

United States Department of the 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 Whittier School

other names/site number _____

2. Location

street & number 1500 Third Street West [n/a] not for publication

city or town Waterloo [n/a] vicinity

state Iowa code IA county Black Hawk County code 013 zip code 50701

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally. ([] see continuation sheet for additional comments).

Donald G. Sirke
Signature of certifying official/Title

November 16, 2004
Date

STATE HISTORICAL SOCIETY OF IOWA

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 certifying official/Title

Date

State or Federal agency and bureau

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.

removed from the National Register.

other, (explain:)

Edson H. Beall
Signature of the Keeper

Date of Action

12/30/04

Whittier School
Name of Property

Black Hawk County, IA
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property

(Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1	0	buildings
		sites
		structures
		objects
1	0	Total

Name of related multiple property listing

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

Historical and Architectural Resources of Waterloo, Iowa

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions)

SCHOOL/education

Current Functions

(Enter categories from instructions)

DOMESTIC/multiple dwelling

WORK IN PROGRESS

7. Description

Architectural Classification

(Enter categories from instructions)

LATE VICTORIAN/Renaissance

Materials

(Enter categories from instructions)

foundation CONCRETE

walls BRICK

roof ASPHALT

other

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

8. Statement of Significance

Applicable National Register Criteria

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

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

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.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

9. Major Bibliographical References

Bibliography

(Cite the books, articles, and other sources used in preparing this form on one or more continuation sheets.)

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 # _____

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

EDUCATION

Period of Significance

1906-1954

Significant Dates

1906

1906

1915

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

Ralston, John G., Architect

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository:

Whittier School
Name of Property

Black Hawk County, IA
County and State

10. Geographical Data

Acreage of Property 3 acres

UTM References

(Place additional UTM references on a continuation sheet.)

1	[115]	[55]2[9]2[0]	[47]0[3]8[5]0]	2	[] [] [] [] [] []	[] [] [] [] [] []	[] [] [] [] [] []
	Zone	Easting	Northing		Zone	Easting	Northing
3	[] [] [] [] [] []	[] [] [] [] [] []	[] [] [] [] [] []	4	[] [] [] [] [] []	[] [] [] [] [] []	[] [] [] [] [] []

[] See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Karen Bode Baxter, Architectural Historian; Mandy K. Ford, Research Associate
organization Karen Bode Baxter, Preservation Specialist date November 4, 2004
street & number 5811 Delor Street telephone (314) 353-0593
city or town Saint Louis state MO zip code 63109-3108

Additional Documentation

Submit the following items with the complete 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 John Foley, Central States Development LLC
street & number 11912 Elm Street, Suite 23 telephone (402) 963-9099
city or town Omaha state NE zip code 68144

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.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

Whittier School
Black Hawk County, IA

Narrative Description

Whittier School is located in northeastern Iowa in the city of Waterloo to the southwest of the Cedar River. Positioned at a major intersection in the residential area of West Waterloo, Whittier School continues to serve as a local landmark. Located near the center of the city block which serves as the school property and separates two important turn-of-the-century neighborhoods (the Home Park and the Whitney and Sedgwick Additions), the school building continues to dominate the surrounding residential area. Even the massing of each wing of the structure is reminiscent of the Foursquare and Commodious Box house designs popular in the surrounding neighborhoods, as identified by Barbara Beving Long in Waterloo's Multiple Property Documentation Form (certified 7/15/98). The school property is bounded by Third Street West historically on the south (a major arterial street that connects East and West Waterloo and the location of the streetcar line), Reber Avenue on the north (the northern boundary of the Home Park subdivision west of the school), Kimball Street on the west (a major arterial street that begins at the school and continues south to the city limits), and Sullivan Street on the east (the street that serves as the western border of the Whitney and Sedgwick residential subdivision east of the school and the road that leads into Elmwood Cemetery three blocks north from what was the streetcar stop at the intersection on the southeast corner of the school yard). After being vacant since 1981, the building is undergoing a certified historic rehabilitation as low to moderate income apartments, meeting the standards and guidelines of the Secretary of the Interior.

EXTERIOR

The two story with raised basement orange brick school building was designed with an H-shape plan that was built in four separate stages between 1906 and 1916, at the same time that the surrounding subdivisions were developed. Completed in 1906, the east wing includes the main entry that faces Sullivan Street. On the west side of this original structure, the area that is now the center section or hyphen of the H-shape plan was completed in 1909 with the boiler room basement level addition completed to its north in 1914. The west wing was finished in 1916, completing the H-shape plan. Although the main entry still faces east, the long south elevation with its two entries also serves as a dominant elevation; especially critical since this was the exposure for Third Street West and the streetcar line.

Although built in four separate stages, the architect, John G. Ralston, designed the plan to work well at each stage in its construction as well as in the finished design. The overall massing of the two story building which appears wider than it is deep, the low broad roof, the symmetry to each elevation, the strong horizontal elements in its exterior design and the placement of the building near the center of a complete city block with its flat lawn and shade trees reveal the strong influence of the Italian Renaissance style although the treatment of the exterior surfaces is much simpler and cleaner than most examples of that style. Each elevation is symmetrically designed with a distinctive central vertical division, usually a recessed bay, and a fenestration pattern that is aligned vertically and clustered horizontally on each of the three levels (basement, first floor, and second floor levels), and utilized double hung sashed windows for all exterior windows throughout each stage of the design and on all three levels. The exterior is dominated by its horizontal elements, including the low-pitched hipped roof, the brick stringcourses near the top of the building, the contrasting rusticated limestone of the raised basement, and the clustering of simple double-hung sashed windows into horizontal bands connected by dressed limestone sills and simple brick lintels consisting of a raised course of brick as a jack arch that outlines the lighter brick within each lintel.

The east façade includes the slightly recessed, central bay that gives the front façade the appearance of a H-shape plan as well. The central bay serves as the main entry with simple stone quoining delineating each side of the recess. The main entry's paired, glazed wood doors with sidelights have a distinctive transom consisting of rectangular wood framed lights in six vertical rows that are staggered horizontally. A limestone slab spans the base of the recessed bay with two shallow limestone steps in front of the recess. A low pitched shed roof with a beaded board ceiling divides the first and second floor levels of the recessed bay. On the second level of this central entry bay, single windows that are in line vertically with single windows on the first floor and basement level flank a centered pair of windows. Three windows are clustered on each bay flanking the recessed entry bay.

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National Register of Historic Places Continuation Sheet

Section number 7 Page 2

Whittier School
Black Hawk County, IA

Narrative Description (continued)

The south elevation is also divided into three bays, because of the H-shape plan with the central bay of five windows clustered slightly off center toward the east on each level. Each end bay has four windows clustered on each level (basement, first, and second floor) toward the outside corner allowing space for secondary entries on the interior edge of the two bays. Both entries are at ground level and consist of paired glazed doors with a simple two light transom across the top and brick lintels to match the window treatment. Above these entries, the east bay has one pair of windows at the landing between the first and second floor levels while the west bay has a pair of shorter windows at this same level as well as above the second floor level.

The north elevation serves as the back side of the building but it matches the south elevation except for the 1914 raised basement level, a flat roofed boiler room addition that projects out between the two end bays, spanning the hyphen of the H-shape plan just below the window sill level of the first floor. The use of brick stringcourses near the roofline carries the design influence from the main building. It has three windows on its north elevation, a pair of windows on the west elevation and a single window on the east façade (since the east bay projects out slightly further than the west bay on the north elevation). A massive brick chimney punctuates the roof of the central section of the north elevation.

The west elevation does not have a recessed bay or any doorways and consists of simple horizontal bands of windows clustered with three windows to either side of a pair of centrally located windows on each of the three levels. Whittier School students and teachers took great pride in their landscaped property, which originally had large expanses of lawn with shrubbery and trees clustered near the perimeter of the building and along the sidewalks. The most extensive landscaping was on the south lawn, where two sidewalks led from the entries to Third Street West. Shade trees were planted between the streets and public sidewalks that bordered the block. A curved driveway and parking area were positioned behind the building on the Reber Avenue side and an additional sidewalk led from the main entrance on the east to Sullivan Street. Over the years, the landscaping changed and additional areas were paved as playgrounds, mostly on the east and west sides of the school. Today, the paved areas serve as parking lots and the sidewalks to the entrances are no longer visible having been removed while the school was still in operation. The landscaping on the south elevation has been eliminated, but several of the shade trees along the sidewalks still survive.

Over the years, the exterior of the school has seen relatively few structural changes. Sometime after a 1969 photo was taken of the south elevation of the school, the original chimney in the center section of that roof was removed and the built-in gutters removed which had provided the wide eave overhang and flared appearance to the roofline. At some point, the original wood roofing was replaced with composition shingles. Except for these changes, the original exterior of the structure is still intact and unaltered, although it had been subjected to the effects of neglect and vandalism since the building had been vacant since 1981, which resulted in most of the window glass being broken out and severe damage to the window frames. With the current certified rehabilitation, new windows have been installed to match the original 1 over 1 sashed profiles. Although plywood was only placed over the windows from the inside at least until 1995, it was positioned to protect the interior of the building, not the window frames which have deteriorated without maintenance of glass since 1981.

INTERIOR

Historically the interior spaces were divided into three sections, the east and west wings and the central section, with floorplans nearly identical for each of the three floor levels. The east wing had three sets of doglegged stairs leading from the entrance to the first floor and basement. The north and south stairs continued up to the second floor with an open stairwell, but the main (east) entrance ended at the transomed doorway at the first floor level. The nearly square central hallway provided access to the stairs and to the classrooms and their coatroom doorways in the northeast and southeast corners of the east wing as well as to the two classrooms (to the northwest and southwest) that formed the center wing. The west wing was accessed by the north and south side entries and dog-legged stairways that extended up the open stairwell to all three levels with a linear hallway between the stairs that provided access to the two west wing classrooms (to the northwest and southwest) on the west side of the hall as well as to the two classrooms that formed the center wing to the east of the hall.

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National Register of Historic Places Continuation Sheet

Section number 7 Page 3

Whittier School
Black Hawk County, IA

Narrative Description (continued)

The variations from this plan were limited to the basement, except for the office spaces on the second floor of the east wing above the main entry stairs and the offices placed a half-flight above the second floor in the landing areas of the west wing stairways. The southeast corner of the basement had been divided into two restrooms. The north half of the center section of the basement was originally divided into two shower rooms for the students to use while involved in physical education activities, although the shower stalls and divider wall had been removed before the rehabilitation began. The gymnasium, which also served as an auditorium, formed the basement of the west wing.

Slight variations in interior trim distinguished each wing of the building; visually connected by the high ceilings, plaster walls and ceilings, transomed doorways, and the stained woodwork and doors. The east wing reflected more of the classical aesthetic with its high three-member molded baseboards, corner beads, three-panel and light doors, plain cap trim that gave the appearance of simple entablatures, plinth-like bases on the door trim, and the stairways with square balusters and paneled newel posts set at an angle on the first floor and landing between the first and second floor. The west wing revealed the increasing influence of the Craftsman style with its simple back band trim around doors and windows, the simple and short baseboards, the three vertical lights in the transoms, the half light doors without panels, and the stairway with simple wooden handrails on top of plastered railings. The classrooms of the middle section served as a transition zone but reflected more of the details common to the east wing. Each classroom was originally banded with blackboards trimmed to match the rest of the room and it had its own coatroom (or wardrobe) with doorways and trim treated similarly except those with hallway access into the east wing classrooms which had open doorways (trimmed to match but without transoms or doors). High fixed windows transferred additional light into coatrooms from neighboring rooms. While the basement ceilings were lower, the trim was similar in design to the upper floors.

The gymnasium was designed as functional space and the windows were recessed into the plaster walls, without trim. To provide additional light, long bands of windows lined the wall to the hallway, nearly to floor level in the hall, but high on the walls of the gymnasium which was a half-flight lower than the main basement floor to allow for an eighteen foot ceiling height. A small wooden platform spanned the width of the south wall behind the basketball goal so that the gym could be used as an auditorium when needed.

ALTERATIONS AND INTEGRITY ISSUES

Used only for storage and the Jaycees Haunted House since 1981 when the school closed, the building is currently undergoing renovation into apartments utilizing historic tax credits and complying with the guidelines and standards of the Secretary of the Interior. At the time the rehabilitation project began, most interior alterations were cosmetic (haunted house paint schemes, painted trim in some classrooms) but there had been some minor alterations (removal and walling of gymnasium windows, missing balustrades replaced by plywood panels on the east wing stairways, and new floor coverings throughout the building over the original floors). Some classrooms had suspension ceilings installed and fluorescent fixtures replaced most of the original lighting while the school was still in operation, but they were now falling down, exposing the original plaster ceilings. Where partitions were added for offices within some classrooms, they did not extend to the ceiling or impact trim on the original walls. Because of vandalism and neglect, some original interior details had been damaged in recent years, including the removal of blackboards and their trim in many classrooms and missing pieces of trim in coatrooms. There had been extensive water damage to the basement floors and lower plaster walls and a few of the plaster walls and many of the ceilings in other areas of the building were cracked or loose. Unfortunately, most of the historic interior doors were damaged or stolen before work began and have been replaced with historically sympathetic, wood paneled doors as part of the current certified historic rehabilitation project. This project has removed the signs of this vandalism and neglect, converting each classroom and the gymnasium into apartments while retaining the ceiling heights original door and window openings, the trim and historic common areas (entries, halls, stairwells).

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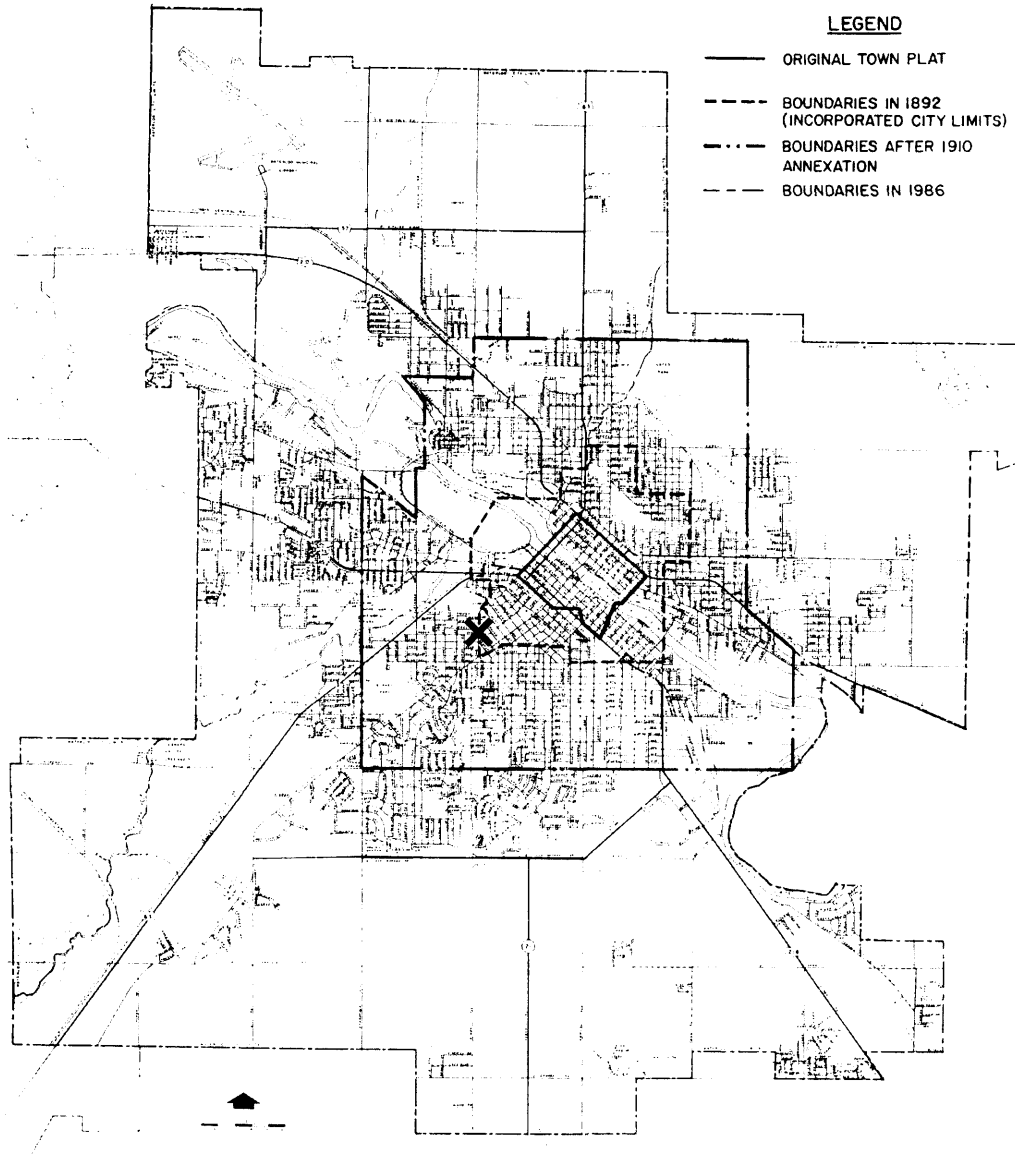
National Register of Historic Places Continuation Sheet

Section number 7 Page 4

Whittier School
Black Hawk County, IA

Source: Barbara Beving Long, Waterloo Factory City of Iowa,
1986, between pp. 40 and 41.

