NPS Form 10-900
Oct. 1990

OMB No. 10024-0018

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 an 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 10-9000a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

Historic name Lincoln School

Other name/site number 079-4000-0024

2. Location

Street & number 406 West Sixth Street ☐ not for publication

City or town Newton ☐ vicinity

State Kansas Code KS County Harvey Code 079 Zip code 67114

3. State/Federal Agency Certification

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

Richard D Pankratz DSHPO December 3, 2003

Signature of certifying official/Title Date

Kansas State Historical Society

State or Federal agency and bureau

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

Signature of commenting official /Title Date

State or Federal agency and bureau

4. National Park Service Certification

I herby certify that the property is Signature of the Keeper Date of Action

☐ 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:)

Lincoln School
Name of property

Harvey County, KS
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

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

Category of Property
(Check only one box)

- [x] building(s)
- [ ] district
- [ ] site
- [ ] structure
- [ ] object

Number of Resources within Property
(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1		total

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

Number of contributing resources previously listed in the National Register
0

6. Function or Use

Historic Functions
(Enter Categories from instructions)

Education: school

Current Functions
(Enter categories from instructions)

Domestic: multiple dwelling

7. Description

Architectural Classification
(Enter categories from instructions)

Late 19th and 20th Century Revivals: Late Gothic Revival

Revival; Collegiate Gothic

Materials
(Enter categories from instructions)

foundation Concrete
walls Brick

roof Other

other

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

Name of Property Lincoln School County and State Harvey County, KS

8. Statement of Significance

Applicable National Register Criteria
(Mark "X" in one or more boxes for the criteria qualifying the property for Natonal Register

☒ **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 likely to yield, information important in prehistory or history.

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

Property is:

☐ **A** owned by a religious institution or used for religious purposes.

☐ **B** removed from it 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 of age or achieved significance within the past 50 years

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

Areas of Significance
(Enter categories from instructions)

Education

Architecture

Period of Significance

1917- 1952

Significant Dates

1917

Significant Person
(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Greenbaum and Hardy, Architects, Kansas City, MO

James Gordon, General Contractor, Newton, KS

9. Major Bibliographical References

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

Previous documentation on file (NPS):
☐ preliminary determination of individual lising (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:

Name of Property Lincoln School County and State Harvey County, KS

10. Geographical Data

Acreage of Property 1.65 acres

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

	Zone	Easting	Northing
1	14	644700	4212330
2			
3			
4			

☐ See continuation sheet

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

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

11. Form Prepared By

Name/title Clayton B. Fraser, Principal

Organization FRASERdesign Date October 2002

Street & number 420 South County Road 23 E Telephone 970-669-7969

City or town Loveland State CO Zip code 80537

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

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

Additional items

(Check with SHPO or FPO for any additional items)

Property Owner

name MDI Limited Partnership No. 74

street & number 1600 University Avenue, Suite 212 telephone 612-646-7848

city or town St. Paul state MN zip code 55104

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16) U.S.C. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503

Lincoln School is situated within the mildly urban setting of the south-central Kansas city of Newton. The building stands in an early 20th century residential neighborhood, three blocks west of Newton's central business district. The nearby buildings are primarily single-family dwellings, one or two stories in height, with modestly scaled architecture and conventional residential landscaping. Lincoln School is loosely surrounded by other public school buildings of varying vintages. Four blocks to the northeast is the original Newton High School (built in 1913-1914, now the Santa Fe Middle School). The new high school, completed in 1973, is located northwest of Lincoln on West 12th Street. South of this and several blocks west of Lincoln is Sunset Elementary School, built in the 1950s. The McKinley and Cooper schools (both built as replacement structures in 1938 and now called administrative and education centers, respectively) are located east and south of Lincoln.

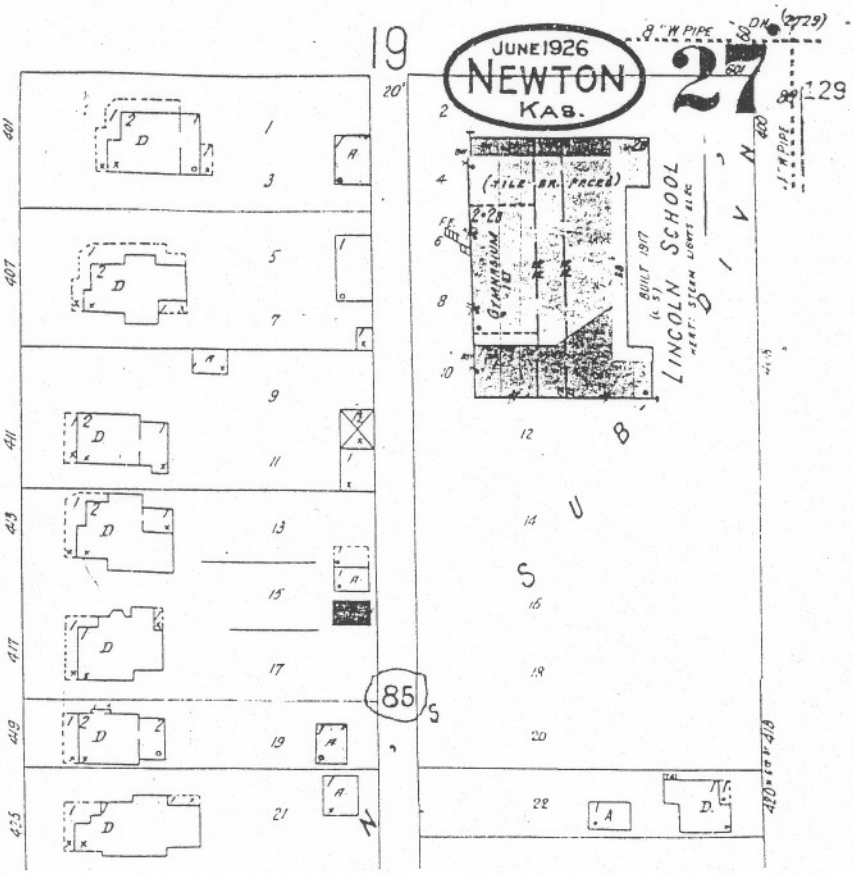

Figure 1. Site plan of Lincoln School, from 1926 Sanborn Fire Insurance Map.

