

865

**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 Lincoln School
other names/site number _____

2. Location

street & number	<u>237 South Sawyer Street</u>	N/A	not for publication		
city or town	<u>Shawano</u>	N/A	vicinity		
state	<u>Wisconsin</u>	code	<u>115</u>	zip code	<u>54166</u>
	code	<u>WI</u>	county	<u>Shawano</u>	

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.)

Jim Darga _____ Date 9/12/13
Signature of certifying official/Title
State Historic Preservation Officer - 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

Lincoln School
Name of Property

Shawano
County and State

Wisconsin

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:)

Edson K. Beall

11.7.13

for
Signature of the Keeper

Date of Action

5. Classification

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

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

N/A

Number of contributing resources
previously listed in the National Register

0

6. Function or Use

Historic Functions
(Enter categories from instructions)
EDUCATION/School

Current Functions
(Enter categories from instructions)
VACANT/Not In Use

7. Description

Architectural Classification
(Enter categories from instructions)

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

Materials
(Enter categories from instructions)
foundation CONCRETE

walls BRICK

roof SYNTHETICS

other LIMESTONE

Narrative Description

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

Lincoln School
Name of Property

Shawano
County and State

Wisconsin

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)

ARCHITECTURE

Period of Significance

1925 (date of construction)

Significant Dates

1925

Significant Person

(Complete if Criterion B is marked)

N/A

Cultural Affiliation

N/A

Architect/Builder

PARKINSON & DOCKENDORFF

Narrative Statement of Significance

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

Lincoln School
Name of Property

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County and State

Wisconsin

9. Major Bibliographic References

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

Acreage of Property Less than one acre

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

1 16 372790 4959420
Zone Easting Northing

2 _____
Zone Easting Northing

3 _____
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	Emily Ramsey/Senior Associate	date	May 2013
organization	MacRostie Historic Advisors	telephone	(312)786-1700 x7013
street & number	53 W. Jackson Boulevard, Suite 1323	zip code	60604
city or town	Chicago	state	IL

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Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

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

Photographs Representative black and white photographs of the property.

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

Property Owner

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

name/title	date
organization	telephone
street & number	zip code
city or town	state

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

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

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Lincoln School
Shawano, Shawano Co., WI

Summary Description

The Lincoln School is a three-story masonry building located on the northwest corner of East Center and South Sawyer streets in Shawano. The school was constructed in 1925 to replace a previous school, also known as the Lincoln School, which had been destroyed by fire. The new Lincoln School was designed by the prominent architectural firm of Parkinson & Dockendorff in the Collegiate Gothic architectural style. The school building retains a high level of integrity with no additions or major alterations to the exterior. The interior also retains its original floor plan and circulation patterns, with historic details including terrazzo flooring, classroom doors, trim, and built-in cabinetry.

Narrative Description

Setting and Site

The Lincoln School is situated on a flat, corner lot with an expansive lawn fronting Sawyer Street. To the rear of the school building is a paved area with basketball courts delineated and a grass field for other athletics; the entire rear area is encircled with a chain link fence. The St. James Lutheran Church is located west of the school property and the Sacred Heart Church and School are located just to the south on the other side of Center Street. Residential buildings are located east of the school property on the other side of Sawyer Street, and a larger paved area is located north of the school. This paved area is also encircled with a chain link fence.

Exterior

The Lincoln School is a three-story, roughly rectangular structure with exterior walls of variegated brick laid in five-course common bond with simplified Collegiate Gothic detailing including a limestone water table, limestone window sills, and a molded limestone stringcourse above the third story. The building is regularly fenestrated with large window openings that hold groupings of non-historic replacement windows. The roof is flat and features a crenelated parapet capped with limestone coping. A square brick chimney rises near the northeast corner of the building.

The building's primary east elevation is five bays long with a projecting three-story entrance bay at its center. The entrance bay features canted edges, dogtooth brickwork and flat limestone detailing. A flight of concrete steps with brick knee walls and metal handrails leads to the entrance, which consists of non-historic metal and glass doors with a blind arched transom framed by a segmental arched limestone surround. A limestone band runs above the door surround; the band is stepped across the central portion of the bay with inset square panels below each step. The second and third stories of the entrance bay feature three inset brick panels above the stepped limestone band; three tall, narrow

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Lincoln School
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window openings with rectangular limestone panels below are located in the upper portion of these inset panels, providing light into the building's main stairwell. These openings are set on limestone sills and hold non-historic metal windows. Identical tall, narrow window openings are located on the canted elevations; the windows in these openings have been removed by a previous owner and the openings secured with plywood. Limestone diamond-shaped panels are located directly above the openings. A limestone panel spans the central portion of the entrance bay and is engraved to read: *Lincoln School*. A limestone band runs directly above the nameplate, forming the base of the parapet that has a curvilinear central projection. Limestone panels, piers, banding, and a shield ornament the face of the parapet. The two end bays on the east elevation project slightly from the façade. All four bays flanking the central entrance bay are regularly fenestrated with large rectangular window openings (one per floor) that hold groups of non-historic replacement windows.

The west (rear) elevation of the building features a central portion that is seven window bays long, flanked by two unfenestrated projecting end bays. The flat brick walls above the water table on these end bays are broken up by a large rectangle formed by a single row of rowlock brick, with square limestone corners and a rectangular limestone panel in the top center. A single metal-leaf door is located in the northernmost end bay. The east and west ends of the central portion of the rear elevation house arched entryways with limestone surrounds framing non-historic metal and glass doors. The wall is regularly fenestrated with rectangular window openings, one per floor per bay. The first story window openings have been infilled with glass block. The upper floor window openings hold pairs of non-historic replacement windows within the original openings.

The south elevation is two bays wide, with a rectangular three-story projecting window bay near the center of the wall and a two-story polygonal projecting bay on the west side. The center projecting bay features a large rectangular window opening at each story, with groupings of non-historic replacement windows. Two tall, narrow window openings just west of the center bay indicate the location of the second and third story wardrobes. The polygonal bay, which marks the location of the kindergarten, is capped with a flat roof and limestone coping, and features canted corners with dogtooth edging. The limestone water table extends above the first story windows and a continuous limestone sill and a flat limestone lintel connect the second story window openings. Both stories of the polygonal bay are regularly fenestrated with tall, narrow window opening (seven per story) that hold non-historic replacement windows. The first story window openings extend to the top of the foundation and have limestone sills. Above the polygonal bay is a large rectangular window opening that holds non-historic replacement windows.

The composition of the north elevation is slightly asymmetrical, with a projecting three-story bay just east of center. West of this projecting bay is a large loading entrance with metal doors at the first story, which originally was a window opening. Above the loading entrance, large rectangular window openings on the second and third stories hold groupings of non-historic replacement windows. The

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projecting bay holds rectangular window openings on each story. The first story opening has been infilled with glass block, and the upper story openings hold pairs of non-historic replacement windows.

