

LINCOLN SCHOOL
(Germania School)
1000 Tuscola Avenue
Saginaw
Saginaw County
Michigan

HABS No. MI-399

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PHOTOGRAPHS

WRITTEN HISTORICAL AND DESCRIPTIVE DATA

HISTORIC AMERICAN BUILDINGS SURVEY
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HISTORIC AMERICAN BUILDINGS SURVEY

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Location: 1000 Tuscola Avenue, Saginaw, Saginaw County, Michigan
USGS Map, Saginaw Quadrangle, photorevised 1973,
Universal Transverse Mercator Coordinates:
17.262900.4812820

Present Owner: Saginaw Training Centers, Inc.
1000 Tuscola Avenue, Saginaw, Michigan

Present Occupant: Opportunities Industrialization Center of Metropolitan
Saginaw, Inc. (OIC/MS)
1000 Tuscola Avenue, Saginaw, Michigan

Use: Structure is to be demolished. Its last use was as an
educational and training center. Demolition is tentatively
scheduled for 1994.

Significance: The Lincoln School is one of the most intact typical early
twentieth century neighborhood school buildings in
Michigan. It reflects contemporary scientific and progressive
educational thought in its plan and original program. It also
reflects the ethnic history of Saginaw through its association
with the Germania Society, one of the most important
German-American associations in Michigan. The building,
originally called the Germania School, stands on the site of
and incorporates the cornerstone from the 1868 Germania
School building. The school was important in the effort
to maintain the German language and culture in Saginaw and
influenced the entire Saginaw school system. The school's
name was changed from Germania to Lincoln in 1917,
reflecting WWI-induced anti-German hysteria.

PART I. HISTORICAL INFORMATION

A. Physical History:

1. **Date of Erection:** 1912-1913. The 1868 Germania School was demolished in the summer of 1912. On September, 16, 1912, the Germania Society held a ceremony and program in which the 1868 cornerstone was opened and the contents read. This cornerstone was relaid in the new building October 7, 1912. The building was opened and occupied for the new school year on September 1, 1913. The school was officially dedicated May 27, 1914, with a program including daytime visits to the school and musical and gymnastic exercises. An evening ceremony included speeches in both English and German, and music by the children.
2. **Architect:** J. Frederick Beckbissinger Architects, a local Saginaw firm, was selected in 1912 to design the school. This name appears on the rendering appearing on the program of the September 1912 cornerstone ceremony. Beckbissinger was listed with an office in the Tower Block, Saginaw, in the 1909-1912 business directories and was noted in newspaper promotional articles. After 1914, Beckbissinger joined William T. Cooper, one of Michigan's leading architects, in partnership. This partnership dissolved in 1923, when Cooper retired, according to Cooper's obituary.
3. **Original and subsequent owners:** 1912-1973: City of Saginaw Board of Education.
1973-present: Saginaw Training Centers, Inc.
4. **Builder, contractor, suppliers:** A local builder, Albert H. Ryckman, was responsible for the construction of the school. According to the 1912 Saginaw promotional booklet, Greater Saginaw, a Presentation of Her Resources, Achievements, and Possibilities, An Authentic Compilation of Her industrial, Financial, & Civic Activities, he was born in 1863 in Sanilac County, Michigan, the son of a Canadian immigrant who came to Michigan in the early 1850's. Ryckman became an apprentice carpenter and later a journeyman. From about 1909, he worked as an independent contractor and builder in the Saginaw area. He built several other prominent Saginaw buildings, such as the Schmelzer Building, a nine-story timber framed furniture store, the Auditorium Building, the Schmelzer Apartments, and many residences and factories. He specialized in heavy construction and masonry buildings.

5. **Original plans and construction:** No original plans or drawings have been located. The architect's rendering was published in the September 16, 1912 cornerstone opening ceremony program and a photograph of the recently completed building was placed on the cover of the May 27, 1914 dedication ceremony program. The building has externally changed little from its original appearance, and much of its interior has also survived unchanged.

The dedicatory program describes the building in terms of its programmatic contents and functions. "The total cost of the new building with equipment was \$ 50,000.00. The Germania contains eight rooms for the regular eight grades of the Germania School with principal's office and principal's recitation room. It has, besides, rooms for the school for the deaf, a room for the unclassified pupils, a wood-working center for seventh and eighth grade boys and a cooking center for seventh and eighth grade girls with kitchen, dining room and laundry. There is also a gymnasium and a room for the medical inspector which also contains the equipment for the free medical clinic. The building is heated by hot air, driven to all parts of the building by an electric fan, thus affording perfect ventilation. The windows are arranged so as to admit light from one side of the room only in accordance with the best scientific practice." (Program, Dedication of the New Germania School, May 27, 1914)

6. **Alterations and Additions:** The dates of most alterations are not known. Most alterations were performed by the OIC/MS (Opportunities Industrialization Center of Metropolitan Saginaw); however, some alterations were made by the Saginaw Board of Education. Where it is known which entity was responsible for each alteration, it is noted. Physical evidence indicates several exterior and interior alterations.

Exterior: The name 'GERMANIA' was chiseled off the limestone lintel at each entrance doorway when the school's name was changed to Lincoln School in the First World War (Saginaw Board of Education, c. 1917).

This lintel is now covered with plywood, painted with the new name of the building, the Opportunities Industrialization Center of Metropolitan Saginaw, the OIC/MS (physical evidence, OIC/MS, c. 1971).

The original emergency exit doors have been replaced with new hollow metal doors (physical evidence, alteror and date unknown).

The exterior has been altered by the addition of a corrugated metal shed roofed garage attached to one rear wall of the building (physical evidence and interview with Mr. Terry Everett, OIC/MS, c. 1980).

Interior: While most classroom spaces, hallways, and some other rooms remain in nearly original condition, other spaces and offices have been partitioned and paneled with masonite paneling (physical evidence, alteror and date unknown). The basement and the current counseling and office area are the most altered spaces, with masonite paneling, inserted partitions, and built-in furnishings and storage areas (physical evidence, alteror and date unknown).

