

Wisconsin Word Processing Format (Approved 1/92)

United States Department of Interior
National Park Service



National Register of Historic Places
Registration Form

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

1. Name of Property

historic name Whitney School
other names/site number

2. Location

street & number 215 North Webster Avenue N/A not for publication
city or town Green Bay N/A vicinity
state Wisconsin code WI county Brown code 009 zip code 54301

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.)

Karina J. Johnson
Signature of certifying official/Title

7/10/2017
Date

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

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

Signature of commenting official/Title

Date

State or Federal agency and bureau

Whitney School | Brown | Wisconsin
 Name of Property | County and State

4. National Park Service Certification

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

by *Barbara Depelt*
 Signature of the Keeper

8-28-17
 Date of Action

5. Classification

Ownership of Property (check as many boxes as apply)	Category of Property (Check only one box)	Number of Resources within Property (Do not include previously listed resources in the count)	
		Contributing	noncontributing
<input checked="" type="checkbox"/> private	<input checked="" type="checkbox"/> building(s)	1	0
<input type="checkbox"/> public-local	<input type="checkbox"/> district		buildings
<input type="checkbox"/> public-State	<input type="checkbox"/> structure		sites
<input type="checkbox"/> public-Federal	<input type="checkbox"/> site		structures
	<input type="checkbox"/> object		objects
		1	0 total

Name of related multiple property listing: (Enter "N/A" if property not part of a multiple property listing.) Number of contributing resources previously listed in the National Register
 N/A 0

6. Function or Use

Historic Functions (Enter categories from instructions)	Current Functions (Enter categories from instructions)
EDUCATION/school	WORK IN PROGRESS

7. Description

Architectural Classification (Enter categories from instructions)	Materials (Enter categories from instructions)
LATE 19th AND 20th CENTURY REVIVALS/ Classical Revival	foundation CONCRETE, STONE walls BRICK, LIMESTONE roof ASPHALT other STONE

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

Whitney School
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8. Statement of Significance

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

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

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

Property is:

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance
(Enter categories from instructions)

Education

Period of Significance

1918-1966

Significant Dates

Significant Person
(Complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

Foeller and Schober

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

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9. Major Bibliographic References

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

SEE CONTINUATION SHEETS

Previous Documentation on File (National Park Service):

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

Primary location of additional data:

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

Name of repository:

10. Geographical Data

Acreeage of Property less than one acre

UTM References (Place additional UTM references on a continuation sheet.)

1 16 420181.6 4929222.4
 Zone Easting Northing

3 _____
 Zone Easting Northing

2 _____
 Zone Easting Northing

4 _____
 Zone Easting Northing

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	Anna V. Andrzejewski/Consultant for Continuum Architects & Planners	Date	November 4, 2016
organization	Continuum Architects & Planners	telephone	414.220.9640
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state	WI	zip code	53201

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Whitney School
Green Bay, Brown County, Wisconsin

Start description on line below

Site and Setting

The Whitney School is a three-story freestanding, load-bearing brick building located at 215 North Webster Avenue. It opened in 1918 to serve primary school students on the east side of the Fox River in Green Bay. Designed by the prominent Green Bay-based architectural firm of Foeller and Schober, it was built in the Neo-Classical Revival style. The building footprint presents a T-shaped configuration; the rectangular main block contains the classrooms and supporting spaces, while the rear "T" extension housed the kitchen/dining areas on the ground floor and the assembly room (or auditorium) on the second and third floors. The building is surrounded on all four sides largely by open space, which is now mostly paved for parking, with a few street trees planted in an irregular pattern across the front and sides of the block.

The Whitney School building stands on a lot which forms part of a city block flanked by North Webster Street on the southeast, Pine Street on the northeast, North Van Buren on the northwest, and Cherry Street on the southwest. Although Webster Avenue is a commercial artery, the blocks surrounding the school consist mainly of single-family residential lots. The streets generally have narrow sidewalks flanked by mature street trees. Most of the residential buildings date from the late-nineteenth through the mid twentieth centuries. Houses are located on blocks mainly to the west, south, and east, with the commercial core of Green Bay to the north. Some religious buildings and an office building or two are sprinkled within this predominantly residential area. Immediately to the west of the Whitney School at 909 Cherry Street is one mid-twentieth-century, single-family home and slightly further west (901 Cherry Street) is a church. The church was built in 1862-63 for a German Lutheran congregation and while the congregation no longer uses this building for church services it is available for rent for weddings. The rest of the block is vacant.

Whitney School faces southeast, oriented with its longest facade paralleling North Webster Avenue. The lot on which the school stands is flat, largely paved, with tree-lined sidewalks along Pine, Van Buren, and Cherry Streets. The sidewalk along North Webster is wider and immediately adjacent to the Street. Two curvilinear paths extend from this street sidewalk to the twin original front entrances. There is a narrow patch of green grass between the sidewalk and the building. Several mature deciduous trees planted in this grass now obscure part of the front of the building. The rest of the lot is paved for parking.

Building

The building is composed of a rectangular main block and a rear "ell". The rectangular original main block of Whitney School measures 147 feet, 8 inches long and 62 feet, 8 inches wide. The rear "ell" facing northwest, extends 52 feet from the rear wall of the main block. The ell is firmly centered on the rear wall, and measures 53 feet, 8 inches wide. A three-story modern stair tower addition is located on each side of the main block; these date to 1982. The stair tower at the southwest side also includes an elevator.

The plan of the building is rigidly symmetrical and axial in its orientation. The two original entrance vestibule/stair hall bays are evenly positioned on the main facade to provide access to corridors than run down the middle of the building on all three levels. These corridors provide access to the classrooms and originally were used as secondary entrances on the first floor. The auditorium "ell" is also firmly aligned and

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centered to create a symmetrical “T” footprint for the building. This rigid symmetry and orientation on axis reflect the building’s “Beaux Arts” (or Neo-Classical) planning principals popular for institutional buildings during the early-twentieth century.

EXTERIOR MATERIALS AND FEATURES

The exterior of Whitney School consists of a mix of red brick, red brick block, and limestone. The building rests on a raised limestone foundation. The ground floor walls are of brick block; the second and third floor walls are of brick with limestone accents. All of the original doors and windows have been replaced with modern materials or covered over, but the original openings, replete with limestone details, remain intact and visible on the exterior. Although the overall shape of the main block is rectangular, the entrance bays (on the front and side elevations) step out 16 inches from the wall to indicate their prominence; these projecting bays extend from grade to the roof.

Other notable exterior features include limestone belt courses (separating the ground and second stories and above the third story) a projecting cornice and an ornamented parapet wall. A line of dentils, made of alternating brick headers offset by 1.5 inches, surrounds the main block of the building at the base of the cornice. Above the dentils is a galvanized iron cornice, and this is capped by a brick parapet wall with limestone accents. Ornamental terracotta sculpture fills several panels in this parapet wall on the front and side façades. The parapet conceals the flat roof, which contains downspouts at several strategic points to channel water to the ground. Original metal fire escapes are found on both sides of the T-shaped ell on the rear, close to the main block of the building. These were strategically integrated into the masonry structure.

MAIN (SOUTHEAST) FAÇADE

The entrance façade faces southeast towards Webster Avenue. Measuring 147 feet, 8 inches long, the façade is firmly symmetrical. The façade is divided into five large sections, with the side and middle “classroom” bays divided by two intermediate entrance bays. (The stairwell additions to each side bring this number to 7 sections). The entrance bays project toward the street to indicate their prominence. These entrance bays also stand out from the classroom bays by having different window configurations on the second and third floor as well as terracotta sculpture in the parapet.

