

Spokane Register of Historic Places Nomination

*Spokane City/County Historic Preservation Office, City Hall, Third Floor
808 Spokane Falls Boulevard, Spokane, Washington 99201-3337*

1. Name of Property

Historic Name: Franklin Elementary School
And/Or Common Name:

2. Location

Street & Number: 2627 E. 17th Avenue
City, State, Zip Code: Spokane, WA 99223
Parcel Number: 35281.0242

3. Classification

Category	Ownership	Status	Present Use
<input checked="" type="checkbox"/> building	<input checked="" type="checkbox"/> public <input type="checkbox"/> both	<input type="checkbox"/> occupied	<input type="checkbox"/> agricultural <input type="checkbox"/> museum
<input type="checkbox"/> site	<input type="checkbox"/> private	<input checked="" type="checkbox"/> work in progress	<input type="checkbox"/> commercial <input type="checkbox"/> park
<input type="checkbox"/> structure			<input checked="" type="checkbox"/> educational <input type="checkbox"/> residential
<input type="checkbox"/> object	Public Acquisition	Accessible	<input type="checkbox"/> entertainment <input type="checkbox"/> religious
	<input type="checkbox"/> in process	<input checked="" type="checkbox"/> yes, restricted	<input type="checkbox"/> government <input type="checkbox"/> scientific
	<input type="checkbox"/> being considered	<input type="checkbox"/> yes, unrestricted	<input type="checkbox"/> industrial <input type="checkbox"/> transportation
		<input type="checkbox"/> no	<input type="checkbox"/> military <input type="checkbox"/> other

4. Owner of Property

Name: Spokane School District #81
Street & Number: 200 North Bernard Street
City, State, Zip Code: Spokane, WA 99201
Telephone Number/E-mail: Mark Anderson – 509-354-5900 (contact)

5. Location of Legal Description

Courthouse, Registry of Deeds	Spokane County Courthouse
Street Number:	1116 West Broadway
City, State, Zip Code:	Spokane, WA 99260
County:	Spokane

6. Representation in Existing Surveys

Title: NRHP Nomination – Franklin Elementary School
Date: 5/1/2017 ☒ Federal ☐ State ☐ County ☐ Local
Depository for Survey Records: NPS, DAHP

7. Description

Architectural Classification

Condition

- ☐ excellent
☒ good
☐ fair
☐ deteriorated
☐ ruins
☐ unexposed

Check One

- ☐ unaltered
☐ altered

Check One

- ☐ original site
☐ moved & date _____

Narrative statement of description is found on one or more continuation sheets.

8. Spokane Register Categories and Statement of Significance

Applicable Spokane Register of Historic Places category: Mark "x" on one or more for the categories that qualify the property for the Spokane Register listing:

- ☒ A Property is associated with events that have made a significant contribution to the broad patterns of Spokane 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 history.
- ☐ E Property represents the culture and heritage of the city of Spokane in ways not adequately addressed in the other criteria, as in its visual prominence, reference to intangible heritage, or any range of cultural practices.

Narrative statement of significance is found on one or more continuation sheets.

9. Major Bibliographical References

Bibliography is found on one or more continuation sheets.

10. Geographical Data

Acreage of Property: 5.54 acres (241,200 square feet)

Verbal Boundary Description: RIVER VIEW (AFN# 3100098): E150FT OF S150FT L1 B2 EXC E27FT LYG S OF N42FT OF SAID PLAT; TOG W/ L5 B2 OF SAID PLAT EXC ANY PTN LYG WITHIN MT. VERNON ST; ALSO TOG W E100FT OF L6 B2 OF SAID PLAT; ALSO TOG W/ E125FT OF W150FT OF S1/2 OF S1/2 OF L6 B2 OF SAID PLAT

Verbal Boundary Justification: Nominated property includes entire parcel and urban legal description.

11. Form Prepared By

Name and Title: Jim Kolva

Organization: Jim Kolva Associates LLC

Street, City, State, Zip Code: 115 South Adams Street, Spokane, WA 99201

Telephone Number: 509-458-5517

E-mail Address: jim@jimkolvaassociates.com

Date Final Nomination Heard: 5/15/19

12. Additional Documentation

Additional documentation is found on one or more continuation sheets.

13. Signature of Owner(s)

Okay to process without signature SB

14. For Official Use Only:

Date nomination application filed: 4/12/19

Date of Landmarks Commission Hearing: 5/15/19

Landmarks Commission decision: Approved

Date of City Council/Board of County Commissioners' hearing: 6/3/19

City Council/Board of County Commissioners' decision:

I hereby certify that this property has been listed in the Spokane Register of Historic Places based upon the action of either the City Council or the Board of County Commissioners as set forth above.



5/21/19

Megan Duvall
City/County Historic Preservation Officer
City/County Historic Preservation Office
Third Floor – City Hall
808 W. Spokane Falls Blvd.
Spokane, WA 99201

Date

Attest:

Approved as to form:


City Clerk


Assistant City Attorney

DESCRIPTION OF PROPERTY

Description -Summary

Franklin Elementary School is in the southeast quadrant of the City of Spokane, within the Altamont Neighborhood, at the northwest corner of 17th Avenue and Mt. Vernon Street. The two-story 1909 red brick building and 2018 addition fronts on the north side of 17th Avenue and is set back behind several large pine trees. The site slopes down to the north and includes 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 in the between 1900 and 1980, with the bulk built in the mid-1940s to mid-1950s. Two lots across 17th Avenue, opposite the 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 building is sited.

The 1909 classroom building is set back from 17th and from Mt. Vernon. The front entry is approached by a semi-circular concrete sidewalk that connects the sidewalk along 17th with the building's main entry. Three mature pine trees are in front of the building. An asphalt parking lot with 35 staff spaces is along the east side, between the building and Mt. Vernon Street. The parking lot extends north of the school building to a concrete curb and pedestrian ramp from Mt. Vernon Street down to the playground, an island, and an asphalt fire access lane. A concrete retaining wall extends west from the parking lot along the 1909 building into the 2018 addition. The two-story addition, which replaces a two-story addition constructed in 1953, attaches to and extends west and north of the 1909 building. The addition's front façade steps slightly forward of the façade plane of the historic building.

Building Description -1909 Building Exterior

The 1909 two-story red brick classroom building is rectangular, symmetrical and fronts along 17th Avenue. The main entry is approached by a semi-circular concrete walkway. The rectangular building is 112 feet long (along 17th 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.

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 eighth course.

Demarking the top of the second floor is a wide band composed of two raised stretcher courses, a 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 (no longer used as an entry) is approached by a single granite step 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 two stories to the sheet metal flashing topping the parapet. The brick is laid in common bond with Flemish headers every seventh course. The wall is essentially featureless except for a band

of window openings on each of the first and second floors and 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. Within the large niche on each of the first and second floors is an ensemble of three one-over-one metal clad wood sash windows resting atop cast concrete segmented sills. The sills are approximately twenty inches above the bottoms of the niche. Likewise, the single window bays flanking the large niche fill the upper portion of their respective niches leaving a twenty-inch gap at the bottom. This is the case of both the first and second floors.

Flanking on each side, with the second story aligned over the first 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.

Prior to the 2018 renovation and addition, only two windows were in the wall, both modern metal sash and glazing. They occupied the first floor niches flanking the large central niche. The 2018 project added the triple window bands within the large niche and flanking second floor windows. 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) concrete retaining walls are used to form a level terrace on which the school building and east parking lot reside. The building rises from the concrete pedestal formed by an eight-foot high concrete retaining wall that extends from the east parking lot into the 2018 addition. A straight-run of concrete steps climbs to the centered entry bay ascending from an asphalt play area with ten steps to an intermediate landing, then eight steps to the terrace. Steel pipe railings run up the middle and sides of the steps. On the east side of the steps the retaining wall steps up from the asphalt play area in five broad steps (can be used for seating) to a concrete planter, then up to the terrace. Flanking the west side of the stairs is a three-section concrete structure that steps back from the front edge of the bottom step to the retaining wall. The structure is composed of a low concrete platform that can be used for seating, a lower planter box, and an upper planter box. The platform and planters angle back to the vertical retaining wall that forms the face of the broad terrace along the rear of the building. The terrace is approximately 26-feet wide.

The rear façade is nearly identical in configuration to the front façade with the following differences: the entry portico is shallower and less ornate, the single second story window opening over the portico is divided vertically into three columns and horizontally into two rows, and the panel above the window bay is a plain brick field. The center window section cuts down through the sill to the top of the portico roof and replaces the fire door that had been added in the

1950s. The flanking window openings, sash, sills, arches, quoin pattern, belt courses and sash are the same as the front. (The 2018 renovation also included the replacement of fire exit doors in the classrooms adjoining the central bay by double-hung windows to match the classroom window configuration of the second floor.)

The first floor 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 eleven steps to the rear entry landing. Four stepped square brick buttresses capped with concrete slabs flank the final run of steps. Steel tube railings are along the outside edges and 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. 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 vouissoired brick solidier arch.

West Façade

The west façade is a blank brick wall with the same niche configurations as the east façade, but is mostly obscured by the 2018 addition. Portions of the west façade are visible within the new building.

2018 Classroom, Library, Gymnasium Addition

Approved by Spokane School District Voters in 2015, a 27,600 square foot, 22-classroom addition with multi-purpose room, gymnasium, kitchen, stage, and other support spaces was constructed on the west end of the 1909 classroom building. The two-story red brick and glass panel addition extends about 250 feet west from the west wall of the original building. The project included demolition of the 1953 addition, and the rehabilitation of the 1909 building. The 1909 building was converted back to an eight-classroom plan with a new art room in the basement that replaced boy's and girl's restrooms and storage.

Set in slightly from the corner, a two-story dark-glass atrium abuts the west façade of the 1909 building and couples it to the new classroom addition. The southeast corner of the two-story red brick addition projects as an oblique angle forward of the recessed entry, and slightly forward of the front plane of the 1909 building. As the building extends west, the front façade is slightly modulated as it recesses in a shallow bay, returns to the base plane along a single classroom, projects forward along two classrooms, and returns to the base plane for two more classrooms.

The new classroom wing is asymmetrical and divided into five segments as it stretches west: an asymmetrical two-bay wall section, a recessed blank wall, a projecting single bay wall section, a projecting two-bay wall section, and a recessed two-bay wall section. The walls rise from a concrete foundation and terminate in a dark sheet metal cornice/coping to which the second floor

windows extend. The windows are fixed, framed with square anodized aluminum mullions, and are divided vertically into four equal sections. These sections are again divided into three horizontal sections by horizontal mullions, the lower sections equal in height to the upper two panels. The lower outside panels of each ensemble are casement sash and tilt open. The rows of upper panels are dark glass. Flat, slightly projecting cast concrete sills frame the bottoms of the window bays on both floors. On the first floor along the sill line, is a narrow square channel across the red brick field. The flat window arches are articulated by a 24-inch-wide band of vertically-aligned brick stretchers. Additional detailing is created by slightly recessing the brick fields between the concrete foundation wall and first floor sills and the first floor arches and the second floor sills. The brick wall segments between the window bays appear to project slightly as square piers. This detailing quietly alludes to the detailing of the historic 1909 building.

West Façade

The west façade reveals the site's slope down to the north as the concrete foundation wall rises in height relative to the asphalt driveway as it intersects with the north façade. The west façade is divided into three segments that step back to the east. The southwest corner is a blank brick wall that rises from the concrete retaining wall that extends south beyond the west façade. The wall terminates in a black sheet metal cornice. The north wall of the southwest corner steps back into a black glass atrium that highlights the west entry to the central hallway of the addition. The atrium, in turn, steps back into the blank brick wall of the northwest corner.

Interior

First Floor of 1909 Classroom Building (After 2018 Renovation)

Within the portico centered in the front façade, the double front doors open to an entry vestibule (no longer used as an entry), an approach landing, and a straight run of six shiplap linoleum steps to the first floor. The hall and stair configuration forms a cross with classrooms in each of the four quadrants (the reception and administrative offices in the southwest quadrant of the 1953 addition were converted back to a classroom). 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, work rooms at the east end, and the 2018 addition on the west end.

The front entry (now locked) 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 panic bars, which, along with the closers, have replaced the original hardware. Furthermore, the doors are used only for exiting and do not allow entry. The building's main entry is now via a secured doorway in the glass atrium that connects the historic and new buildings.

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, has been removed. The vestibule floor is 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 round steel tube handrail is set on the wood molding flanking the steps. The steps are covered with black linoleum strips.

The first floor foyer and halls are 2-inch hardwood, the walls are plaster, and the ceiling inboard of the inner vestibule wall is acoustical tile attached to the plaster above. Milk glass schoolhouse globe light fixtures are suspended from the acoustical tile ceilings by a black metal rod. Inset into the tile-clad ceiling are flush fluorescent light panels.

At the top of the main entry stairs is the first floor, an open, square foyer that extends to the open stair well 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 pedestal and shaft, is essentially a continuation of the chair rail molding. A Tuscan capital completes the pilaster. The ceiling of the foyer is a square grid of acoustical tiles framed by the intersecting beams that form a square. Fire detection and alarm devices and emergency lighting is affixed to the ceiling and four round light cans are recessed into the ceiling.

Adjacent to each of the corner pilasters within the hallways are the doors to the classrooms. 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 doorframes and the other side to the wall. The doorframe 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 139 on the south side and 138 on the north side. Banks of lockers are along both the north and south sides of the walls that terminate in "T" intersection in the breakout room at the east end of the building. A door to a small custodians room is on the north side, and in the north end (northeast corner of the building) is an office. Likewise, an office is at the south end (southeast corner).

The westerly hallway provides access to Classrooms 134 and 135 and to the new addition. Banks of lockers are near the west end on both walls of the hallway. At the west end is a landing that provides access to an elevator on the north side and stairs down straight ahead to the 2018

addition. In the northwest corner of the 1909 building, opposite the elevator is a staff restroom, and on the north is a conference room. In the southwest corner is a staff break room.

Back to the middle of the building, the open staircase at the north side of the entry 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 and forming a ceiling is the lower run to the second floor. An intermediate landing and switchback continues the run to the second floor classrooms. The steps are clad with 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.

First Floor Classrooms

The classrooms are rectangular, 34-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 and light panels. The outside walls each contain four double-hung wood sash windows joined by a continuous sill rail. The opposite wall, along the central hallway, has two high glass panel windows. Note that the dropped ceiling is configured to leave an open gap that wraps around the windows leaving them fully exposed. At one end of the room is a centered large white board. A smaller white board is centered in the opposite wall. This board is flanked by a vertical tall wardrobe closet with full length wood doors on one half and the other half divided horizontally into an upper and a lower section. The doors are hinged and open at the center. On the other side of the white board is a base cabinet with sink and a corresponding row of upper cabinets with flat wood panel doors, similar to the wardrobe closet. The white board, and cabinets terminate below the ceiling at the same height. (The original cloak closets and built-in cabinets have been eliminated with the space added to the classrooms.) 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 recessed fluorescent light fixtures.

Second Floor Plan and Description

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 an east-west hallway. Similarly to the first floor, the hall and room arrangement forms a cross with classrooms in each of the quadrants and, at the east end, a breakout room, and west end, a portal to the new addition. 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 for itinerants (original principal's office). Classroom 238 is in the northeast corner, Classroom 234 in the northwest corner, Classroom 235 is in the southwest corner, Classroom 239 in the southeast corner, and the Parent Volunteer room (originally a teacher's room) in the center. Like the first floor, the hallways contain banks of lockers, and at the east end is a breakout room, with a custodian's room, and offices at the north and south ends. The interiors of the classrooms are configured similarly to those of the first floor. At the west end, similarly to the first floor, is an

elevator and stair landing that connects with the new 2018 addition. Flanking the landing are staff restrooms and a girl's restroom on the north side, and boy's restroom on the south site.

Basement Plan and Description

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, landing 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 2018 addition (cut in during the 1953 addition and remodel).

