

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 *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. 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 entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer to complete all items.

1. Name of Property

Historic name Inland School
Other names/site number District 72 School, CY08-004

2. Location

Street & number NWC East Ave. and Edison St. Not for publication
City or town Inland Vicinity
State Nebraska Code NE County Clay Code 035 Zip code _____

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, 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 nationally statewide locally. (See continuation sheet for additional comments.)

Wendell Summer _____ Date 2/4/02
Signature of certifying official
Director, Nebraska State Historical Society
State or Federal agency and bureau

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I, hereby, certify that this property is:
 entered in the National Register. _____
 see continuation sheet. _____
 determined eligible for the National Register. _____
 see continuation sheet. _____
 determined not eligible for the National Register. _____
 removed from the National Register. _____
 other, (explain): _____

Signature of Keeper Date of Action

Inland School

Name of Property

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5. Classification

Ownership of Property

(Check as many boxes as apply)

- Private
- Public-local
- Public-state
- Public-federal

Category of Property

(Check only one box)

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

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		Buildings
		Sites
		Structures
		Objects
		Total

Name of related multiple property listing

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

Historic and Architectural School Buildings in Nebraska

Number of contributing resources previously listed in the National Register

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/-School

Current Functions

(Enter categories from instructions.)

RECREATION AND CULTURE/Museum

SOCIAL/Meeting Hall

7. Description

Architectural Classification

(Enter categories from instructions.)

OTHER/Vernacular

Materials

(Enter categories from instructions.)

Foundation CONCRETE

Walls BRICK

Roof ASPHALT

Other

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

Property is:

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

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

Period of Significance

1924-1951

Significant Dates

1924

Significant Person

(Complete if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Earl Ellis-Builder

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

Previous documentation on file (NPS):

- Preliminary determination of individual listing (36 CFR 67) has been requested
- Previously listed in the National Register
- Previously determined eligible by the National Register
- Designated a National Historic Landmark
- Recorded by Historic American Buildings Survey # _____
- Recorded by Historic American Engineering Record # _____

Primary location for additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local Government
- University
- Other
- Name of repository: _____

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10. Geographical Data

Acreage of property @ three acres

UTM References (place additional UTM references on a continuation sheet).

	Zone	Easting	Northing		Zone	Easting	Northing
1.	14	565780	4493710	3.			
2.				4.			

[] See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Bill Callahan

organization Nebraska State Historic Preservation Office date 12/12/01

street & number 1500 R Street telephone 402/471-4788

city or town Lincoln state NE zip code 68501

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

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.

Photographs

Representative **black and white photographs** of the property.

Additional items

(Check with the SHPO or FPO for any additional items.)

Property Owner

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

name/title Inland Public School District # 72

street & number P.O. Box 188 telephone N/A

city or town Inland state NE zip code 68954

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determined 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, (15 USC 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the 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 chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

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Description

Inland School is located on the south edge of Inland, Clay county (2000 Pop.7,039) Nebraska. Inland is a small unincorporated community located one mile north of US Highway 6 (historically the Detroit-Lincoln-Denver Highway) two miles from the Clay-Adams county line. Inland is approximately six miles east of Hastings, and approximately one-hundred miles south-west of Lincoln. Inland School is prominently located on the south edge of town, on the west side of East Avenue, the main thoroughfare through town. The school is framed by a number of mature trees and a circular drive on the east, Edison Street on the south, a large playground area to the west, and another large open area bounded by railroad tracks to the north. The Burlington Northern Santa Fe railroad line runs east-west through Inland. The majority of Inland is located north of the tracks, somewhat isolating the School from the larger part of town.

The Inland School is a simple, roughly 60'x45' two-story brick structure with a hipped, asphalt-shingle roof. The Inland School presents a very symmetrical appearance on all four facades. Primary entry to the building is on the east façade. The entry is framed by a two-story bay topped with a gabled cornice. The cornice is notched on either side, and is capped by a stone stringcourse. Within the outline of the entry bay, the entry door is flanked by two wooden four-over-four double hung windows. On the second floor of the entry bay, two six-over-six double hung wood windows are located directly above the entry door; and these in turn are flanked by two four-over-four windows. The words INLAND and in smaller letters 1923 and Dist. 72 are painted onto an inset directly above the second floor windows. The entry door itself is one of the very few non-historic elements visible on the Inland School. The entry is a double glass door and is topped by a largish glass transom. The glass in the transom is probably non-historic, and the door is obviously modern. Both the entry door and transom do, however, retain their historic configuration, if not materials.

The Inland School's main "wings" that flank the entry bay have very symmetrical fenestration, each wing housing five six-over-six double hung wood windows on the second floor and four slightly smaller six-over-six windows on the first floor. The hipped roof has extended eaves and exposed rafters on all four building facades. Virtually identical brick chimneys pierce the roof in front (east) third of the building on its north and south facades. Aside from the chimneys and very subtle patterned brickwork, the north and south façades of the Inland School are unadorned.

The rear (west façade) of the school identically repeats the fenestration of the primary façade. However, a centrally located rear door exits from the second floor hallway onto a metal exterior stair. This exit is then flanked by two four-over-four double hung wood windows. An enclosed basement exit is located directly below the rear exit door and stairway. The first floor windows illuminate the basement gymnasium space.