Much of the original trim remains in the interior; however, several of the original transomed oak doors have been replaced with new hollow-core wood doors (physical evidence and interview with Mr. Terry Everett, OIC/MS, c. 1978). Coat-hooks have been removed from a chair rail which runs along the corridor walls (physical evidence, alteror and date unknown).

A skylight on the second floor in the corridor has been closed and covered (physical evidence, alteror and date unknown). The lighting system has been altered to a fluorescent lighting system; the mechanical system has been altered from a coal-fired system to an oil-fired system and finally to a gas-fired system (physical evidence and interview with Mr. Terry Everett, alteror and dates unknown).

Three classrooms on the second floor have had large openings made between the rooms (physical evidence, alteror and date unknown).

B. Historical Context:

Ethnic German Presence in Saginaw: Saginaw, a major Michigan lumbertown and industrial city, was founded in the 1840's. A great many German emigrants settled in the Saginaw area as a result of determined and organized German Lutheran missionary and colonial work. A significant German presence existed in Saginaw since its earliest days. Many became shopkeepers and merchants, and worked within the lumber trade and the salt and oil industries. Though anxious to maintain cultural ties to their homeland, the German population of Saginaw nevertheless served the United States with patriotism. In the Civil War, the first large group of volunteers from Saginaw was made up of German men.

German-American Societies and the Germania Society, 1856-1861: In an effort to preserve the German cultural ties and promote education and social entertainment, several German-American societies and clubs were started in Saginaw. The Germania Society was arguably the wealthiest and most popular of these clubs. The group was started by twelve German-Americans in East Saginaw in 1856 as a *Turnerverein*, or Turner Society, which promoted and practiced physical and gymnastic exercises. They purchased the block upon which the current school exists, and eventually built a small wood framed school-like building as a meeting hall and gymnasium, the *Turnhalle*.

The Germania Society was formed August 26, 1856 with the objectives of "improv(ing) the spiritual and physical welfare of its members, as well as to offer social entertainment." (Germania, p. 16) The Society adopted the slightly unusual practice of allowing non-German speakers to join; this increased their membership more quickly. The evolution of additional activities besides gymnastics and calisthenics came slowly; discussion groups and lectures were added only in 1858. In late 1858, an addition to the *Turnhalle* was made to allow group meetings and events. This addition was built by the members. The group continued with gymnastics, calisthenics, and educational activities.

The Germania Society, 1861-1867: The Germania virtually halted activities at the outbreak of the Civil War; as previously noted, Saginaw sent many men to the Union Army. No meetings were held for over a year until May, 1862, when the Germania Society was reestablished and incorporated. The Germania's activities in 1862 consisted of a Turner Section, Singing Section, School Section, Library Section, and Museum Section. A one-story German-language wood frame school was built during the middle 1860's at a cost of \$ 3,000.00, but due to increasing enrollment became inadequate by 1867. This German school was established at a time when the question of abolishing German classes in the Chicago schools was being agitated, according to the Chapman history of Saginaw.

Germania School, 1868: The lumber and salt booms brought fantastic growth and wealth to Saginaw, and rapid population increases. The Germania reincorporated in 1867 and revised its financial organization, allowing a more responsible management of its money. In 1868, the Germania decided to build a larger school. A three-story brick building was built near the site of the current building. For a time, this was the tallest building in the neighborhood and was a somewhat incongruous sight, as fields and woods started just past the site. This Italianate brick building was not overly ornate, but as is the case with many building projects, overran its budget. The estimated cost of \$ 15,000.00 eventually mounted to \$ 20,000.00. The ensuing mortgage crippled the Germania Society.

Germania School sold to City of Saginaw: In 1873, the Germania School was sold to the City of Saginaw Board of Education. The major stipulation made on the sale was that the German language was still to be used at the Germania School, both as a separate subject and as the principal language of instruction for several subjects. At first, about one third of the school day was conducted in German, but this emphasis was eventually reduced to about one hour per day. In 1874, German language classes were added to the other Saginaw public schools as a result of the influence of the Germania Society of Saginaw, and by 1893 over 1,110 pupils were learning German. A Kindergarten, the first in Saginaw, was started in 1876, and eventually all the Saginaw Public Schools added Kindergartens to their system.

Construction of Existing School, 1912-1913: In 1907, the Germania School had an enrollment of 309, with 9 teachers. The school building was valued at \$ 35,000.00. By 1911-1912, it was decided that the building was unsafe as well as too small and outmoded. J. Frederick Beckbissinger Architects, a local Saginaw firm, were hired to design a new structure. On September 16, 1912, the Germania Society held a ceremony and program in which the 1868 cornerstone was opened and the contents read. The cornerstone was relaid in the new building October 7, 1912. The building was opened September 1, 1913. The school was officially dedicated on May 27, 1914.

Anti-German Hysteria, 1917: The school operated successfully until the beginning of the First World War. On the outbreak of hostilities, Saginaw experienced the same anti-German sentiment seen nationwide. Action was taken against Germans and the German culture. Stuart Gross, in his history of Saginaw, describes this feeling:

"The entire city went to war with a fervor that included a masked bigotry against anything of German origin or influence. For half a century the study of the German language had been part of the Saginaw school system. It was compulsory in some elementary schools and optional in others, but no other foreign language was offered to the elementary level. Immediately after the United States declared war, there was a public demand to drop German from the curriculum. At a September 1917 meeting of the East Side School Board, a number of petitions demanding the end to German language instruction were read. Some of the letters expressed open dislike of individual German-language instructors.

A. D. Eddy (an influential Saginaw businessman) wrote a letter that exemplifies the jingoistic fever that gripped the city. "It is time, he wrote, "to cultivate the pro-American spirit. Not for the purpose of conquest, but to dominate the world with American ideas of righteousness and fair play. The starting point is to first make us all good red-blooded American citizens. We should talk in English, read it, write it, sing it, and teach it...Teach only English in our public schools". (Gross, Pg. 97)

Name Change to Lincoln School, 1917: The Germania School's name was changed to the Lincoln School; Germania Avenue to Federal. Although some residents felt that the knee-jerk reaction of banning German classes was premature and unwarranted, the school board discontinued elementary and junior level German classes and retained it only for those high school students who had already started the study of the language. Over two hundred students elected German in 1917; by the next year only 26 remained. The anti-German sentiment extended to books and cultural events; some books were banned and cultural events, if not banned, were certainly unpopular. One German-owned business was confiscated.

