

AGENDA
BLOOMINGTON HISTORIC PRESERVATION COMMISSION
REGULAR MEETING, 5PM
THURSDAY JANUARY 18, 2018
COUNCIL CHAMBERS, CITY HALL
109 EAST OLIVE ST.
BLOOMINGTON, ILLINOIS

1. CALL TO ORDER BY CHAIRPERSON

2. ROLL CALL BY RECORDING SECRETARY

3. PUBLIC COMMENT

4. MINUTES:

Consideration, review and approval of minutes of the December 14, 2017 special meeting of the Bloomington Historic Preservation Commission.

5. REGULAR AGENDA:

A.**BHP-01-18** Review, solicit public remarks, and provide a recommendation on the National Register nomination for the Bloomington High School located at 510 E. Washington Street.

6. OLD BUSINESS:

7. NEW BUSINESS:

8. ADJOURNMENT:

For further information contact:

Katie Simpson, City Planner

Community Development Department

115 E. Washington Street, Bloomington, IL 61701

Phone (309) 434 -2226 E- mail: irivera@cityblm.org

**DRAFT MINUTES
BLOOMINGTON HISTORIC PRESERVATION COMMISSION
SPECIAL MEETING,
THURSDAY, DECEMBER 14, 2017 5:00 P.M.
COUNCIL CHAMBERS, CITY HALL
109 EAST OLIVE ST.
BLOOMINGTON, ILLINOIS**

MEMBERS PRESENT: Chairperson Sherry Graehling, Ms. Lea Cline,
Mr. John Elterich, Ms. Ann Bailen, Mr. Paul Scharnett, Mr. Levi
Sturgeon, Ms. Georgene Chissell-arrived at 5:12PM

MEMBERS ABSENT:

OTHERS PRESENT: Ms. Katie Simpson, City Planner; Izzy Rivera, Assistant City
Planner

CALL TO ORDER: Chairperson Graehling called the meeting to order at 5:05 P. M.

ROLL CALL: Ms. Simpson called the roll. Six members were present and
quorum was established.

PUBLIC COMMENT: None

MINUTES: The commission reviewed the minutes of the December 14, 2017 meeting.
Chairperson Graehling corrected scrivener's errors on page 2, 3 and 5. Mr. Elterich corrected a
scrivener error on page 3. Mr. Elterich motioned to approve the minutes as corrected. Ms. Cline
seconded the motion, which was **approved** by voice vote.

REGULAR AGENDA:

BHP-26-17 Consideration, review and approval of a **Certificate of Appropriateness** submitted
by Tim Maurer for the fabrication and installation of decorative iron gates at the front entrance,
sidewalk and driveway at 317 E Chestnut St.

BHP-27-17 Consideration, review and approval of a **Funk Grant** for \$3,250.00 submitted by
Tim Maurer for the fabrication and installation of decorative iron gates at the front entrance,
sidewalk and driveway at 317 E Chestnut St.

Chairperson Graehling introduced the case. Ms. Rivera presented the staff report, she stated staff
is recommending in favor of the Certificate of Appropriateness, contingent upon the design being
compatible with the principle structure. Staff is recommending against the Funk Grant for
\$3250.00. Ms. Rivera stated 317 E Chestnut St is zoned R-3A, medium density multi-family
district. The site is located in the Franklin Historic District, built in 1923 by Arthur Moratz. The
petitioner is requesting the Certificate of Appropriateness to cover cost of installation of a

decorative iron gate. The petitioner stated it was an ongoing project that began, and was approved by the Historic Preservation Committee in 1994. The gate would also provide security. The scope of work was outlined in the budget provided by the petitioner, in which cost are itemized for fabrication and delivery. Historic significance of the gate has not been provided by the petitioner. The site plan provided by the petitioner show the gate being part of the home located at 319 E Chestnut St. The Historic Preservation Commission approved a grant for rear porch work at 319 E Chestnut St. Therefore additional grants would not be eligible for that property this fiscal year. Ms. Rivera stated the petitioner provided additional information in which the petitioner stated the gate would be an accessory structure associated with 317 E Chestnut St. The petitioner also included more renderings and pictures included in the packet. Ms. Rivera stated staff recommends in favor of Case BHP-26-17 and not in favor of BHP-27-17.

Ms. Cline asked staff, how the City defines ownership of the driveway, when it is shared by 317 E Chestnut and 319 E Chestnut St. Ms. Simpson referred to the site plan provided by the petitioner and included in the packet. She stated the lot line, demonstrated by a dotted line on the site plan, shows the driveway is within the lot lines of 319 E Chestnut St. Ms. Simpson stated in cases like this a cross access easement, or something that shows permission for dual access would be needed.

Ms. Cline stated she was unable to determine who had ownership of her shared driveway and the City could not provide clarification. Ms. Simpson stated property line cannot be determined unless the property is surveyed. She stated parcel lines and aerial photography can be used to assist with the determination.

Chairperson Graehling asked if the petitioner or someone who will speak on the case was present. Mr. Tim Maurer, 317 E Chestnut St, introduced himself as the petitioner. Mr. Maurer stated he was available for questions, however does not agree with the staff recommendation for the Funk Grant petition. He asked if staff had a copy of the 1994 Historic Preservation Commission decision regarding the gate at 317 E Chestnut St. Ms. Simpson stated staff was unable to find the case file. Mr. Maurer stated he had a copy and would provide a copy to staff.

Mr. Maurer read an excerpt from the staff report that outlined reasons why staff would not be supporting the Funk Grant petition: non historical significance of the gate and an already approved grant amount for 319 E Chestnut St, which would benefit from this grant as well. He stated fencing is a historically significant feature of the property. He has submitted a picture of the property with a fence in front of the home from the '70s. He stated pictures of the home when it was a Funk House, showed a fence in front of the property. Chairperson Graehling asked Mr. Maurer to circulate any pictures for the commission members to evaluate.

Mr. Maurer stated that when he submitted the case in 1994 to the Historic Preservation Commission, it required a variance. The case went through the Zoning Board of Appeals. He stated the case included fence and gates. The Secretary of the Interior Standards do not reference a specific period for fences, they only outline the characteristics that would match existing infrastructure. Mr. Maurer stated that in regards to the shared driveway, he owns both properties. Mr. Elterich asked if there was a joint driveway easement. Mr. Maurer stated there was. The only additional issue that was discussed in 1994 was a variance for the property.

Mr. Maurer said that the gate would be a fixture that would be on 317 E. Chestnut St. He stated the gate would be in a retracted position more so than in a deployed position, and cross over to 319 E Chestnut St. He stated it is the only place for the gate, and that the 319 E Chestnut property is 18" higher, therefore the gate cannot be placed in a different location because the grade goes up. He stated the structure is on 317 E Chestnut St. Mr. Maurer asked Mr. Elterich what his position was based on real estate law. Mr. Elterich asked if there was an existing fence at 319 E Chestnut St. Mr. Maurer stated there was, a fence he put up about a year ago, also approved by the Historic Preservation Commission. Mr. Elterich asked if the gate would be a continuance of fence, and putting it against the sidewalk. Mr. Maurer referred back to the site plan explaining that the gate would be a sidewalk entrance as well as a driveway entrance. The driveway entrance would be to access both properties. He stated the properties have been surveyed and the driveway is part of both properties.

Mr. Sturgeon stated he had no concerns with the issue of historic significance as the gate and fence had been previously approved by the Historic Preservation Commission in 1994. He also has no concern with the sidewalk entrance. Mr. Sturgeon stated he is concerned with the driveway entrance, because the site plan appears to show the driveway as part of 319 E Chestnut St. and the property has already received funds for the fiscal year.

Ms. Cline stated the case could be ambiguous because Mr. Maurer owns both properties. There would be no issues with disputes over property line and which property "owns" the driveway. She stated her concerns with setting a precedent to not follow the legal property line as shown on the site plan. Ms. Cline stated she has no concern with the issue raised of historic significance of the gate, but she would like Mr. Elterich to give his input on the legal concerns of the case.

Mr. Elterich stated the property line must be clearly defined. According to the site plan provided by the petitioner, the driveway is wholly within the property at 319 E Chestnut St. He stated from a legal perspective the gate would be on 319 E Chestnut St. Mr. Elterich stated that technically 319 E Chestnut St would be receiving a second grant. Chairperson Graehling stated Mr. Maurer could bring the application back next fiscal year.

Ms. Cline stated Funk Grant money could be given toward the sidewalk entrance which would be for the property at 317 E Chestnut St. Mr. Maurer stated he had no problems bringing back the driveway portion of the case until further investigation is done to clarify which property owns the driveway. He would like input from the City of Bloomington Corporate Counsel and will submit surveys. Mr. Maurer stated that he understand that the property line and driveway raised issues, he requests the commission take action on the part of the petition that is not under discussion such as the portion of the gate for the sidewalk entrance.

Mr. Sturgeon asked if the commission could partially approve a petition. Chairperson Graehling stated Case BHP-26-17 requires no funding at all, and asked the commission to consider if they thought the work was appropriate. The first step is to consider the Certificate of Appropriateness and then consider the Funk Grant. Ms. Simpson stated any decision made for funding would have to come out of this fiscal year, a Certificate of Appropriateness approved this year could not receive funding for the project from next fiscal year.

Ms. Cline asked if the commission approves funding for the sidewalk portion of the gate. Mr. Elterich stated those portions would still be considered part of 319 E Chestnut St. Mr. Maurer stated the post and operation system of the gate would be on 317 E Chestnut St. The gate, was created to match the existing fence at 317 E Chestnut St. and in a retracted position is also on the property. Ms. Cline asked if Mr. Maurer should withdraw his petition and submit two petitions and divide the project into the driveway and sidewalk gate portions between 317 and 319 E Chestnut St.

Chairperson Graehling stated information found in the Funk Grant guidelines, confirm that any one applicant, may receive one grant per fiscal year, May 1st to April 30th. She stated major project could be an exception, such as a \$100,000 projects.

Mr. Elterich asked Mr. Maurer if the majority of the gate and its machinery would be on 317 E Chestnut St., Mr. Maurer said yes. Mr. Elterich asked what parts of the gate, if any, would be on 319 E Chestnut St. Mr. Maurer stated the gate does not even touch the adjoining property. Mr. Elterich stated an argument could be made that the entire gate is on 317 E Chestnut St. Mr. Maurer added that all parts of the gate, and when retracted would be on 317 E Chestnut St, he stated the gate would be deployed at night, the gate would be suspended over 319 E Chestnut St.

Mr. Sturgeon stated he has additional concerns with the budget item that included the electrical portion of the gate and if the powering of the gate was included in the budget. Mr. Maurer stated that the gate would be powered by connecting to a nearby lamp post with an outlet. Ms. Cline stated the total cost submitted was \$6,150.00, which included manufacturer and electrical equipment. Mr. Maurer stated that his first budget submittal did not include some items because he was still getting quotes. All things on the budget are quotes only as he has not signed contracts to set the prices.

Mr. Scharnett asked if the property was sold, the gate would primarily service 319 E Chestnut St. Mr. Maurer stated that it benefits both properties as the driveway is an entrance that then splits to access the garage on each property. He also stated that he would not sell the properties separately.

Ms. Bailen asked if historically the driveway entrance had a swinging gate. Mr. Maurer stated he assumed that it did, but does not have a panoramic picture of the front of the house to see it all. He stated various historical homes had fences, including the Stevenson house which had decorative fencing. Ms. Bailen then asked there was a safety issue. Mr. Maurer stated that there was a safety issue, he stated recently to having break-ins into the vehicles parked in the rear car ports. He stated the individuals where high school kids, and they were caught. He stated there are individuals who cut through the property as well as drive into the driveway to see the property. He stated fencing and gating are tools to prevent criminal or casual trespassing.

Mr. Sturgeon motioned to approve BHP-26-17 the Certificate of Appropriateness. Seconded by Ms. Cline.

