

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

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

1. Name of PropertyHistoric name: District No. 99 SchoolOther names/site number: Dunning School

Name of related multiple property listing:

N/A

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

2. LocationStreet & number: 10980 West River RoadCity or town: Champlin State: MN County: HennepinNot For Publication: Vicinity: **3. State/Federal Agency Certification**

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

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

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

___national ___statewide ___local

Applicable National Register Criteria:

___A ___B ___C ___D

Signature of certifying official/Title:**Date**

State or Federal agency/bureau or Tribal Government

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

Signature of commenting official:**Date**

Title :

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

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4. National Park Service Certification

I hereby certify that this property is:

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

Signature of the Keeper

Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

- Private: ☐
Public – Local ☒
Public – State ☐
Public – Federal ☐

Category of Property

(Check only **one** box.)

- Building(s) ☒
District ☐
Site ☐
Structure ☐
Object ☐

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u> </u>	buildings
<u> </u>	<u> </u>	sites
<u>1</u>	<u> </u>	structures
<u> </u>	<u>2</u>	objects
<u>2</u>	<u>2</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION / School

Current Functions

(Enter categories from instructions.)

RECREATION AND CULTURE

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7. Description

Architectural Classification

(Enter categories from instructions.)

OTHER: one-room schoolhouse

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: CONCRETE

Walls: WOOD

Roof: ASPHALT

Narrative Description

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

Summary Paragraph

District No. 99 School (commonly known as the Dunning School) is located at 10980 West River Road in Champlin, Minnesota, near the west bank of the Mississippi River, on a wooded site with trees interspersed across a grassy lawn. The one-room schoolhouse does not embody any distinctive architectural style; rather, it has a vernacular design typical for its time. The building is a one-story, wood-frame building clad with painted, wood lap siding that sits on a non-historic concrete-block foundation faced with fieldstone veneer. It has a front-gabled roof with non-historic asphalt shingles and shallow, projecting eaves. The interior of the building features plaster walls and ceiling; wood doors, windows, and trim; and hardwood floors. A small wood-framed shed, formerly used as an outhouse, is located to the northeast of the school. The property has been well maintained and is in excellent condition relative to its age. The most notable changes since the school was constructed in 1876 include the addition of a rear entrance at the south facade and a cloakroom at the interior, both installed during the building's period of

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significance, as well as the more recent replacement of the foundation and roof shingles. The property retains integrity of location, setting, design, materials, workmanship, feeling and association.

Narrative Description

Site and Setting (Photos 0001 – 0010)

The Dunning School, constructed in 1876, is located at 10980 West River Road in Champlin, Minnesota, near the west bank of the Mississippi River, on a wooded site, with several mature oak trees and other broadleaf species of trees interspersed across a grassy lawn (Figure A). The property is located immediately northwest of the intersection of 109th Avenue North and West River Road. It is sited northeast of the local business district, and east of the present-day middle school and high school buildings. It is surrounded by predominantly low-density, suburban-style, single-family housing that appears to have been constructed within the past 40 years.

The subject parcel is a triangular plot of land bounded to the west¹ by West River Road, to the southeast by a paved driveway with a turnaround, and to the north by a vegetative hedge which marks the property line of a neighboring residential property (Photo 0001 and Figure B). A non-historic² white vinyl picket fence set parallel to West River Road borders the west edge of the property. The front of the building is oriented to face West River Road and is set back approximately thirty feet from the road. To the southwest of the school building are a flagpole and a small monument sign from the City of Champlin Parks and Recreation Department identifying the Dunning School. The sign is not historic and the flagpole does not appear to be historic. Shrubs are planted around the flagpole. A small shed is located approximately 30 feet to the northeast of the school building, near the property line (Photos 0009 and 0010). The shed historically served as an outhouse and was likely moved around the site during the period of significance, although a 1945 aerial photograph shows the structure in its approximate current location (see Figure C). Today, the shed is used for storage. A metal water pump marking the location of the historic, capped well is located approximately twenty feet south of the building (Photo 0005). The metal pump is not original to the school building.³

Exterior (Photos 0001 – 0005 and 0009 - 0010)

The Dunning School is a rectangular building in plan, measuring approximately 20 feet in width and 38 feet in length. It is a one-story, wood-frame building on a concrete-block

¹ For clarity, plan rather than true directions are used throughout this report. Plan north is equivalent to true northwest.

² Throughout this report, the term “original” is used to describe features present at the time of the property’s construction, while the term “historic” is used to describe features installed at any point during the period of significance, 1876-1947. The term “non-historic” refers to features installed after 1947, the end of the period of significance.

³ Michael J. Brey (Champlin Historical Society) in conversation with the author, October 3, 2022.

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foundation faced with fieldstone veneer. Constructed in 2003, the existing foundation replaced the building's original foundation, which was composed of tree stumps and fieldstone – see Figure G.⁴ Non-historic copper flashing is visible at the top of the foundation wall. The school is clad with narrow, horizontal, wood lap siding and corner boards, painted white. It has a front-gabled roof with a 12:12 pitch, non-historic, green, three-tab asphalt shingles, and shallow projecting roof eaves; the soffits are built of painted, wood, tongue-and-groove boards. The building does not embody any distinctive architectural style; rather, it is a one-room schoolhouse with a vernacular design typical for its time.

West Façade (Photos 0001 – 0002)

The primary west façade has a fieldstone foundation and non-historic concrete stairs added between 2003 and 2005 (Photo 0002). At the northwest corner of the foundation, the date “1876” is carved into a stone. A metal pipe handrail (date of installation unknown) is located on the north side of the stairs, which lead up to a centrally placed, wood entry door with a transom above. The door is a right-hand swing and has five raised wood panels with sticking; the door slab is approximately 36 inches wide and has a head height of 82 inches. The metal lockset has a dark finish and patina. There is a small metal mailbox to the north of the door. Above the door is a fixed transom with three divided lights, surrounded by wood casing with crown mold at the top. To each side of the front entry door are wooden, double-hung windows with a painted finish and four-over-four light configurations. The windows have exterior, wood storm-windows in a two-over-two light configuration.⁵ The windows are surrounded with wood casing, crown, and sills. Above the central front door is a simple sign that reads, “Dunning School, District 99, 1876-1947, Champlin Historical Society.” Above the sign is a metal, outdoor light fixture (date of installation unknown); above the light fixture in the gable portion of the exterior wall is a diamond-shaped, fixed-pane wood window with four divided lights, surrounded by wood trim. Historic photographs indicate that this window is not original to the construction of the building (see Figures D and E), but the date of installation is unknown. At the apex of the gable, on the roof ridge, is a school bell with clapper, wheel, stand, and frame. The bell is not original to the Dunning School but was relocated from the District No. 40 schoolhouse in nearby Dayton, Minnesota (not extant) sometime after the end of the period of significance (likely after 2003).⁶

North Façade (Photo 0003)

The north façade of the school features four wooden, double-hung windows with a painted finish and four-over-four light configurations. The windows have exterior wood storm

⁴ Michael J. Brey, ed., *Champlin on the Mississippi Revisited 1852-1979*, rev. ed. (Champlin, MN: The Champlin Historical Society, 2010), 73-74.

⁵ Historic photographs taken during the period of significance (see Figures D and E) indicate that the Dunning School had exterior shutters that are no longer extant. Given the design and materials of the existing storm windows, it is possible that these were installed during the period of significance to replace the exterior shutters.

⁶ Michael J. Brey (Champlin Historical Society) in conversation with the author, October 3, 2022 and July 12, 2023. There is no evidence that a bell was located on the roof of the Dunning School during the period of significance.