Interior

The interior of the school retains its original floor plan and circulation patterns, as well as historic detailing and finishes including terrazzo flooring, stained wood and glass doors with glass transoms (some leaded glass, some clear glass), and stained wood molding and trim. Stairwells at each of the three entrances—one on the east elevation and two on the west elevation—provide circulation between floors. At the east elevation, the main entrance is above grade and opens at a landing between the first and second floors, while the west elevation entrances are both at grade and open directly at the base of the stairs. All three stairs feature terrazzo treads and risers and molded wooden handrails.

A large playroom/gym with glazed brick walls and a low balcony with metal pipe railings is located along the center of the west wall (labeled as the basement on the historic plans), with specialized spaces along the north, east and south walls including a “special opportunities room,” a kitchen and cafeteria, domestic science room, manual training room, and a dental clinic. The volumes of these spaces are intact. Hallways north and south of the playroom connected these rooms and provided access to the rear entryways. A short flight of terrazzo stairs connects the south hall to the main playroom space. The first floor also houses restrooms, which originally were boy and girl shower rooms.

On the second and third floors, a central double-loaded corridor provides access to classrooms, office spaces and restrooms. Wood and leaded glass doors with large sidelights and transoms occupy the north and south end walls of the corridors. The small library, located at the center of the east wall on the third floor, also features these leaded glass doors. The remaining classroom doors are wood and clear glass, set within recessed arched openings. Typical of most early twentieth century grade schools, the Lincoln School included a dedicated kindergarten space, located at the southwest corner of the first floor. This space retains its original brick fireplace and built-in wood window seats along the perimeter of the projecting window bay.

Some classrooms have been altered over time with the installation of carpeting, dropped ceilings with acoustical tiles, and wall paneling, but many retain original chalkboard frames, wood trim, and built-in cabinetry.

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Lincoln School
Shawano, Shawano Co., WI

Integrity

The Lincoln School retains excellent integrity of location, design, setting, materials, workmanship, feeling, and association, clearly conveying its significance for individual listing in the National Register of Historic Places. The 1925 building's overall massing is intact and the building has received no substantial alterations. Only minor alterations in the form of replacement windows and doors and the modification of a window opening into a door opening have occurred. Otherwise, the exterior elevations are in excellent condition and retain their historic appearance.

On the interior, the original floor plan and volumes of the historic spaces are intact, and a significant amount of historic fabric remains. The corridors and stairs retain the original terrazzo flooring, arched classroom openings, doors, and wood trim. Some classrooms have been altered over time with the installation of partition walls to create smaller rooms, carpeting, dropped ceilings with acoustical tiles, and wall paneling, while others retain original chalkboard frames, wood trim, and built-in cabinetry. The playroom/gym retains its original configuration as well as original flooring and glazed brick walls. The kindergarten room on the second floor retains its original brick fireplace and wood built-in cabinets and window seating.

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Lincoln School
Shawano, Shawano Co., WI

Summary Statement of Significance

The Lincoln School is locally significant under National Register Criterion C as an excellent example of a distinctive property type—the modern grade school—and as well-preserved example of a Collegiate Gothic school building within the context of Shawano. Designed by the prominent architectural firm of Parkinson & Dockendorff of La Crosse and completed in 1925, the Lincoln School was carefully planned to include a variety of specialized spaces designed to serve the needs of a wide range of pupils from kindergarten through eighth grade, reflecting the expansion of public schools in Shawano and the changing ideals surrounding primary and secondary education. The building is the oldest extant school in Shawano and is one of only two surviving school buildings constructed in the city prior to World War II.

The period of significance for the building is 1925, corresponding to the year construction was completed. The building is in good condition and retains a high level of integrity, with exterior alterations limited to the replacement of windows and doors. The interior of the building also retains excellent integrity, with original room configurations and circulation patterns as well as intact historic finishes and detailing throughout.

Narrative Statement of Significance

History of Shawano

Prior to 1843 when Samuel Farnsworth arrived in present-day Shawano County with the intention of establishing lumbering operations, the area was a wilderness covered with vast pine stands, hemlock, maple, and cedar. In 1844, Farnsworth built a saw mill where the Wolf River meets Shawano Lake. During the following two decades, Shawano experienced slow but steady growth with the population reaching 300 residents in 1855, the same year the first hotel was established and two years after postal service was established. In 1860, the county population reached 829.¹

By the late 1860s, German immigrants began to arrive in large numbers, clearing the stump-filled land left behind by the loggers and working to develop farming as the predominant industry of the area. Other European and Scandinavian immigrants continued to arrive over the following decades as well. In 1870, the county population had increased to 3,165. Shawano was incorporated as a city in 1874, and the region continued to receive an influx of immigrants throughout the 1870s and 1880s. Many

¹ “The History of Shawano, Wisconsin, Takes You Back in Time” <http://www.shawano-wisconsin.com/history.html> and “The History of Shawano County” <http://wigenweb.org/shawano/history.html>

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improvements occurred during this period, including the installation of sidewalks, the replacement of oil lamps with electric street lamps, and the construction of a new courthouse and jail.² By 1900, the best farmland had been settled and population growth slowed. While lumbering still played a small part in the economy after 1900, the primary economy was dairy farming and the industries associated with it.³

By 1913, Shawano and the surrounding county had developed into one of the best farming and stock raising districts in the state. The firm of Eberlein & Eberlein, breeders of Guernsey stock, established its farm one mile east of Shawano and erected the finest stock barn in the state. Eberlein & Eberlein also had one of the finest ginseng farms in the country at that time, shipping almost \$5,000 worth of plants and seeds in 1912. Large lumbering tracts remained in the early decades of the twentieth century and abundant water power was ideal for manufacturing. Shawano was easily accessible by train, with access to the main line of the Chicago & NorthWestern, Green Bay, & Manitowoc division, the Oconto branch of the NorthWestern line between Clintonville and Oconto, and the Wisconsin Northern Railroad. By 1913, a new freight depot and other transportation improvements were planned to keep up with the rapidly growing population and business.⁴

Shawano experienced slow but steady growth from 1920 to 2010, with the population reaching 9,305 in 2010. Today, Shawano remains a lively agricultural community and county seat with a thriving commercial sector.

Education in Shawano and the Development of the Modern Educational System

The design and construction of the Lincoln School in Shawano exemplified a statewide trend in the expansion and specialization of educational facilities during the early twentieth century. In the late nineteenth century, most community schools combined primary and secondary grades into a single building. By the turn of the century, however, there was a growing recognition that younger children and older children had distinctly different educational and developmental needs that could be best served through separate, specialized facilities. The push for secondary education led first to a proliferation of separate public high schools—the Free High School Law, which provided state aid to fund public high schools in Wisconsin, was passed in 1875 and by 1923 over 400 school districts operated high schools.⁵ Junior high schools also gained favor in the early twentieth century,

² “The Shawano Story” <http://wigenweb.org/shawano/shawanobusiness.html>

³ “The History of Shawano, Wisconsin, Takes You Back in Time” <http://www.shawano-wisconsin.com/history.html> and “The History of Shawano County” <http://wigenweb.org/shawano/history.html>

⁴ “Shawano” *Milwaukee Free Press*, January 18, 1913.