Map showing city limits
boundary changes
Locating property



CITY OF WATERLOO, IOWA

United States Department of the Interior
National Park Service

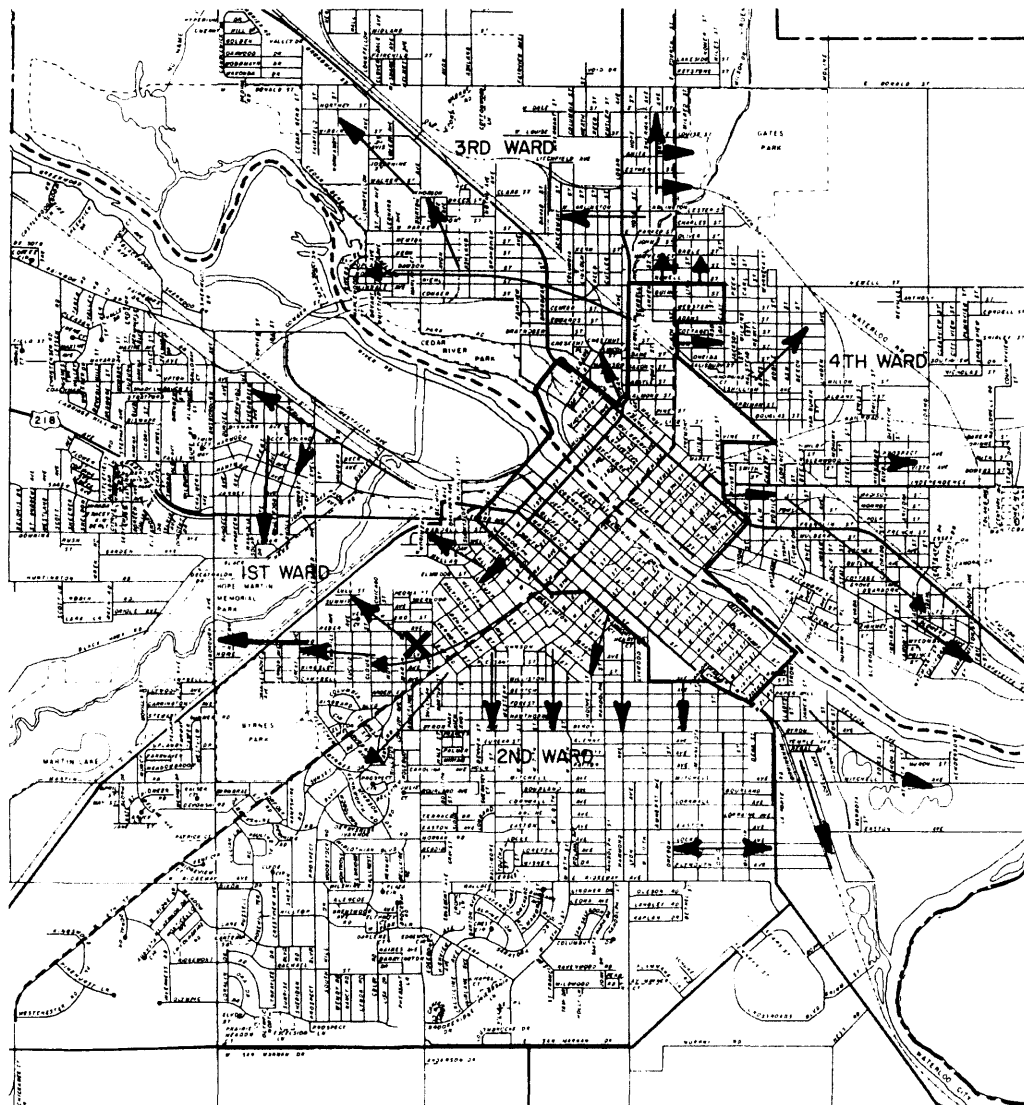
National Register of Historic Places Continuation Sheet

Section number 7 Page 5

Whittier School
Black Hawk County, IA

Source: Barbara Beving Long, Waterloo Factory City of Iowa,
1986, between pp. 74 and 95.

Map showing Direction of
plating Activity Locating property



DIRECTION OF PLATTING ACTIVITY

- PLATTED BY 1869
- ▲—— 1870's - 1880's
- 1890's
- ◆—— 1900's
- 1910's
- (BASED ON DATE PLAT RECORDED)
- - - - - POLITICAL WARDS (1916)



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National Park Service

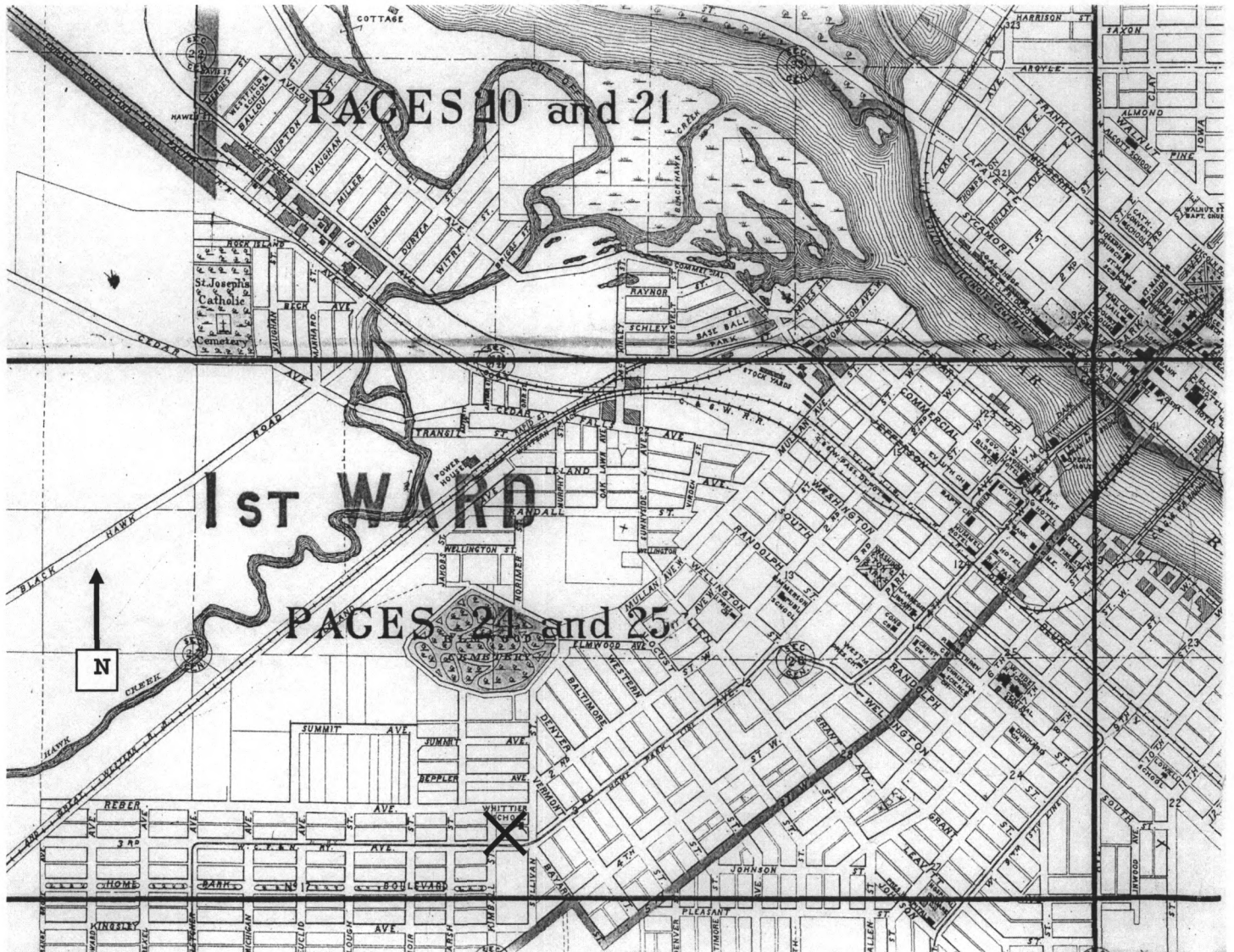
National Register of Historic Places Continuation Sheet

Section number 7 Page 6

Whittier School
Black Hawk County, IA

Atlas of Waterloo Iowa (Davenport: The Iowa Publishing Co., 1906), p. 9.
(Courtesy of Grout Museum Archives)

Map of West Waterloo
Locating School Property
(Original building shown)



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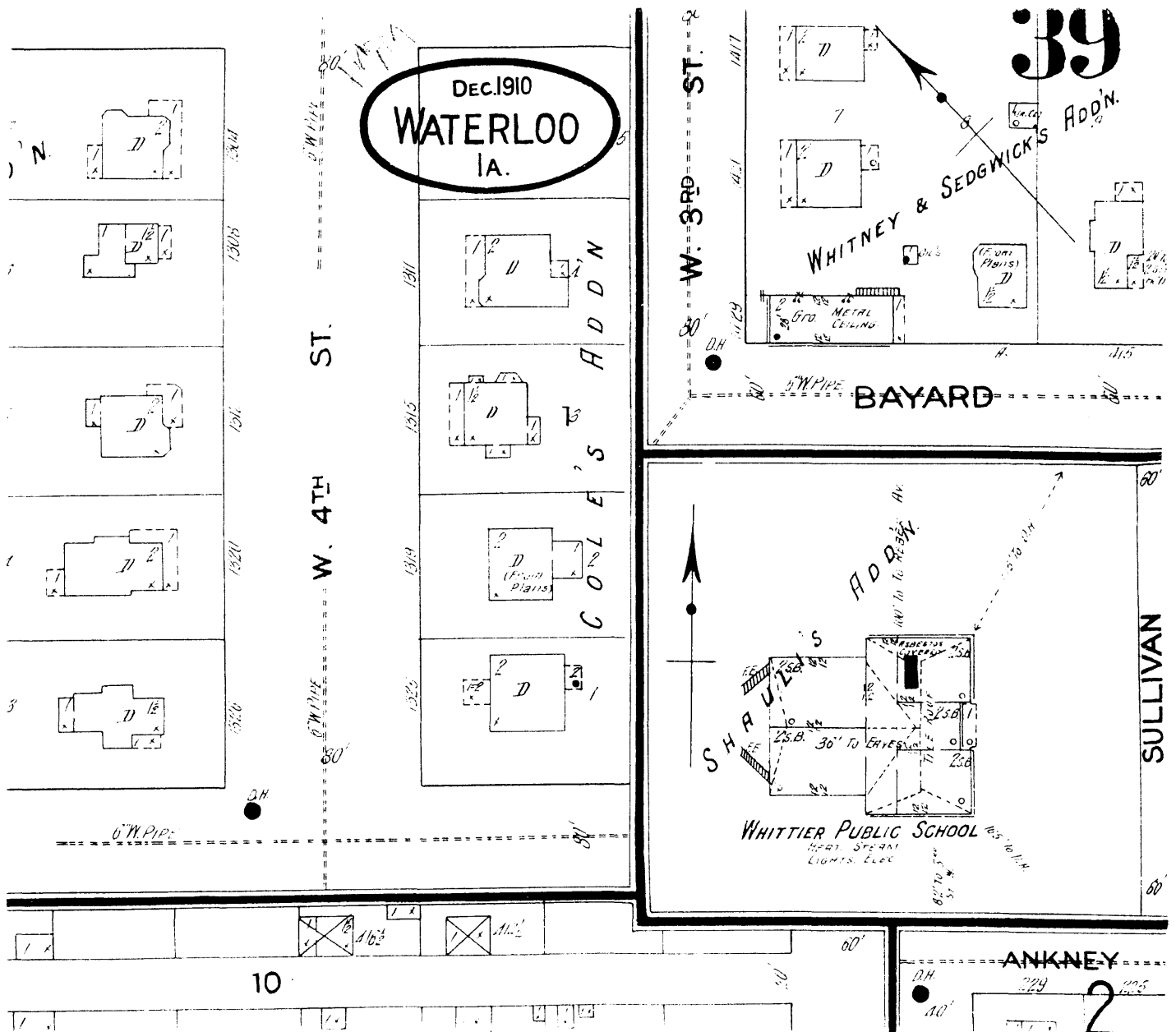
National Register of Historic Places
Continuation Sheet

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Whittier School
Black Hawk County, IA

Fire Insurance Map of Waterloo, Iowa, 1910, p.39.
(Courtesy of Grout Museum Archives)

1906 Building
With First Addition
Pre 1910



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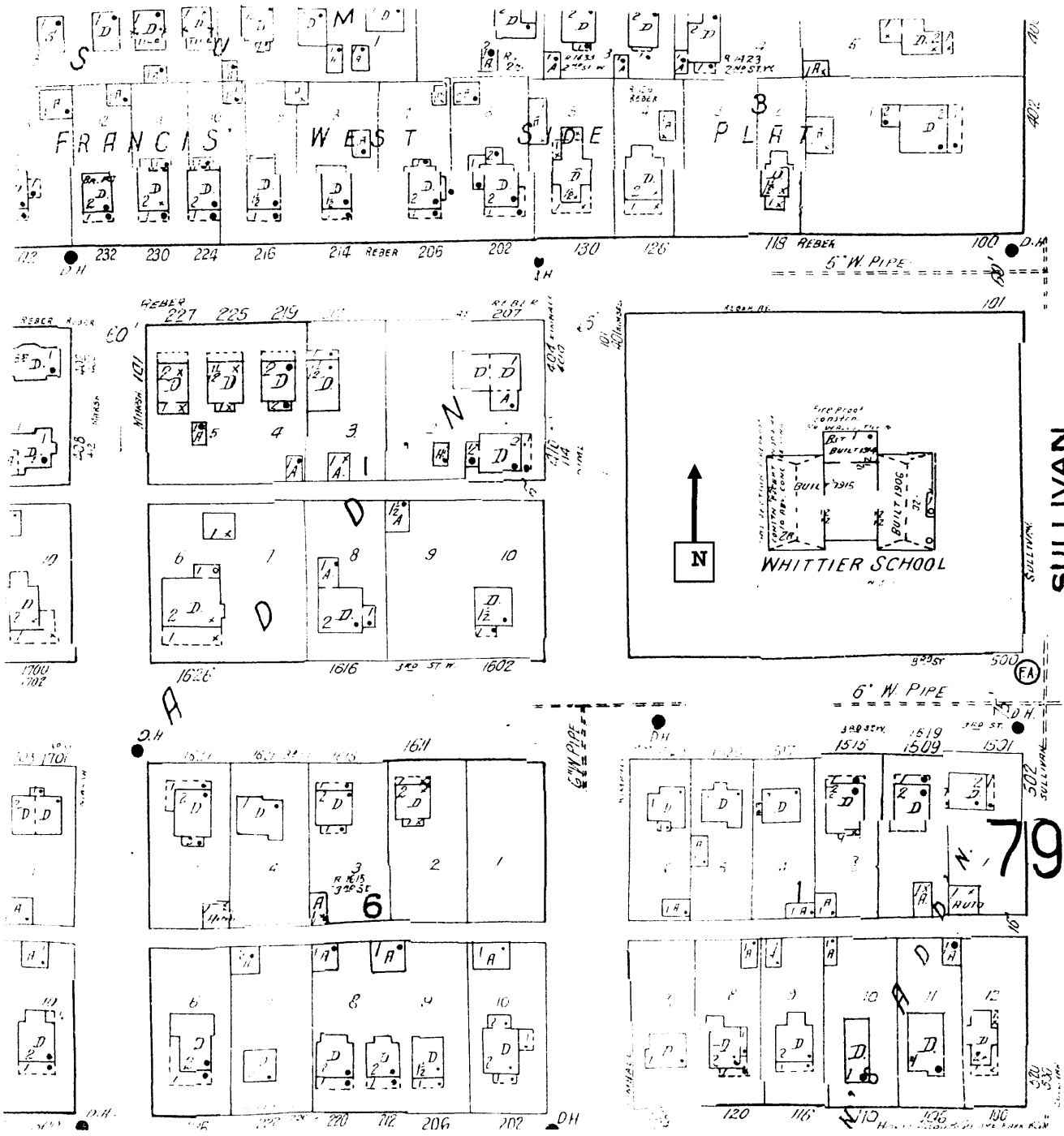
National Register of Historic Places
Continuation Sheet

