

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. **Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

## 1. Name of Property

historic name Franklin Elementary School  
other names/site number \_\_\_\_\_

## 2. Location

street & number 2627 East 17<sup>th</sup> Avenue  not for publication  
city or town Spokane  vicinity  
state Washington code WA county Spokane code 063 zip code 99223

## 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination     request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

    national     statewide X local

Applicable National Register Criteria

X A     B X C     D

Signature of certifying official/Title \_\_\_\_\_ Date \_\_\_\_\_

WASHINGTON STATE SHPO  
State or Federal agency/bureau or Tribal Government

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

Signature of commenting official \_\_\_\_\_ Date \_\_\_\_\_

Title \_\_\_\_\_ State or Federal agency/bureau or Tribal Government

## 4. National Park Service Certification

I hereby certify that this property is:

- 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 \_\_\_\_\_

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**5. Classification**

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

**Category of Property**  
(Check only **one** box.)

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

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

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

Contributing	Noncontributing	
1	3	buildings
		district
		site
		structure
		object
1	3	<b>Total</b>

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

**Number of contributing resources previously listed in the National Register**

NA

None

**6. Function or Use**

**Historic Functions**  
(Enter categories from instructions.)

**Current Functions**  
(Enter categories from instructions.)

EDUCATION: School  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

EDUCATION: School  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**7. Description**

**Architectural Classification**  
(Enter categories from instructions.)

**Materials**  
(Enter categories from instructions.)

LATE 19<sup>TH</sup> AND 20<sup>TH</sup> CENTRURY REVIVALS:  
Classical Revival  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

foundation: Concrete; Brick; Stone: Granite  
walls: Brick; Stone: Granite; Terra Cotta  
\_\_\_\_\_  
roof: Asphalt  
other: \_\_\_\_\_  
\_\_\_\_\_

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## **Narrative Description**

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

### **Site**

Franklin Elementary School is in the southeast quadrant of the City of Spokane, within the Altamont Neighborhood, at the northwest corner of 17<sup>th</sup> Avenue and Mt. Vernon Street. The two-story 1909 red brick building and 1953 addition fronts on the north side of 17<sup>th</sup> Avenue and is set back behind several large evergreen trees. The site slopes down to the north and includes an undeveloped strip of pine trees along the east boundary north of 16<sup>th</sup> Avenue, and an undeveloped pine thicket, with a couple of exposed basalt stacks north of the playfield. Single-family houses are adjacent to the west and north, and across the bounding streets. The surrounding single-family neighborhood consists of smaller bungalows and cottages built between 1900 and 1980, with the bulk built in the mid-1940s to mid-1950s. Three portable units are on the north side of the original building, and two portable units are on the west side of the 1953 addition (outside of the nominated area). Two lots across 17<sup>th</sup> Avenue, opposite the historic school, are owned by the District and used for parking. The total site size is about 5.54 acres, with about 2.3 acres on which the nominated school buildings are sited.

The 1909 classroom building is set back from 17<sup>th</sup> and from Mt. Vernon. The front entry is approached by a semi-circular concrete sidewalk that connects the sidewalk along 17<sup>th</sup> with the building's main entry. Five mature trees, four evergreens and a maple, are in front of the building. An asphalt parking lot with seventeen spaces is along the east side, between the building and Mt. Vernon Street. The parking lot extends to an asphalt strip, bracketed by concrete curbs, that slopes down to a flat asphalt terrace. A straight run of seven concrete steps links the parking lot and asphalt platform to the north.

A driveway at the edge of the concrete wall provides access to Mt. Vernon Street. On the asphalt terrace are three modular classrooms and play courts including a bark play area. An eight-foot chain link fence is along the north edge along the asphalt and a low concrete wall, and five-foot chain link fence along the west edge atop the concrete wall. Concrete steps near the center of the north side provide access to the grass playfield to the north. Concrete steps are also at the southwest corner of the terrace, next to the 1909 building corner, that step down to a concrete landing, and, in turn, in a straight run, step down to the lower play area. The landing provides access to the double-door entry at the northeast corner of the 1953 addition.

At the bottom of the lower stair run is an asphalt play area, bounded on the south by a concrete walkway and the 1953 addition, on the north by a sloping landscape strip with turf playfield beyond, and on the west by the property boundary. A turf grass playfield, surrounded by eight-foot chain link fences, is north of the two asphalt platforms.

### **1909 Building**

#### **Exterior**

The 1909 red brick classroom building is a rectangular, symmetrical two-story building which fronts 17<sup>th</sup> Avenue. The main entry is approached by a semi-circular concrete walkway. The rectangular building is 112 feet long (along 17<sup>th</sup> Avenue) and 68 feet wide (along Mt. Vernon Street). Three major bays, consisting of the projecting main entry portico and stepped pediment, a four-window bay group that flanks each side, and a double window bay group at each end, rise from the hewn granite basement wall and continue through the first and second floors.

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Terminating the elevated granite basement wall is a horizontal band of red brick that includes the voussoired flat arches of the basement windows. Topping this band are two corbeled brick courses, each projecting slightly beyond the other, which run from the portico to the outside building corners. This belt course defines the first floor level.

Extending up from the corbel belt course at the outside edges of the four-bay group of basement windows is a slightly projecting brick panel that rises to the ends of the first floor terra cotta window sills (20-inch sections with ribbed joints). The sills are continuous beneath the four openings and extend 8 inches beyond the outside edges to terminate at the raised brick quoins that frame the first and second floor four-bay sections. The quoin pattern rises to wrap around both the second story window groups and further unites the window ensembles. Above the second floor windows and extending across the façade between the centered terra cotta FRANKLIN panel and the outside corners is a slightly raised brick course along the top of the window heads.

The smaller paired windows of the end bays (about 3/4 size) are framed by the continuous terra cotta sills, the raised brick quoins along the jambs, and the brick voussoir arches. Unlike the four-bay ensemble, the paired windows are not united vertically by the continuation of the quoin pattern between the first and second floor windows. Also, the brick field between the paired windows is slightly wider, 24 inches rather than 16 inches, and contains three vertically aligned recessed panels. Connecting the four-bay and two-bay window groups across the voussoired window arches is a wide band of slightly projecting brick courses. The brick walls are laid in common bond with Flemish headers every 8<sup>th</sup> course.

Demarking the top of the second floor is a wide band composed of two raised stretcher courses, brick dentil course, flush double brick course, and molded terra cotta cornice course (20-inch sections with ribbed joints). Above the cornice is the flat brick parapet wall that is topped by a slightly projecting terra cotta coping course that has the same section lengths as the sills.

The pronounced front entry is approached by two granite steps to a broad granite platform, with one low step through the double wood and glass panel doors to the interior entry landing. At the corners of the granite platform are square terra cotta bases that support two fluted Tuscan columns at the front, and two square fluted pilasters set against the façade. The columns support a relatively plain architrave and frieze with dentil band and projecting molded cornices. A broken segmental arch pediment completes the portico. Within the apex is a bulbous urn with leaf-clad side orbs and a closed rounded blossom at the top.

A triple-window bay, detailed similarly to the previously described window bays, is centered above the portico. These windows are narrower and slightly shorter than the flanking four-bay ensembles. Above the windows and extending across the top of the flat brick voussoir window arches is a raised terra cotta panel with flat frame extrados, egg and dart intrados, and flat field with the raised letters "FRANKLIN".

A single slightly projecting horizontal brick course extends from the midpoint of the panel, across the window heads of the flanking and end bays to the building corners. Also, extending in alignment with the top of the panel and stepping up and above to frame the panel is the cornice band that extends from corner to corner. The cornice band is composed of two slightly projecting brick courses, a brick dentil course, and projecting molded terra cotta belt course. A flat parapet wall capped with terra cotta coping extends above the cornice. Over the entry bay, the parapet rises one step to a segmental arch shoulder and one more step to the flat-top pediment to terminate the building.

### **East Façade**

The east façade is composed of granite rubble basement wall, and a flat red brick wall extending to the sheet metal flashing topping the parapet. The brick is laid in common bond with Flemish headers every seventh

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course. The wall is essentially featureless in that window openings are only suggested by blind segmental arches (that form shallow niches) topped with brick voussoirs composed of triple vertical header courses. The wall is symmetrical with a large segmental arch niche rising from the basement wall to the top of the second floor in the center of the composition. Flanking on each side, with the 2<sup>nd</sup> story aligned over the 1<sup>st</sup> story, are two different sized window niches, a blank field, and window niches near each of the corners. A corresponding pattern in the basement wall divides the wall into four sections: the corners which wrap around to the front and rear facades are granite, the wall segments beneath the featureless brick field are brick, and the central segment is granite. Within the central granite segment are two imbedded segmental brick arches with no corresponding niches. These arches are aligned between the two smaller bays flanking the central niche.

Only two windows are in the wall, both modern metal sash and glazing. Within a narrower and taller opening, next to the central niche, the sash is metal, with a flat metal panel at the bottom section, a one-over-one glass section and segmental arch fixed transom section. It also appears from the color of the grout and bricks that the window niche next to the sash north of center had been filled in. This bay may have provided a connection to the auditorium that was at one time adjacent to the east side of the school building.

### **North Façade (Rear)**

Because the site grade slopes down from front to rear (down to the north), more of the granite basement wall is exposed and the stair run to the rear entry landing is much longer than the front. The rear façade is nearly identical in configuration to the front façade with the following differences: the entry portico is shallower and less ornate and is bracketed by painted steel fire escapes. Three second floor fire doors provide egress to the fire escapes, and the panel above the second floor windows is a plain brick field. The window openings, sash, sills, arches, quoin pattern, belt courses and sash are the same as the front.

The central bay ensemble consists of a double-door entry with sidelights similar to the front. The landing, however, because of the lower site grade, is accessed by a straight run of thirteen concrete steps flanked by four stepped square brick buttresses capped with concrete slabs. Square steel tube railings are along the outside edges and a round pipe railing runs along the center of the stair run. The steps are broad, the same width as the double doors and sidelights. The portico is supported by two square brick columns, one in each outside corner, and two square brick pilasters, one on each of the inside corners. The columns support a plain wood architrave and frieze with simple molded projecting cornice. The flat roof provides a platform for the three fire doors and two fire escapes. Steel pipe rails and chainlink fencing wrap around the platform and fire escape stairs. Within the center bay are double-wood frame doors with two lower wood panels and upper glass panels. Similarly configured sidelights fill the remainder of the opening above which is a flat brick field. The upper portion of the entry assembly contains three single-light windows framed by a slightly projecting brick header course sill (vertical), plain brick jambs, and flat voussoired brick solid arch.

On the second floor, is a triple section bay that includes a centered, single metal door with a one-light upper glass panel and flanking one-over-one wood sash windows. The flanking windows rest on single wood panel bulkhead walls and terra cotta sills. Flanking each side of the central bay is a single fire escape door that occupies the inside bay of the four-window grouping. The doors are wood frame with two lower recessed panels and an upper single-glass panel. A single-light transom window that corresponds to the upper light of the double-hung bays to the outside, is above each of the doors.

### **West Façade**

The west façade is a blank brick wall with the same niche configurations as the east façade. The square brick chimney is in the northwest corner and rises about ten feet above the top of the parapet wall. Most of the first floor is obscured by the 1953 addition that projects southward of the south (front) façade. The full extent of

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the basement wall is exposed in the northwest corner by stairs that run from the upper terrace to the lower grade, and the concrete landing and entry to the 1953 addition.

### **Interior**

Floor plans and elevations of the original 1909 building reveal alterations in the floor plans resulting from the 1953 addition. Drawings of the basement, first floor, and second floor are included on a set of the 1953 addition drawings and depict the floor layouts in their current configuration, with some alterations to the original plans. The floor plans of the rectangular building are organized around a central north-south corridor bisected by an east-west hallway.

The double front doors open to an entry vestibule, an approach landing, and a straight run of six wooden steps to the first floor. The hall and stair configuration forms a cross with classrooms in three of the quadrants, administrative offices in the other, and a bank of rooms along the east and west end walls to form a wide "H" plan. The central north-south spine includes the main entry vestibule and stairs, central foyer, and at the north end, the open interior staircase. The northerly staircase includes stairs up to the second floor with an intermediate landing and switchback, and stairs down to the rear exit landing, and either straight out the rear exit, or switchback, down to the basement. The perpendicular, east-west- crossing hall provides access to the classrooms and administrative offices.

