

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: Eagle Bend High School

Other names/site number: _____

Name of related multiple property listing: Federal Relief Construction in Minnesota, 1933-1941

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

2. LocationStreet & number: 405 Main StreetCity or town: Eagle Bend State: MN County: ToddNot For Publication: N/A Vicinity: N/A**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>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>0</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/School

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE
COMMERCE/TRADE: Restaurant

7. Description

Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENT/Moderne

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Materials: (enter categories from instructions.)

Principal exterior materials of the property:

CONCRETE

STONE/Granite

GLASS

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

See attached continuation sheets

Narrative Description

See attached continuation sheets

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

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Period of Significance

1942-1952

Significant Dates

1942

1952

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Edward F. Broomhall (architect)

A.C. Dunn (WPA area engineer; construction supervisor)

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.)

See attached continuation sheets

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

See attached continuation sheets

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9. Major Bibliographical References

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

See attached continuation sheets

Previous documentation on file (NPS):

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

Primary location of additional data:

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

Historic Resources Survey Number (if assigned): TO-EBV-00014

10. Geographical Data

Acreage of Property 2.3

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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: 15T | Easting: 342269 | Northing: 5114476 |
| 2. Zone: 15T | Easting: 342387 | Northing: 5114472 |
| 3. Zone: 15T | Easting: 342385 | Northing: 5114435 |
| 4. Zone: 15T | Easting: 342390 | Northing: 5114428 |
| 5. Zone: 15T | Easting: 342289 | Northing: 5114393 |
| 6. Zone: 15T | Easting: 342268 | Northing: 5114397 |

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

The nominated property includes 2.3 acres. The property is bounded by Main Street West to the south and Park Avenue Northwest to the west. At the northwest corner of the property, the boundary runs east along the south edge of the driveway from Park Avenue Northwest, then continues in a straight line until it reaches the centerline of the vacated right-of-way of Third Avenue Northwest. The boundary then runs south along said centerline (which corresponds to the eastern edge of a graveled area) for approximately 124 feet to a point opposite the northeast corner of the concrete plaza at the main entrance to the school building. The boundary then runs southeast for approximately 20 feet to the bottom of the

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upper slope of the school's east lawn. The boundary then continues south along the base of this slope to the back edge of the curb along Main Street West.

Boundary Justification (Explain why the boundaries were selected.)

The nomination includes the property historically associated with the Eagle Bend High School building at the time of its completion in 1952 and excludes extraneous land, including the parking lot and athletic field, that was historically separated from the building by a driveway entering the property from the west at Park Avenue Northwest. The existing driveway maintains this access and the south edge of the driveway was used to define the north boundary of the property.

11. Form Prepared By

name/title: Rachel Peterson and Sebastian Renfield
organization: Hess Roise, and Company
street & number: 100 North First Street
city or town: Minneapolis state: MN zip code: 55401
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date: March 31, 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.)

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Photographs

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

Photo Log

See attached continuation sheets.

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

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

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

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

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N/A

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Section 7

Summary

Eagle Bend High School is on the west side of Eagle Bend in Todd County. It sits at the northeast corner of Main Street West and Park Avenue Northwest. The school building is on the top of a hill and faces east toward downtown Eagle Bend (Photo 1). The building has four components: the historic 1942 classroom block and 1952 auditorium/gymnasium addition, and the non-contributing 1964 classroom addition (now a regional kitchen) and 1990s pole barn addition. The 1942 and 1952 sections were designed in the WPA Moderne style and feature architectural-concrete walls with fluted details (Photos 2-7). A steep grass lawn is east of the building and surface parking lots are to the west and north on the former school yard. Sidewalks run along the south and east façade and a steep stair leads from the site's southeast corner to the main building entrances on the east façade.

Narrative Description

Exterior

The three-story classroom block and auditorium/gymnasium addition form a modified L-shaped footprint. The one-story 1964 agriculture classroom addition attaches to the east wall of the 1942 classroom block. The pole barn addition attaches to the south wall of the 1964 addition; it does not touch the historic building.

Classroom Block

The classroom block is clad in architectural concrete. The primary east façade of the classroom block is divided into five bays by fluted pilasters, a hallmark of the WPA Moderne style (Photo 4). The pilasters have a rounded return above the parapet wall. The north four bays hold windows. The historic, metal, industrial-sash windows have been replaced by solid panels with combination fixed and hinged sashes at each end. Through-wall air-conditioning units project through the non-historic panels. Mechanical louvers penetrate the historic concrete façade at historic locations beneath each window bay.

The main entrance to the classroom block is in the south bay. The entrance comprises two bays, each with a brown, fluted, polished-granite surround. The north bay holds historic glass block above a granite panel. The south bay holds a pair of non-historic aluminum doors, each with a glazed panel. The entrance bays are sheltered by a historic concrete awning, which has a fluted face and rounded corners. A set of four, historic, two-story, glass-block windows are above the entrance and convey the location of the primary staircase (Photo 2). They are separated by thin architectural-concrete fins. Non-historic, combination, fixed-and-hinged sashes are in historic window openings at the base of the north two windows.

Immediately to the north of the main entrance, a two-story polygonal glazed bay projects from the wall plane (Photo 3). It has a concrete foundation and concrete cornice with incised horizontal lines. Historically this bay was fully glazed with steel-sash windows. These have been replaced with a mixture of non-historic solid panels, fixed sashes, and hinged sashes.

The north wall of the classroom block is divided into three bays by fluted concrete pilasters. The center bay holds a pair of non-historic fixed sashes on each floor. The east and west bays contain single fixed sashes. The window openings on the façade have not been altered and retain their historic sills (Photo 4).

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The west wall of the classroom block is divided into four bays by fluted pilasters. The center two bays hold non-historic, solid panels with combination fixed-and-hinged sashes at each end. Through-wall air-conditioning units project through the non-historic panels. Mechanical louvers penetrate the concrete façade at historic locations beneath each window bay. The north and south bays are narrow. The north bay has one historic window opening on each floor, which contains a pair of non-historic fixed sashes with hinged panels. Historic corrugated spandrel panels are below the second- and third-story windows. The window openings retain their historic sills. A historic concrete awning shelters a secondary entrance with non-historic double doors on the first story. At the south bay, the second and third floors each have two window openings. All have historic sills and hold pairs of non-historic fixed windows with solid panels at the top and hinged panels at the bottom. A projecting entrance bay is at the first floor. It is clad in concrete with a single non-historic pedestrian door on its north wall.

The southwest section of the classroom block projects from the west wall, creating a small ell. The north wall of the ell has a fluted pilaster at its west end. The historic window opening on each floor holds solid panels with combination fixed and hinged sashes at each end. Through-wall air-conditioning units project through the non-historic solid panels. Mechanical louvers penetrate the concrete façade at historic locations beneath each window bay (Photo 5). The west wall of the ell visually blends into the west wall of the auditorium/gymnasium addition. It comprises one bay with fluted pilasters at each end. Each floor holds a pair of narrow window openings with non-historic fixed sashes with solid panels at the top. A small non-historic concrete-clad link on the first floor connects the classroom block to the 1964 addition.

Auditorium/Gymnasium Addition

The auditorium/gymnasium addition is also clad in architectural concrete, matching the classroom block (Photo 1). The primary east façade is dominated by a large entrance bay that projects forward from the wall. The surround is nearly two stories tall and clad in concrete. A flat concrete awning shelters the entrance; it has rounded corners and a highly stylized dentil cornice is on its face. Narrow historic glass-block windows are in the north and south wall of the surround. Partial-height, round pilasters flank the doorway. They have fluted tops and incised horizontal bands along the shaft. A flat, concrete awning with rounded corners spans the two pilasters above the doorway. It has a fluted edge. The word "Auditorium" is inscribed into the east façade above the awning.

The doorway holds two pairs of non-historic aluminum doors with glazed panels. Historic glass block fills the transom and the space between the doors. A set of stairs leads up to the doorway. It has historic concrete sidewalls and a non-historic metal-tube handrail in the center.

Wide pilasters are on either side of the entrance bay. They are fluted at the top and have a rounded return above the parapet wall. Each has a historic, narrow, two-story window opening that holds a non-historic Kalwall panel. A decorative concrete panel is above the window opening, mirroring a similar detail on the classroom block. Three historic window openings above the projecting entrance bay hold non-historic Kalwall panels. A historic square medallion with chamfered corners is centered on the façade at the roofline. Horizontal incised bands extend out from the medallion and continue across the addition's roofline.

Fluted pilasters divide the south façade into three bays (Photo 6). The east bay holds six window openings, three on the second floor and three on the third floor. The second-floor window openings are square, and the third-floor openings are narrow rectangles. All have historic sills and hold non-historic Kalwall panels. The center bay is

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solid concrete with subtle incised-line details. A mechanical grate is near the roofline. The west bay has three blind window openings.

A historic bay window spans the width of the ground floor. It has a shed roof clad in non-historic, standing-seam, metal panels. A concrete entrance surround is slightly east of center. It holds a pair of non-historic aluminum doors with glazed panels at grade. Historic stepped piers are on either side of the doorway and a plain, rectangular concrete panel is above it. The bay windows on either side of the doorway historically held steel-sash windows. They now hold non-historic solid panels, fixed sashes, and hinged sashes.

The west wall of the auditorium/gymnasium addition visually blends into the west wall of the classroom block ell. It is divided into two bays by fluted concrete pilasters. On the ground floor, each bay has six historic window openings that hold non-historic solid panels, fixed sashes, and hinged sashes. On the upper floors, each bay holds three two-story window openings, now filled with non-historic Kalwall panels. Recessed decorative panels reminiscent of a crenelation are above each window. Incised horizontal lines are at the roofline (Photo 7).

1964 Classroom Addition

The non-contributing 1964 classroom addition was originally constructed to house agriculture classrooms (Photo 5). It is one story tall with a rectangular footprint and a flat roof. The lower half of the exterior wall is clad in gray stucco on all elevations. Recessed panels hold short, hoper windows at their top. The top half of the walls are Kalwall windows. Mechanical equipment protrudes through the Kalwall at various points. Metal flashing is along the roofline. An entrance surround is at the south end of the west wall. It has a gable roof and is clad in vinyl siding. A single pedestrian door is on the west wall.

Pole Barn Addition

A non-contributing pole barn addition connects to the south wall of the non-contributing 1964 classroom addition. It was constructed in stages during the late 1980s and 1990s, beginning at the east end and expanding westward as additional bents were added. The addition has a gable roof and is clad in metal siding. Two overhead garage doors and two pedestrian doors are on the west wall. Another pedestrian door is near the center of the north wall. Two pedestrian doors and two fixed-sash windows are on the south wall.

Interior

Auditorium/Gymnasium Addition

The ground floor of the auditorium/gymnasium addition is divided into east and west halves by a central corridor. The corridor has historic concrete floors, plaster and tile walls, and tile ceilings, although many of the tiles are missing. The east half of the floor is labeled as a “general purpose rm [sic], play room, community room, band and music room” on the original plans, with a “lunch room and serving kitchen” to the north. It has historic concrete floors, historic plaster and tile walls, and tile ceilings. A concession booth at the northeast corner has ceramic-tile wainscot. The west half of the floor holds a music classroom, locker rooms, and offices. All spaces have historic concrete floors and plaster or concrete-block walls.

The first floor of the auditorium/gymnasium contains the primary performance space. The stage is on the west side of the floor (Photo 9). It historically doubled as the school’s gymnasium, and the stage floor is a historic wood gymnasium floor. A low set of historic poured-in-place concrete bleachers are on the west wall. The walls are historic plaster with non-historic tile above. The ceiling is also non-historic tile, which was installed in the 1980s. Non-historic stage curtains are suspended from the ceiling and form an adjustable proscenium.

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Three banks of historic wood seats are on the east side of the auditorium (Photo 8). The concrete floor slopes down gently from east to west. An orchestra pit was originally located along the front of the stage, but has since been filled in. The lower halves of the walls are historic plaster and the top halves are non-historic tile. A second-floor balcony cantilevers over the first-floor seating area. It has concrete bleacher seating. A non-historic audio booth is in the center of balcony. A historic metal-tube railing is along the front face.

Two historic staircases run between the first floor of the auditorium and the balcony. Both have historic concrete steps. Historic steel railings with wood handrails are between the first floor and the landing; wall-mounted handrails are on the sidewalls.

The main entrance vestibule is centered on the east wall. The bottom two-thirds of the walls are clad in historic plaster. The upper third and the ceiling are clad in non-historic tile. A trophy case is on the west wall. Short sets of historic concrete stairs lead from the north and south walls up to the auditorium. Non-historic steel and metal-tube handrails are at each stair. Two historic wood doors in the south wall lead to a stairwell and a storage closet. A historic ticket booth is on the north wall.

A stair near the southeast corner of the auditorium leads to a mezzanine-level storage room beneath the balcony. The space has historic concrete floors, walls, and ceilings. Small sections of wall are historic brick or clad in non-historic wood panels. The ceiling is stepped, reflecting the balcony bleachers.

Classroom Block

The interior of the classroom block is organized along central, double-loaded corridors, running north-south on each floor (Photo 11). The hallways retain historic terrazzo floors. The lower two-thirds of the corridor walls are plaster; the banks of lockers have been removed, but their alcoves are extant. Plate-glass windows with thin metal joints occupy the upper third of the wall plane. The ceiling is historic Celotex tile. Octagonal medallions mark the historic location of light fixtures; the fixtures have since been removed and replaced with non-historic fluorescent lights. Historic wood doors with glazed panels are recessed into the walls on each side of the corridor.

