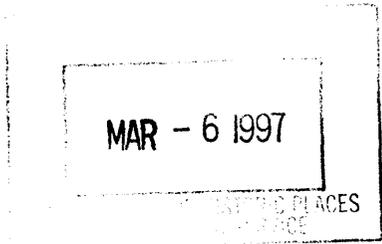


NPS Form 10-900
(Rev. 8/86)
Wisconsin Word Processor Format (1331D)
(Approved 3/87)

OMB No. 1024-0018

United State Department of the Interior
National Park Service



NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

This form is for use in nominating or requesting determinations of eligibility for individual properties or districts. See instructions in Guidelines for Completing National Register form (National Register Bulletin 16). Complete each item by marking "x" in the appropriate box or by entering the requested information. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, styles, materials, and areas of significance, enter only the categories and subcategories listed in the instructions. For additional space use continuation sheets (Form 10-900a). Type all entries. Use letter quality printer in 12 pitch, using an 85 space line and a 10 space left margin. Use only archival paper (20 pound, acid free paper with a 2% alkaline reserve).

1. Name of Property

historic name Longfellow School
other names/site number Callan, Alice, School

2. Location

street & number 221 Spaulding Avenue N/A not for publication
city, town Ripon N/A vicinity
state Wisconsin code WI county Fond du Lac code 039 zip code 54971

3. Classification

Ownership of Property	Category of Property	No. of Resources within Property	
<input type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	contributing	noncontributing
<input checked="" type="checkbox"/> public-local	<input type="checkbox"/> district	<u>1</u>	<input type="checkbox"/> buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> site	<input type="checkbox"/>	<input type="checkbox"/> sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> structure	<input type="checkbox"/>	<input type="checkbox"/> structures
	<input type="checkbox"/> object	<input type="checkbox"/>	<input type="checkbox"/> objects
		<u>1</u>	<u>0</u> Total
Name of related multiple property listing:		No. of contributing resources previously listed in the National Register <u>0</u>	
<u>N/A</u>			

Longfellow School
Name of Property

Fond du Lac Co., WI
County and State

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, 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. ___ See continuation sheet.

Jeff A. De...
Signature of certifying official
State Historic Preservation Officer - WI

2/28/97
Date

State or Federal agency and bureau

In my opinion, the property ___meets___ does not meet the National Register criteria. ___ See continuation sheet.

Signature of commenting or other official Date

State or Federal agency and bureau

5. National Park Service Certification

I, hereby, certify that this property is:

- entered in the National Register.
___ See continuation sheet
- determined eligible for the National Register. ___ See continuation sheet
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain): _____

Bob Sarge 4-14-97

fr Signature of the Keeper Date

6. Functions or Use

Historic Functions
(enter categories from instructions)

Current Functions
(enter categories from instructions)

EDUCATION/school

EDUCATION/school

Longfellow School
Name of Property

Fond du Lac Co., WI
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7. Description

Architectural Classification
(enter categories from instructions)

Materials
(enter categories from instructions)

<u>Late Gothic Revival</u>	foundation <u>concrete</u>
<u></u>	walls <u>brick</u>
<u></u>	<u>limestone</u>
<u></u>	roof <u>asphalt</u>
<u></u>	other <u>limestone</u>
<u></u>	<u></u>

Describe present and historic physical appearance.

Longfellow School built in 1927-8 (now known as Alice Callan School) is a two-story Collegiate Gothic style elementary school building that sits on a large lot on Spaulding Avenue on the northeast side of Ripon, a small city in east-central Wisconsin. Spaulding Avenue is a two-way urban street improved with concrete curbs, gutters, and sidewalks. The school is located on the eastern edge of a medium-sized historic residential neighborhood that features houses from the mid-nineteenth to the mid-twentieth centuries. The houses in the neighborhood sit on average-sized urban lots with many mature trees and bushes. Directly east of the Longfellow school, this neighborhood ends and an industrial area of Ripon begins.

The Longfellow School building sits on a large, slightly raised, lot that includes a small lawn in the front of the building, a few mature bushes close to the building, and two large playgrounds. The playground to the south of the school building consists of a "jungle gym" complex in the center of a play area that is covered with a thick layer of wood chips. The playground to the east of the school building is paved with concrete and has no equipment except basketball hoops.

The plan of the Longfellow School consists of a two-story main block with one-story wings attached to the north and south walls of the main block. These ends of those wings project out beyond the east and west walls of the main block. The walls of the building are constructed of multi-hued brown bricks and are decorated with an abundance of smooth limestone trim. The roof is flat on both the main block and the wings and features a parapet defined by a limestone cornice and topped with limestone trim. The parapet is undecorated except on the west wall of each wing. Here, there are recessed limestone panels carved with a gothic motif. A large brick chimney that serves the main boiler projects up from the south wall of the main block. A smaller brick chimney slightly projects above the roof of the same wall and serves an interior fireplace. The building's concrete foundation is covered with limestone veneer that is scored to resemble limestone blocks.

There are many large window openings on all sides of the building. Originally, these openings contained multi-light windows, but they have recently been enclosed with much smaller modern sliding windows and modern paneling. These large openings are decorated with tabbed limestone surrounds. Tabbed limestone surrounds also decorate smaller openings that irregularly punctuate the walls of the building. These smaller openings feature single or paired casement windows, some of which are still filled with original lead glazing in a diamond pattern.

