

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

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

1. Name of Property

historic name Minnesota State Public School for Dependent and Neglected Children

other names/site number _____

2. Location

street & number Roughly bounded by West Hills Drive, State Ave., and Florence Ave. not for publication

city or town Owatonna vicinity

state MN code MN county Steele code 147 zip code 55060

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

Signature of certifying official/Title _____ Date _____

Britta L. Bloomberg, Deputy State Historic Preservation Officer, Minnesota Historical Society
State or Federal agency/bureau or Tribal Government

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

Signature of commenting official _____ Date _____

Title _____ State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register ___ determined eligible for the National Register

___ determined not eligible for the National Register ___ removed from the National Register

___ other (explain:) _____

Signature of the Keeper _____ Date of Action _____

5. Classification

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

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

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

<input checked="" type="checkbox"/>	private
<input checked="" type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

<input type="checkbox"/>	building(s)
<input checked="" type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

Contributing	Noncontributing	
17	12	buildings
		district
1		site
1	1	structure
		object
19	13	Total

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

Number of contributing resources previously listed in the National Register

N/A

1

6. Function or Use

Historic Functions
(Enter categories from instructions.)

DOMESTIC: institutional housing: orphanage

Current Functions
(Enter categories from instructions.)

GOVERNMENT: government office

DOMESTIC: multiple dwelling

DOMESTIC: single dwelling

7. Description

Architectural Classification
(Enter categories from instructions.)

Late Victorian: Romanesque

Late 19th & 20th C. American Movements: Craftsman

Late 19th & 20th C. Revivals: Classical Revival

Materials
(Enter categories from instructions.)

foundation: concrete, stone

walls: brick

roof: asphalt, slate

other:

Narrative Description

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

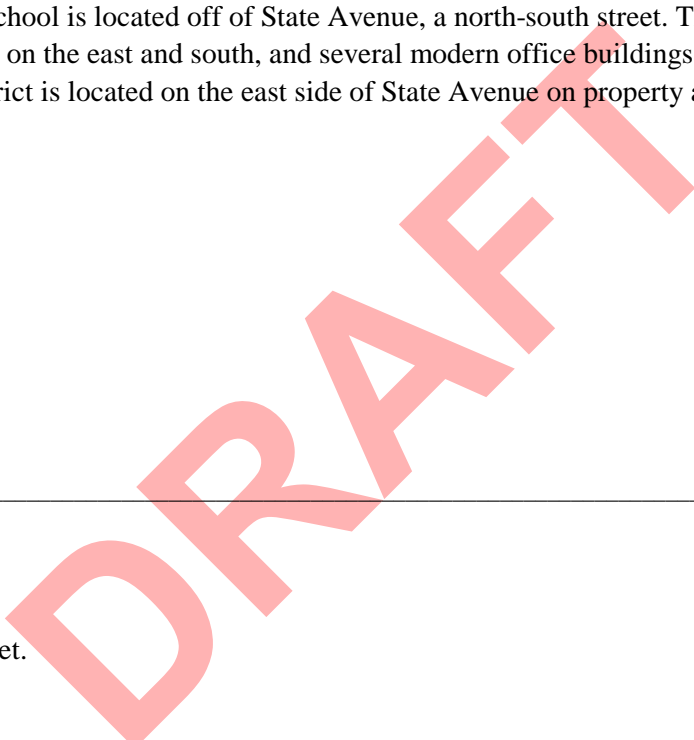
Summary Paragraph

The Minnesota State Public School for Dependent and Neglected Children Historic District is located in Owatonna, Minnesota, a city of 24,000 people in south-central Minnesota. Situated on a terrace about one-half mile west of the Straight River, the district comprises thirty-two properties, most located within a city-owned property known as West Hills. Within its forty-two acres, the historic district encompasses the buildings and grounds that constitute the core educational mission of the institution. These properties represent the State School’s remaining concentration of intact historic structures. They include seventeen contributing buildings, one contributing structure, and one contributing site. Within the district, there are twelve noncontributing buildings and one noncontributing structure. The Administration Building was listed on the National Register of Historic Places in 1975.

The main entrance to the School is located off of State Avenue, a north-south street. The historic district is surrounded by a residential neighborhood on the east and south, and several modern office buildings on the north side of Florence Avenue. A portion of the district is located on the east side of State Avenue on property acquired by the State School between 1910 and 1919.

Narrative Description

See attached continuation sheet.



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.

Areas of Significance

(Enter categories from instructions.)

SOCIAL HISTORY

Period of Significance

1886-1947

Significant Dates

1886

Significant Person

(Complete only if Criterion B is marked above.)

Merrill, Galen A.

Cultural Affiliation

N/A

Architect/Builder

Dunnell, Warren (architect)

Johnston Sr., Clarence H. (architect)

See continuation sheet.

Criteria Considerations

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

Property is:

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

Period of Significance (justification)

The period of significance extends from the opening of the State Public School in 1886 until its closing in 1947.

Criteria Considerations (explanation, if necessary)

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The Minnesota State Public School for Dependent and Neglected Children Historic District is eligible for the National Register of Historic Places under Criterion A, significance to the broad patterns of our history, in the area of Social History. The Minnesota State School was one of the major post-Civil War public institutions for orphans and other dependent children, playing a central role in the development of child welfare policies in the country.

In the mid-nineteenth century, dependent children were most often placed in poorhouses or small, privately sponsored orphanages. Concern for the welfare of the child, who were subjected to the poor conditions of the almshouse and exposed to adults who were charged with criminal acts, inspired a national discussion about “child-saving” and the best means to care for wards of the state. This led directly to the state legislation that established the State School in 1885. When it opened the following year, it was considered a state-of-the-art facility. Throughout the sixty-one years of its existence, the school stood as a primary example of a model that emphasized the removal of a child from conditions of neglect and abuse, the improvement of that child through discipline, education, and proper hygiene, followed by the prompt “placing out” of the young ward into a private home.

The Minnesota State School of Dependent and Neglected Children operated from 1886-1947. Today the campus is one of the most intact examples of this property type standing in the United States, and is significant on a national level.

The period of significance begins in 1886, the year the institution opened, and ends at its closing in 1947. At that time, all State Public School lands, buildings, property, and funds were transferred to the newly established Owatonna State School, which provided academic and vocational training for the mentally handicapped.

The district is also eligible under Criterion B, due to its long association with Galen A. Merrill, superintendent from 1886 until his death in 1934. For nearly half a century, Merrill played a central role in the national discussion of child welfare policy through his involvement in the National Conference on Social Welfare, National Conference of Charities and Correction, the pivotal 1909 White House Conference on the Care of Dependent Children, and the pioneering Minnesota Child Welfare laws enacted during the Progressive era.

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

See attached continuation sheet.

Developmental history/additional historic context information (if appropriate)

See attached continuation sheet.

9. Major Bibliographical References

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

See attached continuation sheet.

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): _____

10. Geographical Data

Acreage of Property Approximately 42 acres
(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>15</u>	<u>480649</u>	<u>4882067</u>	3	<u>15</u>	<u>481080</u>	<u>4881650</u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>15</u>	<u>480733</u>	<u>4881667</u>	4	<u>15</u>	<u>481157</u>	<u>4881980</u>
	Zone	Easting	Northing		Zone	Easting	Northing

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

See attached continuation sheet.

Boundary Justification (Explain why the boundaries were selected.)

See attached continuation sheet.

11. Form Prepared By

name/title Daniel J. Hoisington
organization _____ date _____
street & number P. O. Box 13790 telephone 651-415-1034
city or town Roseville state MN zip code 55113
e-mail preservation@edinborough.com

Additional Documentation

Submit the following items with the completed form:

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

Photographs:

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

See attached continuation sheet.

Property Owner:

(Complete this item at the request of the SHPO or FPO.)

name _____
street & number _____ telephone _____
city or town _____ state _____ zip code _____

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).
Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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National Register of Historic Places Continuation Sheet

Name of Property: Minnesota State Public School
for Dependent and Neglected Children

County and State: Steele County, MN

Section number: 7 page: 1

Name of Multiple Property Listing (If applicable)

SECTION 7: NARRATIVE DESCRIPTION

The Minnesota Public School for Dependent and Neglected Children Historic District is located in Owatonna, Minnesota, a city of 24,000 people in south-central Minnesota. Located on a terrace about one-half mile west of the Straight River, the district comprises thirty-two properties, most located within a city-owned property known as West Hills. The historic district encompasses forty-two acres.

The Historic District encompasses the buildings and landscape that constitute the core mission of the institution, and represent the State School's remaining concentration of intact historic resources. They include seventeen contributing buildings, one contributing structure, and one contributing site. Within the district, there are twelve noncontributing buildings and one noncontributing structure. The Administration Building was listed on the National Register of Historic Places in 1975.

The main entrance to the School is located off of State Avenue, a north-south street, on the west side of Owatonna. The historic district is surrounded by a residential neighborhood on the east and south, and several modern office buildings on the north side of Florence Avenue. A portion of the district is located on the east side of State Avenue on property acquired by the State School between 1910 and 1919. This was sold into private hands in 1973.

Originally housed on 160 acres, the grounds grew to 329 acres by 1937, with forty-two acres for the campus and 287 acres for cultivation. The original fields, orchards, and pastures have been altered through the construction of new city and county offices, an interstate state highway, and other structures. The farm buildings, located to the west of the main campus, were demolished after 1973 when the city acquired the property.

Most buildings reflect the refined neoclassicism of the campus's principal architect, Clarence H. Johnston Sr., who served as state architect for more than thirty years. They are constructed of brick, offering both solidity to the school's public image and safety in its use of fire-resistant materials.

The district retains a high degree of integrity in regards to location, design, setting, materials, workmanship, feeling and association.

(See accompanying maps entitled "Sketch Map and Site Boundaries, State School Historic District, Owatonna, Minnesota.")

Circulation

The site retains much of its original circulation pattern. A newspaper correspondent recorded his visit to the campus in 1894:

A drive of a mile or more from the station, through the pretty streets of Owatonna, brings one to the imposing group of buildings that constitute the institution. Situated irregularly on an eminence overlooking

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the beautiful river valley, the city beyond, and the farming country around, with well-kept grounds, smooth, graveled roads and neat walks, the institution presents a handsome and attractive appearance and impresses one as being peculiarly fortunate in the beauty and advantages of its location.¹

Although housing tracts now fill the former farm land on the east, the feeling remains much the same today as one first sees the Administration Building from State Avenue, on a hillock above the street with a well-kept, wooded approach to the main entrance.

Although no known correspondence gives the details of who made site decisions in 1886, given later patterns, it was likely collaboration between the architect, Warren Dunnell, and the school superintendent, Galen Merrill. The State Public School hired Ole Peterson, a landscape contractor from Faribault. The initial circulation pattern originated from the Michigan State School, the primary model for the Owatonna campus. This meant a central administration building, with a series of "cottages" surrounding it, then a farm complex removed from the main campus. It is approached via a double-entrance road from the west.

The patterns were recorded in drawings completed in 1914 by the landscape architects Morell and Nichols. By that year, the firm had worked with Clarence H. Johnston Sr. to revise circulation patterns and recommend the siting of new buildings, notably the gymnasium and Cottage #8. Today the street patterns within the historic district reflect that plan with two major alterations. First, there is now an "inner" loop (Gardenview) that circles the Administration Building. This includes several parking lots. Second, when the City of Owatonna acquired the property, a major access road, Florence Avenue, was constructed on the north and west sides of the property, but south of the railroad tracks.

Vegetation

The 1914 plan depicted trees and shrubs that would formalize the landscape, delineate campus boundaries, define open spaces, and provide shelter and shade. Today the historic district retains some plantings that date from the implementation of the 1914 plan. They include boulevard trees, windbreaks, and some deciduous and coniferous trees at the edges of open spaces and around buildings.

Much of the current vegetation within the historic district is the result of post-1974 plantings by City of Owatonna. These plantings include trees (mostly deciduous) that replace those lost to Dutch Elm Disease and were planted to surround campus buildings; deciduous shrubs, hostas, and perennial flowers that were planted along the foundations of buildings; and ornamental flower beds. A rock garden, located northeast of the Main Administration Building, is a reconstruction of a similar garden constructed in 1930. Although the original was graded over in the 1960s, the present configuration was completed in 2004.

¹ *Owatonna Journal*, 28 December 1894.

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Buildings and Structures

The historic district includes one building that dates from the earliest years of the school (1886), sixteen buildings constructed between 1913 and 1947, and four buildings erected between 1947 and 1970, when the Owatonna State School (a post-WWII school that took over the property) was in operation. Seven buildings, all noncontributing except one, are garages.

The historic district also includes several benches, artwork, light poles, refuse containers, retaining walls, and sections of fencing that postdate the State Public School and are not individually enumerated in this nomination.

Since the Minnesota State School closed in 1945, six principal, non-farm buildings have been removed from within the boundary of the historic district — the Superintendent's House, four cottages, and the Children's Nursery. One principal State Public School building was located outside the boundary of the historic district, the Head Farmer's Cottage at 446 Sylvan Street. It was not included in the district for two reasons. First, it had been moved from its original location in 1914, then moved again in 1971 to a lot that is not contiguous with the rest of the district.

Clarence H. Johnston, Sr. designed most of the contributing buildings in the historic district. Johnston, a prominent Minnesota architect, was serving a thirty-year tenure as State Architect. Some of Johnston's Owatonna buildings are similar to buildings that he designed on other University of Minnesota campuses. The Johnston-designed buildings on the State School campus share a number of design characteristics that give the historic district a degree of architectural cohesion. Most were inspired by the Classical Revival and Craftsman styles, although the gymnasium shows the influence of the Romanesque Revival.

Johnston's buildings are not ostentatious, but instead have an architectural simplicity that was compatible with the school's public funding. This design sensibility was common to many public land-grant colleges and to public agricultural, science, and engineering schools. While Johnston's buildings are somewhat utilitarian, they are also non-institutional and domestic in quality, giving the campus a sheltering, residential character.

All of the Johnston-designed buildings are faced with warm, medium brown brick from the Twin City Brick Company. Johnston added texture to the brick facades through decorative brick patterning that emphasizes the buildings' windows, entrances, and roof lines. Most buildings are trimmed with buff-colored stone that was quarried along the Minnesota River near Kasota and Mankato. Johnston used the stone for sills, belt courses, and entrance surrounds on the major buildings. All of the Johnston-designed buildings except the Gymnasium have hipped roofs with gable- or hip-roofed dormers. The use of sunporches was another common thread, seen, as they were, as a boon to the promotion of good health for the young wards.

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Name of Multiple Property Listing (If applicable)

1. Historic Name: Administration Building

Current Name: City Administration Building

Address: 540 West Hills Circle

Date of Construction: 1886, 1904, 1914, 1925

Architect: William Dunning, Clarence H. Johnston Sr. (1904 reconstruction, 1914 addition, 1925 addition)

Resource: contributing

The Administration Building is located on the west side of a wooded lawn, sloping up from State Avenue. The imposing three-story central block has a prominent gabled entry and a peak tower. North and south wings, each two-and-a-half stories high, are linked with loggia. To the west (rear), there was a one-story ell used for the dining room, with a kitchen and food storage rooms in the basement. Two one-story additions extended the west wing, first in 1914, and again in 1925.

The building is constructed of brick masonry exterior walls with Kasota limestone embellishments in the form of engaged pilasters, finials, and free-standing columns forming loggia at the flanking wings. The architecture is derivative of Romanesque, as expressed by compound arched elements on the east facade and an engaged circular tower with a flared conical-shaped roof. There is also a prominent four-story square tower off the rear of this main block. Verticality is emphasized by the use of stone corner pillars on the main entry block with tall arched windows ornamented with Kasota stone.

Walls are broken with various forms of brickwork, stone and terra cotta tiles, and fenestration. Generally, throughout, the second floor has full arched windows with triple-rowed soldier brick lintels, while the first floor mixes rectangular forms and segmental arched window openings. The side gabled roof has two stone-parapeted dormers with twin window openings and heavy stone lintels.

Two wings, on the north and south, are both roughly 35 x 60 feet. While not matching, they feature a front gabled roof with gabled dormers on the outward slopes.

The west wing is one-story with a raised basement. It features a hipped roof with a lower hipped extension north and south and a gabled ell with an arched window. The primary ground level entrance is a single door entry on the south elevation, but there are several additional entrances. A substantial brick chimney is also found on this wall. This wing, built in increments, is visually unified by the use of a Kasota stone course just above the basement windows, plus a stone watertable.

The first addition to the rear was constructed in 1914. It extend the dining room to the west by 34 feet, with a kitchen, store room, and dishwashing room on the lower level. The interior of the dining room was finished with quarry tile floor and wood wainscoting.

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Name of Multiple Property Listing (If applicable)

The second major addition was constructed in 1925, again designed by Clarence H. Johnston Sr. (Contract #3037). It measured 86 feet long and 60 feet wide, with face brick, a slate roof, and stone coping. The ground floor, at the time of construction, included storage, a bakery, and ice maker room, and food storage rooms.

Historical Background

The Administration Building is the first State School building, opened in 1887. In August 1885, The state hired Warren Dunnell as architect for the initial school complex, consisting of three cottages. In 1887, four more buildings were added: Cottages #4 and #9, a granary, and the main administration building, used for offices, living quarters, kitchen, and dining room. The contract was let to low bidders John Hammel and Silas Anderson of Owatonna.

When first occupied, the first floor was used for the Superintendent's Office, dining rooms, and public reception rooms. On the second floor, a visitor would find the Superintendent's living quarters, sleeping quarters for employees, linen storage, and a sewing room. The third floor held additional private residential rooms for employees.

Within a few years, the school expanded the Main Building, with a wing added to the south in 1891, and to the north in 1892. In its early years, the south wing was a distinct "cottage" for young boys, while the north wing held a chapel/ auditorium. It was, boasted the local newspaper, "the most beautiful plant for the care and maintenance of children in the West." Both additions were designed by Warren Dunnell.²

On January 29, 1904, a fire severely damaged the central section and the north wing of the building, requiring a complete reconstruction of the interior and roof necessary. The south wing of the building remained intact. Within days, steps were taken to rebuild. For the reconstruction, the board of control turned to the state architect, Clarence H. Johnston Sr. As described at the time:

The general outlines of the building will be the same as before, but a few changes will be made in the arrangement of rooms. The tower will not be so high as before and the interior furnishings will be fireproof instead of wood. The joists will be steel and the arches will be tile. The old walls of the building will be used.³

Johnston also made a major change to the roofline, shifting from a steeply pitched hipped roof to gabled design. J. M. Leck of Minneapolis was the contractor, completing the work by the fall of 1904.

A decade later, in 1914, Johnston designed an addition to the main children's dining room, measuring roughly 33 by 35 feet. Because it would be a frequently used, and often seen room, the interior detailing was above the norm, with a quarry tile floor and wood wainscoting. The basement include a storage room.

² *Owatonna Journal*, 9 October 1891.

³ *Owatonna Chronicle*, 22 March 1904.

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Name of Multiple Property Listing (If applicable)

Eleven years later, another addition was constructed off the rear, again, designed by Johnston. The space included an expanded kitchen, plus small dining rooms for employees and officers. On the lower basement level, there was a large bakery with ovens, plus food and ice storage. Overall, it measured 86 feet in length and 60 feet in width. The basement served as a coal storage area.

A student who entered in 1937, described the building:

Its main floor held separate dining rooms for boys, girls, and staff, and also a kitchen, offices, and a reception room. The basement below . . . housed a barber shop, a bakery, a butcher shop, walk-in freezers, a shoe repair shop, and a room where milk was pasteurized. The second floor accommodated supplies and equipment used by the school's seamstresses.⁴

A 1956 property survey showed that room used had remained generally unchanged over twenty years. It also noted the presence of twenty-four employee sleeping rooms in the upper floors.

The Administration Building was listed on the National Register of Historic Places in 1975. It is currently used for city offices as well as a museum that preserves and interprets the history of the State Public School

2. Historic Name: Cottage #8

Current Name: Velve Hall

Address: 565 Dunnell Drive

Date of Construction: 1914

Architect: Clarence H. Johnston Sr.

Resource: contributing

Velve Hall, which was known for its first years as Cottage #8, is located on the west side of the central loop. It is a rectangular form, two-story building with a low, horizontal emphasis with Colonial Revival influences. Its general dimensions are 33 feet by 88 feet. The primary entrance faces west. This main facade, facing Dunnell Drive, has a two-story centered front gable entrance bay with a modillioned wood cornice, a Palladian window on the second floor, and a colonial revival style entry with sidelights (no fanlight) and dentil work in the molding.

