

572

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

**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "X" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Hetland School
other names/site number _____

2. Location

street & number Park Street not for publication N/A
city or town Hetland Vicinity N/A
state South Dakota Code SD county Kingsbury code 077 zip code 57244

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (N/A See continuation sheet for additional comments.)

Jay D. Vogt
Signature of certifying official

04-18-2002
Date

SD SHPO
State or Federal agency and bureau

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

Signature of commenting or other official

Date

Hetland School
Name of Property

Kingsbury County, South Dakota
County and State

4. National Park Service Certification

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

Signature of the Keeper: Edson H. Beall Date of Action: 5/30/02

5. Classification

Ownership of Property (Check as many boxes as apply)

- Private
- public-local
- public-State
- public-Federal

Category of Property (Check only one box)

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

Number of Resources within Property

Contributing	Noncontributing	
<u>1</u>	<u> </u>	Buildings
<u> </u>	<u> </u>	Sites
<u> </u>	<u> </u>	Structures
<u>3</u>	<u>1</u>	Objects
<u>4</u>	<u>1</u>	Total

Number of contributing resources previously listed in the National Register 0

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat: EDUCATION Sub: school

Current Functions (Enter categories from instructions)

Cat: VACANT/NOT Sub: _____
IN USE _____

7. Description

Architectural Classification (Enter categories from instructions)

LATE VICTORIAN: Italianate

Materials (Enter categories from instructions)

Foundation STONE: Granite block
CONCRETE
Roof ASPHALT
Walls WOOD: Clapboard
Other _____

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

See Continuation Sheets

8. Statement of Significance

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

- 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 a grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property
- G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance (Enter categories from instructions)

EDUCATION

ARCHITECTURE

Period of Significance

1904-1951

Hetland School
Name of Property

Kingsbury County, South Dakota
County and State

Significant Dates 1904
 1920

Significant Person N/A

Cultural Affiliation N/A

Architect/Builder C.A. Johnson, Brookings, SD; M.A. Melstad

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

See Continuation Sheets

9. Major Bibliographical References

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

Previous documentation on file (NPS)

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

Primary Location of Additional Data

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: N/A

Hetland School
Name of Property

Kingsbury County, South Dakota
County and State

Property Owner

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

name Hetland Historical Society
street & number c/o Bernese Nelson, 21363 445th Avenue telephone (605) 847-4283
city or town Lake Preston state SD zip code 57249

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page # 1

NARRATIVE DESCRIPTION:

The Hetland School is located in the town of Hetland in Kingsbury County. The town is situated one mile north of Highway 14 and is surrounded by gently rolling agricultural land. The school building is located on the eastern edge of town and is surrounded by agricultural land on the south and west, and by residential areas on the north and east. The school grounds are encircled by large trees along the perimeter, with a dirt road and sidewalk on the eastern edge. Also situated on the grounds is playground equipment, consisting of original swings, a merry-go-round, and see-saws, and a non-original slide. The school is a two-story building plus a basement and measures 52' x 68' with a projecting front entry bay measuring 14'4" x 6'. The school, which was built in 1904, was originally 52' x 40'. In 1920, a 52' x 28' addition was added to the north end of the building. The school is constructed of wood clapboard with a granite block foundation under the original portion, and a concrete foundation under the addition. There have been very minimal alterations to either the exterior or interior of the school. The Hetland School retains a high degree of integrity of location, setting, design, materials, and workmanship, and conveys the feeling and association of its past environment.

Exterior Description:

The Hetland School, constructed in 1904, is a two-story building with a basement and measures 52' x 68' with an extended front facing gabled entry bay. The building has wood clapboard siding that is painted white, and a flat-topped hip roof with an intersecting front gabled roof over the entry, both of which are covered with new, gray asphalt shingles.