⁵ Barbara Wyatt, editor. *Cultural Resource Management in Wisconsin*. Madison, State Historical Society of Wisconsin, 1986, p. 3-5.

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particularly in larger urban areas, as a way to bridge the gap between primary and secondary education.⁶

At the other end of the spectrum, educational reformers were also advocating for the incorporation of early childhood development programs that would bring younger children into the public school system. In 1856, German immigrant Margareth Meyer Schurz established the first kindergarten in the United States in Watertown, Wisconsin. The kindergarten model, which was designed to teach social interaction and engagement in young children through arts, crafts, and music, gained widespread acceptance in the early twentieth century. The first public kindergarten program in Wisconsin opened in Manitowoc in 1873 and by the turn of the century kindergarten was “seen as a vital part of the public education system of progressive cities.”⁷

The twentieth century education reform movement ushered in the era of the modern school building. In marked contrast to the single-room schoolhouse, these schools were large, solidly-built buildings, typically architect-designed of fireproof construction with modern amenities such as a central heating, electricity, and indoor plumbing. Spacious classrooms were well lighted and ventilated with large windows. The interior reflected the programming needs of the students it was built to serve, with secondary schools generally featuring more specialized spaces to accommodate a diverse curriculum. Primary schools typically featured a kindergarten space and some sort of open assembly space that could serve multiple functions.

The history of public education and school construction in Shawano between 1870 and 1930 closely mirrored these progressive developments in public education. The first public schools in Shawano were crude one-room structures that were served by a single teacher who taught a limited course of study children of all ages.⁸ The first school, built in 1855, was a lean-to said to be built over a tree stump that served as the teacher’s desk.

By 1887, the population of Shawano had grown large enough to necessitate the construction of a large permanent school building. The existing two-story frame school house that served the community was razed and replaced with a large brick school that was known as the Lincoln School. An addition was

⁶ National Register of Historic Places, Peckham Junior High School, Milwaukee County, Wisconsin, National Register # 12000319.

⁷ National Register of Historic Places, West Side School, Rhinelander, Oneida County, Wisconsin, National Register # 09000124.

⁸ Lincoln School National Register questionnaire documentation, March 2009. The school was located on the south bank of the Wolf River just south of town and adjacent to the present-day STH 22 (S. Main Street) bridge. The second school building in Shawano was located at the northern end of the city, again sited along the Wolf River at the north end of Franklin Street near Wescott’s sawmill. The school building was subsequently incorporated into the grist mill (no longer extant) that was established by J.D. Kast at that location in 1865.

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constructed onto the school to serve as a high school, but in 1902 the city commissioned the architectural firm of Chandler & Parks to design the first purpose-built high school in Shawano, located at the corner of W. Presbyterian and S. Franklin streets. The 1887 Lincoln School became a dedicated grade school. In 1916, the burgeoning population in Shawano led to the construction of the Franklin School at 210 S. Franklin Street, which served as an as an elementary and middle school. In fewer than 20 years, the community had also outgrown the new high school building and a much larger high school was completed in 1918.

The community continued to use the aging Lincoln School for elementary education until February of 1924, when it was destroyed by fire. This unfortunate event served as the catalyst for the construction of a new modern grade school building, also named Lincoln School, which would incorporate all of the latest developments in school design and planning.

The New Lincoln School

On March 14, 1924, a crowd of more than 400 Shawano residents met and approved an estimated \$100,000 expenditure for the construction of a new school building on the site of the 1887 Lincoln School. The city chose the prominent architectural firm Parkinson & Dockendorff of La Crosse, considered among the best designers of school buildings in the state, to design the new building. The contract was finalized on March 31st.⁹

As part of the process for designing the new school, the Shawano school board visited schools in a number of cities throughout the state, and Parkinson & Dockendorff incorporated elements of these schools into their final plans for the new Lincoln School.¹⁰ In July 1924, the firm unveiled its plans for a three-story, masonry school building that included sixteen classrooms, a dedicated kindergarten room with a fireplace, a playroom/gymnasium with shower rooms, a library, a manual training room, and domestic science rooms.

Several of the rooms proposed for the new school served functions that were not often included in early twentieth century schools. A cafeteria with an adjacent kitchen was planned for the first floor; Lincoln was the only grade school in Parkinson & Dockendorff's portfolio, *Twenty-five Years of School House Planning*, which included a dedicated cafeteria space. Only two of the firm's high schools buildings (the Merrill High School and the Sparta Junior-Senior High School) included "lunch rooms." The Lincoln School also included a dental clinic, which may have been designed to serve not only the pupils but the community as well. Parkinson & Dockendorff had designed a junior high school in Marinette that included a complete health center including dental health clinic, which was

⁹ "Architects for the School" *Shawano County Advocate* April 1, 1924.

¹⁰ "New Lincoln School Building," *Shawano County Advocate*, July 1, 1924:1.

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“included because the building was centrally located on a street car line.” Another feature of the Marinette School that was also incorporated into the Lincoln School was a special classroom for mentally handicapped children (labeled “Special Opportunity Room” on the plan), which was located on the first floor below the kindergarten room and featured a large open space with ample natural light.¹¹

Because there was no purpose-built junior high school in Shawano at the time that the Lincoln School was built, the new building was designed to serve pupils from kindergarten through eighth grade. Consequently, Parkinson & Dockendorff added spaces for vocational training—the manual training room and domestic science rooms—that would help ease the transition to a specialized high school curriculum.

The resulting design exemplified the thoroughly modern grade school and was enthusiastically received by the citizens of Shawano. A rendering of the proposed building was published in the *Shawano County Advocate* on July 1, 1924. The school was touted as being “one of the most up-to-date and best arranged grade school buildings in any city in Wisconsin.” The article in the *Advocate* emphasized that despite the great expense to construct the school, “Shawano will have a grade school building which will be large enough for many years to come and also have a building which the city can well feel proud of.”¹²

Construction began that summer, continuing into the fall and winter. By February 1925, construction was well underway and it was estimated the school would be complete by April, including the installation of equipment. An article in the *Shawano County Journal* praised the school’s programming, noting that

The interior is a delight to every person who has any interest in schools. It is the last word in school building. When we built the high school eight years ago, we thought that nothing could ever surpass it for towns of our size, but in the new Lincoln building we have many features that are better than the high school, and in the aggregate the new Lincoln school is a much better building than the high school. [...] The corridors are wide and very well planned [...] all floors are sound proof, being built of reinforced concrete on iron beams. [...] A room is set off for the library and from now on the books owned by the district will be of the maximum good to the pupils for they will be in order for use. The kindergarten room is on the south side in the big bay window and will be the last word in kindergarten setting [...] The windows in all rooms are high and

¹¹ Parkinson & Dockendorff. *Twenty-five Years of School House Planning*. La Crosse: Parkinson & Dockendorff, 1927:48.

