**Wollenberg, Gustav, House**

**Farmington**  
180 Garden Street  
**Hartford**

**Jestin, H.B. and Catherine**  
Residence  
**Residence**

**Transitional Queen Anne/ Colonial Revival**  
ca. 1900

**Clapboard**  
□ Asbestos Siding  
□ Brick  
□ Other (Specify) foundation (not visible)

**Wood Shingle**  
□ Asbestos Siding  
□ Fieldstone  
□ Stucco  
□ Cobblestone  
□ Cut stone

**Board & Batten**  
□ Concrete Siding  
□ Type:

**Aluminum Siding**  
□ Type:

**Wood frame**  
□ Post and beam  
□ balloon  
□ Other (Specify)

**Load bearing masonry**  
□ Structural iron or steel

**Gable**  
□ Flat  
□ Mansard  
□ Monitor  
□ sawtooth

**Gambrel**  
□ Shed  
□ Hip  
□ Round  
□ Other (Specify)

**Roof Type**  
□ Roll  
□ Asphalt  
□ Tin  
□ Slate

**Asphalt shingle**  
□ Built up  
□ Tile  
□ Other (Specify)

**2**  
46 x 42; 16 x 16

**Excellent**  
□ Good  
□ Fair  
□ Deteriorated  
□ Other (Specify)  
□ Moved

**Moved**  
□ Yes  
□ No

**Yes**  
□ No

**Barn**  
□ Shed  
□ Garage  
□ Other landscape features or buildings (Specify)

**Carriage house**  
□ Shop  
□ Garden

**Open land**  
□ Woodland  
□ Residential  
□ Scattered buildings visible from-site

**Commercial**  
□ Industrial  
□ Rural  
□ High building density

Facing east onto Garden Street, the Gustav Wollenberg House sits on a spacious lot adorned with small gardens and a variety of trees. The Farmington River lies not too far to the west. The surrounding residential neighborhood includes a number of both large and small, nineteenth- and twentieth-century homes which would contribute to an expanded Farmington Historic District.
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This cross-gable, transitional Queen Anne/Colonial Revival-style house was erected about 1900. A large, single-story Colonial Revival-style wrap-around porch enhances the three-bay facade. The central entry door is set in a modest surround and the first-floor sash exhibit large rectangular transoms. Windows on the second floor have a decorative vertical muntin pattern. Note the small second-floor porch with decorative recessed arches found in the gable ends. The gable peak exhibits a small double hung window with diamond-pattern upper pane. A small brick chimney rises from the rear, southwest corner of the house.

This house was erected about 1900 for Gustav Wollenberg on four acres of land he purchased from James L. Cowles (FLR 71:89). It was built by carpenter Louis Gallagher (Lewis:1950). Mr. Wollenberg's brother Paul erected a similar house at the same time, which is said to have been constructed by Parsons Brothers of Unionville, a local building firm. A native of Germany, Gustav Adolph (1855-1942) was the son of immigrants Wilhelm and Caroline Wollenberg. A miller by trade, he and his younger brother Paul owned and operated the old grist mill along the Farmington River. Gustav was married to Irish immigrant Jettie Flood (b. 1870) and they raised eight children. In 1915 Wollenberg sold the house to famous playwright and producer Winchell Smith of Farmington (FLR 77:587). Smith's gardener lived in the house until it was sold in 1937 to Leona M. Oberhaus (FLR 91:407). Frederick J. Garbarino owned the house between 1950 and 1966 when it was purchased by its present owners.

This house stands as a well preserved example of early twentieth-century vernacular architecture and is historically significant for its association with the Wollenbergs, a prominent immigrant family.

SOURCE

- Farmington Land Records
- Farmington Probate Records
- Farmington Vital Records
- Farmington Cemetery Inscriptions, W.P.A., 1934
- Avon Cemetery Inscriptions, W.P.A., 1934
- 1853 E.M. Woodford Map
- 1855 E.M. Woodford Map
- 1869 Baker and Tilden Map
- 1878 O.H. Bailey & Co. Map
- Farmington House File Collection, comp. Annie Burr Lewis and Mabel S. Hurlbut, n.p., 1950-
OWNER'S NAME: GARBASINO, FRED J.

1950-res.

ADDRESS: 180 Garden Street

DATE BUILT: 1900-1 FOR: Gustav Wollenberg

ARCHITECT
MASTER-BUILDER Louis Gallagher


This house is pictured on page 107 of the Farmington Book as the residence of Gustave A. Wollenberg. It was built for him around 1900 or 1901.