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The Collegiate Gothic details of the building can be seen on the large bay window the projects from the south wall of the south wing of the building, and on the frontispieces of the four front entrances to the building, all located on the west elevation. The large bay window is covered with smooth limestone and features four pairs of buttresses topped with finials. Cornices define the bay's parapet, which is decorated with elliptical arches in an arcaded pattern. The three large, elliptically-arched windows of the bay were originally filled with multiple lights, but are now enclosed with modern sliding windows and panels.

The entrances in the west ends of the two wings of the building are decorated in a similar manner. These entrances are set into projecting frontispieces that are covered with smooth limestone. Two buttresses topped with finials flank each entrance's modern metal and glass entry doors. Above the modern doors, the elliptically-arched transoms have been enclosed with modern paneling. The frontispieces also feature parapets decorated with arcaded elliptical arches.

The two other entrances on the west elevation of the main block of the building are in the first story of each end of the main block, which very slightly projects from the rest of the main block's west wall. The entrances are decorated with shallow frontispieces that are covered with smooth limestone. Two buttresses topped with finials flank each entrance's modern metal and glass entry doors. Above the modern doors, the elliptically-arched transoms have been enclosed with modern paneling. Above the elliptical arches are parapets that are decorated with arcaded pointed arches and other motifs. Above the parapets are wrought-iron balconets that cover the sills of the second floor openings.

Because the Longfellow School was built with an emphasis on the earliest years of elementary education, kindergarten and first grade, the original interior plan of the school emphasized the facilities for these grades, even giving them separate entrances and bathrooms, and placing them in the wings of the building, separating them from the other classrooms. The floorplan has not significantly changed, even though some classrooms now have different uses.

The first floor of the Longfellow School has an I-plan (see Figure 1). The main block of the building is in the center, flanked by the two wings. In the main block of the first floor, there are two large classrooms on both sides of the floor's central hallway. In the flanking wings are two other large classrooms, along with offices, storage rooms, and bathrooms. The main hallway features a terrazzo floor, brown brick wainscotting, rough-finished plaster walls, and an arched ceiling. Hanging from this ceiling, and in other locations throughout the building, are

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period hanging lights. The lights hang from the ceiling by chains that are attached to decorative iron collars. Under the iron collars are cream-colored globes that are decorated with muted colors in a period design.

The two classrooms in the main block of the first floor have identical details and have not been altered from the original plan (see Figure 1). The classrooms have plaster walls, simple wood moldings, oak floors, and hanging fluorescent lights. On one end of each classroom are the main "blackboards." These boards are replacements for the original blackboards and once had green slate finishes that have been recently updated with "dry erase" finishes. These boards are surrounded by simple wooden moldings and wooden marker trays. At the other end of the classrooms are wide, shallow, closets that were once covered by the original blackboards. The original blackboards (as seen in the current library room) were attached to four doors that opened to reveal the storage space. The old blackboard closets are framed with wooden moldings and accented with a cornice. They are also flanked by built-in wooden cabinets that have both wood-paneled and multi-light doors, simple moldings, and wooden drawers.

The north wing of the first floor has been slightly altered from the original plan (see Figure 1). Originally, this wing consisted of a large girls' bathroom, a small classroom, a medium-sized classroom, and several closets. Currently, the girls' bathroom has been converted into the boys' bathroom, the small classroom has been divided into three offices, and the classroom is now the school library room. The boys' bathroom has a terrazzo floor, bathroom fixtures, and plaster walls. The offices feature plaster walls, simple wood moldings, and carpeting. Carpeting, simple wood moldings, and plaster walls also decorate the library, along with modern fluorescent lights, a built-in cabinet similar to that found in the classrooms of the main block, and an original blackboard. This room also has a separate entrance hallway that is decorated like the main hallway and is flanked by closets.

The south wing of the first floor is more intact and consists of a large bathroom and the kindergarten room (see Figure 1). The boys' bathroom was originally the girls' bathroom and is identical to the one in the north wing. The kindergarten room, though, has some unusual and interesting features. The room has plaster walls, simple wooden moldings, carpeting, and fluorescent lights like the other first floor rooms. But, the ceiling is higher and features painted beams supported by large brackets attached to the north and south walls. At the east end of the room, there is a small, raised stage with a large storage closet behind it, and at the south end of the room, there is a large bay. There is a Craftsman-style brick fireplace at the north end of the room that has a plain wooden mantel. At the west

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end of the room is a small blackboard and a small bulletin board. Between the two boards is an exit hallway that is decorated like the main hallway and is flanked by a closet and private bathroom.

The second and basement floors of the school building are reached via two main staircases located in the west side of the building, behind the two entrances of the main block. The walls and ceilings of the staircases are identical to the central hallway and are separated from this hallway by modern partitions of glass and metal doors and glass panels. The stairs are covered with terrazzo flooring and between the first and second floors there is a decorative wrought-iron balustrade featuring curved iron balusters, curvilinear wrought-iron brackets, an iron newel post, and a walnut railing.