Post WWI Use of School: After the war's end, the Lincoln (Germania) Elementary School continued to serve the community. German was no longer so heavily emphasized in the Saginaw School system. A Saginaw Board of Education study of its school plants in 1934 noted the school as now bearing the name Crary-Lincoln School. Another, earlier, Saginaw elementary school was named Crary School in honor of Isaac Edwin Crary, an early Michigan Statesman and drafter of the state's educational system. The name was evidently attached to the Lincoln (Germania) School when the Crary School was demolished. The 1934 report noted that Crary-Lincoln was considered in good physical condition, being only 21 years old.

The school capacity was rated at 520 students but in 1934, had 422 students. The individual rankings stated that the location was good, playground fair, landscaping poor, and architecture fair. The construction, lighting, heating and ventilation were considered good, as was the general physical condition. The plumbing was only considered fair. The possibilities for expansion were considered poor. However, the flexibility, administration, height, basement, and safety were rated good. The conclusions of this report were that the school should be retained temporarily for the period of need.

School Closure, 1971: This period of need extended for the next thirty-seven years. The Saginaw Board of Education closed the school in 1971. Since 1959, the school operated under the Lincoln School name. The School Board dropped Crary that year, citing the obscurity of the reference. The reference apparently became very obscure; the newspaper article announcing the school closure claimed, erroneously, that Isaac E. Crary was the name of the original landowner of the school site.

Reuse of School Building, 1971-present: The building was occupied in 1971 by the Opportunities Industrialization Center of Metropolitan Saginaw (OIC/MS), a training, motivation, and self-help human resource development program. Saginaw Training Centers, Inc. purchased the building in 1973. OIC/MS continues to use the building as an educational center, but has made interior alterations and renovations.

PART II. ARCHITECTURAL INFORMATION

A. General Statement:

1. **Architectural Character:** This is a good example of the typical neighborhood school of the early twentieth century. It is a good, though not particularly distinguished, example of Colonial Revival forms on a practical and scientifically influenced structure. The colonial detailing and brick and stone materials give a dignified and institutional "American" character to the school. This is perhaps an expression of the city's desire to unify the school system and continue the Americanization of the German populace, but may be simply a selection of a popular architectural style.

The L-shaped classroom wings were arranged to best capture the available daylighting with little possibility of direct glare. The prevailing attitudes towards progressive educational principles are reflected in the original building program, with spaces reserved for practical education (woodworking, home economics), disabilities education (school for the deaf and "unclassified" students), and community health and outreach (medical inspector's office and free dental clinic). The free dental clinic continued into the post WWII era. The current attitudes towards bilingual education were also anticipated, with the Germania Society's insistence on German language use and education.

The Germania School's history as part of the Germania Society was reflected in the incorporation of the 1868 Germania School's cornerstone in the 1912 structure, as well as in the incorporation of a gymnasium. The Germania Society began with an interest in physical exercise and gymnastics. The school was sized for its served community, the East Side Saginaw neighborhood of German immigrants, with eight classrooms to serve each of eight grades.

2. **Condition of Fabric:** The building is in generally fair to good physical condition. It is well-maintained, however, several severe problems exist. The brick masonry requires repointing. The roof is in poor condition and leaks, particularly at penetrations and through the sanitary system vents. Parapets are in fair to poor condition. The interior is in better condition but requires attention and constant maintenance.

B. Description of Exterior:

1. **Overall Dimensions:** This is a two-and-one-half story brick building with a flat roof. The ground floor is a half-basement. The building contains approximately 27,000 square feet. The plan is L-shaped, with nearly equal legs. The inner corner of the "L" is filled with the gymnasium space, which has offices and classrooms above. Each street facade is divided into four bays. The building is sited at a forty-five degree angle to Tuscola Street, with the classroom wings facing the street. The northwest classroom wing has a street face of 115'-0" and a depth of approximately 41'-0". The gymnasium space infilling the L is 40'-0" x 40'-0". The northeast classroom wing is slightly longer with a street face of 125'-0".
2. **Foundations:** The building has brick and concrete foundations. The below ground foundations are poured concrete. Above grade, the brick is red-brown, laid in common bond. A corbeled watertable occurs at the midpoint of the ground floor window jamb, with mortar washes on the upper surface of the watertable.
3. **Walls:** The building's exterior was built very closely to the architect's original rendering. Each street facade is divided into four bays. Each bay has a bank of five large windows, and is topped by a shallow brick arch with stone keystone. Each bay's pilaster is set off with brick quoins, although the architect's rendering suggested stone quoins. Other, smaller windows above the entries are also capped with a similar shallow brick arch.

The red-brown brick is laid in common bond and is set off with a brick watertable, stringcourses at the first floor windowsill line, paneled ribs below the window mullions, and the aforementioned brick arches. Above the second floor window head line, additional stringcourses and patterned brick with small stone medallions mark the roof line. The parapet is stepped above each entry and at the pier points between the bays. The architect's rendering also showed a lighter material, presumably stone, at the roofline stringcourses and the vertical strapping over each pier. Again, this material was deleted and a similar, but less expensive effect achieved with brick.

The 1868 cornerstone is located on the north end of the northeast wall of the building, on the opposite wall from the coal chute hatch. A corrugated metal shed roofed garage is attached to one rear wall of the building.

The brick masonry is in good condition with no apparent cracks due to shifting or settlement. The brick is in good condition; however, the mortar joints require repointing and the brick requires cleaning.