The south facade of the school has a centered, two-story projecting front gabled entry bay measuring 14'4" x 6'. A set of concrete steps leads to double wooden doors flanked by narrow one-over-one side lights. The doors and side lights are all slightly recessed into an arched opening, with the area above filled in with narrow bead board. The arch was originally open, creating a small "porch" which covered the original entry. The arch was filled in with the doors, side lights, and bead board at an unknown date. The original interior entry doors are still present, creating a double entry. On the second story, above the outside entry, are two round arched windows with hood molding. The top sash's have been filled in with wood and painted white, while the bottom panes still have glass. Above the windows, the gable is pedimented with a centered segmental window which has been filled in with wood and painted white, and fish scale shingle siding. Sitting atop the gabled roof is a square bell tower with a pyramid roof with wide overhanging eaves. The roof is covered with green asphalt shingles. Each of the four sides of the bell tower are divided into two square openings. In the upper corners of each opening are ornate scrolled brackets, which give the openings an arched appearance.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page # 2

The south façade is symmetrical, with the window placement on each side of the projecting front entry identical. On each side of the entry are four windows, two windows on the first floor and two on the second floor. All of the windows are one-over-one double-hung windows surrounded by wood molding. To the west of the entry, the two windows on the first floor are both filled with wood painted white, while on the second floor only the bottom sashes of each window are filled in with wood. To the east of the entry, the second floor window closest to the entry has wood covering the bottom sash. The other three windows are uncovered and fully glazed. On the foundation, three courses of granite block are visible. On both sides of the entry, there is a basement window that is centered between the two windows above on the first floor. Both basement windows are covered over with wood.

The east elevation is symmetrically divided into five bays, with the window arrangement on both the first and second floors being identical. Starting from left to right, the first bay contains a single one-over-one double-hung window surrounded by wood molding on both the first and second floors. The bottom sash of the first floor window is covered with wood. Attached to the building at the second floor window is a small wooden landing surrounded by a wooden railing on two sides, with an opening on the third side that leads to a wooden ladder that is attached to the side of the building, leading down to the ground. The second bay contains pairs of segmental-arched one-over-one double-hung windows that are similar to the arched windows on the front façade. However, instead of having an arched hood molding like the windows on the front, the windows on the east elevation share a single, square molding which encompasses both windows. The centered third bay contains single one-over-one double-hung windows surrounded by wood molding. A few feet to the north of the windows is a pipe attached to the side of the building. The pipe marks where the addition was added in 1920 to the north end of the building. The foundation on the south side of the pipe is granite block, whereas on the north side of the pipe it is concrete. The fourth bay is identical to the second bay, with pairs of segmental-arched one-over-one double-hung windows with a single, square molding. The fifth bay contains single one-over-one double-hung windows surrounded by wood molding. The window on the first floor is filled in with wood, and the bottom sash of the second floor window is covered as well. There are five basement windows that are centered in each of the five bays and have all been covered with wood.

The north elevation is also arranged symmetrically. Centered in the elevation is a wooden, six paneled door with a transom above that has been filled with wood. There is a wooden two step stoop leading to the door. On either side of the central door are four windows centered on the wall. There are two windows on the first floor and two on the second. All of the windows on the first floor have been filled in with wood, and two of the windows on the second floor have been partially covered.

The west elevation is almost identical to the east elevation, being divided into five bays with the window arrangement on both the first and second floors being identical. All of the windows on the

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page # 3

first floor have been filled in with wood. Starting from left to right, the first bay contains a single one-over-one double-hung window surrounded by wood molding on both the first and second floors. The second bay contains pairs of segmental-arched one-over-one double-hung windows with a single, square molding which encompasses both windows. The upper sashes of the second floor windows have been filled in with wood. The centered third bay contains single one-over-one double-hung windows surrounded by wood molding. The fourth bay is identical to the second bay, with pairs of segmental-arched one-over-one double-hung windows with a single, square molding. The windows on the second floor have been partially covered. The fifth bay contains a single one-over-one double-hung window surrounded by wood molding on the first floor, and a single, five panel wooden door on the second floor. In historic photos, there were stairs leading from this door to the south, wrapping around the corner of the building to the front, and leading to the ground. Above the door is the framing for a transom, but the glass is gone. There is one basement window located at the north end of the elevation. Visible from this elevation is the red brick chimney located on the west side of the flat roof area. Additionally, the roof on the west elevation has not been replaced yet with the new gray shingles as the other elevations have been, and instead is covered with old, green asphalt shingles. In several areas the shingles are missing and the old wooden shingles are visible. The areas with missing shingles have allowed water to enter the building, which has caused extensive water damage on the interior of the upper floor.