The second floor of the Longfellow School is, like the first floor, relatively intact in both plan and architectural details (see Figure 2). Since the wings of the building are only one-story in height, the second story of the building lies only in the main block. Like the first story, the original plan for this floor called for two large classrooms across a central hallway. On the west end, the classroom was flanked by the stairwells. On the east end, the classroom was flanked by two small rooms, a teachers' room and the original library room. The west classroom is totally intact but the east side rooms were altered to make two classrooms out of the original three rooms.

The central hallway of the second floor is identical as the first floor, including the period light fixtures seen on the first floor and in the stairwells of the building. The west classroom is in its original condition and is identical to the classrooms on the first floor of the main block of the building, including the oak floor, built-in cabinets, and blackboard closet. The two classrooms across the hall are used as a grade room and a music room. They have three walls that feature the plaster walls, simple wood moldings, and fluorescent lights of the other classrooms of the building. However, their party wall is composed of modern paneling, reflecting the alteration from three rooms to two rooms. The blackboards are the same as the modern boards in the other classrooms, but have not been converted into "dry erase" boards. There are no original built-in cabinets or blackboard closets in these rooms, as well. The rooms are carpeted and have some modern cabinets.

The classroom doors on both the first and second floors of the school building are identical and consist of wood panels in the lower half of the door and multi-light glazing in the upper half of the door. All doors have simple brass hardware.

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There is a full basement story underneath the building (see Figure 3). The basement under the wings has not been altered and its rooms are used for physical plant equipment and storage rooms. One of these rooms is currently being used for a music teacher's office. Under the main block, the original plans for the basement show two separate gymnasiums, one marked for boys and one marked for girls, both of equal size and with a hallway between them. The north wall was removed and the hallway space was added to the boys' gymnasium to form the larger gymnasium that is used today. The smaller gymnasium was converted to the current lunch room. Also in this area are storage rooms and a kitchen.

The gymnasium has concrete block walls with wood-paneled wainscoting. The room is lighted with fluorescent lights and the ceiling is exposed. The floor is covered with mid-twentieth century asphalt tile. Two large metal doors provide exits on both the southeast and southwest ends of the gymnasium. The lunch room also features concrete block walls, a terrazzo floor, fluorescent lighting, and an exposed ceiling. Two plain doors provide exits from the lunch room on both the northeast and northwest ends of the room.

The Longfellow School, now known as the Alice Callan School, is in excellent condition, reflecting a high level of maintenance over the years. It is a credit to the original design that the building is still being used today for elementary education without any major alterations.

Longfellow School
Name of Property

Fond du Lac Co., WI
County and State

8. Statement of Significance

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

Applicable National Register Criteria xA ___B xC ___D

Criteria Considerations (Exceptions) ___A ___B ___C ___D ___E ___F ___G

Areas of Significance

(enter categories from instructions)

Areas of Significance	Period of Significance	Significant Dates
<u>EDUCATION</u>	<u>1927-1945 (1)</u>	<u>1927-28 (2)</u>
<u>ARCHITECTURE</u>	<u>1927</u>	

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

Auler, Jensen & Brown (3)

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

The Longfellow School is being nominated to the National Register of Historic Places for local significance under criteria A and C. It is being nominated under criterion A because it is historically significant at the local level as a reflection of the sweeping changes in educational practice that occurred throughout the country in the post-war period. The last of the "modern" schools built during the 1910s and 1920s in Ripon, the Longfellow School, now known as the Alice Callan School, represents the end of the era of school expansion in Ripon prior to the onset of the Great Depression of the 1930s, an era when the Ripon school district modernized its buildings, replacing old outdated school facilities with structures that reflected the latest in educational thinking.

The Longfellow School is being nominated under criterion C, architecture, and is architecturally significant at the local level because it is a fine example of the graded school property type. The school embodies the distinctive characteristics of early twentieth century school planning and is especially important for the planning of its primary grade spaces.

Historical Background

Ripon, Wisconsin, had a colorful early history which began in 1844 and 1845, when three men separately came to the Ripon site for the purpose of making a new settlement. The first was a politician and land speculator named John Scott Horner; the second was a scout for a utopian community known as the Wisconsin Phalanx; and the third was a town promoter named David P. Mapes. Horner purchased a quarter

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section of land on both sides of Silver Creek near the center of the present city of Ripon. The Wisconsin Phalanx bought over 1,000 acres surrounding Horner's quarter section, including about half of the present city. Mapes, finding the most desirable land already taken, purchased a farmstead on the eastern border of the Phalanx domain. (4)

Of the three, the Wisconsin Phalanx made the first permanent settlement in 1844 and at that time, there were no other white settlers in the western part of Fond du lac County. The Phalanx was made up of a group of about 200 social reformers intent on trying an experiment in communal living. They had been inspired by the writings of French social scientist Charles Fourier. The experiment was a failure, but the community actually prospered. They called it Ceresco, after Ceres, the Roman goddess of agriculture. In 1858, the Ceresco settlement reluctantly joined with the rival settlement one-half mile to the east to form the City of Ripon. (5)