4. **Structural Systems, Framing:** The building's concrete construction is typical for its time and building type. Concrete floors and masonry were considered an advance in fireproofing. The concrete classroom floors are topped with wood sleepers and hardwood flooring. The corridor floors were listed as concrete in the Sanborn maps and are painted concrete in the interior. The gymnasium span was achieved with steel beams. The exit stairs are poured reinforced concrete, with shallow risers.
5. **Porches, stoops, balconies, bulkheads:** See entry under B.7.a., Doorways and doors.
6. **Chimneys:** A single square brick chimney rises from the central boiler/furnace room.
7. **Openings:**
 1. **Doorways and doors:** The two stoop-like entries are placed in each second bay from the apex of the building corner. The entries are a simple classical stone lintel, originally reading 'GERMANIA', atop two fluted columns with simple capitals and acanthus leaved brackets. A short flight of five steps rises to the door landing. Within the building a flight of eight steps rises to the corridor of the first floor. The architect's rendering showed the entries nearly level with grade, presumably the original concept was to have a longer flight of steps entirely within the building.

Each entry doorway is double within a semicircular arched opening. The arch is brick with a stone keystone. The original wood doors remain; their single light is gridded with a metal security grille. A semicircular transom over each door is glazed with clear glass and has a geometric muntin design. The fascia over each door is covered with painted plywood bearing the telephone number of the OIC/MS. The lintel over each entry is covered with painted plywood bearing the name of the facility.

The entries are identical, except the entry on the northeast elevation is flanked with two windows, each rectangular with a small stone keystone at the flat brick arch.

Two emergency exit doorways are placed within the exit stairs and emerge at grade at the ends of each classroom wing. These have replacement doors which are hollow metal doors without lights. The original transoms over these doors have been boarded over with plywood.

- b. **Windows and shutters:** The windows are original to the building and are a typical single-glazed wood four-over-two light sash type with a narrow 2-1/2" jamb and eight-inch mullions. The most prominent windows, the classroom windows, are grouped in banks of five within each structural bay. The classroom windows are 4'-0" x 9'-4" and extend from near desk top height, 2'-8" above the finished floor, to near the 12'-0" high ceiling, the recommended size and location for maximum daylighting.

Other windows are also four-over-two light and appear singly and in pairs. Those in the corridors and stairwells are 4'-0" x 7'-0" and have a higher sill. The window heads all terminate at the ceiling. The windows at the ground floor are three-over-two light sash type with their sills at grade. These are not grouped, but appear with a somewhat regular rhythm around the building perimeter, placed where required to light ground floor spaces. These ground floor windows are approximately 4'-0" x 5'-0".

Exterior trim is simple, without decoration. Hardware is typical sash hardware, with cords, weights, and thumblocks. Some hardware has been replaced and upgraded for security. Lower level windows are security grilled with a welded wire mesh. The windows are in fair to poor condition, and are not weathertight or insulated.

8. Roof:

- a. **Shape, covering:** The roof is flat, with bituminous roofing. The roof was not inspected, but is in need of repair and reroofing. The last repairs were made in 1980, but were not done very well. The parapet coping, flashings, and roof drains are also damaged and aged. In rain, water enters the second story through leaks, especially at the skylight. The water ponds on the second floor and penetrates through to the ceiling and floors below. Trees grew from the roof at one point and must be assumed to have caused significant damage.

- b. **Parapet:** The roof parapet is stepped above each entry and at the pier points between the bays. The parapet is banded with brick and has tile coping. The roof is internally drained with roof drains.

C. Description of Interior:

1. **Floor Plans:** See sketch plans attached. The building is L-shaped, with the gymnasium block in the inside of the "L". The ground floor, a half basement, is lit by nearly square windows. This story originally contained the furnace/utility room, the cooking center, the woodworking shop, toilet rooms, and other spaces. The spaces are used for much the same purposes today, with the omission of the woodworking shop.

The first floor contains five classrooms facing the street, with two classrooms at either side of a classroom at the building apex. The classrooms are approximately 24'-0" x 34'-0" in dimension, with 12'-0" high ceilings. A wide, mostly single-loaded L-shaped corridor runs the length of the building and is 10'-0" wide. The corridor is separated from the classrooms by a continuous 2'-0" deep strip of closets, built-in storage units, and duct chases. This simple circulation pattern terminates at each end with a fireproof stair. The lack of a single central stair may be a response to tragic schoolhouse fires where the single stair became a chimney and trap for the children. The fire stairs are the only vertical circulation in the building. There are two main entries to the building, one on each street face.

On the first floor, the central block on the inside of the "L" was originally the the gymnasium, now partitioned into offices, a waiting area, and other rooms. The classrooms on the northwest leg of the first floor have been partitioned into administrative offices, including a large meeting room, director's office, and assistant's office.

The second floor nearly duplicates the first, with the space above the gymnasium space originally used for a classroom and offices. This space is now used for administrative offices and has several new partitions. Three classrooms on the northeast leg have had openings cut between them.

2. **Stairways:** There are two exit stairways, located at the end of each leg of the "L". The stairs are poured reinforced concrete with a solid plastered wall type rail at the centerline of the stair between the flights. This rail wall has a curved top. Circular-profile wood handrails are attached to the side wall and the solid rail at each side of the stair. The riser height is shallow. The stairwell is lit with a paired sash window at the landing between the first and second floors, and with windows at the second floor. The stairs exit at grade and continue down to the basement level.

3. **Flooring:** In most classrooms, the floors are concrete, with wood sleepers and hardwood strip flooring, with a light oak stain and clear finish. The corridor floors are painted concrete. In the office and conference spaces, glued-down loop carpet is used. The ground floor rooms have a combination of painted concrete, vinyl tile, and glued-down carpeting. Certain classrooms are carpeted to assist in acoustical buffering.
4. **Wall and ceiling finish:** Most walls are plastered and painted with a glossy finish paint, light in color. Offices created with new partitions are finished with false-woodgrain masonite paneling. The basement dining area is paneled with the same type of paneling. Utilitarian spaces in the basement such as the toilet rooms and furnace room have painted brick and concrete walls.

Most ceilings are painted plaster. The ceilings in several spaces, most notably the gymnasium, are pressed metal with pressed metal beam enclosures. The pressed metal ceilings on the second story are deteriorated in several locations due to water leakage. The pressed metal is in panels, with geometric and classical/colonial motifs.

The cove molding at the cornice is an egg-and-dart pattern. In remodeled spaces such as the basement dining room, suspended acoustical tile ceilings are used.