¹² “New Lincoln School Building” *Shawano County Advocate* July 1, 1924:1.

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properly placed. The heating system is an approved steam system and the ventilating system is fan driven, so that the air in the building is kept constantly pure.¹³

With construction estimated for completion in April, the building was not ready for the 1925 spring term; the building officially opened for the 1925 fall term that August, housing pupils in kindergarten and grades one to eight.¹⁴

Newspaper articles reporting the completion of the new Lincoln School referred to it as the “Cadillac of Schools” and it was noted to be “indestructible.” The building was praised for the high quality of materials used and the rich detail found throughout the school. Corridors and stairs were finished with terrazzo, interior woodwork was executed in white oak, classrooms had maple hardwood floors, bathroom stalls were mottle drab marble with nickel-plated trim, classroom cupboards had leaded glass doors, and the kindergarten room featured a ten foot brick fireplace and hearth.¹⁵

Although a number of other schools were built in Shawano during the late nineteenth and early twentieth century, the Lincoln School is the oldest extant public school building in Shawano. The 1887 Lincoln School was destroyed by fire. Both the 1902 and 1918 public high school buildings have been demolished. The Franklin School, which served as an elementary and middle school, has been demolished.

Architecture

The Lincoln School is an excellent and intact example of a modern grade school designed in a simplified Collegiate Gothic architectural style. Lincoln School also represents the work of a prominent Wisconsin architectural firm of Parkinson & Dockendorff of La Crosse, specifically known for their school designs.

As noted by Barbara Wyatt in *Cultural Resource Management in Wisconsin*, the Collegiate Gothic style in Wisconsin dates from approximately 1915 through 1940. The style was inspired by medieval buildings of prominent English universities such as Oxford and Cambridge, which made it a popular choice for college campus buildings, high schools, and elementary schools, particularly during the late 1910s and 1920s. Often, elementary and high schools displayed a loose interpretation of the style, typically featuring brick exterior walls accented with stone and a central, towered, “keep-like” entrance. Details including battlements, finials, parapets, crenellated parapets, Gothic and Tudor arches, and other Gothic or Tudor embellishments may be present on a Collegiate Gothic building.

¹³ “Lincoln School Nearly Complete” *Shawano County Journal* February 19, 1925:1.

¹⁴ “Public Schools Open August 31” *Shawano County Journal* August 13, 1925:1.

¹⁵ Lincoln School National Register questionnaire documentation, March 2009.

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Lincoln School is a good example of the style, incorporating elements of the Collegiate Gothic style such as brick walls accented with stone detailing, crenellated parapets, and a towered keep-like main entrance.

Only one other pre-World War II school building in Shawano is extant. The St. James Lutheran School was erected in 1937 and is located at 324 S. Andrews Street. Although built during the same era as Lincoln School, the St. James Lutheran School employs elements of the Art Deco style. However, the school has undergone multiple additions, the most significant of which dates to the 1960s, that have obscured the overall form and massing of the original structure. The St. James Lutheran School does not retain a high level of architectural integrity, nor is it executed in a style similar to Lincoln School; thus, it is not a comparable example for Lincoln School.

Parkinson & Dockendorff

Albert E. Parkinson emigrated from England and received his training as an architect from both his father as well as the public schools of Scranton, Pennsylvania. Parkinson began his career as a contractor and engineer in Sparta by 1897 before transitioning into architectural work. He sold plans for houses, barns, and sheds. Between 1902 and 1904 Parkinson designed residences, a bank, a German Lutheran Church, several schools, and commercial buildings in Sparta, Westby, Viola, and Bloomer.

Bernard J. Dockendorff first apprenticed with the architectural firm of Stolze & Schick in La Crosse before studying architecture in Europe for more than six years. Dockendorff's European studies included two years (1897-1899) at the Technicum in Darmstadt, Germany. Dockendorff returned to La Crosse and set up a solo practice. In 1905, after one year as a solo practitioner, Dockendorff joined with Parkinson to establish a firm in La Crosse.

The architectural firm of Parkinson & Dockendorff went on to become one of the most successful firms in the western half of Wisconsin. They developed a portfolio of projects ranging from public buildings, hospitals, churches, theaters, stores, and apartment buildings. Parkinson & Dockendorff specialized, however, in designing schools, and that is the building type they are best known for. They practiced together for almost fifty years, and during that time, produced drawings for roughly 800 building projects in Wisconsin, Minnesota, Iowa, Illinois, Michigan, and North Dakota. Both men died in September 1952.

In 1927, Parkinson & Dockendorff published *Twenty-five Years of School House Planning*, discussing the essential elements of school design and planning. As part of Parkinson & Dockendorff's educational services, a former educator was kept on staff to survey school district needs, develop

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school building programs, and check all school plans for details essential to a complete school plant. The thoroughness of the firm's educational planning services coupled with the high level of architectural design and construction oversight elevated the firm to specialists in the field.

The firm's book details the ideal features of an elementary school and asserted that the following features had to be present for an elementary school to be a truly modern educational plant:

...fireproof construction; a modern and adequate heating and ventilating system provision for future addition or enlargement; a light ratio of at least six to one for each classroom; adequate and easily accessible toilet rooms; pleasant kindergarten space with bay window and fireplace; convenient and sufficient provisions for wraps (a wardrobe in each room offers the most desirable as well as the most economical arrangement); cupboard space and bulletin board for each room; store room for supplies; an adequate playroom in buildings having the first six grades and a gymnasium with shower provision for both boys and girls in all schools caring for eight grades; a well located and adequate library; a rest room for teachers; a nurse's room for the children and provision for an office.

In addition to those standard requirements, a variation in room sizes was often desirable though it depended on the community and the number of classrooms each grades required.¹⁶

In *Twenty-five Years of School House Planning*, Lincoln School was highlighted as an excellent example of a thoroughly modern school. According to the architects, "the Lincoln School of Shawano might well be studied by boards of education contemplating the erection of a grade school. This school combines all the essentials of an ideal grade school into an efficient and complete whole."¹⁷ Floor plans for the school were included in the publication to show that the arrangements and type of rooms meet all the requirements for an ideal elementary school.