The first (entrance) floor reveals the building’s raised stone foundation, which rises approximately three feet from grade. Much of the exterior of the first floor is given over to windows and the stone entrance bays; the masonry that exists is mostly brick block (designated on original floor plans as “new brick”) which is laid out in alternate courses with regular sized red brick. The two identical entrances in the second and fourth bays consist of scored decorative limestone that steps out about 4 inches from the main façade – just slightly to draw attention to them. The westernmost and easternmost classroom bays are pierced by five window openings (now filled with modern windows or boarded shut), whereas the slightly wider central classroom bay is pierced by six window openings (also modern or boarded shut). The two entrance bays are surrounded by highly dressed limestone. The lintel consists of trapezoidal cut stones which meet at a central “keystone.”

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The modern metal door is capped by a beaded horizontal element built of limestone.

The second and third floors of the façade are separated from the ground floor by a wide and pronounced limestone belt course. The openings on the second floor of the classroom bays line up with and closely mirror those of the second floor, having five in each of the end bays and six in the middle (central) classroom. The windows now are a combination of modern metal and vinyl replacements and boarded up openings; all windows have stone sills. Each entrance vestibule/stair hall bay displays three window openings to light the interior; they have smaller openings than the classroom bays on the second floor and larger ones on the third floor. These changes in window types, sizes, and numbers serve to distinguish the entrance/stair bays from the other parts of the building, thus giving clues about the function of spaces on the interior.

The most noticeable and ornamental feature of the façade is the ornamental cornice running the length of the building. The top of the third floor is crowned by a row of denticulated bricks, in which alternating bricks project outward 1 ½ inches from the wall. Above the dentils is an approximately 30" wide galvanized iron cornice, which steps in and out as it surrounds the various classroom and entrance bays. Surmounting this is an approximately 30" wide brick parapet wall capped by a 5" wide projecting stone crown. In the central bay, "Whitney School" is incised into limestone blocks placed into the brick parapet wall. In the entrance/stair hall bays there are two terracotta blocks set into the brick parapet wall. Each terracotta block contains two children – a girl and a boy – flanking an open book (with text) surmounted by an owl, to symbolize the building's function as a place of learning.

The modern additions on each side of the primary facade were added in 1982 to provide greater accessibility to the upper floors of the building. Built of brick, these flat-roofed additions contain similar detailing to the original building so as to not disturb its historic character. This detailing includes concrete belt courses (between the ground and second floors), a cornice that matches the location of the cornice on the original building), and a concrete parapet cap at the roofline. These details wrap around all sides of the additions. The towers do not quite rise to the same heights as the original building so as not to conceal the original ornamental cornice on the side facades. There are doors on the first floor main facades of both towers, with windows illuminating the second and third floors. The northeastern tower also has a door and upper story windows on the northeastern (side) wall, whereas the southwestern tower does not have openings on the side or rear walls.

SIDE FACADES (Pine and Cherry Street sides) – MAIN BLOCK

Although much of the original side walls of the main block of the school are concealed by modern (ca. 1982), three-story brick stair towers, as described above, some of the original materials and features are evident. These sides were designed to be identical. As on the Webster Avenue façade, the first floor of the original building was built of courses of brick block alternating with red brick, whereas the second and third floor were built of bricks. Originally each façade had a centrally-positioned entrance on the ground floor, which projected (as on the façade) slightly out (about 4 inches) from the main wall. Other than the entrance

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portal there were no other openings on the side elevations of the first floor (thus the end classrooms were lit entirely by windows on the front and rear façades). The side entrance portals replicated the appearance the entrances on the façade, built of alternating courses of wide and narrow stone and capped with a prominent limestone jack arch lintel. Above the door in the entrance portals were three windows on each of the second and third floors. Long and narrow, consisting of a mix of single hung and fixed panes, these windows would have illuminated the corridors which run the length of the building on both floors (these have been altered with the addition of the accessibility towers). The decorative cornice on the side elevations originally continued that on the main façade, wrapping around the entire building. Above the entrance portals on both side elevations are decorative terracotta panels, which match the inspirational two on the front of the building. Despite the majority of the side walls being concealed by modern additions, these panels are still visible today.

REAR FAÇADE AND AUDITORIUM ELL

The rear, or northwest, facade is rigidly symmetrical like the primary façade and side elevations. The auditorium ell is firmly centered on the rear elevation; it measures 57 feet, 6 inches wide. The appearance of the 47 foot wide portions of the main block (on either side of the ell) compares with the other facades. The ground floor rests on a raised stone foundation, with the walls built of alternating courses of narrow and wide brick block. A decorative corbeled stone belt course separates the ground floor from the floors above, which are built of regular courses of red brick. The cornice and parapet wall – replete with dentils and the corrugated metal – wraps around from the side elevations. Windows pierce the rear walls of the main block in patterns that in some ways mimic (in Beaux Arts fashion) the front. There are five identical window openings on each of the three floors that light the classroom bays. Each was originally filled with double-hung sash windows, though all are now replaced with metal windows or boarded up. The first floor windows rest on the raised stone foundation; the second and third floor windows have slightly projecting limestone sills like the windows on the other elevations. About half a foot away from the projecting auditorium is another stacked series of window openings. Wider than those that light the classroom blocks, these windows, originally fixed pane, were meant to illuminate the girls and boys toilets on each of the three floors. They are now boarded up with wood on the interior.

The auditorium ell was built simultaneously with the rest of the structure and planned to integrate with it seamlessly. The walls of the three sides are built of brick block on the ground floor (laid in alternating course of wide and narrow blocks) and of brick on the second and third floors above. It has a corbelled stone beltcourse and ornamental cornice identical to those on the main block of the building, replete with dentils, corrugated iron, and a raised brick parapet with limestone cap. The back, or northwest, elevation of the ell has two windows (now boarded up) flanking a central doorway on the ground floor. The door is a modern metal replacement door, and the door frame is of modern cement block. The windows on the first floor are set high on the wall, and all have been boarded up. The only other window openings on the rear of the auditorium are two small window openings symmetrically placed on the second floor. These windows had stone sills and were likely fixed pane lights meant to illuminate the back of the stage; like most of the other windows in the building, they are covered with boards on the interior.

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The northeast and southwest sides of the auditorium wing are similar with one another and with the rest of the building, although there are enough differences so as to distinguish it from the rest of the building and signal its different function. The northeast elevation of the ell contains a row of seven windows on each of the three floors. Most of these windows were originally double-hung sash, but are now blocked with plywood from the interior and some have modern metal replacements. The size of the window openings varies, especially on the ground floor, where the windows decrease in size as one moves toward the rear elevation. Another notable difference from the other facades are that the space between the windows, which projects slightly from the wall as on the other facades to appear as piers, is capped on alternating piers above the third floor windows with limestone caps. This decorative flourish is likely meant to echo the window bay closest to the main block of the building, where a slightly projecting brick pier juts out partially to support the metal fire escape. The two-and-one-half story fire escape is integrated with these piers, which culminate at the base of the third floor with a narrow and small door, right beneath a window. Another distinctive feature of this elevation is a prominent brick chimney, with notable corbelling and limestone accents, which is located toward the back of the ell on the northeast side. This chimney vented the heating system of the building as it opened off the first floor boiler room as indicated on original plans. The southwest side of auditorium wing has a similar pattern of openings, including the fire escape bay, but does not have a chimney like the northeast elevation.

INTERIOR

The original plan of the school remains evident despite some of the changes that have occurred, especially during the remodeling of the building in 1982. The main rectangular block of the building is defined by the organization of the block according to "classroom bays." There are classrooms of equal size anchoring the building at each of the four corners of the building on all three floors. These classrooms (and other spaces on these floors) are accessed by a 14 foot-wide corridor that runs the length of the building on all floors; it originally had entrance doors on the first story, which are now obscured from the exterior by the modern stair/elevator towers. The main entrances to the building are provided through symmetrically positioned doors adjacent to the corner classrooms. These doors open into entrance vestibules/stair halls, which lead to the classrooms on the second and third floors. Between the entrance vestibules on the first floor was another classroom designated on original plans as the "kindergarten." The second floor above this space had a classroom-sized space framed by load-bearing brick walls, which was subdivided originally into three spaces: a teacher's lounge, a library, and the school office. An additional graded classroom is positioned above this space on the third floor. Boys and girls toilet facilities were located across the corridor from the entrance vestibules/stair halls on all floors.