5. Openings:

- a. **Doorways and doors:** Typical classroom doors are single-leaf oak doors with a single large light. The doorways are transomed with a large nearly square fixed transom. The doorway trim is oak, with light oak stain and a clear finish. The entrance doorways are also trimmed in oak, with an oak-infilled archway and multi-light transom. Stairway doors are double-leaf oak doors with single large lights and push plates.
- b. **Windows:** The interior oak window trim is simple, without any decorative moldings or features. The classroom windows extend from above desk top height to near the ceiling, the recommended size and location for maximum daylighting. The orientation of the classroom windows is either northeast or northwest, an orientation suited for glare-free daylighting. A skylight in the second-story corridor has been painted over and covered.

6. **Interior features and trim:** The hallways feature oak storage and coat closets with upward acting paneled doors. The coat closets are sized for children and have metal coathooks in rows on crossbars. These crossbars are placed in two and three rows, with the highest row placed farthest from the rear wall of the closet. The interior walls of the closets are oak paneled beadboard. Other storage closets are simple open closets without shelves. These closets often are placed at corners and the oak paneling wraps around the corner to the depth of the closet. The corridor walls have a simple oak chair rail which originally held coat hooks.

Classrooms have built in and freestanding quartersawn oak storage cabinets. The built in cabinets have a variety of shelves, drawers, and cabinet doors for book and supply storage, and are located on corridor walls and occasionally on walls between classrooms. Freestanding cabinets are paneled oak with a pair of doors and shelving within. Each classroom has at least one, usually three, large slate chalkboards with a chalk and eraser tray. Other display areas in the classrooms include several corkboard bulletin and poster areas. Bulletin and poster boards are placed in offices and the corridors.

7. **Hardware:** Most of the window hardware is original and consists of typical sash hardware with cord, weights, lift handles, and thumblocks. The visible hardware is simple bronze metal with dark bronze or black finish. Some hardware has been upgraded or replaced for security. The windows are fitted with roller blinds. Door hardware is unremarkable with modern panic hardware on exit doors and a combination of replacement knobs, thumbblatches, and locksets and original knobs, thumbblatches, and locksets.

8. **Mechanical Equipment:**

- a. **Heating, air conditioning, ventilation:** The building heating and ventilation system is gas-fired forced air with a central furnace room and metal ductwork. The heating system is functioning but is inefficient and difficult to properly regulate. The original fuel was coal; the coal chute hatch is located on the north corner of the building. The fuel was then changed to oil and later to gas. There is no air conditioning; ventilation was accomplished with operating windows.
- b. **Lighting:** The existing lighting is a combination of suspended and surface-mounted fluorescent lighting with white enameled metal industrial and utility-type fixtures. Corridor fixtures are bare-bulb fluorescents. The electrical system is barely adequate for the current building uses. Fuses have blown as often as once a week.

- c. **Plumbing:** Existing plumbing systems are still in place and are limited to the ground floor restrooms, the cooking facilities, and the first and second floor drinking fountains and janitor's sinks. The existing restrooms were designed for elementary-age children, and feature child-size toilets in small partitioned stalls. Sinks are wall-hung porcelain sinks. Piping is exposed in the corridor. A particular problem in this building is the contamination of the sanitary system with stormwater. Under storm conditions, roof rainwater enters the sanitary system through the roof vents and emerges in the drains of the sinks, drinking fountains, and floor drains. Clogged drains are common. The building is not sprinklered.
9. **Original features:** The cornerstone of this building is the cornerstone of the 1868 Germania School, reused in its successor. It is a small block of limestone, carved with the legend, 'GERMANIA, Nov. 5, 1868, Oct. 7, 1912' in three lines on its face.

D. Site:

1. **General setting and orientation:** The building occupies a full city block on the east side of Saginaw, in a neighborhood of small detached wood-framed homes on lots of one fifth of an acre to one quarter of an acre. The neighborhood is in decline; many of the small houses dating from the late nineteenth and early twentieth centuries are in poor repair. The neighborhood is near the business district and has several churches and mission buildings nearby. A small factory dominates the southwest view.

The block is bounded on the north by Tuscola Street, on the south by Lapeer Avenue, and on the east and west by North 3rd and North 4th Avenues, respectively. The building is sited on the northern third of the block; other buildings owned and operated by the Germania Society occupied, with the Germania Garten, the rest of the property. The ground is flat, with little perceptible slope. A small fenced parking area now occupies the land immediately south of the building, with access to N. 3rd and N. 4th Avenues. Additional paved parking areas, play apparatus and grassed play areas fill the remainder of the site. Several large deciduous trees and conifers remain on the site; however, planned landscaping is minimal.

The Sanborn Insurance map of 1901 shows the block between Tuscola and Lapeer, Third and Fourth as about half occupied by the buildings and grounds of the Germania Society. The Turner Hall and Germania Institute occupied the west side of the south part of the lot. The Germania Garten, or Garden occupied the remainder of the southern half of the lot, with a bandstand and two booths built along the midline of the lot. The school building occupied the northern half of the lot. Slight ground depressions and traces of foundation walls are visible remnants of the previous construction.

The building is sited at a forty-five degree angle to Tuscola Street, with the classroom wings facing the street. The building literally points north on the site, with an arrow-shaped footprint. This orientation is due to the concepts of daylighting used in the classrooms; the resulting northeast and northwest orientation of the classroom windows ensured sufficient glare-free daylighting. The angular site placement results in a prominent profile in the neighborhood; the entrances appear centered on the entrances into the neighborhood from the north, west, or east.

2. **Historic Landscape Design:** The area south of the building was the Germania Society's Garten, or park, where many social and educational events took place. This park was rectangular, oriented on a north-south long axis, and had a perimeter walk, booths, and central bandstand, according to the 1901 Sanborn map. No visible evidence of the park remains.
3. **Outbuildings:** No outbuildings.