Upon entering the Inland School from the primary entrance, one is greeted by a very wide wooden staircase. Doors on either side of the entry lead to locker rooms on the first floor, and also lead to stairs into the basement gymnasium. The gym takes up the entire western 2/3rds of the basement. A kitchen is located on the east side of the basement between the two sets of stairs. The kitchen is then flanked by the furnace rooms.

Returning to the main entrance, and up the broad staircase onto the second floor one looks west down a wide hallway to the rear entry. The School's four classrooms are located off this hallway on the second floor, one in each corner of the building. The rooms are entered by original wood doors which retain their transoms. The four classrooms are virtually identical, with original wood trim work and blackboards intact. In fact one room, used as a museum space, retains original student desks. The only non-historic elements are a dropped ceiling in each room, and a relatively recently added small office space in the north-western classroom. Overall, the Inland school has exceedingly high physical integrity, and has been very well maintained.

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Statement of Significance

School District # 72 was formed at Inland in 1885, the product of a partial consolidation of portions of Districts 33 and 45. The original site of the District 72 schoolhouse was in a different location than where the building under nomination is located. However, by 1886 the site of the current Inland School was purchased and a new school was built. Throughout the years, District 72 employed two or three teachers and a principal. From at least the nineteen-teens, the school taught up to the 10th grade.

An annual board meeting held in June 1922 tells of a discussion about building a new schoolhouse, and in June 1923, a vote was held as to whether to issue \$15,000 in bonds for the construction of a new building. The issue passed, 43-2. There was apparently some controversy about whether to build on the existing schoolhouse site, or to acquire a completely new site. In any event, building plans for constructing a new school on the existing site were drawn up by August, 1923. Extrapolating from Board meeting minutes, it appears the building was not completed until August, 1924. This date is logical, considering it would have been available for a new school year in 1924. The assumption is that the date "1923" painted on the inset above the main entry refers to the year building construction began. With construction of the new school, the District accommodated Kindergarten through High School students. The last high school class graduated in 1942, when the School accommodated students through grade 8.

Inland School remained in use as a K-8 school until District 72's closure in 1999. However, since that time it has remained in use as a school, contracting students with District 15 for the past two years. Additionally, one classroom has been turned into a museum space, continuing its education function. Finally, the gymnasium and kitchen space, as well as the grounds surrounding Inland School continue to be utilized for community functions.

Section F, page 1 of the National Register Multiple Property Submission *Historic and Architectural School Buildings in Nebraska* states: "To qualify for the NRHP, the property must be an intact example of a school or related resource and should retain essential elements of the seven aspects of integrity..." and "Overall, the property must retain a high degree of physical integrity and should reflect its period of construction." Finally, the MPS states: "The resource does not need to retain its historic function to be eligible... (and) can be eligible...under Criterion A for its historical association with education in Nebraska;...and/or Criterion C for its architectural significance, including representation of method of construction....or representative of a property type."

In the context of post WW1 school construction, Section E, page 11 of the MPS states: New Curriculum requirements often affected the types of specialized teaching areas that were incorporated into the design of school buildings...For example, a rising concern of health and nutrition led to the inclusion of a gymnasium, lunchroom, and indoor bathrooms." In terms of architectural significance, Section E, page twelve of the MPS continues: "By the 1920's... Standard (school) design features included a hipped roof and a series of windows on one side of the room close together to appear as one window often with east or west exposure. . Plan books of the time also promoted built-in bookcase, cloakrooms, and full basements for community use." Although there is no specific evidence that the Inland School was designed from standardized plans, it retains virtually all of the characteristics of standard school plans of the 1920's.

The Inland School retains superior physical integrity: it is virtually intact, inside and out, from its construction. The quality of care and maintenance the School has received in the past nearly eighty years is remarkable. Inland School's long history in the village of Inland, and its continued use as a museum and community center should ensure its integrity and viability for years to come, and is a testament to the quality of the building's construction, and the thoughtfulness of its design.

Scheduled for demolition as recently as summer, 2001, the Inland School Foundation is currently studying uses for the building, which will in all likelihood at least continue its current use as a museum and community center. Inland School is a tremendous historic asset for the community of Inland, and clearly meets all eligibility requirements for both Criteria A and C in accordance with *Historic and Architectural School Buildings in Nebraska*.

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Bibliography

Clay County *News* 8 August 2001 "Inland voters decide to keep school"

Hastings *Tribune* 20 June 2001 " 'Dignified end' Inland School patrons vote to destroy building"

National Register Multiple Property Submission *Historic and Architectural School Buildings in Nebraska*. Mead & Hunt Inc., August, 2000. Accepted by National Register winter, 2000.

School Days: History of Inland Schools. Ten page comprehensive history of Inland schools taken from school board minutes 1873-1982. No author, copies located in files of Nebraska State Historic Preservation Office.

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Geographical Data

Verbal boundary description

The boundary for the Inland School are Edison Street to the south, East Avenue to the east, the BNSF railroad tracks to the north and an unnamed alley to the west.

Boundary justification

The boundary of the Inland School encompasses the total area historically associated with the existing school building.