Flanking the stair well 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 furnace/boiler rooms have granite and brick walls and concrete ceilings, and concrete floors. On the south side of the hall, across from the stair alcove are two doors, both providing access to the art room that includes sinks, cabinets and a kiln room (originally boys' and girls' restrooms). Along the east end of the building, north of the kiln room are mechanical rooms. A long and narrow book room is along the corridor between the mechanical rooms and the end of the central hallway that extends west to connect with the 2018 addition. At the west end of the hallway, just before the juncture with the new addition, are doors on the north and south sides that provide access the mechanical rooms, electrical on the south, and finance on the north.

Alterations to 1909 Building and 1953 Addition- Exterior

As mentioned, an addition was built on the west side of the 1909 building in 1953. The demolished 1953 addition was designed by Spokane architects, Funk, Molander, and Johnson, and William C. James, Associate Architect, and consisted of a two-level structure (classrooms at street grade along 17th Avenue) that attached to the west wall and extended to the west of the original 1909 building. The new building contained four classrooms, a library, music room, and gymnasium/multi-purpose room.

The narrative in the National Register of Historic Places nomination (2017) for Franklin School included a description and photos of the 1953 addition that was subsequently removed and replaced by a new addition in 2018.

The 1909 plans for the rear (north) façade show three fire exits on the second floor, one in the center room over the entry portico, and one in the interior bay of each of the adjacent classrooms. The flat roof of the portico provided a platform for the center fire door and the two classroom fire escapes. Steel pipe rails and chainlink fencing wrapped around the platform and fire escape stairs. The original drawing for the 1906 building shows a single fire exit stair on the east side, but a second emergency stair was added to the west side of the portico, possibly during the 1953 addition and remodel. In the 2018 renovation, the emergency exit doors and fire escapes were removed. The center door was replaced by a horizontally-divided three-section glass panel window. The flanking emergency exits were replaced by double-hung metal clad one-over-over wood sash windows that match the rest of the windows in the façade. The wall sections beneath

the new double-hung sash were filled-in with matching brick; and sills matching the existing were inserted to fill the tops of the gaps.

East Façade - Prior to the 2018 renovation and addition, only two windows were in the wall, both modern metal sash and glazing. They occupied the first floor niches flanking the large central niche. 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. The parking lot now occupies the space once occupied by the auditorium. The 2018 project added the triple window bands within the large niche and flanking second floor windows.

The square brick chimney formerly in the northwest corner and rising about ten feet above the top of the parapet wall was removed in the 2018 remodel and addition.

1909 Classroom Building - Original Floor Plans-ca. 1907-1909

Floor plans and elevations of the original 1909 building reveal alterations in the floor plans resulting from the 1953 addition and the 2018 addition.

Floor plans and elevations of the original 1909 building depict a larger building than was actually constructed. Architect LL Rand had been commissioned by the Spokane School District to draw plans for a group of schools in the first decade of the 1900s. The available plans have a heavy blank line in front of "School Building," with "L.L. Rand, Architect." Thus it is possible that the plans had been drawn and were sitting on the shelf before the Board actually approved the school building. Based on the exterior details, and interior room configurations, the existing building was constructed from a pared down version of these plans. The full plans include wings on both the west and east ends that were not constructed. Within these wings were classrooms, support rooms, stairwells, and centered porticos over entries on the east and west. Landing platforms were outside of the doors and portico roof with a stairway east of the portico. These wings were never constructed, but the placement of the building on the site and the blank west and east facades suggest that they would be built in future years. The front façade is unaltered from its original construction.

The building that was actually constructed included four classrooms on each of the first and second floors, one in each quadrant arranged on a cross hallway configuration. On the first floor, the front entry, vestibule, foyer, stairwell to basement and second floors, and landing to the rear exit were built in the current configuration. Likewise the cross, east-west hallway provided access to the four classrooms. Each classroom had a cloak closet. The wings that were not built contained classrooms with the cloakrooms located in the main building backing to the four extant classrooms.

The same hallway and classroom configuration occupied the second floor; but with the addition of a teacher's room and teacher's toilet placed in the spaces overlying the first floor entry

vestibules and landings. Student restrooms, heating plant and storage were on the basement floor.

The basement exhibits the same cross hallway configuration with a storage room in the south side opposite the stairwell. Boys' and girls' restrooms flanked the storeroom. The boiler and mechanical rooms occupied the northwest corner on the north side of the hallway.

Drawings of the basement, first floor, and second floor are included on a set of the 1953 addition drawings and depict the floor layouts with some alterations to the original plans. The basic layout of the 1909 plans is retained in the reconfigured room arrangements. Reception and administrative offices and support rooms occupied what was originally a classroom in the southwest corner of the school.

Alterations to 1909 Building 1953 Addition – Interior

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 were covered by carpet. The glass in the high windows in the walls between the classrooms and hallway had been replaced with plywood panels. In most cases, green and white boards replaced slate blackboards. Most original base and wall moldings had been retained, with addition of vinyl base moldings in classrooms.

The primary alteration to the first floor was the reconfiguration of the southwest classroom into a reception, secretarial, and principal's office. Additionally, the hallway to the teacher's 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 a 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 teachers toilet room at the north alcove over the stairs was reconfigured to increase the width of that room.

The basement restrooms were updated in the 1953 remodel, and eliminated and replaced by art rooms in the 2018 remodel.

Areas of Significance –

Category A - Broad Patterns of Spokane History, Education

Category C – Architecture

Significant Dates – 1909, 1953 Completion of Construction (period of significance 1889 -1953), replacement of 1953 addition with new addition and remodel of 1909 building, 2018

Architect – Loren L. Rand

Builder: Spokane School District No. 81

Summary

Franklin Elementary School is significant under categories A, Broad Patterns of Spokane Educational History, and C, Architecture.

History of the continuum of education in Spokane

Two Franklin Elementary schools have existed in Spokane. The first, constructed in 1889-1890 at the corner of Front (now Spokane Falls Boulevard) and Oak streets, was demolished in 1910 after its grounds were gobbled up by the neighboring railroads. But before being demolished, a new school was built on the South Hill of Spokane.

Constructed in 1909, the school is one of the few remaining elementary schools in Spokane from the first decade of the Twentieth Century. This represents the 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 20th Century. The school is an example of public school layout and the progression of public education in Spokane. An addition in 1953, since demolished and replaced by a 2018 addition, shows how the district adapted to the post-WWII baby boom and recent trends in educational policy and school design.

Architecture

Loren L. Rand was one of Spokane's master architects, and even though most of his schools have been demolished, Rand was the premier architect of Spokane's early elementary schools. Essentially unaltered, the 1909 Franklin School is symmetrical, well balanced, and detailed with elements pulled from the Classical vernacular, an evolution from the grand Romanesque Revival structures of the late 19th Century. A classical portico, brick quoin patterns, terra cotta details and pronounced pediment distinguish the neighborhood school building. The interior floor plan retains good integrity showing entry and stairway details, classroom configuration, and day-lighting concepts. Originally planned to have an additional wing at each end, the east and west facades were essentially blank, awaiting perhaps completion of the plans.

Funk, Molander and Johnson were commissioned to design a classroom and gymnasium wing that was constructed to the west side in 1953. The two-story addition, a one-story classroom section and two-story gymnasium/multipurpose room represented contemporary design for the post WWII period.

This 1953 addition was demolished in 2017 in order to modernize the 1909 classroom building, and expand the school with the design work of ALSC Architecture of Spokane. Approved by Spokane School District voters in 2015, a 27,600 square foot, 22-classroom addition with multi-purpose room, gymnasium, kitchen, stage, and other support spaces was constructed to the west of the 1909 classroom building.

HISTORICAL CONTEXT

The following narrative about the development of the Spokane school system is adapted primarily from three sources: Emerson (2008), HistoryLink.org Essay 8723, "Spokane: Early Education," Pratt (1943); Spokane Public Schools: A Brief History and the Annual Report for 1941-1942. Spokane School District No. 81;" and Spokane Public Schools School District No. 81 (1989), "First Class for 100 Years."

The first school in Spokane was opened by Spokane Garry, a Spokane Indian, in 1870, near the site of Drumheller Springs, north of the Spokane River. At that time, few people resided in Spokane Falls 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 public school in Spokane, housed in his home (at current site of Cowley Park on the lower South Hill). Soon thereafter, Mrs. L.S. Swift took over teaching the first students in her home. The first annual school report, prepared by C.F. Yeaton, in 1897 shows eleven children in the district between the ages of 4 and 21 and that there was an average daily attendance of four children. The first dedicated public school building in Spokane, a two-room wood frame structure, located on the former Northern Pacific right of way near Lincoln Street, was built in 1878.

The arrival of Henry T. Cowley in Spokane coincided with the organization of the first Spokane school district in what was then Stevens County. Designated as School District 8 which had organized in 1872 its boundaries included: "Commencing at the mouth of Hangmans Creek, following up the Creek to the Idaho line, thence north along said line to Spokane River, thence down Spokane to place of beginning." (Pratt, 1946). The superintendent of Stevens County schools at the time was James Monaghan, who would later become a prominent Spokane businessman. The school founded by Cowley became a part of the new school district. When Spokane County was formed in 1879, J.J. Browne was appointed superintendent of the newly designated Spokane School District No. 41. Maggie M. Halsell was elected in the first county election held in 1880, 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' task was to organize a massive building campaign. At this time six schools were in operation: Central school (high school and grade school), Lincoln school, Bancroft school, Bryant school, Irving school, and Logan school. In July 1890, \$250,000 in bonds were sold with which a new high school building, and four elementary school buildings were erected. The Central building was removed to a new location to provide a site for a new high school, and new buildings were built for Bancroft, Irving, Bryant and Franklin schools. (Pratt, 1946)

The new high school was built in 1891 and rapidly increasing enrollment required the construction of a north side high school, North Central, in 1908. The original high school then became South Central. School bond levies of 1907 and 1909, coinciding with the rapid growth of the city, were approved to continue the building of new schools in Spokane. In 1910, fire again struck and destroyed the South Central High School. Voters approved a bond for a new school, and Lewis and Clark High School was opened in 1912. (Emerson, 2008)

As reported in “First Class for 100 Years,” by 1890, Spokane had constructed six elementary schools (Central [within South Central High School], Bancroft, Lincoln, Irving, Bryant, Franklin [original Franklin was replaced in 1909]), and by 1900, Spokane had constructed eleven more (Whittier, Emerson, Logan, Longfellow, Edison, Washington, Garfield, Hawthorne, Grant, Lowell, and Holmes. Eighteen elementary schools were built between 1900 and 1910, the heyday of school. The next ten years through 1920, saw the construction of Mann, Alcott, Yardley, Rockwood, and Cowley. (Spokane Public Schools 1889-1989, 11/1989) Rockwood’s span though would be quite short, only four years, since it was replaced by Hutton School in 1921. Two existing schools that followed Hutton in the 1920s include Finch (1924) and Wilson (1927).

It is notable that L.L. Rand, in the span between 1907 and 1910, in addition to Franklin, designed Adams (1910), Audubon (1908), Cooper (1909), Jefferson (1910), Roosevelt (1907), and Stevens (1908). Rand also designed McKinley School that was constructed in 1902.

Several of the original buildings in addition to Franklin remain from the early years. They include Adams, Hutton, Finch, Jefferson, and Wilson that continue to serve the children of District 81. While Hutton School was undergoing expansion and rehabilitation (2014-15), Hutton students attended Jefferson Elementary on 37th and Grand Boulevard (which was replaced by a new Jefferson nearby). Hutton’s completion in the fall of 2015, again left the old Jefferson School vacated and awaiting its next chapter, that of housing Franklin students during the expansion and remodel that was completed in 2018. Extant former, but privately-owned, elementary schools include Cowley, Lowell, and McKinley. Cowley (1918) is currently listed on the Spokane Register and has been converted to housing. Lowell (1917) is being redeveloped as a restaurant. McKinley (1902) was listed in the Spokane Register in 2017 and the National Register in 2018, and is also undergoing an adaptive reuse project.

In addition to Franklin, the following schools are listed in the National Register of Historic Places: Lewis and Clark High School (11/30/2001), Rogers High School (12/21/2010), Finch Elementary School (1/8/2014), and Hutton Elementary School (Rockwood District, 2/18/1997), and McKinley School (12/7/2018).

The Approval and Building of Franklin School

The following history is derived from the Record Books of the Spokane School Board meeting minutes, *Spokane Daily Chronicle*, and city of Spokane Building Permits.

Spokane School Board Record Book F – 8/11/1904 – 5/18/1908

Site Proposed for New School

The story of Franklin School continues at an August 24, 1908 meeting of the District 81 Board of Directors. Communication from the F. B. Grinnell Company was received in reference to a site in the Altamont Addition. An appointment would be made to visit the site.

At the September 14, 1908 meeting (P63) Mr. Murphy Addressed the Board in reference to a school site at or near Altamont Addition and communication was received from Altamont Height Improvement Association on the same matter. The subject was referred to Building and Grounds Committee.

On January 16, 1909 (P105) the Board of Directors met at 10 AM in the office of Mr. Stone at the call of President [Dr. Allen] to consider the matter of selling part of the Franklin school grounds. "The Spokane and Inland Railroad Com. presented an offer to purchase 19 feet of north end of said grounds for the sum of \$1900.00." On a motion by Mr. Stone, the board voted to accept the offer. Board members included Dr. H.W. Allen, G. Steward, W.C. Stone, W.S. Gilbert and A.W. Davis.

The February 8, 1909 (P108) meeting concluded with the purchase of a new school site. "On a motion of Mr. Steward it was voted to purchase for school site block 250 x 295 feet situated at the corner of 17th Ave and Mt. Vernon Street as per offer submitted by Mr. Corbaley, for \$3150.00 and the Secretary was authorized to issue warrants for same ..." Motion approved. The Board action was reported by the *Spokane Daily Chronicle* the following day (3:4) Within an article headed: "**NEW SCHOOL IS NOW CROWDED**" ... "The board purchased a school site on the northwest corner of Seventeenth avenue and Mount Vernon street for \$3150." [Note that the reference to "Crowded" was to North Central High School.]

Also at the February 8th meeting (P110), the Inland Empire System accepted the offer of \$1900 for the Franklin site (Lot 7 Block 4 Resurvey of 2nd Add to 3rd Add to RR Add).

On February 25th (P113) the Board discussed putting a \$400,000 bond issue for purchase of sites, erection of buildings, and equipment on the ballot.

In the March 8th meeting (P117) a communication presented from Altamont Heights Improvement Club thanking the Board for action in securing a site in that district was placed in the file. Additionally, an application was received from Inland Empire System to purchase 12 feet additional from Franklin school site (P118). On motion of Mr. Stewart, the Secretary was instructed to reply that the Board does not consider it advisable to sell more of said site at present.

The board in its meeting of April 19th (P130) instructed the Secretary to advertise for bids on the following buildings: eight-room building at Riverview [the Altamont site, which

would later replace the original and become the new Franklin School]; four-room addition to Sheridan; four-room addition to Audubon as per plans and specifications.

On May 10th (P135) bids on proposed new school projects were received as follows: "Building in Riverview, for the General Contract," nine bids ranging from \$33,533 to \$48,260 were received. On a motion of Mr. Gilbert, the Board voted to award the contract to F.E. Peterson as per bid for \$44,533.00; contract to be completed by September 1st 1909. The plumbing contract was awarded to M. Isbister Heating and Plumbing for \$3450.00.

At the same meeting (P 140), Franklin School was slated to be abandoned: "On the motion of Mr. Davis it was voted it is the sense of the Board that the Franklin and Field schools should be abandoned for school purposes and that the question of selling said sites and buildings be submitted to a vote of the electors of the school district as a special election to be called sometime during the summer.

The next day, May 11th, the *Spokane Daily Chronicle* (9:1) would report: **"SELL TWO SCHOOLS" "Field and Franklin Buildings and Grounds to Be Disposed Of."**

At a meeting of the school board last night it was decided that the buildings and grounds of the Franklin and Field schools will be sold by school district No. 81. The question will be submitted to a vote of the people...

