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United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form



1. Name of Property

Historic name: Windsor Public School

Other names/site number: _____

Name of related multiple property listing:

N/A

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

2. Location

Street & number: 937 Windsor Street

City or town: Cincinnati State: Ohio County: Hamilton

Not For Publication: NA Vicinity: NA

3. State/Federal Agency Certification

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

I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

___ national ___ statewide X local

Applicable National Register Criteria:

X A ___ B X C ___ D

<p><i>Barbara Power</i> DSHPO Inventory & Registration</p> <p>Signature of certifying official/Title:</p> <p>State Historic Preservation Office, Ohio History Connection _____</p> <p>State or Federal agency/bureau or Tribal Government</p>	<p><u>January 23, 2015</u></p> <p>Date</p>
<p>In my opinion, the property ___ meets ___ does not meet the National Register criteria.</p>	
<p>_____ Signature of commenting official:</p>	<p>_____ Date</p>
<p>_____ Title:</p>	<p>State or Federal agency/bureau or Tribal Government</p>

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4. National Park Service Certification

I hereby certify that this property is:

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

Patricia Andrews

Signature of the Keeper

3/10/2015

Date of Action

5. Classification

Ownership of Property

Private:

Public - Local

Public - State

Public - Federal

Category of Property

Building(s)

District

Site

Structure

Object

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Number of Resources within Property

Contributing	Noncontributing	
<u>2</u>	<u> </u>	buildings
<u> </u>	<u> </u>	sites
<u> </u>	<u>1</u>	structures
<u> </u>	<u> </u>	objects
<u>2</u>	<u> </u>	Total

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

Education: School

Current Functions

Vacant

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7. Description

Architectural Classification

Late Victorian: Renaissance/Renaissance Revival

Late 19th & 20th Century Revivals: Colonial Revival/Georgian Revival

Materials:

Principal exterior materials of the property: Brick, Limestone, Cast Concrete, Slate, Clay
Tile

Narrative Description

Summary Paragraph

Windsor Public School is located on the southwest corner of Windsor Street and St. James Avenue in Walnut Hills, a suburb of Cincinnati. The school is located between two National Register listed historic districts. The Peeble's Corner National Register Historic District (NR Reference #85002835) is to the north of Windsor School, and the Gilbert-Sinton National Register Historic District (NR Reference #83004306) is to the south.

Windsor School is comprised of two buildings. The original school, built 1886-1888, with an addition in 1892, reflects the Georgian Revival style through its raised basement, dormer windows with classical details, modillions, dentils and elaborate multi-paned window configurations. (Figure 1, Photo 1) The façade faces Windsor Street and consists of two full stories with a full attic and a basement. The exterior of the main building is a combination of stone and brick. The building features a high basement in rusticated stone capped with a stone water table, a common characteristic of Georgian Revival style, while the rusticated base and arched entry are more reminiscent of the Romanesque style. The façade features five bays with the center bay being the front entry. The building is not perfectly symmetrical; it has a recessed staircase separating the first two bays. The westernmost bay is the 1892 addition. During the 1980s a temporary classroom and awning to protect students from the weather were added south of the rear façade. The temporary classroom and awning structure are not physically connect to the school and do not contribute to the significance of the property.

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The annex building (1918) reflects the Second Renaissance Revival through the rectangular massing and façade symmetry, smaller upper window openings, smooth brick façade and flat roof behind the tiled mansard type roof. The annex faces St. James Avenue and consists of one full story with a basement and an auditorium/ gymnasium space complete with a stage and balcony. The exterior of the annex is tan brick with a smooth cut limestone base that is capped with a soldier course of brick that runs around the perimeter of the building. Each window has a stone sill and arched brick lintel. Over the entry into the auditorium, the brick is used to make various pattern accents between windows and above the entrances. The roof is a beautiful red clay tile, which stands out against the surrounding Victorian-era homes. Both the main school and the annex have historic integrity as they have not been undergone additions or extensive renovations.

Narrative Description

SETTING

The area around Windsor School has been predominantly residential since the late 1800s. (Figure 2) Prior to the 1970s, this area was bustling with residents but due to social changes many of the homes are now vacant. Just one block to the west of the school is Gilbert Avenue which is the central commercial district for Walnut Hills dating back to 1870. The streets surrounding the perimeter of the school consist of two lane traffic and are lightly traveled. These streets include Windsor Street to the north, Fulton Avenue on the west side, Francisco Street on the southern end, and St. James Avenue to the east. The area is pedestrian with sidewalks leading to the school as well as the commercial district.

Windsor School is located prominently at the southwest corner of Windsor Street and St. James Avenue intersection. The main building is surrounded by asphalt and sits approximately ten to fifteen feet off the main sidewalk running along Windsor Street. The annex building sits at the corner of Windsor Street and St. James Avenue and has a small landscape buffer along the street elevations. To the south of the main building and annex is a paved parking lot that was once a residential property that was razed circa 1920s. After the property was acquired by the school it became a parking area as well as a play area. (This area does not contribute to the significance of the property and is not included in the boundary for this nomination.) (Figures 3-5) There are three remaining residential properties on the block located at the southern end of Fulton Avenue. To north of the residential properties and to the west of the main building is another paved area that was once used as a playground area for the students of Windsor.

EXTERIOR

The exterior of Windsor School was originally composed of four-bays constructed of a rough limestone base and cut stone water table with red brick load-bearing walls, capped with a slate roof complete with large gabled dormers. In 1892 the same architect who designed the original school, Henry Siter, also designed an additional bay to the west. The addition was constructed out of the same materials as the original building and was designed using architectural features

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that resembled the main building. The roof over both structures has slate covered mansards which turn into a flat ethylene propylene diene terpolymer (EPDM) surface at the top of the structure. The roof and its cornice detailing in particular represent the Georgian Revival style. The modillioned cornice wraps to conceal the box gutters that border the roof. The original portion of the school is not symmetrical; the arched stone, main entry is centered on the third bay. This speaks to a Victorian Romanesque aesthetic which was also popular at the time. The windows appear to be original and are framed in limestone and on the second floor the windows meet an arched lintel. (Photos 1-4)

The primary façade of the annex faces St. James Avenue, with two sets of stairs leading to five entrances to the auditorium/ gymnasium. The annex is constructed of tan brick, load-bearing masonry walls, a wood roof deck with steel beam structure, and cast concrete floors. The building has a smooth cut limestone base that is capped with a soldier course of brick that runs around the perimeter of the building. Each window has a stone sill and arched brick lintel. The windows on the main floor are wood eight-over-twelve single-hung arched windows, while the ones on the lower level are eight-over-eight double-hung windows. The large windows within the auditorium/ gymnasium are simple, double-hung windows in the center, with fixed divided sidelights on both sides and an arched divided transom above. Over the entry into the auditorium, brick is used to make various pattern accents between windows and above the entrances. Like the main building, the annex roof has mansards dressed in red clay tile which turn into a flat ballast roof. The mansards only appear on three of the four elevations, leaving the south elevation to meet the flat roof without transition. (Photos 5-7)

INTERIOR

There are three points of entry into the main building; each one begins at a set of exterior stairs leading to a half flight of interior stairs. Once inside there are two main staircases. The stair to the south of the building connects the basement to the attic, while the one in the north-east corner only connects the basement to the second floor. There is also an open staircase at the point in the corridor where the addition adjoins the original building. This stair connects the first floor to the basement while also connecting the first floor of the original building to the first floor of the addition, which sits at a half flight higher elevation. (Photos 8-9) The basement of the main building is partially below grade and was used for mechanical equipment, maintenance and storage. The attic is accessible by one of the staircases and is partially finished. There are two historic rooms with plaster walls and ceilings and historic elements all intact in the attic. (Photo 10) There is not a finished corridor from the staircase to the rooms in the attic; instead the user must transverse the unfinished attic to the rooms. (Photo 11) There are many arched windows within the attic dormers on the north, east and south elevations allowing for the attic to be fairly well lit with natural light.

The two main floors are all classrooms or offices with plaster walls and ceilings complete with wainscoting, chair rail and a picture rail above. Most of the classrooms have the original chalkboards intact. (Photos 12-15) All of the windows appear to be original wood eight-over-eight double-hung windows with divided transoms above. (Photo 16) As mentioned before the windows on the second floor have arched divided transoms. (Photo 17) The arched windows

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contained in the attic dormers have a bit more variety. It appears that some of the windows are fixed; while others are double hung. Regardless, each utilizes the same division proportions used throughout the rest of the windows. The corridors are exposed brick that has been painted. (Photos 18-20) Each door leading to a room is solid wood and has a divided transom above. (Photo 21)

The layout and materials of the main building are intact and have seen few changes. (Figures 6-19) Interior changes include vinyl composition tile (VCT) flooring in the classroom locations, updated lighting in classrooms and corridors and suspended acoustical ceiling tile has been added in a room in the southwest area of the basement. For possible fire ratings, the existing stairs were enclosed at some point. These enclosures project into the hallways to allow for clearance inside the stair hall. (Photo 22) Within the stairways, again for safety reasons, a steel panel has been added at the location of the center handrail. (Photo 23) Two classrooms, one at the basement level and the other on the first floor, were turned into office spaces. These offices were constructed out of gypsum board and fit within the original classrooms layout. In the basement level restrooms were added at an unknown date. (Photo 24) Near the rear elevation, an awning was added in 1981 between the temporary trailer and the main building. (Photo 25)

The interior of the annex has plaster walls and ceilings and trim detailing similar to the main structure. (Photos 26-27) One difference is the large built-in bookcases within a few of the rooms. (Photo 28) The main corridor running north and south has two original wood frame skylights that are in good condition. The corridor leads to wood panel double doors opening up onto the auditorium. (Photos 29-30) The auditorium/gymnasium is a large double height space with five tall arched windows along the outer wall. (Photos 31-32) The original pulley systems for the gymnastic rings still hang in the gymnasium.

From the entrance to the Annex on St. James Avenue there are stairs that lead up to the main floor. (Photos 33-34) Overhead is a small balcony that spans over the entrances with concrete steps used for seating. (Photo 35) The stage is opposite the balcony and has two stairs that lead to the stage level on either side. There is a hallway that wraps behind the stage that has small four-over-four single-hung, wood windows that look towards the main building. (Photos 36-37)

Similar to the main building, the layout and materials of the annex have remained intact and has undergone few changes. (Figures 20-22) Again VCT flooring has been added in the classrooms, cafeteria and restrooms and all interior lighting was updated to fluorescent fixtures. It also appears that the current location of the kitchen and wood dividing wall at the south end of the corridor was added since original construction. On the exterior an additional staircase was added to accommodate a basement classroom which was added after construction.

HISTORIC INTEGRITY

The Windsor School is quite intact. On the exterior of the main building original materials include load bearing brick walls, limestone base, cut-stone water-table, slate roofs, and eave brackets. The wood windows are also original to the building. These original single pane windows are double-hung with eight-over-eight panels and divided transoms above. On the

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second floor the windows are intact with original arched limestone openings. The interior of the main building has many original features such as cast concrete flooring, plaster walls and ceilings, interior wood doors and transoms, chair and picture rails, original chalkboards, exposed brick corridors, and solid wood doors with divided transoms above leading into the classrooms. The originally designed layout of the main building and the 1892 addition has remained intact. The location of corridors, entryways, classrooms, interior stairs, and classroom wardrobes has been preserved and unaltered.

The exterior façades of the annex have also remained intact. The exterior walls are load-bearing masonry constructed in an English Bond pattern. The base was constructed of smooth cut limestone and soldier brick coursing along the top. The wood windows are eight-over-twelve single-hung on the main level and eight-over-eight double-hung on the lower level. The windows surrounding the gymnasium are also original and are double-hung with divided fixed sidelights and arched transoms. The mansard roof also appears to be original to the building and is constructed of red clay tile on three of the four façades with wood eave brackets. With the exception of the temporary wall construction off the kitchen area, the original layout of the annex containing a gymnasium/auditorium space and three main classrooms has been preserved and unaltered. Historic materials on the interior include plaster walls and ceilings, wood built-in bookcases in the classrooms, wood panel doors with transoms, wood chair and picture rails, exposed brick in the corridors, and two wood skylights located in the main corridor. The gymnasium is perhaps the most preserved space of the annex. The wood floor is original to the building as well as the concrete formed balcony and wood panel stage framed in Classical trim.

Overall, the buildings have been well taken care and most of their historic elements are in fairly good condition. However, noticeable deterioration has occurred, especially with respect to the slate tile roof and interior walls of the main building, and as of November 2013 the buildings are no longer heated.

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8. Statement of Significance

Applicable National Register Criteria

- 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

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

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Areas of Significance

Education
Community Development
Architecture

Period of Significance

1888- 1930

Significant Dates

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Siter, Henry E.
Fechheimer, A. Lincoln

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Statement of Significance Summary Paragraph

The Windsor Public School is significant at the local level under Criteria A for its association with the educational reform of the Progressive Era, 1890-1920, in the Cincinnati neighborhood of Walnut Hills. Windsor School was constructed in an era that was marked by educational and social reform and great emphasis was placed on improving society through education. The educational reform within the Progressive Era signified a shift from the prevalence of child labor to emphasizing upward mobility through quality education. Windsor School characterizes the evolution of educational progress in Cincinnati. The school also addressed the needs of the community by providing a modern facility that promoted moral and family values.

It is also significant under Criteria A for the role it played in the development of Walnut Hills. During the late 19th century, Walnut Hills exploded with population and cultural development which required a facility to fulfill the educational needs of the community. The construction of Windsor School was effective in attracting new residences and businesses expanding from the Cincinnati basin.

Windsor School is also significant under Criteria C as it physically reflects transitioning educational theories through school design. Designed by Cincinnati school architect, Henry Siter with a later addition by A. Lincoln Fechheimer, the design of Windsor School emphasized the importance of education through the use of sophisticated style, scale, modern floorplan and dedicated areas which promoted the arts, sciences, and health.

The period of significance spans 1888 to 1930, beginning with the date of construction of the main school and ends in 1930. While the school continued to serve in its original function until the 1970s, the period of significance reflects the height of enrollment for Windsor School and the influence of Progressive Era educational reform on school design.

Narrative Statement of Significance

HISTORY OF WALNUT HILLS

Windsor School was significant in the development of Walnut Hills and reflects the evolution of the educational process. Progressive Era reformers emphasized the importance of improving the quality of family and community life through education and social welfare programs. They sought to provide a safe environment where local businesses and families could flourish. Late in the nineteenth and early twentieth century, Walnut Hills became a community that developed quickly, composed of families of all backgrounds and social status. To better understand the setting in which the Windsor School was constructed, it is helpful to understand how the neighborhood developed and how the school serves as a record of those developments.

The village of Walnut Hills was first settled in 1791 when the Reverend James Kemper bought approximately 130 acres of land from John Cleves Symmes. He named his farm *Walnut Hill* after the trees that grew in abundance on his land. The name remained, and the community that grew up around the farm has always been known as Walnut Hills. In the following years, the

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establishment of notable religious institutions and development of the public transportation system spurred the growth and development of this neighborhood. The pastoral character of this quiet residential community also made it attractive to those seeking to escape the noise, vice, disease, and overcrowded conditions of the city basin.

In March 1850, the portion of Walnut Hill south of McMillan Street was annexed to the City of Cincinnati. By 1870, the city had annexed the rest of the neighborhood and Gilbert Avenue from Court Street to the top of the hill was complete. The annexation of Walnut Hills and the advent of improved transportation resulted in a growing population and the need for a modern educational facility. Windsor School would serve as the focal point of the community not only through its physical massing but also through its emphasis on improving the lives of local children through education.

Windsor School was not the first school built in Walnut Hills; before it was the 1871-1872 Cummins School (NR Reference #86000014) which was designed by Samuel Hannaford in the Italianate style. The school was located next to Lane Seminary and also the Presbyterian Church (1880) which was also designed by Samuel Hannaford. The construction of Windsor School followed soon after in 1888.

