

Supplementary Listing Record

NRIS Reference Number: SG100002941

Date Listed:

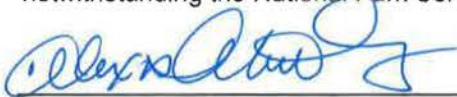
9/17/2018

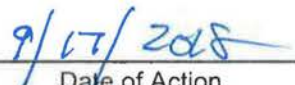
Property Name: Clintonville High School

County: Waupaca

State: WI

This Property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation


Signature of the Keeper


Date of Action

=====
Amended Items in Nomination:

In Section 3 of the National Register form the Contributing building count reads 2 buildings. 2 schools were built separately and combined in 1966 with an addition to create one large school. Using National Register guidance the proper count is 2 contributing buildings. The Section 7 narrative is fine.

The WISCONSIN SHPO was notified of this amendment.

DISTRIBUTION:

National Register property file

Nominating Authority (without nomination attachment)

56 2941

Wisconsin Word Processing Format (Approved 1/92)

United States Department of Interior
National Park Service



National Register of Historic Places
Registration Form

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

1. Name of Property

historic name Clintonville High School

other names/site number Clintonville Junior High School, Rexford Elementary School, Rexford-Longfellow Elementary School

2. Location

street & number 105 South Clinton Avenue and 25 Eighth Street

city or town Clintonville

state Wisconsin code WI county Waupaca

N/A

N/A

code 135

not for publication

vicinity

zip code 54929

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 nationally statewide X locally. (See continuation sheet for additional comments.)

Jim Daeger
Signature of certifying official/Title

7/31/18
Date

State Historic Preservation Office - Wisconsin
State or Federal agency and bureau

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

Signature of commenting official/Title

Date

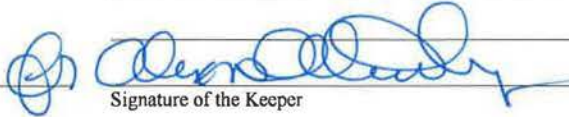
State or Federal agency and bureau

Name of Property

County and State

4. National Park Service Certification

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


Signature of the Keeper

9/17/2015
Date of Action

5. Classification

Ownership of Property (check as many boxes as apply)	Category of Property (Check only one box)	Number of Resources within Property (Do not include previously listed resources in the count)	
		contributing	noncontributing
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)		
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district	1	buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> structure		sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> site	1	structures
	<input type="checkbox"/> object	2	objects
			total

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)
EDUCATION: School

Current Functions
(Enter categories from instructions)
EDUCATION: School

7. Description

Architectural Classification
(Enter categories from instructions)

LATE 19TH AND 20TH CENTURY REVIVALS:
Late Gothic Revival

Materials
(Enter categories from instructions)

Foundation: Concrete
Walls, 1918 segment: Brick, limestone
Walls, 1951 segment: Brick, stone, concrete
Walls, 1966 segment: Brick, stucco
Roof: Rubber

Narrative Description

(See the attached continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria

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

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

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

Property is:

- 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 of age or achieved significance within the past 50 years.

Areas of Significance

(Enter categories from instructions)

EDUCATION

Period of Significance

1918-1966

Significant Dates

1918

1951

1966

Significant Person

(Complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Parkinson & Dockendorff

Foeller, Schober, Berners, Safford & Jahn (1951 school)

Berners, Schober & Klip (1966 connecting addition)

Narrative Statement of Significance

(See the attached continuation sheets.)

Name of Property

County and State

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps A USGS map (7.5 or 15 minute series) indicating the property's location.
A sketch map for historic districts and properties having large acreage or numerous resources.

Photographs Representative black and white photographs of the property.

Additional Items (Check with the SHPO or FPO for any additional items)

Property Owner

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

name/title	Dr. David Dyb, Interim Administrator	date	10/1/2017
organization	Clintonville School District	telephone	715-823-7215
street & number	45 West Green Tree Road	zip code	54929
city or town	Clintonville	state	WI

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

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

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Continuation Sheet

Section 7 Page 1

Clintonville High School
Clintonville, Waupaca, Wisconsin

Methodology

The basis for this nomination is a Nomination Questionnaire and subsequent correspondence submitted May 25, 2017 by Mary-Beth Kuester, a citizen of Clintonville. In a letter dated August 16, 2017, Wisconsin Historical Society National Register Coordinator Peggy Veregin stated that the school may be eligible for listing in the State Register and National Register of Historic Places under Criterion A in the area of Education.

Preserve, LLC (PLLC) visited the Clintonville High School in September 2017 to photograph the building in its existing condition, verify integrity and significance, and conduct research at local repositories. PLLC conducted research on the Clintonville School District, the history of public secondary education in Clintonville and Wisconsin, the evolution of public school buildings as rural schools are consolidated into city school districts, and architects of the original building and additions. *Cultural Resource Management of Wisconsin* was the foundation of this research, providing context and direction. PLLC also investigated the following repositories: Clintonville Public Library, Milwaukee Public Library, Waupaca County Land Records, Wisconsin Historical Society, and La Crosse Public Library Archives Parkinson & Dockendorff Collection. Original drawings were compared to existing conditions to determine integrity of historical features.

Please Note: To simplify the narrative and photograph captions, PLLC designated a plan north. The building sits on a diagonal street grid approximately 45 degrees off of cardinal north. The front of the original 1918 building faces northeast. Plan north, hereafter referred to as north, is the northeast-facing side of the building. Subsequently, east refers to the southeast-facing elevation, south refers to the southwest-facing elevation, and west refers to the northwest-facing elevation. The sketch map of the property (Figure 2) is presented with the front elevation at the top, oriented to plan north, with true north designated by the north arrow.

Summary

The subject of this nomination is the culmination of three building campaigns resulting in two schools – the 1918 high school and the 1951 Rexford Elementary School – connected by an addition built in 1966. The combined buildings demonstrate an evolution of school facility needs from the first high school in Clintonville to the large consolidated elementary school that it is part of today. The building is constructed on land donated by the city's namesake, Urial Clinton, for educating the city's youth. It was the site of the first school building constructed solely for that purpose (rather than repurposed cabins or houses) and remains an integral part of Clintonville's public education system.

The oldest portion, the original Clintonville High School built in 1918, was designed in the Collegiate Gothic style typical of other secondary and higher education buildings of the 1910s through 1930s. The architecture firm of Parkinson & Dockendorff specialized in education buildings for decades and is designated as a master architect by *Cultural Resource Management in Wisconsin*, the state's

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comprehensive guide for evaluating historic resources. The 1918 high school is a three-story T-shaped building (ground floor partially below-grade) composed of an earth tone mix of face brick, Indiana (Bedford) limestone accents, and a primary façade articulation of alternating entrance and window bays. It was designed with many of the features that were considered critical to successful high schools of the period, including science laboratories, extensive vocational training rooms, a gymnasium with a stage that doubled as a location for socials and events, and an assembly hall/auditorium.

The next-oldest segment of the building, on the west side of the property, is the Eben E. Rexford Elementary School. This school was built in 1951 and is one of two extant elementary schools built that year that were designed by the firm of Foeller, Schober, Berners, Safford and Jahn, architects and engineers out of Green Bay. The Rexford School is a simple, but nicely-detailed example of Mid-Century Modern school design. Overlapping planes of Lannon stone and ochre face brick are punched through with concrete-framed windows. A Mid-Century Modern, asymmetrical entrance canopy remains largely intact.

A 1966 addition connects the 1918 Clintonville High School building and the 1951 Rexford School building. The addition is simple in design, with large expanses of beige-colored brick interrupted by narrow projecting faux pilasters and vertical stripes of cream stucco extending the full two-story height of the building interrupted by windows and vents. The north entrance has a projecting canopy and curtainwall with opaque spandrel panels; the west entrance features a red-orange curtainwall and large canopy.

Site and Setting

Clintonville is a city of approximately 4,550 residents located in northern Wisconsin, 55 miles west of Green Bay. The Clintonville High School is located on the south side of town near the intersection of South Main Street and US Highway 45. It is currently the main public elementary school in the district, enrolling approximately 440 students in Kindergarten through Fourth Grade. In 1873, the first building in Clintonville purpose-built as a school was constructed on the land now occupied by the 1918 building and donated by town namesake Urial Clinton.

The overall character of the neighborhood is quiet and spacious with large mature trees, wide streets, and grassy lawns. It is populated by a mixture of religious structures, public buildings, commercial structures, and homes. Buildings are situated with space between and around them; setbacks and easements are not consistent. The school is separated from busy South Main Street by small-scale commercial buildings and a frame house. A paved drive on the east side provides access to the parking lots, playground, and athletic fields behind the school. On the west side, across South Clinton Avenue, a large church is the last public building before the neighborhood transitions to modest frame homes. On the north side across 8th Street, homes and smaller frame buildings are interrupted only by the modern-era Clintonville Public Library and its large parking lot. On the south side of the school, the

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Clintonville High School
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land slopes from the parking lots to a large grassy area of playgrounds and athletic fields surrounded by trees. The original site boundary has been enlarged several times, including the vacating of Waupaca Road to the south of the school. The parcel boundary now encompasses all three building segments described in the previous section and the adjacent parking lots and drives. The property is bordered on the east and west sides by a chain link fence which continues around the park/playground to the south. Wide sidewalks and entrance walks are the only paving on the public sides of the building (8th Street and South Clinton Avenue). On the east front side of the building, the drive is separated by terraced planters built of railroad ties. On the rear east and south sides of the building, pavement starts at the building wall faces and terminates near the lot line, creating a large parking lot.

Exterior

1918 High School Building

Clintonville High School was built in 1918 with a concrete foundation, as a three-story, T-shaped, flat-roofed building with steel framing and masonry exterior walls. The exterior walls are composed of an extruded wire cut face brick with a raked face in a color range of terra cottas to dark browns laid in a common bond pattern. The building is oriented toward 8th Street on the north side with the two main entrances facing this street. Secondary entrances are located on the east and rear west sides. The west side elevations were obscured and modified during the construction of the addition in 1966. The upper part of the west wall face is visible above the addition's roof. Indiana limestone belt courses at the first floor and roof levels (below the parapet) continue around the perimeter of the building except at projecting entrances and the south (rear) elevation. From grade up to the first floor level belt course, the brick wall face projects slightly out, creating the visual appearance of a wider base. This belt course is continuous around all elevations except for the bottom of the T on the farthest projecting segment of the south elevation. A second belt course continues around the entire building at the roof line below the parapet. The parapet is continuous with an Indiana limestone coping. It is interrupted only at carved stone details, described below.

The north (front) elevation is predominantly flat with two, large projecting entrance bays that continue up the entire height of the building past the main building parapet. The north elevation has an A-B-A-A-B-A pattern, where A refers to window bays and B refers to entrance bays. The window bays ("A") are characterized by large window openings at every floor with limestone sills; windows have been replaced with modern-era aluminum units with opaque panels on the upper half to reduce the day light opening. The large basement windows have been infilled with non-matching mortar and brick that is similar to the adjacent walls in color. Much smaller modern-era aluminum windows are located in punched openings at the basement level. Modern-era HVAC vents have been installed below each window. A decorative Indiana limestone frieze with carved bas-relief gothic arches and inset trefoil arches is set in the parapet centered above each window bay. These carved limestone features project slightly above the parapet coping height.

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Two main entrances on the north elevation (the "B" bays) allowed boys and girls to enter separately, as was the norm for school buildings at the time of construction. The east elevation was the girls' entrance, and the west elevation was the boys' entrance. These elevation entrance bays are highly decorative, characterized by alternating bands of Indiana limestone and brick on each corner of the projecting bay with arched openings and carved stone spandrels and friezes in the center. Steps with masonry cheek walls lead up to each entrance and is positioned several feet above grade. The entry doors (modern-era aluminum) are topped by a pointed arch (the transom area is infilled). On the west main entrance, carved stone above the arch reads High School 1918. This panel appears to be missing on the east main entrance. A belt course separates the first floor entrance from the second floor, and the wall face steps back. In the spandrel below the second floor windows, carved shields in square limestone frames support a thick limestone sill. Above the sill, the original window was replaced with a modern-era aluminum unit and infilled transom. The limestone arch above the second floor window transitions to a frieze divided into five vertical segments with bas-relief trefoil gothic arches carved into each segment with a shield positioned in the center. The center segment is pointed, as are two vertical stone elements, in a castellated expression common in the Collegiate Gothic style. The entry bays project above the main parapet height. Aside from the missing lettering on the east main entrance, the entrance bays are identical.

The east and west elevations were originally nearly identical. The west elevation is entirely obscured by the 1966 addition. The east façade continues south from the main north elevation and jogs back to the gym/auditorium volume. The belt courses continue from the north elevation, with the first floor level belt course terminating at the south end of the east elevation. The belt course at the roof below the parapet steps up at the windows on the inside corner where the window height transitions to the taller auditorium windows. The masonry walls are flat with no discernable pattern or rhythm to the window openings and no other decorative ornament except for the belt courses. The windows are placed according to interior program. All windows have been replaced. At the front (north) of the east elevation, the upper portions of the windows are infilled with opaque spandrel panels. At the gym/auditorium volume, all the windows have been infilled with opaque spandrel panels in aluminum frames. The basement windows are infilled with brick on the east and south elevations closest to the front of the building. Smaller punched openings have been inserted in this brick infill. The parapet steps up slightly with a scalloped edge to meet the taller rear volume housing the gymnasium and auditorium. The only interruption to the flat walls and large window openings on the secondary elevations is the east side entrance. The masonry surrounding this entrance projects slightly for one-and-three-quarters stories and interrupts the belt course. It features a pointed brick jack arch, limestone pilaster belt courses, and a limestone coping. The door is a modern-era replacement; the transom is infilled.

The rear (south) elevation is predominantly windowless. A projecting volume on the south side of the auditorium/gymnasium houses a stair. The entire west side of this elevation and stair projection is

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Clintonville High School
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concealed by the 1966 addition. The return wall on the east side features a window opening at the first and second floor that has been infilled with opaque spandrels and an aluminum frame. At the middle of the projecting stair volume, a carved, pointed parapet frieze with tripartite gothic arches and inset trefoil arches interrupts the coping at the parapet. This matches the same parapet detail as is located on the north elevation above the window bays. A new vent has been installed just below the roof line belt course. A modern double-door was inserted at the lower corner of the projecting stair volume. A modern concrete stair and metal railing provide access to grade from this door.

1951 Rexford School Building

The Rexford School Building was built in 1951 as a masonry one-story, flat-roofed, Mid-Century Modern style school. The rectangular-shaped building is predominantly composed of ochre-colored face brick on the west, south, and east sides (the north side is no longer observable due to the 1966 connecting addition). Brick is laid in a common bond pattern except the base of the wall above the concrete water table, which is articulated with a soldier course.

The primary (west) elevation is arranged asymmetrically around the original entrance, which is near the south end. On either side of this entrance, a long horizontal window bank is framed in projecting precast concrete slabs. The windows have been removed and the concrete frame infilled with stucco and smaller punched window openings. On the north side of the entrance, the remainder of the wall face is brick. On the south side of the entrance, a plane of Lannon stone wraps the southwest corner from the main entrance on the west side to the secondary entrance on the south side. This Lannon stone segment is taller than the rest of the building. The main entrance features a lower projecting canopy above a concrete platform (elevated two steps above grade). On the north side of the entrance, the canopy is supported by a narrow steel column. On the south side, the canopy is supported by a projecting Lannon stone wall with eight rectangular cutouts to create a masonry screen. This wall folds back into the Lannon stone plane on the southwest corner of the building. The aluminum entrance doors are wide double doors with narrow sidelights and a transom. The flat roof overhangs the building by a few inches. The coping and fascia at the roof edge is metal and has likely been replaced.