Lincoln School is situated on the north side of West Sixth Street between Ash and Elm streets. Encompassing the southeast quarter of a city block, the property has frontage along Sixth and Ash streets [*see Figure 1*]. The building faces south toward Sixth, with an open playground to the west and a gravel-surfaced, mid-block alley to the north. The school is set back from concrete sidewalks along Sixth and Ash, giving it a more imposing countenance and integrating it with the front-lawn setbacks of its residential neighbors. Between the side-

walks and the school is a small grass lawn; large deciduous trees are aligned in the grassed parkway along West Sixth Street. Surrounded by an eight-foot-tall chain link fence, the playground to the west of the school building incorporates a baseball diamond and soccer field. The school is accessed by a massively framed main entrance centered on the south facade, with similarly configured secondary entrances centered on the two sides. The requisite metal flagpole is positioned in front of the building.

Designed in 1916 by Kansas City architects Greenebaum and Hardy for the Newton Board of Education, Lincoln School is configured as a two-story brick block over a raised brick-faced foundation. The building's footprint is essentially a rectangle, 129′ wide by 82′8" deep, with the center section of the facade recessed behind symmetrical projections on both sides. The defining elements of the original building are essentially intact today. The roof is flat, covered with composition roofing and lined with brick parapets all around. On these parapets, Greenebaum eschewed crenelation, which is a typical feature of Late Gothic architecture, in favor of shallowly pitched pediments set off by small steps. A battered brick chimney with cast stone cap extends from the roof in the building's northeast corner. The building employs reinforced concrete foundations, masonry exterior bearing walls, structural clay tile interior bearing walls and wood floor joists. The roof is supported by a traditional wood joist system that rests on the exterior and interior bearing walls.

Exterior walls are sheathed with rusticated red brick laid in a common bond, with Flemish headers at every sixth course. Stretcher bricks are laid in a basketweave pattern alternating with cast stone blocks in the infill panels above the front and side entrances. A cast stone watertable, which also serves as the continuous header for the basement windows, extends around the building's perimeter on the front and sides. A similar cast stone beltcourse, with coved blocks, forms the architrave for what amounts to a stylized entablature at the building's top. The frieze panel of this entablature is made up of 18 courses of common-bond brick, and the cornice is a coved cast stone coping that borders the parapets.

The windows on all walls are evenly spaced in three-light banks, framed by brick wall projections on the front and sides and by pilasters on the rear. Windows on the upper two levels originally featured nine-over-one, double-hung wood sash, with cast stone slip sills and steel loose lintels. Set in smaller openings, the basement windows featured six-over-one sash. The second-floor windows on the front and sides are capped by the cast stone beltcourse; first floor windows on the front and sides feature continuous cast stone lintels; and rear windows on both floors feature soldier brick heads. Many of the original wood windows have more recently been replaced with brushed aluminum sash.

The school derives its architectural distinction from its symmetrical, Collegiate Gothic facade and sides. The central, two-story entrance bay on the front projects three feet from the adjacent wall plane. It features a double-leaf doorway (infilled with a replacement aluminum storefront), with sidelights and transom. Above this on the second floor is a bank of three windows with typical configuration and enframement. This bay is framed on both sides by massive, full-height pilasters. Set between these pilasters in the parapet are a couple of cast name stones, spelling "LINCOLN" and "SCHOOL" in arts-and-crafts-style lettering. These are flanked by cast stone diamonds set in the wall.

Positioned about four feet above ground level, the entrance is accessed by a full-width flight of concrete steps, which are flanked on both sides by brick bulkheads with concrete slab caps. The side entrances display the same configuration and detailing, with the only difference being the lack of name stones. On either side of the facade is a wall tower that projects eleven feet from the main wall plane toward the front. These towers feature the same pilasters and detailing as the entrance bays. As the nominal rear of the building, the north wall is relatively plain-faced. It generally lacks the belt courses that line the front and sides, and its windows are separated by brick pilasters with small cast stone caps. A steel stairway from the first and second floors is cantilevered from brackets attached to the side of the building.

Though not a high-style interpretation of the Collegiate Gothic style, Greenebaum and Hardy's design for Lincoln School reflected the building's relatively late date and the modest means of their client. Collegiate Gothic was an offshoot of the Late Gothic Revival style, which had found widespread popularity for ecclesiastical, educational and some commercial buildings in the late 19th and early 20th centuries. Late Gothic Revival was itself an extension of the English Perpendicular style, reinterpreted by such influential architects as Walter Cope and John Stewardson.[1] The two had first introduced this architectural idiom to America on the campus of Bryn Mawr in the 1890s. Collegiate Gothic soon found its voice at ivy league schools such as Yale and Princeton, where President Woodrow Wilson in 1902 com-

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[1]Marcus Whiffen, *American Architecture Since 1780: A Guide to Styles* (Cambridge: MIT Press, 1969), 174-75. According to Whiffen:

> The Late Gothic Revival went back to the English Perdendicular style, which had been the main source of the Early Gothic Revival too, with the idea (which was not part of the philosophy of the early revival) that the architect should develop it into something new. To do this, it was necessary that the architect should, in a favorite cliche of the time, "make the style his own" – a feat that in the opinion of most critics was accomplished more frequently by certain English architects than by their American colleagues.

mented, "Gothic architecture has added a thousand years to the history of the university, and has pointed every man's imagination to the earliest traditions of learning in the English-speaking race." The ascendence of Collegiate Gothic coincided with a rapid expansion of college campuses that occurred after the turn of the century, making it the style of choice among campus architects throughout the country.