Typical of the modern grade school, the Lincoln School included large, well-lighted classroom spaces, a multi-purpose play room/gymnasium that included shower facilities for girls and boys, a dedicated library space, and space for offices and a nurse's station. The school's kindergarten room was an inviting space with a fireplace and built-in seating and storage along a large bay window. In addition to these elements, the Lincoln School also incorporated specialized classrooms for trades, including a

¹⁶ Parkinson & Dockendorff. *Twenty-Five Years of School House Planning*. La Crosse: Parkinson & Dockendorff, 1927:24.

¹⁷ Ibid.

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Lincoln School
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who were attending the school. Several features also serve to distinguish the Lincoln School from other schools built during the same period—it was the only grade school in the Parkinson & Dockendorff's portfolio, *Twenty-five Years of School House Planning*, which included a dedicated cafeteria space and one of only two to include a dental health clinic, which most likely was incorporated to serve the larger community as well. In an effort to provide educational opportunities for all of its children, the community also included a “special opportunity” room for mentally handicapped children. The Lincoln School remains an excellent example of a modern school building, reflecting the expansion of public schools in Shawano and the changing ideals surrounding primary and secondary education in the early twentieth century. The building is the oldest extant school in Shawano and is a well-preserved example of the Collegiate-Gothic style.

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Lincoln School National Register questionnaire documentation, Wisconsin Historical Society, Historic Preservation-Public History Division, March 2009.

Sanborn Fire Insurance Maps

Newspapers

“Architects for the School.” *Shawano County Advocate*. April 1, 1924.

“Lincoln School Nearly Complete.” *Shawano County Journal*. February 19, 1925:1.

“New Lincoln School Building.” *Shawano County Advocate* . July 1, 1924:1.

“Public Schools Open August 31.” *Shawano County Journal*. August 13, 1925:1.

“Shawano.” *Milwaukee Free Press*. January 18, 1913.

“Wife of the County Superintendent Dies, Other Shawano News.” *The Daily Northwestern*. July 9, 1924:9.

Books

Parkinson & Dockendorff. *Twenty-five Years of School House Planning*. La Crosse: Parkinson & Dockendorff, 1927.

Wyatt, Barbara, ed. *Cultural Resource Management in Wisconsin: A Manual for Historic Properties*. Madison: Historic Preservation Division, State Historical Society of Wisconsin, 1986.

National Register Nominations

National Register of Historic Places, Peckham Junior High School, Milwaukee County, Wisconsin, National Register # 12000319.

National Register of Historic Places, West Side School, Rhinelander, Oneida County, Wisconsin, National Register # 09000124 .

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Internet Resources

“The history of Shawano, Wisconsin, takes you back in time...,” <http://www.shawano-wisconsin.com/history.html>, accessed November 19, 2012.

“The History of Shawano County,” <http://wigenweb.org/shawano/history.html>, accessed November 19, 2012.

“The Shawano Story,” <http://wigenweb.org/shawano/shawanobusiness.html>, accessed November 19, 2012.

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Lincoln School
Shawano, Shawano Co., WI

Verbal Boundary Description:

The boundary is the entire parcel associated with Lincoln School and the address 237 South Sawyer Street. Sawyer Street forms the eastern boundary and Center Street forms the southern boundary. Based on Sanborn maps, this appears to correspond to the historic boundary of the school.

Boundary Justification:

The boundaries encompass the entire parcel of land associated with the Lincoln School building in Shawano, Shawano County, WI.

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Lincoln School
Shawano, Shawano Co., WI

Name of Property: Lincoln School
City or Vicinity: Shawano
County: Shawano
State: Wisconsin
Photographer: Allen Johnson
MacRostie Historic Advisors
53 West Jackson Blvd, Suite 1323
Chicago, IL 60604
Date Photographed: May 24, 2013

Description of Photograph(s) and Number:

- 1 of 11: Primary east elevation, looking east across Sawyer Street
- 2 of 11: North and east elevations, looking southwest from Sawyer Street
- 3 of 11: North and west elevations, looking southeast from parking lot
- 4 of 11: West and south elevations, looking east
- 5 of 11: South elevation, looking north
- 6 of 11: East elevation, center entrance bay, looking west
- 7 of 11: Typical upper floor corridor
- 8 of 11: Entrance to library, third floor
- 9 of 11: Typical stair detail
- 10 of 11: Fireplace in kindergarten room, second floor
- 11 of 11: Kindergarten room, second floor, looking south

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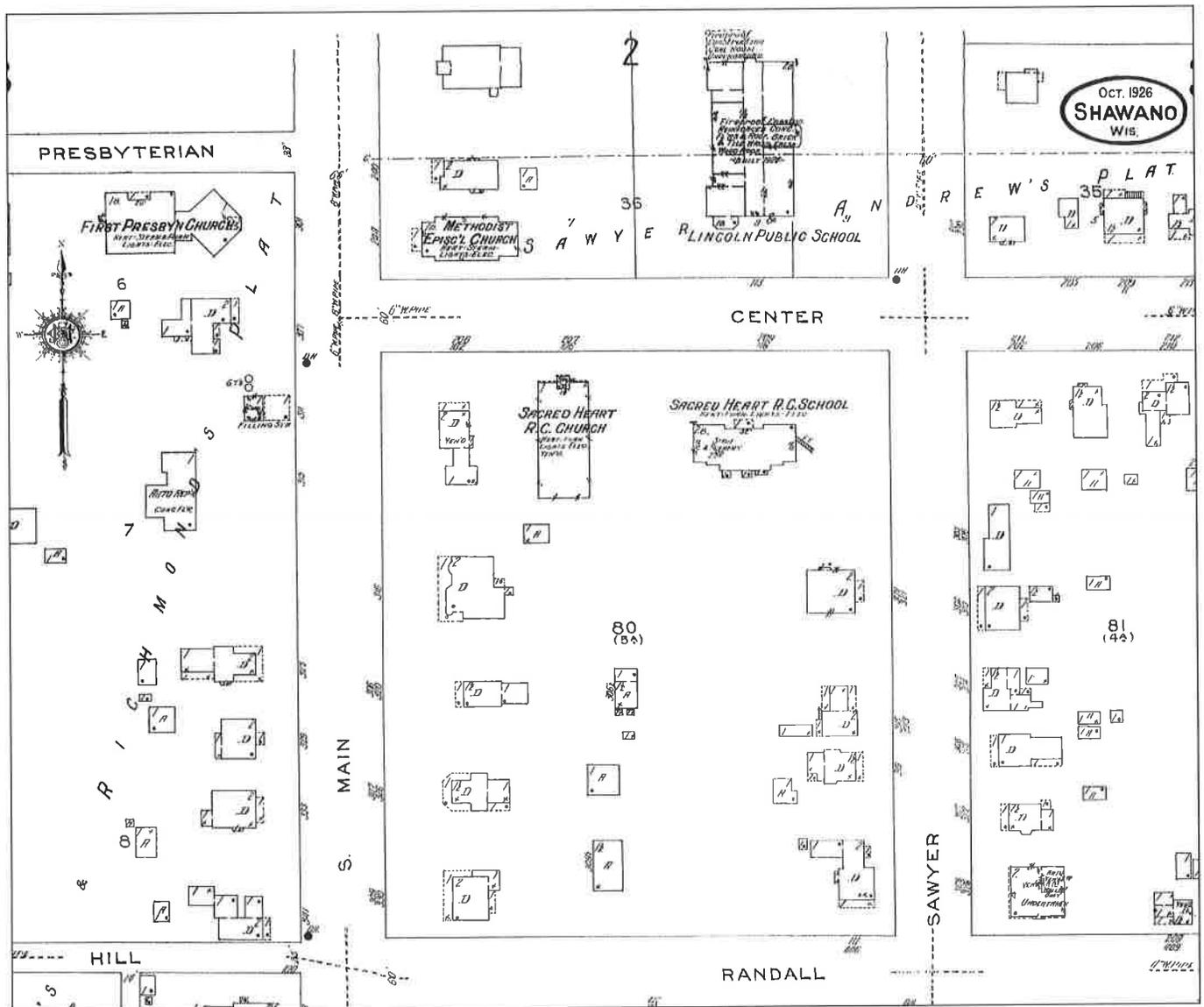