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Whittier School
Black Hawk County, IA

Fire Insurance Map of Waterloo, Iowa, 1918 - (Corrected), p. 78
(Courtesy of Grout Museum Archives)

Building with boiler room
addition (1914) and west wing (1915)



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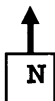
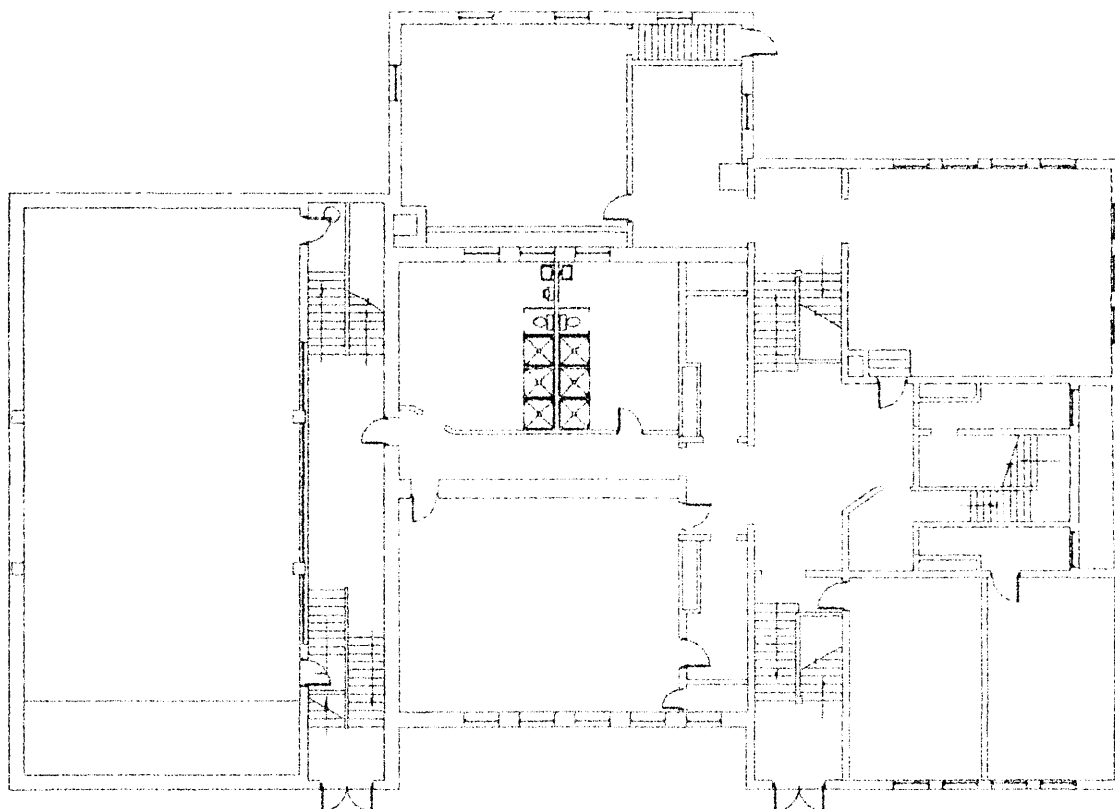
National Register of Historic Places Continuation Sheet

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Whittier School
Black Hawk County, IA

Historic floor plan layout circa 1916
(Courtesy of CLH Architects, Omaha, NE)

Basement




 WHITTIER
 BASEMENT RENOVATION PLAN
 2017

WATERLOO APARTMENTS
 WHITTIER SCHOOL RENOVATION
 WATERLOO, IOWA

W11
 CLH

United States Department of the Interior
National Park Service

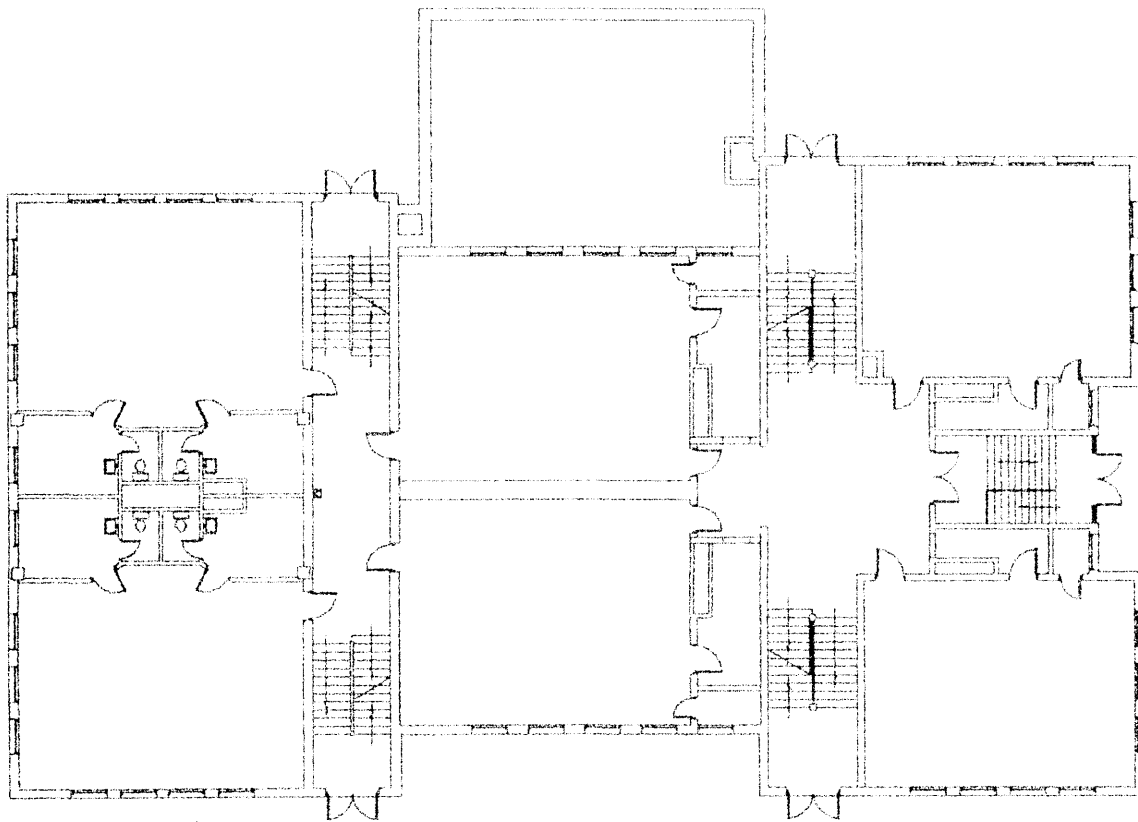
National Register of Historic Places Continuation Sheet

Section number 7 Page 10

Whittier School
Black Hawk County, IA

Historic floor plan layout circa 1916
(Courtesy of CLH Architects, Omaha, NE)

First Floor



WHITTIER SCHOOL RENOVATION PLAN
 CLH ARCHITECTS

WATERLOO APARTMENTS
 WHITTIER SCHOOL RENOVATION
 WATERLOO, IOWA

W12

CLH
 ARCHITECTS

United States Department of the Interior
National Park Service

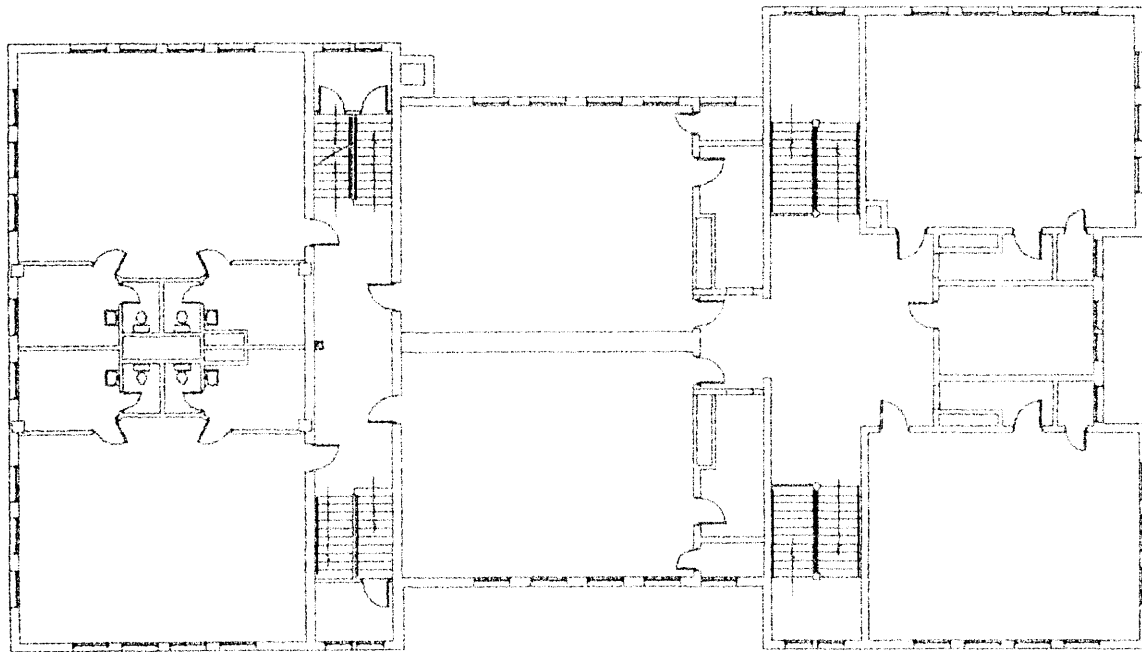
National Register of Historic Places Continuation Sheet

Section number 7 Page 11

Whittier School
Black Hawk County, IA

Historic floor plan layout circa 1916
(Courtesy of CLH Architects, Omaha, NE)

Second Floor




 WATERLOO APARTMENTS
 WHITTIER SCHOOL RENOVATION
 WATERLOO, IOWA

 CLH
 ARCHITECTS
 W13

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National Park Service

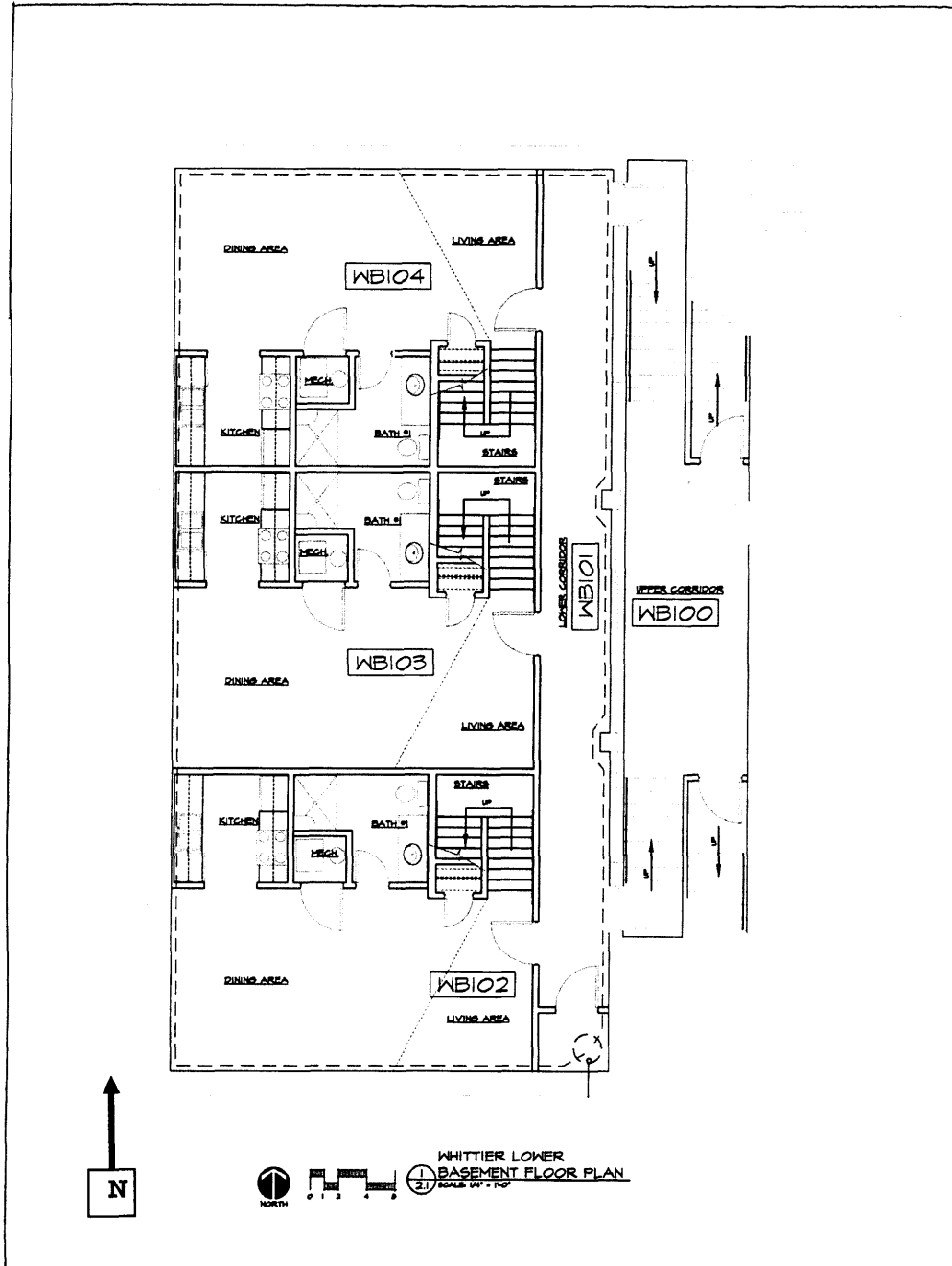
National Register of Historic Places Continuation Sheet

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Whittier School
Black Hawk County, IA

Floor plan layout circa 2003-4
(Courtesy of CLH Architects, Omaha, NE)

Lower Basement



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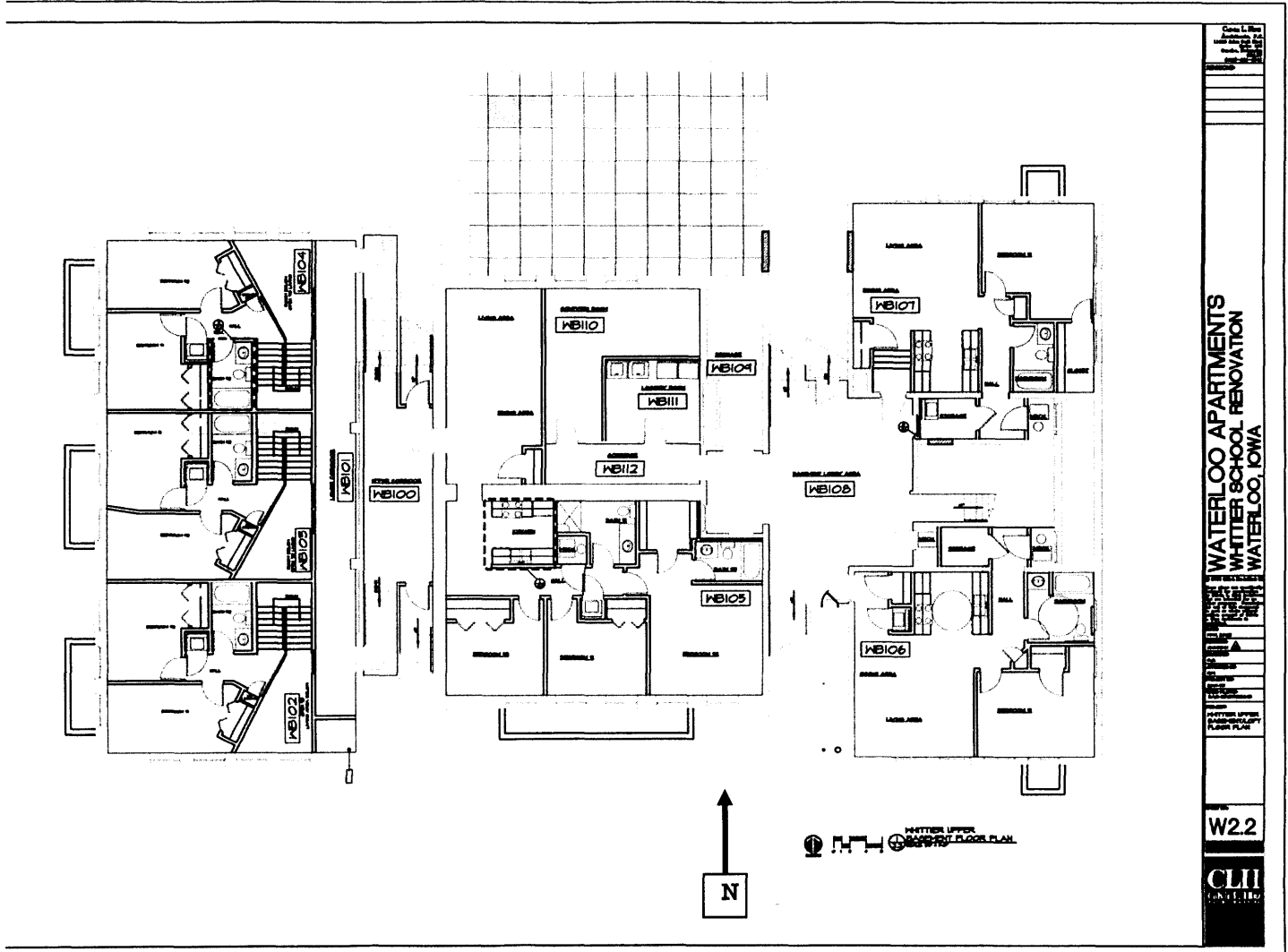
National Register of Historic Places Continuation Sheet