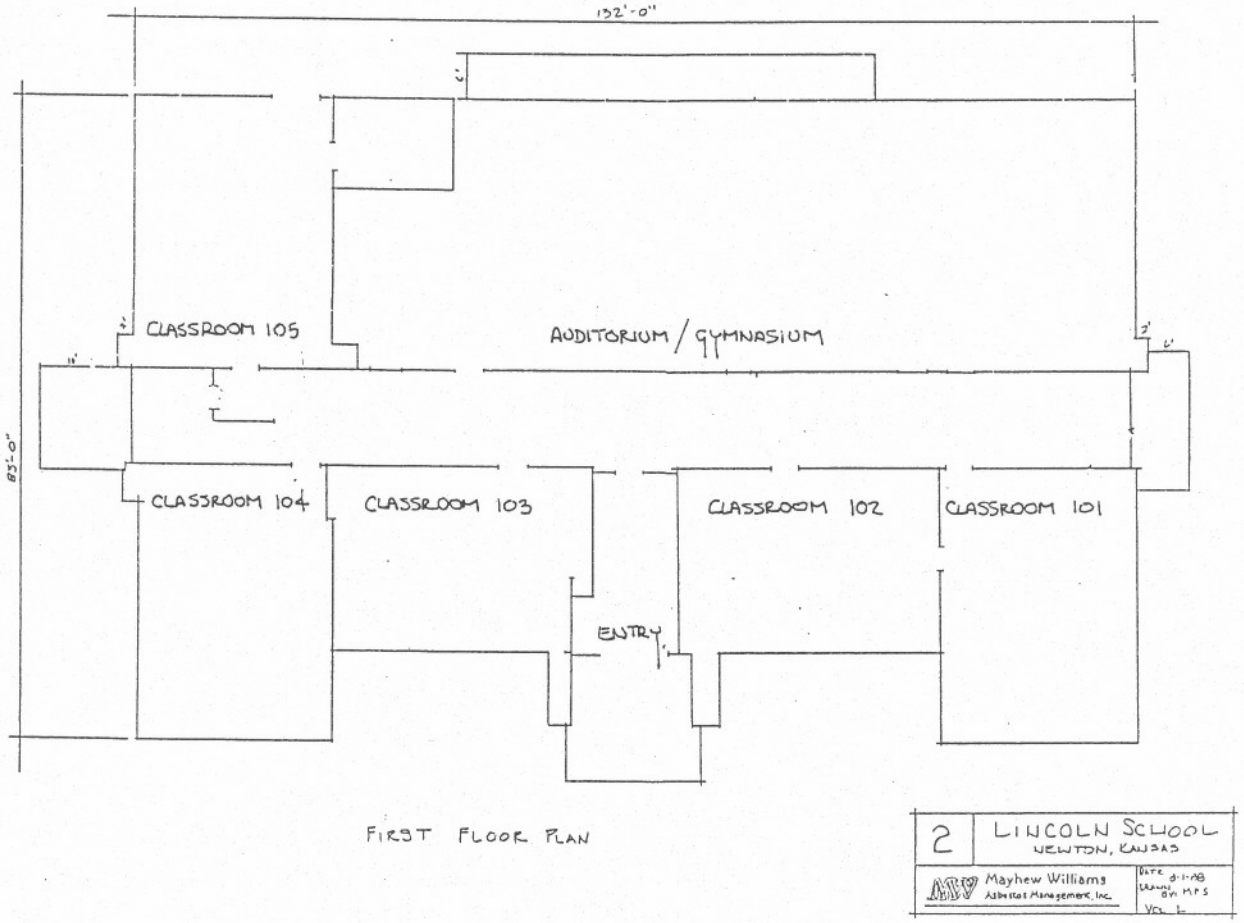

Figure 2. First floor plan, by Mayhew Williams Asbestos Management, Inc.

The style could be employed in either symmetrical or asymmetrical building forms, with the unifying feature being the Gothic detailing on key building elements. Greenebaum limited his stylistic references on the Lincoln School to the formal symmetry of the facade and vertically proportioned entrance towers. Gothic features include multiple-corbeled pilasters with cast stone emblems and stylized vaulting shafts, Gothic arch heads over the entrances with basket-weave-pattern spandrels between the first and second floors, and stepped-out bays in the front corners that resembled Gothic wall towers.