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windows in two-over-two light configurations. The windows are surrounded with wood casing, crown, and sills.

East Façade (Photos 0004)

The east (rear) façade of the building has no windows. On the north side of the foundation, there is an access opening with a painted wood panel on hinges, added when the foundation was replaced in 2003. At the apex of the gable, a small brick chimney rises above the roof ridge.

South Façade (Photos 0004 – 0005)

The school's south façade features four wooden, double-hung windows with a painted finish and four-over-four light configurations. The windows have exterior wood storm windows in two-over-two light configurations.⁷ The windows are surrounded with wood casing, crown, and sills. At the west side of this elevation is a white electric meter; at the east side is the rear entrance to the school building. The entrance has three, non-historic concrete steps that lead to a wood door. The door has a right-hand swing and has five raised wood panels with sticking; the door slab is approximately 36 inches wide and has a head height of 84 inches. The metal lockset has a dark finish and patina. The door is surrounded by wood trim. Above the door is a projecting gabled canopy with supportive wood brackets and green, three-tab asphalt shingles. At the center of the projecting gabled canopy is a single, non-historic security light. The rear door and canopy are not original to the building, but an historic photograph (see Figure F) indicates that the rear entrance was installed during the period of significance.⁸

Interior (Photos 0006 – 0008)

First Level (Photos 0006 – 0008)

Upon entering through the front door of the schoolhouse, there is a cloakroom that is five feet in width (Photo 0008). This cloakroom was not original to the construction of the building but was added sometime around 1900.⁹ It has narrow 2 ¼ inch wide hardwood flooring running the length of the room, plaster walls with painted, tongue and groove, wood wainscoting and a plaster ceiling with a historic pendant light centered on the front entry door. The windows and doors in the vestibule have painted casing, with painted wood sills at windows. At the east side of the cloakroom, there are two paneled wood doors with two-light transoms above that lead to the classroom. Historically, the entrance to the classroom was divided by gender, with the north door used by male students and the south door used by female students.¹⁰ Between these doors

⁷ Two of these storm windows are historic; the other two are recent replacements that replicate the original storm windows in materials and design. Michael J. Brey (Champlin Historical Society) in conversation with the author, October 3, 2022.

⁸ Michael J. Brey, ed., *Champlin on the Mississippi Revisited 1852-1979*, rev. ed. (Champlin, MN: The Champlin Historical Society, 2010), 68.

⁹ Ibid, 58.

¹⁰ Patti Mattos, "Dunning School Dedication Set This Sunday," *Brooklyn Center Post*, 1975.

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are hooks for hanging coats and bags; a pair of hooks is also located to the south of the main entry door. At the southern part of the cloakroom, there is a built-in, painted wood cabinet constructed of beadboard. This cabinet may have been constructed around 1900, when the entry vestibule was created.

In the classroom, the narrow 2 ¼ inch wide hardwood flooring continues, running the length of the room. The classroom contains twenty-six student desks arranged into four rows with a center aisle. While not original to the Dunning School, the desks date to the school's period of significance and are similar to the desks that appear in historic photographs of the school. The walls and ceiling of the classroom are finished with plaster, with painted tongue and groove wood wainscoting at walls. Six historic pendant lights hang from the ceiling (Photos 0006 - 0007, Figure F).

At the north and south sides of the room, the exterior wall holds four wooden double-hung windows with a painted finish and four-over-four light configurations with painted casing and sills. Historic chalkboards are located between the windows. At the front (west side) of the schoolroom, a historic chalkboard is also located between the entry doors, above the top of the wainscoting (Photo 0007). A cork bulletin board is located above the chalkboard and terminates at the head height of the entry door transoms. At the southwest corner of the room, there is a built-in cabinet comprised of painted beadboard (date of installation unknown, Photo 0007).

At the rear (east) wall of the classroom is a chimney, with a cast iron wood stove that is vented through the chimney (Photo 0006). Originally, the school's stove was located at the west side of the classroom; after the entry vestibule was constructed, it was relocated to the east side (see Photo 0006 and Figure F). While not original to the Dunning School, the current stove dates to the era when the school building was heated with wood; it was installed sometime after 1947.¹¹ The east wall also holds a freestanding, painted wood cabinet that is likely historic (Photo 0006).¹² Behind this cabinet is a painted metal panel that may conceal plumbing used to bring water into the schoolhouse during its early years of operation, as indicated by the interior spigot visible in a historic photograph (Figure F). The rear wall also features a large picture frame that holds a map of the continental United States of America (date of installation unknown, Photos 0011, 0017).

At the southeast corner of the classroom is the rear entrance (Photos 0004 - 0006). Historic photos show that this entrance was not original to the building's construction but was added at an unknown date during the period of significance (Figure D, Figure F). On the north wall of the classroom is a clock relocated from Champlin's Garfield School, presumably sometime after 1938.¹³

¹¹ Michael J. Brey (Champlin Historical Society) in conversation with the author, October 3, 2022.

¹² Ibid.

¹³ Ibid.

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Shed (Photos 0009 – 0010)

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A small shed is located approximately 30 feet to the northeast of the school building, near the property line (Photos 0009 - 0010). The shed historically served as an outhouse. The shed is a small structure with a rectangular plan and gabled roof with shallow projecting eaves and green, three-tab asphalt shingles. It has narrow painted, wood lap siding and corner boards; the structure sits on a non-historic concrete slab that was poured in 2022.¹⁴ The front (west) façade has a centrally-placed wood door, with six raised panels surrounded by trim. The south façade has a narrow door towards the west side of the structure clad with the same narrow lap siding as the rest of the building; the door is surrounded by trim and has a simple flat steel hinge and padlock and two flat hinges. The rear (east) façade has three small openings that have been infilled, and the north façade has one small, square-shaped window at the east side.

The interior of the storage shed is unfinished space currently used for storage. The ceiling is an exposed, unpainted wood structure; the walls are comprised of exposed wood studs and sheathing, painted white; and the floor is an exposed concrete slab.

Integrity:

The Dunning School retains excellent integrity to convey its historic significance from the period of significance, 1876 -1947, when it was in use as a one-room schoolhouse. The seven aspects of integrity are discussed separately, as follows:

Location

The Dunning School has not been moved and retains integrity of location.

Setting

The broad setting of the Dunning School has changed since the period of significance. Historic plat maps, as well as aerial photographs from 1937 and 1945, indicate that the Dunning School was predominately surrounded by farmland during the period of significance, but that limited residential development had begun to occur on the lots surrounding the school by 1945. Today, the areas surrounding the school are developed with residential buildings, most of which appear to postdate the period of significance. However, the area to the northeast of West River Road along the Mississippi River and adjacent to the Dunning School has a lower development density, with larger lots and setbacks that suggest a more rural atmosphere. The school's historic immediate setting, a wooded lot with areas of open lawn, remains intact, and the school retains its historic relationship to both the Mississippi River and West River Road. For these reasons, the Dunning School retains integrity of setting.¹⁵

¹⁴ Michael J. Brey (Champlin Historical Society) in conversation with the author, October 3, 2022.

¹⁵ Borchert Map Library, aerial maps of Champlin, 1937 and 1945, accessed October 31, 2022, <https://geo.lib.umn.edu/twin-cities-metro-area/1945/A-22-127.jpg>.