The classrooms all have historic terrazzo floors (Photos 12-14). The north and south partition walls retain their historic materials, with historic plaster on the lower two thirds and Celotex tile above. A historic wood picture rail runs between the two materials. The corridor partition wall is historic plaster with plate-glass windows above. The ceilings are historic Celotex tile. Large panels with an incised chevron pattern are near the center of each classroom. Octagonal tile medallions are spaced around each room's perimeter and mark the historic pendant-light locations (the historic light fixtures have been removed). Historic chalkboards are extant in most classrooms, but some are missing slates. Historic cabinets are also extant in several classrooms and the former administrative offices.

The former administrative offices are at the southeast corner of the first floor. These rooms have non-historic carpet floors. Historic wood paneling clads the walls beneath plate-glass windows. Large banks of historic built-in wood cabinets and a historic vault are also extant.

On the second floor, the former principal's office is at the northwest corner of the building, up a small flight of stairs. The finishes are consistent with the classrooms. An interior-lite window overlooks the corridor.

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The classroom block has four sets of historic stairs. The southeast stair runs between the ground floor and the second floor and accesses the main entrance (Photo 10). The northwest stair runs between the ground floor and the second floor and accesses the northwest entrance. Both have historic terrazzo treads and historic steel balusters topped by a wood handrail. Wall-mounted wood handrails are on the sidewalls. The southwest stair runs between the ground floor and the second floor. It has historic terrazzo treads. A historic terrazzo curb and metal-tube railing is at the second floor. The southcentral stair runs between the ground floor and first floor at the south end of the main corridor. It has two distinct sections of terrazzo steps; the top section widens as it approaches the first floor. Wood handrails are on the side walls and a metal-tube railing is in the center of the top stair section.

Short sets of historic stairs are throughout the building and account for different floor heights between the classroom block and auditorium/gymnasium addition or between corridors and entrances. A small set of historic terrazzo stairs is at the north end of the ground-floor corridor. Another small set of historic terrazzo stairs is inside the northwest entrance. A third small stair is at the southeast corner of the first floor and leads to the auditorium. All have historic terrazzo stairs and metal or wood handrails.

1964 Classroom Addition

The non-contributing 1964 Classroom Addition was converted to the Hilltop Regional Kitchen in 2018. The interior was fully remodeled at that time. Non-historic gypsum board partition walls frame the kitchen, seating area, offices, and bathrooms. The ceilings are non-historic acoustic tile, and the floors are non-historic vinyl and quarry tile.

Pole Barn Addition

The non-contributing pole barn addition is divided into two primary spaces: a storage room on the east half of the building and a work-out facility on the west half. On the east half of the building, the floors are concrete, the walls are corrugated metal panels, and the ceilings are gypsum board. On the west half of the building, the floors are clad in vinyl tile, the walls are gypsum board, and the ceilings are dropped acoustic tiles.

Integrity

The Eagle Bend High School displays good overall integrity despite some alterations from the 1970s onward. The property is on its original site on an area of high ground adjacent to Main Street. The surrounding land use is predominantly residential and unchanged since the period of significance, and the property retains integrity of location and setting.

The one-story, 1964, non-historic addition at the rear of the property is comparatively small in volume and does not detract from the massing of the 1942-1952 building. It connects to the historic school via a small link and only obscures one first-story bay of the rear (west) elevation. The pole building at the southwest corner of the property was added in early 1980s and expanded to the west with additional bents through the 1990s. It is not attached to the historic school and is set back from the roadway. Neither of these additions compromise the school's overall integrity of design. The building continues to convey its historic design and retains all key WPA Moderne elements such as the fluted pilasters, vertical fins above the entrance, rounded corners, glass block sidelights, and highly stylized denticulated cornices and swags.

The polygonal bays at the center of the east façade and along the street level of the south façade have had their glazing replaced with a system of windows and paneling in an aluminum frame system, and doors have also been replaced. Window openings hold replacement sash and the middle portions of the spandrel windows on the east

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and west elevations of the classroom block have been partially infilled. The sills and headers remain, and the paneling introduced in the center of each bay is recessed, so that the rhythm of the wall plane is readable although the ratio of glazing to masonry is altered. The interior layout and features including the clerestory windows along the corridor, blackboards, built-in cabinetry, wall tile, and decorative ceiling medallions remain, although modern fluorescent lighting has been installed. While these changes have diminished the integrity of materials and workmanship where they have occurred, the building retains sufficient overall integrity of design, materials, and workmanship. It is clearly recognizable as a substantial WPA Moderne school and retains integrity of feeling and association.

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Section 8

Summary

The Eagle Bend High School is significant under Criterion C in the area of Architecture as an example of a WPA Moderne high school building. Designed by Duluth architect E. F. Broomhall in 1940, the project was built according to his plans and completed in two phases, consisting of a classroom building (1942) and an auditorium/gymnasium (1952). Although the federal government terminated the WPA before work on the auditorium/gymnasium started, the building represents a cohesive design that clearly reflects the Moderne aesthetics. As the community's most prominent building, it continues to convey the striking architectural features—sleek lines, curved corners, fluted pilasters, and a restrained cornice—that came to symbolize Federal Relief architecture for millions of Americans during the Depression. The period of significance for Eagle Bend High School begins in 1942 with the completion of the classroom block and ends in 1952 with the construction of the auditorium/gymnasium. The 1942 classroom block and 1952 auditorium/gymnasium are contributing; the 1964 agriculture-classroom addition and the pole barn addition are not contributing (Figure 1).

Narrative Statement of Significance

Located near the geographic center of Minnesota, the landscape of Todd County features gently rolling terrain and numerous lakes. The land was traditionally home to the Dakota people, although accounts indicate that by the early nineteenth century it was an area of frequent contact between the Dakota and Ojibwe. The U.S. Government established an Indian agency at Long Prairie in 1845, and many Ho-Chunk were forcibly relocated there. The government soon constructed a wagon road westward from the Mississippi River to the Indian agency, and another wagon road followed an earlier Native American trail from Sauk Centre north to Round Prairie. A stage road ran from the Mississippi River at Saint Cloud to the Red River at Fort Abercrombie (north of Wahpeton, North Dakota) as well.¹ The Minnesota Territorial Legislature established Todd County in 1856, and although a small number of Euro-American settlers began to occupy the vicinity in the late 1850s, their numbers did not increase substantially until after the conclusion of the U.S.-Dakota War of 1862 and the U.S. Civil War. The forced removal of the Dakota people and the passage of the Homestead Act spurred additional settlement in the region and villages were established at sites made accessible by the waterways and wagon roads. Between 1860 and 1870, federal census data shows that the population of Todd County grew from 430 to over 2,000 people.²

Within Todd County, the Eagle Bend area was only sparsely settled by Euro-Americans in 1880, but the Saint Paul, Minneapolis, and Manitoba Railway Company soon began constructing the Park Rapids branch line north from Sauk Centre.³ This prompted a new wave of settlement, as villages were

¹ Clara K. Fuller, *History of Morrison and Todd Counties, Minnesota, Their People, Industries and Institutions*, (Indianapolis, Ind: B.F. Bowen and Co., 1915), 217-223.

² Population Data from the United States Federal Census, 1860, Todd County, Minnesota; Population Data from the United States Federal Census, 1870, Todd County, Minnesota.

³ Richard S. Prosser, *Rails to the North Star* (Minneapolis: University of Minnesota Press, 2008), 135-6.

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established along the new rail corridor, including Browerville, Clarissa, and Eagle Bend. Former railroad executive Benjamin Abbot purchased the townsite on a bend in Eagle Creek in 1883, and it formally incorporated as the village of Eagle Bend in 1890.⁴ By that time, the rail line from Sauk Centre connected with the Park Rapids and Leech Lake Railway Company's line northward from Park Rapids to Cass Lake, where it met the Eastern Railway corridor that ran from Duluth to the Red River Valley via Bemidji.⁵

Todd County's population continued to increase in the late nineteenth and early twentieth centuries, and nearly doubled between 1890 and 1910, at which time it approached 24,000 residents.⁶ Eagle Bend mirrored the countywide trend and grew from just over 300 to approximately 600 inhabitants between 1890 and 1910.⁷ An early county history noted that the village of Eagle Bend was "not noted for any special enterprise or boom, but keeps along in the even tenor of its ways," with a flour mill, creamery, two banks, five churches, and its own newspaper.⁸

Education in Todd County

The earliest public schools in Todd County were established in the decades after the Civil War, and the school in Round Prairie was the first to open (date unknown, prior to 1875). Many additional schools were established to accommodate the growing number of students, and by 1911 the county was home to 151 schools. While most were presumably ungraded rural schools, these also included graded schools in Bertha, Clarissa, Browerville, Grey Eagle, and Burtrum, and semi-graded schools in Gutches Grove, Hewitt, and West Union.⁹ Only three communities in Todd County could boast a high school prior to World War I, however; these included the county seat of Long Prairie and the villages of Staples and Eagle Bend.¹⁰

Although consistently known as the community's high school, Eagle Bend's school historically housed all grades from first through twelfth. The school occupied the current school site, occupying an entire block at the western edge of the village where the terrain rises naturally above the bend in Eagle Creek. The 1906 plat book shows the school in the same approximate location as the present school (Figure 2).¹¹ A \$55,000 gymnasium addition to the high school was constructed in 1934, but both the 1900s school and

⁴ Warren Upham, *Minnesota Place Names: A Geographical Encyclopedia*, Third Edition (Saint Paul: Minnesota Historical Society Press, 2001), 590.

⁵ These lines were all consolidated under the Great Northern Railway Company in 1907; Prosser, *Rails to the North Star*, 133-136, 162.

⁶ Fuller, *History of Morrison and Todd Counties, Minnesota*, 304.

⁷ Fuller, *History of Morrison and Todd Counties, Minnesota*, 304.

⁸ Fuller, *History of Morrison and Todd Counties, Minnesota*, 296.

⁹ Fuller, *History of Morrison and Todd Counties, Minnesota*, 275-278.

¹⁰ Samuel Paul Capen, *United States Bureau of Education Bulletin No. 7: Accredited Secondary Schools in the United States* (Washington, D.C.: U.S. Government Printing Office, 1915), 41-42.

¹¹ Presumably this earlier school was the village graded school 'under supervision of the State High School Board' by the 1899-1900 school year, which received a four-room, two-story addition c.1904; J. H. Lewis, *Eleventh Biennial Report of the Superintendent of Public Instruction, State of Minnesota* (Saint Paul: Pioneer Press, 1900), 669; "St. Paul," *The Improvement Bulletin*, April 30, 1904, 19.

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gymnasium wing burned during Christmas vacation in late December 1939, for a loss of an estimated \$110,000.¹² When school resumed in January, classes were then held in a variety of other buildings in town, including two halls, a commercial building, and church basements.¹³

Building the “Glass Block”

Early in 1940, the school district selected Duluth-based E. F. Broomhall as the architect for a replacement building. In March of that year, Eagle Bend had requested \$22,000 in WPA funding to construct the new school, but the request was rejected (although available sources do not provide a reason).¹⁴ Funding was ultimately authorized; trade periodicals note that Broomhall was awarded the contract for a \$150,000 reinforced concrete school, and plans for both the school and auditorium/gymnasium sections were approved by the State Board of Education in July of 1940.¹⁵ WPA area engineer A. C. Dunn oversaw construction, and the Eagle Bend School Board Log Book lists the following contractors:¹⁶

Roof: L. Pancratz Company of Little Falls and Hustad Company of Minneapolis
Carpentry: Gust Berffren and Olof Edmonds
Windows: Northwest Sash and Door Company of Fergus Falls
Stone for entrances: Cold Spring Granite Company
Terrazzo: Sani Stone Company of Duluth

The WPA also employed many laborers on the site, in keeping with the program’s policy of creating more jobs by avoiding mechanized equipment, and workers moved concrete one wheelbarrow load at a time to construct the walls.¹⁷ Construction on the north half (classroom block) was completed in June of 1942 (Figure 3), and not a moment too soon—the temporary building used by the school district while the new school was under construction had burned down in February of that year.¹⁸ As with the previous school building, the new edifice accommodated first through twelfth grades.

Broomhall’s design for the new building had called for a classroom block and an auditorium block that were essentially separate, and plans indicate that the two sections were considered different projects and/or intended for construction in separate phases.¹⁹ A 1942 image (Figure 4) of the completed

¹² “School Burns at Eagle Bend,” *Saint Cloud Times*, December 29, 1939; “Eagle Bend Will Have School Term,” *Saint Cloud Times*, January 6, 1940.

¹³ “Eagle Bend School Will Resume Shortly,” *Minneapolis Times-Tribune*, January 6, 1940.

¹⁴ “Grant Local WPA Funds,” *Minneapolis Star*, March 31, 1940.

¹⁵ Date stamps on original plan set; the original 1940 set of architect’s drawings for the classroom and auditorium/gymnasium, as well as assorted shop drawings by fabricators/subcontractors from 1941, are held by the City Administrator, Eagle Bend, Minnesota.

¹⁶ Addy McCoy, “Eagle Bend School,” The Living New Deal, accessed online at <https://livingnewdeal.org/projects/eagle-bend-school-eagle-bend-mn>.

¹⁷ Addy McCoy, “Eagle Bend School,” The Living New Deal, accessed online at <https://livingnewdeal.org/projects/eagle-bend-school-eagle-bend-mn>.

