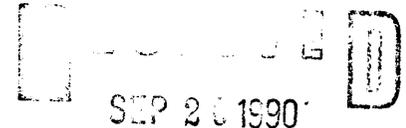


1007

United States Department of the Interior National Park Service



National Register of Historic Places Registration Form

NATIONAL REGISTER

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See Instructions in Guidelines for Completing National Register Forms (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the Instructions. For additional space use continuation sheets (Form 10-900-a). Type all entries.

1. Name of Property

historic name Green Park School
other names/site number N/A

2. Location

street & number 1105 Isaacs
city, town Walla Walla
state Washington code WA county Walla Walla code 071 zip code 99362

3. Classification

Ownership of Property: private, public-local (checked), public-State, public-Federal
Category of Property: building(s) (checked), district, site, structure, object
Number of Resources within Property: Contributing (1), Noncontributing (2 buildings, 2 sites, 2 structures, 2 objects), Total (2)

Name of related multiple property listing: N/A

Number of contributing resources previously listed in the National Register 0

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.
Signature of certifying official: [Signature] Date: 9/11/90
Washington State Department of Community Development Office of Archaeology and Historic Preservation

In my opinion, the property meets does not meet the National Register criteria. See continuation sheet.
Signature of commenting or other official: _____ Date: _____
State or Federal agency and bureau: _____

5. National Park Service Certification

I, hereby, certify that this property is:
[X] entered in the National Register.
[] See continuation sheet.
[] determined eligible for the National Register. [] See continuation sheet.
[] determined not eligible for the National Register.
[] removed from the National Register.
[] other, (explain:) _____
for Signature of the Keeper Date of Action 11/18/90

6. Function or UseHistoric Functions (enter categories from instructions)
Education: schoolCurrent Functions (enter categories from instructions)
Education: school

7. DescriptionArchitectural Classification
(enter categories from instructions)Late 19th & 20th Century Revival
Other: Renaissance Revival

Materials (enter categories from instructions)

foundation concrete
walls sandstone, brick
roof other: composition
other wood, glass

Describe present and historic physical appearance.

The Green Park school is a public education facility consisting of a two-and-a-half story 1905 structure, a later single story addition connected by a covered walkway, two contemporary outbuildings serving as classrooms, and the surrounding grounds boasting typical sports and play equipment. The educational facility is located in one of Walla Walla's oldest residential areas and is a prominent feature along the principal east-west arterial conveying traffic to the heart of the city.

The oldest structure within the complex of buildings and grounds is the imposing H plan masonry edifice which faces south, parallel to the arterial. The Renaissance Revival influence is predominant in the 1905 structure, exemplified by the symmetry of the design and the use of materials, ornamentation, and surface and space treatments on the interior and exterior of the structure that are typical of the style. In addition, the structure exhibits stepped and shaped parapets which mirror treatments characteristic of Northern European Renaissance construction--German, Belgian, and Dutch. Contributing to the conspicuous nature of the structure is the elevated main floor design and dominant materials employed. Rose tones and the sense of substantial construction are conveyed by the abundant use of sandstone and similarly hued pressed brick. Entrances pierce three facades, two of which--the south or primary and the west--are heralded by a generous expanse of steps.

The north and east views--rear and secondary facades--are unimpaired. Intrusions impact the south and west views of the primary structure. The addition is sited to the west. Its modest proportions, low to the ground construction--single story, slab foundation, flat roof--and rectangular plan minimize the visual impact on the older structure. The outbuildings and a concentration of playground equipment are situated to the south--between the main thoroughfare and the primary facade of the older structure. The pedestrian approach to the original main entrance remains. The close proximity of the outbuildings and playground, however, obstruct views of the lower portions of the primary facade. The structure itself has been impacted due to the removal of masonry coping on each of the four shaped parapets, exterior door replacement on each main entrance, the attachment of a covered walkway from the west entrance linking it to the addition, application of composition roofing materials, non-original metal fire escapes applied to three secondary facades, and five window to door conversions to facilitate access to the fire escapes.

The non-contributing 1952 addition exhibits utilitarian characteristics in its space, materials, and design. The non-contributing outbuildings consist of modular components designed for function and generic application.

