HISTORIC STRUCTURE REPORT

CROW ISLAND SCHOOL

WINNETKA, ILLINOIS

ARCHITECTS
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2017

COMMISSIONED BY
CROW ISLAND STEWARDSHIP GROUP

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INTRODUCTION

Dear Members of the Winnetka District #36 Board of Education,

We are pleased to present you with this *Historic Structure Report* for Crow Island School that we commissioned on the occasion of the school's 75th anniversary in 2015. The purpose of the document is to serve as a readily accessible reference tool to guide future maintenance, restoration and construction decisions at this National Historic Landmark.

Crow Island School has been internationally recognized for its architectural significance. Its thoughtfully designed environment continues to reflect the child-centered philosophy that remains at the core of the Winnetka educational experience. As a result of continuous and unfailing stewardship over the decades, Crow Island School has been the recipient of numerous awards and honors, and continues to receive frequent visitors from tour groups, academics, researchers, architects and international scholars.

Remarkably, the school today looks much as it did when it opened its doors in September, 1940. Only two major facility changes have occurred: a 1954 six-classroom addition to accommodate the Baby Boom population, and a 1974 remodeling of the lower level to create a resource center to replace the original library. Both of these projects, as well as the many subsequent restorations and maintenance updates over the decades, were executed in harmony with the building's original design.

That faithful continuity requires a thorough knowledge of the significant features of the school. Two aspects of the *Historic Structure Report* differentiate it from other reports and surveys of Crow Island: it specifies which features of the building are significant to its landmark status, and it provides information and resources to assist in resolving maintenance or restoration issues. The *Historic Structure Report* responds specifically to the questions, "What are the significant features of the building?" and "What are the appropriate options for restoring and repairing these features?"

This *Historic Structure Report* is conceived as a living document that will be updated each fall by the Stewardship Group. We join you as stewards of this important building charged with making decisions that impact the school lives of children each day. Our hope is that this document will provide you with a useful and effective tool for caring for the enduring legacy of Crow Island School.

Respectfully,

Crow Island Stewardship Group

December, 2017

The Crow Island Stewardship Group was established by Resolution of the Winnetka Board of Education on March 2, 2005.

Project Description

The purpose of this report is to provide the Winnetka Public Schools District 36 with a living document that will guide future planning for Crow Island School. It documents existing conditions based on a building inspection and evaluation that took place in 2015 and 2016. Drawings, photographs and articles were reviewed and additional historical research was undertaken. Under the direction of the Crow Island Stewardship Group, this Historic Structure Report (HSR) was generated with the goal of ensuring the long-term integrity of the building.

Historic Structure Reports are based on the understanding that each historic property is a unique and irreplaceable resource. Crow Island School was entered into the National Register of Historic Places on October 27, 1989 and became a National Historic Landmark on December 14, 1990.

Crow Island has had a profound and lasting effect on both school architecture and educational philosophy. It embodies the tenets of progressive education as articulated by then-Superintendent Carleton Washburne, an internationally recognized leader in the field. The building is considered to be one of the finest twentieth-century examples of a non-traditional school design.

This HSR is a multi-disciplinary planning document that discusses and evaluates many aspects of Crow Island School. It is a record of existing historical resources—drawings and written documentation—and describes and evaluates the building's materials, spaces, architectural features, systems and site. The document addresses the issue of repairs and other possible future changes to the building. The recommendation section proposes several action-plans in order to minimize loss, damage, or irreversible adverse effect on the building's existing historic fabric.

The HSR is a valuable reference tool. It establishes a framework for discussion when the Winnetka Board of Education contemplates future work at Crow Island School.

Project Data

The School Building

Crow Island School is located at 1112 Willow Road, in Winnetka, Illinois. The property consists of lots 48-70 of the Alles' Sunset Subdivision of the northeast quarter of the southwest quarter of Section 20, Township 42, Range 13, east of the third principal meridian in Cook County, Illinois, recorded July 2, 1926.[1] The building is owned by the Winnetka Public Schools District 36.

The Historic Structure Report Team

Benjamin Historic Certifications, LLC with Susan S. Benjamin, principal, Laura Knapp, project manager, and Danielle Euer, project associate, prepared this document. The HSR was commissioned by the Crow Island Stewardship Group, who also organized the Crow Island documents in the school archives, provided information about the building, created a "History of Space Use at Crow Island (1940-2018)," inventoried the historic furniture, and provided assistance at each phase of the project. GreenAssociates provided assistance by digitizing the original working drawings.

1 Cook County Recorder of Deeds, Document # 9237144.

How to Use the Historic Structure Report

This document is organized following the National Park Service's *Guidelines for Preparing Historic Structure Reports* (HSRs). HSRs that are prepared following this national standard can provide qualified project teams with important information needed to restore, preserve, rehabilitate, or replicate historic structures and cultural sites.

Crow Island School's Historic Structure Report is organized into six sections. Following the introduction, Section (2) provides an overview of why Crow Island School is significant. Section (3) describes the physical features of the building by providing a list of spaces, materials, and systems and evaluation of their condition. Section (4) proposes treatment and work recommendations for future repairs, maintenance, and alterations. Drawings and photographs (both historic and current) are included in Section (5) for reference. The appendices in Section (6) include supporting documents that are essential in understanding the significance of the school and the construction of the building as well as documents that can be helpful in preparing future work plans.

When page numbers are included for reference, they first include the section they are located in and secondly the page number within that section. For example, p. 1-10 is in the Introduction section, Section 1, on page 10 of that section.

There are several quick reference documents that can be used independently. These include:

A Chronology of Historical and Architectural Development (p. 2-11)
History of Space Use at Crow Island (1940-2018) (Appendix H, A-191)
Master List Matrix of all façades, rooms, spaces, and objects (p. 4-49)
Treatment Approaches Map (p. 4-57)
Material Repair Recommendations (pp. 4-25 & 4-37)
2014 Winnetka Public Schools District 36 Safety Reference Plans (5-21)

This HSR will allow the Crow Island School decision makers the ability to implement a plan of action should future projects be necessary. This document provides for only a single building-use scenario that maximizes the retention of the existing historic spaces, features, and materials at Crow Island School to meet current programmatic needs.

If a future capital improvement project is proposed, a qualified experienced preservation architect should be hired to prepare construction documents and oversee the project. It is also advised that, depending on the thoroughness of the documents, additional testing or research be done prior to proceeding with the work. The Preservation Architect should be a part of the project team and create drawings, write specifications, and provide construction monitoring. Quality assurance language in the specifications may include that contractors must have demonstrated experience with historic buildings and foreman/superintendent must have had five years of experience with historic buildings of a similar scope. Construction documents can also inform project contractors that the project will be reviewed and overseen by others prior to work commencing. At the very least, language should be included in the documents that states:

> **"Crow Island School is a National Historic Landmark and as such shall have any work that is done at the school reviewed by a qualified preservation architect, the Crow Island School Principal, and the Stewardship Group."**

Selected original drawings and portions of original drawings are included in this report with the permission of the Winnetka Public Schools District 36. Further reproduction of these drawings is not permitted without the express permission of the District.

HISTORY

"The Story of the Crow Island School" circa 1940

by Carleton Washburne {Superintendent} and Lawrence Perkins {Architect}

This transcription is an excerpt from an undated, circa 1940, manuscript found in the Winnetka Public Schools Archives. For additional information on Crow Island School's development up to and beyond 1940, see "An Overview of Crow Island's Development," in Appendix A.

The story of the Crow Island School in Winnetka is worth telling, for the school seems to embody the best principles of modern education with the best principles of design and construction at a cost in keeping with that of any good school. The Crow Island School departs widely from traditional practice in many respects, but it uses well-proved principles of engineering and construction. Above all, the Crow Island School is an example of democracy in a constructive enterprise. It is not the concept of any one person, but the result of the co-ordinated thinking of children, teachers, supervisors, principals, janitors, School Board members, parents, school superintendent, engineers, and architects.

It is a native brick, flat-roofed, one-story structure in keeping with the flat landscape of the Skokie Valley, on the edge of which it is situated. It faces north and consists of a center section containing the rooms used by all children, two wings jutting forward (north) from the center section, one for the nursery school and kindergarten, the other for the primary grades, and a long extending back (south) toward the playground for the intermediate grades – 3rd to 6th. The primary and intermediate wings are serrated – notched by the individual yards of the classrooms, and their outer walls are largely composed of windows.

The center section is higher than the wings, to give the necessary height to the assembly hall and gymnasium. It is carried on up in a high chimney, narrow from the front, very wide from the side. Near the top of this chimney, on its narrow front, and jutting out somewhat to one side, is the clock. The two front wings embrace a lawn and driveway. The driveway curves in from the east side, in front of the kindergarten wing, and circles around in front of the main entrance. Just behind the kindergarten wing a concrete ramp leads down to the basement boiler room and bicycle room.

The building is set on a five-and-a-half-acre site adjacent to a 17-acre village park to the west, the south end of which is a natural woods, somewhat higher than the surrounding territory. These woods are a wildflower sanctuary and are as natural and woodsy as if they were far out in the country, not on the edge of the village. Because this bit of wooded land is somewhat higher than the land around it, and because this surrounding land before being filled was low and frequently flooded in the spring, the wooded park was actually an island for a while each year. The crows that roost in it gave it its name of Crow Island, and it in turn gave its name to the new school, the southwest corner of whose playground just touches the northeast corner of the woods.

Choosing the Site

Nearly 20 years before the Crow Island School was built the Winnetka Board of Education had Professor Franklin Bobbitt of the

University of Chicago make a survey of future school needs. This survey showed that ultimately the Board of Education would need to have a site in the northwest part of the village and one in the southwest part and that the Horace Mann School, the oldest in Winnetka, would ultimately have to be abandoned, since it was on an inadequate site and so near the center of the village that it was being surrounded by stores and traffic. For a while growth toward the northwest seemed fastest, and the need for a site to replace the old Horace Mann School seemed remote, especially since the old school had much charm and utility. So the Board first bought a site in the northwest part of Winnetka and, as will be shown a little later, the first plans for the Crow Island School were really plans for a school on this northwest site.

Then in 1938 Congress appropriated money to build a new post office in Winnetka. The Winnetka Plan Commission, which had been guiding the destinies of Winnetka's public plans and zoning for two decades, had originally laid out the site of the Horace Mann School as a place for a municipal auditorium. The need for such a building, however, had diminished with the construction of a large auditorium in the junior high school, another in the senior high school, and a reasonably large one in the Community House. But the Plan Commission wanted some kind of public building on the site of the Horace Mann School, which faces the Village Hall across a mall. The Plan Commission therefore suggested to the Board of Education that the Board offer the site of the Horace Mann School to the federal government for a post office and that the part of the site not so used be made public parking place and recreation ground, to be sold to the Village of Winnetka and the Park Board respectively.

This precipitated action on the part of the Board to get a suitable site for the school to replace Horace Mann. Preliminary studies had already been made and the Board had recently acquired a site near the place suggested by the original survey. It was five-and-a-half acres of vacant land immediately east of the 17-acre Crow Island Park—an ideal school site, continuous with the park and the woods.

The site is on Willow Road, a highway which connects Green Bay Road on the east side with Hibbard Road and Skokie Boulevard, the two main thoroughfares west of Winnetka. It is four blocks south of the Skokie Junior High School and about nine blocks from the main station of Winnetka's two railroads. It is about three blocks west of the center of the area that it serves, but any place near the center would have involved the condemnation of houses and would have separated the school from Crow Island Park.

Selecting the Architects

The selection of the architects preceded the decision to build the Crow Island School. Assuming that the Horace Mann School would remain in place for another ten years, the Board anticipated its next need as being a school in the northwest. It was at the suggestion of Robert S. Hammond, President of the Board of Education, that the Board did a rather unusual thing. It decided to engage architects and begin planning several years before actual construction was contemplated. A committee was appointed to select an architect for the Northwest School. This committee consisted

of Mrs. Beatrice Rothschild, Mr. Theodore Buenger, Dr. C. A. Aldrich, and Mrs. Hildegard Warfield, with the President of the Board of Education and the Superintendent of Schools acting on it *ex officio*. The committee agreed with the superintendent that the new school should be designed on a functional basis, and that therefore a modern type of architecture was desirable. Many architects were interviewed. Pictures of the buildings they had planned were inspected and in many cases the buildings themselves were visited. The committee spent several months making a survey. The fact that several exceedingly able architects lived right in Winnetka, and that one of these had constructed two of the Winnetka schools, and done them well, made the committee's choice difficult. At long last, however, they settled on two architectural firms instead of one.

Eliel and Eero Saarinen of Bloomfield Hills, Michigan, were chosen as the senior architects. When the Board members visited Cranbrook School, which Eliel Saarinen had constructed, the beauty of it gave them a vision of what a school might be. Saarinen's world-wide reputation and the magnificent designs of various of his buildings gave the Board complete confidence in his ability to do an outstanding job.

The other firm was a young firm, relatively new in the business. It was headed by Lawrence Perkins, the son of Dwight Perkins, long known as one of America's leading school architects and the senior partner of the firm that had built two of Winnetka's schools. Dwight Perkins was now connected with his son's firm as a consultant. With Lawrence Perkins were two highly trained, brilliant, and able young men, Todd Wheeler and Philip Will. It was felt that this firm, with its reputation to make, and being located close at hand, would give an amount of time and thought to the new building that a busier and longer established firm could not give, and that the Saarinens at their distance could not give. Since it was through Mr. Perkins that our Board made its arrangements with the Saarinens, there was no difficulty in arranging a partnership between the two firms, the Saarinens to have overall responsibility, but to be especially responsible for the general design of the building, its form and mass, and the colors and materials to be used throughout. Perkins, Wheeler and Will, on the other hand, were primarily responsible for studying the needs of the school, working closely with the staff and the School Board, and coordinating all the ideas into a functional plan. They were responsible, too, for the construction and engineering in consultation with the senior architects, and for the supervision of the actual building while under construction.

This combination worked out admirably, the two firms combined giving us what neither firm alone could have given.

Study of Needs

Lawrence Perkins immediately began to study the Winnetka Schools. He spent most of his time for three months visiting classes, studying the educational philosophy of the Winnetka Schools, and conferring with members of the staff. He then prepared a preliminary sketch of a classroom unit that would be suited to the various kinds of activities that went on in Winnetka school rooms -- the children gathered about the teacher for story telling; the children building Indian pueblos or Egyptian

temples or Dutch windmills large enough to play in; the children seated quietly at their desks studying; the children at work on construction or cooking, or doing science experiments; a group wanting to get off to one side for quiet study away from others; the children raising pets or making gardens; and so on. He submitted a preliminary sketch to the teachers in each of the Winnetka elementary schools, for their criticisms and suggestions. Winnetka teachers are accustomed to democratic participation in all things having to do with their work, so they were very free with their ideas. The same plans were of course also discussed with the janitors, principals, supervisors, superintendent, and Board members.

The next step was to build a model of a revised classroom unit embodying as many as possible of the ideas that had come as a result of the discussion of the preliminary sketch. This model was large enough (3 feet by 3 feet) so that miniature cupboards, sliding doors, window seats, and desks could all be put in their proper places; the roof could be removed and the whole looked at, but the roof replaced made it possible to look through the windows and see how the classroom itself would appear.

This model was exhibited in each of the various schools, and comments from children, parents, and all members of the staff were solicited.

It was about this time that the Board decided to build on the southwest site instead of on the northwest site, so as to comply with the request of the Winnetka Plan Commission and sell the Horace Mann site to the Federal Government. This required some changes in the preliminary general floor plans, but no change in the classroom units. The architects were simply diverted from one site to the other. Now speed became necessary, and general floor plans were drawn up and submitted to the same sort of discussion and criticism. Then they were taken to the Saarinens and considerably altered from the standpoint of general design and massing, although the classroom unit remained intact.

From that time to the ultimate completion of the building there were innumerable conferences between teachers, supervisors, janitor, principal, superintendent, School Board members, and both firms of architects. Indirectly the children participated by discussing matters with their teachers. In one classroom, for example, all the children wrote compositions on what the ideal schoolroom should be like. The children's ideas had to be sifted through the teachers' minds, but indirectly they helped.

During the actual construction of the building the janitor, the principal, teachers, and supervisors, as well as School Board members and superintendent and associate superintendent of schools were continually on the job making minor changes, making suggestions, working out details. There were doubtless times when the architects felt there was too much democracy—they hardly knew where they were going—and it had to be arranged that suggestions to the architects would clear through the superintendent of schools, lest too many contradictory or expensive ideas be incorporated. But the architects, even when inwardly annoyed, realized the value of these contributions and criticisms. The building would never have been what it is had the teachers themselves and all the others concerned not taken the active interest they took and had we not had their many practical and helpful suggestions.

* * * * *

Comment by the Stewardship Group

It is extraordinarily unusual to have this kind of detailed vision of a project so carefully recounted in the voice of the actual Superintendent of Schools who imagined Crow Island School long before it was built or named. We are indebted to Carleton Washburne for his careful documentation of the ideas, the planning and the process that we include in this Historic Structure Report as a first person account of the making of Crow Island School.

There were some important parts of the story still unfolding after the building opened in September, 1940. John McFadzean & Robert Everly were responsible for the original landscape plan for Crow Island which was incomplete by the time the school opened. A March 27, 1941 *Winnetka Talk* article published their landscape plan and stated it would be "made possible by presidential approval given this week to a W.P.A. project for the purpose, according to an announcement by the Winnetka Board of Education…"[1]

The school's furniture did not arrive until some months after the beginning of the 1940-41 school year. Washburne noted in the above report that "The furniture for the entire school has been especially designed by Eero Saarinen for this building." When it arrived, Superintendent Washburne clearly felt it was worth the wait and said, "The new furniture has arrived for the Crow Island School. It is stunning. Any Board members who have not seen it should get over to the school and look at it…"[2]

In the years following the opening of Crow Island, school enrollments across the country were growing, so a surge in school enrollment in Winnetka was not surprising. In 1952 the Winnetka Board of Education voted to issue bonds to fund improvements at all four Winnetka schools and additions to Greeley, Skokie and Crow Island Schools. Perkins & Will designed a 6-classroom addition to Crow Island that opened in 1954 and remains the sole addition to the original building.

In 1974, 6700 square feet of space on the lower level was remodeled as a Resource Center. The existing library on the main level had become inadequate and this lower level space incorporated advancements in technology and new concepts of flexible space. The firm of Perkins & Will was hired and the project was under the direction of C. William Brubaker.

Ever since the school opened in 1940, architects, educators, scholars and researchers have expressed overwhelming praise for Crow Island School for its modern design, its beauty and functionality. Here's a sampling of those remarks:

1 *Winnetka Talk,* March 27, 1941.
2 *Winnetka Board of Education Minutes*, May/June, 1941.

What's been said about Crow Island School over the decades?

1940s

...An inward activity has shaped this arresting building. The architects, I think, proceeded not towards, but from, the busy pattern of the society it was to shelter. The design was shaped in their minds by the pressures and recessions of the society – of which it was to be both a consequence and a cause. They saw, before they took up T-square and triangle, the making and doing and expressing in ceaseless variety which was to be sheltered here...

Joseph Hudnut,
First Dean of Harvard University's Graduate School of Design
"Commentary – Crow Island School, Winnetka, IL"
Architectural Forum, *August, 1941*

For a glimpse into the future of American education *Look* chose the Crow Island School in wind-swept Winnetka, Ill. Physically, it is a modern primary public school designed by progressive young architects; spiritually, it is robust; practically, it is working...

"The School of Tomorrow"
Look Magazine, *May 18, 1943, pp. 21-25*

1950s

…But the most exciting thing about Crow Island in 1955 is the lessons it still can teach. Mainly these are lessons in atmosphere, compounded partly of scale, partly of materials, partly of detailing, infused with a loving, patient perfection, inspirited by the civilized, humanizing values of calmness and warmth. We have become so used to schools skimped on calmness and warmth that most of us hardly notice the omission any longer – until we see something like Crow Island. Then the extent of our deprivation hits home…this revisit will be no trip down memory lane, no well-deserved tribute to what Crow Island and its planners have already taught us. It will be concerned with what Crow Island has still to teach.

"Crow Island Revisited"
Architectural Forum, *October, 1955, p. 130*

…Crow Island was among the first schools to be designed almost entirely from the child's point of view. It was to be a place for a child to live. And the designers certainly succeeded…..The Crow Island type of classroom has come to be considered an absolute "must" among modern school planners…

Normal Glubok, News & Features Editor, The Nation's Schools
"Crow Island - After Fifteen Years."
The Nation's Schools, *October, 1955, pp. 64-70*

1956
Architectural Record poll ranks Crow Island School 12th among "most significant buildings in the past 100 years of architecture in America."

1960s

Crow Island School was built to demonstrate the fact that a warm, encouraging, enticing, but above all, functional school is desirable and most stimulating to children and to teachers alike. There is abundant evidence that this school is, in the finest sense, a child-centered school.

David C. Smith, Principal of Crow Island
"Crow Island School After 25 Years,"
American School and University, *vol. 37:6, February,1965*

1970s

1971
American Institute of Architects selected Crow Island School for its 25-Year Award in honor of its enduring architectural significance.

1980s

Crow Island Elementary School in Winnetka, Illinois has been called the most architecturally influential school of modern times…

Ben Graves,
Director of Academy for Educational Development
"Return to a Special Place (Crow Island Elementary School)"
American School and University, *Vol. 59, April 1987, p.20*

By expressing the autonomy of the parts of which any school is composed, the Saarinens created a feeling of a community with its own order and hierarchy...It is clear that the Saarinens believed that the architectural solution to Washburne's educational ideas of individuality and the acceptance of a child as a child (and not an adult's perception of what a child should be) would best be achieved by creating a microcosm; a small community of children with its own sense of order and hierarchy.

Ralph Johnson,
Principal and Design Director at Perkins+Will;
"Crow Island School" Metropolitan Review, *Vol. II, Number 6.*
November/December, 1989, pp. 48-51

The contracts for Crow Island were let in September 1939 as the Germans marched into Poland. The school opened the following September. The building is a "marriage of form and function" that epitomizes an ideal collaboration of a visionary and dedicated school board, a brilliant and imaginative superintendent, and perceptive and talented architects and planners.

Jane Clarke,
Associate Director of Museum Education at the Art Institute of Chicago
"Philosophy in Brick" Inland Architect, *Vol. 33, Number 6*
November/December, 1989, pp. 54-59

1989
Crow Island School, built in 1940, has been placed on the National Register of Historic Places by the United States Department of the Interior.

1990s

1990
Crow Island School has been designated a National Historic Landmark. This site possesses national significance in commemorating the history of the United States of America.

National Park Service,
United States Department of the Interior

While externally, the lasting impression is of rose-coloured brick and redwood, inside, wood is ponderosa pine (which has well withstood subsequent wear), floors are asphalt in the halls and linoleum in classrooms and colours are light, for maximum reflection. Both halls and classrooms combine skylights with artificial light. Ceilings are acoustically treated concrete and windows have metal frames.

Said Larry Perkins: "Crow Island is neither a building venture nor an astonishing feat of construction. It is the outcome of the philosophy of taking relatively common materials and arranging them so they are socially acceptable for the activities of the children and teachers.

Mike Duckenfield,
"Crow Island School – United States"
PEB Exchange – *Newsletter of the Programme on Educational Building within the Organisation for Economic Co-Operation and Development (OECD) No. 14, November, 1991, p. 8*

1991
American School & University magazine establishes the "Crow Island Citation" at the Educational Interiors Showcase. The award is presented each year to a school whose facilities exemplify "the marriage of the interior environment to the education program," as Crow Island does.

…By designing a building that responds to an innovative educational program, that works on a child's scale and establishes a close relationship between indoors and outdoors, the architects pioneered a new direction…

Ben Graves, Architect
School Ways: The Planning and Design of America's Schools
New York: McGraw Hill, 1993

2000s

...Following the philosophy that the school should fit the child, everything is scaled to children's needs, from the height of door handles and blackboards, to the size of benches under the windows; there are no overly elaborate or forbidding refinements...

Roger Shepherd,
Parsons School of Design - Architecture Department (2002)
Structures of Our Time – 31 Buildings That Changed Modern Life
New York: McGraw Hill, 2002

2010s

The most important innovations at Crow Island are in the classrooms and relate directly to the themes of the child centered school. Domestic in character, the classroom is like a home, with a strong sense of identity and autonomy within the larger school. Its planning is open and flexible for multi use, with a distinct L-shaped layout that encourages a variety of learning activities. The scale of the space and everything in it is measured for the child's convenience and comfort. Materials and finishes, color and lighting reinforce the classroom's non-institutional, homelike quality, which is enhanced with balanced natural light and views to the out-of-doors. Individual classroom courtyards, which originally served as entry ways into classrooms from outside, provide opportunities for outdoor class activities……The model scale of the single story structure with its idyllic park like setting is deliberately unpretentious and informal. The architectural expression, which is welcoming and comfortable for those who use it on a daily basis, retains a sense of elegance, dignity, and seriousness of purpose…

R. Thomas Hille,
Seattle-based architect and architecture writer
Modern Schools: A Century of Design for Education,
New York: John Wiley & Sons, 2011

Today, the design of Crow Island school looks inevitable, but what was especially radical in its day was the way it married progressive ideas of pedagogy with architecture; rooms were scaled for children, with comparatively low 9-foot ceilings; there was pint-size furniture (much of it designed by Eero Saarinen in molded wood), L-shaped classrooms with space for a kids' workshop, and generous low windows to bring in daylight and let teachers keep an eye on children at play in the courtyards of each room. In our special section this month, Schools of the 21st Century, we bring you a collection of schools that reflect Crow Island's values.

Cathleen McGuigan,
Editor in Chief of Architectural Record
"A Primer for School Design in the 21st Century"
Architectural Record, *January, 2015*

When it opened 75 years ago, Crow Island School revolutionized school design. It's had many imitators since, but few can match its vision for experiential, child-centered learning…..Crow Island is something like the Seagram Building of elementary schools. Celebrating its 75th anniversary this year, the school's influence has reached far and wide...

Zach Mortice,
Education Writer
"Why Don't All Schools Look Like This One?"
CityLab, *October, 2015*

A Chronology of Historical and Architectural Development

1919 Carleton Washburne is hired as the Superintendent of the Winnetka Public Schools.[1]

1925 Eliel Saarinen, visiting professor in architectural design at the University of Michigan, designs the campus of Cranbrook Educational Community in Bloomfield Hills, Michigan.

1935 The architectural firm of Perkins, Wheeler & Will is established in Chicago by Lawrence B. Perkins, E. Todd Wheeler, and Philip Will, Jr.[2]

1936 Eero Saarinen joins his father's architectural practice.

1937 Winnetka Board of Education President Robert Hammond appoints a committee of the board to oversee construction of a new elementary school. It would replace Horace Mann School, whose location in the town's business district had become problematic.[3]

"The Architects Committee of the Board of Education recommend that the Winnetka Board of Education employ Eliel Saarinen and Perkins, Wheeler & Will as architects for the proposed school on the Northwest Site, Eliel Saarinen to be recognized as the responsible senior partner in the enterprise, including both design and engineering, Perkins, Wheeler & Will to be recognized as the junior partners in the entire enterprise, but especially responsible for local contracts and for detailed supervision of construction…." [4]

1938 The Board of Education decides to change the location of the new school, the Northwest School, to its present site on Willow Road, and now refers to it as the Southwest School. (In 1940 it is named Crow Island School.) The swampy site receives large quantities of landfill from Winnetka's two large Civilian Conservation Corps projects: excavation of the Skokie Lagoons and depression of the railroad tracks. The level of the site is raised approximately six feet.

1939 Construction of the school begins on September 25.[5]

Lily Swann Saarinen (wife of Eero Saarinen) creates 17 exterior sculptures and 5 interior sculptures for Crow Island.[6]

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1 Steve Adams, *History of District #36*, Winnetka Historical Society, Winnetka, Illinois, 1998.
2 "Perkins+Will Historical Timeline," Perkins+Will Website, http://history.perkinswill.com/
3 Winnetka Board of Education, *1939-1940 Annual Report*, p. 5.
4 "Meeting Minutes " Winnetka Board of Education, December 13, 1937.
5 "School Breaks Ground," *Winnetka Talk*, 28 September, 1938.
6 Robert F. Brown. *Oral history interview with Lilian Swann Saarinen.* Archives of American Art, Smithsonian Institution. 1979-81.

1940 In June, the auditorium stage is extended, and three steps added at its southeast corner.[7]

Crow Island School opens on September 11 with 295 students in attendance.[8] Horace Mann School is razed, and the site later used for a post office and parking lot.

The landscape design by McFadzean & Everly is still being implemented when the school opens.

1941 *Architectural Forum*—a national magazine—devotes 14 pages of its August issue to photographs and articles of Crow Island School. It features a "Letter to the Architects" written by Frances Presler, Director of Creative Activities.

1942 The Winnetka Children's Museum opens in the lower level of Crow Island. It was conceived by Frances Presler to serve school-age children throughout Winnetka.[9]

1950 The original art room is converted to a classroom. Art classes are held in the east end of the woodworking shop.

1952 In December, Winnetka voters approve a referendum to issue bonds to fund improvements at all four Winnetka schools and an addition to Crow Island School.[10]

1953 Design drawings for a six-classroom addition and alterations to the original building are completed by Perkins & Will on May 1.

The Winnetka School District acquires from the Park District a 46' x 250' strip of land west of the school to accommodate the addition.

1954 A new 6-classroom wing is complete when school begins with 562 students in September. An outdoor terrace and a Lannon stone amphitheater are created on the east side of the new wing.[11]

Alterations occur in the spring to the original building and include remodeling of the principal's office suite; conversion of the original art room into a teachers' lounge; creation of a copy room adjacent to the new lounge; and removal of the observation deck from the cloakroom of kindergarten classroom 110. Skylights are added in classrooms 101 and 103. On the lower level, a large storage unit is installed in the woodworking

7 "Revision of auditorium forestage, Southwest School, Winnetka, Illinois," Blueprint of Drawing 78 in the Winnetka Public School Archives, File Boxes.
8 "Crow Island School Attracts 295," *The Evanston Spectator*, September 11, 1940, page 1.
9 "Winnetka Children's Museum opens in Crow Island School," *Winnetka Talk*, November 16, 1942, page 16.
10 "Building Needs, Winnetka Public Schools," *District #36 1952 Pamphlet*, 1952, Winnetka Historical Society, Winnetka, Illinois.
11 "Project 5308, Addition and Alterations to Crow Island School," Perkins & Will Architects, Building and Grounds Department, Project Files, May 1, 1953.

shop to create a separate space for art classes. [12]

1955 The "Crow Island Revisited" conference is held at the school on June 2. Attendees include Superintendent of Winnetka Schools, Gilbert Willey, Crow Island Principal Marion Carswell, architects Eero Saarinen, Larry Perkins, and Phil Will Jr., and editors of *Nation's Schools* and the *Architectural Forum.*[13]

Architectural Forum publishes an extensive article in October about Crow Island that illustrates the contrasts between the 1940 building and the 1954 addition.

Nation's Schools publishes an article in October about Crow Island that highlights the 1940 classrooms and the changes in the 1954 classroom design.

1956 50 architects and scholars select Crow Island School as 12th among all buildings and first among schools in an *Architectural Record* poll naming the most significant buildings of the past 100 years in America.[14]

1964 A mobile classroom unit is placed on the playground adjacent to the south entrance of the 1954 southwest wing. It is removed in 1988.

1965 Green & Associates, Architects, provides the first set of Life Safety Reference Plans for the school.[15]

Perkins & Will, in partnership with S. Tursman, completes drawings for remodeling the northeast (kindergarten) wing to create a lower level exit from room 23 with an exterior staircase along the north wall.[16]

A low brick wall is constructed to separate the kindergarten playground from the circle driveway.

1966 The lower level spaces used for the former teachers' room (including kitchen), Winnetka Educational Press offices, and an "unassigned space" between these rooms are remodeled and reconfigured into two classrooms, each with an adjacent office and toilet room. The original teachers' restroom (including bathroom and closet) is left intact.

1971 Crow Island School wins the prestigious "25 Year Award" bestowed by the American Institute of Architects on a building of enduring architectural significance. The award notes that "there

12 "Project 5308-R, Addition and Alterations to Crow Island School," Perkins & Will Architects, Building and Grounds Department, Project Files, March 10, 1954.
13 Transcript of the "Crow Island Revisited" conference, June 2, 1955, Winnetka Public Schools Archives.
14 Edgar Kaufman,; John Knox Shear, "One Hundred Years of Significant Buildings," *Architectural Record*, October 1956.
15 Green & Associates, Architects, District 36 Building and Grounds Department, Project Files, 1965.
16 Perkins & Will and S. Tursman, District 36 Building and Grounds Department, Project Files, 1965.

have been no significant advances in elementary school design since Crow Island School."[17]

The Crow Island PTA commissions an eight-foot-tall sculpture of a crow, designed by Max Fleisher. It is installed adjacent to the stairs of the northwest wing play terrace.[18]

1973 Landscape architect Wallace G. Atkinson provides plans for building a Lannon stone wall around a raised bed between the northwest wing and the Willow Road sidewalk.

1974 A state-of-the-art Resource Center designed by Perkins & Will Architects opens on the lower level in the space formerly used for art, shop and science classes, storage, and the Children's Museum. The former library on the first floor is modified to become a conference room and the new home of the Children's Museum.[19]

In the southwest wing, the workroom of room 115 is closed off from the classroom by a steel-and-glass wall that includes a door. The workroom sink is removed and a door created to room 116.

1980 40th Anniversary donations are received for the commemorative gift of the Crow Island School signage that appears on the Willow Road façade.

1982 The lower level garage is reconfigured to house the District's Maintenance Department shop and garage.[20]

1987 Phase Three drawings are completed in the District 36 Life Safety Implementation Project.[21]

1988 The mobile classroom unit is removed.

1989 Crow Island is entered in the National Register of Historic Places.[22]

1990 Crow Island School is named a National Historic Landmark.[23]

Crow Island celebrates its 50th Anniversary. Seventeen of the exterior terra cotta sculptures designed by Lilian Swann

17 American Institute of Architects website, "25 Year Award Recipients," http://www.aia.org/practicing/awards/AIAS075247

18 Kay Loring, "Front Views & Profiles: Max Fleisher" article in Winnetka Public Schools Archives.

19 Perkins & Will Architects, "Resource Center, Crow Island Elementary School," District 36 Building and Grounds Department, Project Files, 1972 and Winnetka Public Schools Archives.

20 Raymond J. Green & Associates, Architectural, District 36 Building and Grounds Department, Project Files, 1982

21 Raymond J. Green & Associates, "District 36 Life Safety Implementation: Life Safety Phase 3," District 36 Building and Grounds Department, Project Files, 1987.

22 National Park Service website, http://npgallery.nps.gov/nrhp/GetAsset?assetID=ee157868-52c6-45c5-8142-7f6b6759b144

23 National Park Service website, https://www.nps.gov/nhl/find/statelists/il/IL.pdf

Saarinen are restored by Erin McNamara of Fine Artizans.

"Children, Learning & School Design: A First National Invitational Conference of Educators and Architects" is held in celebration of the 50th Anniversary of Crow Island School. It is widely recognized as the most architecturally influential school building in America.

1991 *American School and University* magazine establishes the Crow Island Citation, which is presented each year to a school whose facilities exemplify "the marriage of the interior environment to the educational program."

The Kestrel Design Group creates an Environmental Master Plan for the school grounds.[24]

1993 The brick clock tower is rebuilt. The clock itself is repaired in 1995.[25]

1995 The Crow Island PTA funds the "Eduscape Project": four courtyards are remodeled to include brick pavers and concrete benches.[26]

The amphitheater in the central courtyard is restored.

The original "nurse's resting room" and the physical education office exchange spaces to facilitate access for ambulance beds.

1996 Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, original Library (room 146), Teachers' Lounge (room 139/140), foyer, and hallways of the 1940 building. Ceiling heating units are removed and replaced in classrooms 101-114. Original glass disks are reinstalled on the new foyer lighting fixtures.[27]

New front doors are installed.

Three rooms on the lower level (two music rooms and the former activity office) are combined into a single room, Room 13, to serve as a lunchroom.

German company VS Furniture establishes a museum of international school design on its corporate campus. They contact Crow Island regarding the school's Saarinen-designed furniture, and offer to restore water-damaged pieces that they then display in their museum along with photos and descriptions of the school.

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24 "Crow Island School Environmental Master Plan – Winnetka, Illinois," *Grounds Maintenance*, Volume 38, Issue 49. November 2003 and TKDG website http://www.TKDG.net/our-work/project-awards-news

25 Phone conversation with David Lee, owner of The Clockworks, Lake Bluff, Illinois, on January 10, 2017.

26 Stacey Singer, "Winnetka School Extends Classrooms to Outdoors." *Chicago Tribune*, October 12; 1995 and District 36 Building and Grounds Department drawing files.

27 Green & Associates, "1996 Life Safety Implementation Project," District 36 Building and Grounds Department drawing files, 1996.

1990s Cushioned walls are added to the gym.

Exterior lighting is installed around the circle driveway and the perimeter of the school.

The Eero Saarinen-designed sandbox is removed from the northwest wing playground.

1998 New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium.[28]

The front steps are renovated.

1999 A lower-level storage room is renovated to serve as a lunchroom.

2001 Richard M. Schram of the Winnetka Park District completes landscape designs for renovation of the northwest wing (first grade) playground. The play lot at the back and the kindergarten playgrounds are also renovated.[29]

2002 The auditorium ceiling is replaced and the floor is replaced with tiles matching the original color. Original light fixtures are supplemented with compatible new ones.[30]

All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.[31]

Carpeting in the Resource Center is replaced with floor tile.

2003 The maple flooring in the gymnasium is replaced, in-kind.

The blacktop on the northwest (first grade) wing play terrace is replaced.

The kindergarten playground is renovated, and its jungle gym—originally installed at Horace Mann School—is removed and donated to the Winnetka Historical Society.[32]

2004 The traffic circle is renovated to provide new curbing and a pickup area.

"Philosophy in Brick," a multi-panel mural of Crow Island's history, is installed in the main corridor. Funding from the Winnetka Public Schools Foundation supported the research

28 Winnetka Public School Archives.
29 Richard M. Schram, "First Grade Playground Plan Redesign" October 23, 2001, Building and Grounds Department drawing files.
30 Green & Associates and CS2 Design Group, LLC, "HVAC plans, 2002, District 36 Building and Grounds Department, drawing files.
31 Hope's Windows, Inc., "Contract No. 30506" Full Size Shop Drawings, District 36 Building and Grounds Department, drawing files.
32 Karen Anne Cullotta, "Winnetka's 90-year old jungle gym is resurrected and on display," *Chicago Tribune*, December 4, 2013.

by Crow Island teachers Eva Tarini, Mary Mumbrue and Bliss Tobin.[33]

2006 The PTA funds the reupholstering of the foyer furniture.[34]

2008 The 1954 southwest wing renovation includes replacement of unit vents, ceiling lighting, floor tile, and lockers.

2010 Separate water fountains are installed in workrooms of all classrooms, and original water fountains that were integrated into the sinks are deactivated. In the southwest wing, workroom countertops are replaced. A comprehensive numbering system is implemented, and wayfinding plaques are installed throughout the school.[35]

2012 A Crow Island School chair is exhibited as part of the "Century of the Child" exhibition at the Museum of Modern Art in New York.[36]

The council ring on the east side of the building is removed.[37]

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile. Pioneer Room flooring is replaced with slate tile.[38]

Carpeting is replaced in the original Library, Room 146, the Principal's Office and Teacher's Lounge.

PTO provides funding to restore the Max Fleisher Crow sculpture.[39]

Resource Center space is reconfigured and rearranged.

2014 The PTA funds the reupholstering of the foyer furniture.[40]

2015 Crow Island celebrates its 75th anniversary with public tours and events. The Crow Island Stewardship Group commissions a Historic Structure Report as a gift to the school and District #36. The Stewardship Group creates a virtual tour; inventories the original historic furniture, and helps organize the archives.[41]

The west end of the Resource Center and the former

33 Winnetka Public Schools Archives.
34 Ibid.
35 Green Associates, "Wayfinding Project and Schedule," Winnetka Public Schools Archives.
36 Winnetka Public Schools Archives, and Jill Krementz, Century of the Child: Growing by Design, Park 1, New York Social Diary Blog, http://www.newyorksocialdiary.com/guest-diary/2012/century-of-the-child-growing-by-design-part-i
37 Email from Beth Hebert to Susan Benjamin, July 14, 2015 and Sheila Duran "Master of Arts Essay," University of Chicago, 1997, p. 66.
38 Brian Cox, "Historic Crow Island School Gets Facelift," Chicago Tribune, August 19, 2013.
39 Ibid.
40 Winnetka Public Schools Archives.
41 Ibid.

publications space (adjacent to the garage) are renovated to accommodate the need for small group instruction space and a conference room.[42]

The American Architectural Foundation hosts a National Summit on School Design in November in recognition of Crow Island School's 75th Anniversary.[43]

2016 VS Furniture, a German furniture company founded in 1898, offers to donate new student and teacher furniture for the entire school. They work collaboratively with faculty and staff to determine historically and pedagogically appropriate colors and finishes.[44]

A two-classroom mobile unit is added at the south entrance of the 1954 southwest wing.[45]

Two historic jungle gyms are dismantled and put into storage.[46]

2017 The school roof is completely replaced, including metal fascia and coping.[47]

Concrete stairs to the northwest (first grade) wing play terrace are replaced; the tiles on the terrace outside the southwest wing corridor are replaced with similar tiles; the stone wall along Willow Road is repaired and tuckpointed.

Ceiling tiles in hallways and classrooms in the southwest wing are replaced.

42 District 36 Building and Grounds Department drawing files.
43 American Architectural Foundation website, http://www.archfoundation.org/2016/09/national-summit-on-school-design-november-6-8-2015/
44 Winnetka Public Schools Archives and VS Vereinigte Spezialmöbelfabriken GmbH & Co. KG, http://vs.de/en/
45 Winnetka Public Schools Board of Education Meeting Minutes, 2015.
46 The Winnetka Public Schools, District 36 Board Meeting Minutes, 2016, www.winnetka36.org/board/documents.
47 Green Associates, Architects, District 36 Building and Grounds Department, drawing files.

Periods of Significance 1940, 1954

Crow Island School opened in September 1940 and a six-classroom addition opened in September, 1954. These are the two periods of significance that have been designated. Many sources, including the National Register nomination form, erroneously specify 1955 as a date of significance. This Historic Structures Report corrects a longstanding error by specifying 1954, as that is the date that the addition was occupied. Following are excerpts from the National Register nomination form prepared by Janice Tubergen to highlight 1940, and statements by Susan S. Benjamin that support the significance of 1954.

Crow Island in 1940

> "Since its opening in September of 1940, Crow Island School has had a profound and lasting effect on both school architecture and educational philosophy as embodied in the tenets of Winnetka Public Schools Superintendent, 1919-1943, Carleton Washburne, a national and international leader in the field of progressive education. Appearing between the general building hiatus in the 1930s caused by the Great Depression and the subsequent dearth of building during World War II, Crow Island School served as a model of a modern progressive school for the building boom that accompanied the baby boom after the war. The reputation of architects Eliel and Eero Saarinen gave the school great credibility as well as great design. The energy of Perkins, Wheeler and Will, later Perkins & Will, spread the design throughout the country with their many school commissions.
>
> "The national reputation of Carleton Washburne focused attention on the only school built under his direction during the twenty-four years he was superintendent in Winnetka. Crow Island School has been featured in prestigious architectural and educational journals over the years, has won awards and/or recognition in both fields, has been included in textbooks on progressive education and pertinent architectural surveys, and has influenced the educational approach and architectural design of many schools nationwide and even internationally. Just as the building itself is a marriage of form and function, so its impact has been a product of both its architectural and educational merits. At the time it was built in 1940, the initial design was understood to be important in both these areas. Crow Island School has continued to serve as a landmark to educators and architects alike for close to fifty years, and deserves an official designation as such."
>
> *Janice Tubergen,*
> *Excerpt from Nomination Form, Crow Island School,*
> *National Register of Historic Places, October 1989*

Crow Island in 1954

A new wing designed by Perkins & Will opened in September, 1954 to provide for a growing school-age population.[48] It housed six upper grade classrooms. Although the scale is larger, to accommodate older children, it mimics Crow Island's original design. With the intent of preserving the calm, warm atmosphere characteristic of the 1940 building, the architects used the same Illinois common brick and utilized the same room layout, designing L-shaped classrooms with workrooms, southwest corner windows and adjacent outdoor courtyards. Located west of the playroom/gymnasium, the wing retains the configuration of a central community core surrounded by classrooms. It continues the policy of zoning the school by age groups.

Once the addition was complete, it was immediately compared to the original school building and the differences were assessed. A conference, "Crow Island Revisited" was held June 2, 1955, with participants including editors of architectural and educational journals, the district superintendent, the school's principal and classroom teachers, and the architects--Eero Saarinen, Larry Perkins and Phil Will. This was followed by an article in the October, 1955, *Architectural Forum;* it assessed and illustrated the changes, comparing features in the 1940 school with those in the addition.

However critical the architectural assessment of Crow Island's addition was in the 1955 *Architectural Forum*, the article is eloquent in its praise for the school. It notes that,

> In 1955 Crow Island appears, if anything, more significant than it did 15 years ago...the most exciting thing about Crow Island in 1955 is the lessons it can still teach. Mainly these are lessons in atmosphere, compounded partly of scale, partly of materials, partly of detailing, infused with a loving patient perfection, inspirited by the civilized, humanizing values of calmness and warmth.[49]
>
> *Architectural Forum*, 1955

48 A bond issue was first proposed in 1952 to enlarge the school; alterations were proposed to other schools in the District to bring them up to date.