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Whittier School
Black Hawk County, IA

Floor plan layout circa 2003-4
(Courtesy of CLH Architects, Omaha, NE)

Upper Basement



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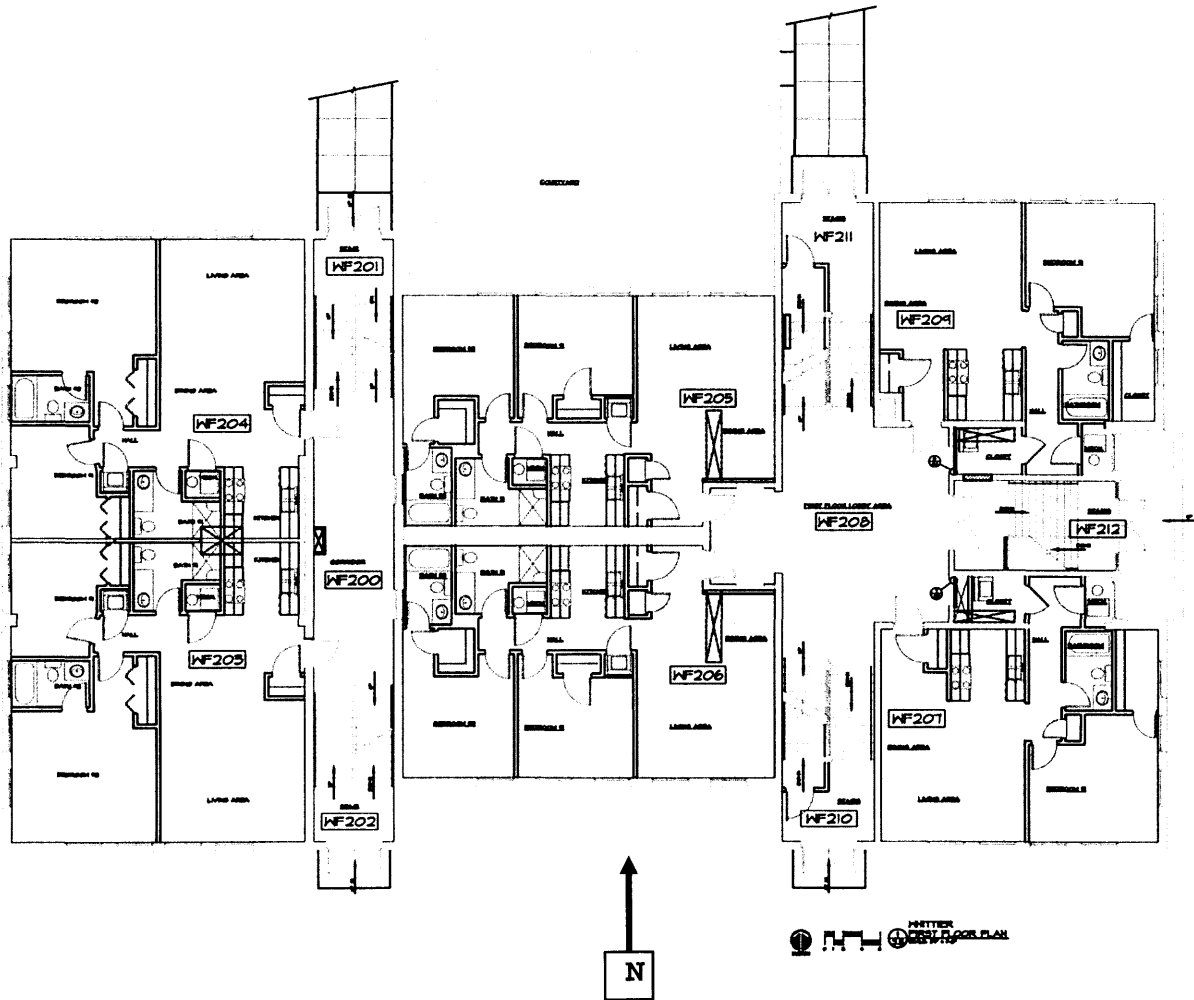
National Register of Historic Places Continuation Sheet

Section number 7 Page 14

Whittier School
Black Hawk County, IA

Floor plan layout circa 2003-4
(Courtesy of CLH Architects, Omaha, NE)

First Floor



WATERLOO APARTMENTS
 WHITTIER SCHOOL RENOVATION
 WATERLOO, IOWA

W2.3

CLH
 CLH ARCHITECTS
 1001 S. 10TH ST.
 OMAHA, NE 68102

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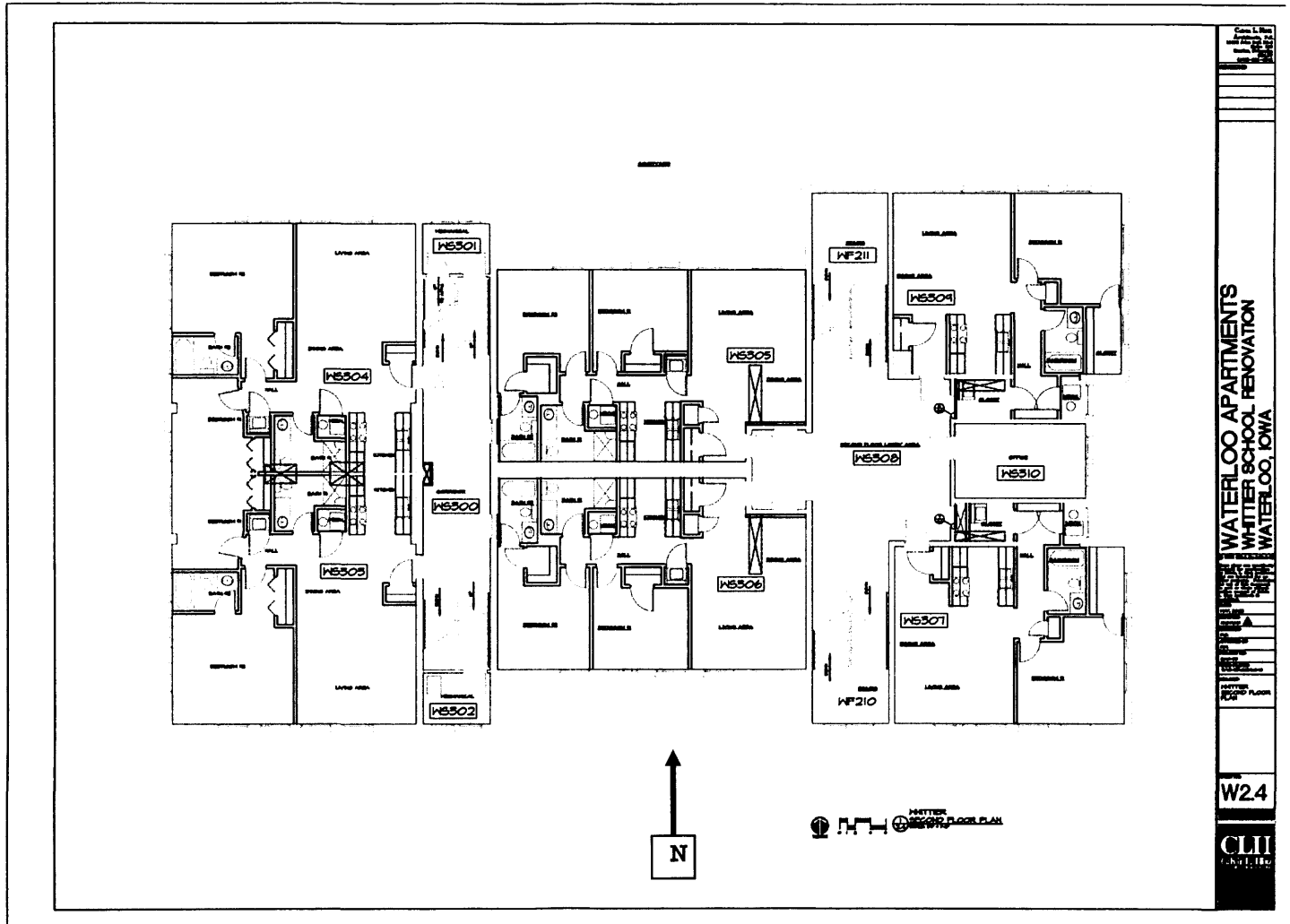
National Register of Historic Places Continuation Sheet

Section number 7 Page 15

Whittier School
Black Hawk County, IA

Floor plan layout circa 2003-4
(Courtesy of CLH Architects, Omaha, NE)

Second Floor



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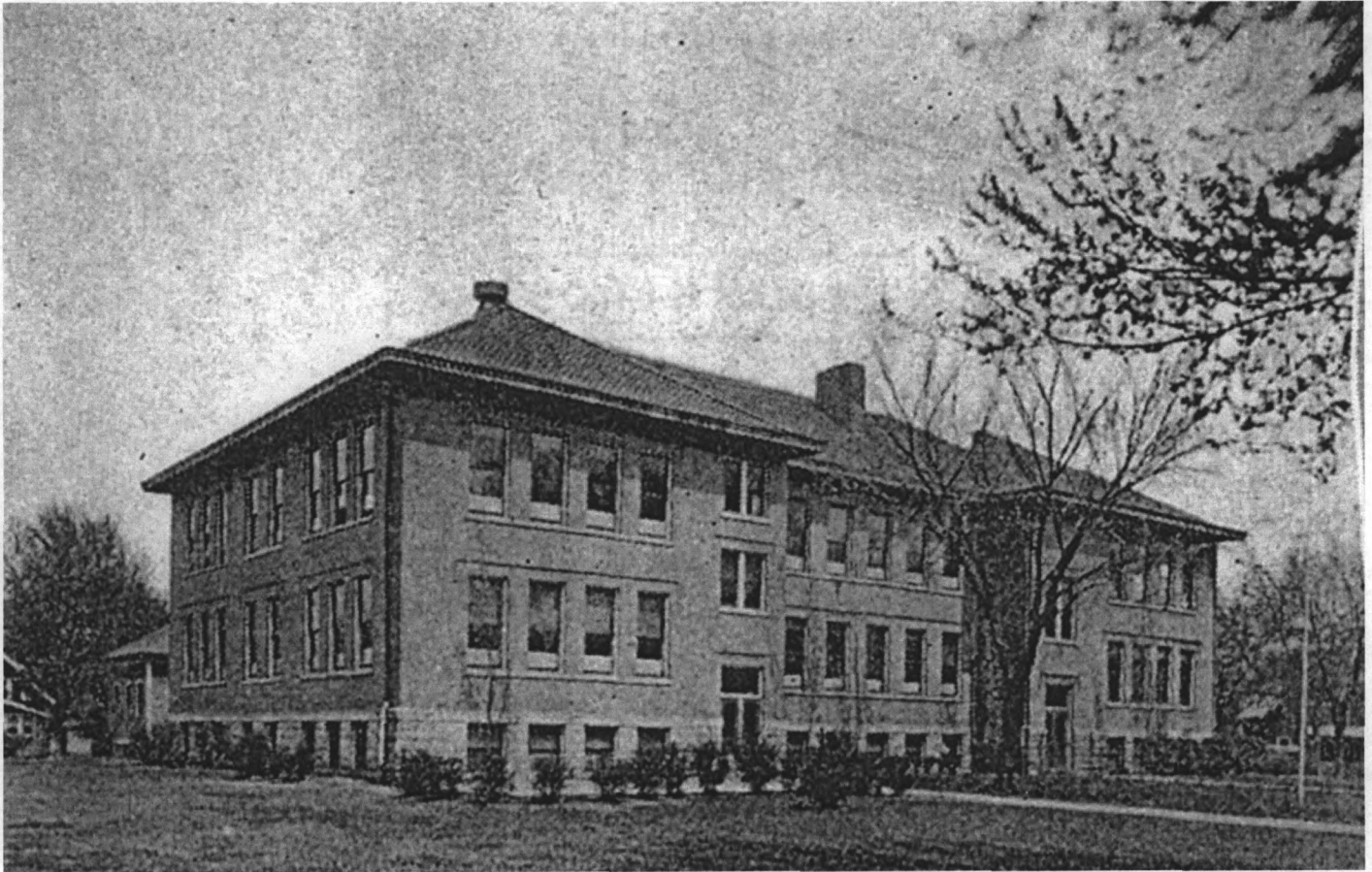
National Register of Historic Places Continuation Sheet

Section number 7 Page 16

Whittier School
Black Hawk County, IA

From Gwynne F. Weston, compiler,
The Story of Waterloo, [1928], p.5.
(Courtesy of Waterloo Public Library Collections)

Whittier School, circa 1928
Looking northeast from
Third Street West façade.



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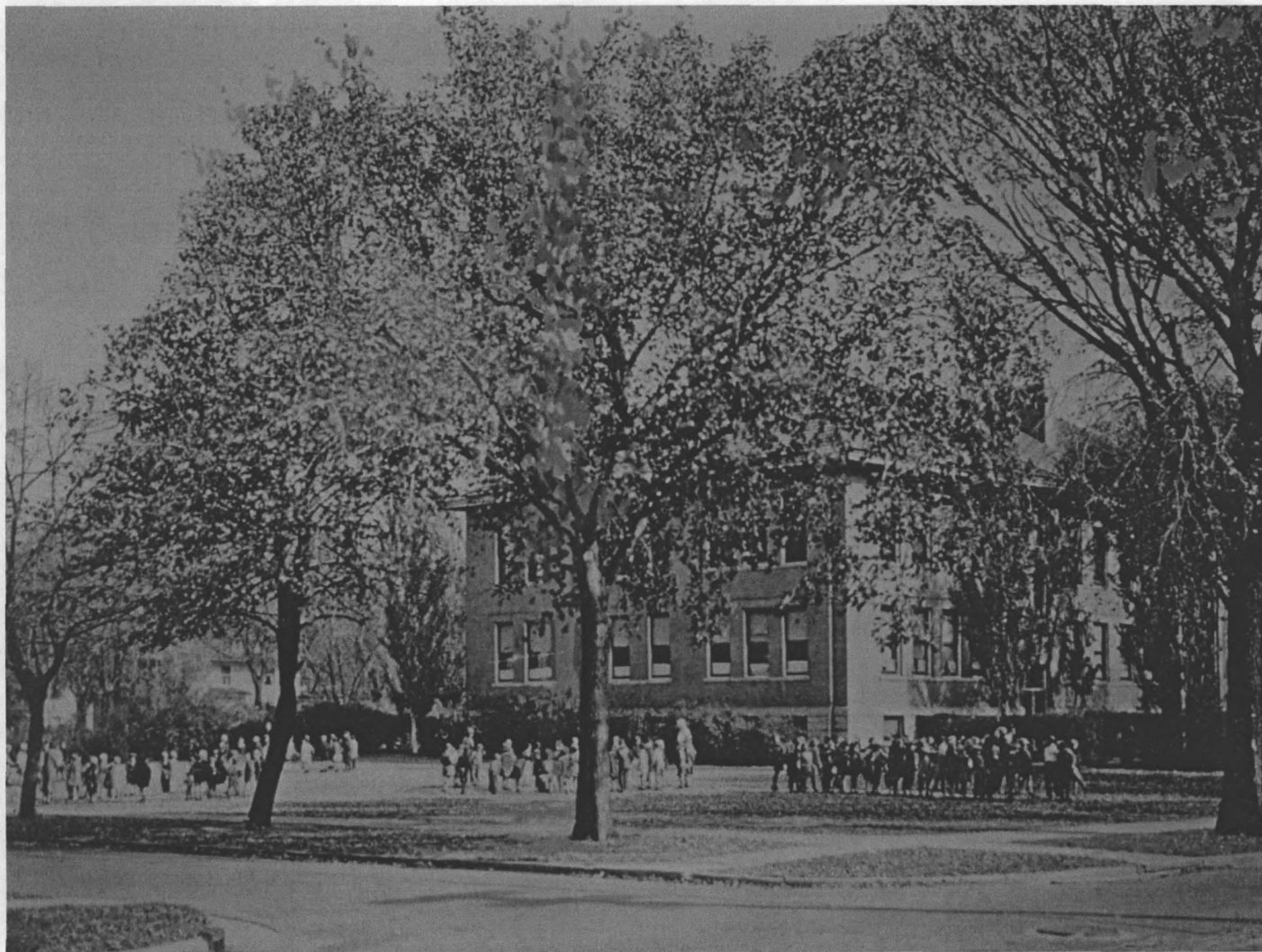
National Register of Historic Places Continuation Sheet