At the south end of the elevation there are concrete stairs leading down to a wooden door that enters into the basement. The stairs are flanked on each side by concrete coal chutes; two on the north and one on the south. All three of the coal chutes have hinged, wooden lids that are now covered with tin. The concrete chutes and the lids are all painted white to match the building. Also located on this elevation, near the centered bay, is an old metal fuel tank with a copper hose which leads into the basement. In the late 1940s, the school switched from burning coal for steam heat to fuel stoves.

In addition to the building itself, there are other remnants from the schools past that remain on the grounds. There are still remnants of the concrete sidewalk that was installed in 1913 and surround the building on the west and south sides, as well as following along the street on the east side. On the west side of the building, leading off from the sidewalk is another sidewalk which leads from the school to an area that appears to contain the remains of the old outhouse. There are three concrete surrounded openings that are still visible in the ground which have been filled in with dirt. There is no structural remains left. Also, in the southwest corner of the grounds is historic playground equipment, including a slide, swings, an old wooden merry-go-round, and see-saws. All of the equipment is original to the school, dating from the 1940s, except for the slide. The slide, which is historic, is a non-contributing resource since it was moved to the playground from another location in 1999. The playground equipment is maintained by local citizens.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page # 4

Interior Description:

The main entry on the south façade leads into a central hallway running south to north which ends at a set of girls and boys bathrooms approximately in the middle of the building. On either side of the central hall is a classroom, approximately 21'x29' in size. These classrooms originally housed the elementary grades during the period of significance. To the north of these classrooms, and accessed through a doorway in each room, is a hallway running west to east which contains a double set of stairs to the second floor. The stairs begin near the center of the building with one climbing to the west and one climbing to the east. Leading off from the hallway is another hallway running south to north which leads to the back door on the north elevation. On either side of the hallway is a classroom. These classrooms were also used for elementary grades during the historic period.

On the second floor, the stairs lead to a central hallway directly above the hallway on the first floor. However, the hallway does not run the full width of the building but has a small office built into the center of the hall. Historically, this was the Principle's office. The attic and bell tower are accessed through a trap door in the ceiling of this room. At the top of each stairway there is a doorway both to the left and right (south and north). The southern doors lead to two classrooms that are connected to each other by very large pocket doors in a north-south wall. These rooms were originally used for the high school classes. To the south of the classrooms is a small room that is located in the area of the projecting front entry. The room was used as the school library and is accessed by a doorway from the classroom on the west side of the building. The north doorways from the stairs lead into the gymnasium, which encompasses the entire north end of the second floor.

The interior of the building retains an extraordinarily high level of integrity. Almost all of the original materials still remain, including the wooden floors, wooden doors and their original hardware, the wooden molding around the doors and windows, the stairway railings and balusters, and the engraved steam heat radiators. Many pieces of original furniture remain as well, including old desks, bookcases, trophy cases, clocks, etc. In the gymnasium, the old wood basketball floor remains, as well as the balcony that runs along the south, east, and west sides of the gym. The building also houses artifacts from the historic period including books, sports uniforms, office ledgers, and old documents.

Although the interior has maintained a high level of integrity of materials, the condition of the building is severely deteriorated. Problems with the roof have allowed water to enter the building and the water damage is sever in some areas. The west side of the second floor, where the roof has not been replaced yet, appears to have the worst water damage. In the west classroom, the hallway, and the gymnasium, the plaster on the ceilings and outside walls is falling off and the boards beneath are rotting. The wooden floors are buckling into "waves". The water damage from the second floor is also seeping down into the first floor rooms below with the same effect, though not as severe. The building has been and continues to be vandalized, with numerous balusters in the stairway having

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page # 5

been removed or broken. The main problem, however, is the foundation wall on the north end of the building. This is the foundation under the area that was an addition in 1920. The foundation is constructed out of concrete, instead of rock like the original portion of the school. The north wall of the foundation is literally breaking in half horizontally down the middle and caving into the basement. This is also visible from the outside of the building on the north elevation where the foundation wall is angling in toward the building. The current caretakers are exploring options to temporarily fix the problem to keep the foundation from caving in any further until the funds can be raised to permanently repair the foundation.