49 *Architectural Forum*, 1955.

CROW ISLAND SCHOOL: DESCRIPTIONS, EVALUATIONS & RECOMMENDATIONS

Evaluation Methodology and Rating Systems

Benjamin Historic Certifications, LLC, conducted visual surveys of Crow Island School in July and December of 2015, and January, 2016.[1] The site, exterior spaces, building façades, interior spaces, materials, building features and the building systems were visually investigated, photographed, and compared to original circa 1940, 1953-55, and 1972 drawings and photographs.[2] Prior to conducting the survey, professional criteria were established for evaluating Crow Island School. The criteria provide a framework and a consistent approach to assessing the many building components that exist. Based on the criteria, a rating system was established.

At the beginning of the discussion for each exterior section of the building and each interior space, there is a historic significance value rating, a condition rating, and a treatment approach. Following the ratings and approach will be a physical description and a bullet points list of historic or contributing features to be retained and preserved. Finally, evaluations that include changes of use and conditions, if applicable, and recommendations will conclude each section.

An easy-to-read *Master List Matrix* is located in the *General Guidelines for Maintenance and Future Work* section (p. 4-49) and repeats the information listed in the description, evaluation, and recommendation sections in a condensed form. It includes the name of each façade and space with a name and number, if applicable, a *Historic Significance* rating, a *Condition* rating, a *Treatment Approach* rating, and a page number where more information can be found.

Historic Value Rating

The Historic Value Rating provides a professional judgment on the historic importance of Crow Island School building components. The rating is based on research in historic documents and on-site observation.

Very Significant –	The space or components are essential to the building's architectural and historic character and are original to 1940 and 1954, the designated periods of significance.
Significant -	The space or components are a major contribution to the building's architectural and historic character. They are associated with the qualities that make the building historically significant.

1 The annotated drawings and photographs from the visual surveys are located in the Winnetka Public Schools Archives in the Crow Island School section.

2 Building systems are the structural, mechanical, electrical, and communication systems in a building.

Contributing -	The space or components may not be particularly significant as isolated elements, but contain sufficient historic character to play a role in the overall significance of the structure. The material may or may not be original to the 1940 and 1954 dates of construction.
Non-Contributing-	The space or components are not historic, or if historic, have been substantially modified. Little or no historic character remains. The material most likely does not date to 1940 or 1954, the designated periods of significance.

Condition Rating

A Condition Rating signifies the condition or degree to which the historic fabric has deteriorated. The five-point scale ranges from excellent to unknown.

Excellent -	The space or components are in pristine condition and do not require any work.
Good -	The space or components are showing wear, but continue to serve as they were intended. They may require routine maintenance.
Fair -	The space or components are showing wear and require more than routine maintenance to serve as they were intended.
Poor -	The space or components are in need of immediate attention. The items may not meet safety and legal requirements or a special repair project should be requested consistent with District 36 requirements, priorities, and long term management objectives.
Unknown -	The space or component was not evaluated or was not visible.

Treatment Approach Rating

Preservation treatments for historic buildings are based on the National Park Service's *The Secretary of the Interior's Standards for the Treatment of Historic Properties*, often referred to as the *Standards*. The *Standards* are a series of concepts developed by professionals over several decades that provide best approaches for treating historic properties through maintenance, repair, replacement, new additions and alterations. There are four distinct but interrelated treatment approaches, of which *Preservation* and *Rehabilitate* align best with Crow Island School.[3] As part

3 The *Standards* were developed by The National Park Service. There are four treatment

of this report, a Treatment Approach rating of *Preserve*, *Rehabilitate*, or *Treat with Care* has been applied to façades, spaces, and features at Crow Island School and are based on recommended treatment approaches described in the *Standards*. The *General Guidelines for Maintenance and Future Work* section includes more detailed information on treatment approaches and the treatment approach ratings used for Crow Island School (see p. 4-7). Appendix J. (p. A-204) includes more information about the *Standards*). The treatment approach ratings are defined as follows:

Preserve -	Places a high premium on the retention of the façade or space and all historic fabric through conservation, maintenance, and repair. It reflects a façade or space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.
Rehabilitate -	Places an emphasis on the retention of the façade or space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.
Treat with Care -	The façade or space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials. The façade, space, or features have had alterations so that their original use or configuration is no longer apparent, there is no historic material remaining, or the spaces or components were built out in years other than in 1940 and 1954, the periods of significance.

Physical Description

The physical descriptions of the exterior façades and interior spaces determine what is historic and what has been altered. Over the years, and due to good stewardship, Crow Island School has changed relatively little and has retained many of its historic features. A list of features to be retained and preserved is included and is based on historic features that remain.

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approaches as part of the *Standards*: Preservation, Rehabilitation, Restoration, and Replication. Preservation and Rehabilitation are defined as follows: "Preservation focuses on the maintenance and repair of existing historic materials and retention of a property's form as it has evolved over time." "Rehabilitation acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character."

See Section 5, *Architectural Drawings & Photographs,* for reference plans, elevations, and photographs for locations of exterior façades and interior spaces that are referenced in the text. Room names, room numbers and door numbers that are used in the text are included in the 2014 District 36 plans.

Evaluation

The evaluation provides additional details about features and their conditions. Changes of use, alterations and new features are discussed. The evaluation helps to determine if the integrity of the façades, spaces, and features are intact. See p. 4-5 for a thorough discussion of a building's integrity.

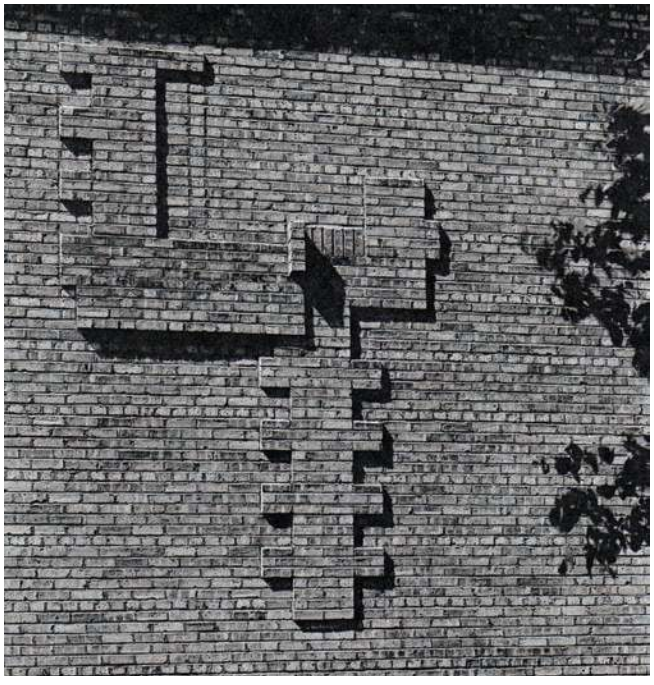
Recommendations

Recommendations include a treatment approach and suggested work for specific features that need general maintenance or future repair intervention. A list of features and page numbers directs the user to "Exterior Material Repair Recommendations" located in the *General Guidelines for Maintenance and Future Work* section (p. 4-25) and "Interior Material Repair Recommendations" (p. 4-37).

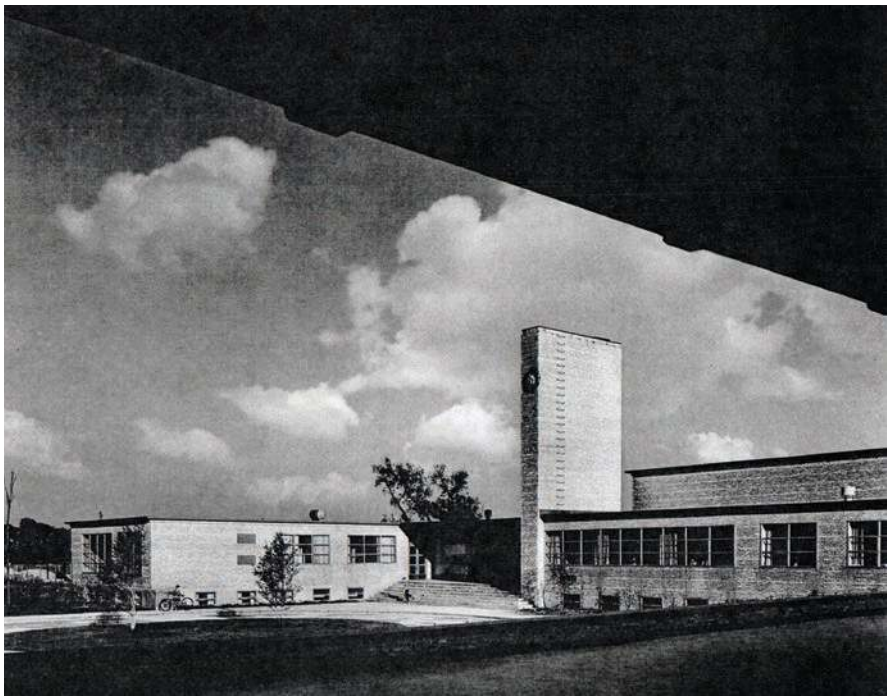
Exterior, 1940 Building

The exterior areas are grouped by date and location. The 1940 construction includes the central core, northwest wing, southeast wing and northeast wing (original kindergarten wing). The 1954 construction references the southwest wing. Each area under discussion begins with a brief description of the area followed by a list of historic features that should be retained and preserved. Each individual façade will then be listed with a historic significance rating, a condition rating, and a treatment approach rating applied. Significance ratings include: *very significant, significant, contributing,* and *non-contributing*. Condition ratings include: *excellent, good, fair, poor*, and *unknown*. Treatment approach ratings include: *preserve, rehabilitate*, and *treat with care*. Façade names and condition ratings correlate to condition surveys conducted by Benjamin Historic Certifications in 2015 and 2016. The façade images taken during the survey are included in the *Architectural Drawings & Photographs* in Section 5. The discussion of the area concludes with recommendations and a list of highest priority repairs, with page numbers where additional information can be found in the *Exterior Material Repair Recommendations* located in the *General Guidelines for Maintenance and Future Work* in Section 4 of this HSR (p. 4-25).

The original 1940 building is irregular in plan, consisting of a rectangular central core section oriented along an east-west axis and with classroom wings extending north and south. The 1940 classroom wing to the northwest of the central core is composed of four classroom modules with a raised playground at the east side. The 1940 classroom wing to the southeast is composed of eight classroom modules. Each classroom module includes an exterior courtyard accessible directly from the



A brick relief depicting an architecturally-scaled model of the 1940 Crow Island School building. Located on the south façade of the central core (Hedrich Blessing)

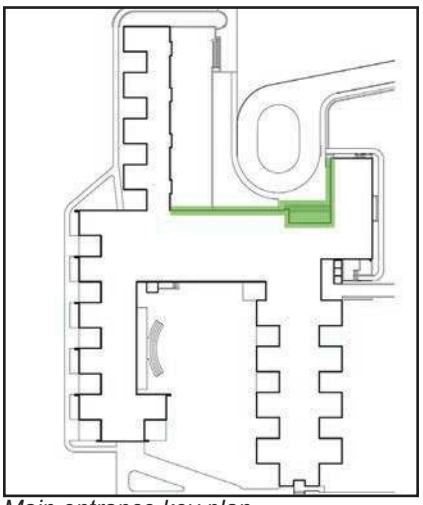


View of the main entrance of Crow Island School, 1940 (Hedrich Blessing)

classroom. A small, rectangular, northeast wing/kindergarten wing, also built in 1940, is located at the east side of the central core and extends slightly north beyond the front plane of the central core.

Although the building has a lower level, it is generally one story tall above grade, with a flat roof. The building has wide overhanging eaves at the main entrance central core, at entries in the northeast wing/kindergarten wing, at the south exit of the southeast wing, and along the full length of the raised playground at the northwest wing. The school's primary façade faces north and is punctuated by a monumental clock tower, a signature feature that functions as a chimney for the fireplaces in Room 146, the original library, and Room 14, the Pioneer Room. The main entrance is located adjacent to this tower and features a broad concrete staircase. A heated, child-size, built-in limestone bench extends along the school's wall. The exterior flooring of the main entrance was designed to have radiant heat.

The building foundations are poured-in-place concrete. The majority of the exterior walls are built using pink Illinois common brick, typically in the American Bond pattern - five rows of stretcher bricks alternating with a single row of the short header end of the bricks. The main entrance has Mankato limestone paneling and the northeast wing/kindergarten wing entries and the raised playground façade of the northwest wing have walls constructed out of vertical redwood board and batten cladding. Windows throughout are steel, consisting of replacement sash, replicating the original windows, set in the original frames. Doors at the main entry, northeast wing/kindergarten entries, south end of the southeast classroom wing and the raised playground access at the northwest wing are steel-clad wood and often include transoms and sidelights. Exterior classroom doors are of steel.



Main entrance key plan

MAIN ENTRANCE

Historic Rating: **Very Significant**
Condition Rating: **Varies**
Treatment Rating: **Preserve**

DESCRIPTION

The main entrance is made up of the west façade entrance to the original kindergarten wing, the north façade entrance to the school and the clock tower. These building walls and planes are very significant because they form the main entrance to the school. The individual façades of the main entrance are described below.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Concrete foundations (p. 4-26)
- Concrete stair with exposed aggregate finish (p. 4-26)
- Cast concrete eave units (p. 4-26)
- Brick walls (p. 4-27)
- Brick clock tower/chimney (p. 4-28)
- Limestone wall surfaces (p. 4-29)
- Limestone bench (p. 4-29)
- Sheet metal coping and fascia (p. 4-29)
- Steel windows (p. 4-31)
- Glazed steel-clad wood doors (p. 4-31)
- Wood stile & rail doors and wood transoms (p. 4-31)
- Bronze hardware (p. 4-32)
- Bronze clock on tower (p. 4-35)
- Mechanical vents (p. 4-34)
- Pipe railings (p. 4-34)

FAÇADE EVALUATIONS

West Façade, Northeast Wing

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

This brick façade is part of the original kindergarten wing. The brick wall has an entrance consisting of a pair of doors, each containing three glass lites. This entrance door accesses the northeast kindergarten wing. Two large steel window openings on the first floor each have three rows of three sash (9-lites). Two rectangular louvered vents are located to the north of the window openings. There are five lower level windows carefully placed in the concrete foundation under this bank of windows and vents. Each consists of horizontal sash that are one-over-one with the lower being an operable hopper window.

Kindergartners sitting on limestone bench, ca. 1945 (Winnetka Public Schools Archives)

North Façade, Central Core, East of Clock Tower

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve

This is the main formal entrance to the school. The circular drive abuts the main entrance. The entrance level is entered by way of seven concrete stairs extending the entire width of the this façade. Limestone and brick walls and a deep roof overhang create a protected entrance. A heated bench is located against the wall east of the main doors and, along with the overhang, provides protection from the weather. There are six metal entrance doors, consisting of three pairs, with each door containing three broad rectangular glass panels. Each pair is topped by a single transom window. The entrances are offset to the west of center and located immediately adjacent to the clock tower's east wall.

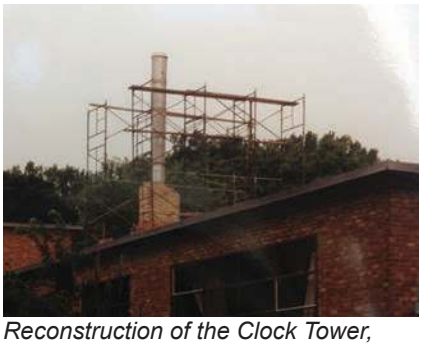
North façade at main entrance, 1940 (Hedrich Blessing)

North Façade, Central Core, West of Clock Tower

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve

This north-facing brick wall is the west end of the north façade. There are five various-sized steel window openings with multiple sash at the first floor. The east window (Room 146) is an expansive rectangular opening having three rows of nine sash (27-lites) with three locations with an awning window over a hopper window. There are two sets of office windows at rooms 142 and 143 that have three rows of two sash (6-lites) with each having one awning window located in the middle on the east side. The large expansive window for rooms 140 and 141 has three rows of eight sash (24-lites) with three combinations of one awning window over a hopper window, located at the second window column from each side. The last window on this façade, at room 139 has three vertical sash (3-lites), all fixed.

The lower level has eight identical window openings with horizontal one-over-one sash, with the lower being an operable, hopper window.



Reconstruction of the Clock Tower, 1993 (Winnetka Public Schools Archives)

View of front entrance during reconstruction of tower, 1993 (Winnetka Public Schools Archives)

Clock Tower - East, North, West, South

Historic Rating: Significant (Rebuilt)
Condition Rating: Fair
Treatment Rating: Preserve

The fifty-foot tall, four-foot wide by twenty-five foot deep brick chimney is the dominant vertical feature of the school, serving as counterpoint to the building's horizontal emphasis. The east face has a brick grid pattern made up of recessed bricks, consisting of 24 five-foot squares. Horizontal lines of the grid continue onto the north face. The 3'-6" diameter bronze clock is offset beyond the edge of the north face (See *Artwork* section for

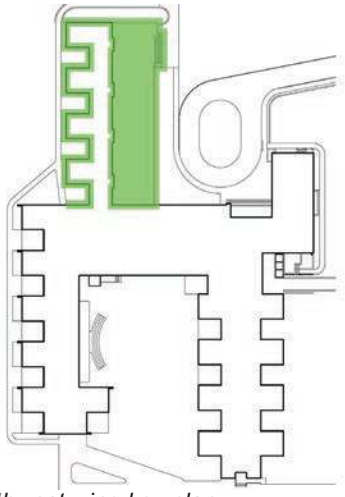
additional clock information, p. 3-151). The grid pattern continues for one column at the west face. On this face 24 metal rungs are anchored to the brick and allow access to the tower roof and chimney. Due to efflorescence and water infiltration the tower was entirely rebuilt in July, 1993. It is believed that the original bricks were used in the rebuilding project. Efflorescence and staining is ongoing.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the façades and all historic fabric through conservation, maintenance, and repair. Attention should be on preserving materials and features that together give the façades their historic character.

Highest priority repairs :

- Hire a preservation architect or a conservator to investigate the brick face failure at the exterior façades. Set in place a brick program to retain and preserve original brick walls. The goal is to prevent continuing face brick failure and to prevent any water infiltration into the wall system (pp. 4-27, 4-28).
- Repair concrete damage and cracks at main entrance stair. Match color and texture of existing aggregate finish. Install new joint sealant as needed. Color to match stair finish (p. 4-26).
- Investigate clock tower/chimney to determine cause of efflorescence and correct this condition (water infiltration, missing chimney cap, poor quality bricks, etc.) (pp. 4-27, 4-28).
- Repair the clock at the clock tower so it is a correct replication of the original clock components (pp. 3-151, 4-35).
- Inspect tower ladder rungs and repair as needed (pp. 4-27, 4-28, 4-34).
- Remove graffiti using the gentlest means possible. Use only chemicals recommended for cleaning limestone and brick. Protect adjacent materials. Any pressure washing should be done at the lowest effective pressure and from an appropriate distance to avoid etching the stone. Do not sandblast historic masonry (p. 4-27).



Northwest wing key plan

"The four rooms designed for first and second grades extend along the northwest wing, opening onto a corridor, which in turn opens onto the play terrace for the primary children. This terrace is protected from the north wind by a brick and glass-brick wind break, and is protected from the west by the wing itself and a ten-foot overhanging roof, under which children can play outdoors even in rainy weather. The terrace itself will be paved with asphalt."

Superintendent Carleton Washburne – 1939-40 Annual Report pp. 9-10

View of the east and south façades of the northwest wing and the play terrace, 1940 (Hedrich Blessing)

NORTHWEST WING

Historic Rating: **Very Significant**
Condition Rating: **Varies**
Treatment Rating: **Preserve**

DESCRIPTION

The northwest wing includes the east and south façades of the classroom wing and alcove at the raised terrace, the east façade near the flagpole, the north façade facing Willow Road, and the west façade at the classroom units. It is an original 1940 wing that provides a raised and protected play area and visually shields the school and grounds from traffic on Willow Road. The wing contains four classrooms with adjacent courtyards. The individual façades are described below.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Courtyards (p. 4-26, 4-27)
- Concrete foundations (p. 4-26)
- Concrete beams (p. 4-26)
- Cast concrete eave units (p. 4-26)
- Brick walls (p. 4-27)
- Decorative brick screen wall (pp. 4-27, 4-32)
- Terra cotta sculptures at classroom courtyards (p. 4-28)
- Sheet metal coping and fascia (p. 4-29)
- Pipe railing posts at alcove (p. 4-34)
- Wood board and batten walls (p. 4-30)
- Flat roof (p. 4-30)
- Skylights (p. 4-30)
- Steel windows, doors, and frames (p. 4-31)
- Glazed steel-clad wood doors and transoms (p. 4-31)
- Wood stile & rail doors and wood transoms (p. 4-31)
- Bronze hardware (p. 4-32)
- Signage (p. 4-34)
- Flagpole structure (p. 3-152, 4-35)

FAÇADE EVALUATIONS

The play terrace and courtyards are evaluated in the *Site and Landscape* section.

East Façade, Northwest Wing

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

The northwest wing's raised play terrace is used as a play space and outdoor classroom. The east façade is faced with redwood vertical board and batten siding and has a wide overhanging eave. Four sets of paired doors exit onto the terrace, each aligned with a classroom corridor door.

Glass block set in the south-facing brick screen wall of the play terrace, northwest wing (BHC)

The redwood boards are weathered and discolored due to water splashing up from the pavement.

South-facing Brick Screen Wall, Play Terrace

Historic Rating: Very Significant
Condition Rating: Fair - Poor
Treatment Rating: Preserve

A brick screen wall extends east of the main structure to create the north end of the raised play area. There are two rows of ten small square openings that have glass block inset into them. Beneath them is a third row of square openings that have been infilled with brick. Originally all three rows had glass block. The overhanging roof and pre-cast concrete rafters are in poor condition and have spalls and visible cracks.

Flagpole at east façade of northwest wing (BHC)

East Façade with Flagpole, Northwest Wing

Historic Rating: Very Significant
Condition Rating: Fair
Treatment Rating: Preserve

This façade consists of a simple flat brick end wall. On the south end there are three cantilevered semicircular supports and a substantial metal base bracket that encloses and supports a metal flagpole that extends approximately 24-feet high. The metal supports and the pole have lost their protective paint coating and rust has stained the concrete steps below. The brick wall is in good condition, but shows signs of repaired brick and mortar joints that may have cracked due to stress from the weight of the flagpole structure attached to the brick wall. Another consideration is that there could be rusted metal reinforcing components within the wall that will continue to cause oxide jacking and cracking at the wall. See "Flagpole" in the *Artwork* section (p. 3-152) and *Exterior Material Repair Recommendations* (p. 4-35) for a detailed description of the flagpole and work recommendations.

North Façade, Northwest Wing

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve

Contributing 1980 bronze signage on the north façade of the northwest wing (BHC)

This façade faces Willow Road and includes the school signage "CROW ISLAND SCHOOL" in block letters. The bronze lettering was a commemorative gift in 1980, from alumni, for the 40th anniversary.[1] The signage is not historic, but is considered a contributing feature on the façade. To the west of the signage is the backside of the brick screen wall mentioned at the south façade where there are two rows of ten small square openings that have glass block inset into them. Beneath them is a third row of square openings that have been infilled with brick. Originally all three rows had glass block.

1 Stewardship Group Research, using the Winnetka Public Schools Archives.

Northwest wing classroom units with corner steel windows and inset courtyards, 1940 (Hedrich Blessing)

West Façade, Northwest Wing

Historic Rating: **Very Significant**
Condition Rating: **Good - Fair**
Treatment Rating: **Preserve**

The four classrooms of the west façade (rooms 111-114) are identical classroom units that create a repeating design rhythm. Each classroom unit has an outside west-facing wall and three inner courtyard walls. The west end walls each contain a large multi-lite opening with 20 rectangular windows that occupy most of the wall and butt up against the southwest corner of the classroom. The inner courtyard's south-facing façade contains a large multi-lite opening containing 16 rectangular windows that butt up against the same southwest corner. The appearance is one of two glass walls that meet at the corner. At the east end of this bank of windows is an entrance door topped by a transom window. This door accesses the classroom. Each courtyard's west façade has a wide, horizontal opening with two rows of three steel sash (6-lites), with the six windows located above the workroom counters. A second window opening consists of a tall, narrow window where the restroom is located. A narrow brick screen shields this opening. The north-facing façades each have a flat brick wall. There is a singular rectangular louvered vent at the east end and whimsical colored terra cotta sculptures inset within a brick frame located in varied positions at the west end of the wall. (See the "ceramic sculptures" in the *Artwork* section (p. 3-148) for more information on the terra cotta wall sculptures). Brick failure was observed at the base of the doors. Each bathroom screen has had repeated rebuilding--often not matching the original design. Damaged brick was observed at corners.

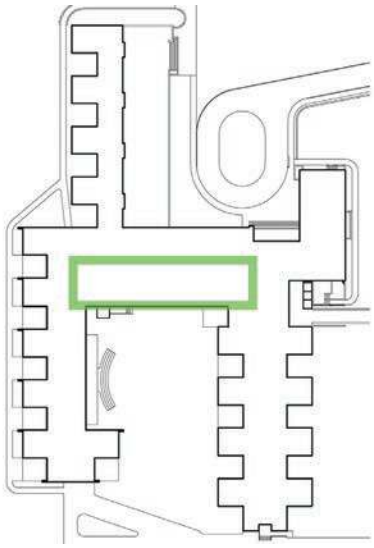
Terra cotta sculptures, designed by Lily Swann Saarinen at classroom 111 courtyard (Winnetka Public Schools Archives)

RECOMMENDATIONS

The preservation treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair.

Highest priority façade repairs :

- Glass block set in brick screens. Inspect joint sealant and provide necessary repairs. Replace any broken or damaged block units (p. 4-32).
- Signage - maintain bronze lettering and check anchoring (p. 4-34).
- Conduct repairs to flagpole structure, including rust removal and repainting (pp. 3-152, 4-35).



Central core key plan

CENTRAL CORE

Historic Rating: **Very Significant**
Condition Rating: **Varies**
Treatment Rating: **Preserve**

DESCRIPTION

The Central Core was constructed in 1940 using the same building materials used at the main level. It has a long rectangular shape that is oriented east-west. Its envelope is made up of the south façade that stands two stories high and extends below grade and the east, west, and north façades that extend only down to the main building's roof. The structure contains the double height gymnasium (room 135) – historically referred to as the play room – the auditorium (room 138), the below grade resource center (room 25), miscellaneous storage, and mechanicals. The 1974 greenhouse is also described along with the south façade. The individual façades are described below.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Concrete foundations (p. 4-26)
- Cast concrete eave units (p. 4-26)
- Concrete stairs (p. 4-26)
- Brick walls (p. 4-27)
- Sheet metal coping and fascia (p. 4-29)
- Flat roof (p. 4-30)
- Skylights (p. 4-30)
- Steel clerestory windows (p. 4-31)
- Steel windows at lower level (p. 4-31)
- Steel doors and frames (p. 4-31)
- Bronze hardware (p. 4-32)
- Pipe railing (p. 4-34)
- Brick relief of architectural model (pp. 3-152, 4-27)

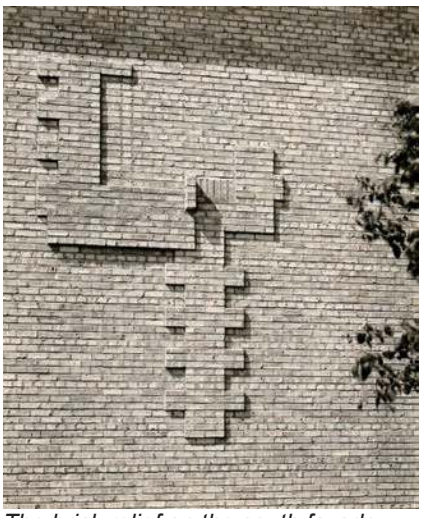
FAÇADE EVALUATIONS

South Façade, Central Core

Historic Rating: **Contributing**
Condition Rating: **Good - Fair**
Treatment Rating: **Preserve**

South Façade of Central Core (BHC)

This south-facing brick façade has a horizontal band of clerestory windows at the west end that allow light into the gymnasium. The steel windows have three rows of 15 rectangular sash (45 lites) with seven awning windows in the center row that are operable. On the east end at the lower level are two sets of rectangular window openings with two rows of three sash (6-lites). The lower level has an exit door from the resource center (door W11) with two, single sash sidelights and a single



The brick relief on the south façade is rated very significant (Hedrich Blessing)

steel door is located at the east end and is an auditorium exit. A concrete stair with two simple pipe railings is located adjacent to the building and runs east from the Resource Center exit door up to the central courtyard. A small, 25' x 4' glass greenhouse is located to the west of the resource center exit. The greenhouse and the doorway openings were added in 1974 as part of the Resource Center build out. A simple, metal electrical box is attached to the brick wall between the lower level windows. Other mechanical equipment is located along the east end of the façade on the roof of the publication office (room 19). Some brick spalls were observed on the façade and there are several locations where obsolete metal attachments are embedded in the wall.

A brick relief depicts an architecturally-scaled plan of the original Crow Island School building. It is located on the façade above the east row of lower level windows. This is further described in the *Artwork* section (page 3-152). It is rated Very Significant.

A 12" long crack was observed in the brick just west of the greenhouse. Brick spalls and four metal anchors embedded in brick, from previous attachments, were observed at the east end of the façade. Window ledges have concrete spalls at the window ledges that were cut in 1974 when the new Resource Center exit was constructed. A crack was observed in the concrete foundation on the west end of the façade where the metal grille exists. A clay drainage pipe and uneven ground poses hazardous conditions at the location where the concrete landing meets grade.

East, North, West, Façades, Central Core

Historic Rating: **Very Significant**
Condition Rating: **Unknown**
Treatment Rating: **Preserve**

The brick façades of the east, north and west central core extend above the roofline of the main building and have the same metal roof eave and fascia details that the main building has. The east façade has two centrally located mechanical vents with a shorter metal access door between them. The north façade has a horizontal band of clerestory windows at the west end, where the gymnasium is located, having three rows of 15 rectangular sash (45 lites) with seven awning windows in the center row that are operable. The west façade is a simple brick wall without openings.

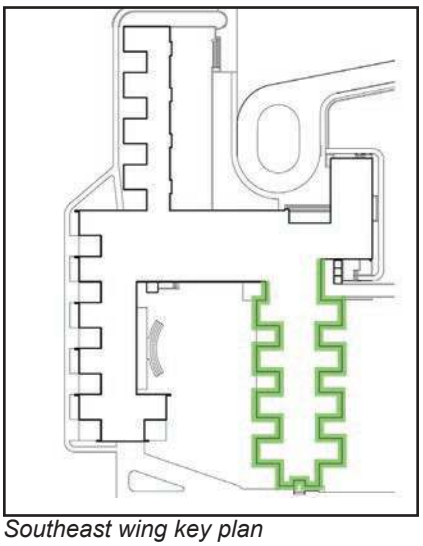
An up-close, visual survey of the east, north and west façades was not performed due to limited access and height level of the façades. Only the condition of the Central Core south façade is included in this report.

RECOMMENDATIONS

The preservation treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair.

Highest priority repairs:

- Repair concrete spalls at window ledges that were cut in 1974 to accommodate rear exit from Resource Center (p. 4-26).
- Repair concrete foundation crack at metal grille on west end of south façade (p. 4-26).
- Review 12" long structural crack at south façade west of greenhouse (p. 4-27).
- Repair brick spalls and remove and repair holes where four metal anchors are embedded in wall, at east end of south façade (p. 4-27).
- Review top of exterior stairs where there are hazardous conditions and a clay pipe drain (p. 4-26).



Southeast wing key plan

SOUTHEAST WING

Historic Rating: **Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

DESCRIPTION

The Southeast wing is an original 1940 wing having eight classroom units, facing east and west. It is made up of a small west façade located north of the classroom units, the west façade of the classroom units that include courtyard façades, the south façade, east façade classrooms that include courtyard façades, and an east façade that includes the loading dock.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Courtyards (p. 4-26)
- Concrete foundations (p. 4-26)
- Cast concrete eave units (p. 4-26)
- Brick walls (p. 4-27)
- Terra cotta sculptures (pp. 3-148, 4-28)
- Sheet metal coping and fascia (p. 4-29)
- Flat roof (p. 4-30)
- Skylights (p. 4-30)
- Steel windows, doors, and frames (p. 4-31)
- Glazed, steel-clad wood doors (p. 4-31)
- Glazed, steel doors to classrooms (p. 4-31)
- Bronze hardware (p. 4-32)

FAÇADE EVALUATIONS

West Façade North of Classrooms, Southeast Wing

Historic Rating: **Contributing**
Condition Rating: **Good**
Treatment Rating: **Preserve**

A small brick façade is located in the central interior courtyard, north of the classroom units. This is the exterior wall for the lobby bathrooms (rooms 157, 158). The wall has four square, recessed openings with wood frames. The outer two are glazed with obscure glass, while the inner two windows are retrofitted with smaller operable sash with obscure glazing. This portion of the building is topped by an overhanging eave. The wall appears to be in good condition, but was not accessed for a detailed survey.

Located west of this brick façade is a mechanical enclosure that is located on the roof of the former publications room (room 19). A chain link fence

West façade classroom courtyard in the southeast wing (BHC)

surrounds the area. The west and south concrete walls extend above grade. The west concrete wall has openings with metal vents and one air conditioning unit positioned on a raised concrete base. Surface-mounted conduit is attached in one location. The metal vents have missing paint. The south concrete wall was not surveyed and was not accessible due to heavy ground cover.

West Façade at Central Courtyard, Southeast Wing

Historic Rating: **Very Significant**
Condition Rating: **Good - Fair**
Treatment Rating: **Preserve**

Identical, L-shaped classrooms (rooms 102, 104, 106, 108) create a repeating design rhythm for this wing similar to that in the northwest wing. Each classroom has a west-facing end wall and three inner courtyard walls. Each end wall has a large opening containing 20 rectangular window openings butting up against the southwest corner. The inner courtyard's south-facing façade has a similar configuration, but with 16 rectangular windows. At the east end of this bank of windows is a three-paneled, glazed steel entrance door topped by a transom window. Each west façade has a smaller row of six rectangular steel windows in a band two windows high. These are located above the workroom counters. To the south is a narrow brick screen shielding a window at the restroom. This is true except for classroom 102, where the restroom window is not located in the courtyard, but at the wing's south façade. The north-facing façades each have a solid brick wall with a single, rectangular, louvered vent at the east end and whimsical, colored terra cotta sculptures inset within a brick frame near the west corner. (See *Artwork* section (p. 3-148) for more information on the terra cotta sculptures).

Terra cotta sculptures designed by Lily Swann Saarinen at classroom 106 courtyard (Winnetka Public Schools Archives)

Brick failure was observed at the base of the doors and each bathroom screen has had repeated rebuilding often not matching the original design. Damaged brick was observed at outside corners of each classroom wall. The north wall of classroom 102 has traces of graffiti visible. There is some corrosion at the metal supports at the sculpture pedestal and canopy.

South Façade, Southeast Wing

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

This simple brick wall houses the exit doors for the wing's central corridor. The exit consists of a pair of double doors (door S6), each having three glass lites. The doors are flanked by a vertical band of three slender glass sidelights and topped with three glass transom windows. Three concrete stairs extend into the asphalt play area and a non-contributing handicap ramp is located adjacent to the wall to the east. Simple pipe railings make


East façade of the southeast wing (BHC)

up the handrails. On each side of the entrance, centered on the wall, are two openings with steel casement windows. Each is located behind a thin brick screen. Between each window, a decorative motif is created with five header bricks that extend beyond the main plane of the wall, aligned with the location of the horizontal brick bands of the screens.

East Façade, Southeast Wing

Historic Rating: Very Significant
Condition Rating: Good - Poor
Treatment Rating: Preserve

Classrooms on the east side of the wing are identical to those on the west side and create a repeating design rhythm. Each L-shaped classroom has an outside east facing wall and three inner courtyard walls. Each east end wall contains a large multi-lite opening with 20 rectangular windows that occupy most of the wall and extend to the southeast corner of the classroom. The inner courtyard's south-facing façade contains an identical large multi-lite opening containing 16 rectangular windows that extend to the same southeast corner. At the west end of this bank of windows is a three-paneled, glazed, steel entrance door topped by a transom window. This door accesses the classroom. Each courtyard's east façade has a wide, horizontal opening with two rows of three steel sash (6-lites) with the six windows located above the workroom counters. To the south end is a second window opening, the tall, narrow steel casement where the restroom is located. A brick screen shields and obscures this opening, except for classroom 101, where the restroom window is not located in the courtyard, but at the wing's south façade. The north-facing façade each has a solid brick wall with a single vent at the west end and whimsical terra cotta sculptures inset within a brick frame near the east corner. (See *Artwork* section for more information on the terra cotta sculptures). Overall, each classroom unit has the following conditions: brick failure was observed at the base of the doors and each bathroom screen is structurally weak and many have been rebuilt, often not matching the original design. Damaged brick was observed at the outside corner of classroom 106 and at door S8. Brick spalling and face failure was observed. Sealant at door S6 is missing. Paint failure was observed at the pipe railing near door S6. Cracks were observed in brick at the reentrant corners at the courtyard for room 101.[1] Graffiti marked brick courtyard walls at classrooms 102 and 104.

North Façade, at Garage Ramp, Southeast Wing

Historic Rating: Very Significant
Condition Rating: Fair - Poor
Treatment Rating: Preserve

The north-facing wall at the garage ramp has a brick upper portion and

1 The internal corners at brick openings or concrete poured-in-place openings are called re-entrant corners. These internal corners have stress concentrations and must have additional reinforcement otherwise cracks, termed reentrant cracks, are likely to develop.

a concrete lower portion. The brick upper portion has a horizontal metal vent at the west end. The concrete portion has a single opening on the west end that is covered with metal panels except for a partially glazed metal panel with obscure glass. There is a small vent in the upper left corner. The brick wall is in poor condition due to surface delamination (face failure) of the brick. The concrete basement wall has visible reinforcing shadows and concrete spalling at the upper edge of the metal vent, reentrant cracks, and broken glass. Several metal anchors are also left exposed in various locations. Standing water was observed at door S1.

Loading dock and driveway at lower level and lobby windows above, southeast wing (BHC)

East Façade, at Garage Ramp, Southeast Wing

Historic Rating: **Very Significant**
Condition Rating: **Fair - Poor**
Treatment Rating: **Preserve**

This façade has an expansive glass opening with 50 horizontal sash in a ten-by-five horizontal array located over a horizontal expanse of brick wall. Beneath is a concrete wall at the lower level that contains a two-bay garage door and two service doors (See "loading dock," below). The concrete wall is in poor condition due to spalling concrete as a result of reinforcing bars placed too close to the surface. There are reentrant cracks at corners due to insufficient reinforcing.

Loading Dock, Southeast Wing

Historic Rating: **Contributing**
Condition Rating: **Good**
Treatment Rating: **Rehabilitate**

The loading dock is located at the lower level of the east façade and is accessed by a concrete drive. The south end of this dock was historically open, with a long interior passage that connected to utility rooms and a bicycle storage room. A non-historic, overhead garage door and a door to accommodate people have been installed to enclose this space. North of the garage door are two original door openings, one that originally held a double door and one with a single door. These doors have been replaced.

RECOMMENDATIONS

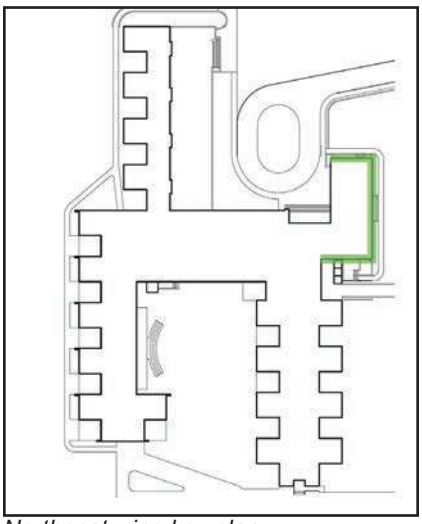
The treatment approach *Preserve* is recommended for this area, except for at the loading dock. *Preserve* places a high premium on the retention of the façades and all historic fabric through conservation, maintenance, and repair. The treatment approach *Rehabilitate* is recommended for the loading dock. This treatment places a high premium on the retention and repair of historic materials, but allows for replacement of items that have been altered or are deteriorated. Attention should be on preserving materials and features that together give the façades their historic character.

Highest priority repairs :

- Inspect and correct standing water near door S1.
- Repair brick spalls at corners of classroom 106 and below door S8 (p. 4-27).
- Repair spalled brick (p. 4-27).
- Hire a preservation architect or a conservator to investigate the brick face failure at the exterior façades. Set in place a brick program to retain and preserve original brick walls. The goal is to prevent continuing face brick failure and to prevent any water infiltration into the wall system (p. 4-27).
- Maintain sealant at courtyard door at classroom 104 (p. 4-31).
- Remove graffiti on brick wall at classroom 102 & 104 courtyards (p. 4-27).
- Repaint pipe railing at door S6 (p. 4-34)
- Repair reentrant crack at classroom 101 courtyard (p. 4-27).

Loading dock recommendations:

- Repair concrete spalls and cracks by addressing any corrosion problems with the reinforcing bars. There are reinforcing bars located too close to the concrete surface and this condition most likely is causing concrete surface failure. If the reinforcing bars are exhibiting corrosion, they will need to be cut out and the remaining steel properly wire-brushed and coated. A structural engineer can provide direction on repairs to each location. A new concrete patch will then need to be installed. Cracks larger than 1/8" should be repaired. Cracks smaller than 1/8" can be monitored (p. 4-26).
- Maintain the existing historic configuration and materials of the loading dock as desired, but rehabilitate as needed for functionality.
- At the opening that did not historically have a door, the non-historic doors may be replaced with new doors that do not detract from the historic appearance of the building and are compatible with it. Plain, flush doors, with or without glass panels, are recommended. Do not attempt to create historic-looking doors that did not exist here.
- At original openings that did have doors, any new doors should be based on original designs.



Northeast wing key plan

NORTHEAST WING
(ORIGINAL KINDERGARTEN WING)

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

DESCRIPTION

The original nursery and kindergarten classrooms were located in the northeast wing. This wing is made up of the south façade, east façade, and north façade. The west façade at the main entrance was described previously under "Main Entrance."

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Concrete foundations (p. 4-26)
- Concrete stair (p. 4-26)
- Cast concrete eave units (p. 4-26)
- Brick walls (p. 4-27)
- Sheet metal coping and fascia (p. 4-29)
- Wood board and batten walls (p. 4-30)
- Flat roof (p. 4-30)
- Steel windows, doors, and frames (p. 4-31)
- Vertical wood screens at windows (p. 4-30)
- Glazed, steel-clad, wood doors (p. 4-31)
- Wood stile & rail doors and transoms (p. 4-31)
- Bronze hardware (p. 4-32)
- Mechanical vent covers (p. 4-34)

FAÇADE EVALUATIONS

South Façade, Northeast Wing

Historic Rating: **Very Significant**
Condition Rating: **Good - Fair**
Treatment Rating: **Preserve**

This brick façade is part of the former kindergarten wing. The upper brick wall has three openings of varying sizes, each with horizontal windows. There are three windows stacked vertically at the west; eight windows consisting of two vertical bands of four windows in the center and a large opening containing 16 windows at the east, with four rows of four vertical bands. There is a single, slender, horizontal vent, just under the overhanging roof, between the west and center openings. The lower level is made up of a concrete wall with four series of window openings having variable fixed and operable steel sash. The west opening contains three horizontal windows stacked vertically. To the east is a single window with a vent. Further to the east is an opening containing two rows of two horizontal windows--four altogether. The opening furthest east contains


East façade of northeast wing (BHC)

12 horizontal windows in three vertical stacks; just east is a single door, door E3, with four glass panels and a transom. Concrete issues include: cracks due to reinforcing placed too close to the surface, reentrant cracks at opening corners, and concrete spalls at corners as a result of corroded reinforcing bars.

East Façade, Northeast Wing

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve

This one-story, symmetrical brick façade has a large opening containing 20 rectangular windows on each side of a centered entrance porch. The porch contains two classroom entrance doors (door E4 and door E5) on each end and two vertical, rectangular steel windows in the middle. A simple, stained, wood screen covers each window and is made with squared vertical pieces. The walls of the entrance porch use "V-groove" vertical board and batten redwood siding. Two brick wing walls extend east from the entrance porch wall and support a projecting overhang set beneath the main building's roof to create the protected open porch. A yellow Plexiglas light fixture is centrally hung. The brick wing walls have three decorative, stacked square openings with glass block (similar to those located on the northwest wing's north façade). Two concrete steps extend the length of the porch. Bird-proofing mesh covers washroom vents at the two windows adjacent to the doors.

The original entrance was changed on this east façade. Originally, there were two separate stairs with a centrally-located brick planter that divided the stairs. The modification removed the brick divider and combined the paired stairs into one set of concrete stairs that now extend the length of the porch.