Figure 1: Sanborn Fire Insurance Map, 1926

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Shawano, Shawano Co., WI

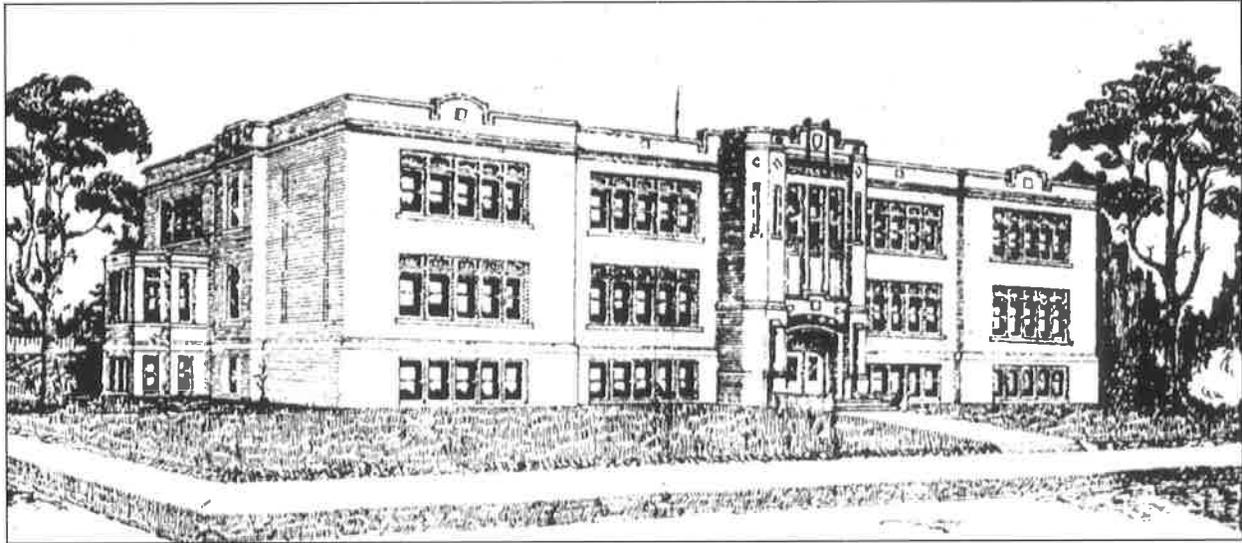


Figure 2: Rendering of Lincoln School from the *Shawano County Advocate*, July 1, 1924

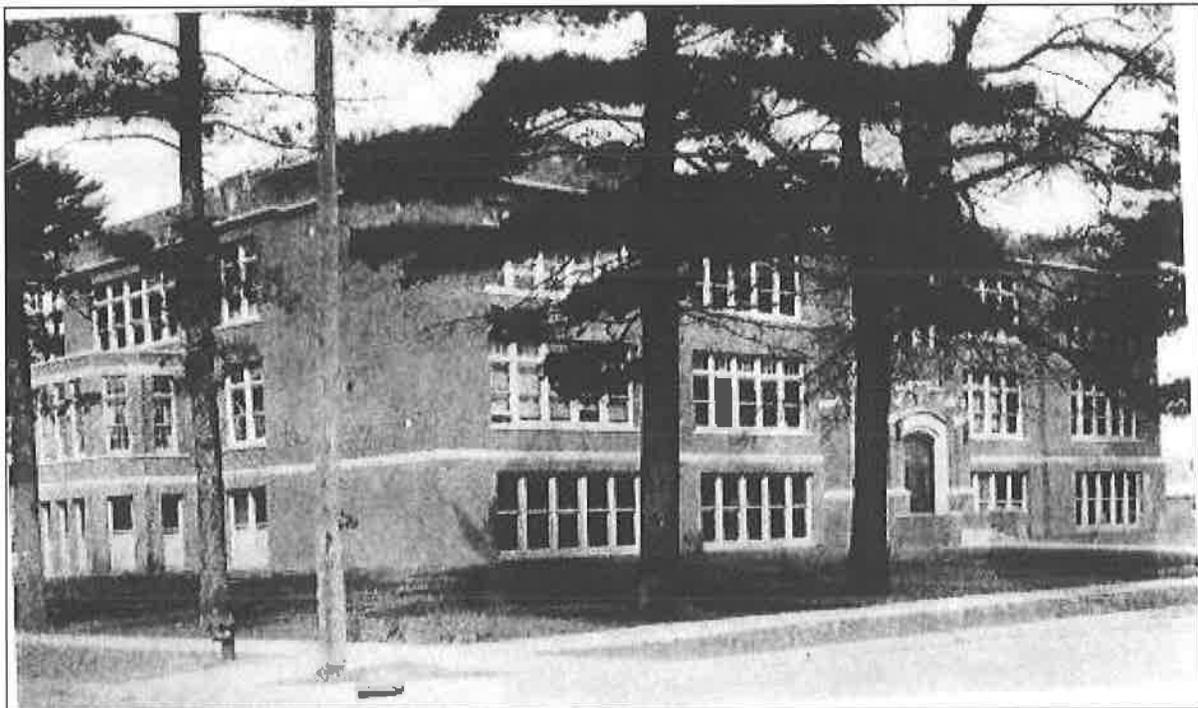


Figure 3: Lincoln School ca. 1927 from *Twenty-five Years of School House Planning*