The Field school, which includes 10 rooms, is between the Great Northern Railroad tracks and College Avenue west of Madison street. The Franklin school is on Front avenue between the Northern Pacific shops and the Spokane & Inland yards. It is calculated that the sale of both properties will raise a substantial sum which will help towards paying off the \$250,000 worth of bonds which will become due in December." ...

Proposed School at Altamont is Named Franklin School

The board, on May 31st (P155) on a motion of Mr. Stone, voted to discontinue the use of the present Franklin school at the end of the school year and that the name of Franklin be given to the new school building being erected on the S1/2 and E 168 feet of the N1/2 of Lot 5, Block 2, Riverview.

The Spokesman-Review reported that action the next day, June 1, 1909. **"FRANKLIN, NEW SCHOOL"** (p6:1) **"BOARD GIVES NAME TO NEW ALTAMONT BUILDING"**

To retain the name of the Franklin school, which is now borne by the building near Schade's brewery and the Northern Pacific shops, the new building in Altamont Heights will be christened "The Franklin" on its completion this fall.

This was the result of action taken last evening by the school board which passed a resolution last month declaring its intention to abandon the present Franklin school and sell the building and grounds after this school year.

On August 30, 1909 (p15:1) The *Spokane Daily Chronicle* reported: **“THEIR WORK WILL SOON COMMENCE”**

“Supt. Watson Assigns Teachers for the School Year”

Franklin School

M. B. Tower, principal; Caroline Schick, 5; Margaret Guinan, 4; Myrtle Baire, 2-3; Floy Sullivan, 1-2; Lura Green, 1. The article listed Supervisors, Manual Training, two high schools, and thirty [elementary] schools.

The *Spokane Daily Chronicle* revealed on September 4, 1909 (p7:3) that the District: **“HAVE NO POWER TO SELL SITE” “School Board Can Not Sell the Franklin, Says Dr. Allen”**

“If E.D. Sanders or any other man were to offer us \$1,000,000, \$1, or any other sum, we could not accept it for the reason that we are bound in such a manner that we have no power whatsoever to sell the Franklin school property or any other school property.”

In the above words, Dr. H.W. Allen, president of the board of education, replied to the reports that have been circulated charging the school board with incompetency in trying to get rid of this property at the figure of \$100, 000.”

“All this talk looks absolutely foolish when one knows the facts connected with the proposition,” continued Dr. Allen. “If anyone will take the trouble to look up the laws under which this board of education is working, he will find that we have no power to sell any property valued at more than \$2000 unless we first call an election of all the voters in the school district and receive their sanction. We have not called for such election and do not intend to do so.

No Authority to Sell.

We have no more authority to sell the Franklin school property to the Milwaukee railroad than we have to sell Riverside avenue. This board of education nor any member of it has been guilty of any wrong in this Franklin School proposition. The matter will be disposed of in this way and I want the taxpayers to be set straight on it: The Milwaukee railroad, if it wants this property for its right of way will institute condemnation proceedings in the courts. The court will then appoint appraisers to arrive at a just and equitable valuation to place upon the property. ... Article continues.

At the Board meeting of September 13, 1909 (P196): On motion of Mr. Davis, the Finance Committee was instructed to consult attorney C.P. Lund in reference to representing the District in the condemnation suit filed on Franklin school grounds and if satisfactory terms can be agreed upon to employ Mr. Lund.

The Biennial Report of the Public Schools of Spokane, Washington For the Two Years Ending June 30, 1910 summarized the state of Spokane schools. The statistical report for Franklin indicated 6 teachers, 144 registered students, with an average daily attendance of 148 students. The table "General Information Relating to Buildings" showed the following: 2 high schools, 33 grade schools, and 2 other buildings. These buildings were constructed between 1890 and 1910. The following facts were provided for Franklin: erected date – 1909; No. of Stories -2; Size of Grounds – 238 x 300; Valuation of Grounds – \$5,000, and of Building -\$45,000; Number of Rooms – Session - 8, and part of 16-room building. The report also includes a photo of the new Franklin School.

On December 14, 1925 (P343) a request was made to the Board. A "Committee From Franklin" presented a petition for the addition of an auditorium and gymnasium. At the same meeting the board approved the contract for the Franklin sewer connection.

On December 28, 1925 (P379) "Matter of Auditorium" was discussed by the board.

In 1931 a framed multi-purpose auditorium/gym was added to the east side of the campus—Two narrow, arched, brick entries connected it to the main building. The building was removed in the 1950s, and those arches today are filled in with bricks. (First Class for 100 years)

In 1941 the PTA raised money to help purchase a house and land behind it on Mt. Vernon at 16th Avenue. The parents turned the house into a school for kindergarten. This house remained until the late 1960s. (First Class for 100 years)

Post WWII lead to the Baby Boom in the early 1950s that initiated a wave of classroom additions to keep up with the growth of the grade school population.

Don Walter illustrated the growth spurt that would be felt by Spokane Schools for the *Inland Empire Magazine* "**New Life For 6-Year-Olds.**" (*The Spokesman-Review*. 9/9/1950. 2:1.)

... This year's crop of first graders will set a new record in both the public and parochial schools when enrollment statistics are tabulated. Miss Leila Lavin, assistant superintendent of city school in charge of elementary education, said the public school expected between 2400 and 2500 first graders this year. This represents an increase of 300 from last year.

This year, however, is only the beginning of the school housing problem. The peak year for babies in Spokane was 1946 and the birth rate has been

sticking close to that all-time high ever since. School authorities expect the influx of first graders to be at its greatest by next year or the year after. ...

...

The total enrollment in Spokane public and parochial grade and high school probably will reach 27,000 or 700 more than last year. The increase may be greater, though. Last year the schools were ready for an increase enrollment of 500 or 600. Instead, the enrollment in public schools increased by 1200 and in the parochial schools by more than 200.

...

Likewise, new portables this fall are going into use at the Browne, Madison, Columbia, Longfellow, Pratt, Franklin and Jefferson schools. This brings the total number of portables in use at city schools to 76.

The rapid growth of the "Baby Boom" student population provided the impetus for passage of a \$2,000,000 bond issue in September 1950. The expansion of Franklin was one of the projects included in that bond vote.

Addition Built in 1953

The Spokane Daily Chronicle reported on April 21, 1952 (p3:1) that: "**Franklin School Building Job Gets 'Go-Ahead' Sign**"

School officials and contractors today were given the "go-ahead" on construction of the new Franklin school, the last permanent project of the Spokane public schools present bond program.

Superintendent John A. Shaw said he has received final approval from the state department of public instruction for \$61,841 in matching funds on the \$276,116 addition.

He said the general contractor, Hazen & Clark, has been instructed to go ahead with the job of building four classrooms and library on the Seventeenth avenue level.

A multi-purpose unit, kitchen, showers, dressing room and utility room will adjoin on the playground level north of Seventeenth.

Arnold & Jeffers and Country Home Electric will do the plumbing and electrical work on the addition designed by Funk, Molander & Johnson and William James.

The Spokesman-Review would report on March 24, 1953: **“SPOKANE GETS EDUCATOR’S NOD.” “Support Praised by Mrs. Wanamaker at Franklin Rite”**

Spokanites were praised last night by Mrs. Pearl Wanamaker, state superintendent of public instruction, for their support of public education.

Mrs. Wanamaker spoke at dedication ceremonies for Franklin school’s new \$277,000 classroom and multipurpose unit. The new addition includes four classrooms, a library, combination auditorium-gymnasium-lunchroom and utility rooms. A large audience of parents, patrons, and civic officials filled the auditorium.

“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,” the superintendent emphasized. “You’ve gone out and voted your levies to prove your point.”

Parents Thanked

“I want to thank you,” she told the Franklin school parents, “for the work you’ve done to make it possible to carry out his kind of educational program for your children. I want, too, to thank John Shaw and his administrative staff, the school board, and your pre-school and PTA members.”

Mrs. Wanamaker emphasized repeatedly 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.” (Article continues.)

It was not long before the growth in students again outpaced the new classrooms. In 1955 two portable classroom units added.

James Smith would write the “Saga of The Franklin School” in *The Spokesman-Review* edition of March 22, 1953. (The article included photos of the original Franklin School, built sometime around 1889; the 1909 building, and the 1953 addition.) Smith begins his story:

Benjamin Franklin died in 1790, but he is reborn with every generation of Americans that reads his autobiography, ponders Poor Richard’s almanac or marvels at his scientific ingenuity.

Sometimes his memory is preserved in masonry as by a Franklin school

Spokane has two Franklin schools in its history. The first was an investment in educational property that would have pleased the thrifty-minded patriot.

It was built in 1890 during the centennial of the death of its namesake. It went up in the first year of the statehood of Washington during Spokane's vigorous young cityhood.

...

An early report of the superintendent of school issued in the 1890s suggests the situation [a seating capacity of 600, with 2000 students of school age] may have been even worse. It lists Spokane's total population in 1889-90 at 23,602 with 3283 of school age and 2784 enrolled in school. That year Spokane had but 26 teachers.

Faced with such statistics, the pioneers went to work on the problem. Like their descendants 63 years later, they arrive at a solution—they approved a bond issue. It was, however, roughly one-tenth as much as the 1952 bond issue in so far as figures go at any rate. It was for \$250,000.

It would seem that Benjamin Franklin himself handled the building projects, judging by what came out of the quarter-million investment—a central high school building and six ward school buildings, according to Edwards' account. The latter structures were built for \$29,000 each.

One of the six, the Franklin school, went up at a location not found on modern maps of the city. Earliest records list it as being at Front and Oak. Later its address was Front and Grant. ... Spokane's growing ways which produced the school also destroyed it and all absolute evidence of exactly where it was.

...

In September, 1909, for the first time in nearly 20 years the old Franklin school was devoid of whispering children and their teachers. But the name Franklin was not dead in Spokane school circles. It had been born again at Seventeenth and Mount Vernon.

The new structure costing \$45,00 was in a more thinly populated part of the city. It had just 144 pupils whereas the old Franklin even in its declining years listed no fewer than 312.

Perhaps the pioneers thought the new Franklin was large enough for all time. But they knew Spokane and believed in its future. It isn't likely they would be surprised to learn that in the fall of 1952 nearly 500 youngsters were again going to a Franklin school.

It broke into the news columns as the only public school in the city with a double shifting problem.

This time the solution to growing pains was not “tear down the school” but to add to it. Tomorrow night an addition of four classrooms and a library together with a multi-purpose unit will be dedicated at the school. The cost this time may be out of line with its namesake though in tune with the times—about \$280,000.

What the future holds for the name of Franklin in Spokane’s public school system no one can tell in 1953. One thing is certain, some things will ever be the same. The youngsters who enter the portals of the school will be very much the same.

Thirty-five years later, Doug Clark, a columnist for *The Spokesman-Review* would return to his alma mater, Franklin School, and write about school lunches for National School Lunch Week. **“School lunches leave bad taste in kid’s mouths”**

This week in case you forgot to mark it on your calendar, is National School Lunch Week.

What better time for concerned parents and snoopy columnists to buy some Tums and sample the cuisine available every single day to young students all across America?

We all know the sad, smelly hot lunch saga. Since 1946, the year the lunch program started, school food has been almost universally badmouthed by those of us who remember it as being, well, bad in your mouth. But all that has supposedly changed. According to Spokane School District 81 officials, school lunch has now become a Harvest of Health, a bona fide “wholesome and nutritious” cornucopia of goodness.

...

Glancing over the menus, I figured Monday for a much better time to learn the gastric truth of school lunch. The offerings on Monday appeared to be what my kids are always complaining about. Yes, I’m talking about “Hot Diggity (burp) Dogs” and the dreaded mystery “Cheese Cubes.”

“If you want a tip, stay away from those cheese cubes,” advised my old pal Nathan Traylor, a first grader who could well become the next Galloping Gourmet.

Actually, I met Nathan for the first time while standing in the lunch line at Franklin Elementary School on Spokane’s South Hill. I chose Franklin as a hot lunch testing site because it is my old alma mater. Many a hot lunch passed through me back when I attended school there more than 25 years ago.

On this day, however, it was my 7-year old daughter, Emily's hand I was holding as we filed into the old brick gymnasium to dine. Déjà vu. Above the noise of chattering kids I could almost make out the familiar voice of one Miss Tully, my fearsome former principal who used to appreciate me like an epidemic of head lice.

Clark's lunch story continues with quotes from students about the food –“Barf, or other derivatives thereof, seem to be favorite words Franklin students use when discussing their school lunches.” In closing it seems like lunches from home also drew complaints. “Yeah,” said the precocious Ficus as he headed for the garbage bin with a sack in hand, “my mom packed me a salami sandwich and it wasn't very good, either.”

Loren L. Rand (1851 – 1935)

Loren Rand was born in Amesbury, MA in 1851, the son of William H. and Mary Ann Bartlet Rand. His father was a manufacturer of carriages, and his mother, a descendant of Josiah Bartlet, a signer of the Declaration of Independence. Educated at MIT, Rand opened an architect's office in Grand Rapids, MI, moved to Minneapolis, and settled in Spokane in 1888. According to Durham (1912), Rand “has been one of the leading architects of the city throughout all the intervening years.” Among some of his earlier residences which he designed were those of former Territorial Judge Nash, E.L. Powell, former Spokane Mayor, Spokane businessman and civic leader, H.F. Belt, and S. Heath, founder of what would become John W. Graham and Company.

Rand, with J.K. Dow, designed the first four-story building erected in Spokane after the fire, known as the Tidball block. Also with J.K. Dow, he designed the Masonic Temple, Bump Block/Carlyle Hotel, and Bennett Block. According to Durham: “...some of the more recent business buildings which stand as monuments to his skill and ability are the Riverside avenue and Main street additions to the Crescent store, all of the buildings for the Spokane Dry Goods Realty Company, the Marble Bank building, now occupied by the Union Trust & Savings Bank, and others.” “He has also erected twelve or fifteen school buildings, including the new Lewis and Clarke [sic] high school, which has but recently been completed and which is the finest school building in the northwest; also the Roosevelt, Longfellow, Stevens, Cooper, New Franklin, Audubon, Frances Willard, Hayes Park, Adams and Jefferson school buildings. He likewise designed the First Presbyterian church, which has been built only a few years and which is perhaps the finest in the Inland Empire.” “He entered a profession in which only merit and ability win advancement and his thorough preliminary training and long experience have qualified him for important duties in this direction.”

In 1926, Lucy Robinson wrote in *The Spokane Woman* about architect Rand:

The architect more than any other man builds his own monuments. In wood or stone he raises memorials to his own personality, his own dream made permanent. The builder of schools leaves an influence that affects the lives of thousands, in his own time and in many years to come.

Loren L. Rand has designed many buildings in Spokane but Lewis and Clark high school is probably his finest achievement. In the desire to pass the credit for his successful piece of work to other people, Mr. Rand says that the cooperation and personal interest of the teachers in his plans made his success possible. He talked over every detail of the building. They knew the results they needed and he translated their ideas into a structure of permanent beauty and usefulness. He has designed many schools. The unit plan used by the Spokane School Board for several fine buildings is his work, adaptable to many conditions and to easy changes as a school grows. The Hawthorne, McKinley and Columbia buildings are also his work. Prominent in the downtown district, the Main Avenue building of the Crescent store is one of the business blocks designed by Mr. Rand.

Rand was known for his prolific work in designing Spokane schools, but most have been razed. His extant buildings, in addition to Franklin, include Lewis and Clark High School, Adams Elementary School, Jefferson Elementary School, Wilson Elementary School, and McKinley School.

Rand's other major buildings include: the Crescent Building #2 (1919), 707 W. Main Avenue; Dry Goods Realty Company Building (1909), 170 South Lincoln; Crescent Service Building (1908), 152 South Lincoln; Hotel Grand Coulee (1910), 106 S. Cedar Street; and Masonic Temple (1905), 1108 West Riverside Avenue.

