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 National Register Bulletin, How to Complete the National Register of Historic Places Registration Form. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

Historic name Winter School No. 70

Other names/site number N/A

Name of related Multiple Property Listing Historic Public Schools of Kansas

2. Location

Street & number 744 N. 1800 Rd. NA not for publication

City or town Lecompton x vicinity

State Kansas Code KS County Douglas Code 045 Zip code 66050

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

____ national ____ statewide ___ local Applicable National Register Criteria: ___ A ___ B ___ C ___ D

Signature of certifying official>Title Patrick Zollner, Deputy SHPO Date

Kansas State Historical Society State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official Date

Title State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

_____ entered in the National Register _____ determined eligible for the National Register

_____ determined not eligible for the National Register _____ removed from the National Register

_____ other (explain:) ________________________________

Signature of the Keeper Date of Action
5. Classification

Ownership of Property
(Check as many boxes as apply.)

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

Category of Property
(End only one box.)

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

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

<table>
<thead>
<tr>
<th>Contributing</th>
<th>Noncontributing</th>
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</thead>
<tbody>
<tr>
<td>buildings</td>
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<tr>
<td>site</td>
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<tr>
<td>structures</td>
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<tr>
<td>objects</td>
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Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions
(Enter categories from instructions.)

- EDUCATION/school
- SOCIAL/clubhouse

Current Functions
(Enter categories from instructions.)

- RECREATION AND CULTURE/museum
- SOCIAL/clubhouse

7. Description

Architectural Classification
(Enter categories from instructions.)

- OTHER: Folk Vernacular

Materials
(Enter categories from instructions.)

- foundation: STONE/limestone
- walls: STONE/limestone
- STUCCO
- WOOD/clapboard
- Roof: WOOD/Shingle
- Other: Wood Windows
Winter School No 70
Name of Property

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

Summary
The Winter School No. 70 is a one-room schoolhouse near Lecompton in Douglas County, Kansas. It is a genuine example of a typical rural school used during its time. It sits prominently upon a hill along a county road known as the Farmers Turnpike (N. 1800 Rd), which runs parallel to nearby (and visible) I-70. The property totals 1.75 acres, which is equal parts wooded and grassland, including native walnut trees and milkweed. The building itself is a model of 19th-century vernacular house and barn construction along the frontier in Kansas. Like most of its early counterparts, it was originally a simple rectangular building with one room and a gabled roof. However, the material and manner of construction was notable among the numerous rural schools that were in the area, as most were made from wood. The walls are built entirely of local native limestone and are nearly two feet thick all around. The original mortar is made of lime, sand, and horsehair. The stonework was done by Chris Christensen, a stonemason from Sweden, and was said to be one of the best in the county, according to research compiled by Goldie Piper Daniels. A wooden bell tower sits on top of the building, above an original stone signifying the building’s construction date in 1869 and the county’s school district designation, No. 70. The Winter School building retains a high degree of historic integrity of location, setting, association, and feeling. Although the design, workmanship, and materials have experienced changes (i.e., the addition of the anteroom and stucco), these alterations are historic and made during the historic period and use of the schoolhouse. It has experienced minimal architectural modification since its original construction and remains situated on its original site. Although it was left to decay for several decades, the main structure remains strong, and the original features prominent. It was rehabilitated in 2019 under the Secretary of the Interior’s Standards for the Treatment of Historic Properties. The work was guided by and approved by the Kansas State Historic Preservation Office.

Elaboration
Location: The location of the Winter School is unique in that it is still in a rural setting yet easily accessible from the small town of Lecompton (pop. 650) and the university town of Lawrence (pop. 100,000). Lecompton and Lawrence are both prideful municipalities that actively support the history of Douglas County, particularly its anti-slavery tensions and contributions to the Civil War era. The surrounding area includes green and vast rolling hills, farm fields, and creeks that empty into the Kansas River. The Winter School sits along a county road and is 1.3 miles west of the Lecompton/Lawrence interchange to nearby I-70. With Topeka twenty miles west and Kansas City around forty-seven miles east, it is ideally situated for both visitation and protection. Adjacent properties include a single-family home, with which there is curb cut and easement for a gravel driveway to their property, and wooded acreage with no structures. The school building sits on a higher elevation than the adjacent county road. The schoolhouse is perpendicular to the county road, and a small well as a sits 20 feet to the west of the building.