Section number 7 Page 17

Whittier School
Black Hawk County, IA

From Pictorial Review of West Waterloo Schools in Action, 1933-34, p.9.
(Courtesy of Grout Museum Archives)

Whittier School, circa 1933
Looking northeast from
Third Street West and Kimball Street



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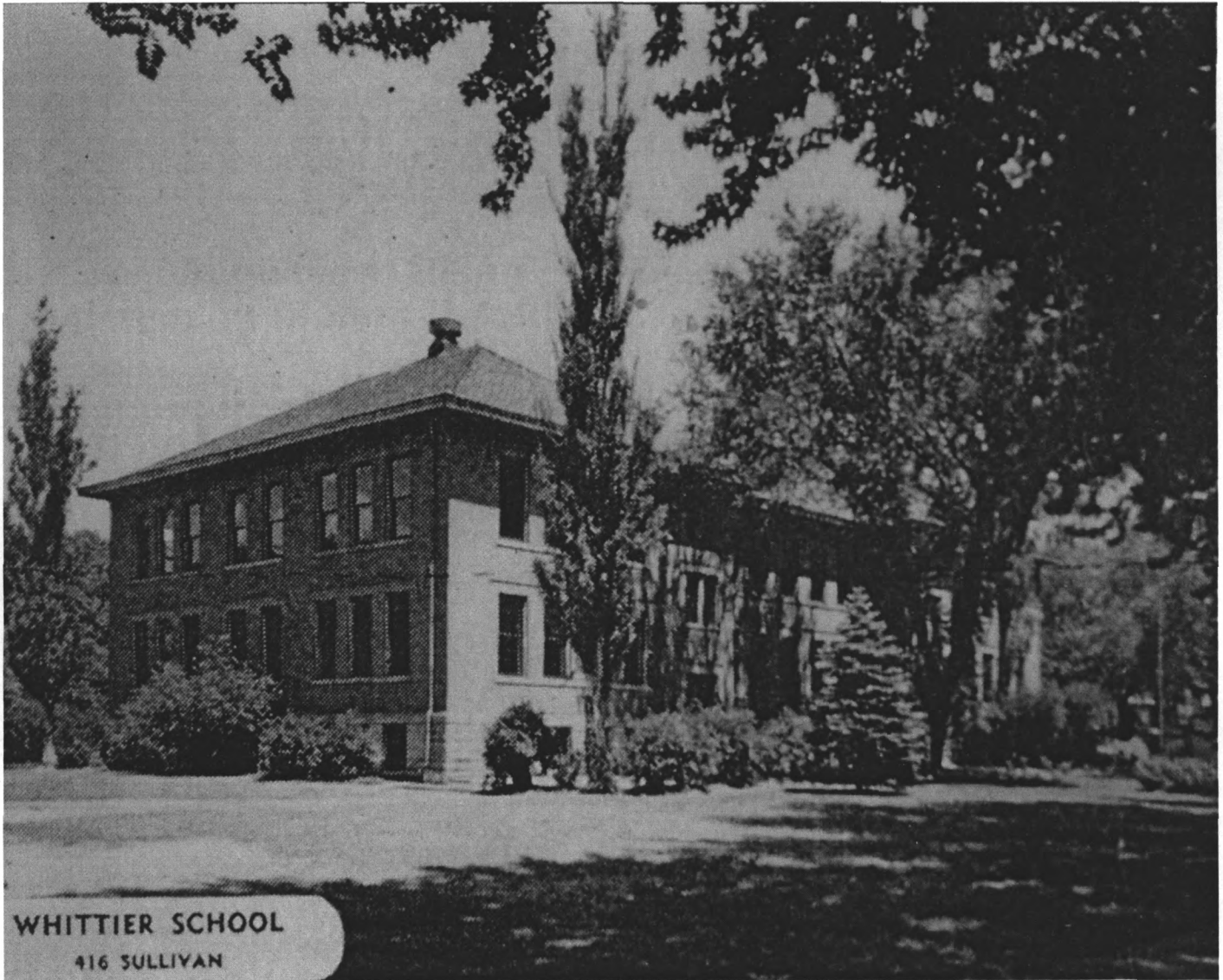
National Register of Historic Places Continuation Sheet

Section number 7 Page 18

Whittier School
Black Hawk County, IA

Source: "Waterloo's Modern Schools, "The Load Builder, (1945).
(Courtesy Grout Museum Archives.)

Whittier School, circa 1945.
Looking northeast at facade
From Third Street West.



United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Section number 7 Page 19

Whittier School
Black Hawk County, IA

Source: Hawkins, Helen, comp.,
"History of Waterloo Schools, "[Scrapbook].
(Coutesy Grout Museum Archives)

Whittier School, post- 1945.
View from intersection of
Sullivan Street and Third Street West
looking northwest.



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Whittier School
Black Hawk County, IA

From Pictorial Review of West Waterloo Schools in Action, 1933-34, p.54.
(Courtesy of Grout Museum Archives)

Whittier School Crossing
Looking at streetcar line, circa 1933
Intersection at Sullivan and Third Street
Looking northeast



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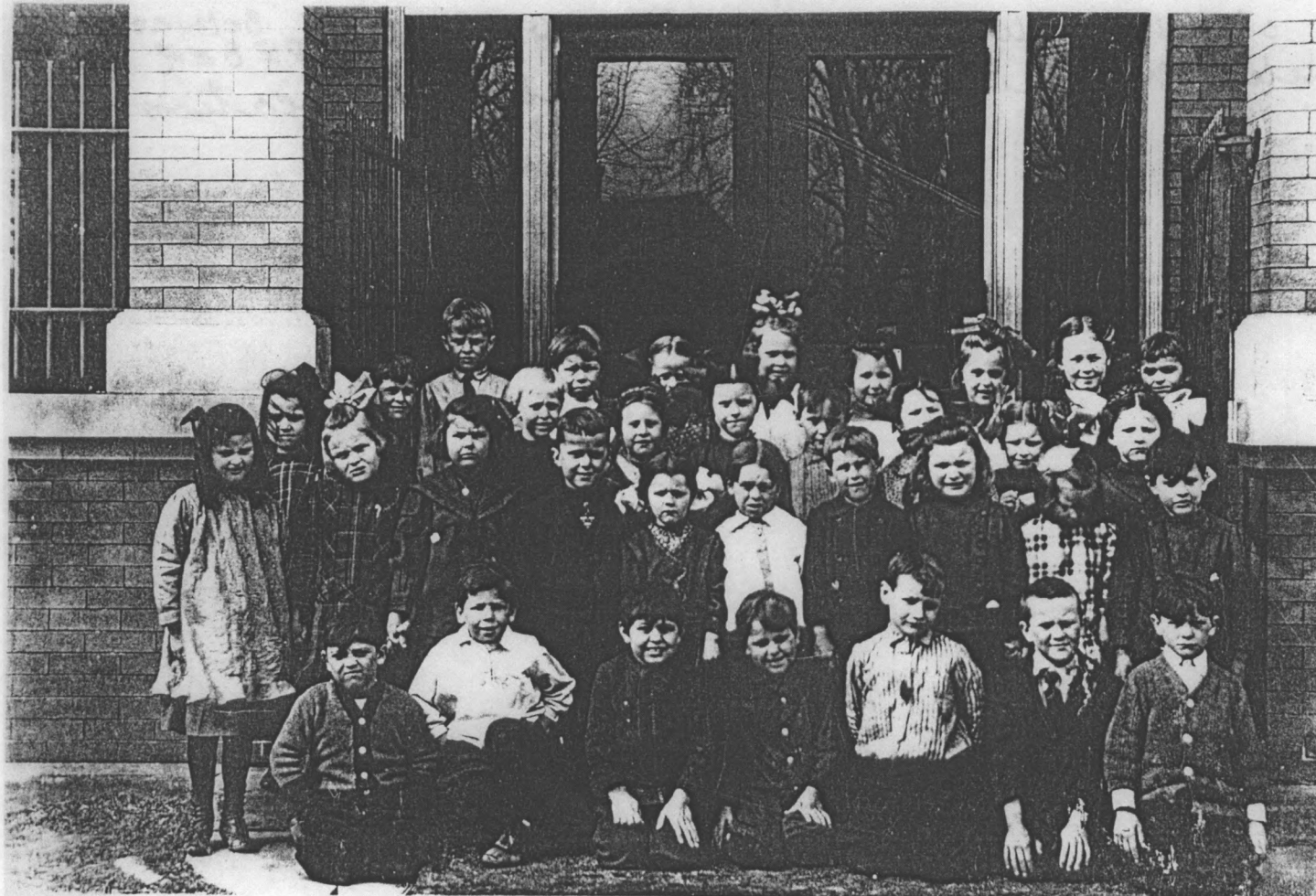
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Whittier School
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Source: Grout Museum Archives, Photo Archives,
"Schools - 1900-1920-II," (40).

Class of C 1910



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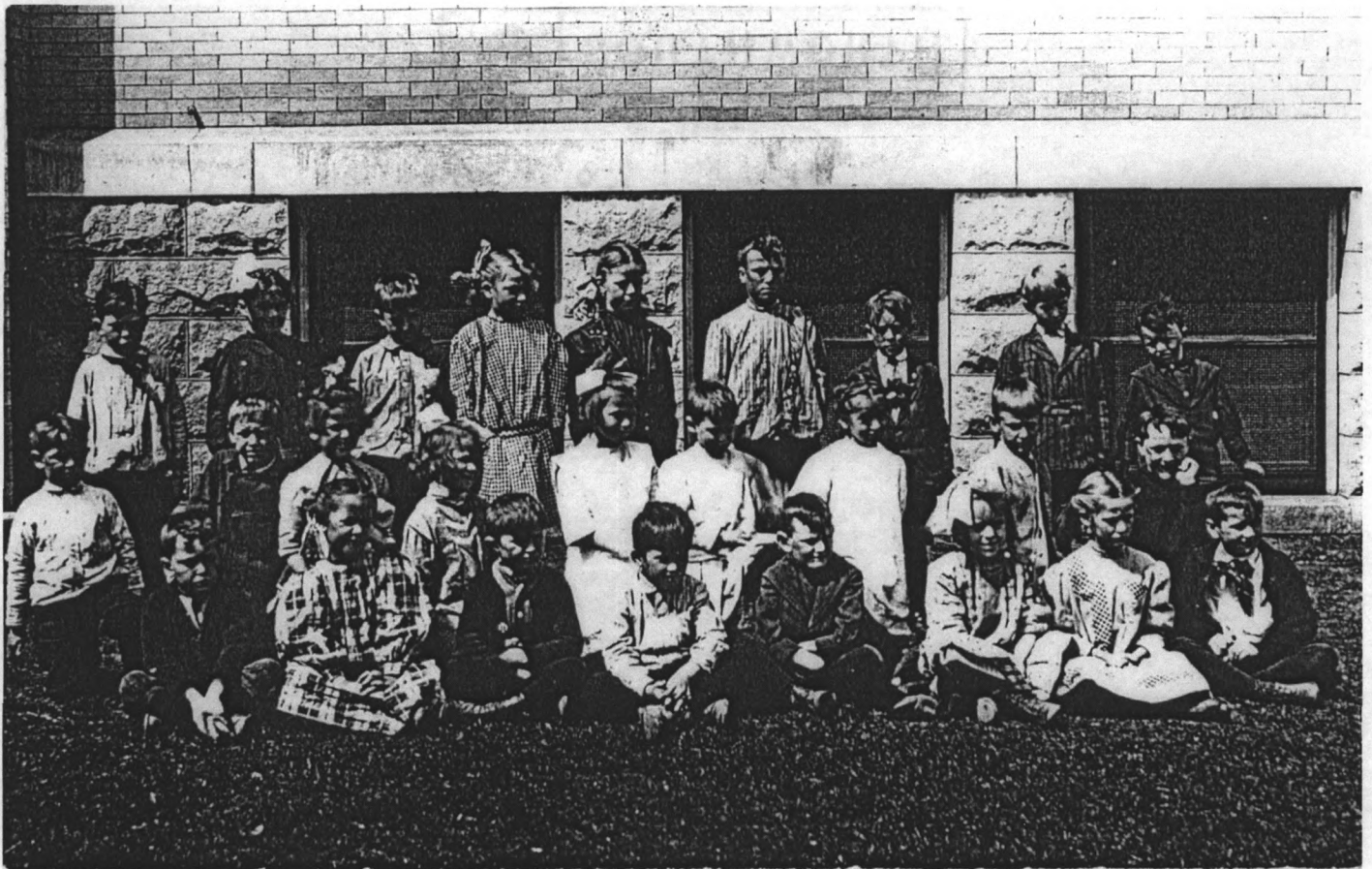
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Whittier School
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Source: Grout Museum Archives, Photo Archives,
"Schools - 1900-1920-II," (23).

First A Grade
Post Card View, circa 1910



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Whittier School
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Source: Grout Museum Archives, Photo Archives,
"Schools- 1920-1960, I," (29)

Whittier Teacher, 1931.



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Whittier School
Black Hawk County, IA

Narrative Statement of Significance

SUMMARY

Built in four phases between 1906 and 1915¹ at 1500 Third Street West in Waterloo, Iowa, Whittier School is significant under Criterion A: Education and Criterion C: Architecture. Whittier School is especially significant in the educational history of the Waterloo Independent School District because its construction marked the beginning of a sixteen-year period of school construction designed to provide a modern educational system for West Waterloo while trying to keep abreast of the population explosion in West Waterloo. Whittier School stands today as one of the symbols of Waterloo's rapid growth and most significant period of development that resulted in a population increase from 6,674 to 36,230 between 1890 and 1920.² It is also important for its association with the successful development of the surrounding streetcar subdivisions, the areas of Waterloo's most substantial residential development during Waterloo's housing boom that lasted from 1900 to 1920. In addition to its historical significance, Whittier School is architecturally significant as one of the relatively unaltered and extant school designs of John G. Ralston, a noted Waterloo architect whose commissions of commercial and public buildings helped define Waterloo's architectural landscape as well as provided designs for major edifices throughout eastern Iowa.³ Whittier School also has architectural significance as the oldest extant school building in West Waterloo (since Emerson School was finished slightly later during the same school year)⁴ and as an excellent example of early twentieth century schoolhouse design in Waterloo. The building's H-shape design is an excellent example of the "Platoon School" design which sought to improve the health and education of children by providing better ventilation and lighting with more windows and by providing the most up-to-date heating equipment to improve air quality, a concept developed after 1896 through research used first for the New York City school system.⁵ In addition, Whittier School also meets the registration requirements under Criterion C as one of the properties that represents the work of the local architect, Ralston and it retains the integrity identified in this historic context for schools as significant in school designs, especially its historic window patterns, original entries, and other exterior features, as well as the original staircases, millwork around the classroom doors, and the hallway configurations.