Mr. Scharnett asked how this would impact approval for Funk Grant petitions next year. Ms. Simpson stated the Certificate of Appropriateness gives the petitioner the ability to obtain a

permit for the installation of the gate. If the Commission does not approve the Funk Grant, and Mr. Maurer does not start the project, he would be able to petition again.

The motion was approved 7-0, with the following votes cast in favor on roll call: Mr. Sturgeon-yes; Ms. Cline-yes; Ms. Chisel-yes; Mr. Scharnett-yes; Ms. Bailen-yes; Mr. Elterich-yes; Chairperson Graehling-yes.

Mr. Sturgeon motioned to approve BHP-27-17, for the Funk Grant, with an amended amount of up to \$2,525, which would be half of the installation and hardware amount, but excludes the electrical components, which do not hold any historical significance. Seconded by Ms. Cline. The motion was approved 6-1, with the following votes cast in favor on roll call: Mr. Sturgeon-yes; Ms. Cline-yes; Ms. Chisel-yes; Mr. Scharnett-no; Ms. Bailen-yes; Mr. Elterich-yes; Chairperson Graehling-yes.

BHP-28-17 Consideration, review and approval of a Certificate of Appropriateness submitted by John Cleary for the installation of an egress window, and repairing 2nd floor porch boards at 901 N McLean St.

Chairperson Graehling asked for the staff report. Ms. Rivera stated staff was recommending if favor of BHP-28-17, contingent upon the commissioners satisfaction of the materials, and design of the window that is being proposed. She stated the property is located in the Franklin Square Historic District, built in 1869, considered the Adlai Stevenson House, which was purchased in 1889. The petitioner is requesting an egress window to be installed in an existing frame. When the petitioner purchased the home, the window was boarded up and not used. The proposed work would include adding trim to match existing trim on the home, and treated wood to install the new window. The window is located in the back of the property, basement window, partially visible from E Chestnut St. The rendering of the window in the packet, show the style of window but not the color, which would be chestnut bronze to match existing brown window treatments. Other windows in the home are double hung, however in order to make in an exit window or an egress window, the size would be too small for a double hung. The petitioner is therefore requesting a casement window to fulfil the requirements.

Ms. Rivera stated the porch on the second floor has some rotting wood and deteriorating boards, which the petitioner would like to replace, with cedar or redwood. Materials that would be able to withstand the elements. She stated the standards allow for replacement of similar materials. The petitioner has not requested any other structural changes.

Chairperson Graehling asked for someone related to the case to step forward. John Cleary, 247629 Night Hawk Rd Hudson, IL, the petitioner for the case introduced himself. He stated the property is shared with 903 N McLean St. but he is working on the units in 901 N Mclean.

Mr. Elterich asked if the window would be an eight pane window. Mr. Cleary stated that it would not be eight panes and introduced another photograph that showed two over two panes.

Ms. Bailen asked how long Mr. Cleary had owned the home. Mr. Cleary stated since April/May 2013. Ms. Bailen expressed her concerns that there was a business being run out of the home.

Mr. Cleary stated that they have been remodeling the entire interior of the home, along with plumbing and electrical work. He stated they are almost through with the completion of the unit they are currently working on. Mr. Elterich asked if they would become rental units. Mr. Cleary stated the current units in the home were reconfigured and remodeled. Mr. Elterich asked if there were any tenants. Mr. Cleary stated the unit in the front of the home, where no work has been done was occupied, as well as an upstairs unit. He stated the work he is doing now is within the addition of the home, which was historically considered servant quarters.

Ms. Bailen stated the condition of the property appears to not have changed for year. There are trucks and piles of gravel. Mr. Cleary stated the condition of the outside appears to be the same but has changed over time to meet the needs of the remodeling. Ms. Bailen asked when the remodeling would be done and the outside cleaned. Mr. Cleary stated in the next few months.

Mr. Scharnett asked if a well was needed or if the exit was above grade. Mr. Cleary stated the window would be partially below grade, and there is a window well. Mr. Scharnett asked if the ladder and size was appropriate for egress, and fire/police, Mr. Cleary stated that it was. Mr. Scharnett asked if he has a window profile, such as the surrounding sash information. Mr. Scharnett stated he could not see clearly with the black and white picture. He noticed that it does not have true divided light, and appears to be within the two panes of glass.

Mr. Cleary stated the majority of the window is below grade, toward the rear of the house. He stated the grids are within the glass themselves. It would be one pane of glass, but the diving trim would allow it to match the multiple pane window above it. Mr. Scharnett stated that most glass representatives that he has seen, have a scheme that allow the interior, exterior and middle of the window to have separation, for true divided light. This would be what is appropriate for the home. He also expressed concerns with the profile matching the exiting windows.

Chairperson Graehling stated it is important for the new window installation to look like the other windows existing in the home. She stated that constructing a window carefully could achieve the matching windows. Mr. Elterich stated the window is in the back of the home, and there is already a window next to the proposed window that is very modern. Mr. Scharnett asked if the window was part of an addition. Mr. Cleary stated that it would be part of the first addition, which was added in the late 1800s.

Ms. Simpson asked if the window was designed to open from the side, Mr. Cleary stated yes, the hinges would be on the side. Mr. Elterich stated casement windows open completely, and are approved for egress, double hung windows would not be considered for egress in this small space. Mr. Scharnett stated his concerns with the visual of the window and matching the existing windows. He asked if the existing windows were brown. Mr. Cleary stated they were brown and the new window would match very closely in color. He stated the window could be painted as well to get an even closer match. Mr. Scharnett asked what materials the window would be. Mr. Cleary stated the window is wood, which is clad and aluminum, because it is below grade, he does not wish to use wood that would rot. He stated anything above grade, or in front of the house would be more closely match in style and material. Mr. Cleary stated the window is in the back and the house and below grade, it would be costly to create a new window to match the existing windows.

Ms. Simpson stated the commission could approve a petition and add conditions. Mr. Scharnett asked what the appropriate action would be if he wanted additional information such as the profile of the window. Ms. Simpson stated the commission member could request the case be tabled, for the additional information to be provided.

Mr. Elterich stated an egress window is being proposed for this spot in order for the unit to be a rental. The window would become an exit in an event of an emergency.

Ms. Cline stated, in the interest of getting the project going and done, motioned to approve case BHP-28-17 at 901 N McLean St. Mr. Sturgeon seconded. Mr. Elterich stated he would like to add a condition, that the window have the same 2x2 configuration similar to the window above. Mr. Scharnett stated he would like to also add a condition that it be a true divide light window, which would meet the Secretary of Interior Standards. Mr. Elterich asked what the cost difference would be. Mr. Cleary stated the price would be at least double.

Chairperson Graehling asked if the condition was accepted by Ms. Cline. Ms. Cline stated she would not include the condition, because the petitioner is not requesting funds.

Chairperson Graehling stated the motion was on the floor for BHP-28-17, for the installation of an egress window with the condition that the window have a 2x2 configuration and the repair of the 2nd floor porch at 901 N McLean St.

The motion was approved 4-3 with the following votes cast in favor on roll call: Ms. Cline—yes; Mr. Sturgeon—yes; Ms. Chisel—yes; Mr. Scharnett—no; Ms. Bailen—no; Mr. Elterich—yes; Chairperson Graehling—no.

Ms. Simpson stated Mr. Cleary was able to return before he started work on the window and request Funk Grant funds to make the window even more like the existing windows.

OLD BUSINESS: Heritage Awards

Ms. Simpson stated she spoke with Mr. Karch, Director of Public Works. He stated the commission could use a brick for the preservationist of the year award. Ms. Simpson stated she reached out to Prairie Signs, a local business, which works with the Parks Department with some flags and signs. Prairie Signs gave general options for plaques, and the cost would be approximately \$300.00 for each plaque. Ms. Simpson stated the price would be lower if the purchase was in bulk, with general wording. Aluminum and bronze are the material options. Shape and style could be decided upon to lower the price in order to have each awards be around \$200.00. Ms. Simpson stated with 5 awards the total price would be \$1000.00 and the funds could be obtained from the Planning Department's budget.

Mr. Sturgeon stated that while he appreciates what Funks Grove has done in the area of Historic Preservation, the site is not in the City of Bloomington but in McLean County. Ms. Simpson stated the decision was up to the commission members. Mr. Elterich stated the Heritage Awards are from the City of Bloomington and the properties should also be within city limits.

Chairperson Graehling stated the Bloomington Historic Preservation Commission gave the awards, therefore she agrees, the sites should be within Bloomington.

Ms. Simpson suggested looking at the purpose of the awards. Ms. Cline stated the awards should be given to properties within the City of Bloomington as well.

Mr. Sturgeon stated since the Commission voted on only one winner from each category and Funks Grove would be removed since it is not in Bloomington, would the commission only be giving out awards from the available categories. The commission agreed as a whole, only one award from each category, if the category did not have a nominee, there would be no winner.

Mr. Sturgeon stated, both nominees for Preservationist of the Year were very strong candidates, how would the commission choose between them.

Ms. Cline stated the original decision, to award one per category, could be amended to include one per category unless a unanimous decision by the commission allows for a deviation.

Mr. Elterich stated if there were two nominees in one category and they are both strong candidates, and the commission agrees, there should be two awards given for one category.

Mr. Scharnett asked if the awards were given out each year, the candidate that did not receive the award this year would be eligible to win the award next year. Chairperson Graehling stated the candidate that was not selected should automatically be considered as the winner for the category next year.

Ms. Cline motioned to amend the decision by the commission where it was decided to have one winner per category to include an option to overrule those guidelines with unanimous consent of the commission. Mr. Elterich seconded the motion.

The motion was approved 5-2 with the following votes cast in favor on roll call: Ms. Cline—yes; Mr. Elterich—yes; Ms. Chisel—yes; Mr. Scharnett—no; Ms. Bailen—yes; Mr. Sturgeon—yes; Chairperson Graehling—no.

Chairperson Graehling stated there were no entries for the category of Legacy/Multigenerational category, and no entries for the Adaptive Reuse or Rehabilitation category. There are two nominations in the Landscape Restoration Category, two in the Restoration category and two in the Individual Committed to Preservation Category.

Mr. Scharnett stated he would recuse himself from discussing and voting on the Masonic Lodge or the Evergreen Cemetery nominations as it would result in a conflict of interest.

Chairperson Graehling began the discussion with Individual Committed to Preservation, Mr. Sturgeon stated both nomination are strong and deserve to win. They are highly qualified and committed.

Mr. Sturgeon motioned that the award for Individual Committed to Preservation be awarded to both Bradley Williams and Fred Wollrab. Mr. Elterich seconded the motion.

The motion was approved 7-0 with the following votes cast in favor on roll call: Mr. Sturgeon—yes; Mr. Elterich—yes; Ms. Chisel—yes; Mr. Scharnett—yes; Ms. Cline—yes; Ms. Bailen—yes; Chairperson Graehling—yes.

Mr. Scharnett recused himself for the following discussions and decisions.

Mr. Elterich stated the landscaping at 402 E Grove St was completed but the house restoration is ongoing. It would be ideal to give them the landscaping award and wait for the completion of the restoration of the home to give them the Restoration Award.

Ms. Cline stated she was impressed with the Masonic Lodge and the work that was done in restoration. Ms. Cline motioned to award the Restoration Award to the Bloomington Lodge No 43 Ancient Free and Accepted Masons at 302 E Jefferson St. Seconded by Ms. Chisel. The motion was approved 6-0 with the following votes cast in favor on roll call: Ms. Cline—yes; Ms. Chisel—yes; Ms. Bailen—yes; Mr. Sturgeon—yes; Mr. Elterich—yes; Chairperson Graehling—yes.

Mr. Elterich motioned to award the Landscape Restoration Award to Diane Krieg and Dawn Peters at 402 E Grove St. Seconded by Ms. Chisel. The motion was approved 6-0 with the following votes cast in favor on roll call: Mr. Elterich—yes; Ms. Chisel—yes; Ms. Cline—yes; Ms. Bailen—yes; Mr. Sturgeon—yes; Chairperson Graehling—yes.

Mr. Scharnett returned at 6:25PM.