Rand was a member of the Masonic lodge, the Oriental lodge and the Shrine. Also a member and a past president of the Sons of the American Revolution, his mother being a descendant of Josiah Bartlet, one of the signers of the Declaration of Independence.

Funk, Molander and Johnson, Architects

Albert Harvey Funk, Architect

Albert Funk was born in Spokane in 1904 and died in Spokane in 1986 at the age of 82. Funk was the son of Leonard Funk, Spokane pioneer, city commissioner, and mayor.

According to the death notice in the Spokane Daily Chronicle (9/26/1986), Albert Funk attended the old South Central High School and received his degree in architecture from Washington State College in 1925. He later took graduate studies and was licensed in 1931—one of the first architects in Spokane to be licensed by examination. Funk apprenticed with Whitehouse & Price Architects and then spent 1-1/2 years in Washington, D.C. with the U.S. Treasury Department [The Treasury Department housed the Office of Supervising Architect that designed or supervised the design of all federal buildings.] He was in New York City when the market crashed in 1929 and after the crash returned to Spokane.

In 1935 and 1936, Polk lists Albert H. Funk as a draftsman with the State Highway Department. An October 8, 1936 display ad in the Spokane Daily Chronicle for Monroe Street Lumber Co. advised that if one was "Planning a New Home," that "licensed

architect and specialist in small home design and planning,” Albert H. Funk was providing “home planning services.” In 1937 Funk is listed, with wife Ruby L., as an architect with the Monroe Street Lumber Company.

A Spokane Daily Chronicle article of May 9, 1937 reported that Funk had opened an architecture office in the Columbia Building (a photo was included). Albert H. Funk first listing in Polk as an architect was in the following year, 1938. His office was in the Hutton Building. He maintained a solo practice until 1945 when he co-founded the partnership Funk, Molander & Johnson Architects. The partnership reorganized in 1956 as Funk, Murray & Johnson.

Among his notable projects were St. Charles Roman Catholic Church (4515 N. Alberta, ca. 1959), Mater Cleri Seminary, Immaculate Heart Retreat House (6910 S Ben Burr Rd, ca. 1958), and the Garland Theater (924 W. Garland, 1945). Funk also designed churches in Clarkston (1964), the Senile Ward for Eastern Washington State Hospital (1948), Fire Stations in Spokane (1946), and Rosalia (1946), the Food Service building (Tawanka Hall) at Eastern Washington State College (1963), several campus buildings at Whitworth College (women’s dorm-1952, Student Union Center-1949, and Auditorium/Administrative Building-1951), and the Grinnell Warehouse at 909 East Sprague).

Funk was president of the Spokane AIA in 1947. He also served on the city of Spokane Zoning Board of Adjustment from 1958 to 1970. Mr. Funk passed away on Wednesday 26 September 1986 in Spokane.

Edwin W. Molander was a partner in Funk, Molander and Johnson from 1946 to 1956. He was born on October 27, 1901 in Marinette, Wisconsin, and passed away in July 1983. He held a degree in architecture from University of Minnesota, 1925, and practiced in North Dakota before moving to Spokane. Molander is considered by Whitworth University to be a pivotal figure in building the first impression and providing the space needed for campus growth in the 1950s and 1960s. Molander was hired by President Frank Warren to design six new campus buildings, including Dixon and McEachran halls and Cowles Auditorium

Carl H. Johnson was born in Sheridan, Wyoming on January 24, 1913 and passed away on June 18, 2002 in La Conner, WA. He had a bachelor of science degree in architecture in 1935 from the University of Minnesota. After graduation Johnson worked as a draftsman for several firms including architects J. van Teylingen and Angus Vaughn McIver between 1935 and 1941 in Great Falls, Montana. Moving to Spokane, he worked for Whitehouse and Price in 1943-1944. Johnson was a licensed engineer and used his expertise to design structural forms and construction techniques. He was also a member of the American Institute of Architects, serving as Spokane chapter president from 1957-1958.

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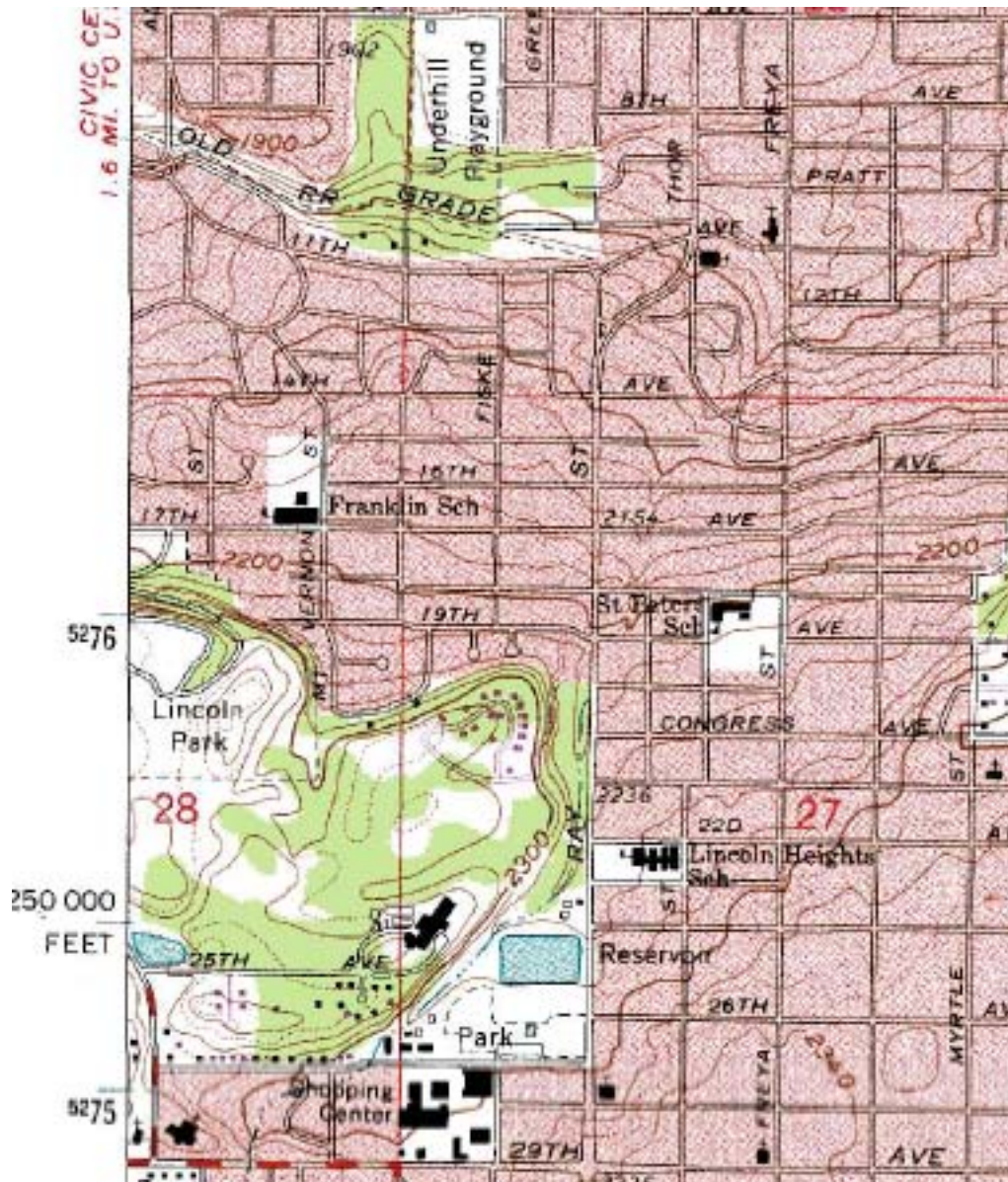
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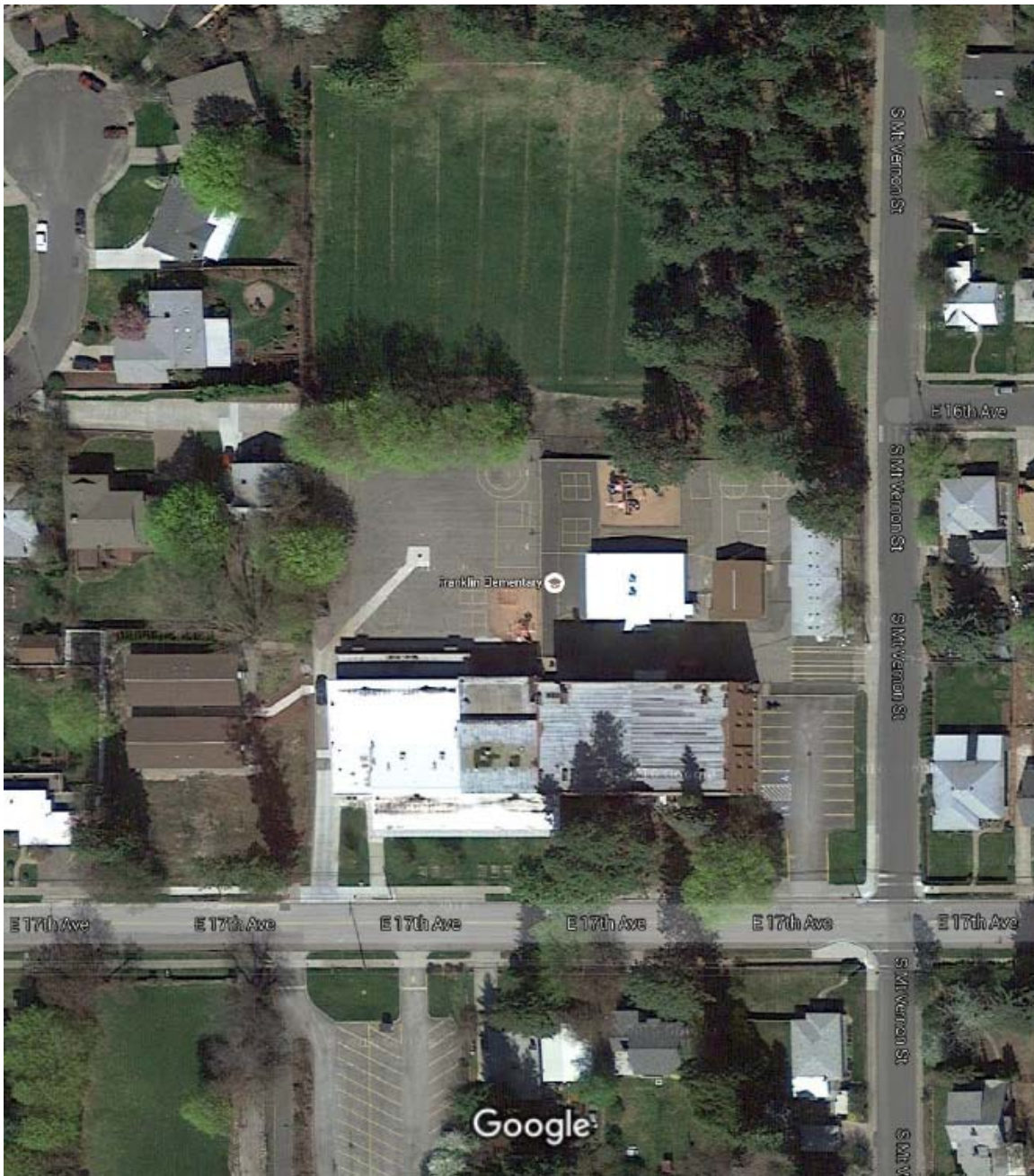
Whitworth University. Edwin Molander. 10/14/2014.

MAPS, PHOTOS, DRAWINGS



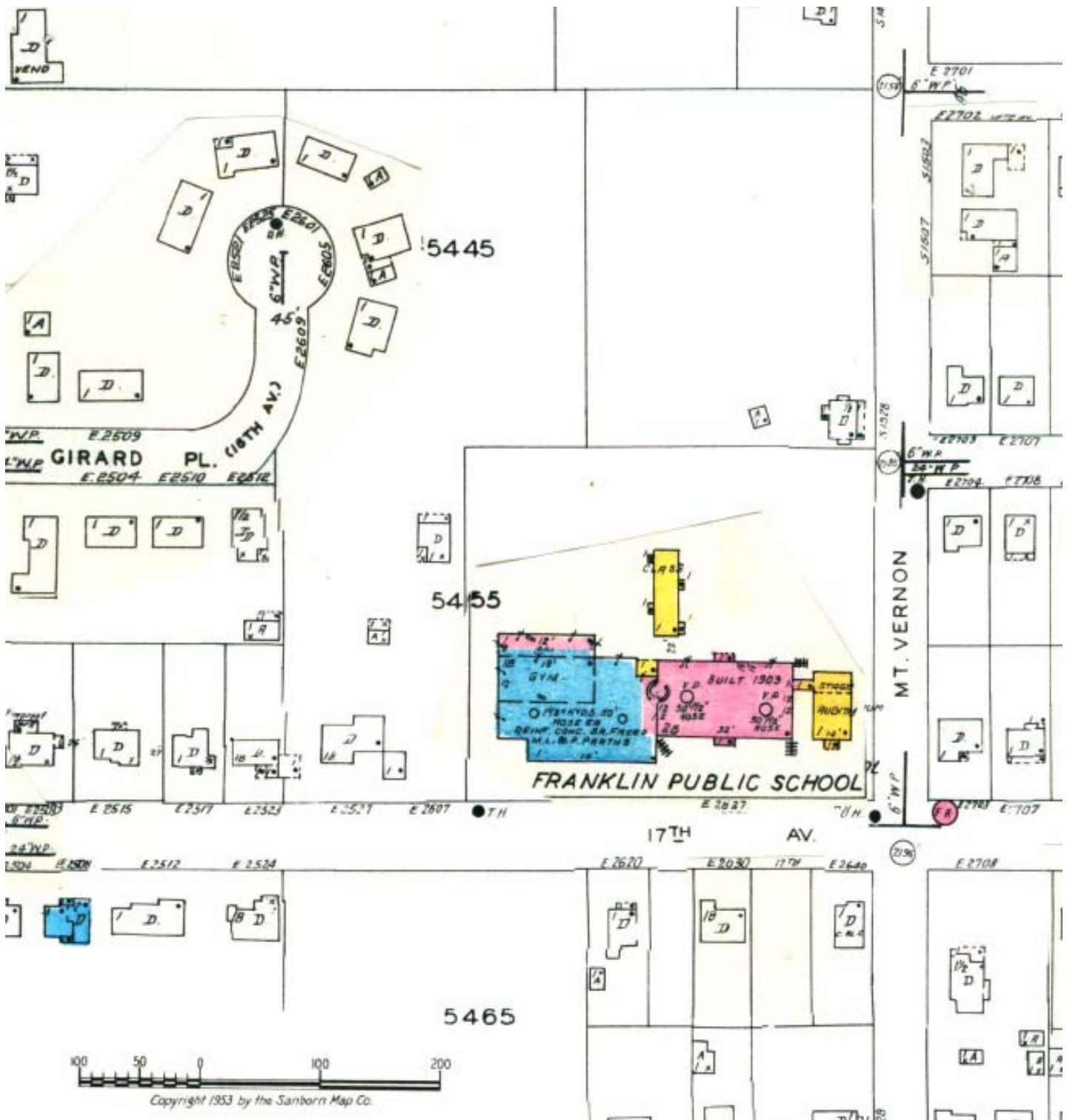
USGS 7.5 Minute Quadrangle. Spokane NE, Wash. 1974. Photorevised 1986