PART III. SOURCES OF INFORMATION

- A. **Architectural drawings:** No original or alteration architectural design or working drawings have been located. The architect's rendering was published in the cornerstone ceremony program and is an accurate source for the design.
- B. **Historic views:** The above referenced rendering appears to be an ink and pencil rendering with gouache color, a typical rendering technique. The artist is unknown; the program was made for the September 16, 1912 ceremony. It appears in a photograph in the program in a 2.5" x 4.0" print; the plate size is unknown. The program is located in the files of the OIC/MS.

A photographic view of the school appears on the dedication program dated May 27, 1914. The photographer is unknown. This view is of the north corner of the school, focusing on the northwest entrance. It appears in the program in a 2.6" x 4.0" print; the plate size is unknown. The program is located in the files of the OIC/MS, but is a poor photocopy; the original's location is unknown.

- C. **Interviews:** Three people were interviewed for this study. Mr. Terry Woods was interviewed February 8, 1993, at the school. He is responsible for the maintenance of the building and provided information on building materials and systems. Ms. Marcia Holley was also interviewed February 8, 1993, at the school. She was the OIC/MS Administrative Assistant and was interviewed regarding the history of the school; providing the historic dedicatory programs. Mr. Richard Adams was interviewed by telephone February 5, 1993. He is associated with Malak Associates, the architect for the new training center proposed for this site.

D. **Bibliography:**

1. **Primary and unpublished sources:** None.
2. **Secondary and published sources:**

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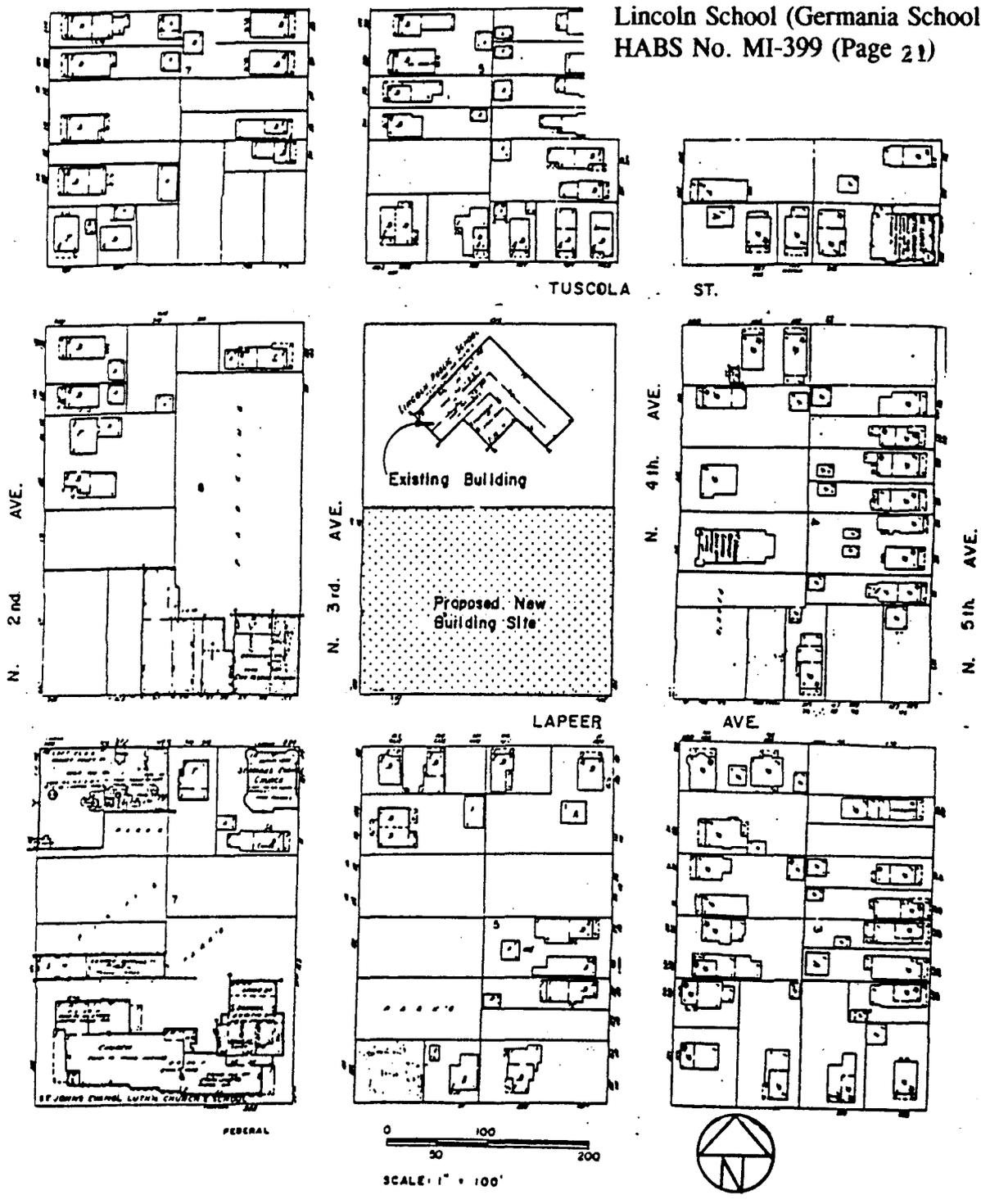
Most materials were located in the Eddy Collection, Saginaw Public Library, the Bentley Historic Library, Ann Arbor, and the files of the OIC/MS.

E. **Likely sources not yet investigated:** A search for ex-students or teachers of the school has not been made. These people may have oral histories relating to the school.

PART IV. PROJECT INFORMATION

A. The OIC/MS, the current tenant and user of the Lincoln School, is expanding its programs. The physical requirements of these programs necessitate a new building; the site location requirements necessitate reuse of the existing site. An examination of options resulted in the acceptance of the need to demolish the Lincoln School and build a new facility on its site. The Federal Agency involved with this project is the Housing and Urban Development Agency. Community Development Block Grant funding is sought for the project. The construction of the new OIC/MS center causes the demolition of the Lincoln School. The case study and other records were prepared and completed March 31, 1993. This record was prepared November 30, 1993 for draft review and the final draft prepared May 15, 1994.