Despite visual intrusions and exterior alterations, the primary structure commands the site and conveys the feeling of use, design, and relationship to the surrounding residential structures and community at large. In addition, while the interior has tolerated impacts it maintains the integrity of use, plan, and key character defining elements.

Exterior of the property:

The 1905 brick and sandstone structure is two-and-a-half stories high. Its plan is a stretched H with a cross-corridor longer than the abutting wings.

The steep pitched roof is a double cross-gable, designed to span the H plan and features four chimneys offset to the left and right of the plan's center and the roof ridge. The exterior walls extend above the roof and wall juncture forming a parapet. At the north and south gable ends, the parapet is shaped and at the east and west gable ends, it is stepped. On the rear facade center, the cornice line is broken by a stepped parapet half the size of the others which abuts a diminutive gable. The remaining parapet is capped with a stepped sandstone cornice, its frieze decorated with well spaced brackets. The rectangular chimneys, length and width in 3 to 1 proportions, are sheathed in pressed brick laid in a decorative three dimensional pattern where at regular intervals the surface is broken by vertical recesses.

The overall mass of the structure appears rectangular in spite of the H plan. Each facade is broken into three bays and each bay into three elements of design both horizontally and vertically. Horizontally the rusticated sandstone applied to the lower

See continuation sheet

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties:

 nationally statewide locallyApplicable National Register Criteria A B C DCriteria Considerations (Exceptions) A B C D E F G

Areas of Significance (enter categories from instructions)

EducationArchitecture

Period of Significance

1905-1940

Significant Dates

N/A

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

Osterman, Henry

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.

Green Park School is an excellent example of the caliber of educational properties constructed around the turn of the century in Walla Walla to serve a rapidly increasing school population. The school was constructed in 1905 from a design by locally prominent German architect Henry Osterman and strongly expresses the Renaissance Revival influence. Upon completion the property was described to be the "finest in the city for grade purposes. All modern conveniences and aids to teaching are found here, and no city in the state can boast of a better school building."¹ Green Park's plan, structure, and materials are similar to those used for other Walla Walla schools of the same vintage. However, the Renaissance Revival styling, prominent siting within the residential community and along a main arterial, continuous use as a grammar school, and minimum loss of integrity distinguish Green Park School as the best representative of properties from the theme.

In 1905, following the school board's determination of the direction of residential growth, a school site was selected equidistant from Sharpstein and Baker schools to relieve overcrowding.² Construction commenced in March 1905 in the newly developed Green's Addition east of town on land purchased from May Green and eventually took up much of the school district's budget for that year.³ Contractors were G.H. Barber and Halter and Burroughs. Weston brick was supplied by C.E. Nelson for \$2,800, sandstone by Thomas Russell for \$4,000, and lumber by Whitehouse and Crawford Mill. Taylor and Wassell contracted for the basement concrete. In April with construction well underway, Miss Nettie Galbraith of Sharpstein School was appointed principal for the new Green Park School.⁴ And, upon opening in September 1905, the area was redistricted with Green Park school district to serve students north of Sharpstein and east of Baker.⁵ From opening day to the present, Green Park has served as the grammar school facility for its district.

The plethora of multi-storied brick and stone schools constructed after 1900 which included Green Park illustrates the continued commitment by the citizens of Walla Walla to provide additional education facilities to accommodate population growth.⁶ The schools remaining from this era of growth are Sharpstein, 1898; Washington, 1901; and Green Park. Sharpstein, also designed by Osterman, is compromised extensively by incompatible additions to primary and secondary facades. The addition to the secondary facade at Washington School minimally impacts the structure but since it is no longer in use the windows are boarded and the property is exhibiting signs of neglect and vandalism.

The architect for many of the prominent properties in the developing city was Henry Osterman. In addition to Green Park, Osterman is credited with designing Sharpstein and Jefferson schools, City Hall, the YMCA, the Carnegie Library, the IOOF, and innumerable commercial and residential properties.⁷ A number of these Osterman designed properties remain today. Formerly from Germany where he studied architecture in Dusseldorf, Osterman relocated to Walla Walla and by 1899 opened his own architectural firm. The Renaissance Revival influence as exhibited by Green Park was a style that Osterman repeated in other properties. However, it is unique in application to public schools in Walla Walla. His earlier design of Sharpstein School employs similar materials and form but lacks the distinctive parapets and gables of Green Park.