The building has a reinforced concrete structural system and a raised basement with Kasota limestone watertable. It is faced with medium-brown, stretcher-bonded brick with buff-colored Kasota trim. The building's hipped roof has asphalt shingles and wide overhanging eaves, with two low shed-roof dormers. There is a large metal ventilator on the east slope of the roof. There is a wide brick chimney on the east wall.

⁴ Donna Scott Norling, *Patty's Journey: From Orphanage to Adoption and Reunion* (Minneapolis: University of Minnesota Press, 1996), 46.

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Name of Multiple Property Listing (If applicable)

In keeping with the interest in fresh air and good ventilation, there is a one-story, wood, enclosed sunporch on the east side of the building, roughly 15 feet deep by 24 feet wide. Originally open and screened, the porch was enclosed in 1957. The first and second floors are divided by a simple brick course. The irregularly placed rectangular window openings have header-bonded brick spandrels and Kasota stone sills. Windows are 6/1 with brown aluminum storm windows.

Two metal-clad stair towers are located at the north and south sides of the building.

Historical Background

This building was designed by Clarence H. Johnston Sr. and built in 1914 at a cost of \$30,000. It was intended for use as a dormitory building for industrial students.⁵

A special emphasis was placed on vocational training, with classes in domestic science, engineering, and agriculture. Galen Merrill, as always closely involved in all aspects of the school, provided a clear description to the architect:

Concerning the new cottage to be built at this institution, let me first say that it should be of sufficient capacity to accommodate thirty boys. My idea is that it should be two stories high with basement; the second story to contain twenty individual and five double rooms with closets, two attendants rooms with bath between, one toilet room with stalls, one bath room with at least three baths, one clothes room with lockers, and one linen room: the first-story to contain one large living room, two study or reading rooms, matron's sitting room and bed room with bath, one toilet room with stalls, one store room, and one coat and hat room.⁶

After its completion, Merrill went on to boast about the new dormitory to the state board of control, writing: "Home life in the institution is made attractive. For instance, in the cottage occupied by the older boys each boy has his own room, which he cares for under the direction of his matron. There is a reading and game room and a very attractive court where, before an open fire on winter evenings, the boys gather to pop corn, tell stories and converse. The younger children sleep in dormitories and have group play rooms."⁷

It was later named Velve Hall in honor of Merle Velve, third director of the State School. The building continued to be used as a boys' dormitory between 1945 and 1970 under the reorganized State School. Velve Hall retains most of its original arrangement of dormitory rooms lining both sides of

⁵ State Public School, 1914 Dormitory Johnston, C.H. Owatonna, MN blueprints, Northwest Architectural Archives, University of Minnesota.

⁶ Merrill to C. H. Johnston, 26 January 1914.

⁷ *Quarterly Conference Bulletin, Proceedings of the First State Conference of Child Welfare Boards with the Board of Control, State Capitol, St. Paul, Minnesota, May 9th and 10th, 1919.*

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central corridors on each of three floors. The sun porch was enclosed in 1957. A school study said at the time, "It is especially needed during the winter months when the boys are inside."

In 2008, the first floor has been partially rehabilitated with multipaned doors, a multipaned transom, and ornate window casings.

3. Historic Name: Cottage #11

Current Name: Henderson Hall

Address: 555 Dunnell Drive

Date of Construction: 1923

Architect: Clarence H. Johnston Sr.

Resource: contributing

Henderson Hall, which was known for its first years as Cottage #11, is located on the west side of Gardenview Lane. It is a rectangular form, two-story building with a low, horizontal emphasis with Craftsman influences. These include the wide, overhanging eaves with exposed rafter ends. Its general dimensions are 30 feet by 70 feet. The entry on the east (facing Gardenview) has a multipaned single entry door under a shallow bracketed porch with a wrought iron balustrade above.

The building has a reinforced concrete structural system and a raised basement with Kasota limestone watertable. It is faced with medium-brown, stretcher-bonded brick with buff-colored Kasota trim. The building's hipped roof has asphalt shingles (originally wood) and wide overhanging eaves, with three low shed-roof dormers on either slope. There is a wide brick chimney on the north end.

In keeping with the interest in fresh air and good ventilation, there is a one-story, wood, sunporch on the north side of the building, roughly 18 feet deep by 24 feet wide. Originally open and screened, the porch was enclosed in the 1950s.

The first and second floors are divided by a simple brick course. The rectangular window openings have soldier-bonded brick lintels and Kasota stone sills. Windows are 6/1 with brown aluminum storm windows. On the northwest wall, windows are paired, with a central entry on the ground floor with a bracketed hood, and grouped windows above. On the southeast elevation, the windows on the ends are paired, while the other five are evenly spaced. A simple raised stretcher stringcourse separates the first and second floor.

A metal-clad stair tower is located at the south side of the building. There is an additional metal stair on the north side, extending over the sunporch, with a second story single entry door.

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Historical Background

Cottage #11, designed by Clarence H. Johnston (Order #2916), was completed in 1924 at a cost of \$31,000. The average length of stay was increasing in the early 1920s, while a change in state law gave more leeway to county boards to send children to the state school. Charles Pillsbury was the engineer.⁸

The building was later named Henderson Hall, after C. M. Henderson, director of the Owatonna State School during the 1950s. Former state school resident Harvey Ronglien, who lived in the cottage for eight years, reflected: "Our ages ranged from six to fourteen and normally thirty to thirty-five of us lived together side by side."

After the orphanage was phased out in 1945, Cottage #11 continued to house children in the Owatonna State School. A 1956 property survey listed room usage to include a living room with an adjoining screened porch, single bedrooms, plus a twelve-bed dormitory room, and an unfinished basement.

After the State of Minnesota closed the institution in 1970, the building stood empty until 1974 when the city of Owatonna purchased the campus area. Over the next thirty years the city rented the building for various purposes and in 2004, the City of Owatonna turned over Henderson Hall over to the Orphanage Museum for restoration and interpretation of the history of the institution.

4. Historic Name: Adair Hospital

Current Name: West Hills Lodge

Address: 545 Florence Avenue

Date of Construction: 1922

Architect: Clarence H. Johnston Sr.

Resource: contributing

The Adair Hospital, designed by Clarence H. Johnston Sr., was completed in 1922. Located on the northern side of the Gardenview Lane, it is a two-story building with boxlike massing and a raised basement. Unlike the dormitories, the hospital has a moderately-pitched side-gabled roof (rather than hipped), which is sheathed in asphalt shingles. In addition, stucco is used for the exterior rather than the brick found in the other Johnston buildings. The eaves are shallow, with wood molding and carved modillions.

The building's primary facade faces south. The look is influenced by Colonial Revival style, with a central entry and symmetrically placed windows. These are generally 6-over-1. The entry is a single door with a broken pediment with Doric half-columns on both sides and a raised hood capping the well-executed wood door surround.

⁸ *Owatonna Chronicle*, 25 August 1923.

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On the east and west elevations, there are a two-story sunporches, originally glass enclosed, but now with walls. These continue the Colonial Revival stylistic elements, including modillions along the cornice and Doric pilasters. The second floor can be accessed on either side via metal fire escape stairs.

To the north, the landscape slopes down, providing entry level access to the basement. There is a single door central entry on the ground floor through a one-story front gabled addition. There are additional metal single entry doors into the basement of the two sunporches.

Historical Background

Following the outbreak of the great influenza pandemic of 1918, which affected 175 students, leaving three dead, Galen Merrill pressed for an improved hospital for the State School. The building included twelve patient rooms, treatment rooms, and operating room, support facilities, and a dental office. It was named the Adair Hospital after Dr. J. H. Adair, the school's primary physician between 1896 and 1922.

The hospital provided routine care and served as a place to isolate sick children from cottage life, tempering the spread of viruses. A 1930 reported, written by school physician A. B. Stewart, noted:

Children at the state school are given care at the hospital for the slightest bruise or cut, and are often put in bed from one to two days with ailments that the average mother thinks nothing of. . . . The hospital is equipped with one of the most modern operating rooms available. This year it has been used only for tonsillectomy patients. Violet ray machines and other necessary equipment is constantly on hand. A dentist [visits] the state school every month. The rooms are in excellent condition and adequate sun porch space is available.⁹

In addition to the care of its wards, the hospital offered an instructional outlet, as stated: "A course of instruction in nursing is given for the benefit of older girls who desire to follow nursing as a profession, supplemented by actual experience in the nursery and in the hospital."¹⁰

A 1956 property survey recorded the following rooms: twelve patient rooms (forty-nine beds), a dental office, treatment rooms, operating room, as well as rooms for drugs, x-ray development, food service, a kitchen, storage, and three employee rooms.

The building is currently used as West Hills Lodge, a drug or alcohol rehabilitation center with a primary focus on substance abuse treatment.

⁹ *Owatonna People's Press*, 10 August 1930.

¹⁰ *Owatonna People's Press*, 3 December 1915. Records show, however, that only a handful ever entered nursing in their adult years.

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5. Historic Name: Power Plant

Current Name: Power Plant

Date of Construction: 1915, 1936

Architect: Clarence H. Johnston Sr.

Resource: contributing

The power plant is a one-story building in a rectangular plan with a shallow front gabled roof — forty-eight feet across the front and eighty-three feet in depth. Although a service/ utility building, Johnston incorporated some fine detailing with his use of ornamental brickwork. The building has a reinforced concrete structural system with a brick exterior. There is a full basement. The roof is sheathed with tar and gravel.

The primary facade has a central roll-up metal door with two large multipane windows on either side with removable mullions. Windows have Kasota stone sills. A metal single entry door is found on the right. The brick work is varied on this facade, with a Kasota dripstone, and a header row just below that, decorated with diamond-shaped tile insets. Above the doorway and windows, there is a double brick stringcourse sandwiching a row of soldier bricks. The dripstone and the double course continue on the east side of the building. Here, there are three multipane windows with stone sills. This is roughly paralleled on the west side of the building, except that a large cylindrical metal tower is located on the southwest corner. This side also has a concrete pad extending roughly ten feet from the building. The rear is sheathed in sheet metal.

Historical Background

This building, designed by Clarence H. Johnston Sr., was constructed 1915 at a cost of \$50,000. The primary contractor was William O'Neil and Son. A local newspaper noted, "This improvement is needed badly as the old plant has become worn out and inadequate to the demands made upon it."¹¹

Explaining the importance of a modern plant, Hans J. Meyer, who worked for the engineering firm of Charles Pillsbury, told the state board of control:

The power plant, the heart of the system, is a most important feature in institutional planning. The location should be such that a sidetrack can be built so that coal delivery cost will be minimized, and as close to the center of the institution as architectural consideration will permit to minimize the distance of steam, hot water and electric transmission, and far enough away so that the attendant noise will not be objectionable. A location at a low point is desirable, but not of paramount importance. The power plant should contain all apparatus using steam as a motive power, and electricity should be used in the institutional buildings proper where power applications are required. An electric motor is a much more simple and stable piece of apparatus than a steam engine; electricity is more easily conveyed than steam,

¹¹ *Owatonna Peoples Press*, 7 May 1915.

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and electrical apparatus requires less attention. For institutional work, we have adopted the slogan, "Do it electrically."

The school was connected by a series of underground tunnels, used for heat and electrical lines. The *Owatonna Journal Chronicle* reported, "The tunnels will provide means of materially improving the heating system at the school and are estimated to cost about \$8,250. The tunnels for the power and heating plant will connect the power plant proper with the hospital, the last new cottage built, the new receiving cottage, and the school building."¹²

In 1936, a new 150-kw generator was installed, requiring an addition. This was designed by Larsen and McLaren.¹³ A 1956 property survey included the following rooms: chief engineer's office, engine room, boiler room, salt storage, pump room,

6. Historic Name: Laundry

Current Name: Carpenter Shop

Date of Construction: 1920, 1936

Architect: Clarence H. Johnston Sr.

Resource: contributing

The Laundry is roughly thirty-one feet square. The building has a reinforced concrete structural system and a raised basement with concrete foundation. The roof is flat with a composition sheathing and tile coping. The primary entry extends around six feet from the main block, with a double-entry metal door with spandrel panel above. It is flanked by two large windows with removable mullions.

It is faced with medium-brown, stretcher-bonded brick with buff-colored Kasota trim. The primary facade, facing south, is sympathetic with the earlier power house on the east. Brickwork includes use of a raised stretcher course every sixth row, plus the use of soldier-bond brick around windows and a course above the windows and main entry. The upper wall is finished with two diamond-shaped, turquoise-colored insets on the sides, a row of header brick, a rowlock, and a raised tile cornice line.

The other three sides, although less elaborately finished, continue the general stylistic elements. The facades have three bays on the east and west with brick pilasters as divisions, with fixed plate windows with a single awning paned window set within.

Historical Background

Designed by Clarence H. Johnston Sr., the Laundry building was constructed in 1920 at a cost of \$33,000. This was part of an expansion of the campus following World War I, bringing the laundry out of the Main Administration building into its own facility. A 1934 property list also refers to it as the

¹² "To Start New Building at State School Soon," *Owatonna Journal Chronicle*, 9 August 1929.

¹³ *Biennial Report*, 1936

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“Laundry and Engineer’s Shop”. Interior alterations in 1936 arranged space for the installation of dry cleaning equipment. In addition, a tunnel was built to connect with the basement of the power house, providing work space.

Following acquisition by the city in 1974, the building was converted to a maintenance/carpenters’ shop.

7. Historic Name: garage

Date of Construction: 1965 ca.

Architect: unknown

Resource: noncontributing

The building, located east of the power plant, is a one-story, saltbox-type roof (slanted, irregular pitch) garage of balloon-frame construction, clapboard siding, and concrete floor. The roof is sheathed in asphalt shingles. There are five garage bays on the west side, each with roll-up wood doors. The garage has a single entry door on the south side and a single 1/1 double sash window.

Historical Background

The building was constructed between 1964 and 1970, after the period of significance, and is not a contributing resource.

8. Historic Name: garage

Date of Construction: 1965 ca.

Architect: unknown

Resource: noncontributing

The building, located north of the power plant, is a one-story, saltbox-type roof (slanted, irregular pitch) garage of balloon-frame construction, clapboard siding, and concrete floor. The roof is sheathed in asphalt shingles. There are ten garage bays on the south side, each with roll-up wood doors.

Historical Background

By the 1930s, there was a ten-car garage near this location, used for storage of staff automobiles. By the 1950s, it had seriously deteriorated and was recommended for demolition, which took place around 1965. The current garage was constructed between 1964 and 1970, after the period of significance, and is not a contributing resource.

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9. Historic Name: Southern Minnesota Initiative Foundation

Current Name: Southern Minnesota Initiative Foundation

Address: 525 Florence Avenue

Date of Construction: 1999

Architect: Paulsen Architects

Resource: noncontributing

The building is a one-story building with a full basement. It is of wood-frame and masonry construction. Situated on the south side of Florence Avenue, it has a basically rectangular plan, oriented with the main entrance on the west side. The primary roof, sheathed in asphalt shingle, is a long sloping hipped style, with lower hipped extensions flanking the main entry canopy. This is the most striking element, with its segmental arch, keystone, and rusticated stone columns. Prairie style fixed windows are enhanced with a lintel course and belt course of buff-colored stone, blended with a soldier course. The building features private offices, an open office area, large meeting/conference room with seating for fifty people, smaller conference rooms, reception/waiting area and break room with kitchenette.

Historical Background

Southern Minnesota Initiative Foundation is one of six Minnesota regional foundations established by the Minneapolis-based McKnight Foundation in 1986. Designed by the Mankato firm, Paulsen Architects, it was completed in 1999. The building was constructed after the period of significance and is not a contributing resource.

10. Historic Name: Alano Society of Owatonna

Current Name: Alano Society of Owatonna

Address: 605 Florence Avenue

Date of Construction: 1997

Architect: unknown

Resource: noncontributing

The Owatonna Alano building is a one-story office building, located on the south side of Florence Avenue and north of the main campus. The plan is rectangular, set parallel to the street. The exterior is stucco, with a light brown brick facing below the windows. The roof is a gabled with a pent on either end, and sheathed in asphalt. Enclosed eaves have three-stepped fascia bands. Sliding windows are placed across the main floor. The primary entry faces north, under an open hipped portico, with a single entry door.

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Historical Background

The Alano Society of Owatonna inc. (Al-anon, Alcoholics Anonymous, Al-ateen, Al-atot) exists as a community resource. It provides a facility and materials to families who are affected by the effects of alcoholism. It was incorporated as a nonprofit organization in December 1996. Built after the period of significance, it is not a contributing resource to the historic district.

11. Historic Name: Merrill Hall

Current Name: Steele County Annex

Address: 635 Florence Avenue

Date of Construction: 1959

Architect: Patch and Erickson

Resource: noncontributing

This one-story building was the last major construction project on the State School property, prior to its acquisition by the City of Owatonna. It is located on the south and east of Florence Avenue, set apart from the central core campus. The building reflects the low, horizontal profile that became popular in the 1950s. There is a main rectangular block, roughly east-west in orientation, with wings on either end, extending north-south. The construction is concrete block with a medium-brown brick facing with an insulated steel roof. The low-pitched gabled roof is sheathed with tar-and-gravel, with wide fascia and enclosed eaves. Windows include fixed plate glass and casement types, with aluminum frame and spandrel panels above the windows. Window spaces are recessed from the primary exterior wall. The primary entry faces south, extending from the main block, with wide, fixed plate windows, wood panels, and a recessed single entry door. The main entry is echoed on the west end with a gabled block, recessed doorway, and three grouped fixed plate windows.

Historical Background

The building, opened in 1959, was originally used as a boys' dormitory at a cost of \$239,000. Designed by the architectural firm of Patch and Erickson, the general contractor was built by Droher Construction Company of St. Paul. When opened the dormitory had beds for fifty-two young men. It was named after Galen A. Merrill, longtime superintendent of the Minnesota State Public School.¹⁴

After the City of Owatonna acquired the property in 1974, Steele County leased the space to use for office and record storage. Built after the period of significance, it is not a contributing building to the historic district.

¹⁴ "Lets Contract at State School," *Owatonna Peoples Press*, 20 March 1958.

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12. Historic Name: School
Current Name: Merrill Hall
Address: 560 Dunnell Drive
Date of Construction: 1934
Architect: Larsen and McLaren
Resource: contributing

The school building is a two-story structure laid out in a t-plan, roughly 175 feet by 108 feet. It is located on the west side of Dunnell Drive, just north of the Gymnasium. The building has a reinforced concrete structural system and a raised basement with Kasota limestone watertable. It is faced with medium-brown, English-bond brick. The building's hipped roof has asphalt shingles. The east façade is symmetrically balanced with a central gabled entry and regularly placed windows. The windows, 9/9 with double-sash, are generally paired, but lack the typical Kasota stone sills – here, a header row of brick suffices. The upper wall, with a very shallow eave, is ornamented with fancy brickwork.

The main entry is the primary design element, with a recessed arched doorway surrounded by Kasota stone Corinthian half-columns, terminating in a gabled raised hood. The front gable end has corbelled arches and a circular stone inset with a carved “33” displayed. Basket weave brickwork and a carved stone inset highlight the overdoor space above double glass doors.

On the west elevation, the fenestration reflects the front of the building, with paired windows with 9/9 glazing. Photographs taken in 1974 show a different configuration, with 6/9 panes. The auditorium wing, however, does not have windows, but is highlighted with patterned brickwork.

On the interior, there are fourteen classrooms and a 600-seat auditorium on the main level.

Historical Background

The school building, opened in 1934, was designed by the Minneapolis architectural firm of A. O. Larsen and McLaren, and constructed at a cost of \$100,000. When it was built, the average length of stay was increasing, so more demands were placed on regular school classes. “The present school building is grossly overtaxed,” the State Board of Control noted in early 1933.¹⁵

Work began in July 1933, with C. H. Peterson & Company of Minneapolis acting as general contractor. When it was completed, the annual report stated: “The new schoolhouse which was completed and occupied last March with twelve attractive schoolrooms, a beautiful library room, commodious auditorium, domestic economy and manual training equipment, affords excellent accommodations for the many school activities.”¹⁶

¹⁵ “State Institution Will Get School Structure,” *Journal Chronicle*, 9 April, 30 June 1933.