Alterations:

Very minimal alterations have been made to the building, with the exception of the north addition in 1920. The addition was added during the period of significance and matches the original structure in design, materials, and scale. Except for the fact that the foundation material is different, there is no evidence that would indicate that the addition was not originally part of the 1904 building. When the addition was added in 1920, the central south-north hallway on the first floor originally ran the full length of the building, from the front doors to the back door, dividing the school essentially in half. However, in 1949 when the high school was discontinued the entire building housed middle school and elementary classes. At that time, the girls and boys bathrooms were added to the first floor hallway, dividing the hallway into two sections.

Additionally, the front entry arch was enclosed with the double wooden doors, side lights, and bead board at an unknown date. The alteration, however, does not detract from the original appearance of the building as the shape and molding of the arch was maintained by slightly recessing the new entry.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page # 6

NARRATIVE STATEMENT OF SIGNIFICANCE:

The Hetland School is eligible for the National Register of Historic Places under Criterion A for its role in the area of education. The school served to educate the local children and the children from out-laying agricultural areas from 1904 until 1971. Additionally, the school was viewed as a cultural symbol of community in a time of great change and mobility and represented an important cultural bridge between emigrants and immigrants. The building is also eligible under Criterion C for its architectural significance as an unusual example of an Italianate rural school. Most rural school construction in South Dakota in the early twentieth century was characterized by simple, austere designs. Although the materials used in the construction of the Hetland School are simple, wood and stone, the builders added Italianate features to add style and distinctive characteristics to the building. The building is also the only example of the Italianate style in the town of Hetland. The majority of the buildings in the business district of Hetland are gone, and those that remain are of the Commercial style or vernacular. The Hetland School is an excellent example of an Italianate rural school building in the area of Kingsbury County.

Historical Background

The town of Hetland was originally surveyed and platted in June 1880 by a railroad townsite agent, Asa Y. Felton, who along with his wife named the town Felton. However, when the application for a Post Office was made, the postal authorities disqualified the name because there was already a town in the state named Felton.¹ The citizens thought that the town name should honor someone who had taken part in homesteading the community and decided on John Hetland, who was the first homesteader in the district in the fall of 1878.²

The Dakota Central branch of the Chicago Northwestern Railroad was the foremost contributing factor to the establishment of Hetland. The Railroad was active in publicizing Dakota by distributing brochures, pamphlets, and newspaper stories relating the favorable conditions of the area. After 1880, settlers could come by immigrant cars on the railroad instead of covered wagon. The railroad even ran Homesteader's Excursions, and the area was rapidly populated as settlers expanded the townsite of what was then still known as Felton. At times during 1882, as many as 18 trains a day passed through Felton, transporting immigrant freight westward. By 1883, the railroad ran two passenger trains a day each way with from seven to nine coaches full of newcomers and nine or ten freights with supplies.³

¹ *Hetland "My Home Town", Centennial Book*, 6.

² *Ibid*, 46.

³ *Ibid*, 27.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page # 7

The town continued to grow with numerous stores and businesses, including a blacksmith in 1888, a druggist in 1890, a physician in 1892, a hardware store in 1894, and a bank and a Farmer's Cooperative organized in 1896. In November 1897, the *Hetland Herald* advertised that Hetland had three general stores, a grocery, drug store, doctor, milliner, hardware store, hotel, bank, restaurant, barber shop, machine dealer, blacksmith, wagon shop, lumberyard, coal dealer, three grain elevators, a creamery, harness shop, a weekly newspaper, photographer, school house, two church societies, a civic society, livery and feed stable, dray line, a stone mason and several carpenters.