Exterior:
The single-story one-room schoolhouse was originally constructed of local stone but was historically stuccoed in the 1910s when there were structural issues with the masonry. The south (primary) elevation features the wooden clapboard anteroom, which was eventually covered in stucco. This was the main entrance with hooks for clothing after its addition in the early 20th century. Two double-hung windows with wooden casing, sash, and rails flank the solid wooden door. Above the anteroom roof is a center stone that indicates the date 1869 and the school district, No. 70. In the middle of the ridgeline of the gabled roof is a pyramidal cupola that served as a belfry. The north (back) elevation has no fenestration or openings. On the roof at the ridgeline is a chimney for the wood-burning stove, made originally of brick and covered by stucco.
The east and west elevations are similar in that they are divided into four bays: one on the anteroom, and three on the main school building. All of the windows are double-hung, two-over-two wooden windows, and have a segmental-arched wood frame. The east (side) elevation features one door on the anteroom, two windows, and one door on the north end of the elevation. The anteroom door is an original wooden plank door and maintains a simple rectangular design, while a bigger wood panel door is cut into the masonry with a segmental-arched transom window. The two windows feature wood screen frames. The west (side) elevation includes three windows and one door, in symmetry with the complimentary east elevation. The wooden plank door is on the anteroom while the windows are on the stone structure. All windows and doors were salvaged using the original materials and, when necessary, repaired with epoxy to maximize historical integrity.

**Interior:**

**Foyer**
The interior can be accessed by four doors, three on the anteroom, and one on the original masonry. When entering through the main door on the south-facing anteroom, it opens up into a 128 square foot foyer. The foyer walls and ceiling are made of beadboard, and the floor is a concrete slab. Opposite the main (south) entrance is a large wooden panel door with a transom cut into the masonry; two smaller wood plank doors can be seen when looking to the right and left. Each wall of the anteroom has a doorway. The original built-in wooden benches are found on the south wall, and hooks for clothing are found on the north/opposite wall.

**Main Room**
The foyer leads into the main schoolroom, measured approximately 21’ x 26’ for about 546 square feet. The structure sits upon a limestone foundation on bedrock. A tongue and groove wood floor slants diagonally and sits on 8” floor joists. A 12’x9’ one-step-up platform extends from the northwest corner. A 3’ high beadboard wainscot wraps around the bottom of each interior wall, trimmed with shoe molding at the base. A painted chalkboard set in plaster sits above the wainscoting on all sides. Evidence of slate chalkboards was not found in the renovation. Wood trims the top of the chalkboard, separating it from the rest of the plastered walls. Five two-over-two double-hung windows (3 on the west side, 2 on the east) measure 36” x 71”. Each has a deep 14” wooden sill, as well as wood trim, sash, and casing. Six schoolhouse lights hang from the drywall ceiling. The southwest and southeast corners have a small built-in wooden shelf with two levels.

There are no original furnishings found. However, the footings of a stove show its original location as well as an access hole to the chimney. The stove was between the east transom door and the teacher’s platform. There is now a replica stove in the original place that is non-operable. All trims and walls are painted white, except for the blackboard.

**Alterations & Integrity**
Alterations typical to one-room schoolhouses in the early 20th century include the addition of entry vestibules, as is the case with Winter School; however, these changes were done within the period of significance and do not detract from the original building. The stone walls were repointed in 1885, and a 17-foot deep well was dug on site in 1906. The two most significant changes in the building occurred between 1910-1920, common alterations at the time. First, a wood frame anteroom with a concrete floor was added; and later, in order to prevent further crumbling and leaking, the exterior limestone walls were covered with relatively coarse gravel and stucco. During this time, the interior walls were plastered, a platform was built inside, and weighted windows and chalkboards were installed. Due to heightened competition from city schools and the threat of consolidation, much pride was taken in these additions, which showed the district’s prosperity and commitment to rural education.