Ripon had its beginning on the quarter section of land owned by John Scott Horner. When the Wisconsin Phalanx broke up around 1850, Horner and David P. Mapes joined forces and proceeded to promote a more orthodox frontier community on Horner's land. In return for half the lots in Horner's quarter section, Mapes undertook to "boost" a village which Horner named Ripon, after his family's ancestral home in Yorkshire, England. By this time pioneers were pouring into Fond du Lac County and Mapes proved an effective town promoter, establishing a grist mill and hotel to serve the pioneers. Both the Ripon and Ceresco settlements grew rapidly in the 1850s and by 1860, after they had merged, Ripon was a community of 1,000 people. (6)

Both the founders of Ceresco and Ripon supported public education from the earliest days of their settlements. The Yankee settlers of the Wisconsin Phalanx, who founded Ceresco, immediately established a school for its members in 1844. In 1850, the founders of the Ripon settlement organized a public school district there. In that same year, citizens of both Ceresco and Ripon helped establish the Lyceum of Ripon, and from that institution came Brockway, later Ripon College, which opened its doors in 1853. For the first 50 years of its existence, the "college" was more academy than college, serving as a high school for the area around Ripon, but offering college preparatory courses which were not yet available in any of the area's public schools. A full collegiate program was finally introduced in 1862, and after the turn of the twentieth century, the school dropped its pre-college program and transformed itself from a provincial institution serving mainly rural central Wisconsin students into a national institution with students from all over the United States and the world. (7)

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The Wisconsin Phalanx constructed the first public school in Ripon, a one-room, stone building constructed in 1845 (not extant). In 1850, the pioneers in the Ripon settlement established a public school district and built a crude schoolhouse (not extant) for the settlement's children. In 1857, the Ceresco school district erected a new school building. Reflecting the progressive attitudes of the Ceresco pioneers, the new Ceresco School was an Octagon style building constructed of grout, an early form of concrete. Both the Octagon style and grout construction were in vogue with nineteenth century reformers, including Ripon's reformers. On the Ripon side, several new schoolhouses were erected for the rapidly growing community, including a brick schoolhouse. (8)

Like most school districts in Wisconsin, Ripon's continued to grow in the nineteenth and twentieth centuries, and at one time, there were as many as ten schools in the Ripon School District, which extends well beyond the city limits today. The consolidation of rural schools into urban districts in the 1960s decreased the number of schools in the Ripon district, and today there are six schools; three elementary schools within the city limits and one outside of the city limits, a middle school, and a high school. (9)

In the 1910s, the Ripon School District began a school building program to modernize all of their facilities. In 1913, a new Ceresco School was erected on the west side of the city and a new High School building replaced the original city high school near the downtown commercial district. In 1921, the school district erected the Roosevelt School on the south side. The new schools reflected the modern era of large, multi-grade schools with full facilities like gymnasiums, kitchens, and libraries. This building effort stopped short of replacing the old east side Longfellow School, a frame building on Spaulding Avenue. (10)

In the Spring of 1927, the Longfellow Mothers' Club presented a petition to the school board that called for replacing the old Longfellow School with a new building. In their petition, the mothers stated that the old frame school building was too small, had inadequate heating and ventilation, and was a fire trap. They stated that all the other parts of town had a new school building and felt that the east side warranted the same advantage. The school board agreed to put the issue to a referendum. One month later, city voters approved borrowing \$60,000 to erect a new Longfellow School building. (11)

In August of 1927, the school board announced that the Appleton, Wisconsin construction company, Hoffman Construction Company, had made the lowest bid to erect the school. The new school was to be a two-story building with one-story wings for

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kindergarten and first grade rooms. Two weeks later, the local newspaper published a copy of Auler, Jensen, and Brown's drawing for the new school and praised its artistic quality. The newspaper also noted that excavation had begun on the new building. While the building was to be completed in the Spring of 1928, the school did not open until the new school year began in August of 1928. At the opening, the newspaper reported that the school was the most attractive of all of Ripon's school buildings and that the kindergarten room was particularly attractive with its large bay window, brick fireplace, and stage. It was also reported that the old Longfellow School, just to the south of the new building, was to be razed. (12)

The Longfellow School has operated as an elementary school for the Ripon School District since its opening in 1928. Around 1950, the school was renamed for Alice Callan, a noted local educator. The Alice Callan School was built with special attention to the earliest primary grades, providing these grades with larger and more innovative space. The Alice Callan School continues this mission today, educating east side students from kindergarten through the third grade.

Architecture

The Longfellow School is architecturally significant at the local level as a fine example of the graded school property type. Designed by a regionally important architectural firm, Auler, Jensen, and Brown, the Longfellow School has many fine Gothic features on the exterior and some fine period features on the interior. The Longfellow School is still the most attractive school building in Ripon and it is the only building with such unusual style elements in the community.

According to Wisconsin's Cultural Resource Management Plan, the Collegiate Gothic style was popular in the early twentieth century for college campus buildings, high schools, and even some elementary schools. The style is based on the buildings of the great English medieval universities and while some college buildings are elaborate examples of the style, public schools are generally more simple examples of the style. Typical Collegiate Gothic details include Gothic or Tudor arches, decorated parapets, steep, pinnacled gables, finials, and battlements. (13)

The Longfellow School is a fine example of the Collegiate Gothic style because it features most of the gothic elements described above including decorated parapets, finials, buttresses, and tabbed window surrounds. The Gothic details of the building, executed in smooth limestone, are elaborate, but not out of proportion for what is a diminutive building. This is because the Gothic details were not used

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throughout the entire building, but just at important locations like the bay window and the entrances. In this way, the details do not overwhelm the building or detract from its functional nature.

