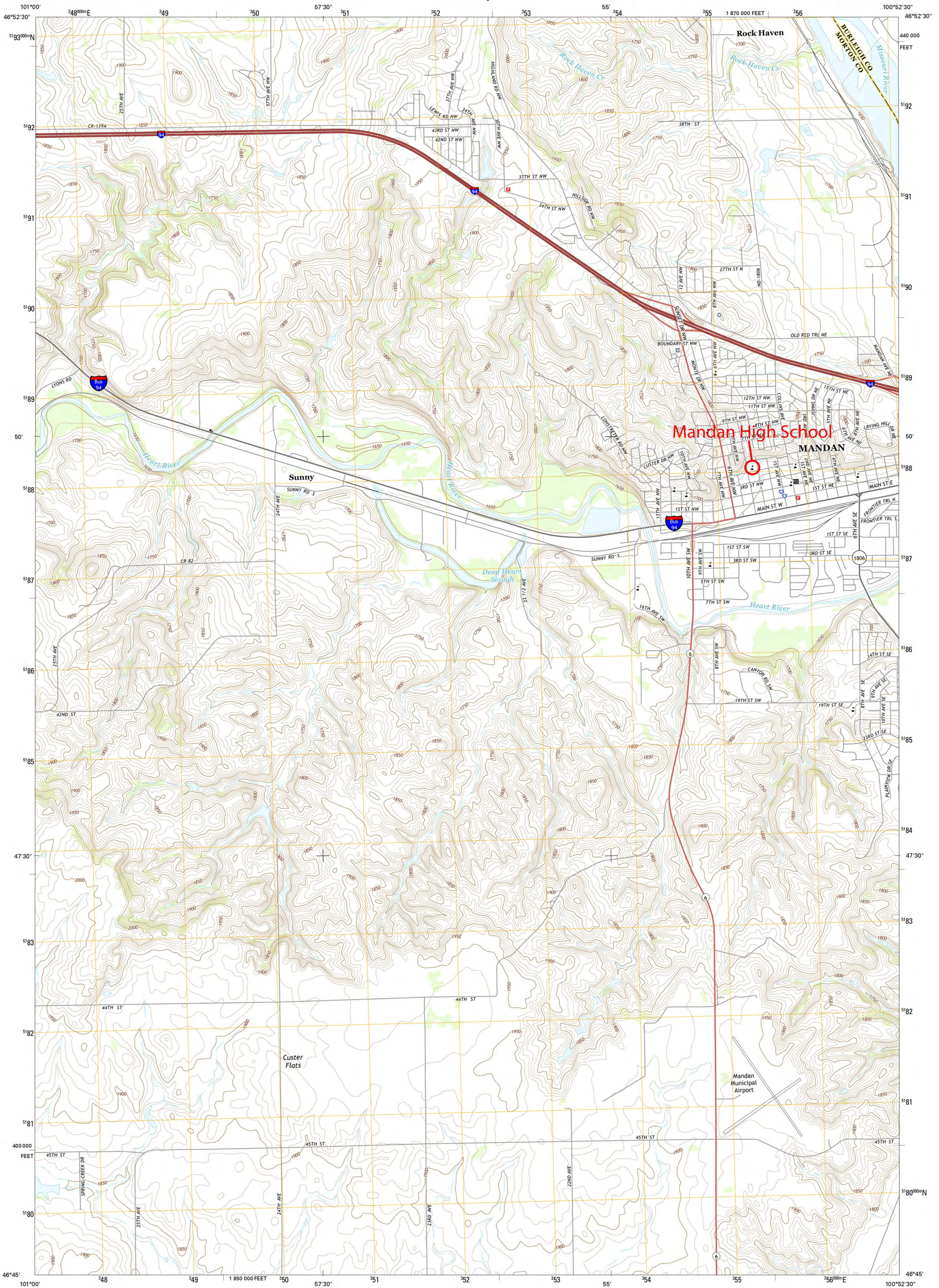
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Figure 9: 1952 Mandan Daily Pioneer 11-25-1953



Produced by the United States Geological Survey
North American Datum of 1983 (NAD83)
World Geodetic System of 1984 (WGS84)
Projection and 1000-meter grid: Universal Transverse Mercator, Zone 14T
1000-foot ticks: North Dakota Coordinate System of 1983 (south zone)

UTM GRID AND 2014 MAGNETIC NORTH DECLINATION AT CENTER OF SHEET
U.S. National Grid
100,000-m Square ID
LS
Grid Zone Designation 14T

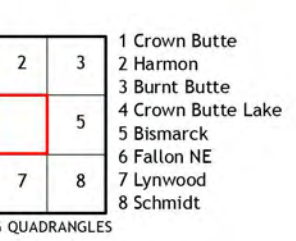
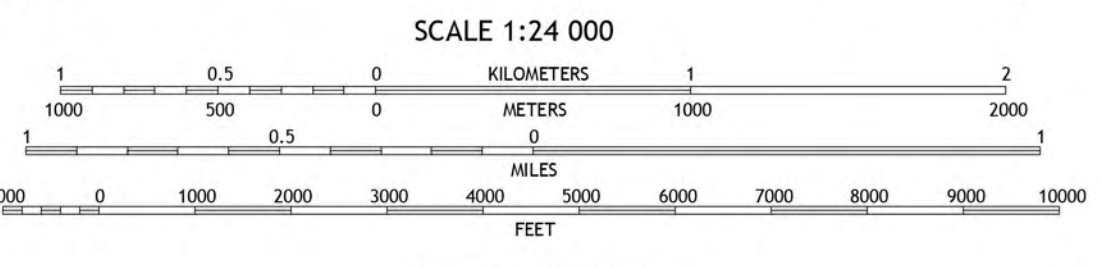


Table with 8 rows and 3 columns listing adjacent quadrangles: 1 Crown Butte, 2 Harmon, 3 Burnt Butte, 4 Crown Butte Lake, 5 Blamack, 6 Fallon NE, 7 Lynwood, 8 Schmidt.

MANDAN, ND 2014





MANDAN
HIGH SCHOOL

MANDAN
JUNIOR HIGH SCHOOL

406





MANDAN
HIGH SCHOOL















TRANSFORM



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