WHITTIER'S SCHOOL HISTORY

In the 1890s, West Waterloo began experiencing a period of rapid population growth and development that would characterize the next three decades, making it difficult for the school system to keep ahead of the demands on its facilities. In 1893, Waterloo had extended the city limits to Sullivan Street (what would become the eastern edge of the Whittier School property) and by 1904 discussions began about extending the city limits once again, although the measure did not pass until 1910,⁶ when much of the area around Whittier School was already well developed. Prior to January 1, 1904, the Waterloo Independent School District (the West Waterloo school system) had already purchased for \$9,270 an entire block adjacent to the new Home Park subdivision development, just outside the city limits, because of increasing problems with accommodating its growing student population.⁷ Home construction and the population of West Waterloo had started skyrocketing, especially in the first ward (where Whittier is located), when a number of large, new factories located in the new Westfield industrial area created in West Waterloo in 1903. Crowding continued to worsen in the three existing grammar schools (Central, Lowell, and Emerson). The streetcar line that ran down Third Street on the south side of the school property helped encourage the residential development in the area surrounding the proposed school property as well and by March 1906 a bond issue easily passed to build two new school buildings, both designed by John G. Ralston, one being the new Whittier School and the other being a larger, more modern replacement of Emerson School, located just 7 blocks northeast.⁸

The school board rushed construction of both new buildings and delayed opening the school until September 13 for the fall term in 1906, when the new Home Park building (as Whittier was initially known before it was officially named) was ready for occupancy. Unfortunately, Emerson's new building was not yet ready and its students had to be distributed that fall to other locations, with Emerson's third grade class being housed in the new Home Park building.⁹ Whittier had cost \$12,000, \$1000 less than originally estimated for the bond issue and included five classrooms, two each on the first and second floor, and two additional (smaller) rooms in the raised basement. When it opened, it had one classroom for each grade, kindergarten through fourth grade. Ralston's simple, modern design influenced by the Italian Renaissance style with its low-pitched hipped roof that originally had wide eaves and horizontal banding created by the fenestration pattern and raised limestone watertable. The large banks of simple sashed windows provided ample light to the classrooms, but it was a thoroughly modern, brick building with electric lights and steam heat.¹⁰

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Narrative Statement of Significance (continued)

Within three short years, the West Waterloo school board had to again relieve the overcrowding resulting from the growth in the Home Park subdivision, which was quickly being developed into residences, so much so that the former race track in Home Park was opened in 1908 as a second addition of house lots. In 1909, Whittier was enlarged, with what is now the middle section completed on the west side of the 1906 building. Ralston continued the same stylistic elements, utilizing the same roof pattern, bricks, and windows as on the original wing, adding six classrooms, two per floor. With the addition of the 1909 wing, Whittier School could now accommodate kindergarten through sixth grade. In 1914, the boiler room for the steam radiators was moved out of the original wing of the building and into a new "fireproof construction" raised basement wing (with a flat tile roof) built to the north of the 1909 wing, not only making it a safer environment for the school children but also allowing for the conversion of the old boiler room into yet another classroom space.¹¹ Even so, West Waterloo's school population continued to grow, and despite the construction of three additional schools, the neighborhoods around Whittier had quickly filled with housing, as evidenced by the increase of the city limits boundaries another mile beyond Whittier in 1910.¹²

By 1909 the exclusive subdivision of Prospect Hills (which was later joined by Kingbard Hill's development) had already been platted to the southwest of Whittier, putting increasing pressure on Whittier School, the only school in the area to serve its students. Although the school board already had plans for 1916 to build another school (Kingsley) nine blocks south, to relieve some of this pressure on Whittier, in 1915 another major addition was constructed on Whittier.¹³ With its final addition, the school could now accommodate 420 students, the capacity identified in 1934, although that year there were 340 students enrolled in Whittier and just three years later there were 422 students in the school. With the population growth after World War II, enrollment actually exceeded this capacity with 484 students enrolled at Whittier in 1963. By the time the school closed in 1981, the enrollment had dropped back to 265.¹⁴

This 1915 wing completed the design begun by Ralston in 1906, and together, the additions had cost \$37,000. The final wing created a cohesive H-shaped planned school building that had linear hallways now along the interior side of both legs of the H with stairs at each end of the halls, exiting to the north and south. Like the 1909 addition, this 1915 wing used the same brick, roofline, and fenestration pattern as the original 1906 building, but in this case it was built as "fireproof construction" with concrete floors and ceilings. Even the wood roof was installed 10 feet above the concrete deck that separated it from the second floor. Either in 1909, or with the 1915 addition, a domestic science room was created in the basement of the middle wing. The 1915 wing's basement had a large gymnasium (with windows into the hallway for added ventilation). The gym doubled as an auditorium and both boys and girls shower and locker rooms were included in the design of this addition.¹⁵

Concern for the physical well-being of the students led the school board to commission Ralston to prepare plans for converting the steam heat building into a hot air system, utilizing massive fans to blow the air through ducts into each classroom. Since the plans for this system, which still exist, are drawn under just the name, J. G. Ralston,¹⁶ it appears this conversion was completed prior to 1927 when his son, Glen, joined his firm¹⁷ and they changed the name to Ralston and Ralston. Over the years the school board would make other minor changes to the facility, including the removal of the built-in gutter system that had created the wide eaves on the building and installing more up-to-date florescent lighting along with linoleum flooring, but the room configuration did not change and when the school closed permanently in 1981 it still retained Ralston's design details.¹⁸

The students and teachers at Whittier were proud of their beautifully landscaped property with its grassy playgrounds surrounding the school. The front of the school with its dual entries faced Third Street and the streetcar line that extended from the commercial district along the Cedar River toward the neighborhoods in the southwest portion of the city. It appears that Ralston also provided a landscaping plan for the school with a variety shrubbery surrounding the base of the building and poplar trees and specimen spruce trees as well as shade trees planted to enliven the façade. In addition, shade trees were planted around the perimeter of the property, between the public sidewalks and the curbed streets. Photographs taken over the years show the changes to this landscaping, as the trees and shrubs matured, only ultimately to be eliminated in favor of paved playgrounds at some point after 1945 and before the school closed permanently in 1981 as Waterloo's population shifted away from the old core of the community and further south, out into the new subdivisions.¹⁹

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Whittier School
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Narrative Statement of Significance (continued)

GROWTH OF WEST WATERLOO

The community of Waterloo was first settled west of the Cedar River in 1845 and its economic survival and development was assured when it won the county seat away from Cedar Falls in 1855, but it remained a typical county seat town for the next half-century.²⁰ Waterloo was divided by the Cedar River, which was not bridged until 1859, and East and West Waterloo initially developed separately. By the early twentieth century, more bridges had been added, but this parallel development continued, evolving into separate commercial districts, residential areas for all classes, transportation lines, industrial areas and, as well as separate public libraries, fire stations, and school districts.²¹

Between 1890 and 1920, when Waterloo experienced its most rapid and massive growth, its population increased from 6,674 to 36,230 between 1890 and 1920, resulting in the rapid development of West Waterloo, as the area in Waterloo west of the Cedar River is known. The census data for Waterloo changed drastically over the twenty year period of 1900 to 1920. In 1900, the population was 12,580 and by 1910 had grown to 26,693. The population of the city had increased by over 100 percent between 1900 and 1910 alone and between 1890 and 1910 it went from seventeenth to seventh place in population centers in the state. In 1920 the population had again increased dramatically to 36,230 and Waterloo had become the leading industrial city in Iowa.²²

Waterloo's successful growth was largely due to the successful marketing of the city as Iowa's leading factory town, and due its ties to agricultural interests and accessible transportation routes. Manufacturers in town made a variety of farm implements including gasoline engines (producing one-fifth of all gasoline engines in America in the early twentieth century), tractors (later to become John Deere, one of the largest manufacturers in the world), cream separators (third largest producer in 1910s), manure spreaders, wagon end gates, and harrow carts. In addition, other factories processed agricultural products into consumer goods, such as canned sweet corn, dairy products, and milled or baked wheat, with Rath's meat packing operation being one of the city's largest businesses for many years. The Dairy Cattle Congress, located in Waterloo, as well as agricultural journals such as the *Creamery Journal*, *Egg Reporter*, and *Kimball's Dairy Farmer*, published in Waterloo and distributed nationally, helped promote the city's food production facilities such as Rath Packing, Alstadt and Langas Baking Company, Waterloo Dairy Cooperative, Union Mills and the Waterloo Canning Corporation. Numerous businesses such as Litchfield Manufacturing (1903), Dart Truck Company (1909), the Kissell Car Company (1910), Waterloo Malleable Iron Works and Christie Engine Company came to Waterloo and while the last three businesses listed did not succeed, they all demonstrated the "Waterloo Way Wins" to attract businesses.²³

Businessmen in the community successfully promoted the city as "Waterloo is the Best Living and Manufacturing City of the West" resulting in this rapid economic growth. In 1881, there were 28 factories, and by 1914, there were 144 factories, and 11 new factories sprang up in 1910 alone. In 1922, there were 161 factories that employed 6,000 people that comprised fifteen percent of Waterloo's population. By 1928 there were over 7,000 factory workers in the city. West Waterloo had lagged behind East Waterloo in development until the construction of the Westfield Industrial Sector in 1903 that attracted Deere & Co., a farm implement company that still produces farm implements today.²⁴

Transportation, of course, played a pivotal role in the growth of Waterloo. By the 1887 there were three trunk lines that linked local industries to national and international markets. By 1917, 155 factories were located along the railroad beltline in Waterloo, and by 1922, 27,000 carloads of freight went into and out of the city on an annual basis with livestock heading for the Rath Meat Packing Plant accounting for 4,500 cars of freight. Not only did these lines haul freight, they also hauled passengers with an interurban line begun to Cedar Falls in 1897. The railways employed 1,658 workers and in 1922, 67 passenger trains went in and out of the city transporting over 800 shoppers and salesmen.²⁵

City planners included streetcar lines in Waterloo that helped attract businesses to Waterloo. The lines were positioned so that factory districts were placed along the beltline, connecting to the residential areas that supplied their employees. Electric streetcar lines extended not only from the residential to industrial areas, they also extended to the city's numerous parks and entertainment areas. Much of the late nineteenth and early twentieth century residential development in Waterloo occurred in the areas associated with industrial development or streetcar routes, with the earliest streetcar subdivisions of middle class homes occurring around the development of the line that ran from the area along Third Street West, Whittier School's southern boundary. To stimulate ridership

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Narrative Statement of Significance (continued)

from the downtown (west side) depot of the Waterloo and Cedar Falls Rapid Transit Company, the electric line being built in West Waterloo in 1896, its developers routed the line to recreational facilities on the west side such as the race track and Elmwood Cemetery, which was used much as a park would be today and was only four blocks north of the streetcar stop at Sullivan and Third Street West on the southeast corner of what became Whittier School in 1906. The horse racing track was four blocks west of the school on Third Street West, and the golf course in Byrnes Park was accessible from the end of the line at Campbell Avenue and Fletcher Avenue, six blocks west and three blocks south of Whittier School. In addition, the streetcar developers had options on two residential additions in Waterloo, the one in West Waterloo being the new Whitney and Sedgwick Addition (which is directly east of Whittier School), with sales of home lots utilized to fund the construction of the actual streetcar line. By 1899, the interurban system ran as far as the Third and Sullivan intersection, the southeast corner of the school yard, stimulating more residential development in the area including the new Home Park addition platted to parallel the streetcar line along Third Street West in the blocks west of what became the Whittier School property. Even so, sales had been relatively slow-paced at first, although they increased rapidly between 1905 and 1910, partly a factor of the housing boom throughout Waterloo, but also coincidental to the construction of Whittier School in the midst of the then developing residential areas of the Home Park and the Whitney and Sedgwick Additions. The closing of the race track opened additional land for residential development (Home Park Second Addition) in 1908 and by 1915 the residential development had moved south to Kingbard Hill and Prospect Place, areas which initially sent their students to Whittier School. Whittier School was built prominently on Third Street West (the streetcar route) at the major intersection with Sullivan Street (a major streetcar stop) and in an area just beginning to develop, with only scattered houses finished when the school was started, but the location of a school actually enhanced sales of home lots and Whittier School grew both in population and size as the surrounding neighborhoods filled up, with Whittier's last addition completed in 1915 just when residential development moved further south.²⁶

WATERLOO'S BUILDING TRADITION

The influx of these new factories and workers had produced a massive housing shortage in Waterloo as the population skyrocketed between 1890 and 1920. Real estate speculation in this period played a major role in the financial success of the community, resulting in actual housing developments, not just paper companies. Each year from 1892 and 1904, between 109 and 247 housing units were constructed annually, a pattern that would continue until the start of the Great Depression. Beginning in 1904, public utilities extended services to the new subdivisions, but the community could not keep up with the demands for more housing and utilities during Waterloo golden period of development from 1900 to 1920. The first two decades of the twentieth century witnessed the housing boom that resulted in half of all the extant houses in 1940. In 1910 alone, 706 new homes were built and, again in 1912, another 611 were finished. As a result, single family homes, multi-unit housing, flats and apartments were all built in this period and owner occupied double houses became quite popular in Waterloo, with the owner living on one side and renting the other side for additional income. Most of this housing construction occurred near factories, to accommodate the factory workers' families, but it also included the creation of prestigious residential developments on both sides of the Cedar River.²⁷

Waterloo expanded rapidly between 1899 and 1916, with 156 new subdivisions and two major annexations added to the city, with much of this development in West Waterloo since most of the largest new factories had located there. When the city limits were first extended in 1892, the boundary of the city reached just to Sullivan Street and Fourth Street West, directly east of the future Whittier School property with much of the late nineteenth century and early twentieth century residential development in this part of town, as well as the school's construction occurring outside the city limits by 1906. Although West Waterloo's residential development had initially lagged behind East Waterloo, after the construction of the Westfield Industrial Sector in 1903 in West Waterloo, the building boom west of the Cedar River began in earnest. Between 1897 and 1915, 1000 new houses were constructed in Ward 1, the section of West Waterloo that surrounds Whittier School. This housing boom put increasing pressure on the school system, with far too many children for its facilities in West Waterloo, resulting in the construction of the Home Park School (as Whittier was initially known, because that was the name of the surrounding subdivision development) in 1906. In a move first proposed in 1904, the 1910 annexation brought all of the then developed areas into the new city limits, extending another mile beyond Whittier School, testament to the rapid residential expansion in this part of Waterloo and the importance of the only grade school in that area prior to

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Black Hawk County, IA

Narrative Statement of Significance (continued)

1919 when Kingsley School was finished eight blocks south of Whittier. World War I halted residential and non-residential construction in Waterloo, while war construction rose dramatically between 1916 and 1920,²⁸ but Whittier's last addition had been finished in 1915 before the United States' entry into World War I.

DEVELOPMENTS IN PUBLIC SCHOOLS IN IOWA

There were many factors contributing to the growth of the public school system in Iowa, including demographic changes, compulsory education laws and child labor laws. Compulsory education laws were first introduced to the General Assembly in 1872 and a watered down law was initially passed in 1902 after thirty years of debate. Over the next decade, the state would strengthen this law, mandating longer school terms and that children ages 7 through 14 attend school. The changing demographics in Iowa and the state's population growth contributed to the passage of this legislation, as the urban population grew. The work of the Iowa Federation of Women's Clubs and the Iowa organization of the American Federation of Labor combined forces with educators to secure passage of child labor law in 1906 that also increased the school population by placing children in school instead of the workplace, and they also encouraged manual training programs that would better prepare students for the workplace.²⁹ As elsewhere, these laws increased the school population in Waterloo, putting increasing pressure on its infrastructure and it is no coincidence that the timing of Whittier's construction and expansion closely parallels these legal developments.