**Integrity**
With plans for renovations in 2019, the building was found in deteriorated condition with the typical suspects of vacancy, such as a leaky roof, rotting floor, missing windows, an overgrown lot. It had been abandoned for decades, and since there were no architectural modifications between its use as a school and 2019, it retained a high degree of overall integrity. The original design, workmanship, and materials are strong and apparent. The Winter School meets the requirements of integrity from the *Historic Public Schools of Kansas* MPDF and retains the exterior form, room form, historic and original
materials, opening patterns, detailing, and interior configuration. The rehabilitation effort for the entire site started in January 2019 and ended in September 2019. In coordination with Kansas State Historical Preservation Office, the rehabilitation was designed and built by Rockhill + Associates, a local and experienced historical architecture firm.

The first phase of construction stabilized the building while meeting the Secretary of the Interior’s Standards for the Treatment of Historic Properties. On the exterior, this included tuckpointing the limestone, and the stucco was repaired and painted grey. The roof was completely repaired, including the eaves and copper flashing, it is finished with shake cedar shingles. The cupola was fixed, and the missing bell was replaced by an antique cast iron school bell that is currently operable. Around the building, existing concrete sidewalks were mended, and the well was repaired and topped with a working cast iron pump. In order to allow visitors, a shingled 14” x 20” outbuilding with two unisex bathrooms was constructed. A thirty-person occupancy courtyard (1,170 sq. feet) of pervious pavers connects the outbuilding to the schoolhouse as well as a covered concrete pathway. This is supported by smooth cedar lumber frames and topped with a metal roof. Along the southwest corner of the path, a screen made of smooth cedar decking separates the patio from the highways, as well as mediates the decibel reading caused by the encroaching roads. Two existing walnut trees were incorporated into the patio design.

The landscaping is simple after a lot of invasive plant clean up, and the native ground cover and trees were retained. Fescue was sewn around about 30 feet of the building, while the rest of the acreage is maintained as open prairie grass to the east and trees and shrubs to the west. A gravel parking lot to the northwest allows for 18 cars oriented north/south, including a paved ADA space. An electric panel and HVAC flank the north wall of the school building. Other improvements include chimney repair, a new water meter, and a septic system.

Interior work in 2019 began with the restoration of the original wood windows. Where the original wood was rotting or missing, it was salvaged by filling it in with epoxy to maximize original materials. The windows are now fixed in place. Above the ceiling, the exposed limestone was repointed, insulation was added, and electricity was updated. The new drywall ceiling is painted white with 6 schoolhouse lights hanging from it, two by three. There is a small square cut out trimmed with wood for the bell-rope near the south wall. All walls were plastered and painted white, with the exception of the area painted with black chalkboard paint. The original tongue and groove floor were rotted beyond salvation and replaced while keeping the original diagonally laid wood. The platform was rebuilt, a replica wood stove added as well as a ductless mini-split HVAC unit to ensure comfort to visitors.
Winter School No 70
Name of Property

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.

Areas of Significance

EDUCATION
ARCHITECTURE

Period of Significance

c1869-1949

Significant Dates
1869: District Begins, Building Constructed
1949: District Disbands

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

N/A

Cultural Affiliation

N/A

Architect/Builder

Christensen, Chris (Stone mason)

Period of Significance (justification)
The period of significance begins when the building was constructed and with the organization of the district in c1869 and ends when the district disbanded due to consolidation, and the building stopped being used as a school in 1949.

Criteria Considerations (justification)
N/A
Narrative Statement of Significance

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

Summary

The Winter School is nominated to the National Register of Historic Places as part of the Historic Public Schools of Kansas multiple property documentation under Criteria A and C for its local significance in the areas of public education in rural Kansas; and its architectural significance as an example of an early vernacular one-room schoolhouse. It is a good example of the One-Room Schoolhouse property type, as defined by the multiple property documentation. The Winter School reflects the hallmarks of one-room schoolhouse design in its setting, design, and function. These disappearing buildings tell a foundational story of the American school system as well as frontier settlement.