¹⁸ “Eagle Bend Just Can’t Keep a School House,” *Minneapolis Star*, February 27, 1942.

¹⁹ Sheet 2 of the plan set for the auditorium/gymnasium references the “School Project” and notes that the school building is “not

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classroom portion shows the south wall (now the shared wall) ready to receive the auditorium/gymnasium in a subsequent phase. Joist pockets for the sloping floor of the auditorium can be seen along the eastern half of the wall plane, along with what appears to be a steel framing member for the wall separating the classroom block from the auditorium/gymnasium. Several doorways between the two halves of the building are temporarily bricked up as well.

Ostensibly the school district intended to construct the auditorium/gymnasium in a second WPA project; however, the outbreak of World War II had rapidly reversed unemployment trends and at the end of 1942, President Roosevelt directed the head of the WPA to discontinue the program.²⁰ Construction of the auditorium/gymnasium was suspended for the duration of the war, but in May of 1946, the state civilian production administration manager authorized \$88,000 in funding for the addition.²¹ Work on what is now the southern half of the school was well underway by the winter of 1950-1951 (Figure 5) and was completed in 1952, marked by the dedication of the new addition as part of Homecoming that year.²² Construction of this portion of the school adhered to Broomhall's plans, although some minor modifications were made (such as the omissions of the free-standing roof sign and ornate proscenium arch in the auditorium).

With its expansive windows, two-story polygonal glazed bay, and vertical bands of glass block, the Eagle Bend High School was an architectural standout in the community at a time when most of small-town America had limited exposure to "modern" architecture, and students soon began to refer to the building as the "Glass Block."²³ The building attracted attention beyond of Todd County as well, and in 1948 the Portland Cement Association's trade publication *Architectural Concrete* praised the school, noting that it "combined large glass areas with architectural concrete pilasters and spandrels in a simple, yet effective design."²⁴ Broomhall's design for the interior spaces also maximized light transmission; in addition to the large exterior windows, classrooms featured glazed clerestory windows along the interior corridor and white Celotex tile on the upper portions of partition walls (Figure 6).

Over the next five decades, the building continued to serve as the K-12 school for Eagle Bend, and by the 1960s offered adult education as well, including classes in bookkeeping and typing.²⁵ In 1964, an addition to the school was approved in a special election. Agricultural education had been a part of Todd County school curricula since the turn of the century, and the new one-story wing extending from the rear of the classroom block provided additional space for an agriculture classroom and shop (aerial imagery indicates

a part of the auditorium."

²⁰ Franklin D. Roosevelt, "Letter to the Federal Works Administrator Discontinuing the W.P.A.," in Works Projects Administration, *Final Report on the WPA Program, 1935-43* (Washington, D.C.: U.S. Government Printing Office, 1946), v.

²¹ "Powers Gets Approval for Truck Depot," *Minneapolis Star-Journal*, May 24, 1946.

²² Eagle Bend High School, 1953 Yearbook [Eagle Bend: N.p., 1953], np.

²³ Joseph Maresca, *WPA Buildings: Architecture and Art of the New Deal* (Atglen, Penn.: Schiffler Publishing Limited, 2016), 55; Eagle Bend High School, 1952 Yearbook [Eagle Bend: N.p., 1952], 9.

²⁴ Image caption in *Architectural Concrete* 13, no. 48, 1948, 12.

²⁵ "24 Enroll in Bookkeeping Class," *Saint Cloud Times*, October 25, 1965.

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that the pole barn attached to the south side of this 1964 block was begun in the 1980s and gradually expanded to the west with additional bents in the 1990s).²⁶

By the end of the 1960s, enrollment had begun to decline—likely the result of the subsiding postwar ‘baby boom’—and the school began to explore new options to remain viable and avoid consolidating with neighboring districts. A new program introduced in 1968 expanded the superintendent’s duties to both Eagle Bend and the neighboring Clarissa school, and the district began bussing juniors and seniors between the two schools in order to broaden the available course offerings. Eagle Bend offered classes in advanced mathematics, German, and shorthand, while Clarissa provided geography, art, clerical/business classes.²⁷

Consolidation still loomed on the horizon, and the Clarissa and Eagle Bend school boards voted to merge the two districts in 1970. Residents of Eagle Bend appealed to the county superintendent of schools to request a referendum. The county agreed, and in late March, Eagle Bend residents defeated the merger plan, voting 437 to 101 against it.²⁸ The course-sharing arrangement with the Clarissa school continued, offering students sixteen electives between the two schools.²⁹ Later that year, fire struck Eagle Bend’s educational facilities for the third time, when an electrical short started a blaze in the auditorium/gymnasium, causing \$50,000 in damages. Although the worst of the damage was reportedly to the floor, the glass block windows on the Auditorium’s south and east façades were replaced with the current translucent paneling following the fire and may have been part of the repairs (Figures 7 and 8).³⁰

In the late 1970s, educators in Eagle Bend continued to seek alternatives to school consolidation. By the end of the decade, the school was able to leverage new technology in an early attempt at remote or virtual instruction using UHF television to connect students and teachers at the Eagle Bend, Bertha-Hewitt, and Clarissa schools. In the fall of 1980, Eagle Bend became the first school in the nation to obtain a license for broadcasting.³¹ The Federal Communications Commission approved the experimental project to “see if there is a role for ‘communicating’ in towns like Eagle Bend.”³² With Eagle Bend’s entire K-12 enrollment at just 378 students, this provided a new way to share specialty classes like advanced mathematics and foreign languages between several smaller rural schools without consolidating districts, since teachers could reach three schools at once.³³ Research did not indicate that any alterations to the Eagle Bend High School building were necessary to accommodate the equipment, and the UHF antenna

²⁶ “Eagle Bend School Seeks Bond Bids,” *St. Saint Cloud Times*, April 24, 1964; Victor S. Knutson, “Todd County Schools and Its Dairy Industry,” *Proceedings of the Thirty-seventh Annual Convention of the Minnesota State Dairyman’s Association* (Mankato: Free Press Printing Company, 1915), 242.

²⁷ “Summer Vacation Ends for Area Students,” *Saint Cloud Times*, August 26, 1968.

²⁸ “Eagle Bend Defeats Merger,” *Saint Cloud Times*, April 3, 1970.

²⁹ Sylvia Lang, “Schools in Area Readied For Opening,” *Saint Cloud Times*, August 20, 1970.

³⁰ “\$50,000 Fire Hits Eagle Bend School,” *Fergus Falls Daily Journal*, December 10, 1970; Glass block is still visible in images from 1969, while the current panels appear in photographs from 1979 (cf. Figures 6 and 7).

³¹ *The Rural Educator*. Vol.7 (United States: Department of Education, Colorado State University, 1985), 2.

³² Jim Parsons, “Tiny State TV Network Creates Budding Stars,” *Minneapolis Tribune*, January 19, 1981.

³³ *Community Television Review*, January 1982, 13.

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was located offsite (believed to be nonexistent). This “interactive television” initiative proved successful, and in the decade that followed, other rural school consortia formed to do the same, adopting newer technologies as they became available. Within three years, interactive television learning was implemented in the Princeton, Braham, and Cambridge schools via cable, and an eight-school group centered in Little Falls began its own program using fiber optic lines in 1987.³⁴

Despite these efforts to stave off consolidation, the Eagle Bend and Clarissa School Districts ultimately combined in 1995. The property was renamed Eagle Valley High School and served grades seven through twelve until 2017. The 1964 agricultural shop wing was repurposed as the Hilltop Regional Kitchen, a nonprofit organization that prepares and packages meals for senior citizens and individuals with disabilities in Todd and Wadena counties, which relocated to the site in 2018.³⁵ The 1942-1952 portion of the building is vacant at the present time.

WPA Moderne Architecture

The stock market crash in August of 1929 plunged the nation into an economic depression that would last for more than a decade. During this time Franklin Delano Roosevelt’s New Deal promised remedy, progress, and gainful employment to millions of Americans. A series of so-called “alphabet agencies” were established, providing multiple avenues for federal relief. The Federal Emergency Relief Administration (FERA) was established in 1933, the first of the major programs to provide work-relief funds to state and local governments. It was superseded by the Works Progress Administration (later the Works Projects Administration), which provided jobs for the unemployed in the construction of an array of public works, including roads, parks, airports, and countless municipal and government buildings such as schools, libraries, and post offices. The WPA funded federal, state, and local projects; in the latter case, the sponsoring entity was typically a county, city, village, or township. The main requirements were that the project be “useful,” and that it include a “definite plan and procedure for the employment of persons on relief or in need of employment.”³⁶

The prevalence of the Moderne style among WPA-constructed buildings reflects its popularity at the time, but also its “straightforward design” and relative ease of constructability. The WPA did not specify any particular architectural style, and while many distinctive WPA buildings utilized native building materials, such as locally quarried stone, this was not a requirement. The sponsoring entity typically engaged an architect to draw up plans, which were then reviewed by the WPA to ensure that they were structurally sound. The agency did, however, prioritize simplicity of design and construction insofar as it enabled a project to use the maximum number of unspecialized workers. As a result, designs often used uncomplicated but labor-intensive methods and avoided highly technical construction or excessively

³⁴ Jeanine Nistler, “TV Links Schools in Long-Distance Classrooms,” *Saint Cloud Times*, May 7, 1983; Leonard Inskip, “Teaching, Talking in the Country,” *Minneapolis Star Tribune*, October 7, 1987.

³⁵ “About,” Hilltop Regional Kitchen, accessed online on May 12, 2022 at <https://hilltopregionalkitchen.org/about/history/>.

³⁶ Rolf T. Anderson, “Federal Relief Construction in Minnesota: 1933-1941,” National Register Multiple Property Documentation Form, 1993, Minnesota State Historic Preservation Office, Saint Paul, E:48-49.

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ornate decoration.³⁷ The minimally-adorned Moderne style was ideal for this purpose, and became virtually synonymous with the architecture of the New Deal—what author Joseph Maresca describes as a “hybrid of spare and simplified form, married to the modernity of the earlier art deco period, [which] managed to provide a visual remedy for the public’s need for a sense of security.”³⁸

Stemming from the Art Deco style of the 1920s, WPA Moderne eschewed the highly ornate elements of Beaux-Arts architecture and reduced these classicisms to extremely stylized versions; fluted, three-dimensional columns became fluted pilasters applied to sleek façades, and the dentils and swags that adorned cornices and frieze bands were transformed into simplified geometric elements in low relief. The style retained the symmetry and balance of the classical inspirations, and buildings were typically boxlike forms with smooth masonry, stucco, or concrete exteriors. Architects utilized the play of light across these surfaces, grouping windows into vertical bands that were recessed and separated by pilasters or ridges, and often incorporated heavy radii at corners or entrance surrounds. While some smaller Depression-Era buildings display these Moderne elements as well, the monumental public architecture of the WPA provided what Maresca terms a “cubic solidity” that relies, in part, on its sheer mass.³⁹ In a sense, the architecture served to reassure Americans, as “the New Deal desired to instill the idea of stability in communities, and architecture became the perfect symbol of that stability.”⁴⁰

The Eagle Bend High School was one of 216 school buildings constructed by the WPA in Minnesota.⁴¹ Not all of these buildings were examples of large multi-story Moderne architecture, however. A substantial portion of the images in a publication documenting the accomplishments of the WPA in Minnesota through 1939 show small rural schools of frame construction with modest Craftsman features.⁴² Still others are one-story expressions of the Moderne style, such as the Norcross, Rockville, and Shelly schools, although these lack the monumentality of the Eagle Bend High School. Given the size of the community, the size of the Eagle Bend High School is all the more remarkable. Today it is the most prominent building in the city and remains an excellent local example of WPA Moderne architecture.

E. F. Broomhall, Architect

Edward Francis Broomhall was born in 1888 in Hanover, Kansas. Although little information is available regarding his early life and education, the 1913 Duluth City Directory indicates that by the time he was twenty-five, Broomhall was engaged in a solo architectural practice based out of Duluth’s Alworth Building. He was killed in an automobile accident in 1944, and a notice in the Michigan Society of Architects’ *Weekly Bulletin* described him as a “prominent architect of school and public buildings

³⁷ Rolf T. Anderson, “Federal Relief Construction in Minnesota: 1933-1941,” E:59-61.

³⁸ Joseph Maresca, *WPA Buildings: Architecture and Art of the New Deal*, 12.

³⁹ Joseph Maresca, *WPA Buildings: Architecture and Art of the New Deal*, 28.

⁴⁰ Joseph Maresca, *WPA Buildings: Architecture and Art of the New Deal*, 75.

⁴¹ Works Projects Administration, *Final Report on the WPA Program, 1935-43* (Washington, D.C.: U.S. Government Printing Office, 1946), 135.

⁴² Minnesota Works Progress Administration. *WPA Accomplishments* (Saint Paul, Minn.: Works Progress Administration, 1939).

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throughout Minnesota.”⁴³ The bulk of Broomhall’s commissions were in northern Minnesota. He had begun designing school buildings as early as 1912, when he prepared plans for a brick school in Remer and an eight-room “modern” schoolhouse in Nevis.⁴⁴ His early commissions seem to have varied, and projects in 1913 included a residence in Mahanomen, hotels in Walker and Nevis, a grandstand and agricultural building in Hibbing, and high schools in Red Lake Falls and Mahanomen.⁴⁵ He also designed the Graystone Hotel in Detroit Lakes in 1916 (119 Pioneer Street, listed in the National Register in 1999). He soon found his niche specializing in school designs, however, and in 1917 his World War I draft card listed his occupation as “school building architect.”