By 1900, two of the newest components in the American public school system, the kindergarten and high school had been accepted in many of the urban schools in Iowa, including West Waterloo, and Whittier School had always included a kindergarten class. The Progressive Era in the United States also changed how the public viewed the role of their schools, changing both the organization of school systems as well as the curriculum and school facilities. Just as West Waterloo was beginning to develop its school system, professional educators began promoting a new system with elementary schools that focused on the basics, as well as a mandatory high school institution to prepare students, not just with college preparatory courses, but also as vocational instruction, so that all students could take their place in society. As a consequence, Whittier was developed as a grade school, kindergarten through sixth grade, rather than the older former of a grammar school with first through eighth grades in the same school. This trend would continue in West Waterloo as the school system continued to expand, leading to the creation of grade schools, junior highs and high schools.³⁰

As part of the Platoon School movement, these trends in education also led to the development of specialized courses, such as domestic sciences, as was taught in Whittier in the 1909 expansion (in the middle section of the H-shaped plan), as well as manual training programs provided at the high school in West Waterloo. This was part of unique type of school organization, the Platoon School, developed during the Progressive Era in Gary, Indiana by William Wirt. Rather than having schools designed with uniform classrooms, one for each grade, the Platoon System encouraged the addition of specialized rooms to which the students would rotate throughout the day for physical education, art, music, science, industrial arts, and domestic sciences. Utilizing this system efficiently utilized every space in the school throughout the whole day as well as allowed teachers to focus their instruction on their specific areas of specialization. Although grade schools under this system were designed to focus on the developmental requirements of early adolescence, this still impacted the curriculum and design of grade schools, such as Whittier, where adequate playgrounds were provided (with the school board purchasing an entire city block for the future site of Whittier to ensure adequate grounds) and the additions to Whittier specifically included specialized facilities: a domestic science room and a large gymnasium with large shower and locker facilities for both boys and girls. A 1927 publication by the Waterloo Chamber of Commerce, proudly noted that West Waterloo's school buildings had special rooms in the schools for home economics, music, science, manual training, as well as a gymnasium and shower rooms. By 1933, West Waterloo's school board proudly reported that the curriculum for grade school students compared favorably with the standard set by the California Curriculum Study, including the teaching of arithmetic, language skills, reading, spelling, writing, history and civics, geography, science art, health and living, practical arts, and music, as well as providing opening exercises, physical education, and recesses. Nationally, architects like William B. Ittner, developed school layouts that focused on providing for this increasing demand for specialized instruction, and West Waterloo even hired this nationally renowned architect to design their new junior and senior high school campus in 1922, but local architect, John G. Ralston, who designed many of West Waterloo's schools, including Whittier, tried to incorporate these ideas in his designs as well.³¹

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Whittier School
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Narrative Statement of Significance (continued)

The Platoon School movement coupled with the growing concerns about creating an environment at school that would refine the behavior and taste of students as well as instruct them in the responsibilities of citizenship. In West Waterloo, this meant that schools like Whittier had been charged with setting an example for the students, as outlined in one of the district's promotional pamphlets:

1. By making the school building and grounds an example of cleanliness, good order, and beauty. . .
2. By maintaining among the children an atmosphere of happy cooperation, which lies at the foundation of all successful relationships . . .
3. By giving children instruction and practice in subjects directly applicable to efficient home management. . .
Girls are taught the various household arts in junior and senior high school [although Whittier even had a domestic sciences room]
Thrift programs in all schools and the home management class in senior high school train in wise spending. One semester of the eleventh grade homeroom program is devoted to discussions of various phases of home building.
4. By magnifying the home as one of the finest things in life . . .
Appreciation of parents is inspired through homeroom discussions and through various forms of recognition on special days. Children are encouraged to realize their obligations and to do their share in enriching home life.
5. By teaching city planning, which is essential to satisfactory homes under modern conditions. . .
The local community is studied in various ways throughout the schools. Special civic days are observed. Citizenship, social problems, and government classes teach the principles of city planning.
6. By giving training in recreations that enrich home life . . .
Good reading is encouraged in every way.
Both participants and listeners learn to appreciate good music. Home interest in music is stimulated by frequent public appearances of school musicians on social occasions and in the Iowa High School Music Contest. The splendid cooperation of the Musicians Mothers Auxiliary contributes immeasurably to both home and school life.³²

Influenced by the movement lead by Horace Mann in the late nineteenth century to improve the health and hygiene of school children, school districts across the nation attempted to beautify school buildings and grounds, as well as to make schools a healthier environment for the children. This movement even encouraged the inclusion of gymnasiums for year round exercise and team sports, as well as shower facilities to encourage cleanliness, such as the facilities in those in the 1915 addition to Whittier. Large outdoor playgrounds were viewed as a special asset, one of the reasons that the West Waterloo Independent School District acquired the entire city block for the Whittier campus.³³ By 1933, the West Waterloo school system proudly promoted that its goals promote health:

1. By cooperation with parents in an effort to have every beginner enter school free from remedial defects. . .
2. By providing for every child clean, comfortable, beautiful buildings and playfields . . .
3. By wholesome and happy school atmosphere and routine. . .
4. By wholesome recreation looking toward the wise use of leisure . . .
5. By education in personal hygiene and public sanitation and establishing health habits. . .
6. By regular health examinations and the correction of defects. . .
7. By making special provisions for under-nourished and handicapped children. . .³⁴

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Whittier School
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Narrative Statement of Significance (continued)

Of even greater concern, for the health and safety of school children, was the actual design of school buildings and the early twentieth century saw vast improvements in the design of schools nationwide, as well as in Waterloo. Adopting ideas from the Platoon School movement, John G. Ralston's design of Whittier provides a good example of the advancements made on behalf of their students' welfare. In addition to a shortage of school buildings because of the massive immigration to America before World War I, there were four main problems that plagued the public school systems and the welfare of their students across the country: fire safety, adequate ventilation, ample lighting, and proper heating. Schools of the eighteenth and nineteenth century were cold, dark, gloomy places that used adult sized benches for school children and utilized heating systems, such as jacketed stoves or hot air furnaces (which were little more than large versions of modified jacketed stoves). These school buildings and their heating plants lacked adequate ventilation, leaked combustible gases, had difficulty keeping the air supply clean and were fire hazards. The development of steam heat, utilizing boilers positioned outside the main building would prove to greatly reduce the fire danger and improve the air quality in early twentieth century school buildings. Disastrous school fires in America were not uncommon in the late nineteenth and early twentieth century schools with the tragic fire in Collinwood, Ohio in 1908, which killed 173 children, provided the impetus for school districts and architects to develop these new methods for heating and lighting schools for fire safety. C.B.J. Snyder's designs for the New York City schools beginning in 1896 influenced many other school districts and school architects, when he realized that the H-shaped pattern resulted in much better light and ventilation by providing more windows in each classroom. As a result, his school district boasted a thirty percent improvement in the health and vision of New York City school children. Beginning in the late nineteenth century, three architects at the national level (Dwight H. Perkins, William B. Ittner, and John J. Donovan) all sought to address all of these issues in their school designs.³⁵

John G. Ralston, the architect of Whittier School, utilized these ideas not only in the original 1906 design, but also with the later additions finished in 1909 and 1915, which created an H-shaped plan like those being promoted by Snyder and Ittner as well as the Platoon School movement and it appears that his original 1906 design envisioned these later additions that would ultimately create the H-shaped plan over the next decade. Although the original 1906 building had been rectangular, it only had two classrooms per floor with stairways at either end of the hall along the back, west wall, allowing cross-ventilation and light from the large banks of windows along each outer wall. With the 1909 and 1915 additions, it formed a cohesive H-shaped plan that positions large banks of windows on all sides to provide cross ventilation and much needed natural light for each classroom. All sections of the building are brick and the 1906 building had 3 sets of stairs providing exits from the two classrooms on each level. With the addition of the 1909 extension to the west (the center of the ultimate H-plan), its two classrooms per floor were served by these three original staircases as well as two external fire escapes on the west end. These fire escapes were removed when the 1915 west wing was completed since the middle section now had access to the two staircases of the 1915 wing as well. The later additions to the original building are identified as "fireproof construction" on the fire insurance maps, indicating that the floors and ceilings were made of concrete, as a further protection against a devastating fire, and even the wood roof of the 1915 addition was positioned 10 feet above a concrete ceiling and deck. The original building as well as its additions was electrified, to supplement the banks of windows, providing ample light for the students. The original design of Whittier school utilized steam heat with a boiler carefully wrapped in asbestos for fire protection since it was located in the basement of the school rather than the older iron-clad furnaces popular just a few years earlier. This improved on both the air quality and provided more adequate and even heating to all of the classrooms. As additions were added in 1909 and 1915, Ralston had the radiators relocated to accommodate the reconfiguration of the heating patterns in the existing spaces as well. In 1914, the boiler was removed from the basement of the 1906 wing and placed in a new raised basement level wing of "fireproof construction" positioned on the north side of the 1909 wing, separating that fire hazard from the classroom space. The West Waterloo school system would continue to improve upon the design and, at some point prior to 1927 (since the firm name is not yet Ralston and Ralston), J. G. Ralston prepared plans for the conversion of the steam heat into the hot air blast system where the furnace heated the air that was forced by large fans through air ducts installed into every classroom.³⁶

By 1933, West Waterloo proudly pointed out that all of its school buildings, including Whittier, were designed to provide a safe and healthful environment for their school children:

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Narrative Statement of Significance (continued)

There is adequate protection against fire and other life and health hazards.

Healthful air conditions are secured by effective heating and ventilation.

Both natural and artificial lighting prevent eye strain.

Equipment, particularly chairs and desks, are constructed and adjusted to meet the health of the individual.

Playfields and gymnasiums are of adequate size; the latter are properly equipped with showers, lockers, and dressing rooms.

Janitors realize their responsibility for the good health of the children.³⁷

WEST WATERLOO'S SCHOOL DEVELOPMENT

The first recorded school building in Waterloo was actually west of the Cedar River, a log structure built in 1853 at West Fourth and Jefferson, but the oldest extant school building in Waterloo today is the 1858 one-room stone school building in East Waterloo. The first school building was replaced in 1860 by a large brick structure on Washington Avenue between West Sixth and West Seventh Streets, which became known as Central School. West Waterloo had initially developed separately from east Waterloo, a pattern that was evident in the establishment of two separate, independent school districts in 1866. Central School burned and was rebuilt in 1871 to serve as West Waterloo's only school (the high school on the third floor with the grammar school on the lower two levels) until 1889 when Lowell Elementary was built (at 1223 Washington Street) to relieve the congestion in Central. With mounting problems due to overcrowding, in 1893 the first Emerson School was built at Second and Randolph. In 1901, a new high school building was completed on the Central campus but the older building continued in use as a grammar school.³⁸

While the East Waterloo school system could boast eight schools by 1904, West Waterloo only had these four nineteenth century structures, a testament to the slower development of the west side prior to 1900. However, by 1904, attendance as well as enrollment increased dramatically and the West Waterloo school facilities were taxed to their limits trying to accommodate the rapidly increasing demand for classroom space, even though they had already doubled their classroom capacity in the last eight years. By 1906, the rapid development of the residential areas in West Waterloo and Waterloo's booming population demanded a major building campaign for the West Waterloo Independent School District. The school population in West Waterloo would go from 484 students in 1877 to 1706 enrollees in 1904, with 2,308 students in 1913 and 3,948 in 1926. By 1933, the school district would have more than 4,500 students.³⁹

The construction of Whittier's first building (along with Emerson's new building) in 1906 marked the beginning of the Waterloo Independent School District's efforts to deal with the demands of this increasing school population in West Waterloo. The advertisement for sealed bids for the Home Park School (the name given to Whittier before its official name) appeared on April 10, 1906, to be covered by the successful school bond issue that estimated the total cost of construction at no more than \$15,000. Whittier School was finished in time for the start of the fall term on September 17, 1906, although school started late that year because of construction delays at Whittier and Emerson Schools. In 1909, a major addition was completed on Whittier (now the middle section of the school building) and the Westfield School was finished at Ballou and Avalon to relieve overcrowding and to better serve the students in the industrial area north and west of the Black Hawk Creek. In 1912, Washington Irving School was opened at Hawthorne and Sixth Street West (further south and east as that residential area was developed) and in 1914 Edison Elementary School (800 Rock Island) replaced the Westfield School as that industrial area continued to develop. That same year, the boiler room addition was added to Whittier School (basically a basement level wing on the north side of the 1909 wing), updating its heating plant. Then in 1915, because of continued growth in West Waterloo, the school district began working on major additions to both Whittier and Emerson, with Whittier's finished that year and Emerson's completed in 1916. In 1919, the crowding at Whittier School necessitated the completion of Kingsley Elementary School in the Prospect Hills addition to serve the prestigious neighborhoods just south of Whittier. Central's campus was extensively remodeled in 1922 when it was converted into Sloane Wallace Junior High, no longer serving as a grade school. Lowell was demolished shortly after the new Lowell campus was completed in 1931 at its new and current site (1628 Washington Avenue). Central's campus would be used until 1955 when it was razed.⁴⁰ Thus, with the demise of the Central campus, the last of the nineteenth century school buildings for West Waterloo had been replaced and Whittier and Emerson were the oldest remaining school buildings, with Whittier actually having been finished and put

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in service shortly before Emerson in 1906 (since Emerson's students had to be distributed initially to other schools in 1906), making Whittier the oldest school building in West Waterloo.⁴¹

Following the reorganization of the district into grade schools, junior high, and high school rather than the grammar school and high school designation utilized until 1918, and the completion of the 1922 West Waterloo Junior High and High School campus at 1115 West Fifth from designs by nationally recognized school architect, William B. Ittner, the West Waterloo Independent School District had established all but one of its schools: West Junior and Senior High School, Sloane Wallace Junior High, Edison School, Emerson School, Irving School, Kingsley School, Lowell, and Whittier. The Lowell campus which was relocated in 1931 (and the old site razed) and the last grade school built in 1933, Riverview at Hawthorne and Clinton Streets (used by the Zion Church after 1969). Then, in 1937, a junior high school building was added to the Edison campus, by when the enrollment topped 5000 students. All of these schools continued in use after the district merged with the East Waterloo School District in 1942, a consolidation that only required 37 years of debate.⁴²

The West Waterloo school district had proudly touted in 1928 that they were "equipped with fine modern school buildings."⁴³ The construction of Whittier's first wing in 1906 and Emerson's new building in 1906 had marked the beginning of these efforts to "modernize" the school system, which resulted in seven elementary schools, three junior highs and a high school by 1937. A special report in 1933 noted that "In recent years, three thoroughly modern fireproof grade school buildings have been erected embodying all the new features demanded by modern educational practice,"⁴⁴ as well as "fireproof additions to two older buildings doubling the capacity of each" and "old sections of these buildings being thoroughly modernized."⁴⁵ Whittier, along with Emerson represented the beginning of an intensive 16-year building campaign to provide a modern school system for West Waterloo.

JOHN G. RALSTON, ARCHITECT

Whittier School's architect, John G. "Rocky" Ralston, was born in 1870 in Vinton, Iowa. He graduated from Tilford Academy in Vinton and from 1892 through 1897, he worked as a carpenter for Murphy and Wallace, a contracting and architectural firm in his home town. He supplemented his education with architectural training from a mail order course from the International Correspondence School in Scranton, Pennsylvania, a common practice for Iowa architects at that time. After establishing a new architectural firm in Vinton with his old employer, William F. Murphy, in 1897, the next year the young firm of Murphy and Ralston moved its practice from Vinton to Waterloo in the wake of the building boom and growth in Waterloo. When William F. Murphy died in 1904, Ralston continued in the practice alone until 1927 when his son, Glen E. Ralston, joined the firm, at which time he renamed the firm, Ralston and Ralston. Glen Ralston received his training with his father as well as from two years at the Iowa State College and two more years at Chicago's Armour Institute. When John G. Ralston died in 1956, still practicing architecture, both Glen and his brother, Richard, worked as architects in their father's firm.⁴⁶

During his career, Ralston was responsible for the design of many of Waterloo's major buildings, including: The National Dairy Cattle Congress Hippodrome, both public libraries: the Russell-Lamson Block, 12 schools, 2 fire stations, lodge halls for the Masons, Knights of Pythias and Moose fraternal orders, Memorial Hall, and the Waterworks offices. By 1912 he had designed 100 Waterloo residences, 33 of its commercial and public buildings, as well as 90 homes and 46 other buildings elsewhere in Iowa. By the 1920s, he had a field representative specifically to gain school commissions throughout Iowa and during his career he designed hundreds of Iowa's school buildings, including most of the buildings for the Waterloo Independent School District, the school system of West Waterloo. Of his designs for the Waterloo Independent School District, Whittier School along with Emerson School, both begun in 1906, are the oldest, extant school buildings and probably his first designs for the school district since the four earlier schools had been completed between 1860 and 1893 before Murphy and Ralston located in Waterloo. Of Ralston's Waterloo Independent School District commissions, Whittier is the best example of the H-shaped plan and his oldest, extant design for the West Waterloo school system. Unlike Whittier and Emerson, most other Ralston school designs in Waterloo had been drastically altered after Ralston's death in 1956 and no longer retain as much of their exterior historic appearance.⁴⁷

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CONCLUSION

Although the Waterloo Independent School District merged with the Independent School District of East Waterloo in 1942, Whittier School continued to be an important grade school in the Waterloo public school system until 1981 when the school was closed.⁴⁸ Its design stands not only as a testament to the architectural work of John G. Ralston, but also to the improvements in early twentieth century school designs brought about by the Platoon School movement, which led to a more healthy educational environment for the children of Waterloo. As one of the oldest school buildings in Waterloo today and the oldest in West Waterloo, it is a visual and physical reminder of the early twentieth century expansion of Waterloo and its school system's development. Even today, the building continues to be an important part of the visual landscape of the surrounding residential area, defining the entrance of the Home Park neighborhood and serving as a local landmark on one of Waterloo's major arterial streets.