Elaboration

Early Development of Lecompton

Lecompton is located in the northeast corner of the state of Kansas in Douglas County. It is a historic town that was essential to Bleeding Kansas, the violent time leading up to the Civil War (1854-1861). The area was originally settled by pro-slavery sympathizers in 1854 when the territory was open. In 1855, the town was platted on 600 acres, and construction of the capitol building began on a picturesque landscape overlooking the Kansas River. The founders had hoped the Lecompton would become a significant and capital city. Over the next year, several hotels were established, churches were built, stores, businesses, and a newspaper were opened. Lecompton was the official capital of the Kansas Territory from 1855 to 1861 and was the Douglas County seat from 1854 to 1858. By 1858, Lecompton was a thriving community and had a population of more than 1,000 people, as well as 700-1,000 cavalrmen and other militants residing in the area.

By 1856, the number of Free State sympathizers, based in Lawrence just a few miles southeast, had grown to surpass that of the pro-slavery forces. This led to some turbulent years leading up to statehood. The Lecompton Constitution was a controversial document that was drafted by the Lecompton Constitution Convention at Constitution Hall in 1857. The Lecompton Constitution was one of the major topics in the Lincoln-Douglas debates in 1858. Eventually, Kansas entered the union as a free state. The capital was moved to Topeka, so construction on the capital building in Lecompton halted. In 1865, the state donated 13 acres along with the abandoned remains of the capital building to Lane University, which had been established that year by the United Brethren Church. The population of Lecompton slowly declined at the turn of the century and continued until the 1950s as it began to increase again. By 1910, there were 386 residents, and in the 1940s, when the Winter School was consolidated, the population was 250 people.

Kansas Rural School Districts

One-room country schools are the backbone of American education. For the Midwest, in particular, the schools helped define the values and culture of white frontier communities. In Kansas, from the mid-1800s into the mid 20th century, most students received their basic education in one-room schools. In the face of few resources and many obstacles, rural parents showed a tremendous commitment to educating their children by creating schools and managing the small districts. By 1890, when the frontier was officially considered closed, the Midwest already led the nation in the percentage of people enrolled and was the most literate region in the country, despite a large number of immigrants with limited English skills. And despite funding from the state of Kansas, local school systems experienced significant growth between

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1 This section is gathered from common resources and references the National Register of Historic Places nomination, “William, Henry, House” Douglas County, Kansas, listed on September 30, 2019.

2 Constitution Hall is a state historic site and maintained by the Kansas Historical Society.
1880 and World War II, with a peak of 9,284 districts in 1896. In 1937, Kansas ranked last in education funding when the legislature decided to restore it, ushering in the modern era.

The one-room school was a common and vital institution in foundling communities, whose settlers faced harsh environmental conditions, unending manual labor, and few material conveniences. Often a schoolhouse was the first building commissioned. They were a source of pride as they symbolized permanence and a commitment to educating the next generation. The schoolhouse was not only a place for children to learn lessons but functioned as a community center where families gathered for meetings, speeches, meals, and spelling bees. A local farmer usually donated land for the district, and the building was constructed from local resources, typically vernacular in style. The construction materials varied depending on available local resources - sod, frame, stone - but most were a rectangular shape with windows on the side and door on the front.

Inside, the building opened up to a simple room with few embellishments. Many featured wood floors with a raised teacher’s platform, on which a desk and recitation bench sat. A wood-burning stove - a beloved feature of the old schools - kept the room warm (however unevenly) during the winter months. Students sat at desks lined up in rows and used a small slate board and chalk to write their lessons. When possible, various improvements were made as a sign of growing prosperity and to keep up with the city schools. The building, they believed, showed their aspirations and dedication to “progress,” which was highly valued at that time.

White settlers at the time shared a common set of assumptions about education and its method. Although each of the thousands of schools were locally run, most were similar in architecture, governance, and curriculum. Fathers of the school children operated the district, making decisions from teachers to the curriculum to the budget. Each district was in the middle of a community that extended on about 2-3 miles on each side. Children would typically walk to school, or if lucky, take a horse or buggy.