The original plan has largely been unaltered, partially because the classrooms and entrance vestibules/stair halls are built of load-bearing, one-foot thick brick walls, which remain intact beneath plasterwork. Also remaining are the terrazzo tile flooring, which covers the floors of the corridors and stair halls (as well as the cove base in the corridors); the slate treads also remain in place on the stairs. The classrooms originally had maple flooring, but these have been covered with modern flooring or carpet. There are some additional

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historic details on the interior – most notably the transom windows above doorways as well as some cast iron, classically inspired stair rails with fretwork, which also possess the original wood newel posts and handrails. Also notable in the stair halls is terracotta work at the base of the landing. Original classically inspired wood window surrounds also survive in the stair halls.

Perhaps one of the most notable survivals from the main block of the original building are the “water fountain” walls, located directly across the corridor from the entrance/stair halls on each of the three floors. Each of the six “water fountain walls” has a marble panel surmounted by an elliptical plaster relief sculpture. These identical relief sculptures all picture a prominent, centralized, seated figure dressed in classical drapery flanked by two children – a boy and a girl – in profile. The central figure is shown reading from a large book resting on his lap; the male child (to the left) appears to be writing something down on his tablet while the girl (to the right) has her hand raised and mouth open as if to suggest she is asking a question. The inspirational scene is framed by classically inspired plaster molding, although the central figure’s head pierces it just slightly.

ALTERATIONS

The interior was altered, with most changes due to the 1982 repurposing of the building as a medical clinic. New stud partitions were added in many classrooms on the first floor for office and lab space and for patient facilities, exam rooms, and other clinical spaces on the second and third floors. Original wardrobes and storage partitions shown on the original plans are no longer extant. New drywall was installed, covering the plaster, and the replacement of windows meant some original window molding was destroyed (though some may be concealed by modern materials). Parts of the wide corridor were also appropriated and partitioned for office space. Corridor partitions have recently been removed, along with the carpeting and modern floor covering, to reveal the original plaster walls and terrazzo flooring. None of these modern changes altered the fundamental classroom configuration of the building. Toilets were modernized and stalls were reconfigured, but the restrooms remained in the same location as originally constructed. The biggest change was the construction of the entrance/access towers on both of the side facades of the main block. The addition off the southwest end contains an elevator and stair hall. The small addition off the northeast end contains a small lobby entry and stair hall.

The area of the building that has been altered the most on the interior is the auditorium ell. Originally, this ell housed the kitchen, lunchrooms, and boiler/heating spaces on the first floor and the auditorium and stage on the floors above. The load bearing walls that divided spaces on the first floor remain intact, although modern partitions dating to the clinic conversion make the original plan hard to read. Other changes have occurred on the floors above, most notably 6 I-beams that were installed to support a mezzanine floor where the original open auditorium would have been. There is also a modern stair in the west corner of the building, which provides access between the second and third floors. The stage, which stood at the northwestern corner of the building (opposite the entrance façade) and dressing rooms which originally flanked it on the second floor are no longer extant. Staircases leading from the dressing rooms on the second floor to those on the third floor are also gone. Although the original seating for the auditorium has been removed, there are risers at the

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back of the auditorium area on the third floor to indicate the stepped configuration of the original balcony seating.

INTEGRITY

The Whitney School underwent changes when the building was converted into a health care facility in 1982. These involved the addition of accessibility towers at the side elevations of the main block, as well as new interior partitions. Notable however is that the original load-bearing brick walls that divided the classrooms, entrance halls, and service facilities remain intact, preserving integrity of design and plan. Moreover, the building has retained integrity of materials, notably the plaster-covered brick interior walls and terrazzo flooring and decorative elements (transoms and balustrades) in the corridors and entrance/stair halls, and plaster accents on the marble drinking fountain walls. Although the plumbing has been modernized, the restrooms remain in their original locations. All of the windows and doors have been modernized; many of the windows have been boarded up or filled with much smaller windows than the original openings suggest.

The biggest change to the building is on the interior of the auditorium ell, described above. Although the ell itself remains intact and the first floor partitions – which separated the boys and girls lunchrooms, the kitchen, and the boiler room – remain, the second and third floors, which housed the assembly room and balcony seating, have been significantly reconfigured. A mezzanine was added in the open volume of the assembly room. There is no suggestion of the original stage on the second floor; however, because this space was largely open, there is nothing that is not reversible. Overall, the building presents itself, and is clearly recognizable, as a school. The building retains sufficient integrity as a school, retaining its original exterior design and decorative details, and on the interior retains its overall plan, classrooms, wide corridors, circulation, decorative features and historic finishes.

___End of Description of Physical Appearance

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SIGNIFICANCE

The Whitney School was built on the east side of Green Bay in 1917-18 for the Green Bay School District. It replaced an earlier building of the same name—a three-story brick schoolhouse built in the 1870s-- that was destroyed by an overnight fire on January 23, 1917. The current building was built by the prominent Green Bay architectural firm, Foeller and Schober, who designed many other schools and institutional buildings in Green Bay, surrounding towns, and throughout northeastern Wisconsin. It is built in the Neo-Classical Revival style, evident in its symmetrical and axial plan, flat roof with denticulated cornice, and sculptural embellishment on the façade and side elevations. Whitney School was used as an elementary school continuously until the school district closed it in 1979. Shortly after, Bellin Health Care Systems purchased the property from the district and repurposed the building for various clinical functions. Bellin closed the facility in 2008, and the school has remained vacant since then.

Whitney School is being nominated to the National Register of Historic Places under National Register Criterion A (History) for its local significance in the educational history of Green Bay. It was built during a wave of public school building during the early-twentieth century, and survives as one of only three examples to represent the boom in elementary school building in the City between 1900 and 1920. It was built by Foeller and Schober, which specialized in the construction of institutional buildings, especially schools, in northeastern Wisconsin during the first quarter of the twentieth century, and who built many schools in Green Bay.

PERIOD OF SIGNIFICANCE

The period of significance for the building is 1918 through 1967, beginning with its date of construction and using the 50-year rule as the close date. Although the building continued in use as a school until 1979, this year is far outside of the National Register 50-year guideline for significance.

METHODOLOGY

Assessment of Whitney School for its eligibility for the National Register was undertaken using the *Cultural Resource Management in Wisconsin* (Wyatt 1986). Specifically the building was examined in terms of Criterion A (History) using the theme of Education, specifically in light of the primary education sub-theme, which discussed the rapid expansion of public schools, especially primary schools, during the early-twentieth century (Wyatt 1986, Vol. 2: 2-9).

Local repositories, specifically the Local History Room at the Brown County Public Library, were consulted for information about the school. Resources consulted include Sanborn Maps, vertical files, resources on the Green Bay Public Schools, and historic photographs and postcards. Additional research on Foeller and Schober was conducted at the State Historical Society of Wisconsin, along with consultation of the "City of Green Bay Intensive Resource Survey Final Report." The Archives of Foeller and Schober (now Berners-Schober in Green Bay) were also consulted, particularly the original plans of the building. Newspaper research was conducted

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using newspapers.com on the Green Bay Press-Gazette, which chronicled changes in the School District and the rebuilding of Whitney School.

HISTORY

Whitney School is named after Daniel Whitney, who platted the Village of Navarino (the core of the current City of Green Bay), and thus it is important to understand the history of the school within the longer history of the City.