¹⁶ *Biennial Report*, 1934, 4.

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Student Harvey Ronglien remembered: “We had self-contained classrooms, and one teacher taught all subjects. Our new school contained an auditorium where we put on plays and had lyceums, which were educational programs. At Christmas time and each spring, we put on an operetta and invited the community to attend. We also used the auditorium for Sunday church services, funerals, and Wednesday night movies.” With the new space, upper level curriculum was changed to reflect trends in education. The upper levels were split into Junior High (grades seven through nine) and Senior High divisions.¹⁷

The building remained in use as a school during the years between 1945 and 1970 when the property was the Minnesota State School. A 1956 property survey recorded that the interior rooms included the auditorium, a library, the principal’s office, twelve academic classrooms, five shops for boys, three home economics classrooms, and one storage room.

When the property was acquired by the city of Owatonna, it was given the name of the Merrill Building, a designation previously given to a dormitory now used as the Steele County Annex (#11). It now houses the Owatonna Little Theater and Wee Pals Pre School and Child Development Center.

The interior features a mural completed in 1938 by Marion Ibling as part of the Works Progress Administration’s Federal Art Project. Ibling (1895-1985) was a painter, designer, graphic artist, and teacher who worked with the program from 1935 until it ended in 1943. Ibling frequently exhibited at the Minnesota State Fair and the Minneapolis Institute of Arts. She completed four other murals for the WPA, including Lincoln High School, Stillwater; Children’s Hospital, Minneapolis; Galtier School, St. Paul; and the USO Men’s Center, St. Paul.¹⁸

13. Historic Name: Gymnasium

Current Name: Adermann Gymnasium

Address: 502 Dunnell Drive

Date of Construction: 1914

Architect: Clarence H. Johnston Sr.

Resource: contributing

The Gymnasium was completed in 1914, designed by Clarence H. Johnston Sr. Stylistically, this is quite different than other Johnston-designed buildings on campus, reflecting a Romanesque look. This two-story building has an L floor plan, eighty-eight feet across the main facade with the extending eighty-eight feet to the west. The main block is two stories, running east-west, with a one story gabled wing to the south. The building has a reinforced concrete structural system. It is faced with medium-brown, laid in

¹⁷ Harvey Ronglien, *A Boy from C-11: Case #9164* (Owatonna: Graham Megyeri Books, 2006), 37.

¹⁸ Thomas O’Sullivan, “A Job and a Movement: The WPA Federal Art Project in Minnesota,” *Minnesota History* 184-195 ; Robert L. Crump, *Minnesota Prints and Printmakers, 1900-1945* (Saint Paul: Minnesota Historical Society Press, 2009), 112.

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English bond. It has buff-colored Kasota limestone trim that forms belt courses, entrance surrounds, stone shields, and other detailing. The gabled roof was originally sheathed in slate.

The primary facade faces east. The gabled entry features Kasota stone trim, including an arched transom over the double-entry doors, quoins, roundel, and Tuscan columns. Decorative brickwork enhances the effect of the Kasota trim, with rows (header/soldier/header) and a slightly raised brick course. Windows continue the motif on this facade, set recessed arches and diamond-shaped stone insets.

The north elevation is divided into five bays by brick pilasters. Eaves are open, wide, and feature exposed rafter ends. Tall rectangular multi-paned windows fill the bays. There is a Kasota stone water table (topped by a soldier course) and an additional stone course separating the basement floor with the upper walls. Windows repeat the use of Kasota stone in the sills. The west elevation – the gable end – repeats the use of Kasota stone coping and terra cotta insets along the cornice line. Two large windows, original to the design, have been filled with brick. The south wing has four bays on the east/west walls, divided by raised brick pilasters. The north wall features a wide segmentally arched window grouping, capped with a tripled header row and a Kasota stone sill.

On the interior, there is a large gym floor with basketball courts, with a running track on the upper level. On the lower level, there was a swimming pool, plus a smaller wading pool.

Historical Background

The gymnasium was completed in 1914. Galen Merrill was closely involved in its planning, working with Clarence Johnston and the landscape architects, Nichols and Morrell, to select the site. He wrote:

I am convinced that the site selected at the rear of the main building is undesirable and that a different site should be chosen. . . . My idea now is that the gymnasium should be located about where the farmers cottage is and that the cottage for industrial students to be erected next year should be located northeast of the gymnasium. I have in view the ultimate removal of the engine house and the laundry from their present sites so as to leave an open space for playgrounds between the permanent buildings already erected and the new buildings.

The progressive movement, inspired by Theodore Roosevelt's embrace of the "strenuous life" placed great emphasis on exercise. Educators believed that physical training established healthy habits and helped students prepare for future industrial occupations. Although focused primarily on young men, educators developed physical education curricula for young women so that they "could have an equal opportunity to prepare themselves physically to meet life's duties with confidence."¹⁹

¹⁹ Merrill to Johnston, 16 August 1913, Correspondence, Minnesota Historical Society; Jay B. Nash, "Physical Education," in *School Architecture: Principles and Practices* (New York: The MacMillan Company, 1921), 218.

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Galen Merrill heartily endorsed the concept, writing, "The gymnasium and bathing pool asked for would afford proper means of amusement and development of the children. It would be a most valuable aid in the discipline of the institution and a means of preventing the necessity of punishments."²⁰

The contractor was the local company, Fleisher-Rose Construction, and Charles Pillsbury was the engineer.

Over the years, the state school maintained a widely-recognized tumbling and boxing program. After the city acquired the property, the building was renovated in the late 1970 to include the installation of a sauna and a weight lifting room.

14. Historic Name: Owatonna Tennis and Fitness Center

Current Name: Owatonna Tennis and Fitness Center

Address: 502 Dunnell Drive

Date of Construction: 1980

Architect: unknown

Resource: Noncontributing

The Tennis Center is a large, one-story, metal-sided building located off the west of the Adermann Gymnasium, connected by a one-story corridor. Built at a slight downward angle, the corridor has two large diamond-shaped windows one both sides and a single entry door on the south side. It is built in a rectangular plan with a gabled metal roof. The building is generally unadorned, with only a single small window on the west gable end, with an additional single-entry door. There is a metal, single-entry door on the north wall as well. The interior is a large, open space for tennis courts.

Historical Background

During the fall of 1974 six tennis courts were constructed at a cost of approximately \$40,000, of which \$10,000 was from the Carol Marx estate, and \$25,000 from the Owatonna Foundation. The courts were constructed for the placement of a privately operated air support structure that would pay rent to the City. In 1980, through a community fund drive, a permanent tennis facility was constructed, and physically connected to the Aderman Building. Built after the period of significance, the tennis center is not a contributing property to the district.

²⁰ *Sixth Biennial Report, State Board of Control, 336.*

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15. Historic Name: Root Cellar

Current Name: Root Cellar

Date of Construction: 1895, 1922

Resource: contributing

The root cellar is located just south of the Adermann Gymnasium. Set below ground, from the east looking west, the only visible evidence of the root cellar is a mound, rising nearly eight feet, with two metal ventilators and a chain link fence. The entrance, on ground level, is located on the west side. There is a tall concrete wall with a block retaining wall on the sides. The cellar is entered through two batten wood doors to a brick and block lined space.

Historic Background

One of the central programs of the State Public School was its farm, which raised much of the food needed for the children. In 1895, a root cellar was constructed, as noted in the local newspaper: "A new root cellar is under construction. The building is 20 x 60 and will be used for storing produce." Two weeks later, there was a brief description: "The walls and arched roof of the new root cellar are nearly completed. The work is being pushed by the masons." A new greenhouse (now demolished) was constructed at the same time.²¹

From contemporary records, we know that potatoes were grown on the farm, typically harvested by older boys. In 1897, the school farm yielded 1,600 bushels. Other root vegetables included carrots, squash, turnips, and onions. "The inmates," wrote a visitor in 1905, "live in luxury." While hardly that, the school provided a generally healthy diet. It also was a place where older children were put to work. One student recalled, "Harvest time meant long days for many scrawny boys, lifting half their weight in burlap bags full of vegetables. Even more hapless were those lads assigned to clear out the root cellar, remove rotten vegetables from the dark, smelly space, and scrub it for the newly harvested crop."²²

In 1922, the root cellar was expanded, with the contract being let to F. C. Norlander of St. Paul.²³

²¹ *Owatonna Journal*, 6, 20 September 1895.

²² *Owatonna Journal*, 15 October 1897; *Evening Journal*, 9 August 1905; Donna Scott Norling, *Patty's Journey: From Orphanage to Adoption and Reunion*, 47.

²³ "State School Jobs to Total \$78,732," *Owatonna Journal Chronicle* 28 April 1922.

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16. Historic Name: Children's Cemetery

Current Name: Children's Cemetery

Date of Construction: 1891

Resource: contributing

The cemetery is located in a lightly-wooded enclosure to the west of the main campus, approached on a wood boardwalk to the east. There is a wrought metal bench near the entrance. Surrounded by a chain fence, it holds the graves of 197 children who died while in the care of the institution. There are at least two additional graves. Grave markers include stone markers and crosses.

Historic Background

The state school laid out a cemetery in 1891. A news item, published in May of that year, related the story of a school assembly held to mark Memorial Day. Following exercises in the Administration Building, "The entire will march to the little cemetery west of the grounds, where eleven children of the school are buried, and decorate their graves."²⁴

Two years later, a writer described the setting: "Following a road a short distance away, a pathetic enclosure appears in sight, whose mounds (though only nineteen in number) and neat gray headstones tell their own sorrowful tale."²⁵

Over the course of the history of the institution, 197 children were buried here. In the early years, graves were marked by stones; however, these were discontinued and replaced by a simple concrete slab with an identification number. Following closure of the State School in 1945, the area became neglected and overgrown with weeds.

In 1993, with the cemetery now under city ownership, local citizens erected a monument remembering the children and placed wood crosses (with names) on the 151 graves marked only by an identification number. This brick and concrete memorial reads:

1888 - 1942

To the children who rest here,
may the love you lacked in life
now be your reward in heaven.

You are remembered.

The following year, the local Lutheran Brotherhood erected a statue of a Guardian Angel.

²⁴ *Owatonna Journal*, 20 May 1892.

²⁵ *Owatonna Journal*, 28 December 1894.

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Name of Multiple Property Listing (If applicable)

17. Historic Name: Cottage #18

Current Name: SeniorPlace

Address: 500 Dunnell Drive

Date of Construction: 1951

Architect: Haxby, Bissell, and Belair

Resource: noncontributing

Cottages #17 and #18 were twin residence halls that were designed by Haxby, Bissell, and Belair and constructed in 1951 to house students as the campus adjusted its mission following closure of the State Public School. G. M. Orr was the engineer. Located on the south side of State Avenue, its primary facade faces west toward the street. Generally rectangular in plan, the two-story building (with full basement) is 117 feet long by 42 feet wide, with shallow eaves at the east and west ends. Using a steel framework and a cement foundation, the cottage is faced with medium-brown stretcher-bonded brick, alternating after every seven rows with a header row. The roof is flat, with steel deck with a composition sheathing and metal coping.

The primary entrance is a one-story square entry foyer with glass windows, located at the center of the north elevation. This was built after the city acquired the property in 1974. The original entry was located in the corner on the west. Windows throughout are aluminum framed and typically paired.

On the south elevation, the landscape slopes to provide access to a grade level entry into the lower level. This addition has a shed roof, sloping from the main block, with six sets of fixed triple-paned windows with spandrel panels below. There is a double-entry glass door

Historical Background

This cottage was built in 1951, a pair with Cottage #17. Both were designed by the architectural firm of Haxby, Bissell, and Belair. It was intended to provide rooms for forty girls, plus living quarters for a houseparent and two cooks. The building had sixteen single rooms and two twelve-bed dormitories. Under city ownership, in 1989, it was turned into a center for activities for leisure and recreational pursuits for senior adults.

The dormitory was built outside the period of significance and so is considered a noncontributing resource.

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Name of Multiple Property Listing (If applicable)

18. Historic Name: pump house

Date of Construction: 2007

Architect: unknown

Resource: noncontributing

This medium brown brick-faced building is one-story high laid with a stretcher bond. Rectangular in plan, it has a flat composition roof with a metal cap. There is a double entry metal door on the west side.

Historical Background

Wells on the property provided water for the residents from the first inception of the school. A water tower was erected near this location in 1932. A well house was built on this site in 1936 and was rebuilt in 2007. The building was constructed after the period of significance, and is not a contributing resource.²⁶

19. Historic Name: staff house

Address: 406 State Avenue

Date of Construction: 1895 ca.

Architect: unknown

Resource: contributing

This house is a two-story building in the Queen Anne style, located on State Avenue, just south of the entrance to the main campus. The central block has a steeply-pitched peak hipped roof with a lower, offset front facing gable. The street facade has a full-front one story shed-roof porch, supported with turned wood posts, with a gabled pediment over the entrance. On the south side, the extended two-story gable is canted. Windows are mixed, generally 1/1, and appear to be replacements, except for the plate glass window. The foundation is stone.

On the rear of the house, there is a steeply pitched gabled addition sheathed with asphalt shingles, as is the rest of the building. This has a grouping of triple-sash windows facing the south.

The interior has a full basement, with three bedrooms and a bath on the second floor.

Historical Background

This house and garage were acquired by the State School for use as staff housing. It was originally owned by Alfred Wright, a miller, and appears from tax records to have been built in the 1890s. In 1930, it was the home of Mathew Vaux, an employee at a local nursery. Neither appears to have been connected with the State Public School. The house was acquired by the State School in 1936 and used as a staff

²⁶ *Owatonna Journal*, 18 September 1896, notes a new water tower was nearing completion.

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Name of Multiple Property Listing (If applicable)

cottage. In a 1956 property survey, the house was referred to as the guidance counselor's residence. It is now a private residence.

20. Historic Name: staff house garage

Address: 406 State Avenue

Date of Construction: 1920 ca.

Architect: unknown

Resource: contributing

This is a one-story, balloon frame construction, single car garage with a concrete foundation, clapboard siding, and an asphalt shingle covered low-pitched hipped roof. The primary entrance is on the south facade, with a wood, roll-up garage door, a wood single entry door, and two 2/2 double-sash windows. The roofline extends to the east, creating a carport with room for one additional vehicle. The south wall has no openings, but there are a pair of eight-paned casement windows, with a slight molded hood, on the west wall.

Historical Background

The garage was constructed between 1920, based on Sanborn Insurance Maps.

21. Historic Name: Cottage #15

Address: 421 State Avenue

Date of Construction: 1932

Architect: Ray Gauger

Resource: contributing

Cottages #14 and #15 were twin residence halls that were designed by Ray Gauger and constructed in 1932 to house students at a time of expansion in the midst of the Great Depression. Cottage #15 is located on the east side of State Avenue, facing west. It is a rectangular plan, two-story building with a low, horizontal emphasis with Colonial Revival influences with a raised basement, concrete reinforced steel structure, and concrete foundation. The cottage is faced with medium-brown stretcher-bonded brick, alternating after every seven rows with a header row. It has Kasota trim that includes a belt course just below the second story windows, watertable, and sills. The general dimensions are 30 feet by 70 feet. The building's hipped roof has asphalt shingles, molded eaves, and three projecting gabled dormers. There is a rectangular brick chimney on the south wall with stone coping.

The first and second floors are divided by a Kasota stone course just below the second floor windows. The symmetrically placed rectangular window openings have soldier-bonded brick lintels and Kasota stone sills. Windows are generally double-sash with 1/1 glazing. These are recent replacements.

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The primary entrance faces west. This main facade, facing State Avenue, has a one-story centered entrance hood, plus a facade-wide second story walkway with unfinished wood posts, partially obscuring the top of the entryway. Access to this walkway is via a wood staircase on the north wall. This single entry door, with Colonial Revival stylistic elements, has molded dentil woodwork with a simple transom light above, flanked by two Corinthian pilasters. Steps are concrete with metal railing.

On the east facade, there is a single entry, centrally-placed door on the ground level. Access to the second floor is gained via two single entry doors with metal stairways.

The south wall has an enclosed sunporch that is one-story with a shallow hipped roof with composition sheathing. On this section, there is a soldier course between the basement and upper windows.

Historical Background

This building was designed by Ray Gauger, and built by the J. B. Nelson Construction Company of Mankato in 1932 at a cost of \$35,426. This, and the companion Cottage #14, are quite similar, but not identical. Although these were not the work of Clarence Johnston Sr., they were greatly influenced by the design of the recently completed Cottage #12 (545 State Avenue).

The economic effects of the Great Depression brought an increase in the student population at the State School — climbing to an all-time high of 513. Faced with unemployment and diminished income, the number of indigent parents grew. Once at the state school, students became more difficult to place. By 1934, the average stay of placeable children had risen to fifteen months. A local newspaper reporter noted, “Demand has left the Owatonna state institution crowded beyond its normal capacity and unable to fill the further calls made for its services.”²⁷

The two cottages were part of a major state building and highway construction program under the administration of Governor Floyd Olson.²⁸

They were described as having a “simple but handsome architectural design and constructed to provide maximum accommodations with a minimum waste of architectural space.” Both new cottages initially housed boys, with room for thirty children. These two buildings were departure from previous dormitories, incorporating their own kitchens and dining rooms.²⁹

During the period when the institution was the Owatonna State School (1945-1970), this building, as well as Cottage #14, were used as girls’ dormitories.

²⁷ *Owatonna Journal Chronicle*, 15 September 1933.

²⁸ “Let Contracts on Two State School Cottages,” *Journal Chronicle*, 4 September 1931; “Two Cottages are Erected at State School,” *Owatonna Peoples Press*, 5 December 1931.

²⁹ *Journal Chronicle*, 24 June 1932.

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Name of Multiple Property Listing (If applicable)

22. Historic Name: garage
Address: 421 State Avenue
Current Name: garage
Date of Construction: 1974 ca.
Resource: noncontributing

The building is a one-story, gabled roof garage with balloon-frame, vertical siding, and a concrete floor. The roof is sheathed in asphalt shingles. There are six garage bays on the west side, each with roll-up metal doors.

Historical Background

The building was constructed after 1974, outside the period of significance, and is not a contributing resource.

23. Historic Name: Cottage #14
Address: 431 State Avenue
Current Name: Tower Apartments
Date of Construction: 1932
Architect: Ray Gauger
Resource: contributing

Cottage #14 is located on the east side of State Avenue, facing west. It is a rectangular plan, two-story building with a low, horizontal emphasis with Colonial Revival influences with a raised basement, concrete reinforced steel and concrete foundation. The cottage is faced with medium-brown stretcher-bonded brick, alternating after every seven rows with a header row. It has Kasota trim that includes a belt course just below the second story windows, watertable, and sills. The general dimensions are 30 feet by 70 feet. The building's hipped roof has asphalt shingles, molded eaves, and two projecting eyebrow dormers. There is a rectangular brick chimney on the south wall with stone coping.

The first and second floors are divided by a Kasota stone course just below the second floor windows. The symmetrically placed rectangular window openings have soldier-bonded brick lintels and Kasota stone sills. Windows are generally double-sash with 1/1 glazing. These are recent replacements.

The primary entrance faces west. This main facade, facing State Avenue, has a one-story centered entrance hood, plus a facade-wide second story walkway with unfinished wood posts, partially obscuring the top of the entryway. Access to this walkway is via a wood staircase on the north wall. This single entry door, with Colonial Revival stylistic elements, has molded dentil woodwork with a simple transom light above, flanked by two Doric pilasters. The walkway has a raised ramp to increase accessibility.

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On the east facade, there is a single entry, centrally-placed door on the ground level. Access to the second floor is gained via two single entry doors with metal stairways.

The south wall has an enclosed sunporch that is one-story with a shallow hipped roof with composition sheathing. On this section, there is a soldier course between the basement and upper windows.

Historical Background

This building was designed by Ray Gauger, and built by the J. B. Nelson Construction Company of Mankato in 1932 at a cost of \$35,426.

The economic effects of the Great Depression brought an increase in the student population at the State School — climbing to an all-time high of 513. Faced with unemployment and diminished income, the number of indigent parents grew. Once at the state school, students became more difficult to place. By 1934, the average stay of placeable children had risen to fifteen months.

The two cottages were part of a major state building and highway construction program under the administration of Governor Floyd Olson.³⁰

They were described as having a “simple but handsome architectural design and constructed to provide maximum accommodations with a minimum waste of architectural space.” Both new cottages initially housed boys. These two buildings were a departure from previous dormitories, incorporating their own kitchens and dining rooms.