Ms. Simpson stated the awards would be presented from the Mayor at the City Council meeting and then during National Preservation Month in May, a formal presentation will be done with plaques. She stated notifications would be sent out to the winners and a press release would be done.

NEW BUSINESS

Ms. Cline stated that her home built on handmade cement form blocks was recently tuck pointed by mason Tony Grub. He recommended that the best thing for the concrete brick would be to paint them. She asked about non visible painting option such as a clear coat to protect the blocks as they have become porous. She wanted the opinion of the commission for other options as painting is not in line with Historical Standards.

Mr. Scharnett stated there are Silane and Siloxane Sealers both of which are acceptable. He stated the penetrating sealer is the option that should be selected if the surface is porous, as it can reach further. He also does not recommend painting the blocks. The primary component is the same for cement or bricks. The Siloxane sealer was used in most tuck-pointing projects and can last up to 30 years depending on the quality of the project. He stated there are many manufactures there and if there are major cracks more work would be done in order to repair. However for a porous surface it would be best.

Mr. Sturgeon introduced himself to the new members, as he was not present during the last meeting introductions. He works in HR at State Farm, and he grew up in an old home built in 1902. An old railroad hotel turned apartment building then single family home in Clinton, IL. Mr. Scharnett stated he grew up in an American Four Square in Decatur, IL. It was one of the first homes to receive electricity.

ADJOURNMENT:

Mr. Sturgeon motioned to adjourn; seconded by Mr. Scharnett. The meeting adjourned at 6:39P.M. by voice vote.

Respectfully Submitted.

Izzy Rivera
Assistant City Planner



Illinois Department of Natural Resources

One Natural Resources Way Springfield, Illinois 62702-1271
www.dnr.illinois.gov

Bruce Rauner, Governor

Wayne A. Rosenthal, Director

December 19, 2017

Name of Place: **Bloomington High School**
510 East Washington Street
Bloomington – McLean County

Bloomington Historic Preservation Commission
Katie Simpson
115 E. Washington, Ste. 201
Bloomington, IL 61701

Dear Ms. Simpson:

The aforementioned nomination(s) has/have satisfied the National Register standards for documentation by the State Historic Preservation Office. Before the nomination(s) is/are presented to the Illinois Historic Sites Advisory Council (IHSAC), however, you as a Certified Local Government have an opportunity to review, comment, and solicit public remarks on the nomination as provided by 36 CFR, Part 61.

By these same regulations, the historic preservation commission has the opportunity to advise why the subject place does or does not satisfy the National Register criteria and explain the reasons for the advice. If this written recommendation and that of the chief elected official is not received in this office by January 23, 2018, the nomination will automatically be placed on the IHSAC agenda for the February 23, 2018 meeting in Springfield. Your comments are welcome and a copy of your written remarks will be furnished to the IHSAC with the nomination.

Of course, let me know if you have any questions. We look forward to your continued cooperation in this matter.

Sincerely yours,

Andrew Heckenkamp, National Register Coordinator
217.785.4324

Enclosures --Certified Local Gov. HPC-CLG

Illinois State Historic Preservation Office ● Division of Historic Preservation ● Office of Land Management

Illinois Certified Local Government Review Sheet

National Register of Historic Places

Certified Local Governments play an active role in the National Register of Historic Places review process. All nominations for places within the jurisdiction of a Certified Local Government are first submitted to the local preservation commission and the chief elected official for their review and comment 60 days before the Illinois Historic Sites Advisory Council Meeting. If both the preservation commission and the chief elected official object to the nomination, it cannot move forward in the review process without an appeal to the State Historic Preservation Office. If a Certified Local Government chooses not to comment, the nomination can still move forward in the process.

Name of Certified Local Government: City of Bloomington Historic Preservation Commission

Historic Name of Property: Bloomington High School

Address of Historic Property: 510 E Washington St. Bloomington, IL 61701

Historic Preservation Commission Meeting Date, if applicable: January 18, 2018

Recommendation: *(Please check the box that is appropriate. Attach any relevant documentation, such as commission reports, staff reports/recommendations, letter(s) of support, public comments, and/or meeting minutes).*

- ☐ The Commission is of the opinion that the property satisfies the National Register criteria.
- ☐ The Commission is of the opinion that the property does **not** satisfy the National Register criteria.

Commission Chair or Representative: ☐ Approve ☐ Not Approved

Print Name: _____

Signature: _____ Date: _____

Return form to: Andrew.heckenkamp@illinois.gov, or

Illinois State Historic Preservation Office
Illinois Department of Natural Resources
Attn: National Register Program
One Natural Resources Way
Springfield, IL 62702-1271

United States Department of the 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 National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any 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 certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).**

1. Name of Property

historic name Bloomington High School

other names/site number Bloomington Junior High School

Name of Multiple Property Listing _____

(Enter "N/A" if property is not part of a multiple property listing)

2. Location

street & number 510 East Washington Street ☐ not for publication

city or town Bloomington ☐ vicinity

state Illinois county McLean zip code 61701

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 at the following level(s) of significance: ___ **national** ___ **statewide** ___ **local**

Applicable National Register Criteria: ___ **A** ___ **B** ___ **C** ___ **D**

Signature of certifying official/Title: Deputy State Historic Preservation Officer Date _____

Illinois Historic Preservation Agency
State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official Date _____

Title _____ State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register ___ determined eligible for the National Register

___ determined not eligible for the National Register ___ removed from the National Register

___ other (explain:) _____

Signature of the Keeper

Date of Action

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5. Classification

Ownership of Property

(Check as many boxes as apply.)

☒ private
☐ public - Local
☐ public - State
☐ public - Federal

Category of Property

(Check only **one** box.)

☒ building(s)
☐ district
☐ site
☐ structure
☐ object

Number of Resources within Property

(Do not include previously listed resources in the count.)

Contributing	Noncontributing	
1		buildings
		site
		structure
		object
1		Total

**Number of contributing resources previously
listed in the National Register**

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

Current Functions

(Enter categories from instructions.)

COMMERCE/business

RECREATION/sports facility

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: ASPHALT, CERAMIC TILE

other: STONE/Limestone

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Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity).

Summary Paragraph

The Bloomington High School is a three-story and basement former public high school building located at 510 East Washington Street in Bloomington, Illinois. The building is large in scale and covers most of a full city block, bounded by Washington, Evans, Jefferson and McLean streets, located east of the city's historic downtown. Streetscapes to the north and east are small-scale residential, consisting of mainly wood-frame single-family houses built in the late nineteenth and early twentieth centuries, while to the south and east, streetscapes are more varied, combining residential, institutional and commercial uses, plus parking lots. The building's immediate surroundings combine simple landscaping of grass lawn and trees, mainly facing Washington and Evans streets, with paved parking along McLean and Jefferson streets. Designed in the Collegiate Gothic architectural style, the Bloomington High School has an interior concrete and steel structure with exterior brick walls and limestone trim. It was largely built between 1914 and 1917, with additions in 1936-1937 (contributing) and 1975 (non-contributing). The building retains a high degree of historic integrity, but outside and inside, and the building as a whole retains more than sufficient historic fabric to convey its local significance within the historic context of Bloomington.

Narrative Description

Site and Massing

The Bloomington High School is located at 510 East Washington Street and is situated on a full city block bounded on the south by Washington, on the west by North McLean Street, on the north by East Jefferson Street, and on the east by North Evans Street. Washington Street historically was a major street leading east from downtown Bloomington. Directly to the west, across McLean and facing Washington, is the Lafayette Apartments, built in 1919 as an eight-story Classical Revival-style apartment building, and an attached low parking deck extending north to Jefferson. Across Washington to the south is the Wesley United Methodist Church, built in the early post-World War II era, plus a large church parking lot. The school building and these two adjacent buildings of large scale create a visual "punctuation" in the Washington streetscape, which transitions from largely low-scale commercial buildings and parking lots to the west to mainly wood-frame single-family homes to the east. Similar single-family houses also front on Jefferson to the north. The Lafayette's parking deck, plus surface parking and vacant lots, are along the northwest edge of the school building's block.

Completed largely in 1917, the three-story and basement Bloomington High School is a masonry structure with a concrete and steel frame, red brick walls and gray limestone trim. A roughly rectangular basement supports a U-shaped classroom and office section that shelters a central wing containing a basement-level boys gymnasium and upper-level auditorium. A north wing, 2 1/2-stories in height, that extends east-west along Jefferson, north of the auditorium, contains a basement-level swimming pool and one and a half floors containing classrooms and studios for manual-training courses. The main building entrance is located at the center of the south (Washington Street) elevation, while secondary entrances face all three secondary streets. The lot is mainly flat, but with a slope to the north that allows greater light and access to the northern parts of the basement, which is a few feet above grade at Jefferson. There is a paved parking area to the northwest, and paved walkways leading to the entrances. A non-historic playground is

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situated to the east between the building and Evans Street.

Exterior

1914-1917 Building

The original Bloomington High School building, designed by Bloomington architect Arthur L. Pillsbury and constructed in 1914-1917, constitutes the great majority of the current building, with a 1936-1937 three-story and basement addition extending the building's east wing to the north, and a modest 1975 one-story addition built against the north wall of the manual-training wing. The original building is three stories in height, with a basement that is hidden from view from Washington but visible along Jefferson thanks to the slope of the building lot. A modest fourth-floor music room rises above the main Washington Street entrance, creating a small tower.

The building plan consists of a roughly rectangular basement supporting a U-shaped upper section of classrooms and offices facing Washington, McLean and Evans. Centered within the U is a rectangular gymnasium-auditorium. Across the north edge of the building, facing Jefferson, is a 2 1/2-story manual-training wing with ground-level swimming pool.

The overall appearance of the school building is rectilinear, with flat composition roofs except for gable roofs over the tower music room and auditorium, which are clad with replacement asphalt shingles and original red clay tiles, respectively. Walls are red brick, while gray limestone is used for details.

Along Washington, McLean and Evans, the building is regular and symmetrical in overall appearance, with structural bays clearly defined by large windows, originally with multi-paned metal sash with transoms, now with replacement bronze-metal sash with simpler one-over-one-over one glass panes. The north elevations of the building, considered the rear of the building, are more irregular and less formal in massing and fenestration, although face brick is used for these facades as well. The manual-training wing has smaller windows with replacement one-over-one bronze-metal sash. The auditorium and boy's gymnasium have large side windows facing inner courtyards. Those originally lighting the auditorium are now blocked with infill while those providing light to the upper gallery of the gymnasium have replacement sash but remain largely transparent.

The interior of the building is entered through a primary entrance centered on the Washington Street facade, secondary entrances off Evans and McLean that provide direct access to the main first-floor corridor, and other entrances at each end of the east and west corridors and at the west end of the manual-training wing. The main Washington entrance, reached by broad concrete steps, is the most elaborate, with a set of multi-paned wood-and-glass doors, set beneath a multi-paned metal-sash transom, recessed within a large Gothic-detailed, gray limestone surround. Above the entrance doors, carved Gothic-style ribs and panels detailed with shields are deeply carved into stone, along with a larger panel carved with the school's historic initials, "BHS." This surround is flanked by large Gothic-style piers rising into small towers finely carved with Gothic-style panels, tracery and other decoration.

Flanking this entrance, the Washington Street elevation has large, regularly-spaced windows, with Gothic-style, gray-limestone piers, ornamented with tracery, marking the underlying structural frame. At both east and west ends, this elevation bumps out, with gray-limestone piers edging the projecting pavilions. In these pavilions, brick dominates the front elevation facing the street, while windows are concentrated at the third floor and on side elevations. In addition, the western corner pavilion also has a first-floor, semi-circular "conservatory" greenhouse, originally serving the school's biology laboratory, bumping out from

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the pavilion.

East (Evans) and west (McLean) side elevations are detailed similarly to the plainer portions of the Washington elevation, with gray-limestone piers and large windows creating regular patterns. Secondary entrances on these elevations are set within simple gray-limestone surrounds. Silver-aluminum replacement doors and sidelight sash are set within original openings.