By 1888, horse cars were replaced by a cable system and by the end of the century, six electric streetcar lines served the Walnut Hills neighborhood. The improvement of transportation encouraged more residents to relocate to Walnut Hills and offered an opportunity for prosperity and better jobs. By this time, the area to the southwest of what would become Windsor School was called, "Little Italy." This area was family focused and offered many Italian eateries and markets. The book entitled, "Walnut Hills, City Neighborhood," written by Cissie Dore Hill, explains that the primary language spoken at Windsor school was Italian, illustrating the influx of immigrants into Walnut Hills. The growth of an immigrant community and the construction of the Windsor School as a public response to that growth represented the promotion of social and economic welfare. The school was among the first of its kind to answer the need of social development outside the downtown basin of Cincinnati.

With the influx of population came commercial development. The intersection of Gilbert and East McMillan, two major roadways, was ideal for commercial ventures, and a small business district quickly grew up in this area. The introduction of no less than six streetcar lines through the same intersection by the end of the nineteenth century, however, facilitated the rapid expansion of this district into a regional commercial hub. Originally known as Kemper's Corner, the intersection was later named "Kay's Corner," after one of the neighborhood's first entrepreneurs.

The name changed again with the opening of the Joseph Straub Peebles grocery store in 1883. Taking advantage of the streetcar traffic through the area, Peebles ran a highly successful business, and the intersection became known as "Peebles Corner." By 1920, Peebles Corner consisted of more than 215 businesses and was considered the second most important shopping area in the city. Shops sold everything from clothing, meat, flowers, auto parts to furniture, and

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public institutions included theaters, banks, a public comfort station, a library, and a post office.. It was within the context of this thriving community that Windsor School was conceived and constructed.

By 1920, the area known as a diverse community at the turn of the century with more than 15,000 residents including Eastern European Jews and Italians began to change. The construction of Union Terminal and new public housing projects in the West End in the 1930s displaced many African Americans from their homes, and when economically possible, they relocated to Walnut Hills.

Wartime industries in the 1940s also brought a large new Appalachian population to Cincinnati and Walnut Hills. After the Depression and World War II, socio-economic transition in Walnut Hills accelerated and the decline of Peebles Corner became evident. These changing demographics had a great impact on Windsor School. The once highly respectable school was faced with declining enrollment and struggled to keep up with daily building maintenance and repairs. Just as the school mirrored the success of Walnut Hills in the late nineteenth century it also reflected the steady decline of the twentieth century.

Another factor in the decline of Walnut Hills and Windsor School's enrollment was the development of the highway system which resulted in the massive destruction and decline of housing stock, loss of population, and the diversion of traffic away from Peebles Corner. Hundreds of buildings were demolished to make way for Columbia Parkway in the 1930s, Martin Luther King Jr. Drive (created from a combination of several different streets including Dixmyth and Melish Avenues) in the 1960s and 1980s, and I-71 in the 1970s, and these new routes siphoned middle- and upper-income families from urban neighborhoods into the new suburbs with modern homes.

The population in Walnut Hills transitioned to less affluent residents and the impact was measurable. A pattern of absentee landlords, the division of large mansions into multi-family apartments, declining property values and increasing crime developed. With the community falling into harder times Windsor School slowly became less relevant. According to the Cincinnati's Public School Directory, student enrollment reached a high of 800 students in the 1920s but by the 1970s it had dropped to 360 students. In 2004, the Cincinnati School Board closed the doors of Windsor School deeming the buildings unsatisfactory due to severe structural deterioration.

Today, vacant buildings, vacant lots, and empty storefronts mark sections of Walnut Hills and its business districts including Peebles Corner are still largely unstable. However, the neighborhood remains ethnically and socially diverse and its religious and social organizations continue to work to revitalize the community. The renovation of buildings near Eden Park and East Walnut Hills have stabilized adjacent areas in Walnut Hills, and middle- and upper-income families are beginning to move back into the area, rehabilitating a number of the area's historic homes.¹ As

¹ 2002 City of Cincinnati Historic Inventory Phase 1 Report

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the area continues to revitalize, Windsor School remains as a reminder to the community that the history of Walnut Hills is still very much alive.

EDUCATION REFORM AND WINDSOR SCHOOL

The Progressive Era was a period of social activism and political reform in the United States that flourished from the 1890s to the 1920s in response to widespread economic and social corruption in American cities. Many reformers believed that the root of many societal problems could be solved through better access to education by all classes of citizens. With a proper education, younger generations would have a stronger foundation for moral and family values. To instill these values in Cincinnati, the Board of Education focused their efforts on the design and layout of new schools that reflected modern educational values. Based on information from the Cincinnati Public School Inventory Report (1998), Windsor School was one of the first schools in Cincinnati to reflect educational reform through physical design.

The Progressive Era also demonstrated a shift from an agriculture economy to an industrialized economy beginning in the late nineteenth century. Reformers were a part of the middle-class community and were college educated. They believed education would bring success to the United States and felt strongly that children should achieve an education rather than laboring in factories. These ideals were expressed through an expanded educational curriculum that included health, physical education, and science.

At Windsor School these new programs were incorporated into the school through dedicated classrooms. The floorplan of Windsor School reflected the ideology of the educational reformers by providing enough square footage to accommodate the broadening curriculum as well as the growing number of children attending school. Windsor School signified the end of the crowded schoolhouses with limited curriculums that encouraged children to obtain trade jobs rather than continue with a higher form of education.

The Board of Education took notice of the public interest in modernizing schools and looked to create a more diverse experience for children. The Board was able to create a different variety of experiences through art, architecture, community exposure, and a new curriculum. Schools became monumental structures and focal points attracting new families and students to neighborhoods in and around Cincinnati.

Between 1890 and 1899 Henry Siter (1851-1913) worked as the official school architect for the City of Cincinnati and oversaw the development of educational facilities there. Siter was known in Cincinnati for his fortress-like buildings. He was responsible for many Romanesque Revival buildings built in the city between 1880 and 1890 and made a name for himself as the official architect for the Cincinnati Schools. Siter was born in Philadelphia, trained in Newport, Rhode Island and worked in Boston. During his time in New England, he, Siter was exposed to both the works of Henry H. Richardson and the popular revival movement of the New England Colonial and Federal periods. Siter settled in Cincinnati in September of 1884.

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When Siter first came to Cincinnati he worked in the office of Edwin Anderson, past partner of the distinguished architect Samuel Hannaford, for one year. By November 1885, Siter started his own practice in the Lincoln's Inn Court Building. His first design project was the United States Bank Building at Third Street and Walnut in 1886. Siter worked on a number of different bank buildings including, the Second and Third Bank Buildings of Cincinnati, Farmers National Bank in Mansfield, Ohio, German National of Covington, Kentucky, and Citizens of Sidney, Ohio. The Third National Bank (constructed in 1889 and demolished in the 1980s) was a fine example of Romanesque Revival and appeared in an issue of the American Architect and Building News in July 1889.

Siter was also known for designing prestigious homes for many notable families in Cincinnati. One of the most well-known residences designed by Siter was that of A. Howard Hinkle. Hinkle was a contributor to the local AIA and donated funds for AIA scholarships. In 1887, Hinkle held a competition to design his townhouse on Pike Street. Siter won the competition and received much praise for his work. Located on a narrow urban site on Ninth Street, Siter was able to adapt characteristics of Richardsonian Romanesque architecture throughout the townhouse. Unfortunately this home was destroyed in the 1980s to make room for more parking downtown. His work was again recognized by the American Architect and Building News in 1889.

By 1894 Siter had completed two police stations, one fire house and five schools. He also designed some large scale commercial buildings. In 1890, he completed the Sachs Shoe Manufacturing Company at 800 Sycamore Street and the Enterprise Carriage Co. plant in Miamisburg, Ohio.

However, what truly set Siter apart from other architects was his involvement in the Cincinnati School District. When Siter passed away on January 3, 1913, the newspapers labeled him the, "architect of schools." Siter transferred all his knowledge of Colonial and Romanesque Revival into iconic structures built between 1890 and 1899. These schools are recognizable as being symbolic of their time. With their grand scale and delicate details the buildings reflect the social and educational change that occurred in Cincinnati during the late nineteenth century and early twentieth century. Some of these impressive schools still standing today include, Fairview Public School (1888-1890) listed in the National Register 2012, Mount Adams School (1894) listed in the National Register in 1980, Lincoln School (1898) listed in the National Register 1979, Sixth District School (1896) contributing structure to the National Historic District of Over-The-Rhine in 1983, Windsor School (1886-88), Twelfth District (1892), Harrison School (1894), Walnut Hills High School (constructed in 1895 and converted to residential), Garfield School (1897), Salmon B. Chase School (1897), and Webster School (1898). Two other schools that have since been demolished in the 1990s are Carll School (1891-92) and Columbian School (1892-93).

According to the Cincinnati Public School Inventory Report (1998), Windsor School was the first school designed by Siter in Cincinnati and represents the growing popularity of the Colonial Revival and Romanesque Revival architectural styles. It also represents a time in Siter's career when he was influenced by his working experience in New England. Before Siter designed Windsor School the preferred style was the Italianate. Cummins School (1871-72) in Walnut

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Hills designed by Samuel Hannaford and McKinley School (1876) in the East End were the last two schools built prior to Windsor School and both were designed in the Italianate style. The ideology within the educational reform transformed the architectural landscape to include more empowering structures that inspired the community to be a part of education.

Windsor School provided a safe and healthy environment in which a new modern curriculum could be taught. The influence of education reform can be seen in the floorplan of the school. The building was designed on a west and east axis which maximized both ventilation and natural light. Large windows are oriented on the north and south facades maximizing daylight which was beneficial when the length of the school year was expanded. Cross-ventilation through the main central corridor not only provided fresh air for the first floor but created a stack ventilation effect through the two open staircases on either side of the building. The open staircases drew cool air in low while warmer air rose up through the staircases. These staircases not only improved air quality but also served as egress routes out of the building in case of fire.

The classroom spaces at Windsor were designed very large in response to legislation passed in 1877 that all children ages eight until fourteen must attend school. These classrooms were designed to fit as many children as possible. Unlike the previous schoolhouse layout, Windsor School offered sixteen classrooms which allowed students to be broken up into classes based on age rather than lumped together in schoolhouses with only four rooms. Not only did these classrooms offer a structured learning environment but also provided dedicated space for subjects such as art, science, and physical education.

The new schools such as Windsor not only reflected an interest in art and architecture but symbolized innovation of education through updated floorplans and urban site locations. Construction began on Windsor School in 1886 at a cost of approximately \$44,964 with an additional \$20,000 for the purchase of the 141' by 400' lot. At the time of construction the range of cost per pupil in Cincinnati was between \$20.82 and \$102.74. The cost of construction at Windsor School was around \$82.91 which was on the high end of the norm.

The original 27,450 square foot building contained twelve rooms and housed children from grades 1 through 8. At the time of completion Windsor School was one of eight buildings in the city that had more than fifty square feet of area per pupil. The school had an enrollment of 662 predominately Italian-American students and was made up of 326 males and 336 females. Within the first years of operation it had outgrown its current capacity. The 1892 addition on the west end of the building provided an additional 6,482 square feet with two hundred seats and cost an additional \$20,000 to complete.

The school's population continued to grow and architect A. Lincoln Fechheimer (1876-1954) drew plans to add an annex to the original Windsor School and then raze the Siter building while designing an entirely new Windsor School. (Images 24-25) In 1918, the annex was completed, but the original Siter building was retained. The Fechheimer annex provided students with manual training and domestic sciences classrooms as well as a gymnasium/auditorium.

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Fechheimer was a Cincinnati architect who had attended Columbia University and the L' Ecole des Beaux-Arts in Paris between 1900 and 1904. He was born deaf and made history at Columbia University by being the first born deaf person to receive an architectural degree. It was also recorded that he was able to read lips in both English and French. After his years of schooling were complete Fechheimer spent two years in Chicago before returning to Cincinnati.

Fechheimer had a prominent career in Cincinnati and worked on many renowned structures throughout the city. Fechheimer partnered with Harry Hake in 1906 and won a competition for the original buildings at Hebrew Union College in 1907. He also designed several of the buildings on the Clifton Campus at the University of Cincinnati including a Moderne style building called Wilson Auditorium (demolished). In 1926 Fechheimer joined fellow architects Ihorst and McCoy to complete Dale Park School in Mariemont (1924-1925) and the Wise Center (1928) which won an award through the local chapter of the American Institute of Architects. Fechheimer also collaborated on several well-known structures in Cincinnati including the Ault Park Shelter House (1930) and the Reptile House at the Cincinnati Zoo (listed on the National Register of Historic Places). In 1950 Fechheimer became the fifth Cincinnati architect to be awarded the AIA fellowship. His citation read, "His work is all the more noteworthy when it is realized that Mr. Fechheimer was born totally deaf."

Windsor School was the first of two Henry Siter schools that Fechheimer designed an addition for. The second school was Columbian School in Avondale in 1929. The original building was designed in the Romanesque Revival style while Fechheimer added a new wing that displayed characteristics of Classical and Georgian Revival. In both instances the additions designed by Fechheimer were visually distinct but compatible with the original structure. Similar to the annex at Windsor, the addition to Columbian School held more spaces influenced by the Progressive Era such as a gymnasium and a stage with a small balcony.

Fechheimer's design of the annex building at Windsor School demonstrates his understanding of the educational reform through the building's layout and classroom functions. The annex has a similar layout as the main building with large classrooms on either side of a central corridor. Along the perimeter of the classrooms are tall narrow windows which optimized daylight during the longer school years while a coal-fired system provided heat in the cooler months. The classrooms within the annex included manual training, domestic sciences, and one general use classroom. It was also in the annex building where one could find the doctor's office on the east side of the building. The gymnasium and auditorium is a double height space that offered students the opportunity to practice physical education as well as performing arts.

There were many activities and classes that symbolized the importance of Windsor School to the community. An expanded curriculum emphasized a diverse education and promoted activities that were interesting to students while preparing them for a successful future. An article published in 1928 in the Cincinnati Enquirer listed a few of the classes and activities that demonstrated the impact the educational reform had on Windsor School. These activities included a school newspaper written by the seventh and eighth grade English classes, civic classes that acted out Congress while making laws within the school with the help of a

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designated civic court and police force, interpretive dancing, an orchestra, a hygiene club, two literary societies, and winning athletic teams. It is evident that these activities encouraged children to take a more proactive role within their community and promote civic awareness.

In 1909 the first woman principle in Cincinnati was appointed to Windsor School. This came eleven years before the Nineteenth Amendment. The appointment of Miss. Ada Wheeler is significant to Windsor School as it represents a community embracing social reform within the Progressive Era. (Image 26)

To understand how innovative Windsor and other period schools were it is important to know the design history of Cincinnati schools. Between 1835 and 1859 the typical layout for a school building was two rooms deep by two rooms wide. The four room school houses were typically two to three stories high and resembled a residence from the exterior. According to author John Shotwell's book entitled, "History of the Schools of Cincinnati and Other Educational Institutions, Public and Private," in 1902, these schools were simple, economical, contained good proportions and were Classic in style.² The floor plan optimized natural light and ventilation allowing a healthy environment for students and teachers.

By 1858 neighborhoods were expanding and populations were increasing causing overcrowding in the school houses. Superintendent at the time John McCammon recognized the need for larger and additional schools. McCammon had knowledge of architecture and assisted in the design of his first school referred to as 5th District on Third Street in downtown Cincinnati. For the next 22 years Cincinnati used this model in the construction of all new schools. John Shotwell referred to this new style as plain and wrote in 1902, "They are devoid of any suggestions of art or beauty – not a feature that warms the feelings or begets a knowledge or appreciation of beauty."³ These schools had little conveniences and the only positive attributes Shotwell noted were that they offered a safe shelter to keep school. Stylistically, the only schools of architectural note at the time were Hughes High School completed in 1853 and Woodward High School completed in 1854. Both constructed in the Gothic form, they commanded attention with their massive size and delicate details.

Around the turn of the twentieth century, education was mandated for children through public policy. Reformers of the Progressive Era believed that children should be required to attend school and for longer periods of time. In 1877, children from the ages of eight until fourteen were required to attend school for twelve weeks per year. The requirement increased to twenty weeks in 1899. Mandatory attendance and a growing population required additional and larger facilities, and at the same time, students were divided by age. In 1915, Bloom Junior High School, Cincinnati's first junior high school was built in the West End. Students attended elementary school for six years, junior high for three and high school for an additional three years; known as the 6-3-3 plan. By 1921, the state increased the school age to include children ages six to eighteen. The city witnessed a boom in school construction in the 1920s and 1930s which included twenty-eight new schools. These schools were typically Colonial or Georgian

² John Shotwell, *A History of the Schools of Cincinnati*. (Cincinnati the School Life Company, 1902), 188.