B. Prepared by: Irene Jackson Henry, R. A., NCARB
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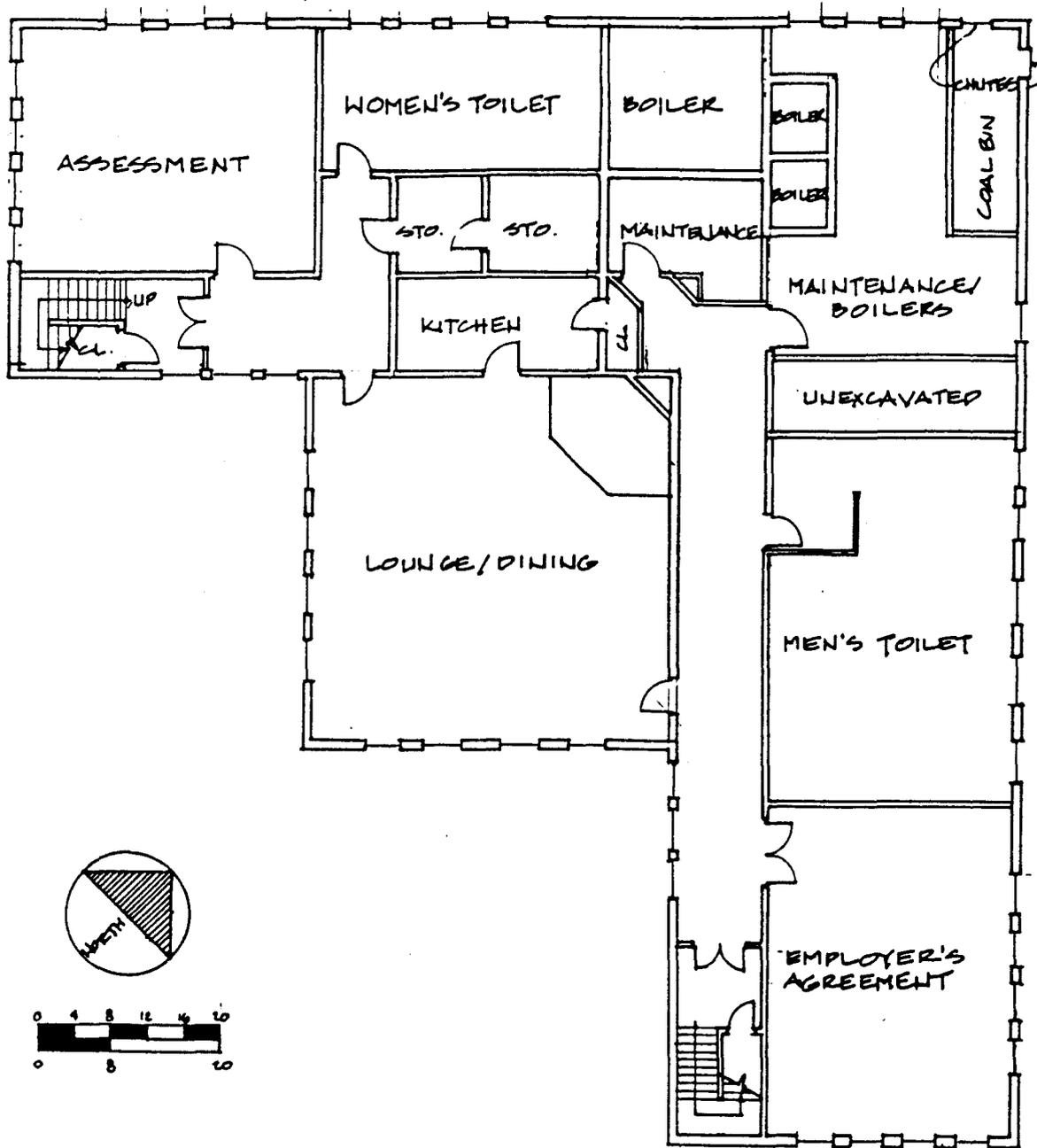


EXISTING SITE PLAN

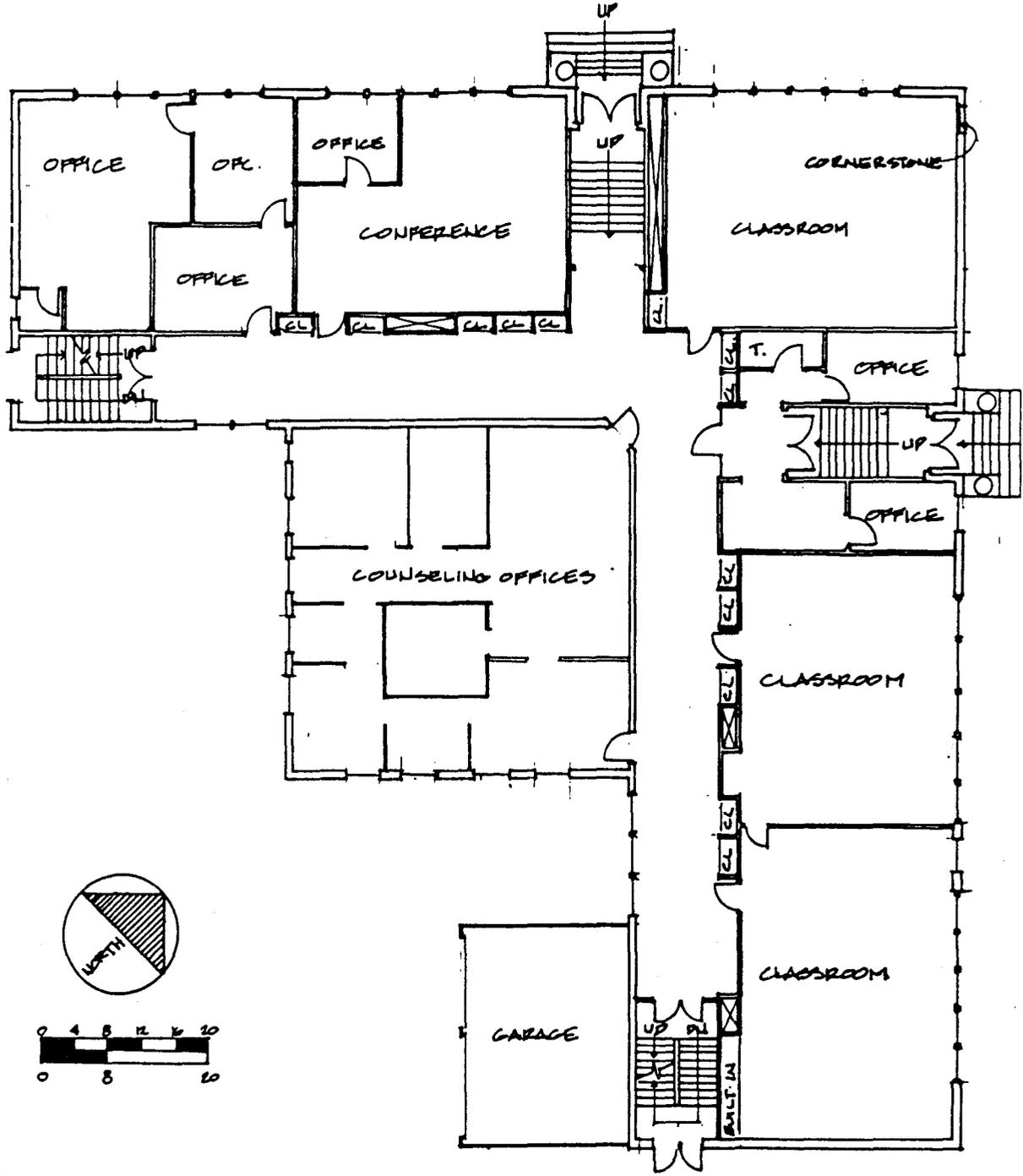
Lincoln (Germania) School, HABS No. MI-399