ENDNOTES

¹ *Atlas of Waterloo Iowa* (Davenport: The Iowa Publishing Co. 1906), pp. 24-25, from Grout Museum, Archives, Waterloo, Iowa; "Fire Insurance Map of Waterloo, Iowa, December 1910," (New York: Sanborn Map Company, 1911), p. 39, Waterloo, Iowa., from Grout Museum, Archives, Waterloo, Iowa; "Fire Insurance Map of Waterloo, Iowa, [Blue Set. Corrected]," (New York: Sanborn Map Company, 1918 – 1964), p. 78, from Grout Museum, Archives, Waterloo, Iowa; "Pictorial Review of West Waterloo Schools in Action, 1933-34," (Waterloo, Iowa: Stewart-Simmons Co., [1934]), p. 9, from "School Elections," Grout Museum, Archives, Waterloo, Iowa.

² . Barbara Beving Long, "Historical and Architectural Resources of Waterloo, Iowa," National Register of Historic Places Multiple Property Document Form, Certified on 15 July 1988 by the Iowa State Historic Preservation Office, E5.

³ Hartman, "History of Black Hawk County.," (n.p., 1910), , pp. 77-78, from Grout Museum, Archives, Waterloo, Iowa.

⁴ "School Opens Next Monday," *Waterloo Daily Courier*, 13 September 1906, p. 4.

⁵ Camilla Deiber and Peggy Beedle, *City Schools for Iowa*, edited by K. Kris Hirst (Hiawatha, Iowa: J & A Printing, September 2002), pp. 8-9; Camilla Deiber and Peggy Beedle, *Town Schools for Iowa*, edited by K. Kris Hirst (Hiawatha, Iowa: J & A Printing, September 2002), p. 12; Meiberg, James E. *A 50-Year Period in the Evolution of Schoolhouse Design and Construction in Iowa 1919-1969*. PhD Dissertation Vol. I 1970, pp. 7-9; Charles L. Spain, *The Platoon School: A Study of the Adaptation of the Elementary School Organization to the Curriculum*, (New York: The Macmillan Co., 1924), pp. 143-147.

⁶ Barbara Beving Long, *Waterloo Factory City of Iowa Survey of Architecture and History* (Des Moines. Midwest Research. 1986), 40-41 and 74-76; "Our Public Schools," Annual Improvement Edition, *Waterloo Daily Reporter*, 1 January 1904, p. 38.

⁷ "Enrollment Large," *Semi-Weekly Iowa State Reporter*, 16 September 1904, p. 3; "Make Reports of Schools," *Waterloo Daily Courier*, 18 July 1906, p. 5.

⁸ *Atlas of Waterloo Iowa*, 1906, pp. 4-5; "Enrollment Large," 16 September 1904, p. 3; Helen Hawkins, "History of Waterloo Schools," [Scrapbook], from Vertical Files, Grout Museum, Archives, Waterloo, Iowa; "New Law is Effective," *Waterloo Daily Courier*, 2 July 1906, p. 7; "Notice to Contractors," *Waterloo Daily Courier*, 10 April 1906, p. 3; "Notice to Contractors," *Waterloo Daily Courier*, 11 April 1906, p. 3; "Notice to Contractors," *Waterloo Daily Courier*, 12 April 1906, p. 3; "Notice to Contractors," *Waterloo Daily Courier*, 22 April 1906, p. 3; "Our Public Schools;" "Pictorial Review," p. 9; "Plan School Improvements," *Semi-Weekly Iowa State Reporter*, 2 March 1906, p. 1; "School Election Was Very Lively," *Semi-Weekly Iowa State Reporter*, 16 March 1906, p. 6; "Turn of Time on the Dial of Days," *Waterloo Daily Reporter*, 30 December 1905, supplement, p. 1.

⁹ "Public Improvements," p. 9; "School Opens Next Monday."

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¹⁰ "Fire Insurance Map of Waterloo, Iowa, December 1910," p. 39; "Fire Insurance Map of Waterloo, December 1918 [Corrected through 1964]," p. 78; J. G. Ralston, "Whittier School," [Plans] (Waterloo, Iowa, [1915]); J. G. Ralston, "Whittier School," [Basement Plan] (Waterloo, Iowa, [circa 1927]); "Pictorial Review," p. 9; "School Opens Next Monday;" *Whittier School, 1906-1981*, [Pamphlet published for 75th anniversary], (Coshocton: Ohio: School Publishing Company, [1981]), p. 11, from Catalog Room, Grout Museum, Archives, Waterloo, Iowa.

¹¹ "Fire Insurance Map of Waterloo, Iowa, December 1910," p. 39; "Fire Insurance Map of Waterloo, December 1918 [Corrected through 1964]," p. 78; Long, *Waterloo*, pp. 84-85; *Pictorial Review*, p. 9; Ralston, "Whittier School," [Plans]

¹² "Fire Insurance Map of Waterloo, Iowa, December 1918," New York: Sanborn Map Company, 1918, p. 78, from Grout Museum, Archives, Waterloo, Iowa; "Fire Insurance Map of Waterloo, Iowa," New York: Sanborn Map Company, 1918-1950, p. 78; Hawkins, "History of Waterloo Schools;" Long, *Waterloo*, pp. 40-41.

¹³ "Fire Insurance Map of Waterloo, Iowa, December 1918," p. 78; Hawkins, "History of Waterloo Schools;" Long, *Waterloo*, pp. 89-91; *Pictorial Review*, p. 9.

¹⁴ "Enrollment is 5,080 for Year in West Schools," [Newspaper Clipping], [10 June 1937], from "Schools/Waterloo, 1900-1950," Vertical Files, Grout Museum, Archives, Waterloo, Iowa; *Pictorial Review*, p. 9; *Whittier School, 1906-1981*, p. 11.

¹⁵ "Fire Insurance Map of Waterloo, Iowa," 1918-1950, p. 78; *Pictorial Review*, p. 9; Ralston, "Whittier School," [Plans]; *Whittier School, 1906-1981*, p. 11.

¹⁶ Ralston, "Whittier School," [Basement Plans].

¹⁷ Long, *Waterloo*, p. 46.

¹⁸ *Whittier School, 1906-1981*, p. 11.

¹⁹ *Atlas of Waterloo Iowa*, 1906, pp. 4-5 and 24-25; *Pictorial Review*, p. 9; "Waterloo's Modern Schools," *The Load Builder (Iowa Public Service Co., East Division)*. (September 1945), Special Edition, from "Schools/Waterloo, 1900-1950," Vertical Files, Grout Museum, Archives, Waterloo, Iowa; F. Gwynne Weston, compiler for the Waterloo Chamber of Commerce, *The Story of Waterloo. The Factory City of Iowa* (Waterloo, Iowa: Stewart-Simmons Co., [1928]), p. 70, from the Waterloo (Iowa) Public Library; *Whittier School, 1906-1981*, p. 11.

²⁰ Long, *Historical and Architectural Resources of Waterloo*, E1 and E15; Long, *Waterloo*, p. 40; Weston, *Story of Waterloo*, pp. 75-76, from the Waterloo (Iowa) Public Library.

²¹ *Atlas of Waterloo Iowa* (Davenport: The Iowa Publishing Co. 1906), pp. 4-5, from Grout Museum, Archives, Waterloo, Iowa; Long, *Historical and Architectural Resources of Waterloo*, E4-E5, E10, and E16; Long, *Waterloo*, p. 87; Weston, *Story of Waterloo*, p. 75.

²² Long, *Historical and Architectural Resources of Waterloo*, E1 and E4; Long, *Waterloo*, p. 67; Weston, *Story of Waterloo*, p. 76.

²³ Long, *Historical and Architectural Resources of Waterloo*, E1-E4; Long, *Waterloo*, pp. 60-62; 65, and 67; Weston, *Story of Waterloo*, p. 79.

²⁴ Long, *Historical and Architectural Resources of Waterloo*, E2; Long, *Waterloo*, pp. 66-67 and 75-76.

²⁵ Long, *Historical and Architectural Resources of Waterloo*, E1, E12-E15; Long, *Waterloo*, pp. 22-27, 60 and 67; Weston, *Story of Waterloo*, pp. 78-79.

²⁶ *Atlas of Waterloo Iowa*, 1906, pp. 4-5 and 24-25; Long, *Historical and Architectural Resources of Waterloo*, E13-E15; Long, *Waterloo*, pp. 22-24, 59-60, 67, 76, 83-85, 87, 89-91.

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²⁷ Long, *Historical and Architectural Resources of Waterloo*, E6-E7, E9 and E16; Long, *Waterloo*, pp. 65-66, 76-77, 87, and 233.

²⁸ Deiber and Beedle, *City Schools*, p. 11; Long, *Historical and Architectural Resources of Waterloo*, E4-E8 and E16; Long, *Waterloo*, pp. 40-41, 66, and 74-76; "Our Public Schools," p. 38; "Plan School Improvements," 2 March 1906.

²⁹ Deiber and Beedle, *Town Schools for Iowa*, p. 4; Engelhardt, Carroll. "Compulsory Education in Iowa, 1872-1919." *Annals of Iowa* 3rd Series 49 (Summer/Fall 1987), 58-76.

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³¹ "Emerson School;" Deiber and Beedle, *City Schools for Iowa*, pp. 3, 5, 8-9, and 11; Keach Johnson, "The State of Elementary and Secondary Education in Iowa in 1900," *Annals of Iowa*, 3d ser., 49 (Summer/Fall 1987): 26-29; Long, *Waterloo*, p. 159-160; "Pictorial Review," pp. 88-89; Ralston, "Whittier School," [Plans]; Ralston, "Whittier School," [Basement Plans]; Spain, *The Platoon School*, pp. 130, 138, 144-147; Weston, *Story of Waterloo*, p. 71.

³² "Pictorial Review," p. 42.

³³ Johnson, "State of Elementary and Secondary Education in Iowa," p. 27-28; "Pictorial Review," p. 21; Ralston, "Whittier School," [Basement Plans]; Spain, *The Platoon School*, p. 132.

³⁴ "Pictorial Review," p. 21.

³⁵ "Deiber and Beedle, *Town Schools*, p. 12; Long, *Waterloo*, p. 158 and 1960; Meiberg, *Evolution of Schoolhouse Design and Construction in Iowa*, pp. 1, 5, 7, 12, 15, and 19; "Pictorial Review," p. 54.

³⁶ "Fire Insurance Map, December 1910," p. 39; "Fire Insurance Map, December 1918," p. 78; "Fire Insurance Map, December 1918 [Corrected through 1964]," p. 78; "Pictorial Review," p. 9; Ralston, "Whittier School," [Plans]; Ralston, "Whittier School," [Basement Plans].

³⁷ "Pictorial Review," p. 21.

³⁸ Hawkins, "History of Waterloo Schools;" Long, *Waterloo*, 157; "School Elections." 16 March 1893; "Things Talked about," 23 November 1893; Untitled [Bond Issue for New School], 2 March 1893; Weston, *Story of Waterloo*, p. 75.

³⁹ "Annual Report of County Superintendent of Schools," *Iowa State Reporter*, 27 October 1892, p. 4; "Enrollment Large," 16 September 1904; Long, *Waterloo*, pp. 160-161; "Near 5,000 Scholars," *Semi-Weekly Iowa State Reporter*, 27 September 1904, p. 1; "Our Public Schools," 1 January 1904; "Pictorial Review," p. 2; "Waterloo's Modern Schools;" Weston, *Story of Waterloo*, p.76.

⁴⁰ "Fire Insurance Map, December 1918 [Corrected through 1964]," p. 78; Hawkins, "History of Waterloo Schools;" "Notice to Contractors," 10 April 1906; "Our Public Schools," 1 January 1904; "Pictorial Review," p. 9; "Plan School Improvements," 2 March 1906; "School Election was Very Lively," 16 March 1906; "Waterloo's Modern Schools."

⁴¹ "School Opens Next Monday."

⁴² "Enrollment is 5,080 for Year in West Schools;" "First Schools Here Established Nearly 90 Years Ago," [14 August 1942]; Hawkins, "History of Waterloo Schools," Long, *Waterloo*, p. 159; "May Merge Schools," *Semi-Weekly Iowa State Reporter*, 28 February 1905, p. 3; "Pictorial Review," p. 95; "Waterloo's Modern Schools;" Weston, *Story of Waterloo*, p. 71.

⁴³ Weston, *Story of Waterloo*, p. 71.

⁴⁴ Hawkins, "History of Waterloo Schools;" Weston, *Story of Waterloo*, p. 71.

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⁴⁵ Weston, *Story of Waterloo*, p. 71.

⁴⁶ Hartman, "History of Black Hawk County," pp. 77; "John Ralston, Dean of Architects, Dies," *Waterloo Courier*, August 1956 [?], A44 [Clipping]; Long, *Waterloo*, pp. 45-46.

⁴⁷ "Benton's Court House. Architects Submit Plans to Board of Supervisors Today," *Semi-Weekly Iowa State Reporter*, 10 January 1905, p. 8; "Bid on the Twins," *Semi-Weekly Iowa State Reporter*, 10 January 1905, p. 6; "The City in Brief," *Waterloo Daily Courier*, 26 January 1905, p. 8; "The City in Brief," *Waterloo Daily Courier*, 1 March 1905, p. 8; "For Public Libraries," *Semi-Weekly Iowa State Reporter*, 16 September 1904, p. 8; Hartman, "History of Black Hawk County," pp. 77; "John Ralston, Dean of Architects, Dies;" "Local Reporter," *Semi-Weekly Iowa State Reporter*, 8 August 1904, p. 8; "Local Reporter," *Semi-Weekly Iowa State Reporter*, 9 August 1904, p. 8; "Local Reporter," *Semi-Weekly Iowa State Reporter*, 4 October 1904, p. 8; "Local Reporter," *Semi-Weekly Iowa State Reporter*, 20 January 1905, p. 8; "Local Reporter," *Semi-Weekly Iowa State Reporter*, 28 February 1905, p. 8; "Local Reporter (From Friday's Daily)," *Semi-Weekly Iowa State Reporter*, 10 January 1905, p. 8; "Local Reporter (From Thursday's Daily)," *Semi-Weekly Iowa State Reporter*, 2 September 1904, p. 8; "Local Reporter (From Thursday's Daily)," *Semi-Weekly Iowa State Reporter*, 16 December 1904, p. 8; "Local Reporter (From Wednesday's Daily)," *Semi-Weekly Iowa State Reporter*, 16 September 1904, p. 8; "Local Reporter (From Wednesday's Daily)," *Semi-Weekly Iowa State Reporter*, 23 September 1904, p. 8; Long, *Waterloo*, pp. 45-46; "Picked up in Passing," *Waterloo Daily Reporter*, 21 November 1905, p. 8; "Plans Out for Twin Libraries," *Semi-Weekly Iowa State Reporter*, 27 January 1905, p. 6; Untitled [Murphy & Ralston to meet with Library Board], *Semi-Weekly Iowa State Reporter*, 31 January 1905, p. 8; Untitled [J.G. Ralston returns from LeHigh], *Waterloo Daily Courier*, 6 January 1905, p. 4; Untitled [J.G. Ralston to meet with School Board in West Branch], *Semi-Weekly Iowa State Reporter*, 3 February 1905, p. 8; Untitled [Murphy & Ralston Secure Contract for Methodist Church], *Semi-Weekly Iowa State Reporter*, 28 February 1905, p. 8; Untitled [Murphy & Ralston to meet with Library Board], *Semi-Weekly Iowa State Reporter*, 31 January 1905, p. 8; "Views of Waterloo's Proposed Twin Carnegie Libraries," *Semi-Weekly Iowa State Reporter*, 31 January 1905, p. 1; "Waterloo, Ia.—Grade School," *American Contractor*, 34, I (29 March 1913): 74; "Waterloo, Ia.—School," *American Contractor*, 39, II (4 May 1918): 79; "Waterloo, Ia.—School Bldg.," *American Contractor*, 34, I (5 April 1913): 103; "Our Two Libraries," *Semi-Weekly Iowa State Reporter*, 31 January 1905, p. 1.

⁴⁸ "First Schools Here Established Nearly 90 Years Ago," [14 August 1942]; *Whittier School, 1906-1981*, p. 11.

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Verbal Boundary Description

Lots 1 through 10, "Shaulis Addition" in Waterloo, Iowa

Boundary Justification

This includes all of the property historically and currently associated with the school building.

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Whittier School
Black Hawk County, IA

Photo Log

Photographer: Paul R. Porter

April 2004

Negatives with photographer: Karen Bode Baxter, 5811 Delor Street, St. Louis, MO 63109

Photo #1: Exterior, south façade, east elevation facing northwest

Photo #2: Exterior, south façade, east elevation facing northwest

Photo #3: Exterior, east and north elevations facing southwest

Photo #4: Exterior, north and west elevations, facing southeast

Photo #5: Interior, main stairwell east wing facing south

Photo #6: Interior, east entrance east wing facing east

Photo #7: Interior, west entrance west wing facing south