Rear entrances off the northwest parking lot and from a narrow passageway between the manual-training wing and the 1936-1937 WPA addition have similar silver-aluminum door sash. The boy's gymnasium/auditorium wing rises between inner courtyards above the basement-level furnace room and girl's gymnasium, and is clad with similar red brick and gray limestone. Red clay tile clads its roof. The lower, 2 1/2-story manual-training wing is clad with red brick and detailed with gray limestone as well. Its roof is flat. All of these rear elevations are simply detailed with little ornament. The auditorium has large windows (now infilled) while the manual-training wing has relatively small windows with one-over-one sash.

1936-1937 Addition

In 1936-1937, the original school building received a three-story and basement addition which extended the building along Evans Street north to Jefferson Street. Designed by Schaeffer & Hooten, a successor firm to the building's original architect, this addition on the northeast corner of the site was funded by the Works Progress Administration. In overall form, massing, use of materials, window configuration and sash, and other details, the 1936-1937 addition is a close match to the original school building, both outside and inside.

1975 Addition

In 1975, a low-slung, wide, one-story brick addition with a sloping shed roof was added to the manual-training wing along Jefferson Street. Windowless and small in comparison to the rest of the school building, the addition added additional locker rooms and related spaces for the adjacent swimming pool and gymnasium.

Interior

The interior of the Bloomington High School is well preserved in terms of its overall historic plans, room configurations, and building materials and finishes. Logically laid out, and with spacious interior circulation, the building incorporated school spatial planning ideas popular during the World War I period. The original 1914-1917 building and the 1936-1937 WPA addition have similar spaces and building materials and finishes, including non-historic suspended ceilings.

The main building entrance on East Washington Street opens into a staircase vestibule handsomely outfitted with orange brick walls, black-marble and plaster trim, and gray-marble floors and steps. A broad central staircase rises to the building's second floor, while a flanking pair of more-modest steps lead down to the first floor, where a wide, tall main corridor extends east-west from the secondary entrances facing McLean and Evans streets. Both of these secondary entrances have small vestibules with sets of wood-and-glass, multi-paned doors. The Evans Street entrance is a few steps down from corridor level, while the McLean entrance is at corridor level. The main corridor, plus east and west corridors leading north from the main corridor to building entrances facing Jefferson, form a U-shaped set of corridors that provides the main interior circulation for the building on the first floor, and this basic corridor pattern is repeated on the second and third floors. Two sets of large staircases are nestled where the main, east and

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west corridors meet. Large windows overlooking the twin courtyards bring north light into the main corridor. Wood classroom doors, sometimes painted and sometimes varnished, with multiple panes of glass are usually set in shallow niches off corridors. Groups of doors directly across from the main entrance vestibule provide easy outside access to the gallery of the boys gymnasium, the space of which extends down into the building's basement level, which also contains the girls gymnasium, boiler room and other utilitarian spaces.

Corridor floors are light-gray terrazzo with dark-gray and black edging, while walls are painted plaster with a dark-colored wood chair rail. Structural ceiling beams are visually supported by Gothic-style plaster blocks with heraldic shields. Red-brick surrounds for drinking fountains remain, although the fountains themselves are replacements. Original plaster ceilings are hidden by later acoustic-tile suspended ceilings and fluorescent light fixtures.

The interior arrangement of classrooms and other spaces reflects the large number of specialized classes and activities undertaken in the Bloomington High School. General classrooms opened off these corridors on the first floor, along with a biology laboratory and classroom, along with projecting greenhouse, located in the projecting pavilion at the southwest corner of the building. The lunchroom was off the east corridor, overlooking Evans Street. Floors in these rooms are wood or have been covered with carpeting. Walls are plaster. Ceilings have suspended acoustic-tile and fluorescent light fixtures.

These basic patterns of circulation, spatial planning and arrangement, and building materials are found on the building's second floor. Outside access to the second floor is directly through the main Washington entrance and its broad central staircase. Once through the set of wood-and-glass, multi-paned inner doors, a visitor comes into the main second-floor corridor and is directly opposite sets of doors providing access to the auditorium, the main floor of which is at second-floor building level.

The auditorium is a large space with a balcony accessed from the third-floor main corridor. A large raised stage with proscenium arch is on the north end of the auditorium. Decorative grille work and plaster ornament decorate the arch. Large windows originally lit the room; they have since been infilled. A decorative central ceiling light fixture remains, as does plaster ornament on the balcony retaining wall that once surrounded a clock. Both the auditorium and the gymnasiums below were planned so that they could be accessed by secondary doors facing Jefferson, allowing their use by the public during school hours without going through the school proper.

A suite of offices originally used by the Bloomington School Board superintendent is to the east of the main entrance vestibule doors on the second floor, while the high school principal and his staff occupied offices to the west. To the west of the principal's office is a large library with wood wainscoting and a fireplace with stone surround. Both end pavilions, projecting south towards Washington, originally housed large study-hall rooms. Smaller classrooms opened off east and west corridors. Floor and wall finishes are similar as those on the first floor, while suspended acoustic-tile ceilings and fluorescent light fixtures are found throughout this floor.

The third floor is arranged similarly with both general classrooms and specialized spaces, including what was originally a large domestic-science kitchen facing Washington, physical laboratories to the west of the kitchen, study halls in the projecting end pavilions, typing and business classes occupying large rooms off the east corridor, and a north-facing art studio, originally with two skylights (now covered by a suspended ceiling) off the west corridor. Although specialized equipment has been removed from these spaces, built-

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in niches and cabinets remain in the former kitchen and art studio. Floor, wall and ceiling finishes and fixtures are the same as on the second floor.

On all three of these floors, boys and girls locker rooms and restrooms were originally built off the east and west corridors, facing the inner courtyards. These have largely been reconfigured and rows of metal lockers have been placed along these secondary corridors.

A small fourth floor is located in the tower directly over the main building entrance off Washington. Reached by a secondary staircase off the third-floor main corridor, this floor has one large, slightly-vaulted room originally used for music classes. This room's floor is carpeted and walls and the ceiling are plastered. Access to the building's roof and attic spaces is through this room through small half-height doors.

The rear manual-training wing, backstage facilities for the auditorium, rear access to the boys and girls gymnasium, and boys and girls locker rooms and showers are north of the main school block and are somewhat isolated spatially from the rest of the building. Access from the main portion of the school to these spaces is through small, secondary corridors and stairs at the north ends of the east and west corridors of the main portion of the school. This physical separation provided a physical and acoustic buffer that lessened loud sounds and distracting smells originating in the manual-training wing that might otherwise migrate to the main classroom wings.

Both gymnasiums are located at basement level and rise two stories to high truss- and structural beam-supported ceilings. Clerestory windows provide light for the boys gymnasium, which is directly under the auditorium, while the girls gymnasium originally received natural light through a skylight (now covered) centered in the east courtyard. A swimming pool is located in the first floor of the manual-training wing (at the same level as the gymnasium floors). Originally, an open second-floor gallery, overlooking the swimming pool, provided space for swimming-meet spectators; it is now enclosed. Boys locker rooms and showers are located in the northwest section of this level, while similar facilities for girls are in the northeast corner. Both of these utilitarian areas extend into the one-story 1975 addition that extends across the first-floor facade of the manual-training wing.

Directly above the swimming pool and locker areas, a suite of manual-training studios are on the wing's second floor (at the same level as the main school building's first floor). These spaces accommodated drafting, metalwork classes, a foundry and forge. Additional classrooms are in partial third-floor "bump-ups" at each end of the manual-training wing.

Alterations/New Additions/Integrity

The Bloomington High School consists of an original 1914-1917 building, a 1936-1937 northeast addition extending the building north along Evans Street, and a small 1975 addition fronting onto the manual-training wing of the original building. As befits an educational building built mainly a hundred years ago, the overall building complex has experienced physical changes. However, the building has excellent historic integrity, retaining its overall exterior appearance and interior spatial configuration, and the vast amount of building materials and finishes, from its period of significance (1914-1937). Changes, whether from the period of significance or afterwards, date almost entirely from the period of the building's ownership and use by the Bloomington School Board, which lasted until at least 1990, when the use of the building as a school stopped.

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The building retains its overall historic building form and massing, with only the small, one-story 1975 north addition changing the exterior historic form. In general, the building also retains most exterior building features and details, including red-brick walls, gray-limestone trim, and original main entrance doors and transoms. Window sash was replaced with bronze-finish window sash, probably in 1975 when the school board renovated the building and added the north addition. Secondary doors off McLean, Evans and Jefferson were replaced earlier with silver-aluminum doors and frames. Asphalt shingles used for the fourth-floor roof over the music room, probably replaced historic ceramic tile similar to that remaining as part of the auditorium roof.

The Bloomington High School's interior also has excellent historic integrity, retaining historic circulation patterns, room configurations, and most building materials and finishes. Corridors retain their historic width and height, terrazzo floors, and plaster walls. The largest change to corridors are acoustic-tile suspended ceilings and fluorescent light fixtures, likely added in the 1975 renovation. Classrooms and offices largely retain historic configurations, plaster walls, and wood floors, although many floors have been carpeted. Classrooms and offices have suspended ceilings and light fixtures similar to those found in corridors. Staircases remain in their historic configurations, with no later enclosures due to changing building codes. Historic locker and restroom areas on each floor have largely been reconfigured with new walls and fixtures. Although the domestic-science kitchen no longer retains most original counters and cabinets, it retains a recessed niche that originally held a large cooking stove.

The auditorium retains its original spatial configuration, wall and ceiling finishes and plaster decoration, and floors (although now carpeted). A raised stage with proscenium arch remains, as does a rear balcony. Seating has been removed from the main auditorium floor, but largely remains in the gallery. The auditorium was originally lighted from outside by large side windows, which have been infilled. A large historic ceiling light fixture remains, while other lighting has seen changes. A clock in the balcony railing wall has been removed, but the plaster surround remains.

The boys and girls gymnasias retain their historic two-story spatial configurations, structural ceiling trusses and beams, and much historic detailing. The boys gymnasium originally had a suspended running track at gallery (first-floor) level; that was replaced with the current spectator gallery in 1940 during the period of significance.¹ The girls gymnasium's historic skylight has been concealed by a later ceiling above the structural ceiling trusses. The swimming pool retains its overall two-story spatial configuration, although the original upper-level gallery, originally open to the pool, is now enclosed. Circulation patterns and most secondary spaces adjacent to the swimming pool and gymnasias remain, including boys and girls locker rooms. These locker rooms were expanded into the 1975 addition. Upper-floor classrooms and studios in the manual-training wing retain their original configurations and most building materials and finishes, including wood floors and plaster walls.

Despite changes, the Bloomington High School retains excellent historic integrity. Through its historic site, form, massing, building materials, details, and interior spatial configuration, the building continues to exemplify its construction as a Collegiate Gothic-style secondary school building and its historic use for more than 40 years as the city's sole public high school, then for approximately another 30 years as the city's junior high school.

¹ "Remodeling Running Track into Balcony in Boys Gymnasium, Schaeffer & Hooten," Commission #862, File # 18, March 5, 1940, rev. May 23, 1940, Pillsbury Collection, McLean County Museum of History.

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8. Statement of Significance

Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for 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 old or achieving significance within the past 50 years. |

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

Period of Significance

1917 - 1937

Significant Dates

1917

1937

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation (if applicable)

Architect/Builder

Arthur L. Pillsbury

Schaeffer & Hooten

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations).

The Bloomington High School is locally significant under National Register Criteria C for Architecture. The seventh in a line of buildings that have served Bloomington as high schools, the building was the city's only public high school for more than 40 years. Built to provide modern and comprehensive educational facilities for Bloomington teenagers, the school building exemplifies, in the historic context of Bloomington, Progressive Era educational ideas and strategies for the education of high-school students in the early twentieth century.