The front entry opens to a vestibule formed by an interior door and sidelight wall section that duplicates the exterior bay configuration. The exterior doors are wood frame with two-panel lower and one-light glass upper. Square wood mullions frame the doors, separate them from the sidelights, and extend through to divide the transom windows into three sections. The door head extends through the sidelights to frame the bottom of the transoms. The doors are secured by a vertical steel post and panic bars, which, along with the closers, have replaced the original hardware. Original brass kick plates protect the bottom rails.

The interior wall of the entry vestibule is configured identically to the exterior entry bay, with double doors, sidelights and transoms. Additionally, above the three-section transom is an upper section of three glass panels matching the widths of the transom sections. The interior set of double doors that originally matched the exterior doors, have been removed. The vestibule floor is shiplap linoleum over hardwood and the plaster walls rise to the original plaster ceiling.

Wood base moldings and handrail moldings are along the plaster walls flanking the steps. A one-inch square steel tube handrail is set on each wall below the wood rail molding, and a similar handrail is freestanding in the middle of the stairs. The steps are wood with grooved brass nose plates. Brass plates also cover the interior corners at the juncture of the tread, riser, and base molding.

The first floor foyer and halls are 2-inch hardwood, the walls are plaster, and the ceiling is dropped acoustical tile (with plaster above) and rod-suspended florescent light fixtures. Above the interior wall of the entry vestibule, the acoustical tile is set back to reveal the full extent of the upper window sections.

At the top of the main entry stairs is the first floor, an open, square foyer that extends to the open stairwell on the north and intersecting hallways to the west and to the east. Engaged compound piers, composed of a square pier and square pilaster articulate the corners of the foyer, and support the square beams that further define the space. Each of the four piers opens with two faces: the piers with plain flat shafts opening to the foyer, and the slightly projecting paneled pilasters opening to the hallways. The piers rest on square bases with plinth, scotia and torus, and terminate with a square Tuscan capital. The pilasters have a flat base, and are divided into two recessed-panel segments, representing the pedestal and the shaft. The base, separating the

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pedestal and shaft, is essentially a continuation of the chair rail molding. A Tuscan capital completes the pilaster.

Adjacent to each of the corner pilasters within the hallways are the doors to the classrooms and office suite. The flat wood frames surround both the solid five-panel wood door and transom window. The base and chair rail moldings of the pilaster continue to the door frames and the other side to the wall. The door frame moldings consist of flat plinths that extend slightly above the base moldings, flat pilasters, and simple entablatures with narrow necking, plain frieze, and narrow cornice moldings. The inside of the wide jambs are detailed by five recessed panels, corresponding to the five panels of the door slabs.

The easterly hallway provides access to Classrooms 105 on the south side and 106 on the north side. Within the east end of the shallow alcove is the flat slab door to Room 104 that is a teacher's resource room (reconfigured in 1953). This room has a "T" configuration, an east-west corridor that opens to a north-south room at the end of the building. This room is used by faculty and staff and also has doors that connect with the two classrooms. In the northeast corner is a kitchen/utility room that was configured ca. 1953.

The westerly hallway provides access to Classroom 108 on the north side, and the reception area and principal's office on the south side (originally a classroom). The long hall, with a wall-mounted porcelain drinking fountain in the southwest corner, opens to a reception vestibule, with a door to a supply room on the south wall, and a teacher's office and storeroom (open cloak closet of Classroom 108) on the north wall. North of the corridor to the hallway is a five-panel door in the east wall that provides access to Classroom 108. At the west end wall is a wide door opening to the entry vestibule and stairs of the 1953 addition.

The open staircase at the north side of the foyer services both the second floor and basement levels, with a landing that provides access to the rear (north) exit doors and stairs. At this landing the stairs switch back and descend to the basement. Above this run is the lower run to the second floor. An intermediate landing (hardwood strips that are worn and warped) and switchback continues the run to the second floor offices, classrooms, and library. The steps are wood with a grooved aluminum bullnose and shiplap linoleum surfacing the treads. Wood base and rail moldings abut the plaster wall. Simple newel posts, with recessed vertical panels, beveled corners and flat flared tops anchor the balusters at the ends of the runs. Flat sawn board balusters joined to form a simple cutout pattern with trefoils and orbs run on the open sides of the stairs and landings. Bottom and top rails join the balusters to the newel posts.

The classrooms are rectangular, 32-feet along the east-west axis and 26 feet across. Ceilings are 13 feet from floor to original plaster, but they have been lowered by installation of a grid of acoustical tiles. The outside walls each contain four double-hung wood sash windows joined by a continuous sill rail. At one end of each room is a cloak closet, and built-in cabinet with double, hinged doors and six pull drawers in two rows. Five-panel wood doors are at each of the rear corners, one to the cloak closet and the other to an adjoining staff room. A transom is over the door to the adjoining interior room. The cloakroom, on the exterior wall, has a window to allow light into the closet. Original floors are hardwood strip that have been covered with carpet. Walls are plaster as are the original ceilings that are now covered by dropped acoustical tile ceilings and three rows of egg crate fluorescent light fixtures that run the length of the room. Affixed to the interior wall are slate blackboards (some replaced by white and green boards) that are framed by chalk rail and wood moldings. Above the blackboards are two window openings in which the glass panels have been covered. The dropped ceiling also covers the upper portions of these windows.

The central stairs run from the first floor north to a broad landing, then switchback to run south to provide access to the second floor hallway and classrooms. The stair run lands in a short alcove that opens to a north-south hallway. The hall and room arrangement forms a cross with classrooms in each of the quadrants and a

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bank of rooms along the east and west walls. Within the stair alcove and adjacent to the east side of the upper run and over the top of the lower stair run is an office, Room 208 (original principal's office). Classroom 206 is in the northeast corner, Classroom 210 in the northwest corner, Classroom 209 in the southwest corner, and Classroom 207, Apple Core (originally a teacher's room), in center. The interiors of the classrooms are configured similarly to those of the first floor. Along the west wall with access from the two west end classrooms is a long narrow room that houses the library.

The main interior stair system provides access to the basement from the rear exit landing, with stairs ascending from outside, and stairs descending from the first floor. The run from the landing to the basement descends to the south, lands on the concrete floor. The stairs are in the north alcove, the top of the cross, with a floor plan similar to the first and second levels. A long east-west corridor runs from a door in the west end that provides access to the 1953 addition (cut in during the 1953 addition and remodel) and a door at the east end (added after 1953).

Flanking the stairwell along the north side of the corridor is an unfinished room and a utility room on the east side, and the furnace/boiler room on the west side. The unfinished room is accessed beneath the stairs from the boiler room. Both rooms have granite and brick walls and concrete ceilings, concrete floors in the furnace/boiler room, and a dirt floor in the unfinished east room. On the south side of the hall, across from the stair alcove is a utility/storage room flanked on the west by a vestibule extending to the south basement wall for the boy's restroom, and on the east by a similar vestibule and the girl's restroom. Storage/utility rooms flank the restrooms in the outside corners in the southeast and southwest corners.

The boy's bathroom has been remodeled with the addition of ceramic tile wainscot, modern urinals (4) and sinks (3), and vinyl-clad toilet partitions and doors (4), and a shower stall. The basement floors and ceiling are concrete and plaster, and the exterior basement walls are granite and brick. Interior walls are plaster. The girl's bathroom has modern sinks (3) but the original wood toilet stall doors (5) are extant.

### **Alterations**

During the 1953 addition, some remodeling was done to the first and second floors. The configurations of hallways and rooms were modified in two areas. Ceilings throughout were lowered by installation of acoustical tile panels and florescent light fixtures. The wood floors in the classrooms have been covered by carpet. The high windows in the walls between the classrooms and hallway remain in place, but glass has been replaced with plywood panels. In most cases, green and white boards have replaced slate blackboards. Most original base and wall moldings have been retained, with the addition of vinyl base moldings in classrooms.

The primary alteration to the first floor was the reconfiguration of the southwest classroom into the current reception, secretarial, and principal's office. Additionally, the hallway to the teachers workroom at the east end was truncated by a new wall and doorway. The doorway and wall were placed just east of the classroom doorways so that the hall was included in the teacher's room. At the west end of the building, a doorway was cut in the west wall to connect the 1909 building and the 1953 addition.

On the second floor, minor changes were made to the second floor hallway configurations, with the classroom and end room layouts remaining about the same. The 1909 plan shows the hallways with open ends and continuing to the stairwells of the west and east wings that were not constructed. In the 1953 addition and remodel, the west end of the west hallway was terminated with a new door that provided access to the library. At the east end, the hall was terminated by a new door at the west end of the hallway, just east of the doors to the northeast and southeast classrooms. Also, the wall of the room to the original teacher's toilet room at the north alcove over the stairs was reconfigured to increase the width of that room.

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The east façade originally had two window openings on the first floor, but the sash has been replaced by modern metal sash and panels. It is assumed that the original sash was double-hung one-over-one wood. A first floor niche next to the northerly window opening was open at one time, but is now filled with brick. No photos or drawings are available that depict this opening, but it was likely a solid brick niche that was opened when the auditorium was added circa 1931, and filled again after removal of the auditorium sometime after 1957. A parking lot now occupies the space once occupied by the auditorium.

The rear (north) façade appears to be unaltered, except that the fire escapes were altered in the 1953 remodel. It appears, however, that the door in the center bay is a replacement of original wood and glass panel doors. The west façade has been altered by the construction of the 1953 addition next to the original wall. Openings have also been cut into the original wall to provide access to the addition.

## **1953 Addition**

### **Exterior**

The 1953 addition consists of a two-level structure that extends to the west of the original building. Due to the site's slope down to the north, the basement floor is below grade but opens to the north at a lower level. The classrooms, library and auxiliary rooms are on the first floor, at the same grade as 17<sup>th</sup> Avenue but are slightly below the first floor level of the 1909 building. The ground floor, somewhat below the basement level of the 1909 building is comprised of the gymnasium/multi-purpose room, kitchen and auxiliary rooms.

The one-story classroom wing (2<sup>nd</sup> floor) is set about 20 feet forward of the 1909 building and extends about 140 feet to the west. The south façade (front facing 17<sup>th</sup> Avenue) is at the same grade as the 1909 building and is supported by concrete footings and foundation. The primary façade extends about 114 feet before stepping back to the north to an entry and stair vestibule projecting about 26 feet further west. This vestibule is lower in elevation than the main classroom wing and provides the connection between the first floor and the ground floor gymnasium/multi-purpose room. The vestibule reveals the slope to the west as it descends to the ground floor level.

The classroom wing is divided into four equally-sized sections each with a single pedestrian door set in the east corner of each classroom. A low concrete bulkhead wall supports a bank of steel-framed windows that form a vertically-oriented grid across the entire façade. This window wall extends to the overhanging flat roof. An aluminum metal louvered sunscreen projects from the roof fascia and shades the south-facing windows. The flat roof extends to the north and intersects with a vertical the row of clerestory windows above.

The steel sash window walls are composed of six columns with six sections each. The windows are configured to pivot horizontally to open and close. The clerestory band, also steel sash, is arranged in seven columns with two sections each. A flat roof with plain metal fascia projects over the clerestory and terminates the building. The roof is clad with built-up tar composition.

A flat red "titan brick" wall, from which extends the entry/stairwell vestibule, terminates at the classroom building. Lower in height than the classroom wing, the vestibule wall is flat brick terminated by the metal flashing of the flat roof. The only feature in the wall is an entry alcove, in which a double-door entry is set, formed by a 20-inch brick wing wall and roof projection. The doors are flat steel each with a single upper glass panel. Along the west elevation, the site slopes down to the west. Three concrete planters, against the brick wall (common bond), and concrete steps follow the slope in a straight run from the second level to the lower grade at ground level.

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The west façade is asymmetrical and composed of the brick wall of the 1909 classroom building, the stepped and layered profile of the 1953 classroom building, the wall of the west entry/stair vestibule, and projecting about 12-inches, the flat brick wall of the multi-purpose room, and finally, a one story wing (showers and restrooms) projecting north from the northwest corner of the multi-purpose room. A horizontally-oriented window with 8-inch glass blocks is set high in the wall. The blank wall of a portico-enclosed landing with stairs descending to the east projects from the one-story wing. This portico is lower in elevation than the wing.

The background walls are flat red brick topped with flat roofs. The multi-purpose/gymnasium wall is featureless except for a double-door entry in the northwest corner. A brick wing wall on the north side and shallow roof protect the door opening. In the vestibule wall, at grade level, is a single pedestrian door in a slightly recessed alcove, a horizontal window to its north, and two square louvers in the wall to the south. At the second floor level is a large window opening that corresponds to the stairwell between the ground and second floors and two windows that correspond to a men's restroom and a woman's restroom (each with one toilet and one sink) north of the stairwell. The stairwell window is steel sash, two columns with six horizontal glass panels in each. The restroom windows are vertically-oriented and consist of steel sash with three horizontal glass panels. The windows are hinged to open and close on horizontal pivots. The walls are terminated with metal flashing and flat roofs.