The number of students for each district ranged, though the average was usually in the teens or 20s, with attendance fluctuating daily due to health, weather, or farm chores. The student age ranged from 5 years old (known as abecedarians) to teenagers, terminating at an 8th-grade level. The curriculum heavily featured the 3Rs: reading, writing, and arithmetic, but also included an emphasis on penmanship, grammar, oration, elocution, history, geography, and sometimes physiology. Intertwined with the basic content of the curriculum was the basics of “moral” behavior. It was as much of a part of the curriculum as the 3Rs. A particular interpretation of morality was based on Puritan/Calvinist/Anglo-Protestant values that stressed discipline of the will. Obedience to external authority, speaking only when spoken to, proper posture, and elocution showed respect and good character. A disciplined life through decorum and order was a value shared by most on the frontier.

One-room schools began to disappear as efforts toward consolidation began. Consolidation started before the end of the nineteenth century and increased after WWII and continued rapidly for 20 years until most were closed. School administrators were fascinated by the efficiency and organization of factories – and wanted to shape country schools in the image of urban schools: graded, compartmentalized, and classified—a shift from agrarian life and better roads and school buses aided in this change.

When thinking about schools today, the form and content of country schools remains relevant; the important issues of the past, namely local control, curriculum, pedagogy, and equity, have not been solved. Race, poverty, gender limited access to education then, as they do now. These issues are perplexing, massive, and intertwined - through looking at country schools can help understand the origins and evolutions of our current system.

Establishment of Winter School, District No. 70
The Winter School is a genuine example of a typical rural school used during its time. The Winter School, which was the entirety of District No 70, was organized in 1869 after a local farmer, Mathais “Ship” Winter, donated land to form a
school district. In 1971 the school board bought another 3/4 acre from the Winter family for $15. The district covered an area roughly two miles from the school in each direction and included approximately 20 families. The first term of the school was held in the summer of 1871, with 27 students of varying ages. At first, classes were typically held for three months in the summer and four months in the winter (later it moved to 8 months). The school functioned normally for 75 years and also served as a focal point for people of the area. As typical among rural schools, The Winter School was used for social functions, meetings, plays, and especially, spelling bees. “The social side of life here was not neglected,” as Goldie Piper Daniels claims in her research on The Winter School in her book, *Rural Schools and Schoolhouses of Douglas County*.

Enrollment slowly declined through the 1940s. With reduced enrolment and a statewide effort to unify the many small districts, the school could no longer function. In 1949, when the district officially disbanded, the school and grounds were turned over to the Winter Community Club, an organization that sponsored events in the old schoolhouse. Historical records show that the club existed in the 1950s, with members gathering to share poetry and music. In the mid-1950s, the building was sold to Max McClure, the owner of the surrounding farm, which he used as hay storage; the building was eventually abandoned and fell into disrepair.

**Winter School Since 1968**

In 1968 a car dealer from Kansas City saw the building from I-70 and purchased it, saying it reminded him of his childhood school; he aimed to move it and turn it into a museum but soon realized the challenges of moving an old limestone structure. In 1984 Wint Winter, Sr, the great-grandson of original founder Ship Winter, set up a non-profit organization called Winter School Preservation, Inc with his son Wint Winter, Jr. After familiarizing themselves with Historic Preservation Law, they bought the schoolhouse with intentions to repair it and turn it into a museum. They raised enough money from the family to give the building a new sub-roof with shake cedar shingles and some removal of invasive shrubs. The work was done by Rockhill + Associates in 1986. In addition to stabilizing the building, Winter School Preservation, Inc worked with The Lecompton Historical Society to find stories and historical records of the building. At that time, the bell and the date stone were missing. Via the Lecompton Bald Eagle and the Lawrence Journal World, they put out a call out for information, and soon the date-stone anonymously arrived.