Architecturally, the building is a large and impressive local example of a Collegiate Gothic-style educational building designed by Arthur L. Pillsbury and expanded by Schaeffer & Hooten, and it reflects the style's popularity for secondary school buildings during the early twentieth century. The building's symmetry, overall rectilinear forms, concentration of Gothic-style ornament at entrances and along roof parapets, and large window openings all exemplify the Collegiate Gothic style as used for high-school buildings. Inside, the building's expansive and clearly-expressed plan, with broad corridors, large staircases, and a wide variety of classrooms, laboratories and recreational facilities, reflects exemplary high-school planning of the period. The 1936-1937 northeast addition, built with Works Progress Administration (WPA) funds, fits carefully with the original building in terms of overall scale, architectural style, materials, detailing and interior plan. The 1975 one-story rear addition, nestled against the north wall of the manual-training wing of the school, was built outside the building's period of significance but during the roughly 30 years that the building served as Bloomington's only junior high school.

The period of significance for the building begins in 1917, when the building was completed, and ends in 1937, when the visually compatible WPA addition was constructed. Significant dates are 1917, when the original building was completed, and 1937, when the WPA addition was completed. The building retains a high degree of historic integrity, both outside and inside, and the building as a whole retains more than sufficient historic fabric to convey its local significance within the historic context of Bloomington.

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

The History of Bloomington and its High Schools before World War I

The Bloomington High School is located in Bloomington, Illinois, a city situated in the central portion of the state roughly 125 miles southwest of Chicago. Its origins lie with a pioneer settlement known as "Blooming Grove," founded in 1822. When McLean County was founded at the end of 1830, the renamed "Bloomington" became its county seat. James Allen, a promoter of the new county, donated 60 acres of land for the town, shifting its location a bit to the north. Through the next several decades, Bloomington became the commercial focus of a large swath of central Illinois, priding itself on being the center of one of the richest agricultural counties in the United States.

Paired with the younger town of Normal, located immediately to the north, the combined Bloomington-Normal became one of the state's important centers of population outside of the Chicago area by the early twentieth century. Much of downtown Bloomington was destroyed in a fire in 1900. The architect of the Bloomington High School, Arthur L. Pillsbury, was one of several architects responsible for much of the subsequent reconstruction. The 1911 *Encyclopaedia Britannica* noted that Bloomington's population in 1910 was 25,768. The city was served by several railroads, with the Chicago & Alton Railroad also providing a major source of employment through its large shops. The city's manufacturing was varied, including brick yards, tile factories, canneries, foundries and machine shops, flour and grist mills, printing and publishing concerns, and lumber

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factories. Bloomington was also a center of education and culture, with Illinois Wesleyan University (founded in 1850) located in the town proper and the Illinois State Normal University (established in 1857 and now Illinois State University) in Normal.²

Besides being the decade when these universities were founded, the 1850s was an important decade for Bloomington public education. The state of Illinois established a state law providing for public education in 1855, and two years later, Bloomington created its own school board. Until then, the pioneer settlement had had only private schools of varying size and quality. Going forward, the city created both a number of public elementary schools as well as a public high school.

Bloomington had a series of buildings housing its high school over the roughly 60 years between the first established high school and the Bloomington High School building of 1914-1917. All but the 1914-1917 building have been demolished.³ In the wake of the city's establishment of a public school system, its first high school was established in 1857 when high school classes began to be held in a second-floor room of a two-story wood-frame building commonly known as "Wilkin's Seminary". Originally located at Main and Olive streets, the building was later moved to the northeast corner of Mill and Madison streets and used as a house. It has since been demolished.

Shortly thereafter, before the end of 1857, high school classes moved into the basement of the old Christian Church at Jefferson and West streets. A front-gabled church building with large windows, this building has been demolished.

The third building that housed the high school was built in 1858. It was a brick Italianate-style school building at Taylor and Evans streets, two stories in height and with round-arched windows. Again, the high school occupied only a portion of the building, in this case, just the one large room and recitation room at the north end of the second floor. This building, long known as the Old Emerson School, has been demolished.

Nine years later, in 1867, a fourth building housing the high school was constructed. It was a three-story Gothic Revival-style school at Park and Empire streets. Only the top floor was used for the high school. The building was later demolished for the later New Franklin School.

Finally, after being shuffled from one building to another for more than a decade, Bloomington's high school program gained its own dedicated building. A large Second Empire-style brick school building with mansard roofs and a tall tower became the new high school in 1869. Located at Oak and North (now Monroe) streets, it has since been demolished. This building remained the home of the high school until 1895, when a larger Romanesque Revival-style building was constructed at Prairie and Monroe streets. With a cross-gable roof, masonry walls and a tall corner tower, this school building was used until 1917. It has since been demolished as well.

The Design and Construction of the Bloomington High School

By the early 1910s, the existing Bloomington High School from 1895 was increasingly seen as inadequate. The *Pentagraph*, Bloomington's long-standing newspaper, covered the planning and construction of the

² "Bloomington (Illinois)," *Encyclopaedia Britannica*, 1911, https://en.wikisource.org/wiki/1911_Encyclopædia_Britannica/Bloomington; accessed August 26, 2016; Hasbrouck, *History of McLean County, Illinois*.

³ Information about Bloomington's nineteenth-century high school buildings in this section is from *The Alumni Aegis*, page 128, and Leifel, Holt, Aschenbrener, *Our Proud History: Bloomington Public Schools, District 87 Sesquicentennial, 1857-2007*, chapters 2 and 3, and "Some Notes of High School History," *The Pantagraph*, December 8, 1914.

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Bloomington High School in great depth, indicating the importance that Bloomington citizens placed in this building project. The newspaper published articles in March 1913 that made a case for a new public school. One put forth the school board's arguments for a new school. Interestingly, another documented a high school assembly where a series of current high school students spoke eloquently about the existing high school building's physical shortcomings. One after another, they talked about inadequate light and air, faulty heating, over-crowded classrooms, the use of storage rooms for instruction, and the lack of a proper gymnasium.

Representative of these concerns were the comments made by student Willis McMurray about the old school's sanitary conditions:

In this building the ventilation is imperfect, the fan system now used is not sufficient for the number of rooms now occupied. Several rooms which were built in the first place as janitor's store rooms have now been made into class rooms and as such have so greatly overworked the ventilating system that it is now of little value and in many rooms the air scarcely changes. . . . The present gymnasium is not a gymnasium, but a dirty loft without any heat, where the wind comes in thru an open roof. . . . Probably of as much importance as the heating and ventilating is the question of sufficient light. In the mechanical drawing room the light comes directly from the south windows. This bright and glaring light those doing the drawing work must face.⁴

Student Louis Newmann spoke on the lack of proper vocational training facilities, increasingly seen as just as important to the success of a high school as the more traditional liberal arts:

The room used for shorthand is a basement room never intended for a recitation room. The heating is an after-thought; the ventilation is vile and in order to keep the air in any degree fit to breathe the door must be kept open. . . . In the typewriting department, there are twenty-seven typewriters in use. We should have more, but there is absolutely room for not another single machine, and there is not room for the kind of work we want to do with the number that we have crowded into that department. . . . the work in both art and design and agriculture is crowded in one small room, entirely too small for either study.⁵

As part of the assembly, students sang a song to words of their own:

*There are classes in the basement.
There are classes in the stair.
There are classes in the attic.
There are classes in the air.
There are classes in the coal bin.
there are classes everywhere.
Let's build a new High School!⁶*

A \$250,000 bond issue, meant to pay for a new building, was passed in April 1913.⁷

After this public vote authorized funding, planning for the new school proceeded, although somewhat slowly until early 1914. The board of education initially looked at buying a block of land bounded by Market, East, Monroe and Prairie Streets, close to downtown Bloomington.⁸ But by early January 1914, the decision was made to purchase a different site, located farther east. This "Wakefield block," so-called because of the

⁴ "Pupils Aroused for New High School," *The Pantagraph Saturday Morning*, March 22, 1913.

⁵ Ibid.

⁶ Ibid.

⁷ "Bloomington's Greatest Building Accomplishment of 1916 - the New High School," *The Pantagraph*, January 2, 1917.

⁸ "Many to Move from High School Site," *The Pantagraph Monday Morning*, December 8, 1913

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Wakefield medicine factory located there, cost the board \$81,500, although the expectation was stated in the press that careful demolition and salvage and sale of building materials would drop the final cost of the site by approximately \$11,900. The location was considered ideal, as it was one of the highest in elevation in Bloomington, and a new water main scheduled to be laid under Washington Street would provide more than adequate amounts of water.⁹ During the following month of February 1914, school bonds worth \$90,976 were sold to the highest bidder, the Chicago firm of W. W. Halsey & Co. This bond sale provided sufficient money to purchase the new school site.¹⁰

In March 1914, the Bloomington school board selected Arthur L. Pillsbury to be the high school building architect. The board chose not to have a competition, believing that process to have more disadvantages than advantages. Besides, Pillsbury was a known quantity, a prominent Bloomington architect who had already designed schools for the school board, including the Irving and Emerson schools. As the *Pantagraph* reported, "[Pillsbury] has already been connected with much of the school building of this city and Normal, both in public schools and the universities of the two cities."¹¹ The article noted that Pillsbury had also designed a number of other educational buildings, including the science hall at Illinois Wesleyan University, the public high school in Normal (1913), the manual arts building at the Illinois State Normal University (1909), and the Thomas Metcalf training school (1914).¹² The article went on to list other local buildings designed by Pillsbury, including "the People's bank, the Griesheim building, the Hobilt building, the Y.M.C.A., the Bloomington club, the Masonic temple and others."¹³

Pillsbury and his staff worked on plans for the high school over the next three months, revealing initial plans in June 1914 at a school board meeting. Again, the *Pantagraph* reported in close detail what was considered to be one of the largest public-works projects in a generation in Bloomington. Although considered preliminary, the layout and functions of the new high school building as reported at this time were similar to what eventually was built. The school board heard Pillsbury describe a three-story school building 270 feet in length and 198 feet in width, centered in the block bounded by Washington, Jefferson, McLean and Evans streets, with the main entrance facing Washington but with secondary entrances from the other streets. It was planned to hold 1,200 students, twice what the current school could accommodate. "The building will be of dark red brick, with white stone trimmings. Owing to the fact that it will front on four streets, there will be no back or rear wall anywhere in sight."¹⁴ Classrooms and laboratories would surround a combined auditorium and gymnasium block, flanked by courtyards. A two-story north wing would contain a ground-floor swimming pool and upper-floor manual training facilities. "The architect's office is perfecting the working plans for the building and as soon as all the details are gone over and corrected the board will advertise for bids and the building will then be rushed ahead as fast as such a large proposition can be hurried."¹⁵

Pillsbury must have gotten much pressure to complete the plans for the school in a timely manner. He is indirectly quoted that same month in the *Pantagraph*:

Mr. Pillsbury stated that the plans for the new school are very complicated and must be carefully handled, and can be worked on by the most careful and competent men only. To complete the plans in a

⁹ "Choose Wakefield Site for High School," *The Pantagraph Tuesday Morning*, January 20, 1914.

¹⁰ "Chicago Firm Buys High School Bonds," *The Pantagraph*, February 5, 1914.

¹¹ "Board Selects High School Architect," *The Pantagraph*, March 10, 1914.

¹² Ibid.

¹³ Ibid.

¹⁴ "First Outline of High School Plans," *The Pantagraph*, June 13, 1914.

¹⁵ Ibid.

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*short time is a hard undertaking at this time of the year [June], when much contracting and building is going on.*¹⁶

As building plans were being prepared, the building site was being cleared.¹⁷ By the middle of July, site clearing and the preparation of plans had progressed far enough that the *Pantagraph* reported that construction would most likely start in "four or five weeks."¹⁸

However, this was optimistic. In August 1914, the *Pantagraph* reported that the final details of the school plans were being settled, but that letting of the contract and actual construction wouldn't happen until sometime later that fall:

The working out of the details of this large building is one of the biggest jobs of its kind that has been done in Bloomington for some years. There are other buildings, perhaps, which will contain nearly as much space in height or area, but the high school is divided into so many different departments, each of which has to have its quarters so designed with a special object in view, that the construction of the working plans is a tremendous undertaking.

