

United States Department of the Interior
National Park Service

National Register of Historic Places
Inventory—Nomination Form

For NPS use only
received JUL 23 1985
date entered AUG 23 1985

See instructions in *How to Complete National Register Forms*
Type all entries—complete applicable sections

1. Name

historic Hayward School (LC13:C10-110)

and/or common Hayward School

2. Location

street & number 1215 North 9th Street n/a not for publication

city, town Lincoln n/a vicinity of

state Nebraska code 031 county Lancaster code 109

3. Classification

Category	Ownership	Status	Present Use
<input type="checkbox"/> district	<input type="checkbox"/> public	<input type="checkbox"/> occupied	<input type="checkbox"/> agriculture
<input checked="" type="checkbox"/> building(s)	<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> unoccupied	<input type="checkbox"/> commercial
<input type="checkbox"/> structure	<input type="checkbox"/> both	<input checked="" type="checkbox"/> work in progress	<input type="checkbox"/> educational
<input type="checkbox"/> site	Public Acquisition	Accessible	<input type="checkbox"/> entertainment
<input type="checkbox"/> object	<input type="checkbox"/> n/a in process	<input checked="" type="checkbox"/> yes: restricted	<input type="checkbox"/> government
	<input type="checkbox"/> being considered	<input type="checkbox"/> yes: unrestricted	<input type="checkbox"/> industrial
		<input type="checkbox"/> no	<input type="checkbox"/> military
			<input type="checkbox"/> museum
			<input type="checkbox"/> park
			<input type="checkbox"/> private residence
			<input type="checkbox"/> religious
			<input type="checkbox"/> scientific
			<input type="checkbox"/> transportation
			<input checked="" type="checkbox"/> other: vacant

4. Owner of Property

name James A. Mastera, Trustee (under contract to sell to Star City Enterprises)

street & number 11th and Cornhusker Highway, P. O. Box 80009

city, town Lincoln n/a vicinity of state Nebraska 68501

5. Location of Legal Description

courthouse, registry of deeds, etc. Register of Deeds

street & number 555 South 10th Street

city, town Lincoln state Nebraska

6. Representation in Existing Surveys

title Nebraska Historic Buildings Survey has this property been determined eligible? yes no

date on-going federal state county local

depository for survey records Nebraska State Historical Society

city, town Lincoln state Nebraska

7. Description

Condition		Check one	Check one
<input type="checkbox"/> excellent	<input type="checkbox"/> deteriorated	<input type="checkbox"/> unaltered	<input checked="" type="checkbox"/> original site
<input type="checkbox"/> good	<input type="checkbox"/> ruins	<input checked="" type="checkbox"/> altered	<input type="checkbox"/> moved date _____ n/a
<input checked="" type="checkbox"/> fair	<input type="checkbox"/> unexposed		

Describe the present and original (if known) physical appearance

Hayward School in Lincoln, Lancaster County, Nebraska, is a block-long, two-story, flat-roofed brick building of rectangular plan, with projecting pavilions on the long east and west elevations. Built in three stages, the earliest, central portion (1904) has an ornate, Baroque Revival frontispiece of terra cotta. The first (south) addition (1913) employs restrained Classical and Romanesque motifs; the second (north) addition (1925) has Georgian Revival detailing on the north facade but austere, unadorned east and west sides.

The original Hayward School, measuring about 85 feet north to south and 65 feet east to west, was erected in 1903-4 and stands at the center of the present structure. Constructed of orange/red brick laid in 6:1 common bond, it is oriented toward the east (9th St.) and dominated by a projecting central entrance pavilion. Two balanced but asymmetrical wings, framed by pilaster strips, flank the central pavilion. There are four windows on each floor of the south wing and three in the corresponding portion to the north. At the base of the building is a brick watertable of banded rustication, with stone string courses at the ground and first-floor sill levels. Other features of the wings are recessed panels between the first and second floor windows, a narrow stone sill course on the second floor, a broadly projecting metal cornice with dentils and modillions, and a low parapet with decorative brickwork and stone coping.

The central pavilion is elaborated with glazed terra cotta imitative of brownstone. Included is an ornate doorframe with Roman Ionic pilasters and a full entablature bearing the legend "HAYWARD SCHOOL," surmounted by stubby Corinthian pilasters flanking a large arched window. Two terra cotta consoles support cornice returns. A foliate terra cotta plaque fills the tympanum of the segmental pediment atop the pavilion.