³ Shotwell, 188.

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Revival in style and included the new standard amenities of arts and music as well as additional space for physical education. Schools were being built on larger lots with open green space for playgrounds and physical activities. In 1917, at an overpopulated Windsor School the plan for the annex reflects these educational concepts and also shows a large green area south of the property which provided students ample area to play. (Image 23)

The design of Windsor School supported the innovation in educational theory and design of its construction era. The building was designed to accommodate an enhanced curriculum, a large range of grades and emphasized the importance of advanced education. Located in an urban landscape, the school's philosophy symbolized the importance of moral and family values by promoting self-worth and instilling moral values. Windsor was the heart of the community and the citizens of Walnut Hills took great pride in their neighborhood school. The school also represented the promise of prosperity and a symbol of accomplishment.

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Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
 - Other State agency
 - Federal agency
 - Local government
 - University
 - Other
- Name of repository: _____

Historic Resources Survey Number (if assigned): HAM-924-31

10. Geographical Data

Acreage of Property 1.201 acres

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

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

Or

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UTM References

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|-------------|-----------------|-------------------|
| 1. Zone: 16 | Easting: 716929 | Northing: 7333117 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The Windsor Public School is located in parcel number 069-0002-0044-00. The boundary is described as the following: the beginning point starts at the northeast corner of parcel number 069-0002-0044-00 and continues 155.39 Feet south along the curb side of St. James Avenue; then travel 115 Feet westerly; continue 15 Feet north and then travel 244.82 Feet west; travel northerly for 140.86 Feet and finally travel 359.73 Feet along the southern curb side of Windsor Street ending at the point of origin. (also see Figure 30)

Boundary Justification

The boundary description contains all land historically associated with the school and documented in the 1930 plat map of Walnut Hills. (Figure 2)

11. Form Prepared By

name/title: Deanna Heil
organization: City Studios Architecture
street& number: 222 East 14th Street
city or town: Cincinnati state: Ohio zip code: 45202
e-mail dheil@citystudiosarch.com
telephone: 513.621.0750
date: 07-01-2014

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Additional Documentation

Submit the following items with the completed form:

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

Photo Log

Name of Property: Windsor Public School

City or Vicinity: Cincinnati

County: Hamilton

State: Ohio

Photographer: Kyle Burns

Date Photographed: January 14, 2014

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

1. North elevation, main building, view looking southeast
2. West elevation, main building, view looking northeast
3. South elevation, main building, view looking north
4. North elevation, main building, view looking south
5. North elevation of annex, view looking southwest
6. East elevation of annex, main entrance, view looking west
7. East elevation, annex, view looking northwest
8. Entry to first floor corridor, main building, view looking east
9. Stairway at addition, first floor, main building, view looking west
10. Classrooms in attic, main building, view looking northeast
11. Attic level, main building, view looking northwest
12. Typical classroom, first floor, main building, view looking southwest
13. Typical classroom, first floor, main building, view looking northeast
14. Typical classroom, second floor, main building, view looking west
15. Typical classroom, second floor, main building, view looking southwest
16. Typical classroom, first floor, main building, view looking northeast
17. Typical classroom, second floor, main building, view looking northeast
18. Corridor, first floor, main building, view looking west
19. First floor corridor, main building, view looking east
20. Second floor corridor, main building, view looking south
21. Typical entry into classrooms, first floor, main building, view looking east
22. Stair enclosure, first floor, main building, view looking west
23. Staircase, first floor, view looking south
24. Basement level restrooms, main building, view looking south
25. Temporary classroom connection, main building, view looking northwest

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26. First floor typical classroom, annex, view looking west
27. First floor classroom, annex, view looking southeast
28. First floor classroom, annex, view looking southwest
29. First floor corridor, annex, view looking south
30. First floor annex corridor, view looking north
31. First floor gymnasium, annex, view looking northwest
32. First floor gymnasium, annex, view looking southeast
33. Vestibule of gymnasium, annex, view looking southeast
34. Vestibule into gymnasium, annex, view looking west
35. Balcony level, annex, view looking southwest
36. First floor annex, view of stage looking west
37. First floor auditorium, annex, view looking west

Figures:

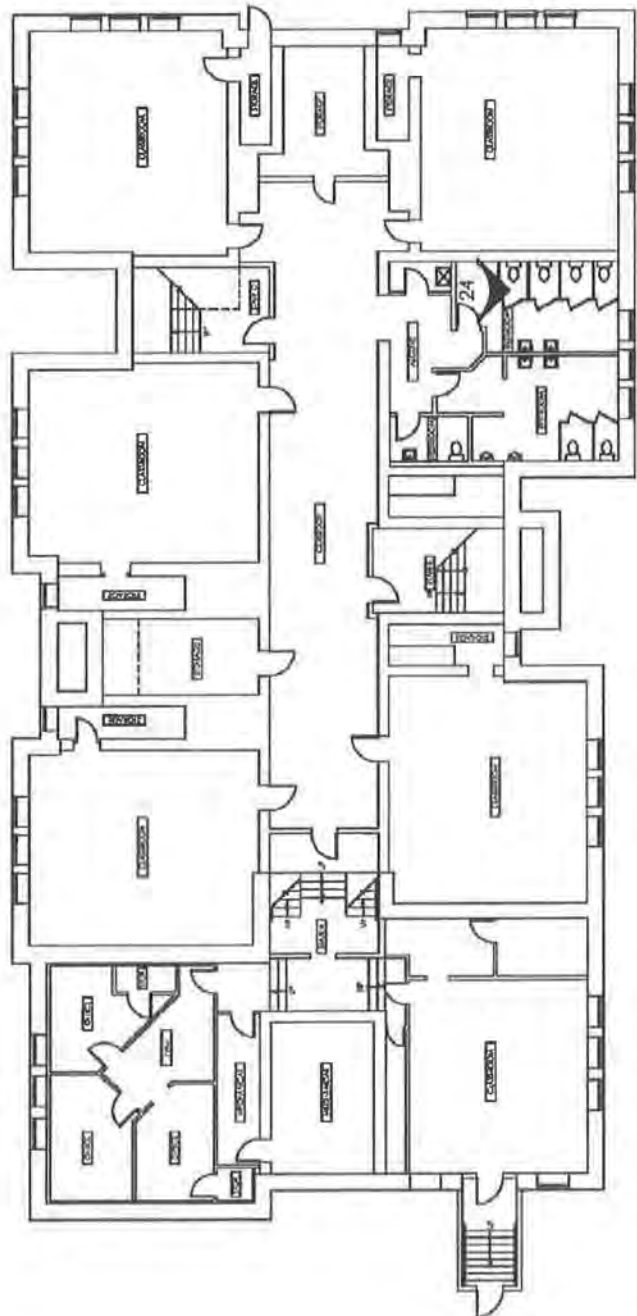
1. Image of original building taken from, *A History of the Schools of Cincinnati*, written by John B. Shotwell
2. Sanborn Map 1930, The Cincinnati History Library and Archives
3. Sanborn Map of 1887
4. Sanborn Map 1891, Cincinnati History Library and Archives
5. Original Survey 1915
6. Original North Elevation, Main Building
7. Original North Elevation, Main Building
8. Original East Elevation, Main Building
9. Original South Elevation, Main Building
10. Original South Elevation, Main Building
11. Original West Elevation, Main Building
12. Original Basement Floor Plan, Main Building
13. Original First Floor Plan, Main Building
14. Original Second Floor Plan, Main Building
15. Original Attic Floor Plan, Main Building
16. Existing Basement Floor Plan, Main Building
17. Existing First Floor Plan, Main Building
18. Existing Second Floor Plan, Main Building
19. Existing Attic Plan, Main Building
20. Original First Floor Plan, Annex
21. Existing Basement Floor Plan, Annex
22. Existing First Floor Plan, Annex
23. Original Site Plan Showing Annex
24. Original Site Plan, Main Building, Annex, Proposed School
25. Cincinnati Times-Star, November 10, 1916, Image of proposed Windsor School
26. Photo taken in 1909 of the Faculty of Windsor School, Cincinnati History Library and Archives
27. Cincinnati Preservation Association recommendations for Public Schools
28. Cincinnati Preservation Association School listings by completion date
29. Map of Walnut Hills 1974, Cincinnati History Library and Archives
30. Site Map showing the extents of the boundary description

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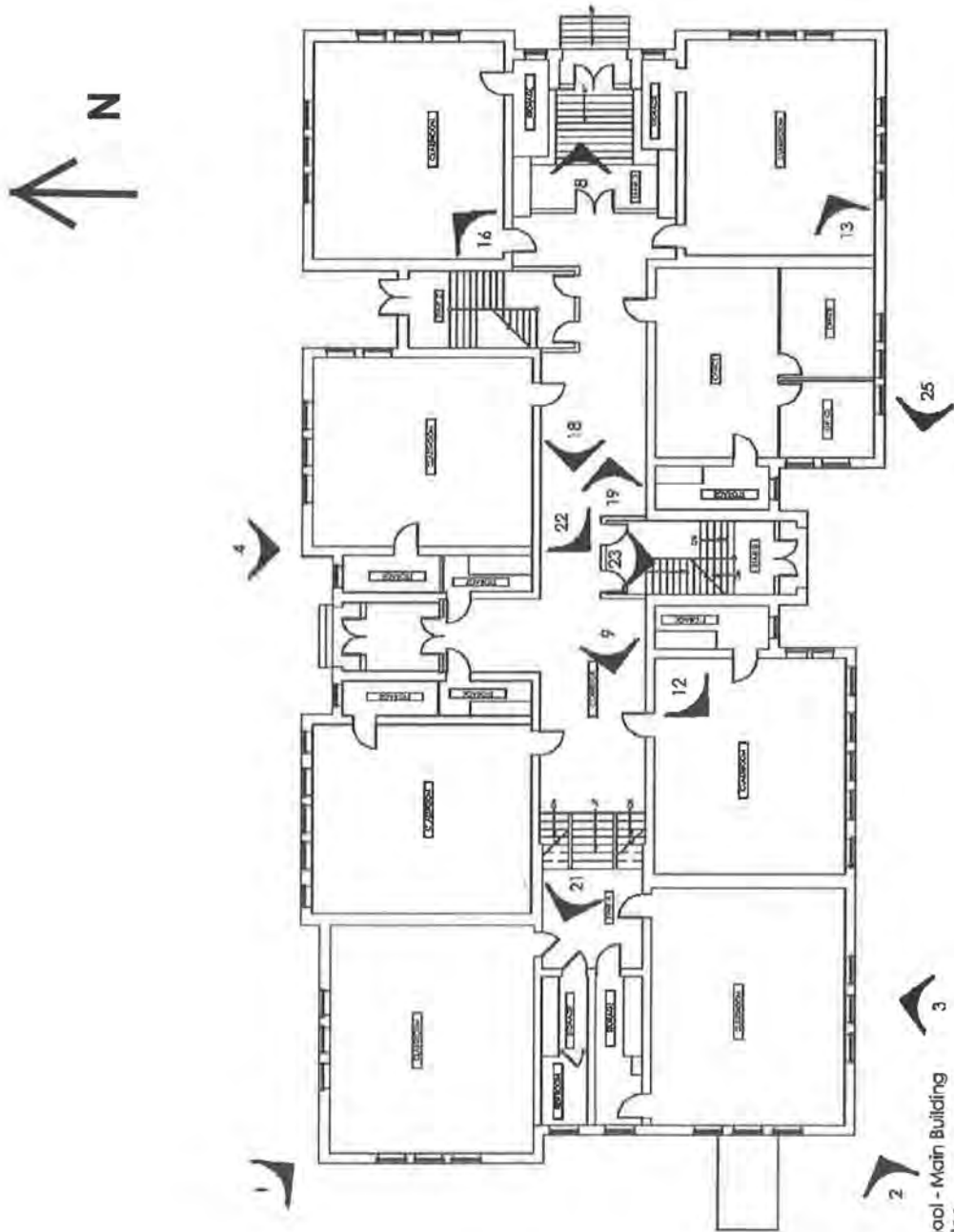
Basement
Windsor School - Main Building
Photo Key Plan

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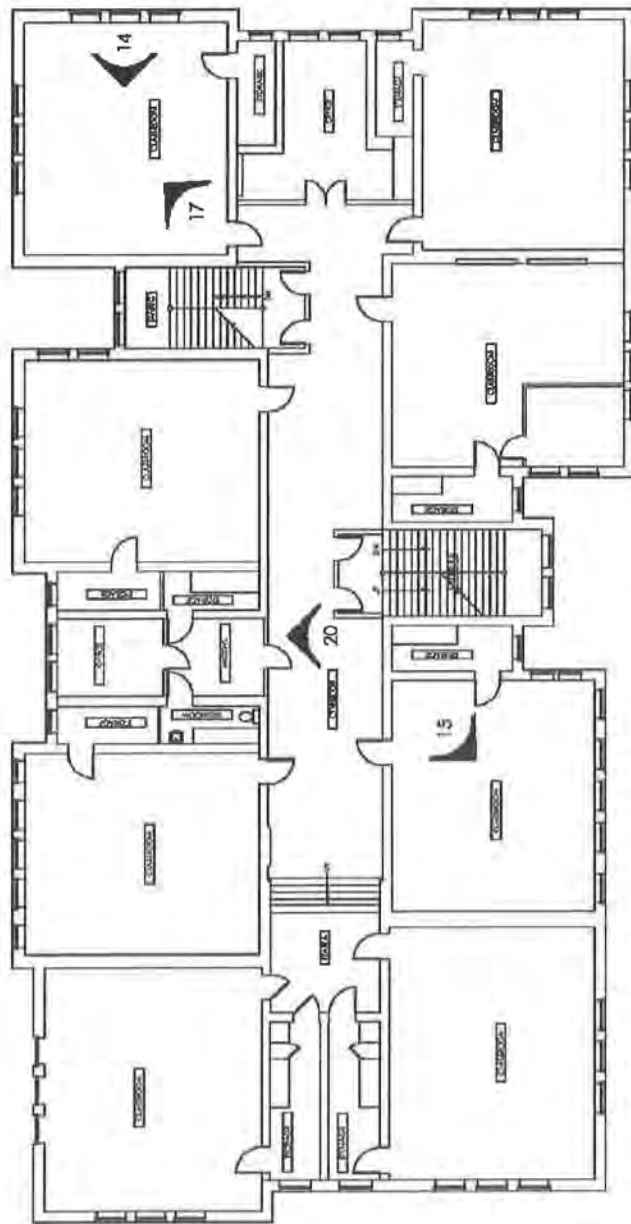
First Floor
Windsor School - Main Building
Photo Key Plan

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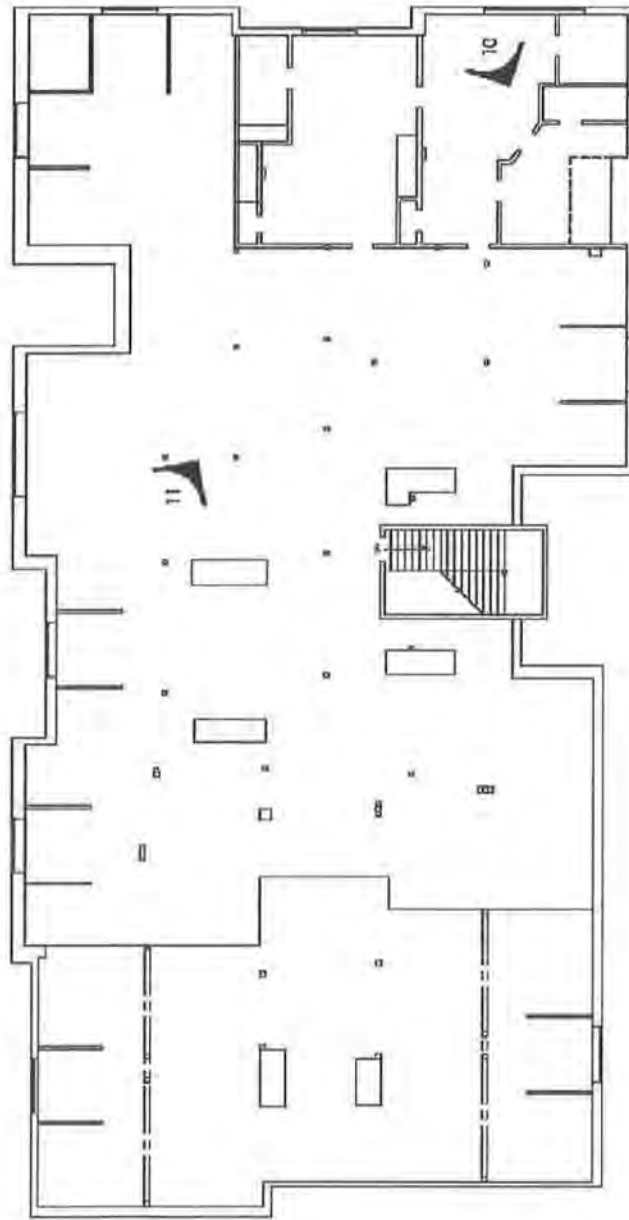
Second Floor
Windsor School - Main Building
Photo Key Plan

