NPS Form 10-900
(Rev. 10-90)

OMB No. 1024-0018

United States Department of the Interior
National Park Service

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NAT. REGISTER OF HISTORIC PLACES
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 Grand Island Senior High School

other names/site number Walnut School (NeHBS #HL06-126)

2. Location

street & number 500 Walnut Street not for publication [ ]

city or town Grand Island vicinity [ ]

state Nebraska code NE county Hall code 079 zip code 68801

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this [x] 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 [x] meets [] does not meet the National Register Criteria. I recommend that this property be considered significant [] nationally [] statewide [x] locally. ([] See continuation sheet for additional comments.)

Signature of certifying official — Date: 10-13-99

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:
[x] 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: 11/22/99

5. Classification

Ownership of Property
(Check as many boxes as apply)

[] private
[x] public-local
[] public-state
[] public-Federal

Category of Property
(Check only one box)

[x] 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
1		Total

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

Number of contributing resources previously listed in the National Register
0

6. Function or Use

Historic Functions
(Enter categories from instructions)

EDUCATIONAL: SCHOOL

Current Functions
(Enter categories from instruction)

VACANT: NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions)

Late Nineteenth and Twentieth Century Revivals: Late Gothic Revival

Materials
(Enter categories from instructions)

foundation brick
walls brick
roof
other

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

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.)

[x] **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

Period of Significance
1924-1949

Significant Dates
1924

Significant Person
(Complete if Criterion B is marked above.)

N/A

Cultural Affiliation
N/A

Architect/Builder
Kirschke and Baker, Architects
Ernest Robahr and Sons, Builders

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:

10. Geographical Data

Acreage of Property approximately 1

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

	Zone	Easting	Northing		Zone	Easting	Northing
1.	14	554700	4530862	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 Eugene J. Budde

organization Hall County Historical Society — date September 1999

street & number 9283 West One-R Road — telephone 308-485-4413

city or town Cairo — state NE — zip code 68824

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 Grand Island School District

street & number 500 Elm Street — telephone

city or town Grand Island — state NE — zip code 68801

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. 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.

The Grand Island Senior High School is a three story Gothic Revival Style brick building, designed by Oscar R. Kirschke and Arthur D. Baker. It is a "U" shaped building occupying an entire city block. Landscaping is limited to small areas of turf and shrubs. The brick school is constructed in a running bond pattern with limestone lintels, cap stones, and ornamentation. The main entrance, located in the eastern facade, is centered in a five-part composition consisting of a central pavilion, two wings, and two end pavilions. This entry is distinguished by limestone relief and four allegorical figures beneath the most prominent pediment of three on the facade. The first of two sections in the entry vestibule contains two bronze plaques listing the names of former Grand Island High School students who gave their lives serving in the United State Military during World War I. The names of the building's architects, general contractor, and school board members appear on the other plaque. The inner section of the vestibule features tiled recesses on the left and right for special displays. The double set of stairs is directly across the main floor corridor from the entry vestibule. The north and south wings each have a stairway and street side entrances. The interior halls retain a high degree of historic integrity with a double loaded corridor and many original doors.

The school contains forty-two classrooms, a cafeteria, library, a 980-seat auditorium with balcony, and a gymnasium with separate male and female locker and shower rooms. Additional rooms include offices, storage areas, janitorial closets, and toilets.

The interior of the school retains all of its original floors, interior doors, and woodwork. The most significant interior space remaining is the large formal auditorium. The auditorium retains its original Tiffany style ceiling fixtures in the main entrance vestibule and the auditorium space. The auditorium has a large balcony with detailed ornamentation consisting of dramatic faces in the plaster work on the walls. The main floor corridor is terrazzo, second and third floor corridors are concrete. Office areas and classrooms have maple flooring.

Although alterations to the buliding over the years have been minimal the most significant change is the replacement windows. All historic windows were removed and replaced with storm panes only. The openings, however, remain the original height and width. Other than this all significant interior spaces remain such as the auditorium, gymnasium, and library.

The Grand Island Senior High School on Elm Street is locally significant under criterion A for its contribution to educational development during significant periods of growth in a central Nebraska city. Constructed in 1924-25 as a senior high school, it served that purpose until the fall of 1955 when it became Walnut Junior High and was renamed. Although the Elm Street building served nearly 74 years as an educational facility, its period of significance extends from 1925 to 1949, the established fifty year cut-off date. It was a senior high school during that entire period. Senior high, as defined at that time included the tenth, eleventh, and twelfth grades. However, children in the surrounding rural area and served by Class I schools (K-8) took their ninth grade classes at the Grand Island Senior High.

Grand Island was platted in 1866 by the Union Pacific while laying rails for the first transcontinental railroad. Many early settlers, some of whom had arrived in the area in 1857, moved into the new town, built homes and established businesses. A school was conducted in the new community by private subscription for some time prior to the formal organization of the school district in 1868. The first public school was held in a small one-story frame building on Second Street. Grand Island was incorporated in 1872.

In 1874 ground was broken for the St. Joseph (MO) and Grand Island Railroad. In the 1880s the Union Pacific expanded their Grand Island facilities with the erection of car manufacturing shops and a large roundhouse. The Chicago, Burlington, and Quincy Railroad arrived 1884. Grand Island became a transportation hub with the railroad main lines and subsequent branch lines. With three major rail lines the city became a distribution center for building supplies, farm implements and animals, food, clothing, and other items. With these resources, Grand Island played a significant role in the settlement and development of areas to the north and west. The increased business activity contributed to the population growth of the city. The development of major east to west and north to south roads added to the city's growth.

Census figures for Grand Island reflect the growth pattern that prompted the building of the 1925 high school: 1900-7,554, 1910-10,326, and 1920-13,947. In 1922 the population was estimated to be 15,000 to 16,000 and increasing. Public school enrollment reflects a similar pattern with 2,802 pupils in the fall of 1922, increasing to 3,041 at the beginning of the 1924 fall term.

The Grand Island Board of Education was aware of the growing problem during the decade of the 1910s and initiated extensive building plans to alleviate the overcrowding in the schools. After some faltering starts, a workable plan was adopted and approved by the voters. Included were the expansion and improvements in the grade schools, the erection of a junior high, and the construction of a new high school.

Once the plan was completed, the school system would have a new format. The Kindergarten through high school system would, with the addition of junior high schools, be divided into three categories and each would be housed in separate buildings. Barr Junior High was erected and occupied in 1924. Seventh, eighth, and ninth grade pupils living south of the Union Pacific tracks were assigned to Barr.

Grand Island architects Oscar R. Kirschke and Arthur D. Bake designed the high school. Ernest Rokahr and Sons, Lincoln, was the general contractor. Central Power Company, Grand Island, was the electrical contractor and the Grand Island Plumbing Company was the heating and plumbing contractor. The sum of the three contracts was $363,107.

George Strayer and N.L. Engelhardt, educational engineers from Columbia University, served as consultants to the school board for the new high school. The school was completed in 1925 and began operations with the fall term. With the move of the high school to the new building on Elm Street, the Walnut Street building became a junior high for pupils living north of the Union

Pacific tracks. This arrangement remained in place for thirty years. As the result of the continued growth of the city, a new senior high school was constructed and opened for the 1955 fall term. At the same time Walnut Junior High moved to the former high school building on Elm and a grade school moved into the former junior high building. The Walnut Street building has been extensively remodeled over the years and bears no resemblance to the original structure.

The 1925 Elm Street school was the third brick structure to serve as a high school. The first was Dodge School (K-12), erected in the downtown area in 1870 and razed about 1950. In 1908 the second high school, erected at Walnut and Tenth Streets, replaced the Dodge school upper grades. The moves were prompted by increases in the city's population.

The 1925 high school building on Elm Street is significant to the city's education history in accordance with National Register criterion A because it contributes to the evolution of educational practices in the city of Grand Island. It illustrates the growth of the city's population and new thoughts in educational trends. Overall, the former Grand Island Senior retains a high degree of historic integrity and significantly contributes to the history of education in Grand Island. Visually, it is one of the most prominent buildings representing its era within the city.