Even before European fur traders began coming to the area during the colonial period, the site that would become the City of Green Bay was an important site for Native Americans. It was situated where the Fox River empties into the Green Bay on Lake Michigan. Moreover, the Fox River was connected to the Mississippi with one short portage, near Portage, WI. Woodland tribes such as the Menomonie, Ho-Chunk, and Fox tribes recognized this, and later fur traders followed their lead, beginning perhaps as early as the early-seventeenth century.¹

The first documented European to set foot in the region was Jean Nicolet, who is reported to have met representatives of the Ho-Chunk tribe at Red Banks in 1634.² Nicolet claimed the land as “New France,” prompting other French fur traders to immigrate in subsequent decades. By 1680 a trading post had been established in the area. A mission ran nearby between 1671 and its closure in 1728. Although the French presence in the Green Bay vicinity was notable, it was not without conflict; skirmishes with woodland tribes as well as British explorers occurred throughout the colonial period. By the end of the French and Indian War, the area of what would become Wisconsin fell under British control, ending over a century of strong French presence in the region. Settlement and exploration remained sparse in the region, partly because the British traders and explorers did not have as good of relations with the native peoples as the French did. It would remain until well after the War of 1812 for permanent settlement to take root in northeastern Wisconsin.³

Fort Howard was the center of business and social activity in the region from the time of its construction in 1816 until its abandonment in 1851.⁴ It stood at the northeasternmost point of the “Military Road” which was built to connect forts between Lake Michigan and the Mississippi during the 1820s and 1830s. Fur trading continued amongst the small group of settlers, mostly French Canadian or mixed French-Indian peoples, prior to this, but it was really only with the arrival of John Jacob Astor’s American Fur Company after the establishment

¹ Timothy L. Heggland, “City of Green Bay Intensive Resource Survey Final Report,” prepared for the City of Green Bay Redevelopment Authority, December 1988, 10. On file at the Division of Historic Preservation, Wisconsin Historical Society.

² Jack Rudolph, *Birthplace of a Commonwealth: A Short History of Brown County, Wisconsin* (Green Bay: Brown County Historical Society, 1976), 1.

³ Heggland, “City of Green Bay Intensive Resource Survey Final Report,” 10, and Rudolph, *Birthplace of a Commonwealth*, 2-5.

⁴ Rudolph, *Birthplace of a Commonwealth*, 7-8.

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of Fort Howard that more permanent settlement occurred in the region. Astor's company bought up lands seized through foreclosure, and would ultimately be consolidated when the Village of Astor was established in 1835. Astor's settlement was joined by the Village of Navarino, platted by Daniel Whitney in 1829.⁵

By the late 1820s and early 1830s, permanent settlement in the region was oriented not around fur trading but by more lucrative ventures such as lumbering, farming, and, as Whitney recognized, land speculating to appeal to waves of settlers coming from the eastern United States.⁶ Much of this was due to the opening of the "Michigan Territory" in 1805 for settlement. James Doty (1799-1865), judge and acting head of the Wisconsin portion of the Michigan Territory between 1823 and 1832. Doty actively encouraged settlement in the region, and most importantly for Green Bay, platted the Village of Astor. In 1838, the Villages of Astor and Navarino, which vied for supremacy for several years, were merged into the Village of Green Bay, which ultimately became a City in 1854 and county seat (taking over from De Pere).⁷

Green Bay grew modestly from its humble origins. At the time of the 1860 census, the population was just over 2,276, and the population expanded slowly through the end of the nineteenth century. Between 1880 and 1890 the population surged by 161% from 9,000 to 23,000, largely due to the area's growth as a burgeoning industrial center. Some industries that flourished include fishing, shipbuilding, brewing, milling, canning, and brickmaking. The strategic location of Green Bay as a node in a transportation network – providing access between the Great Lakes and the Mississippi – spurred these industries, as it became a major shipping port. Railroad access came in the 1860s (the Chicago and NorthWestern in 1862, the Green Bay and Western in 1866), further cementing the City within a thriving upper Midwestern economy.⁸ In addition, Green Bay received waves of immigrant settlers (Belgians, Germans, Scandinavians, Irish, and Dutch) later in the nineteenth century, who sought opportunities in agriculture, but also jobs within the growing industrial economy.

Education was relatively disorganized in the region until public education was established under an act of the Wisconsin Territorial Legislature in 1840.⁹ Early notable efforts during the territorial period included classes established at Fort Howard (beginning in 1822), mainly for army dependents; mission schools established by the Episcopal Church (1823) and the Catholic Church (1823).¹⁰ These were joined by a few private efforts of citizens, but none lasted for more than a few years.¹¹ Whitney himself established an educational facility, the yellow schoolhouse, on the south side of Cherry Street in Navarino in 1833. It went through several teachers

⁵ *Ibid.*, 11-12.

⁶ *Ibid.*, 15-16.

⁷ Hegglund, "City of Green Bay Intensive Resource Survey Final Report," 12-13.

⁸ *Ibid.*, 14.

⁹ *Ibid.*, 49.

¹⁰ Rudolph, *Birthplace of a Commonwealth*, 20.

¹¹ Hegglund, "City of Green Bay Intensive Survey Final Report," 50-51, and Rudolph, *Birthplace of a Commonwealth*, 13.

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and also served as the site for public meetings during the Territorial period.¹² The City of Green Bay levied a school tax in 1840, which resulted in public classes being held in the town hall (at the corner of Adams and Doty), but the construction of a purpose-built public school would have to wait until after statehood.¹³

When Wisconsin achieved statehood in 1848, public education received prompt attention, and this had immediate ramifications for Brown County and the City of Green Bay. The state Constitution established the Office of the State Superintendent to coordinate the state's public school system. Meanwhile, townships and cities were given authority to create and administer school districts, which entailed the hiring of teachers and the setting of policies.¹⁴ In Green Bay, the first purpose-built, dedicated public school was completed in 1856. Located in the city's south ward north of Jackson Square (currently the site of 523 Howe Street), the two-story buff colored brick building, which measured forty by sixty feet and consisted of four classrooms, opened originally as an all-age public school.¹⁵ It remained in use until its demolition in the 1950s, although its use changed a few times; in 1870 it became a high school before being converted back into an elementary school in 1893, and as city offices for a while during the twentieth century.¹⁶ During the first decades of statehood, children were educated in Green Bay in parochial and private schools as well, including Catholic and Lutheran congregations as well as schools set up by wealthy private citizens and immigrant groups.¹⁷

The mix of public and private education seen in Green Bay is consistent with the workings of education across Wisconsin during the late-nineteenth century. Although an 1879 law required all children between the ages of seven and fifteen to go to school at minimum twelve weeks a year (the first compulsory education requirement), that education could occur in parochial or private schools.¹⁸ Given Wisconsin's large immigrant population, many parochial schools held classes in languages other than English. Moreover, the continued strong presence of churches as centers of community in cities such as Green Bay meant parochial education also had a strong presence at least through the late 1860s.¹⁹

After the Civil War, public education in Green Bay, as in the state overall, became more popular due to rising wealth, increasing population, and centralization of state resources (among other factors). To relieve pressure on the 1856 "old brick schoolhouse," new buildings opened, including the original Howe School (1868), the

¹² Heggland, "City of Green Bay Intensive Survey Final Report," 51, and Deborah L. Martin, *History of Brown County, Wisconsin: Past and Present*, vol. 1 (Chicago: S. J. Clarke Publishing Company, 1913), 244.

¹³ Martin, *History of Brown County*, 246.

¹⁴ Barbara Wyatt, et al., *Cultural Resource Management in Wisconsin: A Manual for Historic Properties* (Madison, WI: State Historical Society of Wisconsin, 1986), Vol. 3, "Education," 2-5 and 2-6.

¹⁵ Martin, *History of Brown County*, 247. See also

http://www.gbaps.org/our_district/history_and_tradition/district_timeline/), accessed October 27, 2016.

¹⁶ Heggland, "City of Green Bay Intensive Resource Survey Final Report," 51.

¹⁷ *Ibid.*, and Rudolph, *Birthplace of a Commonwealth*, 33.

¹⁸ Wyatt, et al., *Cultural Resource Management in Wisconsin*, Vol. 3, "Education," 2-8.

¹⁹ Heggland, "City of Green Bay Intensive Resource Survey Final Report," 52.