The north façade extends west about 142 feet from the 1909 building. At the juncture in the northeast corner is a recessed entry alcove with a triple-door entry to the stairs and hallway connecting the two buildings. The doors open to an intermediate concrete landing from which concrete steps ascend eastward to the upper terrace (portable classroom units), and descend in a straight run westward to the playground and ground level of the gymnasium. Above and aligned over the entry on the second floor is a window opening with three steel sash columns, each divided horizontally into four glass panels. A two-story flat wall section extends about 40 feet then abuts the two-story, lower wall of the gymnasium/multi-purpose room. The window wall section rises from a concrete bulkhead wall, a bank of windows composed of steel sash in nine columns divided horizontally into six glass panels (similar to front). At the west end, a tenth column is comprised of a metal slab door with transom above. Above and separating the ground and second floors is a wide concrete spandrel that extends to another bank of steel sash windows at the second floor. These windows are configured identically to those of the ground floor except that the west bay is a window rather than door section. Above the flat roof is a horizontal clerestory band with ten steel sash sections each divided horizontally into two glass panels. All window sections are operable and pivot horizontally to open and close.

The two-story brick gymnasium wall is essentially symmetrical. In front of the gymnasium wall is a one-story wing that includes the showers, restrooms and dressing rooms. This wing is flat brick with a square projecting brick portico set about 9 feet inboard of each corner. Three concrete steps with pipe railing provide access from the multi-purpose room to the playground area north of the school building. Set high in the wall are six horizontally-oriented window openings. A sheet metal flashing covers the edge of the roof. Set back about 16 feet is the second story of the gymnasium wall. This wall is nearly symmetrical, but the easterly window opening is offset to the east to accommodate a steel ladder that provides access to the top of the gymnasium. Eight horizontally-oriented window bays form a band in the lower portion of the wall just above the flat roof of the locker/restroom wing. These windows are 8-inch glass blocks and three include louvered vents set in the center of the windows. The roof is flat and the top of the parapet wall is clad with a sheet metal flashing

### **Interior**

The 1953 addition includes two levels, the first floor classroom wing that fronts at grade along 17<sup>th</sup> Avenue, and the ground floor that opens to the north/playground and includes the multi-purpose room, restrooms and utility/auxiliary rooms. Four classrooms, library, and a computer lab (originally a storeroom) are on the second level. A central hall divides the classroom level with four classrooms on the south side, and the library and

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storeroom on the truncated north side (the multi-purpose room extends into the space west of the storeroom, abutting the north wall of the hallway).

Stairways are at each end, the east connecting to the 1909 building at the basement and main floor levels, and the west stairway connecting the first and ground levels. Both entries also provide access to the outside. The main connection to the 1909 school is from the first floor via a landing with a short run of concrete steps opening to the north and a vestibule to the second floor classrooms. On the south side of the landing is a longer run of concrete stairs also opening to the north. These stairs intersect a landing from the 1909 basement level, and continue to the ground floor vestibule with three doors to the north side and a hallway to the ground floor multi-purpose/lunch room, kitchen and other utility rooms. A mechanical lift is also accessible at this landing.

The hallways have vinyl tile floors, plaster walls--in which banks of steel lockers have been inset--and sprayed-on acoustical/fire retardant material. Rectangular florescent light boxes are attached to the ceiling. Doors are solid wood slab with metal kick plates. Four-inch wood base trim is along the bottoms of the lockers and walls.

The four classrooms are each about 28' x 40' and contain two toilet rooms and two closets against the inside (hallway) wall. An entry foyer and an alcove bracket the restrooms that occupy the middle of the wall. The restrooms each contain a sink and toilet, shiplap linoleum that extends about 4-inches up the plaster walls to form a base, Formica wainscot around the toilet, plaster ceiling, and a florescent light fixture. The closets are in each inside corner opposite the restrooms. Solid wood slab doors provide access to the restrooms and to the closets. The south, outside wall, is configured with a bank of windows and one solid slab wood door along the outside wall facing south. Along the north-south interior walls are bulletin and white boards to which are attached a variety of school projects. Additionally, along the east wall is a plywood base cabinet with four sets of double doors, a Formica work surface, and corresponding upper cabinets. The upper cabinets are pasted with various paper projects.

Vinyl tile floors, flat wood base trim, plaster walls and plaster ceilings covered with a spray-on acoustical material comprise the interior surfaces. Rod-suspended egg crate florescent light fixtures hang from the ceiling. The ceiling is split with the northern section angling up toward the south to provide an opening for clerestory windows above the flat roof section and ceiling of the southern portion.

In the lobe at the west end of the building is the stairwell, an exit door to the south and one men's and one women's restroom.

The gymnasium/multi-purpose room is about 40 feet wide and 76 feet in length with an 18-foot ceiling height. The floor is shiplap linoleum with painted lines to mark basketball/volleyball courts. The walls are plaster and brick, and the ceiling is clad with acoustical tiles. A stage with a rectangular wood-frame proscenium is at the east end of the gym. Pedestrian doors are on either side, one to a storage room and the other to the utility room and kitchen. Behind the stage, further east, is a utility room, and the kitchen. Along the north wall are the doors to the boy's and girl's shower/restrooms. Both rooms also include towel room, dressing room, and basket storage. The girl's includes two toilets and two sinks, and the boy's includes two urinals, one toilet, and two sinks. Each room has a door on the north wall that provides access to a portico and stairs to the playground.

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### **Portable Classroom Units (3 Modular buildings – Non-Contributing)**

Five portable classroom units are on the site, three behind the 1909 building, and two west of the 1953 addition classroom wing. Only the three behind the building are included as part of this nomination. These portable classrooms are wood frame with vertically oriented T-1-11 plywood siding topped by low rise gable asphalt single roofs, and resting on concrete footings or asphalt paving. The modular units were added in 1955, 1990, and 1993 north of 1909 building.

1955 modular (60 x 40 feet) - The building, composed of two modular units placed back to back, rests on a concrete slab and is comprised of vertically-aligned T-1-11 siding in the lower one-third and in the upper portion, by a composite siding in 36-inch wide plywood sheets. A low asphalt shingle gable roof with eaves that overhangs to the west and east covers the building. The south façade has blank walls with a centered double-door entry. The doors are metal slab with upper glass panels. A concrete ramp approaching from the east provides access to a concrete landing that is covered by a flat wood portico. The north end is blank siding. The east façade is composed of a single flat metal slab door in the south end and a horizontal band of windows. A wood portico extends from the slightly projecting eave over the one step concrete landing. Centered to the north are six metal sash windows that form a horizontal band and cant out from bottom to top about twelve inches. The west façade is a reverse of the east, with the entry door in the north end, and the canted window assembly in the center.

1990 modular (30' x 35') - This modular, like the others, rests on a concrete foundation, is clad with vertically-aligned T-1-11, and topped with a low asphalt shingle gable roof. A single unit, the east façade of this building contains a horizontal band of five metal sash windows divided vertically into two sections. A single flat metal slab door is in the northeast corner. The west façade is the same, but the door is in the southwest corner. A single concrete step and landing provide access to the door. The north end is blank T-1-11 siding.

1993 double modular (30' x 70') - This modular, like the others rests on a concrete foundation, is clad with vertically-aligned T-1-11, and topped with a low asphalt shingle gable roof. The east side consists of two sections each with a horizontal band of five metal sash windows, each divided vertically into two sections. Each sash unit is separated by a three-inch vertical plywood strip. The west façade is featureless except two single flat metal slab doors that are next to each other and provide access to the two modular sections. The gable ends are blank T-1-11 siding.

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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.)

Property is:

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

**Areas of Significance**

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

**Period of Significance**

1909-1953

**Significant Dates**

1909

1953

**Significant Person**

(Complete only if Criterion B is marked above.)

**Cultural Affiliation**

**Architect/Builder**

Rand, Loren L. (Architect -1909)

Petersen, Frank E. (Builder - 1909)

Funk, Molander & Johnson (Architects -1953)

Hazen & Clark (Builder - 1953)

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### **Statement of Significance Summary Paragraph**

(Provide a summary paragraph that includes level of significance and applicable criteria.)

Franklin Elementary School is historically significant under Criterion "A" for its direct contribution to the broad pattern of educational development in Spokane, Washington. The nominated building represents a second phase of school construction in the city and was one of the structures built as part of a quarter-million dollar effort to modernize the school system just after the turn of the 20<sup>th</sup> century. A later addition in the early 1950s shows how the district adapted to the post-WWII baby boom and the changing needs of its students, teachers and administrators. Today the original building and addition continues to serve their originally intended purpose and both retain a high level of integrity.

The school is also significant under Criterion "C" as a resource that embodies the distinguishing characteristics of its type and period of construction. Stylistically the school represented a shift from the grand Romanesque Revival structures with bell towers of the 1880s, to the more restrained classical traditions of broken cornices, flat roofs and symmetry of the turn-of-the-century. The school is an outstanding example of early public school architecture in Spokane and is one of a few standing elementary school structures from a second wave of school construction in the city. The school also represents the work of noted Spokane architect, Loren L. Rand whose career spanned more than 30 years.

The period of significance begins in 1909, the date of completion of the original portion of the building, and ends in 1953, the year the last major alteration took place to the building.

### **HISTORIC CONTEXT**

The first school in Spokane was opened by Spokane Garry, a Spokane Indian, in 1870, near the site of Drumheller Springs, on the north side of the Spokane River. At that time, few people resided in Spokane Falls which had been first settled by J.J. Downing and S.R. Scranton in 1871. It was not until the fall of 1874 that a school election was held in Spokane Falls in which Henry T. Cowley, Cyrus F. Yeaton, and L.S. Swift were elected directors. Reverend Cowley was elected as teacher. In January 1875, Cowley began the first official public school in Spokane, which was housed at his home (located at the current site of Cowley Park on the lower slopes of the South Hill). Soon thereafter, Mrs. L.S. Swift took over teaching the first students in her home. The first dedicated public school building in Spokane was built in 1878, near Lincoln Street on the former Northern Pacific right-of-way.

The arrival of Henry T. Cowley in Spokane coincided with the organization of the first Spokane school district in what was then Stevens County. This district, designated School District No. 8, covered a large territory between Hangman Creek and the Spokane River. The superintendent of Stevens County schools at the time was James Monaghan, who later became a prominent Spokane businessman. The school founded by Henry Cowley became part of the new school district. When Spokane County was created out of the southern part of Stevens County in 1879, early local inhabitant J.J. Browne was appointed superintendent of newly designated Spokane School District No. 41. In the first Spokane County election, held in 1880, Mrs. Maggie M. Halsell was elected to succeed Browne. (Emerson, 2008)

In the year 1889, Spokane schools were reorganized as School District No. 81 and David Bemis was hired as superintendent. Bemis' immediate task was to organize a massive building campaign. In July 1890, \$250,000 in bonds were sold to construct a new high school building, and five elementary school buildings. These included Bancroft, Irving, Bryant, Logan and Franklin (all designed by Emil G. Guenther) schools. (Pratt, 1946)

By 1900, the district had constructed seven more schools (including Whittier, Emerson, Longfellow, Edison, Washington, Hawthorne, and Lowell). An additional eighteen elementary schools were built between 1900 and 1910 including McKinley (1903), Adams (1908), Jefferson (1908) and the second Franklin (1909). The next ten years to 1920, saw the construction of Mann, Alcott, Yardley, Rockwood, and Cowley (1918). Other schools followed in the 1920s including Hutton (1921), Finch (1924) and Wilson (1927).

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## **FRANKLIN SCHOOL**

The construction of the nominated building was spurred by the acquisition of the former Franklin School by the Chicago, Milwaukee, St. Paul & Pacific Railroad through condemnation proceedings. By the turn of the century, both the downtown and the railroad were growing, and the original Franklin School (at Front St (now E. Spokane Falls Blvd)) sat on prime real estate directly across from the Northern Pacific Roundhouse. Additionally it was sandwiched between two major railroad lines, making the location unsafe for students, and the overall site an undesirable learning environment. The district was anxious to relocate. As such, the school closed in 1908, however there were disputes over a fair price and questions arose as to whether the school district even had the authority to sell the building and land. After going to court in 1909, the condemnation of the property proceeded. After hearing arguments, Judge W.A. Huneke decided that the railroad could take the property, but would need to pay the school district \$115,000 for the building and land. Attorney Ed Huneke (Judge Heneke's grandson) argued that while in a condemnation matter the railroad, like the State, could claim property, however they still needed to pay fair market value for it. The railroad had previously offered to pay to the district \$50,000. The district had hoped the sale would help towards paying the \$250,000 worth of bonds they had previously taken out. Eventually, both the Franklin School and Field School sites were sold.