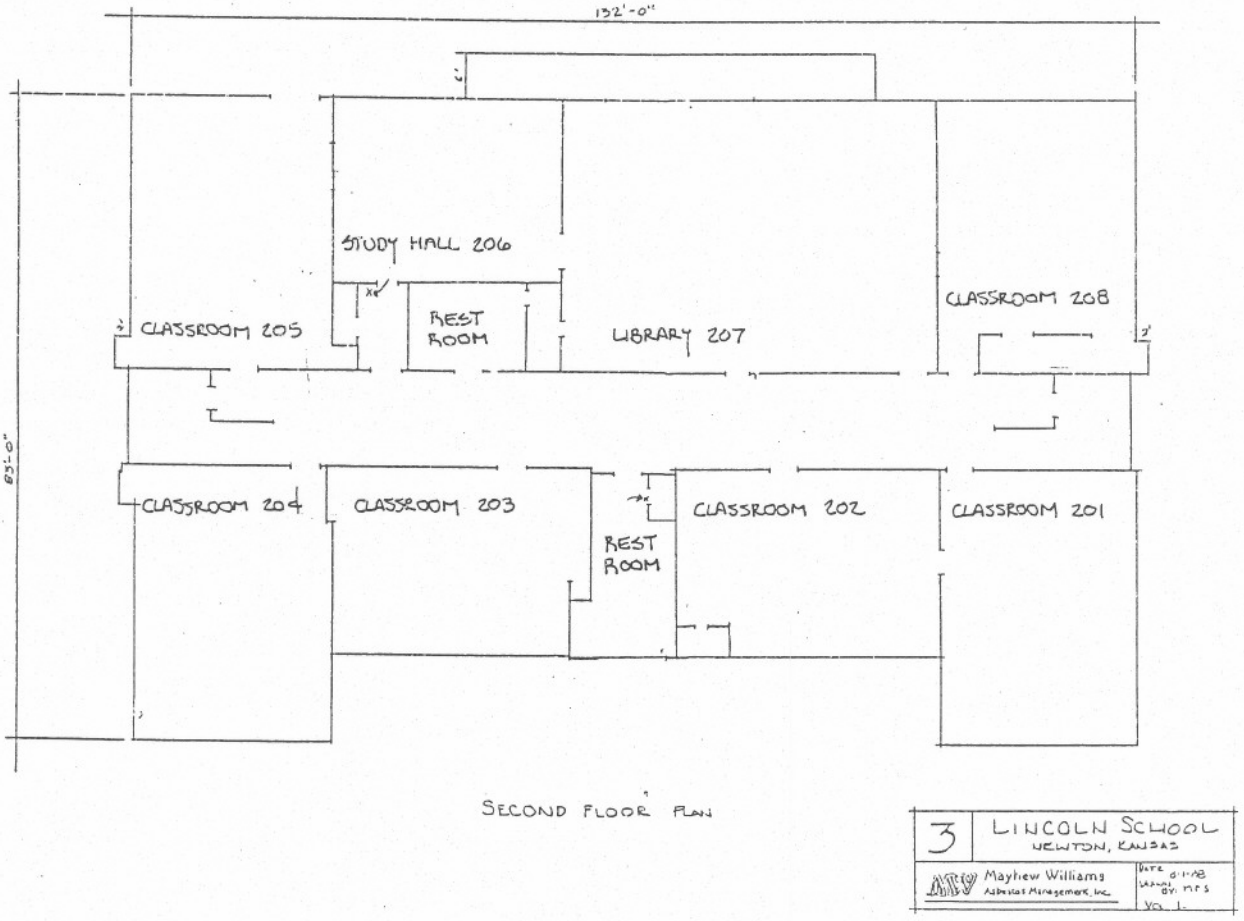

Figure 3. Second floor plan, by Mayhew Williams Asbestos Management, Inc.

Lincoln School was a point of pride for the city. As it was under construction in March 1917, the school's layout was described in detail by the *Newton Evening Kansan-Republican*:

> The building will be 84 by 129 feet and constructed of brick and tile. In the northwest corner of the basement will be the boiler room and fuel bins, and the rest of the space will be occupied by the manual training, domestic science and class rooms, and will have a concrete floor. The first floor will have six class rooms and also an auditorium 33 by 60 feet with a raised stage 18 by 24 feet. There will be six classrooms on the second floor and also an office 10 by 14 feet. All floors will be of hard pine as also will be the finishing material.[2]

Though there have been minor changes to the interior layout and finishes of Lincoln School, the building's spatial organization has remained largely unchanged. Interior finishes consisted primarily of pine strip flooring and painted plaster walls and ceilings. Classrooms and the gymnasium and library are aligned linearly along a wide, double-loaded corridor that extends east-west along the length of the building on each level [*see Figures 2 and 3*]. The main entrance leads into a foyer, which in turn carries through a set of stairs to the first-floor hallway. At each end of the corridor on the first floor is a secondary building entrance. Just inside of this entrance is a half-turn stairway, the landing for which aligns with the first-floor level. Each stairway features concrete treads set in steel pans, decorative cast iron balusters and newels, and wooden handrails. "The railing extends for several yards past the stairs into the hallway on the east side," according to former Newton Preservation Planner Christy Davis. Davis continues:

> A stair leading downward to the east on the hall's north side leads to the gym/auditorium at a slightly recessed level. This recessed floor allows for additional ceiling height in the gym/auditorium. The tops of the windows on the north side of the gym meet the ceiling. A person may also enter the gym level from the building's east entrance or through two minor entrances on the building's north side that lead to the gym's east and west sides.
>
> The gymnasium serves a number of purposes. With portable bleachers or folding chairs the space may be used for an auditorium, gymnasium, or band room, a combination of which was new at the time of the building's construction. The stage is on the gym's west end. Like the rooms in the rest of the building, the stage features beautiful woodwork. The span between the gym and stage floors features stained bead board with baseboards and molding. A set of hinged doors on the north side allows access to storage under the stage. Wood molding frames the stage. One may access the stage from stairs rising from the gym floor, from the main hallway to its south or from stairs to its north.[3]

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[2]"Work Goes on Nicely on New Building," *Newton Evening Kansan-Republican*, 4 March 1917.

[3]Christy Davis, "Lincoln School," National Register of Historic Places Registration Form (draft), 28 February 2000.

Lincoln School remains largely intact from its original construction, but there have been several minor alterations to the building. The first occurred in 1925, with the addition of a library, classroom and office along the north wall over the first-floor gymnasium. Physical evidence on the building suggests that these spaces were added by subdividing the gym vertically, without additional exterior wall or roof construction. Other, more recent alterations include: installing tiles and linoleum over the original wood strip floors, suspending acoustical tile grids (with florescent lights) from the original plaster ceilings in the hallways and stairs, replacing many of the original wooden window sash with aluminum frames and sash, replacing the original entrance doors with aluminum storefronts, installing new plumbing fixtures and wall finishes in the bathrooms, and building cabinets in the classrooms. These alterations have impacted the building's appearance, but this impact is relatively minor and does not impinge upon the building's overall architectural character. Lincoln School today maintains a relatively high degree of integrity of design, workmanship, location, setting, materials, feeling and association. The building is an important landmark for the city, a visual anchor for the neighborhood in which it stands.

Built in 1917, the Lincoln School in Newton is a locally prominent landmark that derives its significance from two principal areas: education and architecture. The property is eligible for listing on the National Register under Criterion A for its integral role in the development of the Newton public school system. Intended to serve the city's growing west side, Lincoln School functioned as Newton's first and only junior high school over its first twenty years of service. Its construction did not represent the culmination of any building program by the city. Rather Lincoln School contributed to the continuum of public school construction in Newton as one of several substantial structures built between the two world wars. It represents an important capital investment made by the school district during the inter-war period: a carefully considered and artfully executed addition to the city's network of public schools. With the demolition of other buildings, the Lincoln School accrues further significance as one of the two oldest public school buildings in Newton. Between the time it was dedicated in 1917 and the time it was finally closed in 1999, the school functioned for some 82 years as a cornerstone of Newton's educational system. It has developed a loyal following among its faculty and alumni and strong support among its neighbors.