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original Whitney School (1871), and the Pine Street School (1871).²⁰ More buildings were added in Green Bay and the surrounding area during the last three decades of the nineteenth century, including the first purpose-built high school, East High School, in 1893. Neighboring Fort Howard also built a public high school during this period such that by 1895 there were ten purpose-built school buildings in Green Bay and Fort Howard.²¹

The first Whitney School, built on the site of the present day Whitney School in 1871, was one of these ten. The land was at one time owned by pioneer Daniel Whitney, and thus when built, it was named after the City's founder. Standing three stories tall, the first Whitney School was built of brick. It originally housed eight classrooms for students in all grades though by the late-nineteenth century it had become a primary school – kindergarten through sixth grade. Three additional classrooms were added when an addition was completed in 1904 to relieve overcrowded conditions.²² The addition made Whitney the largest and most populous of the primary schools; in 1905, with 500 students, Whitney was in the lead of primary schools in the City.²³

The expansion of the original Whitney school may be partly attributed to population growth in Green Bay as well as to an increased emphasis on public education. Green Bay's population increased from just under 9,000 residents in 1890 to nearly 24,000 in 1900 (an increase of around 160%). This growth may be largely attributed to Green Bay's status as a commercial center of the lumber, mining, and agricultural industries that flourished in the region.²⁴ While growing population created increased demand for public education, changes in state laws also put pressure on local districts, including Green Bay's. The infamous "Bennett Law" (1889) imposed a fine on families who did not send their kids to public school and also required all schools to conduct classes in English. Although rural families and the strong immigrant presence in Wisconsin eventually resulted in the appeal of these aspects of the Bennett Law in 1891, by 1903 additional laws – most notably the raising of the upper age limit for required schooling to 16 – meant districts had greater demand for public education.²⁵

Overcrowding became a persistent problem in Green Bay public schools during the early-twentieth century, as the 1905 addition to Whitney School attests. By 1911 conditions were quite dire. A 1911 article notes particularly crowded conditions at Whitney and Woelz schools (on the "north side"), resulting in children being "shuffled" in higher grades around the city due to increased numbers of younger children.²⁶ When a public discussion about new school buildings in February of 1912 occurred, school officials discussed the importance of relieving overcrowding, most notably of Whitney School having to rent space for classrooms in the

²⁰ See http://www.gbaps.org/our_district/history_and_tradition/district_timeline/, accessed October 27, 2016.

²¹ Heggland, "City of Green Bay Intensive Resource Survey Final Report," 52.

²² Robert Davies, et al., "The History of Whitney School," n.p. pamphlet on file in the Local History and Genealogy Room, Brown County Library, Green Bay, WI, 16-17. See also "Board of Education will Ask for \$21,000," *Green Bay Press-Gazette*, April 15, 1904, 15, and "Will Improve City Schools," *Green Bay Press-Gazette*, April 16, 1904, 1.

²³ "Total Enrollment in Schools is 3,618," *Green Bay Press-Gazette*, September 15, 1905, 9.

²⁴ Rudolph, *Birthplace of a Commonwealth*, 35-37.

²⁵ Wyatt, Ed. *Cultural Resource Management in Wisconsin*, Vol. 3, "Education," 2-8 and 2-9.

²⁶ "Grade Schools Overcrowded," *Green Bay Press-Gazette*, May 19, 1911, 1.

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neighboring Lutheran Church.²⁷

This overcrowding contributed to a wave of public school building in Green Bay during the first third of the twentieth century. In 1916, Green Bay educated 4,600 students in its twelve grade schools and two high schools compared with 2,200 in parochial schools.²⁸ The first “junior high” (middle school) was established in 1914 inside Howe School, with two purpose-built junior highs, Washington and Franklin, built in 1924 and 1928, respectively. By 1934 enrollment had swelled to nearly 6,100 elementary and 2,500 junior and high school students.²⁹

When the original Whitney School burned to the ground in an overnight fire on January 23, 1917, there was no debate about rebuilding on the site. The school had stood for 46 years, but the morning after the fire, only the brick walls remained, and the building was declared a total loss. The district had to scramble to get the 450 primary school-aged children housed in other neighboring schools.³⁰ By early February, the School District was already considering rebuilding on site, and by July, the Green Bay architectural firm, Foeller and Schober, had prepared the plans and bid out the job.³¹ An aggressive schedule pushed the new Whitney School building to open at the start of the 1918-19 school year. The District was simultaneously building another primary school, Lincoln, and when the district schools opened on September 9, 1918, only Whitney was ready.³² Although Whitney’s classrooms were ready, the auditorium was not ready for several weeks.³³

The new Whitney School building was similar with others built as part of this wave of school building in Green Bay. It was one of ten schools in Green Bay built before World War I by Foeller and Schober, who excelled in institutional buildings across the region generally.³⁴ The firm’s regional prominence is attested by their construction of a range of buildings, including schools, banks, hospitals, churches, and business establishments, including the headquarters of the Appleton Post-Crescent in 1932.³⁵ Although the firm built in many different styles, they went with prevailing trends. It is not surprising, then, that Whitney, built in 1918, as well as many other they built in Green Bay during the first third of the twentieth century were built in the Neo-Classical Revival style.³⁶

²⁷ “Many Uses of New School Building,” *Green Bay Press-Gazette*, February 23, 1912, 3.

²⁸ Heggland, “City of Green Bay Intensive Resource Survey Final Report,” 52.

²⁹ *Ibid.*

³⁰ “Whitney School Destroyed by Fire; Loss is \$35,000,” *Green Bay Press-Gazette*, January 24, 1917, 1, 2, and “Whitney Students to be Housed in Other Buildings,” *Green Bay Press-Gazette*, January 25, 1917, 5.

³¹ “New Building to Replace Whitney Planned by Board,” *Green Bay Press-Gazette*, February 8, 1917, 5, and “Building of New Whitney School Begins in July,” *Green Bay Press-Gazette*, June 23, 1917, 7.

³² “Public Schools Will Open Here on September 9,” *Green Bay Press-Gazette*, September 2, 1918, 5.

³³ “Public Schools Open Today for New School Year,” *Green Bay Press-Gazette*, September 9, 1918, 10.

³⁴ Timothy J. Heggland, National Register Nomination, Nicolet High School, Brown County, Wisconsin, 2014. N.p., on file at the Division of Historic Preservation, Wisconsin Historical Society, Madison, WI.

³⁵ “Architects Have Long History of Large Projects,” *Appleton Post-Crescent*, June 27, 1932, 2.

³⁶ Green Bay Area Public School District, *An Inventory: Green Bay, Wisconsin, District Public Schools*. Green

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The Neo-Classical Revival style became popular in the wake of the World's Columbian Exposition of 1893, particularly for public and institutional buildings, including schools. At the "White City," the formal grouping of classical buildings designed by prominent American architects brought the "classical ideal" to the foreground of an impressionable public and spurring the movement known as neo-classicism. Prominent public buildings funded by newfound wealth accumulated by business – namely libraries, capital buildings, museums and courthouses – by such nationally renowned firms as McKim, Mead and White spurred architects and builders across the country to resurrect classical elements in their designs. The new Wisconsin State Capitol (George Post) and the State Historical Society building (Ferry and Clas), both in Madison, were shining exemplars.³⁷ Foeller and Schober, as Green Bay's most prominent firm, was clearly following this wave.

Although used on residential architecture (including houses by Foeller and Schober), the style was considered especially appropriate for institutional buildings. Foeller and Schober, who specialized in these kinds of structures, thus adopted the style for its associations with permanence and longevity. The style was also considered appropriate for public schools because of associations with equality and democracy. All six grade schools built by Foeller and Schober in Green Bay – Howe (1912), Oak Grove (1915), Allouez (1917), Whitney (1918), Lincoln (1918), and Norwood (1919) – were built in this style.³⁸ All were built of brick with prominent limestone accents, especially classical details around the entrances and windows, flat roofs with pronounced parapets, three-story height (recalling Renaissance palaces), and occasionally, as at Whitney, classically inspired sculptural ornament.