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Attic
Windsor School - Main Building
Photo Key Plan

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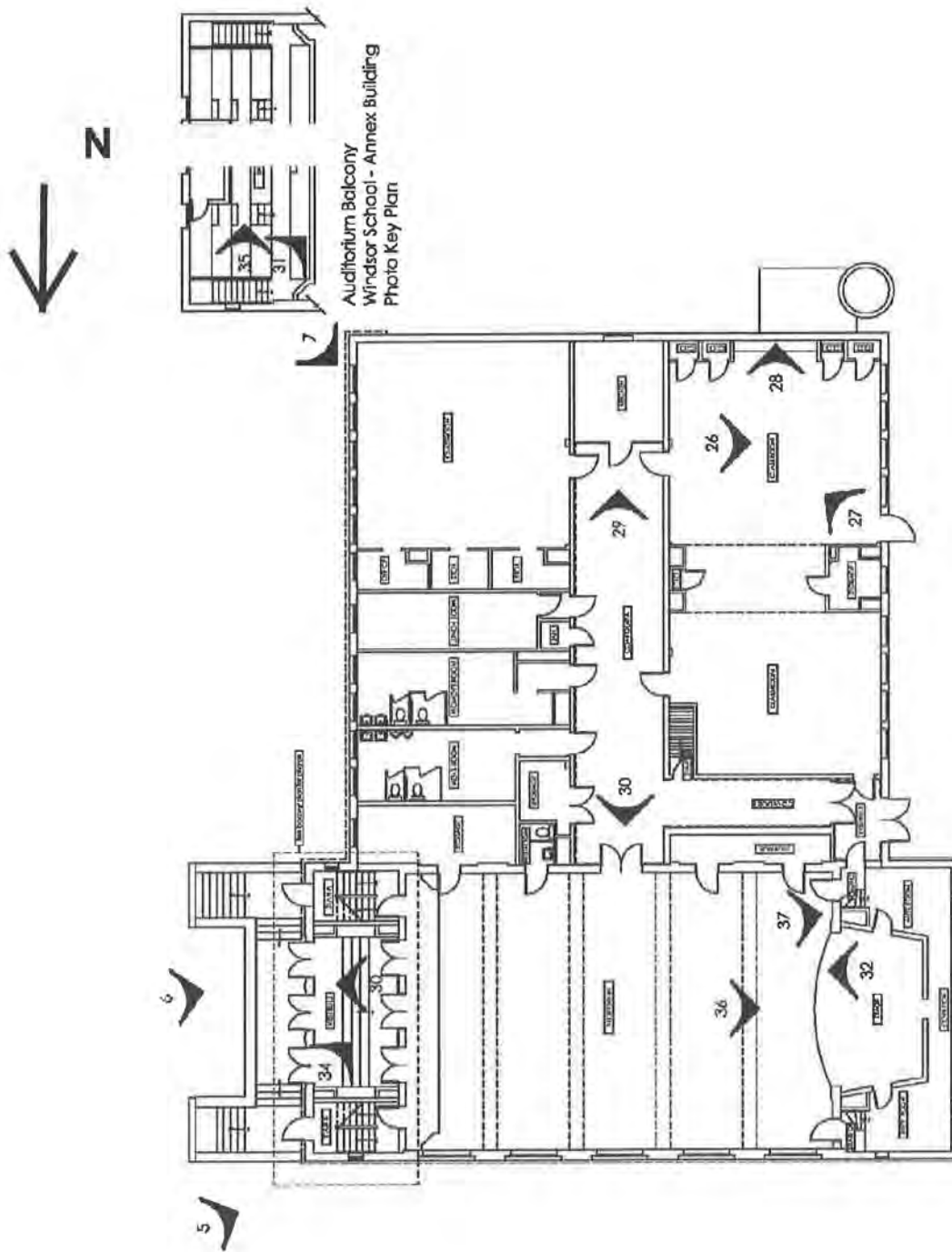
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First Floor
Windsor School - Annex Building
Photo Key Plan

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WINDSOR PUBLIC SCHOOL,
Windsor Street, Walnut Hills; erected 1886-92;
cost, \$60,004; 16 rooms, seats 840 pupils;
James E. Sherwood, Principal; Dr. J.
C. Culbertson, Trustee.

Figure 1: Image of original building taken from, *A History of the Schools of Cincinnati*, written by John B. Shotwell

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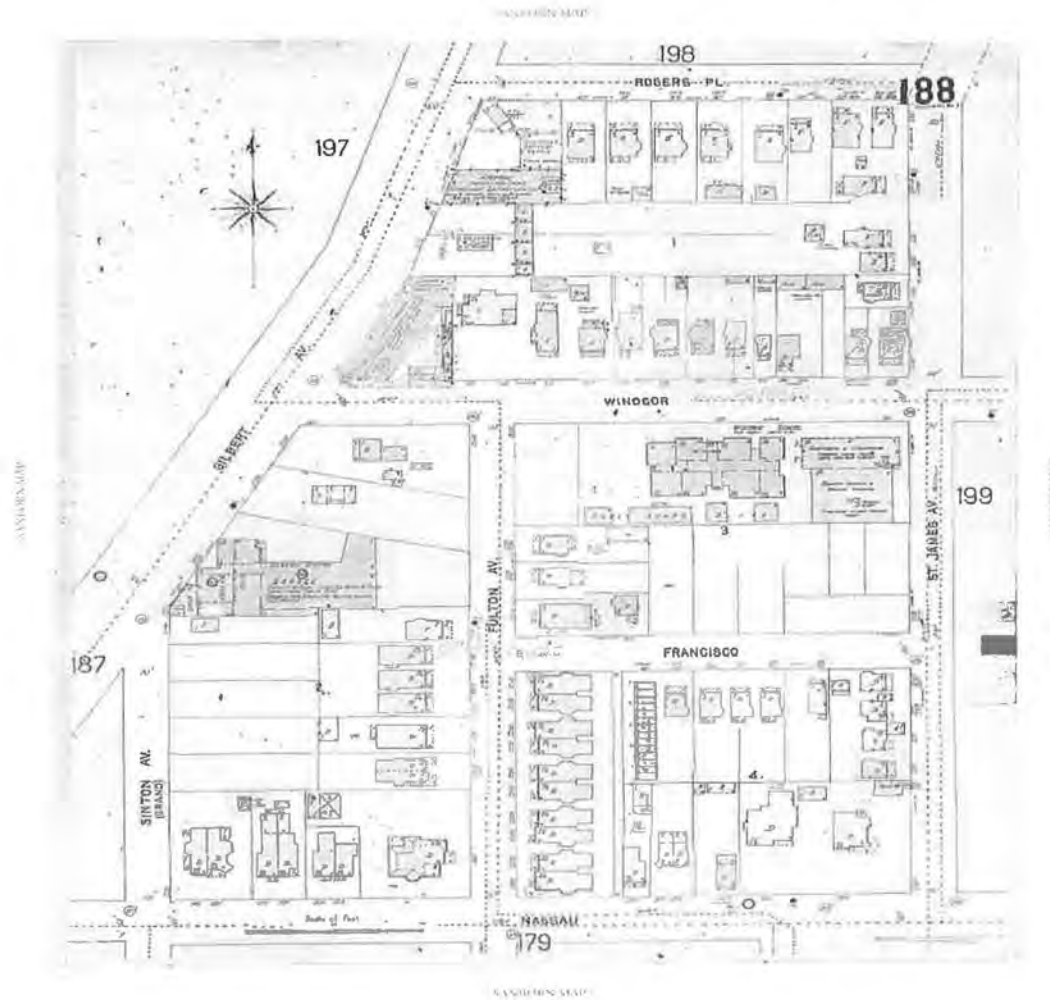


Figure 2: Sanborn Map 1930
The Cincinnati History Library and Archives

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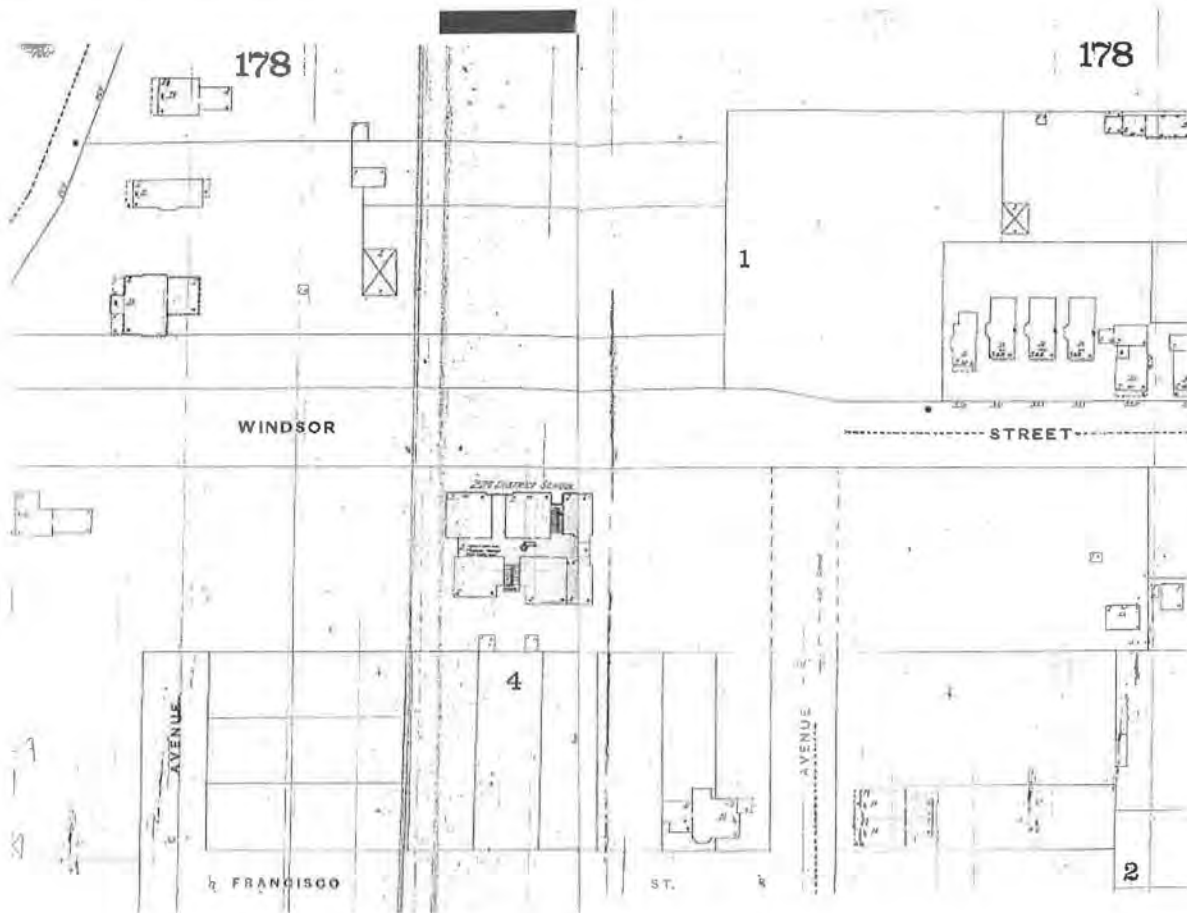


Figure 3: Sanborn Map of 1887

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Figure 4: Sanborn Map 1891
Cincinnati History Library and Archives

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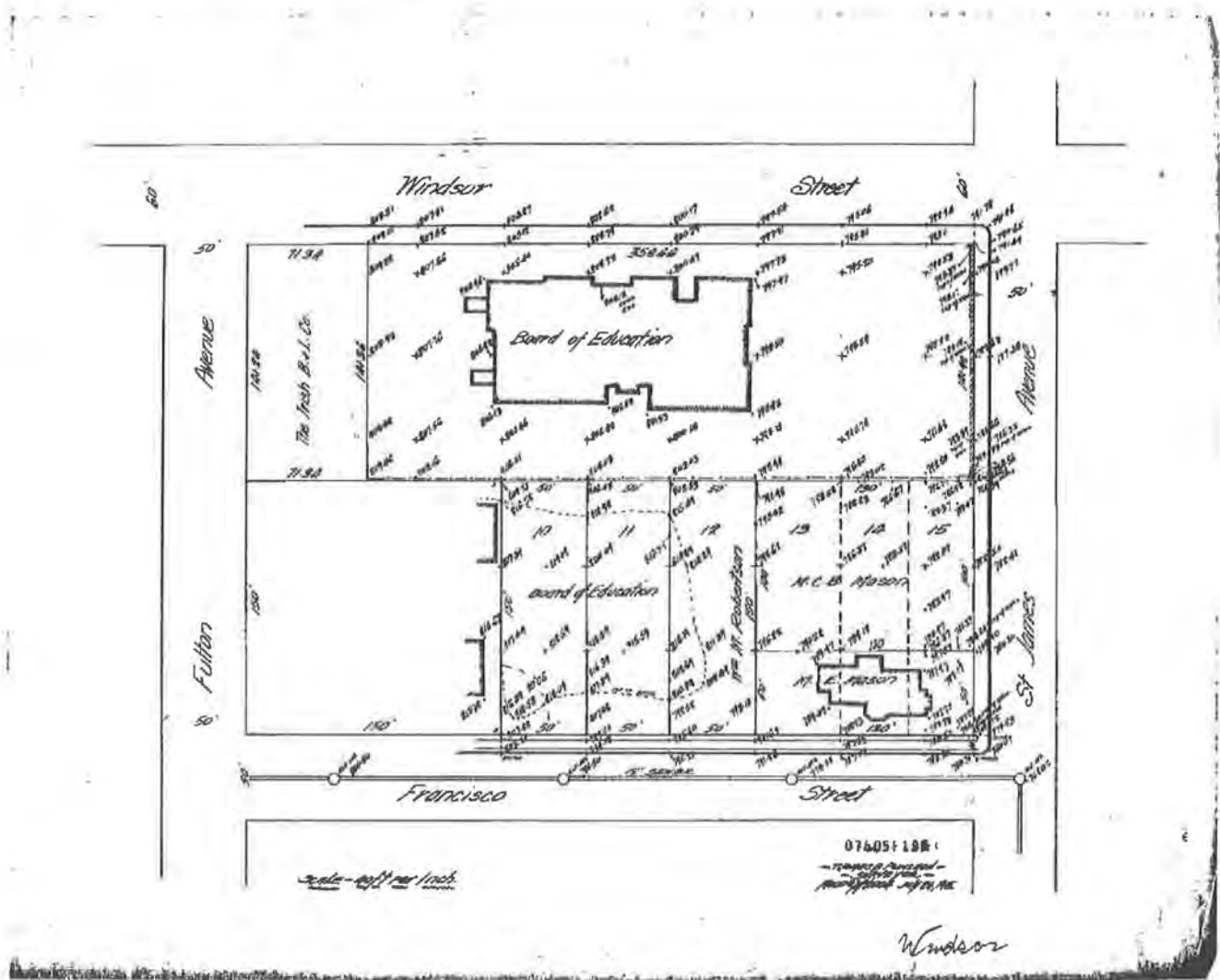


Figure 5; Original Survey 1915

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Figure 6: Original North Elevation, Main Building