The article went on to note that revisions to the plans might be necessary if bids came back too high from contractors. Site clearance was continuing at that time.¹⁹

By the middle of September, the working drawings were reported as almost complete, with Pillsbury discussing them with the board of education. The board was reported as keeping a close eye on plan preparation, possibly because of continued concerns on the part of citizens (obliquely expressed in *Pantagraph* articles) that the building was going to cost too much. By this time, site clearance was almost complete; only the Wakefield factory itself was reported still standing, although later news articles would contradict this.²⁰

In the September 22, 1914, issue of the *Pantagraph*, the city was touted in detail, and among its assets was the new high school building being planned:

*Hub of the corn belt. County seat of the second richest agricultural county in the United States. Population, 35,000 - growing every day. Bloomington has - best schools and colleges. . . . New \$300,000 high school building, now under construction. . . . The greatest horse market in the middle west. . . . As a jobbing center Bloomington is known thruout [sic.] a large territory. . . . First class railroad facilities . . . One hundred industries with an annual pay roll of over \$4,000,000, manufacturing freight cars, passenger coaches, canned goods, candies, brick, butter, flour, tile, cook stoves, ranges, heating stoves, furnaces, boilers, elevators, grain dumps, vacuum cleaners, awnings, carpets, rugs, store fixtures, ice, ice cream, carriages, wagons, soda water, bottled goods, blank books, mattresses, furniture, couches, chairs, window screens, clay screens, coffee, extracts, spices, medicines, plating, brass goods, corrugated culverts, jar seals, pencils, silos, brooms, farm machinery, tanks, overalls, wood novelties, sash doors and blinds, soap . . .*²¹

But then, the outbreak of World War I in Europe that summer briefly upset the American bond market, delaying the sale of the second round of school bonds necessary to start construction. In early October, school board president Horatio G. Best announced that the board hoped to get the building started during the fall and winter.

¹⁶ "Work on High School Plans," *The Pantagraph*, June 26, 1914.

¹⁷ "Week of Progress in all Buildings - The High School Site," *The Pantagraph*, June 27, 1914.

¹⁸ "The High School Work," *The Pantagraph*, July 18, 1914.

¹⁹ "High School Plans are a Big Task," *The Pantagraph*, August 8, 1914.

²⁰ "Much Time Taken with High School Plans," *The Pantagraph*, September 12, 1914.

²¹ "Bloomington," *The Pantagraph*, September 22, 1914.

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Because of the war and the delay in bond sales, Best speculated that the completion of the school might take another two years.²² Fortunately, bond markets had calmed down enough later in October that the school board was able to issue a call for construction contract bids. A *Pantagraph* notice, published on October 31, 1914, noted that the deadline for bids was November 10.²³

On November 18, the school board awarded the construction contract to the J.L. Simmons Company of Chicago. The total contract was worth \$240,000.

*It is the intention of the board of education and the contractor to rush the work as fast as possible. It is thought that, with fair weather, even tho [sic.] it be a little cold, that much of the work can be done this winter and that by next spring the structure will be well underway. The site for the new building is now cleared, with the exception of several buildings on the outer edge, which are not in the way of the school.*²⁴

Later in November, the *Pantagraph* reported on the great size of the new high school and the amount of building materials required for its construction: "Ten railroad trains for fifty cars each will be required to transport all the materials which will go into the building of the new Bloomington high school, the construction of which will begin next week." The article broke down this material list further: "Brick - 124 car loads; wall tile - 90 car loads; floor tile - 49 car loads; cut stone - 60 car loads; cement for foundations, etc. - 20 car loads; crushed stone - 100 car loads; sand for brick and concrete work - 70 car loads; structural steel - 420 tons; reinforcing steel - 120 tons." Between 80 and 100 workers were projected as needed on the job at all time, with additional as required for particular jobs. The contractor estimated construction would finally start in December 1914 and take 18 months.²⁵

By December 22, 1914, excavation on the site had started with the removal of between 200 and 250 yards of dirt a day.²⁶ In late January 1915 the school board awarded the brick contract to the Western Brick Company of Danville.²⁷ Contracts for plumbing, electrical work, telephones and furnishings followed.

Finally, after more than 3 1/2 years of planning and construction, the new Bloomington High School neared completion in late 1916.²⁸ The *Pantagraph* had a full page story about the new school in its January 2, 1917, issue, including a photograph of the exterior, interior plans, and a detailed description of its interior layout.²⁹ Noting that the school would be occupied later in January, the new building, called "one of the finest in the state" and "one of the largest community enterprises which Bloomington has undertaken for two decades," was described in great detail.

A breakdown of building expenses was listed in this article:

- Net cost of site - \$77,000
- General contract for building - \$278,000
- Heating and ventilation - \$55,000
- Plumbing - \$18,000
- Furnishings - \$30,000

²² "To Get Foundations in Before Spring," *The Pantagraph*, October 3, 1914.

²³ "Notice to Contractors," *The Pantagraph*, October 31, 1914.

²⁴ "Contract Awarded for New High School," *The Pantagraph*, November 19, 1914.

²⁵ "Trains of Materials for New High School," *The Pantagraph*, November 28, 1914.

²⁶ "Digging Big Hole on High School Site," *The Pantagraph*, December 22, 1914.

²⁷ "Award Contract for Brick," *The Pantagraph*, January 20, 1915.

²⁸ "Laying Auditorium Floor," *The Pantagraph*, October 12, 1916.

²⁹ "Bloomington's Greatest Building Accomplishment of 1916 - the New High School," *The Pantagraph*, January 2, 1917.

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- Total - \$458,000

School bonds totaling \$250,000 paid for part of it, while the rest of the cost was expected to be paid by direct assessments over several years.

The *Pentagraph* article described the interior in great depth. The basement had storage, the boiler room, and the ground levels of the boys' and girls' gymnasiums and swimming pool. The larger boys gymnasium was 66 by 94 feet and had a running track at gallery level, while the smaller girls gym was 40 x 75 feet. The swimming pool had a 200-seat gallery for spectators.

The first floor of the building had general classrooms, the biology labs (including a greenhouse/solarium that projected from the southeast corner of the building), a study hall at the southeast corner, and domestic science spaces. The second floor housed school board and high school offices, a library, general classrooms, and study halls. The north wing had manual-training studios, including a foundry, wood-working facilities, and drafting rooms. The auditorium was located on this floor, directly across from the main entrance steps off Washington Street. It was 74 by 66 feet in dimensions and seated 1,100 between ground-level and gallery seats. "One of the gems of the whole building is the auditorium, which will not only be a fine acquisition for the school work of the city, but will also become a center for many kinds of committee gatherings." The auditorium was dedicated on February 27, 1917, with a performance of Shakespeare's "The Tempest," performed by alumni members of the school's Dramatic Club.³⁰

The third floor had the "commercial department," where stenography, typewriting and bookkeeping were to be taught. Domestic science was also located on the third floor, where a "model cottage" and demonstration kitchen were located. The "cottage" was described as a small parlor, dining room and bedroom where students could learn how to keep house. Physical-science laboratories were also on this floor, including a chemistry laboratory, electrical instruction room and a laboratory for "studying light." A large art room with skylights and a large north-facing window were on the northeast corner of the building. Finally, at the top of the entrance tower, a fourth-floor music room was separated spatially from the rest of the school for sound insulation.

The new high school building was featured in advertisements for the McFarland-Hyde Co., which manufactured the "Wilson Reverso" windows that were originally installed in the building. These windows, consisting of multi-paned hopper windows, were touted as providing excellent ventilation, being "completely reversible," and easy to clean.³¹

The new Bloomington High School was dedicated on March 26, 1917, with a ceremony in the auditorium. Prior to the dedication, there was a swimming exhibition in the new pool. The dedication was graced by musical numbers provided by the school orchestra, chorus and girls' glee club. Speakers included school board president Horatio G. Bett, President Theodore Kemp of Illinois Wesleyan University, President L.C. Lord of the Eastern Illinois normal school, State Superintendent F. G. Blair, President John W. Cook of the DeKalb normal school, and President Felmley of the State Normal School.³²

Progressive-era education ideals and reform as it relates to high school design

The Bloomington High School exemplifies the historically significant changes occurring in high-school design in the early twentieth century, as secondary schools were increasingly seen as "department stores of education,"

³⁰ "Alumni Thespians Please Throng," *The Pentagraph*, February 28, 1917.

³¹ "Wilson Reverso windows," *The American Contractor*, January 19, 1918, p. 5.

³² "High School Dedication," *The Pentagraph*, March 26, 1917; "High School is Formally Dedicated," *The Pentagraph*, March 27, 1917.

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providing a wide array of courses and activities meant to satisfy both college-bound students and those following a different path into manual vocations and business upon graduation. Such comprehensive high schools were a far cry from the beginnings of public school education in the United States a century before.

Americans of the colonial era and the early nineteenth century originally educated their children, if they educated them at all, either at home or in private schools and academies. But a drive to make public education both universal and free came in the 1830s and 1840s, pushed by educators such as Horace Mann and Henry Barnard.³³

Bloomington had private schools early on, while a public school system was not created until 1857 in the wake of supportive legislation by the Illinois state legislature. Elementary schools thrived first, while secondary education lagged due to small numbers of high-school-age children attending school. The first graduating class of public high school students in Bloomington is believed to date from 1864, when two students, Lucretia Billings and Sarah W. Flagg, constituted the entire class. The second graduating high school class in the city was not until 1871.³⁴

The growth of Bloomington through the remaining decades of the 1800s saw the city move its high school into larger and more substantial high school buildings than the earliest ones. However, the curriculum through much of this period remained based largely on eastern "Latin School" models, which focused on the liberal arts and provided an education heavy on reading, writing, literature and languages, suitable for young gentlemen preparing for college. Many children stopped attending school when they completed their elementary education.

The early twentieth century saw this rapidly change, at least in cities and larger towns. As Diane Ravitch noted in *School: The Story of American Public Education*:

*The first half of the twentieth century was a time of remarkable expansion for the American public school. Schools were called upon to teach the skills and knowledge needed for participation in a democratic industrial society to a rapidly growing and diverse population. At the opening of the twentieth century, nearly all children attended elementary school. At the midpoint of the century, nearly 80 percent of teenagers were enrolled in high school. The United States led the world in fulfilling the promise of universal access to schooling.*³⁵

By the turn-of-the-last-century, boards of education in general throughout the United States, including that of Bloomington, were beginning to transform secondary education, moving away from a focus on college preparatory education. The progressive social reform movement of this period sought to improve living and working conditions for working- and middle-class people. Progressive-Era legislation prohibiting child labor and mandating school attendance placed greater demands on the public education system. More significantly, progressive reformers pushed for curricular changes in public education, particularly at the high-school level, to better prepare students for an active role in the social and civic life of cities. High school curricula increasingly

³³ This section contains general information on changes in progressive-era educational thought and high school curricula and how these changes affected high school design included in the "Robert Lindblom Technical High School Building" Chicago Landmark designation report, prepared by the Historic Preservation Division, City of Chicago, in 2010. Other sources on the evolving design of high schools during this period include Cutler, "Cathedral of Culture: The School house in American Educational Thought and Practice since 1820," *History of Education Quarterly*, Vol. 29, No. 1 (Spring 1989); Betelle, "Essentials of High School Planning," *Modern School Houses - Part II*, 1915; Bruce, *High School Buildings*, 1919; Hamlin et al, *Modern School Houses*, 1910; and Christensen, *A Quarter of a Century School Building*, 1929.

³⁴ *The Alumni Aegis*, p. 129.

³⁵ Sarah Mondale and Sarah B. Patton, eds., *School: The Story of American Public Education*, pp. 63-64.

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embraced not just liberal arts, but the sciences, business (called "commercial") training, and the manual sciences of wood work, metal work, and drafting. In order to accommodate these expanded courses of study, older high school buildings were often replaced in the early twentieth century by much larger buildings that, through their scale and complexity of design and spatial planning, accommodated a wide area of course choices that could satisfy most students and their parents, from those planning college educations and subsequent careers, to students planning to enter a manual trade upon graduation, to those who wanted business training before entering the general workforce.