The side (south) entrance is also arranged asymmetrically around an entrance. The elevation is short, comprising the end of the narrow rectangle form of the building. The Lannon stone band continues around the corner to approximately the two-thirds point. Similar to the west elevation, it is taller than the brick segment on the other third of the building. As described on the west elevation, the large window bank on the west side of the secondary entry door is framed in precast concrete slabs. The larger opening has been infilled with stucco and modern-era, smaller punched windows. The entry door is aluminum with a large glass center panel and a modern-era metal awning. On the east side of the entry door, a large window opening set into the brick has only a precast concrete sill, rather than a full precast concrete frame. This window has also been infilled with smaller modern-era aluminum replacements and stucco surround.

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Clintonville High School
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The rear (east) elevation is a long, predominantly flat brick surface with large window openings framed in projecting precast concrete. As on the other elevations, these openings are infilled with stucco and smaller window units. The precast concrete frames vary in size corresponding to interior program and do not follow a discernable rhythm. A narrow, vertical band of Lannon stone divides the north window bank in half. On the north end of the east elevation, two window openings infilled with stucco have concrete sills only, without full concrete frames. These window openings correspond to bathrooms on the interior floorplan.

1966 Connecting Addition

The 1966 addition is a two-story, L-shaped, flat-roofed, Mid-Century Modern style addition with a plain exterior. The north side of the L is deeper, matching the full north-to-south depth of the high school. The west side of the L is narrower, corresponding to the east-to-west depth of Rexford. The addition connects along the entire west side of the high school and the entire north side of Rexford. It is composed of ochre-colored face brick a shade lighter than Rexford. Aside from narrow faux pilasters and paired vertical bands of stucco and windows, there is little exterior articulation or ornament.

The north and west elevations are both primary, with street frontage and a main entrance at each. The north elevation is anchored at the east end by the main entrance. To the west of the entrance, most of the elevation follows an A-B-A-A-B-A pattern, where "A" designates blank brick walls with a single tall vertical band of windows with stucco spandrels at one end; "B" designates a blank brick wall. The center "B" bays mirror each other so that the windows are on adjacent sides, creating a double stripe. The bays are separated by narrow brick faux pilasters two brick units wide with the header end of the brick facing out. The north entrance projects from the main wall face with two vertical masonry cheek walls extending the full height of the addition. The walls support a canopy with a curtainwall set back a few feet from the north face of the cheek walls. The curtainwall is composed of horizontal stripes of alternating glass and opaque spandrels, aligning with the horizontal sill and header lines of the windows on the rest of the elevation. Entry is through a set of three doors under the west side of the canopy. The north elevation jogs back about 6' at the northwest corner. A secondary entrance is located at the inside corner of this jog, with a double door and sidelight and the same pattern of spandrel and clear glass as the main entrance. The rest of the wall face is flat brick from this secondary entrance to the corner. Inset at the lower west corner of the north elevation is a concrete cornerstone with the date of the addition, 1966.

The west elevation features the same "A" and "B" bays from the northwest corner to the main entrance at the south end of the addition. The pattern is A-B-B-A-B-B-A-B-B-A-B-A. As described on the north elevation, the B bays are mirrored to create a double stripe of vertical windows. The west entrance is characterized by a long projecting canopy supported by steel columns and beams painted

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Clintonville High School
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red-orange. The canopy projects from the recessed entrance out nearly to the curb line. The vestibule is framed on the west and south sides by red-orange aluminum curtainwall.

The rear (south and east) elevations are even more utilitarian, with large expanses of windowless brick wall. The “B” bay described on the primary elevations are echoed twice near the inside corner of the east elevation. The remainder of the windows and doors are arranged sporadically according to interior program. There is one entrance on the east elevation facing the parking lot. It connects directly to the main west elevation entrance as a pass-through. It features a blue-painted, post-and-beam canopy with modern aluminum double doors and a wide 4-light window. Another 4-light window is located above the entrance doors. Other than the previously mentioned “B” bay vertical windows, there are no other openings on the east elevation.

The south elevation visually divided into two parts. The majority is a long two-story volume broken up by an equal-length one-story corridor projecting from the otherwise flat wall face. At the east end of this two-story volume is a taller three-story volume that connects to the 1918 high school. The corridor has two banks of windows with stucco above and below. A bank of three secondary entrance doors with upper lights is located near the east end of the corridor. The roof of this volume continues to the east to form a canopy over a single, windowless door. The corner of this canopy is supported by a narrow steel column. The three-story volume features two four-light windows on each floor with a double door with two narrow central lights in between the windows on the first floor. This volume also has a tall chimney extending up on the west side above the two-story segment’s roof. Air handling equipment is visible on the roof of the three-story volume.

Bell (Contributing Object)

The bell located at the north entrance of the 1966 entrance was moved from a school in Embarrass, Wisconsin, about five miles northeast of Clintonville. The Embarrass schools were consolidated into Clintonville during the state legislature-mandated rural school consolidation of the 1950s and 1960s. The bell was installed at its current location as a tribute to the closed schools. The bell is part of the history of the site as a symbol of the rural consolidation that resulted in the addition and expansion of the Clintonville facilities. As a result, it is nominated to the National Register as a contributing object. The brick masonry plinth matches the materials used in the 1966 addition.

Interior

1918 High School Building

The interior of the high school is characterized by a high degree of intact original building fabric with modern-era alterations and interspersed with modern-era fixtures. The original T-shaped floor plan is intact; access points to the 1966 addition are located at the south and west sides of the top of the T. Entrance stairs have minimal modifications to achieve fire separation per modern-era code requirements. The main boys’ and girls’ entrances open onto the first floor at a wide central corridor

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that forms an upside-down U-shape around the gym and auditorium volume that occupies the vertical leg of the T. Across from the boys' and girls' entrances are corresponding boys' and girls' locker alcoves which connect to their respective toilets. The center of the U features a double-branched, open grand stair which serves as the main vertical circulation for the high school building. Classrooms are arranged around the outside of the U to take advantage of windows. The administrative offices are also located in a prominent location off the main corridor and defined by a pointed arch entrance portal with prism glass sidelights and transoms. Interior wood chair rails, classroom cabinets with leaded glass, casing, doors, moldings, and railings remain intact throughout. The terrazzo floor and base are also intact. The plaster walls in the main corridor and the grand stair have been painted multiple shades of pink. Box beam plaster ceilings are retained in the corridors; the ceilings have been dropped in all classrooms with standard acoustical tile grid.

The basement floor plan and finishes are similar in character to the first floor, with intact woodwork and a T-shaped plan. Gender-divided gym locker and toilet rooms are located directly under those on the first floor. The main corridor is separated at the midpoint by mechanical rooms; the east and west sides of the basement are accessed by separate stairs. Like the first floor, classrooms are situated to the outside of the main corridor to allow for light and air. On the east side of the building, dedicated to girls' locker rooms and restrooms, the original plans show traditionally female-oriented vocational classrooms such as the sewing room and kitchen. On the west side, dedicated to the boys' locker rooms and restrooms, the original plans show traditionally male-oriented vocational classrooms such as the mechanical drawing and machine rooms. In the modern era, spot locations of special equipment and casework for these vocational subjects has been removed and the rooms reverted to traditional classrooms.

The second floor also retains many of the original details and plan elements, including three intact stained-glass skylights above the central corridor and grand stair. This grand stair, which has an intermediate landing on each side of the main east-west corridor, provides the main access to the second floor. The assembly room is located above the gym in the vertical leg of the T. An intact ticket booth remains on the south side of the assembly room with the ticket window in the south stair hall. Classrooms are arranged around the outside of an upside-down U-shaped corridor as on the floors below. There were no locker rooms or restrooms on the second floor. The second floor originally housed the library, commercial classrooms, typewriting room, and lecture room, as well as science laboratories and the teacher's room. The auditorium was characterized by a maple stage, decorative light fixtures, and ornamental plaster box beam ceiling, pilasters, and cornice, all extant. Modern-era lockers have been installed around the corridor extending the solid rail which originally allowed students to overlook the grand stair.

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1951 Rexford Elementary School

The Rexford Elementary School building features a straightforward one-story, bar-shaped interior layout with a straight, wide central corridor flanked by classrooms on each side and an entrance facing the street near the south end of the bar. The school retains many of its Mid-Century Modern interior finishes, including ceramic wall tiles, taupe and ochre mosaic floor tile, olive-green locker banks between classrooms, wood classroom doors with stippled glass and original hardware, and glass block transoms above lockers to provide natural light to the central corridor. Built-in pickled maple bookshelves and storage cabinets are retained in most classrooms. At the south entrance, the original vestibule configuration with wood and glass transoms and sidelights are retained. Ceilings are a standard 2' x 4' tile grid with inset fluorescent light boxes. The most significant change is in the toilet rooms, where fixtures and partitions have been replaced and modified.

1966 Connecting Addition

The connecting addition is the newest section of the building and utilizes many of the materials, finishes, and functions of a contemporary school on the interior. The two-story addition consists of classrooms organized around an L-shaped central corridor. At the east end of the ground floor, where the addition connects to the 1918 high school, a cafeteria abuts the high school building. A large gym with restrooms and locker rooms is located on the inside corner of the L. Classrooms are arranged along the outside of the L and a library is located on the south end. Concrete block walls divide corridors from classrooms, while windows are used to separate cafeterias, the library, and other common spaces. Glass transoms above lockers and cubbies provide light to the interior corridors. Along the classroom walls on the first floor, modern-era wood cubbies with coat-hanging racks are utilized instead of lockers. Compared to the other segments, more social, display, and gathering space is incorporated at entrances and sprinkled throughout the building. Ceilings are predominantly acoustical tile grids with more contemporary acoustical noise baffling treatments used in remodeled areas, such as the cafeteria. Terrazzo floors, select intact doors, and period lavatory fixtures remaining in a few of the restrooms retain the period character of the addition, which otherwise appears more contemporary. Modern-era paint schemes in the school colors, remodeled restrooms, modern-era cubbies/lockers, and other modern-era features contribute to the contemporary appearance.

The second floor (aligning with the high school's first floor) has a similar arrangement of classrooms on the outside of the L. On the inside of the L are larger rooms for computer sciences, art, music and band. Restrooms are stacked above the first floor restrooms. The finishes and fixtures are the same on the first and second floor, with concrete block, terrazzo floors, select intact doors, and modern-era lockers and cubbies. Only a small segment of the 1966 addition on the east end of the L continues to the third floor. This extension is primarily to provide elevator access to the top floor of the high school. Three classrooms are also included on this floor of the addition.

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Modifications and Integrity

The most significant modification to the 1918 high school and Rexford Elementary School is the connecting addition. The addition now serves as the main entrance to both schools. At the high school, this diminishes the impact of the grand stair. At Rexford, the distinction between the school and the addition is blurred by similar finishes. The addition largely respects the original buildings' layouts. The west connection to the high school is achieved through the former west stair location. The south connection occurs at the south end of the boys' locker room. At Rexford, the addition connects at the end of the main corridor. All addition locations leave classrooms and historic features untouched.

The most significant exterior modification to the high school is the aluminum replacement windows and doors. The windows are smaller than the original units; the size was modified with opaque panels on the upper floors and bricking in the remainder of the basement openings. Other modifications to the high school include new seating and proscenium alterations in the auditorium; a new elevator near the boys' locker rooms; new lockers; plastering over of window openings on the rear/south side of the building; plastering over windows/openings at addition connections; contemporary science room fittings and cabinets; and other changes to modernize classrooms.

The 1951 Rexford Elementary is even more intact than the high school, with the majority of its features remaining and modernizations largely limited to bathrooms. Elements of the 1966 connecting addition have been remodeled, such as the kitchen and cafeteria. Other elements remain largely untouched except for new paint schemes.

Each building segment retains enough of its character to speak to the time it was built and the education philosophy that informed its design. The remaining features in the high school exhibit craftsmanship and attention to detail that was considered essential to schools in the early twentieth century. Rexford Elementary retains a practicality and efficiency that was typical of its time, when high schools had largely taken over the role of community center and small, dispersed, utilitarian primary schools were the norm for younger students. The connecting addition demonstrates the necessity of consolidating elementary schools as nearby rural schools as small as one and two rooms were no longer considered acceptable to meet state education standards. As rural schools around Clintonville consolidated, the incorporation of these students into enlarged facilities and the ability to provide more services onsite informed the design of the connecting addition and the choice to convert the high school and Rexford into a unified school building.

In short, the modifications and additions have a cumulative effect on the historic building fabric; these same modifications and additions, however, are a prime example of the way schools adjust to changing philosophies, demographics, and fluctuating student populations. As a result, the determination of integrity must factor in these changes as necessary and inevitable components of school planning and evolution in smaller Wisconsin cities.

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Summary

The Clintonville High School is locally significant under Criterion A, as a property that is associated with events that have made a significant contribution to the broad patterns of our history. The property is significant under the area of Education, representing the history of education in the community as the first building dedicated solely for use as a high school. It is also sited on land donated for the purpose of educating Clintonville's youth by the town's namesake, Urial P. Clinton in the early 1870s. The additions represent changes in education philosophy and school architecture over time as well the need to grow facilities as rural schools were consolidated into the Clintonville School District.

The first schools in Clintonville were in makeshift quarters repurposed as school houses. The first building constructed solely for the purpose of education was a two-room school house built in the early 1870s and situated on the same land where the 1918 high school now sits.¹ Between 1870 and 1918, the number of pupils and the importance of secondary education grew, until finally the first dedicated high school was constructed in 1918 (the oldest segment of the subject of this nomination).

The School District commissioned the La Crosse, Wisconsin-based architecture firm of Parkinson & Dockendorff to design the Clintonville High School. Parkinson & Dockendorff are considered master architects in the state of Wisconsin with twelve buildings on the National Register, four of which are schools. They completed several education facilities around the state, including elementary schools, middle/junior schools, high schools, and university buildings. The Clintonville High School was in keeping with these facilities, exhibiting a similar architectural style (Collegiate Gothic), leaded glass interior window treatments, wood casework and moldings, and a multi-entrance configuration.

The high school building has always been part of a grouping of school buildings (originally not connected) on the nearly five-acre site. Over time, the buildings' configurations and relationships to each other changed until 1966 when the Rexford Elementary School, built on the west side of the school property in 1951, was joined to the original 1918 high school and the entire facility became Rexford-Longfellow Elementary School. The building with its additions remains in use today as the main elementary school in Clintonville; however several classrooms are unused or act as storage rooms.

With single ownership and consistent use, the school provides an excellent example of the way smaller cities manage changes in education policy and facilities, as well as the affect the consolidation of rural school districts into city school systems had on school architecture.

¹ Sanborn-Perris Map Company, *Clintonville, Waupaca County, Wisconsin May 1892* (New York: Sanborn Map Company, 1892), Sheet

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Education theory was constantly evolving at all grade levels. This was particularly the case at the high school grades which were just starting to earn their own dedicated buildings in smaller cities like Clintonville in 1918. High schools were considered, from their inception, to be ever-changing organisms. Architects designed schools with as much flexibility as possible, and with the knowledge that additions were inevitable. The changes to the school at Clintonville were not only commonplace, they were considered from the very initial stages of design. The evolution of the 1918 high school building, with its additions and repurposing as an elementary school, is a prime example of the way school districts continue to draw on their investment in a school building as needs change, and the role school designers played in planning for the constant change that affected their school buildings.

Period of Significance

The period of significance is 1918-1966, encompassing the period from the construction date of the oldest portion of the school to the construction date of the last addition. Most of the architectural features date to between this period, with the exception of modifications made during a window replacement campaign. The exterior of the school appears much as it did in 1966. The interior of the two oldest segments, 1918 (Clintonville High School) and 1951 (Rexford Elementary) is largely intact as well. Despite modern-era paint schemes, furniture, and select remodeled areas (kitchens, bathrooms, cafeterias, science/vocational classrooms), many of the built-in features are original and speak to the period of significance. The nomination explores the historical context of the Clintonville High School and additions from the start of public education in Clintonville (1860s) through the end of the period of significance.