The Gothic details of this building also add to the high quality of the building's construction methods and materials. The multi-hued brick walls are more attractive than single color bricks. The abundant use of smooth limestone, for the foundation veneer and the architectural details of the building, also adds a great deal to the attractiveness of the school. The use of limestone for the Gothic details also suggests a Tudor building and this element adds to the Collegiate Gothic style of the building. The unfortunate removal of the original windows and replacement with innappropriately scaled, non-sympathetic windows has greatly detracted from an otherwise fine example of Gothic Revival design.

The interior of the school is more functional than stylish. The original oak floors of the large classrooms, the built-in cabinets and unusual original blackboard closets, the wrought-iron balustrades, and the period lighting all give the school an historic charm. The separate entrances in the wings, and the raised and decorated ceiling, stage, and fireplace in the kindergarten room are also unusual details that add to the architectural interest of the building. Although there are modern furnishings throughout the school, the historic character of the building is never lost.

Another important factor is its overall good level of architectural integrity. There have been no modern additions to this school building, unlike the other historic school buildings in Ripon. The most significant alteration is the enclosure of the large windows with inappropriate modern windows and paneling. Although this does take away much of the building's architectural integrity, the original openings can clearly be seen due to the prominent tabbed surrounds. And, the alteration is reversible. There are original architect's plans and drawings available so that sometime in the future, appropriate replacement windows can be put back into these openings. The small, casement openings are still intact, and some of the original diamond-pattern leaded glazing is still extant.

There have been some changes to the original interior plan, but the majority of the classrooms are still intact and most of the classroom features, like the built-in cabinets, are still extant. In particular, the kindergarten room detail remain, details that are not necessary for modern classroom teaching and could have been removed. In fact, the Ripon School District has maintained this building in very good condition, considering it has had almost 70 years of use by elementary school children. The maintenance crew of the district has taken pride in maintaining this

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building, including saving the period light fixtures when other district officials proposed removing them. The result is a historic school building that retains its charm while still being a functional school for the late twentieth century.

Besides the stylish quality of the building and its good level of preservation and integrity, the Longfellow School is important because it was designed by a regionally significant architectural firm, Auler, Jensen, and Brown. Henry Auler (1884-1951) was born in Oshkosh, Wisconsin and attended the University of Wisconsin. In 1907, he became associated with William Waters, the noted Oshkosh architect who worked in the late nineteenth and early twentieth centuries. James P. Jensen (1852-1935) was born in Denmark, but came to Oshkosh, Wisconsin around 1860. He studied architecture with an Indianapolis architect before returning to Oshkosh in 1875, where he became associated with William Waters. (14)

When Waters died in 1917, Henry Auler and James P. Jensen formed their own partnership under the name of Auler and Jensen and opened an office in Oshkosh. It is known that Auler and Jensen designed several period revival residences in Oshkosh, as well as the Wisconsin National Life Insurance Building, but more is known about their designs after Wallace H. Brown joined the firm in the late 1920s. Wallace Brown attended the Carnegie Institute of Technology in Pittsburgh and the Chicago Art Institute before beginning his formal architectural career as a draftsman. Prior to joining Auler and Jensen, Brown was a draftsman and designer for DeLong & Son, and a structural draftsman for Kimberly-Clarke Company. In 1919, Brown formed the Brown & Frybort partnership in Neenah. One of his noted works from this period was the Wisconsin & Northern Railroad Company passenger terminal in Appleton, built in 1918. (15)

After Brown joined Auler and Jensen, the firm was known as Auler, Jensen, and Brown. The firm designed residential properties, but is more well known for their public buildings in east-central Wisconsin. Among their designs were the Oshkosh Vocational School, the Oshkosh Masonic Temple, the Chilton High School, the Chilton City Hall, and the Paine Thrift Bank. In Ripon, it is known that the firm designed the unusual Art Deco First National Bank building and the fine Georgian Revival Harwood Memorial Union on the campus of Ripon College. (16)

Auler, Jensen, and Brown were responsible for the designs of many notable buildings in east central Wisconsin, including many listed in the National Register of Historic Places. In their designs for the other two buildings in Ripon, the firm showed that they had the versatility to design in both the very modern Art Deco style and the very traditional Georgian Revival style.

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In the design of the Longfellow School, they show that they were also high quality designers in another popular period style, the Collegiate Gothic style, and that they knew how to use style elements in a manner that fit the type of building they were working on. The Longfellow School is a small neighborhood school. Auler, Jensen, and Brown did not design a tall, traditional school building that disrupted the scale of the neighborhood, but a low and stylish building that blended in well with the residential housing nearby.