The façade is in good condition with only some issues. The door finish is failing at both entrance doors. The hardware of each door does not match the hardware set installed on the adjacent door (door E4 and door E5). The bird proofing at the vents near each window is failing and guano is present from roosting birds. The concrete overhang has a concrete spall on the south end. The electrical boxes on the north end of the façade have paint failure and rust.

North Façade, Northeast Wing

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve

The upper brick wall at the east end has one large horizontal opening with 16 sash. At the west end, a smaller vertical opening contains eight horizontal sash in two vertical bands of four that serve the alcove (room 110D). The lower level has a concrete foundation wall with four window openings each having two horizontal sash.

In 1965 Perkins & Will modified the original façade to create a lower level exit from room 23. They added a single exit door at the east end and a concrete staircase leading west to the playground. A black chain link fence encloses the staircase.

Window frames at the lower level have paint failure and rust. The brick, below, is stained with rust. Concrete reinforcing is visible on the wall where the reinforcing is too close to the surface.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the façades and all historic fabric through conservation, maintenance, and repair. Attention should be on preserving materials and features that together give the façades their historic character.

Highest priority repairs :

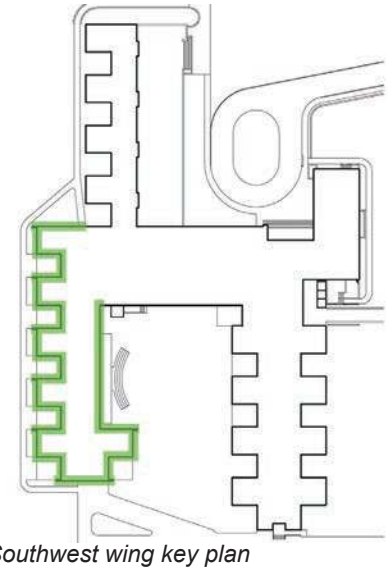
- Repair concrete spalls at lower level water table and entrance eave (p. 4-26).
- Repaint exposed metal pipes and grilles on south façade and electrical box on east façade (p. 4-34).
- Survey door hardware and provide consistent, matching sets of hardware for the two doors (door E4 and door E5) (p. 4-32).
- Repaint entrance doors (door E4 & door E5) and lower level door (door E6). Refinish or replace rusted hinges at door E6 (p. 4-34).
- Evaluate the vent covers at entrance and provide a better, low-profile, bird-proofing solution (p. 4-30).
- Replace or refinish electrical boxes that are rusted and where paint has failed (p. 4-34).

Exterior, 1954 Addition

The 1954 classroom wing was added to the west end of the original 1940 building. This wing extends south, balancing the original classroom wing to the east and creating a large, central courtyard. The 1954 wing is one story and is irregular in plan, composed of six L-shaped classrooms, each with an outdoor courtyard. The wing has five classrooms along the west façade and one classroom along the east façade. The remainder of the east façade features a corridor and activities area (room 121) with a façade of full-height windows that face east. The main corridor exits are located at the north and south ends of the wing and on the east façade to allow access to an outdoor stone amphitheater from the activities area. Exterior hardscape features of the 1954 wing include an exterior terrace adjacent to the curved, amphitheater seating that overlooks a sunken courtyard. The wing has a flat roof with wide overhanging eaves at windowed façades and a stepped fascia, clad in metal, throughout. The underside of the eaves is exposed concrete.

Top: View of central courtyard and southwest wing, ca. 1960 (Winnetka Public Schools Archives)

Bottom: View of the southwest wing addition, showing the west façade classroom units just after construction in 1954. (Krantzen Studio, Inc.)



Southwest wing key plan

SOUTHWEST WING
(1954 ADDITION)

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

DESCRIPTION

The southwest wing includes the north façade that joins the central core and northwest wing, and the west, south and east façades.

In the fall of 2016, a two-classroom mobile unit was installed directly south of the 1954 wing on-axis with the corridor (room 121) and exit door W7. These mobile classrooms are not included in this survey, but are discussed in the *General Guidelines for Maintenance and Future Work* section.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Concrete foundations (p. 4-26)
- Brick walls (p. 4-27)
- Sheet metal coping and fascia (p. 4-29)
- Flat roof (p. 4-30)
- Skylights (p. 4-30)
- Steel windows, doors, and frames (p. 4-31)
- Glazed, steel-clad, wood doors (p. 4-31)
- Pipe railings (p. 4-34)

FAÇADE EVALUATIONS

North Façade, Southwest Wing

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

The north façade of this wing is composed of a solid brick wall with a recessed entrance at the east end. This entrance has a pair of glazed, steel clad doors (door W1) with three square lites at each one. An asphalt walkway slopes upward to meet the concrete landing.

West Façade, Southwest Wing

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

The classrooms (rooms 115-119) facing west are laid out similarly to the 1940 classrooms and use many identical materials such as concrete foundations and pink Illinois common brick. Differences include: a large


Southwest wing classroom units, view of west façade wall (BHC)


Southwest wing classroom units, view of courtyard (BHC)

overhang at window walls, a brick wing wall supporting the overhang, larger window openings at the inner wall of each courtyard, and the omission of any ornament. The end walls have large openings containing 24 steel windows in four rows of six vertical stacks that extend to the ceiling. There is a slender, horizontal vent located below, toward the north end. Each classroom courtyard with a south-facing façade has a full width opening containing twenty horizontal windows and a single steel door with three glass panels and a transom window above. The west and south glazed walls meet at the southwest corner of the interior classroom. Each west façade of the classroom courtyards has a smaller opening with 12 horizontal steel windows that terminate at the edge of each north façade. The north-facing façade of each courtyard is a simple, solid brick wall, with no openings or ornamental treatment and no overhang at the roof. Each classroom courtyard is paved in brick or limestone with a concrete perimeter walk. Most courtyards include concrete tables and benches (See the *Site and Landscape* section for specific details.)

South Façade, Southwest Wing

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

The south façade is composed of a solid brick wall with a central, recessed entrance. This entrance has a pair of glazed, steel clad doors (door W7) with three square lites at each door, and is accessed by a low concrete ramp. The ends of this façade are wing walls for the classrooms beyond (rooms 119, 120).

The doors appear to be replaced. Residue from old weatherproofing stains the brick wall. This is believed to be the location where a temporary classroom was previously attached to the building. The brick wall and doors are in good condition. Eave flashing is bent and disfigured and the alarm bell has lost its coating and has rusted.

East Façade at Central Courtyard, Southwest Wing

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

The east façade has a single classroom at the south end (room 121) and a terrace that is an outdoor extension of the activities area (room 120). The classroom extends east beyond the main wing's façade, creating a slightly enclosed area for the terrace and stone amphitheater. The façade's north end, near the terrace, is composed largely of steel windows that extend to the ceiling and are set on a low brick wall. This window wall consists of four rows of window sash in 17 vertical columns (68-lites) between


Southwest wing, view of east façade (BHC)

two single wood veneer doors (door W9, door W10). There is one vertical window opening to the south of door W9 that has four sash (4-lite) and to the north of door W10 there is another window opening having five columns of four rows of windows sash (20-lites). The wood doors have bronze hardware and kickplates. The north end of the terrace has a metal railing. North of the railing are mechanical units, placed adjacent to the building wall.

The brick walls have spalls and detached conduit. Conduit was observed to be hanging without being properly attached to the walls. Door W9 and door W10 have paint failure. The door hardware has missing screws and an irregular finish on the kickplates, most likely from cleaning solution splashing onto their surfaces.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the façades and all historic fabric through conservation, maintenance, and repair. Attention should be on preserving materials and features that together give the façades their historic character.

Highest priority repairs :

- Fill concrete structural crack at foundation on north façade (p 4-26).
- Repair brick spalls and reentrant cracks at west façades in courtyards (p. 4-26).
- Review all exposed cables to make sure they are properly secured to building with proper attachments. For example there is a loose brick on roof at Classroom 115 courtyard that is holding conduit in-place.)
- Repair paver bricks in classroom 115 courtyard (p. 4-26).
- Repair missing doorstop at door W3 and repair brick (p. 4-26).
- Provide paving repairs at courtyards with sinking concrete tables (Classrooms 116, 117, and 118 courtyards) (p. 4-26).
- Review all eave lighting and vents at courtyard eaves and repaint or replace depending upon extent of deterioration (p. 4-34).
- Repair soffit at corner of courtyard 117 where wire mesh has been placed over damaged area. This is most likely plywood damage and may have been repaired during roof work in the summer, 2017 (p. 4-29).
- Repair expansion joint between brick and concrete foundation at north and west façades of classroom 118 and on south façade (p. 4-26).
- Repair redwood fascia at classroom courtyards, rooms 117, 118, and 120 (p. 4-30).

Note: The District 36 School Board approved a roof replacement project in January, 2017 and it was completed in summer, 2017. The sheet metal coping and fascia were replaced and a new roof was installed.

Interior Spaces

The interior spaces are grouped by floor (the main level and the lower level) and by areas constructed in 1940 and 1954. Each space receives a historic significance rating (significance ratings include: *very significant, significant, contributing,* or *non-contributing*). Each space receives a condition rating (condition ratings include: *excellent, good, fair, poor,* or *unknown).* Each space receives a treatment approach rating (*preserve, rehabilitate*, or *treat with care*). Condition ratings correlate to a Benjamin Historic Certifications conditions survey conducted in 2015 and 2016. Room names are based on the drawings labeled, *2014 Winnetka PSD (Public School District) 36 Safety Reference Plans* (see "Architectural Drawings & Photographs" in section 5).

The discussion of each interior space begins with a statement of its importance. This discussion is followed by a chronology of changes and the current use of the space (reference Appendix H. for more detailed information about specific use of each space). A description of the space follows, sometimes including notes about historic color, if known. In the evaluation portion that follows, modifications and conditions are detailed. If finishes and features have been modified or replaced over the years it will be detailed in here. The discussion of the space concludes with recommendations, and a bullet list of historic features to be retained and preserved, with page numbers where additional information on repair and maintenance can be found in the "Interior Material Repair Recommendations" located in the *General Guidelines for Maintenance and Future Work* in section 4 of this HSR (p. 4-37).

Foyer and view south down corridor 132 of the southeast wing, 1940 (Hedrich Blessing)

Overall, the combined 1940 and 1954 sections of the building largely retain their original layout of interior spaces with only minor changes. Major modifications impacting the interior have included:

- 1974 – A state-of-the-art Resource Center designed by Perkins & Will Architects opens on the lower level in the space formerly used for art, shop and science classes, storage, and the Children's Museum. The former library on the first floor is modified to become a conference room and the new home of the Children's Museum.
- 1974 – In the southwest wing, the workroom of Room 115 is closed off from the classroom by a steel-and-glass wall that includes a door. The workroom sink is removed and a door created to Room 116.
- 1996 – Life Safety Implementation work occurs throughout the school. Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, foyer, and hallways of the 1940 building. Ceiling heating units are removed and replaced in classrooms 101-114. Original glass disks are reinstalled on the new foyer lighting fixtures.[1]
- 1998 – New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002). In 2013 all floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.
- 2002 – All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.
- 2002 – The auditorium ceiling is replaced and the floor is replaced with tiles matching the original color. Original light fixtures are supplemented with compatible new ones.[2]
- 2003 – The maple flooring in the gymnasium is replaced in-kind.
- 2010 – Separate water fountains are installed in workrooms of all classrooms (except Rm. 15), and original water fountains that were integrated into the sinks are deactivated. Workroom countertops are replaced only in the southwest wing.[3]
- 2010 – A comprehensive space numbering system is implemented, and wayfinding plaques are installed throughout the school.
- 2013 – All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[4]

Replacement material was carefully selected to provide a comparable or compatible size, texture, color and profile to original material. Systems replacement was completed in a manner that didn't negatively impact historic spaces and features.

1 Beth Hebert email to Laura Knapp, June 3, 2017. Based on Beth Hebert principal files.
2 District 36 Building and Grounds Drawings.
3 Ibid.
4 Ibid.

Interior, 1940 Building, Main Level

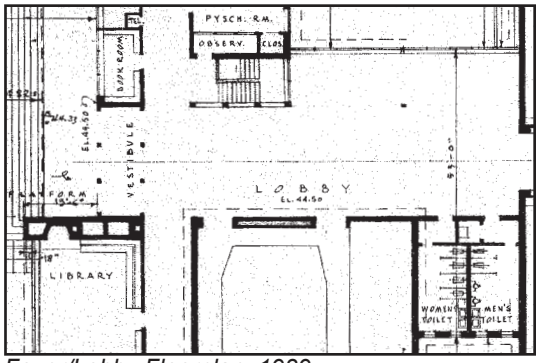
The 1940 building marks the first period of significance and its spaces and features are considered very significant if they retain their original space configuration and finishes.

The original 1940 building is laid out with a central core that includes the lobby, auditorium, gym (originally named the play room), original library (room 146), original art room (now teachers' lounge), and staff spaces. A central corridor provides circulation from one of the spaces to others and connects to the classroom wings that pinwheel from this central core. Three classroom wings are original to 1940. A fourth classroom wing, the southwest wing, constructed in 1953-54, is located at the west side of the building and extends south. Overall, the combined 1940 and 1954 building largely retains its original layout of interior spaces with only minor changes.

FOYER/LOBBY 148, STAIR A

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve

Crow Island foyer used as polling place, ca. 1940 (Winnetka Public Schools Archives)



Foyer/Lobby Floorplan, 1939

Students and teacher meeting for small group instruction, ca. 1950 (Winnetka Public Schools Archives)

2016, the Foyer continues to be used for meetings and gatherings (Winnetka Public Schools Archives)

"Inside the front entrance, opening onto the corridors which lead to all three wings, is a roomy foyer. The entire east wall of the foyer consists of windows. Near these are plants and two groups of comfortable chairs. Here visitors can gather, refreshments can be served by the P.T.A., or people meet during the intermission of a function in the auditorium. The foyer makes a convenient and hospitable center for the entire building…"

Superintendent Carleton Washburne – 1939-40 Annual Report p. 14

WHY IS THIS SPACE IMPORTANT?

The foyer exemplifies the Scandinavian mid-century modernism that Eliel Saarinen brought to the United States. It features a distinctive blend of industrial and natural materials, with steel-framed windows and thin metal columns contrasting with warm-hued brick and wood. The south wall is ornamented with Lily Swann Saarinen's relief sculptures like those that appear on courtyard walls. This is the only place they appear inside the building. The brick wall is continuous from exterior to interior, with just the thin window-wall creating the boundary, thus setting the tone for the innovative integration of outdoors and indoors throughout the building. The large space has proved remarkably versatile through the decades, accommodating activities ranging from Parent Teacher Association meetings to the school lunch program.

- **Acoustics**: The ceiling was carefully treated for acoustics to absorb sound.
- **Material**: The brick walls are continuous from exterior to interior. Bricks along the floor are different (darker, with a glazed finish, and set vertically) for ease of maintenance. The window-wall (replicated using the original manufacturer) conveys a modern aesthetic and lets in abundant daylight.

Foyer, 2017 (Winnetka Public Schools Archives)

- **Lighting**: Circular light fixtures (replaced) have same round shapes as skylights in hallway. Original glass disks are reinstalled on the new foyer lighting fixtures. Lobby alcove lighting is original.
- **Artwork:** Sculptures by Lily Swann Saarinen are integrated into the south wall and represent the only interior sculptures. The foyer group includes Noah, Dove, Pair of Rhinoceroses, Pair of Lions, and Pair of Wolves.
- **Furniture**: Eero Saarinen designed all the lobby furniture: the upholstered bench against the south wall, ten armless upholstered chairs, and two round coffee tables. All pieces have round dowel legs. Table surfaces have been replaced and upholstered pieces have been re-covered.
- **Flooring**: Original light-colored flooring (replaced) was intentionally light-colored to reflect daylight from windows and skylights. The since replaced flooring functions in the same way and was intentionally matched, as best as possible, to the original flooring for color and pattern.

"Messrs. Eliel & Eero Saarinen have said that they would like to see several plants and furniture in lobby alcove which the PTA and others are planning to execute..."

Daily Work Reports,
July 22 & 23, 1940
Decisions made by the Saarinens

CHRONOLOGY OF CHANGES:

1996 Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, foyer, and hallways of the 1940 building. Original glass disks are reinstalled on the new foyer lighting fixtures.[1]

1998 New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).

2002 All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.[2]

2010 A comprehensive space numbering system is implemented, and wayfinding plaques are installed throughout the school.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[3]

USE OF SPACE:

The foyer has continued to be a gathering space for students, teachers, parents and the community. Special instructional activities and events are held in this space. Beginning in 2000, the foyer has been used as a lunchroom.

"…a well-lighted waiting space, outside the main channel of circulation is provided. Its separate use is indicated only by the change in ceiling treatment and by the light metal columns…."

Joseph Hudnut,
Architectural Forum, 1941

1 District 36 Building and Grounds Drawings.
2 Ibid.
3 Ibid.

"I remember using the large front hall for special activities..."

Former Student Reflection

West wall of foyer and bathroom entrances, 1940 (Hedrich Blessing)

2017 view of west wall of foyer, showing replaced ceiling, light fixtures, floors, and lockers (BHC)

Stair A at north end of foyer, 2016 (BHC)

DESCRIPTION

The main entrance at the north end of the building includes a vestibule that opens into the foyer/lobby (room 148). The lobby is a large, open L-shaped space, with ample windows. The lobby space was originally designed to have a greenhouse to the east, but for cost reasons was modified in the construction stage to become a very successful and versatile open space for parents, teachers and students to gather. The formerly-planned greenhouse space has a window wall and a raised ceiling with exposed steel beams. Cylindrical support pipes (known as "Lally" columns) subtly define and separate what would have been the greenhouse space. The original ceiling-mounted, hanging, disc-like, translucent light fixtures are not original, however the glass exterior discs are original and were integrated into new fixtures. The original ceramic drinking fountain located on the west wall between the bathrooms (rooms 157, 158) is noteworthy.

The upholstered bench against the south wall was constructed by the Milwaukee Art Project for the W.P.A. Over the bench there are colorfully glazed, terra cotta, bas relief wall sculptures created by Lily Saarinen. The sculptures depict Noah and the dove, and pairs of animals. Animal figures are also found in exterior courtyard walls. There is a glass case against the west wall that contains a plaster cast of the "Bird Girl" sculpture made by the noted sculptor, Sylvia Shaw Judson. (See the *Artwork* section, p. 3-155, for detailed descriptions about these objects).

Stair A is located at the northeast corner of the lobby (room 148). It is separated from the lobby entrance by four square, brick columns resting on a low brick wall base. The stair includes a wood balustrade between the columns and along the south perimeter. There is also a wood and metal railing between the floor levels. The walls of the staircase are Illinois common brick. The main floor level has a soldier course of red face bricks that continues onto the inside face of the stair wall. The stairs provide access to the lower level and are open at the first floor and separated from the lower level corridor (31) with glass steel doors that have transoms and sidelights. The stairs retain their original layout and materials. The glass partition wall at the lower level was added in 1972.

There are two bronze memorial plaques on the east wall. They were installed during construction and were relocated from Horace Mann School, that was torn down. "War memorial plaques to be centered on east wall Stair 158 so as to center between middle space between brick piers. They are to be separated by a space 1 brick wide and are to be placed 8 1/2 courses from ceiling (i.e. in line with joint directly below header 2nd from ceiling…)"[4]

4 *Daily Work Reports,* July 22 & 23, 1940.

South end of Stair A at foyer (BHC)

COLOR NOTES

Foyer colors were predominantly light yellow with a dark yellow ceiling:

1. "Lally" columns – light yellow as in play room (gym);
2. Gypsum board ceiling - dark yellow as in play room (gym)
3. Structural roof steel – light yellow as in play room (gym)
4. Steel sash – light yellow as in play room (gym)."

Daily Work Reports - *July 22 & 23, 1940*
Decisions made by the Saarinens

EVALUATION

The space continues to function as it was originally intended and retains integrity. The foyer walls, columns and doors are all original. Resilient floor tiles and the ceiling materials were replaced in their entirety as part of an asbestos abatement project. The replacement materials were chosen to match the original materials in color and texture, the size of the tiles are larger than the original tiles, though. The ceiling fixtures are not original, however the glass exterior discs are original. Overall, the condition of the foyer materials were noted as good. Stair A materials are in good condition.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the spaces and all historic fabric through conservation, maintenance, and repair. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

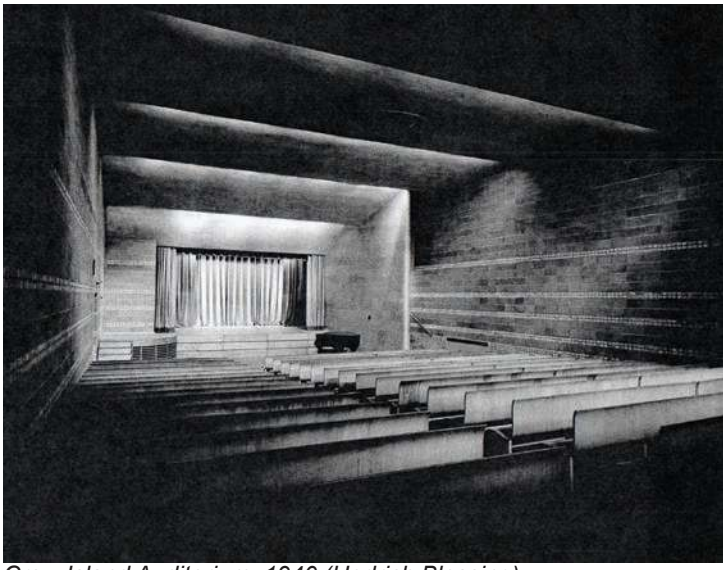
HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Brick walls and brick base trim (p. 4-38)
- Metal railing at stair (p. 4-38)
- Terra cotta sculptures (pp. 3-148, 4-39)
- Walls, gypsum board (p. 4-43)
- Metal "Lally" columns (p. 4-43)
- Square brick columns at stairs (p. 4-38)
- Trim, wood, wide hall rail with rounded corners (p. 4-46)
- Doors, hallway, flush wood (p. 4-41)
- Doors, hallway, glass, wood with transom and sidelights (p. 4-41)
- Door casings, wood (p. 4-41)
- Doors to vestibules, steel-clad wood (p. 4-31)
- Wood stile & rail doors and transoms at auditorium (p. 4-41)
- Bower-Barff, interior hardware (p. 4-41)
- Steel window frames and sash (p. 4-31)
- Glass display case near auditorium (p. 4-46)
- Replaced resilient tile flooring (p. 4-45)
- Ceiling-mounted lighting (p. 4-47)
- Wood balustrade at stair (p. 4-46)

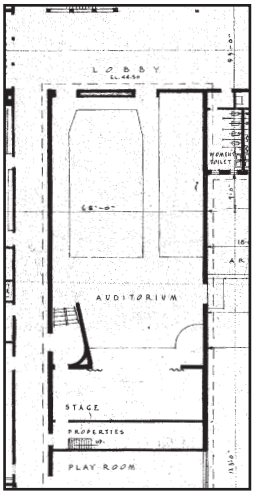
- Concrete stair treads (p. 4-38)
- Wood stair rail (p. 4-38)
- Vistas--down corridor, from entrance to south wall of lobby
- Custom made upholstered furniture (p. 4-21)

AUDITORIUM
138, 137, & PROPERTY STORAGE ROOM

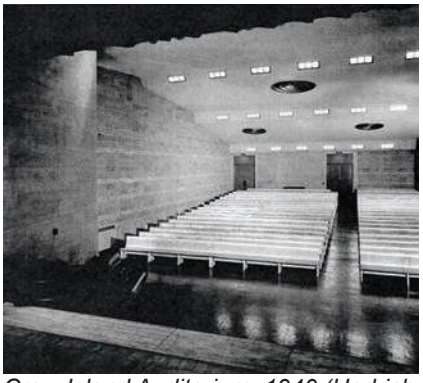
Historic Rating: Very Significant
Condition Rating: Varies
Treatment Rating: Preserve



Crow Island Auditorium, 1940 (Hedrich Blessing)



Auditorium/Assembly Hall Floorplan, 1939



Crow Island Auditorium, 1940 (Hedrich Blessing)

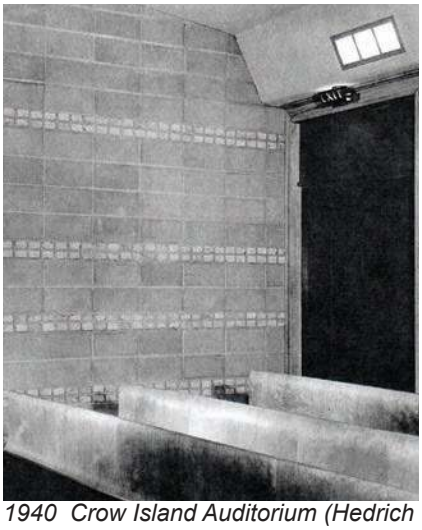
"Opening off the foyer is the assembly hall, which seats over four hundred. The back three-fourths is pitched and is equipped with fixed plywood benches. These have the same simple, attractive design and scientifically molded curves to give comfort, support, and good posture as have the chairs and desk seats used all through the building, and are in the same light, nature-finished wood. Benches are used rather than separate chairs not only because they were much more economical, but because chairs to fit adults take more room than is needed for children, whereas with benches the number seated can vary with the size of the persons. The front fourth of the assembly hall is flat and can be left clear for certain activities, or seated with removable chairs. The ceiling is a series of planes, acoustically treated to absorb reverberation, and scientifically pitched to throw sound to the back of the assembly hall. A small child, speaking quietly, can be heard perfectly in all parts of the room. The lights are concealed from the audience and directed toward the stage. Near the stage are concealed spot lights. The stage itself has a removable fore-stage in three layers. By taking off the top layer and putting it in front of the other two, three levels of fore-stage and stage are achieved on which children can be banked for choruses. In the floor of the stage is a large trap door leading to a storage room below for scenery and properties. The stage is simply but effectively equipped with modern lighting facilities and provision for various kinds of drops, and has a costume loft."

-Superintendent Carleton Washburne, Annual Report, 1939-40, pp. 14-15

Crow Island Auditorium, 2015 (BHC)

"…the assembly has a unique place in the school. It is the one part of the building in which all come together simultaneously, obviously and consciously to form the school body as a whole…the room must therefore have dignity for large group consciousness' sake. It must be buoyant for emotion's sake. But it must not be adult, sophisticated or over stimulating. It may awe slightly – for children must be lifted to levels they cannot and should not sustain for long periods. Therefore as a setting it may take the breath a bit as one enters – not just on the first view, but with each entrance…"

-Frances Presler's Letter to the Architects, 1939



1940 Crow Island Auditorium (Hedrich Blessing)

WHY IS THIS SPACE IMPORTANT?

The auditorium is an exceptional example of Eliel and Eero Saarinen's work on public spaces. It was designed concurrently with Kleinhans Music Hall in Buffalo, New York – also a National Historic Landmark. The Crow Island benches are an early and rare example of molded plywood seating designed by Eero Saarinen and Charles Eames at Cranbrook. The following year, one of their chair designs received an award from the Museum of Modern Art in New York. Both Eames and Saarinen went on to design iconic chairs that are still in production and considered enduring design classics.

- **Acoustics** - The ceiling was carefully treated for acoustics to absorb reverberation and was scientifically pitched to throw sound to the back of the room.
- **Materials** - In this space, designed with common materials, double rows of bricks alternate with rectangular cinder blocks to form a horizontal pattern, which serves to lower the scale of the room to a child's level.
- **Molded plywood benches** – The Saarinen and Eames custom-designed benches graduate in size to provide seating for the smallest children in front and the largest children or adults in back.
- **Lighting** – Stanley McCandless, a Yale professor and theatre lighting expert, designed the lighting for this space. He was the first lighting designer to provide architectural lighting standards for buildings.
- **Asymmetry** – The irregular plan of the stage, the asymmetrical sides of the room, the curved wing wall of light wood, and the sloping ceiling all work in unison to create a successful performance space.

CHRONOLOGY OF CHANGES:

1940	**June,** the auditorium stage is remodeled by Eliel Saarinen with a sketch and handwritten note saying, "Larry, this should solve the problem of the forestage which both Miss Presler and Mr. Washburne were concerned about." The stage is extended and three steps are added at the southeast of the stage.[1]
1940	**October,** The arrival of the school's new W.P.A.-constructed furniture, including the auditorium benches, is delayed until mid-October.
1990s	Risers in front of stage are carpeted and electrical outlets are installed.
2002	The auditorium ceiling is replaced and the floor is replaced with resilient tiles matching the original color. Original light fixtures are supplemented with compatible new ones.[2]

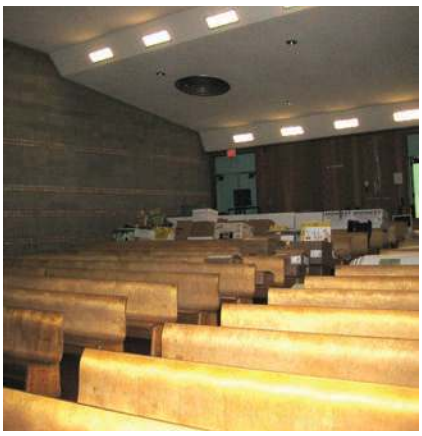
"I distinctly remember the seats in the auditorium… they fit me and I could touch the floor…this is important when you feel small."

-Former Student Reflection

USE OF SPACE:

The auditorium has been in continuous use as a performance and assembly space. In some years, this space has also been used for music classes and lessons.

1 "Revision of auditorium forestage, Southwest School, Winnetka, Illinois," Blueprint of Drawing 78 in the Winnetka Public Schools Archives, File Boxes.
2 Winnetka Public Schools Archives, File Boxes.



Existing Auditorium, 2016 (BHC)

DESCRIPTION

The auditorium (room 138) is a large, generally rectangular space with a floor that slopes down toward the stage and a sloping ceiling that mirrors it. The raised stage (room 137) does not have a traditional proscenium, but rather is framed asymmetrically by a masonry wall that alternates concrete block and brick headers to the south and an oak plywood paneled wall to the north. The ceiling terminates in a clean line at the top of the stage opening. A set of stairs adjacent to the north wall provides backstage access to the stage and the back of stage (property storage). A trapdoor (no longer used) in the stage floor provided access to a property storage room in the lower level. Seating throughout consists of 38 molded plywood benches that were custom-designed for the auditorium and, like the classroom chairs, are graduated in size. The molded plywood was furnished by the F. Eggers Seating Co. of Two Rivers, Wisconsin. The auditorium retains its original layout with the exception of modifications to the stage. During construction Carleton Washburne and Frances Presler requested that the Saarinens make the stage safer by extending it.

COLOR NOTES

The auditorium was designed to have red highlights. The architects indicated several finishes in the room to be red. Red asphalt tiles were installed for flooring and the lobby and exit doors facing into the auditorium were painted red. The ceiling was scheduled to be painted red, but project records indicate this color item was changed during the construction phase because it was determined to be impractical and would have brought the cost higher than the school board felt comfortable spending.[3]

Side aisle with replaced flooring tiles, 2016 (BHC)

EVALUATION

The room continues to function as it was originally intended and retains integrity. The auditorium benches, walls, doors, stage, and some light fixtures are original. Resilient floor tiles and the acoustical ceiling treatment were replaced in their entirety in 2002 as part of an asbestos abatement project. The replacement materials were carefully chosen to match the original materials in color and texture. Overall, the condition of the auditorium materials range from poor to good. Auditorium materials that were observed to be in poor condition include the following:

- Wood flooring has damage at the stage;
- Concrete block and brick units at the back stage walls have stress cracks;
- Concrete block and brick units at the walls have water staining
- Concrete block and brick units exhibit structural cracks at the midpoint of the room at the north wall;

3 "Decisions made by the Saarinens" from the *Daily Work Reports*, July 22 and 23rd, 1940 and *The Story of Crow Island*, p. 25.


Existing masonry wall, 2016 (BHC)

- Oak veneer plywood panels on both sides of the wing wall near the stage exhibit cracking, delamination, and are pulling away from the substrate;
- Molded plywood benches have delaminated wood, abrasions, failing finish, adhesive tape and paint on the surface, and missing material at the seatbacks;
- Molded plywood bench legs exhibit water stain marks due to water and waxes being used to clean and maintain the floor;
- Gypsum plaster exhibits water staining at the ceiling.

The auditorium lighting system and fixtures were not assessed for operation. They are described in more detail in the *Interior Material Repair Recommendations*, in the *General Guidelines for Maintenance and Future Work* section (p. 4-47).


Existing molded plywood wing wall, 2016 (BHC)

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for the auditorium and stage. This treatment places a high premium on the retention of the spaces and all historic fabric through conservation, maintenance, and repair. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

The treatment approach *Treat with Care* is recommended for the backstage property storage room. *Treat with Care* designates that the space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials. It has been determined that the space or components of the space have had alterations so that their original use or configuration is no longer apparent, that there is no historic material remaining, or that the spaces or components were built out in years other than in 1940 and 1954, the periods of significance.


Existing forestage and flooring, 2016 (BHC)

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Iron-bound maple tongue and groove flooring, at stage and back of house (p. 4-45)
- Walls constructed using concrete masonry units and brick headers at main space (pp. 4-38, 4-39)
- Common red brick walls at back stage (p. 4-38)
- Vertical wood paneling at east, lobby wall (p. 4-40)
- Curved, white oak veneer plywood paneling at north wall of stage and south wall of the staircase (p. 4-40)
- Concrete stairs (p. 4-38)
- Wood handrail with metal brackets at stairs (p. 4-38)
- Doors, flush wood, with wood trim, without trim, and with vents (p. 4-41)
- Steel doors at south wall (p. 4-31)
- Door hardware, Bower-Barff, rustless iron hardware (p. 4-41)
- Metal stairs at back of stage at property storage (p. 4-39)
- Metal return grille, east wall (p. 4-43)

Bench back plywood damage, missing, cracked, and abraded wood, 2016 (BHC)

Plywood damage at the edge of the bench back, 2016 (BHC)

- White pine slat grilles at forestage (p. 4-46)
- Molded plywood bench seating, Saarinen-designed (p. 4-46)
- Metal ventilation diffuser units, three
- Lighting, stage overhead fixtures (p. 4-47)
- Lighting, recessed fixtures with three-part frame at ceiling and walls, above lobby doors (p. 4-47)
- Lighting, bronze fixtures at aisles, inset into wall (p. 4-47)

Highest priority interior repairs :

- Hire a wood conservator to conduct repairs to the oak veneer walls and molded plywood benches (pp. 4-40, 4-46).
- Train maintenance crews to use minimal water in mopping floors at the bases of the benches. Mops should not be saturated because the excess water will damage the plywood. If deterioration continues consider installation of protective material (p. 4-46).
- Monitor the progression of the structural crack at the midpoint of the north wall (p. 4-38).

2002, before the renovation of the auditorium (Brian Fritz Photography)

2002 during the renovation of the auditorium with benches removed (Brian Fritz Photography)

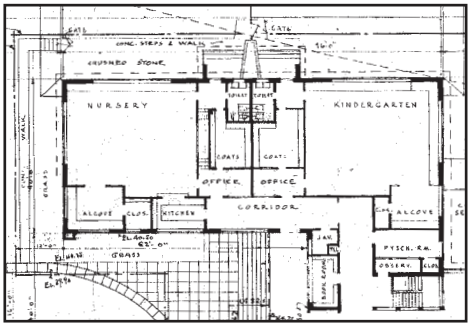
2002 during the renovation of the auditorium (Brian Fritz Photography)

2002 after the renovation of the auditorium (Brian Fritz Photography)

NORTHEAST WING:
(ORIGINAL KINDERGARTEN WING) CLASSROOMS 109a-e, 110a-e, ROOMS 149, 150, KITCHEN 153, ROOM 155, CORRIDORS 152 & 154

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve

Kindergarten Classroom, 1940 (Hedrich Blessing)



Northeast Wing Floorplan, 1939

Kindergarten Classroom, 2017 (BHC)

"This unit includes two large rooms (35x29), one each for the four-year-old children and five-year-old children. Both are very light and gay, the east walls being all windows from the counter to the ceiling, and the north wall of one and south wall of the other likewise being composed entirely of windows. Each has a good sized alcove which can be closed off from the main room, and in which hammering and sawing can be carried on without disturbance to others or in which a child or small group can be closed off for a quiet time while the large room has a more active program. The room used for the four-year-olds has a small kitchen adjoining it, so that hot lunches can be served. It also has an observation balcony, from which parents, visitors, or students can observe the young children without distracting them. Each kindergarten room has an office for the director and a coat room for the children, with boxes for their rubbers, pegs for their wraps, and a bench all the way around on which children can sit to put their wraps on and off. Each room also has its own sink and drinking fountain and its own toilet with miniature fixtures. There are translucent, gay curtains which can be drawn over the large window areas to cut off glare without cutting off too much light…"

Superintendent Carleton Washburne – 1939-40 Annual Report pp. 9-10

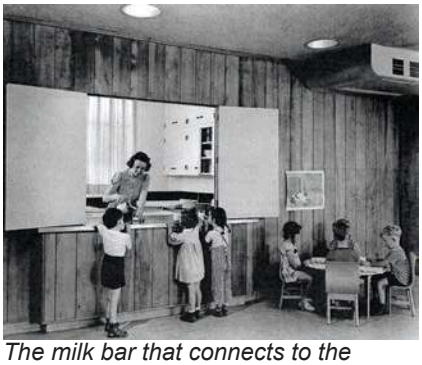
Kindergarten room with mural by Hester Miller Murray, 1940 (Hedrich Blessing)

"We go to the kindergarten. Its large bay window to the south contains a window-seat on which the teacher is sitting, surrounded by children listening to a story… Now it is time for group activities…. Several children ask to use the play house… In other parts of the room individual pairs of children have chosen this particular morning to work with wood, paint, clay, small blocks or other materials according to their special interests…Each child through the weeks takes part in the various forms of play living. In this way he learns the feeling of community life, and comes to understand the working together and dependence of people upon each other. "

Frances Presler – (undated) Kindergarten Classroom Observation

"…Colors are brightest in the nursery-kindergarten wing. Here bright red, yellow, and blue blocks fight for attention with brilliant red, orange, and green curtains and colorful (but hardy) rolling toys. The nursery school, accepting subkindergarten pupils on a tuition basis, has its own kitchen and milk bar…."

Lawrence Perkins "When Teachers, Janitors Build Schools," School Board Journal, *Vol. 103, Sept. 1941 p. 37.*



The milk bar that connects to the kitchen, 1940 (Hedrich Blessing)

"…lots of sunlight made learning happy…"

Former Student Reflection

WHY IS THE LAYOUT OF THIS CLASSROOM WING IMPORTANT?

The northeast wing provides a nurturing, self-contained environment for the youngest students, with its own dedicated front entrance, hallway, teachers' offices, bathroom, and doors to a fenced playground. There are cloak rooms rather than hallway lockers because young children need more assistance. There is even a kitchen to prepare nutritious snacks, which were once served at the "milk bar" that opened into the north room. Instead of individual courtyards, the two classrooms share an outdoor space. The rooms are larger than other classrooms in the school and each has an alcove where children create imaginative environments, all in service of the play-based curriculum that develops social skills and learning readiness. All furniture is of a small scale.

CHRONOLOGY OF CHANGES:

1953/54 The cloakroom of room 110 (Nursery) is remodeled by removing the observation platform and copper screen. The screen was replaced by a wall with tackboard on the classroom side.

1996 Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, foyer, and hallways of the 1940 building. Ceiling heating units are removed and replaced in classrooms 101-114.[1]

1998 New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).

2002 All exterior window sash are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2010 Separate water fountains are installed in workrooms of all classrooms, and original water fountains that were integrated into the sinks are deactivated. Ceiling fans added in kindergarten classrooms.

2010 A comprehensive space numbering system is implemented, and wayfinding plaques are installed throughout the school.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.

USE OF SPACE:

Since 1940 these spaces have been used as kindergarten classrooms (the "nursery," serving four-year olds, would now be called junior kindergarten). For the 2017-18 school year, due to increased school enrollment, the kindergarten classes were relocated to Hubbard Woods and Greeley Schools and these classrooms were repurposed for Special Education services.

1 Winnetka Public Schools Archives.

View of wood paneling, trim, and shelving at office 110 (BHC)

Corridor 152 at the northeast wing, the former kindergarten wing (BHC)

DESCRIPTION

The northeast wing corridors and classrooms are located east of the lobby. Spaces are accessed from an L-shaped corridor (corridors 152 and 154) and the wing is composed of two classrooms, which originally served five-year-old kindergartners (room 109) and four-year-old kindergartners (room 110). These classrooms each include an alcove, office, coatroom and bathroom. A small kitchen (room 153) is adjacent to room 110 and could open to it via hinged panels (no longer in use). Other rooms are located in this wing and include a small office (room 149 the former book room), a photocopy and fax room (room 150, the former telephone room), and a psychologist office (room 155). Classroom 109 had a framed W.P.A. farm mural by Hester Miller Murray that had been relocated from Horace Mann School. In 1959, it was noted to be needing repairs and was subsequently removed. Its location is unknown. The northeast classroom wing retains its original layout.[2]

Corridors 152 and 154, along with the other school corridors, were carefully detailed. The two corridors meet at a 90 degree angle and connect the northeast wing to the main entrance and lobby. Finishes consist of vertical pinewood walls, acoustical ceilings and resilient tile floors. The east and west walls of corridor 152 have large window openings that provide natural light into the teachers' offices.

COLOR NOTES

A 1940 painting schedule called for the two rooms to be "bright yellow" (color #6). "…The whole school is colorful, the prevailing colors being blue, green, yellow and red, a bit softer than the pure colors, but gay and bright. The outside doors are blue; the classroom doors into the corridors match the basic color of the individual rooms – one yellow, the next red the next green, the next blue. Inside yellow rooms, the lining of all cupboards, the edging of the bookshelves, the mullions between the windowpanes, the niche in which the sink is set, all are yellow...[3]

View of kitchen, room 153 (BHC)

EVALUATION

The rooms continue to function as classrooms and have retained their integrity. Special care must be made in the 2017-18 school year and beyond, to make sure that repurposing of the classrooms retain and preserve the details and features that are original. Resilient floor tiles and the acoustical ceiling treatment were replaced in their entirety between 1998 as part of the asbestos abatement project. The floor tiles were again replaced in 2013 throughout the school building. The replacement materials were carefully chosen to match the original materials in color and texture. The new materials are considered non-contributing because they do not date to the 1940 design. Overall, the condition of the northeast wing classrooms, offices and corridors are good. The kitchen is significant

2 Winnetka Public Schools Archives.

3 "The Story of the Crow Island School" (undated manuscript by Carleton Washburne & Lawrence Perkins) p.19.

because of its layout adjacent to the classroom that includes doors accessing the former milk bar. Appliances and countertops have been replaced, but all cabinetry is original.

The two corridors remain unchanged in original layout. The material changes include replacement of the ceiling, floors, and lighting.

Materials that were observed to be in poor condition include the following:

- Built-in furniture, coat pegs, locker cubbies
- East wall at corridor 152, wide vertical pinewood planks

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area, except Rooms 149 and 150. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

The toilet rooms, though service spaces, are historic. Care should be given to preserving the features that define their character, such as the ceramic tile floors and wall base, hardware, and vents.

The treatment approach *Rehabilitate* is recommended for rooms 149 and 150. This treatment places an emphasis on the retention of the space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

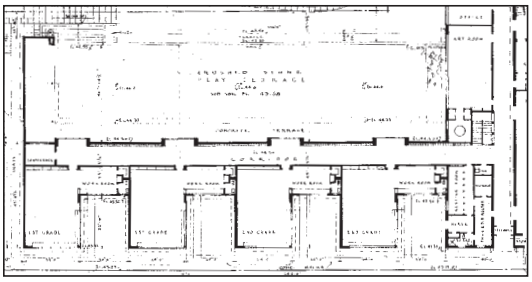
- Walls, wide vertical pinewood planks (p. 4-40)
- Ceilings, gypsum board with acoustical tiles (p. 4-43)
- Doors, sliding wood (p. 4-41)
- Doors, flush wood (p. 4-41)
- Doors, openings, wood casings (p. 4-41)
- Door transoms (p. 4-41)
- Bower-Barff, rustless iron hardware (p. 4-41)
- Bathrooms, ceramic tile floors (p. 4-44)
- Replaced resilient tile flooring and baseboards (p. 4-45)
- Blackboard with wood frame and chalk rail (p. 4-46)
- Built-in wood benches, coat pegs, rolling storage bins (p. 4-46)
- Laminate sill at wood benches/windows (p. 4-46)
- Built-in wood cabinetry and shelving (p. 4-46)
- Glass partition/display cabinet (p. 4-46)
- Recessed lighting configuration (p. 4-47)
- Sinks (p. 4-17)

Children playing on a toy zebra in kindergarten room 109 (Winnetka Public Schools Archives)

NORTHWEST WING:
(PRIMARY WING)
CLASSROOMS 111a-c -114a-c,
OFFICE 134,
CORRIDOR 133, STAIR B

Historic Rating: Very Significant
Rating: Good
Treatment: Preserve

View of workroom and attached bathroom, 1940 (Hedrich Blessing)



Northwest Wing Classrooms, Floorplan, 1939

"The four rooms designed for first and second grades extend along the northwest wing, opening onto a corridor, which in turn opens onto the play terrace for the primary children. This terrace is protected from the north wind by a brick and glass-brick wind break, and is protected from the west by the wing itself and a ten-foot overhanging roof, under which children can play outdoors even in rainy weather. The terrace itself will be paved with asphalt.