Lincoln School is also eligible under Criterion C for its embodiment of the distinctive characteristics of a period and style of construction. Designed by prominent Newton architect Samuel Greenebaum, it is one of the early commissions undertaken by the town's most noteworthy early 20th century designer. Greenebaum and his partner Arthur Hardy were working their way through the classical revival styles during the formative years of their practice, as evidenced by the five major commissions they undertook in Newton between 1913 and 1925.[4] As the third of these five structures, Lincoln School exemplifies the Collegiate Gothic style, an architectural idiom that was especially well-suited for educational structures. Lincoln is unlike any other public school in Newton in its use of the Collegiate Gothic style. Its classically derived facade distinguishes it among the city's schools and among the city's public buildings. Lincoln School thus forms an important part of Newton's cultural fabric. As such it deserves to be listed on the National Register of Historic Places.

[4]Of these, three remain in place: the Newton High School (1913), the Lincoln School (1917) and the Railroad Building and Loan Building (1925). The Railroad Building has been listed on the National Register. Two other structures--the Newton City Auditorium (1913) and the Hotel Ripley (1925)--are no longer extant. Christy Davis, "Samuel Greenebaum: Bringing Beaux Arts to Newton." *Kansas Preservation*, 21:1 (January-February 1999), 8-11.

In August 1870 the Atchison, Topeka & Santa Fe Railroad dispatched R.W.P. Muse and D.L. Lakin to Sedgwick County, Kansas, to select a townsite that would serve as the railroad's southern terminus. With an eye toward establishing a railhead for cattle drives coming up from Texas, the two men located the town at the point where the proposed rail line intersected the Chisholm Trail. The following summer the railroad had been completed and the town platted. Named after Newton, Massachusetts, home of several of the Santa Fe's directors, the townsite was laid out in a traditional gridiron street pattern. Newton's Main Street extended north-south, flanked on the east by three rows of city blocks and on the west by two. Like hundreds of other such speculatively developed towns in the Midwest, Newton existed primarily to make money for its developers. Thomas Peters, who had submitted the town plat to the county, functioned as the first president of the Newton Town Company, selling commercial and residential lots to speculators and settlers alike. At his urging, frame buildings began to appear along the dirt streets.

As the trail drives started pouring in from Texas later that summer, the settlement quickly became known as "Bloody Newton" for the violence created by the cowboys. According to local historian Linda Smurr, "Newspapers as far away as Kansas City carried regular accounts of the wickedness allowed to prosper here, and there was no one among the dismayed respectable townspeople with the authority (or courage) to stop the rowdiness." In February 1872 Harvey County was formed and Newton designated the county seat. Late that year the Santa Fe extended tracks to Dodge City, with a branch to Wichita., which had the effect of immediately diverting the cattle drives from Newton. "Almost overnight the cowtown era ended," stated Smurr. "The remaining settlers breathed a collective sigh of relief and began to build the town on a more stable basis."[5] The saloons, brothels and gambling houses soon gave way to stores, churches and residences in the nascent community. As the town's population grew, additional plats were added--the first in 1873, followed by another in 1875. Despite its tumultuous beginning, Newton could now justifiably claim a degree of respectability.

One aspect of community-building that the town undertook soon after its founding was the development of a public school system. In August 1872, six months after Newton's designation as a third-class town, the townspeople overwhelmingly voted a $5,000 bond issue to fund construction of a school building. Three weeks later classes commenced in

[5]Linda C. Smurr (ed.), *Harvey County History* (Dallas: Curtis Media Corporation, 1990), 8-9.

a makeshift space in the Ringolsky Building downtown under the tutelage of a single teacher. The first schoolhouse in Newton, located in the northeast part of town, was opened ceremoniously the following January. A two-story frame structure, it housed a graded elementary classroom on the upper floor and intermediate and primary classes in the two first-floor rooms. School staff that year consisted of a principal--who doubled as the school superintendent--his assistant and a teacher. As recommended by the state superintendent of public education, the standard curriculum was based on Edwards' series of Readers, Guyget's Geography, Harvey's Grammar, Welton's Arithmetic and Specimen Penmanship. The staff had been increased by the following September to include three teachers--one each for the primary, intermediate and advanced levels. In 1875 the board of education added high school courses and another instructor to teach them.

With total enrollment of over 200 pupils, the small school building was by this time severely overcrowded. In response to a citizens' petition and subsequent ballot, the board in May 1876 issued $4,000 in bonds to build an addition onto the original school. Construction of the so-called "cottage addition" began in July and was completed that autumn. The addition would prove to be only a stopgap measure, however. Newton's population in the late 1870s burgeoned from 769 people in 1875 to over 2,400 by 1878. That year some 550 school-aged children lived in town. There was classroom space for less than half of them. To alleviate the congestion, the board of education built a second, six-room, brick school building on Newton's south side in 1879. It housed the town's high school, as well as Newton's first kindergarten.

In 1880 Newton was designated a second-class city. The following decade marked a period of incremental growth for the town, as the population steadily increased. By 1883 the school board was calling for construction of yet another new school building to accommodate the growing enrollment. After a bond initiative for the construction was soundly defeated in a vote that July, however, the administrators divided the school days in half and began platooning the children in half-day sessions. Additionally, they began holding classes in a commercial space over the Converse and Cole store on Main Street. Conditions greatly improved the following year with construction of a new school at the corner of Fourth and Ash streets. Costing $15,000, the new facility was a massive, three-story brick edifice, with a symmetrical facade on a raised foundation, Italianate window and door treatment, and a central tower that projected above the standing-seam metal roof. The existing buildings were then simply called the First and Third Ward schools. Continuing the tradition, this new structure was named the Second Ward School. It was later named Lincoln.

High school classes were held briefly in the new building, culminating with the town's first formal graduation ceremony, held in 1886 in the Ragsdale Opera House. The graduating class that year consisted of eight girls. A year later, though, the high school was transferred back

into the Third Ward structure. In the summer of 1887 the school board began agitating for funds to replace the First and Third Ward buildings. The following winter the two existing structures were replaced with new schoolhouses at a cost of about $30,000 each. The Third Ward building was repaired the following spring after the roof and belfry were heavily damaged by a tornado. When the First Ward replacement building was completed, high school classes were moved yet again into the new facility from the Third Ward. There they were housed until construction of a new high school building in 1914. Like the Second Ward School, the new structures were massed as a symmetrical three-story brick blocks, with raised stone foundations, hipped roofs and prominent bell towers centered on their facades. The buildings' detailing combined Italianate and Romanesque features to form eclectic Victorian architectural statements.