Impacts to Green Park School include minimum loss of character defining features, localized water damage due to reduced maintenance, and the integrity of setting has been impacted due to additions. No impacts to date have prevented the property from continuing in its historic use nor significantly compromised the integrity of the resource by virtue of its location, design, materials, workmanship, or association. As the educational needs of Green Park school district evolve, so does the fate of the resource. Potential impacts to the property are identified as extensive rehabilitation, closure, change of use, or demolition.

9. Major Bibliographical References

Bennett, Robert A., Walla Walla: Portrait of a Western Town, 1804-1899. Walla Walla, Washington: Pioneer Press, 1980.
-----, A Town Built to be a City, 1900-1919. Walla Walla, Washington: Pioneer Press, 1980.
-----, A Nice Place to Raise a Family, 1920-1949. Walla Walla, Washington: Pioneer Press, 1982.
Lyman, William D., An Illustrated History of Walla Walla County, State of Washington. 2 Vols. San Francisco: W.H. Lever, 1901.
Walla Walla Union Bulletin, 1905.

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 #

See continuation sheet

Primary location of additional data:

- State historic preservation office
- Other State agency
- Federal agency
- Local government
- University
- Other

Specify repository:

10. Geographical Data

Acreage of property approximately 2

UTM References

A	<u>11</u>	<u>397760</u>	<u>5102940</u>
	Zone	Easting	Northing
C			
	Zone	Easting	Northing

B			
	Zone	Easting	Northing
D			
	Zone	Easting	Northing

See continuation sheet

Verbal Boundary Description

The nominated parcel is described thusly. Beginning at the northwest corner of the intersection of Clinton Street and Isaacs Avenue, proceed north along the east curb of Clinton until the intersection of Clinton and Green Lane; then proceed east along the south curb of Green Lane until the intersection of Green Lane and North Madison Street; then proceed south to Isaacs Avenue to the point of beginning.

See continuation sheet

Boundary Justification

The nominated parcel includes the Green Park School, and immediate school yard, including two adjacent noncontributing classroom structures.

See continuation sheet

11. Form Prepared By

Name/title	<u>K. Austin with assistance from Green Park School Preservation Committee, David Terentieff</u>		
organization	<u>Office of Archaeology and Historic Preservation</u>	date	<u>May 1990</u>
street & number	<u>111 West 21st Avenue</u>	telephone	<u>(206) 753-9109</u>
city or town	<u>Olympia</u>	state	<u>Washington</u> zip code <u>98504</u>

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floor is distinct from the pressed brick upper stories and the substantial roof mass. Vertically bays on each facade are distinguished by setbacks--central bay setbacks in the primary and rear facades, side bay setbacks in the east and west secondary facades. In addition, a similar design technique applied to the central bay of the primary facade accentuates the main entrance and the volume of the mass through a graduated recession of planes.

Fenestration, quoining, and other distinctive decorative treatments emphasize the arrangement of mass. The windows are predominantly double-hung eight over two units. A typical bay contains three window units per floor with unremarked masonry lintels and equally simple sills. The units are evenly spaced across the width of the bays and aligned vertically with units on the other floors. Fenestration within the central bays of the primary and rear facades is similar. Seven double-hung eight over two sashes run the width of the bays. Five sashes are linked by a masonry lintel and a plain continuous sill flanked on either side by a single unit. Fenestration of the first story main entrance bay however is distinct. On either side of the wall surface adjacent to the recessed doorway are single sash units--four at first story level, four at basement level. Also distinct are the windows at the attic level--double-hung one over one with semi-circular upper lights. Paired and centered within the gables the attic windows are united with rusticated masonry surrounds and plain lugsills. Centered above the east and west entrances and located between the first and second stories are a pair of double-hung windows spanned by half-rounds and linked by plain lugsills. Mirroring the treatment of the entrance archways beneath, rusticated masonry surrounds trim each half-round. Loss of integrity regarding windows consists of alteration of units at the basement level. Two units have been converted to doors, one along the east facade and another on the rear. Six within the rear central bay have been filled with brick and fitted with ventilation louvers.