Historical Context – Clintonville

Clintonville, Wisconsin, is situated in the along the Pigeon River near its confluence with Honey Creek in the northeast corner of Waupaca County, Wisconsin, approximately forty miles west of Green Bay. The Pigeon River is part of a water system that feeds into the Wolf River, a branch of the Fox River. The Wolf River valley was originally the possession of the Potawatomi and Menominee tribes, who used the dense woodlands as hunting grounds. French Jesuit missionaries were the first non-native Europeans in the region, exploring the river valleys in the seventeenth century. In addition to their mission, they were drawn by the numerous and diverse game along the Wolf and Pigeon Rivers where all the most valuable species for fur trading could be found in one place.² Settlements were predominantly seasonal timber camps with Embarrass and Johnson's Landing (now New

² Ware, John M., ed., *A Standard History of Waupaca County, Wisconsin* (Chicago and New York: Lewis Publishing Company, 1917), 16

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London) being the closest to present-day Clintonville. Waupaca was first recognized as a county in 1851, three years after Wisconsin became a state.³

In 1852, land west of the Wolf River was transferred from the Menomonee tribe to the Wisconsin Territory. Expecting a land boom in the timber-rich country, a New York resident named Merritt Lyon arrived with his wife and children and purchased forty acres of timber land along the Pigeon River at a place that locals referred to as Pigeon. When the land boom didn't materialize, Lyons decamped and moved to Hortonville. He decided some years later to return to Pigeon, now an established settlement, and built the first hotel, the Lyon House. He tired of the business, sold it, and attempted to capitalize on land booms elsewhere in the state before returning to New York. His son John remained in Clintonville for the rest of his life.⁴

Norman Clinton and his son Urial are the regarded as the founders of Clintonville. They were the first to establish roots and invest resources in the settlement of Pigeon, which was later renamed in their honor. The elder Clinton was born in Ferrisberg, Vermont and was a carpenter by trade. He moved westward with his wife Lydia and five children until he settled in Menasha, Wisconsin and ran a general store. His son Urial Clinton first visited Pigeon from Menasha on a trip to a lumber camp five miles north, and returned to his father's home with stories of multiple timber species and teaming game. When the general store went under, the family decided to relocate. Their destination was the Matteson lumber camp on the Embarrass River, but as legend has it, a sick ox caused them to stop short. They built a rough cabin in the spot. Later in the summer of 1855 Urial built his own cabin near his father's, making them the first permanent settlers in Pigeon.⁵

At the time the Clintons settled in Pigeon, it was mostly wilderness; there were only two other residents between their small cabins and New London.⁶ The Pigeon settlement grew quickly, fueled by the Clinton family's industriousness and an influx of new settlers to the region. Esben Ewer, a son-in-law of Matteson lumber camp owner Roswell Matteson, purchased 160 acres in 1855 and was the first settler to clear and farm the land. He raised oxen and produced up to 4,000 pounds of maple sugar in addition to produce.⁷ Chet Bennet, who purchased the Lyon House from Merritt Lyon, became one of the town's most notorious individuals, described in Diedrich's *History of Clintonville* as a, "trapper, hunter, timber cruiser, statesman, detective, explorer, surveyor, sportsman, dentist, humorist, poet and

³ Diedrich, Nicolas D. and John Britten Gehl, *History of Clintonville, Wisconsin from pioneer days to the present time* (Milwaukee: Cannon Printing Company, 1937), 7-13.

⁴ Diedrich, 15-19.

⁵ Diedrich, 19-22

⁶ Ware, 293

⁷ Diedrich, 22

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philanthropist.” He taught himself how to survey land and made a lone trip to Lake Superior and back, in the process christening many of the lakes in the Land-o-Lakes region.⁸ Mr. Bennett is credited with bringing the railroad to Clintonville, using his knowledge of surveying and regional geography to help railroad companies chart a course northward, making sure Clintonville was along the chosen route.⁹

Urial Clinton, already married when he moved to Pigeon with his father and extended family, is the namesake of Clintonville. He saw potential in the rapids of the Pigeon River and built a sawmill in 1857. In that same year the Pigeon River was dammed to make the banks more passable and to operate the saws of the lumber mill. It was the first of many dams that would be built in the location of the modern-era dam today. Urial was appointed the first postmaster in 1857, built a store and hotel in 1858, was elected justice of the peace and performed the first marriage in Clintonville, served as County Supervisor for years, served as town chairman, and was elected the first president of Clintonville when it was incorporated in 1879.¹⁰

The first business was the Lyon House (renamed Bennett House), followed by the Clinton sawmill in 1857 and the store and post office in 1858. By 1872 these businesses had been joined by several others, including a mill, several stores, grocery store, jeweler, furniture shop, blacksmith shop, foundry/machine shop, restaurant, two saloons, two physicians, two harness makers, and multiple hotels. Most businessmen lived above or connected to their businesses, so there were very few stand-alone houses in the early days of the settlement. Settlers typically arrived from the east coast or larger Wisconsin cities to the south with families who quickly demanded the same institutions – schools, churches and social halls – they enjoyed in their more established communities.¹¹

The locations of these businesses in relation to modern-day Clintonville can be difficult to track. In 1918, citizens decided to drop haphazard street names in favor of a numbering system, with numeric street names using odd numbers on one side of the Main Street bridge over the Pigeon River and even numbers in the other direction. The system was so confusing that the names were changed again just five years later to follow a more traditional street name sequence in numerical order. The result is that many different streets have had the same name at some point in their history. For instance 8th Street, on the north side of the Clintonville High School, was originally named Brix Street, and the present-day Brix Street was originally named Marion Street.¹²

⁸ Diedrich, 28

⁹ Diedrich, 32-33

¹⁰ Diedrich, 33-35

¹¹ Diedrich, 57-58

¹² Diedrich, 48

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The region around Pigeon was originally part of the Bear Creek Township, which was divided in two in 1861 to become Bear Creek on the southern half and Larrabee on the northern half, containing Clintonville. In 1879 Clintonville incorporated as a unit of government separate from Larrabee.¹³ As timber gave way to grain, many of the timber mills were repurposed as grist mills. Wheat also declined, and wheat fields were converted to pastures for dairy cows. With skills imported from England, factory cheese production grew profitable around Clintonville.

The river was the most effective and only reliable means of early transportation. The timber industry used the river as a highway, sending logs and milled lumber to points further south where it could be transferred and conveyed to Green Bay. Spurred by the concurrent growth of industry and the regional population, the Oshkosh Transportation Company ran a daily riverboat route between Oshkosh and New London on the vessel *Tigress*. All items to and from Pigeon and points north were sent through New London, where they were transferred to a scow and poled up and down the Pigeon River by a team of three men. The only land route was an Indian trail from New London which required fording across Honey Creek at a steep embankment. This trail was eventually straightened and cleared to create the road now designated Highway D. Stagecoach lines ran along this road providing access to New London and Oshkosh.¹⁴

The railroad became a transforming force, providing unprecedented access from Clintonville to nearby towns and to the industrial ports on the Lake Michigan. Urial Clinton donated the land for the first railroad station, a dual passenger and freight depot. The first line was Milwaukee Lake Shore and Western Railroad's New London-Clintonville-Tigerton-Antigo line along an established stagecoach route. When another line from Clintonville to Shawano and beyond was established in 1884 by the St. Paul and Eastern Grand Trunk Railroad, Clintonville became a railroad junction. The timber industry boomed with the addition of rail routes, with sixteen trains arriving and leaving Clintonville on a daily basis. By the time the timber industry declined, the railroad junction had transformed Clintonville into a small city.¹⁵

The railroad junction may have spurred Clintonville's growth, but the city's lasting claim to fame comes from automobiles. The first ever four-wheel drive automobile was invented and built in Clintonville by brothers-in-law William A. Besserdich and Otto Zachow. The pair founded the Clintonville Machine Company, which dealt in machinery and general machine repair work. They purchased a one-cylinder Reo touring car in 1900, the first car purchased by someone living in or near Clintonville. Besserdich and Zachow say they were inspired to power all four wheels by driving their

¹³ Diedrich, 62

¹⁴ Diedrich, 41-44

¹⁵ Diedrich, 52-57

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new car around the rough and unpaved roads in Clintonville. They patented the “O. Zachow and W. A. Besserlich Axle” in 1907 and by 1910 reorganized the company into the Four Wheel Drive Auto Company with new partner William Finney. The company morphed over time, but continued to produce four-wheel drive vehicles used by the Allied forces during World War I and various industries throughout the world.¹⁶

Historical Context – History of High School Education in Wisconsin

Public education in Wisconsin is characterized by a slow, but powerful movement that transitioned out of homes, churches, and repurposed buildings into one- or two- room public elementary schools built by school districts, growing into a system of graded schools of up to ten grades/rooms, and culminating in public high schools that fed into the established public university. Public support for education was fueled by multiple factors, including expansion of voting rights, growing immigrant populations, the trend toward a mechanized, industrialized economy, and the dichotomy between established social classes buoyed by private education and the democratic ideal of social mobility. By the time funding for public high schools was officially legislated, public support of tax-supported, free, public elementary education was well-established.

Prior to 1848, most schools were elementary schools which might have students up to eighteen years of age, but rarely taught advanced subjects associated with high school grades. Energy of public school advocates went to establishing and securing funding for public primary schools and the public university. While school supporters recognized a gap between elementary education subjects and university coursework, this gap was of lesser urgency to public school advocates and somewhat adequately filled by private academies.¹⁷

Academies (and the grammar schools that preceded them) were private institutions that were intended to provide college preparatory coursework focused on modern subjects, such as modern foreign languages (as opposed to Latin and Greek favored in grammar schools), mathematics, literature, and modern history (as opposed to ancient history). While academies rarely offered strictly vocational courses, they recognized that many students would not attend college and strove to provide curriculum that resulted in well-rounded adult citizens. Though private, several academies were founded by citizen groups who wished to provide more opportunities for children who had surpassed the primary grades. As early as 1839, Southport (Kenosha), Beloit, Prairieville (Waukesha), Platteville, and Mineral Point all had private academies.¹⁸

¹⁶ Diedrich, 205-213

¹⁷ Wyatt, ed., Public Secondary Education Unit

¹⁸ Wyatt, ed., Public Secondary Education Unit

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Michael Frank, a Southport (Kenosha) resident who owned the Southport *Telegraph* newspaper, is considered the father of public education in Wisconsin. He used his speeches, pamphlets, and newspaper to advocate for public elementary schools and successfully advocated to make public education an article of the 1848 state constitution. The ratified document guaranteed free, universal education, established a state school fund, and enabled the levying of local taxes to finance schools.¹⁹ Through Frank's persistence, Kenosha organized free public elementary schools in 1845, but Frank was not finished. He continued to advocate for public high school until a vote at a Kenosha special school meeting showed overwhelming agreement. The first public high school in Wisconsin opened in Kenosha on July 31, 1849.²⁰

The first law related to the organization of high schools was passed in 1856, allowing neighboring districts to create a single "union district" for the purposes of operating a high school. The law was intended to give rural school districts a method of establishing high schools and collecting taxes to support them. The law was optional and rural schools resisted the loss of independence they perceived in union districts. As a result, by the time the law was repealed in the late 1870s, not a single union district or associated high school had been built.²¹

After the 1856 law, secondary education grew irregularly. Its growth correlated to strong public support often spurred by the sporadic inclusion in elementary schools of more advanced subjects based on interest and teacher ability. Private academies, seminaries, and opponents of tax increases posed vocal opposition to free public high schools. Despite opposition, by 1865, high schools had been built in Racine, Janesville, Sheboygan, Oshkosh, Green Bay, La Crosse, Fond du Lac, Madison, Watertown, and Prairie du Chien, among others.²² Graded schools began teaching more advanced subjects in their higher grades to supplement the lack of high school education in their districts, including algebra, geometry, history, philosophy, botany, and geometry. By 1870, *Cultural Resource Management in Wisconsin* estimates that at least fourteen Wisconsin communities offered some form of high school coursework within the public school system, one course and one grade at a time.²³

Financial pressures, droughts, panics, and other economic and natural events often stalled or eliminated public high schools. These events reduced tax revenues, fueled opposition to taxation, and placed communities in survival mode. When costs needed to be cut, the lack of a state mandate and

¹⁹ Wyatt, ed., Public Primary Education Unit

²⁰ Patzer, Conrad E, *Public Education in Wisconsin* (Madison, WI: State Superintendent, 1924), 81

²¹ Patzer, 82-83

²² Patzer, 82

²³ Wyatt, ed., Public Secondary Education Unit

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continued presence of academies and college preparatory courses made high schools and advanced subjects easy targets. The panic of 1857 stalled the momentum toward free public high school for a decade. In 1860, two high schools in Milwaukee were closed. That same year, citizens of Racine and Fond du Lac moved to close high schools, labeling them as luxuries.²⁴ In 1861, schools in Janesville and Mineral Point were also closed. In 1872, the state superintendent remarked in his annual report that the idea of high school was “misty, vague, and incongruous. A high school was simply the highest department of a graded school, whether that school consisted of three or three times three departments or grades.” The imprecise public understanding of what high school was or should be also contributed to its stalled growth.²⁵

State superintendent Edward Searing (serving 1874-1878) renewed the push for free public high school, giving it purpose, clarity, and direction. Searing gained traction with the argument that a widespread, standardized public high school system would supply Wisconsin’s primary school system with better qualified teachers. He estimated that as much as half of the funding for public schools was wasted due to lack of quality teachers, and that high schools would resolve this issue with minimal additional investment. Despite the growing collection of Normal Schools for teacher training, Searing’s cost-savings argument helped sway popular opinion toward free high schools, especially in rural areas where specialized normal schools were slower to develop.²⁶ A few early high schools did prove to be fertile training grounds for teachers. Kenosha and Racine High Schools received calls from across Wisconsin and Illinois seeking to hire teachers graduating from their programs.²⁷

Universities also supported public secondary-education, believing it would help alleviate the achievement gap and inconsistencies they witnessed in incoming students. Universities also played a key role in high school supervision, arguing that the state superintendent, as a single individual, had a limited capacity to effectively oversee a growing number of high schools across the state. In fact the university often clashed with the state superintendent and school supervisory bodies as it established a high school accreditation system that dictated curriculum, textbooks, and teacher qualifications, often against the wishes of the local school governance bodies and the desire of some communities to provide more vocational training.²⁸

²⁴ Wyatt, ed., Public Secondary Education Unit

²⁵ Jorgenson, Lloyd P, *The Founding of Public Education in Wisconsin* (Madison, WI: State Historical Society of Wisconsin, 1956), 182.

