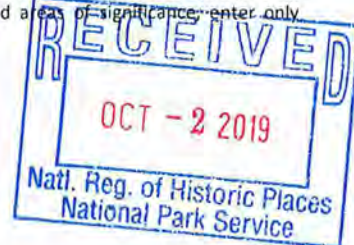


United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

4620

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



1. Name of Property

Historic name: Jefferson School

Other names/site number: Jefferson Elementary School

Name of related multiple property listing:

Schools in South Dakota

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

2. Location

Street & number: 855 Utah Ave SE

City or town: Huron State: SD County: Beadle

Not For Publication: ☐

Vicinity: ☐

3. State/Federal Agency Certification

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

I hereby certify that this 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 at the following level(s) of significance:

 national statewide X local

Applicable National Register Criteria:

X A B X C D

<p><u>Jay D. Vogt</u></p> <p>Signature of certifying official/Title:</p> <p><u>SD SHPO</u></p> <p>State or Federal agency/bureau or Tribal Government</p>	<p><u>09-30-2019</u></p> <p>Date</p>
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In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official:

Date

Title :

State or Federal agency/bureau
or Tribal Government

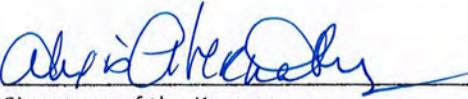
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4. National Park Service Certification

I hereby certify that this property is:

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

for 
Signature of the Keeper

11/15/2019
Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

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

Category of Property

(Check only one box.)

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

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Number of Resources within Property

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register n/a

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

Current Functions

(Enter categories from instructions.)

RELIGION/religious facility

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7. Description

Architectural Classification

(Enter categories from instructions.)

MODERN MOVEMENT/Art Deco

Materials: (enter categories from instructions.)

Principal exterior materials of the property: Foundation: concrete, Walls: brick and limestone

Narrative Description

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

Summary Paragraph

The Jefferson School is a consolidated-era school designed in 1927 by renowned Huron architect F.C.W. Kuehn. The school is located on the eastern side of block 1 of the Jefferson School Addition, sandwiched between 8th and 9th streets to the north and south respectively and Utah Ave SE to the east. The western portion of the block is occupied by residences.

The school is a low, brick, rectangular building with decorative brickwork and stonework on the exterior. There are distinct Art Deco features throughout the façade, including the limestone torches on the outermost volumes of the east façade, the geometric patterns of the projecting buttresses over the roofline, and stylized flowers carved in stone. The main entrances also present segmented limestone architrave trims capped by low limestone pediments, which are simplified and mimicked in the back entrances on the western façade. A simple brick chimney projects over the roof line on the west façade. Significant interior features include the original, symmetrical U-shaped floor plan, a common feature of standardized consolidated-era schools, wood cabinetry and pivot doors, marble partitions in the bathrooms, wood panel doors, wood trim, original wood ceilings in the vestibules, original wood eighteen-light transoms over the main entrances, decorative brickwork around the stage in the multi-purpose room, and an iron vault.

Overall the school retains integrity of location and setting as it remains in its original residential neighborhood, integrity of design and workmanship as neither the interior nor the exterior have been

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heavily modified from the architect's specification, and integrity of materials. The loss of the original window fixtures does not significantly impact integrity as the original window openings are clearly discernable. Partial window enclosure is a common alteration and does not preclude from National Register listing. This leads to excellent integrity of feeling and association.

Narrative Description

Location and Setting

The Jefferson School is located on a lot approximately 165' X 315' in a residential neighborhood, on the Plat of Block 1 of the Jefferson School Addition of the city of Huron. The school occupies the entire eastern half of the block. The western half is occupied by residences and is labeled as block 125 of the 7th Railway Addition. The residences and the school building are separated by an alley that cuts the block in half.

The school building sits in the center of the eastern portion of block 1. On its north and south sides there are two concrete playgrounds. The north and south sides of the building lot along the sidewalks are lined with trees. Right in front of the school on the east side there are two large conifers that partially obscure the main façade. The school is approximately two blocks west from the Campbell Park Historic District, which was listed in 1974.

Exterior

The Jefferson School is a low, rectangular, two-story building with walls of stretcher bond brick, with a flat roof and Art Deco elements appearing throughout its façades. A limestone course located slightly below the roof line runs the entire perimeter of the building.



Fig 1- Jefferson Elementary School, Huron SD in 1927.

The school has two main entrances located on the eastern façade, which faces Utah Ave. The east façade is symmetrical, with each entrance surrounded by an imposing segmented limestone architrave trim and capped by a low limestone pediment that intersects with the stone blocks composing the lower half of the two decorative buttresses that frame each entrance. Slightly below the pediment, the buttresses taper with diagonally-cut limestone. The buttresses run the height of the façade,

changing material from stone to brick above the limestone trim of the doorway. Right above the limestone trim, a pair of pilasters appear below the buttresses, creating a stepped effect. Where the buttresses intersect the limestone course, a slanted stone recesses them again. The buttresses and pilasters end in limestone, cut in geometric patterns and pointedly projecting slightly above the flat roof

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line. Between the buttresses, the roof line shifts from flat to pointed. Between the roof line and the limestone course appears a carved diamond-shaped stone. Right underneath the limestone course, nestled between the pilasters, it is possible to see the original opening of the windows which end above the stone pediment of the door with a limestone sill. These windows have been partially covered and are now about one third of the original window opening.

The two entrances are entirely identical. Between the entrances are eight large windows openings, four on the first floor and four on the second floor. The four windows on the second floor are located right below the limestone course which acts as a lintel and have limestone sills. The four windows on the first floor also have stone sills, but their lintels are made up of brick courses laid in a soldier bond. All windows have been replaced and are about one third of the original window opening while the remaining space has been plastered over.

On the other side of each entrance, the brick bays have identical stone and brick Art Deco features. The stone is used to create two torches and a slight point between them. Under this point, there is a row of brickwork laid in a soldier bond. The brickwork continues to the lower point of the stone torches and ends in a stepped pattern. Below the stone and brick design is a square stone block with a carved stylized flower.

Unlike the east façade, the north façade is not symmetrical. Instead, it is divided into two volumes by a bay created by a combination of buttresses and pilaster very similar to the ones framing the main entrances. However, here the base of the buttresses is made of brick rather than limestone, and the length of the pilasters between them spans from the ground to the roofline. The geometric decoration at the top intersecting the roofline and the diamond-shaped stone mimic the ones found on the east façade. Rather than the doorways, the pillars frame three windows, one located right under the limestone course, a second, larger one located below that and a third small rectangular window further down. All three windows have limestone sills, and the bottom window has a soldier-bond brick lintel. The top and bottom windows have been entirely covered while the central window has been partially covered and is only about one third of its original size.

On the east side of the bay, the larger volume contains eight windows, four on the second floor and four on the first floor. Like the east façade, the four windows on the second floor use the limestone course as a lintel and have a limestone sill. The windows on the first floor also have a limestone sill and have a soldier-bond brick lintel. On the west side of the bay, the smaller volume contains four large windows, two on the second floor and two on the first floor, and closest to the bay, two smaller windows. All the windows on this side have stone sills, and three first-floor windows have soldier-bond brick lintels. All windows on this façade have been altered as well, even though all openings are still intact. The larger windows are about one-third of their original size and the two smaller windows on the western side of the bay are about one-half of their original size.

The west façade is the back of the school building. It is the simplest elevation and is subdivided into two volumes by a very simple brick chimney. The northern volume contains a doorway framed by a limestone trim similar to the one found on the eastern façade. Above the door is a window with a limestone sill stretching up to the limestone course. Above the course are two carved stones terminating in points projecting over the flat roofline, which in turns makes a slight gabled point

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between the two stones. This decoration is similar to the one found on the east, north, and south facades but is much simpler. On the south side of the door are another two narrow windows with limestone sills. Below the first-floor window, carved in part from the stone base, are four basement windows with soldier-bond brick lintels.

On the south side of the chimney, there is another entrance identical to the one on the northern volume, with limestone trim, and decorative motifs intersecting the roofline and a window above the door. North of this door, there are three additional windows, two long and narrow windows one above the other, and a third smaller window on the second floor. All windows have limestone sills. The first-floor window and second story smaller window have soldier-bond brick lintels. This volume also has a larger basement window. A detached shed covers any other basement windows.

The south façade of the building is an identical replica of the northern façade. The buttresses and pilasters frame three windows, a smaller volume to the west of the bay contains four large windows and two smaller windows, while the larger volume to the east contains eight large windows, four on each floor.

Interior

The school's interior is a good example of a consolidated-era standardized school plan. Split down the middle east to west, the school has a symmetrical, U-shaped plan, where a multi-purpose room that can be used as an auditorium or gymnasium is located at the center of the floor plan and surrounded on three sides by hallways and classrooms. On the first floor, the two main entrances are connected to their corresponding back entrances by parallel hallways. These hallways are then connected by a perpendicular hallway forming an H shaped circulation system. The upper part of the H, the west side of the building, is where the multi-purpose room is. In the lower portion of the H, the east side of the building, are located a kindergarten room with two bathrooms on each corner, a teacher's lounge, the principal's office and the reception area. On each outer side of the H, the north and south sides of the building, counting from east to west, are located two classrooms, stairs, bathrooms, and another classroom. The boys' bathroom stalls on the north side retain the original design, with marble panels, ironwork rods and knobs above the stalls, and wooden four-panel doors.

From the original school plan, the multi-purpose room was originally only accessible from two sets of double doors on the south side. However, parallel openings were added on the north wall as well. This space can be used as a gymnasium and auditorium. The multi-purpose room is a double-height space, which originally had a skylight which has now been covered up. The entire roofline of this room is now slightly gabled. The entire base of the walls is covered with yellow brick, which spans from the ground all the way up until approximately a foot from the upper part of the doors' trim. A single row of soldier-bond brickwork, slightly projecting from the wall, encircles every access point. The brickwork continues to encircle the elevated stage on the west side of the room. The opening to the stage has been mostly covered, leaving a small opening. On either side of the stage, there are two doors, providing access to the elevation. On the same wall there are two more access points: the door located on the south end leads to a kitchen, while the door to the north leads to a storage space. The stage is also accessible from a doorway located on the northwestern back vestibule. The east wall of the room has a long row of

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wooden benches that can also serve as storage spaces. On this side, it is possible to access a locker room space on the north corner and another storage space from the south corner. Above the locker and storage space is a balcony area that was originally open and provided space from which to see the multi-purpose room. This space has now been walled off and only a small rectangle remains to allow for projections.

The second floor is accessible by two staircases located on the north and south walls of the building. The staircases retain their original wood banisters and have a metal railing. Under each staircase is an additional storage space. The first landings have windows that let light into the stairwell. The second floor mimics the floor plan of the first floor, a U-shaped plan centered around the double-height multipurpose room. The hallways also recreate the H shape. Both east-west hallways terminate with storage spaces on the east and offices to the west. The balcony overlooking the multipurpose room is accessible from the perpendicular hallway. As mentioned, the balcony has been covered up for the most part. The lower part of the H contains two additional classrooms, and either side of the H contains the same layout of classrooms counting from east to west: two classrooms, the staircase, bathrooms and a final classroom. Adjacent to the northwestern classroom is an office. The southwestern classroom, contains a smaller room, completely carpeted and supposedly used as a "time-out" room. There is a scratched glass panel on the door to this room. Adjacent to the southwestern classroom is a vestibule that allows access to two rooms. The room closest to the exterior is an office with an attached bathroom. The room next to it is a vault and is accessible through an ornate iron door. The iron door presents geometric motifs, such as dentils and tassels. The inside surface of the door reads "JNO. W. NORRIS." The interior of the vault appears to be made entirely out of concrete.