The west, rear elevation of the original portion resembles the east front in proportions and detailing except that it lacks the central pavilion and terra cotta trim. Instead, paired windows mark the elevation's center.

The principal interior spaces in the original school are the central stairhall, with pressed metal ceiling on the second floor, a central, north-south hallway on each floor, an office at the northeast corner of the first floor (added or altered in 1925), and classrooms in the other corners. Several of the classrooms have pressed metal ceilings.

The south addition of 1913 measures 117 feet by 70 feet and was estimated on its building permit to cost \$33,498. It is faced with a darker red brick with molded rounded corners on the face and a smooth pressed finish. The bond is 5:1 common, with alternating headers and stretchers in the bonding course and deeply raked joints. Variations in the brickwork constitute the sole surface ornament of this addition.

The 1913 work consists of two distinct parts. The taller northern pavilion (which contains the auditorium) has similar elevations east and west, with a high central arcade containing two floors of windows. Flanking the arcade are
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simplified classical doorframes, which on the east actually contain doors and on the west are merely suggestive. All three first floor windows in the arcade are now blocked on both the east and west sides. Topping the auditorium pavilion is a tall stepped parapet with clay coping tiles.

The lower southern portion of the 1913 work has a projecting central entrance pavilion with flanking symmetrical wings, constituting a simplified version of the massing of the 1904 building. Thus the newly extended school in 1913 formed a balanced facade on 9th Street, with the tall auditorium block at the center.

The south elevation has a low stepped parapet and abundant windows, organized in banks of five, four, and five across each floor. The whole group of windows is enclosed within a simplified classical enframing of pilaster strips and cornice. The west side repeats the east on the auditorium pavilion, while the southern portion is asymmetrical in fenestration.

On the interior, the 1913 addition has an auditorium on the first floor of the tall block, with classrooms above it. The east classroom above the auditorium has a fine pressed metal ceiling. The stairway inside the southernmost east entrance retains original wooden newel posts, handrail, and beaded board railing. On the second floor of the stairhall is another pressed metal ceiling, which also appears, in varying states of deterioration, in most of the classrooms.

The final 115 by 62 foot addition to the school was built in 1925-6 at an estimated cost of \$65,500. The red brick facing is laid in 5:1 common bond, with alternating headers and stretchers in the bonding course. The east and west elevations are very restrained, with large windows, a thin stone cornice, and a flat parapet with stone coping. The north elevation shows Georgian Revival detailing, with a decorative, slightly projecting entrance pavilion flanked by blank walls with diaper pattern brickwork. The entrance pavilion features limestone trim including a doorframe with a broken scroll pediment, a second story Palladian window, and a triangular pediment with a dentil and modillion cornice. The interior of this addition consists of a central, north-south hallway on each floor and large classrooms.

A small freestanding powerhouse west of the school is part of the 1925 building campaign. It has irregular fenestration and a tall, battered chimney of square section.

Hayward School retains a high degree of architectural integrity, with only modest exterior modifications. The principal exterior alteration to the 1903-4 portion (excluding the large additions north and south) is the removal of one window bay at the south end, at the time of the 1913 addition to that side. On the 1913 portion, the windows of the first floor auditorium have been bricked in and some west windows have been filled with glass blocks. One west window has been converted to a door. No substantial alterations to the northern addition are apparent.

The Hayward School ceased regular operations in 1968. Until 1982, it accommodated such community uses as the START Program and TMR (Trainable Mentally Retarded) Program. It has been vacant since that time. Current plans call for adaptive reuse of the school as condominium apartments.

8. Significance

Period	Areas of Significance—Check and justify below			
<input type="checkbox"/> prehistoric	<input type="checkbox"/> archeology-prehistoric	<input type="checkbox"/> community planning	<input type="checkbox"/> landscape architecture	<input type="checkbox"/> religion
<input type="checkbox"/> 1400-1499	<input type="checkbox"/> archeology-historic	<input type="checkbox"/> conservation	<input type="checkbox"/> law	<input type="checkbox"/> science
<input type="checkbox"/> 1500-1599	<input type="checkbox"/> agriculture	<input type="checkbox"/> economics	<input type="checkbox"/> literature	<input type="checkbox"/> sculpture
<input type="checkbox"/> 1600-1699	<input checked="" type="checkbox"/> architecture	<input checked="" type="checkbox"/> education	<input type="checkbox"/> military	<input type="checkbox"/> social/
<input type="checkbox"/> 1700-1799	<input type="checkbox"/> art	<input type="checkbox"/> engineering	<input type="checkbox"/> music	<input type="checkbox"/> humanitarian
<input type="checkbox"/> 1800-1899	<input type="checkbox"/> commerce	<input type="checkbox"/> exploration/settlement	<input type="checkbox"/> philosophy	<input type="checkbox"/> theater
<input checked="" type="checkbox"/> 1900-	<input type="checkbox"/> communications	<input type="checkbox"/> industry	<input type="checkbox"/> politics/government	<input type="checkbox"/> transportation
		<input type="checkbox"/> invention		<input type="checkbox"/> other (specify)

Specific dates 1904, 1913, 1925-6 **Builder/Architect** Geo. A. Wilson/James H. Craddock (1904)

Statement of Significance (in one paragraph) W. J. Assenmacher/Davis & Berlinghof (1913)
Bickel Construction Co./Fiske, Meginnis & Schaumberg (1925-6)

Hayward School is significant for its educational role as the public school serving the German Russian community of North Bottoms, operating a special program from November to May when the "beet field children" had returned from their labors in the sugar beet fields of western Nebraska. Architecturally, the three building phases of the school (1904, 1913, 1925) display clearly three distinct styles of public school architecture; furthermore, the two additions are the work of the major Lincoln architectural firms of Davis and Berlinghof (1913) and Fiske, Meginnis, and Schaumberg (1925).

Hayward School is the dominant public building in the North Bottoms area of Lincoln, a potential historic district settled in the late 19th and early 20th centuries by Germans from Russia, an important immigrant group in Lincoln's settlement history. In materials and scale the school has a strong visual presence in the neighborhood of small frame houses and modest spired churches.

By the first decade of this century there were about 4,000 German Russians in Lincoln, divided roughly equally between the North and South Bottoms neighborhoods. Many of these immigrants derived a major portion of their income by working, adults and children, in the sugar beet fields of central and western Nebraska. The Hayward School played a special role in relation to this community and has special educational significance in this connection.

According to an early historian of the Lincoln public schools, "In November of each year the 'beet field children' as they are called return to Lincoln for the Winter months and to attend school....Six new school rooms are opened for them and special teachers are employed for them. Over 300 are in attendance during the Winter months. They return to the beet fields the first of May." (Pyrtle: 1907, 39). The educational progress of these children posed a substantial challenge, when the regular school term (in 1907) was three month longer (from early September to early June) than their stay in Lincoln. Scottsbluff, Nebraska, organized a special summer school for "beet-field children" in the 1920s to enable them to re-enter classes following harvest "without embarassment to themselves and almost nervous prostration on the part of the teacher" (Scottsbluff Star Herald, 2-29-1924, quoted in Johnson: 110). In 1925, the state Public Welfare Dept. stepped in to enforce compulsory school laws, threatening heads of families with \$100 fines if children left school before May 22--an action that affected 600 in Lincoln alone (Johnson: 110-111).

The Hayward was the principal Lincoln school with a specific session for "beet-field children." Among the special teachers in the winter of 1907-8 was Hattie Plum Williams, who went on to become the seminal American historian of Russian Germans and who was the longtime (1915-1945) chairwoman of the sociology department at the University of Nebraska (Williams: 1909, biblio. and Williams: 1975, xii). Her house in Lincoln is listed on the National Register (Royer-Williams House, listed 6-14-82).

(SEE Continuation Sheet.)

9. Major Bibliographical References

SEE Continuation Sheet.

10. Geographical Data

Acreeage of nominated property less than one acre

Quadrangle name Lincoln, Nebr.

Quadrangle scale 1:24,000

UTM References

A

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6	9	2	2	5	0
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4	5	2	1	8	0	0
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Verbal boundary description and justification

Lots 1, 2, 3, 25 and 26; Block 12; Cahn, Metcalf & Farwell's Subdivision; City of Lincoln; including all property historically associated with the school.

List all states and counties for properties overlapping state or county boundaries

state n/a code county code

state code county code

11. Form Prepared By

name/title Edward F. Zimmer/Historic Preservation Planner

organization Lincoln/Lancaster County Planning Dept. date April 15, 1985

street & number 555 South 10th St. telephone (402)471-7491

city or town Lincoln state Nebraska

12. State Historic Preservation Officer Certification

The evaluated significance of this property within the state is:

national state local

As the designated State Historic Preservation Officer for the National Historic Preservation Act of 1966 (Public Law 89-665), I hereby nominate this property for inclusion in the National Register and certify that it has been evaluated according to the criteria and procedures set forth by the National Park Service.

State Historic Preservation Officer signature

Edward F. Zimmer

title Deputy State Historic Preservation Officer

date 6-19-85

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I hereby certify that this property is included in the National Register

Entered in the
National Register

date 8/23/85

James M. Sammons
Keeper of the National Register

Attest:

date

Chief of Registration

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The school has architectural significance in part from its status as the oldest surviving schoolhouse of the Lincoln Public School District, named for U. S. Senator Monroe L. Hayward, a Nebraska lawyer, farmer, and stockraiser who died in 1899. More importantly, it embodies, in nearly unaltered form, three distinctive styles of public school architecture built over a relatively short period. The ornate original building was designed in 1904 by architect James H. Craddock and built by contractor George A. Wilson. Craddock first appeared in the Lincoln city directories in 1895; his last entry came in 1908. His Hayward School design employs especially fine terra cotta decoration of unusual Late Renaissance or Baroque derivation.

Already by 1907 "Another new building or an annex [was] needed at the Hayward school for the beet field children" (Pyrtle, 45), reflecting the rapid growth of the neighborhood. The first addition in 1913 was the work of architects George A. Berlinghof and Ellery Davis and of builder W. J. Assemacher. The German-born Berlinghof practiced in Omaha (1881-1898) and Beatrice before moving to Lincoln in 1905. His substantial practice included county courthouses in Thayer, Nemaha, Seward, and Kearney counties in Nebraska and several Carnegie libraries, including the Northeast branch in Lincoln. Davis was a leading Lincoln architect for many years and founder of the major firm now known as Davis/Fenton/Stange/Darling. Berlinghof was Davis' first partner; in just four years together, the partners were responsible for such major local designs as Lincoln High School (1913) and the Miller and Paine department store (first part 1913, tower addition 1916). Davis' later credits include being one of the finalists in the State Capitol design competition in 1920 and, with partner W. F. Wilson, designing the Stuart Building (1927-8) in Lincoln.

The 1913 addition to the Hayward School eschews applied ornament for fine brickwork and restrained Classical and Romanesque motifs. Its principal architectural significance derives from the way it very consciously responds to the massing of the original school, developing a new, balanced composition with the tall auditorium pavilion as the new center.

The 1925-6 addition by Lincoln architects Fiske, Meginnis, and Schaumberg and contractor Bickel Construction Co. shows no such response to the existing building, although it does return the 1903-4 portion to the center of the whole plan. Instead, it concentrates its Georgian Revival detailing on the new north entrance, rather than attempting to unify what was by now a very long, narrow building. Individually and in several combinations, Fiske, Meginnis, and Schaumberg were responsible for many Lincoln buildings, including much more ornate projects for the school department, such as the "Jacobethan" Revival Prescott School (1920-22) and the Neoclassical Whittier Junior High School (1923).

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Architectural drawings for Hayward School, 1903, 1913, 1925, in custody of Alfieri-Sinclair-Hille, architects, Lincoln, NE.

City of Lincoln Building Permits #5310 (1913) and #14111 (1925), Codes Administration Department, County/City Building, Lincoln, NE.

Ertl, Ted A. (project director), Historic and Architectural Site Survey of Lincoln, Lincoln: University of Nebraska-Lincoln, College of Architecture, ca. 1978.

Johnson, Henry T. "History of the Beet Sugar Industry in Nebraska," University of Nebraska (Lincoln), MA Thesis, 1934.

Junior League of Lincoln (comp.), An Architectural Album, Lincoln: Junior League of Lincoln, 1979.

Morton, J. S. and A. Watkins. History of Nebraska, Western Publishing and Engraving Co., 1905-1913. (See v. 3a, p. 536, for entry on Geo. A. Berlinghof.)

Pyrtle, Emma Ruth. "History of Lincoln Public Schools," University of Nebraska (Lincoln), MA Thesis, 1907. (Cited here as paginated in Nebr. State Hist. Soc. copy).

Williams, Hattie Plum. "A History of the German-Russian Colony in Lincoln, Nebraska," University of Nebraska (Lincoln), MA Thesis, 1909.

Williams, Hattie Plum. The Czar's Germans, with Particular Reference to the Volga Germans, Lincoln: American Historical Society of Germans from Russia, 1975.