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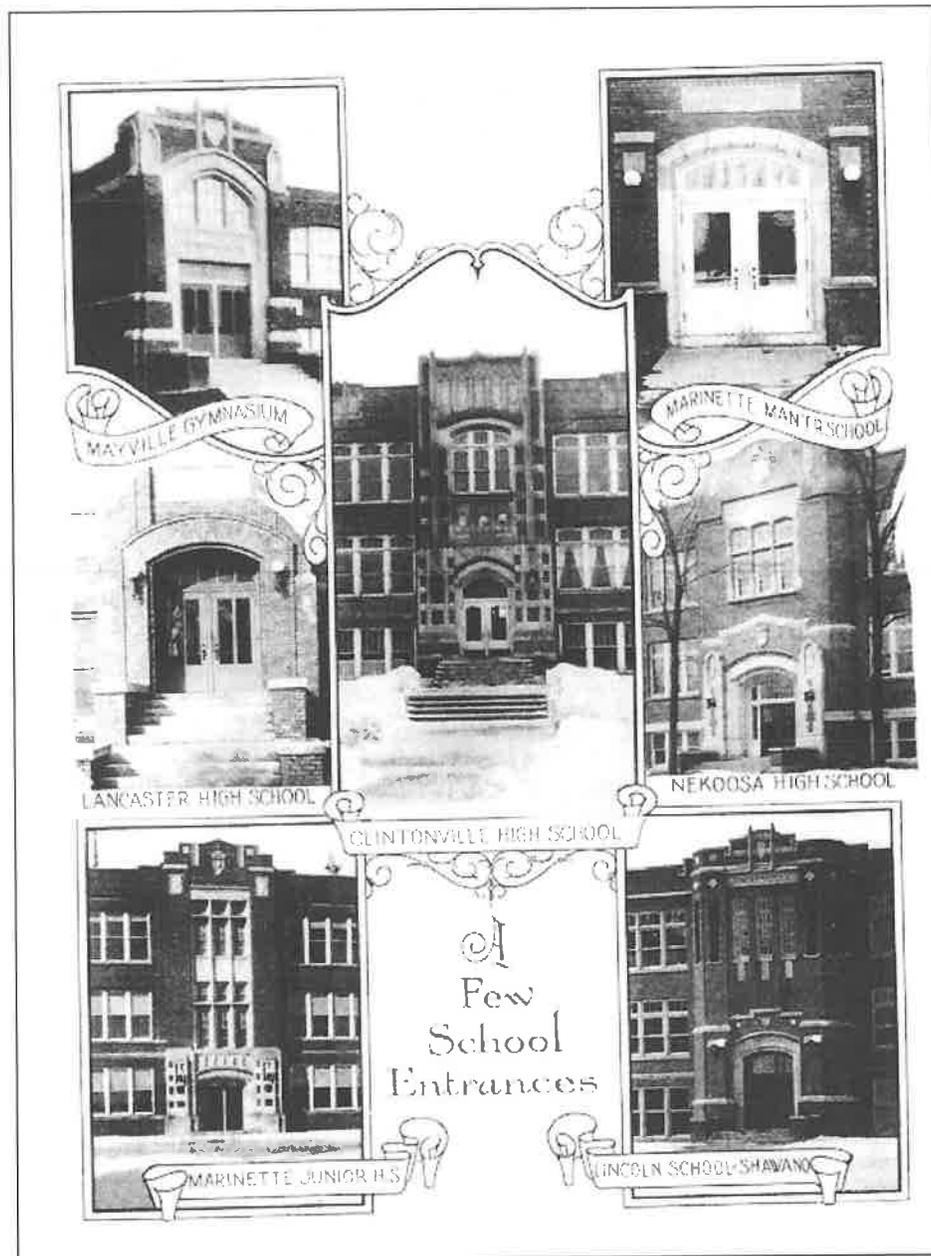


Figure 4: Detail of Lincoln School entrance bay (lower right) from *Twenty-five Years of School House Planning*

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Lincoln School
Shawano, Shawano Co., WI

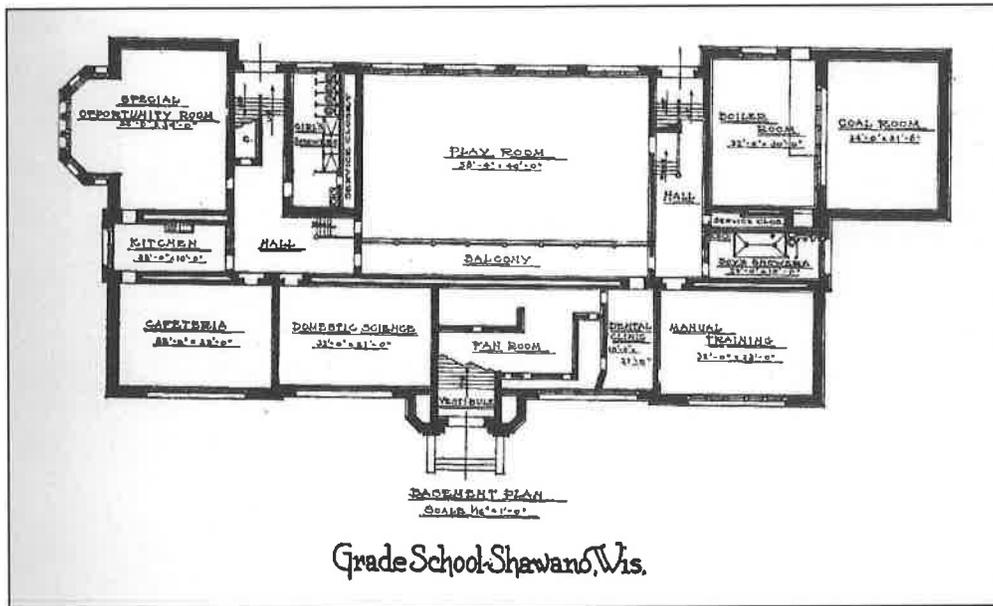


Figure 5: Lincoln School basement floor plan from *Twenty-five Years of School House Planning*