Before the sale was final, however, the building sat vacant and was converted into a temporary jail during the infamous "Free Speech Fights" of 1909 which involved the arrest of over 500 Industrial Workers of the World (the Wobblies) members. Then shortly after the railroad closed on the purchase of the school, the building was gutted by fire, allegedly the handiwork of arson. Limited water pressure impaired the task of putting out the fire which started in the basement. The railroad declared \$25,000 in damages and the school was demolished in 1910.

In the meantime the district had already begun negotiations to construct a new school building southeast of downtown, near the rapidly expanding Rockwood neighborhood. Talk of selling the school building, which was deemed "old and out of date," had actually surfaced as early as 1906. Once the district decided to move, discussions began as to where to locate the new school and what to call it. At the August 24, 1908 meeting of the district, communication from the F. B. Grinnell Company was received in reference to a potential site in the newly developed Altamont Addition.

After hearing public testimony and support from the Altamont Heights Improvement Association, as well as a site visit by the school board, on February 8, 1909 the board approved the purchase of a new school site. The site was situated at the southwest corner of 17<sup>th</sup> Avenue and Mt. Vernon Street. The 250 feet x 295 feet block was offered to the district for \$3,150.00 by Gordon C. Corbaley (manager of Arthur D. Jones & Co.).

Initial correspondence for the new building referred to the new school structure as the Altamont School (most likely named in honor of its location in the Altamont Heights plat of the city). However, by June of 1909 the district had decided to retain the name of Franklin School. At its meeting of April 19<sup>th</sup> the board instructed the Secretary to advertise for bids on the following buildings: a new eight-room building (to be Franklin School. Note at this point, plans for the new school were for a sixteen-room building); a four-room addition to Sheridan; and a four-room addition to Audubon School.

On May 10<sup>th</sup> nine bids for the new school project were received ranging from \$33,533 to \$48,260. On a motion of Mr. Gilbert, the Board voted to award the contract to Frank E. Peterson as per bid for \$44,533.00. The building was to be completed by September 1, 1909. The heating and plumbing contract was awarded to M. Isbister for \$3,450.00. By this time the building had been scaled back to eliminate the outer wings of the structure (see plans).

Little is known of builder Frank E. Peterson. Records indicate he was born in Sweden on March 26, 1874 and arrived in Spokane around 1890. Reportedly he built several homes in Browne's Addition, and built the Cooper, Stephens & Franklin schools, as well as the city school administration building and the North Central swimming pool. Later he

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became involved in road and bridge construction while serving as a partner in the E.A. Webster & Co. firm. In 1912 he served as Vice President of the Spokane Builders & Contractors Exchange and was a charter member of the Rotary Club and the Manito Golf & Country Club. He was also a member of the Elks and Masonic Lodges. Peterson died in Spokane on October 3, 1958.

When the school opened for the 1909 school year the staff included: M. B. Tower, principal; Caroline Schick, 5<sup>th</sup> grade; Margaret Guinan 4<sup>th</sup> grade; Myrtle Baire, 2-3<sup>rd</sup> grade; Floy Sullivan, 1-2<sup>nd</sup> grade; and Lura Green, 1<sup>st</sup> grade. According to *The Biennial Report of the Public Schools of Spokane, Washington For the Two Years Ending June 30, 1910*, Franklin had 144 registered students, with an average daily attendance of 148 students.

By the mid-1920s enrollment at the school had increased significantly and the decision to not build the outside wings to the building was becoming an issue. A "*Committee From Franklin*" presented a petition to the district on December 14, 1925 to build an addition to the structure which would house a much needed auditorium and gymnasium. While the school board discussed the matter at their December 28, 1925 meeting, it would take another six years before Franklin students would enjoy their new auditorium. In 1931 a framed multi-purpose auditorium/gym was finally added to the east side of the building (two narrow, arched, brick entries connected it to the main building). The addition was removed in the 1950s, a few years after the completion of the 1953 addition.

### **Loren L. Rand (1851 – 1935)**

The district hired Loren L. Rand to design the school 1909 school. At the time he was regarded as one of the leading architects of the city of Spokane. Rand had arrived in the community in 1888, just before the Great Fire of 1889 which leveled thirty blocks of the downtown. As one of the few trained architects in the city, he was poised to receive commissions and they came flooding in. He had opened an office with fellow architect John K. Dow in the Crescent Block and together they designed the Tidball Block (1889), the first four-story building constructed after the downtown fire. Other post-fire buildings included the Bump Block/Carlyle Hotel (1890); the Bennett Block (1890); and the Bank of Spokane Falls (The "Marble Bank Building", 1892). While Rand and Dow parted ways by 1892, they collaborated later on the first wing of the downtown Masonic Hall building (1905).

Loren Leighton Rand was born in Amesbury, Massachusetts in December 1851. After course work in the Boston School of Technology (forerunner of MIT) he worked as a draftsman with several leading architects in Grand Rapids, Michigan and Minneapolis, Minnesota. Over the course of his career, Rand designed several residences, many for well-to-do citizens including former Territorial Judge Lucius B. Nash (1889, 1624 E. South Riverton *demolished*); businessman and civic leader Edward L. Powell (1899, 1728 W. First Ave); one time Spokane Mayor Horatio F. Belt (c.1893, North Riverton, *demolished*); Sylvester Heath, founder of the stationery company that later became John W. Graham & Company (1899, 1017 E. Mission); and James Comstock founders of the Crescent Department Store (1906, 1128 W. Ninth). He also designed his own home at N. 1215 Nettleton (1909) and homes for George Odell (1898, 2325 W. First); C.F. Clough (1907, 1406 W. Ninth); William Domke (1891, 1928 W. Pacific); and the Eugene Shadle family (1906, 1118 W. Ninth).

Commercial projects include the Crescent Department Store (1899); a remodel on the Boothe-McClintock Building (1906); and the Spokane Dry Goods Building (also known as the Crescent Service Building, 1908). Other notable projects included a Fraternal Hall in Coeur d'Alene (1905); an apartment for Mrs. Michael Jennings (1910); and the large Romanesque Revival style First Presbyterian Church (1910) in downtown Spokane.

Rand is perhaps best remembered though as the designer of many of Spokane's early public schools. In fact he served as the "de facto school architect" during the early part of the 20<sup>th</sup> century. His projects included Adams School (1909, *altered*); Audubon School (1909, *demolished*); Bemis School (1912, *demolished*); Cooper School (1908, *demolished*); Columbia School (1908, *demolished*); Franklin School (1909); Hawthorne School (1898, *demolished*); Jefferson School (1909); Logan School (1892, *demolished*); Longfellow School (1892, *demolished*); McKinley School (1909); Roosevelt School (1907, *demolished*); Sheridan School (1908, *demolished*); Stevens School (1908, *demolished*); Willard School

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(1909, *demolished*); and Wilson School (1927). His best known school project though was the Lewis & Clark High School and District Administration Building (1911). It was a project he poured his heart and soul into, going above and beyond the normal research and detailing for a like-sized building. During the time he was working on Lewis & Clark, he was also designing Kennewick High School (1911) in Kennewick, a building which received a high level of press.

Active in the Presbyterian Church and a variety of civic and professional affairs, Rand served as president of the local chapter of the Sons of the American Revolution, he was a member of the Oriental Lodge A.F. & A.M., was a Knight Commander of the Court of Honor, was a member of the Mystic Shrine, and served as Vice President of the State AIA Chapter (1915, 1920).

Rand died on October 6, 1935 at the age of 83 and is buried at the Greenwood Memorial Terrace Cemetery in Spokane. There is reference that his son (Morris W.) was also an architect, but no projects in Spokane attributed to him have been identified.

### **1953 Addition**

By the 1940s parents and school district officials began to take note of a pending increase in student enrollment. In 1941 the PTA actually raised enough money to help purchase a house and additional land behind the school. With the district's blessing, the parents turned the house into a school for kindergarten. This house remained until the late 1960s. In 1946 birth rates in Spokane peaked at an all-time high and for the next several years, the rate remained close to those numbers. Leila Lavin, assistant superintendent of city schools in charge of elementary education, noted in 1950 that district expected between 2,400 and 2,500 first graders for the school year; at the time that represented an increase of 300 students from the prior year. School officials pointed out that the total enrollment in Spokane public and parochial grade and high schools would probably reach 27,000 by 1950, some 700 more than the previous year. During the 1949 school year, the district had prepared for an increased enrollment of 500 or 600 students. Instead, the enrollment in public schools increased by 1,200 and in the parochial schools by more than 200.

To meet the needs brought on by the increase in students, portable classrooms were installed at Browne, Madison, Columbia, Longfellow, Pratt, Franklin, and Jefferson schools. At the time, this brought the total number of portables in use at city schools to 76. However the construction of portables was seen only as a temporary measure to combat the rapid growth of the "Baby Boom" student population. A more permanent solution was sought and this provided the impetus for passage of a nearly \$1.2 million dollar construction bond issue in 1950. By September, District Superintendent John A. Shaw noted that architects in the city were working on plans for 32 classrooms and six multi-purpose buildings. Construction of the multi-purpose units (or additions to older schools), instead of new stand-alone buildings, was part of a systematic modernization plan for the district. One of the projects was the expansion of the 1909 Franklin Elementary School building.

Superintendent Shaw noted in the spring of 1952 that the district had received final approval from the State Department of Public Instruction of a \$61,841 matching grant to construct an addition to Franklin School. It was the last school project to be constructed as part of the bond program. By the fall of 1952, student enrollment had increased to nearly 500 students. Reportedly it was the only school in the district which incorporated "double shifting" so all students could be taught.

To design the addition, the district hired the architectural firm of Funk, Molander & Johnson. The firm had been organized in 1944, and collectively the firm's partners had extensive experience in educational projects. In fact they had completed other projects for the district including an addition to Browne Elementary School (1950); Regal Elementary School (1950); and an addition to Grant Elementary (1950). Over the course of the next 30+ years, the firm created some of the most prominent buildings in the Inland Northwest and left an indelible mark on the built environment.

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Founding partner Albert Harvey Funk was a Spokane native and was born in the city on October 28, 1903. His formal architectural education was from Washington State College where he graduated with a bachelor's degree in 1925. After graduation Funk returned to Spokane and began working as a draftsman for the architectural firm of Whitehouse & Price (1926–1929), one of the oldest and most respected firms in the city. He then headed to Washington, D.C. where he served as an assistant architect for the U.S. Treasury Department (1929). Further work experience was gained as a designer for the New York firm of Morrell Smith (1930) before returning to Spokane in 1931.

Upon his return to Spokane, he acquired his State Architectural License and went to work as a draftsman for the State Highway Department (1935-36). By 1937 he was serving as an in-house architect with the Monroe Street Lumber Co. but decided to open his own independent firm in May 1937. Notable early projects include the streamlined modern style Edward W. Moen House (1938); the W.W. Garvin House (1940); and Francis Montague House (1940). Several of his designs were featured in the local newspaper. Funk was an active member of the Spokane chapter of the AIA and served on the State Board of Architect Examiners for several years (1958 to 1966). He passed away in Spokane on September 26, 1986.

Funk's partner Edwin William Molander was born October 27, 1901 in Marinette, Wisconsin. His formal education was from the University of Minnesota where he graduated with a bachelor's in Architecture in 1925. While the details of his early career are unknown, Molander had a thriving practice in North Dakota before moving to Spokane. Projects in North Dakota included numerous school buildings throughout the state. In fact, his reported body of work included nearly \$1.6 million dollars in projects during the years 1935-1940. For unknown reasons, Molander left the Spokane firm in 1956 and established his own independent practice. Don Murray then became partner at the firm and it was renamed Funk, Murray & Johnson.