By 1900, the population of Hetland was 162. Heavy rains in 1903 produced good crops and 1904 saw several new buildings constructed, including several more stores and shops, the current school building, a meat market, and another restaurant. By this time, Hetland had every kind of business common to western towns, including the Hetland Telephone Company which had been organized in 1902. By 1905 the population had increased to 240 and continued to grow.⁴

Historical and Architectural Significance:

The first school for Hetland students was a two room building, constructed in 1891, in a rural district located one mile east of town, north of the railroad tracks on private land. In 1892, this schoolhouse was moved one mile north and became District #44. A schoolhouse was built in town on lots donated by Lewis Boyd. The school board met in August 1892 and decided to have at least nine months of school to begin the first week in September. They also decided to levy \$400.00 for general school purposes for the coming school year. The first teacher, Lois Bates, was hired for \$40.00 a month.⁵

The community grew so rapidly that within a year the schoolhouse was already too small, so an addition was added to the building and two teachers were hired. In October, the board bonded the school district for \$800.00 to pay the debt caused by building the addition. In September 1903, a ninth grade was added to the Hetland School, once again causing the schoolhouse to be too small, so the board proposed a new four-room brick building. However, by a vote of 63 to 10, the board voted against a brick building and instead agreed on constructing a \$4,000 frame building so that additions could be added later.

A special meeting was held on March 15, 1904 of the Independent No. 43 to issue bonds for the \$4,000 for the new schoolhouse. C.A. Johnson of Brookings drew up sketches, plans and specifications for the new building. Rock for the foundation was hauled in March, construction began in May, and the foundation was completed in June. On May 14 the old school house was auctioned

⁴ Ibid, 47-50.

⁵ Ibid, 126-127.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page # 8

off for \$400 to L.A. Crandall who moved the building to his residence and used it as a five-car garage. The school house was completed in time for the fall term and the school opened with 80 pupils for the 1904-1905 school year. Furniture for the new school was purchased from a store in Arlington for \$195.75.⁶ Although the school opened in 1904, it wasn't until 1906 that I.J. Bradley of Fairfax, SD was hired as the first Principal with a salary of \$70.00.

Hetland was unique in that few schools in South Dakota built belfries. If a community was prosperous enough to afford one, the addition of a bell served as a point of pride for the community.⁷ A dance was held in the town hall to raise money for a bell, and the new bell was received and installed in October 1904. Over the years, the school continued to make improvements to the building. In 1913, the old wood sidewalk, which had been constructed in 1893 as part of the old school house, was torn up and replaced by a new cement sidewalk at a cost of 12 cents a square foot. The old wooden sidewalk was put in the basement and used for kindling. In February 1919, the schoolhouse was wired for lights, and in the fall of 1920 city water was piped into the building.

In March 1920, bonds were issued for \$10,000.00 for the purpose of building a 28' x 52' addition to the building and to overhaul and remodel the heating plant for the entire building. The contract for the work was given to M.A. Melstad for \$6,900.00, which included all the carpenter work, painting, insurance, all materials and excavating. The addition to the north end of the building added two additional classrooms downstairs and the gymnasium upstairs. At a special meeting on October 4, 1920, it was decided to insert a balcony and seats in the gymnasium on each end and the south side. The balcony was constructed, but it was decided to postpone installing the seats until a later date, as the district was likely to be short of money that year. It is unknown when the seats were finally installed. The Hetland School gymnasium was the first hardwood basketball floor in the county.⁸

In October 1929 a new maple floor was installed over the old floor in the gym, and in 1937, the ceiling in the gym was raised to facilitate sporting events such as basketball. 1937 was also the year that the school had a telephone installed. Although the school had had running water since 1920, it was not until 1939 that the PWA constructed a sewage system and installed indoor toilets and separate girls and boys dressing rooms and showers. In 1949,⁹ the lower hall was partitioned off and two bathrooms were installed for the grade school classrooms.

The first class to graduate from the Hetland School was in 1913 and had seven students. Another class did not graduate until 1922. The Commencement was held at the Opera House/Town

⁶ Ibid, 128.

⁷ Mark Elliot and Melissa Dirr, *Schools in South Dakota: An Educational Development*, (Pierre: South Dakota State Historic Preservation Office), 6.

⁸ Bernese Nelson, interview by Jill Gray, Hetland, South Dakota, 10 August 2001.