A review of trade publications indicates that in 1920 alone, at least half a dozen communities in northern Minnesota solicited bids for construction of schools designed by Broomhall, including Meadowlands, Carlton, Grand Rapids, Pequot, Cass Lake, and Park Rapids.⁴⁶ In Bemidji, Broomhall’s design for a massive brick and stone Junior and Senior High School (nonextant) was put out for bids in the spring of 1921 and was expected to cost a staggering \$300,000.⁴⁷ Three schools in Koochiching County (Little Fork, Northome, and Silverdale) let contracts for Broomhall-designed schools in 1922.⁴⁸

Records of the Minnesota Education Department’s School Buildings Division indicate that Broomhall designed at least one other WPA-built school, located in Shelly, Minnesota in 1938.⁴⁹ Although much smaller than the Eagle Bend school, the Shelly school (now home to the Red River History Museum) features the same prominent central bay with three vertical fins. Many of Broomhall’s schools are no longer extant, but a review of available images indicates that he designed buildings in the prevailing styles of the period, including Collegiate Gothic and restrained Neoclassical (Wheaton and Bemidji) in the 1910s and 1920s, and Art Deco/Moderne (Shelly, Eagle Bend) in the 1930s and 1940s.⁵⁰

⁴³ “Edward F. Broomhall,” *Weekly Bulletin, Michigan Society of Architects*, Vol. 18, No. 22, May 30, 1944, 7.

⁴⁴ “Building News,” *The American Architect*, Vol. 102, No. 1916, September 11, 1912, 14; “Building News,” *The American Architect*, Vol. 102, No. 1918, September 25, 1912, 10.

⁴⁵ “Theaters and Halls,” *The American Contractor*, August 30, 1913, 17; Listings in *The American Contractor*, September 27, 1913, 77, “Schools and Colleges,” *The American Contractor*, September 6, 1913, 42.

⁴⁶ “Building News,” *The American Architect*, Vol. 102, No. 1920, October 9, 1912, 17; “Building News,” *The American Architect*, Vol. 117, No. 2300, January 21, 1920, 14; “Buildings,” *Engineering and Contracting*, Vol. 53, No. 17, April 28, 1920, 46; “Buildings,” *Engineering and Contracting*, Vol. 53, No. 9, March 3, 1920, 86; “Buildings,” *Engineering and Contracting*, Vol. 53, No. 22, June 2, 1920, 74; “Buildings,” *Engineering and Contracting*, Vol. 53, No. 18, May 5, 1920, 72.

⁴⁷ “Construction Notes,” *Stone*, Vol. 42, No. 8, August 1921, 438; Advertisement in *The Architectural Forum*, January 1924, 140; “Buildings,” *Engineering and Contracting*, Vol. 55, No. 11, March 16, 1921, 32.

⁴⁸ “School Building Progress,” *Journal of the National Education Association*, Vol. 11, No. 10, December 1922, 424.

⁴⁹ State of Minnesota, School Buildings Division, School Building Plans. Minnesota Historical Society, Gale Family Library, 105.I.6.7B, Box 15

⁵⁰ A glazed second-story enclosure above the main entrance of the 1916 Wheaton school building functioned as a conservatory for “plant experiments, such as seed testing” and may have provided subsequent inspiration for the design for the Eagle Bend school, but Broomhall does not appear to have had a distinctive style or pioneered any significant innovations in school design; V.E. Anderson, “Wheaton’s New High School and Community Center,” *The American City*, v.14, June 1916, 567-9. Figure 2://hdl.handle.net/2027/njp.32101068784881.

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Analysis of Significance and Integrity

According to the MPDF "Federal Relief Construction in Minnesota, 1933-1941" an educational facility should have been financed through a grant or loan from the federal government, or federal funds should have been utilized for materials, labor, or supervision. Construction should have been completed by the end of 1941. In consultation with the Minnesota SHPO, the Eagle Bend High School was found to meet the registration requirements under Criterion C: Architecture, as the design itself was created in 1940 and represents a cohesive whole; although its construction was episodic, the Eagle Bend High School embodies the distinctive characteristics of the WPA Moderne style. Key features of the style include vertical fluted pilasters; rounded corners on the main massing, awnings, and entrance surrounds; smooth wall planes; and highly stylized renditions of classical decorative motifs such as swags and dentils. The Eagle Bend High School incorporates all of these elements, and the classroom and auditorium portions showcase two facets in different ways; the classroom block focuses on the use of pilasters and spandrel panels to create a grid, while the auditorium/gymnasium highlights the radiused corners and heavy massing that give the building a streamlined, futuristic look. Collectively, the design exemplifies all the major trends of the WPA Moderne aesthetic. The school is an extremely prominent building in Eagle Bend and an outstanding local symbol of New Deal architecture that conveys the solidity and visual messaging typical of the program.

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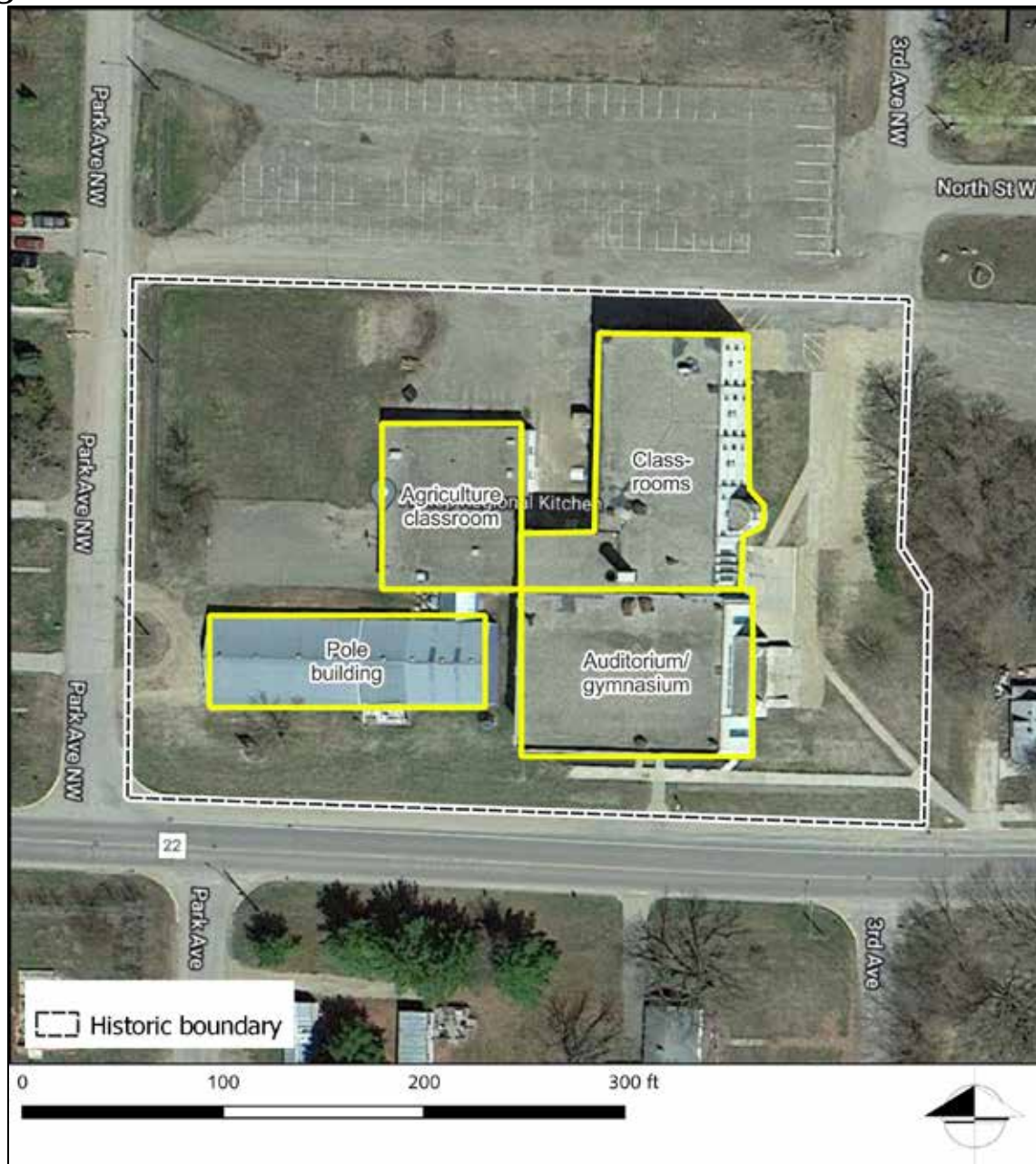


Figure 1
Eagle Bend High School Site Plan and Building Key

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Figure 2

Detail from the 1906 plat book, Pl. 36, showing earlier public school on site of present school (J.R. Dunham, "Plat Book of Todd County Minnesota 1906," (Des Moines: Northwest Publishing Company, 1906), Plate 36. Collection of Todd County Historical Society).

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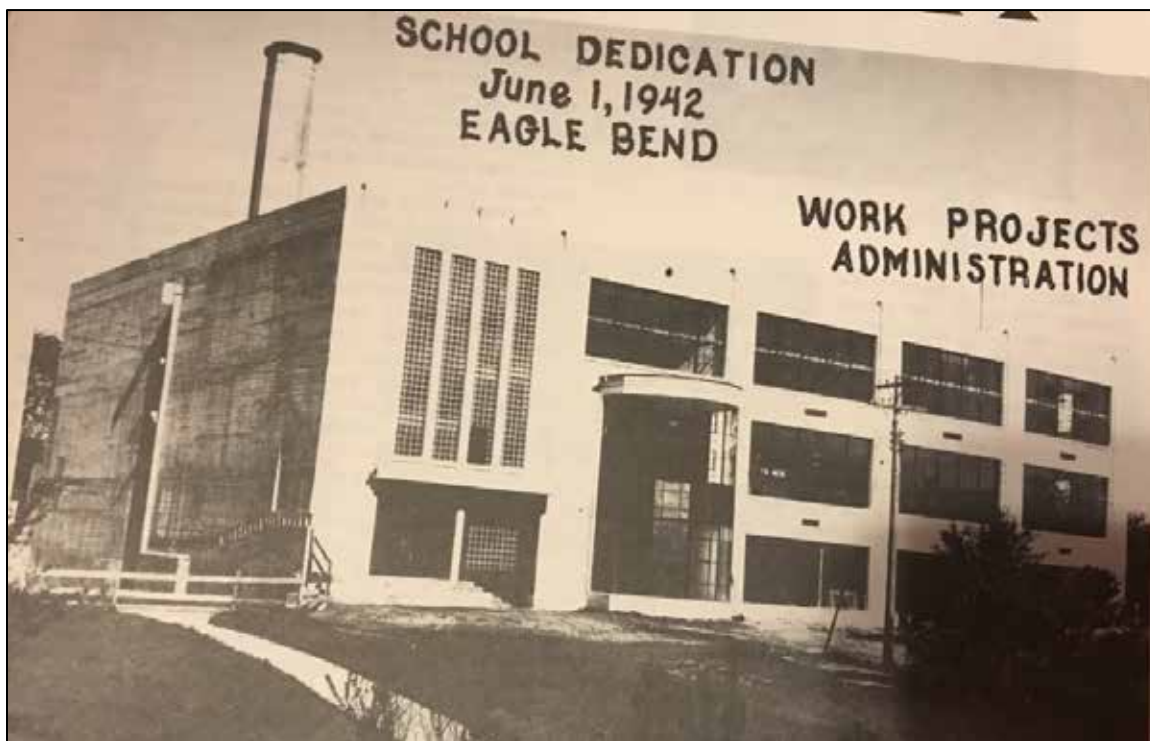


Figure 3

Image showing the school building at the time it was dedicated on June 1, 1942.

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Figure 4

Completed classroom block, 1942, view facing northwest; note elements along the south wall awaiting the auditorium/gymnasium block; "School at Eagle Bend. Constructed by the Works Progress Administration." c. 1942. Photograph Collection, Negative No. 103781, Minnesota Historical Society.

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Figure 5

Image from the 1951 Eagle Bend High School yearbook showing the west elevation of the classroom block, view facing east.

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Figure 6

Typical classroom showing tiled upper walls, continuous clerestory glazing along corridor, and pendant lights hanging from ceiling medallions (image from the 1953 Eagle Bend High School yearbook).

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Figure 7

Students on the steps of the auditorium, note glass block sidelight at left (image from 1969 Eagle Bend High School yearbook, p.25).



Figure 8

Photograph showing the replacement window paneling in 1979 (image from 1979 Eagle Bend High School Yearbook).