FRANKLIN ELEMENTARY SCHOOL SITE LOCATION



**FRANKLIN ELEMENTARY SCHOOL
AERIAL PHOTO**

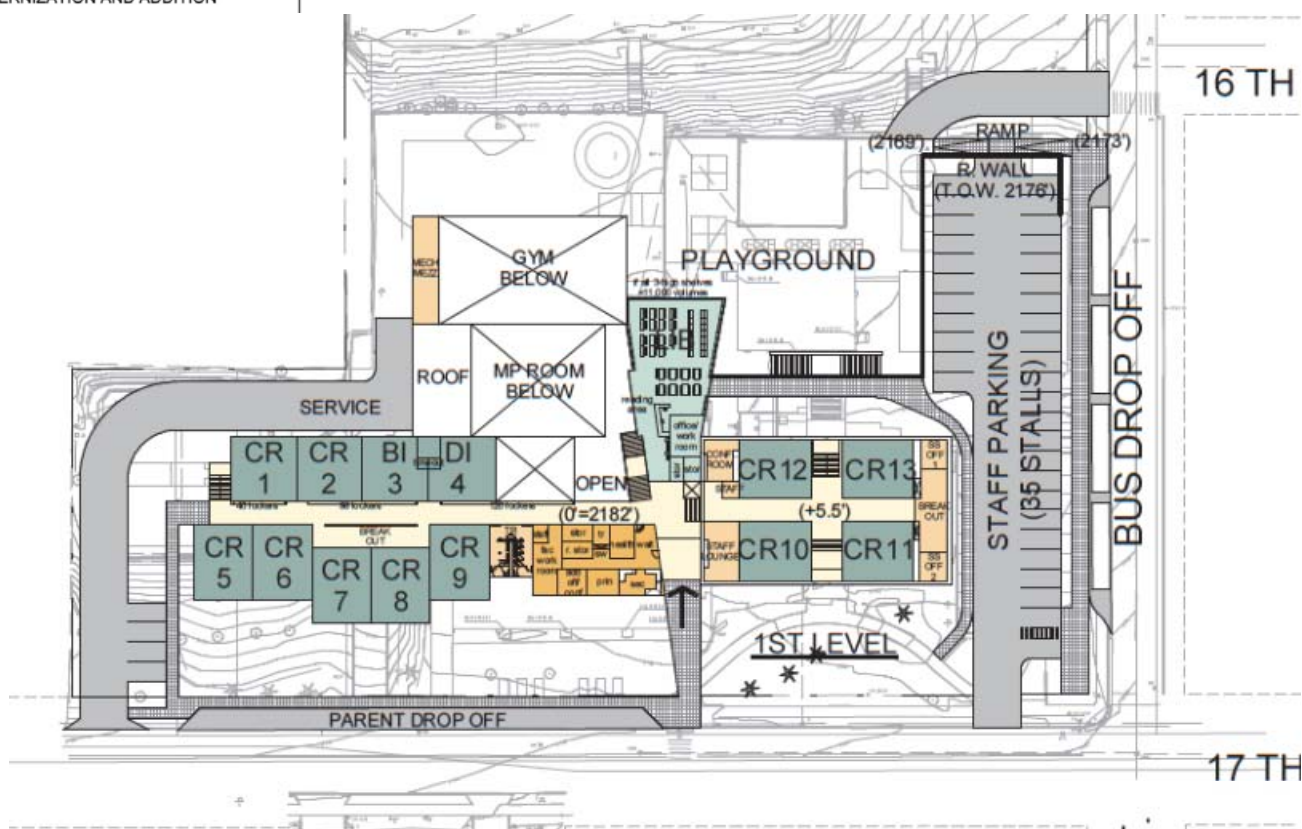
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no scale



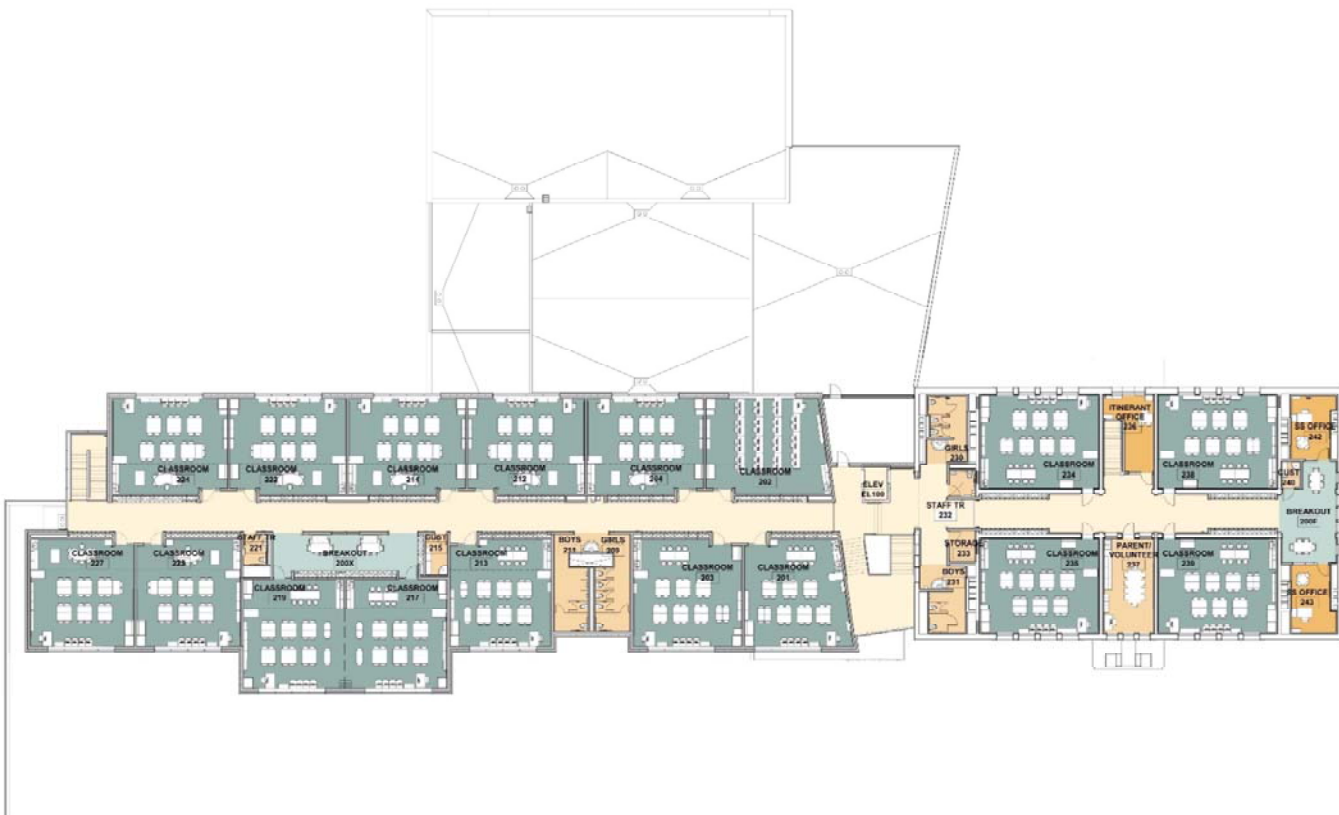
Sanborn Insurance Rate Map
 1957, Volume 4, Page 810



ALSC



ALSC
ARCHITECTS



SPOKANE PUBLIC SCHOOLS
FRANKLIN ELEMENTARY SCHOOL
MODERNIZATION AND ADDITION

2ND LEVEL PLAN





Northwest corner, looking east along North Side of Classrooms toward West Side of Gymnasium



Juncture of 2018 Addition and 1909 classroom building, looking northeast



Front Facade of 1909 classroom building, looking north



Southeast corner of 1909 classroom building with 2018 addition to west, looking northwest



East Facade of 1909 classroom building, looking west



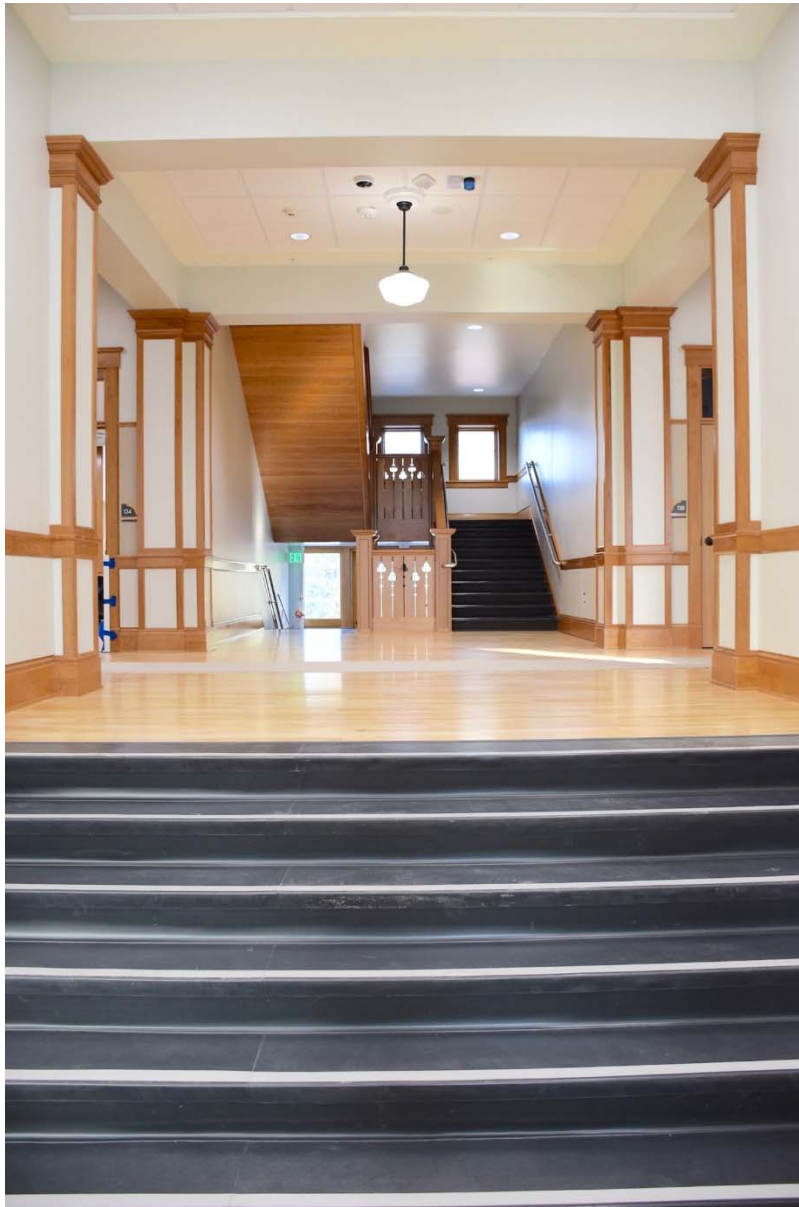
Northeast corner of 1909 classroom building and east facade of 2018 addition, looking southwest



Rear Facade of 1909 classroom building, 2018 addition (library) to west, looking south



Front entry to 1909 classroom building, looking north



Original main entry stairs in 1909 building, entry landing looking north



Original main entry vestibule looking south toward front



Entry foyer of 1909 building, looking northwest toward stairs and classroom



Central east-west hallway, from foyer looking west toward addition



Central east-west hallway, from foyer looking east



Breakout room at east end of building, looking east



Breakout room, looking north toward custodian room and office



East end of central hall, looking west toward addition



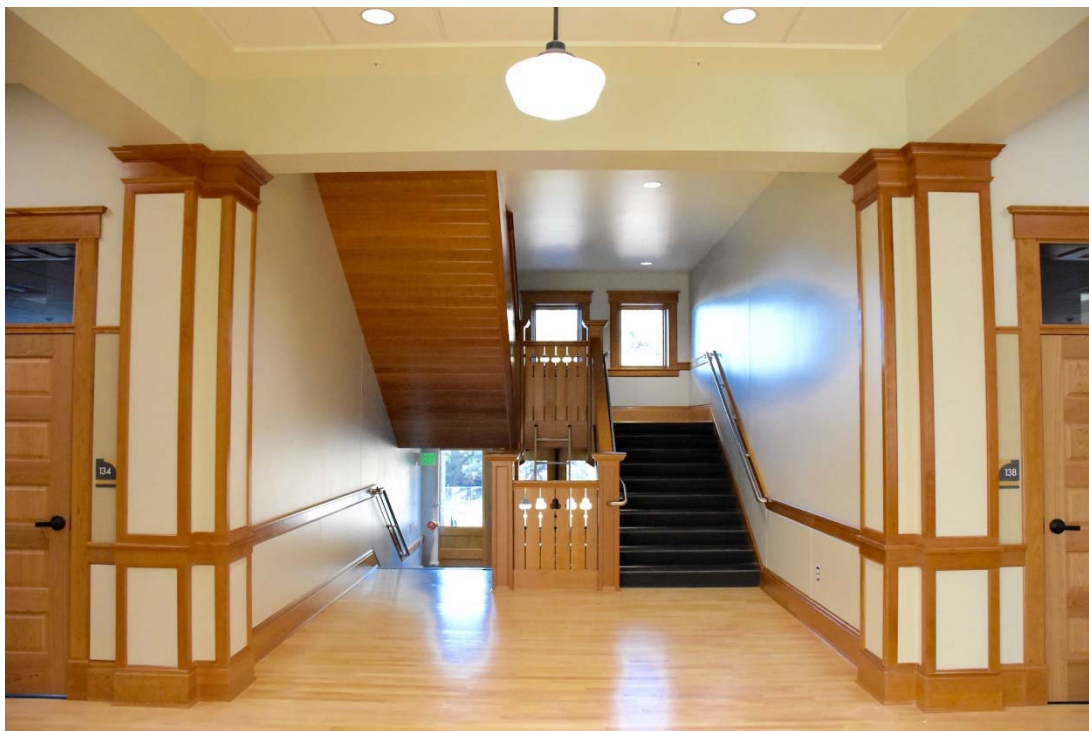
Classroom 135 in southwest quadrant of 1909 building, looking south



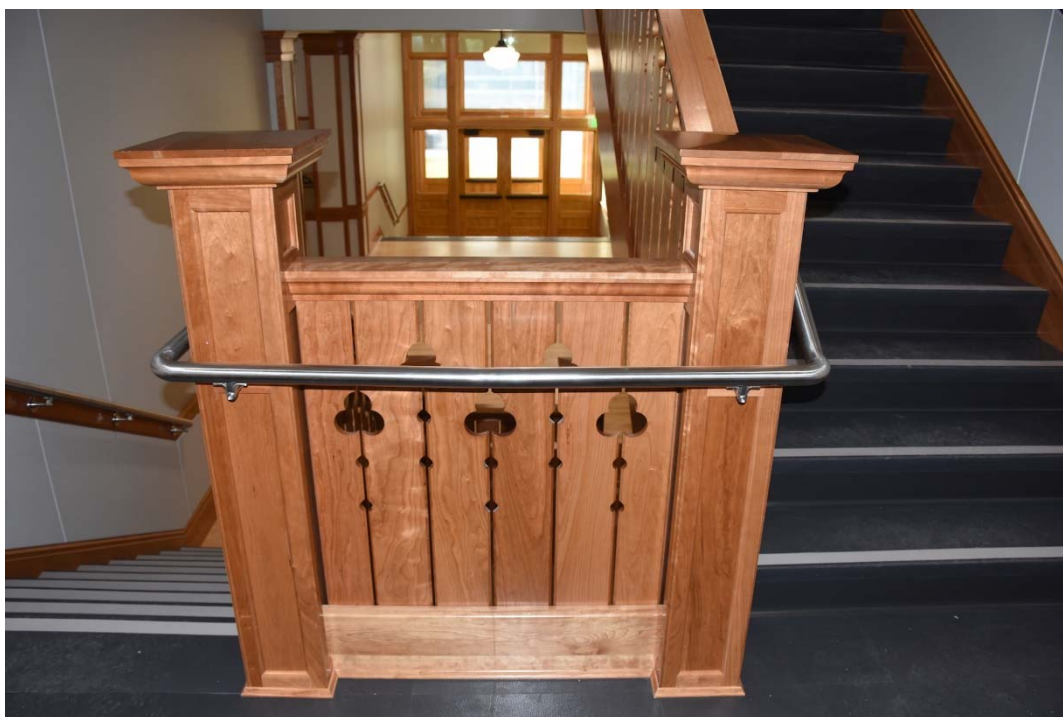
Classroom 135 (typical), looking southwest