View of northwest wing classroom, 2017 (Winnetka Public Schools Archives)

Each classroom has its own characteristic color- red, yellow, green, or blue-as indicated by the color of the door through which one enters it from the corridor. This same color lines the cupboards and bookshelves, is on the steel mullions of the windows, and is picked up in the curtains. The general tone of each room, however, is that of light, natural-finished wood. This is true of the mottled asphalt-tile floors, of the tables and chairs, of the ground work of the curtains, and of the wood work generally. The wood paneling of the north wall, however, is a slightly deeper tone.

As will be seen from the floor plan, each classroom is L shaped, the main part of the room being 22x32, and the work room off it 12xl5. This work room can be separated from the main room by sliding doors. In the work room is a work bench overlooking the little yard. The bench is equipped with gas and electric outlets for cooking and science, and is also used for woodworking. Under it are storage cabinets for the things children are making. At the south end of the work room is a sink and drinking fountain. Beside this is a door into the individual toilet for the particular classroom.

On the north wall is a blackboard with electric lights recessed into the ceiling above it and focused on it. Over the blackboard is a map rail on which charts and maps can be hung. The north wall, as indicated before, is paneled in soft pine, into which the children's work may be thumb tacked without harm. The wood is in a warm natural finish with a light coat of wax.

Former kindergarten classroom, 2016 (Winnetka Public Schools Archives)

"…corner bay windows with built-in seating accommodate a variety of formal and informal and learning activities in close association with the out-of-doors. The classrooms' intimate scale and home-like features are characteristics of the child centered learning environment…"

R. Thomas Hille, AIA, Modern Schools: A Century of Design for Education, *2011.*

Classroom construction of pine plank walls and blackboard, ca. 1939 (Winnetka Public Schools Archives)

View of classroom, 2017 (BHC)

The wall between the classroom and corridor -the east wall in this primary wing- consists entirely of cupboards of various kinds-file drawers for the filing of the teacher's records, deep shelves for large drawing paper, other shelves for various other types of school supplies, a coat closet for the teacher, and so on.

The furniture in the primary wing, designed, like all the furniture in the building, by Eero Saarinen, consists of small tables, one for each child, topped with an attractive, smooth, unscratchable material called Formica which has the appearance of natural linen. This makes an ideal writing surface. Each table has a drawer in which the child can keep his papers and books, and with each table goes a separate small chair made of plywood, molded to fit the curves of the child's back and keep him in a good sitting posture during his periods of study. These plywood chairs, which, in various sizes, are used throughout the building, are made by the new Alto process, by which the layers of veneer are molded to form before they are glued together, thus preventing subsequent cracking. There is also a teacher's desk, topped with the same material as the children's desks, and made to a simple, modern, attractive design for this building. And there is a browsing table for books. Under the windows on both the south and west sides of the room a story corner is formed by the window seats. These have hinged tops, with storage space below.

The ceilings are of acoustical plaster that absorbs reverberation and makes for a quiet, peaceful atmosphere in the rooms. Set into the ceilings four or five feet apart are domes, within which the electric lights are concealed. Each light is partly silvered so as to send a cone of light downward to the children's desk tops. The cones overlap at desk level in such a way that a child does not cast a shadow on what he is writing or reading. The maximum of illumination with a minimum of glare and electric consumption is achieved through this means-a plan especially worked out for the Crow Island School by Stanley McCandless of Yale University. The lights in the corner of the room furthest from the windows are controlled by an electric eye, which automatically turns them on when the sun goes under a cloud and turns them off when the sun comes out again.

Ventilation is by a unit ventilator placed in the ceiling over the blackboard. This draws in fresh air for the particular room, filters it, circulates it through radiator coils, and by means of fans and louvers directs it to all parts of the classroom. The heat from this unit ventilator is supplemented by radiators behind the window seats (and insulated from them) under the south windows. Between the ceiling and the roof, not only in this wing but throughout the school, there is a thick layer of rockwool, and then an air space. This results in conserving heat in the winter and preventing the rooms from overheating in the summer..."

Superintendent Carleton Washburne, 1939-40 Annual Report, p. 9-10

WHY IS THE LAYOUT OF THIS CLASSROOM WING IMPORTANT?

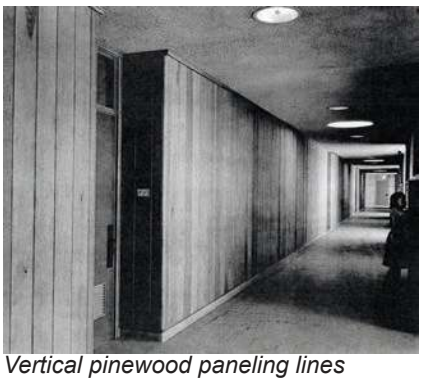
The classroom layout is one of the most innovative and unusual features of Crow Island School. Architect Larry Perkins developed the plan after observing classes in other Winnetka elementary schools for three months. It combines a large classroom—wider than the traditional, long rectangle and thus more conducive to flexible groupings—with a workroom for messy projects. The resulting L-shape creates a courtyard that serves as an outdoor learning environment. This ensemble satisfies the students' desire for a smaller-scale, less intimidating environment as well as the teachers' request for flexible space with ample room for hands-on projects. There

is no "front" of the classroom, and to this day all teachers organize their room to accommodate their needs.

The wider-than-usual hallways feature round skylights (echoed by the round light fixtures) that bring in natural light even on cloudy days. Another innovative feature, the built-in lockers, replaces messy, chaotic cloakrooms. Wood paneling on the walls allows student artwork to be displayed in the hallway, further personalizing the entry to each classroom.

- **Workroom:** Each classroom has its own workroom for messy projects. There is a long continuous countertop beneath a band of windows.
- **Materials:** Wood paneling complements the brick walls to create a warm, welcoming environment. Wood surfaces are soft enough to serve as tackboards for student work throughout the room; there are no defined "bulletin boards."
- **Window walls:** Glass walls on two sides fill the rooms with light, creating the bay-window effect desired by teachers, and bringing nature into the classroom.
- **Scale:** The lower scale so important to children was achieved by reducing ceiling height to 9 feet (versus the then-standard 12 feet) and placing light switches, door knobs, and blackboards at a lower level.
- **Color:** Hallway doors painted in different colors helped young children confidently identify their own classroom. The original scheme had four colors: red, yellow, blue and green. (Green has been converted to blue over time but could be restored easily.) The color scheme was carried into classroom elements including shelving edges, built-in drawers, and cupboard interiors.
- **Built-in storage:** Each classroom has an entire wall of cabinets whose pine surfaces can serve as tackboards. There are additional cabinets and shelves in the workroom. The low benches along the window walls serve as storage units accessed by flipping up the seat panels.
- **Lighting**: Recessed lighting (necessitated by the lower ceilings) was arranged into three diagonal groups receding from the window walls, so that the darker interior corner could be lit separately.
- **Bathrooms and sinks:** Each classroom has its own bathroom and drinking fountain, eliminating the disruptions of children going down the hall for those functions. This also reinforces the autonomy and home-like quality of the classroom unit. A large sink in the workroom facilitates cleanup for messy projects.[1]
- **Courtyards:** Classrooms are arranged so that each has a south-facing glass wall onto the courtyard, with the opposite solid-brick wall adorned with sculptures. This arrangement provides abundant light and views to the outdoors while maintaining privacy between rooms.

1 All classrooms were plumbed to accommodate two bathrooms, in case the concept of only having one toilet room was unacceptable to parents and the community. However, second bathrooms were only built in Rooms 101 and 102, which were intended for 6th grade students. In all other classrooms the second bathroom was fitted out as a closet. The second bathrooms in Rooms 101 and 102 were eventually fitted out as closets.



Vertical pinewood paneling lines the west wall of corridor 133, 1940 (Hedrich Blessing)

CHRONOLOGY OF CHANGES:

1996 Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, foyer, and hallways of the 1940 building. Ceiling heating units are removed and replaced in classrooms 101-114.[2]

1998 New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).

2002 All exterior window sash are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2010 Separate water fountains are installed in workrooms of all classrooms, and original water fountains that were integrated into the sinks are deactivated.

A comprehensive space numbering system is implemented, and wayfinding plaques are installed throughout the school.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[3]

Northwest wing corridor, 133 (BHC)

USE OF SPACE:

Predominantly used as 1st and 2nd grade classrooms. Other uses have included kindergarten; special education; Winnetka Public School Nursery classes (1982-91); and music. For the 2017-18 school year these classrooms were used for 1st grade classrooms.

DESCRIPTION

Extending north from the west end of the main corridor (corridor 147), the northwest classroom wing is composed of a single loaded corridor (corridor 133) with four classrooms (rooms 111-114) at the west wall. At the north end of the corridor is a small room (room 134) used as a psychology office. The east wall has exterior doors that open onto the exterior play terrace. Each set of exterior doors is set directly across from the classroom doors. Lockers are inset into the walls and are located throughout the corridor.

The classrooms in this wing were based on the same modules as the classrooms in the southeast classroom wing. Each classroom is L-shaped, with access to an exterior courtyard. The main classroom space has two walls of windows, with built-in benches below. The classrooms are also fitted with built-in cabinetry and shelving throughout. Many blackboards have been replaced with white boards, but the original wood trim and chalk rails remain. A work room is located in the smaller leg of the L. This space can be closed off from the main classroom via pocket doors. Each work room has built-in cabinetry, a bathroom and a closet.

Stair B at the main level (BHC).

2 District 36 Building and Grounds Drawings.
3 Ibid.


Corridor walls are finished with vertical pine planks with v-grooves (BHC)

Classroom walls have vertical pinewood paneling. Corridors are finished with brick walls, vertical pinewood paneling located at each classroom entrance, acoustical ceilings and resilient tile floors. Four skylights provide natural light in the corridor. Banks of lockers are located in the corridor between the classroom entrances.

Stair B is located where two corridors intersect (corridors 147 and 133). Stair B is separated from corridor 147 by three, square brick columns resting on a low brick wall base. It has a wood balustrade between the columns and at the south end. There are also metal railings. The walls of the staircase are Illinois common brick with a red, face brick soldier course matching the base of the walls in the lobby and corridors. The stairs provide access to the lower level. These stairs are open at the first floor and are separated from the lower level corridor (corridor 32) with glazed steel doors that have transoms and sidelights. The stairs retain their original layout and materials. The glass wall separation at the lower level was added in 1972.

COLOR NOTES

Carleton Washburne and Larry Perkins clearly explain color use for the classrooms in their undated manuscript entitled, "The Story of the Crow Island School,"

> "…The whole school is colorful, the prevailing colors being blue, green, yellow and red, a bit softer than the pure colors, but gay and bright. The outside doors are blue; the classroom doors into the corridors match the basic color of the individual rooms – one yellow, the next red the next green, the next blue. Inside "yellow rooms," the lining of all cupboards, the edging of the bookshelves, the mullions between the windowpanes, the niche in which the sink is set, all are yellow. In a "blue room" all are blue; and so on. The curtains in all rooms are predominantly linen colored, like the desktops, have narrow stripes and sometimes part–lengths in a variety of colors. But the color of the classroom in which the curtains hang is the color most used in the stripes of part – lengths."

"The Story of the Crow Island School"
(Undated manuscript by Carleton Washburne & Lawrence Perkins- p.19.

In May, 1940 the paint schedule for the primary wing classrooms were designated as follows:[4]

Room 111 – Color #4 (Blue)
Room 112– Color #5 (Green)
Room 113 – Color #6 (Bright Yellow)
Room 114– Color #2 (Medium Red)

4 Room numbers have been changed to the District's 2014 numbering system.


Classroom,1940 (Hedrich Blessing)

EVALUATION

The northwest classroom wing retains its original layout. Changes include new recessed lighting, replacement of ceiling and floor finishes, and installation of new lockers in the corridor. Many blackboards have been replaced with white boards, but the original wood trim and chalk rails remain. Cabinetry and shelving have been altered to varied degrees. Limited doors have been replaced. Original hardware is missing or has been replaced on cabinets and doors.

The corridor remains unchanged in original layout. Material changes include the replacement of the ceiling and skylights, floors, lighting, and lockers. Stair B also is unaltered.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area, except room 134. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

The toilet rooms, though service spaces, are historic. Care should be given to preserving the features that define their character, such as the ceramic tile floors and wall base, hardware, and vents.


Classroom, 1940 (Hedrich Blessing)

The treatment approach *Rehabilitate* is recommended for room 134. This treatment places an emphasis on the retention of the space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

Classrooms and Corridor:

- Walls, Illinois common brick and dark red face brick base (p. 4-38)
- Walls, wide vertical pinewood planks (p. 4-40)
- Walls, gypsum wallboard with acoustical plaster (p. 4-43)
- Ceilings, gypsum board with acoustical tiles (p. 4-43)
- Doors, sliding wood with glass panels (p. 4-41)
- Doors, flush wood (p. 4-41)
- Transom windows (p. 4-41)
- Bower-Barff, rustless iron hardware (p. 4-41)

- Bathrooms, ceramic tile flooring (p. 4-44)
- Replaced resilient tile flooring and baseboards (p. 4-45)
- Blackboard with wood frame and chalk rail (p. 4-46)
- Built-in wood benches (p. 4-46)
- Laminate sill at wood benches/windows (p. 4-46)
- Built-in wood cabinetry and shelving (p. 4-46)
- Glass partition/display cabinet (p. 4-46)
- Recessed lighting (p. 4-47)
- Sinks (Interior Priorities, p. 4-17)

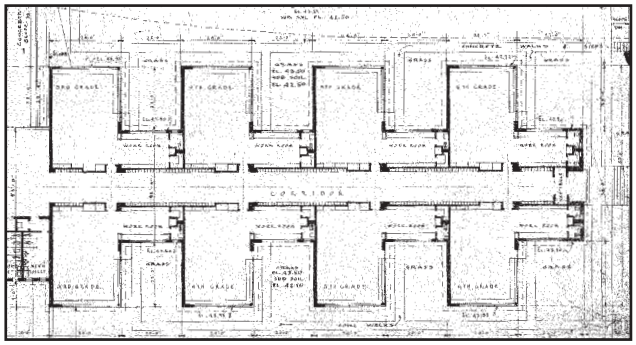
Stair B:

- Concrete stair treads (p. 4-38)
- Metal balustrade (p. 4-38)
- Wood balustrade (p. 4-38)
- Wood handrail (p. 4-38)
- Walls, Illinois common brick and dark red face brick base (p. 4-38)
- Square brick columns at stairs (p. 4-38)
- Walls, gypsum with acoustical plaster (p. 4-43)
- Ceiling-mounted lighting at stair (p. 4-47)
- Skylight at Stair B (p. 4-30)

SOUTHEAST WING:
(INTERMEDIATE WING): CLASSROOMS, 101a-c -108a-c, CORRIDOR 132

Historic Rating:	**Very Significant**
Rating:	**Good**
Treatment:	**Preserve**

Crow Island classroom, 1943 ("The School of Tomorrow" Look Magazine*)*



Southeast wing classrooms, floorplan, 1939

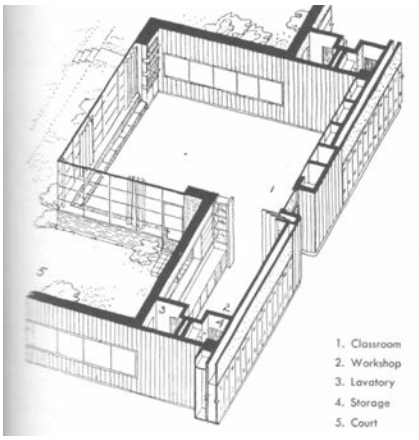
"The intermediate wing is almost identical with the primary wing, except that the classrooms are on two sides of the corridor. The furniture for the upper grades consists of specially designed pedestal desks- adjustable to the child's height. The seats of these desks are like the chairs in the primary rooms in form, but are attached to the same pedestal as is the desk top. The desk tops are of Formica, like the primary tables and the teachers' desks. These desks combine adjustability, convenience, movability, and sturdiness, with beauty of design, as do no other school desks. They were designed by Eero Saarinen in co-operation with the manufacturer, the Welfare Engineering Company of Waukegan. This company furnished the desks at the price of stock desks in exchange for having Saarinen's help in designing them. The lighting in the classrooms of this wing is like that in the primary wing..."

Superintendent Carleton Washburne – 1939-40 Annual Report pp. 9-10

Crow Island 2nd grade classroom, 2015 (Winnetka Public Schools Archives)

"…The most important innovations at Crow Island are in the classrooms and relate directly to the themes of the child-centered school. Domestic in character, the classroom is like a home, with a strong sense of identity and autonomy within the larger school. Its planning is open and flexible for multiuse, with a distinctive L-shaped layout that encourages a variety of learning activities. The scale of the space and everything in it is measured for the child's-convenience and comfort. Materials and finishes, color, and lighting reinforce the classroom's non-institutional, homelike quality, which is enhanced with balanced natural light and views to the out-of-doors. Individual classroom courtyards, which originally served as entryways into classrooms from outside, provide opportunities for outdoor class activities."

R. Thomas Hille, AIA "Modern Schools: A Century of Design for Education" 2011, p. 265



Perkins, Wheeler & Will axonometric classroom study (MoMA, Built in USA: 1932-1944*)*

"…The classrooms shall express inner tranquility, which can be sustained. The atmospheres of these rooms, which particularly are the school homes, should give feeling of security. These are especially the places of living together and should give feeling of inviting home-likeness, settings in which constant, confident realization of self and others together can take place. A place not too good to be true - - one which small persons can feel will endure.

Frances Presler's
Letter to the Architects, 1939

WHY IS THE LAYOUT OF THIS CLASSROOM WING IMPORTANT?

The classroom layout of the northwest and southeast wings is one of the most innovative and unusual features of Crow Island School. Architect Larry Perkins developed the plan after observing classes in other Winnetka elementary schools for three months. It combines a large classroom—wider than the traditional long rectangle, and thus more conducive to flexible groupings—with a workroom for messy projects. The resulting L-shape creates a courtyard that serves as an outdoor learning environment. This ensemble satisfies the students' desire for a smaller-scale, less intimidating environment as well as the teachers' request for flexible space with ample room for hands-on projects. There is no "front" of the classroom, and to this day all teachers organize their room differently.

The wider-than-usual hallways feature round skylights (echoed by the round light fixtures) that bring in natural light even on cloudy days. Another innovative feature, the built-in lockers, replaces messy, chaotic cloakrooms. Wood paneling on the walls allows student artwork to be displayed in the hallway, further personalizing the entry to each classroom.

- **Workroom:** Each classroom has its own workroom for messy projects. There is a long continuous countertop beneath a band of windows
- **Materials:** Wood paneling complements the brick walls to create a warm, welcoming environment. Wood surfaces are soft enough to serve as tackboards for student work throughout the room; there are no defined bulletin boards.
- **Window walls:** Glass walls on two sides fill the rooms with light, creating the bay-window effect desired by teachers, and bringing nature into the classroom.
- **Scale:** The lower scale so important to children was achieved by reducing ceiling height to 9 feet (versus the then-standard 12 feet) and placing light switches, door knobs, and blackboards at a lower level.
- **Color:** Hallway doors painted in different colors helped young children confidently identify their own classroom. The original scheme had four colors: red, yellow, blue and green. (Green has been converted to blue over time but could be restored easily.) The color scheme was carried into classroom elements including shelving edges, built-in drawers, and cupboard interiors.
- **Built-in storage:** Each classroom has an entire wall of cabinets whose pine surfaces can serve as tackboards. There are additional cabinets and shelves in the workroom. The low benches along the window walls serve as storage units accessed by flipping up the seat panels.
- **Lighting**: Recessed lighting (necessitated by the lower ceilings) was arranged into three diagonal groups receding from the window walls, so that the darker interior corner could be lit separately.
- **Bathrooms and sinks:** Each classroom has its own bathroom and drinking fountain, eliminating the disruptions of children going down the hall for those functions. This also reinforces the autonomy and

"...lots of sunlight made learning happy…"

-Former Student Reflection

home-like quality of the classroom unit. A large sink in the workroom facilitates cleanup for messy projects.[1]

- **Courtyards:** Classrooms are arranged so that each has a south-facing glass wall onto the courtyard, with the opposite, solid-brick exterior wall adorned with ceramic sculptures. This arrangement provides abundant light and views to the outdoors while maintaining privacy between rooms.

CHRONOLOGY OF CHANGES:

1953	One skylight is installed in room 101 and two skylights are installed in room 103. This was an attempt to bring daylight into the far corner of the classroom.[2]
Unknown	The back wall of work room closet of room 108 is remodeled to create a doorway to room 106.[3]
1996	Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, foyer, and hallways of the 1940 building. Ceiling heating units are removed and replaced in classrooms 101-114.[4]
1998	New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).
2002	All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.
2010	Separate water fountains are installed in workrooms of all classrooms, and original water fountains that were integrated into the sinks are deactivated.
2013	All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[5]

USE OF SPACE:

Over the years, the classrooms in the southeast wing have held kindergarten through 6th grade classes, special education services, music classes, the Parent Teacher Association resale shop, and the Winnetka Art Gallery. In the 2017-18 school year the classrooms house 2nd and 3rd grades.

DESCRIPTION

Extending off of the south end of the lobby, the southeast classroom wing is composed of a long, double-loaded corridor providing access to eight

1 All classrooms were plumbed to accommodate two bathrooms, in case the concept of only having one toilet room was unacceptable to parents and the community. However, this was only executed in classrooms 101 and 102 intended for 6th grade students. In all other classrooms the second bathroom was fitted out as a closet.
2 District 36 Building and Grounds Drawings.
3 Ibid.
4 Ibid.
5 Ibid.

classrooms (101-108). An exterior door is located at the south end of this corridor. Lockers are set within the corridor walls between the classroom entries. Each classroom is L-shaped, with access to an exterior courtyard. The main classroom space has two walls of windows, with built-in benches below. The classrooms are also fitted with built-in cabinetry and shelving throughout. A work room is located in the smaller leg of the L. This space can be closed off from the main classroom via pocket doors. Each work room also has built-in cabinetry, a bathroom and a closet.

The southeast wing corridor (132) is an extension of the lobby (room 148) and is wider than the other corridors, creating a vista when looking from the main entrance, south, to the end of the corridor. The corridor is finished with brick walls, vertical pinewood paneling located at each classroom entrance, acoustical ceilings and resilient tile floors. Seven skylights provide natural light. Banks of lockers are located between the classroom entrances.

COLOR NOTES

Carleton Washburne and Larry Perkins clearly explain color use for the classrooms in their undated manuscript titled, "The Story of Crow Island School."

> "…The whole school is colorful, the prevailing colors being blue, green, yellow and red, a bit softer than the pure colors, but gay and bright. The outside doors are blue; the classroom doors into the corridors match the basic color of the individual rooms – one yellow, the next red the next green, the next blue. Inside "yellow rooms," the lining of all cupboards, the edging of the bookshelves, the mullions between the windowpanes, the niche in which the sink is set, all are yellow. In a "blue room" all are blue; and so on. The curtains in all rooms are predominantly linen colored, like the desktops, have narrow stripes and sometimes part–lengths in a variety of colors. But the color of the classroom in which the curtains hang is the color most used in the stripes of part – lengths."[6]

In May, 1940 the paint schedule for the intermediate wing classrooms were designated as follows.[7]

Room 101 – Color #2 (Medium Red)
Room 102– Color #4 (Blue)
Room 103 – Color #6 (Bright Yellow)
Room 104 – Color #5 (Green)
Room 105 – Color #5 (Green)
Room 106 – Color #6 (Bright Yellow)
Room 107 – Color #4 (Blue)
Room 108 – Color #2 (Medium Red)

6 The Story of the Crow Island School, an undated manuscript by Carleton Washburne & Lawrence Perkins- p.19.

7 Room numbers have been changed to the District's 2014 numbering system.

EVALUATION

The southeast classroom wing retains its original layout. Changes to the southeast classroom wing include: new recessed lighting at classrooms and hallway, replacement of ceiling tiles, floor tiles and baseboards, and installation of new lockers in the corridor. Many blackboards have been replaced with white boards, but the original wood trim and chalk rails remain. Cabinetry and shelving have been altered to varying degrees. Some doors have been replaced. Some hardware is missing.

The corridor remains unchanged in original layout. Material changes include the replacement of the ceiling and skylights, floors, lighting, and lockers.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended. It places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

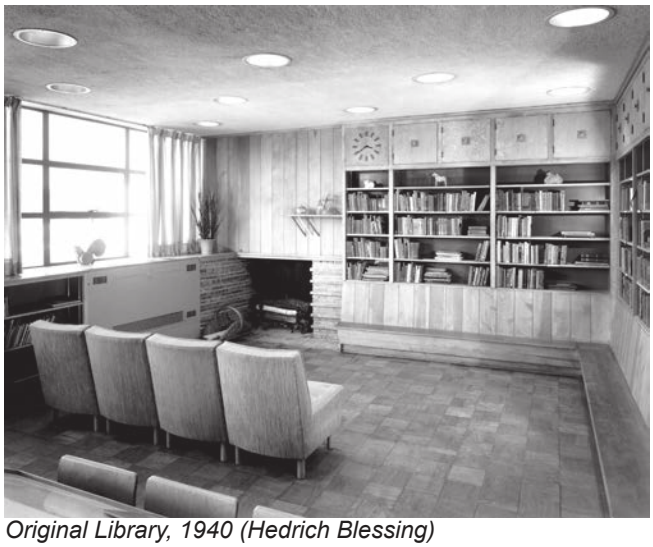
The toilet rooms, though service spaces, are historic. Care should be given to preserving the features that define their character, such as the ceramic tile floors and wall base, hardware, and grilles.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

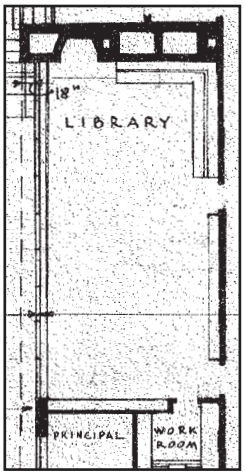
- Walls, Illinois common brick and dark red face brick base (p. 4-38)
- Walls, wide vertical pinewood planks (p. 4-40)
- Walls, gypsum wallboard with acoustical plaster (p. 4-43)
- Ceilings, gypsum board with acoustical tiles (p. 4-43)
- Doors, sliding wood with glass panels (p. 4-41)
- Doors, flush wood (p. 4-41)
- Transom windows (p. 4-41)
- Door Casings (p. 4-41)
- Bower-Barff, rustless iron hardware (p. 4-41)
- Bathrooms, ceramic tile flooring (p. 4-44)
- Replaced resilient tile flooring and baseboards (p. 4-45)
- Blackboard with wood frame and chalk rail (p. 4-46)
- Built-in wood benches (p. 4-46)
- Laminate sill at wood benches/windows (p. 4-46)
- Built-in wood cabinetry and shelving (p. 4-46)
- Glass partition/display cabinet (p. 4-46)
- Recessed lighting (p. 4-47)
- Sinks (Interior Priorities, p. 4-17)

ORIGINAL LIBRARY 146

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve



Original Library, 1940 (Hedrich Blessing)



Original Library Floorplan, 1939

Original Library, ca. 1950s (Winnetka Public Schools Archives)

"This is a beautiful room with windows all along the north wall and a counter below them on which are growing plants. There is a large open fireplace at the east end, flanked by an L of built-in benches and fronted with easy chairs. The floor is of a new type of wood tile with natural graining. The entire south wall adjacent to the corridor, the west wall, and the north wall below the windows consist of well-stocked book shelves. Off the west end of the room is a work room for the librarian, with a counter and storage cabinets. The library is furnished with the light plywood furniture characteristic of the entire building-tables and chairs and magazine rack".

Superintendent Carleton Washburne – 1939-40 Annual Report pp. 15-16

"…The library I would designate as a place for 'lingering with energy'. A place for storing enrichment which at later time and place will find outlet and expression. Here again we need a setting. This time a setting for children and their books…."

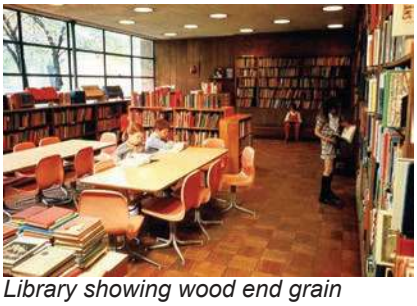
1939 Frances Presler's Letter to the Architects

Room 146 converted into a conference room, 2017 (Winnetka Public Schools Archives)

WHY IS THIS SPACE IMPORTANT?

The school's original library offered a home-like atmosphere with its low ceiling, wood floor and corner fireplace, making it a popular location for parent meetings when not in use by students.

- **Fireplace and clock**: The abstracted clock face and the simple brickwork of the fireplace are characteristic of the mid-century modern style.
- **Built-in shelves and cabinets.** The cabinets have generally maintained their integrity, even though some have been altered to install technical equipment such as smart boards.



Library showing wood end grain floor tiles, ca. 1960 (Winnetka Public Schools Archives)

Original library layout, 1940 (Hedrich Blessing)

CHRONOLOGY OF CHANGES:

1953 The door of the work room (room 145) is altered and a new door created on its north wall. The room is now a small storage area adjacent and accessible to the Principal's Office.

1974 The room is modified to become a conference room and the new home of the Children's Museum.

1980s Carpeting is placed over the original elm flooring.

1996 Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, Children's Museum, Teachers' Lounge, foyer, and hallways of the 1940 building. Heating unit on north wall is replaced.[1]

2002 All exterior window sash are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2013 Carpeting is replaced.

USE OF SPACE:

The space was used as the school library (1940-74); Children's Museum and conference room (1974-93); music, Spanish, and the Pupil Services Team (1993-2017). For the 2017-18 school year the space is again being used as a conference room.

DESCRIPTION

This room is a long, rectangular space, with a fireplace, built-in wood bench, and walls lined with cabinets and open shelving. The walls of the fireplace are made up of Roman brick (narrow and long). Every other row projects beyond the wall plane. The wide joints are prominent as they are about half the width of each brick. The hearth consists of soldier course rows. The space was originally designed as a library and retains its original layout. A door at the west wall provides access to a work room (room 145) that was originally part of the Library, but has had a door added so the work room is also accessed from the Principal's Office (room 143).

COLOR NOTES

The room has warm wood tones due to the natural pine walls and the original Haskelite compound lumber wood floor tiles.[2] The original designated accent color for the doors, interior of bookcases and shelf edges was green.

1 District 36 Building and Grounds Drawings.

2 Crow Island School Specifications, 1939, page 75. The tiles were a product manufactured by the Haskelite Manufacturing Company, a company headquartered in Chicago.

EVALUATION

The room does not continue to function as a library, but has retained much of its integrity due to the new uses having had a minimal effect on the layout and the original detailing of the space. Besides having the workroom reassigned to the principal's office, other changes include: installation of non-historic cabinet doors, alterations to shelving to create display spaces, replacement of a larger HVAC unit at the window, and installation of an interactive digital whiteboard on the south wall in 2015. The ceiling and recessed light fixtures have been replaced and carpeting has been installed, presumably over the original, elm, end-grain wood floor. The room retains the original clock built into the upper wood panels. The clock hands and tick marks have been replaced. Doors were added to convert open bookshelves to cabinets when the space was modified to accommodate the Children's Museum in 1974. Original hardware is missing or has been replaced on cabinets and doors.[3]

RECOMMENDATIONS

The treatment approach *Preserve* is recommended. It places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Walls, vertical pinewood planks (p. 4-40)
- Doors, flush wood (p. 4-41)
- Floor, elm end grain, wood block, if existing (p. 4-45)
- Built-in wood cabinetry (p. 4-46)
- Built-in wood bench (p. 4-46)
- Clock (p. 4-46)
- Brick fireplace hearth and side walls (p. 4-46)

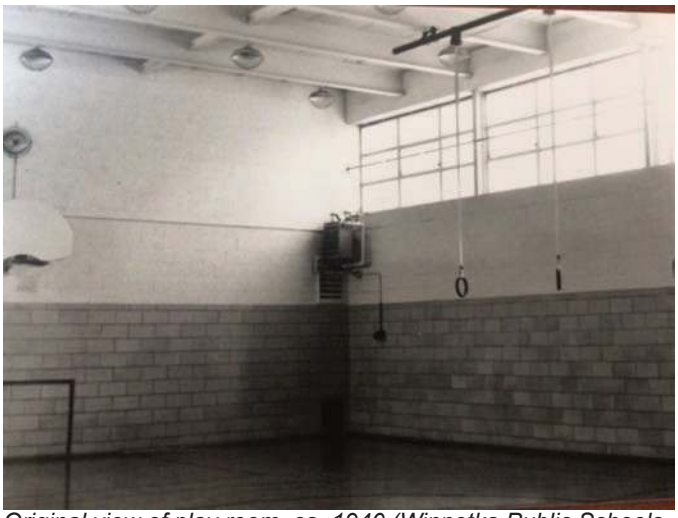
<u>Highest priority interior repairs :</u>

- Determine if original wood floor is intact and if it is, retain it and repair as needed.
- Repair clock to make it functional and restore its appearance.
- Maintain layout and character-defining features whenever new uses occur.
- The room is currently listed as "preserve" but can be restored if the project team wishes to focus on restoring missing or lost features.

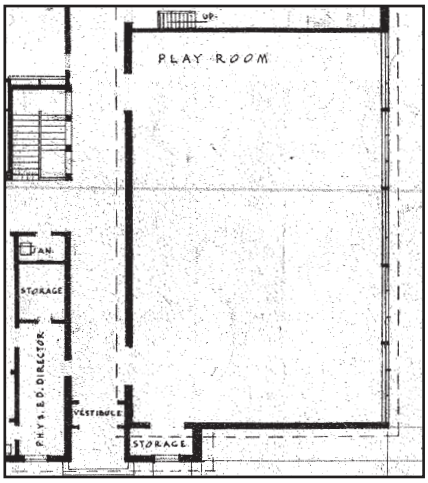
3 1939 specifications call for "Haskelite compound lumber flooring by Haskelite Manufacturing Company, Chicago…flooring to be treated at factory with Dura-seal " 1939 Specifications, p. 75. End grain flooring is cut across the wood grain to create thick, large blocks. The wood blocks placed in this direction, with the end grain exposed, create a strong surface that can support immense weight. The floor also absorbed sound. These floors were often installed in industrial buildings. An example includes car manufacturing plants.

GYMNASIUM 135
(PLAY ROOM)

Historic Rating:	**Significant**
Condition Rating:	**Good**
Treatment Rating:	**Rehabilitate**



Original view of play room, ca. 1940 (Winnetka Public Schools Archives)



Original play room floorplan, 1939

View of play room, ca. 1940 (Winnetka Public Schools Archives)

"For recreation and physical education in wet weather and for folk dancing, rhythms, etc., there is a large, airy play room. Its walls are tile and concrete blocks to the height of 15 feet and then there are windows to the ceiling along the entire length of the north and south walls. The floor is maple. The lower part of the walls is light grey; that above, white. The ceiling is yellow with the cross beams in umber."

Superintendent Carleton Washburne – 1939-40 Annual Report p. 15-16

"…There's the group playroom – not gymnasium in Winnetka – for here the emphasis is on group participation in sports – not cheering the gladiators…"

Lawrence Perkins "When Teachers, Janitors Build Schools," School Board Journal, Vol. 103, Sept. 1941, p. 37

View of gymnasium with added wall pads and climbing equipment, 2016 (Winnetka Public Schools Archives)

WHY IS THIS SPACE IMPORTANT?

This room was designated as the play room, emphasizing the whole-child approach that valued development of physical and social wellness. In this era, many elementary schools had no gymnasium, or had one that doubled as an assembly hall. Natural light enters the high-ceilinged room from clerestory windows on the long north and south walls.

- **Double-height space:** The double-height is appropriate for sports of all kinds.
- **Clerestory windows**: The upper, operable windows provide light and fresh air.

CHRONOLOGY OF CHANGES:

1954	During construction of the new southwest wing, the original storage closet is demolished; its doors now provide access to the corridor of the new wing. A replacement closet is constructed in the new wing, with access from the southwest corner of the room.
2002	All exterior window sash are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.
1990s	Cushioned walls are added.
2003	Gym flooring is replaced in-kind.

USE OF SPACE:

The space has been used as a play room and gymnasium since 1940.

DESCRIPTION

The gymnasium, originally called the play room, is a large, open, rectangular space and is utilitarian in nature. Two sets of doors provide access from the main corridor (room 147). Clerestory windows at the north and south walls provide natural light. Maple tongue-and-groove flooring was the original floor surface and it was replaced in-kind in 2003. The lower wall is finished with glazed terra cotta units and the upper wall is finished with concrete masonry units. Various mats and climbing systems are attached to the walls. The gymnasium, overall, retains its original layout and materials. Changes are limited to new flooring, the addition of cushioned wall surfaces, and installation of new fitness equipment.

COLOR NOTES

The color for the space was stated by Washburne and Perkins as follows, "The room is very light, with a yellow ceiling and umber crossbeams, glazed gray tile...and white painted concrete blocks from there to the ceiling or to the windows[1]..." A daily work report during construction provided even more details.[2] The following were specified:

- Concrete block walls painted white
- Ceiling field – light yellow
- "T" irons – dark yellow
- Structural steel beams and tie rods – dark yellow
- Soffit of window lintels – dark yellow
- Columns at steel sash – dark yellow
- Steel sash – light yellow

1 "The Story of the Crow Island School" (undated manuscript by Carleton Washburne & Lawrence Perkins- p.23.

2 "Decisions made by the Saarinens," *Daily Work Reports*, July 22 & 23, 1940.

- Window operators – aluminum
- Cast iron downspout in northwest corner – white
- Trim at two doors to corridor and door to closet - natural minwax
- Univent on east wall and grille to west wall – white
- Steel sash in closet – light yellow

EVALUATION

The room continues to function as a play room and gymnasium. The 1954 addition was added onto the west side of the original building near the gymnasium (room 135).

RECOMMENDATIONS

The treatment approach *Rehabilitate* is recommended for this utilitarian space. This treatment places an emphasis on the retention of the space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

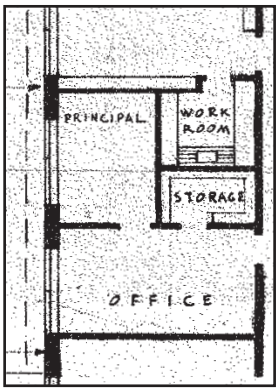
- Terra cotta masonry units at walls (p. 4-39)
- Concrete masonry unit walls (p. 4-39)
- Doors, wood flush panel (p. 4-41)
- Bower-Barff rustless iron hardware (p. 4-41)
- Window hardware (p. 4-32)
- Wood flooring (p. 4-44)
- Light fixtures (p. 4-47)

MAIN OFFICE & PRINCIPAL'S OFFICE

141, 142, 143, 145, CORRIDOR 147

Historic Rating: Very Significant to Significant
Condition Rating: Good
Treatment Rating: Preserve

Office waiting room with textured wallpaper and upholstered seating, 1940 (Winnetka Public Schools Archives)



Original Principal & Office Floorplan, 1939

"This suite, to which parents, visitors, teachers, and children all come at one time or another, consists of an outer office with comfortable easy chairs and grass cloth walls, an inner office, similarly decorated, for the principal, and a store room for school supplies..."

Superintendent Carleton Washburne – 1939-40 Annual Report p. 16

"Just west of the library is the Principal's Office. It is lined with grass cloth, with a sunny yellow ceiling and yellow cupboard linings, and consists of three units – a main reception room, a large supply closet, and the principal's inner office. It is comfortable, light and attractive. From it there are intercommunicating telephones to the janitor, the nurse, the teachers' restroom, the nursery school and kindergarten, and the office of the Winnetka Educational Press..."

From The Story of the Crow Island School (undated manuscript) by Carleton Washburne and Lawrence Perkins, p. 21-22

Main office custom wood cabinet unit (BHC)

WHY IS THIS SPACE IMPORTANT?

The offices were one of the few spaces in the building that were designed for adults. Frances Presler, the District head of the Department of Group and Creative Activities, as well as an involved planner in the design of Crow Island School, described how the space should be designed in a letter to the architects.. "Adult rooms like principal's offices, teachers' rest rooms and conference rooms should, I would think, be kept in harmony with the rest of the building, but could definitely express adult rather than childlike atmosphere…they should express the rightness and place of adults within the child's world rather than the usual reverse situation, an acceptance of children in the adult world…[1]

1 Frances Presler's "Letter to the Architects," 1939.

Main office, view of back of wood cabinet unit, 2016 (BHC)

Main office looking into copy room and teachers' lounge (BHC)

View of Principal's office (BHC)

CHRONOLOGY OF CHANGES:

1953-54 The library work room (room 145) that was originally part of the library is made part of the adjoining principal's office. A supplies storage area on the east wall of the main office is converted into a coat closet with doors. A door is created on the west wall to provide access to a new storage and copier room that was carved out of the original art room. A counter-height wood cabinet is added.

1996 Asbestos ceilings and recessed lighting fixtures are removed and replaced in hallways of the 1940 building.[2]

1998 New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002). The Main Office and Principal's Office are carpeted.

2002 All exterior window sash are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2004 Installation of *Philosophy in Brick* in main corridor of Crow Island. Funding from the Winnetka Public Schools Foundation supported the research by Crow Island teachers Eva Tarini, Mary Mumbrue & Bliss Tobin who created a multi-panel mural of Crow Island's history. (A ca. 1965 "Farm Mural" by Margot Tukey--previously mounted in this space--was removed and placed in storage).

2010 A comprehensive space numbering system is implemented, and wayfinding plaques are installed throughout the school.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile. The floor tiles are installed in the copier room, and the carpeting is replaced in Main Office and Principal's Office.[3]

USE OF SPACE:

Since the building opened this space has housed the school office and the principal's office.

DESCRIPTION

The offices are a suite of four rooms that includes the principal's office (room 143), a reception area (room 142), a copy room (room 141), and a workroom (room 145). The walls are plaster, painted white. The floors are resilient tiles with brown carpet installed on top. The ceilings are white acoustic tiles. Simple wood crown molding, baseboards, door casings, and window sills are the only decorative features. They are all stained. A wood reception cabinet unit divides room 142 into two areas. A solid, wood plank door is located at the workroom (room 145). It retains its original steel hardware and bronze hinges.

The main corridor (147), located adjacent to the offices, extends east-west. There is a staircase at each end (Stairs A and B). Various rooms are

2 District 36 Building and Grounds Drawings.
3 Ibid.

View of workroom (room 145) and the original plank door and hardware (BHC)

Corridor 147 runs east-west in the central core of the building (BHC)

accessed from this corridor: the original library (room 146), gym (room 135), main offices (rooms 141, 142 and 143, 145), teachers' lounge (room 140) and the nurse's office suite (rooms 126, 129-131). Illinois common brick lines the south wall and is the same material used on the exterior. Finishes include wood crown molding near the ceiling and a soldier course of dark red, face brick serving as a base trim. The north walls at the offices and teachers lounge are vertical pinewood planks. A railing, consisting of three substantial, varnished wood bands, lines the south wall of the corridor and turns the corner into the lobby (room 148). Natural light fills the corridor as a result of four skylights. The skylights were replaced and are not the original design.

COLOR NOTES

The Saarinens were responsible for choosing the color schedule for the building and designated that the outer office and principal office be lined with grass cloth wallpaper and the ceiling and cupboard linings be painted a "sunny," bright yellow color (paint color #6).

EVALUATION

In 1940 only two rooms made up the main office, rooms 142 and 143. Based on original drawings, the current work room (room 145) was accessed from the original library (room 146). Remodeling of the spaces occurred ca. 1954, so the changes are considered historic as they are within the periods of significance. A door was added to connect the work room to the principal's office. Changes to the office reception area included opening up the closet and replacing it with a wooden wardrobe; constructing a wood cabinet unit that divides the room into two areas; and creating a new door on the west wall. This door opens into the copy room (room 141), which is a small room that was subdivided from the adjacent room to the west (room 140). Original wood trim and cabinetry remains throughout these spaces. The floors have been carpeted, except in the copy room, where new tile has been installed. Ceilings were replaced in 1996. The 1940 wallpaper has been removed and the office walls are now painted off-white.