The school embodied the latest theories in school design from the period. The professionalization of teaching was given a boost in the late teens and early twenties as specialized teacher training became mandatory. Curriculum broadened to include physical education and the arts, each of which required specialized spaces in the school. In Longfellow school, these changes may be seen in the inclusion of a special "music room" space on the first floor, as well as a "lunch room" and gymnasium in the basement. These spaces indicate a rethinking of educational priorities beyond the "three R's" of the nineteenth century to a more holistic view of education as a vehicle of social and cultural indoctrination.

The firm used other design elements to meet the educational goals of the school. When the Longfellow Mothers' Group petitioned the School Board for a new building, they lamented the fact that the old frame school had no adequate space for kindergarten and first grades. In response to this complaint, the new Longfellow School was built with an emphasis on the kindergarten and first grade classrooms. The firm responded to the needs of kindergarten and first grade students by physically separating these rooms from the older students and giving the kindergarten room special amenities. The decorative ceiling beams, fireplace, and bay window of the kindergarten room gave the youngest students the ambience of a living room, making them more comfortable during their first years away from their homes. The stage could accentuate the musical and theatrical aspects of kindergarten education and could double as a small auditorium for school functions. The result of the design was a school that was a showplace when it opened and a school that the community can still be proud of today, while it prepares new generations of children for future educational goals.

The Longfellow School is therefore locally significant in architecture as a distinctive example of the symbiotic relationship between educational reform and architectural design. It represents an era when school design is well-defined as an architectural speciality and more sophisticated and complex educational models begin to exert an influence upon the design of schools. In addition to late 19th century concerns for adequate lighting, heating, ventilating and fireproofing, architects of the Longfellow School begin to respond to public education activists and reformers. This is seen in a variety of experiments in school form, the Longfellow School being a noteworthy example in its unusual accommodations of the earliest primary grades.

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Education

The Longfellow School is historically significant at the local level for education, because it represents an important era in the development of primary education in the community. It was built at the end of an era in which the Ripon School District closed its small primary schools in favor of larger, more centralized elementary schools. Along with a new high school building, the school district built three new elementary schools between 1913 and 1928. These schools illustrate how the community met the twentieth century challenge of increased school population, new programs, and increasing consolidation of school facilities. That most of these school buildings are still in operation today or have been operating until recent years is a testimony of how effective this modernization effort was in Ripon.

According to Wisconsin's Cultural Resource Management Plan, the first "public" schools in America were not entirely public as we know it today, since they were usually only partially funded by the public. The remainder of the funding for these early public schools came from subscriptions, fees, or by providing supplies or services to the school or teacher. The first national school organization law was passed in 1841, but most schools were strictly locally-controlled by teachers and/or local school boards. In the 1840s, a movement toward establishing entirely free public education took hold. Led by Horace Mann of Massachusetts, this movement was strong in ante-bellum New England. (17)

When New Englanders began coming to Wisconsin in the 1830s, they brought with them the idea of free public education, and the Wisconsin Constitution of 1848 contained a provision for the establishment of free, universal education to be supported by state school funding and local taxes. But, this idea was not well-implemented and Wisconsin's pioneer schools were very often poorly equipped, ungraded, and poorly attended. During the late nineteenth century, and especially during the twentieth century, new state and local laws in Wisconsin promoted increased attendance, graded schools, better qualified teachers, and eventually large, consolidated school districts; until today, universal, free public education is an integral part of the lives of Wisconsin's children. (18)

Ripon schools closely followed the pattern described above. The first schools were crude, but were soon replaced with better facilities. School buildings were updated in the city throughout the nineteenth century, but as the historical background explains, it was not until the 1910s that the citizens of Ripon erected truly "modern" school buildings. Because a high school and three elementary schools were

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erected within 20 years of each other, they provide important information about the development of early twentieth century education in Ripon.

The Ceresco (1913), Roosevelt (1921), and Longfellow (1927-28) primary schools were built as modern urban school buildings that reflected early twentieth century changes in primary school education. By this time, modern, graded curriculum leading to high school programs was becoming the norm in most communities. Smaller schools were unable to provide the facilities and staff needed for this type of primary school program. Larger schools were also needed because of increased population growth in the early twentieth century, and the fact that there was increased attendance in all eight grades. The three primary schools erected in the 1910s and 1920s set a precedent for educational facilities built later in the twentieth century. The Longfellow School, in particular, is of educational interest because of its innovative plan for the education of kindergarten and first grade students at this time.

The early twentieth century was a period of political, industrial, and social progress. As the demand for more educational programs increased, along with an increased number of students, schools changed to meet the educational needs of each community. In most of Wisconsin, this resulted in the construction of new, "modern," school buildings that set a precedent for how schools would look and operate throughout most of the twentieth century.

The Longfellow School is locally significant in the history of education for its role in the reform of educational practices in the early twentieth century. Especially notable is the role played by the Longfellow Mother's Club in both petitioning for new facilities and also influencing the physical design of those facilities. Longfellow School was modern, innovative, and functional and can provide much information on how modern primary schools evolved in the twentieth century. As such, it is historically significant and an educational landmark in the community.