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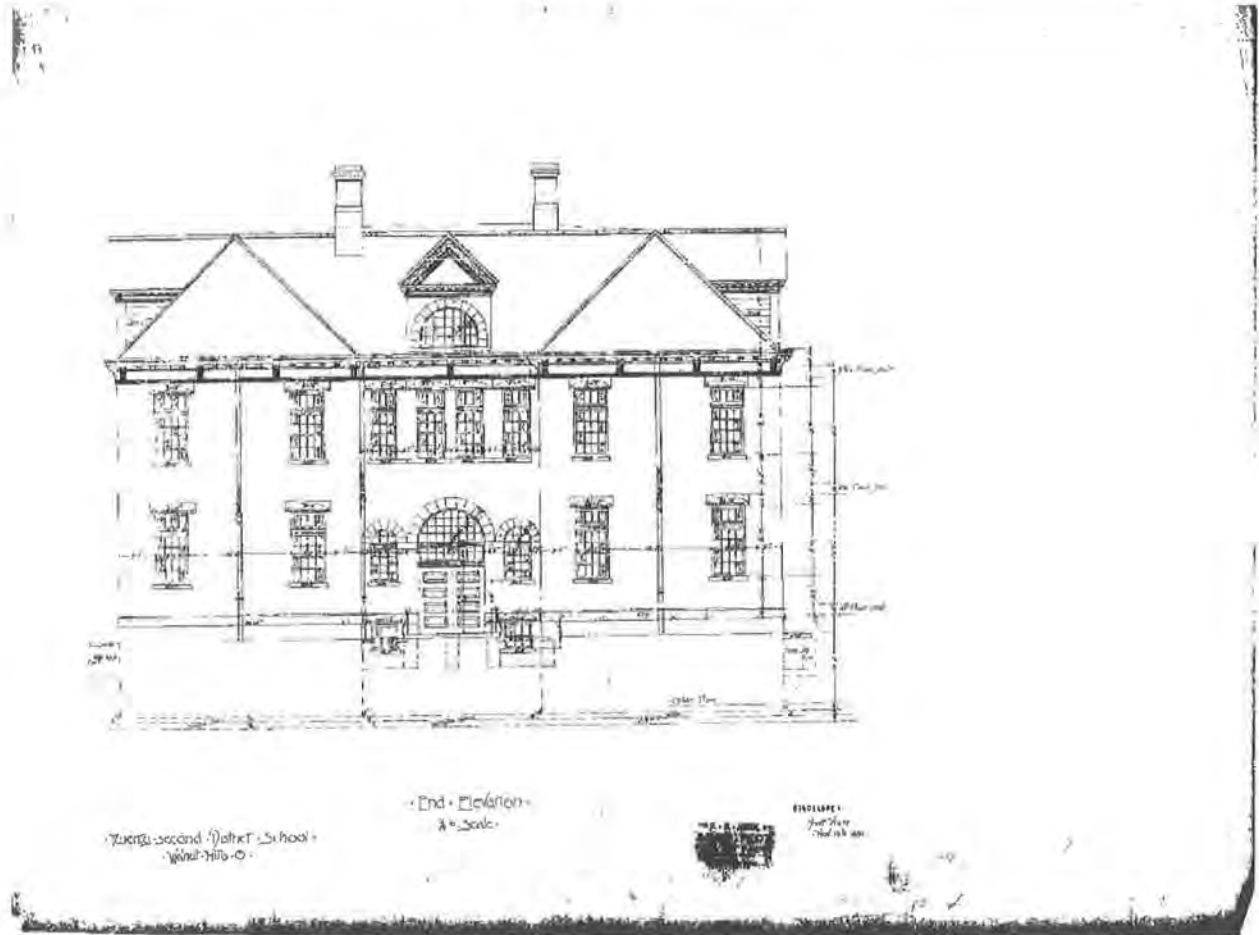


Figure 8: Original East Elevation, Main Building

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Figure 9: Original South Elevation, Main Building

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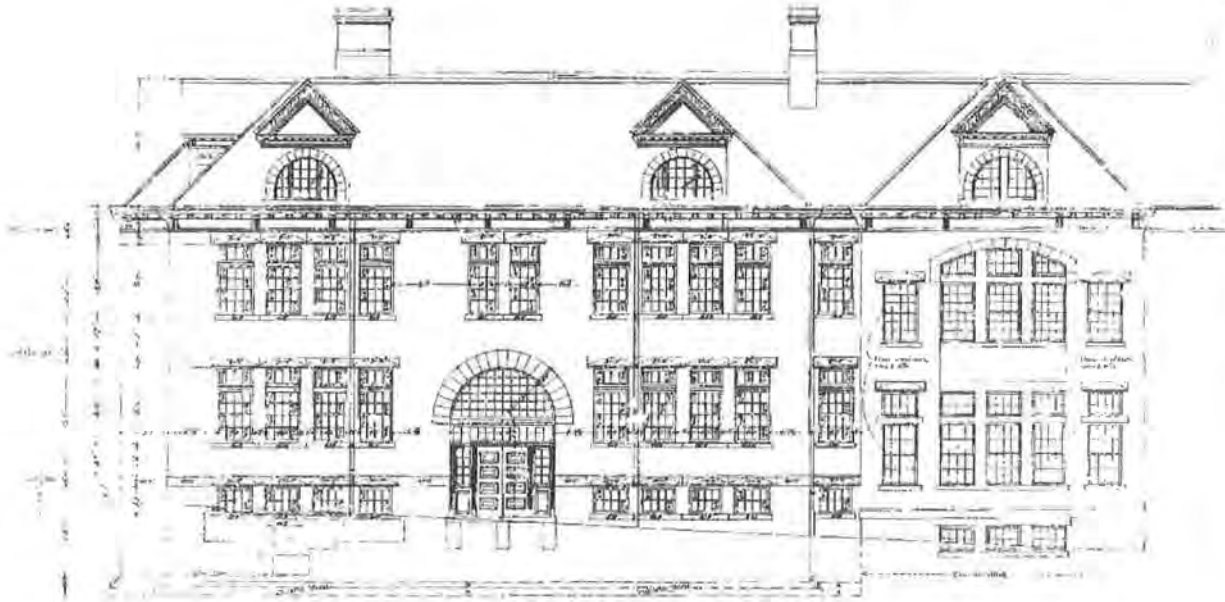
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Windsor Public School
Windsor Mills, Ohio

South Elevation
1890-1895

Architect
Wm. B. Smith

Figure 10: Original South Elevation, Main Building

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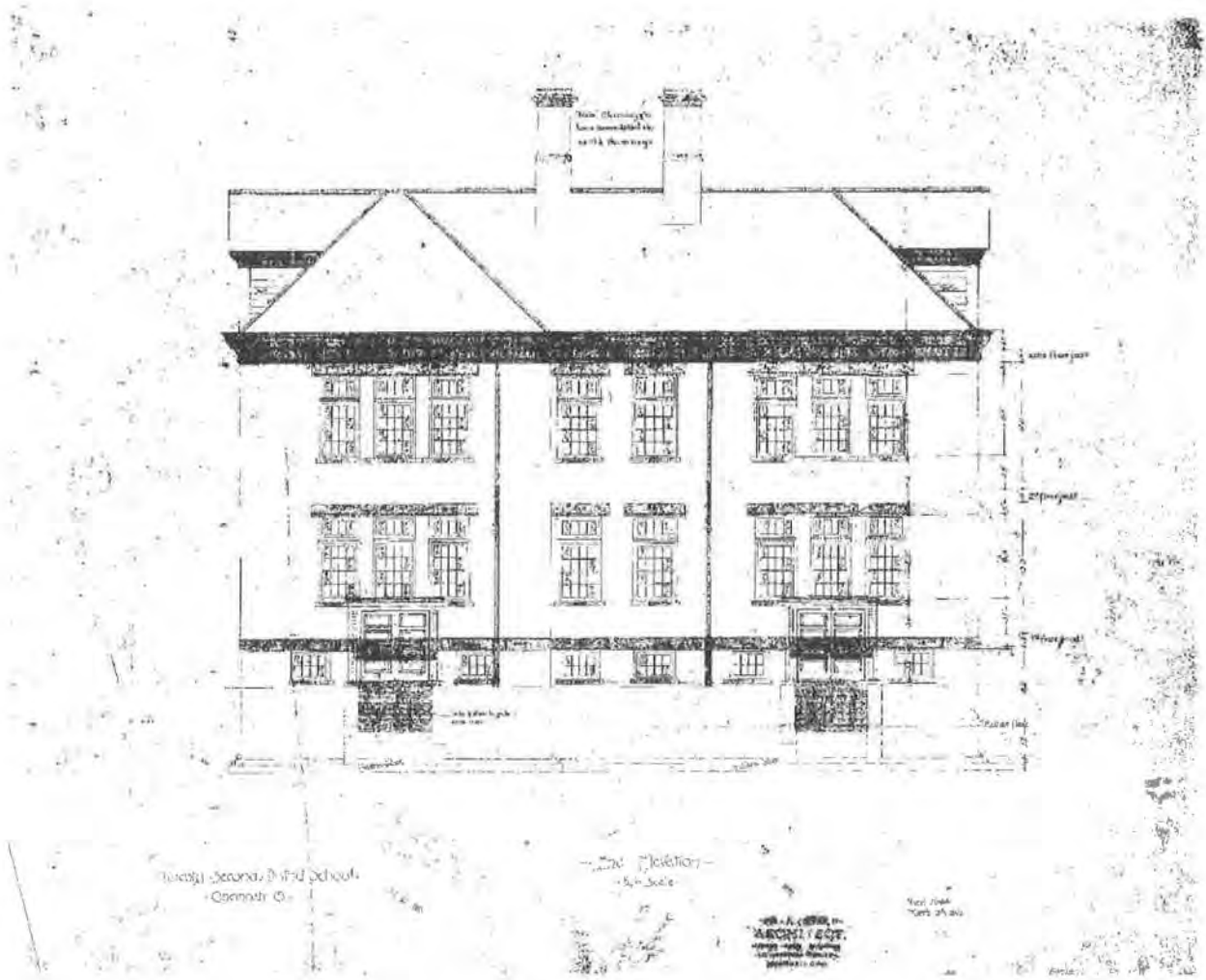


Figure 11: Original West Elevation, Main Building

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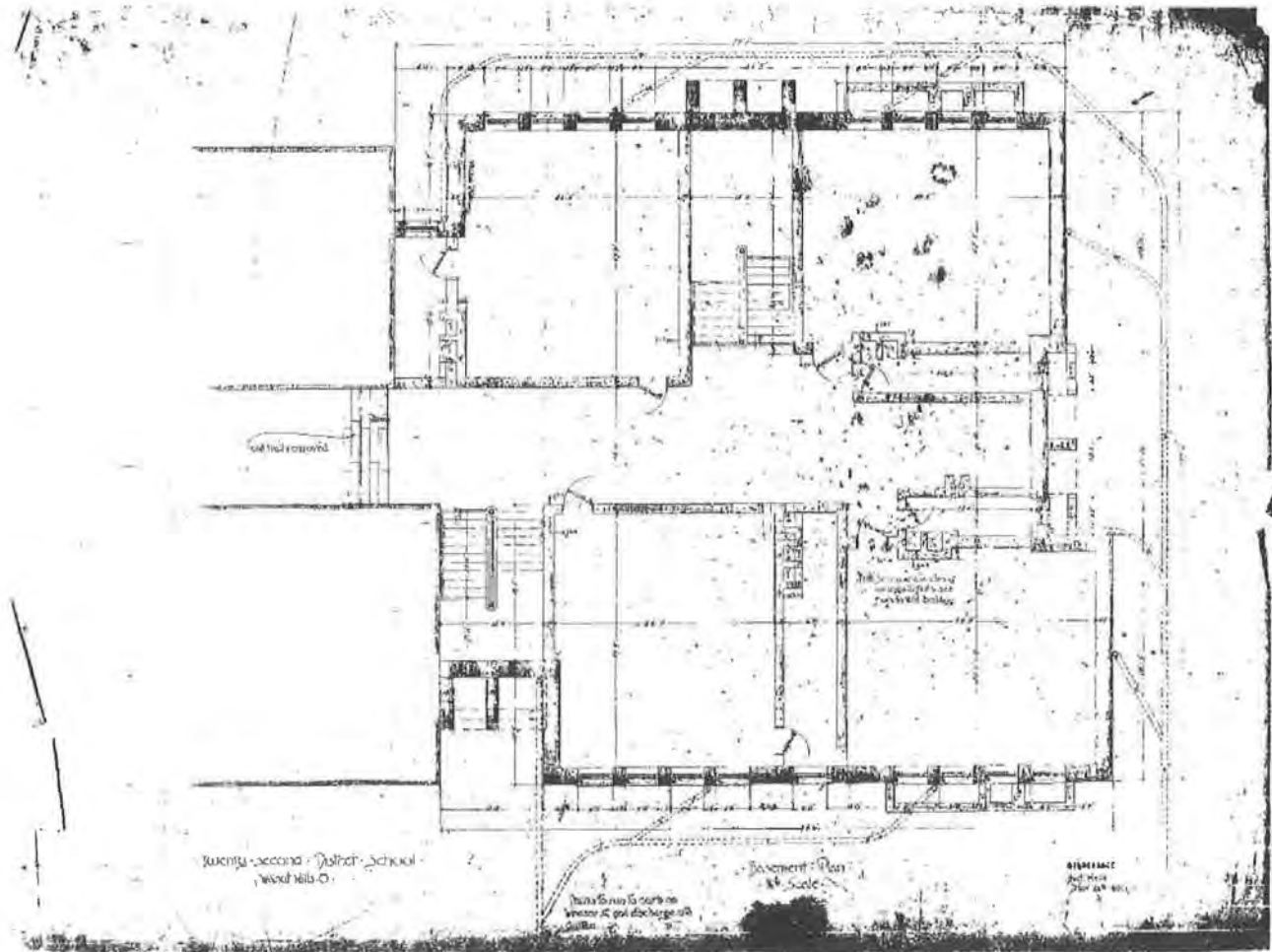


Figure 12: Original Basement Floor Plan, Main Building

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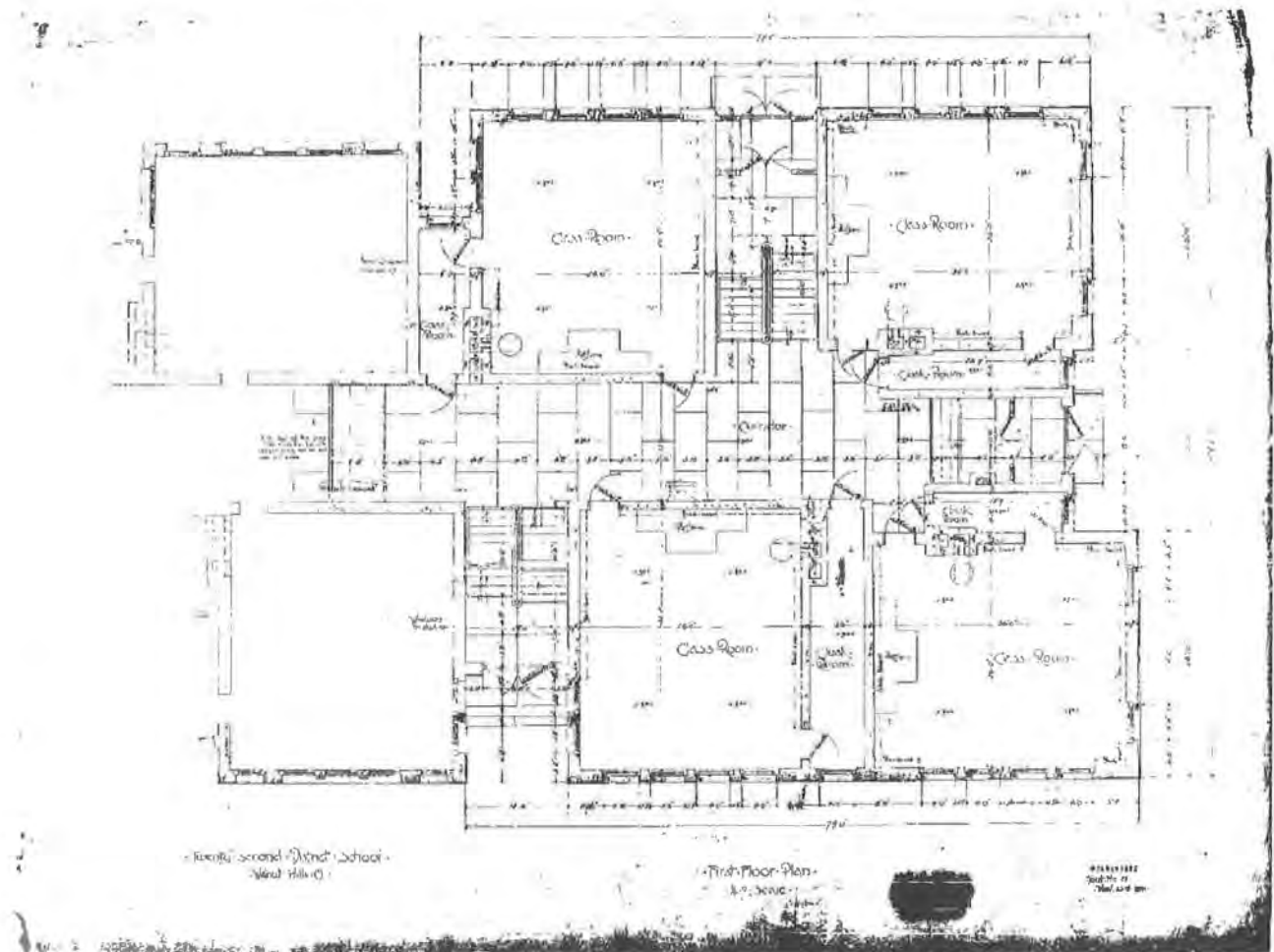