Gustave Wollenberg and his brother Paul were at that time the owners and operators of the grist mill at the foot of Mill Road.

Paul lived for a time in the mill house, now moved to its present site at 36 Mill Road, and Paul later built for himself the house at 125 Garden Street.

The senior Wollenbergs, parents of Gustave and Paul, had first lived at Pine Woods, the locale which is now the Winding Trails municipal recreation area. Their first residence on Garden Street was at what this writer calls 146 Garden Street, the house pictured on page 107 as "The Hillhouse", property of Mrs. Paul F. Wollenberg. That house burned in 1935 but the steps which led to it can still be seen at the north end of Riverside Cemetery, which now owns the land on which the house stood.

Winchell Smith bought this property from the Wollenbergs in 1915, Gustave Wollenberg then buying the farm just south of the present postoffice. Winchell Smith's gardener is said to have occupied 180 Garden Street during Mr. Smith's ownership.

The house was purchased from the estate of Winchell Smith in 1937, he having died in 1933. Purchaser at that time was Leona M. Oberhaus.

In 1950 it was purchased by Fred J. Garbarino, an engineer at New Departure Division of General Motors in Bristol. He later moved to Dorset Lane, where he lived two years before his retirement. He subsequently moved to his summer place on the Connecticut shore.

Mr. and Mrs. H. B. Jestin purchased from him in March, 1965.

January 31, 1973
Mr. and Mrs. H. B. Jestin purchased the house in March, 1966, from Fred J. Garbarino, and are the present owners and occupants. Heinwarth Benjamin Jestin was born in Montreal, the son of the Rev. Emil Jestinsky of Schlesien, Germany, and the former Rosa Amalia Ege of Schleswig-Holstein, Germany. The Rev. Emil Jestinsky, born in 1873, attended the University of Leipzig, Knapp Seminary, and later, McGill University of Montreal. He and his wife were married in Dennison, Ohio, in 1897. He was pastor of a Lutheran Church in Montreal until 1919, in Kensington, Pa., 1919 to 1921, and in Bristol, Conn., 1921 to 1933. He was also an educator. He became a naturalized citizen of the United States and his name was later changed to facilitate pronunciation.

H. B. Jestin was graduated from high school in Bristol, from Central Connecticut State College in New Britain, and received his master's and doctorate from Yale. He served in the U. S. Military Service from March 1941 to March 1946, in Intelligence. He was on General Eisenhower's staff at the Inter-Allied Control Council in Berlin, discharged with the rank of Lt. Colonel, and had received an award with a citation as Honorable Member of the Order of the British Empire. While serving in England Mr. Jestin met his wife-to-be, the former Catherine Townshend Lewis. She was born in London, the daughter of Alfred Neville Lewis of Cape Town, a portrait painter, and his wife the former Theodosia Townshend of Castle Townshend, County Cork, Ireland. Mrs. Jestin's education includes nine years at the Quaker School, Mayortorme Manor, in Buckinghamshire, a year at the Sorbonne in Paris, and some time in Munich, terminated by the outbreak of World War II. For the duration of the war she was in charge of a War Office Department in Intelligence, with rank of a General Staff Officer III.

Mr. and Mrs. Jestin were married in London in 1944.

Mr. Jestin entered the field of education right after his return from Europe. He first taught in Thomaston, becoming head of the High School English Department. The family lived in Bristol from 1946 until 1951, and in Canton from 1951 to 1966. In Canton he was principal of the high school and became Superintendent of Schools, serving as such from 1953 until 1962. He was co-founder of the Gallery-on-the-Green in Canton and director (also president for 2 years) of the Roaring Brook Nature Center. In 1962 he became a member of the administration at Central Connecticut State College and is presently Vice President for Academic Affairs there. Mr. Jestin is welcomed as a speaker at many gatherings and his articles, on varied subjects, are published frequently.

Mrs. Jestin wasted no time in entering the life of Farmington and became a part of the staff of the Village Library. To further her knowledge of this work she has taken some courses to acquaint herself with the latest librarial thinking. She is in charge of the Farmington Room and is familiarizing herself rapidly with Farmington's history. An article in the Hartford Courant of December 4, 1972, tells of this.

January 31, 1973
The Jestins have three children.

Loftus Hugh Dudley attended Westminster School in Simsbury, is a graduate of Boston University, and he and his wife, the former Susani Mead of Dallas, Texas, live in Beverly Farms, Massachusetts.