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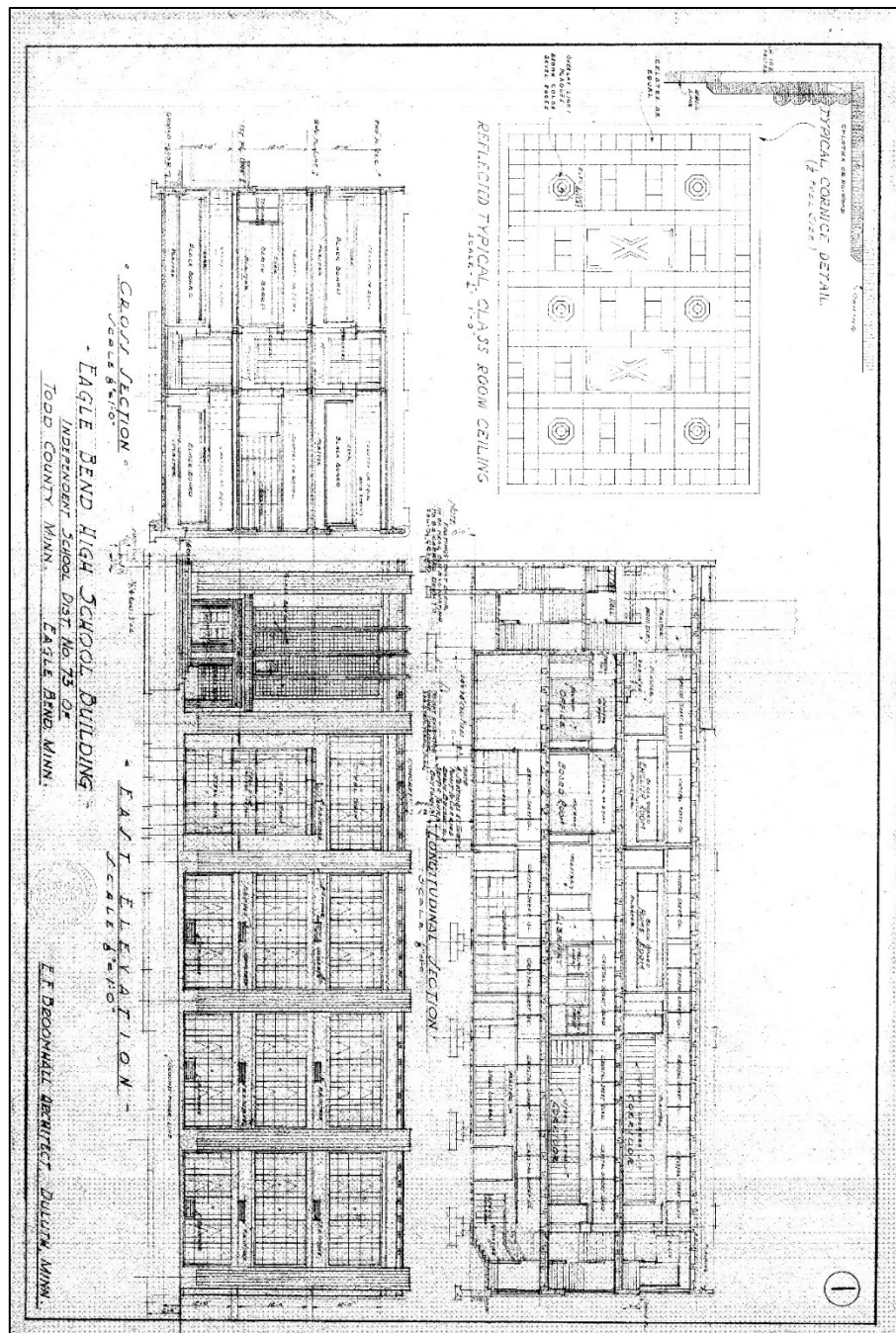


Figure 9

1940 plan of the classroom block's east elevation, sections, and ceiling pattern

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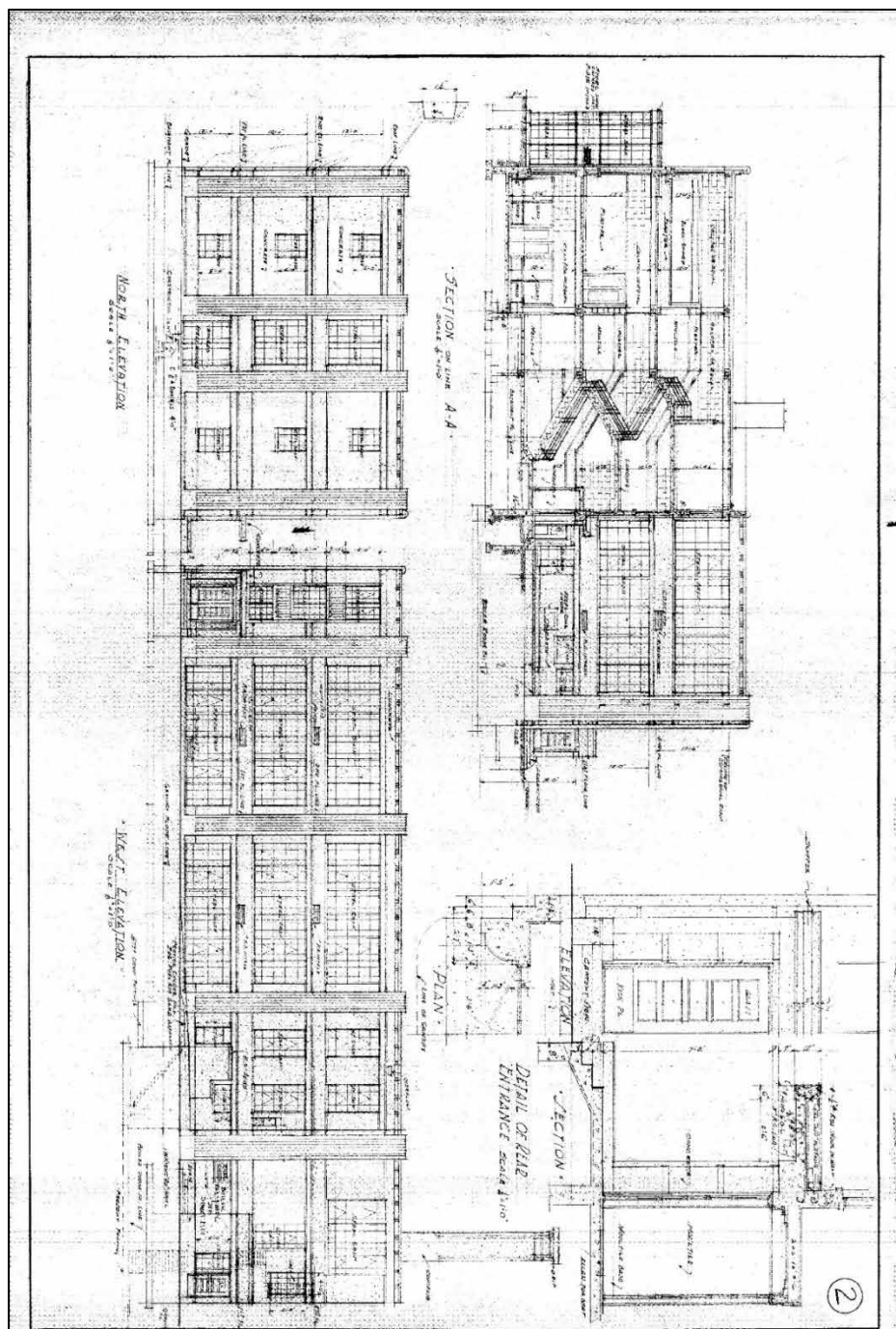


Figure 10
1940 plan of the classroom block's north, south, and west elevations

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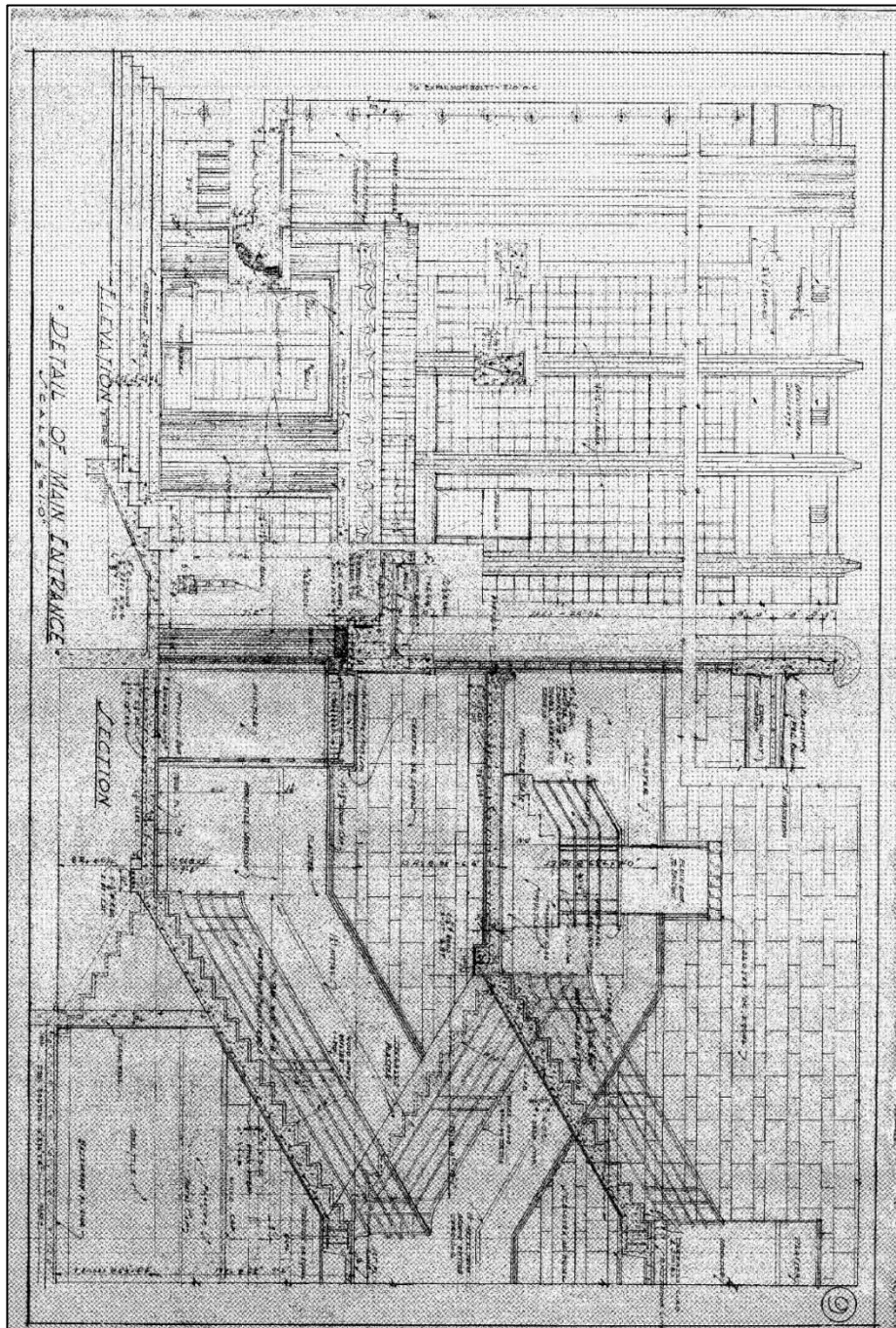


Figure 11
1940 plan of the classroom block's main entrance and section

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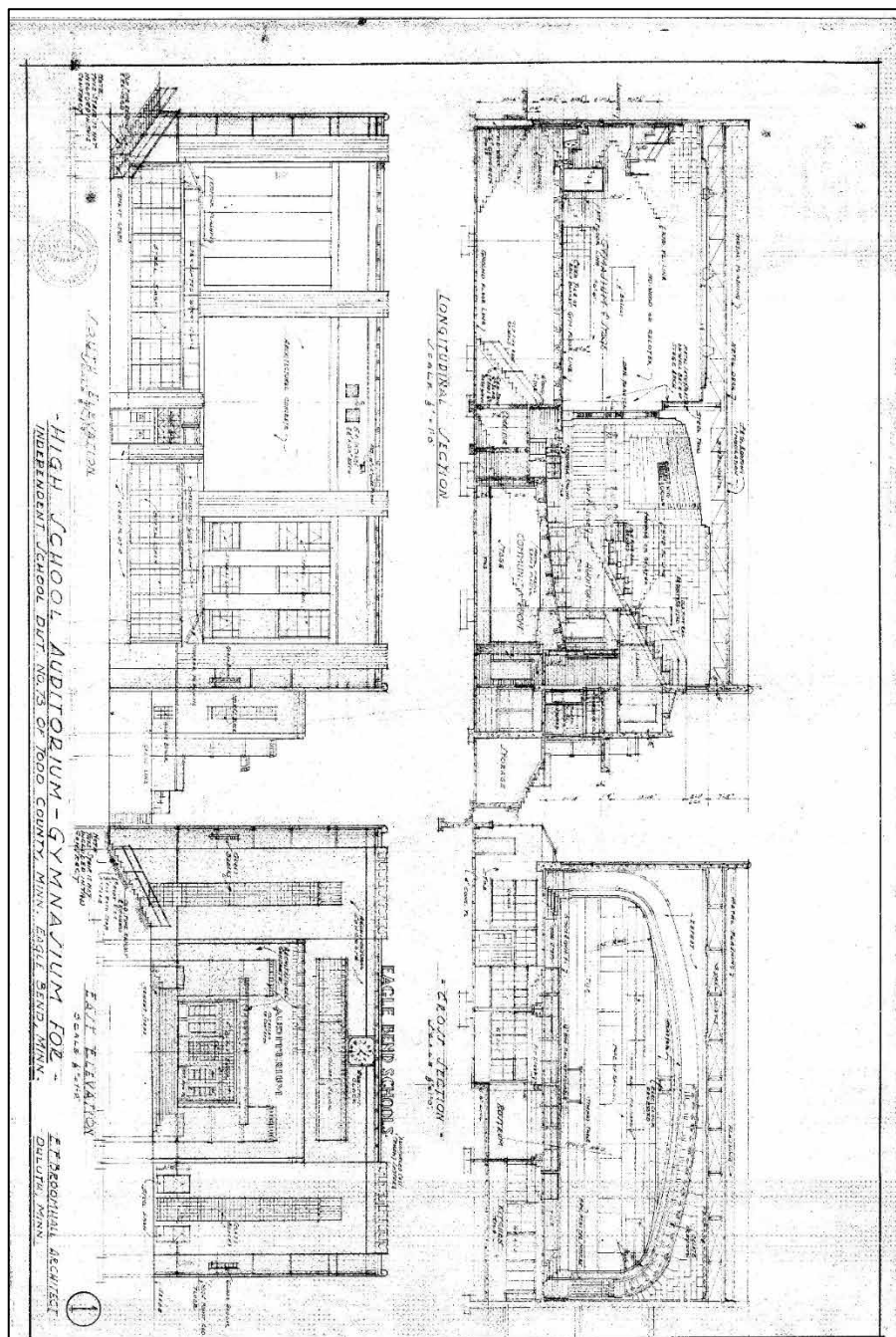


Figure 12

1940 plan of the auditorium/gymnasium's east and south elevations and interior stage elevation; the rooftop sign and proscenium arch were not constructed as drawn.