Corridor 147 remains unchanged in original layout. Material changes include replacement of the ceilings and skylights, floors, and lighting. The corridor railing was called "wood strip wainscot" by the architects and has laminated wood corners and a bullnose end block where it terminates. It serves the practical purpose of preventing the students from brushing up against the rough brick wall surface. The Crow Island School corridors are rated very significant due to their layout, the use of skylights to bring in natural light, and the use of common building materials that have been designed in such a way to create a refined space.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended in this area. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

Offices:

- Wood trim at baseboards, crown molding, window sills, and door casings (p. 4-41)
- Doors, wood flush panel (p. 4-41)
- Wood plank door with bronze hinges (p. 4-32)
- Bower-Barff, interior hardware (p. 4-41)
- Wood reception unit (p. 4-46)

Corridor:

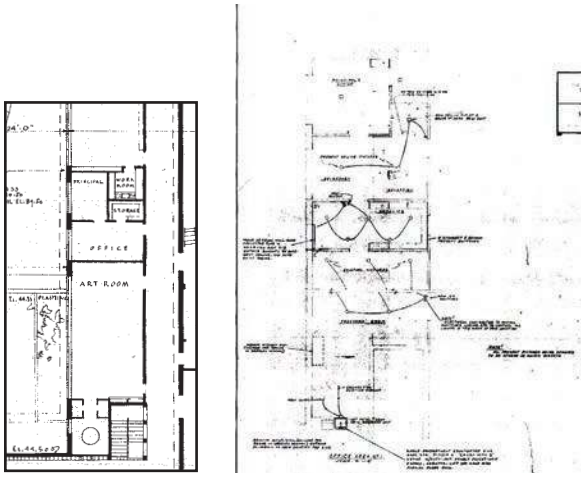
- Walls, Illinois common brick and red face brick (p. 4-38)
- Doors, Wood flush panel (p. 4-41)
- Door casings, wood (p. 4-32)
- Bower-Barff rustless iron hardware (p. 4-41)
- Walls, gypsum board (p. 4-43)
- Railings, three-part, wide wood railing with rounded corners (p. 4-46)
- Skylights (p. 4-30)

TEACHERS' LOUNGE

139, 140

Historic Rating: Significant
Condition Rating: Good
Treatment Rating: Varies

Meeting in room (140), ca. 1960 (Winnetka Public Schools Archives)



Left: Original art room floorplan, 1939
Right: Remodeled teachers' lounge and kitchen, 1954

Original art room (140), pre-1954 (Winnetka Public Schools Archives)

P.T.A. event in the art room (140), pre-1954 (Winnetka Public Schools Archives)

Teachers' lounge (140), 2016 (Winnetka Public Schools Archives)

WHY IS THIS SPACE IMPORTANT?

This space has served and continues to serve an important function. Because of so many alterations over the years, this space is not as significant as most others in the building. The remaining historic remnants are worthy of care and attention.

CHRONOLOGY OF CHANGES:

1950 Art room is converted for classroom use. Changes in lower level shop room to accommodate art classes"[1]

1953-54 Perkins & Will completes plans to relocate the teachers' lounge to the former art room. A concrete block wall is constructed at the east end of the new lounge to create a copy room for the office. An art room is created on the lower level in a portion of the wood shop, where a new storage unit is built to separate the two activity areas.[2]

1996 Asbestos ceilings and recessed lighting fixtures are removed and replaced in classrooms 101-114, original art room, teachers' lounge, foyer, and hallways of the 1940 building. Heating unit on north wall is replaced.[3]

1998 New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).

2002 All exterior window sash are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[4]

1 *The School Board Newsletter*, November, 1950.
2 Perkins & Will, Crow Island School Addition, March 10, 1954, District 36 Building and Grounds Drawings.
3 District 36 Building and Grounds Drawings.
4 Ibid.

View of kitchen (139) in teachers' lounge, 2016 the former art room closet (BHC)

1940 View of the art room sink and storage room (139) (Hedrich Blessing)

View of teachers' lounge seating area, 2016 (BHC)

USE OF SPACE:

The space was designed as the school art room (1940-1950). It was then used as a classroom (1950-54), and finally remodeled as the teachers' lounge (1954-Present).

DESCRIPTION

The teachers' lounge (room 140) is located immediately west of the main office and is accessed from the corridor (147) by a door at the west end. The other original corridor door is now located in the copy room (room 141), where it is blocked by shelving. The wall that created this copy room was erected in 1954. It has a door that leads into the teachers' lounge. A second door is located on the east wall and provides access through the storage and copy room (room 141) and into the offices. The space is a large, open rectangular room, with a small kitchen (room 139) located at the west end. Vertical, pinewood plank walls with V-grooves make up the west and south walls. Plaster and concrete block units are at other walls. Wood cabinets are located in rooms 139 and 140. Floors are resilient tiles and ceilings are white acoustic tiles.

EVALUATION

From 1940-1950 this space was the original art room and it had two doors to the corridor. In the summer of 1950, the art room was relocated to the lower level and the room used as a classroom. In 1954 it was subdivided to create a storage and copy room (room 141) at the east end and a teachers' room (room 140) with kitchen (room 139). The kitchen was originally the washroom and storage closet for the art room.

Original wood paneling, cabinetry, and trim remain throughout both rooms. Floors, ceilings and recessed lighting have been replaced in rooms 139 and 140. The teachers' lounge retains 1940 and 1954 character-defining features and is rated significant because it was renovated in 1954, during a period of significance. The kitchen has been renovated with non-historic cabinets, countertops and appliances. The historic rating of the kitchen is contributing as a result of these changes. The Saarinen-designed furniture is original to the space and has been reupholstered. (See the *Furniture* section (p. 3-151) and *Stewardship Group Furniture Inventory* (Appendix F) for more information.)

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for the teachers' lounge (room 140). This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

The treatment approach *Rehabilitate* is recommended for the kitchen (room 139). This treatment places an emphasis on the retention of the space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

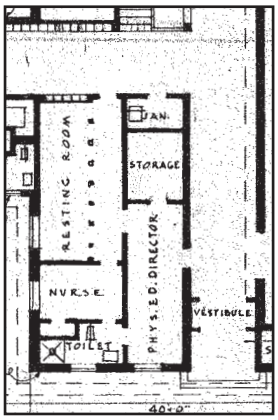
- Vertical pinewood plank walls (p. 4-40)
- Walls, plaster over hollow clay tile or concrete masonry units (pp. 4-39, 4-43)
- Walls, vertical pinewood plank, with beveled edges (p. 4-40)
- Built-in wood cabinetry (p. 4-46)
- Laminate countertops (p. 4-46)
- Doors, flush wood (p. 4-41)
- Doors, closets, casings (p. 4-32)
- Wood trim casings and chair rail (p. 4-32)
- Recessed lighting (p. 4-47)
- Sinks (p. 4-17)

NURSE AND PHYSICAL EDUCATION SUITE

126, 127, 129, 130, 131

Historic Rating:	**Contributing**
Rating:	**Fair**
Treatment Rating:	**Rehabilitate**

Corridor within nurse and physical education suite, 2016 (BHC)



Nurse and Physical Education Suite Floorplan, 1939

"This consists of an office for the director of physical education and a large supply closet for play room equipment - it is just across the hall from one of the entrances to the play room and adjacent to the west entrance to the building which leads out toward the playground. There is also an office for the nurse; and between the two offices is a lavatory with shower bath. Next to the nurse's office is a rest room in which children may lie down and rest, especially those who have returned to school after an illness and need a rest period rather than a period in the play room or on the playground. Within the unit is provision for the testing of children's eyes at the time of the regular physical examinations..."

Superintendent Carleton Washburne – 1939-40 Annual Report pp. 16-17.

"At the extreme west end of the main corridor is the health unit. This consists of a narrow, twenty-foot long corridor for the testing of vision; a restroom large enough for seven cots, screened off from the corridor by an obscure glass partition… "

From "The Story of the Crow Island School" (undated manuscript) by Carleton Washburne and Lawrence Perkins, p.22.

Nurse's resting room (126), 2016 (BHC)

WHY IS THIS SPACE IMPORTANT?

The fact that the corridor length is ideal for vision testing demonstrates the level of care that went into every detail of the school's design.

Nurse's resting room (room 126), 2016 (BHC)

CHRONOLOGY OF CHANGES:

1954 Exterior windows on west wall of toilet room (room 129) and physical education office (room126, now nurse's resting room) are filled in during construction of southwest wing.

1995 Original Nurse's resting room (131) and physical education office (126) exchange spaces to facilitate access for ambulance beds when needed. Observation window is created between Nurse's office and new resting room (rooms 130 and 126).

1998 New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).

1996 The 1996 Life Safety Implementation Project drawings are completed by Green & Associates with environmental consulting by Environmental Science and Engineering, Inc. The project includes replacing asbestos ceilings in classrooms, hallways, and the auditorium.[1]

2002 All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[2]

USE OF SPACE:

Since the school opened these spaces have been utilized as health office, resting room and physical education office. From 1997-2000 the Spanish teacher shared the physical education office.

Nurse's office (room 130), 2016 (BHC)

DESCRIPTION

This suite of small rooms has a narrow central corridor with doors opening into the physical education office (room 131), nurse's office (room 130), a resting room (room 126), a toilet room with shower (room 129); and a storage room (room 127). Original flat plaster walls and ceilings are located in these rooms. Finishes include stained wood crown molding, door and window surrounds, chair rail, and window sills. Wood doors are painted. A glazed partition wall is located between the nurse's room (room 131) and the corridor. Two large, glazed openings occur at the exam room, (room 130). Ceramic tile flooring is located in the toilet room. The remaining flooring is resilient tile with a resilient base. There is one hanging fluorescent fixture in the small hall.

COLOR NOTES

During construction, a handwritten notation on the contract paint schedule, dated May 24, 1940, noted a contradiction for the office paint scheme. The office was designated to be painted white in specifications and green on the paint schedule. "Mr. Washburne, These are specified as

1 District 36 Building and Grounds Drawings.
2 Ibid.

Built-in cabinet in exam room (room 130) (BHC)

View of bathroom (room 129), 2016 (BHC)

white – should they be white or green as here shown. Light absorption Phys. Ed. office a problem."

EVALUATION

This suite retains its original layout and most of the original materials including wood trim, doors, and partition wall. The physical education office was originally the nurse's resting room (room 131), and the physical education director occupied what is now the resting room (room 126). Ceramic tile flooring remains at the toilet room, while the rest of the flooring has been replaced. The hanging fluorescent fixture in the small hall may be original. All features are in good condition except for some wood trim that is in fair condition. There are original cabinets. The radiators are original.

RECOMMENDATIONS

The treatment approach *Rehabilitate* is recommended for this space. This treatment places an emphasis on the retention of the space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

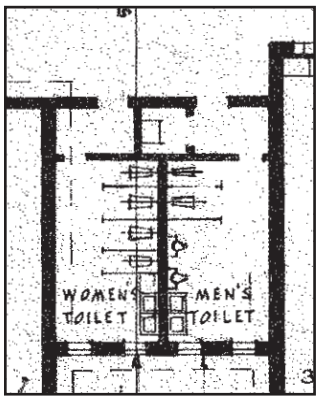
- Bathroom, ceramic tile flooring and wall base (p. 4-44)
- Walls, plaster over hollow clay tile or concrete masonry units (p. 4-43)
- Walls, wide vertical pinewood planks (p. 4-40)
- Ceiling, acoustical tile (p. 4-43)
- Built-in wood cabinetry (p. 4-46)
- Wood chair rail, crown molding and window sills (p. 4-46)
- Doors, wood flush panel (p. 4-41)
- Wood door and window casings, wood (p. 4-41)
- Interior wood windows (p. 4-32)
- Wood transom window (p. 4-31)
- Bower-Barff rustless iron hardware (p. 4-41)
- Chrome-plated hardware at bathroom (p. 4-41)

FOYER BATHROOMS

156, 157, 158

Historic Rating:	**Contributing**
Rating:	**Good**
Treatment Rating:	**Preserve**

View of foyer and bathroom entrance doors, 1940 (Hedrich Blessing)



Lobby bathrooms, floorplan, 1939

"This matter of having an individual toilet for each classroom is one of the most unorthodox features of the school, but one which appeals instantly to any teacher... For emergencies and for public use at the time of assemblies, etc., there are the traditional separate general toilets for boys and girls near the main entrance of the assembly hall. These are in the center of the building, and therefore readily accessible to any of the grades..."

From "The Story of the Crow Island School" (undated manuscript) by Carleton Washburne and Lawrence Perkins, pp. 14-15.

View of foyer, showing bathroom entrance to the right, 2016 (Winnetka Public Schools Archives)

WHY IS THIS SPACE IMPORTANT?

These two bathrooms were the only public restrooms in the school until 1954 when two additional bathrooms were constructed in the lower level when the southwest addition was added on. The two rooms have remained relatively unchanged in their layout.

CHRONOLOGY OF CHANGES:

1990s The plumbing is replaced; bathroom stalls retrofitted and bathroom interior door removed for ADA (Americans with Disabilities Act) compliance

2002 All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

USE OF SPACE:

Since the school opened these bathrooms have been used as originally planned.

DESCRIPTION

A pair of bathrooms, one for girls (room 157), one for boys (room 158) is located at the west side of the lobby (room 148). Each has a single flush door that opens into a foyer. The girls' room has one large accessible stall, two small toilet stalls and two wall-mounted sinks with mirrors above. The boys' room has a foyer with access to a small custodian closet (room 156), one large accessible stall, two urinals and two wall-mounted sinks with mirrors above.

Bathrooms that connect to all classrooms and that are located in the nurse's suite or off of the lower level resource center are described in their respective sections.

COLOR NOTES

May 24, 1940 Paint Schedule - notation:
"All Toilets – ceiling and walls same as lightest color in ceramic floor tile."

EVALUATION

Changes include the addition of one handicap accessible stall in each bathroom by taking out a partition between two smaller stalls at the east side. The ceramic tile floors are original and are in good condition.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for both bathrooms. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

The two lobby bathrooms, though service spaces, are historic. Care should be given to preserving the features that define their character: ceramic tile flooring, bathroom fixtures, mirrors, light fixtures, and partitions, if they are original.

The treatment approach *Treat with Care* is recommended for this and all janitor's closets. *Treat with Care* designates that the space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Doors, Wood flush panel (p. 4-41)
- Chrome-plated hardware (p. 4-41)
- Walls, plaster (p. 4-43)
- Walls, hollow clay tile (p. 4-43)
- Ceilings, plaster (p. 4-43)
- Ceramic tile flooring and wall base (p. 4-44)
- Sinks (4-17)

The activities area was a communal space where music classes were sometimes held (Winnetka Public Schools Archives)

Interior, 1954 Addition

The 1954 northwest wing addition marks the second period of significance. The majority of its spaces and features are considered very significant.

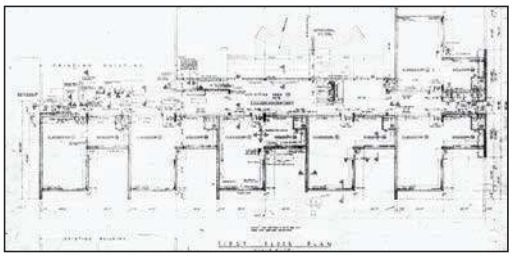
The 1954 addition was added onto the west side of the original building near the gymnasium (room 135) and nurse's office (room 131). It is composed of a central corridor that runs north-south with five classrooms (rooms 115-119) at the west side and one classroom (room 120) at the south end of the east side. In the center of the corridor, facing east, is a steel and glass curtain wall that looks out onto the exterior terrace and amphitheater from the central activities area (room 121). Two doors provide access to the exterior terrace. This widened portion of the corridor was designed as a student lounge and teaching area. An open stair (Stair C) providing access to the lower level is located at the north end of this space. The corridor has exterior exits with vestibules at the north and south ends. Each has a set of double doors with a glass panel. The north end of the corridor also connects to the east-west main corridor (room 147) of the original building.

Finishes throughout the 1954 addition are similar to those of the original building, with some modifications. The mechanicals largely determined differences. There are fluorescent lights in the classrooms, and heating vents are located at the window sills. The corridor walls are of wide pinewood planks with cantilevered, slat benches set between the classroom entrances. The classroom entrances are recessed between wood-clad piers, and each entrance has a hollow panel, wood door adjacent to a glass display case. Banks of newer lockers are built into the corridor walls. The 1954 corridor ceilings have been replaced with an acoustical tile system that has a concealed grid and recessed lighting within rectangular panels. The 1954 flooring has been replaced with cream-colored resilient tile. The red quarry tile floor at the fireplace within the central activities area is original.

SOUTHWEST WING
(1954 Addition)
CLASSROOMS 115a-b -120a-b

Historic Rating:	**Very Significant**
Rating:	**Good**
Treatment:	**Preserve**

Southwest wing classroom, 1955 (Kranzen Studio, Inc.)



1954 Addition, First Floor

"...But the most exciting thing about Crow Island in 1955 is the lessons it still can teach. Mainly these are lessons in atmosphere, compounded partly of scale, partly of materials, partly of detailing, infused with a loving, patient perfection, inspirited by the civilized, humanizing values of calmness and warmth. We have become so used to schools skimped on calmness and warmth that most of us hardly notice the omission any longer – until we see something like Crow Island. Then the extent of our deprivation hits home."

"Crow Island Revisited" Architectural Forum, *October 1955, p. 130.*

Southwest wing classroom, 2015 (Winnetka Public Schools Archives)

"Crow Island School opened in 1940 with about 300 students, but by the early 1950s the baby boom made the enrollment surge and additional space a necessity. Winnetka school officials and architects visited some of the best and newest schools for ideas, but the floorplan and features of the original building had functioned so well that a new wing was planned with only a few alterations...The architects added four feet to one dimension of the room for more flexibility in classroom features. Inside the wing, the heights of the window seats, blackboards, and light switches, were raised to scale for the fourth and fifth graders using the classrooms. Fluorescent lighting was used instead of incandescent. Acoustic tile rather than acoustically treated cement was used for the ceilings. Benches attached to the hallway walls close to the classroom doors were introduced to give space for conferences.

Nomination Form, Crow Island School, National Register of Historic Places, October 1989

Corner window benches with storage in 1954 classroom addition (BHC)

"Corner window seat is one of the school's finest classroom features, does wonders in imparting chummy, cooperative, feeling to group. Teachers report that they can hardly imagine teaching without it. New wing improves this good thing further, for older children, by making it comfortable height for them….

1955 "Crow Island Revisited" Architectural Forum p. 133.

5th grade workroom, ca. 1954 (Winnetka Public Schools Archives)

" The huge windows and the wooded view stimulated imagination and creativity…."

Former Student Reflection

WHY IS THE LAYOUT OF THIS CLASSROOM WING IMPORTANT?

Architects for the southwest wing were Perkins & Will, who were by then nationally known as school designers. The similarity of the addition to the 1940 building is a powerful testament to the original design's enduring success. Its construction at the height of the baby boom in 1954, heralded with a 1955 conference and a lavishly illustrated article in *Architectural Forum*, influenced the design of countless schools around the country. The most noticeable difference from the 1940 wing is the larger scale, since this wing serves the oldest students. The L-shaped layout with workroom and courtyard is maintained. Like the original classroom design, two window walls lined with benches provide storage.

CHRONOLOGY OF CHANGES:

1974	The workroom of room 115 is closed off from the classroom by a steel-and-glass wall that includes a door. The workroom sink is removed and a door created to room 116.
1998	New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).
2002	All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.
2008	The southwest wing renovation includes replacement of unit vents, ceiling lighting, floor tile, and lockers.
2010	A comprehensive numbering system is implemented, and wayfinding plaques are installed throughout the school.
2013	All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[1]
2017	Ceiling tiles in hallways and classrooms in the southwest wing are replaced.

USE OF SPACE:

Over the decades, these six classrooms have housed 1st-6th grade, a multi-purpose room, special education classes and services, and music classes. For the 2017-18 school year the classrooms house 2nd and 4th grades.

DESCRIPTION

Each classroom is similar to the original 1940 classroom plan. All six are composed of an L-shaped layout classroom and work room wrapped around an exterior courtyard. The classrooms in this wing do differ

1 Brian Cox, "Historic Crow Island School Gets Facelift," Chicago Tribune, August 19, 2013.


View from hallway of minimal display cabinet for the classroom (BHC)

somewhat from those in the 1940 classroom wings. The workrooms are completely open to the classrooms, with no walls, partitions or display cases separating the two spaces. Only classroom 115 has had doors added to close off the space. Additionally, there is a single bathroom at the end of each work room, but no closet as there is in each of the original 1940 classrooms. Instead, an L-shaped countertop with under-counter cabinets extends the full width of the wall below the windows and includes a drinking fountain and sink outside of the bathroom.

In the classrooms, two of the work room walls are exposed brick while the rest of the walls are wide vertical pinewood planks. Wood cabinets line the corridor wall of each classroom while chalkboards are located along the long wall. Wood benches, with hinged seats for storage, line the window walls of each classroom. The classroom ceilings have been replaced with an acoustical tile system with a concealed grid and new suspended fluorescent lighting. The floors have been replaced with cream-colored resilient flooring. The work room cabinets are wood with laminate countertops.


Wood laminate failure at cabinet in 1954 workroom (BHC)

The classroom bathrooms (rooms 115b-120b) each have ceramic tile floors, tile walls in a stacked pattern, and painted concrete masonry unit walls partially covered with ceramic tile.

COLOR NOTES

The six classroom doors to the corridor are a variation on the 1940 color sequence of red, yellow, blue, and green. Unlike the original classrooms, the classrooms in the 1954 wing do not include color highlights on the shelves or cabinetry.

EVALUATION


Pitted and scratched finish at 1954 classroom door push plate (BHC)

Many wood wall surfaces exhibit water staining from old leaks that have since been repaired. Many chalkboards have been replaced with white boards; however, the original wood frame and chalk rails remain. Several flush panel doors have excessive abrasion marks and loss of wood veneer at the bottom, as do workroom cabinet doors. Door hardware is missing and incompatible screws and hardware have been added throughout the classrooms. Ceilings have all been replaced with new acoustical tiles. The bathrooms are in good condition overall due to the durable nature of the ceramic tile and porcelain surfaces.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the spaces and all historic fabric through conservation, maintenance, and repair. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

The toilet rooms, though service spaces, are historic. Care should be given to preserving the features that define their character, such as the ceramic tile floors and wall base, concrete walls, hardware, and vents.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

Classrooms:

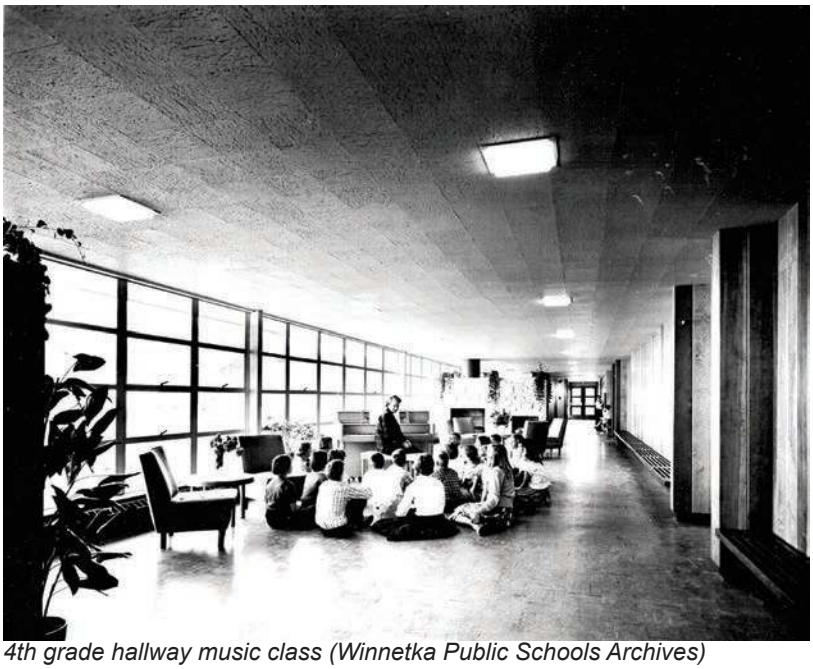
- Walls, Brick (p. 4-38)
- Walls, wide vertical pinewood planks (p. 4-40)
- Interior hardware (p. 4-41)
- Original frames and railing of blackboards/whiteboards (p. 4-46)
- Built-in wood benches (p. 4-46)
- Sills at wood benches (p. 4-46)
- Built-in wood cabinetry (p. 4-46)
- Laminate counter tops (p. 4-46)
- Wire glass display cabinet (visible from hall) (p. 4-46)
- Sinks (p. 4-17)
- Suspended fluorescent lighting (p. 4-47)

Bathroom

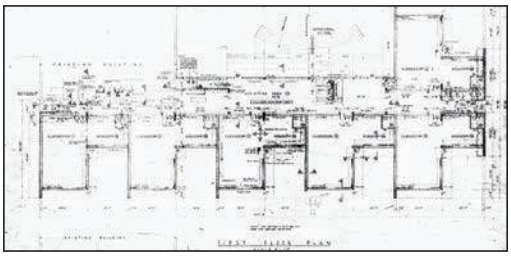
- Ceramic tile flooring and wall base (p. 4-44)
- Walls, ceramic tile (p. 4-44)
- Walls, concrete masonry unit, (p. 4-39)
- Ceiling, acoustical tile (p. 4-43)
- Doors, flush wood panel, (p. 4-41)
- Interior hardware (p. 4-41)

CORRIDOR/ACTIVITIES AREA, 121, STAIR C

Historic Rating:	**Very Significant**
Condition Rating:	**Good**
Treatment Rating:	**Preserve**



4th grade hallway music class (Winnetka Public Schools Archives)



1954 Addition, First Floor

"A meeting area with a fireplace and bank of windows similar to the lobby hallway in the original building was a feature in the new corridor. The use of the same materials inside and out as were used in the old building make the new wing, which is attached to the west side of the core building along the Crow Island Woods, virtually indistinguishable in look and feeling from the original building…"

Nomination Form, Crow Island School,
National Register of Historic Places, October 1989
Section 7, p. 9.

"In new wing, children gather for singing in corridor foyer. Foyer is also used frequently for parents' group meetings and for socials. Behind fireplace in the background are an electric range and a sink."

The Nation's Schools, October, 1955 (Arthur H. Rice, Editor)

WHY IS THIS SPACE IMPORTANT?

The inclusion of a communal space similar to what was created in the lobby in the 1940 building speaks to the importance of Crow Island's original design for an informal communal space. This space in the new addition, however, with a fireplace and kitchenette area, serves an even more multifunctional purpose.

CHRONOLOGY OF CHANGES:

1964 A mobile classroom unit is placed on the playground adjacent to the south entrance of the 1954 southwest wing. It is removed in 1988.

1998 New floor tiles replace original asbestos floor tiles throughout the main level, except in the auditorium (flooring replaced 2002).

2002 All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2008 The southwest wing renovation includes replacement of unit vents, ceiling lighting, floor tile, and lockers.

2010 A comprehensive numbering system is implemented, and wayfinding plaques are installed throughout the school.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[1]

2015 Kitchenette appliances are replaced.

2016 A two-classroom mobile unit is placed on the playground adjacent to the south entrance of the 1954 southwest wing.

2017 Ceiling tiles in hallways and classrooms in the southwest wing are replaced.

USE OF SPACE:

The corridor continues to be used as originally planned - an auxiliary classroom space for student projects and special events. Beginning in 1994-95, the space is used for the after school program.

DESCRIPTION

A free-standing, limestone fireplace and combined kitchenette unit is located toward the south end of the widened corridor that expands to become the activity center and divides the corridor into two distinct useable spaces. The small, open kitchenette, located at the back wall of the fireplace, to the south, includes under-counter cabinets, a cook top and a sink. A stairway to the lower level (Stair C) is located at the east side of the space. Corridor features include cantilevered benches, recessed room entrances, and walls with vertical plank paneling.

Four, rectangular skylights are positioned at the north end of the ceiling, beyond Stair C. Every other skylight is aligned to provide as much light as possible into the corridor floor area.

Stair C is a long, single run stair that leads to the lower level resource

1 Brian Cox, "Historic Crow Island School Gets Facelift," Chicago Tribune, August 19, 2013.

center. It abuts the exterior window wall on the east side and the wide pinewood plank walls at the back of a row of lockers. The lower level walls on the east and west sides are gypsum plaster wallboard. An accessibility chair lift has been installed on the west side. A single, wood handrail is located at the east side.

EVALUATION

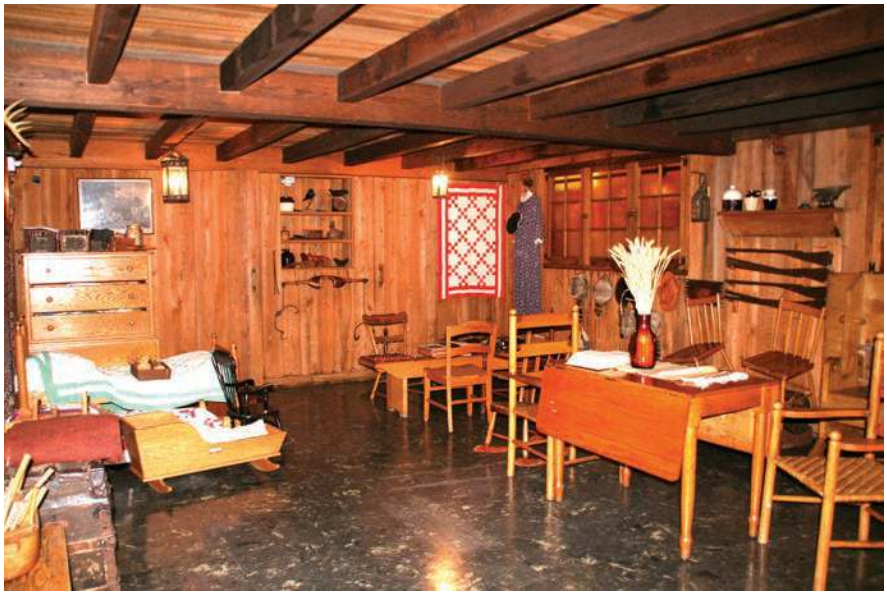
Some modifications were made and kitchenette appliances were replaced in 2015. Water staining was observed at areas of the wood vertical wall planks. Quarry tiles at the fireplace and exterior terrace doors are in poor condition. Stair C has wall plaster in poor condition. An accessibility chair has been added at this location to provide access to the lower level.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this area. This treatment places a high premium on the retention of the spaces and all historic fabric through conservation, maintenance, and repair. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character. Quarry tile should be repaired along with plaster at Stair C.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Concrete stairs, (p. 4-38)
- Walls, Illinois common brick (p. 4-38)
- Walls, wide vertical pinewood planks (p. 4-40)
- Walls, gypsum plaster board (p. 4-43)
- Doors, hallway, wood flush panel (p. 4-41)
- Doors, hallway, wood with transom and sidelights (p. 4-32)
- Door casings, wood (p. 4-41)
- Flooring, quarry tile (p. 4-45)
- Limestone fireplace hearth and sidewalls (p. 4-46)
- Cantilevered wood benches (p. 4-46)
- Glass display cases at classroom (p. 4-46)
- Kitchenette (p. 4-17)
- Wood stair rail (p. 4-46)
- Square, ceiling-mounted lighting (p. 4-47)
- Recessed lighting (p. 4-47)
- Skylights (p. 4-30)



The Pioneer Room, ca. 1980
(Winnetka Public Schools Archives)

Interior, 1940 Building, Lower Level

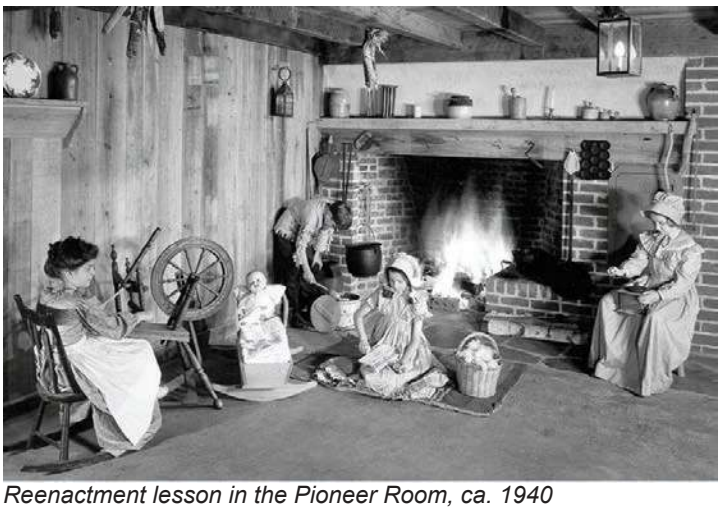
The general layout of the lower level consists of a series of rooms located below the central core and northeast wing of the building.

Rooms are situated on either side of the corridor (corridor 32) that runs east-west. The L-shaped corridor (corridor 31) that is located beneath the northeast wing on the east side has rooms only on one side at the east and south. The pioneer room (room 14) and a storage room (room 17) are on either side of the west end of the corridor. The lower level is generally programmed and divided for educational use, storage, and mechanical equipment.

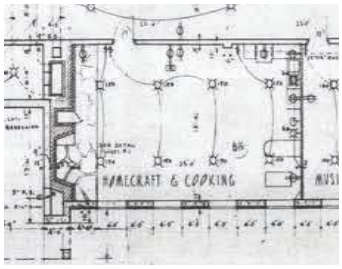
With the exception of the pioneer room (room 14) and the boiler room (room 22), most lower level spaces have been modified over the years to accommodate the various needs of the school and District. The original 1940 lower level design provided programmable as well as utilitarian spaces: the pioneer room, a press workroom and office, two music rooms, a shop and science room, a visual education room, a bicycle room, an activity office, a boiler room, a stage storage room, two additional storage rooms, and a teachers' room with kitchen and restroom. In 1942, the lower level programming was expanded to accommodate a children's museum that was spearheaded by Frances Presler, Director of Activities. In 1972, 6,700 square feet of the lower level at the west central core was remodeled to create the resource center.

PIONEER ROOM 14

Historic Rating: Very Significant
Condition Rating: Good
Treatment Rating: Preserve



Reenactment lesson in the Pioneer Room, ca. 1940 (Hedrich Blessing)



1939 construction plans label the Pioneer Room as "Homecraft and Cooking."

Pioneer Room (Winnetka Public Schools Archives)

"This room...a unique and most interesting place, and has been designed with great care as to historic authenticity. In it children not only from the Crow Island School, but from other buildings as well, can learn first hand how the early pioneers in our country lived. A large fireplace such as was used in pioneer homes is at the east end of the room. The ceiling is of rough hewn beams; the walls are of planks; the furniture consists of replicas of trundle bed, churn, spinning wheel, highboy, and other pieces that furnished the typical early colonial home, and particularly the homes of the early settlers in this part of the country. Genuine old waffle irons, candle molds, lanterns, and so on, have also been collected for this room. Groups of children will live here for a day at a time as their ancestors once lived, cooking over the open fireplace and in the Dutch oven, making butter, molding candles, and learning to know the early life in which America has its roots."

Superintendent Carleton Washburne – 1939-40 Annual Report p. 18

"The pioneer setting and equipment shall aid us in giving meaning experience and understanding to home activity, and everyday living. Use of simple pioneer tools and utensils will help answer the magical in present day conveniences and inventions which children have at home and will use in the modern end of our room. The room itself shall give first hand experience in the evolution of everyday home living. This room shall be a foundation, as it were, to the social and physical sciences of the school.

Pioneer Room ca. 1980s (Bill Arsenault)

The pioneer fireplace end with its cruder obvious means of daily family living will give opportunity for experimentation and experiencing. Pioneer equipment and its authentic arrangement is a consideration in preparing the room - - as is modern equipment and its placing in the modern end of the room. This room shall be one of our efforts to assist children to interpret their subtle environment, of sophisticated present day life…."

Frances Presler's 1939 Letter to the Architects

Pioneer room furniture with early resilient tile floor (Winnetka Public Schools Archives)

" I remember the Pioneer Room…dressing up and knowing that it was very special!"

Former Student Reflection

Water damage at pioneer room windows and walls.(BHC)

Slate tile flooring replaced resilient tiles in 2013 (BHC)

WHY IS THIS SPACE IMPORTANT?

Every 3rd grade student relishes their special time in the pioneer room - dressing, cooking, and using the tools of America's early settlers. This reconstruction of a pioneer home continues to enrich the lives of all the children at Crow Island, Greeley, and Hubbard Woods Schools.

CHRONOLOGY OF CHANGES:

1940 The pioneer room was originally named the Home Craft & Cooking Room and was conceived as a space with modern kitchen equipment at one end and a pioneer-period hearth at the other end. According to archival records, in early 1940 the plan for the modern end of the room was omitted.

2002 All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2013 Pioneer room flooring is replaced with slate tile.

USE OF SPACE:

From 1940 until the present day, the pioneer room has remained largely unchanged and has been used by all District 36 3rd graders as part of their curriculum.

DESCRIPTION

This rectangular room has white pine board and batten walls, except for the east wall that is constructed using red brick with a fireplace located within the wall. The fireplace has a wood mantle. The wall above the fireplace mantle is painted plaster. The north wall is framed out inside of the concrete foundation walls. The concrete foundation walls have four openings containing steel frames and sash awning windows. The interior framed north wall has three, six-lite wood storm windows with yellow obscure glass. These have wood latches and metal hinges. The ceiling has false wood beams with pine board planks above the beams. An original brick oven is located to the south of the fireplace opening. Electrical outlets and hanging fixtures are located intermittently throughout the space.

EVALUATION

A range of original materials and features remain within the pioneer room. These include the wood walls, the wood ceiling, wood doors, interior wood windows with yellow obscure glass, a brick fireplace and oven with wood mantel, brick walls, and lantern-style light fixtures. All of these elements are generally in good condition, however, water damage was noted at wood walls, windows, and ceilings located along the north wall. The veneer finish at the base of the main door to the room is damaged and delaminating and painted finishes at wood elements in the hallway are

Pioneer room fireplace (Winnetka Public Schools Archives)

Children reenacting pioneer life in the pioneer room, ca. 1940 (Winnetka Public Schools Archives)

showing signs of wear. The original resilient tile floor was replaced with hexagonal slate tiles that are not a good match to the original material.

RECOMMENDATIONS

The treatment approach *Preserve* is recommended for this space. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- Ceiling, rough sawn exposed beams and planks (p. 4-18)
- Walls, rough sawn vertical wood planks (p. 4-18)
- Brick wall at east wall (p. 4-38)
- Walls, plaster (p. 4-43)
- Brick fireplace and wood mantle (p. 4-45)
- Brick oven with metal door (p. 4-18)
- Baseboard, simple flat wood (p. 4-18)
- Doors, vertical board and batten with rustic wood closure and interior hardware (p. 4-18)
- Three wood six-lite storm windows with yellow obscure glass (p. 4-18)
- Lighting, hanging "lantern-style" fixture (p. 4-18)
- Built-in shelving (p. 4-46)

<u>High Priority Repairs:</u>

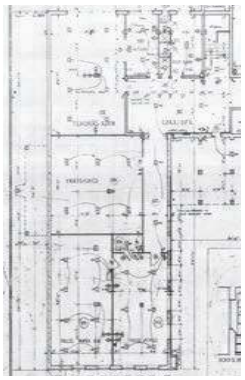
- Repair sources of water leaks that are causing water damage to wood walls and interior windows.
- Consult with a wood conservation specialist to determine appropriate repairs and scope of work for damaged veneer at the base of the main door.
- Retain historic painted, stained and raw finishes at historic doors and other wood surfaces.
- Maintain and repair existing light fixtures as needed.
- Any future floor replacement should be based on historic documentation and should match the appearance of the historic floor.

LOWER LEVEL OF NORTHEAST WING:

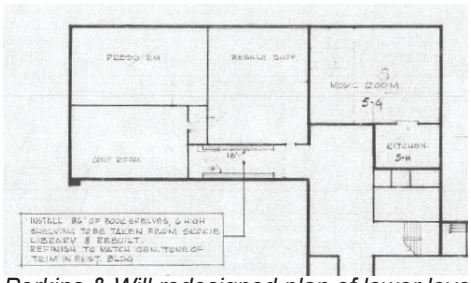
23, 23a, 23b, 24, 24a, 24b, 28, 28a, 28b, EAST CORRIDOR 31 (north-south)

Historic Rating: Varies
Condition Rating: Good
Treatment Rating: Varies

Lower level classroom (room 23), ca. 1960 (Winnetka Public Schools Archives)



Lower level plan, 1939 drawing (Winnetka Public Schools Archives)



Perkins & Will redesigned plan of lower level 1954 (Winnetka Public Schools Archives)

P.T.A. meeting in the lower level classroom (room 24), pre-1954 (Winnetka Public Schools Archives)

Lower level art room (room 23), 2017 (Winnetka Public Schools Archives)

TEACHERS' UNIT
"Under the kindergarten and guidance unit is a unit for teachers: a rest room with closet and lavatory off it, a modern, well-equipped kitchen in which luncheons or dinners can be prepared, and a club and dining room ___ by ___with south windows, gaily decorated and with a counter opening into the kitchen..."

From The Story of the Crow Island School (undated manuscript) by Carleton Washburne and Lawrence Perkins, p. 28

WINNETKA EDUCATIONAL PRESS
"Under the nursery school are the offices, storerooms, etc., of the Winnetka Educational Press, which does the mimeographing for the whole school system and also supplies other school systems with the materials used in the Winnetka Schools. It is a non-profit organization for the distribution of materials concerning the newer methods of education, and earns free rent in the school by making materials available at cost to the Board of Education..."

From The Story of the Crow Island School (undated manuscript) by Carleton Washburne and Lawrence Perkins, p. 28

WHY IS THIS SPACE IMPORTANT?

Lower level classrooms provide activity spaces for art, where more flexibility for creative experiences is possible. Messier projects can be undertaken without quite as much concern for damaging historic features. These rooms in the lower level are used for meetings, social work activities, offices, shops--whatever activities can't be accommodated in areas of the school dedicated to a specific purpose.

CHRONOLOGY OF CHANGES:

1954 Faculty lounge moves out of room 24 to former art room upstairs.[1]

1965-'66 Green & Associates, Architects, provide the first set of Life Safety Reference Plans for the school. Exterior modifications to the northeast wing include the creation of a lower level exit from room 23 with an exterior staircase along the north wall (Perkins & Will, in partnership with S. Tursman).

1966 The lower level spaces used for the former teachers' room (including kitchen), Winnetka Educational Press offices, and an "unassigned space" between these rooms are remodeled and reconfigured into two classrooms, each with an adjacent office and toilet room. The original teachers' restroom (including bathroom and closet) is left intact.

2002 All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[2]

USE OF SPACE:

In 1954 when the teachers' lounge was moved upstairs, the music room occupied that lower level space. In 1966, due to increased enrollment, five of these six lower level spaces were reconfigured into two classroom spaces each with adjacent office and bathroom. The sixth space (i.e. the teachers' restroom) has maintained its original configuration to this day, although other-purposed. Since 1966, these two classroom spaces have been used for junior and senior kindergarten, 3rd grade, P.T.A. resale shop, music, art, lunchroom, 5th grade, special education and Spanish. In 2017-18 these classrooms housed art and math/literacy/science facilitators. The former teachers' restroom space is the office of the social worker.

DESCRIPTION

The two classrooms (rooms 23, 24) are large, L-shaped rooms with offices (rooms 23a, 24a) and bathrooms (rooms 23b, 24b). The current art room (room 23) and classroom (room 24) are the largest classrooms in the school and have similar finishes to the typical 1940 classroom spaces. They

1 District 36 Buildings and Grounds Drawings, March, 1954.
2 Ibid.

both include low, built-in cabinets with counters at the perimeter walls, and storage closets. Each has a low, multi basin industrial wash sink. Mechanical ducts are hung from the ceiling. Room 23 has an exterior door that leads to concrete stairs on the north exterior wall and room 24 has an exterior door that leads to an enclosed terrace to the south. The current shared music room and social worker room (rooms 28, 28a, 28b former teacher restroom and toilet), has painted concrete masonry unit walls, resilient tile flooring, and an acoustic tile ceiling with exposed ductwork.

The main corridor (corridor 31) has a 90-degree turn and terminates at the midpoint of the building where there is a firewall with double door. The corridor continues west from this point, into the resource center, without having a distinct termination point, merging with various library resource rooms. The corridor includes access to Stair A, at the east end of the lower level and is wide and spacious where it meets the stairs. At the pioneer room the corridor wall has theatrical finishes including wood tube-like material hung horizontally, to give the effect of a log cabin.

EVALUATION

Even though the spaces were remodeled with walls moved and bathrooms added, the spaces retain historic elements such as wide pine plank walls, cabinets, and custom storage bins. The ceiling tiles (replaced) are in poor condition with water damage and discolored frames. Both classrooms have walls in good condition with relatively few pinholes. Built-in furniture and rolling cabinets are overall in fair condition with gouges, nicks and some having inadequate operation. A new digital interactive white board was installed over the existing fibreboard and frame in room 23. Utility sinks and bathroom fixtures are in good condition. The rooms have some original hardware, but many doors have mis-matched sets. Many flush doors are in poor condition with abrasions and veneer damage at the bottom.

Bathrooms 23b and 24b are non-contributing spaces because they were remodeled ca. 1966 and do not contain finishes that fit into the periods of significance. Bathroom 28a is the original teacher bathroom from 1940 and retains original historic fixtures and finishes. It is rated contributing.

RECOMMENDATIONS

The preservation treatment *Rehabilitate* is recommended for this area, except for the corridor, which has a treatment rating of *Preserve*. The preservation treatment *Rehabilitate* places an emphasis on the retention of the space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the area its historic character. The treatment approach *Preserve* places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

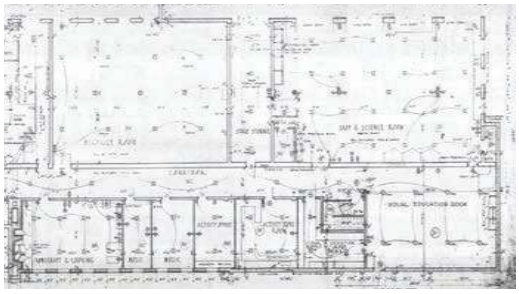
- Walls, wide vertical pinewood planks (p. 4-40)
- Wide plank pine soffit at window wells (4-46)
- Fibreboard panel walls (p. 4-40)
- Doors, Wood flush panel (p. 4-41)
- Bower-Barff, rustless iron hardware (p. 4-41)
- Cabinet hardware (p. 4-41)
- Wood trim (4-46)
- Plaster ceilings at toilet rooms (p. 4-43)
- Blackboards, wood frame and chalk rail (p. 4-46)
- Built-in wood storage cabinets and rolling bins (p. 4-46)
- Laminate countertop at wood bins (p. 4-46)
- Built-in wood cabinetry and shelving (p. 4-46)
- Lighting, hanging fluorescents, (p. 4-47)
- Utility sinks (p. 4-17)

LOWER LEVEL OF CENTRAL CORE/ FLEXIBLE SPACES & CORRIDOR:

WORK ROOM 13
KILN ROOM/STORAGE 15
STORAGE 17[1]
PUBLICATIONS ROOM 19
CORRIDOR 31 (east-west)

1 Unlabeled on 2014 plans. It is between rooms 16 and 22.

Historic Rating: Varies
Condition Rating: Good
Treatment Rating: Varies



Lower level floor plan, 1939

Room 13 was used as a workroom and lunchroom in 2016 (BHC)

Room 19 was used as a publications room in 2016 (BHC)

Corridor 31 is a gateway to the Pioneer Room and has been decorated to appear as if it were the outside of a log cabin (BHC)

WHY ARE THESE SPACES IMPORTANT?