⁹ *Hetland "My Home Town"*, 128-130.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page # 9

Hall on May 23, 1913 with an admission of 15 cents and 25 cents charged to help defray expenses. Students could graduate as a Classical or English graduate with four years of high school or as a Commercial graduate with three years. The graduation tests for the commercial students consisted of adding five sums of ten, four digit numbers each, in five minutes, plus a speed of forty works per minute in typing and one hundred words per minute in shorthand. The commercial classes offered were Commercial Arithmetic, Commercial Writing, Commercial Spelling, Rapid Calculation, Bookkeeping, Shorthand, and typing. The classical courses offered included Science, Algebra, Geometry, Latin, English and others.¹⁰

Over the years, the enrollment of students continued to grow. In 1933 there was a large increase in enrollment in the high school and the school had to hire a fourth high school teacher. In 1935, the School District set up a dormitory project so that students from the surrounding country side could attend school. A girls dorm was housed in the Jackson house at the north end of Main Street on the west side. During that first year there were eighteen girls staying in the dorm during the winter months and twelve for the entire school year. The boys dorm was housed in the Charles Barstow house located on the south end of Main Street. Rent for the dorms was \$15.00 for nine months and \$10.00 for 3 months. The meals for both dorms were served in the house used as the girls dormitory. The dormitories were discontinued in 1946, but noon lunches were still served in the Intermediate room at the school until 1948, when they too were discontinued.¹¹

In 1943, the school dropped back to three high school teachers due to a decline in students, and in 1945 there was even discussion of discontinuing High School. By the fall of 1947, there were no seniors returning to school so no class graduated in 1948. In 1949, the last class of six seniors graduated, bringing to a close the Hetland High School. The grade school continued, and it was at this time that the lower hallway was partitioned off and the two bathrooms were installed. Space heaters were installed in the hallway and the two lower south rooms and they were used for the first eight grades. In 1965 however, it was decided to send the 7th and 8th grades to Arlington or Lake Preston, depending on the choice of the student. One teacher was retained for the six remaining grades. This continued until 1971 when the Hetland Common District #43 joined the Lake Preston Independent District. Thus, the school that originally began with one teacher closed its doors with only one teacher.¹²

Local, public schools were important to the community in that the tax-supported "common schooling" brought education beyond the privileged elite to all citizens, including the "common man". Public schools were assigned the task of educating pupils to be leaders and workers. To educational reformers at the turn-of-the-century, the public high school was envisioned as a terminal for non-

¹⁰ Ibid, 128.

¹¹ Ibid, 129.

¹² Ibid, 130.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page # 10

college bound pupils, providing them with a basic secondary education beyond the Latin grammar school. The educational mission of the high school was to prepare pupils for participation in productive society. The skilled apprenticeship society of the eighteenth century was yielding to mass manufacturing in the nineteenth century. Increased automation, made possible by technological advancement and industrial specialization, necessitated a renewed approach in education. The mass manufacturing and its hierarchical managerial model of the factory had a profound effect on public education. Having moved beyond the core secondary education curriculum, the curricula of the high school reflected the prominence of business influence through society. Schools organized to facilitate pupils' adjustment to the "business logic" of an industrializing society. Educational reformer John Philbrick advocated segregating school pupils by grade and employing lockstep promotion from grade to grade in emulation of the factory assembly line, the mode of production for which pupils were being prepared. Therefore, the mission of the public high school was to prepare the factory worker for participation in an industrializing society. The high school would insure for all citizens a place in the economy, prepared for corporate organization by the lockstep-promotion-factory model of the school and trained in the arts of industrial production. Not overlooked, however, was the potential contribution of women to industrial society. High schools implemented a "business" curriculum, which offered instruction in typing and stenography that would educate women in the skills needed for business employment.¹³ The evolving public school reflected the innovations in curricula that characterized the early twentieth century progressive notions about society and sociability.

Before schools were viewed as a way to prepare students for participation in an industrializing society, in the late nineteenth and early twentieth centuries, the rural school represented the only semblance of a community center across rural South Dakota. As immigrants and emigrants settled the Great Plains, there existed no institution around which to forge a common identity. In an environment lacking the features of a familiar landscape, which settlers from the east would have found comforting, the community school functioned as perhaps the only institution with which the newly-settled community could identify. Often, the school stood as the first communal effort on the Plains. The school was viewed as a cultural symbol of community in a time of great change and mobility, when there existed few cultural symbols in the rapid settlement of the American West.