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Design

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The Dunning School retains integrity of design. The exterior retains its composition, form and massing, entrance locations, and fenestration patterns. Though the building's foundation has been rebuilt, it is a compatible replacement to the original, with stone veneer intended to replicate the original fieldstone construction. The roof shingles were last replaced in 2004 as part of a renovation by the City of Champlin and the Champlin Historical Society, and appears to be an in-kind replacement that does not detract from property's integrity of design. The roof shingles on the shed were replaced at the same time. The non-historic concrete stairs at the front and back entries are minor alterations that likewise do not detract from the building's historic integrity.¹⁶

Materials

The Dunning School retains integrity of materials. The exterior materials that compose the Dunning School – the soffit and fascia of the roof, the horizontal narrow lap siding and narrow corner boards, the divided light wood windows, most wood storm windows, windowsills and trim, and the exterior doors – remain intact and are in excellent condition relative to their age. At the interior, virtually all the features and finishes date to the period of significance, including the hardwood flooring, plaster walls and ceiling, and tongue-and-groove wainscoting. Features such as hanging hooks, locksets, built-in chalkboards, window hardware, and switch plates date to the period of significance and contribute to the property's integrity of materials.

Workmanship

The Dunning School retains integrity of workmanship. At the exterior, the uniformity of the narrow lap siding, the tongue and groove soffit, and the construction of the wood windows all exhibit the workmanship of the builders who originally constructed the school, and those who have maintained it since that date. At the interior, historic workmanship is evident in the smooth surfaces of the plaster walls and ceiling, the built-in cabinets, and the millwork. Workmanship is also evident in the luster of the glass light fixtures hanging from the ceiling, and the wavy spun glazing that is in the windows.

Feeling

The Dunning School retains integrity of feeling. At the exterior, the approach to the Dunning School's wooded rural setting from the West River Road allows the property to communicate its integrity of feeling as a rural schoolhouse. At the interior, the slate chalkboards and the single classroom with open floor plan clearly communicate the feeling of a one-room school.

¹⁶ Michael J. Brey, ed., *Champlin on the Mississippi Revisited 1852-1979*, rev. ed. (Champlin, MN: The Champlin Historical Society, 2010), 74.

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Association

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The Dunning School retains integrity of association. The building is still referred to locally as the Dunning School, and it is in the same location and setting as when it was constructed. It retains its original design elements and materials from the period of significance, along with evidence of historic workmanship, allowing it to retain strong integrity of association with its historic function..

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

EDUCATION/School

Period of Significance

1876 - 1947

Significant Dates

1876

Significant Person

(Complete only if Criterion B is marked above.)

N / A

Cultural Affiliation

Architect/Builder

Unknown

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

District No. 99 School, commonly known in the Champlin area as the Dunning School, is significant at the local level under NPS Criterion A in the area of education for its association with rural education in Champlin Township. From the time of its construction, 1876, until 1947, the Dunning School was the only way many children living in the township's rural areas could receive a formal education. The period of significance is 1876 – 1947, reflecting the years that the building was in use as a school. Previously developed historic contexts applicable to this property include the statewide contexts, "Early Agriculture and River Settlement, 1840 – 1870" and "Railroads and Agricultural Development, 1870 – 1940".

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

A Brief History of Champlin

The community of Champlin is located north of Minneapolis at the border of Hennepin and Anoka Counties, along the west bank of the Mississippi River. In 1680, Father Louis Hennepin was one of the first Europeans to visit this area.¹⁷ In 1803, the area that would become Champlin was included as part of the Louisiana Purchase and in 1838, the land was opened to Euro-American settlers after negotiations with the Winnebago people.¹⁸ Minnesota became a United States territory in 1849, and the first permanent Euro-American settlement of Champlin was established in 1852. In 1858, the same year that Minnesota achieved statehood, the first Champlin Post Office was established; in 1859 the first Town Board meeting and elections were held. By 1860, Champlin had a population of 198 people.¹⁹ An 1873 plat map (see Figure I) indicates that the most densely-developed area of the township (referred to as the Village of Champlin by the late nineteenth century) comprised only approximately one section of the entire township, which was made up of approximately six sections of township 120, range 21 and approximately three sections on the east side of township 120, range 22 (see Figure J).²⁰

During the nineteenth century, Champlin grew due to its proximity to the Mississippi River and to the City of Minneapolis. By 1849, the growth of commercial railroads and the invention of the band saw led to an explosion of the lumber industry. By the 1850s, the logging

¹⁷ Michael J. Brey, ed., *Champlin on the Mississippi Revisited 1852-1979*, rev. ed. (Champlin, MN: The Champlin Historical Society, 2010), 7-9.

¹⁸ Brey, *Champlin on the Mississippi*, 11.

¹⁹ *Ibid*, 21 - 22, 25.

²⁰ *Ibid*, 45-46; George B. Wright, *Map of Hennepin County 1873* (N.p.: George B. Wright and G. J. Rice, 1873), 39, <http://www.historicmapworks.com/Map/US/478451/Champlin+Township++Mississippi+River/>; P.M. Dahl, *Plat Book of Hennepin and Ramsey Counties, 1898* (Minneapolis: Northwest Map Publishing Co., 1898), 70, <http://www.historicmapworks.com/Atlas/US/16608/>.

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industry was in full force, especially in the Rum River area around Champlin.²¹ Champlin received its first sawmill in 1867, though it operated for only two years before being torn down in a litigious dispute.²²

During the 1860s, many sawmills across Minnesota were replaced by flour mills as agriculture became an established part of the state's economy and the grain milling industry developed. Champlin played a small yet important role in the development of this significant industry in Minnesota. The first flour mill built in Champlin was constructed in 1867 by the A.P. Lane Company. This mill was a modern facility that used imported French buhr stone to grind wheat, which helped to improve the quality of the flour manufactured from the hard spring wheat grown in the area. Farmers who lived as far away as St. Cloud and Cambridge brought their grain to Champlin to be processed. This mill changed hands several times until it burned in a fire in 1890 and was replaced by a new mill with a daily processing capacity of 125 barrels.²³

Champlin's location along the Mississippi River and West River Road also supported the community's growth and economic development. Initially, local logging and milling industries depended on water transportation; later, the river was overshadowed by the roads and railways developed to connect St. Anthony (now Minneapolis) with the community of Anoka, just north of Champlin. West River Road, which runs along the southwest side of the Mississippi River and the northwest border of Champlin Township, was historically used in the overland transportation of goods from Minneapolis.²⁴

Champlin continued to grow steadily from the time of its initial founding up until the late 1940s, when the population of the community numbered more than 800 inhabitants.²⁵ In addition to logging and milling industries, businesses were another major driver of the local economy.²⁶ In 1946, the urbanized area of Champlin Township (1,020 acres along the Mississippi River) was officially removed from the township and incorporated separately as the Village of Champlin.²⁷

A Brief History of Education in Minnesota and Hennepin County, 1849 – 1947

In the early years after America's founding, one-room schools were established as a part of a vision for the young and growing country. Thomas Jefferson, the United States' third president, believed that a free education was essential for a strong democracy. The Land Ordinance of 1784, passed as the Northwest Ordinances of 1785 and 1787, provided a legal framework for education that was adopted in the Northwest Territory. The part of the country known today as the Midwest was part of this territory and included the land that would become

²¹ "Logging Industry." Minnesota Historical Society, accessed October 31, 2022.

<https://www.mnhs.org/foresthstory/learn/logging>.

²² Brey, Champlin on the Mississippi, 131.

²³ Brey, Champlin on the Mississippi, 131-135.

²⁴ Brey, Champlin on the Mississippi, 130.

²⁵ Ibid, 22.

²⁶ Ibid, 166.

²⁷ "Champlin Voters Okay Village Setup," *Minneapolis Star*, October 9, 1946, p. 6.