Like many elementary schools built during the early-twentieth century, Whitney School was designed around modern trends in education. As such Whitney School was built with multiple classrooms, four on each of the three floors, to house different age schoolchildren, as well as a "kindergarten." Multiple classrooms were common in urban schools with higher populations, but it was also due to state law. In 1901 the legislature passed a law that provided state support to schools that divided students based on age or "grade." A second act passed on 1905 required that schools with more than 65 students must provide multiple rooms for classrooms, as well as an extra instructor.³⁹ The distribution of Whitney's classrooms and in other public schools in Green Bay is thus responsive to the large population of students, as well as state law. Their distribution on the four corners of the building – one on top of one another – was rigidly symmetrical, in keeping with Neo-Classical Revival style principals of formalism and symmetry.

In addition to the classrooms, Whitney School had other features that made it firmly "up to date" in terms of educational ideas of the early-twentieth century. A kindergarten was included, which was common by the early-twentieth century in American public schools. The school had modern plumbing, including modern toilet

Bay, WI: The District, 1966, n.p., on file at the Local History and Genealogy Room, Brown County Library, Green Bay, WI.

³⁷ Wyatt, et al., *Cultural Resource Management in Wisconsin*, Vol. 2, "Architecture," 2-18.

³⁸ Green Bay Area Public School District, *An Inventory: Green Bay, Wisconsin, District Public Schools*.

³⁹ Wyatt, *Cultural Resource Management in Wisconsin*, Vol. 3, "Education," 2-9.

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facilities for girls and boys on each floor, which, like the classrooms, were symmetrically placed in the plans. Modern “lunch rooms” for girls and boys were also located on the ground floor, keeping children of the opposite sex segregated during leisure time. Finally, an auditorium – for assemblies as well as other school events (such as theater and music performances as well as club meetings and community events) was built in an ell on the back of the building. These features compare with countless grade schools of the period as illustrated in William Bruce’s 1914 publication, *Grade School Buildings*, in their rigid symmetry and amenities.⁴⁰

A 1921 book that resulted from a national effort toward standardization of schools based on educational practice suggests that Whitney, as well as many other Foeller and Schober schools, were consistent with established practices.⁴¹ The exterior was to be “simple” and “pleasing,” meant to inspire students and the public as opposed to intimidate them, and built of “permanent” versus “cheap” materials, such as, where feasible, brick and stone.⁴² The interior was to be plastered, and provided with ample windows. The stairways and entrances should be planned for facility of movement around the building.⁴³ The “three story” configuration was also recommended for efficiency and compactness.⁴⁴ Classrooms should be flexible in use, and the classes for younger grades – especially the kindergarten – closest to the entrance and exit. Beyond the classrooms, separate facilities were recommended for health office, library, and recreation, along with the ample playground space. The book also recommended a large assembly hall, adjacent to the core of the building (such as in an ell), with separate entrances such that it can be easily accessed for community purposes. Whitney’s three stories, compact scheme – simple and pleasing on the exterior, with ample windows – along with other features have it conforming perfectly to trends in school architecture nationwide at the time it was built.

Whitney School continued to serve the population of the east side of Green Bay from its construction in 1918 through its closure in 1979. Although the basic form of the school remained intact during its time as an elementary school, some changes were made periodically to the interior with shifts in education. In 1972, a piece in the *Press-Gazette* discussed how modifications were being made inside the school as the teaching there changed to more “individually guided” instruction. The large stairwells and corridors, planned originally to facilitate efficient movement into and around the school, were appropriated partly as teaching spaces in this new configuration.⁴⁵

Two years later, in 1974, the District began considering closing the school due to waning enrollment downtown. Although the decision to close the school was deferred, a study was ordered to consider

⁴⁰ William C. Bruce, *Grade School Buildings* (Milwaukee: Bruce Publishing Co.), 1914.

⁴¹ Hegglund, National Register Nomination, Nicolet High School, Brown County, Wisconsin, 2014.

⁴² John J. Donovan, et al., *School Architecture: Principles and Practices* (New York; MacMillan Co., 1921), 27, 31.

⁴³ *Ibid.*, 85.

⁴⁴ *Ibid.*, 87.

⁴⁵ Patricia Trudell, “Whitney Program Puts New Academic Life in an Old School,” *Green Bay Press-Gazette*, May 21, 1972, from vertical file at Brown County Public Library.

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Whitney and several other urban schools.⁴⁶ The reasons for consideration apparently were partly due to the shifting of the population to suburban locations, as well as the fact Whitney was over fifty years old; repairs were costly and significant, and the District seemed to feel it made greater sense to build anew in the suburban fringe. Bitter fights ensued, pitting neighbors who wanted “neighborhood schools” against administrators trying to save money.⁴⁷ Ultimately the district closed Whitney School in 1979.⁴⁸ This ended its 61 years as an elementary school serving the east side of Green Bay and marking the end of a 108 year period where the site housed a public educational building.

COMPARATIVE ANALYSIS

Whitney School was constructed in the midst of a wave of school building during the early-twentieth century in Green Bay. Sixteen schools were built between 1912 and 1939, twelve of which were elementary schools. Whitney School was built on the east side, the center of population at the time of construction. Now, it is one of only three elementary schools (of the original six, all designed by Foeller and Schober) built from the first two decades of the twentieth century to survive. Oak Grove School (1915), Allouez School (1917), and Lincoln School (1919) have been demolished.⁴⁹ Howe Elementary School (1912), which still operates as an elementary school, has been modernized for continued use (and thus has a lower level of integrity than Whitney School). Norwood School (1919), a west side school, no longer functions as a public school, and has been remodeled for other uses. Whitney School represents the period of growth in graded school building statewide, and in Green Bay between 1900-1920, and survives as one of only three examples to represent this trend. It is arguably the school building with the highest level of integrity, its exterior and interior expressing its original use as an early twentieth-century graded elementary school.

CONCLUSION

Whitney School is locally significant under National Register Criterion A (History) in the area of Education. It is the most intact example of an early-twentieth century elementary school on the east side of Green Bay to survive from the first two decades of the twentieth century, and as such, represent the wave of public school building in this part of the city during this period. As an intact example of the Neo-Classical Revival style, it prominently represents the resources invested in public education during the “graded” public school movement of the twentieth century, when state resources were poured into urban schools offering education to sorted age groups. Built by Foeller and Schober who specialized in these buildings, it retains its original configuration, form and many original features. The building is eligible for the National Register of Historic Places for its

⁴⁶ “Whitney School Closing Deferred for One Year,” *Green Bay Press-Gazette*, April 23, 1974, from vertical file at Brown County Public Library.

⁴⁷ Mike Blecha, “You’re Taking our Schools,” *Green Bay Press-Gazette*, September 19, 1978, from vertical file at Brown County Public Library.

⁴⁸ “Whitney School Uses to be Studied,” *Green Bay Press-Gazette*, April 10, 1980, from vertical file at Brown County Public Library.

⁴⁹ Green Bay Area Public School District, *An Inventory: Green Bay, Wisconsin, District Public Schools*.

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association with educational history in the community and having sufficient integrity to be clearly recognizable as an early-twentieth century elementary school.

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Verbal Boundary Description:

The nominated property coincides with the entire parcel on which the school is located, parcel number 9-112; Plat of Navarino Lots 496, 497, 498, 565, 566, and 567.

Boundary Justification:

The nominated parcel encloses the land that has been historically associated with the school, judging from Sanborn maps on file at the Brown County Public Library. It preserves enough open space around the school to convey associations with the playground behind and the public sidewalk which has historically surrounded the school on the front and sides.

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Photo 1

- a) Whitney School
- b) 215 N. Webster Avenue, Brown County, WI
- c) Heather Wogsland, April 12, 2017
- d) Wisconsin Historical Society
- e) View of southwest and southeast facades, looking North across Webster Avenue
- f) Photo 1 of 18

The data represented in letters a) through d) remain the same for all photographs unless noted otherwise.

Photo 2

- a) Whitney School
- b) 215 N. Webster Avenue, Brown County, WI
- c) Anna V. Andrzejewski, July 12, 2016
- d) Wisconsin Historical Society
- e) Detail of southeast façade, looking northwest.
- f) Photo 2 of 18

Photo 3

- e) Detail of northeast side looking west.
- f) Photo 3 of 18

Photo 4

- e) Detail of southwest side looking east.
- f) Photo 4 of 18

Photo 5

- e) Detail of northwest (rear) facade looking southeast.
- f) Photo 5 of 18

Photo 6

- e) View looking south toward rear (northwest) facade of main block and rear ell
- f) Photo 6 of 18

Photo 7

- e) Detail of entrance portal on main (southeast) façade, Pine Street side, looking northwest
- f) Photo 7 of 18

Photo 8

- e) Detail of limestone name block on center of main (southeast) façade, looking northwest

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f) Photo 8 of 18

Photo 9

- e) Detail of cornice sculpture on main (southeast) façade, Pine Street side, looking west
- f) Photo 9 of 18

Photo 10

- c) Lindsey Bouvinet, October 4, 2016
- e) View of first floor stair from interior corridor looking south toward vestibule door, Cherry Street entrance vestibule/stair hall.
- f) Photo 10 of 18

Photo 11

- c) Heather Wogsland, December 1, 2016
- e) Typical classroom view, 1st floor at the north end, looking southeast
- f) Photo 11 of 18

Photo 12

- e) Detail of original transom in entrance vestibule on first floor, Pine Street side, looking west.
- f) Photo 12 of 18

Photo 13

- e) Iron stair rail with fretwork in 3rd floor of entrance vestibule/stair hall, Pine Street side.
- f) Photo 13 of 18

Photo 14

- c) Heather Wogsland, December 1, 2016
- e) Stair rail detail in entrance vestibule/stair hall, Pine Street side.
- f) Photo 14 of 18

Photo 15

- c) Lindsey Bouvinet, October 4, 2016
- e) Drinking water station, 1st floor, Pine Street end of main block, looking north.
- f) Photo 15 of 18

Photo 16

- c) Heather Wogsland, December 1, 2016
- e) Auditorium, mezzanine, looking east
- f) Photo 16 of 18

Photo 17

- c) Heather Wogsland, December 1, 2016

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- e) Auditorium, 3rd floor, looking west.
- f) Photo 17 of 18

Photo 18

- c) Lindsey Bouvinet, October 4, 2016
- e) 3rd floor original corridor with terrazzo floors, looking south.
- f) Photo 18 of 18

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Figure 3: Original Plan, 2nd floor, collection of Berners-Schober, Green Bay. Note: it is labeled “first floor” (since the actual first floor is labeled “ground floor” in the plans).

Figure 4: Original Plan, 3rd floor, collection of Berners-Schober, Green Bay. Note: Note: it is labeled “second floor” (since the actual first and second floors are labeled “ground floor” and “first floor” in the other plans).

Figure 5: Original drawing of southeast (labeled here “east”) facade, collection of Berners-Schober, Green Bay.

Figure 6: First floor plan and photo key.

Figure 7: Second floor plan and photo key.

Figure 8: Third floor plan and photo key.

Figure 1: Colored postcard, undated, collection of Local History & Genealogy, Brown County Library.



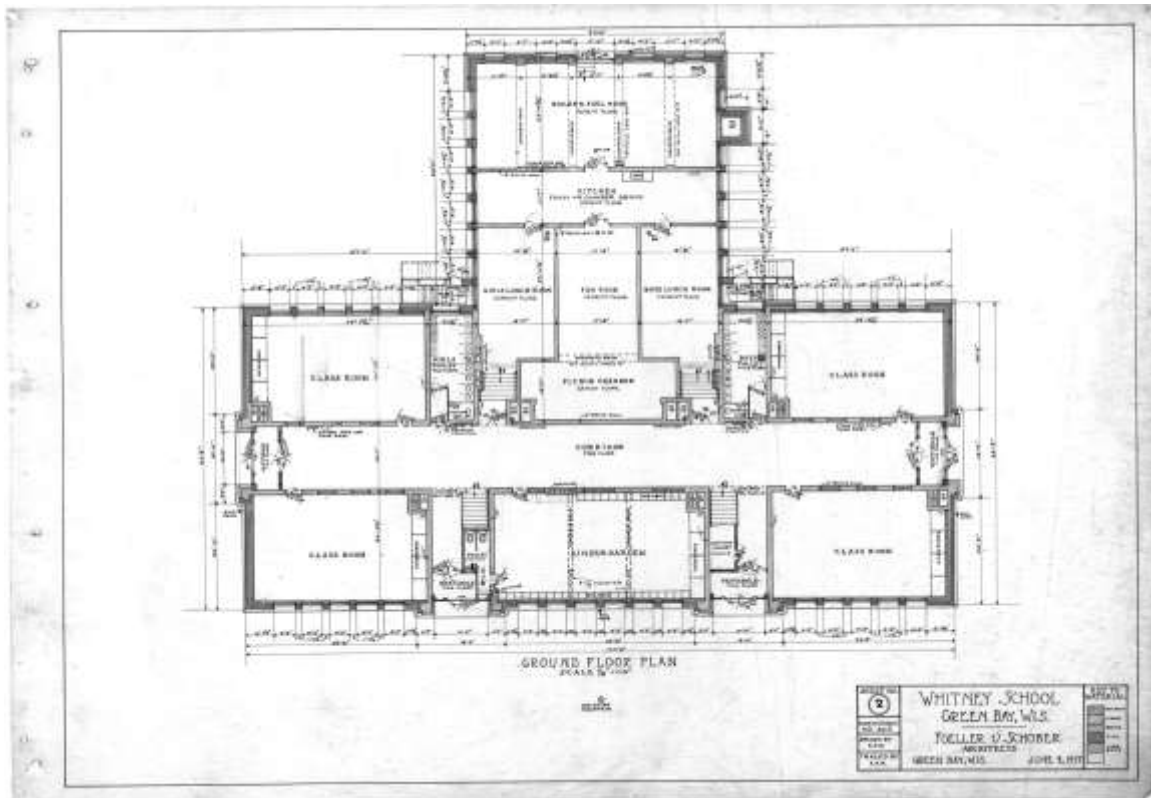
United States Department of the Interior
National Park Service

National Register of Historic Places
Continuation Sheet

Section figures Page 2

Whitney School
Green Bay, Brown County, Wisconsin

Figure 2: Original Plan, Ground Floor, collection of Berners-Schober, Green Bay.



United States Department of the Interior
National Park Service

National Register of Historic Places
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Section figures Page 3

Whitney School
Green Bay, Brown County, Wisconsin

Figure 3: Original Plan, 2nd floor, collection of Berners-Schober, Green Bay. Note: it is labeled “first floor” (since the actual first floor is labeled “ground floor” in the plans).

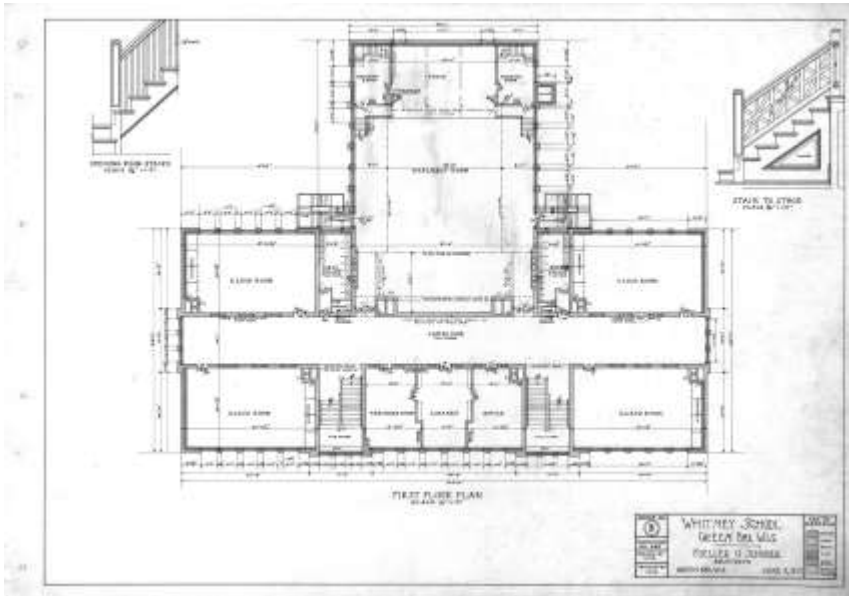


Figure 4: Original Plan, 3rd floor, collection of Berners-Schober, Green Bay. Note: Note: it is labeled “second floor” (since the actual first and second floors are labeled “ground floor” and “first floor” in the other plans).



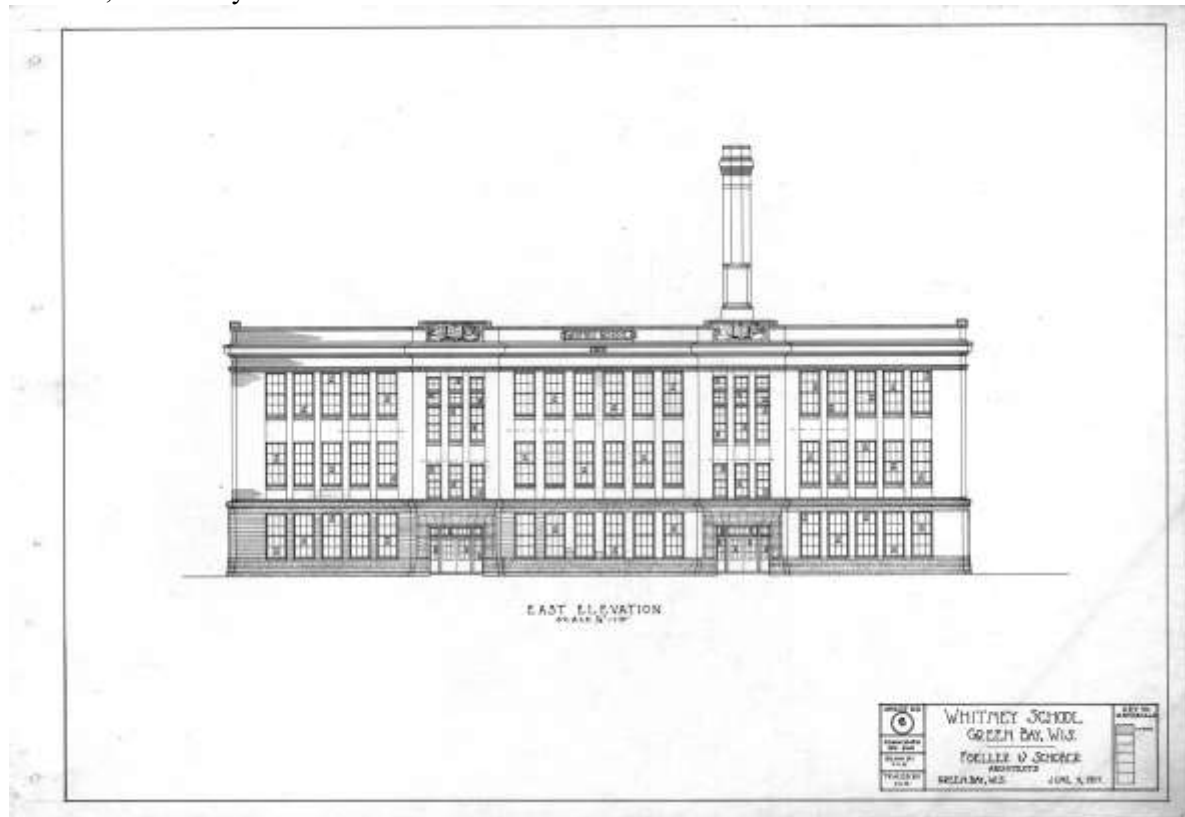
United States Department of the Interior
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Section figures Page 4

Whitney School
Green Bay, Brown County, Wisconsin

Figure 5 Original drawing of southeast (labeled here "east") facade, collection of Berners-Schober, Green Bay.



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Section figures Page 5

Whitney School
Green Bay, Brown County, Wisconsin

Figure 6: First floor plan and photo key.



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Section figures Page 6

Whitney School
Green Bay, Brown County, Wisconsin

Figure 7: Second floor plan and photo key.



Figure 8: Third floor plan and photo key.





For Sale
Building & Two Acres
VAN DER BURG
437-9787



WHITNEY SCHOOL

UNITED
I.C.
CLASS

WHITNEY SCHOOL

WHITNEY SCHOOL









SPEED
LIMIT
15



215

EXIT ONLY
PLEASE ENTER AT
SOUTH ENTRANCE
←

MAIL

WHITNEY SCHOOL



LEARN
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- MUST
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NE'ER
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SON -
GAY



EXIT









run

bend stretch

tw



ceed

laugh

believe

think

dream

commit

power

breathe

Aerobics Area
Running Track





UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action: Resubmission

Property Name: Whitney School

Multiple Name:

State & County: WISCONSIN, Brown

Date Received:
8/27/2017

Date of Pending List:

Date of 16th Day:

Date of 45th Day:
10/11/2017

Date of Weekly List:

Reference number: RS100001519

Nominator: State

Reason For Review:

Accept Return Reject 8/28/2017 Date

Abstract/Summary
Comments:

Recommendation/
Criteria

Reviewer Barbara Wyatt

Discipline _____

Telephone _____

Date _____

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

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

ERIC GENRICH

STATE REPRESENTATIVE



90th Assembly District

May 1, 2017

Wisconsin Historic Preservation Review Board
% Peggy Veregin
Wisconsin Historical Society
816 State Street
Madison, WI 53706

Dear Ms. Veregin,

I am writing to express my support for the addition of Whitney School to the Wisconsin State Register of Historic Places and the National Register of Historic Places. Whitney School is located at 215 N Webster Ave in Green Bay and is a prominent structure in the 90th Assembly District. Built over a century ago, Whitney School was one of the largest schools in the district at the turn of the 20th Century. After accommodating students through the 1970s, the school was purchased by Bellin Health Systems in 1983. Bellin renovated the structure, which then housed Bellin Hospital's Health Connection facility for nearly a decade before being vacated.

Whitney School's history deserves to be recognized and remembered. Furthermore, official recognition of this historic building would help to advance ongoing efforts to restore Whitney School. The planned conversion into adaptable residential living space would highlight the original characteristics of the former school's neoclassical architecture. Beyond the intrinsic value of preserving this landmark for future generations, this proposed redevelopment represents a valuable opportunity for economic development and neighborhood revitalization in Green Bay. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "E. Genrich", written in a cursive style.

Eric Genrich
State Representative
90th Assembly District



WISCONSIN
HISTORICAL
SOCIETY



TO: Keeper
National Register of Historic Places

FROM: Peggy Veregin
National Register Coordinator

SUBJECT: National Register Nomination

The following materials are submitted on this Tenth day of July 2017, for the nomination of the Whitney School to the National Register of Historic Places:

<u>1</u>	Original National Register of Historic Places Nomination Form
<u>1</u>	CD with NRHP Nomination form PDF
<u> </u>	Multiple Property Nomination form
<u>18</u>	Photograph(s)
<u>1</u>	CD with image files
<u>1</u>	Map(s)
<u>8</u>	Sketch map(s)/figures(s)/exhibit(s)
<u>1</u>	Piece(s) of correspondence
<u> </u>	Other:

COMMENTS:

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