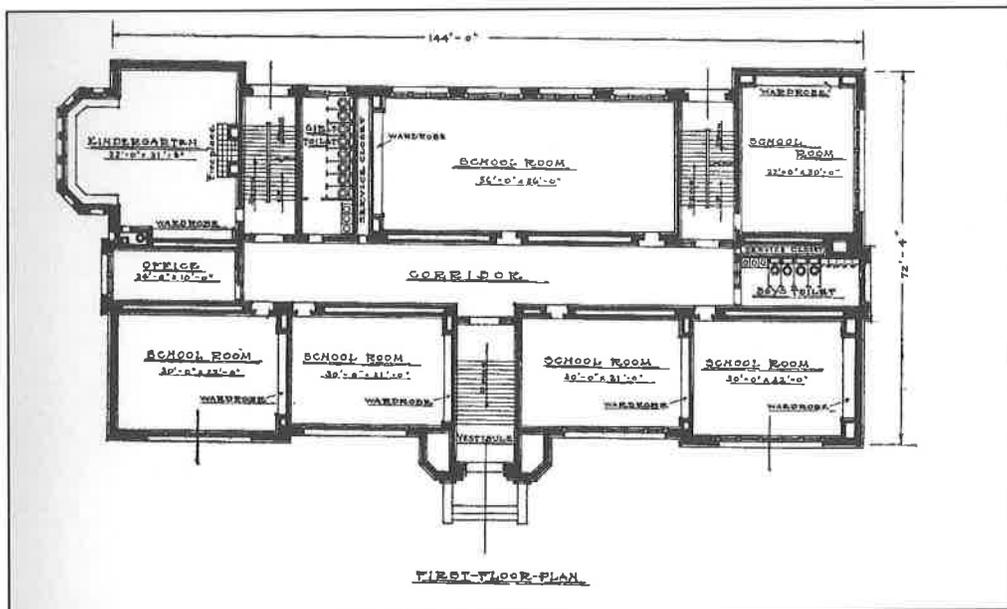


Figure 6: Lincoln School first floor plan from *Twenty-five Years of School House Planning*

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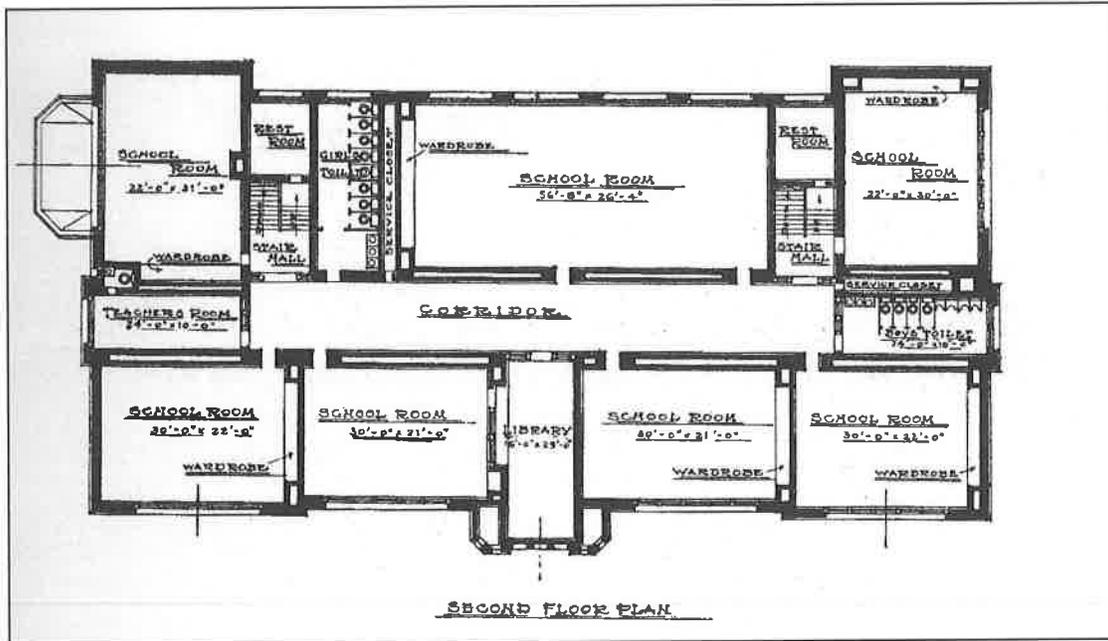


Figure 7: Lincoln School third floor plan from *Twenty-five Years of School House Planning*

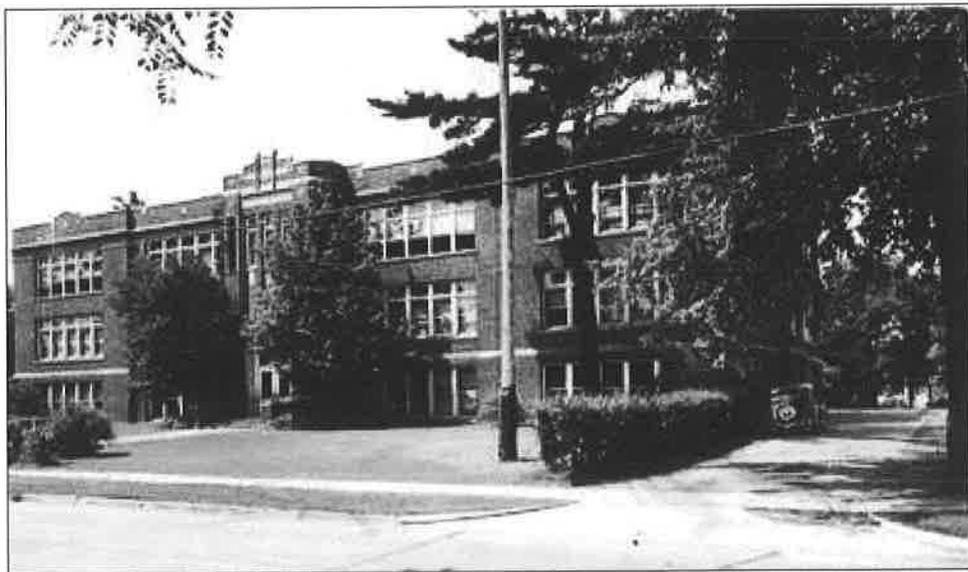
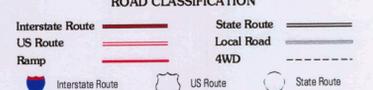


Figure 8: Lincoln School ca. 1930s



Produced by the United States Geological Survey
North American Datum of 1983 (NAD83)
World Geodetic System of 1984 (WGS84), Projection and
1 000-meter grid: Universal Transverse Mercator, Zone 16T
10 000-foot ticks: Wisconsin Coordinate System of 1983
(central zone)



Keshena	Legend Lake	Berry Lake
Thornston	Shawano	Cecil
Embarrass	Lunds	Bonduel

ADJOINING 7.5' QUADRANGLES

This map was produced to conform with version 0.5.10 of the draft USGS Standards for 7.5-Minute Quadrangle Maps. A metadata file associated with this product is draft version 0.5.11

LINCOLN SCHOOL
237 S. SAWYER ST.
SHAWANO, WI 54166
SHAWANO COUNTY, WI

UTM REFERENCES
ZONE 16
EASTING 495940
NORTHING 4959420

SHAWANO, WI
2010













LINCOLN SCHOOL





EXIT

EXIT



208

A row of wooden lockers with yellow labels on top. The labels contain the numbers 6, 5, 4, 3, 2, 1 from left to right. Each locker has a silver handle and a keyhole. The lockers are set against a wall with a white ceiling.



Caring Enough
to Speak Up
For the Good
of Your School
& Community

ZEN
S