²⁶ Wyatt, ed., Public Secondary Education Unit

²⁷ Jorgenson, 174

²⁸ Clark, James I. *Education in Wisconsin* (Madison, WI: State Historical Society of Wisconsin, 1958), 29-30

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A second high school law, the Free High School Law of 1875, was passed in large part due to Searing's persuasive tactics. It was more flexible than the failed 1856 law and provided communities with a larger degree of autonomy. Most importantly, it provided state aid to high schools, offering to pay one-half of the cost of educational instruction up to \$500 per school.²⁹ Like the previous law, the 1875 legislation was largely unsuccessful in encouraging rural schools to develop unified high school districts. The Free High School Law was most effective in larger communities where the state aid stimulated high school education and resulted in many upper and advanced grades being converted to separate high school programs with dedicated facilities.³⁰

Searing was also instrumental in developing the first standardized high school curriculum for Wisconsin. He developed three courses of study: a three-year course for communities of less than 6,000 inhabitants and two four-year courses for communities with 6,000 or more inhabitants. Of the two four-year courses, the Classical Course was intended to be college preparatory, involving classical language study and ancient history. The English Course was a more general course of study intended to prepare dutiful citizens for adult life with the understanding that most would not continue with university studies. The first three years of the English Course was nearly identical to the three year course for smaller communities. University professors assisted Searing in selecting the coursework, removing subjects that they considered more suited for elementary or university curriculum. The only vocational subject in Searing's initial curriculum was bookkeeping. In 1893, the state superintendent issued the first high school manual, including the extent of subject matter to be covered in each course, textbook suggestions, and recommendations for instructors. This manual continued to be revised and reissued for several decades.³¹

With state aid and pre-determined curriculum, the 1875 law cleared the way for public high school. By the end of the year, eighteen high schools were receiving state aid, and in 1876, twenty-four additional schools joined. By 1900, the number of school districts with high schools was 209. By the 1922-23 the number of districts with high schools had almost doubled. The number continued to grow until it peaked at 441 districts in the 1943-44 school year before declining and stabilizing at 383 districts. Consolidation of rural schools did not reduce the number of high schools the way it did elementary schools, as most high schools were constructed late enough to factor in the total student population of the districts to which the rural schools were attached.³²

²⁹ Wyatt, ed., Public Secondary Education Unit

³⁰ Patzer, 83

³¹ Patzer, 86-88

³² Wyatt, ed., Public Secondary Education Unit

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A number of policies in the early part of the twentieth century were aimed at making high school available to rural students. In 1901, legislation required the town in which a student resided to pay for the student's tuition at the nearest high school if the student lived outside an established high school district (previously a student outside the high school's district had to pay their tuition out of their own pocket). In 1911, high school funding became available for rural areas containing at least twenty-five students qualified to enter high school by establishing a union free high school district. Finally in 1915, winter terms were established which enabled rural students who typically worked on farms or other rural industries during the other seasons to attend school in the winter only.³³

The establishment of high schools did not immediately result in new high school buildings. High school attendance did not begin to grow rapidly until after World War I. In the years between 1907 and 1918, the number of students in high school increased by 74 percent, but still only represented about six percent of all school children.³⁴ In the 1913-1914 school year, 219 buildings across the state combined primary and high school grades, while only 24 were devoted solely to high school education. By 1978, the 383 districts operating high schools maintained 619 dedicated high school buildings, with very few combined elementary and high school buildings (note, the 619 figure does not necessarily correlate to the number of separate high schools and may include multiple buildings that are considered part of a single high school complex).³⁵ In Waupaca County, the number of high schools was slightly higher than the majority of counties in the state, with 5-7 high schools established by 1900 compared to one or less in Waushara and between two and four in all other surrounding counties, including more populous areas such as Winnebago County (Oshkosh) and Outagamie County (Appleton).³⁶

The first high school building boom began toward the end of World War I and continued until the Great Depression. The 1918 Clintonville High School was built during this period. According to the Wisconsin Blue Book of 1921, in the period between 1910 and 1920, the number of free high school buildings grew by seventy-five percent, the number of graduates grew by fifty-seven percent, and the number of students and teachers in high schools more than doubled. During this period, the number of schools offering manual training and commercial subjects increased by about twenty to 142 while the number of schools offering domestic science increased by fifty-six between 1917 and 1921.³⁷

³³ *Wisconsin Blue Book, 1923* (Madison, WI: State Printing Board, 1923), 113.

³⁴ *Wisconsin Blue Book, 1917* (Madison, WI: Democrat Printing Company, 1917), 406

³⁵ Wyatt, ed., Public Secondary Education Unit

³⁶ *Wisconsin Blue Book, 1901* (Madison, WI: Democrat Printing Company, 1901), 548-551.

³⁷ *Wisconsin Blue Book, 1921* (Madison, WI: State Printing Board, 1921), 426-428

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The question of whether high schools were primarily meant to prepare students for college, prepare non-university educated citizens for dutiful civic life, or provide a proper balance of the two continued to fuel debate starting in the last half of the nineteenth century and continuing to modern time. This debate shaped the school design and redesign of many high school buildings, which oscillated from classrooms and recitation rooms to special vocational training facilities before settling on more flexible spaces. Diverse and growing industries in the state, population increases, compulsory attendance legislation, and a growing public ethos toward high school resulted in rising enrollment in the first part of the twentieth century. Increasingly, high school became more commonplace and less elite. Enrollees were unlikely to continue to university, and communities pushed for more “practical” subjects, with literary and classical curriculum falling out of favor.

In 1903, Charles P. Cary was elected state school superintendent with a mandate to remove university influence from public high school policy and curriculum. The university did not bend to all of Cary’s demands, but he succeeded in adding a requirement of up to four credits of vocational subjects to public high schools in place of classical languages and adjusting state public university entrance requirements to include all graduates of Wisconsin public high schools.³⁸ 1908, the state superintendent’s high school manual called for the college prerequisites of two courses each of mathematics, English, history, and science. The other courses required to fill out the number of credits each year could be selected by the student from a list of elective subjects (published in the manual). Many electives were vocational courses, such as manual training, domestic science, stenography, bookkeeping, and agriculture.³⁹ In 1918, the National Education Association’s Commission on the Reorganization of Secondary Education concluded that both liberal and vocational courses should be offered in high schools and that schools bore an equal responsibility to those students that moved on to higher education as to those that didn’t. The Commission also designated the Seven Cardinal Principles of Secondary Education: health, command of fundamental processes, worthy home membership, vocational efficiency, civic participation, worthy use of leisure time, and ethical character. Only the second principle was considered college preparatory in nature, demonstrating how far secondary education had moved from the college preparatory system in which it started.⁴⁰ World War I also increased public support of vocational skills throughout all grades of instruction, as schools with manual training and other vocational facilities played an active part in the war effort on the home front.

As the twentieth century progressed, vocational and extracurricular subjects became more prevalent, and separate buildings and facilities were added to many high schools. Shops, manual training

³⁸ Clark, 32

³⁹ Patzer, 89

⁴⁰ Clark, 33

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facilities, athletic facilities, and even separate classroom buildings grouped by subject were constructed on larger high school campuses. This need for facilities within and extra to the school curriculum resulted in a widespread building boom of modern high schools in the 1950s and 1960s. Most of these schools had simply outgrown their earlier buildings and were relocated on the edge of communities, with access enabled by widespread car ownership and school bus networks. The high school buildings vacated in this dispersion were often reconfigured into junior high or elementary schools as communities grew and rural elementary schools were consolidated into nearby district schools.

Clintonville High School and Education in Clintonville

As Clintonville transformed from a fur and timber outpost to a city driven by industry - churches, newspapers, parks, a library, community hospital and other institutions developed quickly. Schools were considered a critical component to raising children that would benefit Clintonville and provide for a prosperous future.

Lydia Clinton, wife of Norman, a Quaker who also hailed from Ferrisburg, Vermont, began teaching children reading, history, geography, arithmetic, and writing in her home, attempted to provide the kind of education she and the early pioneers were accustomed to back east. The first school house serving the Pigeon settlement was Bear Creek Township District School No. 2, which operated starting as early as 1857 out of a log building behind Lendved' Brothers Hardware Store on Main Street. The first teacher was Jennie Marsh.⁴¹

By 1865, the school outgrew the log building and moved into a repurposed frame building across the street. The number of pupils continued to outpace the facilities. In 1873, Urial Clinton donated land for the first school built specifically for the purpose. It was a two-story, frame construction, two-room school house presided over by principal Adolph S. Olmsted. This land is now occupied by the 1918 segment of the school that is the subject of this nomination. Two outbuildings were added to house the growing primary rooms in 1880 and 1891. The first and second intermediate rooms occupied the ground floor of the 1873 building.⁴² In 1884, high school grades were added to second floor of the 1873 school house, which also housed the school library. Enrollment during 1884 had reached 180 pupils.⁴³

⁴¹ Diedrich, 142

⁴² *A Civic Century, 1955-1955* (Clintonville, WI: Clintonville Harvest Festival, Inc., 1955), 34

⁴³ Diedrich, 142-143

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The first high school grades in Clintonville followed the three-grade system developed by the state superintendent for communities with a population of less than 6,000. The newspaper published all high school students with their marks in written examinations. The first-year subjects included arithmetic, geography, grammar, physiology, physical geography, bookkeeping, and civil government. Second-year students also studied algebra, U.S. history, botany, and geometry. In 1884-1885, the first class of third-year students studied bookkeeping, philosophy, English literature, commercial law, U.S. history, geometry, civil government, and general history. J. E. Abbott was the principal of the high school grades and Julia M. Torrey served as his assistant. The first four-year high school class graduated in 1896.⁴⁴

An election referendum in April 1896 established a committee to evaluate the requirements and cost projections for a new school. The committee recommended a ten-room school house be constructed, including a high school room and recitation room. At the time, this was only expected to meet the demand for another ten years. With a vote of 180 to 20, residents approved a referendum for the building of a new school. Henry J. Van Ryn, a noted Milwaukee school house architect, designed the new school and Polley and Thompson Construction Company was awarded the general contract. The building was completed in 1896, financed in part by a \$13,000 loan from the state.⁴⁵ The school was built on the west side of the block occupied by the two-room school house which was demolished (current location of the 1966 addition).⁴⁶

The new school, which was surrounded by a white fence to prevent cows from entering the play yard, housed six grades on the first floor and the seventh, eighth, and high school grades on the second floor along with the assembly hall and recitation room. Laboratories, a recitation room, and the gymnasium occupied the third floor. This school was later named Longfellow School.⁴⁷

Most of the teachers in Waupaca County in the late-nineteenth and early-twentieth centuries were trained at the Waupaca County Training School in New London. Rural school teachers might take only a six-week course of study capped by an examination. Teachers often continued their education in the summer courses at normal or training schools.⁴⁸

⁴⁴ *A Civic Century, 1855-1955*, 34.

⁴⁵ Diedrich, 145-147

⁴⁶ Sanborn-Perris Map Company, *Clintonville, Waupaca County, Wisconsin May 1898* (New York: Sanborn Map Company, 1898), Sheet 2

⁴⁷ *A Civic Century, 1855-1955*, 35

⁴⁸ Hanson, Donald and Joan Paulson, *Rural Schools of Waupaca County* (Manawa, WI: Krause Publications, 2000), 4

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By 1918, growth in manufacturing and trades increased pressure for a dedicated high school facility which was appropriate to the teaching of manual skills and more advanced subjects. Pressure also came from growing public opinion that all students should have available to them free, high quality secondary education. A “fine modern high school,” as Clintonville’s historian Deidrich puts it, was constructed in 1918 for \$200,000. The design was completed by Parkinson & Dockendorff, specialists in school architecture based in La Crosse, Wisconsin. The construction contract went to the Hagner Construction Company of Appleton.⁴⁹ In keeping with the most current trends in secondary education, the three-story school featured a large assembly hall, a gymnasium, boys and girls entrances, manual training rooms, and specialty classrooms for science, music, recitation, banking, and other commercial subjects. The Clintonville High School was also one of the first in northern Wisconsin to offer courses in agriculture.⁵⁰

The high school opened in 1919 and operated as a high school until 1956, when a new high school was built further north at 225 North Main Street. The 1918 high school building, which already housed the seventh and eighth middle school grades, was then used solely as a middle school. The 1896 school building next door remained an elementary school until c. 1950. At that time, it was demolished and replaced by Eben E. Rexford Elementary School at 105 South Clinton Avenue (the 1951 segment of the subject of this nomination). A second elementary school, Dellwood, which is nearly identical to Rexford, was built on the north side of town at 238 Harriet Street. The schools were constructed for \$315,827 and accommodated students ages Kindergarten through Fourth Grade.⁵¹ Dellwood now serves as an early learning and special education center. In 1966, an addition connected the 1919 high school and the Rexford Elementary School. The 1951 schools and 1966 connecting addition were designed by Foeller, Schober, Berners, Safford and Jahn (later Berners, Schober, and Klip), a Green Bay-based architecture firm. In 2003, a new high school was built on the north edge of town at 64 West Green Tree Road. Around that same time, the 1956 high school on North Main Street was converted to a middle school and the school that is the subject of this nomination became the main elementary school for the district. The 1918 high school, Rexford Elementary building, and connecting addition remains in use as the main public elementary school in Clintonville, now referred to as Rexford-Longfellow Elementary School.

In 1965, in preparation for the addition and reconfiguration of the school grounds, five acres to the south of the school was purchased and the houses were demolished. A new playground and athletic fields were constructed on the new acreage to be used by the combined elementary school. The

⁴⁹ Diedrich, 147

⁵⁰ *A Civic Century, 1855-1955*, 35

⁵¹ *A Civic Century, 1855-1955*, 35

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playground remains a separate parcel and is park-like in character, with groves of trees, modern-era play equipment, and a separate parking area.

The baby boom resulted in new high school buildings throughout the state in the 1950s and 1960s.; however, the new building campaigns in Clintonville were fueled as much or more by the consolidation of rural schools in the Clintonville school district rather than the growth of the city itself. Efforts to standardize and mandate the consolidation of rural one-room schools into nearby districts was largely unsuccessful until the middle of the twentieth century. Rural schools in Waupaca County began to close in the late 1930s. In 1949, the state legislature passed a consolidation law requiring a master plan for rural school consolidation in each county. It was the first law, despite several previous attempts, that made consideration and planning of consolidation mandatory. Plans were to be submitted to the State Superintendent by 1951. Almost all rural schools in Waupaca County were closed by 1965.⁵² Between 1950 and 1966, several rural schools were closed and their students transported to Clintonville's school buildings. Hillside School closed in the early 1950s, Silver Creek School in 1953, Elm Dale School in 1955, Nicholson School in 1965, and Bells Corner School in 1966. The influx of students from these schools drove the construction of new facilities and the combination and expansion of the elementary and middle schools into the 1918 high school building with the new connecting addition.⁵³ The bell at the north entrance to the 1966 addition was taken from a school in Embarrass when it was closed and consolidated into the Clintonville district. This bell is a contributing object, serving as a symbol of consolidation and providing a tangible link to the closed schools.

By the second half of the twentieth century, cities strove to provide the latest in facilities and amenities in high school buildings. High schools remained the last point of education for many students and became a source of pride as well as lifelong connections to friends and colleagues. When school facilities became burdened by growing enrollment or obsolete equipment, it was most often a new high school that was built, while lower grades were shuffled into the next-largest or next-newest facility. This phenomenon was certainly present at Clintonville, where new school buildings have been exclusively high schools after 1951, with the junior high moving into the vacated high school and the elementary school moving into the vacated junior high. Reconfiguration of facilities designed to be flexible for just this kind of shift as well as new additions allowed the old facility to be equipped for its new purpose with relative efficiency.

⁵² Hanson and Paulson, 4-5

⁵³ Hanson and Paulson, 9-22.

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High School Architecture

In *Twenty-five Years of School House Planning*, Parkinson and Dockendorff (designers of the 1918 high school) provide a retrospective of their school design philosophy. This book gives insight to the type of planning and theory that went into the design of the Clintonville High School and others like it. The first chapter lists their top priorities in school design: appearance of the building, accommodating of present and future requirements, and sound construction.⁵⁴ What follows is a comprehensive guide to school design based on their extensive experience, including architect selection, preparation of plans, community engagement, contracts and bids, construction supervision, proper equipment, and details on specific school building types, such as elementary schools, high schools, vocational schools, gymnasiums, etc.