With classrooms housed in three substantial brick buildings, the Newton schools in 1887 offered seven grades of elementary school and three grades of high school. Enrollment in the high school totaled 43 kids that year. During the 1890s, school system numbers remained fairly constant, and the creation of an additional elementary school grade in 1891 and addition of a schoolwide music program a year later marked the most noteworthy changes to the system. By 1896 total enrollment numbered 1,353 students. High school attendance had been increasing slowly through the decade, as more teen-agers remained in school. The graduating class in 1892 held 14 students; the class of 1895, 12; the class of 1896, 19. Total high school enrollment in 1897 was 92. That August Superintendent of Schools J.W. Cooper proposed that the high school be expanded to incorporate a four-year curriculum. Newton and Ottawa were the only major Kansas cities then offering a three-year course, he argued, which put the towns' students at a disadvantage in qualifying for the state university. The board of education approved Cooper's plan, adding two rows of seats in the high school classrooms to increase the capacity to 120 students.

Late in 1901, after President William McKinley's assassination, the school board finally named Newton's schools. The First Ward school became the Cooper School to honor Superintendent Cooper, retired that year due to poor health. The Second Ward school became the Lincoln School, and the Third Ward school was named McKinley. By that time high school enrollment had reached almost 150, with the prospect of increasing classes in subsequent years. To accommodate the kids within the existing buildings, the school board had the walls between some of the classrooms removed, creating a single large teaching space. In 1902, with high school enrollment over 170, room was at a premium; even the principal's office was pressed into service as a classroom. Enrollment remained constant in the following years, alleviated somewhat by the opening of German and Catholic parochial schools in 1906.

In 1910, with the school board again feeling the pressure of increasing enrollment, a frame addition was built onto the McKinley School. It was intended as a temporary solution, to be used only until a permanent high school could be constructed. In February 1912 the city took the first step toward this building by authorizing $85,000 in bonds. A year later the school board purchased property on West Seventh Street. That summer the existing houses were demolished and construction commenced on the new building. The structure was dedicated ceremoniously in May 1914. Called simply Newton High School, it reflected the changes in architectural trends that had occurred since completion of the Cooper School in 1888. The high school was a massive, three-story brick block, with raised concrete foundation and flat roof surrounded by corbeled brick parapets. Its formal, stepped facade with parallel planes advancing to the slightly off-center entrance, paired architectural elements, statuary at the roofline, and ganged windows distinguished the building as a modest example of Beaux Arts Classicism. The high school stood in stark contrast with the three Victorian schools that preceded it.

Building the high school eased the classroom shortage briefly. It soon became apparent, however, that yet another school was needed to relieve the chronically overcrowded conditions. The strain was especially acute on Newton's west side, which had grown considerably over the preceding decade. In May 1916 a committee of westside citizens petitioned the board of education for a new facility. "The agitation for a new building for the Lincoln school has been going on for some years," the *Newton Kansan-Republican* reported, "but it had never assumed as definite an assertion as at present when the needs have been made known in the petition." The newspaper continued:

> The school district area has changed so that the present building instead of being centrally located is now on the extreme corner, which is not satisfactory since it requires children walking great distances coming from the fourth ward, hence a new location for a building would need to be secured. Another reason why it is rather imperative to have a new building is that the present one is not adequate for the size of the school, causing a congestion that can only be relieved in satisfactory way through the new building.[6]

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[6]"Agitation for New School Building," *Newton Evening Kansan-Republican*, 3 May 1916. The newspaper gave a brief account of Newton's schools, stating:

> The present building [Lincoln School] was erected in 1884 and at that time it was located in what was the center of the Second ward school district. It was located there to accommodate the pupils from south of the track as well as west of Main street who had been attending at the buildings now known as Cooper and McKinley. When erected, it was the pride of Newton as the building in the First ward was a frame one and that in the Third ward was much smaller than the present building there.

The next week the Lincoln Parent Teachers Association made a similar pitch to the board.[7] Later that month the board members approved construction of the new twelve-room Lincoln School, and the parent-teachers' group spent the summer lobbying the community to authorize a $60,000 bond initiative. "The time was, in the memory of the writer who was graduated from the Newton high school a long, long time ago that the building now designated the Lincoln building was very fine in comparison with the frame buildings in the other wards," a reporter for the *Kansan-Republican* wrote, "but the elements objected to those structures and a cyclone came along and put one of them out of commission and two new brick structures were built in the one year, and when times were not so prosperous and the schools were not so crowded as now."[8] In August 1916 Newton voters approved the bond sale. That autumn the school board purchased property fronting West Sixth Street for around $7,000 and hired Kansas City architect Samuel Greenebaum to design the proposed structure. Despite the fact that the city already had a Lincoln School, the new facility would be named Lincoln as well.

Greenebaum was an obvious choice for the school board. Born in Topeka in 1886, Samuel Greenebaum had moved to Newton with his parents before the turn of the 20th century. After graduating from Newton High School in 1904, he worked briefly as a clerk in his father's clothing store before studying architecture in the Chicago Art Institute and the Armour Institute of Technology. Like many aspiring architects of the time, Greenebaum then traveled abroad to study architecture in Paris. He returned in 1912 and started an architectural practice in Newton with Arthur Hardy. Occupying a second-floor office next to the elder Greenebaum's store, Greenebaum and Hardy soon received their first major commission in the form of the

[7]"Lincoln Parent Teachers Meet," *Newton Evening Kansan-Republican*, 10 May 1916. As part of the presentation, Mrs. J.W. George recited an original poem:

Fair Lincoln in its day,
Was like the one-horse shay;
Good enough for place and date
Which was anything but late.
But, as the shay must step aside
For swifter things in which to ride,
So Must Lincoln buckle in,
And each one with a cheerful grin
Speak to others far and near,
And never have a doubt or fear
But what we'll get what we most need,
And that too with the utmost speed.
For could we find a need more pressing
And which would be to others a blessing?
So work we all, with one great aim
and ask our friends to do the same.
Then soon Fair Lincoln and the shay
Will have been another day,
And swiftly as the autos glide.
Our schools should keep close by their side.