Corridor 31 is the gateway to the pioneer room and continues the brick and wood materials of the main level. The other spaces allow total flexibility of use, which is important in a public building.

CHRONOLOGY OF CHANGES:

1996 Three rooms (two music rooms and the activity office) are combined into a single room (room 13) to serve as a lunchroom.

1999 A storage room (room 17) is renovated to serve as a lunchroom.[1]

2002 All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

2010 A comprehensive numbering system is implemented, and wayfinding plaques are installed throughout the school.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.[2]

2015 The former publications space (room 19) is renovated to provide a conference room.

DESCRIPTION

The lower level flexible spaces include the following rooms: the work room (room 13), the kiln room/storage (room 15), storage room (room 17), the publications room (room 19) and the corridor (corridor 31). All spaces have resilient "Floorazzo" floor tiles. Most rooms have acoustic tile ceilings (rooms 19, 13).

1 District 36 Building and Grounds Drawings.
2 Ibid.

Corridor 31 on the lower level has vertical, wood plank walls on one side and brick on the other (BHC)

The corridor has exposed concrete and ductwork. The corridor has a south wall of Illinois common brick with a red brick soldier base on one side and vertical, V-groove, pine planks on the other. Doors are flush wood with glazed opening and Bower-Barff rustless iron hardware. Near the pioneer room the corridor walls become a stage setting that uses materials that imitate a pioneer log cabin. Walls are adorned with horizontal tubes and wood shakes are placed above, at an angle to emulate a roof. Built-in wood display cabinets with glass doors are located west of the pioneer room door.

EVALUATION

In 1996 a single room (room 13) was created from what were originally three separate rooms: two music rooms to the east, and the activity office to the west. The middle room had two windows; the others each had one. Partition walls were added to room 19 and room 17 was remodeled. The kiln room (room 15) which at one time served the entire school district, is the only room that has continued its original use and might retain most of its historic elements. The corridor has retained its material and dates from 1940.

RECOMMENDATIONS

The treatment approach *Treat with Care* is recommended for the work room (room 13), the storage room (room 17), and the publications room (room 19). *Treat with Care* designates that the space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials. It has been determined that the space or components of the space have had alterations so that their original use or configuration is no longer apparent, that there is no historic material remaining, or that the spaces or components were built out in years other than in 1940 and 1954, the periods of significance.

The treatment approach *Rehabilitate* is recommended for the kiln room (room 15) and places an emphasis on the retention of the space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

The treatment approach *Preserve* is recommended for corridor 31. This treatment places a high premium on the retention of the space and all historic fabric through conservation, maintenance, and repair. It reflects a space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

Additional research should be conducted to determine if the log cabin setting that is applied to the walls of corridor 31 are within the periods of significance.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

Kiln Room (room 15):

- Maintain operating kiln, if possible

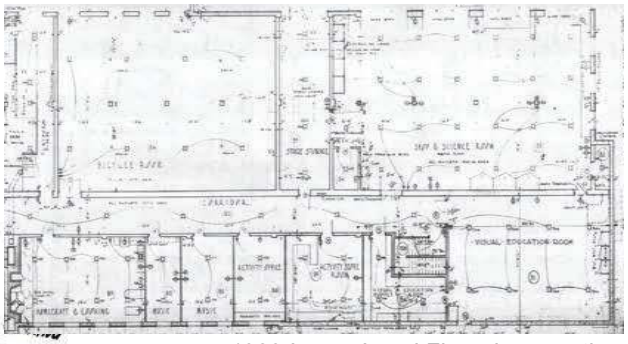
Corridor 31:

- Walls, Illinois common brick (p. 4-38)
- Wall base, red face brick (p. 4-38)
- Walls, wide vertical pinewood planks (p. 4-40)
- Doors, wood flush panel with glazing (p. 4-41)
- Door casings, wood (p. 4-46)
- Wood and glass display cases (p. 4-46)
- Horizontal tubing over walls/log cabin stage set (p. 4-18)

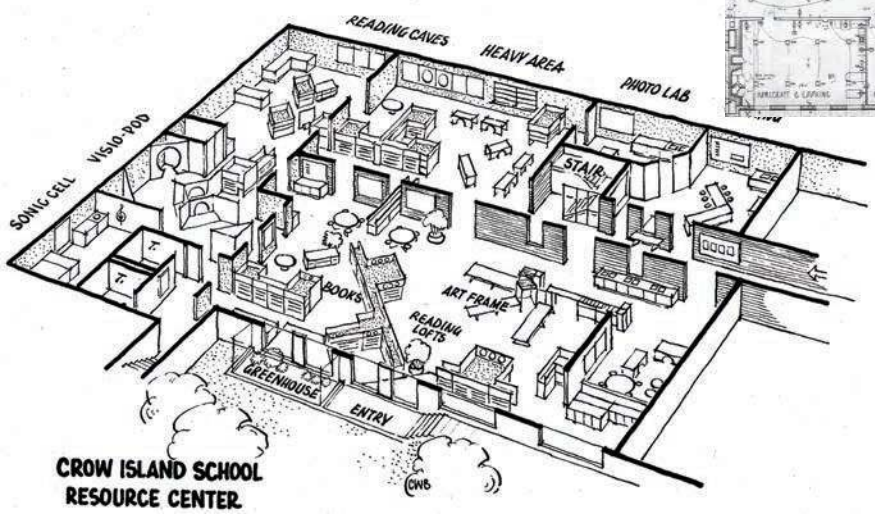
RESOURCE CENTER

BOOK & READING AREAS 25, 25a, 25b, 25c
SONIC CELL 2
BATHROOMS 3, 4
GREENHOUSE 8
PHOTO LAB 10
KITCHEN/COOKING BARN 11
CORRIDOR 32

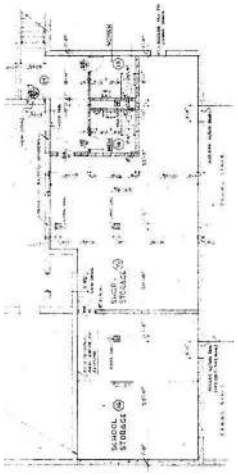
Historic Rating:	**Varies**
Condition Rating:	**Good**
Treatment Rating:	**Varies**



1939 Lower Level Floorplan - north is towards the bottom of the image (Winnetka Public Schools Archives)



An axonometric drawing showing the 1974 Resource Center - north is to the top right of the image (Winnetka Public Schools Archives)



The 1954 addition by Perkins & Will included the expansion of the lower level to the west, adding 2 toilets and 2 storage spaces - north is to the bottom of the image (Winnetka Public Schools Archives)

The lower level housed the Winnetka Children's Museum, starting in 1942 (Winnetka Public Schools Archives)

The Resource Center was completed in 1974 (Winnetka Public Schools Archives)

"The new Resource Center was designed primarily for children as a simple, natural kind of place which would stimulate their imagination – – a place for spontaneity and joy, as well as for serious self-directed effort on their part.

What was needed was a Resource Center which would not only be adequate to house the 14,000 volume book collection and provide attractive reading areas, but would also provide for the use of many kinds of special activities, materials and equipment not regularly available in the classrooms. Areas were required that would provide experimentation for children in music, photography, puppetry, media, cooking and science. Space also required encouragement of children to relate directly to all of the different activities, therefore, the Resource Center would be an area where media would be used by children and not stored by adults and issued by adults. Children are responsible for the use of the materials, for taking the materials out and putting them back. The space was designed for a maximum of 120 students. What was desired was an environment to enable children to want to use the Resource Center for its intended use. It is a combination of learning by doing in an enjoyable and innovative atmosphere."

From "Crow Island Resource Center - Educational Program Requirements," Winnetka Public Schools Archives, 1975

Room 11 is known as the kitchen and cooking barn (BHC)

WHY IS THIS SPACE IMPORTANT?

This space, built out in 1974, was not designed during the school building's periods of significance (1940, 1954). It is important nevertheless, because it replaced the original library (room 146) in order to meet the changing needs of the school. The resource center was the last major architectural intervention at the school. Its design reflects updated notions of student engagement with a variety of learning materials. Many of the books are shelved in custom-designed "reading lofts" that provide cozy elevated perches for solitary reading or small group activity. Off the south wall is a small greenhouse, an amenity that was originally planned—but not built—as part of the foyer. The flexibility of the resource center's open plan has allowed it to accommodate many changes in curriculum and fluctuations in school population.

- **Furniture**: Custom-designed shelving and reading loft pieces are still in use. Designed to be moved, these units have been rearranged many times to create different configurations. Some have been relocated to classrooms.

The Resource Center (room 25) is large and open and has interactive furniture (BHC)

CHRONOLOGY OF CHANGES:

1942 The Winnetka Children's Museum opens in the lower level of Crow Island. It is conceived by Frances Presler to serve school-aged children throughout Winnetka.[1]

1950 The wood working shop is modified to accommodate art classes that are being moved to the lower level.

1954 The 1954 addition by Perkins & Will expands the lower level to the west, adding two toilets and two storage spaces.[2]

The wood working shop is divided with a large, custom-made cabinet in order to create a separate space for art classes.

1974 A state-of-the-art resource center designed by Perkins & Will opens on the lower level in space formerly used for art, shop and science classes, storage, and the Winnetka Children's Museum. The former library on the first floor is modified to become a conference room and the new home of the Winnetka Children's Museum.[3]

1975 The resource center is awarded citations for excellence of design by the Illinois School Board Association and the American Association of School Administration (AASA) in cooperation with the American Library Association (ALA).

2002 All exterior window sashes are replaced with new steel windows and screens from Hope's Windows Inc., the original manufacturer. All original frames are retained.

Carpeting in the resource center is replaced with floor tile.

"One of my favorite memories was cuddling up with a good book in the Resource Center's lofts….."

Former Student Reflection

1 "Winnetka Children's Museum opens in Crow Island School," *Winnetka Talk*, November 16, 1942, page 16.
2 District 36 Buildings and Grounds Drawings, March, 1954.
3 "Resource Center: Education Program Requirements" Crow Island School File, Winnetka Historical Society Archives, 1975, page 1-2.

Corridor 32 has brick walls and base, identical to the main level (BHC)

2010 A comprehensive numbering system is implemented, and wayfinding plaques are installed throughout the school.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.

2015 The west end of the resource center is renovated to accommodate the need for small group instruction space.

USE OF SPACE:

The early functions of these spaces included rooms devoted to science, woodworking, and visual education, which in 1942 became the Winnetka Children's Museum. In 1954, the art room took over half of the woodshop. The 1974 remodel of the lower level created a resource center that provided a flexible environment to accommodate numerous programs and initiatives that have evolved to include audiovisual centers, computer labs, math lab, science lab, and a makerspace.[4]

DESCRIPTION

Corridor 32 connects to Stair B where a security wall was added (BHC)

The footprint of the resource center is rectangular and flows into corridor 32, which flows into adjacent supporting spaces such as the computer lab (room 25b) and the science room (room 25a). The original corridor walls are Illinois common brick with a base of red face brick. The ceilings are exposed concrete with ductwork that was color-coded for identification. This added color element was a design choice that brought a sense of fun to the space. A 1954 addition by Perkins & Will included the expansion of the lower level to the west, adding 2 toilets and 2 storage spaces. Also in 1974, the greenhouse was constructed over a new concrete basin and was accessed from the lower level of the main library resource center.

EVALUATION

Physical changes to the building as a result of the remodeling in 1974 involved new openings punched in brick and concrete walls. Acoustical tile ceilings were removed and new fluorescent lighting was installed between the concrete pan joists. New, larger windows were added at the south wall, and a new exterior access door was added. An air condition system with remote compressor was added. Old, exposed ductwork was replaced with new ductwork. Floors are "Floorazzo" resilient tile. The library resource center is rated non-contributing because it was constructed after the periods of significance.

The corridor dates to 1940 and retains original material.

The bathrooms (rooms 3, 4) date to 1954 and are contributing. They have retained their space configuration and finishes. They have had only minor changes to fixtures, light switches, and finishes. The greenhouse (room 8)

4 A makerspace is a collaborative workspace used for making, learning, exploring and sharing that uses high tech to no tech tools, enhancing skills in the fields of science, technology, engineering and math (STEM).


The Resource Center (25) flows directly into corridor 32 (BHC)

dates to 1974 and is rated non-contributing. It is in fair condition and has changed very little. There are panes of broken glass and missing glazing putty.

RECOMMENDATIONS

The preservation treatment *Rehabilitation* is recommneded for corridor 32. The brick and any original door materials should be maintained as they are original to the 1940 building and provide a link to corridor 31.

The preservation treatment *Treat with Care* is recommended for all areas, except corridor 32. *Treat with Care* designates that the space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials. It has been determined that the space or components of the space have had alterations so that their original use or configuration is no longer apparent, that there is no historic material remaining, or that the spaces or components were built out in years other than in 1940 and 1954, the periods of significance.

The greenhouse should also be maintained, even though it is non-contributing.

HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

Resource Center:

- There are no historic features necessary to preserve.

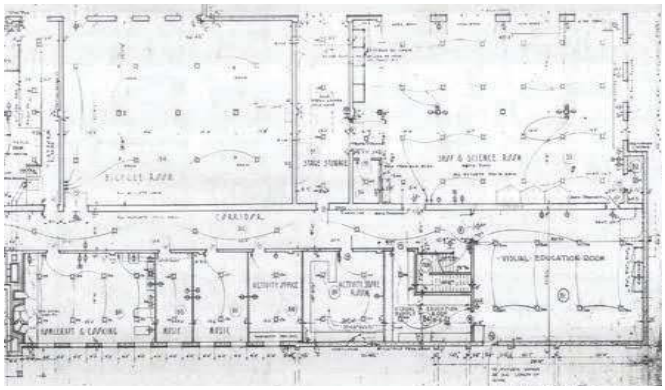
Corridor 32:

- Brick walls (p. 4-38)
- Wall base, red face brick (p. 4-38)
- Doors, wood flush panel (p. 4-41)
- Door casings, wood (p. 4-41)

MAINTENANCE OPERATIONS, STORAGE & MECHANICAL SPACES:

Historic Rating: Non Contributing
Condition Rating: Good
Treatment Rating: Treat with Care

PUMP ROOM 5
METER ROOM 6
MECHANICAL ROOM 7
MAIN DISTRIBUTION FRAME (MDF) 10a
STORAGE ROOM 16
MAINTENANCE OFFICE 18
ELECTRICAL ROOM 20
TOILET 21
BOILER ROOM 22
GARAGE 26
FAN ROOM 27
JANITOR'S CLOSET 29
STORAGE ROOM 30[1]



1939 lower level floorplan

1 This room was mis-labeled in the 2014 plans as 31.

BOILER ROOM AND BICYCLE ROOM:
"A ramp south of the nursery school wing leads down to the entrance to the boiler room so that deliveries can be made directly to it. The boiler room contains two low-pressure steam boilers which burn the lowest grade of oil. These boilers came from the Horace Mann School where they had been installed only a few years ago. Adjacent to the boiler room is a work shop and office for the janitor, with a lavatory and shower off it. The bicycle room occupies the basement below the assembly hall, and has room for the many bicycles used by the children in coming to Crow Island. It is likewise approached by the concrete ramp.."

Superintendent Carleton Washburne – 1939-40 Annual Report p. 17

BOILER ROOM AND BICYCLE ROOM:
Under the central section in the nursery school kindergarten wing there is a full basement, high enough to receive adequate light from outdoors. This basement is reached by a concrete driveway and ramp from the street that runs east to the school, the driveway coming in just south of the nursery school – kindergarten wing and passing under the main foyer to the boiler room and bicycle room. South of the entrance from the driveway to the boiler room is a two car garage excavated under the corridor of the intermediate grade wing for use of the custodians. The boiler room itself contains a workshop for the custodian; and a toilet room, lavatory, and shower bath. The boilers and hot water heater are oil burning, designed to burn the lowest grade of oil. The boiler room opens into the basement corridor. Just west of it is the bicycle room. The pitch of the auditorium floor makes the ceiling of this lower level slope down toward the west end, but there is ample headroom for the youngsters and plenty of space for the bicycle racks and bicycles. The bicycle room opens onto the service drive and also into the corridor, so the children ride their bicycles down the ramp into the bicycle room itself, then come upstairs inside to reach their classrooms."

From The Story of the Crow Island School (undated manuscript) by Carleton Washburne and Lawrence Perkins, p. 26-27

The garage (room 26), looking west, in 2016 (BHC)

The garage (room 26), looking east, in 2016 (BHC)

The maintenance office (room 18) is a makeshift room with non-structural walls (BHC)

WHY ARE THESE SPACES IMPORTANT?

These spaces are important to the operations of Crow Island School, but contain few historic features, so may be altered as needed.

CHRONOLOGY OF CHANGES:

1982 The lower level garage is reconfigured to house the District's Maintenance Department shop and garage.

2010 A comprehensive numbering system is implemented, and wayfinding plaques are installed throughout the school.

2013 All floor tiles at the school (except in the auditorium) are replaced with "Floorazzo" resilient floor tile.

DESCRIPTION

The maintenance operations, storage and mechanical spaces are considered non-contributing because they lack any historic features. The garage (room 26) is of some historical interest due to its use as a parking space and access for children when arriving to park their bicycles. It is a generic space that originally provided parking and storage. Today it is used as a workroom and storage. The east end of the garage is "L-shaped."

The following rooms are basic utilitarian spaces: pump room (room 5), meter room (room 6), mechanical (room 7), MDF main distribution frame (room 10a), storage (room 16), maintenance office (room 18), toilet (room 21), boiler room (room 22), fan room (room 27), janitor's closet (room 29) and storage rooms (room 31).[1]

EVALUATION

Many changes have occurred to the garage. In 1940 the space was open for cars to park and bicycles to be transported to the bicycle room. In the 1970's partial walls divided it into three areas.

The mechanical and utility spaces surveyed are considered non-contributing because their original use has changed, operations for the facility has changed, and most of the spaces lack any historic features.

RECOMMENDATIONS

The preservation treatment *Treat with Care* is recommended for these areas. This treatment designates that the space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials. It has been determined that the space or components of the space have had alterations so that their original use or configuration is no longer apparent, that there is no historic material remaining, or that the spaces or components were built out in years other than in 1940 and 1954, the periods of significance.

1 Room 31 is mis-labeled on the District 36 2014 drawings and should actually be room 30. See District 36 Signage files for additional information.


The boiler room (room 22) (BHC)

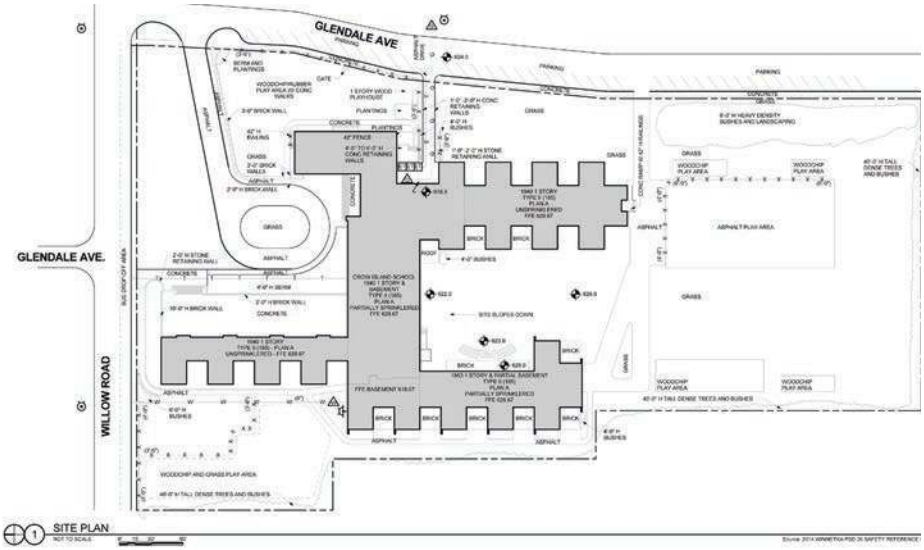
HISTORIC FEATURES TO BE RETAINED AND PRESERVED:

- There are no historic features necessary to preserve.

Aerial view of Crow Island School and Crow Island Woods to the west, ca. 2014 (Winnetka Public Schools Archives)

First grade children on play terrace (Winnetka Public Schools Archives)

SITE AND LANDSCAPE



Crow Island School site plan, 2014
(Winnetka Public Schools Archives)

GENERAL DESCRIPTION

Crow Island School is sited on an irregularly shaped lot, facing Willow Road to the north and abutting Crow Island Woods, a public park, to the west. To the east, the site is bordered by Glendale Avenue, which has angled parking spots along the edge of the school property. The south end of the site is bordered by a natural wooded area that extends to Mt. Pleasant Road.

Main entrance landscape, ca. 1940s
(Winnetka Public Schools Archives)

HISTORICAL DEVELOPMENT

When Crow Island School was designed and opened in 1940, the grounds had been thoughtfully, but minimally, designed by Robert E. Everly and John McFadzean, who founded McFadzean & Everly, Ltd., in 1936.[1] Their concept, reportedly developed in 1931, conceived the idea that every public school should have an adjoining park area.

> Outside, the Saarinens had wanted nothing about the landscaping to detract from the building. They vetoed vines and asked the landscape contractors--Robert Everly, parks director in neighboring Glencoe, and John McFadzean, athletic director for Glencoe's schools--to plant low-lying shrubs and trees: sumacs, honeysuckles, and various sorts of viburnum.

Northwest wing courtyard view, 1939
(Hedrich Blessing)

1 Robert E. Everly was Glencoe Parks Superintendent from 1930-1960 and John McFadzean was a physical education director of the Glencoe School District in 1939. The two collaborated in designing the landscape at Crow Island School. Everly originated the "Park-school Plan" for community recreation, also known as the "Park-School Concept" or the "School in the Park Program." The concept was first implemented in the Glencoe North School in 1931. The two published the Park-school Concept in "Park-Schools," *The American City*, January, 1940, p. 53-54. Also see Glencoe, Illinois, by Ellen Kettler Paseltiner and Ellen Shubart, page 64. McFadzean & Everly, Ltd., is now known as Land Design Collaborative, which acquired the firm in 1990. James Gamble, President of Land Design Collaborative, Inc., was interviewed by Benjamin Historic Certifications, LLC to provide information for this report.

Exterior courtyard in 1955 (The Nation's Schools)

"Each classroom has its own little yard, half of which will be paved with flagstones so that it can be used as an outdoor classroom in pleasant weather or for a building project such as a house for the animals used in nature study. The other half--the part which will get the most sunlight--will be the children's own garden, to be planted with bulbs or vegetables or flowers or grass, as they and the teacher may plan from year to year. Children may enter their classrooms directly through their own little yards, instead of through the corridor."

Superintendent Carleton Washburne – 1939-40 Annual Report pp. 9-10

> There was also an open-air stage and off in one corner, a jungle gym.[2]

The courtyards of each wing are an integral part of Crow Island's learning environment. Each serves as an outdoor classroom where children can play, grow plants or have quiet time. It is as if each classroom has its own private yard. Envisioned by Perkins, Wheeler & Will, the configuration of each learning unit--classroom, workroom and courtyard--is one of the most significant aspects of Crow Island's design.

New exterior site features were introduced in 1954, when the southwest wing addition was connected to the original structure on the west side of the site. The addition formed a courtyard space between the southeast wing, main building core, and the new southwest wing. The southwest wing patio provided views and access to the new outdoor classroom space. A brushed concrete outdoor classroom/amphitheater was located directly to the east of the addition.

In the early 1990s an Environmental Master Plan was developed by Kestrel Design Group in which the whole school -- building and grounds -- would be a classroom. The work initiative was organized by the Parent Teacher Association and included research to create a masterplan and new designs for the site. Historic features were restored, including the 1940 council ring, and the 1954 amphitheater.[3] As part of the research, Everly met in 1990 with Crow Island School P.T.A. Grounds Chair, Becky Cohen and she reported from this interview that "the original landscape scheme was somewhat piecemeal and concerned mainly with drainage and subterranean structural problems.[4]

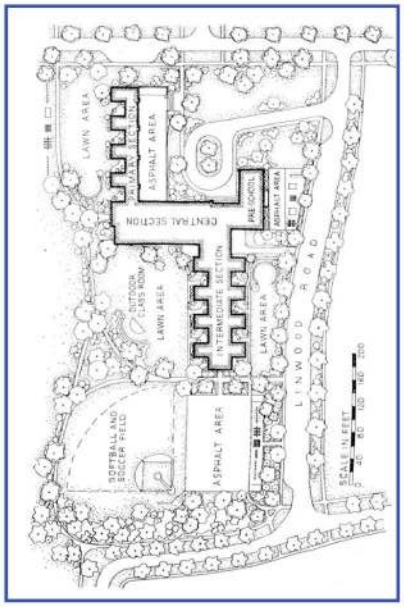
Some landscape areas and features have been modified or replaced over the years. See the descriptions for each space for details. Modifications have included:

- 1965-66 Kindergarten playground wall - low brick wall constructed adjacent to the circle driveway
- 1995 Eduscape Project – remodeling of four courtyards
- 2008 Storm water project at large, exterior courtyard
- 2012 Removal of the stone council ring on east side of building[5]
- 2016 Hinton-designed jungle gym is removed and placed in storage.

The following general site and landscape features should be retained and

2 Grant Pick "School Fit for Children," *Chicago Reader*, 1991.
3 Kestrel Design Group website.
4 Becky Cohen "Letter to Beth Hebert, April 15, 1990. Crow Island Archives. This on-site interview was reported by former principal Beth Hebert to have been videotaped and may be located in the Winnetka Public Schools Archives. It was not available for review.
5 Email from Beth Hebert to Susan Benjamin, July 14, 2015 and University of Chicago Master of Arts Essay by Sheila Duran, 1997, p. 66.

Aerial view of Crow Island School, ca. 2014 (Winnetka Public Schools Archives)



*Site and landscape plan by McFadzean & Everly (*Architectural Forum*, August, 1941)*

Main driveway and landscape, ca. 2015 (Winnetka Public Schools Archives)

preserved to maintain the integrity of the landscape. Specific descriptions and information about spaces and features are included, below. This report only provides general research about the site and landscape. It is advised that additional research be conducted to determine additional details about the 1940 and 1954 landscape features. Recommendations are only included if a feature is very significant or significant and in need of repair.

General Historic Features to be preserved and retained:

- Driveways
- Classroom courtyards
- Northwest wing terrace
- Southwest wing terrace
- Grass play areas
- Asphalt play areas
- Amphitheater
- Gardens
- Courtyard walkways
- Trees, unless diseased
- Low shrub planting, unless diseased
- Original playground equipment

The exterior descriptions of the landscape are grouped by area. A brief description, a significance rating, and a condition rating of each space is included. A general list of historic (original to 1940 and 1954) exterior spaces and features follows. Each of the areas has a specific name that corresponds to District site plans that are included in this report. Conditions of features are also included in this section or in the "Site and Landscape Priorities" in the *General Guidelines for Maintenance and Future Work* section (p. 4-15).

Main Driveway

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

The main building entrance is located at the north side of the building. The vehicular approach is provided by an angled drive off of Glendale Avenue to the east. This drive includes a circular turnaround at the building's main entrance that includes a landscaped island at its center. The drive is paved in asphalt with concrete curbs around the perimeter and surrounding the center island. The area between the turnaround and the main entrance stair is paved in asphalt. The island is planted with mid-sized plantings and one tree (originally, there were two trees). The planting area also includes scattered Lannon stone pavers and other loose stones, but these remnants may have been removed when the island was relandscaped in the summer of 2017. Exterior post lighting exists at two locations at the circle driveway and periodically around the perimeter of

the school. This feature was added in the 1990s. The layout of the drive and the island are original to the building.

Specific historic features to be preserved and retained:

- Layout of driveway and oval turnaround
- Layout of center planting island can be restored to original design
- Trees, unless diseased

View of early jungle gym, ca. 1950 (Winnetka Public Schools Archives)

Jungle gym located in the northwest wing playground, ca. 1970, (Winnetka Public Schools Archives)

Northeast Wing Playground (former kindergarten playground)

Historic Rating: **Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

The kindergarten playground is located directly south of the main access drive and is separated from the drive by a low brick wall with limestone cap. The playground extends east from the building to the sidewalk on Glendale Avenue. It is enclosed with a chain link fence at the east and south sides. The north side was originally enclosed by such a fence as well, but in 1965-66 a low brick wall was constructed to separate the Kindergarten playground from the circle driveway to the north, effectively increasing the size of the protected play area. A gate provides access from the sidewalk along Glendale Avenue. Overall, the playground includes areas of lawn with scattered trees, asphalt paving, concrete walks, an area of play equipment with a "vitriturf" resilient play surface at the ground, small wood-framed playhouse structures, and a "butterfly garden." The play equipment was added in 2003 during a renovation designed by the Lakota Group. Added equipment includes a wooden climbing structure, three double swingsets, an independently standing metal "talk tube," a balance platform, a metal bench, and a renovated shingled playhouse. A Hinton-designed jungle gym once existed on the kindergarten playground.

Specific historic features to be preserved and retained:

- Overall layout of playground
- Trees, unless diseased

Willow Road Landscaping and Walkways

Historic Rating: **Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

At the north side of the building, the main access drive is separated from Willow Road by a wide, tree-lined lawn. The north edge of this lawn is bordered by a concrete sidewalk, added in 1962, that extends along Willow Road, while the east end of the lawn is cut by the concrete

sidewalk that extends along Glendale Avenue.[6] An asphalt walkway extends south from the Willow Road sidewalk and connects to the building's main entrance. This walkway also extends west, parallel to the Willow Road sidewalk and then wraps around the building, extending south along the entire length of the building's west façade. It connects with the adjacent classroom courtyards at the northwest and southwest wings and provides access to the playground areas at the south end of the site. The walk also branches off to provide access to the building entrance located at the juncture between the original building and the southwest wing.

A raised planting bed with limestone retaining walls is located along the edge of the Willow Road sidewalk. It includes a grass lawn and low plantings and scattered trees near the building. It was constructed in 1973 following designs by landscape architect Wallace G. Atkinson.

Specific historic features to be preserved and retained:

- Raised planting bed, if historic (conduct research as to date of installation)
- Lawn
- Low shrubs, unless diseased
- Trees, unless diseased

First grade children on play terrace (Winnetka Public Schools Archives)

Raised Play Terrace, Northwest Wing

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

"The four rooms designed for first and second grades extend along the northwest wing, opening onto a corridor, which in turn opens onto the play terrace for the primary children. This terrace is protected from the north wind by a brick and glass-brick wind break, and is protected from the west by the wing itself and a ten-foot overhanging roof, under which children can play outdoors even in rainy weather. The terrace itself will be paved with asphalt."

Superintendent Carleton Washburne – 1939-40 Annual Report pp. 9-10

View of play terrace, looking north (Whitcomb)

The northwest wing's raised terrace is used as a play space and outdoor classroom. The surface is covered in asphalt paving.

Specific historic features to be preserved and retained:

- Layout of the space
- Concrete walkway at west end, adjacent to wing
- Height of the terrace
- Asphalt paving

6 Photograph in the *Winnetka Talk*, 30 August, 1962.

Northwest wing courtyard view, 1939 (Hedrich Blessing)

*Northwest wing in 1965 (*American School & University, *Feb. 1965)*

Northwest Wing Courtyards

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

Each classroom courtyard has limestone pavers and various plantings. A raised concrete pad is located at each classroom door. Landscaping materials at these courtyards are generally a grass lawn, low-lying shrubs and perennials. Historically, the courtyards had designated planting areas adjacent to the west and south walls where low-lying shrubs were planted. A concrete walk is located adjacent to the planting area near the south wall and leads to each classroom door.

Specific historic features to be preserved and retained:

- Layout of the courtyards
- Concrete walkway
- Original limestone pavers
- Layout of the planting beds
- Lawn
- Low shrubs, unless diseased

Santiago's Garden (Lawn area west of the northwest wing)

Historic Rating: **Non-Contributing**
Condition Rating: **Fair**
Treatment Rating: **Treat with Care**

Play structures at west play area, 2017 (BHC)

To the west of the classroom courtyards of the northwest wing is a small wooded area that is enclosed with a wood fence. This space has winding paths lined with stones and was previously designed as the Dinosaur Garden that featured sculptural dinosaur figures throughout. The dinosaurs have been removed and all that remains is a dinosaur footprint in concrete. The space is now known as Santiago's Garden, named for longtime building custodian, Santiago Muñoz. A small sign post with an oval sign designates "Santiago's Garden." Historically, this location was a lawn area planted with grass.

This area has been modified over time and has been designated as *Treat with Care.* The space can be changed, as desired.

West Play Area

Historic Rating: **Contributing**
Condition Rating: **Fair**
Treatment Rating: **Preserve**

Immediately west of Santiago's Garden is a wood chip and grass area

Southeast wing classroom units, view of courtyard (BHC)

with modern play equipment and scattered mature trees. The area just south is composed of a grass lawn, again with scattered mature trees. A second woodchip area is located at the south end of the grass lawn. Three historic jungle gyms, composed of connected iron pipe, are located within this wood chip area. The western edge of the property is bound by Crow Island Woods Park, owned by the park district.

This area is not believed to retain any layout or material from the periods of significance, 1940 and 1954. More research should be conducted to verify what was original to this area and when the jungle gyms were installed. There were similar-looking jungle gyms located in the northeast wing playground and they may have been relocated here when that area was renovated.

Southwest Wing Courtyards

Historic Rating: **Very Significant**
Condition Rating: **Fair**
Treatment Rating: **Preserve**

The property line jogs east near the north end of the southwest wing leaving a narrow strip of lawn. An asphalt walk runs north-south, along the west side of this classroom wing. The classroom courtyards each have a narrow concrete walk, adjacent to the south classroom wall. The walk leads from the classroom door to the asphalt walk. The center area of each courtyard is paved in brick, with the exception of the southernmost courtyard, which is paved in Lannon stone. Concrete tables and benches, constructed by Doty & Sons, (Sycamore, Illinois) are located within some courtyards and were added in 1995. These added concrete features are non-contributing. A bike rack is located at the west end of each classroom module. A classroom courtyard of the same design is also located at the south end of the east façade of this wing. This courtyard is paved in Lannon stone. Three courtyards in this wing were renovated in 1995 using designs by Richard M. Schram (Winnetka Park District).[7] Historically, the courtyards had planting beds with low-lying shrubs near the exterior walls and planting beds with low-lying plants at the courtyard walls.

Specific historic features to be preserved and retained:

- Layout of the courtyards
- Planting beds
- Lawn
- Low shrubs, unless diseased
- Limestone pavers

7 The 1995 project renovated courtyards 6, 9, 10, and 11, with the courtyards numbered 1-18 clockwise around the building starting at the courtyard on the southeast classroom wing adjacent to the garage ramp (courtyard 6 is at the southeast classroom wing on the west façade, third from the south end 9, 10, and 11 are at the southwest classroom wing: the two on the most south side - 9 on the east façade and 10 on the west façade – and 11 is the second courtyard from the south end on the west façade.

Children playing on the Hinton-designed jungle gym (Winnetka Public Schools Archives)

South Play Area

Historic Rating: **Significant**
Condition Rating: **Fair**
Treatment Rating: **Preserve**

At the south end of the building, an asphalt walk runs east-west across the entire site, connecting the west, asphalt walk with the concrete sidewalk along Glendale Avenue, at the east end of the site. This walk also connects to the south entrances and main corridors of the southeast and southwest classroom wings. Each entrance is slightly raised above grade. The entrance to the southwest wing is accessed by a short concrete ramp with no railing. The entrance to the southeast wing is accessed by a concrete stair and a concrete ramp, both with metal pipe railings. A two-classroom mobile unit was added in 2016 south of the southwest classroom wing.

The south portion of the site is composed of various activity areas including two large asphalt play areas, a soccer field and wood chip areas with modern play equipment. The westernmost asphalt play surface has two tall light posts. Grass playing fields are located directly south of this area. Other features between the asphalt areas and the playing fields include benches, trash cans, and modern play equipment.

View of central courtyard, ca. 1960 (Winnetka Public Schools Archives)

The easternmost asphalt play area has a chain link fence. Another, large, historic jungle gym, believed to be the original one placed in 1940 from the Horace Mann school, was located at the southeast corner of the site, but was removed in 2015 and put into storage.[8] Very important to the site planning of Crow Island are the mounds that separate the play area from the streets and neighborhood lots. The idea "was to divert the noise of the children up and away from the neighbors. "

Specific historic features to be preserved and retained:

- Layout of area and open space
- Asphalt play areas
- Lawn
- Grass playing fields
- Earth mounds
- Low shrubs, unless diseased
- Trees, unless diseased

Central Courtyard

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

A grassy courtyard is located between the two classroom wings on the

8 See "Jungle Gyms" in Appendix N. Glossary of Terms for more information about the historic jungle gyms that are no longer located at Crow Island School.

south side of the building. The courtyard is composed of a grass lawn with scattered trees and low plantings adjacent to the building. Within the courtyard, the southwest classroom wing features a terrace, paved in quarry tile, that is level with the top of a curved amphitheater. The outdoor amphitheater is sunk into the courtyard and has four levels of limestone seating. The quarry tile was in poor condition with cracked, chipped and missing units when the initial survey was conducted, but was replaced in summer, 2017. There is a planting bed on the east end of the south façade near the Resource Center exit that has railroad timbers in disrepair.

Specific historic features to be preserved and retained::

- Terrace
- Red quarry tile paving at terrace
- Amphitheater
- Layout of the courtyard and grade changes
- Grass lawn area
- Low shrubs
- Trees, unless diseased

Typical southeast wing courtyard with Lannon stone pavers (BHC)

Southeast Wing Courtyards

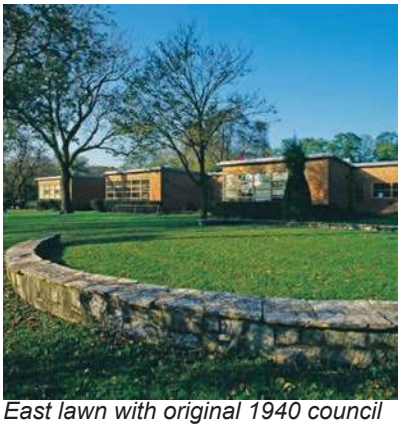
Historic Rating: **Very Significant**
Condition Rating: **Fair**
Treatment Rating: **Preserve**

Classroom courtyards are located along the west and east façades of the southeast wing. All courtyards have centrally-located limestone pavers that access a concrete landing at the classroom door. Each courtyard has low-lying shrubs and perennial plantings. The courtyards in this wing do not have a concrete walkway to the classroom door and it is not known if this was altered after 1940. One courtyard, at classroom 106, has a concrete bench and table that was constructed as part of the 1995 Educscape Project. The concrete bench and table are non-contributing features. Bike racks are located at the end walls of the classroom modules. Historically, the courtyards had planting beds with low-lying shrubs near the exterior walls and planting beds with low-lying plants at the courtyard walls.

More research will be necessary to determine when the limestone paving was installed and if it falls within the periods of significance.

Specific historic features to be preserved and retained:

- Layout of the courtyards
- Planting beds
- Low shrubs, unless diseased



East lawn with original 1940 council ring by McFadzean & Everly, shown prior to its removal (Hille)

Concrete loading dock and garage (BHC)

East Lawn & Loading Dock

Historic Rating: **Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

The east side of the building has a wide grass lawn with scattered trees and plantings along the building. Remnants of a stone story circle, original to 1940, remain at the lawn adjacent to the garage ramp. Also referred to as a "council ring," it was designed by McFadzean & Everly. The story circle was removed in 2012.[9] A loading dock is located at the lower level, between this lawn and the northeast wing/kindergarten playground to the north. The loading dock is accessed off of Glendale Avenue by a sloped asphalt drive and is surrounded by concrete and brick retaining walls topped with chain link fencing. Adjacent to the building, the loading dock area is paved in concrete. An adjacent area, separated from the loading dock with a concrete wall, serves as a courtyard to a lower level classroom and is currently planted as a vegetable garden by the maintenance staff. A stair connects this courtyard to the northeast wing/kindergarten playground above.

Specific historic features to be preserved and retained:

- Concrete and brick retaining walls
- Sloping asphalt driveway
- Grass lawn

9 The 1940 landscape plan by McFadzean & Everly show two council rings and one outdoor classroom. Historically, stone circles were used as places for gathering and performance. McFadzean & Everly would have been aware of and influenced by landscape designer, Jens Jensen (1860-1951). Jensen's "council rings" were often a part of his numerous landscape designs and his "pioneering work… was informed by his philosophical belief in the humanizing power of parks and his commitment to working closely with indigenous plants and ecological processes of the region's prairie landscape " (The Cultural Landscapes Foundation, http://tclf.org/pioneer/jens-jensen).

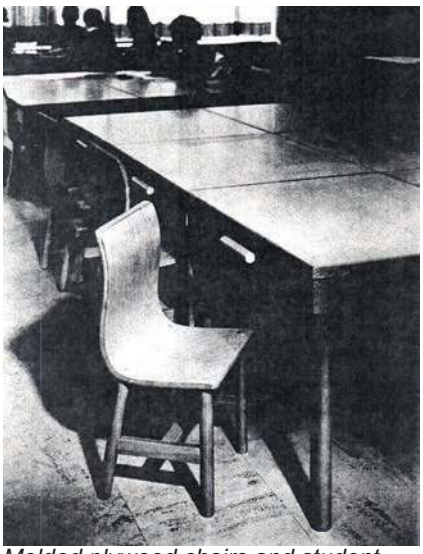
LANDSCAPE RECOMMENDATIONS

The Crow Island School landscape is a designed landscape that was created using specific design principles developed by well-known and published landscape architects McFadzean & Everly, Ltd. For this report it was important to review written documentation, original plans, and photographs to determine what changes occurred to the landscape after 1954, the second period of significance. The integrity of the landscape can be determined by referencing original designs, noting additions, intrusions, missing features, and keeping in mind the dynamic nature of living vegetation.

It is recommended that *Preservation* and *Rehabilitation* standards be applied to this site. *Preservation* requires retention of the greatest amount of historic fabric, including the landscape's historic form, features, and details as they have evolved over time. *Rehabilitation* standards acknowledge the need to alter or add to a cultural landscape to meet continuing or new uses while retaining the landscape's historic character.

It is advised that additional research be conducted to uncover the complete details about the 1940 and 1954 landscape features.[10] Research would provide a more complete history of each area and assist in determining if integrity has been retained. This work should be conducted prior to any proposed projects occurring. Consulting with landscape architects knowledgeable about preserving, maintaining, and restoring historic sites is advised.

10 The Stewardship Group and the P.T.A. undertook landscape research prior to soliciting "Environmental Site Development" projects from three firms. The video was not available for viewing. "Memo to Beth Hebert from Becky Cohen, grounds chair," Winnetka Public Schools Archives, April, 1990.



Molded plywood chairs and student desks, 1940 (Hedrich Blessing)

Classroom in the 1940s with chairs and pedestal desks (Winnetka Public Schools Archives)

Welfare Engineering Co. ad showing a Crow Island classroom and the pedestal desks, the Utilitone Model 48, ca. 1940

FURNITURE

A unique and significant feature of Crow Island School is the furniture. The school building is selectively furnished throughout with significant custom-made furniture designed by Eero Saarinen and Charles Eames that dates to 1940. The arrival of the school's new Works Progress Administration (W.P.A) furniture (including the auditorium benches) was delayed until mid-October. Superintendent Carleton Washburne described the furniture in the Winnetka Public Schools *1939-40 Annual Report*.

> The furniture in the primary wing, designed, like all the furniture in the building, by Eero Saarinen, consists of small tables, one for each child, topped with an attractive, smooth, unscratchable material called Formica which has the appearance of natural linen. This makes an ideal writing surface. Each table has a drawer in which the child can keep his papers and books, and with each table goes a separate small chair made of plywood, molded to fit the curves of the child's back and keep him in a good sitting posture during his periods of study. These plywood chairs, which, in various sizes, are used throughout the building, are made by the new Alto process, by which the layers of veneer are molded to form before they are glued together, thus preventing subsequent cracking. There is also a teacher's desk, topped with the same material as the children's desks, and made to a simple, modern, attractive design for this building. And there is a browsing table for books. Under the windows on both the south and west sides of the room a story corner is formed by the window seats. These have hinged tops, with storage space below.