The third partner, Carl Herbert Johnson was born in Sheridan, Wyoming on January 24, 1913. He graduated with a Bachelor of Science degree from the University of Minnesota, St. Paul in 1935 and was a member of the Alpha Ro Chi fraternal organization. Upon graduation, Johnson served as a draftsman for a variety of firms including working for architect J. van Teylingen (1935-40) and Angus Vaughn McIver (1940-1941) both of Great Falls, Montana. Like Funk, Johnson also worked for the architectural firm of Whitehouse & Price in Spokane (1943-44). He was an active member of the American Institute of Architects serving as Spokane Chapter Vice President (1954-1955), Secretary (1940, 1955-1956), and President (1957-1958). Johnson, a licensed engineer, was an important part of the partnership. His expertise allowed the firm to explore various roof forms and shapes, as well as innovative construction methods. He retired in 1996 and moved to La Conner, Washington where he passed away on May 8, 2002.

Soon upon the establishment of the firm, Funk Molander & Johnson began to specialize in educational projects. Their designs can be found across the Inland Northwest. Principle works include an elementary school (1947) in Waitsburg; an addition to Steptoe High School (1948); an addition to Steptoe High School (1948); Dayton Elementary School (1949); the Steptoe Gym/auditorium (1950); Browne Elementary School Addition (1950); Regal Elementary School (1950); Grant Elementary School Addition (1950); an addition to Edison Elementary School (1951); the Woman's Dormitory at Whitworth College in Spokane (1953); an addition to Pullman High School (1952); Pullman Elementary School (1953); and several structures at Whitworth College (1952-66). The Franklin Elementary School addition is typical of their work during the 1950s.

However, it was their ecclesiastical projects which have left the strongest visual, architectural, and emotional impacts on their various communities. The firm utilized the sculptural forms of materials and structure to create a unique collection of sanctuary spaces. Notable examples include Salem Lutheran Church (1946) in Spokane; Trinity Lutheran Church of Endicott (1950); Good Samaritan Episcopal Church (1959) in Colfax; St. Charles Borromeo Church (1960) in Spokane; Holy Family Catholic Church (1962) in Clarkston; and Richland Lutheran Church (1967).

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Other notable projects under Funk, Molander & Johnson include the Garland Theater (1945); the Married Veteran's housing at WSC; the Consolidated Supply Co. Warehouse (1947); the Grinnell Co. Warehouse (1948); several projects at Eastern State Hospital (1950); and Pullman Memorial Hospital (1951).

The official building permit for the multipurpose wing was issued to contractor Hazen & Clark on May 20, 1952. It was for a 2-story addition valued at \$188,700.00. Plumbing was handled by Arnold & Jeffers and Country Home Electric Co. completed the electrical work. The addition (a one story wing with a partial day-lighted basement) was formally dedicated on March 22, 1953 and included four classrooms, a library, and a multipurpose room which also housed a kitchen to serve hot lunches.

State Superintendent of Public Instruction, Pearl Wanamaker, spoke at dedication ceremonies in front of a large audience of parents, patrons, and civic officials. In her remarks Wanamaker emphasized that "education is the responsibility of the state." She commented: "The state of Washington has had one of the finest programs of educational support. When we go back to supporting schools on the local level, we must realize that unequal distribution of educational facilities will result. Rich districts will have good schools, and poor districts will see their children in poor schools." She noted that "Spokane has been one of the communities where people believe in education to the point where you're willing to put your money on the line."

Despite the addition, it was not long before the growth in students again outpaced the new classrooms. Around 1955, two portable classroom units (attached buildings) were added to the north side of the building in the upper playground area. Additional enrollment facilitated more portables behind the building in 1990 and 1993. Further growth resulted in an additional two units to be installed to the west of the 1953 addition in 2014 (note these are outside the boundaries of the nomination).

### **Conclusion**

Today the 1909 classical revival Franklin Elementary School is one of the few remaining elementary schools in Spokane from the first decade of the 20th Century and serves as a reminder of the early educational efforts in the city. The building was constructed at the height of architect Loren L. Rand's career and remains today as one of the few standing elementary school structures he designed. Mentioned in a 1926 article as a "unit design," Rand's design for Franklin (1909), was a near match to his designs for Roosevelt (1907), Stevens (1908), Audubon (1908), Cooper (1909), and later Adams (1910), and Jefferson (1910); all variations on a similar theme. Only Franklin, Jefferson and Adams Schools remain. Jefferson and Adams have been heavily altered.

Franklin Elementary School  
Name of Property

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## 9. Major Bibliographical References

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--. "Architects Are Drawing Plans for New Schools." 9/26/1950

--. "Best in all the West: Spokane Public Schools Will Yield Precedence to None." 1/27/1896. P9:4.

--. "School Site Deal Badly Muddled." 8/27/1909. P9:2-4.

--. "New School is Now Crowded." 2/9/1909. P2.

Franklin Elementary School

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- . "Their Work Will Commence Soon." 8/30/1909. pg:15.
- . "Second Fuel Strike Broken Up Today." 11/29/1909. p8:4-5.
- . "Franklin School Case Up." 12/8/1909. p24:2.
- . "Franklin School Building Job Get 'Go-Ahead' sign." 4/21/1952. p3:1-2.
- . Death Claims Albert Funk, architect, 82. 9/25/1986. p13:1.

Spokane Press

- . "May Adjust the Franklin School Deal." 9/9/1909 pg. 1
- . "\$115,000 For Franklin School Site." 12/10/1909 pg. 1
- . "Overbids Milwaukee by a Cool \$50,000." 8/26/1906 pg. 1
- . "Submit Question to People." 8/28/1909 pg. 3
- . "Offer \$1 For Half a Loaf." 11/22/1909 pg. 1
- . "Fire in School No Panic." 11/20/1906 pg. 4
- . "Would Sell School House." 12/26/1906 pg. 4

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The Spokesman Review

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- . "New Life for 6-Year-Olds." 9/9/1950. p2.
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- . "State Approves Cash for Franklin School." 4/29/1952. p5:1.
- . "Saga of the Franklin School. 3/22/1953.
  - . "Services Set for Retired Contactor." 10/4/1958. pg6.
- . "State School Head to Speak." 3/23/1953. p6:5.
- . "Spokane Gets Educator's Nod." 3/25/1953. p5:1.
- . "Spokane School Youngsters Get in Christmas Mood With Gala Plays." 12/16/1953. P26.
- . "Franklin School Gives \$100 for Park Projects." 3/11/1967. p5:5:6.
- . Clark, Doug. "School lunches leave bad taste in kids' mouths." 10/13/1998. Regional - p1:1.
- . Whitworth University. Edwin Molander. 10/14/2014.

**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: Spokane Public Library,  
NW Museum of Art and Culture

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Historic Resources Survey Number (if assigned): \_\_\_\_\_

Franklin Elementary School  
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**10. Geographical Data**

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**Acreage of Property** 2.3 acre  
(Do not include previously listed resource acreage.)

**UTM References**      NAD 1927 or      NAD 1983

(Place additional UTM references on a continuation sheet.)

1	<u>    </u> Zone	<u>    </u> Easting	<u>    </u> Northing	3	<u>    </u> Zone	<u>    </u> Easting	<u>    </u> Northing
2	<u>    </u> Zone	<u>    </u> Easting	<u>    </u> Northing	4	<u>    </u> Zone	<u>    </u> Easting	<u>    </u> Northing

**Or Latitude/Longitude Coordinates**

(enter coordinates to 6 decimal places)

1	<u>47.640988°</u> Latitude	<u>-117.372189°</u> Longitude	3	<u>47.640188°</u> Latitude	<u>-117.370806°</u> Longitude
2	<u>47.640988°</u> Latitude	<u>-117.370806°</u> Longitude	4	<u>47.640988°</u> Latitude	<u>-117.370806°</u> Longitude

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

The nominated property is located in Section 28, Township 25N, Range 43E in Spokane County, Washington. It is located on the south side of Interstate 90 in the southeast section of the city just east of Lincoln Park at the northwest corner of E 17<sup>th</sup> Avenue and S Mt. Vernon Street. It is otherwise known as Parcel No. 35281.0242.

**Boundary Justification** (Explain why the boundaries were selected.)

The nominated boundary encompasses all the built resources on site that is historically associated with the Franklin Elementary School.

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**11. Form Prepared By**

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name/title	<u>Jim Kolva, owner</u>	(Edited by DAHP Staff)
organization	<u>Jim Kolva Associates, LLC</u>	date <u>December 2016</u>
street & number	<u>115 South Adams Street, Suite 1</u>	telephone <u>509-458-5517</u>
city or town	<u>Spokane</u>	state <u>WA</u> zip code <u>99201</u>
e-mail	<u><a href="mailto:jim@kolva.comcastbiz.net">jim@kolva.comcastbiz.net</a></u>	

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Franklin Elementary School  
 Name of Property

Spokane, WA  
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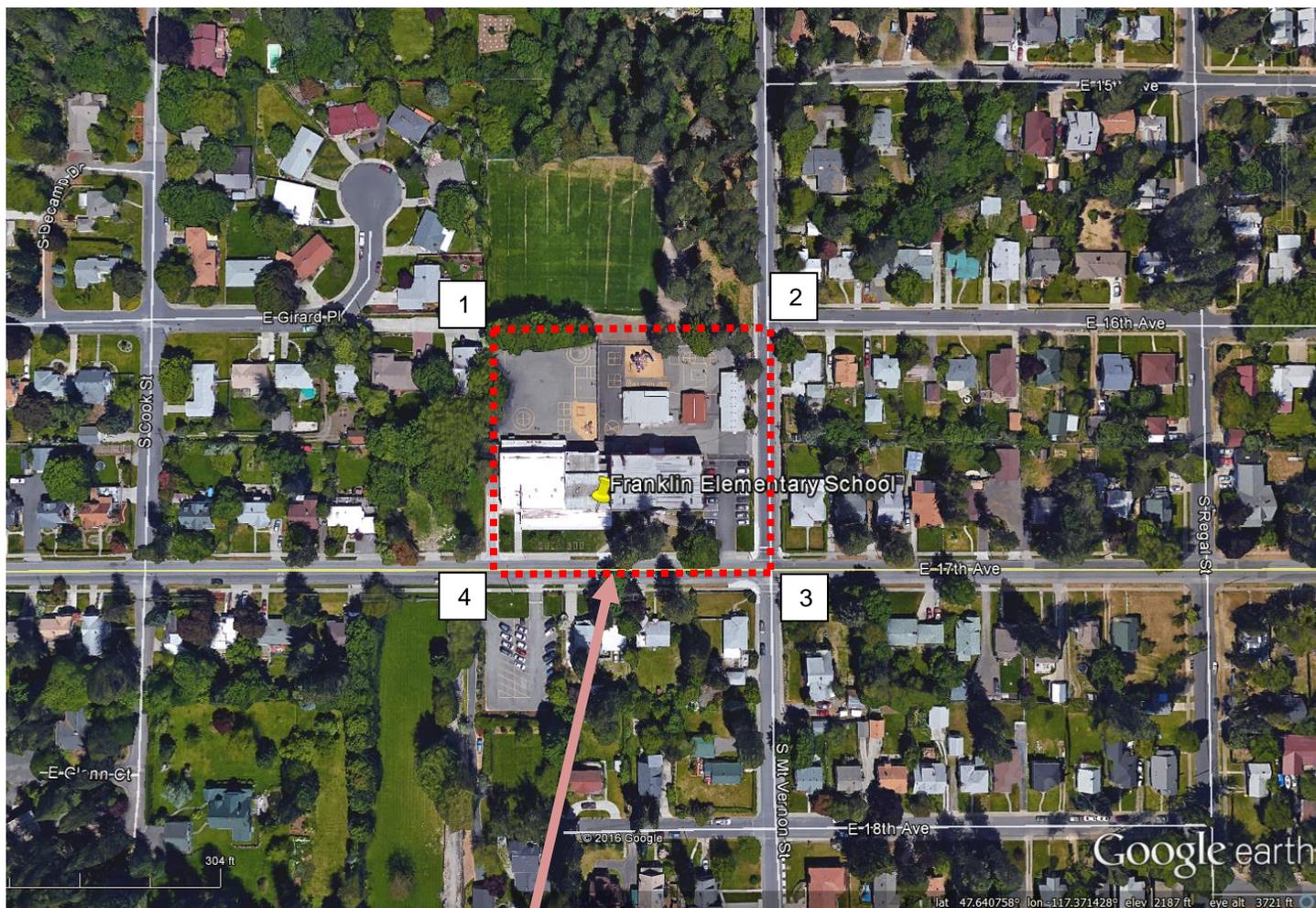
**Additional Documentation**

Submit the following items with the completed form:

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

A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)