[8]"Bonds for New School Carry," *Newton Evening Kansan-Republican*, 2 August 1916.

Newton City Auditorium. The auditorium was a rather plain-faced, two-story brick structure that rambled over half a city block. With a stepped parapet around the flat roof, corbeled brick frieze panels and window and door surrounds, brick pilasters with cast stone caps and a metal canopy over the main entrance, the building made a vaguely eclectic architectural statement. The *Kansan-Republican* damned it with faint praise by calling it "a model of building utility."[9]

The architects were more stylistically assertive with their next building, commissioned by the Newton School Board while construction on the auditorium was underway in 1913. They designed the Newton High School that spring and oversaw its construction over the following year. Completed in May 1914 as the "best equipped of any high school in the state," the three-story structure incorporated Beaux Arts elements in the facades to present a defined--but still rather modest--architectural statement. Soon after the high school was completed, the partners moved their practice to Kansas City. There they would enjoy greater opportunity for professional commissions and Greenebaum could become part of a broader Jewish community. Greenebaum and Hardy had practiced architecture in Kansas City for two years before they were approached by the Newton school board with the commission for the Lincoln school.

Greenebaum and Hardy's design for this building traded in the sort of neo-classical idiom that the architects were then developing. In its massing and detailing, though, the Lincoln School tended more toward the Collegiate Gothic style than the Beaux Arts style of the high school. The building's interior resembled that of the high school, with its rectangular footprint and double-loaded hallways on both levels. "The general plan of class rooms is similar to the high school building," the *Kansan-Republican* reported, "but a plan for economy of space that promises to be a very popular one in school buildings." The newspaper continued:

> That is a combination of auditorium and gymnasium which is entered from the grounds by an entrance on the north and east on the first floor of the building. The stage will be about the size of one in the high school auditorium and the floor arranged to be seated for entertainments, but the seats can be stowed away conventionally beneath the stage when the room is being used for a gym or for play room.[10]

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[9]"City Buildings," *Newton Kansan-Republican*, 22 August 1922.

[10]"Work Progressing on Grade Building," *Newton Evening Kansan-Republican*, 13 January 1917. The article further described the school's spaces:

> Beside the boiler rooms and toilets in the basement, domestic science and manual training rooms will be provided making it possible to accomplish much more in these departments with pupils of the grades. With twelve regular class rooms, aside from those mentioned, the Newton school may have the advantage of having kindergartens.

Called a "gymatorium," the combined space had been suggested to Greenebaum by School Superintendent B.F. Martin, who had seen a similar space in a Chicago school. Greenebaum and Hardy completed the drawings for the proposed building in November 1916. Late in December the school board let contracts for the building's construction. Chosen from a group of five bidders, Newton contractor James Gordon received the general contract for about $50,000. "Gordon's well known ability and his fidelity to his work guarantees that no better building stands in Newton than the new school building will be," the *Kansan-Republican* predicted. The plumbing contract was awarded to the Lehman Hardware and Implement Company; James Warhurst would install the electrical wiring and fixtures.[11]

The school was to be located in a residential neighborhood, necessitating the demolition of one two-story and six single-story houses from the site before large-scale construction could begin. Within three weeks of the contract letting, Gordon's crew had cleared the houses from the property and completed excavation for the foundations and basement. The men began placing forms and pouring concrete for the foundation walls in January. By early March, with work "progressing nicely," the basement walls had been completed and subcontractor O.E. Merrow had laid brick up to the second-floor level.[12] Construction continued that spring and summer, and the Lincoln School was completed in early October, in time for the new school year.

As originally conceived, the Lincoln School would house elementary grades only. While the building was nearing completion late that summer, however, school officials decided to place seventh and eighth grade classes as well in the new westside facility. These grades had previously been taught in the Cooper and McKinley buildings as extensions of the elementary curriculum. Consolidating them in the Lincoln building represented the formation of Newton's first junior high school. Lincoln housed the system's junior high until 1938, when the junior and senior high schools were reconsolidated under a three-year plan.

The Lincoln School provided relief for the Newton school system, but again it was only temporary. By 1920 school enrollment in the city was at an all-time high, and kindergarten and first-grade children were platooned in half-day shifts to help relieve what had

[11]"Newton Contractor Lands School Job," *Newton Evening Kansan-Republican*, 27 December 1916.

[12]"Work Goes Nicely on New Building," *Newton Evening Kansan-Republican*, 3 March 1917. The newspaper reported, "James Gordon, the original contractor, says that the building is progressing nicely but a little delay is being experienced on account of some of the material not arriving on time."

become chronic overcrowding. "There were four first grade teachers who taught as many pupils in half a day as the average teacher could be asked to care for in a single day," historian Carl Fahrbach stated. "According to first grade figures of the year 1919, there were to be eight sections of the second grade to enter the public schools in the fall of 1920. It seemed as if the Newton elementary schools would be overflowing again."[13] In 1920-1921 the city built the Washington and Roosevelt schools to accommodate the increased roster of elementary-age kids. These twin two-story brick buildings featured relatively modest, plain-faced facades, with ganged double-hung windows and centered double-leaf front doorways.

In 1925, with students yet again packed into overcrowded classes, the school board added onto both the Washington and Roosevelt buildings. Additionally, a study hall, library and classroom were added to the Lincoln School over the first-floor gymatorium. That year school officials surveyed nearby school systems as a point of comparison and found to their dismay that Newton High School's gymnasium was "the worst in the Ark-Valley, a fact which was sad news to a city which cherishes basketball so dearly."[14] The school board again approached Newton voters with a bond proposal--this time to fund construction of another new high school building. But they had gone to the well once too often, and in March 1925 voters overwhelmingly rejected the issue. In the face of such opposition, the board instead acquired land across the alley from the existing high school and built a new four-room annex. A second, eight-room annex building was constructed in 1929, and in 1934 a gymnasium addition called Lindley Hall was built on the west side of the existing building.