All four access points to the building have a small square vestibule with a decorated wood panel ceiling and brick walls with a soldier bond course near the ceiling. The outer doors have been replaced, however the inner door retains the original eighteen-light transom. The northern back entrance also provides access to the stage in the multi-purpose room and to basement area through a green metal door. A long concrete staircase leads to the basement, which is subdivided into two levels. The first level is a mezzanine where the custodian's office is located. The second level is a double height room which houses the boiler. Adjacent to the boiler room is the large coal room. This room is entirely made of concrete. There is a hole on the ceiling that connects to the exterior and was used as a coal chute.

Almost all interior, two-panel doors have been kept and maintained, some with few alterations, and much of the wood trim work is still intact. The wall between the reception office and the principal's office retains three six-light windows above the door. Most of the classrooms retain original recessed wood cabinetry, pivot doors, blackboards, brick window sills, and in several instances the lockers that originally lined the hallways have been moved inside the classrooms. Most of the classrooms have been carpeted, while the hallways have the original terrazzo. The hallways also have drop ceiling tiles that have been installed, and all spaces have fluorescent lighting and walls are primarily painted plaster.

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Historic Integrity

The Jefferson School retains excellent integrity of location, setting, design, workmanship, and materials. By examining historical documentation, it is possible to ascertain that the building has had few alterations since its construction. The most significant of these is the replacement of original window fixtures; however, this is a common alteration to schools of this period and does not significantly damage integrity. Additionally, the original window openings are still clearly discernable.

Significant interior features include the original, symmetrical U-shaped floor plan, a common feature of standardized consolidated-era schools, the Art Deco ornamentation on the building's exterior, and the interior original fixtures. These include the wood cabinetry and pivot doors, marble partitions in the bathrooms, the wood panel doors, the wood trim, the original wood ceilings in the vestibules, the original wood eighteen-light transoms over the main entrances, the decorative brickwork around the stage in the multi-purpose room, and the iron vault. Significantly, the building also retains its original footprint with no additions, which are also common alterations to consolidated-era schools. This leads to excellent overall integrity.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

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

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Areas of Significance

(Enter categories from instructions.)

Education

Architecture

Period of Significance

1927-1969

Significant Dates

1927

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

F.C.W. Kuehn (architect)

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

The Jefferson School meets **Criterion A** registration requirements under the multiple property listing **Schools in South Dakota (NRIS #64500587)** in the context of education. The MPL concedes that consolidation-era schools suffer the same integrity problems as earlier schools, namely altered floorplans and partially enclosed fenestration. The MPL states that partially enclosed fenestration does not preclude National Register eligibility. It also requires that additions to the school building should not significantly increase the school's original floorplan or obscure the main façade. While the Jefferson School has partially enclosed windows, it has no additions, and its original floorplan is intact, therefore meeting the registration requirement. The Jefferson School is significant as it represents the development of education during the school standardization and consolidation movements in Huron. The school's excellent integrity makes it an important structure for conveying these developments.

The Jefferson School is also eligible under **Criterion C** for its architectural significance. The school embodies distinctive characteristics of a type and period as demonstrated by the flat roof, decorative brick cladding, two main entrance towers, and symmetrical U-shaped floorplan all of which are features that define the standardized consolidated school.

Additionally, the Jefferson School also meets **Criterion Consideration A** as it is currently owned by the Huron Church of the Open Bible, and it's being currently used for religious purposes. Properties owned by religious institutions are usually not eligible for the National Register of Historic Places, however the school is significant under the historic themes of education and architecture. The school was constructed in 1927 and continued to be used as a school until 2013. As per National Register Bulletin guidance, the building's period of significance is from 1927 to 1969 as it does not have exceptional significance to go beyond the 50-year cut-off date.

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

School Consolidation in South Dakota

The first schools in South Dakota were the one-room schoolhouses and multiple-room schools that preceded school consolidation. Progressive reformers of the early 20th century identified inequitable funding, inadequate teacher qualifications, and limited opportunities for pupils to socialize as reasons why rural schools were lacking compared to their urban counterparts.¹ With the rise of new technologies such as telephones, radios and better transportation, these discrepancies were made apparent.²

¹ Melissa Dirr and Mark Elliot, *Schools in South Dakota: National Register MPS* (Washington, D.C.: U.S. Department of the Interior, 1999) NRIS #64500587, 4.

² Melissa Dirr and Mark Elliot, *Schools in South Dakota: An Educational Development* (Pierre, SD: South Dakota State Historic Preservation Office, 1998), 16.

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The shift away from rural life, and consequently the rural schoolhouse, came about with the advent of mechanization on farms and factories. State and federal governments established institutions to develop “progressive farming,” which meant farmers would use modern technology, scientific methods and consumer goods to increase agricultural production for commercial markets.³ However, purchasing this new technology required larger capital investments, and higher production levels lowered agricultural prices. In other words, progressive farming required a large initial investment and yielded low incomes when agricultural prices dropped.⁴ Economic opportunities changed with new technological and scientific developments, refocusing from the rural, small farm to the urban, industrial city center. Non-farm labor force increased from 44.2% in 1860 to 74.1% in 1920 nationwide.⁵

The decline of economic opportunities, coupled with the lack of recreation opportunities and accessibility to consumer goods, encouraged populations to shift away from rural areas to urban centers.⁶ This resulted in the construction of larger centralized consolidated schools in towns and cities, and the closure of small, rural schoolhouses. Often, the schoolhouse closed because there weren’t enough students left in the school district, and the schoolhouse could no longer maintain itself.

The first pieces of state legislation to encourage school consolidation came about in 1903. The Stoddard Bill provided the establishment of township high schools, and the Carroll Bill granted high school privileges to eighth-grade graduates. The Superintendent of Public Instruction at the time, Dr. George W. Nash, and his successors pushed for school consolidation, touring the state, and addressing school officers and teachers directly.⁷

However, in South Dakota, school consolidation came about slowly. Local districts resisted giving up control over education. The consolidation process was disruptive and involved the establishment of state boards to set standards and oversee the conversion from small to large school districts,⁸ which resulted in less local control over the school. The one-room schoolhouse was seen by proponents as one of the most democratic institutions of the rural Midwest, where everyone could participate.

To encourage school consolidation, additional legislation was passed in 1913 which provided financial incentives to approved consolidated schools. Again in 1919, the South Dakota state legislature authorized consolidation aid, identifying three different types of consolidated schools eligible for

³ Mary Neth, *Preserving the Family Farm, Women, Community and the Foundations of Agribusiness in the Midwest, 1900-1940* (Baltimore, MD: The John Hopkins University Press, 1995), 97.

⁴ Ibid., 98.

⁵ Michael R. Haines “The Population of the United States, 1790-1920.” *NBER Working Paper Series on Historical Factors in Long Run Growth*, National Bureau of Economic Research, Historical Paper No. 56, (June 1994):49, <https://www.nber.org/papers/h0056.pdf>

⁶ Neth, *Preserving the Family Farm*, 245.

⁷ Fred L. Shaw, *Standards and Laws pertaining to State Standard Rural Schools and State Consolidated Schools of South Dakota and a Study of Consolidation in South Dakota and Other States* (Pierre, SD: State Publishing Co., 1923), 38.

⁸ Wayne E. Fuller, *One-Room Schools of the Middle West* (Lawrence, Kansas: University Press of Kansas, 1994), 119.

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financial incentives: the two-room, two-teacher school could receive up to \$250, the four-teacher school could receive \$400, and the consolidated high school could receive up to \$600.⁹ These financial incentives encouraged smaller communities to vote to consolidate their districts. The “Better School Campaign” was waged to promote the benefits of consolidation and the available financial incentives.¹⁰ The campaign was organized by the county superintendents and the Department of Public Instruction. “On October 27, 1919, three teams of about sixteen speakers each started from Sioux Falls, Flandreau and Aberdeen on a school-to-school speaking tour.”¹¹ The campaign lasted three weeks, with each group carrying visual charts and advocating for the improvement of rural schools.¹²

In 1923, additional legislation was passed addressing the funding for transportation to and from the consolidated school for all pupils located more than two-and-a-half miles away from the school or ensuring that arrangements were made with parents for the transportation of their children.¹³ Individual boards of education were responsible for contracting with bus drivers.¹⁴ Prior to this, in many consolidated districts, transportation was usually provided by an older boy who could drive and transport children from multiple families to school.¹⁵

The *Standards and Laws* published in 1923 outlined specifications for all aspects for school life, from providing plans for the school building itself, to describing maintenance practices, to outlining the state aid available for each school typology. The goal of this legislation was to standardize the school building itself. The earlier consolidated school had a traditional box form, often an asymmetrical square floorplan. Standardization brought about a symmetrical and rational plan often arranging classrooms around a central hall and staircase. Larger schools used the full-corridor plan.¹⁶ Movements towards school standardization and consolidation overlapped significantly and were often resisted by rural communities. Fred L. Shaw, author of *Standards and Law* notes “the standard rural school in some communities tends to develop public sentiment in favor of consolidation. It seems necessary in some cases to take an intermediate step between the old, dilapidated, pioneer, “Box-car” school building, and a fine consolidated school.”¹⁷ Eventually, the consolidated school was appreciated not only as an educational facility, but also as a community center. Community events like athletic competitions and school performances were central to the function of the consolidated school. Furthermore, the school acted as a model for rural households, with good lighting, indoor plumbing and fresh water. The benefits of the consolidated school extended beyond the student, who could now attend a school with all the amenities of larger, urban insitutions. These benefits also extended to the entire community.¹⁸

Shaw’s favor of consolidation, like other superintendents of the period, is evident in his observation of its advantages citing specifically better attendance due to bus regularity, better hygienic conditions,

⁹ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 18.

¹⁰ Ibid., 19.

¹¹ Shaw, *Standards and Laws*, 40.

¹² Ibid., 40.

¹³ Ibid., 14.

¹⁴ Ibid., 54.

¹⁵ Ibid., 51.

¹⁶ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 19.

¹⁷ Shaw, *Standards and Laws*, 6-7.

¹⁸ Dirr and Elliot, *Schools in South Dakota: An Educational Development*, 22.

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richer curricula, and extra-curricular activities.¹⁹ The text, however, disregards the possible negative impacts of consolidation on rural communities. Some educators pointed out that school consolidation caused less participation from parents and teachers and less direct contact with pupils.²⁰ Additionally, in smaller communities that relied upon the school for community services, the loss of the school to consolidation could be detrimental.²¹ In fact, a major criticism of school consolidation was that it did not consider local circumstances and prompted consolidation where it was inappropriate or detrimental.²² It has been suggested that consolidation was less about improving the quality of education for rural pupils, but more an effect of the urbanizing, modernizing trend that swept the United States in the early twentieth century.²³

Opinions vary significantly on the benefits and the impacts of consolidation on pupils and on rural communities. However, it was undoubtedly a significant movement that shaped the educational system of the nation. Today, consolidated-era schools of the late 1910s and 1920s are considered rural in comparison to new, contemporary school buildings. In South Dakota, consolidated-era schools are few and far between: only ten consolidated-era schools are currently individually listed on the National Register of Historic Places, and five more can be categorized as individually listed, multiple-room pre-consolidated-era schools with consolidation-era additions.