A brief description and condition description of the furniture is followed by a bulleted list of defining features. In 2016, the Stewardship Group created a *Furniture Report and Inventory* (see Appendix F, p. A-173).

DESCRIPTION

Custom plywood furniture was designed for the school by Eero Saarinen with the assistance of Charles Eames under guidelines presented by Frances Presler, the District's Director of Group and Creative Activities. Saarinen had met Eames at Cranbrook Academy of Art and the two collaborated on producing inexpensive and functional furniture prototypes using plywood. Plywood had often been used in furniture design since the late 19th century, yet only during World War II, when metal was in short supply, did mass production and better construction techniques develop. Saarinen was born in Finland and was well aware of the unique 1930s furniture designs of fellow Finnish architect Alvar Aalto, who successfully experimented with laminated wood and molded plywood furniture design.[1]

The expressive and sculptural organic shapes that the formed plywood furniture produced fit nicely into Saarinen's "organic design" aesthetic that received international acclaim. The Crow Island School chair designs by Saarinen and Eames were important prototypes for furniture the two would design later in their careers. They further explored the use

1 Charlotte and Peter Fiell, *Design of the 20th Century*, Taschen, p. 13-17.

The chairs and desks came in various sizes (Winnetka Public Schools Archives)

of molded plywood furniture in their award-winning submittals to the Museum of Modern Art for the Department of Industrial Design's October 1940 competition and 1941 exhibition titled, "Organic Design in Home Furnishings." Two first prizes were awarded to them for an armchair and a sofa unit out of six furniture categories and they were invited to develop designs for production.[2]

Several seating types were designed for Crow Island School: a freestanding chair, a pedestal desk and chair, and a bench system used in the auditorium. A few hundred units were manufactured by the government-sponsored W.P.A as part of both the Illinois Craft Project and the Milwaukee Art Project. Branded marks are located on the underside of the furniture. Plywood was provided by the F. Eggers Plywood & Veneer Company in Two Rivers, Wisconsin.

Saarinen collaborated with Welfare Engineering Co. in the design of the pedestal desks, 1940 (Hedrich Blessing)

EVALUATION

Saarinen Freestanding Chair

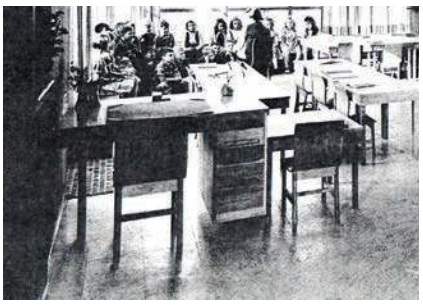
Historic Rating: **Very Significant**
Treatment Rating: **Preserve**
Molded ash plywood and birch
14 w x 12 ½" d x 26" h
The freestanding chair was designed in three sizes with the idea that the children would graduate to the next size, following their physical development.

Saarinen Desks

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**
In addition to the seating, compatible desks were created, with Formica tops in a linen-pattern, that allowed them to be used in clusters or individually with the freestanding chairs, to accommodate the progressive teaching methods practiced at the school.

Chair and Desk with "Staput" Pedestal Base

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**
This connected chair and desk unit had a kidney-shaped laminate top and was manufactured by the Welfare Engineering Company, Waukegan, Illinois. The unit was designed for older students and had an attached desk. The cast iron pedestal base is known as a "Bargen–Staput" base and was designed by Bargen and cast by General School Equipment Company. The older grades had one desk for each student in the classrooms.



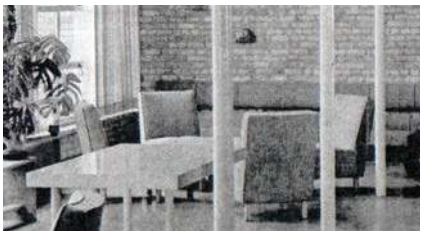
Classroom teacher desk and student desks, 1940 (Hedrich Blessing)

2 Charlotte and Peter Fiell, *Design of the 20th Century*, Taschen, p. 13-17.

Library pyramid table and molded plywood chair (Hedrich Blessing)

Low, round tables in the kindergarten classroom, 1940 (Hedrich Blessing)

Upholstered sofa units in the lobby, ca. 1940 (Winnetka Public Schools Archives)



Sofa units and wall bench, 1940 (Hedrich Blessing)

Molded plywood benches in auditorium, graduate in size (Winnetka Public Schools Archives)

Teacher Desks

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

This simple desk had a flat Formica surface in a linen-pattern, a drawer in the front, a column of drawers on the right side, and a single cylindrical painted-metal leg on the left.

Library Pyramid Table

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

This table was designed to display books in the library and allowed the reader to support an open book on the slanted top.

Low, Round Tables

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

This low table was used in the pre-school and kindergarten classrooms. The circular table top was supported by four cylindrical legs.

Upholstered Sofa Units

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

The sofa units are one of the most versatile pieces of furniture at the school. They can be combined to be a sofa or separated to be individual chairs. They were used in the foyer, principal's office, teachers' lounge, and in P.T.A. rooms. They look like a predecessor to the Saarinen and Eames winning design of the MoMA 1940 competition. The Milwaukee Art Project manufactured the pieces for the W.P.A. Many of the pieces have been reupholstered.

Upholstered Bench in Foyer

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

The upholstered bench in the foyer extends along the length of the south wall. The piece was manufactured by the Milwaukee Art Project for the W.P.A. It has been reupholstered.

Saarinen Molded Plywood Bench System

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

A molded plywood bench system of 38 units was designed for the auditorium and, like the classroom chairs, graduate in size. These are described in the auditorium section in further detail (p. 3-49).

Rolling storage bins located under counters (BHC)

Shoe storage bins located under benches in the northeast wing (BHC)

Pioneer Room Furniture

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

There are various wood furniture pieces that were produced for the pioneer room. The pieces were made by the Illinois Craft Project, for the W.P.A.

Storage Bins (located under counters and benches)

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

There are various storage bins used in the northeast wing classrooms, main classrooms, and in the art room. These pieces were all custom-designed to accommodate storage of personal belongings for children, school supplies, and art supplies.

Tool Storage Cabinet

Historic Rating: **Very Significant**
Treatment Rating: **Preserve**

The shop room in the lower level had a tool storage unit. It is unknown if this piece is still at the school. It was not reviewed for this report.

FURNITURE RECOMMENDATIONS

The treatment approach *Preserve* is recommended for furniture. This treatment places a high premium on the retention of the object and through conservation, maintenance, and repair. It reflects an objects continuum over time, through successive uses.

The furniture, which is rare, needs to be carefully preserved and kept in repair. A representative example of each type of furniture should be safely stored and secured. All other example pieces can continue to be used within the school. A conservator should be consulted to determine if the patina, from years of use, should be retained on the representational pieces and if pieces in-use can be refinished. See the "Furniture Priorities" in *General Guidelines for Maintenance and Future Work Projects* section for more detailed information (p. 4-21).

ARTWORK

Top Left: Exterior ceramic sculpture, Lily Saarinen, survey number 19. yellow owl (BHC)

Top Right: Brick architectural model of Crow Island School (BHC)

Bottom: Exterior ceramic sculpture, Lily Saarinen, survey number 20. Native American family (BHC)

Further touches of color are in the ceramic tiles. Each play yard has one or more of these gay, amusing bits of sculpture, done by Mrs. Eero Saarinen (Lilian), and there are others on the south wall of the foyer. In their color, form, childlikeness, and modernness, they are symbolic of the school building itself – and sometimes in their subjects they may symbolize a common center of interest for the grade in the yard wall of which they are placed – farm animals for first grade, Indians for second, dinosaurs for fourth, for example…"

From The Story of the Crow Island School *(undated manuscript) by Carleton Washburne and Lawrence Perkins*

The school building contains many pieces of custom sculpture and other artwork that were designed for the school with some being integral to the building's architecture. Many of the works of art date from 1940 when the building opened while others were donated, acquired, or were part of art programs funded by the Parent Teacher Association. The objects included in this report include the following:

Artwork Original to the 1940 Building:

- Ceramic sculptures set within masonry walls
- Bronze clock on tower (modified)
- Brick relief architectural model of the school
- Flagpole structure

Post 1940-Commissioned Artwork:

- Crow mobile
- Crow sculpture

Donated Artwork:

- Two ceramic sculptures of children on wood panels
- Bird girl plaster sculpture

Other Exterior Art Projects:

- Mosaic tiles set into concrete benches at selected classroom courtyards

Evaluation ratings of the object are followed by a brief description, a statement of condition, and information about the artist, if known.

The historic ratings of *Very Significant, Significant, Contributing,* and *Non-contributing* are tied to the building's periods of significance, 1940 and 1954. An object outside the period of significance is rated as non-contributing. Condition ratings were determined following a general reconnaissance survey. Treatment approach ratings for the objects were dependent upon the object's historic rating and the condition rating. *Preserve* and *Rehabilitate* are contingent upon the object being either *Very Significant*, *Significant*, or *Contributing* to the building within the periods of significance. A *Treat with Care* rating is appropriate for any object that falls outside the periods of significance or that does not maintain integrity. The *Treat with Care* rating means that the object can be relocated or moved without diminishing the integrity of Crow Island School as a National Historic Landmark.

Recommendations are included if artwork is found to be very significant or significant. This is the case with the ceramic sculptures, clock, the brick relief, and the flagpole.

ARTWORK ORIGINAL TO THE 1940 BUILDING

Five terra cotta sculptures are in the lobby/foyer (room 148). Clockwise from top left by survey numbers: 1. dove, 2. Noah, 3. wolves, 4. rhinos, 5. lions (Winnetka Public Schools Archives)

Ceramic Sculptures
22 Ceramic Sculptures
Lilian Swann Saarinen
Locations: Lobby/foyer (room 148), Northwest Wing, Northeast Wing, Southeast Wing Façades
Various sizes, approximately 12" x 12"
1940

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

Lilian Swann Saarinen (1912-1995) was an artist and sculptor. She attended the Art Students League in New York, working with Alexander Archipenko in 1928, and with Albert Stewart and Heninz Warneke from 1934-1936. She moved to Michigan where she studied with Carl Milles at the Cranbrook Academy of Art from 1936-1940.[1]

While at Cranbrook, Lily, as she was known, met architect Eero Saarinen. They were married in 1939 and divorced in 1954. After 1954

1 The Lilian Swann Saarinen papers are located at the Smithsonian Institute and contain project notes, sketches, letters, and diaries from the years she worked on projects for Crow Island School.

Oral history interview with Lilian Swann Saarinen, 1979-1981, Washington D.C. Archives of American Art, Smithsonian Institution.

Eero and Lily Saarinen (Winnetka Public Schools Archives)

Exterior sculpture clockwise from top left by survey numbers: 6. raccoon, 7. blue opossum with babies, 8. anteater with baby (Winnetka Public Schools Archives)

Dinosaur sculpture at room 106 courtyard wall clockwise from top left by survey numbers: 9. wooly mammoth, 10. triceratops, 11. Stegosaurus (9 and 10 Winnetka Public Schools Archives, 11 BHC)

she subsequently worked with Saarinen's design group on a variety of projects. Lily, who had developed an affinity for drawing animals in childhood, specialized in animal portraits in a variety of sculptural media.

Lily received only $500 for the Crow Island School terra cotta work and in an oral interview conducted between 1979-81 disclosed that she was very disappointed that she was not recognized or given proper credit for the sculptures, except when they were exhibited at Cranbrook for a student show.[2]

The clay-based ceramic sculptures, set within the building's brick masonry walls, depict stylized representations of various animals, Native Americans, and the biblical story of Noah's Ark. Five of the twenty-two pieces, those depicting the story of Noah's Ark, are located inside at the south wall of the first floor lobby. The sculptures are original to the 1940 sections of the building.

Lily Saarinen's fellow Cranbrook student, Marjorie Danforth, helped to develop the appropriate clay body and glaze mixes for the sculptures.[3] According to Danforth, "…after six months of mixing and wedging hundreds of pounds of clay, and weighing and grinding many glazes by hand with mortar and pestle…" everything turned black due to a reduction firing that rarely, but occasionally, happens. The mammoth and triceratops were the only two figures installed from that first firing because their colors were intended to be dark gray.[4]

Historically located at the south wall of the main lobby and at the exterior walls of the classroom courtyards, all but a handful of these original sculptures remain. They are missing at three classroom courtyards. The sculptures are composed of a buff clay body coated with polychrome glazes and range in size from approximately 5" to 21" inches tall and 8" to 19" wide.

The sculptures are typically in good condition, with limited glaze loss on some exterior units. The sculptures were restored in 1990 by art conservator Erin McNamara. According to McNamara, two methods of restoration were undertaken: cement and sand patching using a color matched breathable masonry coating applied on the surface to blend with the surrounding glaze, and an epoxy-based repair method covered by a compatible epoxy paint used to duplicate the glaze effect.[5]

Lily Swann Saarinen was also known to have designed a larger sculptural tiger with baby, called "Tiger," also known as "Winnetka Tiger." The

2 Oral history interview with Lilian Swann Saarinen, 1979-1981, Archives of American Art, Smithsonian Institution.

3 Betty Williams Carbol, *The Making of a Special Place: A History of Crow Island School, Winnetka, Illinois*, 1980.

4 Letter of personal recollections of the Crow Island School project by Marjorie Cast Danforth. April 15, 1985, Winnetka Public Schools Archives. File boxes.

5 "Fine Artizans proposal letter from Erin McNamara to Mrs. Clarine Hall," dated May 4, 1990, Winnetka, Crow Island Archives, File Boxes.



Terra cotta sculpture at room 111 courtyard by survey numbers: 12. horse, 13. cow, 14. pig (BHC)


Sculpture at room 112 courtyard by survey numbers: 15. blue weasel 16. blue baby weasels (Winnetka Public Schools Archives)




Sculpture at room 113 courtyard, clockwise from top left by survey numbers: 17. yellow/red squirrel, 18. yellow toad, 19. yellow owl, 21. yellow ram (Winnetka Public Schools Archives)

Sculpture at room 114 courtyard: survey number 22. blue mongoose and brown cobra (Winnetka Public Schools Archives)

piece was to be located on the west wall of the kindergarten wing at the front entrance of the school. A photo of the model was found, and an architectural drawing calls out the location and shows a brick "niche" with directions to omit face brick in area shown and set temporary blocking. The piece was never installed and it is unknown if it was ever executed.

The courtyard of Room 105 has a brick shelf, with a canopy above it, that looks like it was meant to receive one of the ceramic sculptures, but it is unknown if a piece was ever installed here. The courtyard of Room 107 has a small brick pedestal directly below the opossum sculpture that may or may not have been intended to receive a freestanding sculpture. The courtyard of room 108 has three brick panels that may have been intended to receive sculptures. Similar empty brick panels occur in several locations around the building; this may be due to sculptures not being completed due to firing problems or failure of some intended sculptures.

Sculpture Survey: 17 Exterior, 5 Interior – Individual Pieces

1. Dove, Lobby
2. Noah, Lobby
3. Wolves heads (male/female pair), Lobby
4. Rhinoceroses heads (male/female pair), Lobby
5. Lion heads (male/female pair), Lobby
6. Raccoon, room 103 courtyard, south wall
7. Blue opossum with babies, room 107 courtyard, south wall
8. Anteater with baby, room 104 courtyard, south wall (adjacent panel of brick, treated vertically)
9. Wooly mammoth, room 106 courtyard, south wall (top)
10. Triceratops, room 106 courtyard, south wall (middle)
11. Stegosaurus, room 106 courtyard, south wall (bottom)
12. Pink (originally red) horse, room 111 courtyard, south wall
13. Yellow cow, room 111 courtyard, south wall
14. Blue pig, room 111 courtyard, south wall
15. Blue weasel, room 112 courtyard, south wall, overgrown with ivy
16. Blue baby weasels (3), adjacent to room 112 courtyard, west wall
17. Yellow/red squirrel, room 113 courtyard, south wall
18. Yellow toad, room 113 courtyard, south wall
19. Yellow owl, room 113 courtyard, south wall
20. Native American family (father, boy, mother, abstract creature), room 113 courtyard, south wall
21. Yellow ram, adjacent to room 113 courtyard, west wall
22. Blue mongoose and brown cobra, room 114 courtyard, south wall

Sculpture missing or never installed:

1. Empty brick shelf and canopy, room 105 courtyard, south wall
2. Rabbit and baby rabbit sculpture (now missing), was located on pedestal at classroom 112 courtyard, west wall.
3. Classroom 108 courtyard, south wall, the brick is treated differently and was constructed to receive sculpture

Rabbit and baby rabbit sculpture in 1940, room 112 courtyard, 1940, now missing (Hedrich Blessing)

4. Empty 24"x24" pedestal, room 107 courtyard, south wall below opossum, was constructed to receive sculpture

Recommendations:

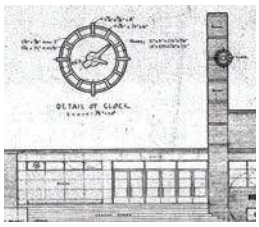
All sculptures should be monitored and any damaged pieces should be evaluated by a conservator and repaired.

Clock
North Façade Tower

Historic Rating: **Very Significant**
Condition Rating: **Good**
Treatment Rating: **Preserve**

A clock is offset near the top of the building's central tower, located at the north, primary façade. It is an original feature of the building. The clock measures approximately 3′ – 6″ in diameter, and is bronze, composed of two concentric rings bridged by angled bronze bars that mark the hours.

Rebuilding of the brick tower occurred in 1993 and during that time the original clock was removed. The clock mechanism was restored and automated, and the original parts were cleaned and reinstalled in 1995.[6] The original bronze hands, the back plate dial, and associated mechanism were again removed in 2015. The original hands and base plate dial were replaced in 2016. The base plate does not match the original in design or thickness and the minute ticks were not replicated. The current finish is a high polish but initially was called to be unlacquered so a natural patina would occur. Even though the tower and clock had major intervention in 1995 and 2015, it somewhat resembles the original appearance from 1940.



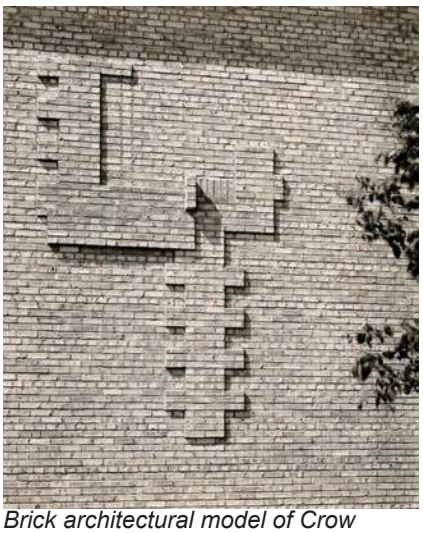
Clock tower, ca. 1950s and 1939 detail (Winnetka Public Schools Archives)

Clock on clock tower (Winnetka Public Schools Archives)

Recommendations:

- Determine which original components are still intact or can be recovered, if in storage. Original components should be retained and reinstalled if found.
- Existing replacement components that do not match the appearance of the original should be modified or replaced with replicas of the original. Match the original finish, color, texture, and details such as the 3, 6, 9, 12, marks on the dial.
- Oxidize the repaired or replaced components to match the weathered patina on the existing concentric rings.

6 Phone conversation with Clock Works, Lake Bluff, Illinois.



Brick architectural model of Crow Island School, 1940 (Hedrich Blessing)

Brick relief of Architectural Model
Central Core, South Façade

Historic Rating: **Very Significant**
Condition Rating: **Excellent**
Treatment Rating: **Preserve**

At the center of the south façade above the east row of lower level windows brick set in projecting relief is used to depict an architectural, scaled model of the school building. The central tower is included. The building plan is composed of the same common brick and natural-colored mortar as the rest of the wall and is an original feature of the building. The relief measures approximately 12′ tall by 8′ wide. The brick and mortar are in good condition, consistent with the rest of the wall.

Recommendations:

If any of the brick are broken or missing, the object should be repaired. Repointing should occur only if adjacent mortar joints are open or cracked. Care should be used when repointing the brick such that the proper mortar is used and matches the original in color, texture, materials, and compressive strength. Any grinding work should be done only if specified by a conservator or preservation architect. A mock up demonstration in another area should first be performed and approved, as a measure to demonstrate that no cutting or damage to individual bricks should occur.

Flagpole
Northwest wing, east side

Historic Rating: **Very Significant**
Condition Rating: **Fair**
Treatment Rating: **Preserve**

View of flagpole and crow sculpture (BHC)

A steel, Art Moderne-style flagpole is located at the front, east façade of the northwest wing of the building and is mounted to the east façade of the end wall that encloses the raised play terrace. Extending approximately 25′ above the building's cornice line, the flagpole is original to the building and continues to function as designed. The flagpole structure projects from the wall and is composed of a tapered steel pole that is supported by streamlined elements that extend from the building - three horizontal, metal extensions with curved edges and a single metal bracket at the base. The flagpole is in fair condition overall, with paint failure and significant corrosion observed. Historically the pole was painted white and the bracket appeared a darker color.

Recommendations:

The flagpole structure should be repaired. See "Exterior Material Repair Recommendations" in the *General Guidelines for Maintenance and Future Work* section for details (p. 4-25).

Crow sculpture at the northwest wing (Whitcomb)

POST 1940-COMMISSIONED ARTWORK

Crow Sculpture
Max Fleisher
1971
Northwest Wing

Historic Rating: **Significant**
Condition Rating: **Good**
Treatment Rating: **Treat with Care**

A freestanding crow sculpture is located at the front of the building, adjacent to the flagpole at the north end of the raised play terrace. In 1971, this sculpture, designed by Winnetka-based sculptor, Max Fleisher, was commissioned by the Crow Island P.T.A.[7]

Fleisher was born in Austria and emigrated to the United States when he was six and lived in Winnetka. He graduated from Northwestern University law school in 1938 and was head of his law firm in 1971 when the sculpture was made. He became a sculptor in 1955, is self taught, and has gained acclaim. His art is located in international collections and it has been widely exhibited. Fleisher became a teacher, lecturer, and art collector.

The sculpture of the crow is set on a raised concrete pad, stands approximately 8′ tall and is constructed out of welded steel that has been painted black. The artist was proud to state that "This will be what we call 'participating sculpture'…the kids can climb all over it. It will be strong enough to hold as many as want to climb on it at one time."[8]

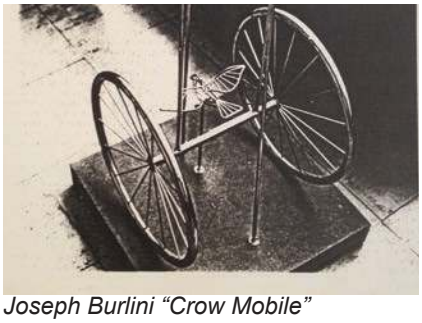
Max Fleisher Crow Sculpture, dressed in hockey gear, 2015 (BHC)

"The sculpture was repaired and refinished in 2013 by artist Matthew Runfola, who welded in new material where elements had rusted through and adjusted the design as necessary to prevent water from pooling on the steel.[9] Inside panels were replaced and openings were closed off where water collected. A powder coating was added to weatherproof it. The PTA raised the funds for the restoration. The sculpture was observed to be in good condition.

<u>Recommendations:</u>

This sculpture was not in-place during the periods of significance, nevertheless, it has gained significance because of its interactive and enduring association with the school. As an object of art it is

7 The Winnetka Public Schools website, "History", www.winnetka36.org, accessed 10 August 2015; Brian L. Cox, "Historic Crow Island School Gets Facelift," *Chicago Tribune*, 19 August 2013.
8 Kay Loring, "Front Views & Profiles, Max Fleisher," article in files of the Winnetka Historical Society.
9 Conversation D.Euer had with Runola on 8/11/2015.



Joseph Burlini "Crow Mobile" (Winnetka Public Schools Archives)

an exceptional piece. A treatment approach rating of *Treat with Care* designates that the piece can be moved or deaccessioned as the District requires.

Crow Mobile Sculpture, "Crow Mobile"
Joseph Burlini
1977

Historic Rating: **Non-Contributing**
Condition Rating: **Fair**
Treatment Rating: **Treat with Care**

The Crow Mobile was designed by Joseph Burlini and is located in the foyer/lobby. Burlini (b. 1937) is a kinetic sculptor who works in bronze, steel and Plexiglas. His styles range from abstract to representational. He also does medallion work and large-scale portraits drawn with permanent markers, promoting the Sharpie Permanent Marker Company. His work is in the collections of the Pentagon in Washington D.C., the Chicago Botanical Garden, and the Standard Oil Building in Chicago. He received a degree in industrial design in 1960 from the Art Institute of Chicago where he won the prestigious Palma-Knapp scholarship for design. He worked as an industrial designer at Sears Roebuck and Co. for six years until he resigned to create welded sculptures full-time.[10]

The metal sculpture measures approximately 3′ x 3′ x 3′. The piece is mounted on a square, black metal platform. There are two bicycle wheels connected by an axle. Several metal dowels are inserted into the base that support various objects, one including the welded framework of a crow centered in front of the axle.

Rosemary Zwick ceramic sculpture "Children" (BHC)

Rosemary Zwick ceramic sculpture "Children," created on-site (BHC)

DONATED ARTWORK

Ceramic Sculpture "Children"
Artist Rosemary Zwick
1968
Two panels of glazed stoneware laid on wood
Approximately 24" x 24"

Historic Rating: **Contributing**
Condition Rating: **Good**
Treatment Rating: **Treat with Care**

Rosemary Zwick (1925-1995), who created the sculptures "Children,"

10 "Sculpting Success: Joseph Burlini bring Business and Fine art Together," *Chicago Tribune*, November 21, 1993 and "Joseph Burlini Biography," Askart.com, http://www.askart.com/artist_bio/Joseph_A_Burlini/126450/Joseph_A_Burlini.aspx.

Original, ca. 1950, plaster cast of "Bird Girl" by Sylvia Shaw Judson, shown located in the art room (Winnetka Public Schools Archives)

was a multi-media artist. She was born in Chicago on July 13, 1925. She received her BFA degree from the University of Iowa in 1945 and attended the Art Institute of Chicago evening school from 1946-1947. Ms. Zwick was known for her painting, sculpture, ceramics, printmaking, jewelry and wood blocks. She exhibited work at the Art Institute of Chicago, the Smithsonian, San Francisco Museum of Art, Indianapolis Museum of Art, and at the Boston Museum of Fine Art. Zwick's art works are in the collections of Standard Oil Company of Indiana, the U. S. Post Office in San Francisco, the Motorola Company in Chicago, and in numerous private collections.

It is believed the art was donated by Ms. Zwick to Crow Island School during a sculpture demonstration that occurred there in 1968. First through fifth grade students heard and watched Ms. Zwick in assembly and then observed a three hour clay demonstration. It is possible that the pieces were created during that demonstration.[11]

Two ceramic polychromed sculptures depict children. They currently reside in the lobby on the west wall near the bathroom doors. One depicts two children with their backs to each other reading books. The second piece depicts a girl holding a cat.

These sculptures were not created during the periods of significance but are important to the history of the school. The condition of each piece is good.

Recast plaster sculpture, ca. 1994, of "Bird Girl" by Sylvia Shaw Judson (BHC)

Plaster Sculpture "Bird Girl"
Sylvia Shaw Judson
12" x 46", 50 pounds
1994
Plaster cast copy from Crow Island ca. 1950
Plaster Cast

Historic Rating: **Non-Contributing**
Condition Rating: **Good**
Treatment Rating: **Preserve**

Sylvia Shaw Judson (1897-1978) who created "Bird Girl" was the daughter of architect Howard Van Doren Shaw and the wife of Clay Judson. Mrs. Judson gave a plaster cast from the original mold of "Bird Girl" to Crow Island School. Two more plaster casts from the original mold are reported to be located to be in Lake Forest, although it is not known exactly where.[12]

11 Elizabeth Hillyer, "Children's Rent-a-painting: 25 cents," *Chicago Tribune*, May 5, 1968, p. 76 and 98.

12 Mrs. Judson often gave copies and molds of her work to several schools in Lake Forest and Winnetka, stated her daughter, Alice Hayes. Gene Downs, "Savanna History Museum gets replica of 'Bird Girl,' *Savannah-News Press*. 1994 article, Winnetka Public Schools Archives.

The original, commissioned, bronze statue was placed in a private cemetery in Savannah. It was removed ca. 1994 due to notoriety when a picture of it appeared on the cover of the book *Midnight in the Garden of Good and Evil*, by John Berendt. Macy's department store in New York City wanted a copy to put in its window display during a garden show and they worked with Shaw's daughter, Alice Hayes, to create a new mold from the Crow Island school plaster cast that had been given to the District, in 1950, by Shaw.[13] Hayes had one new bronze cast made for herself. Multiple plaster casts were made for Macy's, Crow Island School, and the Savannah History Museum. The original plaster cast had been damaged and poorly repaired, so was discarded.

The 1994 plaster cast resided in the art room in the late 1990s. It is now located in a glass case in the lobby.[14]

OTHER EXTERIOR ART PROJECTS

Bench mosaics were designed by students (BHC)

Mosaic Tile Bench Murals
1954 Classroom Courtyards
2010-11

Historic Rating: **Non-Contributing**
Condition Rating: **Good to Fair**
Treatment Rating: **Treat with Care**

Mosaic tile murals were designed by students and funded by the Winnetka Public Schools Foundation. They were installed at the face of the concrete benches located within selected classroom courtyards at the southwest wing. The murals are composed of polychrome, ceramic tile pieces set in mortar. Each mural has a plaque identifying the mural title and the class responsible for its design and installation. The murals are in good to fair condition overall.

Mosaic Bench Themes:

- Earth Materials, 2010-11 (Courtyard Room 117)
- The Science of Sound, 2010-11 (Courtyard Room 118)
- The Woodlands, 2010-11 (Courtyard Room 119)
- Life Structures, 2010-11 (Courtyard Room 120)


Detail of mosaic in courtyard of room 120 (BHC)

13 Becky Hurley and Susan Whitcomb, "Winnetka Public Schools' Art Treasures: 'Bird Girl' and WPA Mural," *Winnetka Historical Society Gazette*, Spring 2010.
14 *Savannah-News Press*. 1994 article.

GENERAL GUIDELINES FOR MAINTENANCE AND FUTURE WORK ON THE BUILDING

Top: The southwest wing addition, shortly after completion in 1954 (Winnetka Public Schools Archives)

Bottom: Original construction of interior brick walls in 1939 (Winnetka Public Schools Archives)

District 36 Use of the Historic Structure Report

This HSR will allow the Crow Island School decision makers the ability to implement a plan of action should future projects be necessary. This document provides for only a single building use scenario that maximizes the retention of the existing historic spaces, features, and materials at Crow Island School to meet current programmatic needs. If a future capital improvement project is proposed, a qualified experienced preservation architect should be hired to prepare construction documents and oversee the project. It is also advised that, depending on the thoroughness of the documents, additional testing or research be done prior to proceeding with the work.

National Historic Landmark Plaque at entrance (BHC)

It is important to keep in mind that Crow Island School was designated a National Historic Landmark in 1990. From its inception, the building had a remarkable impact on educators and architects. Original spaces, features, and materials are intact, with only minor alterations except for the 1954 addition that gained recognition and significance due to its continuance of the progressive philosophy of education and its design by Perkins & Will. For these reasons, the recommended treatment for the property is *Preservation* and *Rehabilitation* (previously defined on page 2-4). The governing philosophy is that Very Significant, Significant, and Contributing historic spaces, features, and materials should be preserved and maintained. Non-contributing spaces, features and materials do not need to be retained. Any future work at Crow Island School should have minimal impact on the school's historic spaces, features, and materials. Any deficiencies that threaten life and safety should be corrected but executed in a manner that least impacts historic spaces, features, or materials. In addition, any situation causing deterioration to the building must be corrected. Basically, the approach to improvements or changes to the building should be weighed against the importance of the feature being proposed for change.

This HSR is a valuable reference tool for the site. The included information establishes a framework for the District and administrators to consider maintenance requirements as well as physical alterations to the property, with the understanding of how the proposed work will impact the historic spaces, features, and materials, and general character of the building.

<u>The HSR can be used to:</u>

1. **Educate the community.** Use the HSR chronology, history, individual room descriptions, and discussion of historic features to further educate the Board, the community, the teaching staff, the principal, and the district maintenance staff. Knowledge of the history of the building and site broadens the understanding and appreciation of this National Historic Landmark.

   Continue to create curatorial and interpretive exhibits, such as the 2004 *Philosophy in Brick Mural* (See Appendix G) and the *Virtual Tour of Crow Island School* created in 2015 (www.winnetka36.org/crowisland).

   Use the HSR information to develop fundraising efforts to support repairs, preservation, and restoration of future projects.

   Use the historical material to further educate the public about Crow Island's significance - through published material, web-based information, and tours.

2. **Train.** Hold training sessions for custodial staff about the building materials that were used to construct Crow Island School. Provide specific maintenance methods for cleaning, repairing, and replacing historic features. Use the *Material Repair Recommendations* as a starting point for developing a maintenance plan or creating project specific specifications.

3. **Plan for construction projects**. Use the HSR to enforce a use plan that maximizes respect for the historic features in conjunction with program needs. Develop a maintenance plan for specific building components described in the HSR. Insert or reference the HSR in future construction documents that are developed by the District, either for Life Safety or Capital Improvement projects.

4. **Assess the impact of proposed alterations**. Before starting any construction project refer to the *Treatment Approaches Map*. It graphically shows areas in the building where alterations are appropriate, specifically in areas rated as *Treat with Care* or *Rehabilitate*. If alterations are proposed for *Preserve* zones, evaluate the descriptions and recommendations that are in the HSR to determine how the change will affect the space. Spaces or features that have less significance are designated with a treatment approach of *Treat with Care*. They can have sensitive alterations that incorporate new uses, equipment, methods and materials.

Integrity: Its Importance

Crow Island retains integrity by remaining relatively unchanged from its original 1940 and 1954 appearance and by being unimpaired by alterations. Careful planning for future work, with review of drawings, specifications, and other pertinent material, can ensure that the least amount of negative impact on the historic building occurs. This is essential to protect and preserve the integrity of Crow Island School for years to come. Any future alterations, additions, or use changes of individual rooms, finishes, and building materials that make up Crow Island School will need to be analyzed by a team of professionals experienced in working on historic buildings. This report includes recommendations for preserving and rehabilitating spaces, features and materials.

Ultimately, the question of integrity is answered by whether or not a property has retained the identity for which it is significant. When the site and building were listed in the National Register of Historic Places in 1989 it was determined to be historically and architecturally significant with high integrity. This is how the National Register defines integrity:

> Integrity is the ability of a property to convey its significance. The evaluation of integrity is sometimes a subjective judgment, but it must always be grounded in an understanding of a property's physical features and how they relate to its significance. Historic properties either retain integrity (this is, convey their significance) or they do not. Within the concept of integrity, the National Register criteria recognize seven aspects or qualities that, in various combinations, define integrity. To retain historic integrity a property will always possess several, and usually most, of the aspects. The retention of specific aspects of integrity is paramount for a property to convey its significance.[1]

1 NPS, *National Register Bulletin: How to Apply the National Register Criteria for Evaluation.*

The seven aspects that define integrity for National Register listing are: location, design, setting, materials, workmanship, feeling, and association. Integrity of an historic site can be retained by first identifying spaces, features, and materials and secondly, by retaining, preserving, and maintaining those items. This HSR has identified the items and the District should strive to protect them.

Crow Island was designated a National Historic Landmark in 1990. According the National Park Service,

> National Historic Landmarks (NHLs) are nationally significant historic places designated by the Secretary of the Interior because they possess exceptional value or quality in illustrating or interpreting the heritage of the United States. Today, just over 2,500 historic places bear this national distinction...Each National Historic Landmark represents an outstanding aspect of American history and culture. [2]

Philosophy to Guide Work at Crow Island

1. <u>The School is Modern</u>. Crow Island School is a superb example of modern architecture.

   > The modern movement in architecture in the United States flourished beginning in the 1930s and encompassed individual design movements that expressed modern ideals in different ways, including the International, Expressionist, Brutalist, New Formalist, and Googie movements. Technical innovation, experimentation, and rethinking the way humans lived in and used the designed environment, whether buildings or landscapes, were hallmarks of modern architectural practice.[3]

   The significance of Crow Island derives from its human proportions, its simplicity, its creative use of Illinois common brick, wood and glass. It is important to understand the building's materials and its construction. Laminated plywood, a relatively new material at the time, is as important to the school's character as is a more traditional material like brick. The simplest features like the curving wood hall railings are visually pleasing as well as purposeful. Crow Island, like most excellent modern buildings, uses simple functional components to create visual clarity and uses structural components to establish the building's design. There is no applied ornament. There are no superfluous features. The spatial relationships and the features of Crow Island were well thought out to create the beautiful building the world knows and loves.

2. <u>Work must be done respectfully and undertaken carefully.</u> All work on the building, whether routine maintenance or new construction, must have a minimal impact on Crow Island's historic spaces, features and materials. Existing historic materials should be retained and repaired. Repair

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"Section VIII: How to evaluate the integrity of a property."

2 National Park Service's National Historic Landmark Program, www.nps.gov/nhl.

3 The National Trust for Historic Preservation, "Modern Architecture." https://savingplaces.org/modern-architecture#.WbgZedN94Wo

and rehabilitation must be undertaken with great care. Restoration and reconstruction should replicate the historic feature whenever replacement is called for.

3. Life Safety issues and deterioration problems must be corrected thoughtfully. Deficiencies threatening life and safety need to be corrected in a manner that has minimal impact on the school's historic spaces, features and materials. Where materials are deteriorating, work must be done to prevent further deterioration. The importance of making any changes to spaces, features or materials could be taken into consideration in relation to retaining the integrity of the building. Its historic spaces, features and materials are described in detail in the HSR section titled, *Crow Island School: Descriptions, Evaluations & Recommendations* (beginning on p. 3-3).

Selected Treatment Approaches

The preservation treatments chosen for Crow Island School are based on *The Secretary of the Interior's Standards for the Treatment of Historic Properties*, often referred to as the *Standards* (See the Appendix for additional information about the *Standards*). The *Standards* are a series of concepts developed by professionals over several decades that provide best approaches for treating historic properties through maintenance, repair, replacement, new additions and alterations. The *Standards* provide guidelines that address general design and technical recommendations. There are four distinct but interrelated treatment approaches.

- Preservation focuses on the maintenance and repair of existing historic materials and retention of a property's form as it has evolved over time.

- Rehabilitation acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character.

- Restoration is undertaken to depict a property at a particular period of time in its history, while removing evidence of other periods.

- Reconstruction re-creates vanished or non-surviving portions of a property for interpretive purposes.

Preservation and *rehabilitation* treatments used together, would provide for Crow Island School to continue being used as a school or to have an adaptive reuse of the building. *Rehabilitation* allows for programmatic and technological changes. Generally, the treatment approach of *restoration* of the building would be too restrictive and not allow the current owners, District 36, flexibility in programming. *Reconstruction* treatment is generally not necessary, as the building layout has seen minimal changes since 1954. The District, however, may wish to reconstruct some changed spaces (original library), or missing features such as the council ring, at any time in the future.

The treatment approaches of *Preservation* and *Rehabilitate* have been chosen for Crow Island School for any future maintenance, repair, or capital improvement projects. These two approaches are directly based on the *Standards*. A color-coded *Treatment Approaches Map* graphically depicts where these two treatment approaches can be applied to individual spaces. Each space has been given a correlating *Treatment Approach Rating* and color. The ratings are described below and include a third designation of *Treat with Care* for areas that have been significantly modified or were built outside of the periods of signficance, 1940 and 1954.

Treatment Approach Ratings for Proposed Work

If maintenance, physical changes, or reuse of the building are contemplated, then a design team can use the following *Treatment Approaches* and the *Treatment Approaches Map* to determine how, if, and where alterations might best occur.

The following *Treatment Approach Ratings* have been been applied to façades, spaces, and features at Crow Island School and are based on recommended treatment approaches described in the *Standards*. A color-coded *Treatment Approaches Map* is included at the end of this section and graphically depicts the treatment approaches that can be applied to specific rooms during future work projects. Each space was evaluated to establish an appropriate treatment approach. The map shows one of three color-coded ratings in Crow Island School (red, yellow and blue), and provides a visual understanding as to where and how various preservation and rehabilitation projects--from repair to alteration--might occur in the future with the least amount of impact on this historic building. The color-coded *Treatment Approaches Map* was developed after evaluating a variety of issues: significance and condition rating criteria established during survey work; current space configuration compared to historic space configurations; the use of the various spaces over time; alterations to the space and whether the space was built during the periods of significance—1940 and 1954.

<u>Treatment Approach Ratings:</u>

These treatment approach ratings govern what can be done in a particular space -- whether it should be retained (preserve), sensitively modified with more latitude for replacement of historic fabric (*rehabilitate*) or altered to accommodate change in uses (*Treat with Care*).

Preserve - Places a high premium on the retention of the façade or space and all historic fabric through conservation, maintenance, and repair. It reflects a façade or space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character. (The color on the map is red.)

Rehabilitate - Places an emphasis on the retention of the façade or space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character. (The color on the map is yellow.)

Treat with Care - The façade or space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials. The façade, space, or features have had alterations so that their original use or configuration is no longer apparent, there is no historic material remaining, or the spaces or components were built out in years other than in 1940 and 1954, the periods of significance. (The color on the map is blue.)

There are very few spaces where the *Treat with Care* rating is designated and those are largely for areas or objects outside the periods of significance, or for areas (for example mechanical areas and landscapes) that have been totally altered. With additional research, the altered spaces can be restored, if they fall within the periods or significance. For example, while some spaces have been modified or are no longer used as originally planned (with a treatment rating of *Treat with Care*), there may be an opportunity to take a restoration approach to a space and bring it back to its original appearance. For example, room 146, the former library, changed from being used as a library to being used as a museum, and currently serves as offices. Physical changes have included installation of carpet, alterations to the shelving units, and installation of new technology equipment. The room is currently listed as *rehabilitate* but can be upgraded to *preserve* if the project team wishes to focus on restoration and repair.

Regulations and Code Requirements

Some minor maintenance work and exterior changes made to Crow Island School will be subject to all land use and zoning regulations of the Village of Winnetka. The work will need to be reviewed by a design review body and will need to meet all regulatory ordinances and codes. In addition, Crow Island School is a designated Winnetka Landmark. The Village of Winnetka Landmark Preservation Commission will review and comment on applications for alterations affecting designated landmarks.

Village of Winnetka Building Code and Zoning Ordinance requires adherence to local, state, and federal building codes. The adopted codes can be viewed on the Village website. For additional details contact the Department of Community Development at (847) 716-3520.

If future work at Crow Island School receives state funding, or requires State permits or licenses, then the Illinois State Agency Historic Resources Preservation Act (20 ILCS 3420, Section 707) would go into effect.[4] The

4 This applies to all buildings listed on the National Register or eligible for listing on the Register.

State Historic Preservation Office (SHPO) in Springfield would then review the proposed projects to ensure that preservation protocols are followed. The procedures parallel Federal law under Section 106 of the National Historic Preservation Act, which requires review and compliance by the SHPO for Federally funded or licensed projects.

The Illinois State Board of Education requires District 36 to file reports for life safety and deferred maintenance. Green & Associates produced a 10-year Life Safety report in February, 2015. The District 36 School Board accepted and approved the report and authorized the filing with the State of Illinois at their October 2015 Board meeting. Several structural and safety plans have been produced over the years and remediation work related to those plans occurred in 1965, 1987, 1993, 1996, 2002, 2010, 2013, and 2014. Asbestos abatement took place at Crow Island School during the April 1996 project.

In the case of new construction, alterations, or rehabilitation of the building, the Illinois Accessibility Code shall be followed. *The Secretary of the Interior's Standards for Rehabilitation* shall be used to provide guidelines for accessibility. If the SHPO agrees that compliance with the requirements for accessible routes (exterior and interior), ramps, entrances, or toilets would threaten or destroy the historic significance of the building or facility, the alternative requirements in Section 400.620 of the Illinois Accessibility Code may be used. Alterations not recommended by the *Standards* shall be considered to threaten or destroy the historic significance of the building or facility. In that case, the Illinois Capital Development Board, the State's construction management agency, would make a final determination.[5] The Illinois Accessibility Code became effective April 24, 1997. Public Act 096-0674 created the Illinois Accessibility Task Force. This task force will remain in effect until it reports its recommendations to the Capital Development Board and the General Assembly. Currently, the task force is still in effect and has not made any recommendations to change the code.

5 The appointed members of the task force will recommend revisions to the Illinois Accessibility Code (71 Ill. Adm. Code 400) to comply with the federal Americans with Disabilities Act of 1990 with respect to public school property. Presently the person to contact is Felicia Burton, Capital Development Board, 3rd Floor, William G. Stratton Building, 401 South Spring Street, Springfield, Illinois 62706, (217) 782-8530, Felicia.Burton@illinois.gov.

Recommendations for Maintenance and Future Work

The following recommendations are intended to give guidance to District 36, the Crow Island School Stewardship Group, the Crow Island School principal, maintenance crews, and any future design teams that will work on the building. The recommendations address historically significant spaces, and features, including all the materials and systems that exist in the building and on the grounds.

1. **Follow *the Secretary of the Interior's Standards***. The *Secretary of the Interior's Standards* (known as the *Standards)* are a series of concepts about maintaining, repairing, and replacing historic materials, as well as designing new additions or making alterations. They provide a framework and guidance for decision-making about work or changes to a historic property. They can be applied to both the exterior and the interior and extend to a property's landscape features, site, environment, as well as related new construction.