Today, the building is owned by direct descendants of the family, and until early 2019 has sat abandoned and in disrepair. It’s high visibility and importance to Lecompton history has prompted constant questions to The Lecompton Historical Society about its future. In 2013, community member Shirley Funk wrote to the Winter family, saying that “many have driven past the old building and wanted or hoped something could be done to restore it to a great future, not looking neglected and vacated forever. Like many, I am guilty of the same feelings, but upon seeing a sign and the sun shining brilliantly on the school an idea came to mind...to refurbish and repurpose a grand old building and let it live long into the future.” Much to the joy of the surrounding community, the school was restored in 2019.

Rockhill + Associates, an architecture firm in Douglas County, provided architectural drawings to restore the building according to historic preservation standards. They have extensive experience working with old limestone buildings in Lecompton, including the Constitution Hall, The Territorial Capitol, and Jail. The existing Winter School needed to be stabilized, which included work on almost every aspect of the building; it was done in compliance with Secretary of the Interior’s Standards for the Treatment of Historic Properties and approved by Kansas State Historic Preservation Office. A partnership with the Lecompton Historical Society helped oversee the rehabilitation project and will continue to help through interpretation and operations, to gift the building to the Lecompton Historical society for conservation in perpetuity.

Here is an excerpt from Goldie Piper Daniels’ book *Rural Schools and Schoolhouses of Douglas County* that elucidates the significance of rural schoolhouses and specifically, the Winter School:

> Having been asked by a number of persons what sparked this effort, the paragraphs immediately following are offered...It all began when one day with sketch pad and pencil, I went to what was once Winter School No. 70, to make a drawing of that century-old building from which to develop a painting. Slightly later I learned that a retired
teacher...was in possession of this school’s original records. These she graciously loaned me and as I read the interesting background of this school, temptation stared me directly the face.

Education in this country began in the rural schools and continued here for more than 100 years...Prominent and successful men and women began their formal education in our rural schools...Much has been gained by consolidation but at the same time, something very precious has been lost; something not to be understood by those who never had the privilege of attending a truly rural school.

What concerned them was how to feed, clothe and educate their families and protect them from the dangers inherent in life on the frontier...Most of the early settlers were young people...Many had proper New England backgrounds, some already well educated for their time. They came here...to better their lot, to further a just cause and to build a nation. Kansas, and Douglas County in particular, were born in strife and bloodshed, so it is hoped that the reader will have both charity and understanding for the efforts of the pioneers in their struggles to establish rural education in what was then a troubled and sparsely settled area.
9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

Davisson Baringer, Minnie. “A Kansas Rural School During the 1890s”. Emporia State University. Link.

Daniels, Goldie Piper. Historic Schools and Schoolhouses of Douglas County, Kansas.

Fuller, Wayne. One-Room Schools of the Middle West. USA: University press of Kansas, 1994.


10. Geographical Data

Acreage of Property 1.75

Provide latitude/longitude coordinates OR UTM coordinates.
(Place additional coordinates on a continuation page.)

Latitude/Longitude Coordinates
Datum if other than WGS84: _______________
(enter coordinates to 6 decimal places)
Winter School No 70

Douglas County, Kansas

Name of Property

Latitude: 39.000982°, Longitude: -95.365007°
Latitude: 39.000502°, Longitude: -95.363386°

Verbal Boundary Description
(describe the boundaries of the property)

The Winter School No 70 in Lecompton, Douglas County, Kansas occupies a 1.75-acre rectangle at 744 N 1800 Rd, which makes up its southern boundary of 462 feet. The northern boundary is lined with trees and shrubs and adjacent to private property with a single-family home (there is an easement for a driveway through the Winter property to access this house). The east and west boundaries are about 165 feet wide and contain a fair number of trees and shrubs. The legal parcel description is 1.75A 13-12-18 BEG AT PT 20 FTN OF SE COR SW ¼ TH W 28 RDSN 10 RDS S 10 RDS TO BEG MGC, Douglas County pin number 023-056-13-00-00-006.00-0.

Boundary Justification
(explain why the boundaries were selected)

The nominated property includes the school and land with which is historically and currently associated. The original one-acre plot was donated in 1869, and another ¾ acre was purchased for the school in 1871. It is unchanged since.