1 47.640988° -117.372189°  
 Latitude Longitude

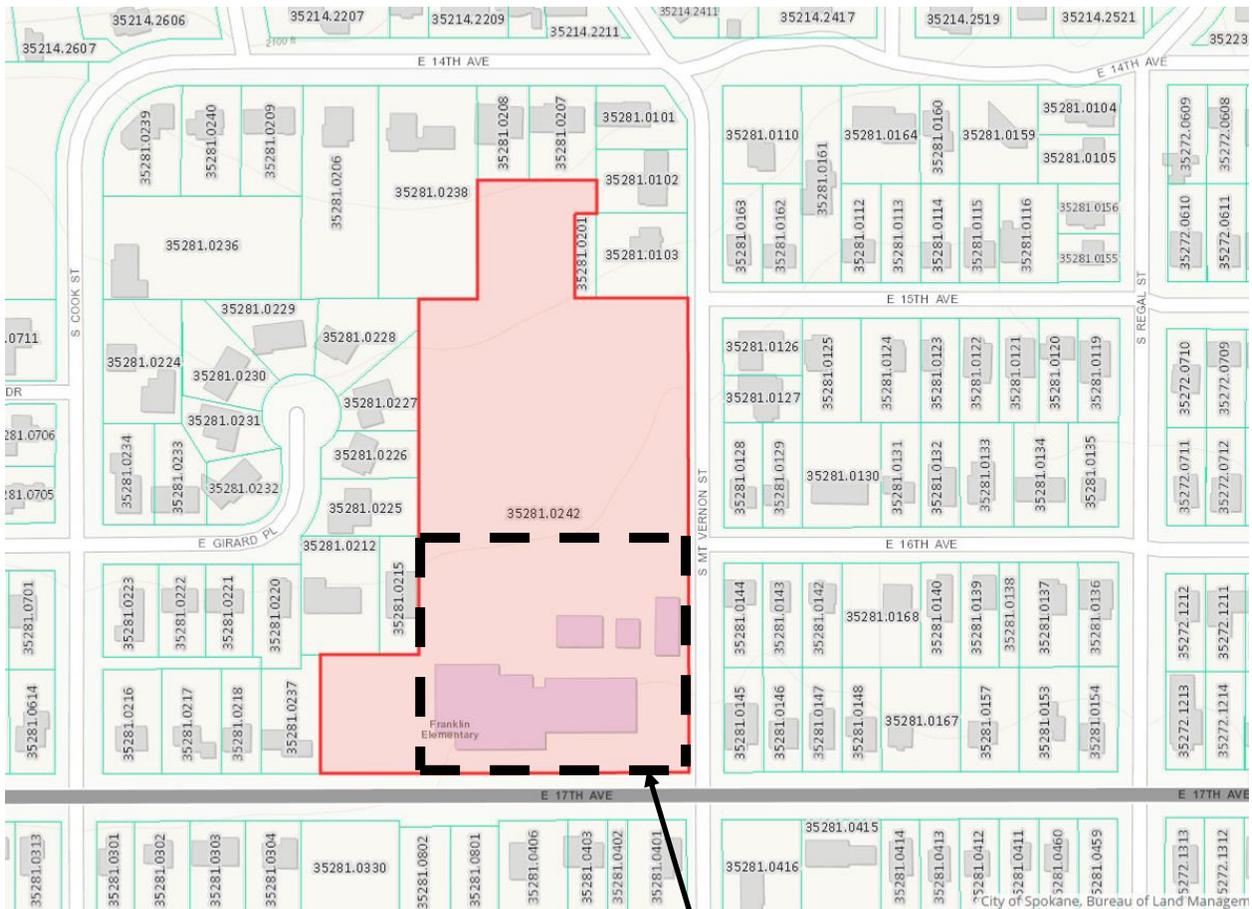
3 47.640188° -117.370806°  
 Latitude Longitude

2 47.640988° -117.370806°  
 Latitude Longitude

4 47.640988° -117.370806°  
 Latitude Longitude

Franklin Elementary School  
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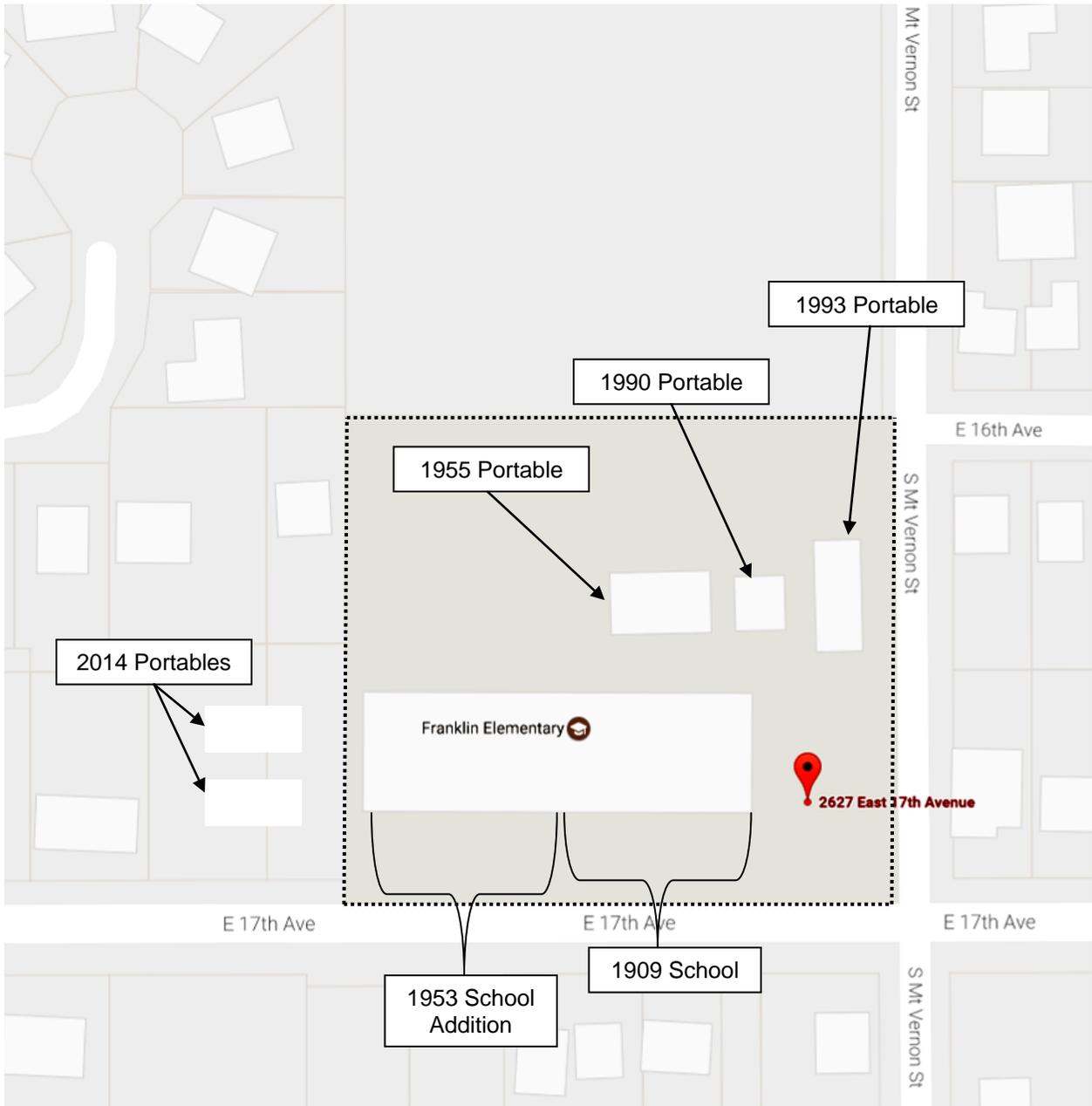


**Franklin Elementary School**  
Assessor Map  
Parcel No. 35281.0242

Nomination Boundaries

Franklin Elementary School  
Name of Property

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County and State

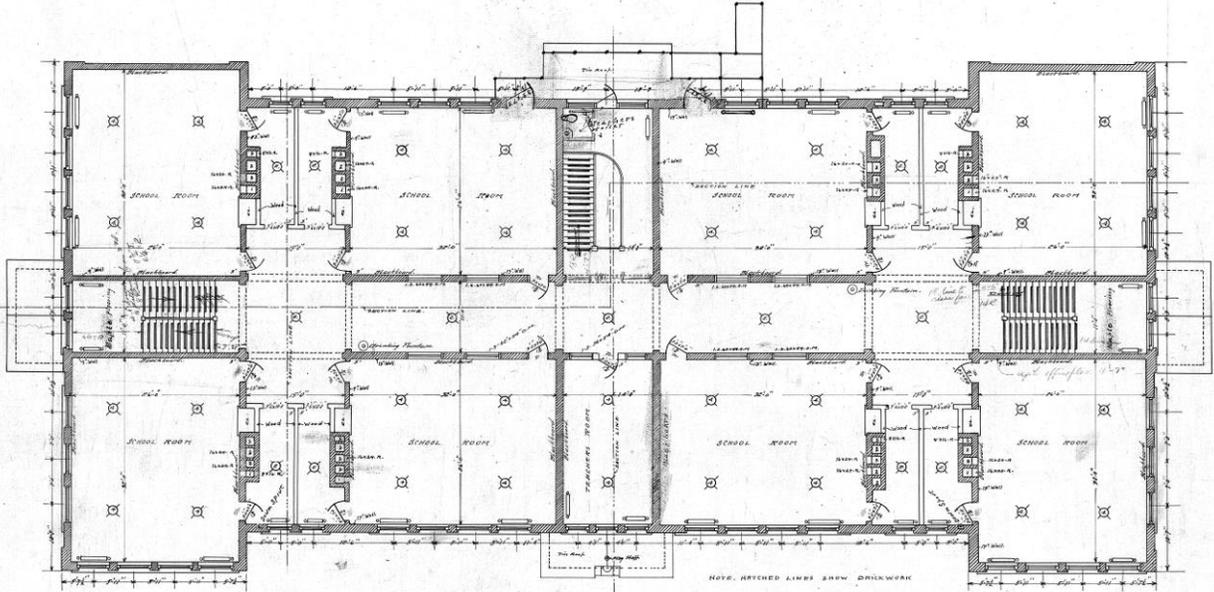


**Franklin Elementary School**  
Site Map  
Parcel No. 35281.0242



Franklin Elementary School  
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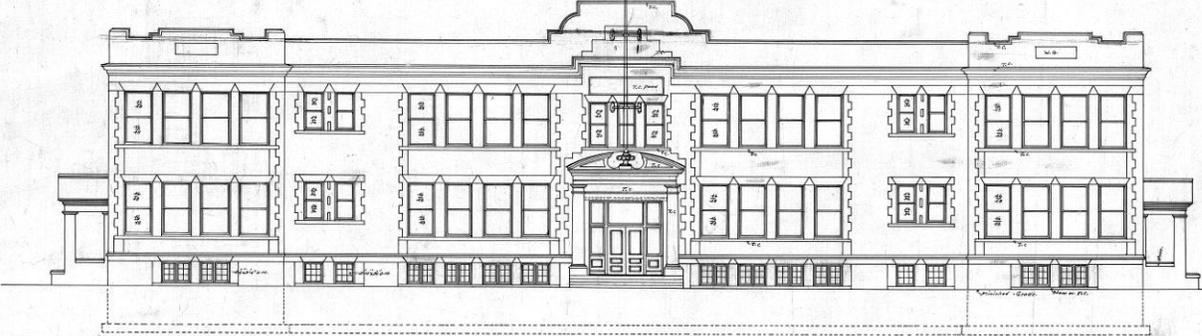
SECOND FLOOR PLAN.

SCHOOL BUILDING.  
SCHOOL DISTRICT NO. 65.  
SPOKANE, WASHINGTON.  
SCALE 1/4" = 1'-0".  
L.L. RAMP, ARCHITECT.

**Franklin Elementary School - 1909**  
Floor Plan - 2<sup>nd</sup> Floor



LONGITUDINAL SECTION.