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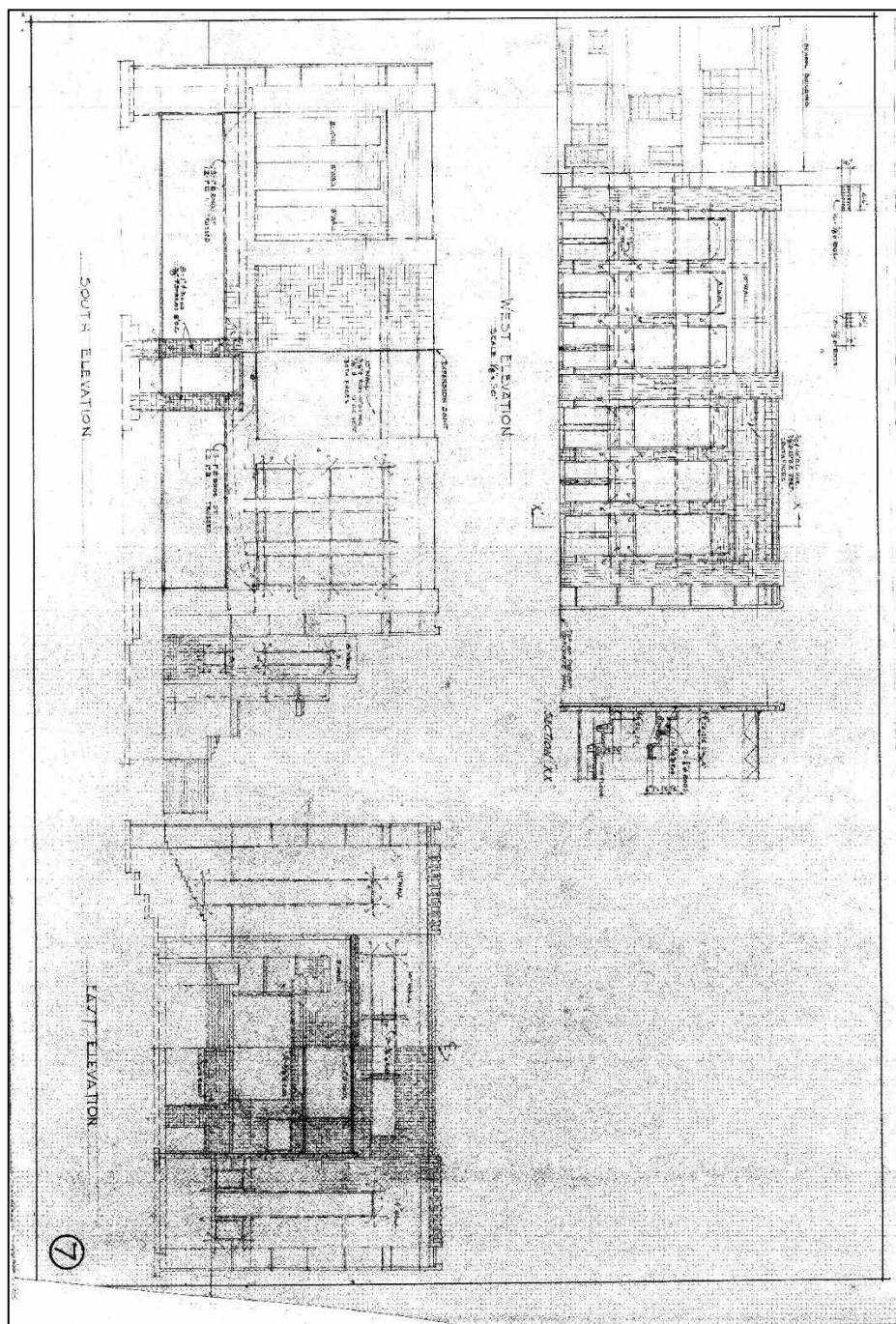


Figure 13
1940 plan of the classroom block's east, south, and west elevations

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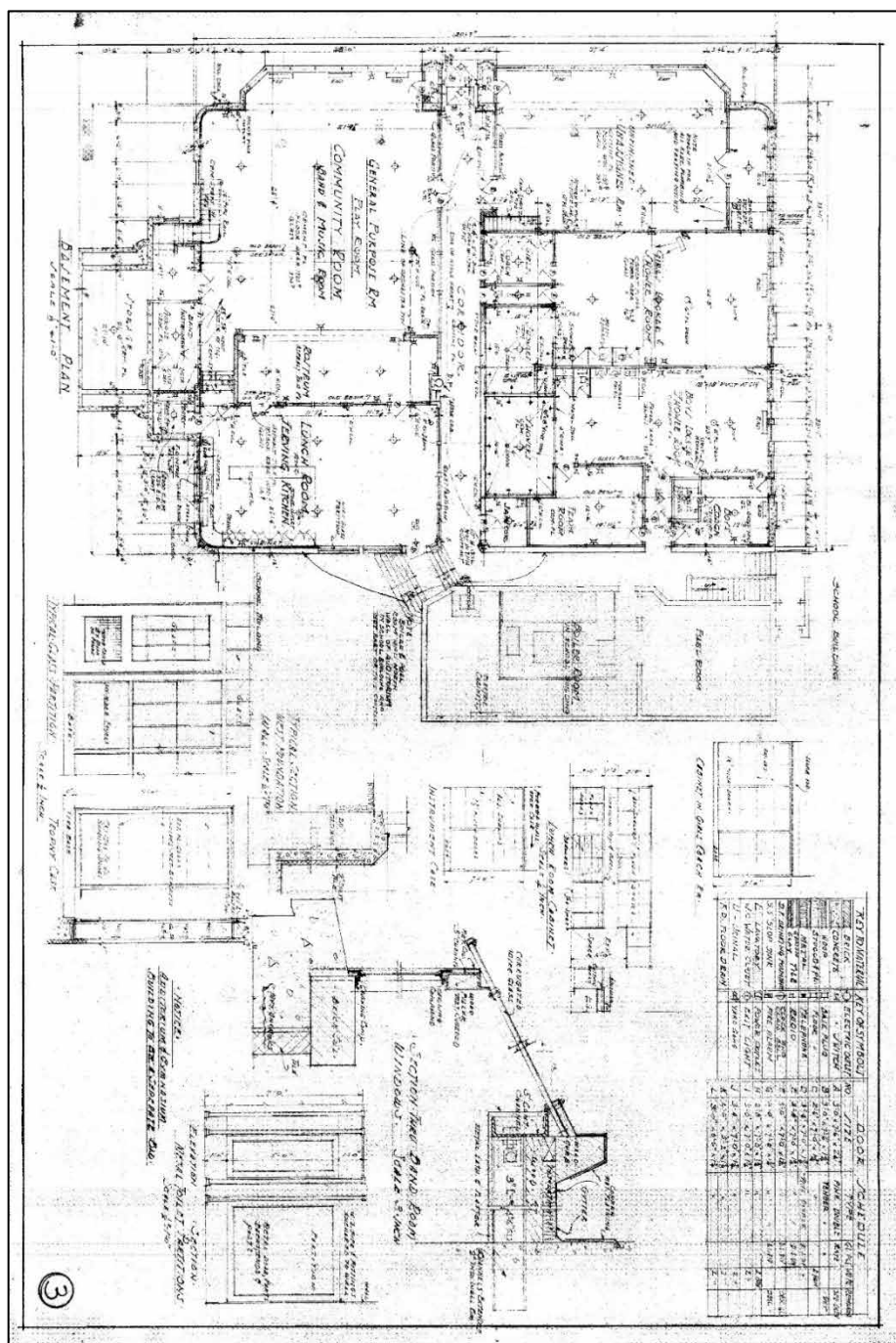


Figure 14
1940 plan of both building section's ground-floor layout

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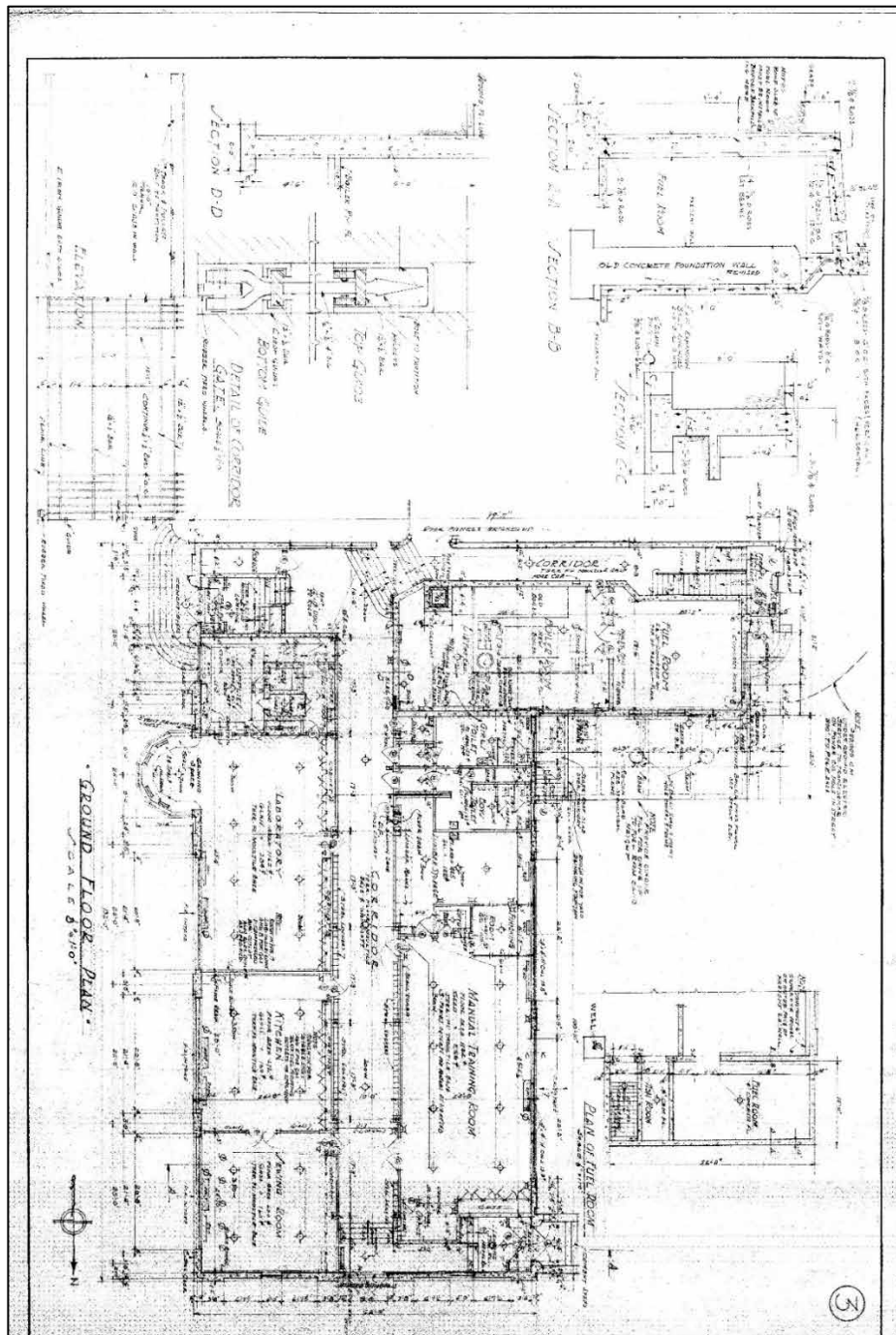
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Figure 15
1940 plan of the classroom block's ground floor