Other improvements to Newton's schools during the Great Depression were incremental in nature. Additions were built onto the high school and Washington and Roosevelt schools, and the Cooper and McKinley schools were replaced with completely new buildings. During this time Lincoln School remained essentially unaltered. With the completion of the new high school addition in 1939, the junior high grades were moved from Lincoln, leaving it with grades one through six. Lincoln School functioned in this manner until the spring of 1998. After a school year in which it served temporarily as the sixth-grade center, it was closed permanently on Thanksgiving 1999. The Lincoln School has been recently sold by the school district to Metro-Plains Development of St. Paul, Minnesota, which plans to adaptively reuse it to provide senior housing. Sensitively rehabilitated, the building will again offer an opportunity for preservation and interpretation of this important aspect of Newton history.

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[13]Carl G. Fahrbach, Jr., "The Growth and Development of Public Education in Newton, Kansas," Masters Thesis, Kansas State Teachers' College, July 1950, 41.

[14]Ibid., 47.

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Verbal Boundary Description

Even-numbered Lots 2 through 26, Block 85, Brown's Addition to the City of Newton, Kansas.

Boundary Justification

The boundaries of the nominated area coincide with the legal and historical boundaries for the property.

INDEX TO PHOTOGRAPHS

Name of photographer: Michelle Kaiser
Date of photographs: March 2002
Location of original neg.: MetroPlains Development, St. Paul, Minnesota
Description of views:

Photo number 1: General view of Lincoln School, from the corner of West Sixth and Ash streets. View to northwest.

Photo number 2: South front of building. View to northwest.

Photo number 3: East side of building. View to west.

Photo number 4: West side of building. View to northeast.

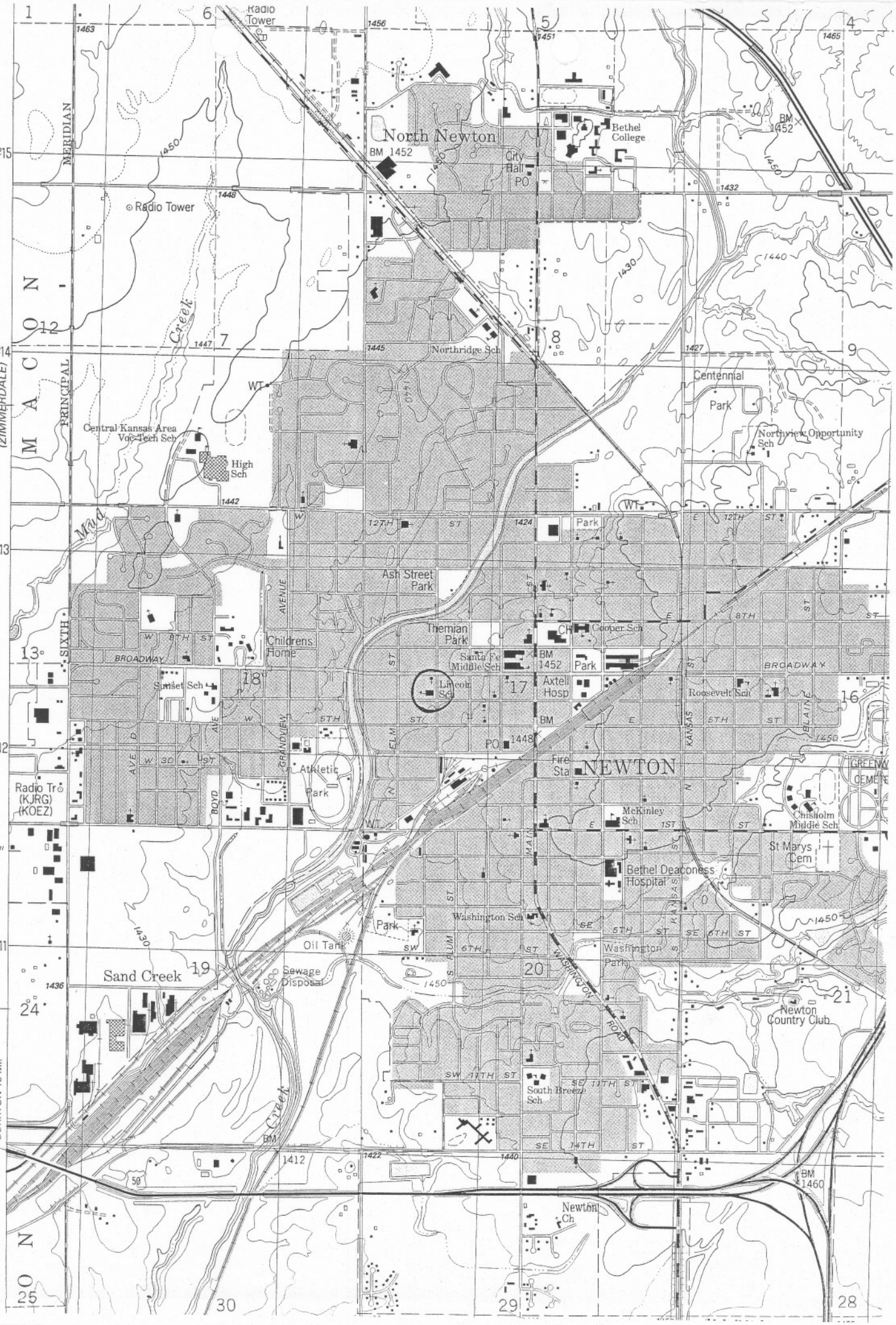
Photo number 5: West side and south front of building. View to northeast.

Photo number 6: Detail of main entrance on south front. View to north.

Photo number 7: Interior view of first floor corridor. View to east.

Photo number 8: Interior view of second floor corridor. View to east.

Photo number 9: Interior view of first floor gymnasium. View to east.

Photo number 10: Interior view of typical second floor classroom. View to southwest.

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