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Minnesota. Education provisions in the Northwest Ordinances allowed for public lands to be leased to benefit local schools. As new states were formed, the federal government allotted one out of the 36 sections in every township for support of these common schools (a term used until about 1875 to describe one-room country schools). Due to the abundance of free land available at the time, revenues from land leases were an ineffective source of funding for education. As a result, in many communities the only reliable source of funding for schools came from parents themselves.²⁸ As the political boundaries and citizens of the United States moved west, these one-room schools were often the first community endeavors of these new settlements.²⁹

The 1849 Minnesota Territorial School Code and the 1857 state constitution declared that public schools were a necessity, and state law established a system of public schools.³⁰ This system of public schools primarily consisted of one-room, ungraded schools governed by local school districts where there were at least five families. Ungraded schools did not formally organize students according to age-based grade levels. Initially, children as young as four were eligible to attend school, but the law was later changed to raise the minimum age to six. When Minnesota first became a state, the legislature mandated that school districts be organized on a township level, but within a year the legislature returned to the common school model of organizing multiple local school districts within each township. These school districts were autonomous units of government that managed their own schools, hired teachers, and maintained their buildings. Taxes were levied in order to support the new schools; this funding was later supplemented with state grants administered by the Superintendent of Public Instruction.³¹ Formal education in Minnesota developed slowly. In 1851, there were only three schools in the territory, and it was typical for the school year to last three months. In the early years of statehood, common schools provided only the most basic education, with classes for reading, writing, geography, and some arithmetic.³²

Given the limitations of nineteenth-century transportation, early settlers desired schools close to their homes. In Minnesota, a group of five or six families could petition the county to establish a new common school district. Throughout rural Minnesota, farmers established many such districts, leading to the proliferation of neighborhood common schools as families of established farmers grew throughout the state. Establishing new districts not only increased the accessibility of public education but also allowed communities local autonomy over their own schools, making it an attractive option.³³

²⁸ Andrew Gulliford, *America's Country Schools*, (Washington, D.C.: National Trust for Historic Preservation, 1984), 38.

²⁹ Minnesota Department of Education, *A History of the State Department of Education in Minnesota* (St. Paul: Minnesota State Department of Education, 1968), 5.

³⁰ Annette Atkins, "Learning in the Land of Lakes: Minnesota's Early Education History," MNopedia, last modified July 30, 2021, accessed October 17, 2022, <https://www.mnopedia.org/learning-land-lakes-minnesota-s-education-history>.

³¹ Frances Elizabeth Kelley, *Public School Support in Minnesota* (Minneapolis: University of Minnesota, 1920), 8-11; Minnesota Department of Education, *A History of the State Department of Education in Minnesota*, 5-7, 9-10.

³² *Ibid*, 5.

³³ Minnesota Department of Education, *A History of the State Department of Education in Minnesota*, 5.

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The design of early one-room school buildings parallels the history of vernacular, place-related architecture in the United States. The forms of one-room schools were shaped by local traditions, with details and decorative features added for style. Published architectural plans for schools were available as early as 1832, yet most of these schools were built with resources available at hand. Many were intended to be temporary structures and to serve as schools only until additional resources were available to construct more elegant facilities. Though shaped by local traditions and resources, one-room schools in the Midwest typically share several common elements, influenced in part by plan books that conferred general architectural knowledge. Schools constructed during the early to late nineteenth century had separate entrances for boys and girls, desks arranged in rows to allow for circulation of the teacher and students, large windows for light and ventilation, and space around the school building for fresh air and recess.³⁴ The majority of one-room schools were rectangular. Common sizes included 24 by 36 feet, 20 by 30 feet, and 18 by 32 feet, reflecting the practical limitations of voice and vision for teacher and students. Typically, each schoolhouse had one entrance door on the short side of the building. Roofs were usually simple gabled forms covered with shingles.³⁵

Minnesota's original nineteenth-century state legislation for public schools said nothing about high schools, which were for college preparations. However, as the United States became more urbanized and developed a larger middle class, the state's interest in secondary education grew. By 1902, Minnesota had about 387 semi-graded and one-room schools, as well as 141 high schools.³⁶ Nationally, momentum for school consolidation came from the federal government during the Progressive Era. In 1908, President Theodore Roosevelt explored ways to improve rural life, including rural schools. Improved roads and the advent of automobiles and school busses eliminated the need for schools located withing walking distance of students, making it possible to consolidate multiple one-room schools into a larger school with separate grades and separate classrooms, which was thought to lead to greater educational efficiency.³⁷

In 1911, Minnesota Governor Adolph Olson Eberhart used his influence to obtain meaningful legislation affecting school district consolidation within the state. Governor Eberhart was himself the product of a one-room schoolhouse and felt that his educational experience was inadequate. Eberhart contended that without change in the state's educational system, educational improvement would be insufficient for Minnesota youth.³⁸ Erberhart's proposal to consolidate school districts was a contentious issue, as Minnesota farmers worried that further school consolidation would result in higher taxes.³⁹ In 1911, the state legislature passed a law providing a financial incentive for district consolidation, offering newly consolidated districts one-fourth the cost of erecting a school building with the stipulation that the school meet for eight months out of the year and supply transportation to pupils. This legislation had the effect of consolidating 170 districts over the next five years. This progress, however, was halted by the

³⁴ Gulliford, *America's Country Schools*, 167, 172.

³⁵ Gulliford, *America's Country Schools*, 171-172,

³⁶ Atkins, "Learning in the Land of Lakes: Minnesota's Early Education History."

³⁷ Gulliford, *America's Country Schools*, 41.

³⁸ Minnesota Department of Education, *A History of the State Department of Education in Minnesota*, 9-10.

³⁹ Minnesota Department of Education, *A History of the State Department of Education in Minnesota*, 9.

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World Wars and the Great Depression; it would not be until the late 1940s that further consolidation in Minnesota would again become an educational goal.⁴⁰

By the end of World War II, there were approximately 5,000 one-room schoolhouses in the state, the majority of which had fewer than twenty students. Not only were state education officials concerned about the quality and cost of so many schools, but a chronic shortage of well-trained teachers increased the pressure to consolidate. In 1947, the legislature enacted a law that created an advisory commission on school reorganization. Reorganization and consolidation continued on a voluntary basis until mandatory reorganization was enacted in 1963.⁴¹

Education in Champlin Proper

The earliest educational opportunities for the Champlin area were provided within the village proper. The first school within the Village of Champlin was held in a temporary shanty in 1855. For the following two summers, school was held in a local store.⁴² The first purpose-built schoolhouse was constructed in 1860.⁴³ This was likely the school at the north corner of Summer Avenue and Fifth Street depicted on an 1873 plat map of Champlin Township, identified as School No. 34 (Figure I).⁴⁴ Funded by public funds and donations, the school was constructed of logs salvaged from the river, and also served as a church and general auditorium. In 1887, the 1860 schoolhouse was demolished, and in its place, a larger and more modern schoolhouse was built (Figure K). Named after President James Garfield, who had been assassinated in 1881, the Garfield School was a brick veneer building with four rooms, steam heat, and a library. This building was demolished in 1938.⁴⁵

Education in Rural Champlin: The Dunning School and District No. 99

Champlin's first school, however, was apparently inadequate to meet the educational needs of the surrounding rural community. Between 1873 and 1881, two additional schools and districts were added to serve the needs of children in the rural areas surrounding the village – the Dunning School (District No. 99) and the Emery School (District No. 35; not extant) (Figure

⁴⁰ Minnesota Department of Education, *A History of the State Department of Education in Minnesota*, 14.