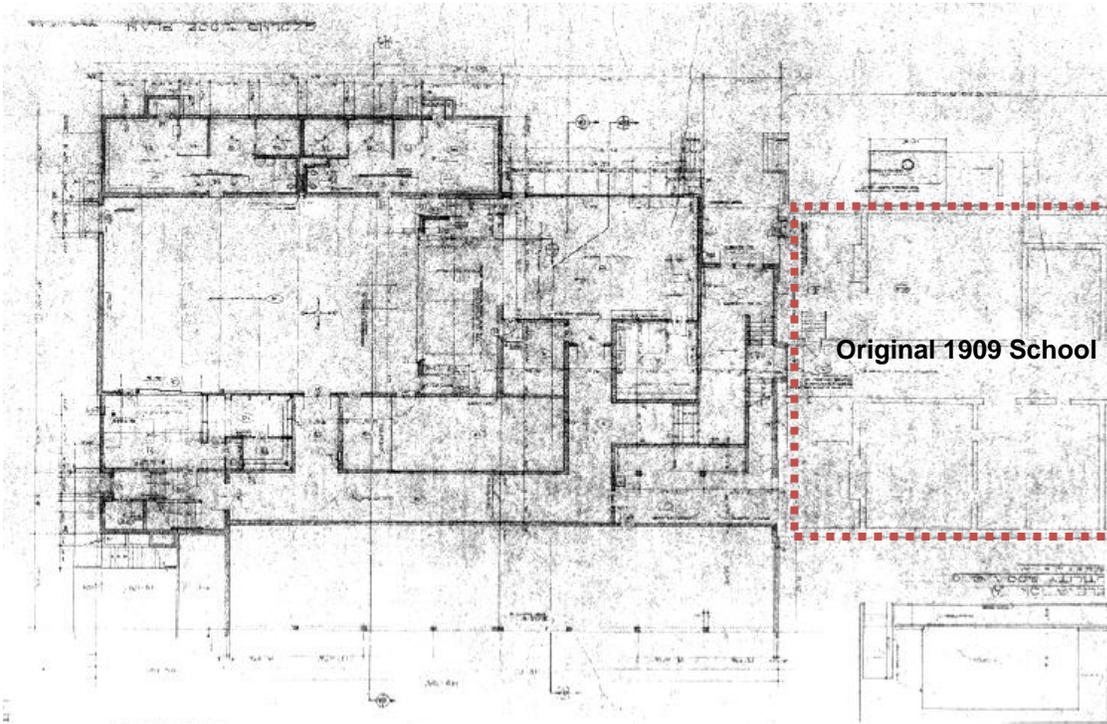
FRONT ELEVATION.

SCHOOL BUILDING.  
SCHOOL DISTRICT NO. 65.  
SPOKANE, WASHINGTON.  
SCALE 1/4" = 1'-0".  
L.L. RAMP, ARCHITECT.

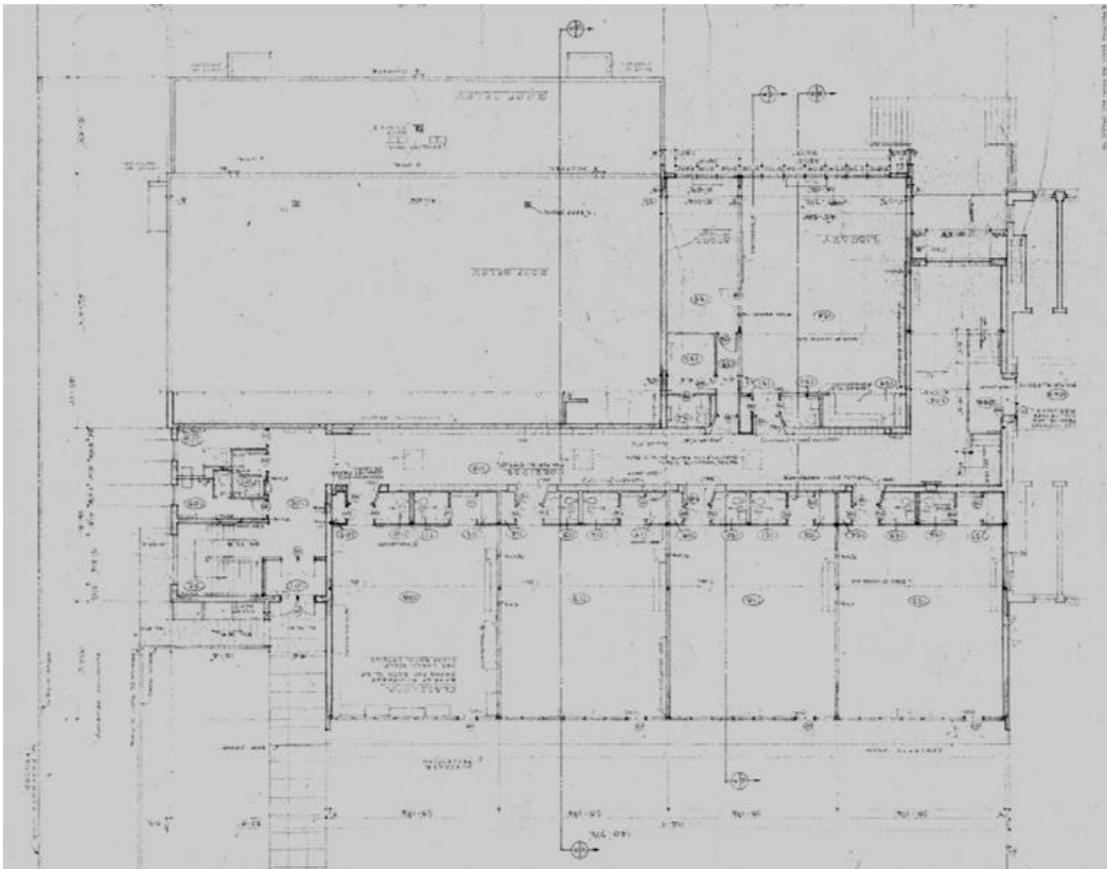
**Franklin Elementary School - 1909**  
Cross Section & Elevation

Franklin Elementary School  
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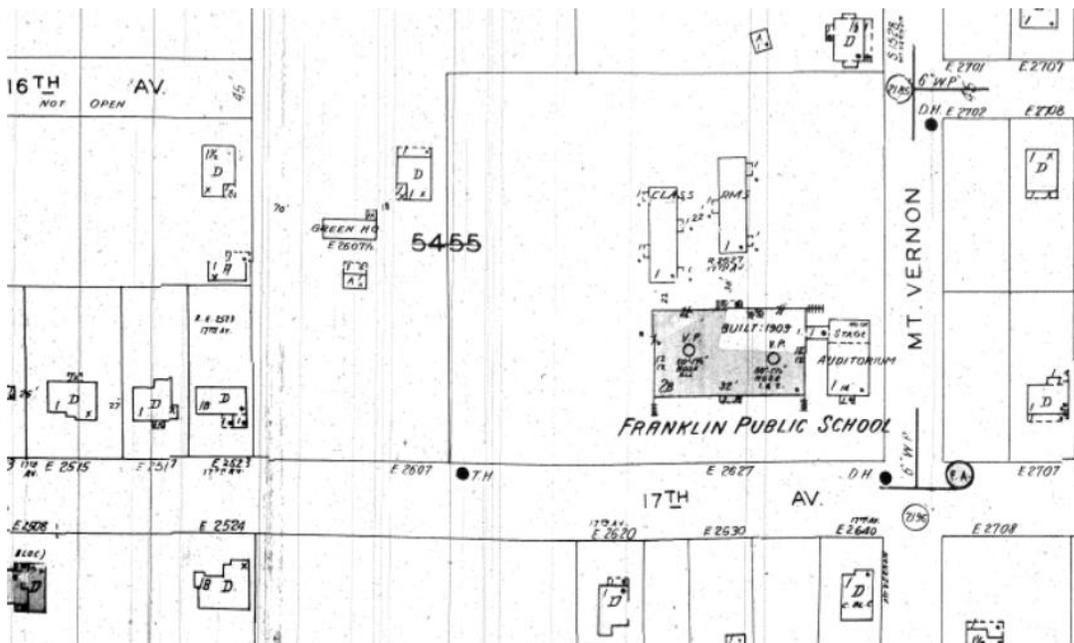
**Franklin Elementary School – 1951 Addition**  
Floor Plan – Basement Plan



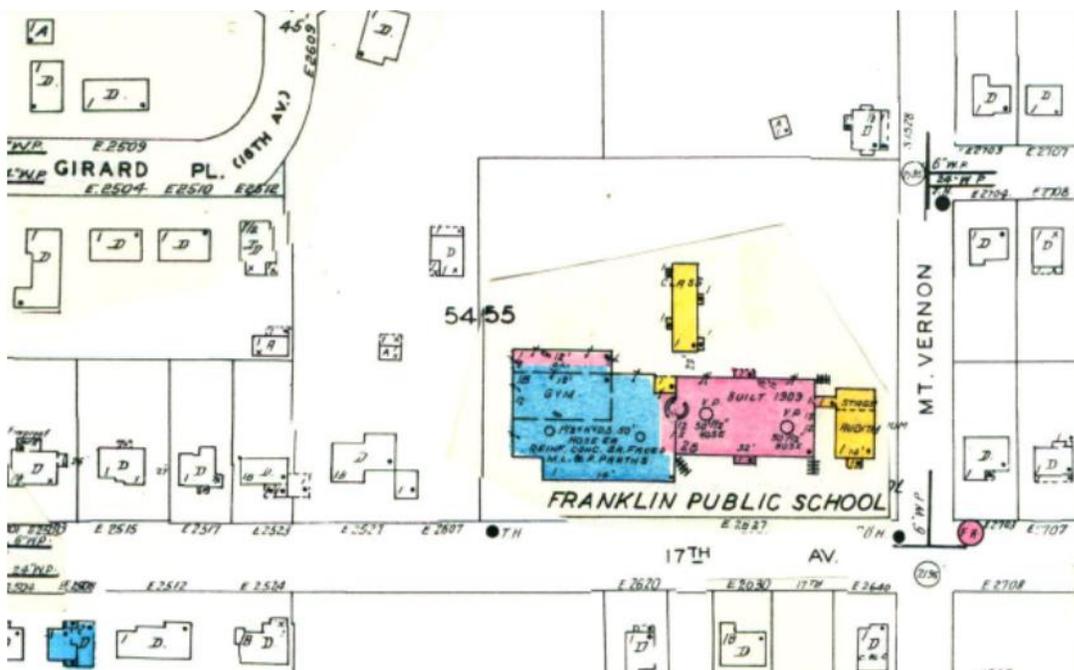
**Franklin Elementary School – 1951 Addition**  
Floor Plan – 1st Floor

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**Sanborn Fire Insurance Map**  
1935, Vol 4, pg 500  
*Franklin Elementary School showing 1931 auditorium addition.*



**Sanborn Fire Insurance Map**  
1957, Vol 4, pg 810  
*Franklin Elementary School showing 1953 addition (blue) and 1931 auditorium addition (yellow).*

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View of original Franklin School located at Front St (now E. Spokane Falls Blvd & S. Grant St) directly across from the Northern Pacific Roundhouse. (Emil Guenther, architect)

Image Courtesy of [www.Spokaneschools.org](http://www.Spokaneschools.org)



View of second Franklin School without 1953 addition.