Figure 13: Original First Floor Plan, Main Building

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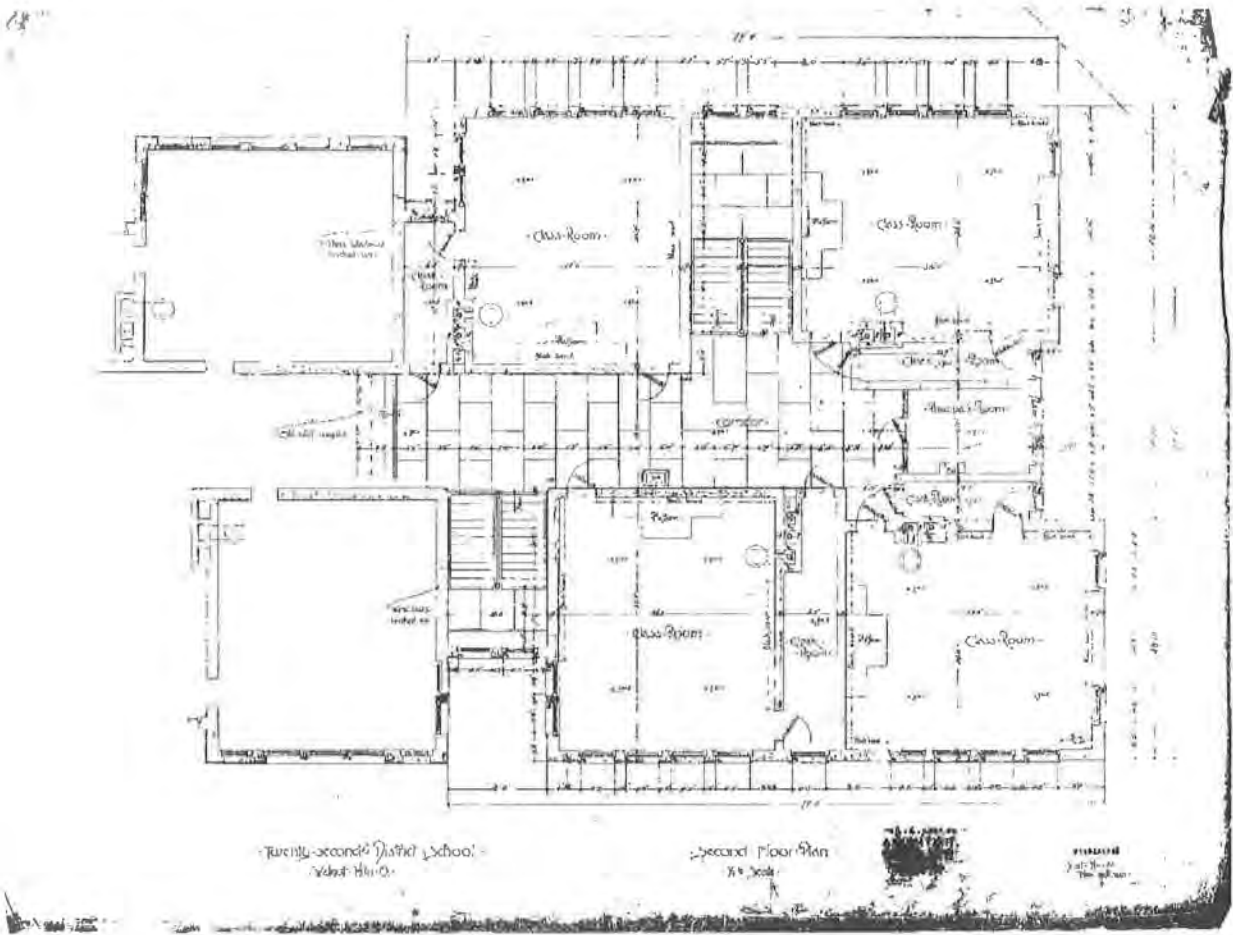


Figure 14: Original Second Floor Plan, Main Building

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Windsor Public School

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Hamilton County, Ohio
County and State

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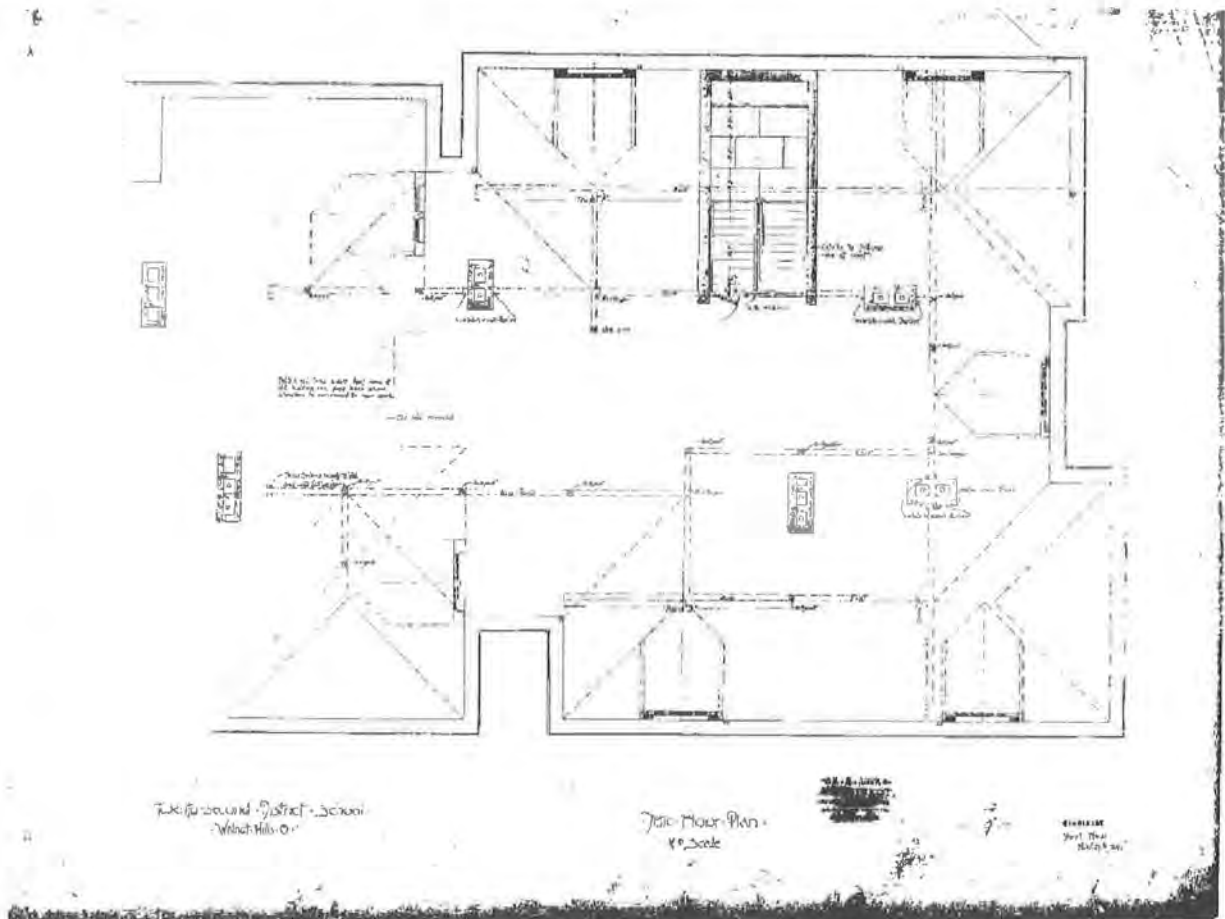


Figure 15: Original Attic Floor Plan, Main Building

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Windsor Public School
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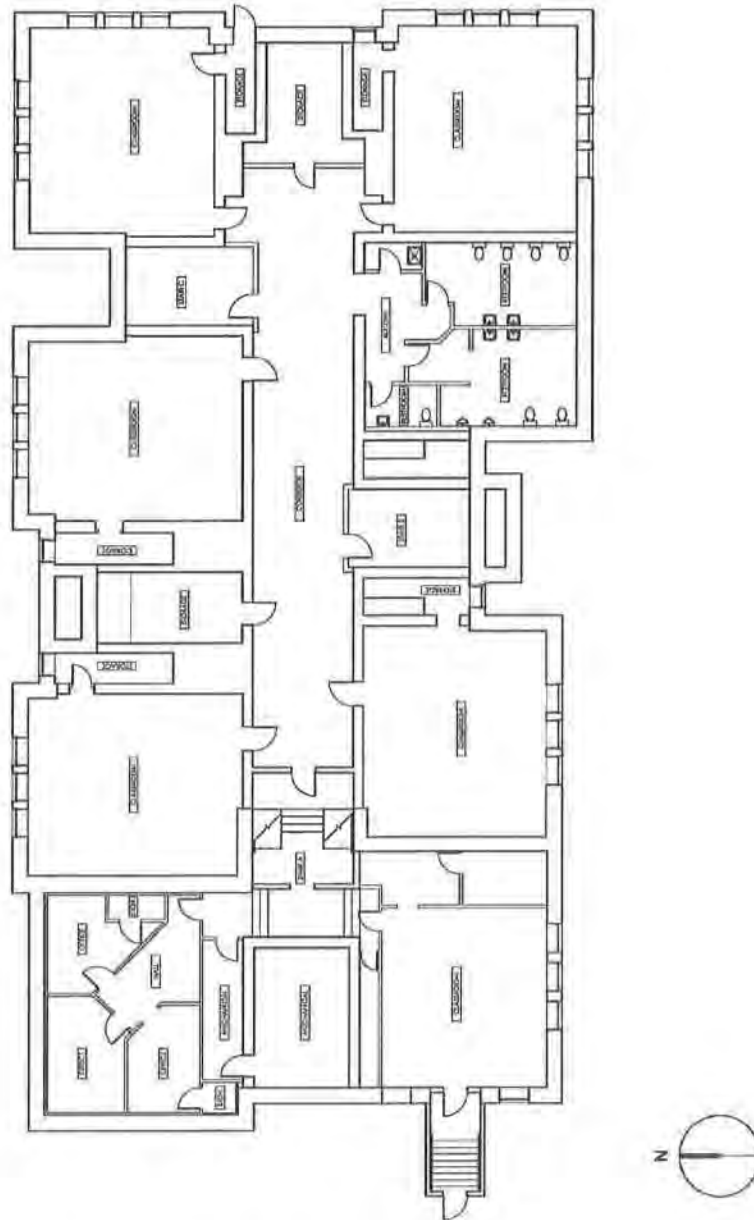


Figure 16: Existing Basement Floor Plan, Main Building

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Windsor Public School
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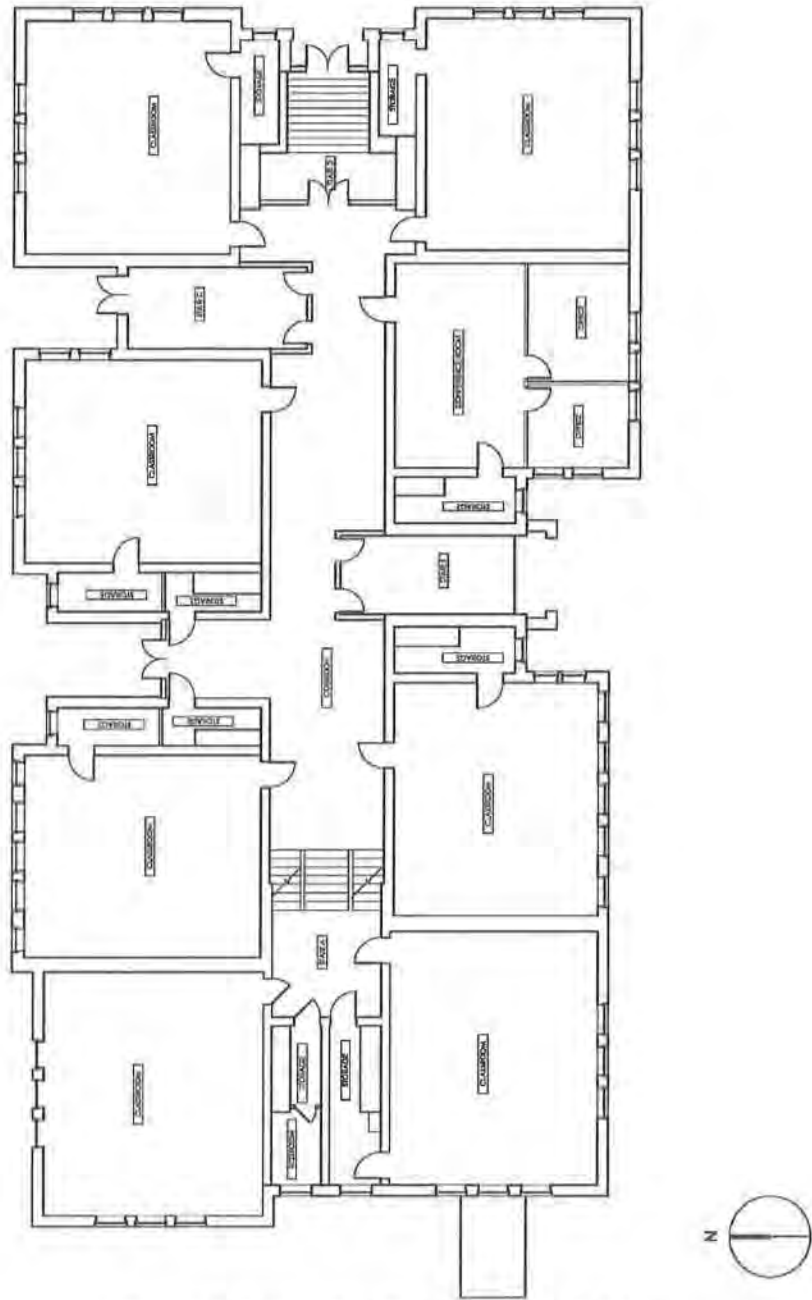