Classroom 134 (typical), looking southwest toward hallway



First Floor foyer looking north at stairs to second floor, north exit, and basement



Central stairwell 1909 building, detail looking south from intermediate landing



Stairs to second floor from intermediate landing, looking south



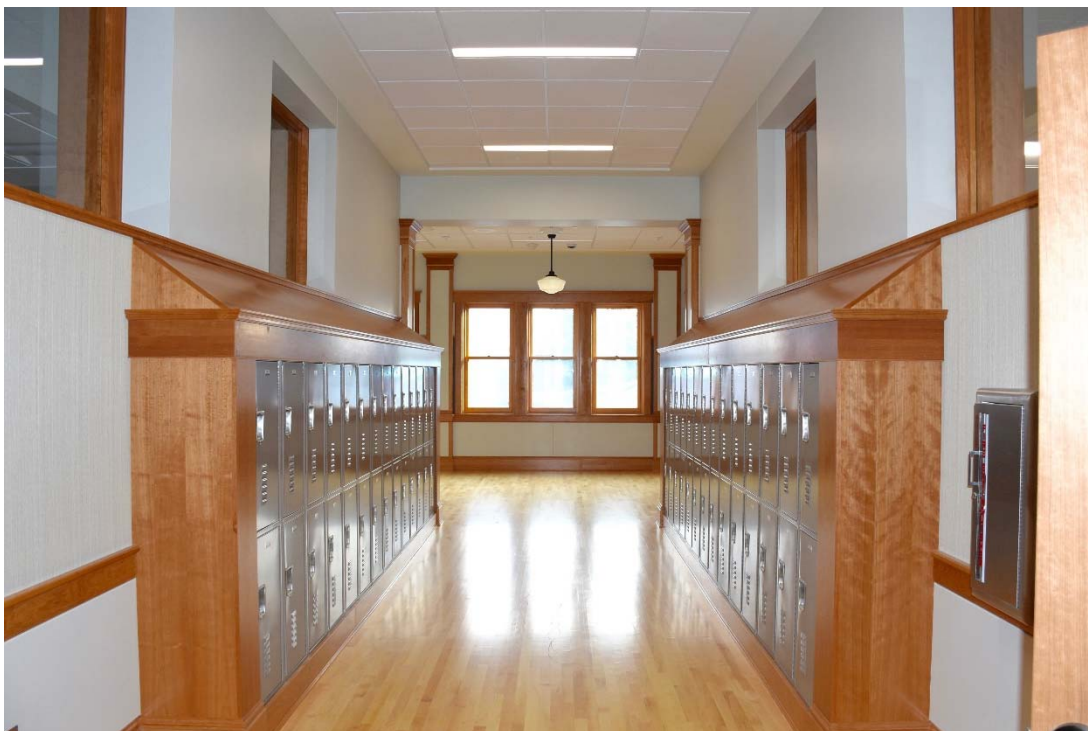
Second floor - parent/volunteer room, looking south



Looking north at itinerant office and stairs down to first floor



Second floor hallway, looking west toward addition from stair landing



Second floor hallway, looking east toward east end of 1909 building



Second floor breakout room at east end, looking south toward office



Second floor central hallway looking west from breakroom



Second floor classroom 234 (typical), looking east



Second floor classroom 234 (typical), looking west



Second floor classroom 234 (typical), looking north



Second floor classroom 234 (typical), looking south toward wall along central hallway



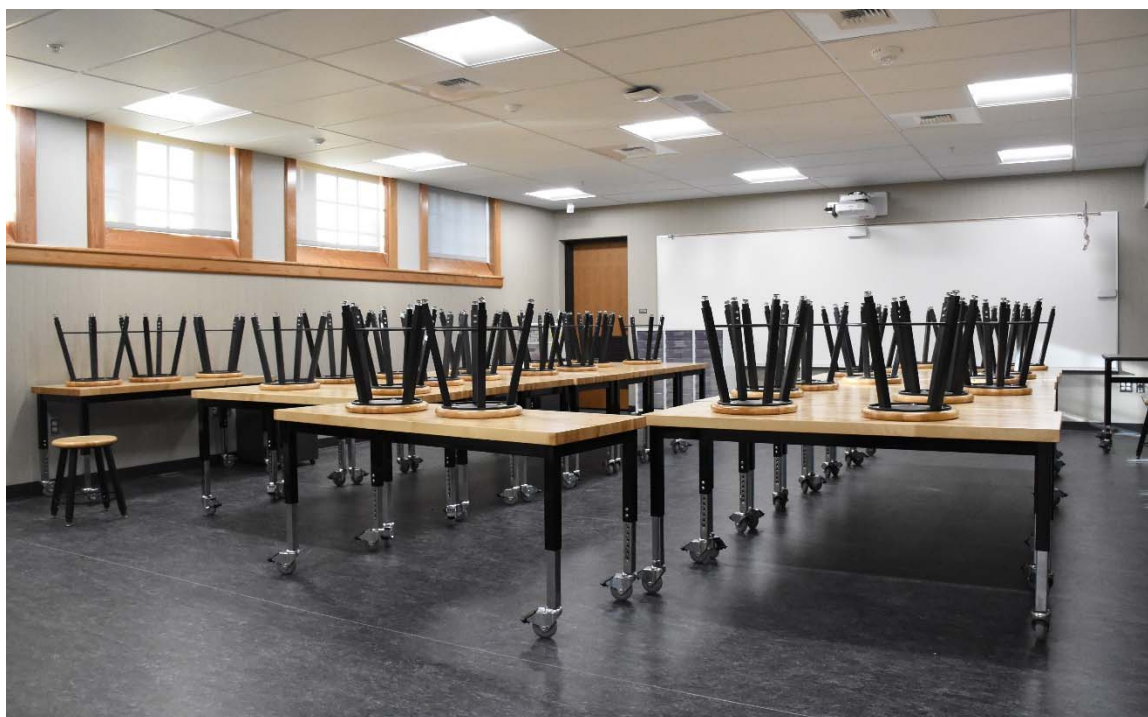
Basement - furnace room in 1909 building



Basement - bookroom, looking west



Basement, looking south at entry to art room from central hallway

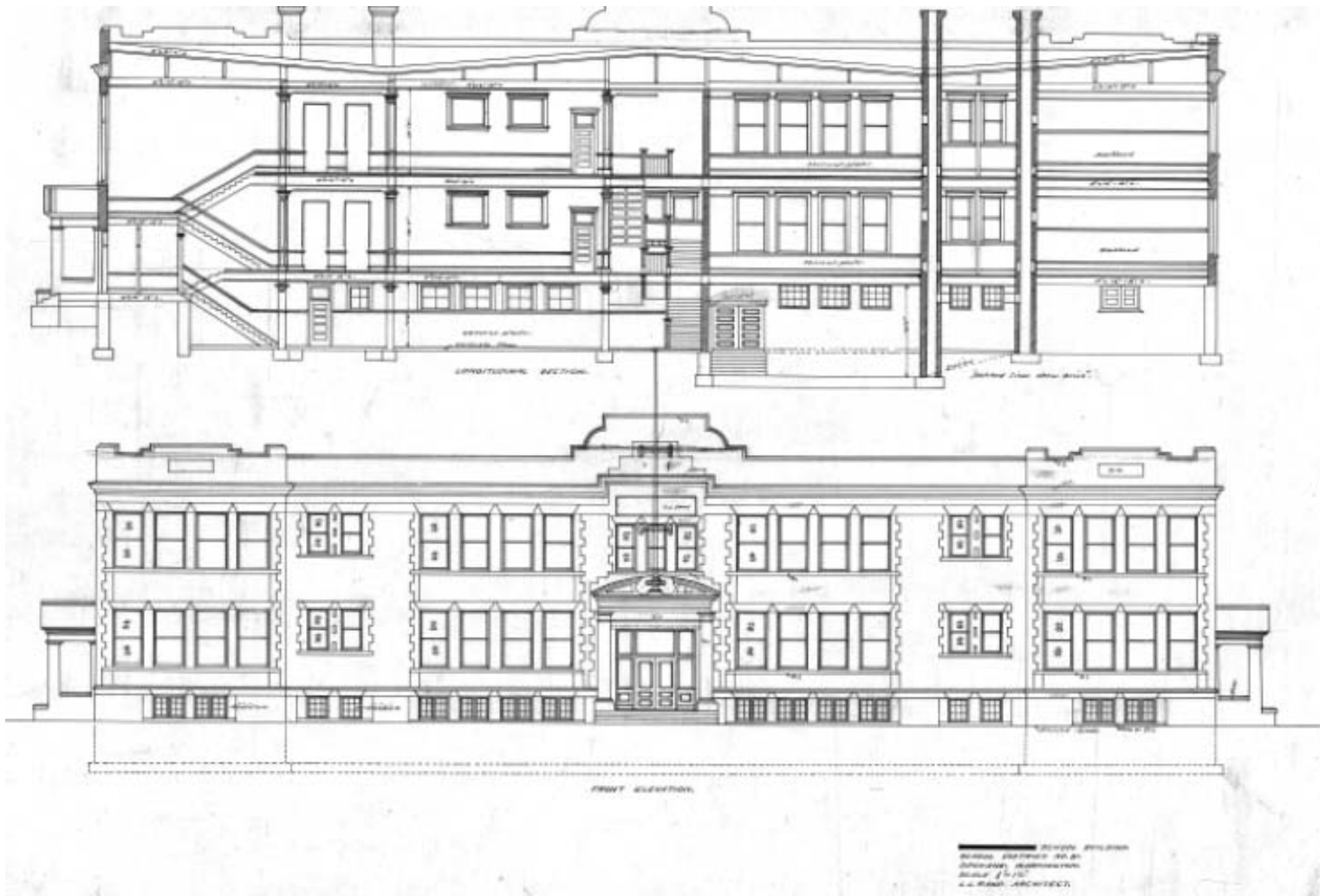


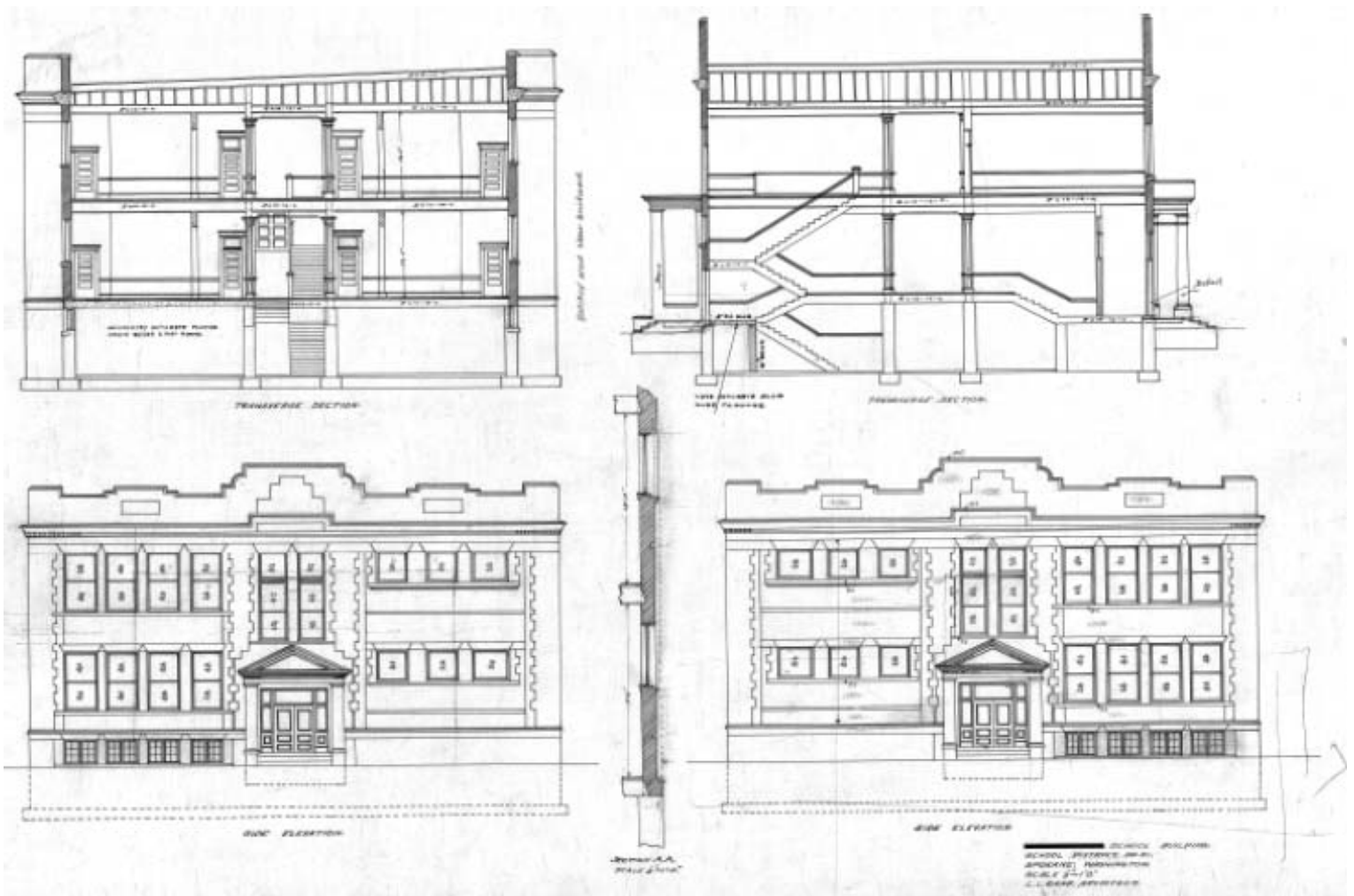
Basement, looking south at entry to art room from central hallway