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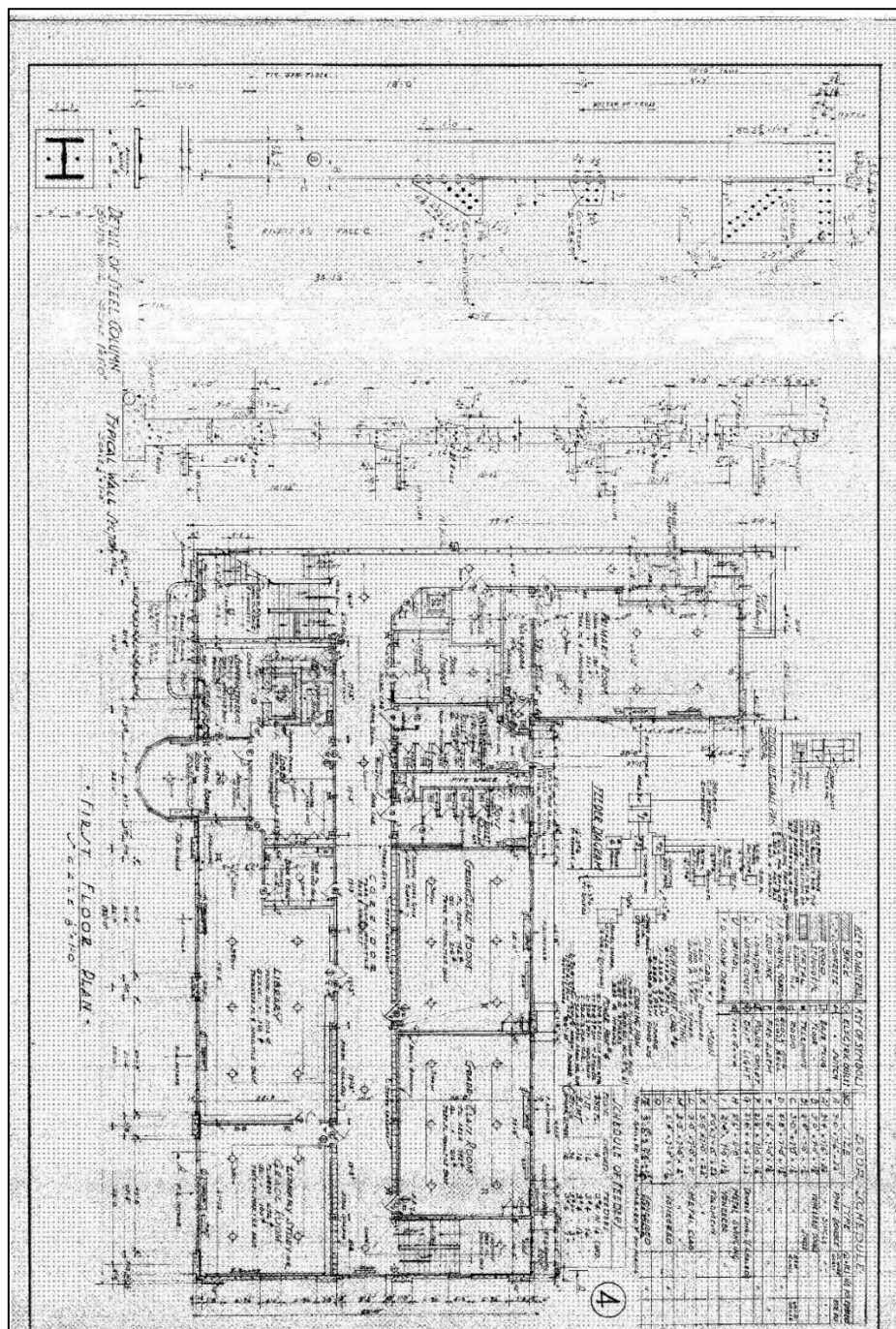


Figure 16
1940 plan of the classroom block's first floor

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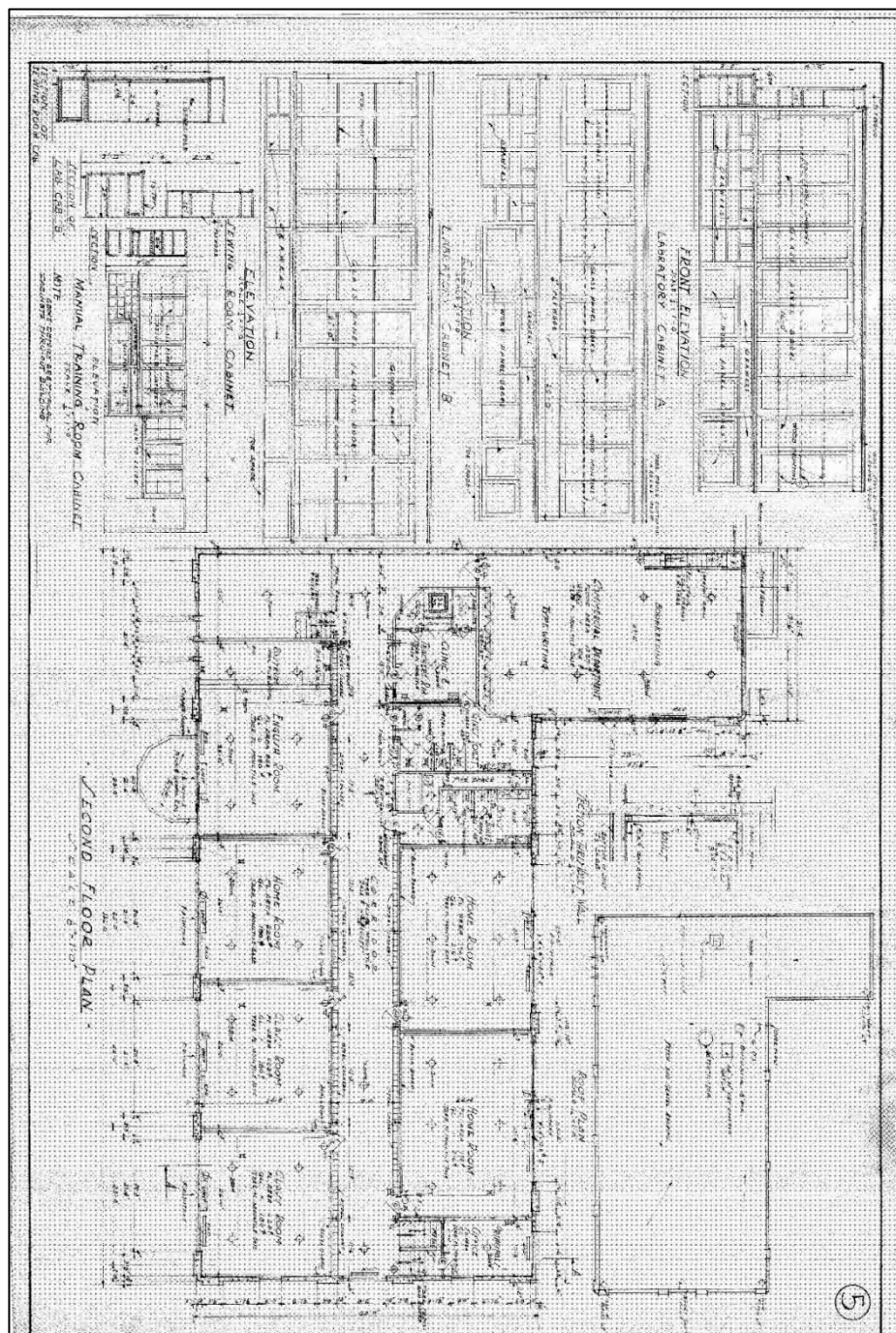


Figure 17
1940 plan of the classroom block's second floor

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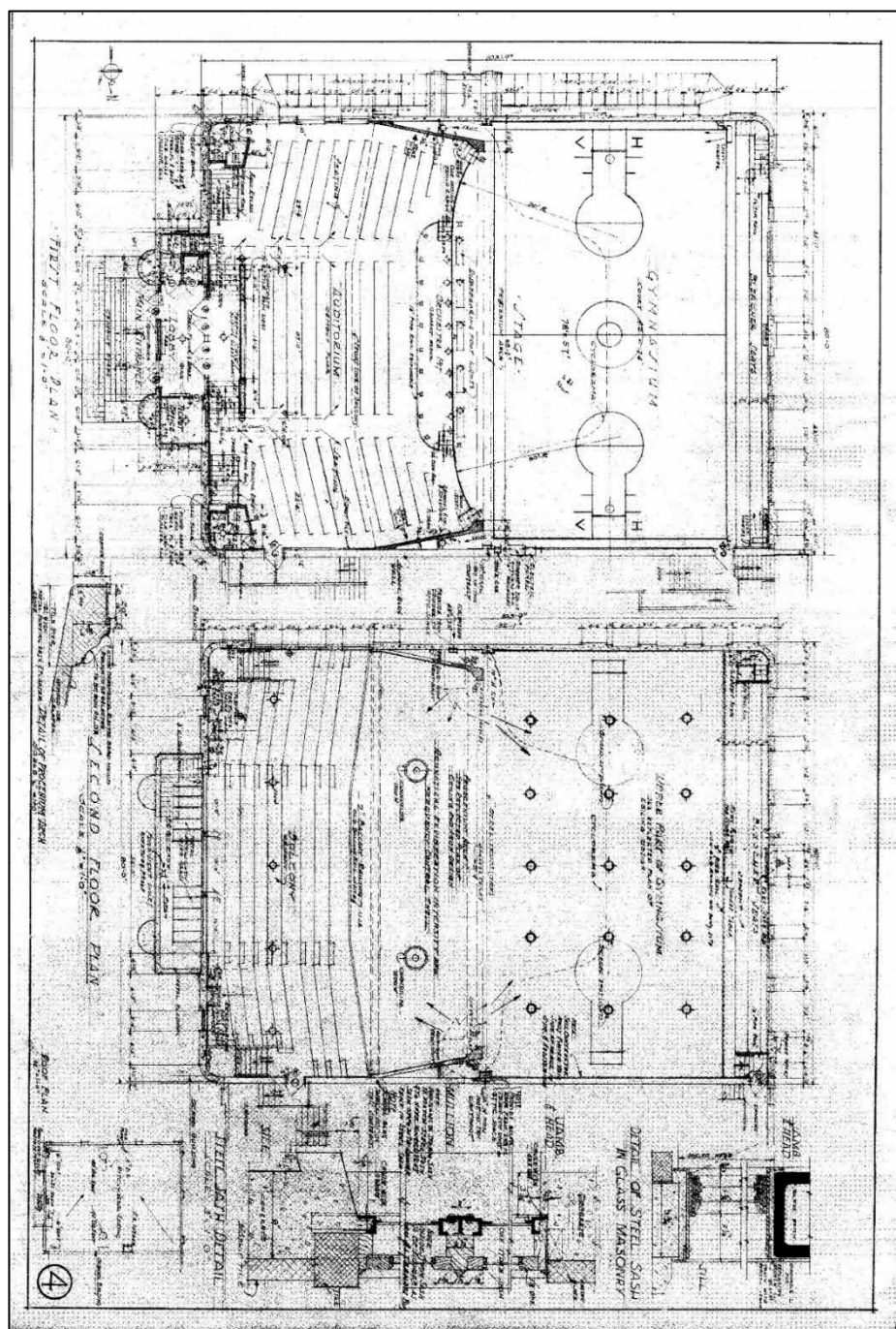


Figure 18
1940 plan of the auditorium/gymnasium's first and second floors

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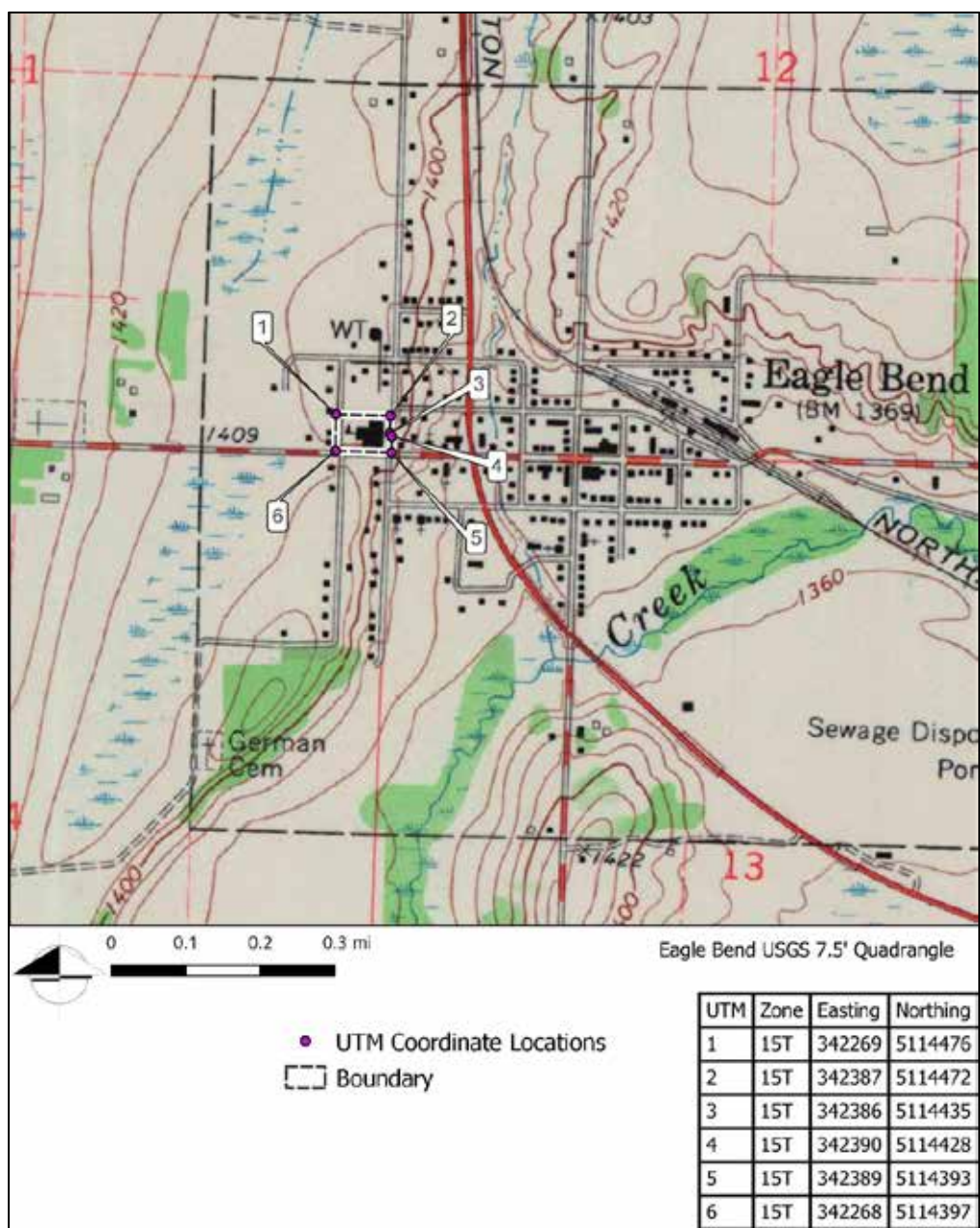
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State: Minnesota
Name of Photographer: Rachel Peterson
Date of Photograph: January 2022

MN_ToddCounty_EagleBendHighSchool_0001
East façade, looking northwest.