⁴¹ Minnesota Department of Education, *A History of the State Department of Education in Minnesota*, 10.

⁴² Brey, ed., *Champlin on the Mississippi*, 44.

⁴³ Brey, *Champlin on the Mississippi*, 45-46.

⁴⁴ Brey, *Champlin on the Mississippi*, 45-46; George B. Wright, *Map of Hennepin County 1873* (N.p.: George B. Wright and G. J. Rice, 1873), 39,

<http://www.historicmapworks.com/Map/US/478451/Champlin+Township++Mississippi+River/>.

⁴⁵ *Ibid*, 46.

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H).⁴⁶ Named after John B. Dunning, the school district treasurer from 1877-1885⁴⁷ who also donated the land for the school, the Dunning School was constructed in 1876 and is the oldest existing school building in Champlin.⁴⁸ Records of School District No. 99 on file at the Minnesota Historical Society indicate that special meetings were held in January of 1876 to discuss the building of a new schoolhouse. On January 6, 1876, the individuals present voted to issue 400 dollars in bonds to finance the construction of a new school.⁴⁹ Like many country schools of its time, Dunning School was built because of the lack of transportation which made it impossible for students to travel a great distance to school.⁵⁰ The location of the school at the far southeast corner of Champlin Township suggests that it was added specifically to serve rural students for whom the village school was inaccessible. While it was not the first school building in Champlin Township, the Dunning School is unique in that it was one of the first buildings in the community constructed to meet the educational needs of rural families in the surrounding area.⁵¹

In design, the Dunning School followed typical trends for one-room school construction, with a simple gabled roof and rectangular plan. Its large windows, location of the primary entrance, and gender-specific entrances at the entry vestibule also reflect common trends in nineteenth-century one-room school design.⁵²

During the late nineteenth century, attendance, staffing and instruction at the Dunning School reflected statewide trends in rural education. During the earliest years of the school's operation, the school had two terms – a winter term and a summer term. Term lengths were irregular and set by the district school board at the beginning of each year. Teacher turnover during these years was frequent, with some teachers only staying for a single term. Many of the early teachers at Dunning had only a high school education, and many were graduates of the high school in nearby Anoka. When compared with other teachers in rural Hennepin County, Dunning teachers received a low to mid-range salary – in 1882, the teacher's *monthly* salary was \$26; by 1931, the *annual* salary was \$900.00.⁵³

⁴⁶ The exact dates of construction for the Emery School are unknown. Neither the Emery nor the Dunning School appear on an 1873 plat map of Champlin Township, but both are referenced in an 1881 publication on the history of Hennepin County. Based on aerial photographs, the Emery School was likely demolished sometime after 1957. See George B. Wright, *Map of Hennepin County 1873* (N.p.: George B. Wright and G. J. Rice, 1873), 39, <http://www.historicmapworks.com/Map/US/478451/Champlin+Township++Mississippi+River/> and John Fletcher Williams, J. Fletcher, Edward D. Neill, C. M. Foote, and George E. Warner, *History of Hennepin County And the City of Minneapolis: Including the Explorers And Pioneers of Minnesota*, by Rev. Edward D. Neill, *And Outlines of the History of Minnesota*, by J. Fletcher Williams (Minneapolis: North Star Publishing Company, 1881), 299.

⁴⁷ Patti Mattos, "Dunning School Dedication Set This Sunday," *Brooklyn Center Post*, 1975.

⁴⁸ Brey, Champlin on the Mississippi, 59.

⁴⁹ "1876 Record of Special School Meeting," District No. 99 Records, Minnesota Historical Society, St. Paul, Minnesota. As documented in these meeting minutes, the new schoolhouse was planned to be 20 or 22 feet wide by 28 feet long. The existing building is approximately 38 feet long; however, there is no evidence to suggest that the school was originally constructed at the 28-foot length discussed at the January 6, 1876, meeting.

⁵⁰ Patti Mattos, "Dunning School Dedication Set This Sunday," *Brooklyn Center Post*, 1975.

⁵¹ Brey, Champlin on the Mississippi, 45-46, 65.

⁵² Ibid, 58.

⁵³ Brey, *Champlin on the Mississippi*, 59 – 68; Vicki Zielger, "Dedication of Dunning School," *ABC Newspapers*, October 10, 1975.

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Like many country schools of the time, the curriculum at Dunning was centered upon the “Four Rs”: Reading, Writing, Arithmetic, and Recitation.⁵⁴ Total enrollment ranged from 15 to 54 students at a time. School attendance records indicate that boys usually attended school during the winter term, while girls and young children went during the summer term. This was likely because many farm boys were only able to pursue their education during the winter, when there was a slowdown in farm work.⁵⁵ An 1881 history of Hennepin County noted that school district number 99 was a “joint district” with Brooklyn, suggesting that the Dunning School drew students not only from Champlin Township but also Brooklyn Township directly to the southeast.⁵⁶

By 1895, a history of Hennepin County noted that Champlin was “known far and wide for the excellence of its schools.”⁵⁷ In 1896, the state offered financial aid to districts that agreed to provide free books to students and institute a nine-month term. Champlin schools took advantage of this provision, establishing a library and instituting a fall – spring school term as suggested by state and local officials.⁵⁸ Another notable change to school district number 99 occurred in 1898, when a portion of section 32 was removed from school district number 35 and added to district 99.⁵⁹

The recollections of former student, Cora Lane Hunt, who attended the Dunning School from 1890-1895, provide some additional information about school attendance during the late nineteenth century. Hunt recalled walking to school, a fact which emphasizes the necessity of siting rural schools such as the Dunning School in locations accessible to students traveling to school by foot. According to Hunt, “classes started at 8am and went until 4pm, grades one through eight were taught...The boys wore cloth suits to school and the girls, long dresses, the boys usually went for only three months because they had to help at home.”⁶⁰

In the early years of the school, there was only one entrance. Later, a rear entrance was added (likely to comply with state regulations).⁶¹ At the turn of the twentieth century, another significant alteration was made to the heating system and front entry sequence. Originally, the school’s wood burning stove was located at the front (west) side of the classroom, with stovepipes that ran up to the ceiling and spanned the length of the building to vent at the rear

⁵⁴ Doug Germundsen, “She Recalls the One-Room Schoolhouse Days,” *Brooklyn Center Post*, January 29, 1976; Gulliford, *America’s Country Schools*, 47.

⁵⁵ Ibid, 59 – 68.

⁵⁶ John Fletcher Williams, J. Fletcher, Edward D. Neill, C. M. Foote, and George E. Warner, *History of Hennepin County and the City of Minneapolis: Including the Explorers and Pioneers of Minnesota*, by Rev. Edward D. Neill, and *Outlines of the History of Minnesota*, by J. Fletcher Williams (Minneapolis: North Star Publishing Company, 1881), 299.

⁵⁷ Judge Isaac Atwater and Col. John H. Stevens, eds. *History of Minneapolis and Hennepin County, Minnesota*, Vol. 2 (New York: Munsell Pub. Co., 1895), 1230.

⁵⁸ Brey, Champlin on the Mississippi, 68.

⁵⁹ “Board of County Commissioners,” *Minneapolis Tribune*, October 6, 1898, p. 3.

⁶⁰ Mary Jane Gustafson, “Former Student, 90 Tells of School Days,” *Brooklyn Center Post*, November 30, 1973.

⁶¹ Brey, Champlin on the Mississippi, 64.