Jennifer Theodosia attended Oxford School in Hartford and was graduated from the University of Colorado. After a year in Paris she attended a drama school, Studio 68, in London.

Caroline Anne, who attended Watkinson School in Hartford, is now attending Colby Junior College, New London, New Hampshire.

January 31, 1973

The library's quarterly bulletin "Bookends", in its issue of June 1974, speaks of Mrs. Jestin as follows:

"Mrs. Catherine Jestin is joining the staff as a full-time member on July 1, 1974. Catherine has been with the library since March 1970, and had worked in the Farmington Room as a volunteer and was a Trustee as well. Catherine is Coordinator of the Cataloging Department, Reference Assistant, and Farmington Collection supervisor. We are delighted that she will now be here full time."

The writer is in full agreement with that last statement!

September 4, 1974
Ecology Holds Key To Man's Destiny

By DR. H. B. JESTIN

(De. Jelstein, former superintendent of schools in Avon, is vice president of academic affairs at Central Connecticut State College.)

"What is the true end of man? It is to populate the Earth with a maximum of human beings that can be kept alive simultaneously by the world's maximum food supply? Or is it to enable human beings to lead the best kind of life that the spiritual limitations of human nature allow?" (Arnold Toynbee)

Man and his environment are of global interest. Resources depletion, air pollution, water pollution and population explosion have become subjects of universal concern. Many nations, states, and communities have begun efforts to improve man's knowledge of his environment and his lot on this planet. Many of these efforts have been "too little, too late" in nature, or resemble a "crash" program to whip up public interest over a specific situation.

What about the long term? Is there not a better way in which to prepare the future generations for co-existence with nature? In fact, if this is not done, will there be any future generations?

If man appreciates and improves his surroundings both naturally and culturally, he can best enhance his existence. Appreciation of beauty, development of talents and creative output are the substance of life. If man's environment is productive, his chances for fulfillment are better.

Education has a unique role in this movement to develop understanding of man and his environment. Through education, beginning at an early age, natural and cultural awareness can be developed. Schools must not only teach appreciation of the world around us, but also must continually show the learner the vital relationship of all living things whether human, animal or plant. Educational institutions at the primary, secondary, or university level, must develop as a major objective study to do with man and his environment. Educators must develop curricula and study programs on the care and maintenance of the world about us.

Four Point Needed

Educational institutions and systems across the country and around the world should develop as one central purpose or focal point, objectives and patterns to direct learning toward the understanding of man's dependence upon the total environment and his responsibility to safeguard this environment for the preservation of all living things.

Many mistakes made by man in connection with his environment can be directly traced to avarice, greed, and over-specialization. In the latter case, narrowed horizons often lead to disregard of other knowledge such as the subtle relationships of all living organisms associated with the forces of energy and growth.

An example of such isolation of disciplines was pointed out graphically by Lord Ritchie-Calder, eminent conservationist. In his speech at the annual meeting of the Conservation Society in Britain (1968) entitled "Hell on Earth." He observed that when leading physicists developed the atomic bomb, which they knew would create radioactive fallout, they neglected the findings of biologists or geneticists regarding the effects of radiation on human life or other living things now and in the future.

Other topical instances of environmental poisoning range from the sterilization of Lake Erie and decimation of wild life to the needless erosion of precious topsoil the world over.

Careless disregard for the balance of nature, wanton despoilage, and displacement or callous destruction of natural resources (whether soil, water, air or living matter) can only lead to the worsening of the human condition. Lord Ritchie-Calder continued:

"Civilizations are buried in the graveyards of their own mistakes but as each died of its greed, its carelessness, or its effeteness another took its place. That was because civilizations took their character from a locality or a region. Today, ours is a global civilization. It is not bounded by the Tigris and the Euphrates; it is the whole world. It is a closed community, a planet shrunk to a neighborhood round which a man-made satellite can circle 16 times a day. It is a community so interdependent that every mistake we make is exaggerated on a world-wide scale."
Well-Educated Barbarians?

By DR. H. B. JESTIN
Vice President for Academic Affairs
Central Connecticut State College

Are we creating the generation of the "well educated" barbarian?

Is education today, at all levels, producing a knowledgeable human being—a person who knows all the facts but who is ignorant of their significance—a super-being with a computer-like brain capable of spitting out endless streams of data but who lacks the basic humanity required to put it "all together" in a dynamic way?

Is this automated, affluent and so-called enlightened society merely producing robots incapable of determining the very quality of the life they only superficially live?