Depending on each community, there is some variation amongst consolidated-era schools. The three individually-listed schools that most closely resemble the Jefferson School in the region are the Washington School (1924) in Madison, Lake County, the Harrold School (1922) in Hughes County, and the Lake Preston School (1925) in Kingsbury County.

The Harrold School most closely resembles the Jefferson School, as it has two separate entrances slightly jutting from the main façade and projecting past the roofline. The doors are decorated with a cast stone trim and labeled as “girls’ entrance” and “boys’ entrance.” The façade also presents distinct Art Deco features, such as the geometric patterns carved in the stone under the windows above the entrances, and the decorative stone and brick squares on the lateral volumes of the main façade. Like the Jefferson School, the interior floorplan of the Harrold School is also symmetrical and indicative of school standardization efforts. The gymnasium is in the basement, while the first and second floors have “central classrooms at the front of the building surrounded on three sides by hallways and adjoining

¹⁹ Shaw, *Standards and Laws*, 41.

²⁰ Erik Nelson, *School Consolidation* (Washington DC: Office of Educational Research and Improvement, 1985. ERIC Document Reproduction Service No. ED 282346):3, Accessed May 13, 2019.
<https://files.eric.ed.gov/fulltext/ED282346.pdf>

²¹ Ibid., 4.

²² Jonathan P. Sher and Rachel B. Tompkins, *Economy, Efficiency, and Equality: The Myths of Rural School and District Consolidation* (Washington DC: National Institute of Education, 1976. ERIC Document Reproduction Service No. ED 135507):12, Accessed May 13, 2019.
<https://files.eric.ed.gov/fulltext/ED135507.pdf>

²³ Ibid., 41.

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staircases. The remaining classrooms are arranged symmetrically along the periphery of the building.”²⁴
The school hasn’t had any additions or alterations to the original floor plan.

The Washington School in Madison also has a symmetrical U-shaped floor plan. It is likely that the Lake Preston School also presents a similar layout. These two schools have single entrances on the main façade and similar articulation, with the entrance volume and the two lateral volumes jutting slightly from the flat façade. The Washington School also has a stone and brick alternating course above the second-floor windows. Both schools have additions to their original volume located on the back of the original structure: the Washington School has a one-story rectangular volume and a one-story octagonal bay both built in 1988,²⁵ and the Lake Preston School has an auditorium (1956), a kindergarten (1966), an elementary school (1966) and later additions.²⁶ Additions are a common change for consolidated-era schools, and if they do not significantly increase the footprint of the original building or obscure the façade they do not negatively impact historic integrity.

All three schools are brick, and have decorative brick and stone designs, flat roofs, and retain significant amounts of interior woodwork, including door trims and baseboards. However, in every school the windows have been modified and drop tile ceilings installed to secure energy efficiency. Of these three, only the Lake Preston School continues to be used as a school while the Harrold School is no longer operational, and the Washington School has been turned into apartments.

The Jefferson School fits into the architectural trend for education in consolidated-era schools. The flat roof, double entrances, Art Deco features, and symmetrical U-shaped floorplan are in keeping with other listed consolidated-era schools around the state. The interior is also consistent with other listed schools as it retains decorative woodwork such as the door trims, transoms, baseboards, stair banisters and vestibule ceilings. Additionally, the Jefferson School also has unique features such as wardrobes in each classroom, pivot doors, lockers, marble partitions in the bathroom stalls, and the iron vault located on the second floor. The school’s architectural integrity affords an excellent opportunity to convey local educational history.

Education in Huron

Huron was platted by the Chicago and Northwestern Railway on May 10, 1880. It was common for towns in South Dakota to be platted by the railway. The town initially consisted of eleven blocks. Lots sold for \$50 and the occupant was required to build a \$400 structure on it within 30 days. By 1883, there

²⁴ Michael Hobert, *Harrold School*, National Register of Historic Places, Nomination Form (Washington D.C.: Department of the interior, 2003), NRIS #03001073, 3.

²⁵ Jason Biggins, *Washington School*, National Register of Historic Places, Nomination Form (Washington D.C.: Department of the interior, 2010), NRIS #10000411,

²⁶ Monica D. Hayden, *Lake Preston High School*, National Register of Historic Places, Nomination Form (Washington D.C.: Department of the interior, 2003) NRIS # 03001074, 1.

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were 2859 residents.²⁷ By 1882, another railroad line connecting Huron and Redfield had been built, placing Huron in the center of a prosperous intersection. Soon enough, business started blossoming and the town started growing.

Educational facilities developed in step with economic growth. The first public school in Beadle County was opened in Huron in the fall of 1880 for 15 students. "By the next term, the enrollment had grown to 137 and classes were held in various buildings including the saloon."²⁸ In 1882 James S. Bishop was appointed as County Superintendent of Schools.

As Huron was the largest town in Beadle County, it is no surprise that several schools served the community. A brief history of these follows:²⁹

- In 1882, the first brick schoolhouse, Hamilton School located between Illinois Ave and Fifth, was built at a cost of \$9000. It opened with three teachers and 140 pupils. The school is no longer extant and has been replaced by a parking lot.
- In 1886 the Utah School was built on the lot on Utah Ave between 8th and 9th street, the same lot that is now occupied by the Jefferson School.
- The Iowa School was the first high school built in Huron in 1904 between Iowa SE and 4th St. In 1915, it was renamed the Washington School and was used as an elementary school until 1940. The Huron Regional Medical Center is there now.
- In 1910, the Tenth Street School, later called the Lincoln School, was built between Illinois Ave and 10th St. The school was razed in 1975 and had been replaced by houses.
- A second high school building was constructed south of the Hamilton School in 1914. In 1918, an addition was built on the north side, site of the previous Hamilton School, and named the Ohio Avenue Annex. This school became a Junior High School in 1967, but it appears to have since been demolished and replaced by a parking lot.
- The McKinley Elementary School was built in 1921 between Dakota North and 7th St. It appears that there is still a school on the property, although it's unclear whether it's original. Another elementary school was built four years later, the Wilson Elementary School between Montana Ave and 7th. This school has survived, although it was closed in 1985 and is now being used as apartments. This school was also designed by architect F.C.W. Kuehn.
- The Washington Elementary School and the Madison Elementary School were built in 1954 and 1956 respectively. Both schools are still standing but have had significant alterations. The

²⁷ *A People's History of Beadle County* (Dallas, TX: Taylor Publishing Co., 1986), 17.

²⁸ *Ibid.*, 21.

²⁹ The history of the following Huron schools is taken from *A People's History of Beadle County*, 21.

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Buchanan Elementary School was built in 1961 and in 1978 the Helen Buchanan School for the Handicapped was built as an addition. Both buildings are still extant.

- The Huron Senior High School was built in 1967 to accommodate 1,000 students and is also still intact. The Huron Vocational School, located west of the High School, was built in 1977 and is also still intact.
- Another significant educational facility was the Huron College, which began in 1883 as Pierre College but then closed and moved to Huron in 1898. The College was affiliated with the Presbyterian Church and was purchased by the National College in 1984. It is now the site of the Splash Central Waterpark.

Overall, most of Huron's historic school buildings have been razed or have been significantly altered, rendering them ineligible for the National Register of Historic Places. Only two other schools were built in Huron during the 1920s, the McKinley Elementary School and the Wilson Elementary School. It is unknown if and to what extent these have retained historic integrity, making the Jefferson School the best conveyor of consolidation-era educational developments in Huron.

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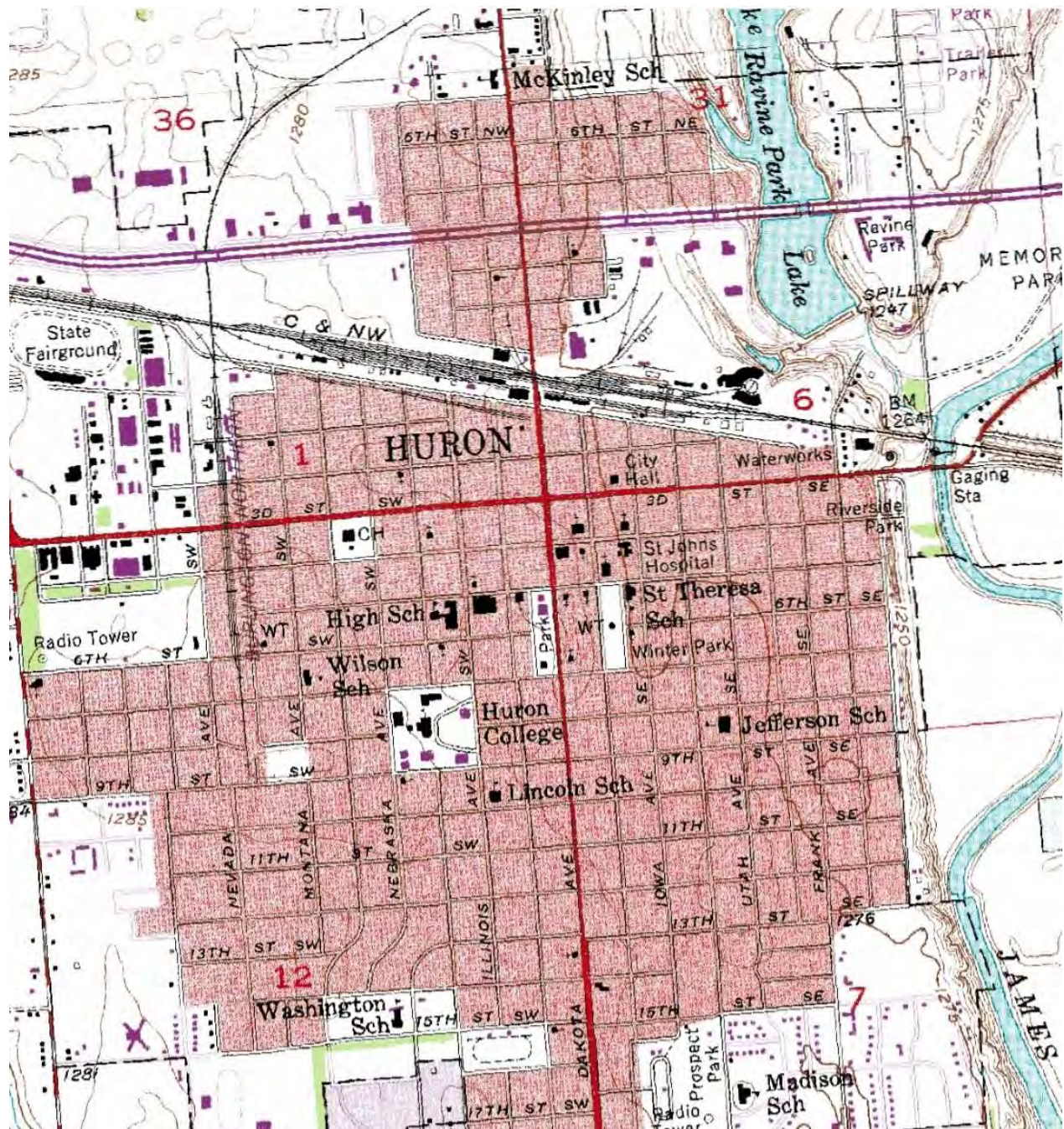


Fig 2. - Map of Huron showing the location of city and parochial schools.