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chimney. Around 1900, the stove was moved to the rear, and a wall was subsequently constructed in its place to create an entry vestibule. The entry vestibule served as a cloakroom and acted as a buffer against the cold, and also provided two separate interior entrances to the classroom (Photo 0019).⁶²

Not only was the Dunning School a center for education, but it also served as a gathering place for community activities. For example, in 1880 a local Literary Society and Museum met weekly at the Dunning School. The evening meeting was a popular event, with activities that included spelling matches and singing.⁶³

For seventy years, the Dunning School provided children in the rural areas surrounding Champlin with the opportunity for a formal education. By 1947, however, the school was overcrowded and unable to handle pupils beyond the sixth grade. The creation of the statewide advisory commission on school consolidation in 1947 likely added to the pressure to consolidate Champlin's local school districts. In 1947, school district number 99 was dissolved and consolidated with school district number 34 in the Village of Champlin proper, bringing an end to decades of education at the Dunning School.⁶⁴

After the Dunning School ceased to function as a school building, it remained a place for community gathering. The building operated as a town hall until 1971, when Champlin Village and Champlin Township consolidated. The building was restored by the Brooklyn Historical Society in 1975. In the early 2000s, the property was further restored. Today, the school is owned by the City of Champlin. Upkeep and events are managed on the city's behalf by the Champlin Historical Society.⁶⁵

Conclusion

In conclusion, the Dunning School is significant under Criterion A in the area of education for its important role in providing educational opportunities to rural students in Champlin Township during the late nineteenth century and first half of the twentieth century. The property retains integrity to its period of significance, 1867 – 1947, and continues to serve as an important asset to the community of Champlin.

⁶² Brey, Champlin on the Mississippi, 58.

⁶³ Ibid, 64.

⁶⁴ "Champlin School Districts Combined," *Minneapolis Tribune*, June 25, 1947.

⁶⁵ Stefanie Briggs, "History Comes to Life," *Champlin-Dayton Press*, June 12, 2011, p. 3; "Champlin," *Minneapolis Star*, October 6, 1971, p. 80.

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Name of Property

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9. Major Bibliographical References

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

Articles and Published Materials

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Newspapers

Brooklyn Center Post.

Champlin-Dayton Press.

Minneapolis Star.

Minneapolis tribune.

Archival Collections

Dunning School Collection. Champlin Historical Society. Champlin, Minnesota.

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Maps and Aerial Photographs

- Dahl, P. M. *Plat Book of Hennepin and Ramsey Counties, 1898*. Minneapolis, MN: Northwest Map Publishing Co., 1898.
<http://www.historicmapworks.com/Map/US/478451/Champlin+Township++Mississippi+River/>.
- Minnesota Historic Aerial Photographs Online. John R. Borchert Map Library, University of Minnesota. <https://geo.lib.umn.edu/twin-cities-metro-area/1945/A-22-127.jpg>.
- The Farmer: A Journal of Agriculture. Atlas and Farmers' Directory of Anoka County and the Eleven Northern Townships of Hennepin County*. St. Paul, MN: Webb Publishing Co., 1914.
- Wright, George B. *Map of Hennepin County 1873*. N.p.: George B. Wright and G. J. Rice, 1873.
<http://www.historicmapworks.com/Map/US/478451/Champlin+Township++Mississippi+River/>.

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: Champlin Historical Society

Historic Resources Survey Number (if assigned): HE-CHC-017

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10. Geographical Data

Acreage of Property less than 1

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

- | | |
|--------------|------------|
| 1. Latitude: | Longitude: |
| 2. Latitude: | Longitude: |
| 3. Latitude: | Longitude: |
| 4. Latitude: | Longitude: |

Or

UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

- | | | |
|---------------|-----------------|-------------------|
| 1. Zone: 15 T | Easting: 473247 | Northing: 5000092 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The subject parcel is a triangular plot of land bounded to the west by West River Road, to the southeast by a paved driveway with a turnaround, and to the north by a vegetative hedge which marks the property line of a neighboring property (see Figure B).

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Boundary Justification (Explain why the boundaries were selected.)

The exact site boundaries of the property during the period of significance are unknown, as no historic documentation showing historic boundaries was available. In the absence of historic documentation, the proposed site boundaries have been chosen to align with the existing parcel.

11. Form Prepared By

name/title: Lauren Anderson and Alex Young
organization: New History
street & number: 575 SE 9th Street, Suite 215
city or town: Minneapolis state: MN zip code: 55414
e-mail: anderson@newhistory.com
telephone: (612) 843-4140
date: July 12, 2023

Additional Documentation

Submit the following items with the completed form:

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

Photographs

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

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Photo Log

Name of Property: District No. 99 School

City or Vicinity: Champlin

County: Hennepin

State: Minnesota

Photographer: Alex Young

Date Photographed: October 2022

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

Photo #1:

View of west and south elevations of the schoolhouse, facing northeast from West River Road.

Photo #2:

View of the north and west elevations of the schoolhouse, facing southeast.

Photo #3:

View of the north elevation of the schoolhouse, facing south.

Photo #4:

View of the east and south elevations of the schoolhouse, facing northwest.

Photo #:5

View of south elevation of the schoolhouse, facing north.

Photo #6:

View of the schoolhouse classroom, facing east.

Photo #7:

View of the schoolhouse classroom, facing west.

Photo #8:

View of the schoolhouse entry vestibule, facing south.

Photo #9:

View of the west elevation of the shed, facing east.

Photo #10:

View of the south elevation of the shed, facing north.

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

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

Tier 1 – 60-100 hours

Tier 2 – 120 hours

Tier 3 – 230 hours

Tier 4 – 280 hours

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

United States Department of the Interior
National Park Service

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Figure A: Location of the Dunning School. Aerial image courtesy of Google, 2022. North is up.

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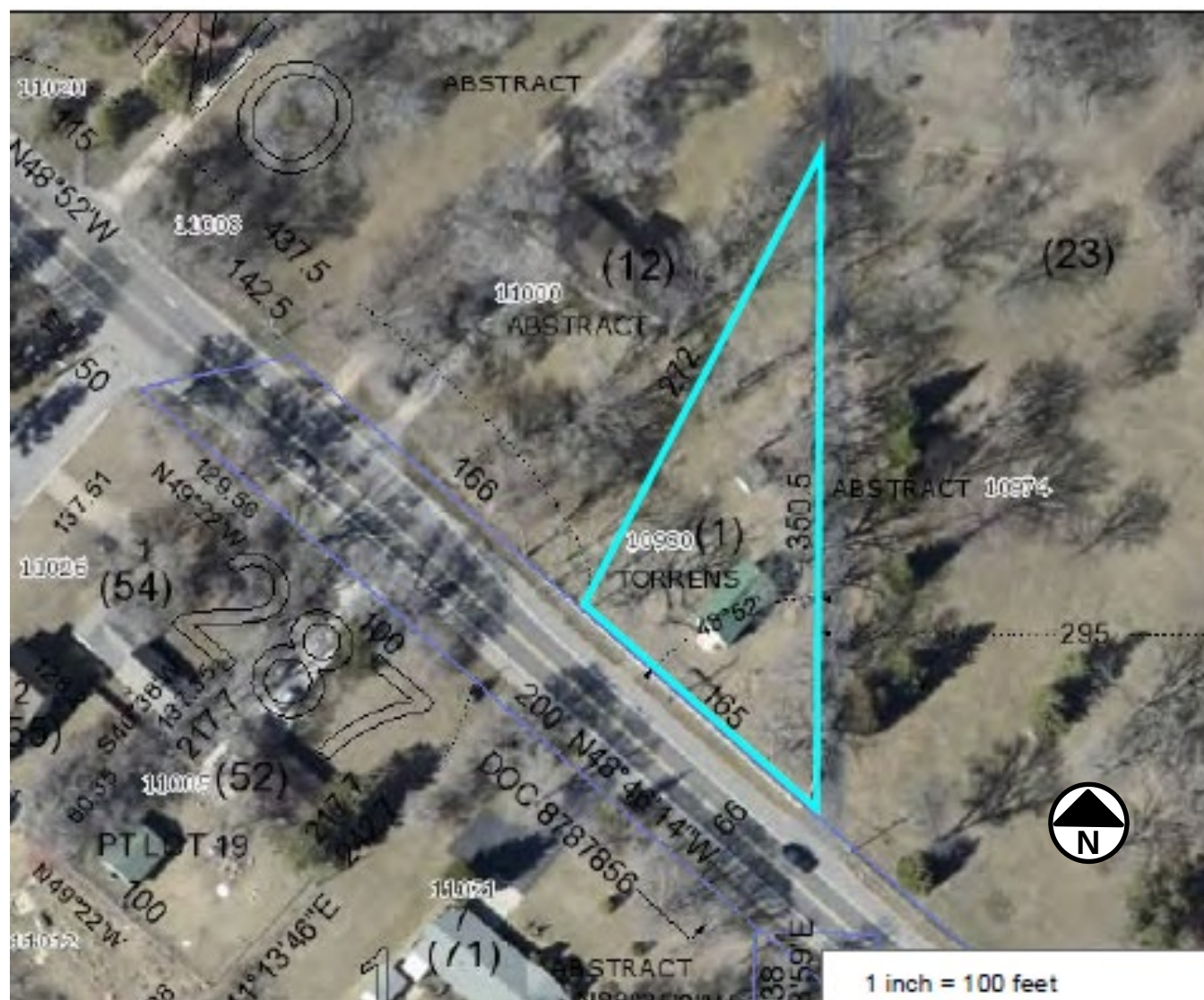
Section number Figures Page 2