Among the criteria for a high school, Parkinson and Dockendorff include: fireproof; adequate and efficient heating and ventilating; auditorium for community purposes and school assembly; gymnasium sized for basketball; boys' and girls' locker rooms with showers; efficient laboratory space; space for manual training, domestic science, and agriculture; recitation rooms; a library large enough to accommodate at least twenty percent of the student body; good water system; efficient sewage disposal; office space for teachers; and proper restrooms. Their experience is evident in their direction to size gymnasiums, assembly halls, and mechanical and electrical plants for future school expansion, accommodating up to fifty percent more capacity than the original building requires. This accommodation for school expansion applies even to the location of restrooms, stairways, and entrances, which the architects recommend placing with future accommodation for connecting of additions.⁵⁵

Parkinson and Dockendorff understood the sometimes conflicting goals of a high school to "prepare for further educational effort and at the same time train a majority of its pupils for efficient work in the community or state immediately upon graduation... whether commercial, agricultural, or industrial."⁵⁶ The architects also recognized that school needs varied based on local differences, recommending surveys to ascertain the number of pupils and types of facilities required at each school, rather than following a standard formula. The plans provided in their book demonstrate both the specialty they possessed in school house planning as well as their ability to tailor schools to specific site contexts and community needs.

Parkinson and Dockendorff were not far off from high school design philosophy of the era. In *School Architecture Principles and Practices*, Clarence D. Kingsley, supervisor of high schools for the

⁵⁴ Neverman, Paul F., *Twenty-five Years of School House Planning* (La Crosse, WI: Parkinson & Dockendorff, 1927), 5.

⁵⁵ Neverman, 32

⁵⁶ Neverman, 54

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Massachusetts Department of Education, outlines the goals of high school designs in a manner that is consistent with Parkinson and Dockendorff. Kingsley emphasizes consistent principles of flexibility and room for expansion. Both texts point out the quickly-evolving nature of secondary education, and Kingsley states that “no effort should be spared to make the building so flexible that changes can be made, when necessary, with the minimum expense.”⁵⁷ Kingsley also called for locating all mechanical runs between rooms and corridors and making the partitions between rooms non-supporting to allow for changing of classroom sizes. This technique was employed at Clintonville. Flexibility in classroom design also allows small- to medium-sized schools like Clintonville High School to maximize space and reduce the total number of classrooms required. For instance, laboratory rooms outfitted with tables and chalkboards are not only useful for science lessons, but also allow the room to function for other recitation subjects as needed. The gym at Clintonville was originally outfitted with a small stage to be used for rallies and socials in addition to the more ornate assembly hall above it with fixed seating.

Kingsley also refers to the Commission on the Reorganization of Secondary Education’s seven main objectives of high school education and designates four of the objectives which have a direct implication for school design. Gymnasiums, showers, outdoor equipment, sanitary facilities, and lunchrooms contribute to the objective of health; vocational rooms for domestic sciences contribute to the objective of worthy home membership; provision of equipment for commercial, agriculture, and industrial curriculums contributes to the objective of vocation; and the library, drama facilities, music and art instruction rooms, and architecture of good taste contribute toward the objective of worthy use of leisure. Like Parkinson and Dockendorff, Kingsley calls for dedicated staff spaces that are separate from student spaces and adequate to the operation of the school, including janitorial and lunch staff.

The Clintonville High School is consistent with these recommendations. The school’s program is nearly identical to that described by Kingsley for a medium-sized school accommodating about 400 pupils, sixteen to eighteen teachers, a principal, a clerk, and a janitor. The distinctive purposes and supplementary uses of each room (in parentheses) are outlined as follows: auditorium (music classes, public speaking, dramatics); gymnasium (socials); library; study hall; shops; kitchen; sewing (recitations); art (recitations); mechanical drawing (recitations); physics laboratory (recitations); chemical laboratory (recitations); biological laboratory (recitations); bookkeeping (recitations); typewriting; four recitation rooms; principal’s office with textbook room; teacher’s room (emergency sick room); boys’ and girls’ coat rooms and toilets; dressing rooms and showers; and a lunch room.⁵⁸ The Clintonville plan varies only in the presence of a lecture room; a more broadly named commercial room in place of bookkeeping; three grade rooms in the place of a third science laboratory, art room,

⁵⁷ Donovan, John J. et al, *School Architecture Principles and Practices* (New York: The Macmillan Company, 1921), 138

⁵⁸ Donovan, 130

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and study hall; and the absence of a dedicated lunch room. This variation is typical of the intent of the architects and school trends at the time to vary standardized programs to meet the specific needs of the community. In the original drawings, the commercial room at Clintonville is outfitted with a teller counter banking fixture (see Figures 11-17).

Architects

Parkinson & Dockendorff

The firm of Parkinson & Dockendorff was a lifelong partnership between Bernard J. Dockendorff and Albert E. Parkinson, which lasted from c. 1902 to 1952. The firm is designated in *Cultural Resource Management in Wisconsin* as a “master” for National Register evaluation purposes.⁵⁹ Based in La Crosse, Wisconsin, the firm designed many of the most significant public buildings in La Crosse and surrounding areas in the first half of the twentieth century. They designed over 800 buildings throughout the midwest, including residences, hospitals, commercial structures, civic buildings, and approximately 150 schools and/or additions to schools. Eight of their buildings are located on the National Register of Historic Places, including the La Crosse County School of Agriculture and Domestic Economy in Onalaska, Wisconsin (NRHP 87000438); the Willard D. Purdy Junior High and Vocational School in Marshfield, Wisconsin (NRHP 92001188); the Lincoln School in Shawano, Wisconsin (NRHP 13000865); and the Waupaca Free Public Library in Waupaca, Wisconsin (NRHP 96000732). In addition to the Clintonville High School, they designed Wisconsin public high schools in Galesville, Nekoosa, Berlin, Prairie du Chien, Arcadia, Alma Center, Crivitz, Horicon, and New Richmond, among others.

Dockendorff was born in 1878 in La Crosse to Bernard J. and Elizabeth Hoeschler Dockendorff. He apprenticed with the local architectural firm of Stolze and Schick and then studied architecture at the Polytechnic Institute, University of Darmstadt, Germany in 1897. After two years with Ludwig Becker, a cathedral architect in Mainz, Germany, he returned home and entered his partnership with Parkinson. Parkinson was born in 1870 in Spaulding, England where he received his architecture training from his father and the Scranton schools. He began work in Wisconsin as an engineer in Sparta before joining Dockendorff in the partnership. They were licensed to practice in Wisconsin, Michigan, Minnesota, Iowa, North Dakota, and Illinois. Numerous young architects were trained at the firm and went on to become notable architects in their own right. Both founding partners died in 1952 and the firm dissolved.^{60 61}

⁵⁹ Wyatt, ed., Vol. 2, 6-1

⁶⁰ “Guide to the Parkinson & Dockendorff Architectural Drawings, ca. 1910-1950,” La Crosse Public Library Archives, accessed September 26, 2017, <https://archives.lacrosselibrary.org/collections/architecture-and-buildings/mss-061/>.

⁶¹ “Biography of: Bernard J. Dockendorff Sr.,” Architect files (unpublished), Wisconsin Historical Society, accessed September 19, 2017.

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The La Crosse Public Library Archive classifies three distinct periods of work: the early period from 1905-1912 characterized by Georgian style architecture; the principle period from 1912-1930 characterized by Collegiate Gothic style architecture with red brick and Indiana limestone trim; and the Depression and War-era from 1930-1952 characterized by simpler forms, lack of ornamentation, and yellow brick. Dockendorff believed his firm influenced the public perception of how a school should look, resulting in many architects throughout the state using tools from the Parkinson & Dockendorff school design toolbox.⁶²

Paul F. Neverman compiled a series of school design guidelines by the architects in 1927, titled *Twenty-Five Years of School House Planning*. The architects attributed their success to their early recognition of school design as a specialty requiring advanced study, Parkinson's experience as a contractor with deep experience in construction practices, and Dockendorff's training in Germany, which gave him a design sensibility marked by simplicity and balance. In the Foreword of the book, the architects outlined their role as school designers:

“The designing of educational buildings has developed into a specialist's field of work of the most intricate and difficult sort. Many fields require specialists, but in none is expert service more imperative than in the planning of a modern school plant. Public funds and children's educational needs – these have been entrusted to us in the past; the future will continue to show us conscientious and loyal stewards.”⁶³

Foeller, Schober, Berners, Safford & Jahn/Berners, Schober, & Klip

The firm of Foeller, Schober, Berners, Safford & Jahn was hired to design the Rexford Elementary School, completed in 1951. The firm was hired again in 1966, doing business as Berners, Schober, & Klip, to design the addition connecting the 1918 high school with the 1951 Rexford school building. The firm was founded in 1898 by French immigrant Henry Foeller (1871-1938), making it one of the state's oldest continually-operating architectural and engineering firms. The firm began with a residential focus, but soon shifted in the early part of the twentieth century to community buildings, including schools, churches, libraries, and hospitals. Max Schober (1879-1965) joined the partnership in 1906. Marvin Stephenson joined in 1917. The firm designed the Architects Building in downtown Green Bay to house their offices where they remain today as Berners-Schober.⁶⁴ Edgar Hubert Berners was a registered architect and professional engineer born in Port Washington, Wisconsin, in 1898. He attended the University of Illinois, earning a Bachelor of Science in Architectural

⁶² “Guide to the Parkinson & Dockendorff Architectural Drawings.”

⁶³ Neverman, 3.

⁶⁴ “Berners-Schober History,” *Berners-Schober*, accessed September 28 2017, <https://www.berners-schober.com/firm/berners-schober-history.html>.

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Engineering. He worked as a draftsman for the firm, then called Foeller, Schober & Stephenson, until 1926. He then worked briefly as an engineer for Truscon Steel Company in Ohio before returning to Green Bay in 1927 and becoming partner in the firm. He died in 1991. Many of the firm's notable education buildings are attributed to Berners, including multiple engineering buildings at the University of Wisconsin (Madison), the library at the State College in Stevens Point, and the Premontre High School and Seminary in Green Bay, Wisconsin. He served as the president of the National Council of Architectural Registration Boards from 1952-53.⁶⁵ Other partners at the time the Rexford School was designed included Noel Ross Safford and Clarence O. Jahn. The firm name was changed to Foeller, Schober, Berners, Stafford & Jahn in 1940. By 1966, the firm leadership changed again and the firm was renamed Berners, Schober & Klip, reflecting the addition of Paul A. Klip to the partnership.⁶⁶ For more than a century, the firm designed thousands of buildings throughout northeastern Wisconsin, including many of Green Bay's historic and local landmark buildings, including several buildings listed on the State and National Registers of Historic Places.

Conclusion

The Clintonville High School is locally significant and eligible for the National Register of Historic Places under Criterion A in the area of Education. The history of education in Clintonville is intimately intertwined with the property where the present nominated school sits. The existing buildings are part of a lineage of school buildings on the site, beginning in 1873, when Urial Clinton first donated the land and continuing through the modifications and additions to the present configuration. The school buildings retain features that demonstrate both their original period and use and their flexibility to modern educational needs. These elements show the progression of education in Clintonville, from the first dedicated high school to the consolidation of rural elementary schools into a single, centrally-located facility. The foresight of the architects enables the earlier 1918 and 1951 facilities to remain largely intact, contributing to a combined, enlarged, well-functioning school complex today.

From the inception of the first 1918 segment, the school represents an openness to change and flexibility for future uses inherent in the initial design and an expressed goal of the original architects. School designers of the period were certain that education would continue to progress rapidly, especially at the high school level, and that it was not always possible to predict how that progress would be manifested in the school building. As a result, they intentionally planned facilities to adapt to change, accept additions and modifications without substantial reconfiguration, and to grow with the

⁶⁵ Koyl, George S., Ed., *American Architects Directory* (New York: R. R. Bowker Company, 1955), 40.

⁶⁶ Gane, John F., ed., *American Architects Directory, 3rd Edition* (New York: R. R. Bowker Company, 1970), 67.

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needs of the student body. To that extent, the school is enormously successful and a fine example of how that ideal is manifested over a century of use.

Preservation Activity and Archeological Potential

All segments of the building have remained in constant use since their construction. Regular maintenance and repair campaigns by the Clintonville School District have retained the buildings in good condition. Other than continued maintenance and use, there are no preservation efforts being undertaken at the property. Recently, a referendum to demolish the entire complex and build a new school in its place was put up for vote in a local election. The argument in favor of demolition believes brand new facilities will attract better teachers and new families. The referendum was soundly defeated; however, those in favor of demolition would like to propose it again in a future election. As a result, the school is at risk of being demolished. Archeological potential has not been assessed.

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Verbal Boundary Description:

The polygonal boundary is oriented toward Eighth Street with the east and north corners being nearly ninety degrees to correspond with a rectilinear street grid oriented approximately 45 degrees from due north. The remaining boundaries follow irregular parcel and road boundaries that were incorporated into the school parcel in the 1950s. Beginning with a point that corresponds to the east corner of the property, the boundary goes southwest 273.1 feet along the drive and chain link fence to the southwest corner of parcel 30 23 71 63, aligning approximately with the south edge of the parking lot. The boundary follows the parcel line, continuing east for 69 feet before jogging south 33 feet, west 28.75 feet, and south again 33.5' to the southern-most edge of the property. The boundary continues west along the parcel line for 542.25 feet along a line corresponding with the north edge of the playground surface. There is no physical boundary between the south boundary line and the neighboring parcel, which contains a large grassy lawn, outbuildings, and a playground. The boundary continues north for 66 feet (the width of Waupaca Street, which has been vacated at this point with the land included in this parcel). The boundary turns 32 degrees to the northeast and continues along South Clinton Avenue to the corner of South Clinton Avenue and Eighth Street, 539.25 feet. The boundary makes a right-angle turn and continues 418.5 feet southeast along Eighth Street to the starting point, where it makes another right angle.

Boundary Justification:

The historical boundary for the original 1918 Clintonville High School was a much smaller parcel of land comprising the east corner of the site, approximately one quarter of the modern-era boundary. The modern-era boundary is the result of consolidating several parcels previously occupied by other school buildings to build the addition combining the 1918 building with the Rexford Elementary School on the west side of the modern-era parcel. The proposed boundary follows the current legal parcel. The neighboring parcel owned by the school district is not included; it contains no historic buildings or structures. This parcel is characterized by modern-era playground equipment, basketball hoops, soccer fields, etc. comprising a large, park-like area that is not consistent in use or character with the Clintonville High School building and additions. Additionally, as separate parcels, a sale could result in different owners for each parcel.

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Photos Page 1

Clintonville High School
Clintonville, Waupaca, Wisconsin

Photographs

RESOURCE:

Clintonville High School
City of Clintonville, Waupaca County, Wisconsin

PHOTOGRAPHERS:

Donna Weiss, September 2017

LOCATION OF ORIGINAL DIGITAL FILES:

Wisconsin Historical Society, State Preservation Office
816 State Street, Madison, WI 53706

Note: All captions use “Plan North” designations as described in the Methodology statement

PHOTO DESCRIPTIONS:

Photograph 01 of 30 (WI_Waupaca County_Clintonville High School_0001)
North elevation looking south, 1918 segment.

Photograph 02 of 30 (WI_Waupaca County_Clintonville High School_0002)
North elevation entrance detail, 1918 segment.

Photograph 03 of 30 (WI_Waupaca County_Clintonville High School_0003)
East and partial south elevation, 1918 segment, looking northwest.

Photograph 04 of 30 (WI_Waupaca County_Clintonville High School_0004)
South elevation looking north, 1918 segment at right, 1966 connecting addition at left.

Photograph 05 of 30 (WI_Waupaca County_Clintonville High School_0005)
Looking northwest at the east elevation of the 1951 segment, originally Rexford Elementary School (left), and 1966 connecting addition (right).