John Dewey, a teacher at the University of Chicago and the founder of the university's Laboratory School, and Francis Parker, the founder of the city's Francis Parker School, both were progressive educators that exemplified this trend towards a more complex high school education. Both rejected the dominance of rote learning and harsh discipline in public schools. Instead they argued for more experiential and hands-on education. The reformers believed the educational system should address the whole child. In addition to academics, the social, intellectual, emotional, and physical aspects of education were promoted, including physical education, which required better athletic facilities that most high schools had during this period.

The broadened curriculum advocated by progressive educators would have a major impact on the physical plan, architecture and equipment of public schools in the early twentieth century, as shown by William Wirt's "Gary Plan" schools. In 1906 workers flooded into Gary, Indiana, to find jobs at the new U. S. Steel works, the world's largest steel mill at the time. Wirt had studied under Dewey, and was hired as superintendent of Gary Schools to build the new school system essentially from scratch. Wirt's plan for Gary's schools represents the first large-scale application of progressive ideals in teaching practice and school architecture. To accommodate new physical and health education programs, the new schools included pools, gymnasiums and larger play grounds. Group education and arts performance education programs were accommodated in large auditoriums. Learning by doing required new specialized spaces such as vocational shops, greenhouses, laboratories, commercial-education typing rooms, and domestic-science kitchens.

In addition to planning and equipment, progressive educators believed that the comfort and attractiveness of the school had a direct impact on attendance and academic achievement. Adequate light, heat, ventilation, space, and sanitation became important considerations. The Gary Plan schools were more expensive, and to maximize the cost effectiveness of the new buildings, Wirt rotated classes throughout the day so that the facilities remained in continuous use. Wirt's Gary Plan schools influenced school design in America up until the Great Depression.

While the Progressive-Era reformers recognized that hands-on training was necessary and relevant for students in industrialized cities, the business community would in the 1910s also push schools to train high school students in specific trades to better prepare them for the workforce. Vocational training in public education was part of a larger program that promoted social efficiency and scientific management of school administration. Specialized curricular tracks and standardized testing were adopted by schools to better deal with growing number of high school students.

Also, such larger and more complex high school buildings and the array of educational opportunities they represented, were seen as truly "American" in their encouragement of education and citizenship. High schools were increasingly seen as social "glue" binding together an increasingly heterogeneous citizenry.

In his publication, *High School Buildings*, published in 1919, William Bruce commented on the changes that had occurred in American high school design in the previous decade:

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The high school has entirely outgrown its academic limitations and traditions and has broadened its influence and its curriculum. Thus, the industrial arts and household arts are no longer "basement subjects;" the natural sciences are now taught in a way to require diversified laboratories; the physical care of students has been extended to necessitate very complete gymnasias and lunch rooms; and the movement for the "wider use" of the school plant by adults has become a fixed fact which school authorities have recognized thru [sic.] better auditorium and night school facilities. The high school building of the present day is far more inclusive and complicated in the number of type of activities which it serves . . .³⁶

The Bloomington High School, through its large scale and its extensive array of classrooms, auditorium, twin gymnasias, swimming pool, and specialized facilities such as its demonstration kitchen and manual-training studios, is an exemplary high school building in this larger history of educational reform and curricular expansion in the World War I era. As the sole public high school in Bloomington during much of the early twentieth century, the building is a locally-significant building in the history of public education.

The Bloomington High School and the Collegiate Gothic architectural style

The Bloomington High School was designed in the Collegiate Gothic architectural style. Collegiate Gothic was an early twentieth-century adaptation of the earlier Gothic Revival style, and it was largely used for a specific property type—educational buildings—for both functional and philosophical reasons.

The Gothic Revival style spread through the United States in the early nineteenth century as medieval precedents in design took hold in the imagination of Americans. Although there are isolated examples of the Gothic Revival as early as St. Mary's Chapel, Baltimore (Maximilian Godefroy, 1806-1808), the first important period of the Gothic Revival is the 1830s and 1840s. Although most often used for churches, the Gothic Revival style early on was also used for college buildings, including the Yale College Library (Henry Austin, 1842-46) and Alexander Jackson Davis's New York University building (1832-37). The style, and the medieval period that it represented, was strongly associated with the English universities of Oxford and Cambridge, founded during the Middle Ages, and by the end of the nineteenth century, the style was beginning to be used widely for American college and secondary school buildings. Prominent universities and colleges such as Yale, Duke, and Princeton employed the Gothic Revival style (now called the Collegiate Gothic style due to its educational associations) in this period to create an atmosphere of respected antiquity.³⁷

By World War I, Collegiate Gothic had become a prominent style for secondary school buildings as well. James O. Betelle, a Newark, New Jersey, architect in the early 1900s, called out the utility of the Collegiate Gothic style for school architecture. He noted, in an article published in the *American School Building Journal* in April 1919, that strong local architectural traditions, such as Colonial in New England and Spanish in California, should be given precedence in those locations, but that Collegiate Gothic was preferred almost everywhere else for city school buildings. He noted the historical associations of the style with Oxford and Cambridge as philosophical reasons for the style's use for school buildings. But he also noted functional reasons for embracing the style, including the larger window-to-wall ratio and plainer wall surfaces that Collegiate Gothic allowed, in comparison to the Classical or Georgian style, both of which he felt left less design leeway for an architect adapting them to a school building. Betelle felt that Gothic-style ornament could be concentrated around entrances and along rooflines, keeping costs lower than with Classical Revival designs,

³⁶ Bruce, comp. *High School Buildings*, foreword.

³⁷ "Collegiate Gothic, 1910-1940," Washington State Department of Archaeology & Historic Preservation, <http://www.dahp.wa.gov/styles/collegiate-gothic>, website accessed August 22, 2016;

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which in his opinion depended more elaborate decoration applied more liberally throughout the building's facades.³⁸

In addition, as already noted, city high schools were becoming larger and more complicated spatially in the early twentieth century. Changes in American educational policy in the Progressive Era encouraged "department store" high schools, with a wide array of both academic and practical education, ranging from traditional liberal arts, to laboratory-based sciences, to domestic science courses meant to educate future housewives, to "commercial departments" where courses in typing, bookkeeping and stenography trained future office workers, to manual training studios. School buildings housing such a wide array of learning spaces, plus auditoriums and gymnasiums, were more complex spatially. The Collegiate Gothic, with less of an emphasis on symmetry than Classical styles, fit well with such spatial planning.

Collegiate Gothic buildings are typically rectangular in plan, and frequently have flat rooflines hidden by a parapet. Exterior walls are typically brick with stone trim. Gothic-arched entrances are highlighted by central towers and bay windows, as well as Gothic-style stone tracery, panels and heraldic shields. The Bloomington High School is a handsome building, exemplary of the Collegiate Gothic style. It is rectilinear in overall form and plan. Its red brick walls and contrasting gray limestone trim are typical of the style as typically used for high schools, as are the large multi-paned windows. The concentration of Gothic-style detailing, including Gothic ribs, panels and shields, around the main entrance facing Washington is also typical, as are the twin spires rising from the entrance surround.

Architect Arthur L. Pillsbury

Arthur Low Pillsbury (1869-1925), the architect of the Bloomington High School, was born in Bloomington, Illinois.³⁹ He was the son of educator William L. Pillsbury, who at the time of the younger Pillsbury's birth, was principal of the model school at the Illinois State Normal University (now Illinois State University) in nearby Normal. The Pillsbury family moved to Springfield, Illinois, in 1880 when the elder Pillsbury became principal of Springfield High School, from which Arthur graduated in 1888.

The younger Pillsbury attended Harvard University, graduating with a bachelor's degree in engineering in 1892. He then moved back to Illinois and attended the University of Illinois at Urbana-Champaign, where his father now served as registrar. Arthur graduated in 1895 with a second bachelor's degree, this time in architecture, a relatively newly-established degree program at the University of Illinois.

After time spent traveling and working elsewhere, in 1898 Pillsbury started his own architecture firm in Bloomington with a partner, Herman Evans. A few years later, the large fire of 1900 that wiped out a big portion of downtown Bloomington, and which remains an iconic event in the city's history, was a great boon to Pillsbury's career, as he was one of the architects involved in the rebuilding. During these early years of his career, he designed over a dozen new buildings in downtown Bloomington, including the Griesheim Building (1900, 217-221 N. Main St.); the Cole Brothers Building (1900, 213-215 N. Main St.); the Braley-Field Building (1900, southwest corner of Jefferson and Center streets); the McGregor Building (1901, 311 N. Main St.); and the Schroeder Building (1903, 316 N. Main St.).

Pillsbury went on to be a very successful architect in central Illinois. It is estimated, based on the number of

³⁸ James O. Betelle, "Architectural Styles as Applied to School Buildings," *American School Board Journal*, April 1919; <http://jamesbetelle.com/2006/07/23/architectural-styles-as-applied-to-school-buildings>; accessed August 23, 2016.

³⁹ Information on Arthur F. Pillsbury and his architecture is taken from Dretske, "Arthur L. Pillsbury (1869-1928)," and the Arthur L. Pillsbury Collection finding aid, McLean County Museum of History, <http://www.mchistory.org/research/resources/arthur-l-pillsbury.php>; accessed August 25, 2016.

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project represented in a collection of Pillsbury's drawings, photographs and other materials held by the McLean County Museum of History, that he designed hundreds of buildings in Bloomington, Normal and other Illinois towns and cities, including more than 430 houses and at least 100 schools, 30 churches, 70 business buildings, and 17 banks. Commissions in Bloomington include churches for Christian Science and Congregational congregations, the Bloomington Country Club, several buildings for Illinois Wesleyan University, and the People's Bank building, where Pillsbury's office was afterwards located.

Pillsbury is especially noted for his school designs. He designed school buildings for quite a few towns and cities in Illinois, including Streator, Leroy, El Paso, Centralia, Pana, White Hall, Staunton, and Paris. He served as architect for the Bloomington School Board, designing five schools for the city. The Bloomington High School is one of only two Pillsbury-designed school buildings in Bloomington that remain extant. The others were Irving School (1905, Jackson and Mason streets, demolished), Emerson School (1907, Bell and Clinton streets, demolished), Jefferson School (1918 remodeling of former high school, demolished), and Horatio G. Bent School (1923, 904 North Roosevelt Street, extant).

Pillsbury's career and life came to a sudden and tragic end on October 24, 1925. He was returning with friends from a college football game in Urbana when their car careened off the road and down an embankment due to a mechanical problem with the car's steering. The only fatality, Pillsbury was crushed beneath the car. His death and subsequent funeral were covered in depth by the *Pantagraph*.

The later years of the Bloomington High School

For almost four generations, the Bloomington High School building on East Washington Street was an important educational facility to the city. As Bloomington's only high school, it was the focus of much civic pride and the location of important events, not all related directly to the school. For example, during World War I, the school auditorium was the location for several "community sings," which were meant to bolster the morale of those remaining at home while loved ones went abroad to fight.⁴⁰

In 1936-1937, a three-story addition was added to the northeast end of the school building. Funded through the Works Progress Administration (WPA), the addition was designed by a successor firm to Pillsbury, Schaeffer & Hooten, to closely match the existing building in overall form, massing, architectural style and building materials. The addition housed an expansion of the school lunchroom, a new biology laboratory, and classrooms for business courses.

Architect **Archie Niergarth Schaeffer (1888-1963)** was born in Bloomington, Illinois. He graduated from Illinois Wesleyan University with a bachelor's degree in 1911. He then attended George Washington University from 1918 to 1919 while serving as a United States government architect. He went to work for Pillsbury, where he was made a junior partner in 1920. Upon Pillsbury's death in 1925, the firm was called Associates of A.L. Pillsbury from 1925 to 1934. Later iterations of the firm name include Schaeffer & Hooten (with partner **Philip R. Hooten**), Schaeffer Hooten and Wilson, Schaeffer & Wilson, and Schaeffer Wilson & Evans. Buildings designed by Schaeffer and his various partners include the State Farm headquarters building in downtown Bloomington (1929, 1934), the later Bloomington High School building (1958-1959), an office building for State Farm Insurance (1958), a women's dormitory at Northern Illinois University (1959), and the McLean County Bank Building in 1960.⁴¹

In 1959, a new Bloomington High School building was opened on E. Locust Street near the Bloomington

⁴⁰ Pierson and Hasbrouck, *McLean County, Illinois, in the World War, 1917-1918*, pp. 7-42.