Figure B: Map showing location and boundaries of District No. 99 School. Aerial image courtesy of Hennepin County, 2021. North is up.

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Figure C: Dunning School, c 1945. Photo courtesy of the Champlin Historical Society. North is up.

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Figure D: Undated Dunning School class photo, Photo taken from Michael J. Brey, ed., *Champlin on the Mississippi Revisited 1852-1979*, rev. ed. (Champlin, MN: The Champlin Historical Society, 2010), 62.

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Figure E: Undated Dunning School class photo, Photo taken from Michael J. Brey, ed., *Champlin on the Mississippi Revisited 1852-1979*, rev. ed. (Champlin, MN: The Champlin Historical Society, 2010), 63.

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Figure F: Last class at Dunning School, c 1947. Photo taken from Michael J. Brey, ed., *Champlin on the Mississippi Revisited 1852-1979*, rev. ed. (Champlin, MN: The Champlin Historical Society, 2010), 71.

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Figure G: Rebuilding the school foundation, 2003. Courtesy of the Champlin Historical Society.

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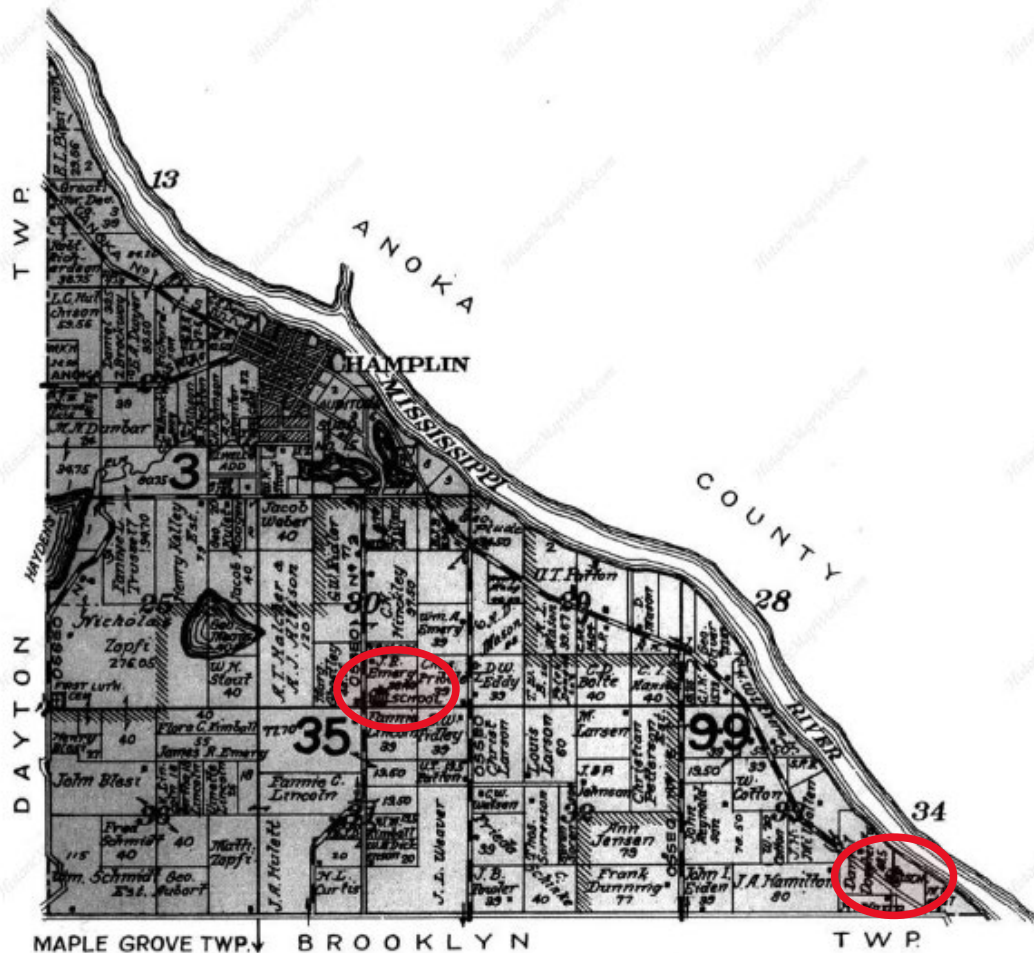


Figure H: Map of Champlin Township, 1914, showing the relationship between Champlin's two rural schools, the Dunning School (lower right hand corner) and the Emery School, which is no longer extant (center of the map). The two schools were approximately 2.9 miles apart. Map taken from *The Farmer: A Journal of Agriculture, Atlas and Farmers' Directory of Anoka County and the Eleven Northern Townships of Hennepin County* (St. Paul, MN: Webb Publishing Co., 1914), 31.