Photograph 06 of 30 (WI_Waupaca County_Clintonville High School_0006)
Looking east at the west elevation entry to the 1951 segment, originally Rexford Elementary School.

Photograph 07 of 30 (WI_Waupaca County_Clintonville High School_0007)
Looking northeast at the west elevation of the 1966 connecting addition with red-orange entrance canopy.

Photograph 08 of 30 (WI_Waupaca County_Clintonville High School_0008)
Looking southwest at the north elevation of the 1966 connecting addition.

Photograph 09 of 30 (WI_Waupaca County_Clintonville High School_0009)
North entrance of the 1966 addition with the bell from a school in Embarrass when it was consolidated into the Clintonville school district. This bell is a contributing object.

United States Department of the Interior
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Continuation Sheet

Section Photos Page 2

Clintonville High School
Clintonville, Waupaca, Wisconsin

Photograph 10 of 30 (WI_Waupaca County_Clintonville High School_0010)
Looking up a main entry stair, 1918 high school.

Photograph 11 of 30 (WI_Waupaca County_Clintonville High School_0011)
Looking west down the main interior corridor, original 1918 high school.

Photograph 12 of 30 (WI_Waupaca County_Clintonville High School_0012)
Prism glass at administrative offices entrance of the main first floor corridor of the 1918 high school.

Photograph 13 of 30 (WI_Waupaca County_Clintonville High School_0013)
Typical classroom door, 1918 high school.

Photograph 14 of 30 (WI_Waupaca County_Clintonville High School_0014)
Typical classroom, 1918 high school. Note wood corner built-in and casework.

Photograph 15 of 30 (WI_Waupaca County_Clintonville High School_0015)
Typical classroom built-in cabinet with prism glass, present in all 1918 high school classrooms.

Photograph 16 of 30 (WI_Waupaca County_Clintonville High School_0016)
Typical science classroom with built-in casework, 1918 high school classroom.

Photograph 17 of 30 (WI_Waupaca County_Clintonville High School_0017)
View looking across the main stair hall, 1918 high school. Note the stained glass skylight, one of three in this space.

Photograph 18 of 30 (WI_Waupaca County_Clintonville High School_0018)
View looking into the gym, ground floor of the 1918 high school.

Photograph 19 of 30 (WI_Waupaca County_Clintonville High School_0019)
View of the auditorium above the gym, second floor of the 1918 high school. Note the plaster detailing on the console brackets and beams.

Photograph 20 of 30 (WI_Waupaca County_Clintonville High School_0020)
Detail of original auditorium light fixture. All original auditorium fixtures are intact.

Photograph 21 of 30 (WI_Waupaca County_Clintonville High School_0030)
Auditorium box office on the south side of the auditorium, 1918 high school.

Photograph 22 of 30 (WI_Waupaca County_Clintonville High School_0022)
Looking east in the north entrance lobby at the stair and display case, 1966 segment.

Photograph 23 of 30 (WI_Waupaca County_Clintonville High School_0023)
Looking west down the 1966 segment second floor hall from the junction with the 1918 high school.

Photograph 24 of 30 (WI_Waupaca County_Clintonville High School_0024)
Typical first floor corridor in the 1966 segment. Note transoms to allow natural light into corridor.

United States Department of the Interior
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Continuation Sheet

Section Photos Page 3

Clintonville High School
Clintonville, Waupaca, Wisconsin

Photograph 25 of 30 (WI_Waupaca County_Clintonville High School_0025)
1966 segment cafeteria looking back toward the main north-south corridor.

Photograph 26 of 30 (WI_Waupaca County_Clintonville High School_0026)
Gym on the south side of the 1966 segment.

Photograph 27 of 30 (WI_Waupaca County_Clintonville High School_0027)
Typical corridor, 1951 segment, originally Rexford Elementary School.

Photograph 28 of 30 (WI_Waupaca County_Clintonville High School_0028)
Typical classroom door, 1951 segment. Almost all historic doors are intact in this building segment.

Photograph 29 of 30 (WI_Waupaca County_Clintonville High School_0029)
Typical classroom, 1951 segment, originally Rexford Elementary School.

Photograph 30 of 30 (WI_Waupaca County_Clintonville High School_0030)
Looking west toward the 1951 segment entrance, originally Rexford Elementary School. Original vestibule door, frame, and corridor wall tile is intact.

**United States Department of the Interior
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Clintonville High School
Clintonville, Waupaca, Wisconsin

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Figure 2: Sketch Map of property with photo locations. (Sketch map by Preserve, LLC)

Figure 3: Aerial of Clintonville, WI, 1927

Figure 4: Clintonville High School Postcard c. 1920 (Wisconsin Historical Society)

Figure 5: Clintonville High School front (north) elevation, c. 1918. (Diedrich, History of Clintonville, 1937)

Figure 6: Clintonville High School entrance, c. 1927. (Neverman, Twenty-Five Years of School House Planning, 1927)

Figure 7: Clintonville High School looking west, c. 1927. (Neverman, Twenty-Five Years of School House Planning, 1927)

Figure 8: Clintonville School building from 1896-1918, including primary and secondary grades. (Diedrich, History of Clintonville, 1937)

Figure 9: Clintonville School building from 1873 – 1896, high school grades added in 1894. (Diedrich, History of Clintonville, 1937)

Figure 10: Main portion of pictured building served as the Clintonville School from 1865 – c. 1873. The building was later moved. (Diedrich, History of Clintonville, 1937)

Figure 11: Original drawings, Sheet No. 1, front and west side elevations. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

Figure 12: Original drawings, 1918 high school, Sheet No. 2, rear and east side elevations. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

Figure 13: Original drawings, 1918 high school, Sheet No. 3, section drawings. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

Figure 14: Original drawings, 1918 high school, Sheet No. 4, basement plan. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

Figure 15: Original drawings, 1918 high school, Sheet No. 5, first floor plan. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

Figure 16: Original drawings, 1918 high school, Sheet No. 6, second floor plan. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

United States Department of the Interior
National Park Service

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Section Figures Page 2

Clintonville High School
Clintonville, Waupaca, Wisconsin

Figure 17: Original drawings, 1918 high school, Sheet No. 10, entrance details. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

Figure 18: As-Built drawings, all segments, sheet 3, first floor plan. (Provided by Clintonville Schools Department of Buildings and Grounds, Clintonville, WI, drawings by Stubenrauch Associates, Inc.)

Figure 19: As-Built drawings, all segments, sheet 4, second and third floor plans. (Provided by Clintonville Schools Department of Buildings and Grounds, Clintonville, WI, drawings by Stubenrauch Associates, Inc.)

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

**National Register of Historic Places
Continuation Sheet**

Section Figures Page 3

Clintonville High School
Clintonville, Waupaca, Wisconsin

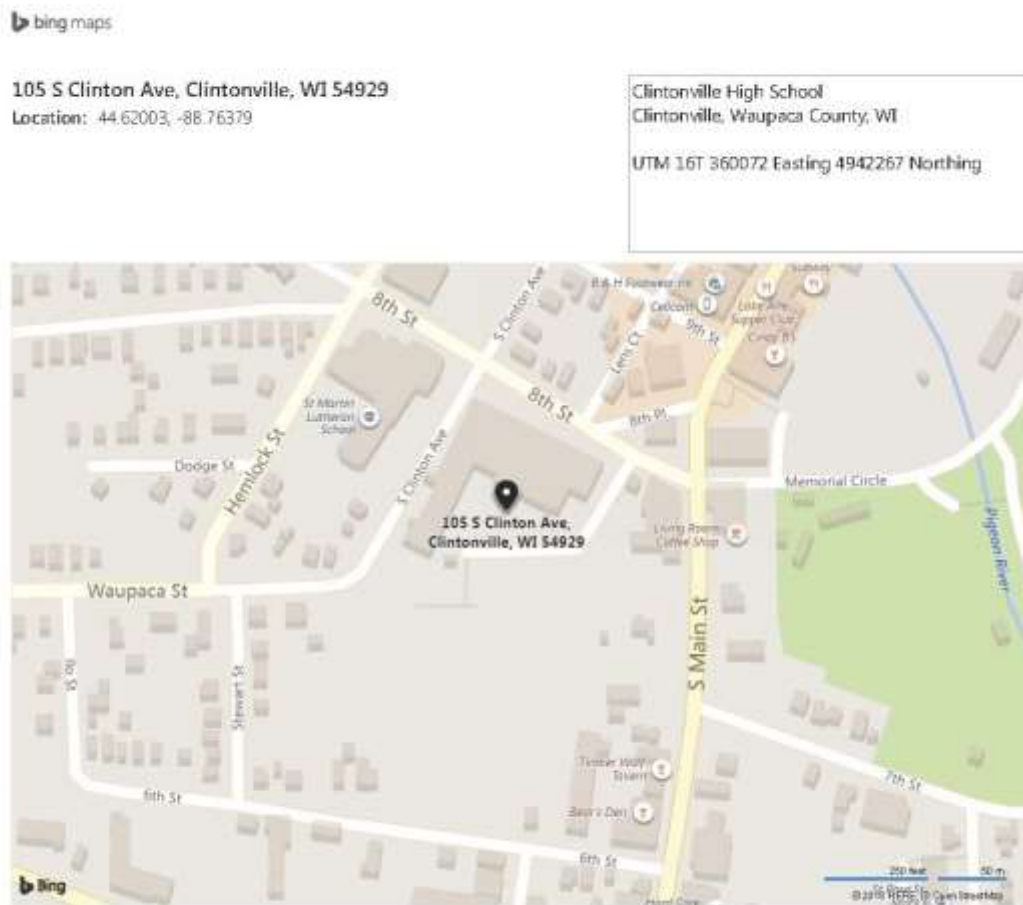
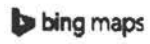


Figure 1
Bing Map with UTM coordinates.



105 S Clinton Ave, Clintonville, WI 54929

Location: 44.62003, -88.76379

Clintonville High School
Clintonville, Waupaca County, WI

UTM 16T 360072 Easting 4942267 Northing



United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Figures Page 4

Clintonville High School
Clintonville, Waupaca, Wisconsin

CLINTONVILLE HIGH SCHOOL - 105 South Clinton Avenue

Sketch Map and Exterior Photo Key

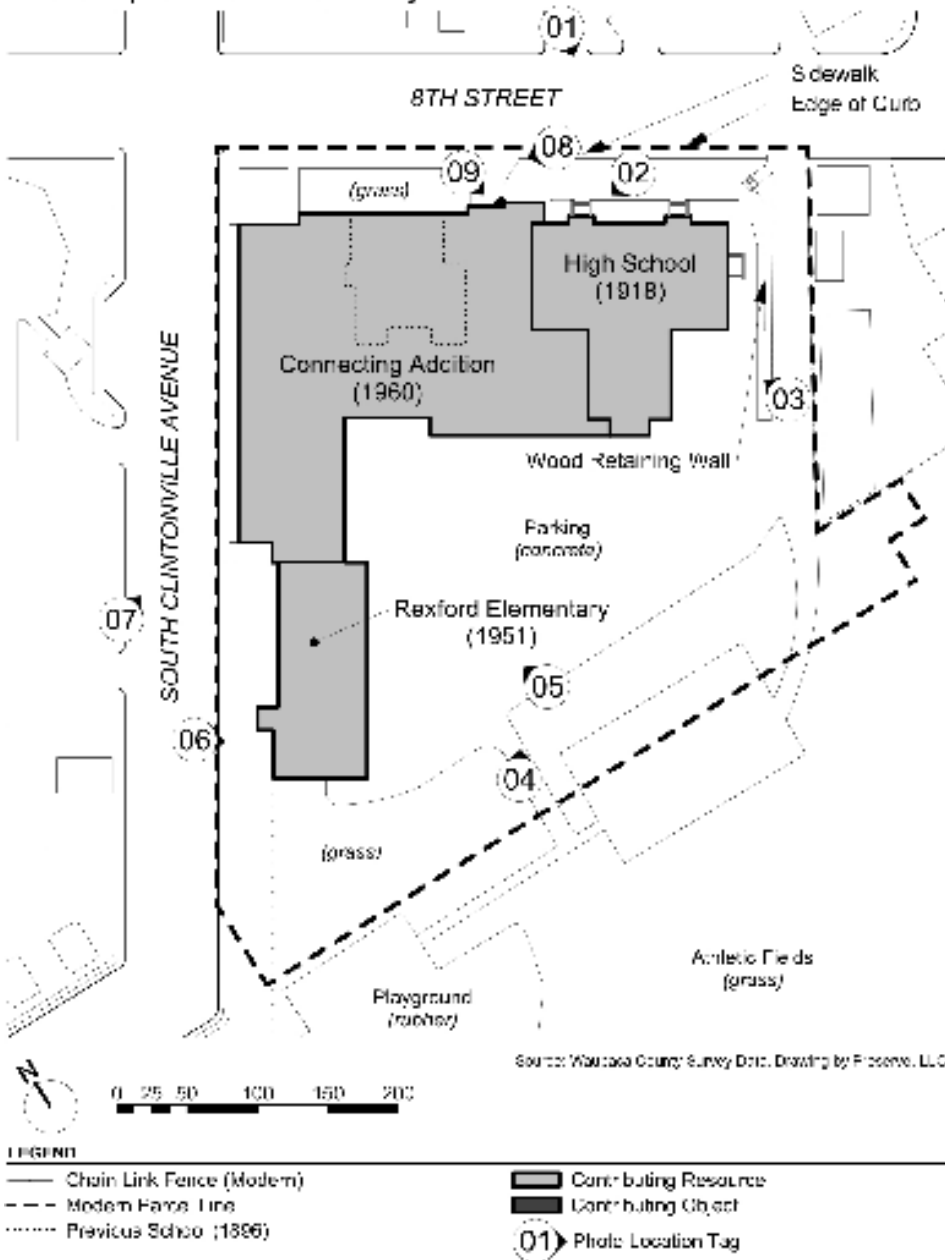


Figure 2
Sketch Map of property with photo locations. (Sketch map by Preserve, LLC)