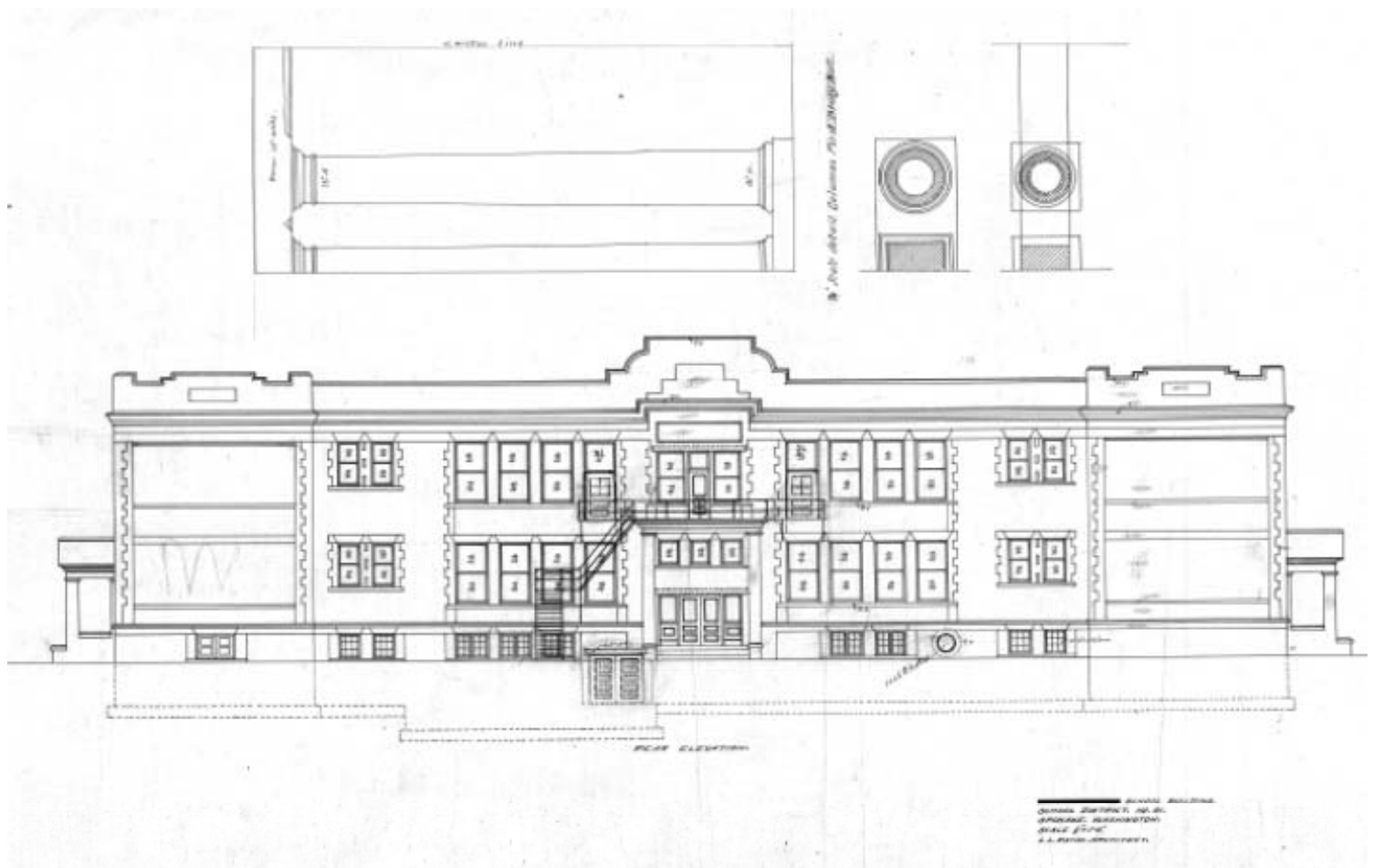


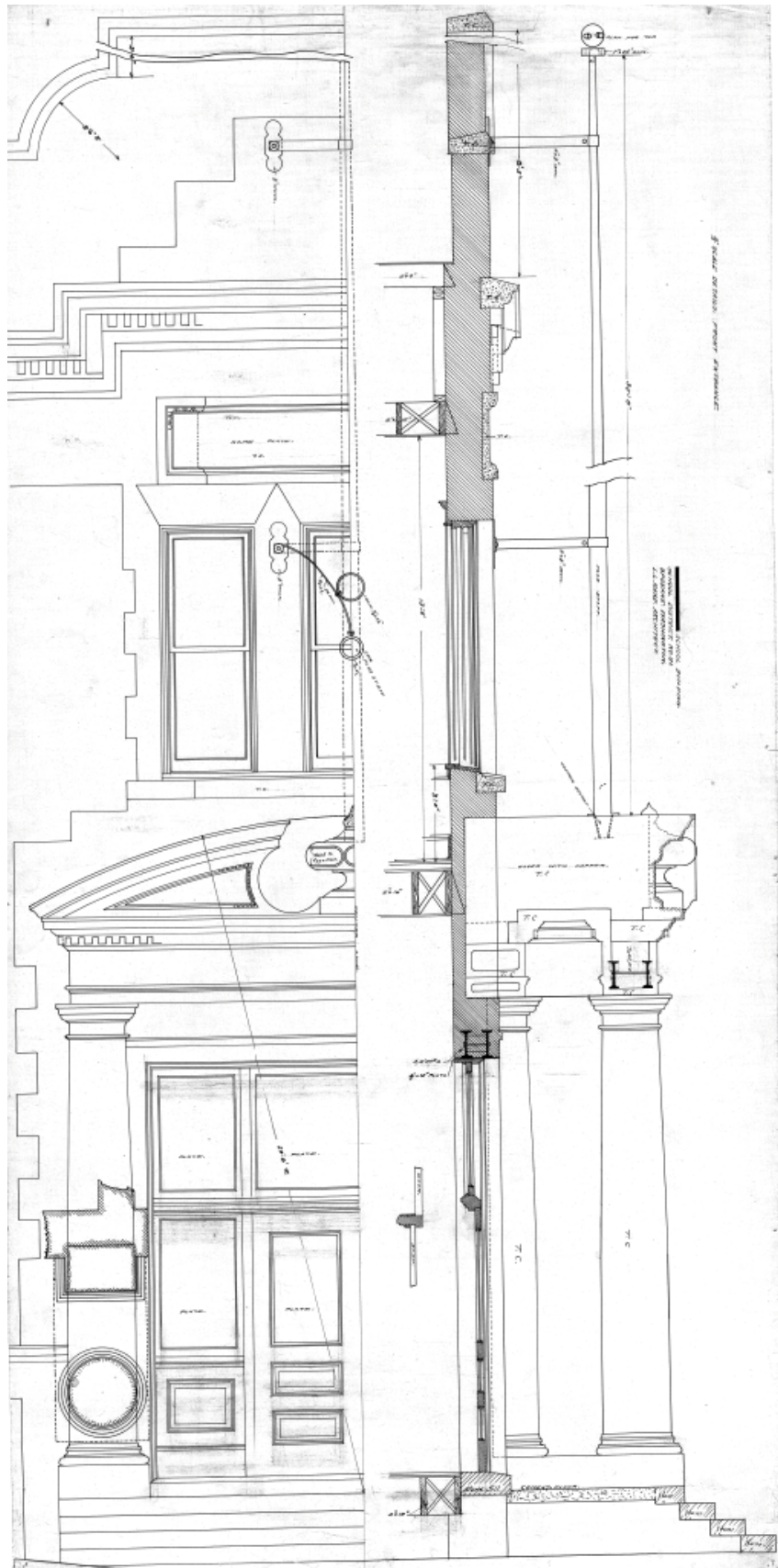
Basement, looking south at entry to art room from central hallway

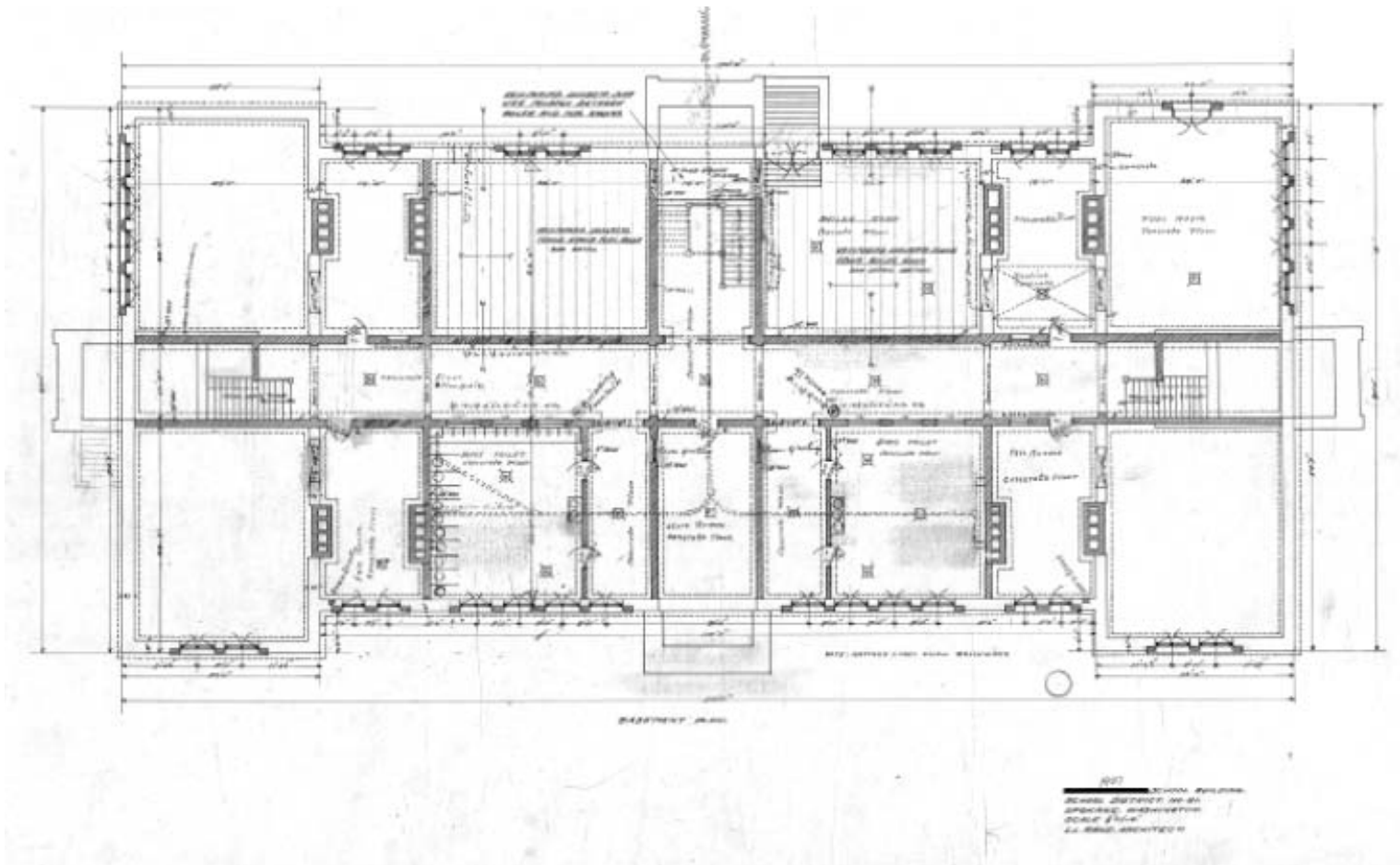
1909 BUILDING - ELEVATIONS AND FLOOR PLANS

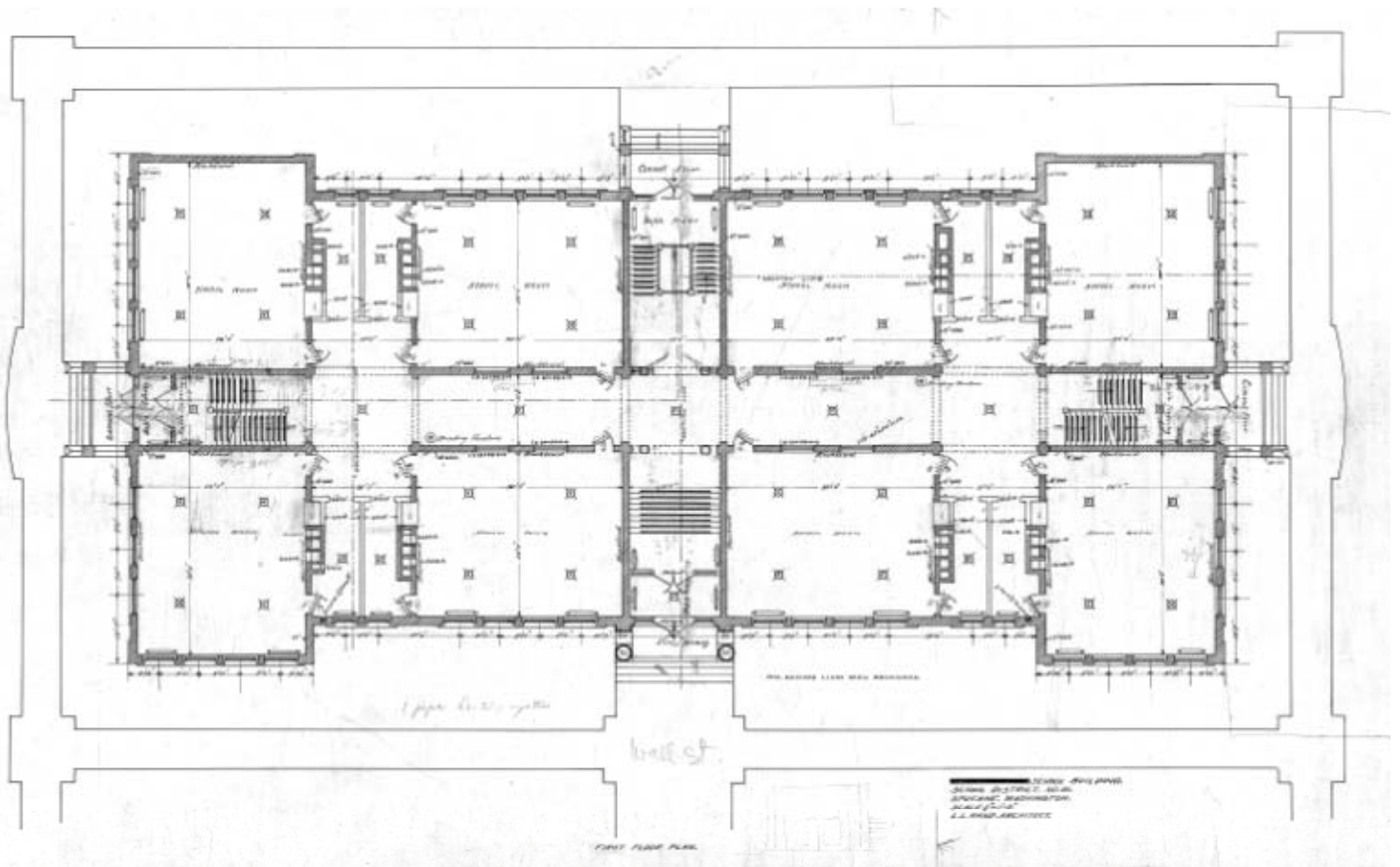












**FRANKLIN ELEMENTARY SCHOOL
2018 ADDITION
PHOTOS**



2018 Addition, south facade, looking north



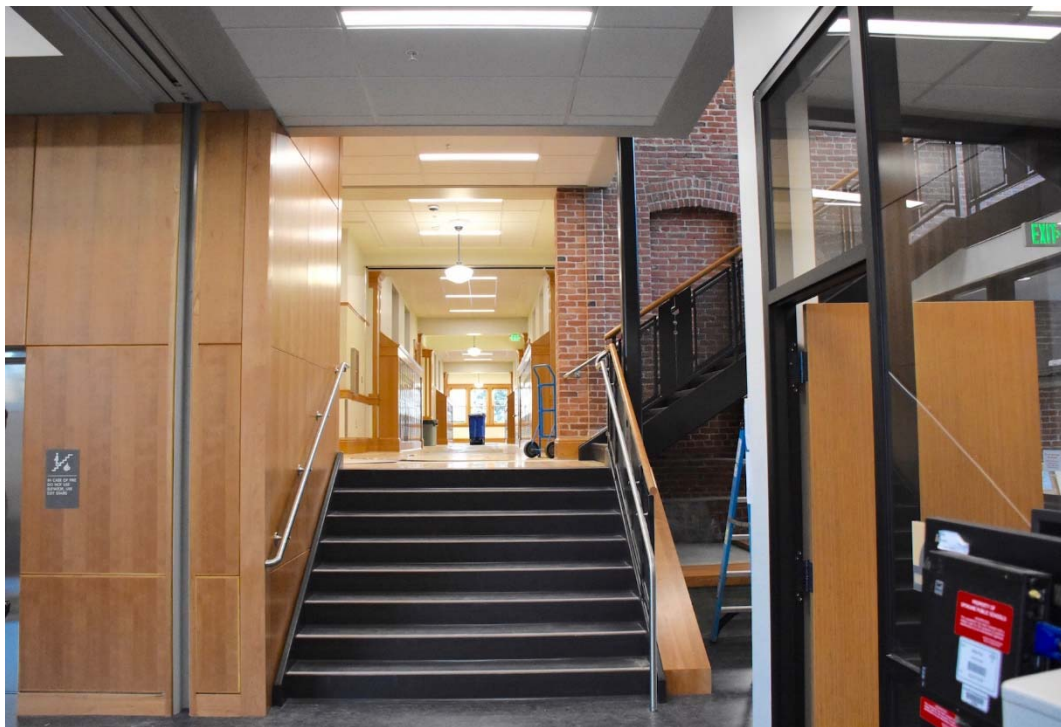
2018 addition and 1909 building, looking northeast along 17th Avenue at south facade