11. Form Prepared By

name/title Katherine Winter
organization Winter School Preservation, Inc date July 2019
street & number 1512 New Hampshire telephone 785-550-0743
city or town Lawrence state KS zip code 66044
e-mail katiekwinter@gmail.com

Property Owner:
(complete this item at the request of the SHPO or FPO)

name Winter School Preservation, Inc
street & number 900 Massachusetts St. Suite 500 telephone 785-218-9915
city or town Lawrence state KS zip code 66044

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management. U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

Additional Documentation
Submit the following items with the completed form:

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

Photograph Log

Name of Property: Winter School No 70
City or Vicinity: Lecompton
County: Douglas State: Kansas
Photographer: Katherine Winter
Date Photographed: May 2020

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

South façade (left) and east elevation (right), camera facing northwest.

7 of 16: Interior: full view of room when walking though east door. Camera facing southwest.
8 of 16: Interior: anteroom to main room door & wall. Camera facing north.

Figures
Include GIS maps, figures, scanned images below.
Winter School No 70

Name of Property

Douglas County, Kansas

County and State
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

Winter School No 70: Topographical Map (USGS)
Winter School No 70
744 N 1800 Rd
Lecompton, Douglas County
Kansas
Winter School No 70
744 N 1800 Rd
Lecompton, Douglas County
Kansas

Winter School No 70
List of Figures

1. Drawing Dan Rockhill Architecture 1980s
2. Drawing Goldie Piper Daniels
3. Drawing Watercolor Ellen Duncan 1922
4. Drawing Rockhill 2019 existing conditions
5. Map MS Winter Land in 1956
6. Photo Old Winter School Front ca 1910
7. Photo Old Winder School Class of 1903
8. Photo Old Winter School Class of 1937
9. Photo Winter Community Club
10. Photo Winter Family Kansas Generation 1 & 2
11. Photo Winter School Interior Pre-rehab facing door
12. Photo Winter School Interior Pre-rehab facing blackboard
13. Photo Winter School Pre-rehab Exterior façade
14. Winter School Architectural Drawing Late 2019
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

2. Drawing Goldie Piper Daniels

3. Drawing Watercolor Ellen Duncan 1922
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

4. Drawing Rockhill 2019 existing conditions
5. Map MS Winter Land in 1956

6. Photo Old Winter School Front ca 1910
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

WINTER SCHOOL DISTRICT #70 1903-04-Teacher Lillie Gwinn

The following are not names of students and their ages in this class. The only one we can identify is John Banks (X).-- Minnie Button 6, Russell Morris 6, Carrol Pontius 6, Leora Winter 6, Willie Richards 6, Christopher Deskins 7, Mary Deskins 7, Winnie Carter 7, John Banks 7, Emery Morris 8, Alma Pontius 8, Willis Colman 8, Eugene Winter 8, Dick Richards 8, Roy Deskins 9, Gladys Deskins 9, Shipman Carter 9, Ethel Button 9, Hazel McKeough 10, Sadie Richards 10, Edith Deskins 11, Corbet Carter 11, Bonnie Morris 11, Olin Button 12, Ira Morris 13, Lillie Deskins 13, Clayton Pontius 14, Bessie Button 14.

7. Photo Old Winder School Class of 1903
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

Winter School-1937


8. Photo Old Winter School Class of 1937
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

9. Photo Winter Community Club
Winter School No 70
Name of Property

Douglas County, Kansas
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10. Photo Winter Family Kansas Generation 1 & 2
Winter School No 70

Name of Property

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11. Photo Winter School Interior Pre-rehab facing door - 2019

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13. Photo Winter School Pre-rehab Exterior facade
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County and State

Photo 1

Photo 2
Winter School No 70

Douglas County, Kansas

Name of Property

County and State

Photo 3

Photo 4
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

Photo 5

Photo 6

Photo 7
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

Photo 8

Photo 9
Winter School No 70
Name of Property

Douglas County, Kansas
County and State
Winter School No 70

Name of Property

Douglas County, Kansas

County and State

Photo 13

Photo 14
Winter School No 70
Name of Property

Douglas County, Kansas
County and State

Photo 15

Photo 16