During the period when the institution was the Owatonna State School (1945-1970), this building, as well as Cottage #14, were used as girls’ dormitories.

24. Historic Name: Cottage #17

Current Name: Schuh Apartments

Address: 445 State Avenue

Date of Construction: 1950

Architect: Haxbey, Bissell, and Belair

Resource: Noncontributing

The cottage was built in 1950, a pair with Cottage #18. They were designed by the architectural firm of Haxbey, Bissell, and Belair, with G. M. Orr as engineer. Located on the east side of State Avenue, its primary facade faces west toward the street. Generally rectangular in plan, the two-story building (with full basement) is 117 feet long by 42 feet wide, stepped out at the south and north ends. Using a steel framework and a cement foundation, the cottage is faced with medium-brown stretcher-bonded brick,

³⁰ “Let Contracts on Two State School Cottages,” Journal Chronicle, 4 September 1931; “Two Cottages are Erected at State School,” Owatonna Peoples Press, 5 December 1931.

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alternating after every seven rows with a header row. The roof is flat, with steel deck with a composition sheathing and metal coping.

The primary entrance is a one-story square entry foyer with glass windows, located on the west elevation. There are three additional single entry doors with fan-light windows along this wall. Windows throughout are aluminum framed, double-sash, and typically paired. On the south elevation, there is a extended entry into the basement with a single entry door under a flat overhanging canopy. On the east elevation, the driveway drops down to basement level, and primary access is through a two single entry doors under a flat, metal trimmed canopy.

Historical Background

Following a fire that destroyed Cottage #10, construction was authorized for two new dormitories. These were intended to provide rooms for forty boys, plus living quarters for a houseparent and two cooks.³¹

The building had sixteen single rooms and two twelve-bed dormitories. It included a common living room and quiet room on the main floor, a dining room, kitchen, laundry, and playroom in the basement, with single bedrooms and two large dormitory rooms on the second floor.

It was built after the period of significance and is not a contributing building.

25. Historic Name: Sunshine Cottage; Burzinski House

Address: 505 State Avenue

Date of Construction: 1913

Architect: unknown

Resource: contributing

This two-story house is located on the corner of State Avenue and Sylvan Street. The most prominent feature is its cross-gambrel roof with a slightly flared eave. The roof is sheathed in asphalt shingles. The house is encased in vinyl or metal siding, with replacement windows and faux-shutters. Window are mixed, including casement, 1/1 double sash, and sliding types. The full facade, one-story porch is open with turned posts holding up a shallow hipped roof. The single door entry is symmetrical with two flanking windows. The foundation is a rusticated concrete block. The house has a one-story shed roof ell on the north side, roughly 12 feet by 12 feet. There is an additional shed roof addition off the rear, roughly 8 feet by 10 feet, added between 1945 and 1956.

Historical Background

The house was built in 1913, with William Burzinski, a Polish immigrant, as the first occupant. It was acquired by the State School through a purchase of land in 1919, with a price of \$10,000. The original

³¹ *Owatonna Photo News*, 16 September 1948.

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plan was to remodel the home for use as a dormitory for employees, with local contractor N. P. Fransen handling the work. In a 1956 property survey, it is referred to the Business Manager's house. It is now a private residence.

26. Historic Name: garage
Address: 505 State Avenue
Date of Construction: 1974 ca.
Resource: noncontributing

This is a one-story, balloon frame, end-opening, single car garage with a concrete foundation, clapboard siding, and an asphalt shingle covered roof. It has over-all dimensions of 20' x 20'.

Historical Background

The building was constructed after 1970, after the period of significance. It does not contribute to the historic character of the district.

27. Historic Name: Employees' Cottage
Address: 515 State Avenue
Date of Construction: 1920
Architect: Clarence H. Johnston Sr.
Resource: contributing

This building, located on the east side of State Avenue, is an unadorned two-story house with its main entrance facing west to State Avenue. Built in the Foursquare style, the house has a box-like mass, with peak hipped roof sheathed in asphalt shingles. The eaves are wide and enclosed. The street facade is symmetrical, with a single entry door in the center and two flanking windows. Throughout, windows are double-sash with 6/1 glazing. The full facade porch has a hipped roof with simple wood posts. On the north facade, there is a ground level single entry door. The foundation is concrete and there is a full basement. A square brick chimney is located on the rear roof slope.

Historic Background

This building was designed by Clarence H. Johnston, Sr., (Contract #2517) and built in 1920 at a cost of \$12,432 by contractor N. P. Fransen. The 1920 *Biennial Report* noted, "A large residence, located on adjoining land, was purchased and remodeled for a dormitory for employees. A duplicate of this has been erected and will be used for the same purpose."³²

In its early years, it had six bedrooms, a single matron's room (to supervise the single women who lived here), with kitchen, dining room, and living room on the main floor. Typically, from two-thirds to

³² Minnesota State Board of Control, *Biennial Report*: 1920, 4.

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three-quarters of Owatonna's employees were women, so proper housing was needed. It remained in use as staff housing and was known as the Child Care Supervisor's residence during the period when the property was the Owatonna State School (1945-1970).

It is now a private residence.

28. Historic Name: garage
Address: 515 State Avenue
Date of Construction: After 1974
Resource: noncontributing

This is a one-story, balloon frame, three-bay car garage with a concrete foundation, batten siding, and an asphalt shingle covered side-gabled roof. There is a single entry door on the west side. It has over-all dimensions of 11' 5" x 21' 6".

Historical Background

The building was constructed after 1970, and is outside of the period of significance. It does not contribute to the historic character of the district.

29. Historic Name: Cottage #12 or Receiving Building
Address: 545 State Avenue
Date of Construction: 1931
Architect: Clarence H. Johnston Sr.
Resource: contributing

The Receiving Cottage is located on the east side of State Avenue, facing west. It is a rectangular plan, two-story building with a low, horizontal emphasis with Colonial Revival influences with a raised basement, concrete reinforced steel and concrete foundation. The cottage is faced with medium-brown stretcher-bonded brick, alternating after every five rows with a header row. It has Kasota trim that includes a belt course just below the second story windows, watertable, and sills. The general dimensions are 30 feet by 70 feet. The building's hipped roof has asphalt shingles, overhanging eaves, and projecting eyebrow dormers. There is a small metal ventilator on the west slope of the roof.

The first and second floors are divided by a Kasota stone course just below the second floor windows. The irregularly placed rectangular window openings have soldier-bonded brick lintels and Kasota stone sills. Windows are generally double-sash with 6/6 glazing. On the east facade, the windows are sets of three on the basement and first floor levels.

The primary entrance faces west. This main facade, facing State Avenue, has a two-story centered front gable entrance portico, partially obscuring the top of the entryway. This single entry door has

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molded woodwork with a simple transom light above. Steps are concrete with metal railing. On the west facade, there is a single entry door on the ground level in the northeast corner. There is also a shed roof storage area extending from the wall.

On the north wall, there is clear evidence of the one-story sunporch, now removed. The south wall, however, has an attached two-car garage with a gabled roof and a stuccoed exterior.

Historical Background

The receiving cottage, designed by Clarence Johnston, Sr. (Contract #3265), was completed in 1931 at a cost of \$52,000. It proved to be Johnston's last project here. Construction was approved in August 1929, along with extensive work to connect the underground tunnels, used for heat and power, to the power plant. Construction of the receiving cottage, described as a "long felt need at the school and aid in relieving congestions," was spurred by a massive state building and highway construction program meant to spur employment during the early years of the Great Depression.³³

Following acceptance to the State School, children were deemed in need of a transitional time before entering the general student population. Children were often sickly, weak, hungry, and poorly clad. The superintendent isolated new arrivals until doctors ascertained that they were in good health. In this way the spread of communicable diseases like diphtheria, measles, and scarlet fever was curbed. Harvey Ronglien described the use of the building, writing, "Little tots and teenagers alike arrived by horse and buggy, private car, or by train. All were then taken to the Detention Cottage for cleanup, immunization, and orientation. After three weeks in the Detention Cottage, the children were moved to cottages."

The building is now privately owned.

30. Historic Name: staff house; Steward's House

Address: 466 Sylvan Street

Date of Construction: 1930

Architect: unknown

Resource: contributing

This building is a one-and-a-half story house with Craftsman influences, located on the north side of Sylvan Street, one lot down from its intersection with State Avenue. The most prominent feature is the steeply pitched side gabled roof and the wide, shed-roofed dormer. Eaves are fairly shallow, with cornice returns on the gable ends. In recent years, it has been re-sided with either aluminum or vinyl. Windows are mixed, with most having 6/6 glazing. The most prominent window group is on the west facade, with a triple set. Brick covers the surface up to the window line on the east and south wall. It is a medium-brown stretcher brick, capped by a header course. The entry is a one-story enclosed portico off the south side.

³³ "Two Cottages are Erected at State School," *Owatonna Peoples Press* 5 December 1931.

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Historical Background

This house was built in 1930 and was used for staff housing. It was sometimes referred to as the "Steward's House." It is now a private residence.

31. Historic Name: garage

Address: 466 Sylvan Street

Date of Construction: 1965 ca.

Architect: unknown

Resource: noncontributing

The building is a one-story, gabled roof garage of concrete block construction. The roof is sheathed in asphalt shingles. There are four garage bays on the south side, each with roll-up metal doors. Each bay has a separate single-entry metal door with a fixed plate window. There are four casement windows on the north side of the garage.

Historical Background

The building was constructed after 1964, after the period of significance, and is not a contributing resource. It replaced an older four-bay garage that was shared by occupants of the four surrounding houses.

32. Historic Name: staff house; Chief Engineer's House

Address: 456 Sylvan Street

Date of Construction: 1890-1895

Architect: unknown

Resource: contributing

This house is located on the north side of Sylvan Street. It is a one-and-a-half story building in a t-shaped plan, with a balloon frame and wood siding. The most prominent feature is the steeply pitched mansard roof, sheathed in asphalt shingles. The roof is broken by multiple gabled dormers. These dormers have a vertical batten siding. The primary entry is through an open porch on the southeast corner. Windows throughout are 1/1, although there is a modern shallow bay window on the street facade. The foundation, with a full basement, appears to be stone and concrete. To the rear, there is a one-story shed roof addition.

Historical Background

In 1956, this was referred to as the chief engineer's residence. The house is also referred in school property records as the Lansing house, likely the home of Edward Lansing, the school carpenter. It appears on the 1900 census in the "new addition" off State Avenue near the State School. Of his nine children, three were teachers at Owatonna and a fourth was the asylum druggist. The house appears to

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have been built between 1890 and 1895. Known as the chief engineer's house, the home was the residence of Charles Milner, engineer for the State School in 1930. It is now a private residence.³⁴

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³⁴ Priscilla Ferguson Clement, "Benevolent Purpose: Poor Children and the State Public School at Owatonna, 1885-1915," *Minnesota History* (Spring 1984), 4-5.

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	<i>Historic Name</i>	<i>Address</i>	<i>Built</i>	<i>Current Name</i>	<i>Resource Count</i>
1	Administration Building	540 West Hills Circle	1887, 1904	City Administration	Contributing Bldg
2	Cottage #8	565 Dunnell Drive	1914	Velve Hall	Contributing Bldg
3	Cottage #11	555 Dunnell Drive	1923	Henderson Hall	Contributing Bldg
4	Adair Hospital	545 Florence Avenue	1922	West Hills Lodge	Contributing Bldg
5	Power Plant		1915, 1936	Power Plant	Contributing Bldg
6	Laundry		1920, 1936	Carpenter Shop	Contributing Bldg
7	Garage		1965 ca.		Noncontributing Bldg
8	Garage		1965 ca.		Noncontributing Bldg
9	So. Minn. Initiatives	525 Florence Avenue	1999	So. Minn. Initiatives	Noncontributing Bldg
10	Owatonna Alano Bldg	605 Florence Avenue	1997	Owatonna Alano	Noncontributing Bldg
11	Merrill Hall	590 Dunnell Drive	1959	Steele County Annex	Noncontributing Bldg
12	School	560 Dunnell Drive	1934	Merrill Hall	Contributing Bldg
13	Gymnasium	502 Dunnell Drive	1914	Adermann Gym	Contributing Bldg
14	Tennis Center	502 Dunnell Drive	1980	Tennis Center	Noncontributing Bldg
15	Root Cellar		1895, 1922	Root cellar	Contributing Structure
16	Children's Cemetery		1891	Children's Cemetery	Contributing Site
17	Cottage #18	500 Dunnell Drive	1951	Senior Place	Noncontributing Bldg
18	Pump House		2007		Noncontributing Structure
19	Staff house	406 State Avenue.	1895 ca.	Residence	Contributing Bldg
20	Garage	406 State Avenue.	1920 ca.		Contributing Bldg
21	Cottage #15	421 State Avenue.	1932	Apartments	Contributing Bldg
22	Garage	421 State Avenue.	1974 ca.		Noncontributing Bldg
23	Cottage #14	431 State Avenue.	1932	Apartments	Contributing Bldg
24	Cottage #17	445 State Avenue.	1950	Apartments	Noncontributing Bldg
25	Sunshine Cottage	505 State Avenue.	1913	Residence	Contributing Bldg
26	Garage	505 State Avenue.	1974 ca.		Noncontributing Bldg
27	Employees' Cottage	515 State Avenue.	1920	Residence	Contributing Bldg
28	Garage	515 State Avenue.	1974 ca.		Noncontributing Bldg
29	Cottage #12	545 State Avenue.	1931	Apartments	Contributing Bldg
30	Staff House	466 Sylvan Street	1930	Residence	Contributing Bldg
31	Garage	466 Sylvan Street	1974 ca.		Noncontributing Bldg
32	Staff house	456 Sylvan Street	1890-1895	Residence	Contributing Bldg

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Appendix A: Architects and Builders

Warren Dunnell

Clarence H. Johnston, Sr.

Clarence H. Johnston, Sr. (1859-1936), designed eight existing buildings in the historic district, and played a significant role in the reconstruction of the Administration Building and its subsequent additions. Over the span of his career, he contributed to twenty-three contract projects at the state school.

Johnston was born near Waseca, Minnesota. He studied architecture briefly at the Massachusetts Institute of Technology but was trained primarily as an apprentice and draftsman with prominent architects in St. Paul and in New York City. He opened his own office in St. Paul in 1882. In May 1901 he was appointed architect for the Minnesota State Board of Control, recently created by the state legislature to oversee the building and operation of Minnesota's state-funded institutions. At about the same time he became architect for the University of Minnesota's Board of Regents. During the next thirty years Johnston designed hundreds of buildings for the state's extensive University facilities, normal schools, correctional facilities, hospitals, veterans home, tuberculosis sanatorium, asylums, schools for the handicapped, orphanages, state capitol complex, and state fairgrounds. He left the post of State Architect in 1931. Johnston's non-state secondary school and collegiate commissions include buildings at Shattuck School (Faribault), Macalester College (St. Paul), Seabury Divinity School (Faribault), St. Paul Seminary (St. Paul), Hamline University (St. Paul), and the College of St. Theresa (Winona).

Johnston also maintained a prolific private practice. He designed hundreds of churches, schools, hospitals, courthouses, and residences, including Assumption Catholic Church (1905) in Morris.

Morell and Nichols

The landscape architecture firm of Morell and Nichols of Minneapolis provided planning assistance to the State School, beginning, it appears, within the siting of Cottage #8 in 1914. They completed an "as-is" survey of the property in 1915. Arthur R. Nichols and Anthony Morell had worked together in the office of New York City landscape architect Charles W. Leavitt, Jr., around 1908 before forming a partnership and moving to Minnesota. Leavitt had been commissioned to design the landscaping for Chester A. Congdon's new home in Duluth called Glensheen (built in 1908), and Morell and Nichols apparently became acquainted with Minnesota while working for Leavitt on the Glensheen project. In 1909 the two men left Leavitt, moved to Minnesota, and opened an office in Minneapolis. They practiced together until Morell's death in 1924, after which Nichols continued to practice for another thirty years. Morell and Nichols worked throughout the U.S. and Canada, but most of their work is concentrated in the Midwest.

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The firm designed landscape and vegetation plans for nearly forty schools and colleges. Their work for private institutions in Minnesota includes Blake School (Hopkins), Breck School (St. Paul), Carleton College (Northfield), College of St. Catherine (St. Paul), College of St. Theresa (Winona), Concordia College (Moorhead), Gustavus Adolphus College (St. Peter), Macalester College (St. Paul), St. Mary's College (Winona), Shattuck School (Faribault), and Summit School (St. Paul). Public institutions in Minnesota include University of Minnesota campuses in Crookston, Duluth, Grand Rapids, Minneapolis, Morris, St. Paul, and Waseca, as well as Minnesota State Teachers Colleges (now State Universities) in Bemidji, Mankato, Moorhead, St. Cloud, and Winona.³⁵

Haxby, Bissell, and Belair

Robert Haxby was born in Garden City, New York, on April 19, 1882. He was educated at Columbia University, where he graduated in 1908. Coming to St. Paul, he worked as a draftsman in the office of Clarence H. Johnston from 1909 to 1911, after which he moved to Minneapolis and joined Edward Stebbins' firm as a draftsman (1911-1913), then became a partner. Haxby remained in the firm until his death in an automobile accident near Casper, Wyoming, on June 22, 1947.

Cyrus Bissell was born in Hoboken, New Jersey on June 6, 1885. He received his B.S. in Architecture from Columbia University in 1908. From 1908 to 1917 he was a draftsman and project manager in several architectural firms in New York City (including Delano & Aldrich and Nelson & Van Wagonen), Montreal (Brown & Vallance) and Albany (Marcust, Reynolds). During World War I, Bissell was assistant chief estimator in the Construction Division of the War Department for two years. After the war, he joined Stebbins & Haxby in Minneapolis in 1920 and remained a partner throughout the rest of his career. Bissell died in Minneapolis in 1976.

John Belair was born in Minneapolis in 1904. He received his architecture degree from the University of Minnesota in 1934. From 1921 to 1944 he worked for a succession of architectural firms as a draftsman, designer, and mechanical engineer in both of the Twin Cities as well as Montana and Canada. Belair began as a draftsman in the firm of Stebbins, Haxby, and Bissell and became a full partner in 1944. He retired in the early 1970s and died in Minneapolis in 1976.

Ray Gauger

His father, Augustus, was a prominent Minnesota architect. After service in World War I, Ray studied at the University of Illinois, then joined his father's firm with a few years. The Gauger firm was responsible for many buildings in Minnesota and throughout the U.S. Among these were courthouses in

³⁵ Greg Kopischke, "Morell and Nichols: An Influential and Productive Partnership." *Minnesota Common Ground* (1994): 254.

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14 states, plus numerous residences, schools, and commercial and institutional structures. Among Ray Gauger's finest work are several churches, including Grace Lutheran Church, St. Paul.

Larson and McLaren

Albert Larson was born in St. Paul, Minnesota on August 24, 1893, and graduated from the University of Minnesota in 1916. He worked for a variety of architectural firms in Minneapolis and St. Paul, including A.H. Stem, Clarence Johnston, Toltz, King & Day, and Magney & Tusler before entering partnership with Don McLaren in 1922. After McLaren's death in 1950, the firm continued to operate under its original name until 1980, when partners who had entered the firm in later years dissolved the business. Larson died in Minneapolis in 1974, having retired from practice several years earlier.

Don McLaren was born in Chippewa Falls, Wisconsin on April 18, 1891. He received his education at Cornell University and served in naval aviation during World War I. McLaren came to Minneapolis in 1920 and entered partnership with Albert Larson in 1922. The firm became one of the most successful in the Twin Cities, specializing in residential designs in its early years and later emphasizing large-scale commercial projects. McLaren died in Minneapolis on November 15, 1950.

Representative of the structures are the Federal Reserve Bank (by Cass Gilbert, 1921-1924) and its later tower addition by Larson and McLaren (1955); the LaSalle Store and Office Building (1923-1950); Groveland Apartment Hotel (1929); North High School (1971); Baker Office Building (1927-1928); Donaldson's Glass Block (department store) (by Long & Kees, 1895); Foshay Tower (by Magney & Tusler, 1929); and numerous residences of the 1920s-1950s.