Comparative Context

In 1994 and 1995, an architectural and historical survey of three residential neighborhoods in Ripon was conducted. Because all of Ripon's historic school buildings fell within or near the surveyed neighborhoods, they were included in the survey and discussed in the survey report. The conclusion of the principal investigator was that the three historic primary school buildings in Ripon are potentially eligible for the National Register of Historic Places because they are fine examples of early twentieth century public school buildings and represent the historic development of public education in Ripon during the early twentieth century. While all of the historic primary school buildings are potentially eligible for the National Register, the Longfellow School had the least amount of exterior alterations and additions, and stands out as a highly intact historic school building.

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Notes to Section 8:

- (1) The period of significance includes the construction date and the dates of all of the historic educational activity related to the building.
- (2) The Ripon Commonwealth, 26 August 1927, p. 1. On this date, the Commonwealth published an untitled drawing of the new Longfellow School and indicated that excavation had begun. "New Longfellow School Opens for Public Inspection Monday Afternoon Structure Most Modernly Equipped," The Ripon Commonwealth, 31 August 1928, p. 3.
- (3) Architectural Plans for the Longfellow School, on file in the Ripon School District Office, Ripon Middle School, Ripon, Wisconsin.
- (4) Cartwright, Carol and George Miller, City of Ripon, Wisconsin Intensive Survey Report Three Historic Neighborhoods, Ripon, WI: Ripon Historical Society, 1995, p. 9.
- (5) Ibid.
- (6) Ibid., pp. 9-10.
- (7) Ibid., p. 55.
- (8) Ibid., pp. 56-57. All nineteenth century schoolhouses in Ripon are not extant except for the "Little White Schoolhouse," a building that is significant for political history. The Little White Schoolhouse was built in 1853 and was the location of political meetings that led to the development of the Republican Party in Ripon. Moved six times to preserve it, the building is a National Historic Landmark as "the birthplace of the Republican Party."
- (9) Ibid., p. 57.
- (10) Ibid.
- (11) "School Board Takes Favorable Action on Longfellow Mothers' Club Petition for New School Building in Third Ward," The Ripon Commonwealth, 25 March 1927, p. 1; "Voters Give Support to New Third Ward School," The Ripon Commonwealth, 22 April 1927, p. 1.
- (12) The Ripon Commonwealth, 26 August 1927, p. 1; "Appleton Concern Lowest Bidder on School Structure," The Ripon Commonwealth, 26 August 1927, p. 1; "New Longfellow School Opens for Public Inspection Monday Afternoon Structure Most Modernly Equipped," The Ripon Commonwealth, 31 August 1928, p. 3.
- (13) Barbara Wyatt, ed., Cultural Resource Management in Wisconsin, Vol. 2, Madison: State Historical Society of Wisconsin, 1986, Architecture, p. 2-31.
- (14) Architect's Files in the Historic Preservation Division of the State Historical Society of Wisconsin, Madison, Wisconsin.
- (15) Ibid.
- (16) Ibid.
- (17) Wyatt, Vol. III, Education, pp. 2-1--2-10.
- (18) Ibid.

Longfellow School
Name of Property

Fond du Lac Co., WI
County and State

9. Major Bibliographical References

x See continuation sheet

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

Primary location of additional data:
 State Historic preservation office
 Other State agency
 Federal agency
 Local government
 University
 Other
Specify repository: _____

10. Geographical Data

Acreege of property less than one

UTM References

A	<u>1/6</u>	<u>3/5/2/6/4/0</u>	<u>4/8/5/6/4/2/0</u>	B	<u>/</u>	<u>/ / / / / /</u>	<u>/ / / / / / / /</u>
	Zone	Easting	Northing		Zone	Easting	Northing
C	<u>/</u>	<u>/ / / / / /</u>	<u>/ / / / / / / /</u>	D	<u>/</u>	<u>/ / / / / /</u>	<u>/ / / / / / / /</u>

 See continuation sheet

Verbal Boundary Description

The legal description of the Longfellow School is its boundary: Lots 2-4, Block F, Lodge Addition.

 See continuation sheet

Boundary Justification

The three lots that the Longfellow School sits on includes the historic dimensions of the property.

 See continuation sheet

11. Form Prepared By

Name/title Carol Lohry, Cartwright, Consultant
organization for the Ripon Historical Society date September 13, 1995
street & number W7646 Hackett Rd. telephone 414-473-6820
city or town Whitewater state WI zip code 53190

NPS Form 10-900a
(Rev. 8-86)
Wisconsin Word Processor Format
Approved 2/87

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"Appleton Concern Lowest Bidder on School Structure. The Ripon Commonwealth, 26 August 1927, p. 1.

Cartwright, Carol and George Miller. City of Ripon, Wisconsin Intensive Survey Report Three Historic Neighborhoods. Ripon, WI: Ripon Historical Society, 1995.

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"School Board Takes Favorable Action on Longfellow Mothers' Club Petition for New School Building in Third Ward." The Ripon Commonwealth, 25 March 1927, p. 1.