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MN_ToddCounty_EagleBendHighSchool_0002
Primary entrance to classroom building, looking west.

Photo 3 of 14

MN_ToddCounty_EagleBendHighSchool_0003
Polygonal window bay, looking northwest.

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MN_ToddCounty_EagleBendHighSchool_0004
East (left) and north (right) façades, looking southwest.

Photo 5 of 14

MN_ToddCounty_EagleBendHighSchool_0005
West façade and non-historic 1964 addition, looking southeast.

Photo 6 of 14

MN_ToddCounty_EagleBendHighSchool_0006
South façade, looking north.

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West façade (left) and south façade (right), looking northeast.

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Auditorium, looking west.

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Auditorium stage, looking northwest.

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Classroom building, main stair, looking west.

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Classroom building, ground-floor corridor, looking south.

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Classroom building, first-floor classroom, looking southwest.

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Classroom building, second-floor classroom, looking northeast.

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Classroom building, second-floor classroom, looking northeast.

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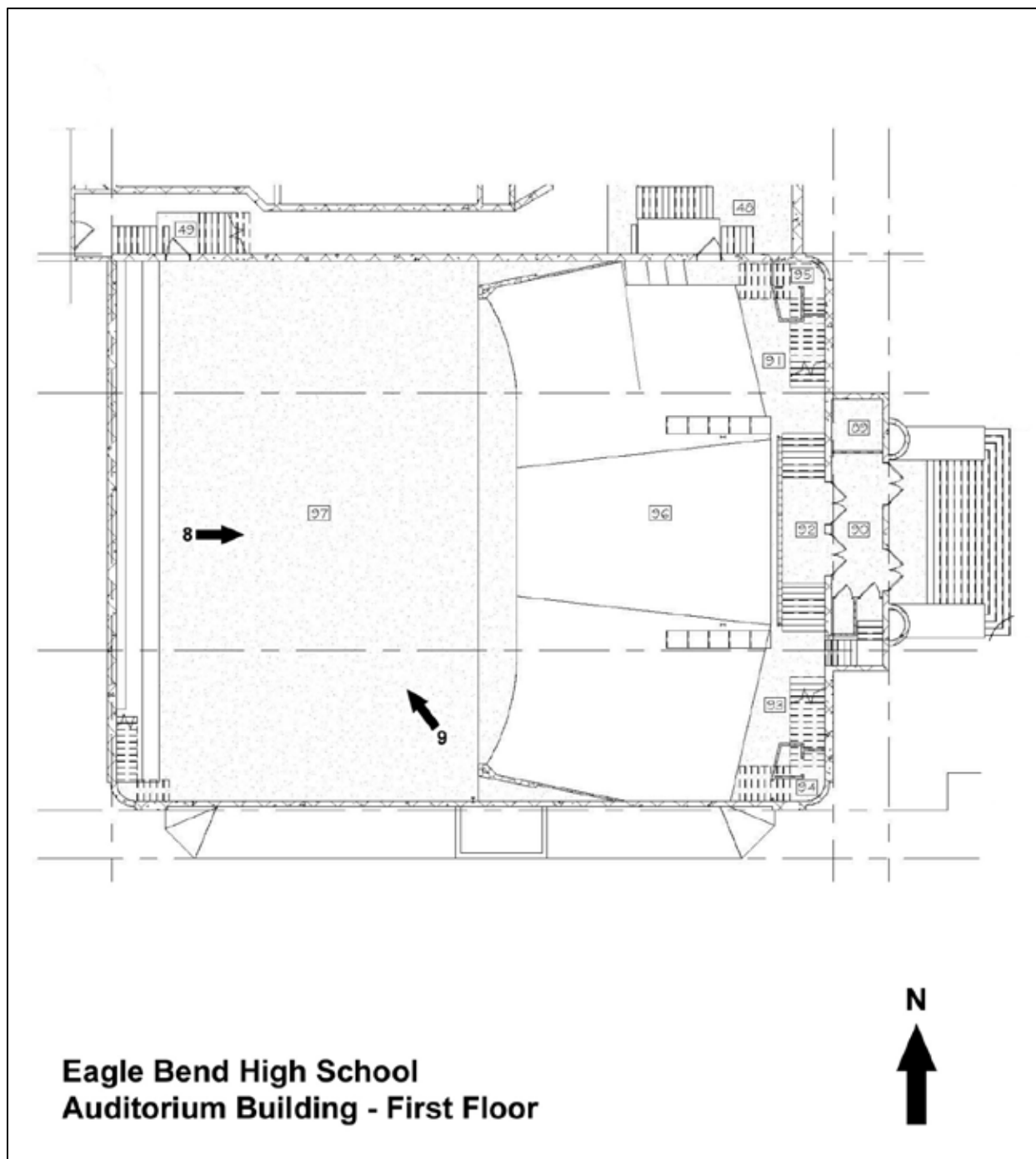
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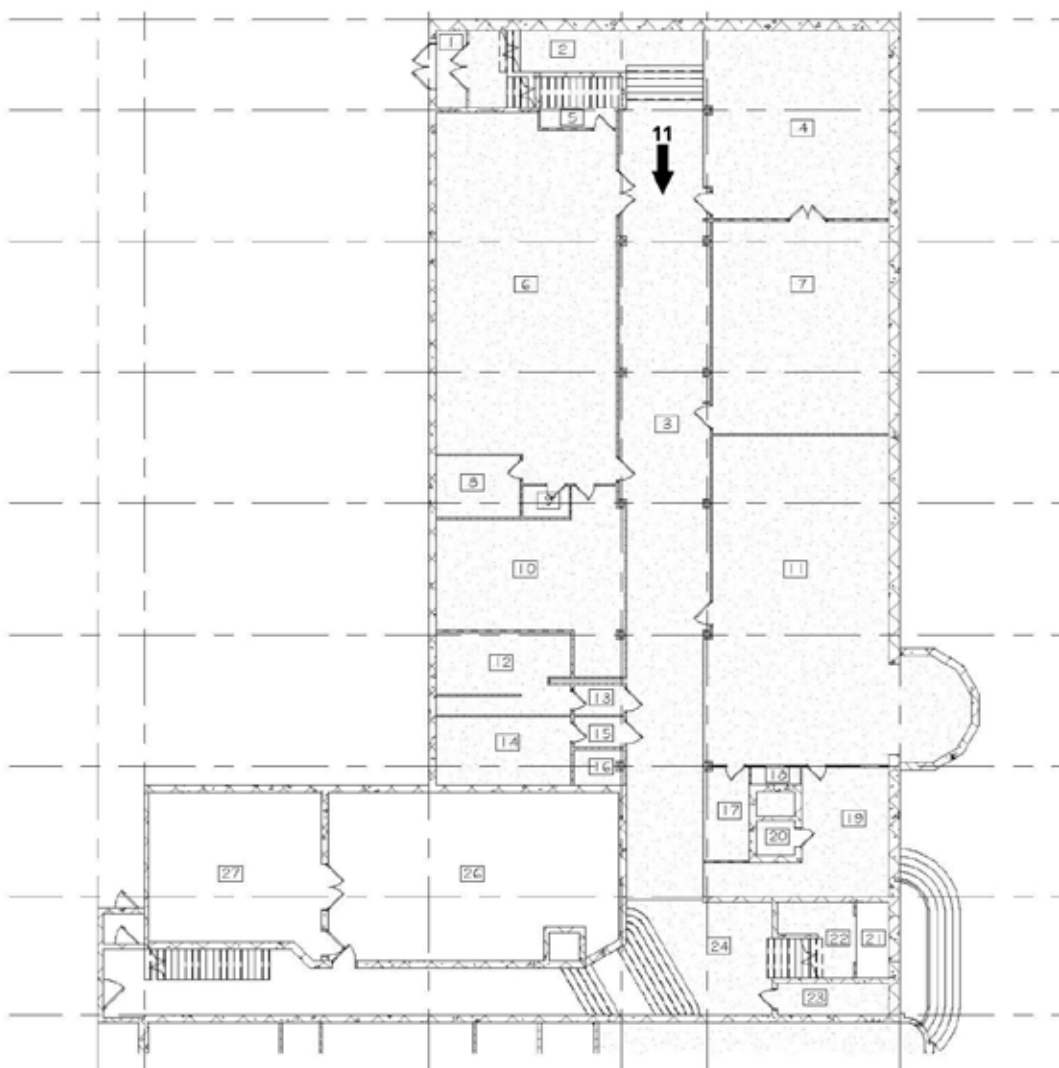
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Classroom Building - Ground Floor



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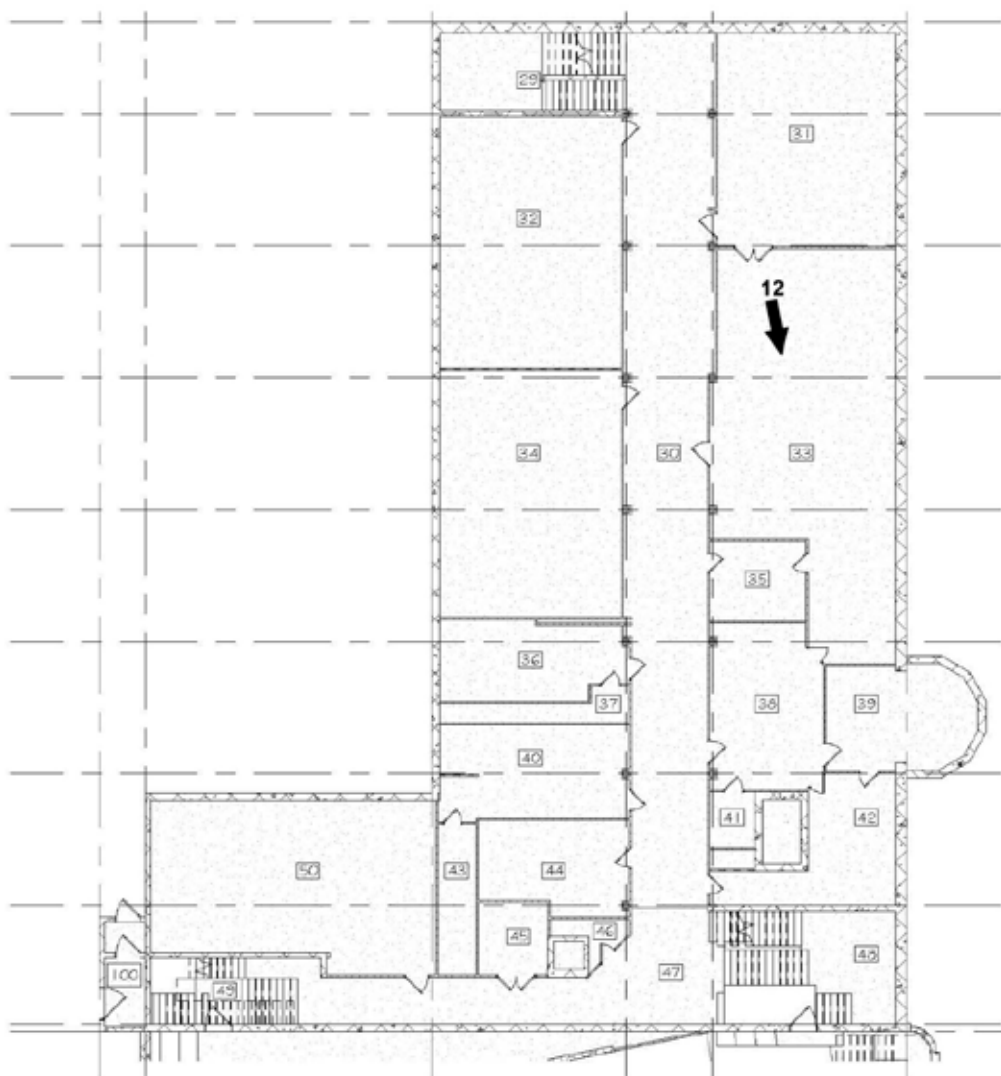
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