Patch and Erickson

The firm was founded in 1955 in Wayzata, Minnesota and shortly thereafter moved to offices in Minneapolis, where it conducted its practice of architecture for the next twenty years. Roger W. Patch earned his undergraduate from the University of Minnesota, then received a Masters Degree in Architecture at Harvard University in 1950, where he was mentored by Walter Gropius. He returned to Minnesota, working for other firm in the Twin Cities until 1955 when he joined talents with Don Erickson. Together they founded the firm of Patch Erickson. He was President of the Minneapolis chapter of the American Institute of Architects in 1963 to 1964. The firm was probably best known for its work with schools and institutions. Representative works include Fridley High School; Hennepin County VO-Tech School, Glen Lake; Seward Elementary School, Minneapolis; and Lewiston Elementary School. The firm also completed courthouses for Anoka, Meeker, and Scott Counties.

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Builders

C. H. Peterson & Company, contractor
Hammel, John, and Silas Anderson, contractors
Leck, J. M., contractor
Fleisher-Rose Construction, contractor
J. B. Nelson Construction Company
Orr, G. M., engineer
Pillsbury, Charles, engineer
William O'Neil and Son, contractor

DRAFT

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8. NARRATIVE STATEMENT OF SIGNIFICANCE

The Minnesota State School for Dependent and Neglected Children Historic District is eligible for the National Register of Historic Places under Criterion A, significance to the broad patterns of our history, in the area of Social History.

The Minnesota State School was one of the major post-Civil War public institutions for orphans and other dependent children, playing a central role in the development of child welfare policies in the country. In the mid-nineteenth century, dependent children were most often placed in poorhouses or small, privately sponsored orphanages. Concern for the welfare of the child, subjected to the poor conditions of the almshouse and exposed to adults who were charged with criminal acts, inspired a national discussion about “child-saving” and the best means to care for wards of the state. This led directly to the state legislation that established the State School in 1885.

When it opened the following year, it was considered a state-of-the-art facility. Throughout the sixty-one years of its existence, the school stood as a primary example of a model that emphasized the removal of a child from conditions of neglect and abuse, the improvement of that child through discipline, education, and proper hygiene, followed by the prompt “placing out” of the young ward into a private home. It was designed to address more than the basic physical needs of children. Small cottages directed by a house parent were built to better approximate a family style of living. This was considered to be a short-term haven for the children, preparing them for placement in homes through adoption or under an indenture contract. The average length of stay was a brief eight months.

The Minnesota State School of Dependent and Neglected Children operated from 1886-1947. Today the campus is one of the most intact examples of this property type standing in the United States, and is significant on a national level.

The district is also significant under Criterion B, due to its association with Galen A. Merrill as superintendent of the school. For nearly half a century, Merrill played a central role in the national discussion of child welfare policy. After the Civil War, the child-saving movement grew as reformers responded to the problems associated with rapid industrialization and massive immigration. Through professional conferences and papers, the issues were debated and discussed, leading to policies that moved the responsibility for dependent children away from the poorhouse and long-term institutional housing. Merrill participated in many of the pivotal events through his involvement in the National Conference on Social Welfare, National Conference of Charities and Corrections, the pivotal White House Conference on the Care of Dependent Children in 1909, and the pioneering Minnesota Child Welfare laws. Although there were other participants during the period, none matched Merrill’s career for its long and continuing influence.

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The period of significance begins in 1886, the year the institution opened, and ends at its closing in 1947. At that time, all State Public School lands, buildings, property, and funds were transferred to the newly established Owatonna State School, which provided academic and vocational training for the mentally handicapped.¹

The Rise of the Orphanage System

Before the middle of the nineteenth century, local communities generally provided care for dependent children in the United States. Although community members were expected to acquire the means by which they could support themselves, towns provided charity to residents who were unable to meet their basic needs.² Under Elizabethan poor laws, dating back to the seventeenth century, poor children and adults were supported either through outdoor relief (for example, food, clothing and other provisions brought to the home) or indoor relief (placement in the home of a neighbor, in a workhouse, or in an apprenticeship). Typically, a town overseer managed provision of aid to the poor.³

The traditional approach to dependent minors was that relatives or neighbors took in young children; older children were typically indentured to a master craftsman. Indentures worked on farms, in trades, and as domestic servants, learning a skill, receiving clothing, shelter, and food, more or less within a family structure. Until the mid-19th century, indenture was the most popular means of dealing with orphaned children.

There were only a few institutions. The first American orphanage, under the auspices of the Ursuline Sisters, opened in 1729 in New Orleans. A decade later, the Bethesda Orphan House was built in Georgia at the behest of evangelist George Whitfield. There were no public managed orphanages, however, until 1790, when Charleston, South Carolina, opened an institution for 115 children.⁴

¹ Among the competing approaches to child welfare policy that dominated public discussion between 1880 and 1945, eleven states used some form of state school. Of these eleven, only the Administration Building of the Minnesota State School is listed on the National Register of Historic Places. Some, such as Colorado (Denver), Wisconsin (Sparta), and Rhode Island (Providence), retain a few original buildings. Michigan's State School for Neglected Children has no remaining nineteenth-century resources on a property now used by the Lakeland and Florence Crane Correctional Facilities, Coldwater, Michigan. Email from Bob Christiansen, Michigan State Historic Preservation Office, 12 March 2010.

² Diane Martell, "From Production to Protection: The Evolution of a Child Welfare System," paper presented at the Annual Conference of the Society for Historical Archaeology, January 15, 2003, Providence, R.I.

³ Frank J. Bruno, *Trends in Social Work, 1874-1956: A History Based on the Proceedings of the National Conference of Social Work* (New York: 1957), 60-64.

⁴ Judith Ann Dulberger, "Refuge or Repressor: The Role of the Orphan Asylum in the Lives of Poor Children and Their Families in Late-Nineteenth Century America" (Ph.D. Dissertation, Carnegie-Mellon University, 1988); Michael B. Katz, Michael J. Doucet, and Mark J. Stern, *The Social Organization of Early Industrial Capitalism* (Cambridge: Harvard University Press, 1982).

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The advent of the modern orphanage came with the rise of urban areas. In the decade after the establishment of the Charleston institution, private associations opened similar homes in major cities: New York City, 1797; Philadelphia, 1798; Baltimore, 1799; Boston, 1800.

By the middle of the 1800s, the forces of industrialization, urbanization, and massive immigration caused a tremendous displacement of people and communities, particularly in the Northeast. The result was a significant increase in unemployment and poverty. In addition, the population was changing, as multiple ethnic, cultural, and linguistic backgrounds broke down social cohesion.

Though still fairly rare before 1830, orphan asylums spread rapidly as a response to the cholera epidemics of 1832 and 1849. From 1830 to 1860, the population of the United States rose from thirteen million to thirty-one million, an increase of roughly 140 percent. During the same period, the number of orphan asylums in the nation grew from about thirty-three to nearly 200, increasing at more than three times the rate of population growth. Asylums for poor children succeeded where other antebellum efforts to deal with or care for the poor had failed.

After the Civil War

After the Civil War, public attitudes changed toward childhood and care, grounded in a growing consensus that children should not be lodged in poorhouses. As early as 1857, for example, a select committee in New York state senate condemned the conditions under which children lived in county poorhouses, and argued that these wards of the state often grew up to become paupers as adults. In its Seventh Annual Report (1874) the New York State Commissioners of Public Charities asserted, "There can be no question that the county poor-house is an entirely unsuitable place in which to rear and educate children." The board elaborated the fate of children in the poorhouses:

Degrading and vicious influences surround them in these institutions, corrupting to both body and soul. They quickly fall into ineradicable habits of idleness, which prepare them for a life of pauperism and crime. Their moral and religious training is in most cases, entirely neglected, and their secular education is of the scantiest and superficial kind. Self-respect is, in time, almost extinguished, and a prolonged residence in a poorhouse leaves upon them a stigma which clings to them in after years, and carries its unhappy influences through life.⁵

What would take the place of the poorhouse? The initial response was a growth in the number of orphanages. Between 1860 and 1890, as the national population doubled, the number of orphan asylums

⁵ New York State Senate, Report of a Select Committee Appointed to Visit Charitable Institutions Supported by the State, and All City and County Workhouses and Jails (9 January 1857), 3-4, reprinted in *The State and Public Welfare in Nineteenth-Century America: Five Investigations, 1833-1877* (New York: Arno, 1976); Michael B. Katz, *In the Shadow of the Poorhouse: A Social History of Welfare in America* (New York: Basic Books, 1986), 107.

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roughly tripled, from just under two hundred to approximately six hundred. Asylums existed in every state where there was significant urban growth. Most were private and sectarian, managed with almost no regulation. Indeed, almost half of the fifty thousand children in asylums in 1890 were in Catholic organizations. As late as 1900, public institutions accounted for only about 10 percent of the country's orphanages.⁶

In its early years, this campaign to move children out of the poorhouses, where they might have lived alongside a parent, encouraged severing the bonds between the poor and their children. Only then, it was contended, could they prevent the spread of dependence from one generation to the next. Although adults often proved impossible to reform, the argument went, their children were malleable. If placed in a better environment at an early age, reformers held that even the children of paupers could aspire to independence and self-sufficiency.⁷

Still, many reformers charged that the shift from almshouses to orphanages was seriously flawed, leading, as it did, to “institutionalism” — a term coined at this time. One reformer, Clara Leonard, a member of the Massachusetts State Board of Charities, told the 1879 National Conference of Charities and Correction that the “machine-like” asylum “creates a spirit of dependence and stultifies the affections and moral qualities.” They were institutions where, as Hastings R. Hart wrote in his book *Preventive Treatment of Neglected Children*, “children are kept in uniform, with shaved heads; where they do not have individual clothing, but have clothing distributed to them promiscuously from week to week; where lice and bedbugs prevail; where food is meager and of inferior quality; where sleeping rooms are insanitary; where thin straw beds let the tender bodies down upon hard wooden slats; where cuffs and abuse are more freely distributed than kind words.”⁸

The better alternative, according to a growing body of literature, was to place the children in a family setting. This harkened back to the traditional forms of care for orphans and destitute children — placing them in families or under indenture contracts until they came of age. Now, however, it would be managed on a large scale by organizations or state governments.

Charles Loring Brace became the most prominent spokesperson for “placing-out” as it became known. He founded the New York Children's Aid Society, whose orphan trains would eventually take some 90,000 children from the streets of the city and carry most of them to rural homes, where they would benefit from a more open and free environment. Brace specifically avoided indenture contracts, believing

⁶ See Lois Banner, “Religious Benevolence as Social Control: A Critique of an Interpretation,” *Journal of American History* 60 (June 1973): 23-41; Clifford S. Griffin, *Their Brother's Keepers: Moral Stewardship in the United States, 1800-1865* (New Brunswick, New Jersey: Rutgers University Press, 1960). See U.S. Department of Commerce and Labor, Bureau of the Census, *Benevolent Institutions, 1904* (Washington: Government Printing Office, 1905), 56-127.

⁷ Michael B. Katz, *In the Shadow of the Poorhouse: A Social History of Welfare in America*, 107.

⁸ Clara T. Leonard, “Family Homes for Pauper and Dependent Children,” *National Conference of Charities and Correction, Proceedings* (1879), 71.

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that they created a barrier to quick placement as prospective families hesitated to sign a binding agreement. So, often, children were left with foster parents with minimal paperwork. In addition, the Children's Aid Society did not have sufficient staff to conduct proper follow-up with placed children.⁹

Before the Civil War, states had little direct role in the institutional care of children — except for those children who were placed in almshouses. That changed in 1866 when Massachusetts attempted to use the principle of “placing-out” within a traditional institutional framework, establishing the State Primary School at Monson. Children were removed from the state almshouse and given care at the state school. Under this plan, the orphanage was to be a temporary shelter, with the Massachusetts Board of State Charities working to place the children in private homes.¹⁰

Michigan took the general principles of the Massachusetts cottage system and pioneered a model that drew national attention — the blending of institutional care and placing-out. In 1871 C. D. Randall introduced a bill in the Michigan state legislature for the establishment of a State Public School to provide for all children between the ages of three and sixteen years who would otherwise be sent to the county almshouse. When the school opened in 1874, one respected professional declared the “establishing of this school . . . is a step in the right direction to lessen pauperism and prevent crime . . . [and] place them in a way of becoming useful citizens and self supporting rather than expend thousands of dollars to build prisons and keep them shut up at great expense.”¹¹

At its heart, the Michigan Plan envisioned an institution in which young wards of the state would come for only a brief stay. They would live in home-like cottages that avoided the worst aspects of almshouses and institutions, but on a scale that could handle hundreds of children. Hired agents would be charged with finding proper homes for the children. Once ensconced in their new surroundings, the child would receive a visit from the agents on a regular basis.

John Foster, superintendent of the Michigan State Public School, stated that placing-out was an extension of the cottage system. He told delegates at the National Conference of Charities and Correction that his institution was only a small part of the larger network, stating that the Michigan school had “1400 cottages: 1390 are scattered about the state with one child in each; and the officers of the institution go just as freely into the 1390 as they do into the other ten in Coldwater.”

⁹ Charles Loring Brace, *The Dangerous Classes of New York and Twenty Years' Work Among Them* (Silver Spring, Md.: National Association of Social Workers, 1973 [1872]), 58; Tim Hacsí, “From Indenture to Family Foster Care: A Brief History of Child Placing,” in *A History of Child Welfare*, ed. Eve P. Smith and Lisa A. Merkel-Holguín (New Brunswick, NJ: Transaction Publishers, 1996), 155-173; Miriam Z. Langsam, *Children West: A History of the Placing-Out System of the New York Children's Aid Society, 1853-1890* (Madison: The State Historical Society of Wisconsin, 1964), 26-27.

¹⁰ Hastings H. Hart, *Preventive Treatment of Neglected Children* (New York: Charities Publication Committee, 1910).

¹¹ C. D. Randall, “The Michigan System of Child Saving,” *The American Journal of Sociology* 1 (1896); R. S. Patterson and Patricia Rooke, “The Delicate Duty of Child Saving: Coldwater, Michigan, 1871-1896,” *Michigan History* 61 (Fall 1977), 195-219.

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By 1885, three other states had followed Michigan's lead: Nevada (1873), Iowa (1876), and Rhode Island (1884).¹²

Minnesota Adopts the Michigan Plan

The State of Minnesota's first step into the care of dependent children was the State Soldiers Orphans Home at Winona. It opened in a rented building in 1872 and closed six years later. Created for the children of Civil War veterans, it was no longer needed as they reached young adulthood.¹³

Private orphanages opened in Minnesota after the Civil War, and were usually associated with a religious denomination. The first Catholic orphanage was begun in St. Paul in 1859 in the wake of a cholera epidemic. Six years later, a group of St. Paul citizens founded the Protestant Orphanage. Religious zeal for the care of the members of their church motivated the Lutherans to found ten orphanages, Jewish one, Episcopal one, Odd Fellows one, and Catholics nine. An example is the Sheltering Arms Orphanage, opened in 1883 by Deaconess Annette Relf, Minnesota's first Episcopal sister.¹⁴

The national ferment for new systems for the care of dependent children found a receptive audience in Minnesota. Under the leadership of Governor Lucius F. Hubbard, the legislature established a State Board of Corrections and Charities in 1883, charged to "investigate the whole system of public charities and correctional institutions of the state, examine into the condition and management thereof, especially of prisons, jails, infirmaries, public hospitals, and asylums."¹⁵

Hastings Hart was named the first secretary of the board. Hart, a Congregational pastor from Worthington, immediately began a whirlwind tour of state institutions. While attending the 1884 National Conference of Charities and Correction in St. Louis, he met John Foster, superintendent of the Michigan State School, who gave a presentation on the child saving work in that state.

Upon his return, Hart pressed for the Board of Corrections and Charities to establish a similar institution in the North Star State. The following year, the state legislature approved the establishment of the Minnesota State School. The goal was to remove children from almshouses and place them in a wholesome setting, separate from the dangers of the corrupting influences of their home. It explicitly

¹² List of State Schools, *National Conference on Social Welfare Proceedings* (1902), 244. By the turn of the twentieth century, Colorado, Kansas, Minnesota, Montana, Nebraska, Nevada, Wisconsin, and Texas had adopted the Michigan plan. Folks, *The Care of Destitute, Neglected, and Delinquent Children*, 82.

¹³ Castle, *Minnesota*, 360.

¹⁴ Claire Lynch, "The Protestant Orphanage, 1865-1935," unpublished paper, Minnesota Historical Society. In 1910 the federal census recorded nearly 1,300 such children living in institutions. These included children at the state school in Owatonna, as well as twenty-one private infants' and orphans' homes. *Census, Benevolent Institutions, 1910* (31) 114-17.

¹⁵ Hastings H. Hart, Secretary of the State Board of Corrections and Charities of Minnesota, "Placing-out Children in the West," *Proceedings of the National Conference of Charities & Correction* (St. Louis, 1884): 143-147, 149-150.

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accepted the tenets of the Michigan Plan that “the school is to be neither of the character of an orphan asylum or of a reform school.”

A School for Owatonna

The state school now became a political football as cities competed for the new institution — Red Wing, Owatonna, Albert Lea, and Hastings were among the finalists. It was prized for the construction jobs in the short term and a hefty payroll in the long run. “The school,” argued the Owatonna newspaper, “is the first step forward in the onward career of prosperity. It will help us just as the State institutions have helped Faribault and other cities.”¹⁶

Owatonna strongly appealed to the commissioners, offering 160 acres of farmland near town with access to the Chicago & Northwestern Railroad. The city, besides giving land for the site, sweetened the deal by agreeing to pay the freight on all material to be brought into the city for the construction of the building, and to construct wells for the school.

In the early votes, members of the Board of Commissions stuck by their hometowns. The impasse finally broke after twenty-three ballots when the commissioners decided to count second choices, giving Owatonna a narrow win.¹⁷

The following month, the Board of Commissioners met in Owatonna with John Foster, the Michigan superintendent, to lay out a road map toward the planned opening date in late 1886. Foster strongly recommended that Minnesota hire his associate, Galen Merrill, to become the first superintendent of the State Public School. Merrill, then only twenty-six, had been assistant superintendent in Coldwater, where he also served as a placing-out agent for two years. He arrived in Minnesota in 1886 ready to duplicate and improve on the Michigan system. He brought along a Mrs. Bailey, who served as a matron at the Coldwater school and took the same position in Owatonna.¹⁸

Foster also arrived armed with photographs and building plans, sharing them with Warren B. Dunnell, who had been hired as the school’s architect. Dunnell was a well-respected professional with personal ties to Owatonna. He attended the University of Minnesota in 1869, later transferring to MIT. He began his career with the supervising architect of the Treasury in Washington, D.C., and then went to Paris to study at Ecole des Beaux-Arts. Upon his return he rejoined the federal government and supervised the construction of buildings in Kansas City and Memphis. In 1881 he opened his own office in Minneapolis and established a practice almost exclusively devoted to churches, public buildings, and institutions.¹⁹

¹⁶ “A Noble Charity,” *Owatonna Journal*, 3 July 1885.

¹⁷ “A Compliment,” *Owatonna Journal*, 3 July 1885.

¹⁸ “Galen A. Merrill Dies,” *Owatonna Journal Chronicle*, 12 October 1934.

¹⁹ “The State Public School,” *Owatonna Journal*, 14 August 1885; for information on Dunnell, see Alan K. Lathrop, *Churches of Minnesota: An Illustrated Guide* (Minneapolis: University of Minnesota Press, 2003), 286.

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The basic plan was dictated by Minnesota's embrace of the cottage system with a central building surrounded by residential cottages. Following a journey to Michigan, Dunnell drew plans for three cottages, with the intent to construct the main building within a year. Working with a \$20,000 state appropriation, the contract was let to low bidders John Hammel and Silas Anderson of Owatonna. At the same time, civic leaders insisted that the grounds include "handsome lawns and flower gardens in front." To that end, the state hired Ole Peterson of Faribault, a landscape gardener.²⁰

During the first week of December 1886, the school admitted its first three children. In its first full year of operation, seventy-three children were admitted into the school, with a preponderance of boys (forty-six) over girls (twenty-seven). By 1898, the numbers grew to 212, still weighted toward boys (134).²¹

The following year, more buildings were completed: the Administration Building, two more cottages (#4 and #9), a hospital, a schoolhouse, and a granary. The Administration Building became the focal point of community life, with offices, rooms for teachers, a public reception room, and, most importantly, a large dining hall with a kitchen and bakery.²²

The National Debate over Child-Saving

There was a vigorous debate about the best methods to care for dependent children, and by the end of the nineteenth century, four schools of thought emerged.