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section Figures Page 5

Clintonville High School
Clintonville, Waupaca, Wisconsin

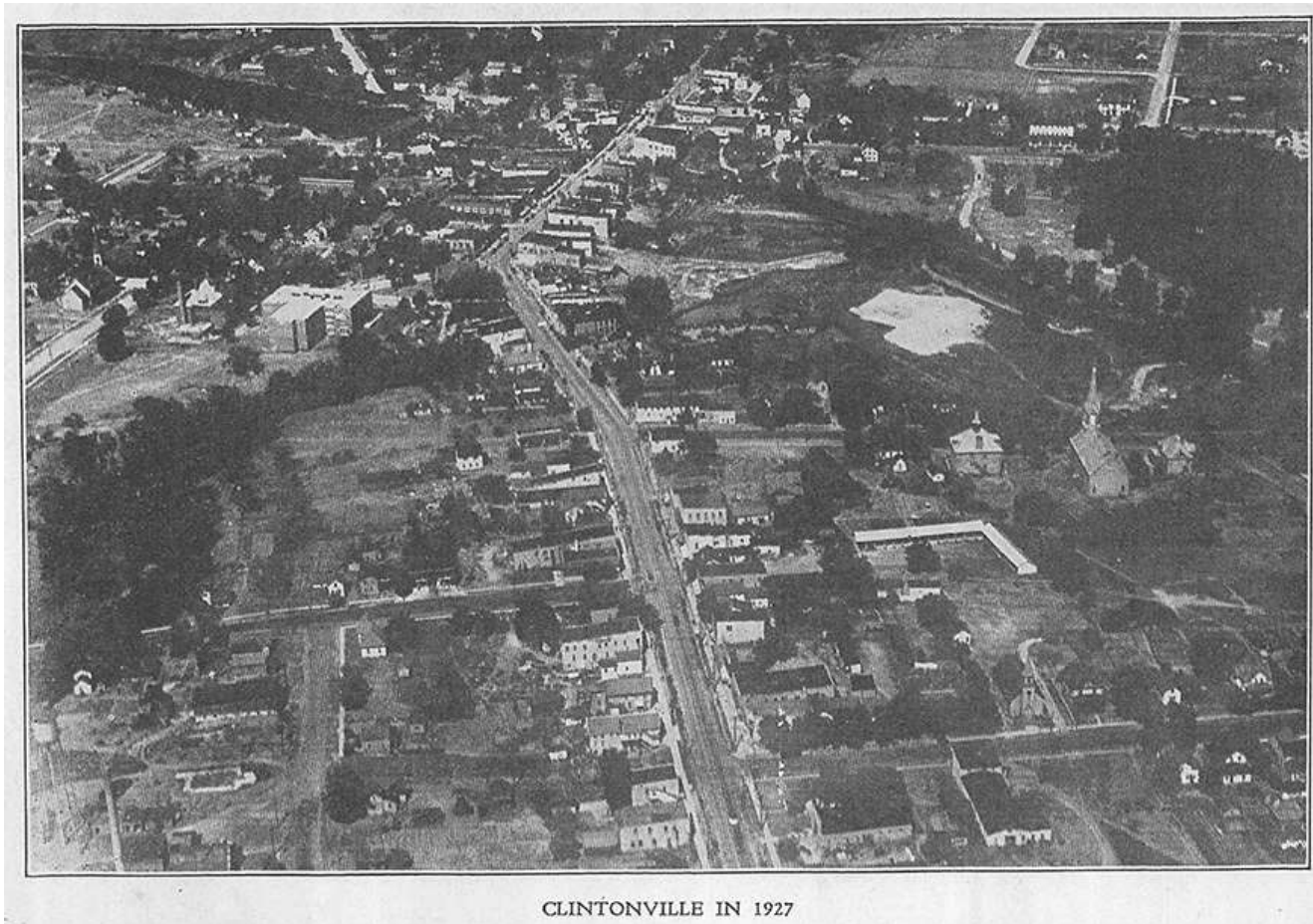


Figure 3

Aerial of Clintonville, WI, 1927. The 1918 high school is the large white-roofed building in the upper left quadrant. (Diedrich, *History of Clintonville*, 1937)

United States Department of the Interior
National Park Service

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Section Figures Page 6

Clintonville High School
Clintonville, Waupaca, Wisconsin



Figure 4
Clintonville High School Postcard c. 1920 (Wisconsin Historical Society)



Figure 5
Clintonville High School front (north) elevation, c. 1918. (Diedrich, *History of Clintonville*, 1937)

United States Department of the Interior
National Park Service

National Register of Historic Places
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Section Figures Page 7

Clintonville High School
Clintonville, Waupaca, Wisconsin



Figure 6
Clintonville High School entrance, c. 1927. (Neverman, *Twenty-Five Years of School House Planning*, 1927)

United States Department of the Interior
National Park Service

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Section Figures Page 8

Clintonville High School
Clintonville, Waupaca, Wisconsin



Figure 7

Clintonville High School looking west, c. 1927. (Neverman, *Twenty-Five Years of School House Planning*, 1927)



Figure 8

Clintonville School building from 1896-1918, including primary and secondary grades. (Diedrich, *History of Clintonville*, 1937)

United States Department of the Interior
National Park Service

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Section Figures Page 9

Clintonville High School
Clintonville, Waupaca, Wisconsin



Figure 9

Clintonville School building from 1873 – 1896, high school grades added in 1894. (Diedrich, *History of Clintonville*, 1937)



Figure 10

Main portion of pictured building served as the Clintonville School from 1865 – c. 1873. The building was later moved. (Diedrich, *History of Clintonville*, 1937)

United States Department of the Interior
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National Register of Historic Places
Continuation Sheet

Section Figures Page 10

Clintonville High School
Clintonville, Waupaca, Wisconsin

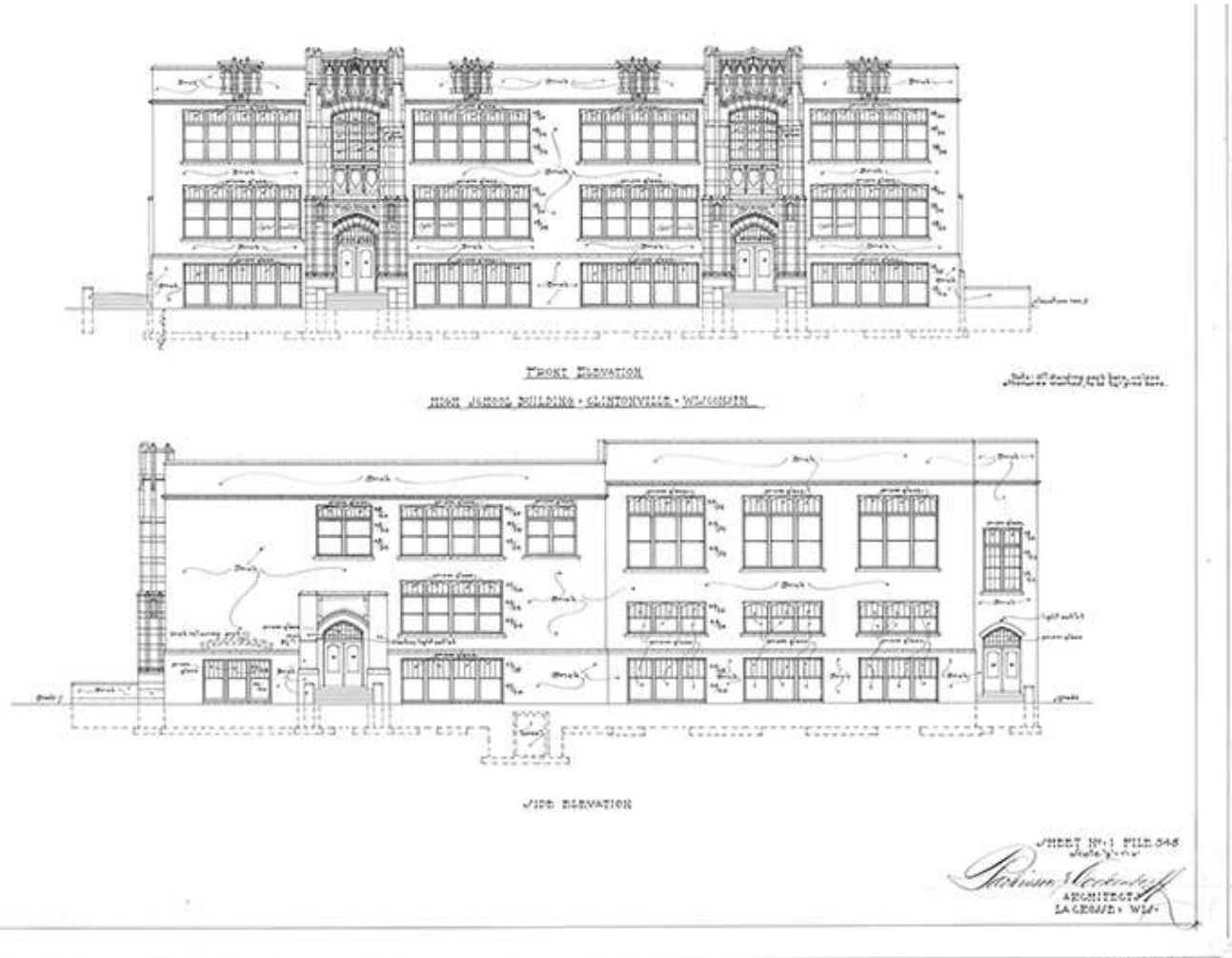


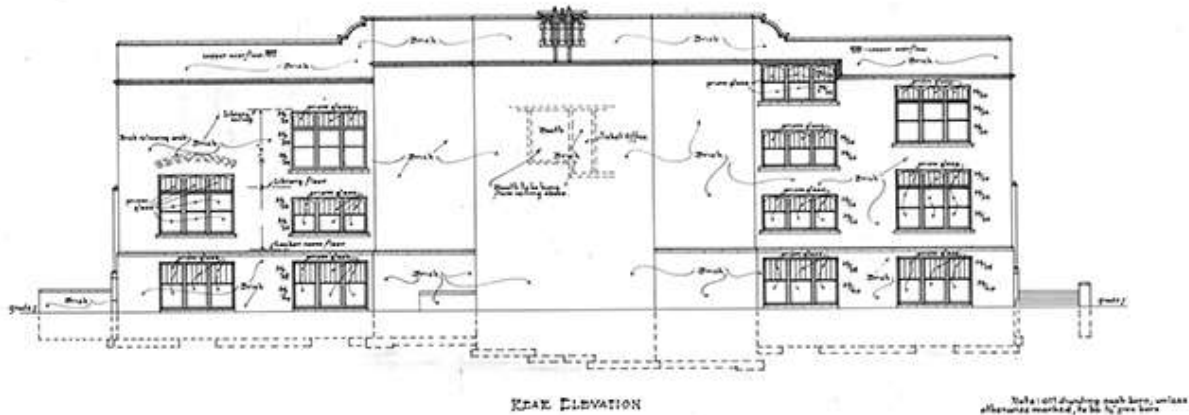
Figure 11
Original drawings, Sheet No. 1, front and west side elevations. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

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

**National Register of Historic Places
Continuation Sheet**

Section Figures Page 11

Clintonville High School
Clintonville, Waupaca, Wisconsin



SHEET NO. 2 FILE 548
Scale 1/4" = 1'-0"
Parkinson & Dockendorff
ARCHITECTS
LA CROSSE, WIS.

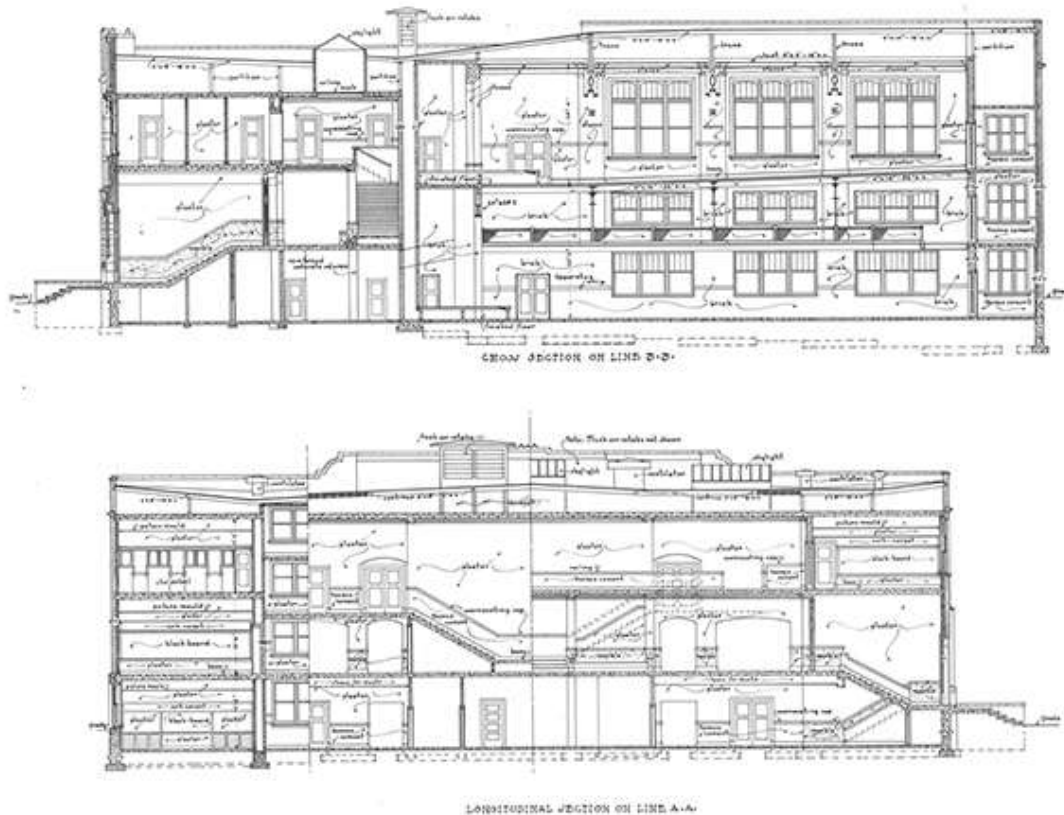
Figure 12
Original drawings, 1918 high school, Sheet No. 2, rear and east side elevations. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

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Clintonville High School
Clintonville, Waupaca, Wisconsin



SHEET NO. 3 FILE 548
Scale 1/8" = 1'-0"
Parkinson & Dockendorff
ARCHITECTS
LA CROSSE, WIS.

Figure 13

Original drawings, 1918 high school, Sheet No. 3, section drawings. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

United States Department of the Interior
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National Register of Historic Places
Continuation Sheet

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Clintonville High School
Clintonville, Waupaca, Wisconsin

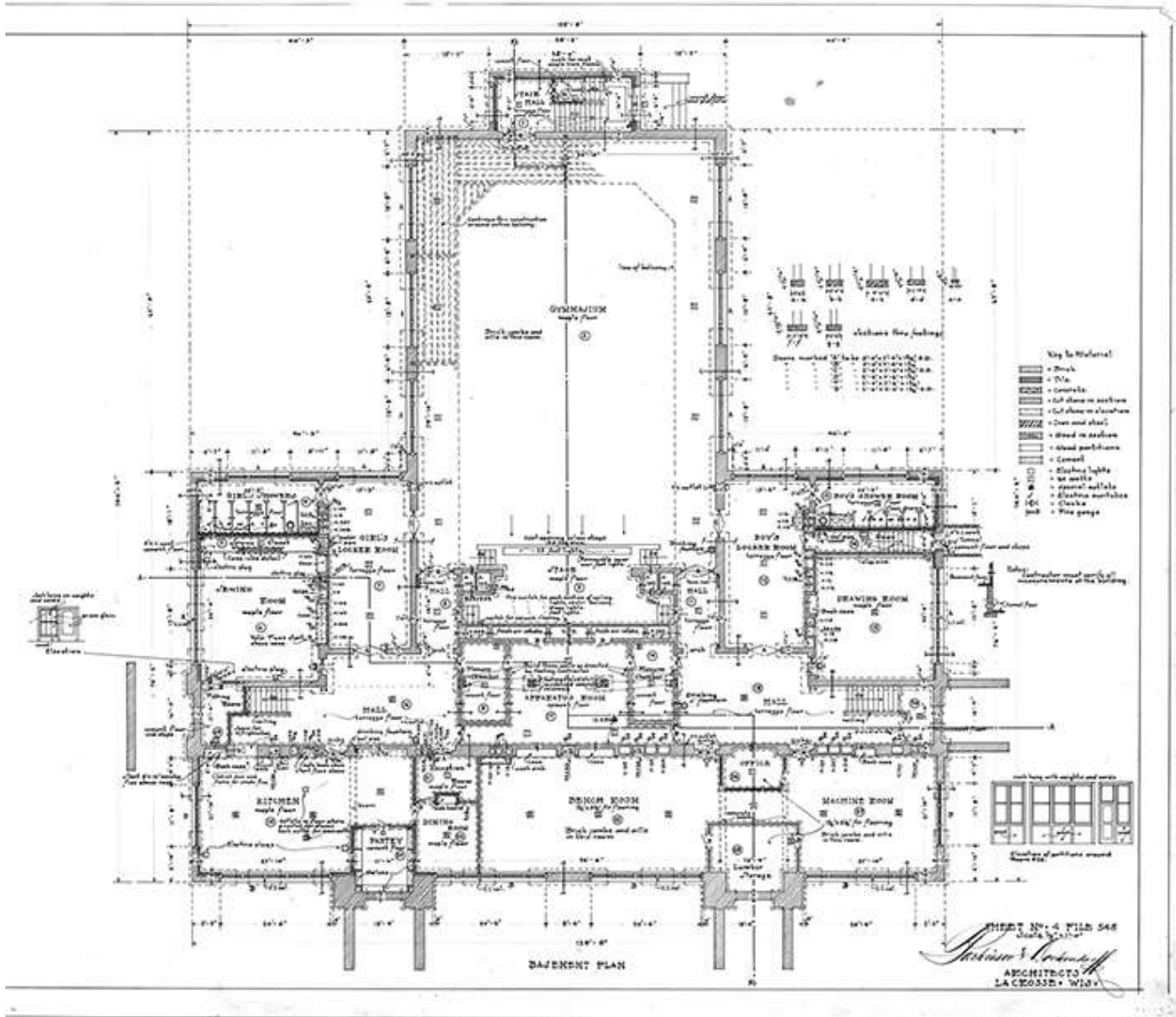


Figure 14
Original drawings, 1918 high school, Sheet No. 4, basement plan. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