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The Jefferson School was built in 1927. The school is located on what was originally known as the east 165 feet of block 88, in the Sixth Railway Addition (today the Plat of Block 1 of the Jefferson School Addition). The Western Town Lot Company, a corporation from Iowa, sold the lot to the Board of Education of the City of Huron for \$1,500 on June 14, 1889.³⁰ The lot belonged to the Board of Education (now the Huron School District 02-2) from 1889 until it was sold to the Huron Church of the Open Bible on April 1st, 2016.³¹ The Jefferson School closed in 2013.

From historic newspapers, it looks like the construction of the Jefferson School was a contested issue. *The Evening Huronite* from March 3, 1927 reported that the Board of Education planned to open bids for the sale of the existing Jefferson School building, so they could build a new \$100,000 structure (It's possible that the previous school was a frame building that could be moved off the plot). It also reports that there had been a permanent injunction filed against the Board of Education to prevent it from demolishing the building, with the argument that a new structure could be erected as an addition to the extant building. The article reports that that the injunction had been dismissed by the Beadle County circuit court.³²

The evening before the Huron Board of Education was scheduled to open the bids on April 5, 1927, they received a temporary restraining order from Circuit Judge Frank R. Fisher of Miller, after a petition signed by 27 people was submitted. The restraining order barred the Board of Education from selling or razing the extant school.³³

A hearing on whether the restraining order should be made permanent or dismissed took place on April 9, 1927. The Board of Education was represented by attorney T.H. Null from the firm Null & Royhl, while the plaintiffs were represented by attorney C. A. Kelley from the firm Kelley and Luby. Null moved for a dismissal of the case stating that the complaint presented by the plaintiffs had already been decided by Judge Alva E. Taylor December of the year before. However, Kelley contested that the case had never been closed and that other matters had been added to the case and needed revision.³⁴

On April 19, *The Evening Huronite* reported that Judge Fisher dismissed the temporary injunction on the Huron board of education, ruling that the case had already been adjudicated by Judge Taylor the previous December when he dismissed a similar restraining order. Null reports that there was no appeal from the decision of the court. Kelley, however, declared that an appeal would be taken anyhow because the prohibition of an appeal would be unconstitutional. Kelley resisted Null's motion to quash the restraining order on the basis that the case presented to Judge Fisher contained additional material to the one presented to Judge Taylor previously. The complaint was that the Board of Education was not following the original resolution where \$130,000 bond issue election was authorized, with \$100,000 to

³⁰ Deed of Sale, 1889.

³¹ Deed of Sale, 2016.

³² "Bids Asked For School Building," *The Evening Huronite*, March 3, 1927.

³³ "Jefferson School Building Sale is Stopped Again, Judge Fisher's Order issued on Petition of 27," *The Evening Huronite*, April 5, 1927.

³⁴ "Argue Jefferson School Case Before Judge, Board Counsel Moves to Quash Order of Court," *The Evening Huronite*, April 9, 1927.

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be used for the erection of a new building, and the \$30,000 for the remodeling of the heating plant at the high school building. The injunction was led by E. I. Bowen and 22 other people.³⁵

The legality of the contract between the Huron Board of Education and the Huron Construction Company for the construction of the new Jefferson School was also brought into question in a complaint filed. The complaint asked for the cancellation of the contract and a restraint on the school board claiming the contract was awarded illegally since the board had failed to call and received bids in "the manner required by law." The complaint also stated that the building specifications given to the Huron Construction Company were different from the ones advertised when the board called for bids and that these plans had never been submitted to the state Superintendent of Public Instruction as was required by law.³⁶

A mass meeting was held on Monday, May 2 at Daum's auditorium with over 200 people attending, including E.I. Bowen, president of the Taxpayers Protective League, the citizens who had moved for the injunction, and Board of Education members. R.W. Clark, who was a member of the Board of Education, criticized the remaining members of the board for awarding the contract to the Huron Construction Company. In this meeting, it was explained that the reason for the latest legal action was to hold the board accountable to the legal requirements for letting of contracts.³⁷ From the article it sounds like opinions were mixed, with some criticizing the actions of the school board and others being excited about the new building.

Judge Fisher and Judge Brumwell ruled against the contract between the Board of Education and the Huron Construction Company on May 12, 1927. Judge Fisher found that the contract for the erection of the building was "not let in accordance with Section 7548 of the 1919 code" and that the changes to the contract from the original were "so substantial as to be in violation of the intent of the statute."³⁸ Section 7548 of the South Dakota Revised Code in 1919 stated "No expenditure involving an amount greater than one hundred dollars shall be made except in accordance with the provisions of a written contract, and no contract involving the expenditure of more than five hundred dollars for the purpose of erecting any public building or making any improvements shall be made except upon sealed proposals and to the lowest responsible bidder."³⁹

The contract had called for "the elimination of univents at \$5,290, lockers at \$100, slate black boards at \$1,171, excess toiled equipment at \$350, alternate made stone at \$850 and cases and wardrobes at \$3,211 making a total elimination of \$11,373". The changes were so substantial that Judge Fisher placed a permanent restraint on the contract with the Huron Construction Company. By that time, the Huron Construction Company had already placed one car load of sand on the site and started excavations for

³⁵ "Dismiss Injunction Against School Board, Counsel Holds No Appeal From Courts Ruling," *The Evening Huronite*, April 19, 1927.

³⁶ "Action Questions Jefferson School Contract, Make Legality Of Award Basis for Court Suit," *The Evening Huronite*, May 2, 1927.

³⁷ "Clark Attacks Other School Board Members, Says He Fears Hastily Called Board Meetings," *The Evening Huronite*, May 3, 1927.

³⁸ "Board Joined in Jefferson School Award, Meeting Called For Tonight to Decide Action," *The Evening Huronite*, May 12, 1927.

³⁹ Dick Haney, John B. Hanten et al, *The South Dakota Revised Code* (Pierre, SD: Hipple Printing Company, 1919), 1889.

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the building. The main concern was that allowing the school board to disregard section 7548 would set a precedent for fraudulent behavior by municipal organizations. The president of the Board of Education, Mrs. C. A. Lafferty stated that the board would re-open for bids as soon as possible.⁴⁰

On May 12, the Board of Education instructed F.C.W. Kuehn to prepare a new set of specifications for the school design. As soon as that was completed, the board would advertise for bids. By then, the old Jefferson School building had already been torn down, and pupils of the district were being housed in temporary quarters. The board was anxious to have the new school completed by the next winter and pointed out that with the Huron Construction Company contract the school building would have been completed by January 1st.⁴¹

Interestingly, a news article from June 2, 1927 advertised for two positions on the Board of Education, and noted that Mrs. Lafferty, the president of the board, was seeking re-election.⁴²

Construction of the Jefferson School resumed after bids were re-advertised. Four bids were submitted, and the Huron Construction Company won the contract again as it was the lowest, at \$101,595. Under that same contract, the brick from the old Jefferson was not reused. The planned building would contain fifteen classrooms and would be completed in time to use in the new school year.⁴³

An article from *The Evening Huronite* from August 29, 1927 categorized items intended for the completion and functioning of the school, including supplies, books, salaries, furniture, equipment and more. They also categorized the anticipated revenue from the state apportionment, tuition, and fines. Board officials pointed out that the proposed budget would mean a tax rate of 0.018263 as compared to 0.01883 for the school year. A description of the building materials used follows:

"It was decided by the board to use marble partitions instead of steel partitions for the toilets in the Jefferson school. Leaded skylights were also substituted for galvanized skylights because of their greater durability, members of the board said. The board also made provisions for supplying and equipping the entire school with wardrobes and teacher's supply closets in all the rooms so that when the building is finished it will be fully equipped for use."⁴⁴

The marble partitions, the wardrobes and supply closets survive and are still visible in the Jefferson School. The skylights over the multi-purpose room have been covered up by a drop ceiling. The article reports that the school would be ready for partial occupancy on November 1, 1927 with six rooms ready, while the entire building was expected to be ready by February 1, 1928.⁴⁵

Partial occupancy of the Jefferson school was rescheduled to occur Monday, November 28, 1927. By then, school officials reported that the six classrooms on the north side of the building on both floors,

⁴⁰ "Board Joined in Jefferson School Award, Meeting Called For Tonight to Decide Action," *The Evening Huronite*, May 12, 1927.

⁴¹ "Specifications To Be Revised By School Body," *The Evening Huronite*, May 13, 1927.

⁴² "3 Entered in School Contest," *The Evening Huronite*, June 2, 1927.

⁴³ "Work Starts On New School," *The Evening Huronite*, June 16, 1927.

⁴⁴ "School Board Passes Budget," *The Evening Huronite*, August 29, 1927.

⁴⁵ Ibid.

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the principal's office, the library, the lavatories, and corridors would be completed.⁴⁶ An inspection of the completed building was scheduled on January 17, 1928 with Boy Scouts acting as ushers and conductors.⁴⁷

Upon completion in 1928, the building had, and still has, fourteen classrooms (fifteen including the kindergarten), six on the first floor, eight on the second floor, a kindergarten and a gymnasium. Overall, the building cost \$108,000. The description of the building from Kuehn's biography written in 1983 reports that:

"Quality is the outstanding feature of the Jefferson school, outside and in. Exterior walls are light tan brick with a lighter, tan trim. Inside, the entries, halls, and stairways are the original terrazzo [marble]. Classrooms have wooden floors, hardwood cupboards, and cloakrooms with pivot doors. Restrooms, or toilets, have marble stall partitions. The gymnasium has a hardwood floor, a stage and a balcony which occupies the center rear two stories. Classrooms and offices are across the front and down the sides of both the first and second floors."⁴⁸

Much of this historic material remains: the exterior walls, the hardwood cupboards, pivot doors, marble stall partitions (except in the first-floor girls' bathroom), terrazzo floors in the hallways, the stage and balcony have all remained. Unfortunately, the original hardwood floors in the classrooms have been carpeted.

Architect F. C. W. Kuehn

Frank Charles William Kuehn was born on September 4, 1884 in Le Mars, Iowa to Frank Theodore Kuehn and Elizabeth Bingenheimer Kuehn. The family moved to Dakota Territory on March 1, 1885 and settled in Jackson Township in Sanborn County where they lived in a sod shanty with their extended family. On March 1, 1903, the family moved eighteen miles northwest of Huron.⁴⁹

Kuehn was uninterested in farm life, and at nineteen applied and got a job at the Peter Minter Lumberyard in Huron working as a carpenter. Before he turned twenty-one, he had decided to become an architect. Opportunities for studying architecture near Huron were limited as there were no architectural schools in the state, and for someone without significant financial resources, travelling to one of these institutions was impossible. For this reason, Kuehn enrolled in classes with the International Correspondence Schools in Scranton, Pennsylvania. Every lesson had to be completed, sent, corrected and sent back to him. Kuehn continued working in the lumberyard and studying in the

⁴⁶ "Six Class Rooms in New Jefferson School Ready," *The Evening Huronite*, November 26, 1927.

⁴⁷ "Inspect New School Tonight," *The Evening Huronite*, January 17, 1928.

⁴⁸ Jeannette Kinyon, Lois Johnson, and Margaret Voels, *Prairie Architect* (Sioux Falls, SD: The Center For Western Studies, 1984), 55.

⁴⁹ "F.C.W. Kuehn Papers," SDSU Archives and Special Collections, Hilton M. Briggs Library, Manuscript Archive, 2, Last modified 2018, https://openprairie.sdstate.edu/finding_aids-manuscript/2

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evenings, and in 1907 he reportedly was working in the office of Huron architect George Issenhuth as a "draughtsman."⁵⁰

George Issenhuth was a significant architect in Huron's built landscape, establishing his architectural practice in 1906. He is responsible for several significant buildings in Huron, including the frame Baptist Church (demolished), the St. Martin's Catholic Church, part of the Campbell Park district (demolished), and several blocks in the downtown commercial area, such as the Breen and Sauer Block which is still extant.⁵¹

An article in *The Evening Huronite* from June 20, 1910 featuring the architects, contractors and builders of Huron features George Issenhuth stating, "He has planned and supervised the construction of some of the largest and most important buildings in this and other cities of this section of the country buildings which compare most favorably with the best in many of the larger cities of the country and which stand today as a monument to his skill and ingenuity."⁵²

That same article features Kuehn, relaying his time working with George Issenhuth, which made him "a designer and builder of the highest class", his excellent reputation, and concluding with "his patrons have learned that great saving is achieved where he personally supervises the building of the structures which he has designed."⁵³

Kuehn continued working for Issenhuth until 1909. On September 9, 1909, Kuehn opened his own office in Huron in rooms 7-8 of the Mercantile Building on 233 Dakota Ave. By then, he had earned his degree from the International Correspondence School in Pennsylvania. Kuehn was well-known and well-liked in Huron, and his architectural work received recognition outside of his hometown as well. One of his first significant works were the plans for a school in Frankford, designed in the Prairie style, and submitted on May 9, 1912. With this project, Kuehn began a forty-one-year-long working relationship with the State Department of Public Instruction (now the Department of Education).⁵⁴

On June 3, 1914, Kuehn married Amelia Johanna Wagner, and together they eventually had three daughters, Jeannette, Lois, and Margaret.⁵⁵ That same year, on December 1, he moved his offices to the second floor of the City National Bank building, a Neoclassical building he had designed in 1913.⁵⁶

Frank C.W. Kuehn was an extremely prolific architect throughout his life and is reported to have designed over 500 structures. For providing context to this document, this nomination will only focus on the significant buildings Kuehn designed in Huron, and schools he built in eastern South Dakota.

⁵⁰ Kinyon et all, *Prairie Architect*, 2.

⁵¹ Architect files, SD SHPO, Pierre.

⁵² "Our Architects, Contractors And Builders Insure Modern Structures, Huron Men Engaged in these Lines are Distinct Leaders and Kept Busy," *The Evening Huronite*, June 20, 1910.

⁵³ Ibid.

⁵⁴ Kinyon et all, *Prairie Architect*, 15.

⁵⁵ "F.C.W. Kuehn Papers."

⁵⁶ Kinyon et all, *Prairie Architect*, 16.

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In 1914, Kuehn designed the I.O.O.F. Building (Independent Order of Odd Fellows a.k.a. James River Lodge No. 32), one of the largest buildings in downtown Huron, located at 336 Dakota Ave. The building provided significantly more office and storage space to the downtown area.⁵⁷ The original Chicago-style windows have been altered and the first level is now clad in faux-stone and has changed significantly, however the second and third stories retain the original design and simple Art Deco motif. This was one of the first downtown buildings he designed. It would be followed by many others that would significantly shape Huron's commercial district.

In 1915, Kuehn planned the First Presbyterian Church in Huron in the Neoclassical style, with large Ionic columns and hexagonal dome above the sanctuary.⁵⁸ In 1916, he submitted plans for a two-story brick school in Alpena, which featured a simple Art Deco motif throughout the exterior and designed his own residence at 608 Oregon Avenue in Huron. The house was located within walking distance from his office, downtown Huron, and the Methodist Church.⁵⁹ The house features some elements that classify it as a Craftsman style residence, including the low pitch gable, the triangular knee brace and exposed roof beams. The range of functions and architectural styles that characterize his work in this period demonstrate his versatility as an architect already in the early stages of his career.

In 1918, Kuehn began writing insurance to supplement his income, probably as a result of World War I which hampered construction in South Dakota. He continued to write insurance for the rest of his life. In the 1920s, Kuehn, who had already designed several homes and significant buildings in the downtown area, began reshaping Huron's built environment. Between 1918 and 1922 he designed the Urquhart Ford Garage, the Wilson-Barber Auto Company, the K.P. Building (located next to the City National Bank building he also designed), a three-story brick addition to the Huron Masonic Temple, and the Beadle County Courthouse and the Huron City Hall. The courthouse and city hall however were not constructed at this time according to the proposed specifications.⁶⁰

Kuehn was a member of several social and professional groups, but perhaps most importantly for his career, on April 5, 1920 he was elected member of the Minnesota Chapter of the American Institute of Architects (A.I.A.). There was no Chapter in South Dakota. In 1920, he also designed the Huron Methodist Episcopal Church (now the First United Methodist Church), of which he was a member for sixty-five years. The church presented Prairie style features, including the low-pitched roof with wide over hanging eaves, elaborate woodwork, and beamed ceilings. The same year, Kuehn redesigned the Huron City Hall, which included the fire hall and firemen's clubroom, the police department, the jail facilities, the court room and various offices and city departments.⁶¹

Throughout his career, Kuehn continued to design small frame schoolhouses, multiple-room rural schools, and consolidated schools. Especially in the 1920s, Kuehn, who had already established himself as a school architect, was approached to design schools that were springing up in towns all over eastern South Dakota, probably as a result of school consolidation. As he drew plans, specifications and travelled to inspect construction, he became known as a reliable architect throughout the region. On August 25,

⁵⁷ Kinyon et al., *Prairie Architect*, 18.

⁵⁸ Ibid., 19.

⁵⁹ Ibid., 23-24.

⁶⁰ Ibid., 27-31.

⁶¹ Ibid., 32-37.

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1921, he submitted the plans for the McKinley Grade School in Huron, built of dark brick, with a limestone trim and Art Deco features.⁶² In 1923, he designed the Virgil Independent School, the Cavour High School and Grades, the Holabird Independent School District, and the Wolsey Independent School District, all of which were brick schools. The most expensive of the schools Kuehn designed in 1923 was the Artesian School.⁶³

In 1924, Kuehn submitted plans for thirteen small rural schoolhouses across South Dakota, which were estimated to cost between \$3,500 and \$5,165. In 1925, the Office of School Standards records Kuehn and his partner Walsh submitting plans for twenty-one frame schools, one three-room frame school, and a twelve-room, two-story brick grade school for Huron. They also planned to remodel the Washington School in Huron (it was later razed in 1939). In May of 1925, Kuehn planned the Wilson School, also located in Huron, a brown brick building with limestone trimmed doorways and base. Fortunately, the building is still extant and has been converted to apartments.⁶⁴

In 1926, Kuehn designed the American Lutheran Church in Huron, nicknamed "The Church Beautiful" because of its impressive Gothic Architecture. After the Washington School burned down, some classes were held in the church's basement.⁶⁵

Kuehn submitted plans for thirteen schools in 1927, but the Jefferson Elementary School was his significant school building of the year. Shortly after the completion and the opening of the Jefferson School, on January 13, 1928, Kuehn was elected president of the South Dakota Society of Engineers and Architects.⁶⁶

During the same year, Kuehn also designed the F.D. Kinyon Funeral Home in Huron. The building was extensively modified by the American Legion Clubhouse in the 1950s. In 1928, he planned the Tulare High School, the Goethal & Leak Building in Huron and the Huron County Club, which has been significantly altered. In 1929, Kuehn designed a very different collection of school buildings: the Mennonite School District 41 in Bon Homme County, additional rural schools in Hutchinson and Mellette Counties, and the Chemistry Building on what is now the South Dakota State University Campus in Brookings.⁶⁷

In 1930, Kuehn and Walsh continued construction by working on three rural schools and planning and supervising the construction of Habicht and Habicht and the Firestone Buildings, both located on Dakota Ave. in Huron. The Office of School Standards doesn't list any school buildings designed by Kuehn for 1932 and 1933; the Depression forced schools to cut school budgets, and there was little funding available for new construction. Around that time, Kuehn started the Huron Blue Print Company, a map-making business, which together with his insurance business provided income to his family when he couldn't build.⁶⁸

⁶² Kinyon et al., *Prairie Architect*, 39.

⁶³ Ibid., 44.

⁶⁴ Ibid., 48.

⁶⁵ Ibid., 50.

⁶⁶ "Kuehn to Head S.D. Architects," *The Evening Huronite*, January 13, 1928.

⁶⁷ Kinyon et al., *Prairie Architect*, 56-60.

⁶⁸ Ibid., 61-64.

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On November 15, 1935 Kuehn drew the plans for a fifth school project in Huron, the Middle School Addition. The school addition was connected to the older building through an underground tunnel and was entirely fireproof. The building design was very minimal, with long narrow windows emphasizing the verticality of the structure. Originally, the stairs and the partitions between the bathroom stalls had terrazzo. The estimated cost of the school was \$100,000.⁶⁹

In 1936, Kuehn began designing the Raymond School District 54, the Clark District 15 School, and an auditorium-gymnasium in Lebanon S.D. The Clark District 15 School has been identified as a WPA project, and it seems like the other two projects also had some form of federal funding involved in their construction. All three buildings were constructed of brick and tile and appear to have been completed between 1937-38.⁷⁰

Kuehn also worked on the Huron Airport (renamed the W.W. Howes Airport in 1973). Completed, the WPA project cost \$100,000 in 1937. The work consisted of building a native-stone hangar and an administration building. When a new terminal building was opened, in 1979 it was renamed the Hubert H. Humphrey Terminal.⁷¹ The building is still extant.

In 1937, Kuehn was invited by the Superintendent of Public Instruction in Pierre, J.F. Hines, to submit plans for school buildings for the approval of the State Superintendent. These plans could then be shown to school boards, who would buy them directly from the architect. Kuehn designed five plans titled "Kuehn's Standard Approved Elementary School Plans."⁷² In 1938, he submitted plans to the Department of Public Instruction for ten more schools, one of which was the Arlington High School Annex, a two-story brick addition located at the end of the main street. This was also a WPA project.⁷³

On February 1st, 1937, Kuehn moved his offices from the Farmers and Merchants Bank (a.k.a. the City National Bank he had designed) to the Masonic Temple addition in Huron he had also designed.⁷⁴

During the 1940s, Kuehn's Standard School Plans, which had been approved by the Department of Public Instruction, were becoming popular outside of the South Dakota around neighboring states. He gained recognition for his work with rural schools.⁷⁵ In 1940, he designed the Volga School District, the Pioneer School 36, and the Hoven High School and the Hoven High School Gymnasium. Both these buildings appear very modern, with minimal decoration, and both are recorded as WPA projects. Unfortunately, both buildings are no longer extant. The most significant project Kuehn designed in 1940 may be the Huron Municipal Band Shell located in Campbell Park, which is still extant and listed as contributing in the Campbell Park Historic District.

⁶⁹ Kinyon et al., *Prairie Architect*, 68.

⁷⁰ Ibid., 69.

⁷¹ Ibid., 70.

⁷² Ibid., 71.

⁷³ Ibid., 72.

⁷⁴ Ibid., 73.

⁷⁵ Ibid., 75.

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Kuehn also continued to draw maps of South Dakota, North Dakota and Minnesota with the collaboration of the Highway Superintendents. The Huron Blue Print Company, later known as Kuehn's Maps, became known as the most important producer of highway maps in South Dakota. He sold his maps to insurance companies, title companies, towns and counties.⁷⁶

During World War II, Kuehn's architectural work slowed down, but resumed in 1946 as he drew up the plans for the Huron Post Office, the rest rooms for the South Dakota State Fairgrounds in Huron, and the offices and warehouse for the Huron Sash and Door company. These designs show very clear modern influences, as they use minimal ornamentation and streamlined designs. This can especially be seen in the Leighton Chevrolet Company in Huron. The building could store and park cars on the roof.⁷⁷

Schools continued to consolidate and districts to be redrawn through the 1960s, and rural schools were becoming less and less necessary.⁷⁸ Kuehn's Standard Rural Schools plans were becoming obsolete. However, he still had his insurance and map-making business. Sadly, in 1950 he lost his wife of 36 years Millie Kuehn. He remarried Florence Dokken Hanson, a long-time neighbor and friend, in 1954.⁷⁹

On September 9, 1959 Kuehn celebrated fifty years in business. He had used the same business address for those fifty years, Box 134 in Huron, and managed to retain the address even when the post office changed. By then, most of his work was the sale and drawing of maps for South Dakota, North Dakota, and Minnesota, an activity he had started during the Depression. The main market for his maps were for insurance companies and counties.⁸⁰

He wasn't as architecturally prolific in his later years. However, during his sixty years in business he designed more than 500 buildings. Kuehn died following an illness August 13, 1970. His biography, written by his daughters, capture many of the significant projects he worked on throughout his lifetime.

⁷⁶ Kinyon et all, *Prairie Architect*, 79.

⁷⁷ Ibid., 83.

⁷⁸ Ibid., 84.

⁷⁹ Ibid., 89.

⁸⁰ "Frank Juehn, Architect, Celebrates Fiftieth Year In Business," *Huron Daily Plainsman*, September 9, 1959.

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Location of Buildings by FCWK on
aerial-view map, 1930

1. Lampe Bldg./Music Center in 1983,
2. Kinyon Funeral Home/American
Legion Club
3. Wilson-Barber Garage
4. K.P. Bldg./F. & M. Bank
5. F. & M. Bank
6. Goethal-Leak Bldg./NWPS
7. Habichts' Inc. Dept. Store
8. I.O.O.F. Addition
9. I.O.O.F. Bldg.
10. Masonic Temple
11. Methodist Episcopal Church/
First United Methodist Church

Fig. 3- Aerial view of downtown Huron, c. 1930.

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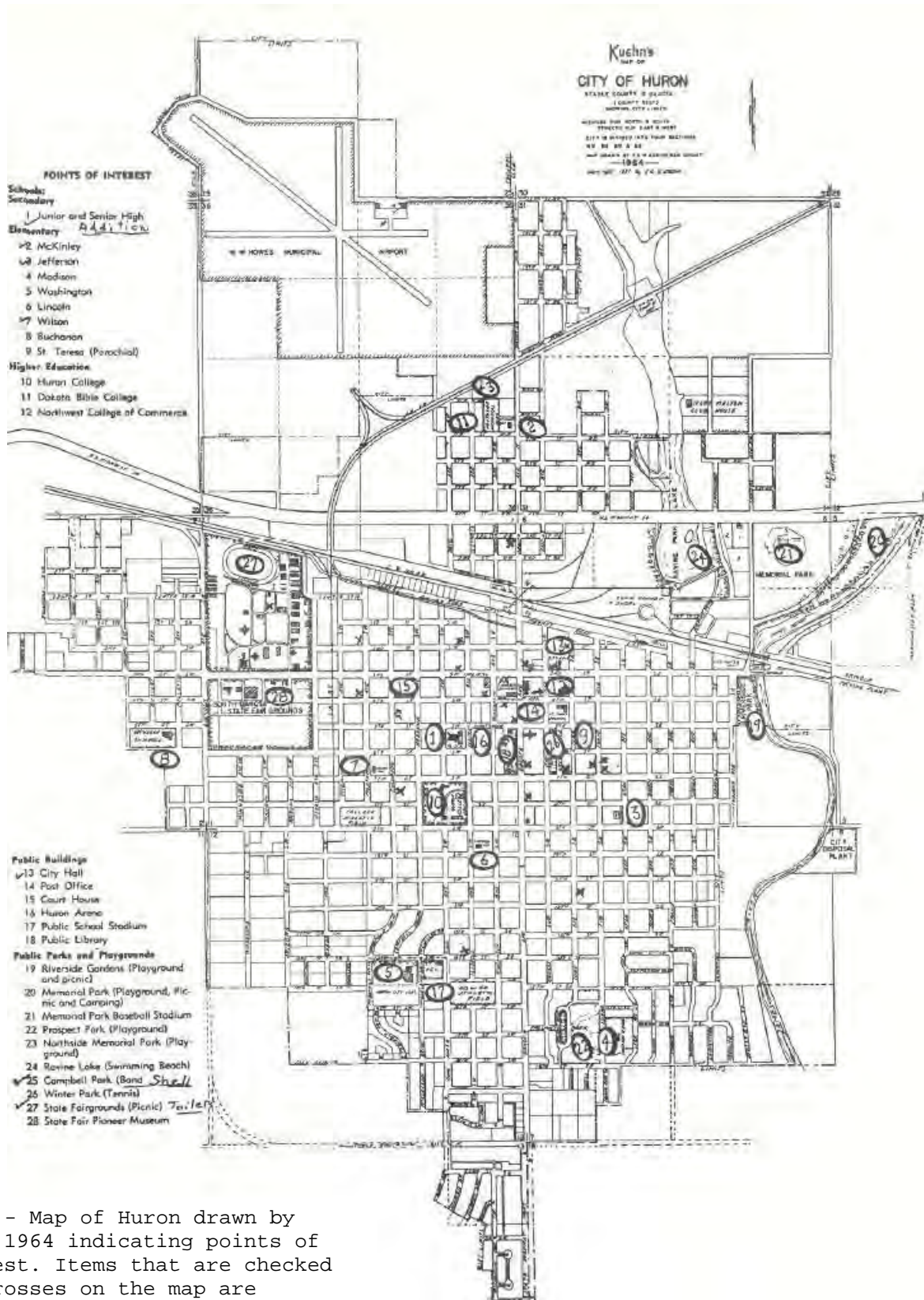


Fig.4 - Map of Huron drawn by Kuehn 1964 indicating points of interest. Items that are checked and crosses on the map are buildings designed by him.

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Historic Significance

The **Criterion A** registration requirements for a consolidated-era school to be included under the **Schools in South Dakota MPL** are as follows:

Consolidated era schools constructed in the later 1910s suffer from many of the same integrity problems as the earlier schools [namely, changing floor plans and fenestration enclosure]. Schools of this period are symmetrical in plan, with a central entrance recessed into the main façade flanked by projecting classroom wings on either side, which present a windowless main façade. Alternatively, some plans of this era are characterized by two main entrance towers, sometimes labeled as separate “boys” and “girls” entrances, projecting through the recessed central bay of classrooms and flanked by classroom wings. The workmanship and setting of these buildings differ from schools of the earliest phase of standardization in their scale and massing. Flat roofs tend to cap a two-and-a-half story building clad with brick. Often brickwork ornamented the wings on either side of the central classrooms. These schools have generally undergone significant interior alteration and exterior additions. Unless the additions significantly increase the original footprint of the building or are located so as to obscure the main façade, in general they are determined not to impact upon historic integrity. Those additions that are attached directly to the sides of the main façade, without any setback, alter the building substantially, and will render a building ineligible for listing on the National Register.

The MPL also outlines the requirements for listing for multiple-room pre-consolidation schools. Under this section, the MPL lists integrity criteria regarding fenestration that also apply to later schools:

Fenestration is the greatest problem in schools from this era and later. It is rare to find a building dating to this period that is still in use and retains the original size and proportion of the historic windows. Given the adaptation over time of the resource to changing conditions, partially enclosed fenestration has been determined not to preclude National Register Eligibility.

The Jefferson School retains its symmetrical floorplan, two main entrance towers with flanking ornamented classroom wings, and flat roof. Combined with the lack of additions and the retention of its original footprint, the Jefferson School abides by the listing requirements of the MPS for consolidated-era schools. Additionally, while the windows have been partially enclosed, the MPL clearly states that this alteration does not disqualify the property from being eligible to the National Register.

To be eligible under **Criterion C** a property must be significant for its physical design or construction. The Jefferson School embodies distinctive characteristics of a type, period, and method of construction. “Distinctive characteristics” are defined as “the physical features or traits that commonly recur in individual types, periods, or methods of construction.” “Type, period, and method of construction” refers to “the way certain properties are related to one another by cultural tradition or function, by dates of construction or style, or by choice or availability of materials and technology.” The school retains the same physical features found in schools across the state that identify it as a consolidated era school, reflecting standardization and consolidation efforts that substantially changed education systems in South Dakota. Evidence of this includes the flat roof, Art Deco ornamental stone and brick work, and symmetrical U-shaped floorplan.

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9. Major Bibliographical References

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<https://files.eric.ed.gov/fulltext/ED135507.pdf>

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"Bids Asked For School Building," *The Evening Huronite* (Huron, SD), March 3, 1927.

"Jefferson School Building Sale is Stopped Again, Judge Fisher's Order issued on Petition of 27," *The Evening Huronite* (Huron, SD), April 5, 1927.

"Argue Jefferson School Case Before Judge, Board Counsel Moves to Quash Order of Court," *The Evening Huronite* (Huron, SD), April 9, 1927.

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"Clark Attacks Other School Board Members, Says He Fears Hastily Called Board Meetings," *The Evening Huronite* (Huron, SD), May 3, 1927.

"Board Joined in Jefferson School Award, Meeting Called For Tonight to Decide Action," *The Evening Huronite* (Huron, SD), May 12, 1927.

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"Specifications To Be Revised By School Body," *The Evening Huronite* (Huron, SD), May 13, 1927.

"3 Entered in School Contest," *The Evening Huronite* (Huron, SD), June 2, 1927.

"Start \$216,000 New Building Here In May," *The Evening Huronite* (Huron, SD), June 4, 1927.

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"Kuehn to Head S.D. Architects," *The Evening Huronite* (Huron, SD), January 13, 1928.

"Inspect New School Tonight," *The Evening Huronite* (Huron, SD), January 17, 1928.

"Frank Juehn, Architect, Celebrates Fiftieth Year In Business," *Huron Daily Plainsman* (Huron, SD), September 9, 1959.

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Images

Fig 1. - *Jefferson Elementary School, Huron S.D. in 1927*. From: Kinyon et al. *Prairie Architect*. Sioux Falls, SD: The Center For Western Studies, 1984. Page 55.

Fig 2. - ArchGIS 10.3.1, SD SHPO, Pierre.

Fig 3. - *Aerial View of Downton Huron, c. 1930*. Photograph: S.D. State Fair Pioneer Museum. From: Kinyon et al. *Prairie Architect*. Sioux Falls, SD: The Center For Western Studies, 1984. Page 61.

Fig 4. - *Kuehn's Map of City of Huron*. From: Kinyon et al. *Prairie Architect*. Sioux Falls, SD: The Center For Western Studies, 1984. Page 94.

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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): SHPO ID Number BE00000054

10. Geographical Data

Acreage of Property Less than one
Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

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

Or

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UTM References

Datum (indicated on USGS map):

☐ NAD 1927 or ☒ NAD 1983

1. Zone: 14	Easting: 563091.4209	Northing: 4911845.7044
2. Zone: 14	Easting: 563142.1366	Northing: 4911845.1468
3. Zone: 14	Easting: 563144.1845	Northing: 4911747.1838
4. Zone: 14	Easting: 563090.8896	Northing: 4911745.0231

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

The entire Plat of Block 1 - Jefferson School Addition, City of Huron, Section 6, Township 110N, Range 61W.

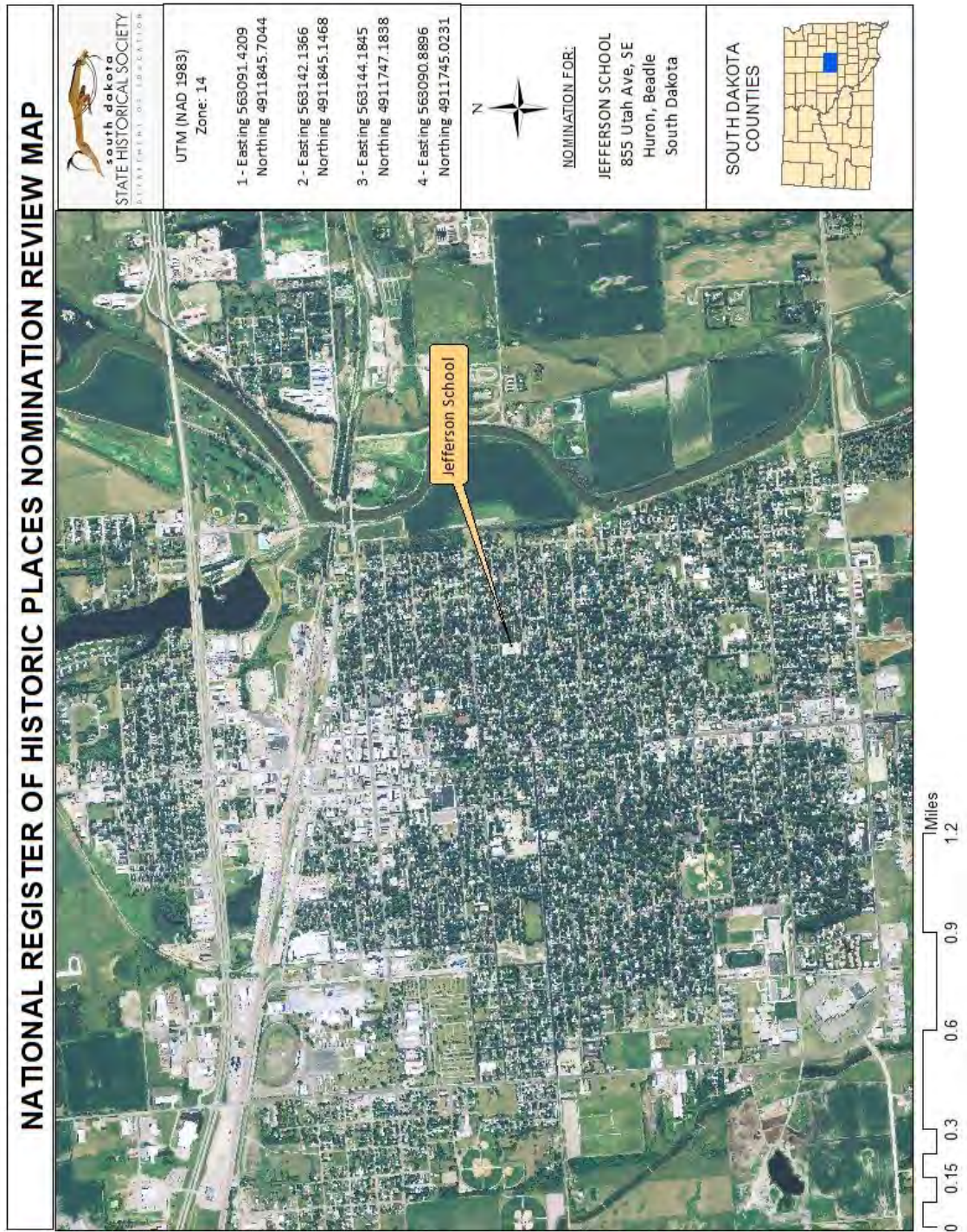
Boundary Justification (Explain why the boundaries were selected.)

The boundary encompasses the area historically associated with the Jefferson School, now owned by the Huron Church of the Open Bible.

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Section 10_Fig. 1: Jefferson School Map, location in Huron. Produced in ArchGIS 10.3.1. by Sofia Mattesini, May 17, 2019.



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Section 10_Fig. 2: Jefferson School Map, close-up view of lot intersected by 8th St., 9th St., and Utah Ave.
 Produced in ArchGIS 10.3.1. by Sofia Mattesini, May 17, 2019.



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11. Form Prepared By

name/title: Sofia Mattesini
organization: South Dakota State Historic Preservation Office
street & number: 900 Governors Drive
city or town: Pierre state: SD zip code: 57501
e-mail: Sofia.Mattesini@state.sd.us
telephone: 605 773 2906
date: 09.09.2019

Additional Documentation

Submit the following items with the completed form:

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

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Photographs

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

Photo Log

Name of Property: Jefferson School

City or Vicinity: Huron

County: Beadle

State: South Dakota

Photographer: Sofia Mattesini

Date Photographed: 02.26.2019

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

SD_Beadle County_Jefferson School_0001: View of east (main) façade. Camera facing west.

SD_Beadle County_Jefferson School_0002: View of east (main) façade with cornerstone and stone detailing. Camera facing southwest

SD_Beadle County_Jefferson School_0003: Detail of the northernmost door on the east façade. Camera facing west.

SD_Beadle County_Jefferson School_0004: View of the northeastern corner. Camera facing southwest.

SD_Beadle County_Jefferson School_0005: View of north façade. Camera facing south.

SD_Beadle County_Jefferson School_0006: View of northwestern corner. Camera facing southeast.

SD_Beadle County_Jefferson School_0007: View of northern portion of the west façade. Camera facing northeast.

SD_Beadle County_Jefferson School_0008: View of southern portion of west façade. Camera facing southeast.

SD_Beadle County_Jefferson School_0009: View of southwestern corner. Camera facing northeast.

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SD_Beadle County_Jefferson School_0010: View of south façade. Camera facing north.

SD_Beadle County_Jefferson School_0011: View of southeastern corner. Camera facing northwest.

SD_Beadle County_Jefferson School_0012: View of south portion of east façade. Camera facing northwest.

SD_Beadle County_Jefferson School_0013: View of stone detail on east façade. Camera facing west.

SD_Beadle County_Jefferson School_0014: View of northeastern vestibule. Camera facing west.

SD_Beadle County_Jefferson School_0015: View of interior north-south hallway. Camera facing south.

SD_Beadle County_Jefferson School_0016: View of interior northern east-west hallway. Camera facing southeast.

SD_Beadle County_Jefferson School_0017: View of northeastern classroom. Camera facing southwest.

SD_Beadle County_Jefferson School_0018: View of northern east-west hallway. Camera facing west.

SD_Beadle County_Jefferson School_0019: View of north staircase leading to second floor and storage space. Camera facing north.

SD_Beadle County_Jefferson School_0020: View of boys bathroom with marble and iron detailing. Camera facing north.

SD_Beadle County_Jefferson School_0021: View of northwestern classroom. Camera facing northwest.

SD_Beadle County_Jefferson School_0022: View of northwest vestibule, with the iron door providing access to basement level. Camera facing southwest.

SD_Beadle County_Jefferson School_0023: View of stage in multi-purpose room. Wood partitions can be rolled back. Camera facing southwest.

SD_Beadle County_Jefferson School_0024: View of multi-purpose room. Camera facing southwest.

SD_Beadle County_Jefferson School_0025: View of multi-purpose room. Camera facing northeast

SD_Beadle County_Jefferson School_0026: Ceiling and transom detailing of the southwest vestibule. Camera facing west.

SD_Beadle County_Jefferson School_0027: Southwestern classroom. Camera facing northeast.

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SD_Beadle County_Jefferson School_0028: south staircase and storage space. camera facing south.

SD_Beadle County_Jefferson School_0029: Southeastern classroom. Camera facing southeast.

SD_Beadle County_Jefferson School_0030: Kindergarten room with separate toilets. Camera facing north.

SD_Beadle County_Jefferson School_0031: Principals office, wood detail and window. Camera facing northwest.

SD_Beadle County_Jefferson School_0032: View of second floor girls' bathroom. Camera facing north.

SD_Beadle County_Jefferson School_0033: View of northern east-west hallways. Camera facing east.

SD_Beadle County_Jefferson School_0034: View of second-floor northwestern classroom. Camera facing northwest.

SD_Beadle County_Jefferson School_0035: Lockers found in northwestern classroom. Camera facing west.

SD_Beadle County_Jefferson School_0036: View of second floor northern east-west hallway. Camera facing west.

SD_Beadle County_Jefferson School_0037: View of second floor eastern classroom. Camera facing south.

SD_Beadle County_Jefferson School_0038: View of second floor north-south hallway. Camera facing south.

SD_Beadle County_Jefferson School_0039: View from second floor balcony, looking down on the multipurpose room. Camera facing west.

SD_Beadle County_Jefferson School_0040: View of second floor balcony (enclosed). Camera facing north.

SD_Beadle County_Jefferson School_0041: View of second floor, southeastern classroom. Camera facing south.

SD_Beadle County_Jefferson School_0042: View of second floor boys bathroom. Camera facing south.

SD_Beadle County_Jefferson School_0043: View of second floor, southwestern classroom with "time-out" room. Camera facing northeast.

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SD_Beadle County_Jefferson School_0044: View of iron door leading to vault. Camera facing northeast

SD_Beadle County_Jefferson School_0045: View of vault interior. Camera facing north.

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 100 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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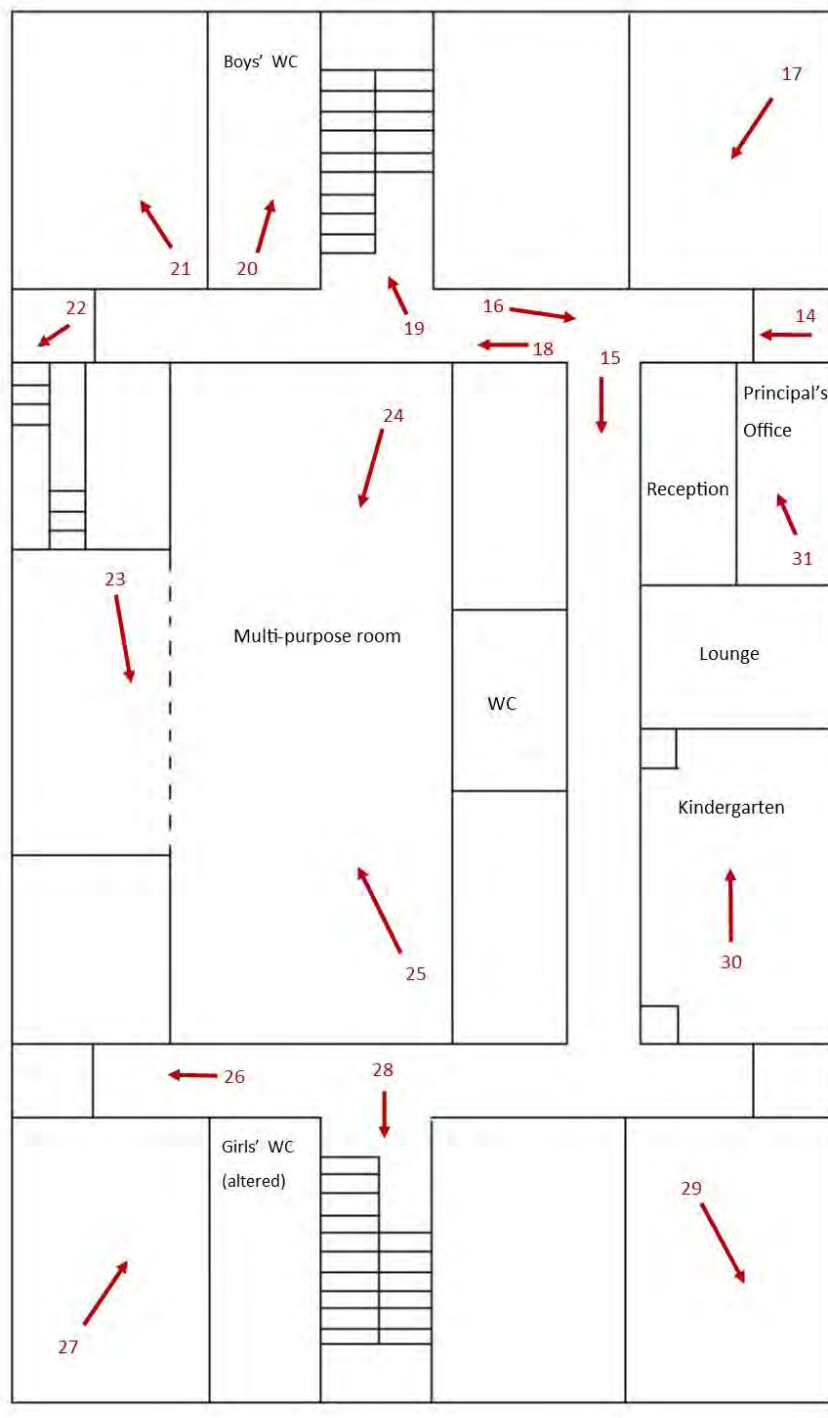
Section 11_Fig 1: Photo Key of Exterior



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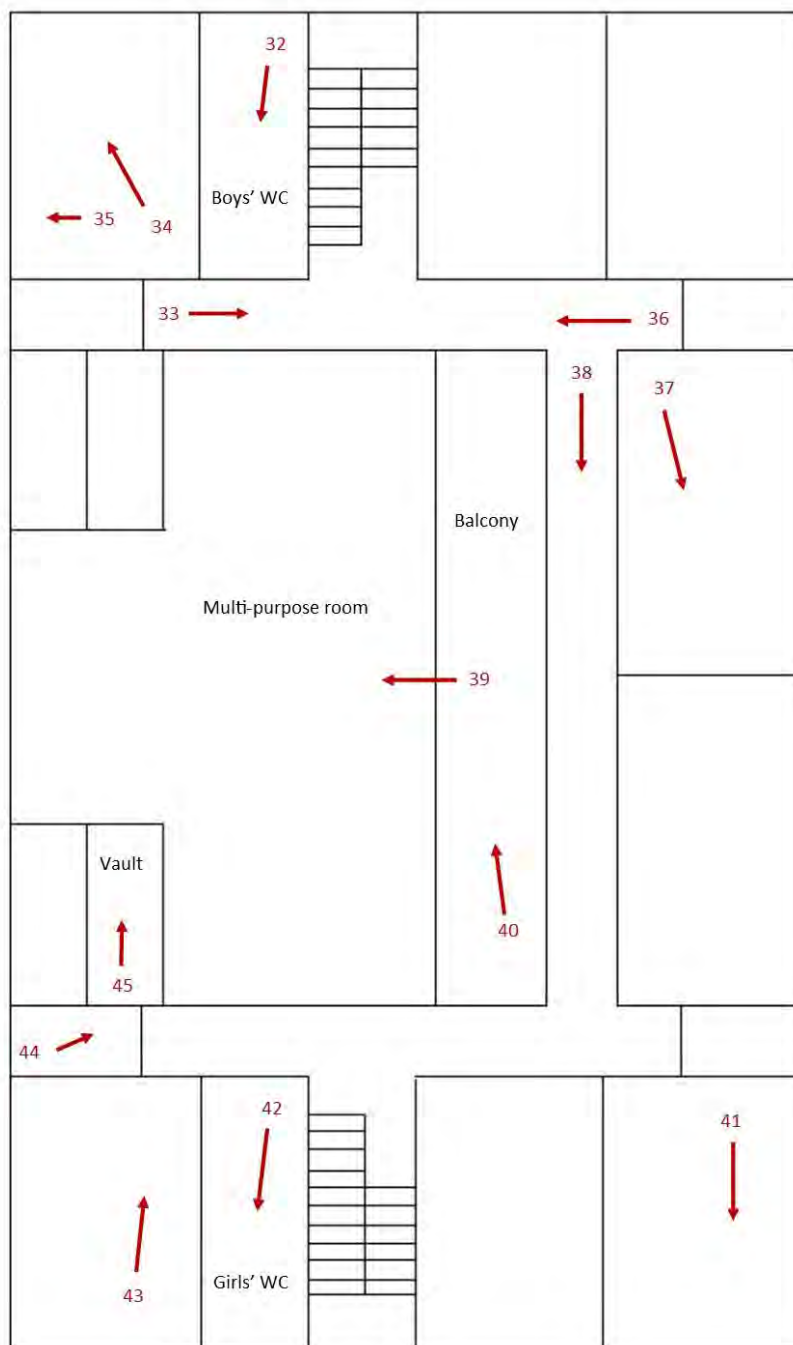
Section 11_Fig 2: Photo Key of Interior First Floor



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Section 11_Fig 3: Photo Key of Interior Second Floor





































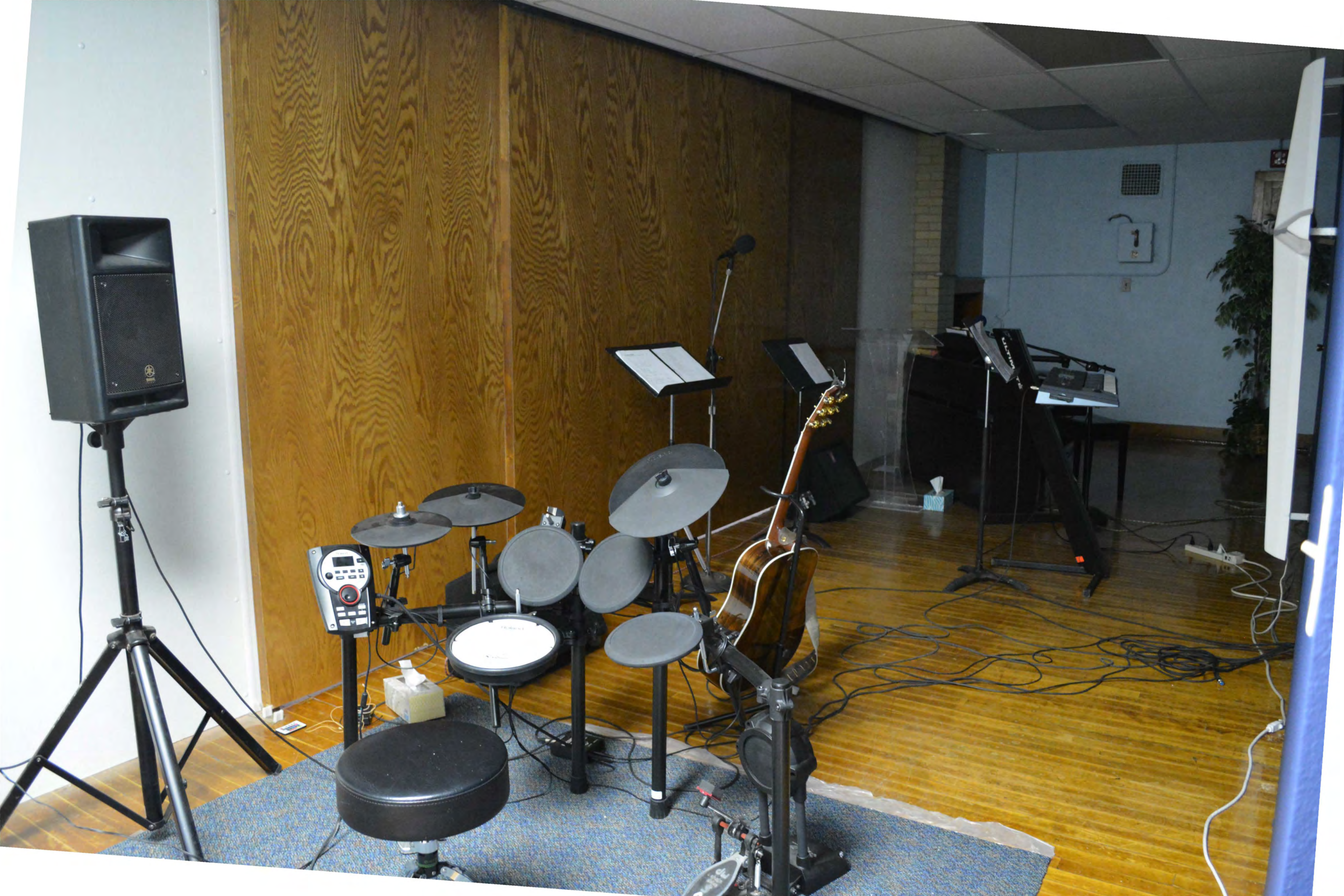
























































NATIONAL REGISTER OF HISTORIC PLACES EVALUATION/RETURN SHEET

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



1 October, 2019

Keeper of National Register
National Park Service
National Register of Historic Places
1849 C Street, NW, Mail Stop 7228
Washington DC 20240



Dear Keeper:

The enclosed disks contain the true and correct copy of the nominations for the *Midland Depot*, *Jefferson School*, and the *Doland Commercial Historic District*. The Doland Commercial Historic Districts consists of 12 properties and 8 property owners. There are no owner objections.

Please contact Sofia.Mattesini@gmail.com with any questions.

Sincerely,

Sofia Mattesini
Historic Preservation Specialist