- Massachusetts, although it pioneered the cottage system, soon shifted away from the central state school and pushed for the placement of children in foster homes, with New Jersey and the District of Columbia following in its footsteps.
- New York preferred to rely on private charitable institutions, offering state aid for care and placement, a system adopted by Maryland and California.
- The state public school model, pioneered by Michigan, spread to Wisconsin, Rhode Island, Kansas, Colorado, Montana, Nevada, Texas, Iowa, and Nebraska.
- Ohio used many of the same principles, but employed county homes. This was adopted by Connecticut and Indiana.

Minnesota closely followed the Michigan plan, balancing between asylum care and placing-out, between public and private institutions. As the Owatonna newspaper declared in 1885, "The school is to be neither of the character of an orphan asylum or of a reform school."

This was not unanimously endorsed, however. Some strongly advocated the exclusive use of foster homes. Caroline Pemberton, acting superintendent of the Pennsylvania Children's Aid Society, made a strong case for that approach at the 1894 National Conference of Charities and Correction. Instead of

²⁰ These three original cottages were demolished between 1959 and 1966.

²¹ State Public School, 1907, 27.

²² Only the Administration Building remains from these early buildings. "State Public School," Owatonna Journal & Herald, 17 June 1887. Dunnell also designed the wing. He was now married to Merrill's sister-in-law.

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laboring to make the asylum more homelike, she argued, much trouble and expense might be saved by simply placing children in real homes. Asylum managers, she stated, evaluated “the standard of their institution by its approach to home life.” This was only “imitating a good thing; but why not secure the good thing itself?”²³

Even here, though, there were disagreements, as one camp argued in favor of payments to adults to care for the children (boarding-out). Older children might be expected to work to earn their keep, but younger children, according to advocates, should not be exploited and would be better served with paid foster parents. By the 1890s, for example, Massachusetts was relying exclusively on payments. Others held out for free care (placing-out), arguing that as soon as payments began, offers of voluntary care would dry up.²⁴

The Minnesota System in Operation

The Minnesota State School for Dependent and Neglected Children is an excellent example of the model pioneered by Michigan. Its philosophy sprang from developing mid-nineteenth century social values about children. Children were still believed to be in need of supervision and discipline, and work was considered beneficial in the building of both skills and moral character. However, a new framework also valued the importance of care, protection, and education in childhood balanced this traditional understanding of children.

There are two popular misconceptions about the Minnesota State School.

First, although often referred to as an orphanage, the vast majority of its residents had at least one parent still living. The children came to the state school through the orders of county probate judges, concerned about the lack of appropriate care, violence in the home, or parental destitution. A typical order might read as follows: “George Scott, a ten-year-old boy, was sent to the state public school by order of Probate Judge Oliver. The father of the boy is a tailor, who informed the Relief Agent that the mother had been in the habit of beating the child unmercifully since a very tender age. This treatment had dwarfed his growth. The mother is now in confinement and was yesterday removed to the hospital. The occasion was taken to have the boy sent to the public school.”²⁵

Second, the goal was not to provide long-term care, but to place-out young men and women as quickly as possible. The average length of time at Owatonna, through most of its history, was around seven months. When the school was founded, many critics did not grasp this policy. H. J. Jager, who joined the staff in 1899 and remained for thirty-seven years, wrote, “During the early years of my work, I found

²³ Caroline H. Pemberton, “The Boarding System for Neglected Children,” National Conference of Charities and Correction, *Proceedings* (1894), 137.

²⁴ J. E. Fee, “Massachusetts System of Boarding Out Children,” *Proceedings of the First National Conference of Catholic Charities* (Washington, D.C.: 1910). In the same volume, also see, W. J. Doherty, “Placing-out of Children.”

²⁵ “How the State Public School is Being Filled,” *Owatonna Journal*, 22 April 1892.

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much misconception of the nature of the institution. Many considered it a soulless, Godless, state institution — the old-style orphanage under a new name. Even the superintendent of the Children's Home Society in St. Paul made a personal attack on the school before the annual conference of churches."²⁶

The purpose of the State School was to offer a transitional home, allowing children to be taken away from poor environments and prepared for placing-out. Merrill wrote, "It is the business of the institution to make good citizens of its waifs, many of whom are the offspring of offenders. Taken while they are young and impressible, they are trained morally, intellectually, and socially. Disabilities are removed and they are given a fixed character."²⁷ During this transitional time, Minnesota's leaders firmly believed that the best setting was more home-like and therefore centered around cottages rather than large congregate dormitories.

Once this brief time in Owatonna had improved the children's mental outlook, behavior, and health, they could be placed in a home environment. This would be accomplished through an adoption — the preferred outcome — or through an indenture contract under which the state reached an agreement with a family to support the child. Indenture contracts secured children's services for a period of years in exchange for the provision of food, shelter, and basic education. At their age of release, typically eighteen, indentured children were given a fixed sum of money, a suit of clothing, or other material resources specified in advance.

The school employed a team of agents to comb the state, seeking and evaluating potential homes, then returning to assess the status of the child on an annual basis. These home visits were infrequent and often missed serious problems. When children could be placed-out, they sometimes suffered abuse at the hands of the people who were supposed to care for them. For example, word filtered back to Owatonna about a boy found crawling after a herd of dairy cattle because his frostbitten feet made it impossible for him to walk them back into the barn at the end of the day. In other instances, there were reports of sexual abuse of young women.

More common than such obvious mistreatment was the frequency of unsuccessful placements, when children were returned to the institution because their new guardians found them unsatisfactory, or the state took them back because the guardians proved unsatisfactory. After ten years as superintendent, Merrill's early confidence in placing-out had turned to wary caution. "My experience," he wrote in 1896, "leads me to be more and more cautious in approving homes for children. To place a child in a poor home means trouble for the child and for us sooner or later. The permanent well-being of the child is promoted by as few removals as possible; hence the importance of great discretion in placing the child in its first home."²⁸

²⁶ *Owatonna People's Press*, 1936 n.d.

²⁷ "About the State School," *Owatonna Journal*, 7 December 1888.

²⁸ Merrill to Board of Control, 31 July 1896, Superintendent's Reports, Owatonna State School, Minnesota State Historical Society, St. Paul.

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In Minnesota, the state did not hold a monopoly in the placing-out business. The Children's Home Society of Minnesota, organized in 1889, placed more than a thousand children in its first eight years of existence. Rev. E.P. Savage, the society's founder, noted that the Owatonna school did not accept children of all types and ages, and he staked out a clientele for his organization among the excluded groups, especially the infants who were originally ineligible for admission to the state school and later admitted only reluctantly. The society also concentrated on providing care in emergency cases where families and children could not wait for a court to issue commitment papers. Although intended to be more flexible and responsive than the state bureaucracy, in 1903, it opened its own receiving home, in which to keep the children who could not immediately be sent to family homes. This mirrored the State Public School.²⁹

Parental Rights

The ultimate purpose of the state school, as Merrill understood it, was to “elevate the dependent classes and lessen their numbers.” Taking children away from poor parents seemed the most effective way to interrupt the inheritance of destitution. When children entered a state school on the model of Michigan's or Minnesota's, Merrill wrote, their “old life is shut out, and they enter here a community governed by and maintained under high moral and Christian standards . . . and during the few months which they spend here they are given a foretaste of the benefits awaiting them in the homes to which they are going.”³⁰

This view was behind one of the most controversial positions held by Merrill — the requirement of the absolute surrender of parental rights over all children entering its state public school. The requirement, according to Merrill, had “a deterrent effect upon people who would be inclined to throw off the burden of supporting their children.” But the rule served other purposes, too. If children had to be held in the orphanage until their parents were ready to call for them, the institution would gradually fill up with the children whose parents never called. Cost control required population control.³¹

To many Minnesota parents, the state school was an unfamiliar sort of orphanage, and there were misunderstandings about its policy regarding the surrender of parental rights. An invalid Civil War veteran, whose wife had died, wrote twice asking whether he could reclaim his children after sending them to the state school: “If I should get better or should get my pension from the government within a year, could I have them [back]? Not that I have any fault to find with my little ones that I make the application for them to the School. But I am Sick by Diseases incurred in the line of duty in the Servis of

²⁹ Catherine Rosness, “History of the Protestant Orphan Asylum of St. Paul, Minnesota, and the Development of Children’s Services, Inc.” (Master’s thesis, University of Minnesota, 1948), 10. Esther Levin, “Fifty Years of Child Care: Children’s Home Society of Minnesota, 1889-1939” (master’s thesis, University of Minnesota, 1939), 30, 32. LeRoy Ashley, *Saving the Waifs: Reformers and Dependent Children, 1890-1917* (Philadelphia: Temple University Press, 1984), 36-68.

³⁰ Merrill to State Board of Control, 7 December 1886, Owatonna State School, Superintendent’s reports. Merrill, “State Public Schools,” 209-210.

³¹ Merrill, “State Public Schools,” p. 217.

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the United States and this is the way some of us Sick Soldiers were paid for our Servis and suffering.” He added that he did not want the school to send his children “out among the public or drunken politissians. I know to [sic] well what that would be.”³²

More serious misunderstandings arose after the visiting agents went to work in 1889, and the pace of placing-out quickened. Parents whose children had been committed to Owatonna by county courts discovered not only that their children were gone, but also that Merrill would not tell them where they had been sent. As a rule, Merrill did not inform parents of the whereabouts of their placed-out children. The same practice was followed by most of his professional colleagues in other states.³³

Some parents seem to have surrendered their children to the state school without fully understanding the consequences. One mother, possibly illiterate, had a daughter still living at home, wrote to Merrill for information about her brother and sister:

i hear that lena and georgy has gon from school and that was not the agrement, and i want you to rite directly and let me know [about them] for mother said if you dont give some reson for it . . . she will take you up for a swindle the grement was that they was to stay their till they was 16 years old and then they was to be sent home if they had a home and now i want you to rite all the perticklers just as quick as you reseave this letter and tell me whar they have gon to . . . our mother is frantic about it and wants to know all about it.³⁴

Poor parents might also be uneducated or illiterate, and might easily misunderstand the terms on which the courts transferred custody of their children to the state. The state's judgment, noted C. P. Maginnis, a member of its Board of Corrections and Charities, was that such misunderstandings were acceptable. In cases where parents failed to fulfill their responsibilities to their children, he wrote, “the error of being too severe or arbitrary is not fraught with nearly as much mischief as the error of being too lenient.” The state had to assert those interests so as to “produce the greatest good for the greatest number. This must be done even at the expense of irritating the feelings and affections of parents who do not realize their own weakness.”³⁵

The state legislature amended the law on the surrender of parental rights in 1889, and made it possible for children to be returned to their own homes if their parents became capable of supporting them. The

³² Mr. O. N. to Merrill, 10 August 1886, 1 October 1886, Owatonna State Public School, Superintendent's Correspondence.

³³ See Mrs. D. L. A. to Merrill, 12 November 1889; Frank H. to Merrill, 23 March 1891; Albert R. to Merrill, 18 March 1892, Owatonna State Public School, Superintendent's Correspondence. Also see National Conference of Charities and Correction, *Proceedings* (1894), 352-353.

³⁴ A. C. to Merrill, n.d. [ca. 1899].

³⁵ C. P. Maginnis, “Legal Aspects of the Child Question — Separation of Children from Their Parents,” Second Minnesota State Conference of Charities and Correction, *Proceedings* (1894), 64-65.

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law, however, did not cover children who had already been indentured by the time their parents were ready to reclaim them. Because most children remained in the school for just a few months, only parents who regained their employment quickly had a chance of getting their children back.³⁶

Life at the State School, 1886-1909

Though Galen Merrill ran an orphanage, he believed that the model institution was “the one that builds up the system of caring for children in homes . . . rather than one which constantly enlarges its borders and becomes a source of increasing public expense.”³⁷

Who were the children?

As noted, most of the residents of the State School were not orphans. Many were placed in the home because their parents were unable to financially support them due to one or many of the following: illness, substance abuse, and the lack of housing or employment opportunities. Some of the children had been abandoned. Looking at records from the school’s opening in 1886 through July 1918, only 5.2% were truly orphans. Others (38.4%) were “half orphans” but the majority (56.4%) were children with two living parents. These wards were predominately boys (60%) admitted over a range of ages from birth to nineteen.³⁸

The ethnic and racial mix reflects Minnesota, with a preponderance of “Americans”, Germans, and Scandinavian. Although American Indians and African-Americans were among the children, they were typically placed elsewhere.

In the original enabling act, there were strict age limits:

The only class of children who shall be received into the institution are these who are declared to be dependent upon the public for support, who are over three and under fourteen years of age, and are in a suitable condition of body and mind to receive instruction. No pupil is to be retained after she or he has attained the age of sixteen years.

Merrill was reluctant to take infants until, in 1897, the state legislature passed a requirement that he do so. He responded by trying to develop a model program. As a newspaper reporter commented after a visit: “I want to tell you about the babies who range from two years up to five. In the door yard of their cottage is a spacious pen, covered with an awning; the ground is covered with bushels of sand and here I found them playing with shovels and pails, a set of romping rosy-faced little darlings. Fifteen minutes before

³⁶ Gioh-Fang Dju Ma, *One Hundred Years of Public Services for Children in Minnesota* (Chicago: University of Chicago Press, 1948), 38.

³⁷ Galen Merrill to Board of Control, 7 December 1886, Owatonna State Public School, Superintendent's Reports, Minnesota State Historical Society, St. Paul.

³⁸ Ninth Biennial Report State Board of Control, 166. One of Merrill’s strengths was his meticulous record-keeping.

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mealtime, they are called in to be washed and then they sit in their little red chairs and sing a baby song.”³⁹

Merrill broke down the students into four categories. The first, “whose heredity was good” were made dependent because of unavoidable circumstances. The second, “whose parents were of low order,” had not been properly supervised as young children. The third group included “those who have both inherited and acquired evil tendencies.” Finally, some new admissions were “mentally weak” and better suited to the school for the feeble-minded in nearby Faribault. Seventy percent of all children at the school, Merrill, estimated, were there “on account of the drunkenness of parents.”⁴⁰

If the term “cottage” evokes images of a small bungalow, at Owatonna, between thirty and forty children lived in each home. Each was supervised by a middle-aged matron, and, by the mid-1890s, there were assistant matrons in most cottages as well. Children were given two sets of clothing — one for Sundays, the other for weekdays.⁴¹

One visitor described the inside of a cottage:

A visit to the children’s cottages is full of interest and entertainment. The children keep their own rooms in order and do it neatly. The furniture is plain but has an elegant neatness that is very pleasing. A large room in each of the children’s cottages, well-lighted and ventilated, with rows of little beds, furnish their sleeping apartments. In each cottage they have a play room and inexpensive toys are furnished. All are cheaply but comfortably clothed and kept scrupulously clean. A little after twelve o’clock the dinner bell rang and the children marched into the dining room in good order, and took their places, the girls first, and then the boys. After reciting a petition in unison they were served an abundance of wholesome food. . . . The food was served by matrons, at the head of the tables, and carried to the children by waiters detailed from amongst the children.⁴²

The state school maintained a large farm, supplying the dining room with fruit, vegetables, dairy products, and meat. It also served as a workplace for the older children. As Hastings Hart wrote, “The schools are only an incident in the training of the child. The whole life of the child is made to articulate with his education; farming, gardening, grading, building, domestic work, play, environment of every sort, are skillfully wrought into educational material.”

In these early decades, children had regular classroom studies from kindergarten through eighth grade, under the guidance of six teachers. However, since the average stay was short, the goal was to prepare them to be able to handle schoolwork in corresponding grades in the public schools. A special emphasis

³⁹ “The State School,” *Owatonna Journal*, 2 September 1892; Ma, *One Hundred Years*, 37.

⁴⁰ “Governor Nelson,” *Owatonna Journal*, 16 February 1894.

⁴¹ “Governor Nelson,” *Owatonna Journal*, 16 February 1894.

⁴² “The State Public School,” *Owatonna Journal*, 25 February 1887.

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was placed on vocational training, with classes in domestic science, engineering, and agriculture. In 1900, a course called sloyd was added. This was popular educational program developed in Sweden that believed that work with handicrafts, especially wood and paper crafts, helped to encourage moral behavior, greater intelligence, and industriousness.

Unlike most private orphanages, the Owatonna school was secular in orientation. Still, older children attended religious services in the several churches of Owatonna. Those who do not go to church in the city met in the school chapel, where nondenominational religious instruction is given, teaching the moral principles of “love of God and love to man, respect for labor, obedience to law and order, and all the virtues that follow in the train of these.”⁴³

Merrill fully understood that one of the greatest deterrents to adoption or placement was ill-health. He also understood that one of the great risks of institutional life would be an epidemic sweeping through the student body. One great test came in 1895, when the institution suffered a diphtheria epidemic, leading to the death of seven children. Merrill promptly quarantined the students and suspended all placing-out for fear that the Owatonna School would spread contagion across the state. While the school maintained a good health record, there were deaths among the children. In 1891 a cemetery was laid out.

In the early afternoon hours of January 24, 1904, the central section and the north wing of the main building caught fire. Before the blaze was extinguished, much of the interior and roof were gone. However, there was no loss of life and the west and south wings of the building were fairly intact.⁴⁴

Within a week, O. B. Gould, chair of the Minnesota Board of Control — the commission charged with construction of state buildings — visited Owatonna. His conclusion was that the building’s walls and foundation remained in good condition and that it could be rebuilt “very much the same as the old building” in its outward appearance. The reconstruction included a lower tower with an altered roof slope.⁴⁵

The project marked the introduction of architect Clarence H. Johnston Sr. to the state school. Johnston had been appointed state architect in 1901, winning the post over Warren Dunnell. He would hold the position for nearly thirty years, completing the design of more than a dozen buildings on the Owatonna campus.⁴⁶

The 1909 White House Conference

Galen Merrill became a leading national spokesperson for the placing-out system and used his experience and status to promote his vision for the care of dependent children. In 1900, for example, he

⁴³ “The State Public School,” *Owatonna Journal*, 25 February 1887.

⁴⁴ “State School Fire,” *Owatonna Evening Journal*, 25 January 1904; Minnesota Board of Control, *Biennial Report*, 1904, 11.

⁴⁵ “To Be Fireproof,” *Owatonna Chronicle*, 2 February 1904.

⁴⁶ Paul Clifford Larson, *Minnesota Architect: The Life and Work of Clarence H. Johnston* (Afton, Minn.: Afton Historical Society Press, 1996); “Clarence H. Johnston, Sr., A Great Architect,” *Northwest Architect* 1 (Jan. 1937), 9.

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chaired the National Conference of Charities and Correction committee on destitute and neglected children. He urged his fellow orphanage superintendents to be progressive, to keep up with the latest developments produced by “scientific men and methods,” and to acknowledge unflinchingly the “failures of institutions and societies organized for the purpose of helping poor children.” From these failures, they could learn how “to meet changed conditions resulting from the development of new and better methods.”⁴⁷

The best method by all reliable accounts, said Merrill, was placing-out. He maintained detailed records of every student, so that he could back his claims with hard numbers. Agents visited all of the institution's alumni who had been placed-out in family homes and were now age eighteen or older. The agents' findings, Merrill reported, showed that 84 percent of the Owatonna graduates had done well.

Merrill told the conference that he saw “a reasonable and satisfactory division of the field of child-saving work, as between state and voluntary agencies.” Although the emergence of placing-out had ended the days of the old “child storage institutions,” but there was still a role for private orphanages to play in the care of children “whose parents wish to place them in an institution for a short time, until they can take them and care for them again themselves.” State institutions were for those children who needed to be protected “from deteriorating forces which surround them, and from which they should be removed at any cost, even the severance of natural ties which bind them to dissolute and incapable parents.”

Merrill found his most prominent national forum in 1909, when Theodore Roosevelt convened a White House Conference on the Care of Dependent Children — a landmark conference that proved to be one of the crucial turning points in America's child welfare system. The president, with only weeks to go in office, played an active role, together with approximately two hundred conference attendees. He had been convinced to do so by “child-saving” experts and activists who wanted to marshal presidential prestige behind several fundamental principles of child welfare policy.