Figure 17: Existing First Floor Plan, Main Building

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Windsor Public School
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Hamilton County, Ohio
County and State
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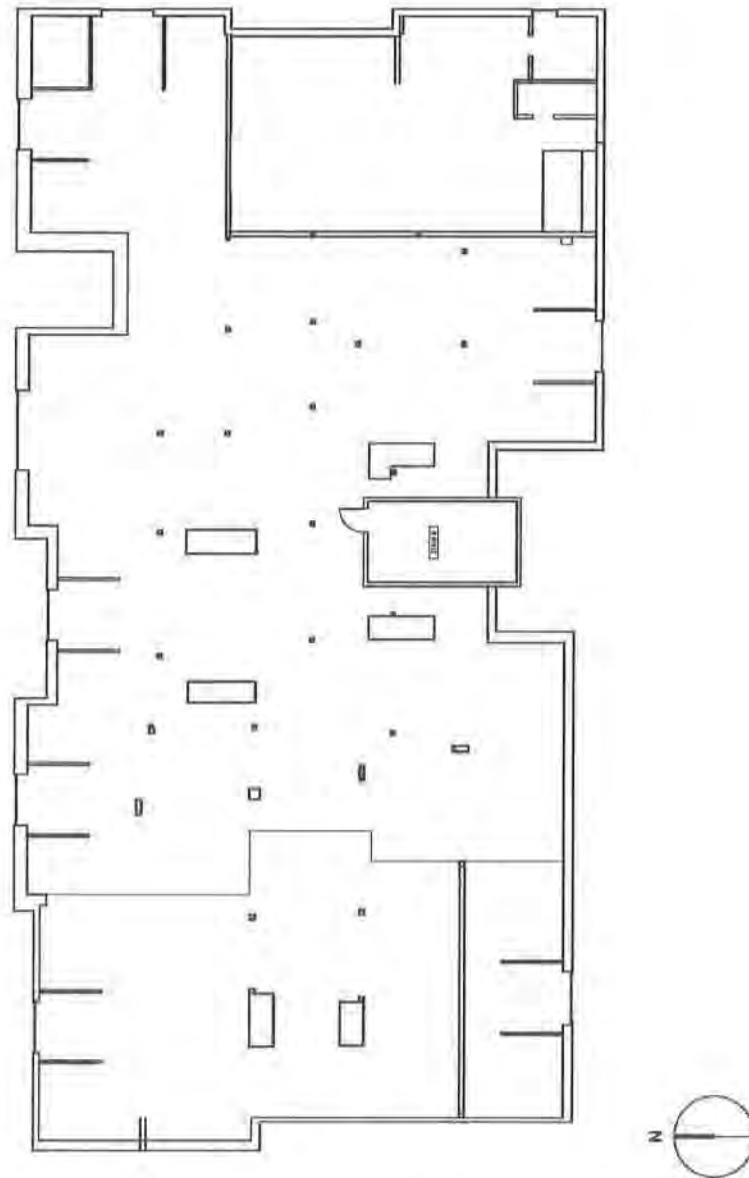


Figure 19: Existing Attic Plan, Main Building

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National Park Service**

**National Register of Historic Places
Continuation Sheet**

Windsor Public School

Name of Property

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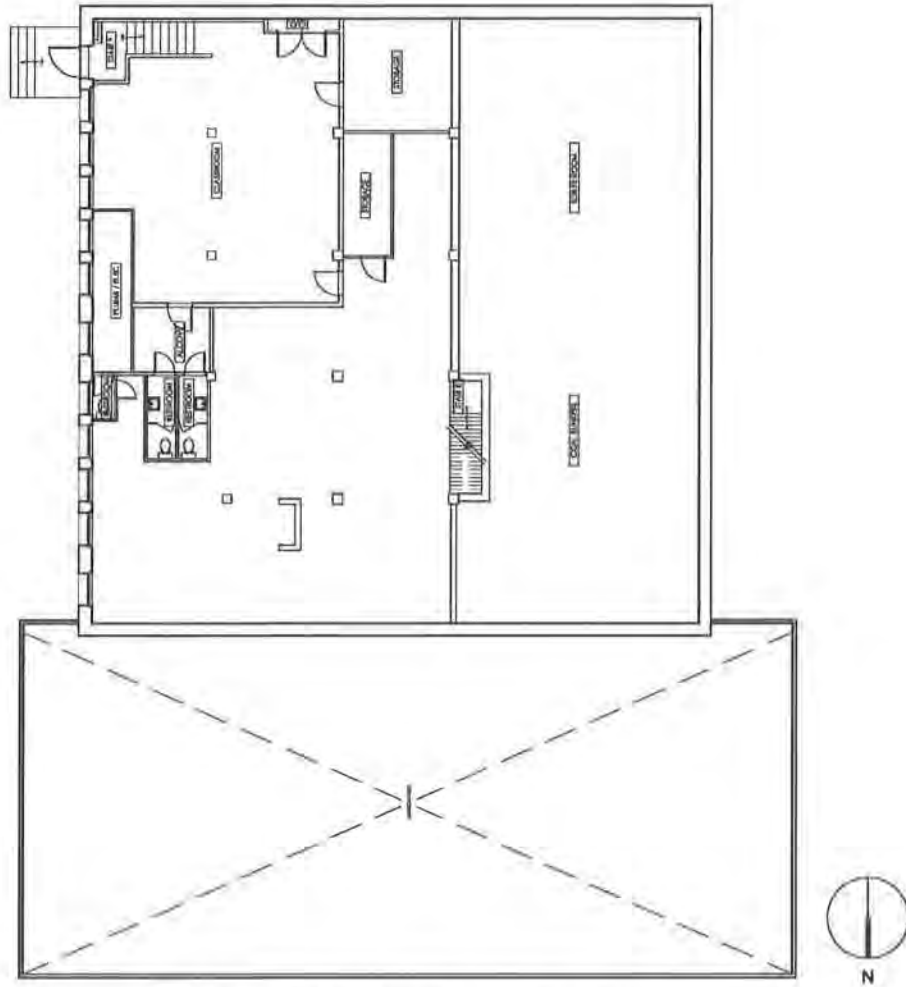


Figure 21: Existing Basement Floor Plan, Annex

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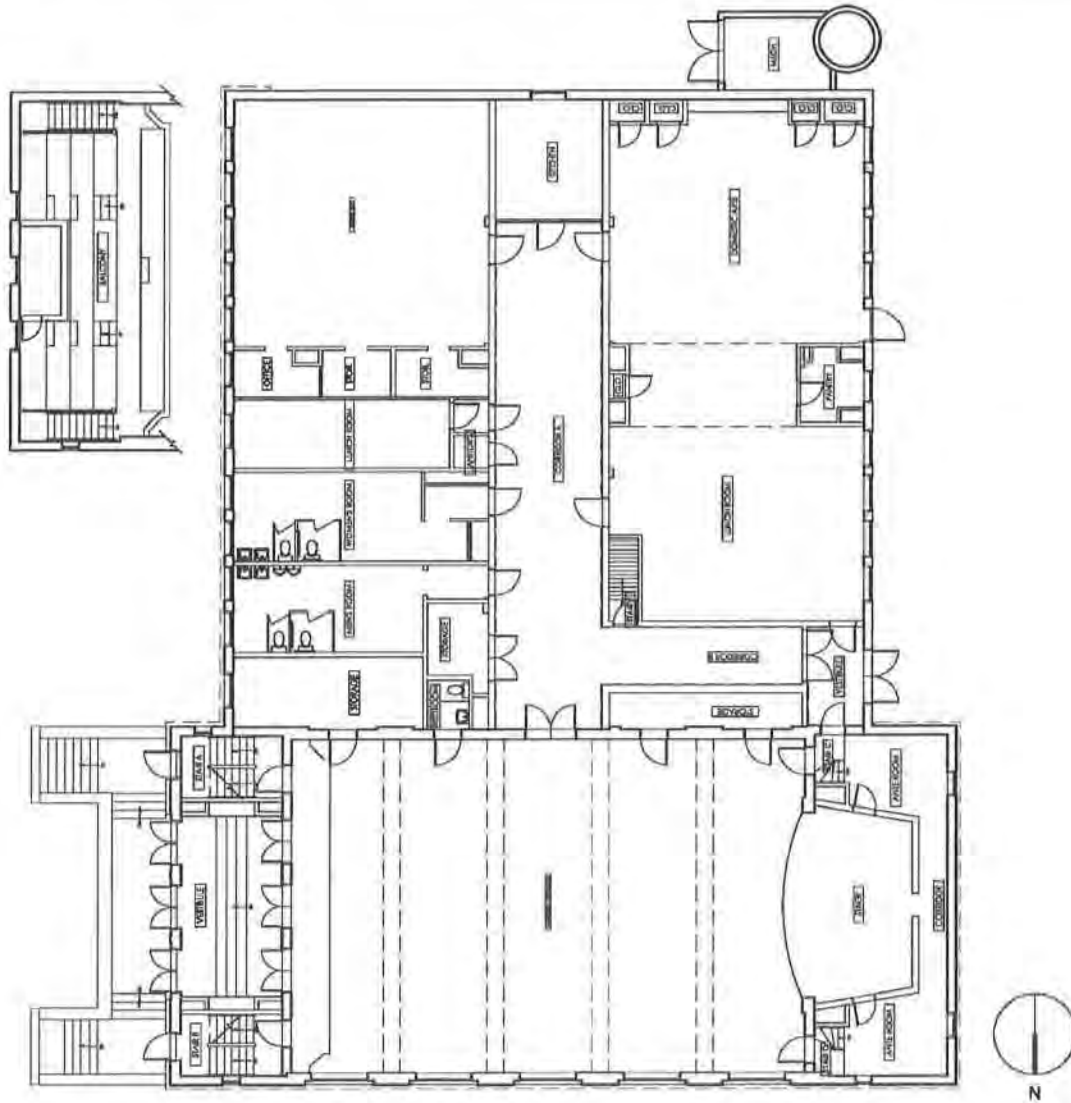


Figure 22: Existing First Floor Plan, Annex

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County and State
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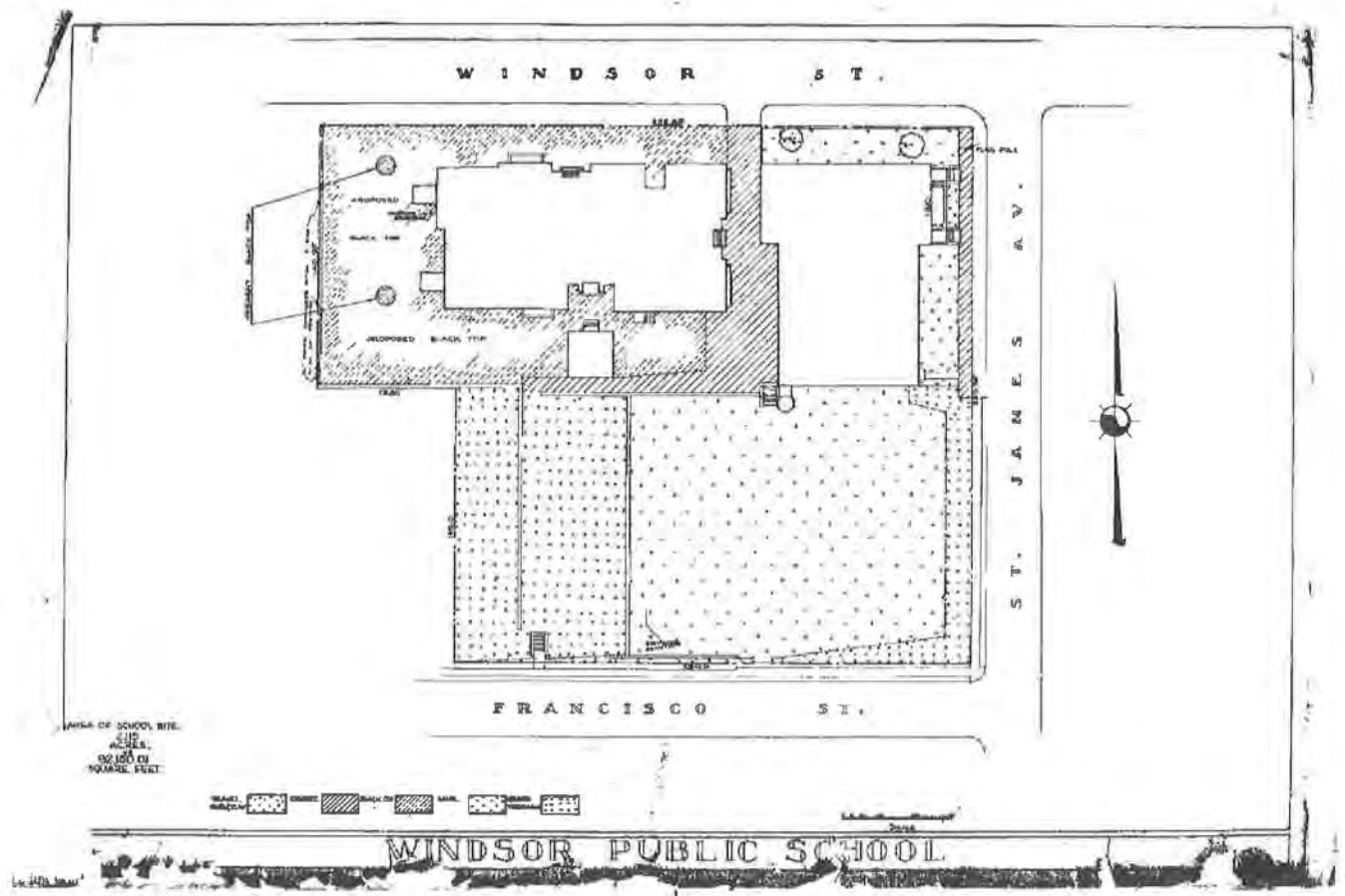


Figure 23: Original Site Plan Showing Annex

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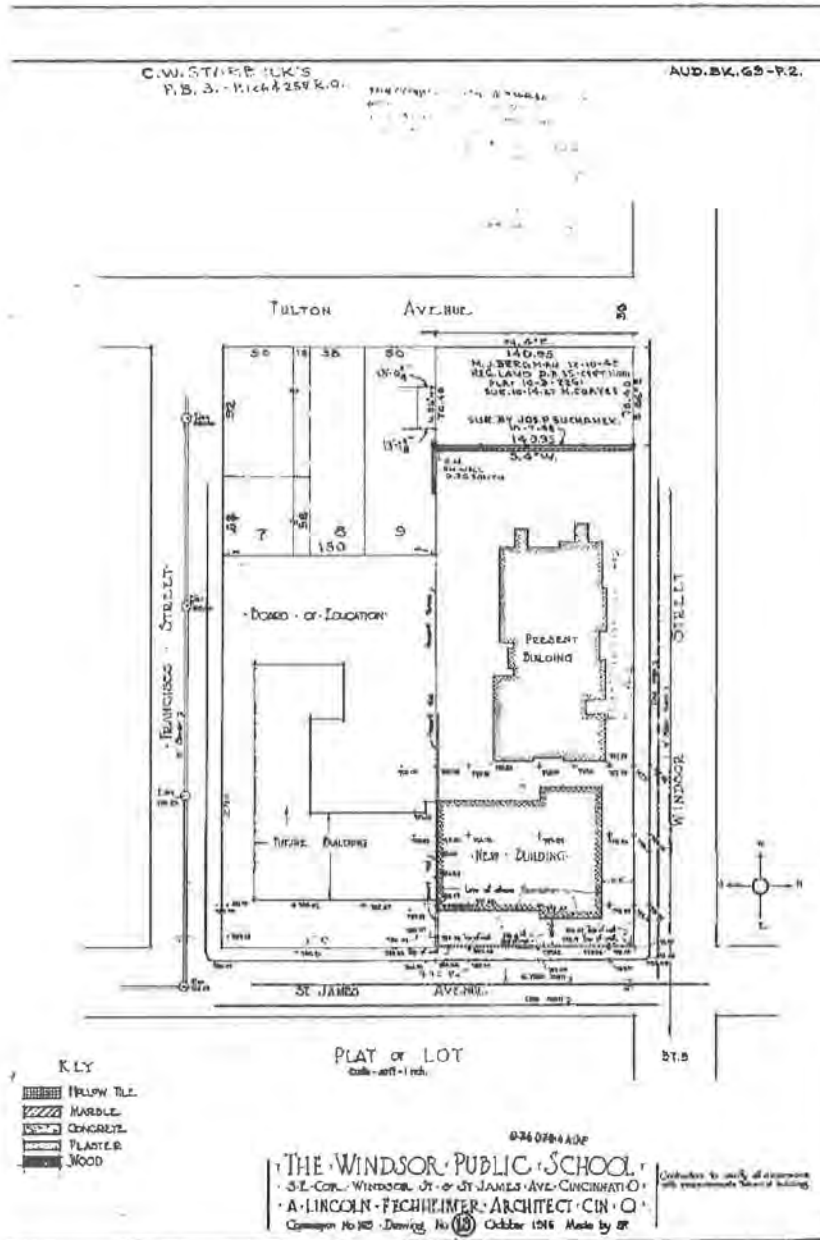


Figure 24: Original Site Plan, Main Building, Annex, Proposed School

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Figure 25: Cincinnati Times-Star, November 10, 1916, Image of proposed Windsor School

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284 063 Faculty of Windsor School 1909 Schools-M-G

Row 1 L to R

Miss Otten, Miss Reed, Miss Tuffert,
Miss Simpson, Miss Dany, Mr. D.R. Webster,
Miss Cattell who founded the Windsor
PTA, Miss Candy, Miss Baker,
Miss India Tuffert, Miss Woolman,

Seated, L to R

Miss Stubbie, Miss Chatterton, Miss
Pearl, Miss Ada Wheeler appointed
as the 1st woman principal in the
Cincinnati Public Schools, Miss
Alexander, Miss Leach, Miss Okahoe.