⁴¹ *American Architects Directory*, 1960, p. 616.

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Country Club. The old high school then became the Bloomington Junior High School, consolidating junior high programs from several elementary schools.⁴² In December 1974, a bond sale was approved by Bloomington voters to pay for a renovation of the Bloomington Junior High School. It was most likely at this time that the north addition was built, replacement windows were installed, and suspended ceilings were inserted throughout the building. This may also be when the auditorium windows were blocked off.⁴³

The building remained a junior high until 1990, when a new junior high school building opened.⁴⁴ The older building later was sold and currently houses a variety of uses, including offices and swim club.

Comparables

The Bloomington High School is significant for its history as a public high school building and its importance in education history in the local geographic context of Bloomington, a mid-size city in McLean County in central Illinois. It also is significant as a Collegiate Gothic-style high school building within the same geographic context.

The Bloomington High School, as a large-scale high school building, is unusual in the context of Bloomington. Although the building was the seventh building housing the city's public high school program, the earlier six buildings have all been demolished.

It also is the only Collegiate Gothic-style high school remaining in Bloomington. Trinity High School, the city's Catholic high school, was also a Collegiate Gothic-style school building. It was built in 1928 and was located at 210 North Center Street, next to Holy Trinity Church. This building was replaced in 2003 by a new Central Catholic High School at 1201 Airport Road on the far east side of Bloomington, and the older building was demolished the following year.⁴⁵

The Bloomington High School is one of only two existing high school buildings built in Bloomington before 1966, the cut-off date for National Register of Historic Places. The other such building is the later Bloomington High School building, located at 1202 East Locust Street, built in 1958-1959 and designed in a visually-striking mid-century modern style.

Conclusion

The Bloomington High School is locally significant to Bloomington, Illinois as a former public high school building with architectural and historical significance. The seventh in a line of buildings that have served Bloomington as public high schools, this building is the oldest still standing, and it was the city's only public high school for more than 40 years. Built to provide modern and comprehensive educational facilities for Bloomington teenagers, the school building exemplifies, in the historic context of Bloomington, Progressive Era educational ideas and strategies for the education of high-school students in the early twentieth century. Architecturally, the building is a large and impressive local example of a Collegiate Gothic-style educational building designed by locally-significant architect Arthur L. Pillsbury, and it reflects the style's popularity for secondary school buildings during the early twentieth century. The Bloomington High School retains a high degree of historic integrity, but outside and inside, and the building as a whole retains more than sufficient historic fabric to convey its significance within the historic context of Bloomington.

⁴² Leifel, Holt, and Aschenbrener, *Our Proud History*, pp. 93-94.

⁴³ *Ibid.*, p. 125.

⁴⁴ *Ibid.*, pp. 138-139, 143.

⁴⁵ "Central Catholic High School (Bloomington, Illinois)," Wikipedia, [https://en.wikipedia.org/wiki/Central_Catholic_High_School_\(Bloomington,_Illinois\)](https://en.wikipedia.org/wiki/Central_Catholic_High_School_(Bloomington,_Illinois)), accessed September 5, 2016.

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Previous documentation on file (NPS):

☐ 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 # _____
☐ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

☐ State Historic Preservation Office
☐ Other State agency
☐ Federal agency
☐ Local government
☐ University
☒ Other
Name of repository: McLean County Museum of History

Historic Resources Survey Number (if assigned): HARGIS # 117548

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10. Geographical Data

Acreage of Property 2.5

(Do not include previously listed resource acreage; enter "Less than one" if the acreage is .99 or less)

Latitude/Longitude Coordinates

Datum if other than WGS84: _____
(enter coordinates to 6 decimal places)

1	<u>40.480166</u>	<u>88.987845</u>	3	_____	_____
	Latitude	Longitude		Latitude	Longitude
2	_____	_____	4	_____	_____
	Latitude	Longitude		Latitude	Longitude

Verbal Boundary Description (Describe the boundaries of the property.)

The Bloomington High School is located in Bloomington, Illinois, on a full city block bounded by four streets—West Washington Street, North McLean Street, East Jefferson Street, and North Evans Streets. This parcel of land is legally described as follows:

TRACT NO. 1:

Lots 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 in Block 4 in Evans Addition to the City of Bloomington, in McLean County, Illinois.

21-04-408-001

TRACT NO. 2:

Lots 7 and 8 in Block 1 in Evans Addition to the City of Bloomington, in McLean County, Illinois.

21-04-404-001

Boundary Justification (Explain why the boundaries were selected.)

The nomination boundaries encompass the entire parcel of land historically associated with the Bloomington High School in Bloomington, Illinois.

11. Form Prepared By

name/title	<u>R. Terry Tatum / Architectural Historian</u>	date	<u>12/12/16</u>
organization	<u>MacRostie Historic Advisors, L.L.C.</u>	telephone	<u>773-852-9886</u>
street & number	<u>53 W. Jackson Blvd., Suite 1142</u>	email	<u>rttatum2@att.net</u>
city or town	<u>Chicago</u>	state	<u>IL</u> zip code <u>60604</u>

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Additional Documentation

Submit the following items with the completed form:

- **GIS Location Map (Google Earth or BING)**
- **Local Location Map**
- **Site Plan**
- **Floor Plans (As Applicable)**
- **Photo Location Map** (Include for historic districts and properties having large acreage or numerous resources. Key all photographs to this map and insert immediately after the photo log and before the list of figures).

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Photographs:

Submit clear and descriptive photographs. The size of each image must be 3000x2000 pixels, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property:

Bloomington High School

City or Vicinity:

Bloomington

County:

McLean

State:

Illinois

Photographer:

R. Terry Tatum

Date

Photographed:

August 31 & September 1, 2016

Description of Photograph(s) and number, include description of view indicating direction of camera:

Photo 1 of 15: Streetscape looking west on East Washington Street, with (left to right) the Wesley United Methodist Church, the Bloomington High School, and a single-family house on the northeast corner of Washington and Evans.

Photo 2 of 15: The Bloomington High School's front (Washington Street) façade, looking north..

Photo 3 of 15: The front façade, looking northwest.

Photo 4 of 15: The main entrance, looking north.

Photo 5 of 15: The southwest corner of the front (Washington Street) façade, with the biology laboratory greenhouse projecting at ground level.

Photo 6 of 15: The southwest corner of the building, looking northeast.

Photo 7 of 15: The northwest corner of the building, looking southeast.

Photo 8 of 15: The northeast corner of the building, looking southwest.

Photo 9 of 15: The southeast corner of the building, looking northwest.

Photo 10 of 15: The main entrance vestibule, off East Washington Street, with a central staircase rising up to the second floor and side staircases leading down to the first floor.

Photo 11 of 15: Typical main corridor, second floor, looking east from west staircase.

Photo 12 of 15: Typical classroom, third floor, looking east.

Photo 13 of 15: Library, second floor, looking west.

Photo of 14 of 15: The main floor of the auditorium, second floor, looking north towards the stage.

Photo of 15 of 15: The boys gymnasium, basement, looking southwest.

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.460 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 100 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 Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.

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List of Figures

(Resize, compact, and paste images of maps and historic documents in this section. Place captions, with figure numbers above each image. Orient maps so that north is at the top of the page, all document should be inserted with the top toward the top of the page.

- Figure 1: Bloomington High School location map (510 West Washington Street, Bloomington, Illinois)
- Figure 2: 1950 Sanborn Fire Insurance map, showing the Bloomington High School, including the 1936-1937 addition.
- Figure 3: The Bloomington High School upon its completion in 1917 (from Pillsbury Collection, McLean County Museum of History).
- Figure 4: The school's main entrance just after completion in 1917 (from *The Aegis*, 1917).
- Figure 5: After sharing space in four earlier buildings, the Bloomington High School occupied this building (now demolished) from 1869 to 1895 (from *The Alumni Aegis*).
- Image 6: The Bloomington High School building (now demolished) from 1895-1917 (from *The Alumni Aegis*).
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- Figure 8: *Pentagraph* article on selection of high school site, 1914.
- Figure 9: Caricature of Arthur Low Pillsbury, the Bloomington High School architect. The caption at the bottom mentions the new high school building as "something fine" and "Pillsbury's Best."
- Figure 10: Construction photo of the building (from Bloomington Public Schools. Scrapbook)
- Figure 11: *Pentagraph* article on high school dedication, March 25, 1917.
- Figure 12: Basement plan of the Bloomington High School in 1917 (from Pillsbury Collection, McLean County Museum of History)
- Figure 13: First floor plan of the Bloomington High School in 1917 (from Pillsbury Collection, McLean County Museum of History)
- Figure 14: Second-floor plan of the Bloomington High School in 1917 (from Pillsbury Collection, McLean County Museum of History)
- Figure 15: Third-floor plan of the Bloomington High School in 1917 (from Pillsbury Collection, McLean County Museum of History)
- Figure 16: A historic photograph of a main corridor in the Bloomington High School, looking west, circa 1917 (from Pillsbury Collection, McLean County Museum of History).
- Figure 17: A historic photograph of the art classroom in the Bloomington High School, looking south, circa 1917 (from Pillsbury Collection, McLean County Museum of History).
- Figure 18: High school students in the domestic-science kitchen, circa 1923 (from Bloomington Public Schools. *Report of the Baard of Education*, 1923).
- Figure 19: High school students in one of the typewriting rooms, circa 1923 (from Bloomington Public Schools. *Report of the Baard of Education*, 1923).
- Figure 20: High school students in one of the physical science laboratories, circa 1923 (from Bloomington Public Schools. *Report of the Baard of Education*, 1923).
- Figure 21: High school students in the swimming pool, circa 1923 (from Bloomington Public Schools. *Report of the Baard of Education*, 1923).
- Figure 22: Boys exercising in the boys gymnasium, circa 1923 (from Bloomington Public Schools. *Report of the Baard of Education*, 1923).
- Figure 23: Girls exercising in the girls gymnasium, circa 1923 (from Bloomington Public Schools. *Report of the Baard of Education*, 1923).
- Figure 24: A historic photograph of the auditorium in the Bloomington High School, looking south, circa 1917 (from Pillsbury Collection, McLean County Museum of History).
- Figure 25: High school students in the auditorium, circa 1923 (from Bloomington Public Schools. *Report of the Baard of Education*, 1923).
- Figure 26: The 1936-1937 WPA-funded addition to the high school building, looking southwest (from Pillsbury Collection, McLean County Museum of History).
- Figure 27: One of the classrooms in the 1936-1937 WPA-funded addition (from Pillsbury Collection, McLean County Museum of History).
- Figure 28: Basement and first-floor plans for the 1936-1937 WPA-funded addition (from Pillsbury Collection,

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McLean County Museum of History).

Figure 29: Second and third-floor plans for the 1936-1937 WPA-funded addition (from Pillsbury Collection, McLean County Museum of History).

Figure 30: The Bloomington High School continued in its historic use through the 1950s. Science student with microscope, 1949 (from *These are Your Schools*).

Figure 31: Art student with project, 1949 (from *These are Your Schools*).

Figure 32: Business student with dictagraph and typewriter, 1949 (from *These are Your Schools*).

Figure 33: Driver's-education students, 1949 (from *These are Your Schools*).

Figure 34: The Bloomington High School, looking northwest, circa 1940s (from www.mchistory.org; accessed August 20, 2017).

Figure 35: An Illinois State Structures Survey photograph of the Bloomington High School (then the Bloomington Junior High School) looking northeast, circa 1971-1975 (from HARGIS)