Galen Merrill played a prominent role in the conference, presenting the case for the cottage system as the best means to provide a temporary waystation for needy children while avoiding the harmful effects of the large institution. While agreeing that placement in the private home was the ultimate goal, he affirmed that the state schools still served an important function.⁴⁸

However, a clear alternative developed to the state school, and that was direct aid to mothers so that they could care for their children in the home. A conference report ask:

⁴⁷ Galen A. Merrill, “Some Recent Developments in Child-Saving,” *Proceedings of the National Conference of Charities and Correction*, 1900.

⁴⁸ Homer Folks, “Four Milestones of Progress,” *Annals of the American Academy of Political and Social Science*, (November 1940): 12. Proudly, Merrill reported to the state Board of Control: “The work of this institution as presented & the favorable attention with which it was received was very gratifying. No plan of child saving was so favorably considered.”

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Should children of parents of worthy character, but suffering from temporary misfortune, and the children of widows of worthy character and reasonable efficiency, be kept with their parents — aid being given to the parents to enable them to maintain suitable homes for the rearing of the children? Should the breaking up of homes be permitted for reasons of poverty, or only for reasons of inefficiency or morality?⁴⁹

In the end, the conference generally agreed with Merrill, concluding, “The carefully selected foster home is for the normal child the best substitute for the home.” Other conference recommendations included the establishment of the Foster Care Program, the formation of the federal Children’s Bureau, regular inspection of foster care homes by the state, and education and medical care for foster children. Each would have long-term implications for the Owatonna school.⁵⁰

During the following decade, Galen Merrill was at the peak of his national influence, capped by his appointment as one of six American delegates to the International Congress on the Care of Children, held in Buenos Aires, Argentina, in 1916.

The Progressive Era

By the time of the 1909 White House Conference, reformers had reached agreement that children should be in homes rather than institutions. More than strategy, family preservation became the linchpin of child-saving activity in the Progressive era, bolstered by new academic studies in the field of child psychology. Most advocates asserted that families were the natural setting for childhood, that no foster parent could replace a natural parent, and that the family was the fundamental unit of social organization.

Some pushed for the closing of large children’s homes, while others, including Merrill, argued for an interim home. If the ideal was that children were to remain with their parents, then financial support would have to be given to poor families. This led to the beginnings of mothers’ pensions.

Early in 1911, before the enactment of the first pension laws in Missouri and Illinois, Galen Merrill and the trustees of the State Public School at Owatonna recommended legislation that would have authorized the institution “to help worthy mothers care for their children in their own homes.” The proposal had broad support in the state legislation, but according to Merrill, an amendment added to the bill was “so sweeping that it would have required too much money to carry it into effect. We thought it best under the circumstances to let the matter drop at that time or to be taken up at the next session of the legislation.”

The measure recommended by Merrill and the officials of the state school tried to balance the growing support for a mother’s pension with a role for the state public school. The Minnesota bill was designed, by Merrill’s account, for cases in which a parent, usually a mother, wanted to commit her children to the

⁴⁹ *Proceedings of the Conference on the Care of Dependent Children Held at Washington, D.C. January 25,26, 1909* (Washington, D.C.: Government Printing Office, 1909), 15, 142-143.

⁵⁰ Child Welfare League of America. *The History of White House Conferences on Children and Youth* (Arlington, Va. n.d. <http://www.cwla.org/advocacy/whitehouseconfhistory.pdf>)

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state school for a fixed period while she tried “to improve her condition and circumstances so as to be able to take them again.” Sympathetic county judges were routinely sending such children to Owatonna for short-term commitments “to give their parents a chance to take them back.” Merrill and the trustees thought that “it would be a humane and economical step for the state to give authority and make provision for helping such children in their own homes.” Merrill’s bill amounted to something less than a full mothers' pension. It provided only short-term support, and it applied only to children legally committed to the custody of the state school, not to those in the care of Minnesota's private orphanages or child-placing societies. However, the bill failed to pass.

Two years later, in 1913, a bill with a mothers' pension was introduced in the legislature, modeled on Merrill's proposal. As originally drafted, the superintendent of the Owatonna State Public School would have administered the program. Merrill's only reservation about the measure was that the school's board of trustees and not its superintendent should have responsibility for granting the pensions, a change that the bill's sponsor immediately adopted. Merrill also suggested that his staff of visiting agents should be augmented to screen and oversee the families that received mothers' pensions. In the end, the state's pension program for mothers was administered through juvenile courts in the counties where they existed, and by probate courts elsewhere.

Though the political outcome left Minnesota's state orphanage without a role in the mothers' pension program, the legislation shows Merrill's aim to keep a viable role for the state school. It was a variant on placing-out that helped preserve families, but also saved the state school the inconvenience of accepting, for short-term commitments, children who were not likely candidates for placing-out.

Building on the initial legislation, in 1917, the Minnesota legislature enacted a body of laws known as the “Minnesota Children's Code,” for the protection of defective, illegitimate, dependent, neglected, and delinquent children. It was based on the work of a committee of twelve, appointed by Governor James Burnquist, that included Galen Merrill. Historian Edward MacGaffey called this bill “perhaps the greatest achievement in the history of Minnesota's social legislation.” To administer these acts, a children's bureau was created in the state board of control, and volunteer child welfare boards were organized in counties where the commissioners requested them. Among the more significant changes in the new legislation was the establishment of the State Board of Control, which became the governing body for the State School.⁵¹

In addition, Minnesota took major steps to regulate adoptions, becoming the first state to charge public authorities with making an “appropriate inquiry to determine whether the proposed foster home is a suitable home for the child.” This law also mandated that records remain confidential, placing information off limits to members of the public but keeping it accessible to the children and adults directly involved in

⁵¹ William Hodson, “A State Program for Child Welfare,” *Annals of the American Academy of Political and Social Science*, 97 (1921), 159-167; Edward MacGaffey, “A Pattern for Progress: The Minnesota Children's Code,” *Minnesota History*, Vol. 41, No. 5 (Spring, 1969), 229-236.

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adoption, who were called the “parties in interest.” Again, Minnesota led the nation, and between the world wars, most states in the country followed suit.⁵²

In this round of legislation, Merrill strongly opposed one important policy shift, noting, “The law of 1917, providing for the commitment of defective children to the custody of the State Board of Control to be placed by the board in the proper institution, has had the unforeseen effect upon admissions to this school.”

Under an evident misconception of the law, some of the courts have sent children here who are obviously feeble-minded, after committing them to the custody of the board, leaving us the problem. . . . The commitment to it of mentally defective children cripples vitally the service which it is able to render the community. In the first place, such children cannot be rehabilitated socially. They are a menace to the normal children and are themselves unhappy and discontented. They are apt to pick on the weaker ones and lead them into all sorts of difficulties.”⁵³

His concern was that this would lead to a slow transformation of the state school from a transitional waystation into a long-term care institution.

Life at the Orphanage, 1910-1945

Life at the school constantly evolved, so that any description is no more than a snapshot. Who were the students in these years? Merrill wrote in 1912: “Of the 263 children present at the close of the period, 188 were boys and 75 were girls, about the usual proportion. One hundred twenty-six boys and forty-three girls were under ten years of age, the average age being 7.9 years. Twenty-seven were babies. The girls are in greater demand for adoption than the boys. Boys from four to eight years of age are considered as of an undesirable age.” The average stay remained relatively brief, remaining around seven months through 1930.⁵⁴

The school was “more like a village than a school,” recalled Harvey Ronglien. It included sixteen cottages, a nursery, hospital, gymnasium, laundry, bakery, water tower, and power plant. The farm

⁵² Ethel McClure, *More than a Roof: The Development of Minnesota Poor Farms and Homes for the Aged* (St. Paul: MHS Press, 1968). Emelyn Foster Peck, ed. U.S. Children's Bureau, *Adoption Laws in the United States: A Summary of the Development of Adoption Legislation and Significant Features of Adoption Statutes, With the Text of Selected Laws*, Bureau Publication No. 148 (Washington, D.C.: Government Printing Office, 1925), 27-28. Lori Askeland, ed., *Children and Youth in Adoption, Orphanages, and Foster Care: A Historical Handbook and Guide* (Westport, Conn.: Greenwood Press, 2006).

⁵³ Minnesota State Board of Control, *Ninth Biennial Report of the Board of Control of State Institutions of Minnesota* (1918), 158.

⁵⁴ Minnesota State Board of Control, *Sixth Biennial Report of the Board of Control of State Institutions of Minnesota* (1912), 326.

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produced much of the food needed for the student population, with a granary, icehouse, root cellar, and greenhouse.

The school's physical plant evolved as well. Influenced by Teddy Roosevelt's call for a strenuous life, a growing body of thought argued that children's play was crucial to their social and moral development. As George Mangold wrote in *Problems of Child Welfare* (1924), play was "a most important school of citizenship, and the social results which follow are expressed in such ethical values as order, obedience, self-denial, and discipline." Sports and play would encourage "self-repression" but not "self-effacement."

It is not surprising, then, that a gymnasium was constructed in 1914. As Galen Merrill explained it, "The gymnasium and bathing pool asked for would afford proper means of amusement and development of the children. It would be a most valuable aid in the discipline of the institution and a means of preventing the necessity of punishments." Organized sports had the effect that reformers sought. Harvey Ronglein, a student in the 1930s and 1940s, recalled, "In my personal opinion, for those who participated, it did more for the State Schooler's self-esteem than anything else at the school."⁵⁵

Attitudes toward dormitory construction changed as well, influenced by progressive leaders. By the second decade of the twentieth century, the use of concrete was increasing, often heralded as fireproof construction. Indeed, Clarence Johnston read a paper to the state board of control in 1919, stating, "When it will be recalled that fireproof buildings twenty years ago were the exception rather than the rule, and that of all of our institutional buildings a very, very small percentage only were in this class, the progress we have made since then in this respect is remarkable. . . . Concrete has played such a large part in our building construction in recent years that one cannot refrain from mentioning the fact, together with its greater possibilities."

Public institutions also paid increasing attention to ventilation and air-circulation, improving the general health of its wards. Two new cottages were added: #8 in 1914 and #11 in 1923. Both reflected the new attitudes, with cross-ventilation and open-air porches.⁵⁶

The school acquired substantial new property in 1919 when it purchased lots to the east across State Street. The property included a residence on the corner of State and Sylvan Streets, dubbed the "Sunshine Cottage." Next door, a new four-square style house was erected. Both were used initially for employee housing.⁵⁷

⁵⁵ Joseph Lee, *Play in Education* (New York: Macmillan Co., 1915); Henry Stoddard Curtis, *The Play Movement and Its Significance* (New York: Macmillan Co., 1917); and Clarence Rainwater, *The Play Movement in the United States: A Study of Community Recreation* (Chicago: University of Chicago Press, 1922). Sixth Biennial Report, State Board of Control, 336. Harvey Ronglein, "Life was not easy at the State School," *Owatonna Post*, 18 July 1996.

⁵⁶ Minnesota Board of Control, *Eighth Biennial Report* (1916), 4; Minnesota Board of Control, *Twelfth Biennial Report* (1924), 10.

⁵⁷ Minnesota Board of Control, *Sixth Biennial Report* (1912), 24; Minnesota Board of Control, *Ninth Biennial Report* (1919), 4.

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Other new buildings included a hospital. During the great influenza epidemic in the fall of 1918, there were 176 cases, resulting in the death of three children and one teacher. With increased attention paid to public health, the new medical facility allowed better care and isolation of students with contagious diseases. With the intention of making sure than incoming children were healthy, a admitting cottage (C-12) was constructed. Harvey Ronglien remembered, "Every child had to spend his or her first three weeks in C-12, quarantined in case we carried disease or parasites. We were fed, cleaned, deloused, clothed, evaluated and immunized there."

Classes were held at the school for the first seven grades, but now older students were placed in the Owatonna Public Schools for eighth grade and high school. Typical faculty included classroom teachers, a domestic science teacher, a physical education instructor, and a music teacher.⁵⁸

Based on national trends, if tracked through professional conferences and legislation, the orphan asylum appeared to be in a decline. In fact, the absolute number of children in orphanages hardly diminished from the time of the 1909 White House Conference to the advent of the New Deal. Census data shows that the orphanage population continued to increase until 1933, decades after the passage of mother's pensions bills in most states. Other societal changes contributed to the drop after 1933, especially lower adult mortality rates, decreasing family size, and the rise of other forms of social insurance such as unemployment or worker's compensation benefits.⁵⁹

The country's economic collapse in 1929 added new pressure on the school. Fewer children were placed on farms and enrollment grew to more than 500 — the highest in the school's history — by 1932. The average length of stay also increased up to the mid-1930s.⁶⁰ As part of a state recovery program, Floyd Olsen pushed through a \$2,000,000 construction bill for state institutions, including funds for two new cottages. Finished in June 1932, the two buildings were occupied by boys. Within a year, funds were approved for a new school building as well. This structure included a new auditorium, seating 500 students, plus twelve classrooms.⁶¹

This last building marked a transition away from the influence of Clarence Johnston, following the closure of the state architect's office. For example, Minneapolis architect A. O. Larson designed the school building.⁶²

⁵⁸ Minnesota Board of Control, *Tenth Biennial Report*, 1920, 60.

⁵⁹ Dorothy M. Brown and Elizabeth KcKeown, *The Poor Belong to Us, Catholic Charities and American Welfare* (Cambridge: Harvard University Press, 1997), 172-177.

⁶⁰ Marshall B. Jones, "Crisis of the American Orphanage, 1931-1940," *Social Service Review*, 63 (December 1989), 613-629; Donnell M. Pappenfort, Adelaide Dinwoodie, and Dee Morgan Kilpatrick, "Children in Institutions, 1966: A Research Note," *Social Service Review*, 42 (1968), 449.

⁶¹ "Open New Cottages," *Owatonna Journal Chronicle*, 24 June 1932.

⁶² Paul Clifford Larson, *Clarence Johnston*, 158; "School Plans Are Adopted," *Owatonna Journal Chronicle*, 30 June 1933.

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Then, in October 1934, Galen Merrill died, ending forty-eight years as superintendent of the school. The best summary of his legacy might have come from his daughter, Maude Merrill James. Her perspective was more than that of a child toward a parent. She had grown up at the State School, and gone on to a distinguished career as a clinical psychologist and professor of child psychology at Stanford University. With co-author Lewis Terman, James popularized the use of the Stanford-Binet Test. Calling her father a “national figure in the field,” she wrote: “He was always an active participant in state and national social work activities, serving as president of the Minnesota State Conference of Charities and Correction, and serving as a member of Governor Burnquist’s commission on revision and recodification of Minnesota’s laws relating to child welfare, among his many outside activities.”⁶³

In Merrill’s place, the school hired Mendus Velve as its second director. Velve, forty-four at the time of his arrival in Owatonna, worked as a high school principal in Kenyon before World War I, then served as school superintendent in Marmarth, North Dakota, and Hutchinson, Minnesota. In 1930, he was named as the superintendent of the Minnesota State School for the Blind.⁶⁴

Velve, more readily influenced by state authorities than the independent Merrill, instituted a series of new policies. In 1936, the state school dropped its practice of indenture contracts. Robert Mosher, a state agent, argued that case workers could design “an individual plan for the individual child” rather than use the “ancient, inflexible, and much abused Indenture Contract.” The plan now encompassed adoption for babies and small children; “free homes” with foster parents; “wage homes” for children over sixteen; and a “Limited Boarding Home Program” for those who could not be successfully fitted into the other three programs.⁶⁵

The critical needs for the new state school philosophy were vocational training. Velve wrote: “It is clearly fallacious to assume that all older boys should be farmers and all older girls should be housemaids.” He brought in child psychologists and additional staff for preschool children “so more individual care and attention can be given them for better mental development.”

There is also evidence that Velve tempered the harsh regime of discipline that had evolved during Merrill’s last years. Harvey Ronglien recalled, “To my knowledge, Mr. Velve never laid a hand on a child. The image of the institution was very important to him.” Another student concurred, “Discipline was severe. A boy at the school during the nineteen twenties, whom I later met, was beaten — caned — on the back so severely he bore scars for life. Although conditions improved under Mr. Mendus Velve,

⁶³ Maude Merrill James, Letter, 2 April 1959, read at the dedication of Merrill Hall, Owatonna State School Archives, Minnesota Historical Society.

⁶⁴ “Velve New Head of State School,” *Owatonna Journal Chronicle*, 26 October 1934.

⁶⁵ *Biennial Report* (1937).

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who took over about the time I arrived, it was slowed by a matronage accustomed to the penal philosophy of child rearing.”⁶⁶

Across the nation, the Great Depression and World War II prolonged the traditional orphanages and delayed the shift to foster care. In Owatonna, student population remained at a high level throughout the 1930s.⁶⁷

Yet, a movement was afoot to make a dramatic shift in the school’s mission. In 1937, the state legislature considered legislation to turn the State Public School into a branch of the Faribault State School for the Feeble-Minded, transferring the children to other institutions or boarding them out in private homes.” Although defeated due to intense lobbying from local representatives, it was clear that the school was now a target for closure.⁶⁸

World War II sped up the cycle of change. Harvey Ronglien recalled, “Slowly but surely, during World War II, the State School was closing its doors. Many things were rationed and paper was in short supply. Worn out items were not replaced. Boys that were of age left to join the army or navy. Younger boys were put out on farms since most men were in the service. Likewise, the girls were being put out in homes to work . . . because maids were leaving to work in factories.”⁶⁹

In the spring of 1943, the state welfare department recommended that the school’s mission be changed from an institution for the dependent and neglected children to one for high functioning, mentally disabled students. This was not without controversy, however. Civic leaders objected, praising the “large measure of satisfaction and good citizenship which has resulted from the school.” Others expressed a high regard for “the children at the state public school and of the return respect and regard they have for Owatonnans.” In response, the legislature blocked the move.⁷⁰

Faced with declining enrollments, by 1945, school employees were advocating the shift. A staff report concluded: “The trend over the past ten years has been away from the institutionalization of the normal child. It is reflected in the fact that the population at the school has decreased from 436 in July 1941 to 92

⁶⁶ Ronglien, *A Boy from C-II*, 46. As Ronglien records, there were often lasting psychological repercussions following years in the State Public School. Other recent works by former students include Peter Razor, *While the Locust Slept* (St. Paul: Minnesota Historical Society Press, 2002), and Donna Scott Norling, *Patty's Journey: From Orphanage to Adoption and Reunion* (Minneapolis: University of Minnesota Press, 1996).

⁶⁷ Marian J. Morton, “Surviving the Great Depression: Orphanages and Orphans in Cleveland,” *Journal of Urban History*, 26 (2000), 438-455.

⁶⁸ “State School is Safe, Sen. Cashman Declares,” *Owatonna Journal Chronicle*, 28 January 1937. The proposed change followed in the footsteps of the Michigan State Public School, which became the Michigan Children's Village in 1935, admitting children with mild mental impairments. In 1939 the Children's Village became the Coldwater State Home and Training School, and open to persons of all ages with more serious mental handicaps.

⁶⁹ Harvey Ronglien, “Girls at the Owatonna State School,” *Owatonna Post*, 25 July 1996.

⁷⁰ *Steele County Photo News*, 1 April 1943.

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at this date. Those who are aware of the present trends and conditions see no possibility of increasing the population or even keeping it at the current level.” Also at stake, of course, was the future of the seventy-seven employees and the impact of the school on the local economy.⁷¹

This time, the change was implemented.

Closure of the State School

The State Public School for Dependent and Neglected Children effectively closed in 1947, when its mission officially changed. At that time, all State Public School lands, buildings, property, and funds were transferred to the newly established Owatonna State School. Operating under the direction of the Public Welfare Department, the new institution provided academic and vocational programs for high-functioning, mentally-disabled persons who were twenty-one years of age or younger. The student population reached a peak in 1948 of more than 400, leading to the construction of two new dormitories on the State School campus in 1951.⁷²

After the passage of the mandatory education law for the handicapped in 1955, however, mainstreaming students into the public schools became the common policy. Until 1959, admissions were restricted to those capable of receiving academic and vocational training but who could not get along in the home, school, or the community at large. Attendance decreased to just under 200 by the time of its closure.

In 1969 the legislature directed that the Owatonna State School be phased out by July 1, 1970. The program was transferred to the Minnesota Learning Center at Brainerd, which was established for that purpose.

The property sat vacant for four years, with state funds paying for minimal maintenance and upkeep at a cost of \$100,000 a year. After the 1973 session of the Legislature adjourned, without any further specific plan for the property, the State Department of Administration declared it as surplus and offered it for sale to the highest bidder. The property was divided into three parcels: Parcel A, which encompassed the main campus, plus Parcels B and C on the east side of State Avenue. The latter two were purchased by Allan Radel for \$67,500 each.