Each of the entrances is recessed, preceded by an alcove with an arched portal. The main entrance consists of a non-original double leaf, single panel door flanked by panels with upper lights and capped by transoms. Above are a pair of lights, six panes each, situated side by side. Above the lights is a capping row of twelve panes half the height of those in the lights below. Both the east and west entrances mirror this configuration. The main entrance however is further recessed from the exterior wall plane by several feet. In addition, the arched alcove preceding the doorway spans the width of the central bay and consists of three rusticated masonry arches supported by unremarked rectangular sandstone block pilasters. A sandstone frieze incised with the school's name is centered above the principal archway. Alterations to the entrances include replacement with non-original door panels and the attachment of a covered walkway to the west facade which involves blockage of a portion of the alcove arch.

Rusticated sandstone quoining enhances the formidable massing of the structure and has been applied at each major corner of the H plan. The uppermost portion of the shaped parapets features decorative brickwork involving stepped bands enriched with dentils. The stepped gables also feature manipulated brickwork and applied rusticated masonry detailing.

Interior of the property:

The arrangement of space within the property on each of the two main floors consists of a central east-west hallway, stairwells at each terminus, and five to six classrooms with cloakrooms. Classrooms are located at each of the four corners and one to two in the center. Two small classrooms are located on the south side of the first floor on either side of the main entrance. The attic is accessed through trapdoors, one in the second floor ceiling and another in the roof itself. The open space is approximately 30' feet high with catwalks spanning the rafters. The basement configuration consists of the heating and electrical equipment rooms in the central portion flanked by storage areas, lavatories, and several multi-use spaces.

Alterations in the floor plan are concentrated in the basement. Partitioning of the original spaces is reversible. The current apportionment provides for a variety of uses to co-exist such as a teacher's lounge, pre-school, and computer classroom.

The secondary entrances are located mid-flight within the east and west stairwells. Access to the first floor central hallway is up a half-flight. The main entrance intersects with the hallway in a similar configuration.

On the whole classrooms are designed with two entrances each, one directly into the hallway and a second via a cloakroom hallway which separates it from the neighboring room or stairwell or both. Rooms are lighted with five to six windows. Exceptions are the small classrooms on either side of the main entrance on the first floor. Originally used as offices for the principal and secretary, the nearly square spaces are lighted with two windows each.

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Throughout the structure, many of the original character defining features are visible. Ceilings average twelve feet in height and windows average nine feet. The entrance lights and doorways are housed in oak darkened by use and age. Stairwells retain their oak banisters and carved newel posts. Interior classroom doors with simple surrounds, blackboards, coat hooks, and storage bins remain.

Some character defining features have been impacted over time. No longer visible but still present beneath linoleum and masonite are wooden floors and red fir wainscotting. Two fireplaces--one in each of the spaces which once served as the principal's and secretary's offices--have been blocked and the hearth tiles covered over. Throughout the structure ceiling light fixtures have been replaced with fluorescents and additional storage units and sinks added to classrooms. Water damage to ceilings and walls in several of the second story classrooms has been sustained due to a leak in the roof and the gutter system contained within the exterior walls. And, the heating system has been updated from coal to gas. The cumulative effect of impacts to the interior have reduced the usable space on the second floor but otherwise not altered the function of the structure.

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NOTES

1. Walla Walla Union Bulletin, September 17, 1985, p. 1.
2. Ibid., February 10, 1905, p. 1.
3. Ibid., July 29, 1905.
4. Ibid., April 1, 1905, p. 1.
5. Ibid., September 13, 1905, p. 5.
6. Robert A. Bennett, A Town Built to be a City, 1900-1919, Pioneer Press, Walla Walla, Washington, 1980.
7. William D. Lyman, An Illustrated History of Walla Walla County, State of Washington, W.H. Lever, San Francisco, 1901, Vol. 2, p. 97.