1000 Tuscola Avenue Saginaw, Michigan

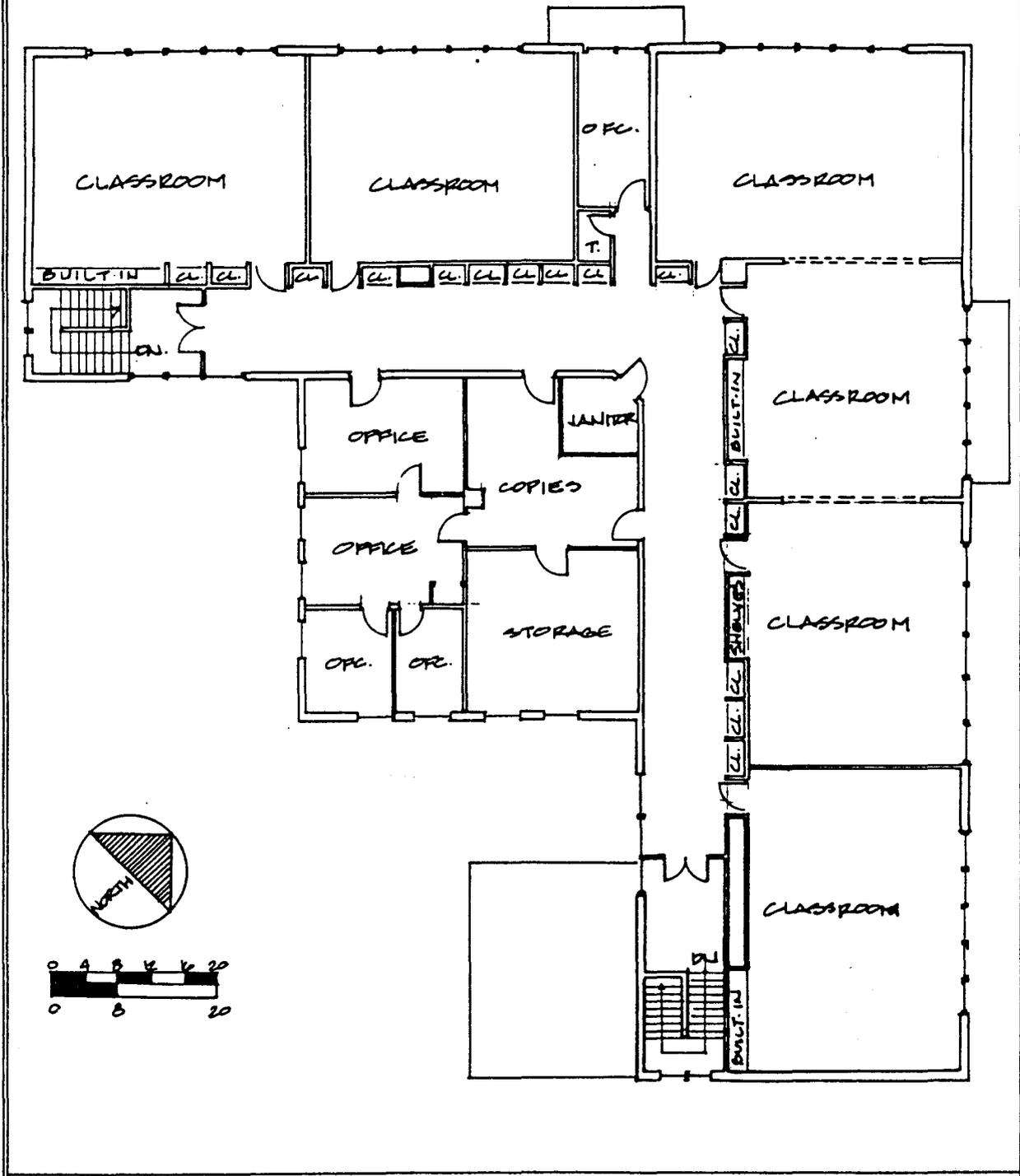
Source: Report of O.I.C-Metro Saginaw Facilities Evaluation Committee, 1986.



BASEMENT FLOOR PLAN
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1000 Tuscola Avenue Saginaw, Michigan



FIRST FLOOR PLAN
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SECOND FLOOR PLAN

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1000 Tuscola Avenue Saginaw, Michigan