**United States Department of the Interior
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Clintonville High School
Clintonville, Waupaca, Wisconsin

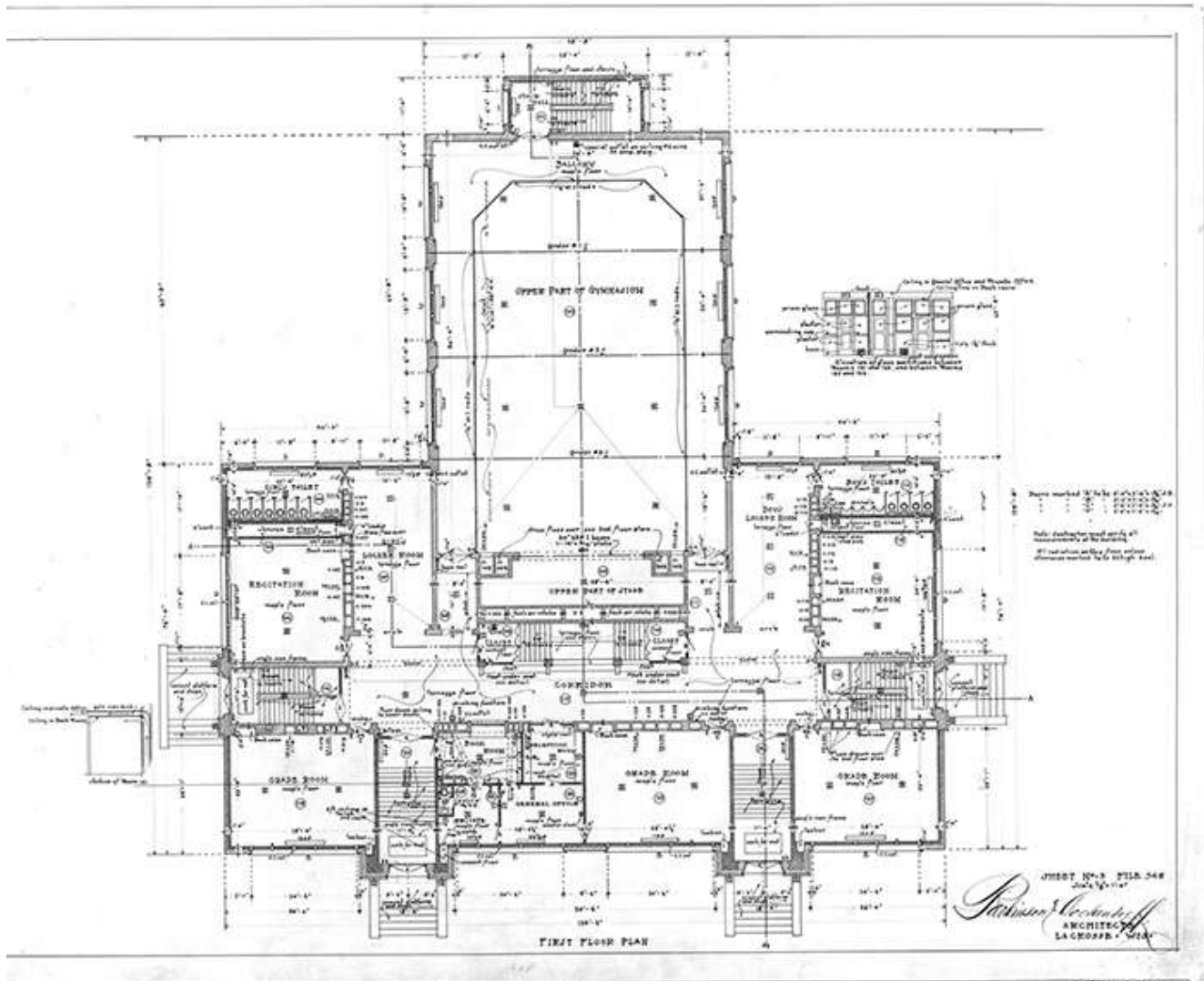


Figure 15
Original drawings, 1918 high school, Sheet No. 5, first floor plan. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

United States Department of the Interior
National Park Service

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Clintonville High School
Clintonville, Waupaca, Wisconsin

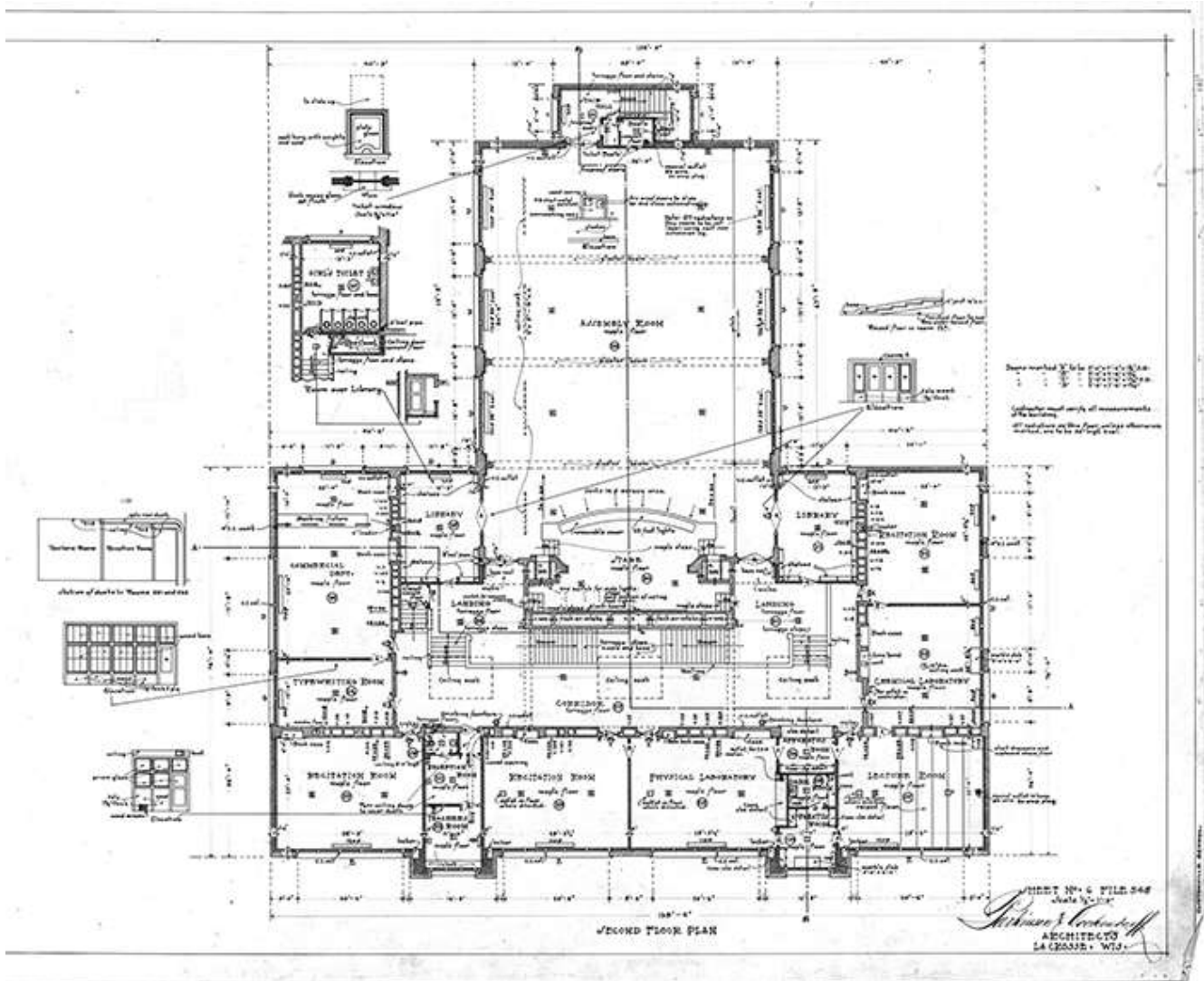


Figure 16
Original drawings, 1918 high school, Sheet No. 6, second floor plan. (Parkinson & Dockendorff Architectural Drawings collection, La Crosse Public Library Archives, MSS 061 795)

**United States Department of the Interior
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Clintonville High School
Clintonville, Waupaca, Wisconsin

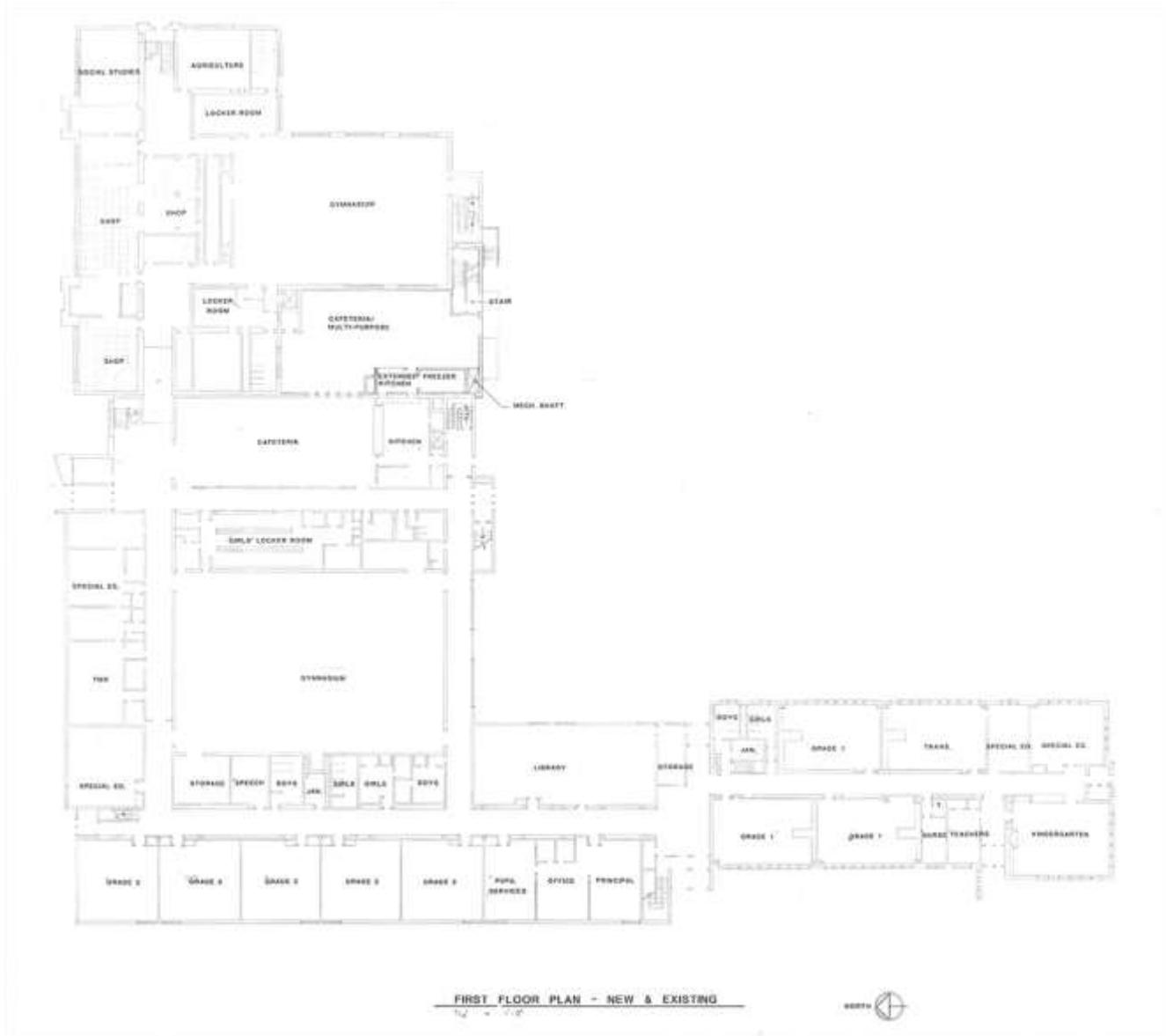


Figure 18
As-Built drawings, all segments, sheet 3, first floor plan. (Provided by Clintonville Schools Department of Buildings and Grounds, Clintonville, WI, drawings by Stubenrauch Associates, Inc.)

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

**National Register of Historic Places
Continuation Sheet**

Section Figures Page 18

Clintonville High School
Clintonville, Waupaca, Wisconsin



Figure 19
As-Built drawings, all segments, sheet 4, second and third floor plans. (Provided by Clintonville Schools Department of Buildings and Grounds, Clintonville, WI, drawings by Stubenrauch Associates, Inc.)













GLEN HAVEN
ELEMENTARY
SCHOOL



NO PARKING
IN FRONT OF
SCHOOL

NO PARKING
IN FRONT OF
SCHOOL





ONLY







Amy Bindas
Assistant of Teaching and Learning

243





S-science
T-technology
E-engineering
A-arts
M-math

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BULLYING

Colorful poster with text and illustrations.







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- Classroom
- Library
- Recess
- Gym
- Art
- Music
- Field Trip
- Lunch
- Computer Lab

107

PALS
Testing
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Handwriting's creative corner





EXIT

TEXT
BOOKS

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 8/2/2018 Date of Pending List: 9/21/2018 1:29:38 PM Date of 16th Day: 9/11/2018 Date of 45th Day: 9/17/2018 Date of Weekly List: 9/21/2018

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 9/21/2018 Date

Abstract/Summary
Comments:

Recommendation/
Criteria

Reviewer Alexis Abernathy Discipline Historian

Telephone (202)354-2236 Date _____

DOCUMENTATION: see attached comments : No see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



WISCONSIN
HISTORICAL
SOCIETY



TO: Keeper
National Register of Historic Places

FROM: Peggy Veregin
National Register Coordinator

SUBJECT: National Register Nomination

The following materials are submitted on this First day of August 2018, for the nomination of the Clintonville High School to the National Register of Historic Places:

<u>1</u>	Original National Register of Historic Places Nomination Form
<u>1</u>	CD with NRHP Nomination form PDF
<u> </u>	Multiple Property Nomination form
<u>30</u>	Photograph(s)
<u>1</u>	CD with image files
<u>1</u>	Map(s)
<u>19</u>	Sketch map(s)/figures(s)/exhibit(s)
<u> </u>	Piece(s) of correspondence
<u> </u>	Other:

COMMENTS:

<u> </u>	Please ensure that this nomination is reviewed
<u> </u>	This property has been certified under 36 CFR 67
<u> </u>	The enclosed owner objection(s) do or do not constitute a majority of property owners
<u> </u>	Other: