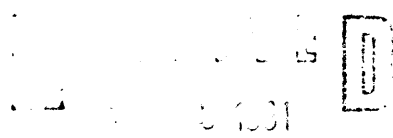


NPS Form 10-900
(Rev. 8/86)
Wisconsin Word Processor Format (NRF.txt)
(Approved 3/87)

OMB No. 1024-0018

United States Department of Interior
National Park Service



**NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM**

**NATIONAL
REGISTER**

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

1. Name of Property

historic name Wisconsin Industrial School for Girls

other names/site number Oakhill Correctional Institution

2. Location

street & number 5212 Hwy M N/A Not for Publication

city, town City of Fitchburg N/A vicinity

state Wisconsin code WI county Dane code 025 zip code 53575

3. Classification

Ownership of Property	Category of Property	No. of Resources within Property	
		contributing	noncontributing
<u> </u> private	<u> </u> building(s)		
<u> </u> public-local	<u> X</u> district	<u> 13</u>	<u> 5</u> buildings
<u> X</u> public-State	<u> </u> site	<u> </u>	<u> </u> sites
<u> </u> public-Federal	<u> </u> structure	<u> </u>	<u> </u> structures
	<u> </u> object	<u> </u>	<u> </u> objects
		<u> 13</u>	<u> 5</u> Total

Name of related multiple property listing:
 N/A

No. of contributing resources previously listed in the National Register N/A

4. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property X meets does not meet the National Register criteria. See continuation sheet.

[Signature] 3/28/91
Signature of certifying official Date
State Historic Preservation Officer-WI
State or Federal agency and bureau

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

 Signature of commenting or other official Date
 State or Federal agency and bureau

5. National Park Service Certification

Entered in the National Register

I, hereby, certify that this property is:

entered in the National Register.
 See continuation sheet.

[Signature] 9/13/91

 determined eligible for the National Register. See continuation sheet

 determined not eligible for the National Register.

 removed from the National Register.

 other, (explain:)

[Signature]
Signature of the Keeper Date

6. Functions or Use

Historic Functions
(enter categories from instructions)

Current Functions
(enter categories from instructions)

GOVERNMENT/correctional facility

GOVERNMENT/correctional facility

7. Description

Architectural Classification

(enter categories from instructions)

Materials

(enter categories from instructions)

Tudor Revival

foundation stonewalls stonebrickroof asphaltother wood

Describe present and historic physical appearance.

Setting/Siting:

The Wisconsin Industrial School for Girls Historic District is situated about 10 miles south of Madison, just west of Highway 14, in the rolling hills of Southern Wisconsin. The buildings sit on a high wooded site that overlooks surrounding farmlands, but also offers isolation. Ten, two-story cottages are placed irregularly around a curvilinear plan with the school building located at the top (north) of the oval. A pond, the power house and other maintenance buildings are located down a hill, about 250 yards east of the school.

Cottages:

All 10 cottages are very similar in size and design, and unless otherwise indicated, fit the following description. Each is two stories with an attic and constructed entirely of lannon stone, including the visible foundation walls. The buildings all have modified "L" plans, resulting in complex rooflines. Generally the roofs are hipped with a gable roof wing at one end. There is variation in the rooflines, however, usually with respect to the entrances, which will be described individually. The original tile roofs have been replaced with asphalt shingles.

The cottages are 13 bays wide; all windows are 6/6 double hung sash, with the exception of the windows and patio doors of the living room (which is at the opposite end of the cottage from the projecting wing), which are casement windows with eight panes per casement. All windows have stone segmental arched lintels.

The rear of each cottage has a porched entry off the kitchen. There is some variation in these also, and they will be described individually. There are also two lannon stone chimneys on the rear of each building; one venting the kitchen, the other the fireplace in the living room.

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The interiors of 9 of the 10 cottages are remarkably intact (see Appendix A for floor plans of cottages). The main entrance opens into a stairwell; up three stairs is the entrance to a central terrazzo floored corridor that spans the length of the cottage. Immediately to the left, at one end of the hallway, is the living room, entered through double french doors. At one end of this room is a fireplace with a simple mantel, flanked by original, built-in bookshelves. The floors in this room are of decorative tile. Three doors originally opened onto a patio, but in all the cottages the flanking doors have been replaced with windows, leaving only one, central door.

Off of the hallway, along the length of the corridor, are individual inmate rooms and communal bathrooms. At the opposite end of the hall from the living room, double french doors open into a dining room. This room is large enough for only the 20-25 occupants of the cottage. The kitchen is adjacent to the dining room but is accessed through a hallway that leads to the rear entrance; there is a window from the kitchen to the dining room to allow the passing of food.

The plan of the second floor is very similar to that of the first, but it has none of the larger, activity rooms; there are only inmate rooms and bathrooms along the length of the corridor. These rooms, like those of the first floor, are small and meant for only one person. In each room is a bed, a desk and chair, and a small table. These rooms are each lit by a single window, have wooden doors and tile floors. There is a porch that is accessed from the second floor, approximately above the kitchen. These porches vary in design and use. Two of the cottages' porches are enclosed for use as sleeping rooms.

The cottages are used in very much the same way today (as the Oakhill Correctional Institution: minimum security facility for men) as they were when the facility was the Wisconsin School for Girls. In general, each inmate has his own room, with the exception of the larger rooms which were originally the matrons' rooms; these are now used to house 2-4 prisoners. Rooms are still not locked and there is only one live-in guard. The dining rooms are still used for each cottage's residents to eat in, but food is no longer cooked by these residents in their own kitchens. Instead, a large kitchen facility was constructed in one of the new, non-contributing buildings, and meals are delivered to the cottages by hot truck.

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Only one cottage is no longer used as a housing facility and has been altered. Cottage #1 is now used as the institution's security building and several walls have been removed on the interior to facilitate larger offices. The exterior, however, has not been altered.

Cottage #1 (Map #11):

The main elevation of Cottage #1 faces southeast. It has a gable on hipped roof and a projecting entrance wing with a gable roof creates a somewhat complex roofline. The entry itself has a simple arched stone surround with a decorative wrought iron balconet above. The casement windows of the living room have all been replaced with 1/1 double hung sash.

The porch at the rear is a simple one-story structure; it is supported by wooden box columns and capped with a wooden balustrade.

Cottage #2 (Map #12):

Cottage #2 also faces southeast but it has a different and more complex entry than Cottage #1. This entrance is placed in a shallow, 3 bay projection consisting of a gabled roof intersecting with a shallow shed roof projection. The entry door has a simple stone surround and lintel.

The rear of this cottage is identical to that of Cottage #1.

Cottage #3 (Map #13):

The main elevation of cottage #3 faces east and is identical to Cottage #1 except that its casement windows in the living room are still intact, and the projecting wing on the north end has a jerkinhead roof.

The rear of Cottage #3 has a projecting, one-story, enclosed room (of lannon stone like the rest of the building) off of the kitchen rather than simply a porched entry as #1 and #2 have. This room has a 6/6 double-hung sash window on each of its three sides, and a door entering on its south side. The room is capped with a stone and wrought iron balustrade.

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Cottage #4 (Map #14):

Cottage #4 faces south and is identical in all ways to Cottage #3, except that it is a mirror image, or reversed floor plan.

Cottage #5 (Map #15):

The main elevation of Cottage #5 faces east and is identical to that of #3.

The rear of this cottage varies in that it is one of two cottages with an enclosed sleeping porch, so it has a small projecting wing with a gable roof off of the west elevation. A single door with a shed roof accesses the wing on its south elevation. A single 6/6 double hung sash window is symmetrically placed on each elevation of this porch on both the first and second story.

Cottage #6 (Map #16):

The main elevation of this cottage faces east and is identical to that of Cottage #2.

The rear elevation is identical to that of #3.

Cottage #7 (Map #17):

Cottage #7 faces north and is identical in all ways to Cottage #1 except that it still has its casement windows in the living room.

The rear elevation of this cottage is identical to that of Cottage #1.

Cottage #8 (Map #18):

Cottage #8 faces northeast, has a reversed floor plan, and has details that are not found on other cottages. The gable-roofed, protruding main entry bay is only one-and-a-half stories, rather than two-and-a-half like all previous cottages. The door is recessed within a segmented stone arch, and is protected with a mansard roof supported by wrought iron brackets. There is a 1/1 double hung sash window above the door. A hipped roof runs the length of the building meeting a perpendicular

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gabled roof at each end. The dining room of this cottage has a projecting bay window with leaded glass and a mansard roof.

With the exception that it is a mirror image, the rear of Cottage #8 is identical to that of Cottage #5, with an enclosed second story sleeping porch.

Cottage #9 (Map #19):

Cottage #9 faces east and it is also a reversed floor plan building. It has a hipped roof that meets a perpendicular, jerkinhead roof wing at the south end. The main entry way is identical to that of Cottage #8, but it lacks the mansard roof. This cottage also has the same bay window in the dining room as the previous cottage does.

The rear of Cottage #9 is identical to that of Cottage #6, except that it is a mirror image.

Cottage #10 (Map #20):

The main elevation of Cottage #10 faces southeast and is identical to that of Cottage #2.

The rear elevation is identical to that of Cottage #6.

School Building (Map #1):

The two story school building faces south and is generally rectilinear, although it has several projecting elements. The roof is hipped with gable roof wings and is clad with asphalt shingles. Fenestration consists of 6 pane casement windows with 4 pane awning transoms, as well as both 4/4 and 9/9 double hung sash windows; all windows have stone sills and stone segmented arch lintels.

The interior is accessed by 2 recessed entrances housed in projecting entry pavilions. The westernmost entrance is housed in a square plan, flat-roofed pavilion surmounted by a stone and wrought iron balustrade. The centered segmental arched entrance to the pavilion leads to double doors capped with a segmental arch and a fanlight. The easternmost entrance pavilion is entered through a segmental arch that is supported by simple stone pillars. The doors themselves are the same as in the other entrance, but they are not centrally placed within the pavilion.

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The eastern portion of the building houses a gymnasium. It has a barrel-vaulted ceiling and a stage at the north end. The roof of the gym has shed roof dormers on its east slope.

This building was constructed between 1940 and 1941, and originally housed administrative offices as well as the school. When the facility was converted for its current use, a new administration building was constructed and this building is now used exclusively as a school.

There is a modern addition to the school on the west side; it is referred to as the 'school annex'. Rather than abutting the school building directly, there is a one-story enclosed connecting corridor between the two. The addition is smaller in scale than the rest of the school and is set back from the main facade enough so that it does not visually detract from the original building.

Power House (Map #30):

Constructed c.1932, the power house is located east of and down a hill from the cottages and school. The main elevation of this irregular flat roofed building faces east. The pale cream colored, running course brick walls sit on a concrete foundation, and they are terminated by simple parapets.

The windows are all symmetrically placed, multi-light double awning type, with concrete sills and soldier course brick flat-arched lintels. Doors have the same lintels. There is an inset loading bay on the main elevation which has a roof that is supported by a single, square cast concrete column. There is a glassed-in shed-roofed porch on the southeast corner of the building.

A metal pole building (a Butler building) addition has been made to the west elevation of the power house.

Sub-station (Map #31):

This is a small, one story rectangular building also dated c.1932. It also has a concrete foundation, pale cream colored running course brick, and a flat roof. A single door and window (multi-light double awning) pierce the north elevation and these too have soldier course brick, flat arched lintels. The sub-station is located south of the power house.

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Approved 2/87

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Inventory of Wisconsin Industrial School for Girls Historic District

<u>Map No.</u>	<u>Historic Use</u>	<u>Date</u>	<u>Class</u>
1) 11	Cottage	1931-1932	C
2) 12	Cottage	1931-1932	C
3) 13	Cottage	1931-1932	C
4) 14	Cottage	1931-1932	C
5) 15	Cottage	1931-1932	C
6) 16	Cottage	1931-1932	C
7) 17	Cottage	1931-1932	C
8) 18	Cottage	1931-1932	C
9) 19	Cottage	1931-1932	C
10) 20	Cottage	1931-1932	C
11) 1	Administration/ School	1940-1941	C
12) 10	School Annex	c.1975	N/C
13) 21	Treatment Center	c.1975	N/C
14) 24	Cottage	c.1975	N/C
15) 25	Cottage	c.1975	N/C
16) 30	Power House	1931-1932	C
17) 31	Sub-Station	1931-1932	C
18) 32	Well House	c.1975	N/C

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties: ___ nationally X statewide ___ locally

Applicable National Register Criteria X A ___ B ___ C ___ D

Criteria Considerations (Exceptions) ___ A ___ B ___ C ___ D ___ E ___ F ___ G

Areas of Significance
(enter categories from instructions)

Politics/Government

Period of Significance

1931-1941

Significant Dates

N/A

Cultural Affiliation

N/A

Significant Person

N/A

Architect/Builder

N/A

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

The Wisconsin Industrial School for Girls Historic District is being nominated under Criterion A at the state level for its historic significance as Wisconsin's only extant site that housed a reform school for girls. It is also significant as an excellent example of Progressive Era thought as manifested in its location and 'cottage plan' design.

The Wisconsin Cultural Resource Management Plan expresses the need to identify and evaluate state owned facilities and specifically identifies those owned by the Department of Health and Social Services as containing significant sites.

The 13 contributing buildings identified within the district represent the institution's historic period, 1929-1941, chosen to include the date of earliest construction on the site and continuing to fifty years prior to the present date.

X see continuation sheet

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WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS

The need for some sort of institution for young, wayward or delinquent children in the state of Wisconsin became obvious in 1854 when a 9 year old boy was sentenced to the Wisconsin State Prison, a maximum security facility in Waupun. Although this was the youngest boy ever sent to the prison, several others between the ages of 11-16 were also committed there during that decade. In response, a Milwaukee newspaper reporter began a vigorous campaign which resulted in Chapter 88 of the Laws of 1857, which provided for the establishment of 'A House of Refuge for Juvenile Delinquents in the State of Wisconsin'. Located in Waukesha, the facility's name was changed in 1859 to the 'State Reformatory' and then again in 1871 to the more familiar 'Wisconsin Industrial School for Boys'. Originally this school received boys under 18 years of age and girls under 17. In the first report of the institution, however, the superintendent urged that this be re-evaluated since "surely it was never intended that this school should be the receptacle of the abandoned females, nor that the denizens of every low brothel should be thrown into our family circle".¹ The age parameters were statutorily changed several times over the next 2 decades, always reducing the age of girls allowed committed there. In 1873, Chapter 105 excluded girls all together and set the boundaries for male residents between the ages of 10 and 16 (girls were, in fact, informally sent there if there was excess space, but they were removed if more room was needed for new male inmates).

In 1870, Gov. Fairchild recommended a similar facility for girls and instructed the Board of Charities and Reform, in its first year of existence, to look into the matter. The Board instructed Mrs. Wm. P. Lynde, the first woman in the U.S. to be appointed to a state Board of that type, to investigate and report on the matter the following year. In her report Mrs. Lynde reiterated the need for some sort of facility for girls and young boys (since boys under 10 could not be sent to the Waukesha institution), pointing to the "large number of vicious, vagrant women and children, young girls in poor houses and almshouses, and the young girl vagrants begging, singing, dancing and picking rags for something to eat".²

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Despite Mrs. Lynde's emphatic plea, the state took no steps to establish a facility for that class of children. The winter of 1874 was unusually severe in Wisconsin, and this, combined with an economic depression, caused a great increase in the number of vagrant children in the state. In Feb. 1875, troubled by the State's inaction, Mrs. Lynde helped to organize a meeting "of the benevolent ladies of Milwaukee" to discuss the idea of establishing an industrial school. The result was a day school which was rented, and stocked and run entirely with donations and volunteers. Meanwhile they asked the state to allow them to incorporate and on April 15, 1875, Chapter 325 was passed. The law authorized the incorporation of industrial schools by any group so inclined, where girls under 16 or boys under 10 could be committed by the courts or sent by the request of parents. Children who were deemed 'proper subjects' were those who were "viciously inclined, ... stubborn and unruly, who refuse to obey those who properly have care of them, ... truants, vagrants and beggars, ... those found in circumstances of manifest danger or falling into habits of vice and immorality, ... [and] those who have committed an offense punishable, in adults, by fine or imprisonment, or both, other than imprisonment for life".³ In 1905, all boys at this institution were transferred to the State Home for Dependent Children at Sparta, and no more were received for nearly 70 years.⁴

The women incorporated the school, which, while deriving its powers from the state and being subject to the supervision of the State Board of Charities and Control, was under the management of the unpaid, voluntary association of women. Being only a semi-state institution, the legislature was under no obligation to appropriate funds to the facility and did so with great infrequency; the women generally solicited funds by going door to door, and relied on the generosity of the citizens of Milwaukee for much of their food and supplies. By 1878, their numbers had greatly outgrown their capacity and a delegation of women went to Madison to lobby the Legislature for funds for a new building. Chapter 89 of the laws of 1878 did appropriate \$15,000 but it was contingent upon the donation of land for the building by the City of Milwaukee. The City did donate 6 acres of land, valued at \$16,000, on Lake Drive, and one large building with dormitories and a school was constructed. The name of the institution was subsequently changed to the Wisconsin Industrial School for Girls, as the facility was beginning to accept commitments from all over the state.

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It was very important to the women managers in the early years of the institution that it be known that the school was not designed as a penal institution but rather as a reformatory and temporary place of custody and instruction. The object of the facility was prevention and reformation, and NOT punishment. It was to be a "system of discipline and education [that] aims to provide instruction as well as the care and restraints of a well regulated Christian family. Its culture is physical, sanitary, educational, and truly religious, but not sectarian".⁵ Its first purpose was "to prevent neglected and unfortunate young children from growing up in habits that would lead to pauperism, vice and crime".⁶ The girls spent a few hours each day in traditional classes, i.e., english, math, history, etc., and much of the rest of the day learning the 'domestic industries': washing, ironing, sewing, knitting, cooking, canning, etc. Consequently, the children attended school year-round so that they fulfilled state public school minimum hour requirements. The non-traditional portion of their education was deemed "the most important part of their education" by the lady managers because the girls were thought of largely in terms of future home-makers.

While the institution purported not to be a reform school, in the early years, it in fact, operated very much like one. The girls were locked in their rooms at night, free or recreation time was minimal, silence was demanded during work and study, windows were painted over to prevent looking out, girls were very rarely allowed off of the institution's premises, and punishment could be severe.

Over the years, the State continued to intermittently allocate funds and four more buildings were constructed. The funds were usually felt to be much too small by the managers and the buildings became increasingly smaller and poorly built. In the meantime, the volunteer women had begun to feel that the operation of the institution was exceeding their physical and financial ability, and they began to petition the State to take over.

A survey of the facility in 1917 indicated that the condition of the school was such that it seemed imperative that the State take over. The buildings were dangerous fire hazards and were in a state of disrepair. That year the legislature voted to take over the Wisconsin Industrial School for Girls as a state institution. Although it was now fully

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responsible for the care of the girls, the state was still hesitant to appropriate funds for repairs. The buildings were in such poor condition that it was felt that sooner or later, a completely new facility would have to be built, and the legislature did not want to waste a lot of money on the old one. The first attempt to provide for this was not, however, until 1925, and that bill failed passage. Lobbying pressure was intensified by interested groups: the State Board of Control; womens' groups; and juvenile judges who were reluctant to commit girls to the older, dilapidated facility. In 1927, another bill for a new Industrial School for Girls was introduced and though this one passed the legislature, it was vetoed by the governor. Finally, in a special session in 1928, an appropriations bill was passed which provided \$400,000 to the Board of Control to build a new institution for girls.⁷ At that time, the Board of Control informed the Joint Committee on Finance that the estimated cost of such a facility would be \$1,200,000.

After considering more than 50 sites, the Board of Control purchased a 405 acre farm located approximately 2 miles from the Village of Oregon in Dane County, just off Highway 13, for \$50,500. The farm had about 150 acres of white oak trees, 200 acres under cultivation, and several farm buildings in good condition. It was felt to be an advantageous site because, while its location was isolated--thus far from the corrupting influences of the city--it was only 10 miles from Madison, Wisconsin's capital. This meant that any surgical or medical attention not available at the school's infirmary could be easily obtained. Also, they hoped that close cooperation with the vocational and academic systems of the state would be possible because of the proximity to Madison. The Board of Control had high praise for the property:

"Such an ideal site lends itself to the development of a model institution of this type with ample room to meet the needs of such a school for all time. The farm will produce substantial food at low cost, and the gardens and orchards will supply green vegetables and fresh fruits and provide vocational training for many of the girls. The hill or slope on which the buildings are located, together with the wooded sections and a small pond will provide outdoor activities such as picnics, nature studies and hikes in the summer, and tobogganing and skating in the winter, all of which will give the girls a more wholesome, normal and natural physical and mental growth".⁸

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Studies and visits of similar institutions in the U.S. were made and some of the best features of many were incorporated into the design. The "cottage" system of housing was chosen over the traditional punitive cell block or dormitory. This system, which dated back to the 1880s, "promised to deliver a family-like affection" to the girls. The Progressive Movement adopted the system and expanded the goal, declaring that the cottages could "provide the setting in which highly trained and insightful surrogate parents would shape the development of the child, always meeting her individual needs".⁹ The cottage plan was designed to make an institution more like a normal community or home; inmates were to have their own room and a place for their things, thus promoting their individuality, and the atmosphere was intended to be cheerful and inspiring.¹⁰ Several cottages would be built to house 21 girls in individual rooms, and 4 matrons each. Each cottage would be a self-contained unit with all its own household facilities: kitchen, dining room, laundry. This permitted segregation and classification by age group and type of delinquency. This was felt to be "the only acceptable plan for juvenile institutions". Plans were drawn up and underground utilities were laid with enough capacity for future growth. By the time all of this was done, half of the appropriated funds had been used up; the other half was used to build a power house and 10 cottages. The buildings were all of rock faced, random ranged, ashlar Lannon stone with red clay tile roofs. The floors were all concrete, covered with rubber tile and terrazzo. At the time there was some criticism that the stone exterior was an unnecessarily extravagant expenditure, but the Board of Control answered that the bid was \$4000 less than any other fire-proof materials (this was felt to be very important since the buildings at the Milwaukee facility were serious fire hazards). All cottages had a basement and two upper stories. The basements were only half excavated and contained a laundry room and storage and utility rooms. The first floors held rooms for 6 girls and 2 matrons, a visitors room for relatives who visited the girls, a living room, dining room and kitchen. On the second floor were 15 rooms for girls, 1 room for the housekeeper and 1 for a matron, a sewing room and a cloths room. Two of the cottages also had enclosed sleeping porches where there was room for at least 3 more beds (see Appendix A for floor plan of cottages).

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The cottages were finished in 1932 but sat unoccupied for nearly a decade because the facility could not be finished. When the depression set in, the state was unable to appropriate the necessary funds to construct the remaining buildings. At the bare minimum, an administration building, a school/assembly building and a hospital/infirmiry were needed on the grounds before the institution could move from Milwaukee. During these years, approximately \$5000 was spent annually to maintain the buildings. Also during those years a barracks was built near the existing farm buildings and the farm was taken over by the Wisconsin State Prison and used as an honor camp. These prisoners also built the sewage disposal plant, coal bunkers, a reservoir, sidewalks, storm drains, sludge beds and digester, they laid water mains, sewer mains and steam conduits, landscaped the grounds, and painted the exterior woodwork on the windows and doors of the cottages. Meanwhile, several Works Progress Administration (WPA) projects were helping to repair and improve the buildings of the Milwaukee facility.

In early 1939, Mr. Frank C. Klode, who had been a member of the Board of Control when the Oregon site was purchased and begun, rejoined the Board with the single goal of "accomplishing completion of the Oregon school".¹¹ He conducted what was termed "a one man siege of the governor and legislators"¹², and was eventually successful in his efforts. In July, 1939, the Board of Control announced that it would request no funds from the Legislature for any state institution until the Industrial School was completed.¹³ This prompted the Legislature to finally make an appropriation. Unfortunately, state finances still prevented the school from being finished as it was originally conceived; the administration and school/assembly buildings were combined and one cottage was converted to a receiving cottage/infirmiry, enabling the state to save half of the estimated cost of finishing the institution. The administration/school building was finally completed in June 1941 and served a number of purposes. The first floor contained: offices, classrooms, a music room, a domestic science room, a 'beauty culture' lab, a sewing room, and a two-story gym-auditorium. The second floor housed more offices and classrooms and living quarters for the superintendent and other staff. The basement held cold storage vaults, and several store rooms, plus a garage in the east section, which was approached by a sunken driveway.

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The new facility at Oregon was widely praised as an ideal institution for young girls. Even though the class of inmates at the institution had changed from largely neglected and vagrant girls, to more delinquent and criminal girls since the state had assumed responsibility for the institution in 1917, the school was still progressive in its approach to reform. Indeed, it seemed able to escape the usual problems that many state institutions had; there was generally not a problem with overcrowding, though the school was occasionally overcapacity. The institution heads worked hard to train and maintain a knowledgeable and caring staff, and the atmosphere was far from oppressive; there were no walls or fences around the property, and the girls' rooms did not have bars on the windows or locks on the doors; instead, built into each door casing was an electric button connected to a signal board in the matrons' room. If a door was opened at night, the matrons would know immediately.¹⁴ Punishment meant denial of privileges, and "if denials are to be constructively punitive, privileges must be many".¹⁵ Girls were allowed to wear their own clothes, participate in many group activities (i.e., sports activities, socials, 4-H, etc.), visit their homes, attend movies or concerts in Madison, etc., but any of these privileges could be taken away as punishment.

That same June, the Milwaukee facility was closed and 94 girls and a full staff moved to the Oregon site. The Milwaukee buildings were turned over to the State Division of Public Assistance, which renovated them for use by Services to the Blind. The buildings were abandoned in 1965 when new facilities for the blind were built on Milwaukee's west side, and soon after, the buildings which originally house the Wisconsin Industrial School for Girls were razed.

Soon after the move to the Oregon site, the name of the institution was changed to simply 'The Wisconsin School for Girls', and although the institutional program remained essentially the same, modifications were made by succeeding administrations.¹⁶ Over the years the age parameters were changed to 12-18 years, the girls went to school full time, more emphasis was put on counselling and social case work, the average length of stay at the facility decreased substantially, and starting in 1973, boys were again admitted to the institution "to allow a more normal social atmosphere."¹⁷

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In the early 1970s, as social norms changed and the state and national trends leaned toward deinstitutionalization and community based options, the Wisconsin School for Girls became under-utilized, resulting in an inefficient and costly facility. This, combined with an urgent need in the Division of Corrections for more beds for adult males, resulted in the transfer of all juveniles from the Oregon school to other state institutions by June 29, 1976. Soon after, the site was converted to the minimum security facility for men--Oakhill Correctional Institute. The site continues to function in this capacity today.

Statement of Significance

The Wisconsin Industrial School for Girls Historic District represents the only extant state facility in Wisconsin that was constructed exclusively for juvenile girls; the only other facility for that purpose was this institution's predecessor in the City of Milwaukee, which had been established and run as a semi-public facility by a group of volunteer women. When it became clear that the Milwaukee site was no longer suitable, and that the institution had grown beyond the women's financial and physical capacities, the State of Wisconsin assumed responsibility and began plans for a new school. A rural site was chosen, both for its healthful surroundings and its distance from the corrupting influences of the city.

Because it was constructed near the end of the Progressive Era, and so had the experience of many other state institutions behind it, the Wisconsin Industrial School for Girls (WISG) was one of the only truly successful examples of a 'cottage plan' institution in Wisconsin. While others of this kind of institution were supposed to offer a "home-like affection" to its inmates, they were typically overcrowded, restrictive and oppressive. The WISG, on the other hand, generally escaped these problems; the cottages were small enough to allow individuality, restrictive measures were minimal, and the atmosphere and surrounding area were far from oppressive. The WISG is therefore also significant as an excellent example of what 'cottage plan' institutions were ideally to be, both physically and philosophically.

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Archeological Potential

There are no known archeological sites or remains associated with this district. In addition, the extent to which this district was disturbed by earlier agricultural activity and by the construction of the districts' resources is not known, but the potential for such disturbance is believed to be considerable.

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Endnotes

- 1 Bennett O. Odegard and George M. Keith, A History of the State Board of Control of Wisconsin and the State Institutions, (Madison, Wi.: State Board of Control, 1939), p.233.
- 2 Ibid., p.243.
- 3 Wisconsin Industrial School for Girls: Organization, Statutes and By-Laws, (Milwaukee, Wi.: Cramer, Aikens and Cramer, Jan., 1884), p.5.
- 4 "Statement Concerning the History of the Wisconsin Industrial School for Girls", July, 1917, State Historical Society of Wisconsin Archives, Madison, WI.
- 5 Wisconsin Industrial School for Girls: Organization, Statutes, By-Laws, p.5.
- 6 "Not a Reform School" in Milwaukee Industrial School: First Annual Report, (Milwaukee, Wi.: Burdick and Armitage, 1877), p.3.
- 7 Wisconsin, Session Laws: Acts, Resolutions and Memorials, (Madison, Wi.: Democrat Printing Co., 1928), Chap. 3.
- 8 Wisconsin, State Board of Control Biennial Reports, (Madison, Wi.: Democrat Printing Co., 1933), p.84.
- 9 David J. Rothman, Conscience and Convenience: The Asylum and its Alternatives in Progressive America, (Boston, Mass.: Little, Brown and Co., 1980), p.165.
- 10 Ibid., p.271-3.
- 11 Wisconsin Industrial School for Girls, (Madison, Wi.: State Dept. of Public Welfare, 1941), p.25.
- 12 Ibid., p.25.
- 13 "Oregon School First, Control Body Says", Wisconsin State Journal, 1 July, 1939, Sec. 1, p.2.

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14 Wisconsin Industrial School for Girls, p.23.

15 Susan Burdick Davis, Wise and Natural: Other Communities Please Copy...Being an Account of the purposes and Methods of a State School for Girls, (Madison, Wi.: Altrusa Club of Madison, 1950), p.10.

16 "Wisconsin School for Girls", 1968, State Historical Society of Wisconsin Archives, Madison, Wi.

17 Wisconsin, Division of Corrections Biennial Report to the Health and Social Services Board, (Madison, Wi.: Division of Corrections, June, 1975), p.188.

9. Major Bibliographical Reference

Previous documentation on file (NPS): X see continuation sheet
 preliminary determination of
individual listing (36 CFR 67)
has been requested
 previously listed in the National Primary location of additional
Register data:
 previously determined eligible by X State Historic preservation
the National Register office
 designated a National Historic Other State agency
Landmark Federal agency
 recorded by Historic American Local government
Buildings Survey # _____ University
 recorded by Historic American Other
Engineering Record # _____ Specify repository:

10. Geographical Data

Acreeage of property 46 acres

UTM References

A	<u> 1/6 </u>	<u> 3/0/5/3/2/0 </u>	<u> 4/7/5/9/2/8/0 </u>	B	<u> 1/6 </u>	<u> 3/0/6/7/0/0 </u>	<u> 4/7/5/9/2/8/0 </u>
	Zone	Easting	Northing		Zone	Easting	Northing
C	<u> 1/6 </u>	<u> 3/0/6/9/5/0 </u>	<u> 4/7/5/8/9/0/0 </u>	D	<u> 1/6 </u>	<u> 3/0/5/4/4/0 </u>	<u> 4/7/5/8/8/7/0 </u>

 See continuation sheet

Verbal Boundary Description

 X See continuation sheet

Boundary Justification

 X See continuation sheet

11. Form Prepared By

name/title Tricia Canaday-State Facility Survey & Nominations Assistant
organization State Historical Society of Wisconsin date 3-5-91
street & number 816 State Street telephone (608)262-1339
city or town Madison state Wi zip code 53706

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- Davis, Susan Burdick. Wise and Natural: Other Communities Please Copy ...Being an Account of the Purposes and Methods of a State School for Girls. Madison, Wi.: Altrusa Club of Madison, 1950.
- "Not a Reform School," Milwaukee Industrial School: First Annual Report. Milwaukee, Wi.: Burdick and Armitage, 1877.
- Odegard, Bennett O., and Keith, George M. A History of the State Board of Control of Wisconsin and the State Institutions. Madison, Wi.: State Board of Control, 1939.
- "Oregon School First, Control Body Says." Wisconsin State Journal, 1 July 1939, sec. 1, p. 2.
- Rothman, David J. Conscience and Convenience: The Asylum and its Alternatives in Progressive America. Boston, Mass.: Little, Brown and Co., 1980.
- State Historical Society of Wisconsin Archives. "Statement Concerning the History of the Wisconsin Industrial School for Girls," July, 1917.
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- Wisconsin Industrial School for Girls. Madison, Wi.: State Dept. of Public Welfare, 1941.
- Wisconsin Industrial School for Girls: Organization, Statutes and By-Laws. Milwaukee, Wi.: Cramer, Aikens and Cramer, 1884.
- Wisconsin. Division of Corrections Biennial Report. (1975).
- Wisconsin. Session Laws: Acts, Resolutions and Memorials. (1928), Chap. 3.
- Wisconsin. State Board of Control Biennial Reports. Madison, Wi.: Democrat Printing Co., 1933.

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Verbal Boundary Description

Beginning at a point approximately 100 feet south from the southeast corner of Cottage #1, then due west approximately 500 feet to the 1050 foot contour line, then along the contour line north and west to the point where it intersects a line approximately 100 feet north of Cottage #6, then proceed along that line to the eastern edge of the access road, then follow the eastern edge of the road to the farthest south point of the turn-around, then southwest approximately 300 feet to the 950 foot contour line, then follow the contour line southwest until it reaches the farthest west point, then due west approximately 500 feet to the point of beginning.

Boundary Justification

The boundaries of the Wisconsin Industrial School for Girls Historic District include all extant buildings which date from the historic period. It also includes some of the wooded land around the facility because the physical surrounds of the institution were felt to be critical for the selection of the site.

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PHOTOGRAPHIC DOCUMENTATION

Wisconsin Industrial School for Girls Historic District
City of Fitchburg, Dane County, Wisconsin
Photographs taken by Joe DeRose on February 5, 1991
Negatives on file at the State Historical Society of Wisconsin.

- 1 of 12
Cottage #2 looking north
- 2 of 12
Cottage #5 looking northwest
- 3 of 12
Cottage #8 looking east
- 4 of 12
Cottage #7 looking southwest
- 5 of 12
Cottage #4 looking southwest
- 6 of 12
Cottage #8 looking west
- 7 of 12
Typical cell-room in cottages
- 8 of 12
Typical living room in cottages
- 9 of 12
School building looking northeast
- 10 of 12
Typical classroom in school building
- 11 of 12
Gym/stage in school building
- 12 of 12
Power House looking southwest

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CONTINUATION SHEET

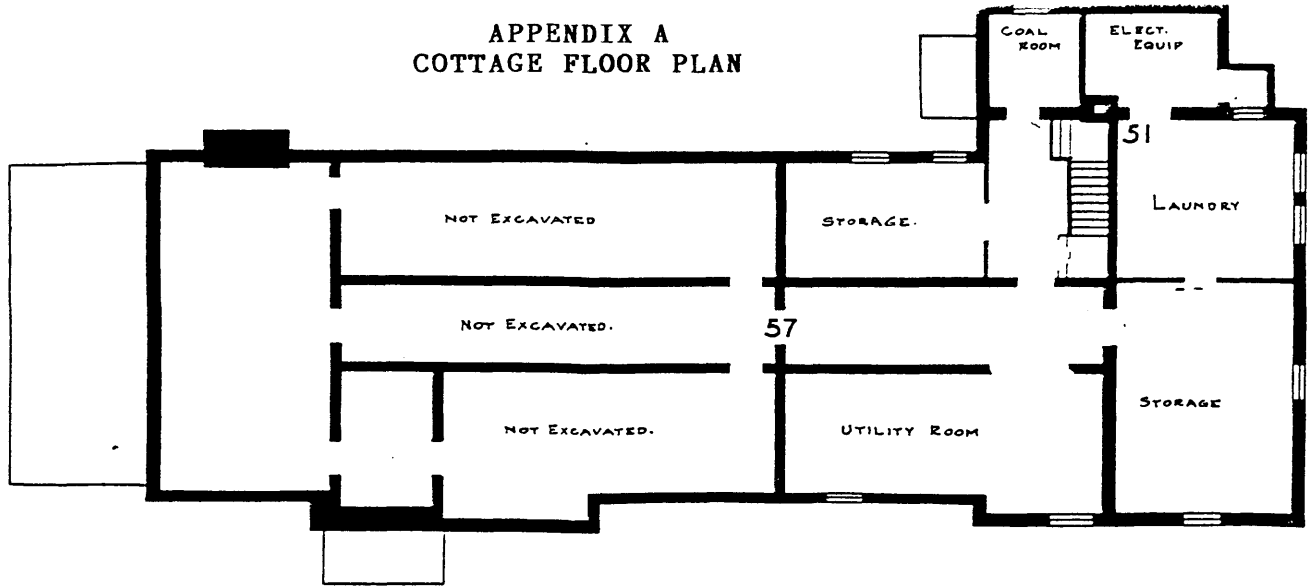
Wisconsin Industrial School
For Girls
Historic District
Town of Fitchburg
Dane County, Wisconsin

Section number Owner Page 1

OWNER:

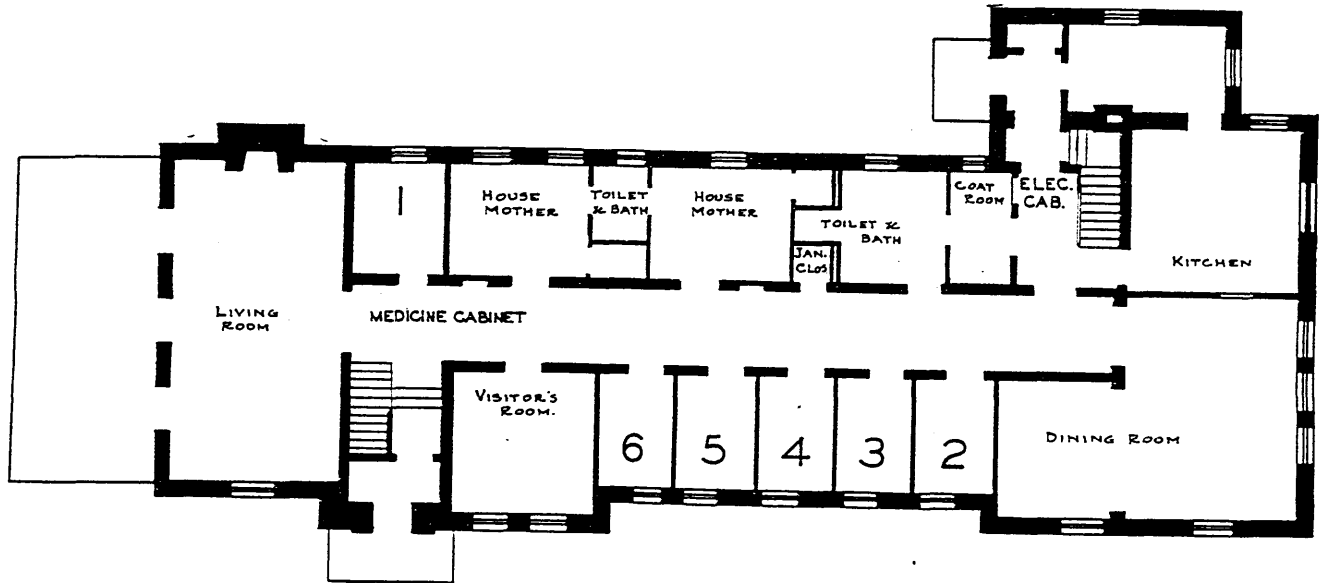
Department of Health and Social Services
Division of Corrections
1 West Wilson Street
Madison, Wisconsin
53703

APPENDIX A
COTTAGE FLOOR PLAN



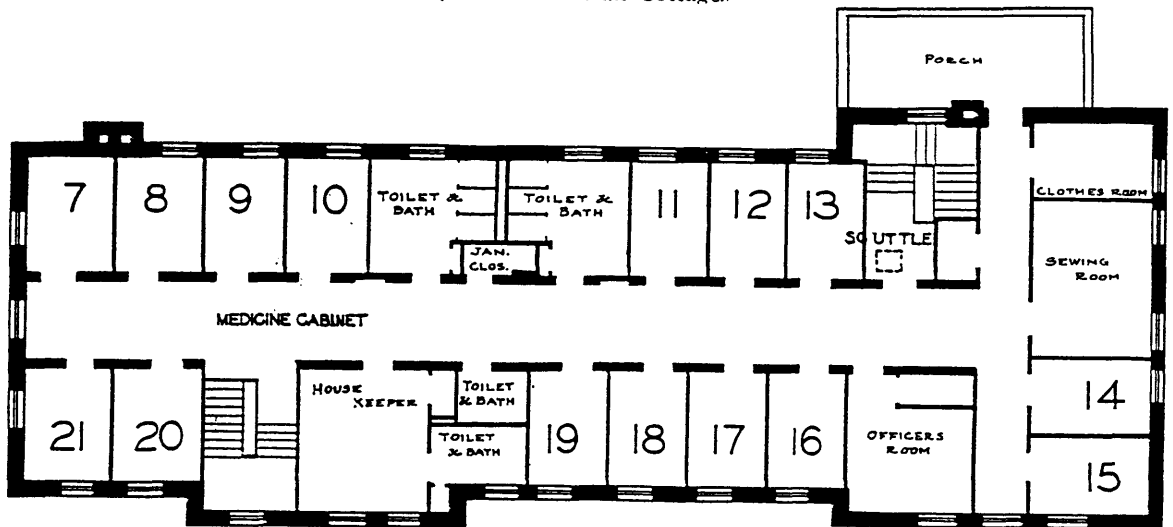
BASEMENT.

Basement Plan New Institution



FIRST FLOOR.

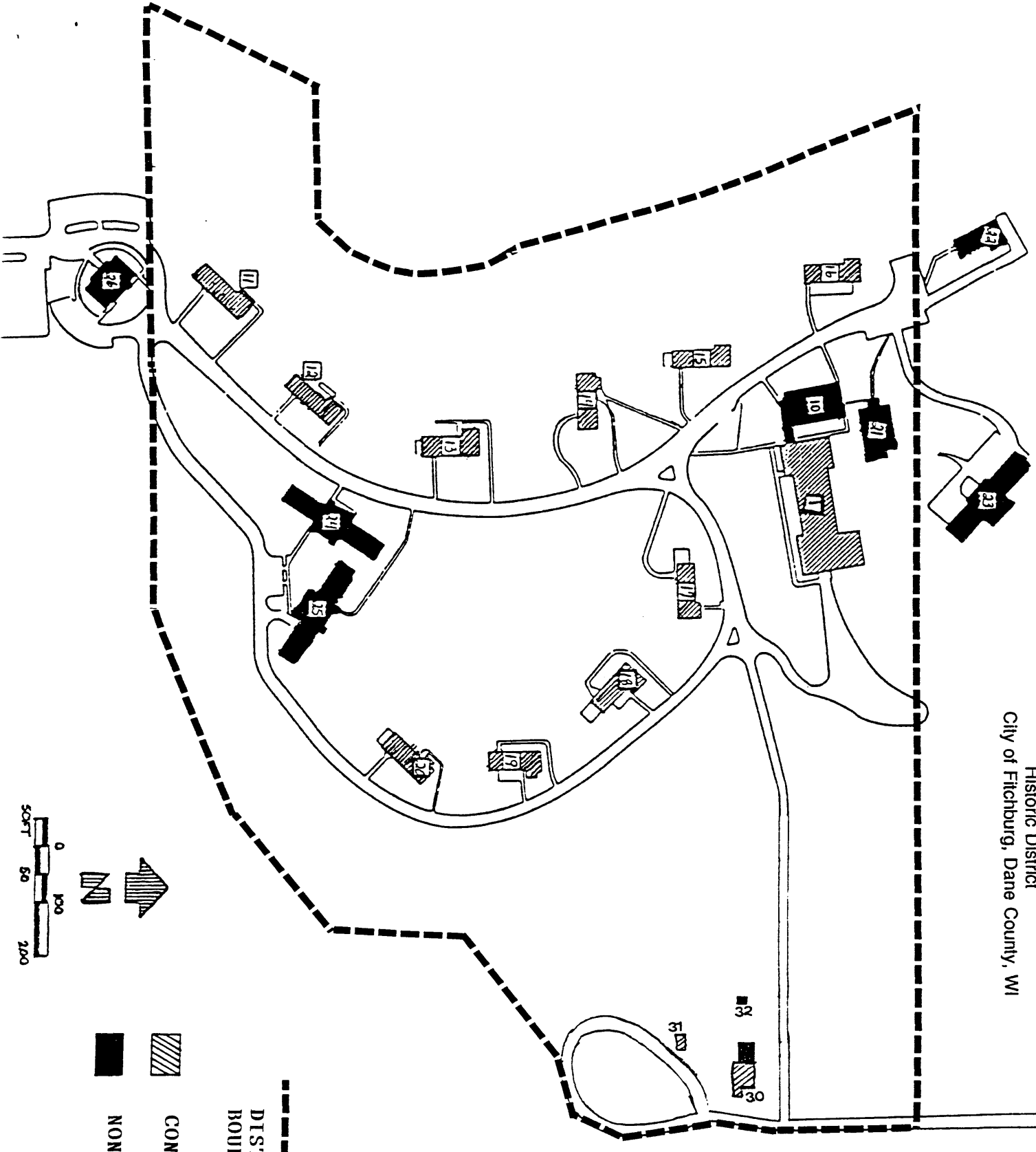
Substantially the same in all Cottages



SECOND FLOOR

Typical of Second Floor. Two Cottages have Enclosed Sleeping Porch

Wisconsin Industrial School for Girls
 Historic District
 City of Fitchburg, Dane County, WI



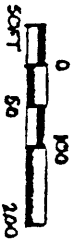
Map # Building Name

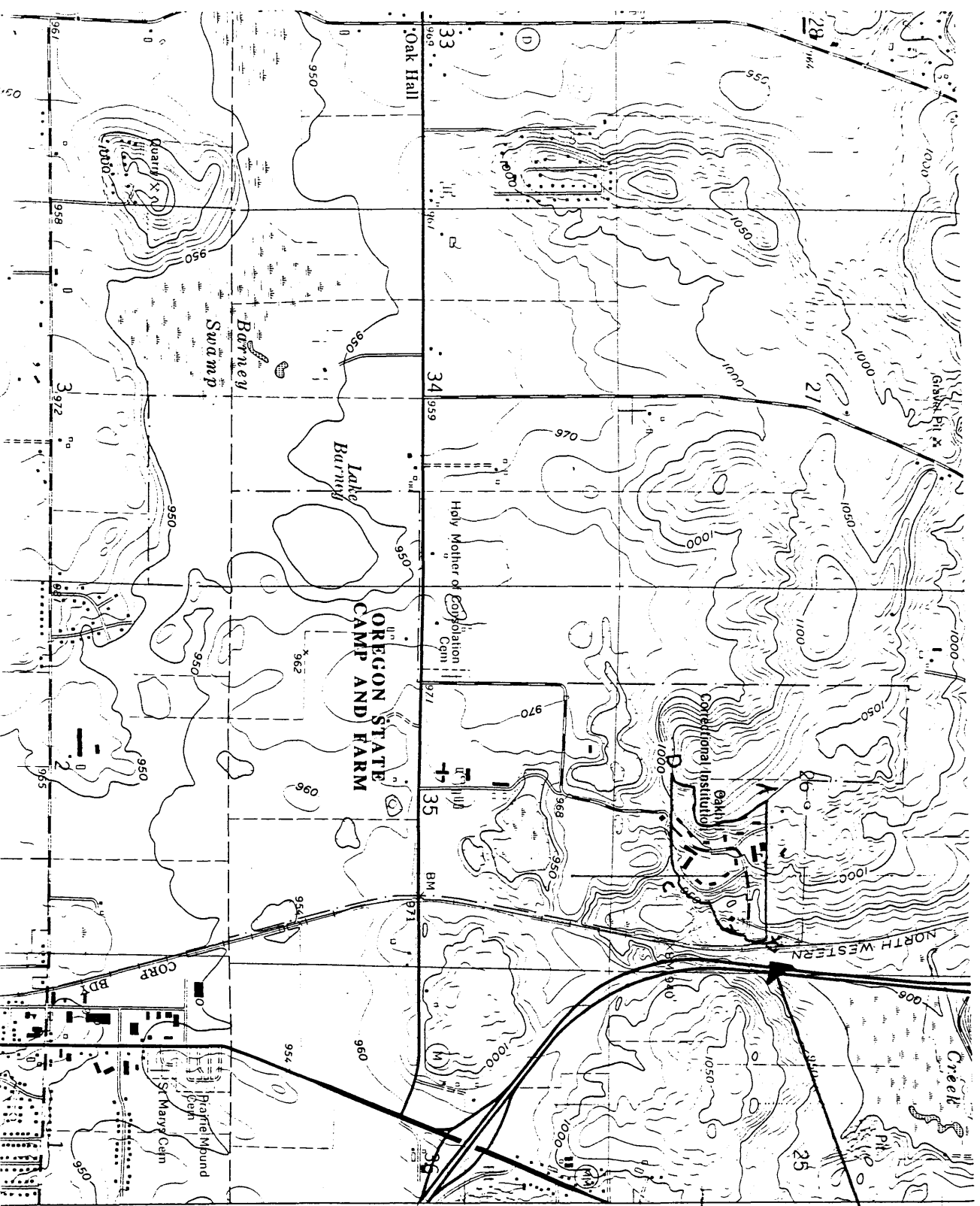
- 1 School
- 10 School Annex
- 11 Cottage #1
- 12 Cottage #2
- 13 Cottage #3
- 14 Cottage #4
- 15 Cottage #5
- 16 Cottage #6
- 17 Cottage #7
- 18 Cottage #8
- 19 Cottage #9
- 20 Cottage #10
- 21 M.A.R.S. Building
- 22 Chapel
- 23 Medium Security
- 24 Cottage A
- 25 Cottage B
- 26 Administration
- 30 Power House
- 31 Sub-Station
- 32 Well House #2

CONTRIBUTING

NON-CONTRIBUTING

DISTRICT
 BOUNDARY





(RUTLAND)
3169 IV NE

T. 5 N
T. 6 N

D. 16 4758 870 N
305 440 E

B 16 4758 900 N
206 410 E

A. 16 4759 280 N
306 410 E

5730"
Zone: 4751 280 NORTHINGS
305 320 EASTINGS

UTM REFERENCE:

WISCONSIN INDUSTRIAL
SCHOOL FOR GIRLS
HISTORIC DISTRICT
City of Shabery, Dane Co.,
Wisconsin

2.3 MI. TO WIS. 138
JANESVILLE 30 MI.

WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Cottage #2 Looking North



WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Cottage #5 Looking Northwest



WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Cottage #8 Looking East



WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Cottage #7 Looking Southwest



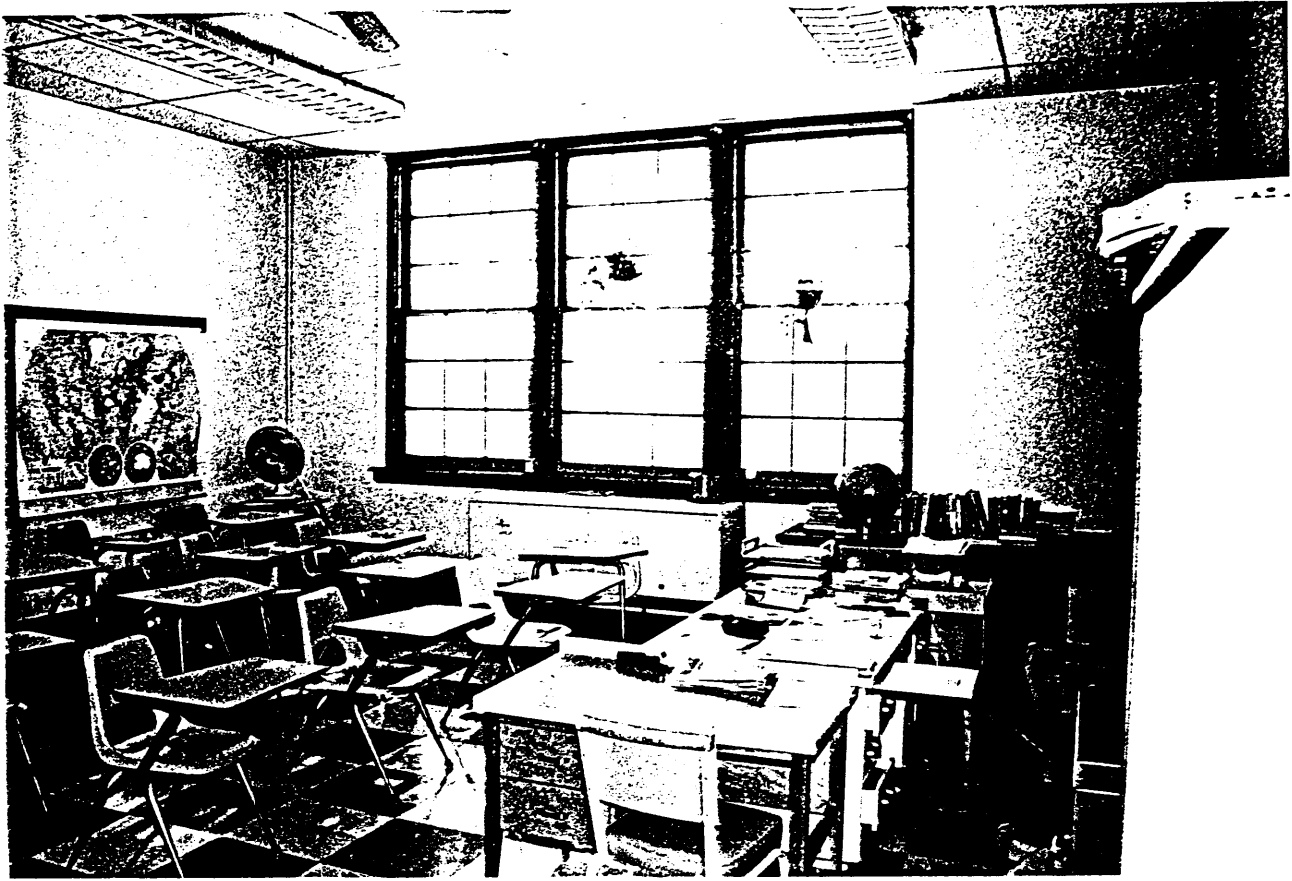
WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Cottage #4 Looking Southwest



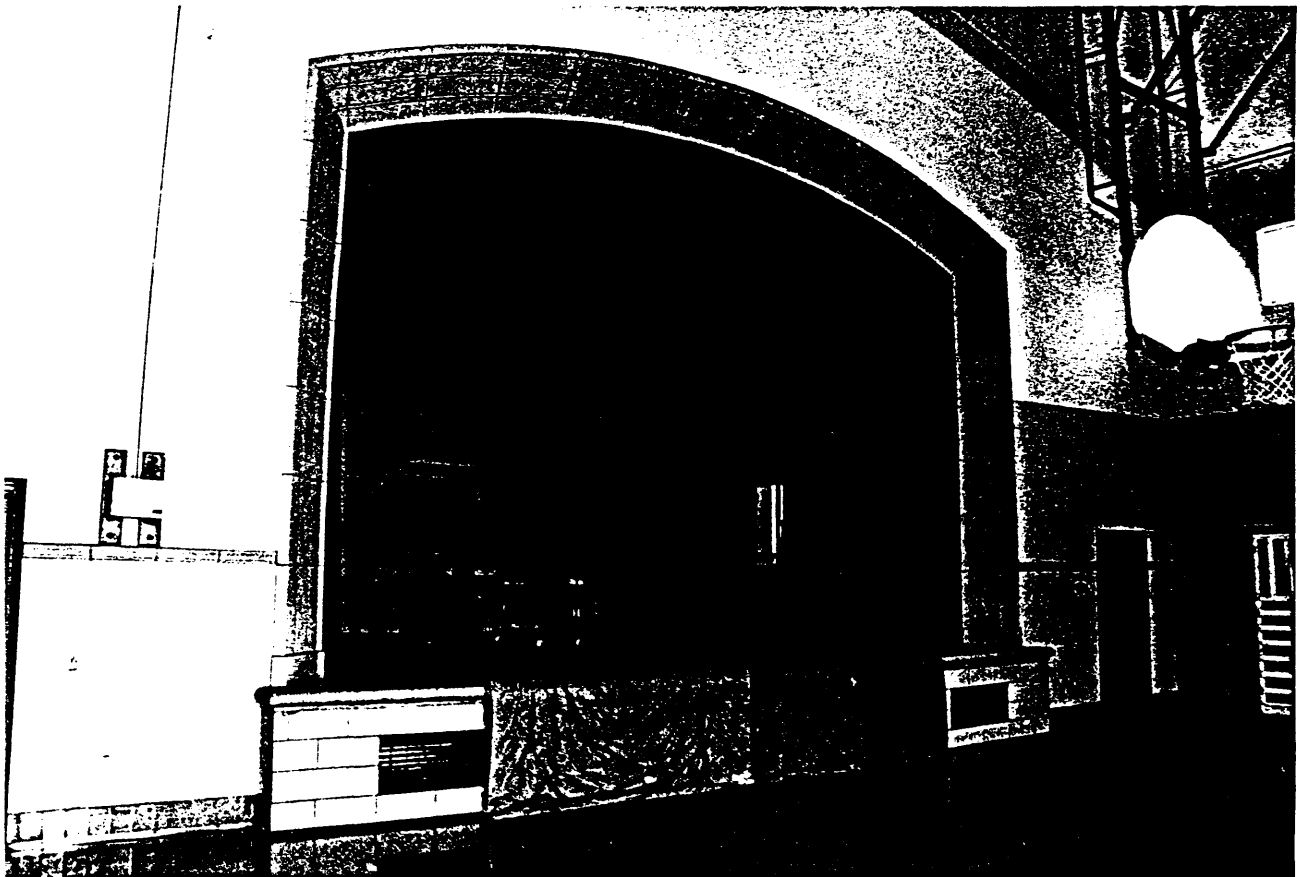
WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Cottage #8 Looking West



WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Typical class room in School Building



WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Gym/Stage in School Building



WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Typical living room in cottages



WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI School Building Looking Northeast



'WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Typical cell-room in cottages



WISCONSIN INDUSTRIAL SCHOOL FOR GIRLS HISTORIC DISTRICT
Fitchburg, WI Power House Looking Southwest