Gift of Mr. Robert D. Webster 5/12/77

Image 26: Photo taken in 1909 of the Faculty of Windsor School
Cincinnati History Library and Archives

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**Cincinnati Public School Buildings
Listed in or Considered Eligible for
The National Register of Historic Places**

1. Bloom Middle School (1915)*
2. Bond Hill School (1932)
3. Carson Montessori (1916)
4. Central Fairmount School (1906)
5. Cheviot School (1926)
6. Clark Montessori (1909)
7. Clifton Multi-Age Intermediate School (1906)*
8. College Hill Academy (1903)
9. Fairview School (1888)
10. Harwell School (1925)
11. Heberle School (1929)*
12. Hoffman School (1922)
13. Hughes Center (1910)
14. Hyde Park School (1901)
15. Kilgour School (1922)
16. Kirby Road Primary (1910)
17. Linwood Academy (1929)
18. McKinley School (1876)*
19. Mt. Washington School (1933)
20. Oyster School (1930)
21. Pleasant Ridge School (1909)
22. Roosevelt School (1925)
23. Rothenberg School (1914)*
24. Sands Montessori (1912)
25. Saylor Park School (1929)
26. Schiel School (1911)
27. School for the Creative & Performing Arts (1910)
28. Walnut Hills High School (1931)
29. Washburn School (1910)
30. Western Hills High School (1928)
31. Westwood School (1909)
32. Windsor School (1888)
33. Winton Place Academy (1888)
34. Withrow High School (1919)**

* located in a National Register historic district.
** individually listed in the National Register.

Figure 27: Cincinnati Preservation Association recommendations for Public Schools

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Cincinnati Public School Buildings
Indexed by Date

Pre-1900 (4 total)

McKinley	1876
Windsor	1888
Fairview	1888
Winton Place	1888

1900-1909 (7 total)

Hyde Park	1901
College Hill	1903
Central Fairmount	1906
Clifton	1906
Clark Montessori (Highlands)	1907
Pleasant Ridge	1909
Westwood	1909

1910-1919 (10 total)

Hughes	1910
Kirby Road	1910
SCPA	1910
Washburn	1910
Schiel	1911
Sands Montessori	1912
Rothenberg	1914
Bloom	1915
Carson	1916
Withrow	1919

1920-1929 (9 total)

Hoffman	1922
Kilgour	1922
Hartwell	1925
Roosevelt	1925
Cheviot	1926
Western Hills	1928
Heberle	1929
Linwood	1929
Sayler Park	1929

Figure 28: Cincinnati Preservation Association School listings by completion date

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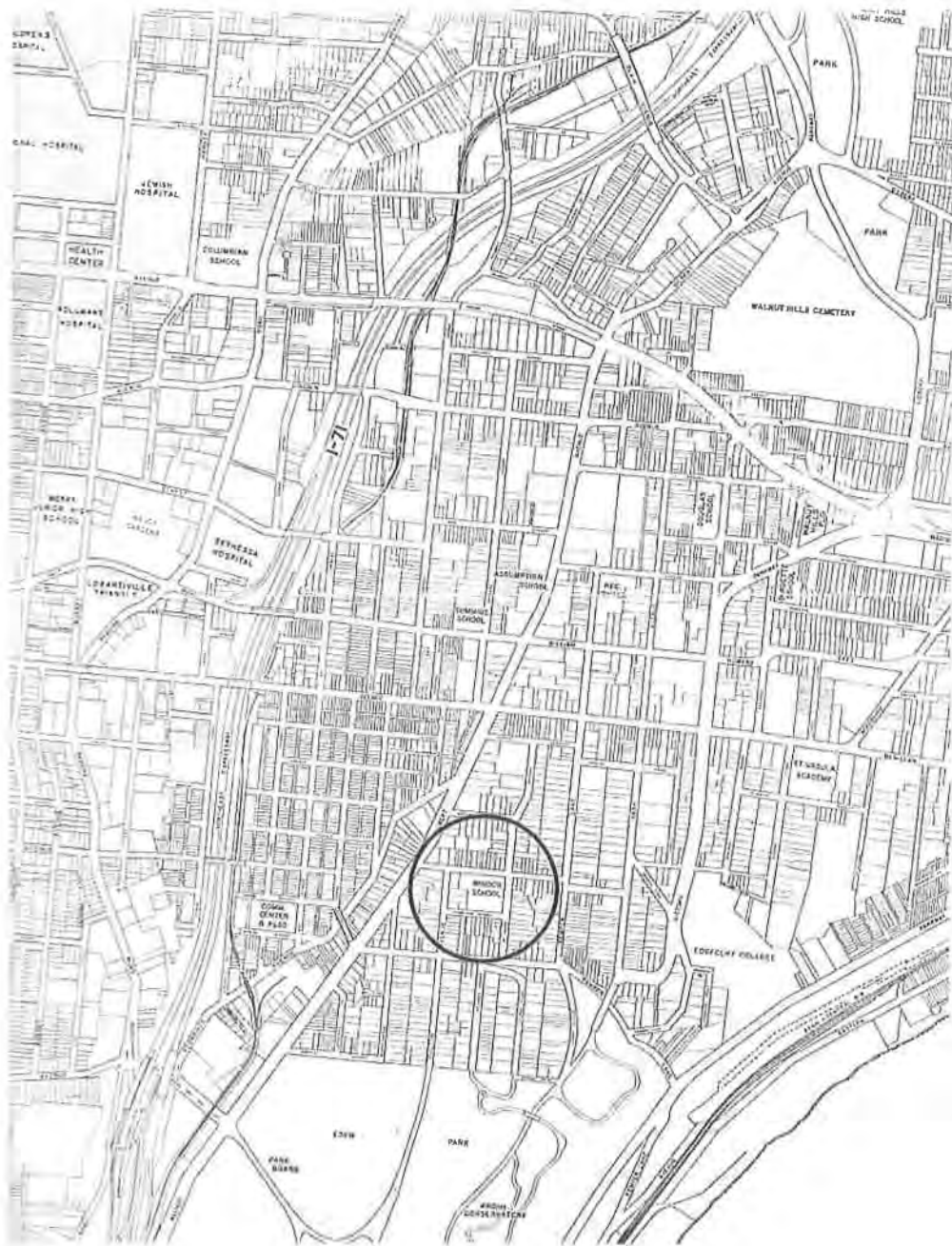


Figure 29: Map of Walnut Hills 1974
Cincinnati History Library and Archives

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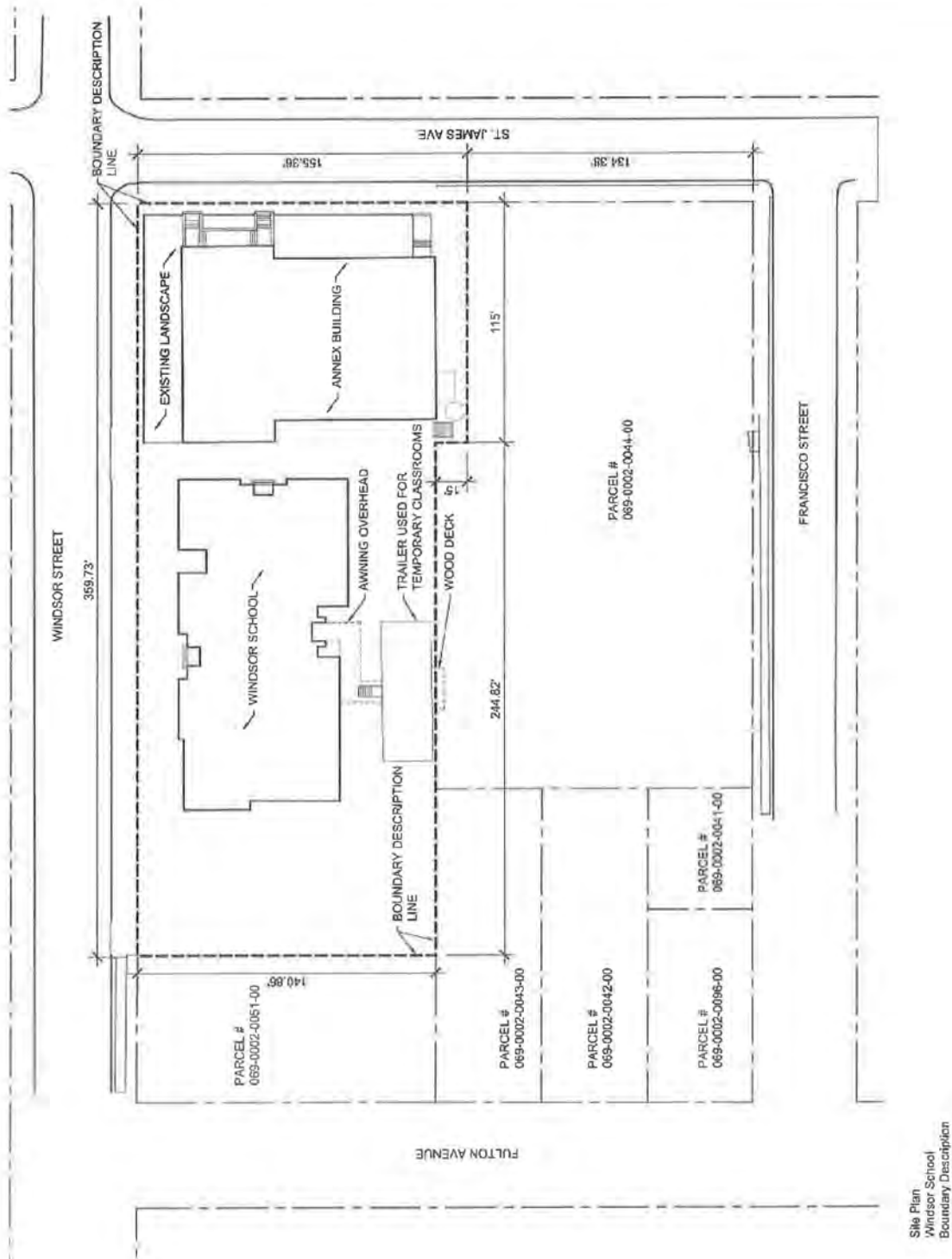


Figure 30: Site Map showing the extents of the boundary description













WINDSOR PUBLIC SCHOOL













Handwritten text on the chalkboard includes "DIE" and "WATER".













K-8

KES

EXIT





FIRE
EXTINGUISHER

Every Kid Need
A School Nurse





...RN ALL THAT WE CAN: "WHATEVER IT TAKES"



S 043

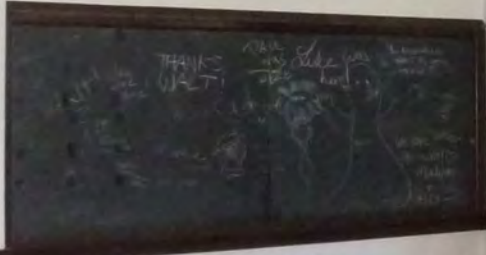
















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MUSOR
MUSOR



UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Windsor Public School

MULTIPLE NAME:

STATE & COUNTY: OHIO, Hamilton

DATE RECEIVED: 01/30/15 DATE OF PENDING LIST: 03/05/15
DATE OF 16th DAY: DATE OF 45th DAY: 03/17/15

REFERENCE NUMBER: 15000095

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL Y PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: Y SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 3/10/2015 DATE

ABSTRACT/SUMMARY COMMENTS:

RECOM./CRITEREA Accept A&C

REVIEWER Patrick Andrews DISCIPLINE Historian

TELEPHONE _____ DATE 3/10/2015

DOCUMENTATION see attsched comments Y/N

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.

REC'D BY OHPO NOV 19 2014

WINDSOR RENAISSANCE, LLC
549 NORTH SENATE AVENUE
INDIANAPOLIS, INDIANA 46204

November 15, 2014

Ohio State Historic Preservation Office
800 East 17th Avenue
Columbus, Ohio 43211-2474

Ladies and Gentlemen,

The undersigned is a duly authorized officer of Windsor Renaissance, LLC ("Windsor Renaissance"), the record owner of real property at 937 Windsor Street, Cincinnati, Ohio 45206 (commonly referred to as "Windsor School"). This letter shall confirm the following:

- Windsor Renaissance is aware that Windsor School has been nominated to the National Register of Historic Places (the "Nomination");
- Windsor Renaissance is aware that a meeting is being held on December 5, 2014, at which the Nomination is being presented to the Ohio Historic Preservation Advisory Board; and
- Windsor Renaissance supports the Nomination.

If anyone has any questions regarding this letter, Windsor School or the Nomination, please do not hesitate to contact me at your convenience.

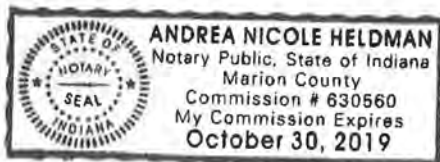
Best regards,



Eric Seal
Developer

THE STATE OF INDIANA §
 §
COUNTY OF MARION §

This instrument was acknowledged before me on the 15 day of November, 2014, by Eric Seal, Developer of Windsor Renaissance, LLC, an Indiana limited liability company, on behalf of said Windsor Renaissance, LLC.



A. Heldman
Notary Public, State of Indiana

Andrea Nicole Heldman
Notary's Typed or Printed Name

My Commission Expires: October 30, 2019

NATIONAL REGISTER OF HISTORIC PLACES
NPS TRANSMITTAL CHECK LIST

OHIO HISTORIC PRESERVATION OFFICE
800 E. 17th Avenue
Columbus, OH 43211
(614)-298-2000



The following materials are submitted on January 26, 2015
For nomination of the Windsor Public School to the National Register of
Historic Places:

- Original National Register of Historic Places nomination form
 Paper PDF
- Multiple Property Nomination Cover Document
 Paper PDF
- Multiple Property Nomination form
 Paper PDF
- Photographs
 Prints TIFFs
- CD with electronic images
- Original USGS map(s)
 Paper Digital
- Sketch map(s)/Photograph view map(s)/Floor plan(s)
 Paper PDF
- Piece(s) of correspondence
 Paper PDF
- Other _____

COMMENTS:

Please provide a substantive review of this nomination

This property has been certified under 36 CFR 67

The enclosed owner objection(s) do _____ do not _____
Constitute a majority of property owners ^{review}

Other: please expedite the ~~history~~ review of
this nom. — property must be
listed by March 30, 2015 — Thank you



January 23, 2015

J. Paul Loether, Deputy Keeper and Chief of National Register and National Historic Landmark Programs
National Register of Historic Places
1201 Eye St. NW, 8th Fl. (2280)
Washington D.C. 20005

Dear Mr. Loether:

Enclosed please find one (1) new National Register nomination for Ohio. All appropriate notification procedures have been followed for the new nomination submission.

NEW NOMINATION
Windsor Public School

COUNTY
Hamilton

The nomination for the Windsor Public School must be listed before March 30, 2015 in order for to qualify for the next round of the Ohio Historic Preservation Tax Credit. In order to expedite the listing of this property I am requesting waiving the 15-day commenting period in the Federal Register for the nomination and that the nomination is listed as soon as possible. The chief elected official and the Certified Local Government contact for the community have received the appropriate notification from the Ohio Historic Preservation Office and the property owner is in full support of the nomination of their property. This nomination has a single private property owner.

If you have questions or comments about these documents, please contact the National Register staff in the Ohio Historic Preservation Office at (614) 298-2000.

Sincerely,

A handwritten signature in black ink that reads "Barbara Lowe".

for Burt Logan
Executive Director and CEO
State Historic Preservation Officer

Enclosures