Image Courtesy of *Spokesman Review* – March 22, 1953

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View of first grade classroom at Franklin School - 1916.  
Image Courtesy of [www.Spokaneschools.org](http://www.Spokaneschools.org)



View of 8th grade students on steps of Franklin School  
1918.  
Image Courtesy of [www.Spokaneschools.org](http://www.Spokaneschools.org)



View of typical classroom in 1953 wing of Franklin School.  
Image Courtesy of *Spokesman Review* – March 22, 1953

Franklin Elementary School  
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**Photographs:**

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

**Name of Property:** Franklin Elementary School  
**City or Vicinity:** Spokane  
**County:** Spokane  
**State:** WA  
**Photographer:** Jim Kolva  
**Date Photographed:** 9/2015, 12/2015, 6/2016  
**Location of Original Digital Files:** 115 South Adams Street, Spokane, WA 99201  
**Description of Photograph(s) and number:**



1 of 28 Main façade of school showing original 1909 building and 1953 addition - Looking northeast

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2 of 28 Main Façade - Looking north



3 of 28 Southeast corner - Looking northwest

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4 of 28 Rear façade, northeast corner - Looking southwest



5 of 28 Detail of front entry - Looking north

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6 of 28

SW Corner of 1953 Addition - Looking north



7 of 28

Main façade of 1953 Addition - Looking north

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8 of 28

Rear facade of 1953 addition - Looking south



9 of 28

1955 Portable Classroom - Looking NE

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10 of 28 1993 Portable Classroom - Looking NE



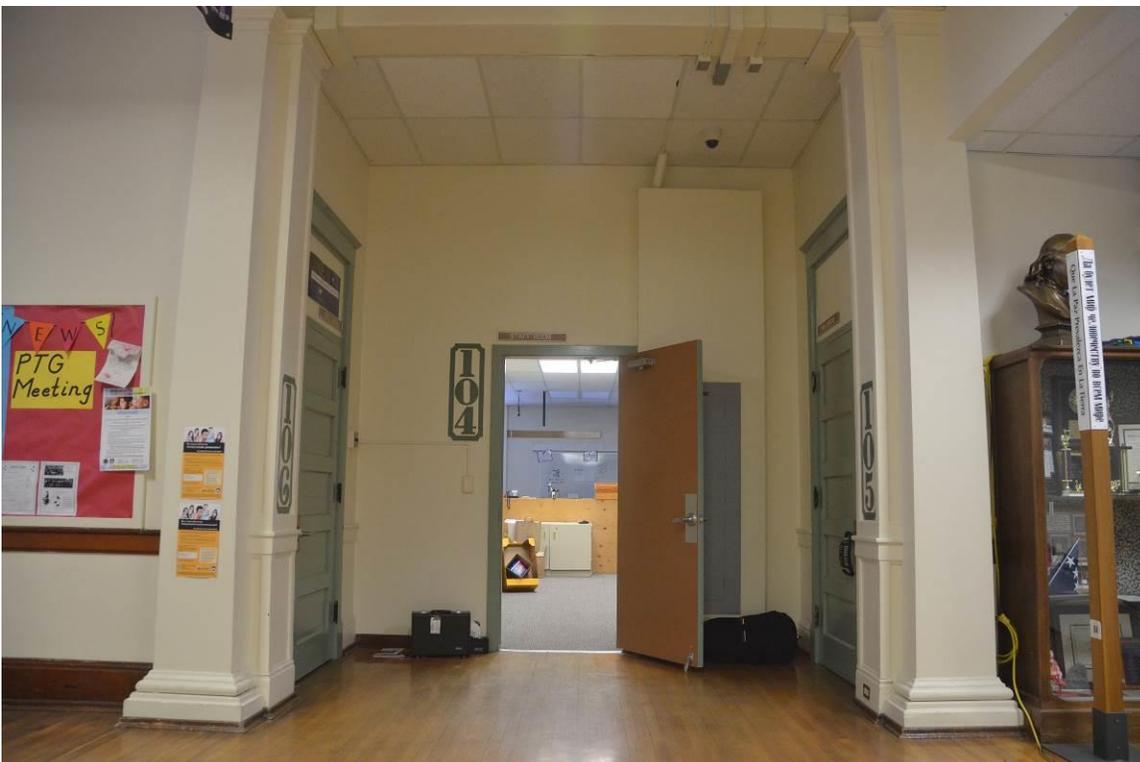
11 of 28 1990 Portable classrooms -Looking NE (2 units)

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12 of 28 1909 building, Looking north across foyer to 2<sup>nd</sup> floor stairs.



13 of 28 1909 building, Looking east at alcove to staff and classroom.

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14 to 28 1909 building, Looking northwest towards stairs to library.



15 of 28 1909 building, Typical classroom space (room 106).

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16 of 28 1909 building, View toward main entry vestibule.



17 of 28 1909 building, Typical classroom space, second floor (room 206).

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18 of 28 1909 building, View from foyer towards door to 1953 addition.



19 of 28 1909 building, Stair railing detail.

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20 of 28 1909 building, Basement Hall looking west



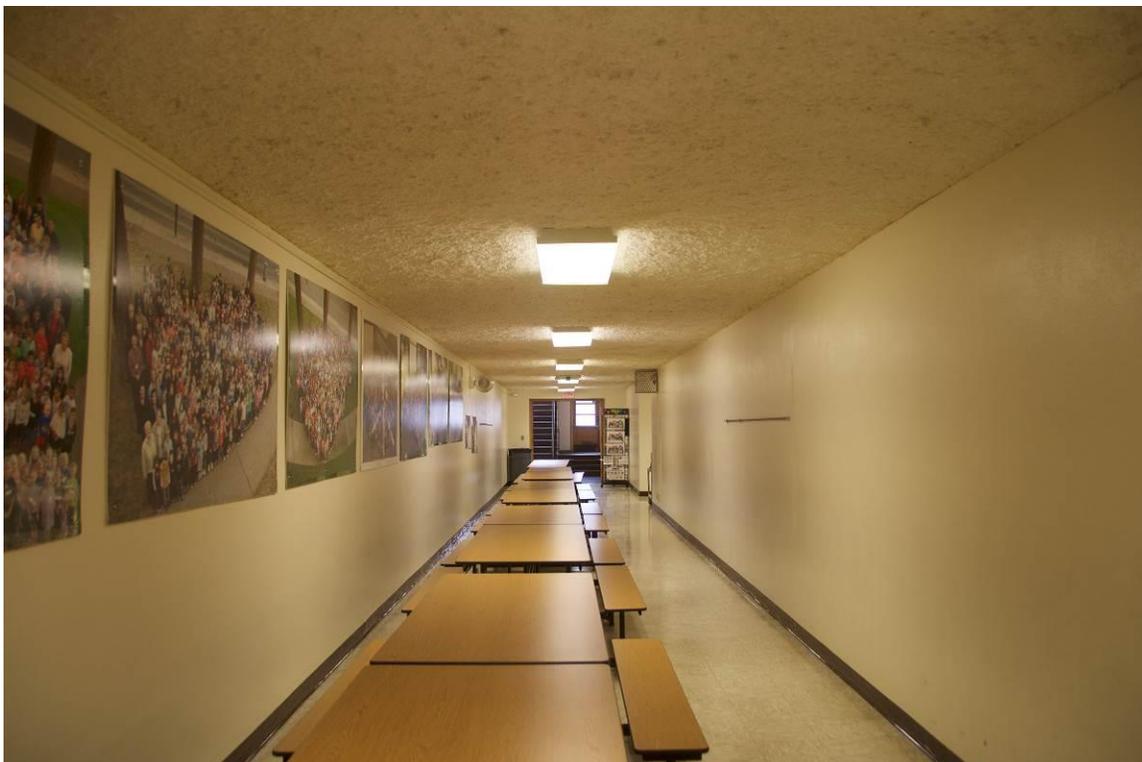
21 of 28 Connector stair from 1909 to 1953 wing.

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22 of 28 1953 addition, classroom hallway looking west.



23 of 28 1953 addition, basement hallway looking west.

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24 of 28 1953 addition, Typical classroom looking west.



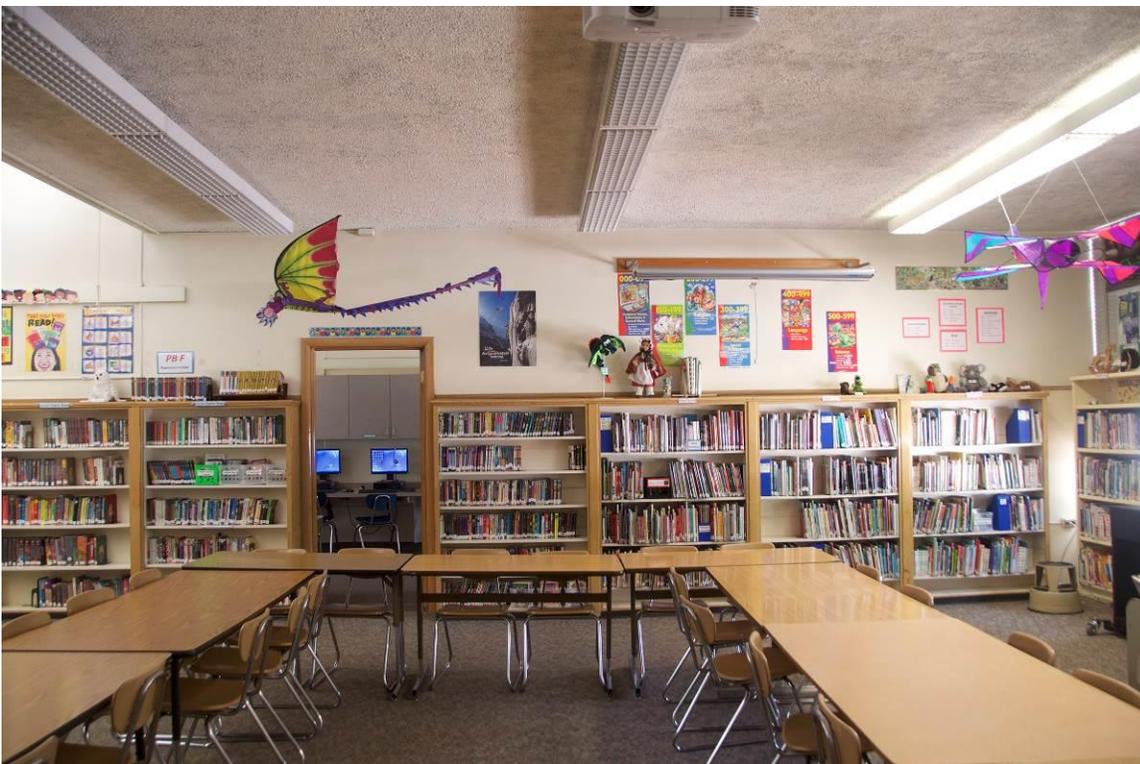
25 of 28 1953 addition, Typical classroom with clearstory window.

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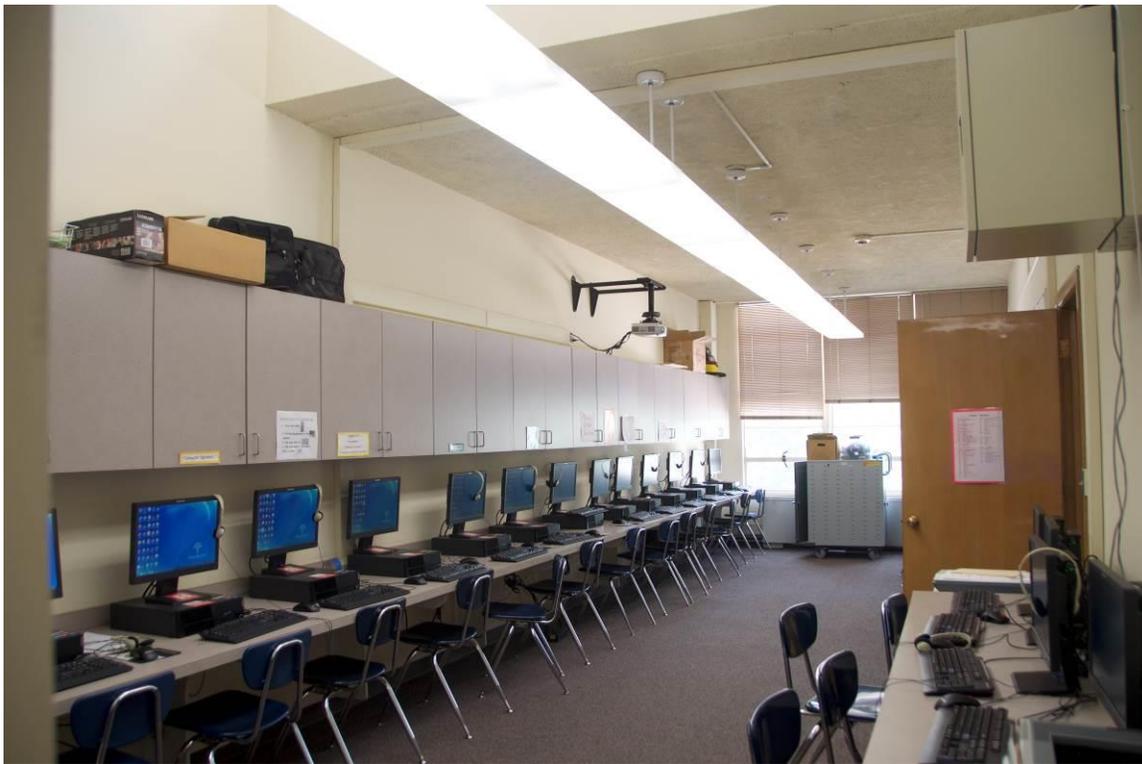
26 of 28 1953 addition, Gymnasium.



27 of 28 1953 addition, Library.

Franklin Elementary School  
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28 of 28 1953 addition, Former storage area converted to computer room.

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**Property Owner:** (Complete this item at the request of the SHPO or FPO.)

---

name Spokane School District No. 81 (Superintendent: Dr. Mark Anderson)  
street & number 200 North Bernard Street telephone 509-354-7272  
city or town Spokane state WA zip code 99201

**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 18 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.