Franklin Elementary School 2018 addition, northwest corner, looking southeast



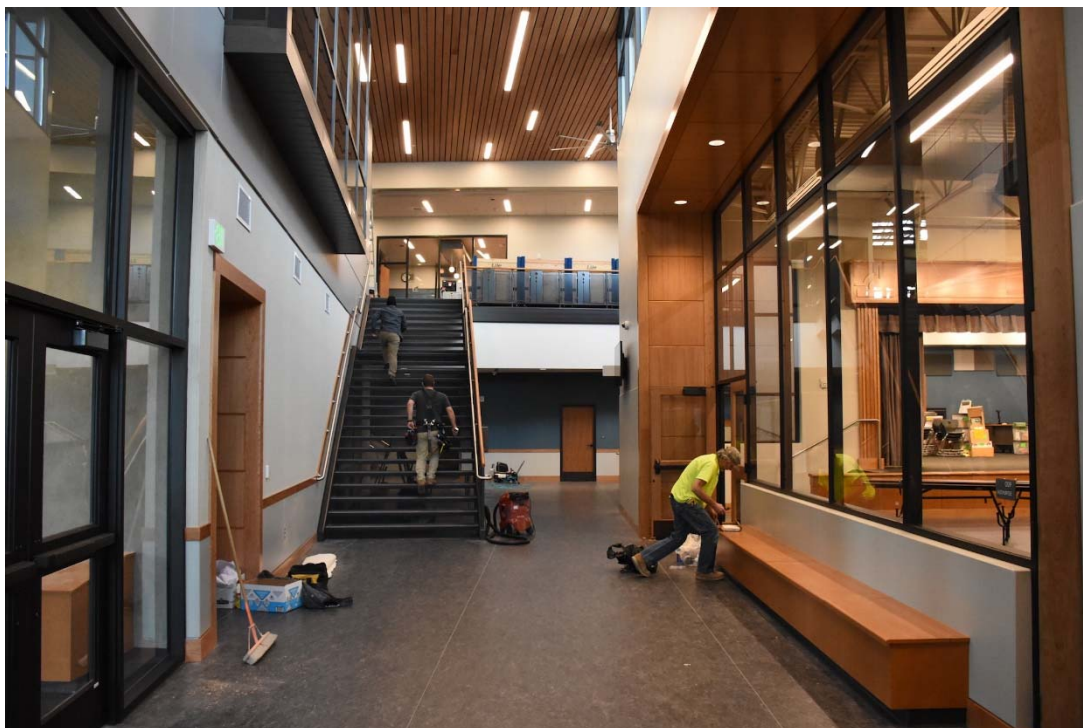
First Floor Administrative Offices, looking south



Entry Lobby looking east at stairs to 1909 building



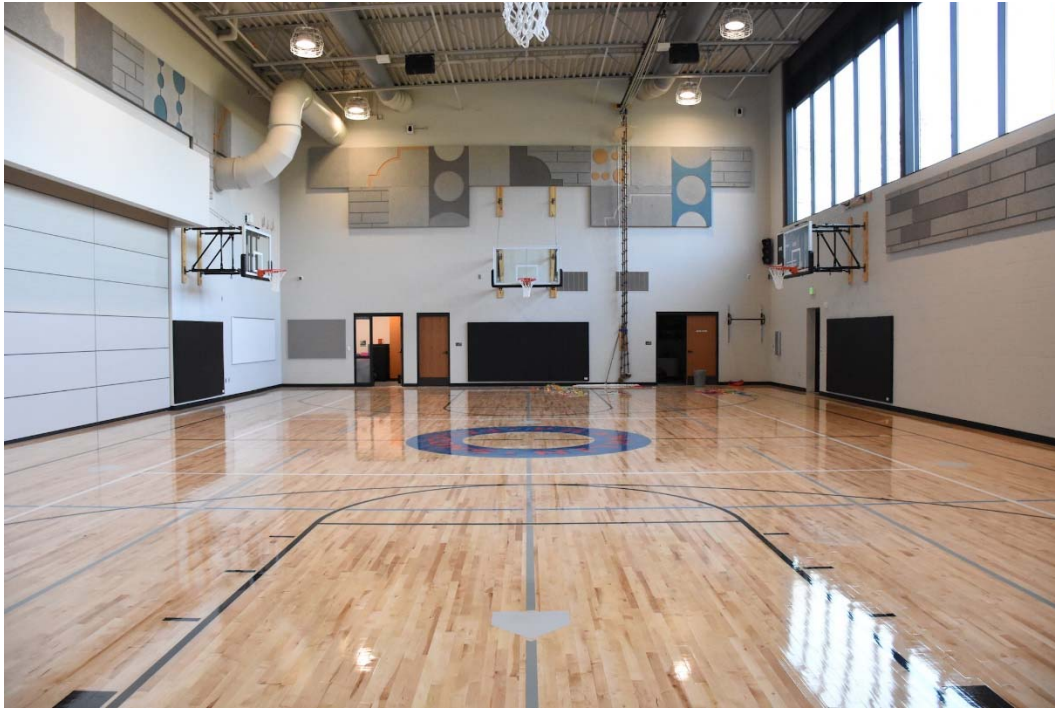
Atrium Stairway from first floor to basement level, looking north



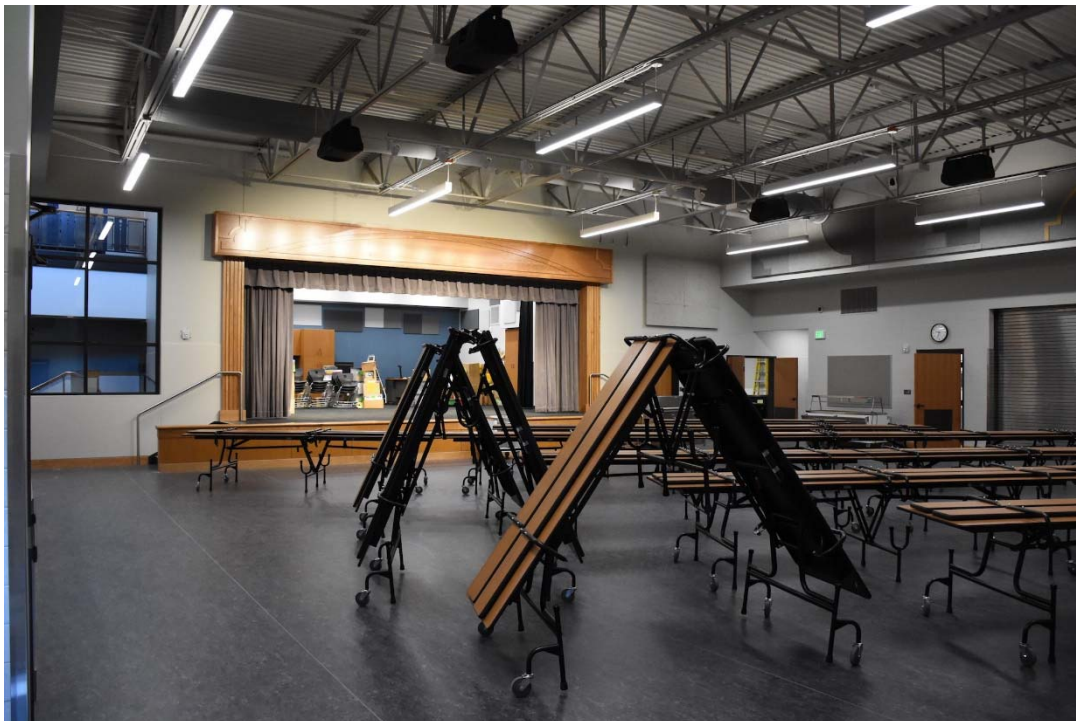
Atrium Stairs - basement to first floor, looking south - multi-purpose room to west, music room to east



Basement Level - kitchen



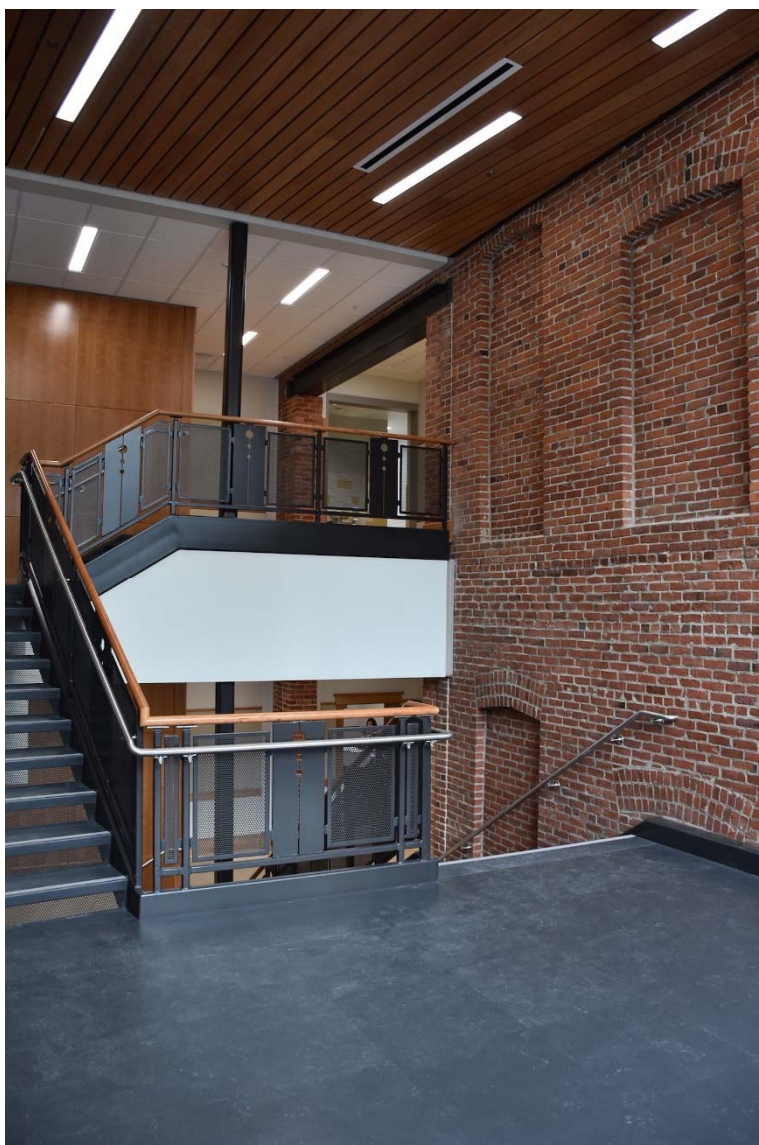
Basement Level - gymnasium, looking west



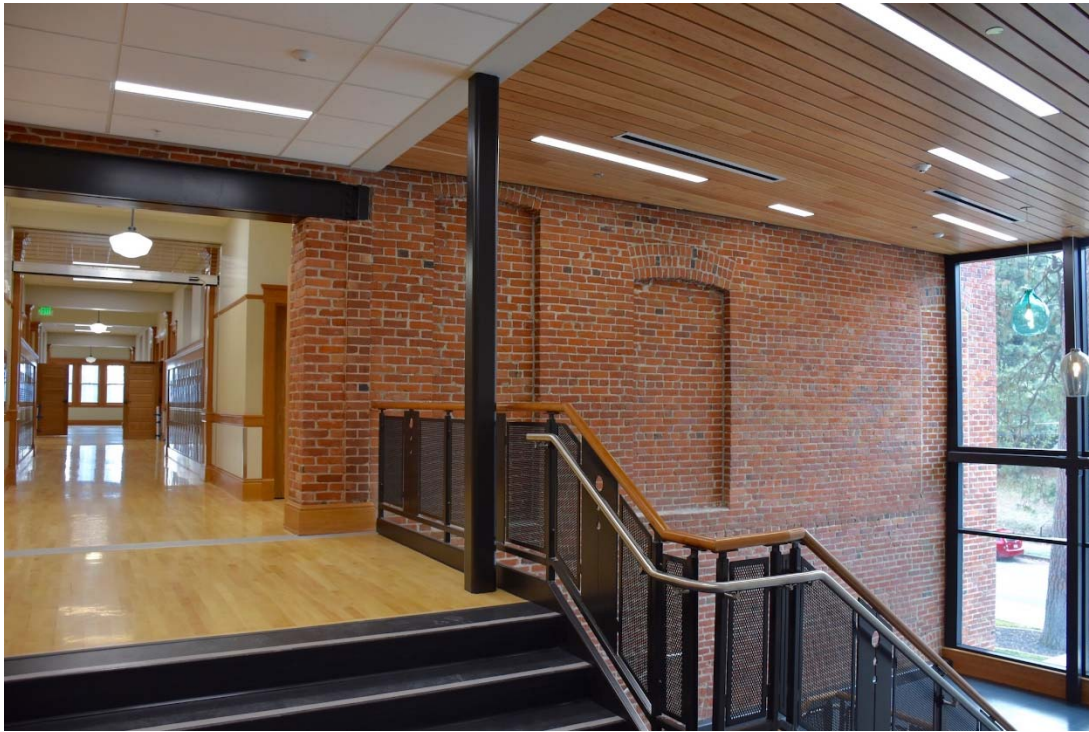
Basement Level - multi-purpose room/stage, looking south



First Floor - 2018 library, looking north



Intermediate Landing between first and second floors - looking northeast at 1909 building



Second Floor Entry/Stair Lobby at juncture of 1909 and 2018 buildings, looking southeast



Second Floor Central Hall and Classrooms, looking southwest



Second Floor Hall and Breakout Alcove, looking southwest



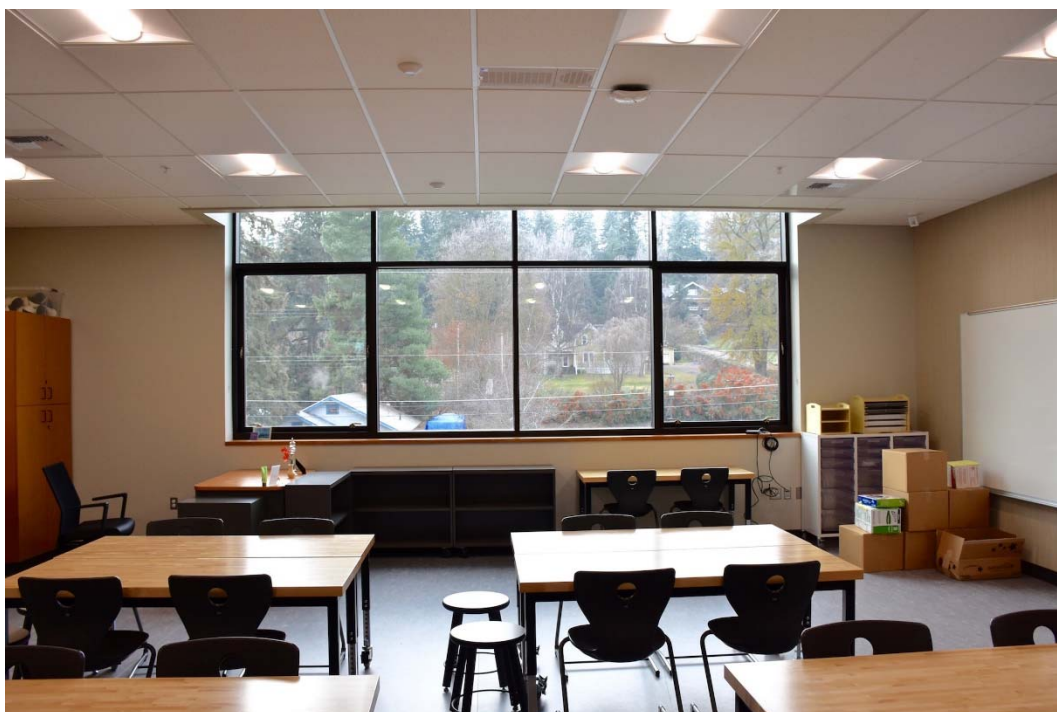
Alcove to Girls and Boys Restrooms, looking southwest



Second Floor, looking west at new addition, elevator and stairs down to central corridor



Second Floor Classroom, looking north toward central hall



Second Floor Classroom - typical, looking southwest



Second Floor Classroom - typical, looking southwest



Second Floor Classroom, looking west