Have we—as Sir Francis Bacon said in the 16th Century when he declared, "I have taken all knowledge to be my province"—expanded education to the very frontiers of the universe while neglecting the rather earthly and sometimes embarrassing frontier of humanity, which we've glimpsed but dimly?

In an endless search for Utopia and truth, man early recognized that to ensure race continuance he must train the young in methods of survival and modes of living. After centuries, because he is such a brainy primate, man evolved to education.

The broadening of the process probably took place because some men came to realize that disciplined thought could be used to guide creative impulse and stimulate the imagination—even more, that through a curious and competent mind with broader horizons a new and better world could be fashioned.

In the light of the evolving scene and man's continuing concern with education, as evidenced by his illustrous and sometimes ponderous thinkers, the objectives of education seem somewhat constant and relatively simple: that learning should make man a better person and a civilized being.

Beyond such a broad and general objective, education must: 1. Develop creative, critical thinking; 2. Develop a concept of the individual and society; 3. Develop knowledge and concern for the world environment; 4. Develop an aesthetic and cultural sense.

Skills, disciplines, knowledge or devices used to fulfill these purposes should be viewed in terms of the objectives and not as ends in themselves. Learning to know the word and the symbol, to read and to figure at a young age is but the training and sharpening of skills to be used in developing the mind to think creatively, critically, compassionately and usefully.

Unfortunately all too often the means of a particular discipline have become the end in education. The results is often a knowledgeable but uneducated man; a man who knows the facts, but rarely their significance.

The implementation of objectives and the accomplishment of purpose should begin at the pre-school level. At the elementary level the thorough development of basic skills is essential. Children should be taught to learn, to read well, to write, to figure adequately and importantly to listen.

The development of these skills is of such paramount nature that my device or means must be used to insure that they take place. Elementary teachers and administrators should constantly review their practices in light of these objectives. At no time during the first six years of education should the means become an objective.

Each method and discipline must strive only to improve the basic skills being developed. Further, let's limit learning by osmosis alone. If we desire to make good citizens, critical thinkers, or considerate people, then we must provide the sharpened minds so that they can fulfill these objectives.

All too often teaching devices—such as visiting the fire station, filling out the workbook, or finger painting—become an end in themselves. An intelligent teacher designs methods and modes of instruction to motivate the child in order to learn.

If by visiting the fire station the child is developing critical thought, better reading habits, or sufficient computational skills, then the motivating force has been successful. If visiting the fire station lets the pupil know of the existence of fire stations, then the complete ends have not been met.

Numerous examples can be seen in our schools today of children not learning to read properly or to think critically because the objectives of learning were discarded and the means were seen as an end. If by the age of 10 to 12, the child has skills, then the school, teaching methods, teachers and objectives should be scrutinized and challenged.

Either we develop the basic skills—the very foundations of the creative mind—at an early age or the child will never realize his potential. All further learning will hinge on the level of competency the child has mastered in these vital skills.

If the level is low—due to antiquated educational methods, sociological or environmental problems or what-have-you—that child will be hampered for life—somewhat akin to attempting to drive across country with punctured tires. The patches applied later on can only be partially successful.

Secondary level education must refine these basic skills. Here great attention should be paid to developing critical, objective and perceptive thought. Through broadening cultural backgrounds, through exposure to the best of man's endeavor and through continued emphasis on logic, a pupil will develop keenness of mind, creative talents and an understanding of environment.

Further, he should have an opportunity at the secondary level to develop special interests, whatever they may be, to help him in his future living, particularly if he plans not to continue his education. Again, the objective should be the refining of the skills necessary for creative and considerate living.

If these basic skills are thoroughly learned in the elementary grades and refined in the secondary in relation to cultural and logical thinking, then the student at the college or university level can experience further development. Here, through broad exposure to the arts and sciences and to life, he will use these skills perceptively in a way that will enrich his life. He will have an opportunity to explore the great creative output of man in many fields and particularly in one field. He can prepare himself to contribute in a creative and positive way to his world.

Throughout the entire educational process and particularly at the secondary and post-secondary levels, the individual must be allowed to develop a knowledge of the essential thinking in a changing environment, i.e., he should study ecology, human and life relationship, computer science and cybernetics, space technology and any other development appearing on the horizon of life which will affect the living condition of our species.

Thus, through a skill development program will a creative, positive and objective mind be created, a mind that will allow man to identify his potential, to solve his problems, to live in peace with his own kind and with his earth.

Only then can we consider that we have produced an "educated" being.

At this point in time we can ask, "Have we?"