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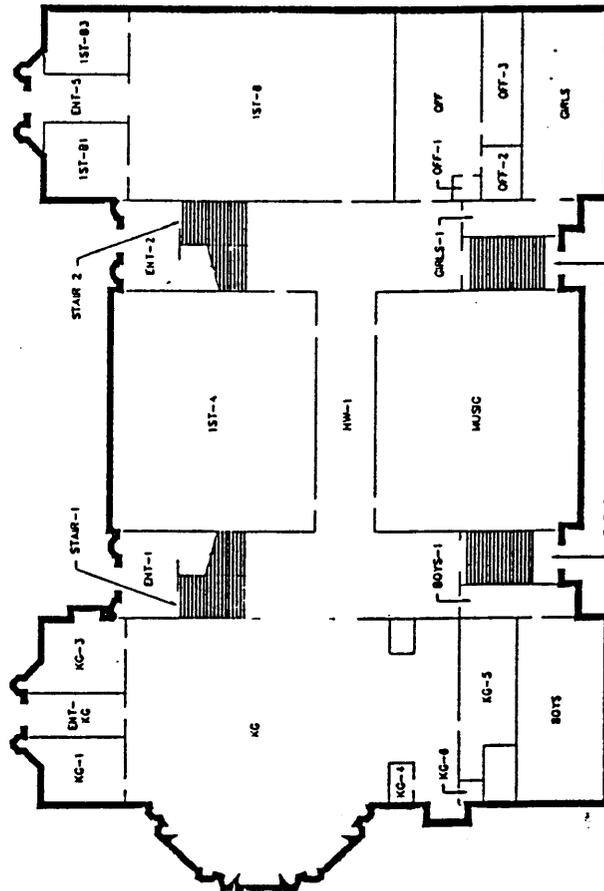
Section number photos Page 1 Longfellow School,
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LONGFELLOW SCHOOL, Ripon, Fond du Lac County, Wisconsin. Photos by C. Cartwright,
July, 1995. Negatives on file in the Historic Preservation Division of the State
Historical Society of Wisconsin, Madison, Wisconsin. Views:

- 1 of 17: Site view, from the south.
- 2 of 17: Site view, from the northwest.
- 3 of 17: West elevation, from the west.
- 4 of 17: East elevation, from the east.
- 5 of 17: Close-up of north entrances, west elevation, from the west.
- 6 of 17: Close-up of south entrances, west elevation, from the west.
- 7 of 17: Close-up of south elevation, showing bay window, from the southwest.
- 8 of 17: Interior, first floor hallway.
- 9 of 17: Interior, old first grade room in north wing, current library room,
original blackboard.
- 10 of 17: Interior, first floor classroom in main block, east side.
- 11 of 17: Interior, first floor classroom in main block, west side.
- 12 of 17: Interior, kindergarten room in south wing, showing stage area.
- 13 of 17: Interior, kindergarten room in south wing, toward west wing entrance.
- 14 of 17: Interior, north side staircase.
- 15 of 17: Interior, second floor classroom in main block, west side.
- 16 of 17: Interior, second floor classroom in main block, west side.
- 17 of 17: Interior, second floor classroom in main block, east side.

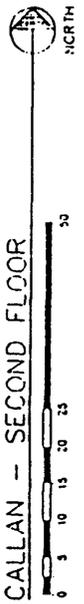
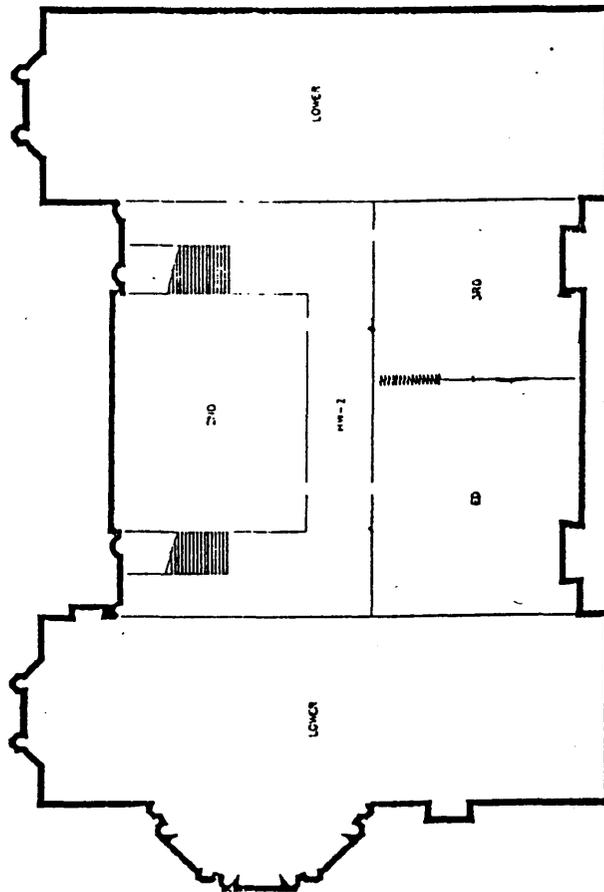
LONGFELLOW SCHOOL, Ripon, Fond du Lac County, WI

FIGURE 1: First floor plan for the Longfellow (Alice Callan) School.



LONGFELLOW SCHOOL, Ripon, Fond du Lac County, WI

FIGURE 2: Second Floor plan for the Longfellow (Alice Callan) School.



LONGFELLOW SCHOOL, Ripon, Fond du Lac County, WI

FIGURE 3: Basement plan for the Longfellow (Alice Callan) School.