Schools also represented an important cultural bridge between emigrants and immigrants arriving on unbroken land for the first time. For immigrants living on the frontier, the common school provided an ethnically neutral, secular public institution amidst the various languages and religions that characterized the frontier. In 1900, 61% of settlers in South Dakota were foreign born. The schools were viewed as the ideal forum for acculturating the arriving immigrants and, in the process, encouraging them to identify with American society. Public schools advanced a program of

¹³ Elliot and Durr, *Schools in South Dakota: An Educational Development*, 23-24.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page # 11

"Americanization" which sought to bridge the various cultural and religious differences within the community, and as a result impart a common culture to the children of the community, regardless of origin.¹⁴

As a significant public building within the rural community, schools were used for church services, elections, and local government meetings. It existed as a symbol of communal identity, and as an object of material sacrifice in its formation. The schoolhouse expressed a singular pride of community. A schoolhouse that was well-appointed and carefully constructed, adapting architectural styles familiar to settlers, even though it might be a simple design and modest materials, symbolized the ideal of the community.¹⁵ An example of this is the article that appeared in the *Arlington Sun* in July 1904, during the construction of the schoolhouse.

"The new school is looming up and beginning to show what its ultimate appearance is going to be. The location is fine, standing on a commanding rise of ground and shows off well from every direction. It is of a good height and fine proportion and will make an imposing building. The tower on the south face will give it a good set off and the whole building will be very pleasing looking effect. . . The building is to be finished off in the most approved style and will make a home for the Hetland School, of which the patrons may well be proud."¹⁶

The Hetland School is also architecturally significant due to its stylized design. Most rural school construction in South Dakota in the early twentieth century was characterized by simple, austere designs.¹⁷ Although the materials used in the construction of the Hetland School are simple, wood and stone, the builders added Italianate features such as the paired segmental-arched windows with hood moldings, the bell tower, the gabled central projection with the arched entry, and the wide overhanging eaves to add style and distinctive characteristics to the building.¹⁸ Not only is the building an unusual example of a stylized rural school, it is also the only example of the Italianate style in the town of Hetland. The majority of the buildings in the business district of Hetland are gone, and those that remain are of the Commercial style or vernacular. The Hetland School is a unique example of an Italianate rural school building in the area of Kingsbury County.

¹⁴ Ibid, 1-2.

¹⁵ Ibid, 1.

¹⁶ *Hetland "My Home Town"*, 126.

¹⁷ Elliot and Dirr, *Schools in South Dakota: An Educational Development*, 6.

¹⁸ McAlester and McAlester, *A Field Guide To American Houses*, (New York: Alfred A. Knopf, Inc.), 210-215.

Hetland School
Name of Property

Kingsbury County, South Dakota
County and State

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 8 Page # 12

The evolution of the school building from its earliest, improvised quarters, to the monumental structures which celebrated public education as a community value, reflected the increasingly important role of education within American society. The Hetland School illustrated the local commitment to education while also reflecting the aspirations of the local community.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 9, 10 Page # 13

BIBLIOGRAPHY

Bernese Nelson, Interviewed by Jill Gray. Hetland: South Dakota, August 2001.

Elliot, Mark and Melissa Dirr. *Schools in South Dakota: An Educational Development*. Pierre: South Dakota State Historic Preservation Office.

Hall, George. *120 Years of Kingsbury County History*. Freeman, SD: Pine Hill Press, Inc., 1993.

Hetland Centennial Book Committee. *Hetland, "My Home Town"*. Hetland, SD: 1988.

McAlester, Lee and Virginia. *A Field Guild To American Houses*. New York: Alfred A. Knopf, 1994.

Phillips, Steven J. *Old House Dictionary*. Washington, D.C.: The Preservation Press, 1994.

VERBAL BOUNDARY DESCRIPTION

Beginning at a point 30 feet due east of the southeast corner of the building, proceed north 200 feet, then west 203 feet, then south 217 feet, then east 203 feet, then north 17 feet to the point of beginning.

BOUNDARY JUSTIFICATION

The boundary includes the area historically and currently associated with the Hetland School.