Finally, in April 1974, the City of Owatonna, by a vote of 2,481 to 182, approved the purchase of seventy-five acres for \$200,000. Placed under the management of a special city commission, West Hills, as the property was called, refurbished many of the existing buildings for public use. The massive Administration building became the new city offices.⁷³

⁷¹ “State School Change-Over Advocated,” *Steele County Photo News*, 25 January 1945.

⁷² This institutional shift was also seen in Michigan., where the State Public School became the Michigan Children's Village in 1935. The facility then began to admit only children with mild mental impairments.

⁷³ The *Owatonna Peoples Press* carried almost daily articles about the pending vote during April 1974. *West Hills*, 233-34

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Conclusion

Between 1886 and 1947, 10,635 children passed through the Minnesota State School for Dependent and Neglected Children. Over its sixty years of operation, the institution shaped the lives of children and families across the state, providing a temporary home for young people faced with the problems of family destitution, domestic abuse, disease, and death. Its policies, enunciated in national and state forums for forty-eight years by Superintendent Galen A. Merrill, played a central role in the development of child welfare policy, not just in Minnesota, but across the nation.

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SECTION 10. GEOGRAPHICAL DATA

Verbal Boundary Description

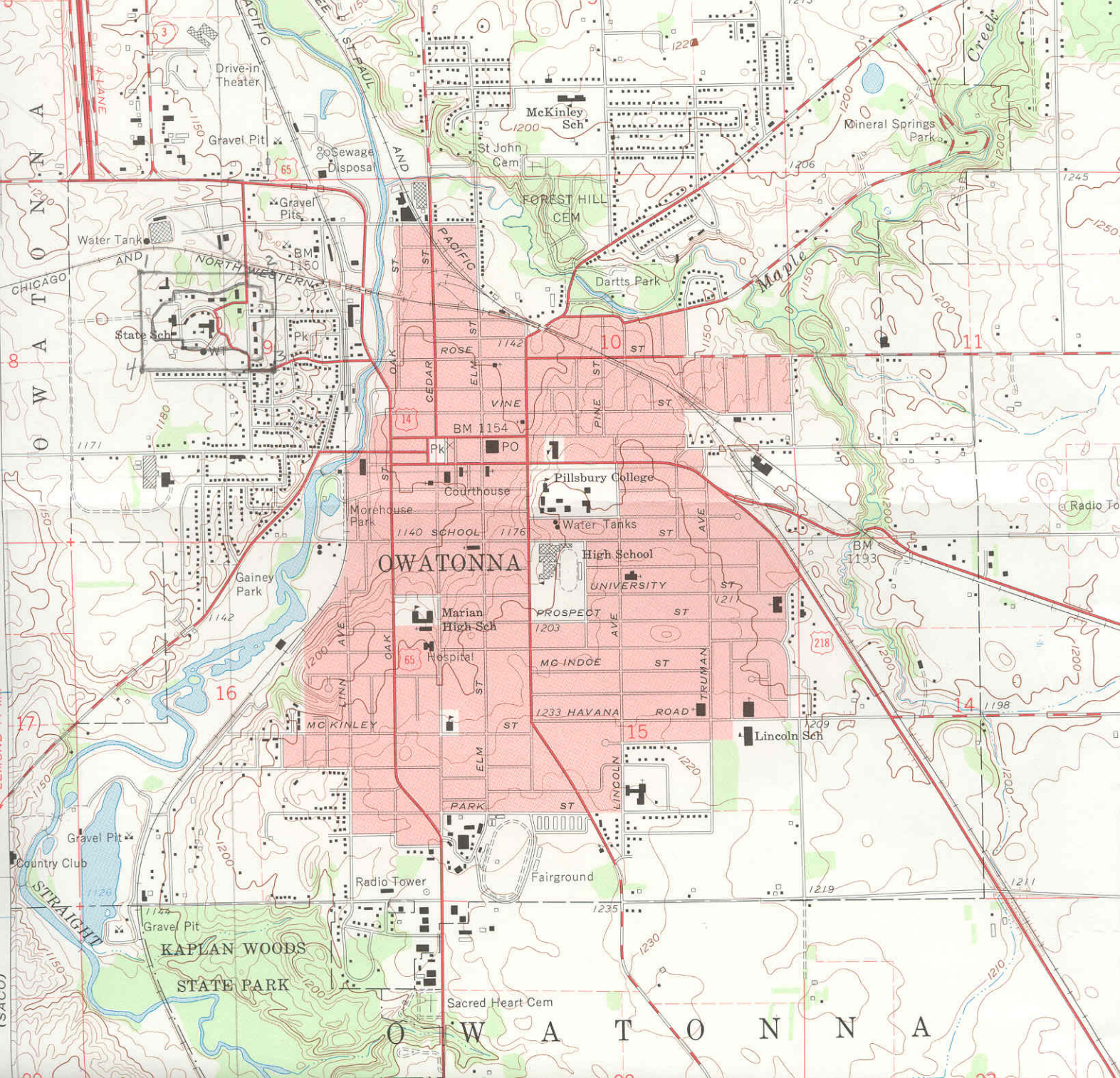
The boundary of the nominated property is shown by the dashed line on the accompanying map entitled "Sketch Map and Site Boundaries, Minnesota State School for Dependent and Neglected Children, Owatonna, Steele County, Minnesota."

Boundary Justification

The nominated property encompasses a forty-two-acre parcel of land on which stand the contiguous historic buildings of the Minnesota State School for Dependent and Neglected Children. The property is the remnant of the original parcel historically associated with the State Public School, including a 265-acre farm. Excluded from the boundary are portions of the original campus that have been altered, including fields, orchards, and pastures.

The east boundary follows the eastern property boundaries of the included properties. The south boundary follows the historic boundary of the state school, separating it from a residential neighborhood. The north and west boundaries are defined by the easternmost and southernmost edge of Florence Avenue.

Property located north and west of the historic district no longer retains sufficient integrity to convey its historic character and significance. This was originally open farmland. To the immediate west, U.S. I-35 crosses (north-south) part of the original property, while areas north of Florence Avenue are now used for modern office buildings.



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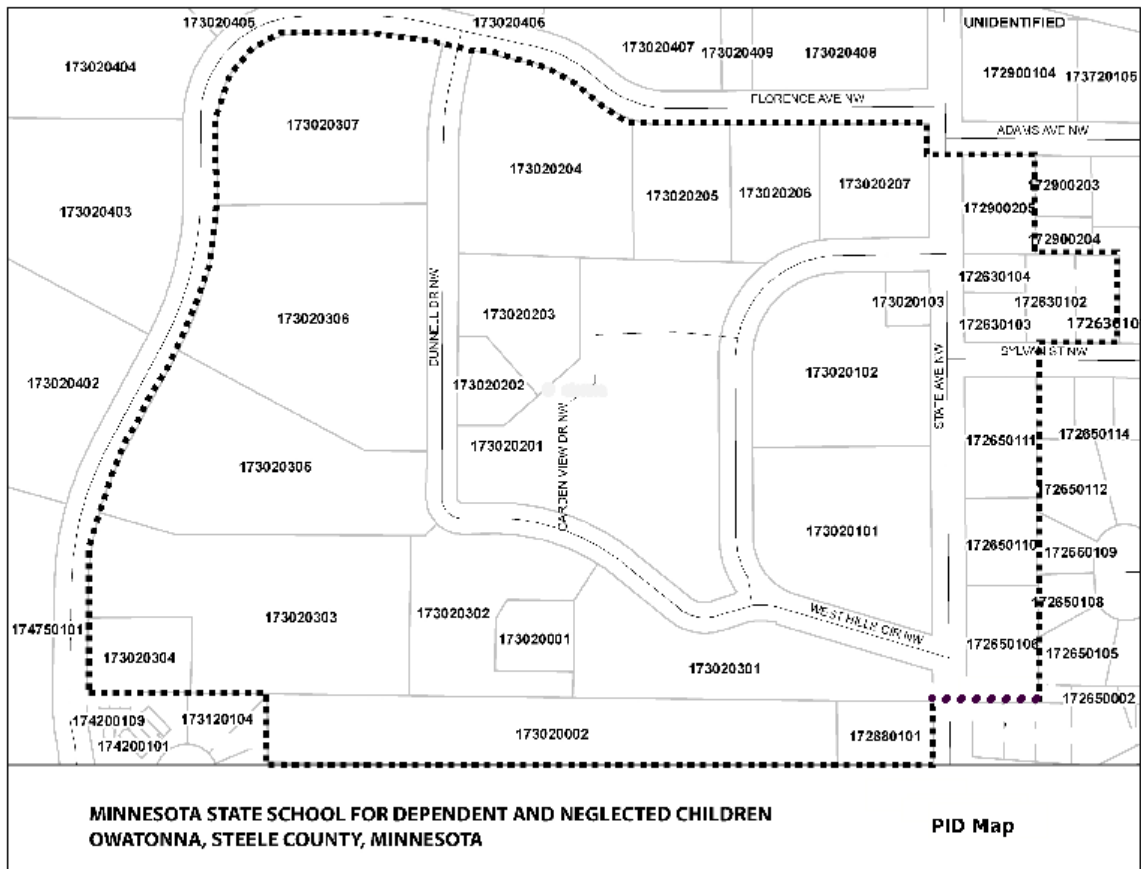
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Boundaries with property identification numbers, State Public School Historic District,
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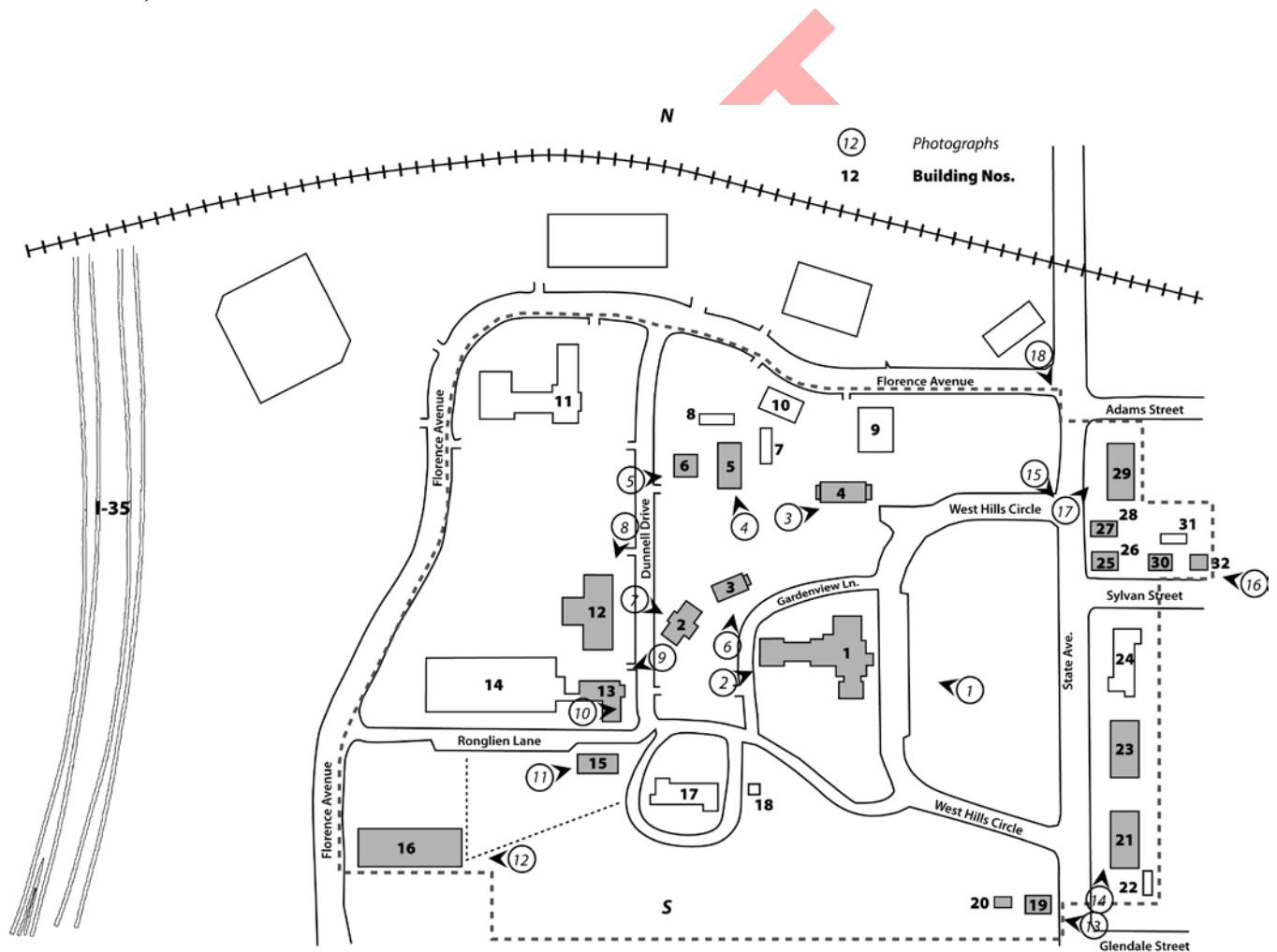
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MAP #1: Sketch Map and Location of Photographs, State Public School Historic District,
Owatonna, Minnesota



MINNESOTA STATE SCHOOL FOR DEPENDENT AND NEGLECTED CHILDREN
OWATONNA, STEELE COUNTY, MINNESOTA

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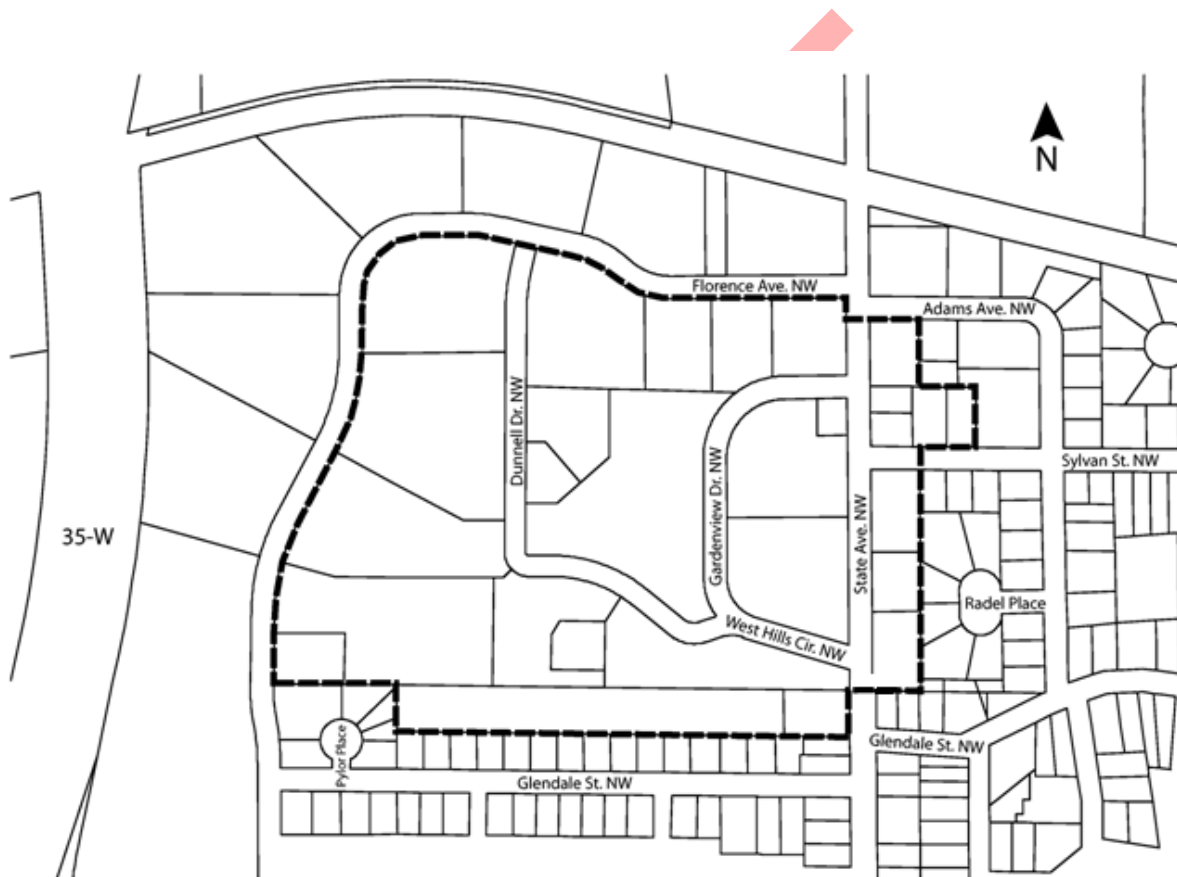
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MAP #2: Boundaries, State Public School Historic District, Owatonna, Minnesota



MINNESOTA STATE PUBLIC SCHOOL FOR DEPENDENT AND NEGLECTED CHILDREN
OWATONNA, STEELE COUNTY, MINNESOTA

DISTRICT BOUNDARY 

0 580 Feet

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Name of Multiple Property Listing (If applicable)

PHOTOGRAPH #1: Aerial view, 1945



**United States Department of the Interior
National Park Service**

National Register of Historic Places Continuation Sheet

Name of Property: Minnesota State Public School
for Dependent and Neglected Children

County and State: Steele County, MN

Section number: Photographs page: 1

Name of Multiple Property Listing (If applicable)

PHOTO LOG:

Name of Property: Minnesota State Public School

City or Vicinity: Owatonna

County: Steele County

State: MN

Name of Photographer: Daniel J. Hoisington

Date of Photographs: April, November 2008; October 2009; July 2010

Location of Original Digital Files: 122 Demont Avenue E, Little Canada, MN

Photo #1 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_MainBuilding_0001)

East elevation (right), camera facing west.

Photo #2 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_MainBuilding_0002)

West façade (left) and south elevation (right), camera facing northeast.

Photo #3 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_Hospital_0003)

South elevation (right), camera facing north-northeast.

Photo #4 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_PowerPlant_0004)

South façade (left) and east elevation (right), camera facing northwest.

Photo #5 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_Laundry_0005)

West façade (left) and south elevation (right), camera facing northeast. Power plant in background.

Photo #6 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_Cottage #11_0006)

Southeast elevation (right), camera facing northwest.

Photo #7 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_Cottage #8_0007)

Northwest elevation (right), camera facing southeast.

Photo #8 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_School_0008)

East elevation, camera facing southwest.

Photo #9 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_Gymnasium_0009)

East façade (left) and north elevation (right), camera facing southwest. Tennis Center on right.

Photo #10 (MN_SteeleCounty_MNStatePublicSchoolHistoricDistrict_Gymnasium Interior_0010)

Main gym, facing southwest.

**United States Department of the Interior
National Park Service**

National Register of Historic Places Continuation Sheet

Name of Property: Minnesota State Public School
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Section number: Photographs page: 2

Name of Multiple Property Listing (If applicable)

Photo #11 (MN_SteeleCounty_ MNStatePublicSchoolHistoricDistrict_RootCellar_0011)
West elevation, camera facing northeast.

Photo #12 (MN_SteeleCounty_ MNStatePublicSchoolHistoricDistrict_Cemetery_0012)
Camera facing northwest.

Photo #13 (MN_SteeleCounty_ MNStatePublicSchoolHistoricDistrict_406Sylvan_0013)
South façade (left) and east elevation (right), camera facing northwest.

Photo #14 (MN_SteeleCounty_ MNStatePublicSchoolHistoricDistrict_Cottages15-14_0014)
West façade (left) and south elevation (right), camera facing northwest.

Photo #15 (MN_SteeleCounty_ MNStatePublicSchoolHistoricDistrict_515-505State_0015)
515 (left) and 505 (right), camera facing southeast.

Photo #16 (MN_SteeleCounty_ MNStatePublicSchoolHistoricDistrict_466-456Sylvan_0016)
South façade (left) and east elevation (right), camera facing west.

Photo #17 (MN_SteeleCounty_ MNStatePublicSchoolHistoricDistrict_Cottage12_0017)
West elevation, camera facing northeast.

Photo #18 (MN_SteeleCounty_ MNStatePublicSchoolHistoricDistrict_Cottage12_0018)
State Avenue, camera facing south. Entrance to West Hills. Florence Avenue in foreground.