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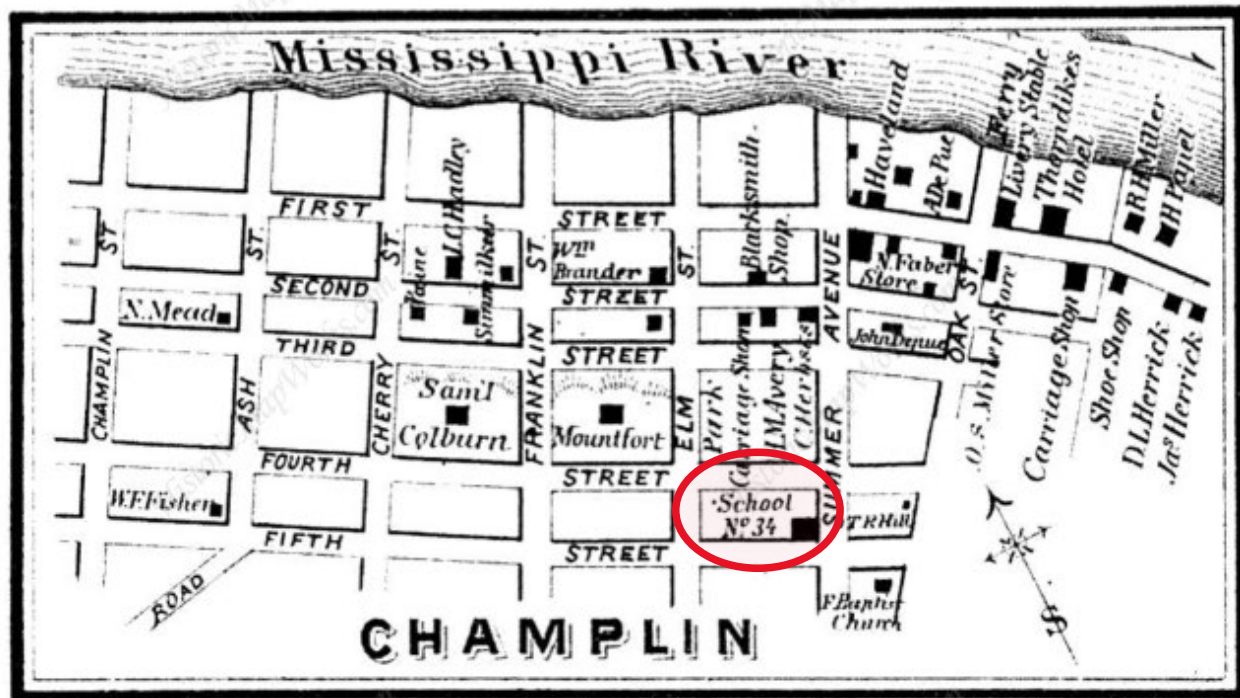


Figure I: Map of Champlin proper, 1873, showing the location of Champlin's first urban school, School No. 34, constructed c. 1860 and no longer extant (circled in red). Map taken from George B. Wright, *Map of Hennepin County 1873* (N.p.: George B. Wright and G. J. Rice, 1873), 39.

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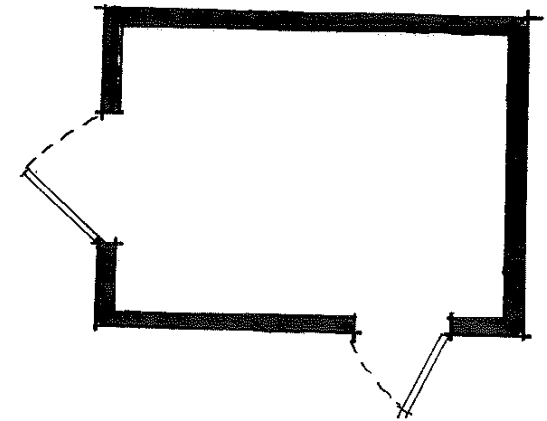
Section number Figures Page 10

Figure J: Map of Champlin Township, 1873, showing the boundaries of the township. Map taken from George B. Wright, *Map of Hennepin County 1873* (N.p.: George B. Wright and G. J. Rice, 1873), 39.

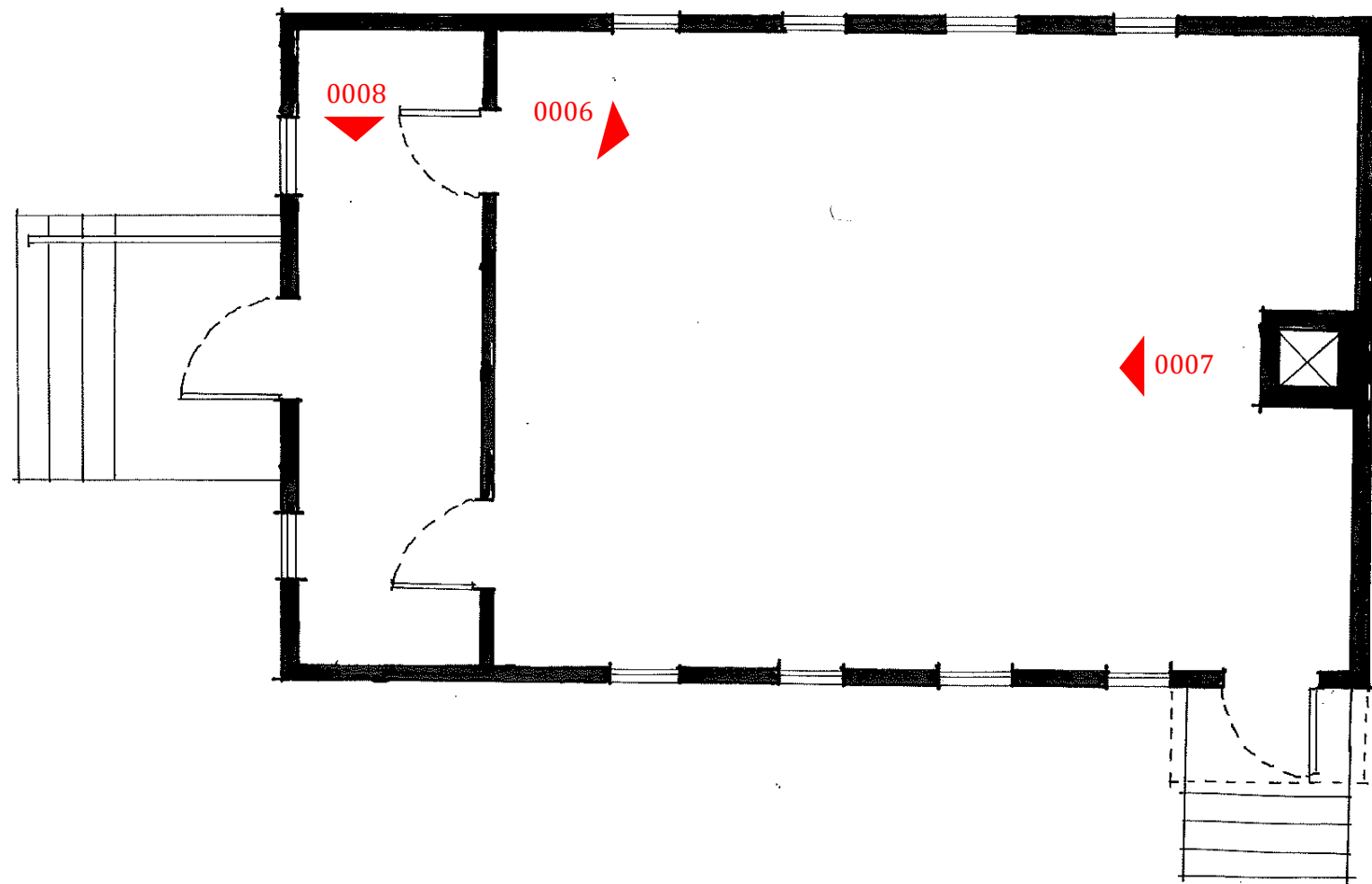
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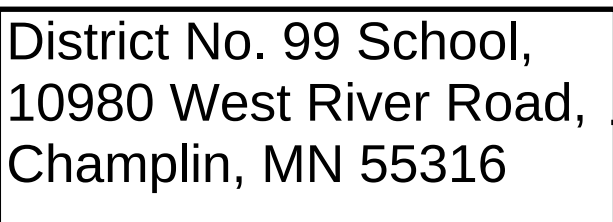
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