   Federal agencies use the *Standards* in carrying out their historic preservation responsibilities. State and local officials use them in reviewing both Federal and non-federal rehabilitation projects. Historic district and planning commissions across the country use the *Standards* to guide their design review processes.

   The *Standards* provide four distinct approaches to the treatment of historic properties: preservation, rehabilitation, restoration and reconstruction. For Crow Island School we have generally recommended *preservation* and *rehabilitation* as the treatments to follow (See the *Appendix* for a list of the detailed standards to be followed for preservation and rehabilitation). These two treatment approaches will then apply to spaces, features and materials at Crow Island School so that the District can continue to operate the building as a school while still allowing for some flexibility to make changes or upgrades to accommodate programmatic changes, new technology, better accessibility, or more efficient facility operations.

2. **Preventative Maintenance**. Regular, appropriate maintenance will protect the property and help prevent costly and potentially damaging major repairs later on. Material repair recommendations tailored to the building are included in this report.

3. **Develop and follow a cyclical maintenance program for the property**. This can be independent of the maintenance that is set up by the District. Independent as well as District-led maintenance work should be evaluated to determine if the work will retain the character-defining spaces, features, and materials, that exist at Crow Island School. Replacement of existing historic features and materials should be a last resort. It is better to repair these features than to replace or replicate them. The replacement of intact or repairable historic materials or alteration of features, spaces, and spatial relationships that characterize the property should be avoided.

4. **Future Maintenance and Rehabilitation Work**. Some modifications have occurred to the exterior and interior features of the school throughout the years, rendering remaining historic features even more

significant. It is important to review all proposed maintenance work to determine that historic features are not damaged or removed during the work. Proposed new projects that include programmatic changes should be carefully analyzed to provide the retention of historic materials while balancing the proposed programmatic or operational changes.

- Use the *Treatment Approaches Map* and the *Master List Matrix* as guiding tools. Determine the best locations for new construction. If modifications must occur, relegate them to Treat with Care locations and apply them to non-contributing materials wherever possible. The *Treatment Approaches Map*, located at the end of this section (p. 4-54), provides a graphic representation of spaces that have retained original configurations and features, spaces that have been altered, and spaces that were extensively remodeled or were built outside the periods of significance. See the *Master List Matrix* (p. 4-49) for a quick reference guide on how the Crow Island School façades and spaces are rated and where to find information in this report. In some cases, rooms rated as Rehabilitate or Treat with Care in the *Treatment Approaches Map* can be brought back to their original, historic configuration and be upgraded.

- Educate your project team and review any proposed work. District maintenance and repair work should require review by the Principal of Crow Island School and the Stewardship Group. Any routine maintenance or facility upgrades should be reviewed by the Crow Island School Principal to determine how the work will interface with the existing character-defining spaces, features, and materials of the school. Projects that impact these items, including life safety repairs that are overseen by District 36, should be handled by first notifying the project architects, engineers, and consultants to alert them that Crow Island School has National Historic Landmark status. It should be required that the recommendations in this report and the *Standards* be used as guidelines for their proposed work.

- Large projects should require preparation of construction documents by a preservation architect who has performed the tasks on other historic buildings. The preservation architect should be a part of the project team and create drawings, write specifications, and provide construction monitoring. Quality assurance language in the specifications may include that contractors must have demonstrated experience with historic buildings and foreman/superintendent must have had five years of experience with historic buildings of a similar scope. Construction documents can also inform project contractors that project will be reviewed and overseen by others prior to work commencing. At the very least, language should be included in the documents that state:

  "Crow Island School is a National Historic Landmark and as such shall have any work that is done at the school reviewed by a qualified preservation architect, the Crow Island School Principal, and the Stewardship Group."

5. **Document any proposed major changes.** When scheduled repairs and structural improvements that alter or damage significant features, materials or spaces can't be avoided, archival photographs should be taken to record them prior to starting the work and after its completion.

The documentation shall be submitted to the principal and the Crow Island School Stewardship Group to be housed in the Winnetka Public Schools Archives, currently located at The Skokie School, 520 Glendale Avenue, Winnetka, Illinois, 60093.

6. **Continue cataloguing the Crow Island School Materials in the Winnetka Public Schools Archives**. The Crow Island School Archive, located within the Winnetka Public Schools Archives, needs be catalogued. Ideally, a grant should be applied for to organize and create a finding aid. Members of the Crow Island Stewardship Group have been organizing the material, but no finding aid has yet been created.

7. **Reference construction drawings and specifications in the District building records**. The District maintenance office, located at 1235 Oak Street in Winnetka, houses Crow Island School construction drawings and specifications of past and current construction projects. (See the Appendix for an index of their holdings.)

If the general recommendations are followed for any proposed work or day-to-day maintenance of the building then the building should retain its integrity as a National Historic Landmark. It will then continue to be a valuable resource for the local community, the nation and the world.

Exterior Priorities

The following priorities adhere to the *preserve* and *rehabilitate* treatment approaches. Original sources for historic materials are included in Appendix J. in *List of Specialty Materials and Contractors*. Current sources are also included, if known.

General Exterior Priorities

Crow Island School retains numerous original exterior features, materials and spatial layouts. The building exterior has been well maintained and is in overall good condition. Both the exterior evaluation and the following exterior recommendations are based upon a review of the building that was conducted for this report.

Review and Analyze Every Project: Carefully review and analyze any work being proposed and conducted.

Minimize Alterations and Maintain Integrity: The impact of proposed alterations in the future must be carefully analyzed and weighed against preserving the integrity of the historic façades, spaces, features, and materials. Due to the building's high degree of integrity, further alterations to the building should be minimized.

Material Repairs: See the Exterior *Material Repair Recommendations* included at the end of this section (p. 4-25). Original sources for materials and current sources, if known, have also been included in Appendix K in *List of Specialty Materials and Contractors.* In some instances, even more detailed information can be found in the original specifications that have been digitized and are available in the Crow Island School Archive in the Winnetka Public Schools Archives.

Specific Exterior Priorities

Façades: Retain and preserve all building façades as well as classroom courtyards. Any changes should incur the least amount of impact on the historic building. Minimize the impact of visible modifications to all the exterior façades.

Exterior Material: Protect and maintain the existing exterior materials from the 1940 and 1954 construction phases. Conduct routine maintenance for the roof, brick walls, steel and wood doors, windows and other historic features.

Window: Maintain steel window frames and sash. All frames currently need repair. Remove rust down to bare metal and repaint, as specified by Hope's Windows, Inc.

Flagpole Structure: Repair flagpole structure at northwest wing. Review structural attachments, maintain metal by removing rust and applying protective coating.

Courtyards: Review and remediate tripping hazards at courtyards. Repair pavers at the 1995 Eduscape courtyards where concrete furniture is not properly supported by the existing soil and pavers.

Southwest Wing East Terrace: Repair paving and expansion joints at the terrace adjacent to outdoor amphitheater (this work has since been completed in August 2017).

Vegetation Control: Remove any vines and other vegetation that is attached to the exterior walls. The original design intent was to have no vegetation on the building. It potentially damages the Illinois common brick, which is softer, more absorbent and more breathable than other types of brick.

Brick Clock Tower: Continue to evaluate and monitor the tower for water infiltration and brick damage and maintain, as required. It is a functioning chimney. The common brick did not weather well on the tower and the tower was rebuilt in 1993, using the same brick. The brick is now showing efflorescence, which is an indication of water infiltration.

Clock: The 2015 clock repairs at the brick tower provided an operating clock, but did not replicate the historic clock. The finish and details that were omitted should be discussed with the company that worked on the clock and consideration should be given to having them perform additional restoration work so the clock more closely resembles the original.

Accessibility Review: Conduct an accessibility review to address current needs.

Interior Priorities

The following are general priorities for the treatment of rooms and select historic interior features and materials. General priorities for spatial changes are only included in this report as a guideline and will need to be re-addressed and analyzed once a project is proposed.

General Interior Priorities

Like the exterior, the interior of Crow Island School is largely intact and retains a high degree of integrity with most original features, materials and spatial layouts unchanged. The building interior has been well maintained and remains in an overall good condition, based on the review of the building that was conducted for this HSR.

Review and Analyze Every Project: Carefully review and analyze any work being proposed and conducted.

Minimize Alterations and Maintain Integrity: The impact of proposed alterations in the future must be carefully analyzed and weighed against preserving the integrity of the interior spaces and historic features because they generally retain a high degree of integrity. Every effort should be made to preserve those elements and minimize alterations. Spaces rated as *Preserve* and *Rehabilitate* should be protected with little or no changes. Some spaces that are rated as *Treat with Care* might be restored to their former configuration, if the District or the project team wants to pursue that route. If the needs of the users have a greater priority than restoration of the *Treat with Care* space, the spaces and features can be thoughtfully modified. Bathroom fixtures and partitions can, for instance, be upgraded for accessibility and to accommodate technology advances, but efforts should be made to retrofit the fixtures first. Blackboards in classrooms no longer accommodate current technology, so can be modified. Modification could include retaining the frame, while at the same time only overlaying the blackboard with digital white boards. To the greatest extent possible, modifications should be installed in a reversible manner that will not damage very significant, significant, or contributing historic spaces, features, or materials. The resource center spaces were constructed after the periods of significance (1940, 1954), so can be modified to suit user needs.

Consider the Impact on Historic Spaces, Features and Materials: The impact of proposed alterations to historic spaces, features or materials on the interior, required by overall building improvements, must be carefully considered.

Research Material Repairs: See the *Interior Material Repair Recommendations* included at the end of this section (p. 4-37). Original sources for materials and current sources, if known, have also been included in the Appendix in *List of Specialty Materials and Contractors*. In some instances, even more detailed information can be found in the

original specifications that are available through the Winnetka Public Schools Archives.

Weigh Life Safety Considerations: If certain material deficiencies threaten life safety or lead to related building component failure, then correcting that deficiency shall be reviewed and weighed against retaining the integrity of the affected feature and adjacent historic fabric. Any work shall be done in a manner that has the least impact on a historic space of feature.

Specific Interior Priorities

Auditorium wood wall and Benches: Repair wall and benches. Hire a conservator to restore the walls, benches and seatbacks.

Former Library: Repair and restore the former library (room 146). If the original wood floor exists, repair and maintain it. If the wall clock has been modified, determine if and how to return it to its original appearance.

Accessibility Review: Provide a handicap accessibility review for the Auditorium (room 138), foyer bathrooms (rooms 157, 158) and lower level bathrooms (rooms 3, 4).

Pioneer room: Conduct additional research for the pioneer room and its original historic features. Investigate the exterior walls to make sure there is no ongoing water infiltration. Determine if original furniture remains and provide an inventory. Create a furnishing plan. Maintain operation of the oven and fireplace, if desired. Provide a maintenance and repair plan for any historic features needing work, such as the beams, plank walls, plaster, fireplace and mantle, wood trim, doors, windows, light fixtures or shelving.

Site and Landscape Priorities

The following are general priorities for the treatment of the Crow Island School site, landscape, and hardscape features. These are intended as guidelines and will need to be re-addressed and analyzed once a specific project is planned for the property.

Many of Crow Island School's landscape and hardscape features dating from 1940 and 1954 – the periods of significance—are intact, but new features have been added. (See the *Site and Landscape* section (p. 3-139), for more detail on specific areas.)

General Site and Landscape Priorities

Retain site and landscape features from 1940 and 1954: Retain or restore original 1940 and 1954 landscape and hardscape features, whenever possible.

Northwest Play Terrace: Preserve the raised northwest wing play terrace and all associated historic features.

Willow Road Raised Planting Beds: Research the date of installation of the planting beds. Repair damaged retaining walls and maintain the plantings. (Note: This work was completed in August 2017.)

Central Courtyard Terrace: Repair the quarry tile at the central courtyard terrace and add an expansion joint (this work was conducted in August 2017).

Nature Connection: Retain the connection between the schoolyard and the 17.91 acre Crow Island Woods. Collaborate with the Winnetka Park District to continue to educate the community on the benefits of this connection.

Accessibility: For new projects, analyze accessibility ramps to entrances and exits and determine if changes are required. Choose the options that have the least impact on the original landscape, hardscape and the building.

Bike Rack Use: Review bike rack use and remove or replace, as desired. Any new design should be compatible with the historic building.

Parent Teacher Organization improvement campaigns: Future projects can be allowed in areas that have been modified from the 1940 and 1954 original landscape plan. Any non-historic features can be removed, altered, or modified again. Create a site and landscape survey to determine which areas and features fall outside the periods of significance. Examples of modified or non-historic objects include: some playground equipment and concrete furniture in classroom courtyards.

Furniture Priorities

Many original pieces of furniture have been lost over the years. The value of the remaining pieces of furniture is high and every effort should be made to properly label, maintain and protect them. If used, they should be treated carefully. The following recommendations are general priorities for the treatment of the Crow Island School furniture and will need to be reviewed and analyzed once a specific project is planned.

General Furniture Priorities

Assessment. The Stewardship Group, the Principal, and the District should further evaluate furniture at Crow Island School. Now that a preliminary survey and inventory has been conducted, decisions can be made on how to label, retain, preserve, and, if being considered, how to restore or rehabilitate the pieces. The goal is to stabilize and preserve the artifacts. These general guidelines revolve about respecting the historic, physical and aesthetic integrity of the object. Every effort should be made to preserve that integrity. This means trying to leave the object as undisturbed as possible and yet ensure the long term stability, function and preservation of that object.

Set aside one set of furniture of each type and size (chairs, desks, tables etc.). These will be the "best quality historic set" and can be put on display in a secure environment. Currently, some furniture is still on display at the Winnetka Historical Society. The pieces of furniture designated to be the "best quality historic set" should remain unrestored and should have visible signs of patina and wear from having been used. These pieces, as well as others, can be loaned out to museums, but only with insurance and proper documentation. See the Appendix for *Outgoing Loans: Basic Requirements for Museum Collections* for suggested forms. Continuing to use the historic furniture in the school is encouraged. Extra pieces can be kept in secure storage.

Conditions Survey: Continue surveying all furniture at Crow Island School. For each piece, provide a written description, a history, photographic documentation, and dimensions. Evaluate its condition. File the report with the Stewardship Group to be discussed for future maintenance. Consult with museum experts, such as a curator of decorative arts at the Art Institute of Chicago or at the Chicago History Museum, on how to best document the condition of each piece. Place the final report in the Crow Island Archive.

Provide Repairs: Determine if there are physical problems with each piece and hire a qualified conservator to evaluate. Have the specialist prioritize the needs of the repair, and propose a long-term plan. It is recommended that objects be stabilized and repairs made to existing historic material. Only replace missing components in-kind when the material is beyond repair.

Security: Protect all furniture by creating a furniture security program. All furniture that is school or District property needs to be signed out by the Crow Island School Principal, Stewardship Group, and the District. Place a

copy of the loan document on file with the Crow Island Principal, Stewardship Group, and the District Superintendent. School policies should be amended to require that staff be made aware that objects that are school property are to remain on-site. See the Appendix for *Outgoing Loans: Basic Requirements for Museum Collections* for suggested loan forms.

Artwork Priorities

Some original pieces of art have been lost over the years, and others have come to light. One exterior terra cotta sculpture was removed from an exterior niche and a wall mural was removed from a classroom in the northeast wing. In 2017 the Crow Island Stewardship Group found several framed pieces of W. P. A. artwork in the lower level storage area; this artwork should be researched further. The value of the remaining pieces of art varies and every effort should be made to properly maintain and protect them. They should be treated carefully. Those that can be, should be properly labeled. Objects that are integral to the architecture of the 1940 or 1954 building are considered *Very Significant* or *Significant* and should be preserved.

The following recommendations are general priorities for the treatment of the Crow Island School artwork. These items are intended as guidelines and will need to be re-addressed and analyzed once a specific project is planned.

General Artwork Priorities:

Create an up-to-date Inventory & Conditions Assessment: Survey all artwork at Crow Island School. This can be conducted by the Stewardship Group. Provide a written description, a history of each piece, photographic documentation, and dimensions. Include a general evaluation of its condition. Consult with museum experts on how to best document the condition of each piece. Place final report in the Winnetka Public Schools Archives. Decisions can then be made on how to label, retain, preserve, and, if needed, restore or rehabilitate any given piece. At some point in time, the District may want the art objects to be individually assessed by appraisers, authenticators, and conservators. These pieces can be loaned out to museums, but only with insurance and proper documentation. See the Appendix for *Outgoing Loans: Basic Requirements for Museum Collections* for suggested forms.

Provide Conservation: When it is determined that there are physical problems with a piece, hire a qualified conservator to evaluate it. Have the specialist prioritize the needs of the repair and propose a long-term plan.

Security: Protect all artwork by creating an artwork security program. All artwork that is school or District property needs to be signed out by the Crow Island School Principal, Stewardship Group, and the District. Place a copy of the loan document on file with the Crow Island Principal, Stewardship Group, and the District Superintendent. See Appendix L. *Outgoing Loans: Basic Requirements for Museum Collections* for suggested loan forms.

Exterior Material Repair Recommendations

INDEX:

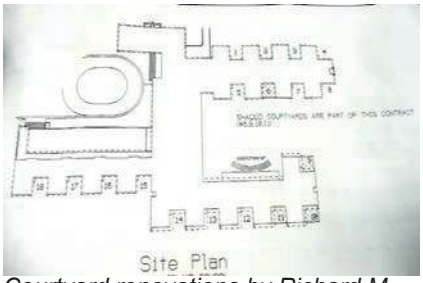
The material in this section is organized with specific division numbering, following the Construction Specification Institute's *MasterFormat,* a construction industry standard used to format specifications for construction contract documents. The purpose of this format is to assist the project team to organize information into distinct groups when creating contract documents, and to assist the project team, maintenance staff, and contractors in their search for specific information in consistent locations. This format will allow them to understand the project and perform work efficiently.

Building material conditions are generally described in this section, and may not be specific to any one façade, interior space, or feature. Detailed condition data about the building, its features, and its materials was acquired during the visual survey conducted in 2015 and 2016 by Benjamin Historic Certifications. Specific details about those conditions are noted in the *Crow Island School: Descriptions, Evaluations, and Recommendations* section (p. 3-3).

<u>General Material Repair Priorities</u>

1. Preserve and maintain existing historically significant materials.
2. Stabilize and repair historically significant materials, as needed.
3. Replace missing components in-kind, only when material is beyond repair.
4. Minimize the impact of visible modifications.
5. Non-contributing features, such as defunct conduit or metal attachments, should be removed, if at all possible. Remove anchors and patch anchor holes with appropriate patching materials.
6. Staff should perform annual exterior inspections to observe conditions and identify areas in need of repair. Consult with qualified professionals for repairs beyond routine maintenance.

West façade classroom courtyard in the southeast wing (BHC)



Courtyard renovations by Richard M. Schram, 1995 (District 36)

Concrete spall at eave (BHC)

Concrete spall at window head (BHC)

Repair Recommendations

The following pages provide general material repair recommendations. This list primarily addresses historically significant and contributing materials, however, replacement materials located in historically significant and contributing spaces, are also listed.

SITE AND PLANTINGS: COURTYARDS CONDITION: GOOD

The classroom courtyards in 1940 and 1954 were intended to be an extension of the classrooms to allow for outdoor teaching. The courtyard landscaping as designed by McFadzean & Everly had planting beds with low-lying shrubs near the exterior walls and planting beds with low-lying plants at the courtyard walls. When the 1954 addition was built, the southwest wing courtyards were also landscaped to match the other courtyards. In 1995, three of the 1954 courtyards and one of the 1940 courtyards were modified to include brick pavers and concrete benches and one of these courtyards had a concrete worktable installed.[1] The Kestrel Design Group, of Minnesota, created an Environmental Master Plan as part of the project. In 2010, a mosaic tile mural program was funded by the Winnetka Public Schools Foundation and the existing concrete benches were faced with colorful murals with the following themes: Earth Materials; Science of Sound; Woodlands; and Life Structures.

Recommendations:

- Research all design and planning documents for the courtyards from 1940, 1954, 1995 and 2010 to determine specific plantings or hardscape items that were designated. Survey the courtyards to include an inventory and condition of objects. Any modified courtyards can be rehabilitated and have alterations in the future that respect and retain original configuration and design material from 1940 or 1954. Courtyards that have not been modified can be retained and preserved as representative of the 1940 and 1954 historic design.
- Reference the following National Park Service documents: *Preservation Brief 36: Protecting Cultural Landscapes: Planning, Treatment and Management of Historic Landscapes* and *the Secretary of the Interior's Standards for the Treatment of Historic Properties and the Guidelines for the Treatment of Cultural Landscapes.* These are available online through the National Park Service website.[2]

CONCRETE CONDITION: GOOD

Concrete is used throughout for foundations, stairs, landings, retaining walls, and eaves. The northwest classroom wing has a deep overhang that includes exposed concrete beams. Most stairs and ramps are also of concrete as are walks and driveways and non-historic furniture with mosaic murals in classroom courtyards. The main entrance stair treads and risers have a rough aggregate finish.

Recommendations:

- Repair damage and cracks at main entrance stair. Match color and texture of existing aggregate finish. Install new joint sealant, as needed.
- Inspect concrete eaves to determine cause of rusted fasteners, angles and other

1 The four altered courtyards included 6, 9, 10, 11, as designated in the Schram design drawing image, shown above, to the left.

2 https://www.nps.gov/tps/how-to-preserve/briefs/36-cultural-landscapes.htm and https://www.nps.gov/tps/standards/four-treatments/landscape-guidelines/


Concrete foundation crack (BHC)

embedded steel. Paint all exposed steel, including embedded steel exposed as part of the work. Perform appropriate repairs, including patching of cracked and spalled concrete and replacement of supporting steel as needed.

- Install new joint sealants/mortar as needed at concrete eaves. Joints should be detailed so that the system does not retain moisture.
- Repaint concrete eaves as needed. Use a permeable paint that is specified to be used on concrete. Primer to be compatible with top coat.
- Patch concrete spalls using patching materials specifically designed for this purpose. Spall should be cut square and to appropriate depth to receive patch and to avoid feathered edges that will fail. Patch to match color and finish of existing concrete. Remove corrosion from any embedded steel that is exposed and coat steel with paint specified for this application.
- Patch concrete cracks as needed. Inspect cracks that might have reopened after repairs and consult with qualified professional to determine underlying cause and to design appropriate repair.
- Install new joint sealant at failed expansion joints in concrete paving and stairs.

MASONRY
BRICK WALLS CONDITION: FAIR


Graffiti on brick wall (BHC)

The exterior façades are largely composed of a pink Illinois common brick, with select overburned units, manufactured by Brisch Brick Co. Overall, the brick was found to be in fair condition, with localized areas of mortar deterioration and damaged brick. The majority of brick units have not held up well to freeze-thaw cycles and sun exposure. These brick faces have failed in many locations, allowing additional moisture to penetrate into the brick unit, causing more damage.


Climbing ivy on brick façade (BHC)

Recommendations:

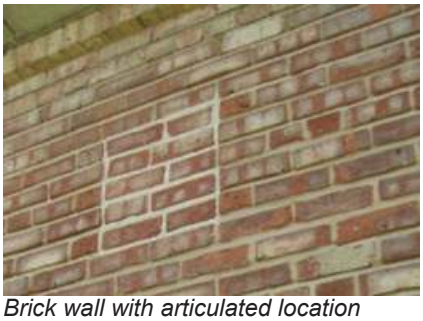
- Remove ivy from all façades. Ivy damages masonry by holding moisture to the wall and by penetrating mortar joints.
- Provide selective repointing to repair areas of mortar loss and deterioration. New mortar should match the color, aggregate mix, aggregate exposure, and joint profile of the existing mortar. Compressive strength of new mortar should be less than that of the existing brick to avoid damaging the brick. Grinding of joints in preparation for repairs can only be approved by the preservation architect, after having done a mock up sample.
- Repair damaged brick by filling cracks with patching materials specifically designed for this purpose. Spalled, damaged, and missing bricks should be replaced in kind, matching the color range, surface finish and size of the existing brick.
- Continue to monitor and regularly inspect brick walls. Avoid unnecessary replacement of large areas of brick. Existing mild erosion of brick surface may become a problem in the near future.
- Consult with a preservation architect to determine the best maintenance and remediation program that will protect and conserve the individual brick units as well as the wall surfaces. Hire a materials conservator to investigate the brick face failure at the exterior façades. Set in place a brick program to retain and preserve original brick walls. The goal is to prevent continuing face brick failure and to prevent any water infiltration into the wall system.
- Do not clean the brick until consultation with a preservation architect. If cleaned in the future, always use the gentlest means possible. Use only chemicals recommended


Spalled brick face (BHC)


Clock Tower efflorescense (BHC)


Efflorescence along bottom of Tower (BHC)


Repaired terra cotta sculpture (BHC)


Brick wall with articulated location where scullpture may have been originally intended (BHC)

for cleaning brick. Protect adjacent materials. Any pressure washing should be done at the lowest effective pressure and from an appropriate distance to avoid etching or damaging the brick. Do not sandblast brick.

- Do not use joint sealant (also known as caulk) for mortar repairs or as a substitute for mortar. Joint sealants should only be used at sky-facing joints, expansion joints and joints between dissimilar materials.

BRICK CLOCK TOWER/BRICK CHIMNEY CONDITION: GOOD

The building has one main chimney that also serves as the focal point of the primary, north façade. This chimney serves two interior fireplaces. It was completely rebuilt, but continues to have water infiltration issues. The photos taken in the 1940s and 50s show that there was a problem with the brick early on.

Recommendations:

- Investigate chimney to determine cause of efflorescence and correct this condition. Possible sources of water infiltration could be due to a missing chimney cap, poor quality bricks that have surface failure, inadequate detailing, or failed joints.
- Provide selective repointing to repair areas of mortar loss and deterioration. New mortar should match the color, aggregate mix, aggregate exposure, and joint profile of the existing mortar. Compressive strength of new mortar should be less than that of the existing brick to avoid damaging the brick. Grinding of joints in preparation for repairs can only be approved by the preservation architect, after having done a mock up sample.
- Repair damaged brick by filling cracks and patching small spalls with appropriate patching materials. Spalled and severely damaged or missing bricks should be replaced in-kind, matching the color range, surface finish and size of the existing brick.
- Inspect ladder rungs and repair as needed.

CERAMIC SCULPTURES CONDITION: GOOD

Terra Cotta ceramic sculptures are selectively incorporated into the brick walls. A small number of stand-alone sculptures may be missing or were never installed. A conservator has previously repaired the existing sculptures.

Recommendations:

- Continue to maintain sculptures. Consult with a qualified conservator for any repairs that may be needed.
- Conduct further research to determine if empty pedestals and wall spaces originally held sculptures. If so, provide updated documentation to be placed in the archives.
- Research to find information about the missing rabbit and baby rabbit sculpture. Consult with the Cranbrook Academy of Art archivist for records that will detail the missing sculpture dimensions and appearance.

Mankato limestone wall panels and heated bench (Winnetka Public Schools Archives)

Mankato limestone water table at main entrance (BHC)

Concrete and limestone seat amphitheater at southwest wing, ca. 1970s (Winnetka Public Schools Archives)

Amphitheater adjacent to southwest wing terrace with added facing (BHC)

LIMESTONE WALL PANELS CONDITION: FAIR

Mankato, Minnesota limestone is used for wall cladding at the recessed main entry at the north façade and for the adjacent wall base to the east. Other varieties of limestone are used as coping at the low brick walls that enclose play areas and selected classroom courtyards.

Recommendations:

- Remove graffiti using the gentlest means possible. Use only chemicals recommended for cleaning limestone. Protect adjacent materials. Any pressure washing should be done at the lowest effective pressure and from an appropriate distance to avoid etching the stone. Do not sandblast historic stone masonry.
- Maintain mortar joints at stone coping. Joint sealant is appropriate for sky-facing joints. Any repair and application of joint sealants should be detailed to allow the wall system to shed water.

LIMESTONE BENCH CONDITION: FAIR

The built-in bench at the recessed main entry at the north façade is limestone with a heating element installed below it. The heating element is not functioning.

Recommendations:

- Remove graffiti and soiling using the gentlest means possible. Use only chemicals recommended for cleaning limestone. Protect adjacent materials. Any pressure washing should be done at the lowest effective pressure and from an appropriate distance to avoid etching the material. Do not sandblast historic stone.
- Maintain mortar joints. Any new mortar should match the historic in composition, color, texture, and joint profile. Grinding of joints in preparation for repairs can only be approved by the preservation architect, after having done a mock up sample.
- Repair heating element, if desired.

AMPHITHEATER CONDITION: GOOD

The amphitheater located at the east façade of the southwest wing has a concrete base with upper limestone facing. It was repaired and modified in 1995 by the Kestrel Design Group. Limestone is believed to have been added. It was originally designed to be brushed concrete. Overall, the amphitheater was found to be in good condition with damage occurring at the expansion joint where stone meets the quarry tile paving.

Recommendations:

- Maintain existing concrete and stone seating.
- Repair failure at connection with adjacent quarry tile terrace.
- Provide a new expansion joint between the quarry tile and the stone.

METALS: SHEET METAL COPING AND FASCIA CONDITION: GOOD-FAIR

Lead coated copper sheet metal coping and fascia originally existed at all roof edges. Sheet metal is also used as coping for the chimney. A replacement project was completed by Green Associates in the Summer of 2017.

Lead coated copper sheet metal coping, 2015, prior to replacement (BHC)

Recommendations:

- Maintain soldered connections and joint sealants. Resolder joints and replace failed sealant as needed. Do not solder expansion joints.
- Dented areas of metal may be able to be reshaped. Severely damaged or perforated metal should be replaced in kind.
- Avoid use of fasteners composed of dissimilar metals that will cause galvanic corrosion.

WOOD: WOOD BOARD AND BATTEN WALLS CONDITION: GOOD

Board and batten walls and birdproofing at vent above windows at northeast wing entrance (BHC)

California redwood board and batten wood siding is used at the exterior of the northeast wing/kindergarten wing and at the northwest classroom wing. Original specifications call for it to be stained with "one heavy coat of Samuel Cabot Inc. Creosote Shingle Stain." Thru-wall vents were added to the northeast wing/kindergarten entrance prior to 1987 that cut through the redwood. Inappropriate bird proofing has been installed at vents above windows.

Recommendations:

- Maintain stained finish to protect wood. Restain as needed. Consider stripping and returning surfaces to stain, if they have been painted.
- Repair areas of rot or damage using wood patching material (not caulk) or by installing a dutchman repair. Any new wood for dutchman repairs or in-kind replacement should match the species, profile and grain orientation of the original.
- Northeast wing/kindergarten wing: remove metal screen material installed at toilet room vents. Patch holes from fasteners and repair wood as needed. Relocate vents through ceiling and patch wood. If that is not an option, provide low-profile bird deterrent system at vents that better integrates with the historic appearance of the building and does not damage the existing wood.

Original skylight with 9" x 9" grid set in bronze and concrete (BHC)

THERMAL AND MOISTURE PROTECTION: FLAT ROOF CONDITION: GOOD

The original roof was a 20-year roof by Barrett Roofing Co. It was a bonded built-up roof with gravel ballast. Roof drains were located throughout, connecting to internal drains. The roof has been replaced and modified over the years with the last replacement occurring August 2017 after this survey was completed. See the District 36 Building and Grounds contract documents for replacement information.

Recommendations:

- In 2017, a new roof that is compatible with past roofing systems was installed.
- Maintain flat roof, including flashings, and repair or replace roofing as needed.
- Periodically inspect roof drains to ensure they are clear of debris and working properly.

Exposed steel window lintels need repairs (BHC)

SKYLIGHTS CONDITION: GOOD

Original skylights were built of precast concrete curbs that projected above the flat roofs and held wire glass set in gridded frames. They were specified to be Magnolite glass tile units, 9"x9", set into a bronze grid with a continuous bronze cover, that was set into a reinforced concrete grid system. The original glass and grid structures of the skylights have been removed and replaced with translucent, dome-shaped skylights.

Typical steel window frame corrosion (BHC)

Recommendations:

- Consider incorporating a grid panel to match historic skylights. The existing domed skylight covers can be retained, while reintroducing the grid at the interior of the skylight.
- Maintain flashings and sealants at skylights, repair as needed.

DOORS, WINDOWS AND HARDWARE
STEEL WINDOWS, DOORS, AND FRAMES
CONDITION: GOOD-FAIR

Window openings throughout are composed of original steel frames with replacement steel sash that have insulated glazing. The replaced steel sash and doors are in good condition and were installed in 2002 using the original manufacturer, Hope's Windows, Inc. The frames are painted, while the sash have a factory finish. The majority of the frames have coating failure and rust that is staining the brick. The metal will continue to deteriorate, if not repaired and repainted.

Replaced steel window sash (top), 2002, within original, 1939, rusted steel frame and sill (below). (BHC)

Recommendations:

- Conduct a steel window and door survey. Check to see if one was completed after 2002. If not, refer to the Hope's Windows, Inc. construction documents.
- Maintain exterior finishes to prevent deterioration of the steel.
- For frames, only: Remove all rust, scrape and paint existing steel frames.
- Retain and repair remaining original steel windows at lower level. Replace broken glass in-kind. Maintain painted finishes.
- Touch-up factory finish at sash as needed. Consult with manufacturer.
- Paint exposed portions of steel window lintels. Deterioration of steel lintels can lead to damage and displacement of adjacent masonry. Do not install joint sealant at weep edge of lintels.

Classroom courtyard door with replaced door (2002) and original frame with finish failure (BHC)

WOOD STILE & RAIL DOORS AND TRANSOMS
CONDITION: GOOD-FAIR

Exterior stile and rail wood doors with wood transoms occur at the front entrance, former kindergarten entrance and northwest wing terrace. Doors with sidelites are designated as "A" type in the 1939 drawings. The doors are most likely "unselected birch of standard construction for first-quality doors as made by Paine Lumber Co., Oshkosh, Wisc., Morgan Lumber Co., Oshkosh, Wisc., or Wheeler-Osgood Sales Corp" as this is how they were specified in the 1939 construction documents.

Wood stile and rail doors at main entrance (BHC)

Recommendations:

- Complete a door survey for all doors and hardware at Crow Island.
- Do not alter design of existing historic doors and door trim.
- Maintain and repair original wood.
- Retain painted and stained finishes at historic doors and transoms.
- Consult with a preservation architect or wood specialist to determine appropriate repairs and scope of work for damaged doors or wood elements.
- Gouged or missing areas of wood, smaller than 3" diameter, should be repaired using wood filler to match the profile of the adjacent door. Missing or damaged wood areas, larger than 3" diameter, should be replaced with cut-in wood to match original wood type, grain, and the profile should match that of the adjacent door.

Glass block set into brick wall at north end of play terrace. Bottom row is infilled. (BHC)

GLASS BLOCK SET IN BRICK SCREENS CONDITION: GOOD

Glass Block by Owens-Illinois Glass Co. is installed in a grid pattern within the brick wall at the north end of the raised play terrace and at the northeast wing/kindergarten wing entrance. The lower row of glass block has been removed and the openings have been bricked in at the brick wall of the play terrace and replaced with stucco in all six openings at the northeast/kindergarten wing.

- When replacing joint sealant at perimeter of glass block provide a color that blends with the adjacent masonry. Investigate why sealant is located at joints and consider replacing sealant with lime mortar at joints between glass block units and the brick.
- Conduct research to determine why lowest row was bricked in. Consider reinstallation of glass block where previously removed, but alteration was most likely due to water pooling and poor drainage or was done to ensure safety.
- Any glass block used to replace missing or broken units should match the existing in size, pattern, color and transparency. Glass block should be set in mortar that matches the existing historic mortar at brickwork.

BRONZE HARDWARE CONDITION: FAIR

Bronze door hardware at northeast wing (BHC)

The exterior Sargent & Co. door hardware installed in 1939-40 is unlacquered polished bronze. Several hardware sets have been replaced over the years with mis-matched hardware. The 1940 door hardware also included: panic hardware, push bars, pull plates, kick plates for hollow metal doors, latches, pivots, mechanical operators for steel sash, and overhead doors at the garage. The 1940 specifications were reviewed and select information about the hardware is included below.

- All exterior door hardware shall be cast.
- The finish on hardware for hollow metal doors and exterior wood doors is to be polished bronze, left unlacquered for a natural finish.[3]
- Knobs and escutcheons on all other swinging doors, except cabinet knobs, are to be long shanks with supporting thimbles and threaded spindle. The escutcheon plates are to be not less than 2-1/2" by 8".
- All closers at entrance doors should be Rixson #25. All closers at hollow metal vestibule and corridor doors, Rixson #20 floor check, no threshold. The interior door closers for the vestibule doors, exterior auditorium doors, and exterior doors to nursery and kindergarten, are to be Norton-Lasier, Norton, Yale and Towne, or Corbin closers (specific dimensions are listed in the specifications).
- Door stops for swinging doors (except cabinet doors and toilet partition doors) to be rubber-tipped cast metal stops. Any stops set on plastered surfaces shall be secured in expansion sleeves.
- Bronze saddles at exterior doors at nursery and kindergarten and from boiler room to service court were specified to be extruded bronze saddles, like Protex #52L, weather stripping Protex #20 and #34 for nursery and kindergarten doors.[4]
- Transoms were all specified to be fixed, with an alternate for operational sash.

Exterior Door Hardware Types (From the 2015 BHC Survey) [5]:

The following letters and numbers correspond to the District 36 door naming system developed in 2014.

E8 Front doors. Three (3) narrow escutcheon plates with pull. Appears to be unlacquered polished bronze.

3 1940 Specifications, p. 87.
4 1940 Specifications, p. 87.
5 Door numbering system is in the 2014 District 36 Life Safety Plans.

Bronze Door hardware at classroom courtyard door (BHC)

N5-8	Courtyard doors manufactured by Hope's Windows, Inc.: Narrow turn lever with separate lock above. The hinges are coated and match the steel finish of the steel door. The finish appears to be unlacquered polished bronze.
W1	1954 southwest wing, Narrow escutcheon plates with pull. Left hardware has lock integral to escutcheon.
W2-6, W8	1954 southwest wing courtyard doors manufactured by Hope's Windows, Inc.: narrow turn lever with separate lock, above. The finish appears to be unlacquered polished bronze. The hinges are coated and match the finish of the steel door.
W7	The 1954 southwest wing doors have wide escutcheon plates with a pull. These appear to be replacements. The right door has a lock above the pull.
W9, W10	Pull with a lock, above and an approximately 4'-wide kick plate. The hardware finish appears to be unlacquered polished bronze.
W11	Unknown type, possibly from the 1974 remodel.
S1	Hinges only. The finish appears to be unlacquered polished bronze.
S2-5, S7-10	These are courtyard doors manufactured by Hope's Windows, Inc. They have a narrow turn lever with a separate lock, above. The finish appears to be unlacquered polished bronze. The hinges are coated and match the finish on the steel door.
S6	Narrow escutcheon plates with pull. The hardware on the left has an integral lock. The screws have been replaced with steel screws and are corroding due to galvanic corrosion.
E1	Turn handle, polished bronze. Has multiple finishes, so may be repaired or replaced.
E2	Unknown type, possibly replacement hardware.
E3	All courtyard doors and hardware are manufactured by Hope's Windows, Inc. This door has a narrow turn lever with a separate lock, above. The hardware finish appears to be unlacquered polished bronze. The hinges are coated and match the finish of the steel door.
E4	This door has an escutcheon with knob that appears to have been salvaged from an interior door, so may be one of the Bower-Barff iron hardware sets.
E5	Escutcheon plate with pull below. The finish is most likely unlacquered polished bronze. It is recommended that these two doors receive hardware to match what was there originally.
E6	Unknown.
E7	Right door has an escutcheon plate with pull. The finish is most likely unlacquered polished bronze.

Recommendations:

- Inventory the existing hardware to determine types of hardware and conditions at each location.
- Replace non-historic hardware with original hardware if available. Prioritize main entry doors and doors at the raised play terrace and the northeast wing/kindergarten wing. Any new hardware that is not an exact match to the original should be compatible with the historic character of the building and located at secondary façades or in utility spaces. Attempt to locate replacement hardware that matches the original.
- Always retain and reinstall existing original hardware and repair as needed to keep in working order. The maintenance staff has reported that they already have some hardware that they are repairing and will be reinstalling.
- Repair hardware at sliding doors in classrooms to allow doors to operate properly.
- Retain original fasteners (i.e. screws). Any new fasteners should match the original and be of the proper type and size for the application.
- Repair wood substrates as required for fasteners to work properly. This may require dutchman repairs where screws have pulled out of wood. Do not install screws at an angle to avoid previous screw holes.
- It should be determined by the District if the hardware should be returned back to its 1940 and 1954 appearance – polished bronze for the exterior (and Bower-Barff iron rustless finish for the interior or polished chromium plated for bathroom or sink locations) - or if they wish to retain the oxidation that has occurred over time. If they wish to retain historic patinated surfaces, then do not clean historic metal with aggressive cleaners or with polishing compounds that would remove patinated surfaces.
- Retain historic hardware at existing original windows. Repair hardware as needed as part of any window restoration.

Failed quarry tile where disimilar materials meet at joint. Area has since been repaired in 2017 (BHC)

FINISHES
PAINT — CONDITION: GOOD

Painted surfaces on the exterior include wood, metal, and stucco. Providing proper maintenance involves repainting surfaces as needed. Failing paint occurs in numerous locations, such as pipe railings, metal vent covers, and on surface-mounted specialty equipment attached to the building. Some features that need to be painted are included in other locations in this section.

Recommendations:

- Surfaces to be painted shall be thoroughly cleaned before the application of paint or coatings.
- Apply the appropriate paint system for the material being coated.
- Paint surfaces immediately after preparing the surfaces and following the manufacturer's requirements.

Quarry tile failure at embeded railing, repaired 2017 (BHC)

STUCCO — CONDITION: GOOD

Painted stucco is located at the eaves of the 1954 southwest wing. It was generally found to be in good condition.

Recommendations:

- Maintain existing stucco and repaint as needed.
- Patch as needed with new stucco matching the composition and texture of the existing.

Stucco eave at 1954 southwest wing (BHC)

QUARRY TILE — CONDITION: GOOD

Quarry tile is used as paving at the terrace located on the east façade of the southwest wing, adjacent to the amphitheater. The tile was found to be in poor condition, with significant cracking, spalls, efflorescence and areas of missing material observed. It was replaced with matching tile in the Summer of 2017.

Recommendations:

- Repair any cracked or damaged quarry tile. Investigate if 2017 project replaced 100% of tile or if any original tile remains. If any original tile exists, retain and repair, if possible. Materials that are beyond repair should be replaced in-kind, matching the size, color, composition, texture and profiles of the original.
- Maintain joint sealants at embedded metal railings and at expansion joints.
- Repair any expansion joint failures between the quarry tile terrace and the amphitheater seating.

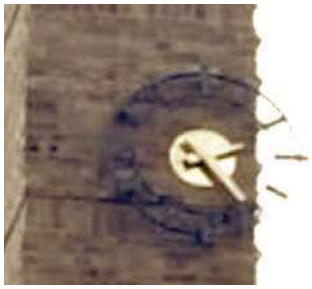
Sign on post near southeast wing. (Whitcomb)

SPECIALTY ITEMS
SIGNAGE — CONDITION: GOOD

There are several signs around the building. The north façade has bronze lettering spelling out "CROW ISLAND SCHOOL." A wood, freestanding signpost is located at Glendale Avenue.

Photo of clock, ca. 1940 (Cranbrook Archives)

View of clock with original bronze ring, backplate, hour tickmarks, and hands, ca. 1985 (Whitcomb)



Clock after repairs in 2016 (Winnetka Patch)

Flagpole structure on east wall of northwest wing has paint failure and rust that is staining adjacent concrete (BHC)

Recommendations:

- Wax the bronze letters, as needed, to preserve patina. Do not polish.
- Review to determine condition of anchoring.
- Maintain sealant, if existing, at locations where letters are anchored into masonry.
- Continue to follow the Crow Island School signage program for all signage at the school. Maintain signage and update survey of signage periodically. Contact the Buildings and Grounds Department for the signage program.
- A light post near the southeast wing has a sign plate with lettering spelling out "CROW ISLAND SCHOOL."
- Research the sign to determine age and history
- Salvage all ferrous hardware, removing corrosion, recoat and reinstall.
- Determine the best approach for sign treatment. Options include conservation of existing sign, rehabilitation to incorporate new signage, or leaving it in as-is condition.

BRONZE CLOCK ON TOWER CONDITION: GOOD

The clock had not kept time accurately since early in the building's history and several repairs have been made to the clock and the clock tower over the years.[6] In 1993 the clock was removed from the tower and in 1995 a two-speed electric clock was installed with original hands and base plate wired to a control box in the lower level.[7] The clock then ceased to work for some time and another repair effort occurred in 2015-2016. The original hands and base plate are missing and were not reinstalled.

Recommendations:

- Determine which original components are still intact or can be recovered. Contact people involved in the repair to see if objects were put into storage. Original components should be retained and reinstalled if found.
- Existing replacement components that do not match the appearance of the original should be modified or replaced with replicas of the original, if the originals cannot be found. Match the original finish, color, texture, and details such as the 3, 6, 9, 12, marks on the dial. Oxidize the repaired or replaced components to match the weathered patina on the existing concentric rings.

FLAGPOLE STRUCTURE CONDITION: FAIR

The 1940 metal flagpole structure is mounted directly into the brick façade at the northwest wing. The flagpole has paint failure causing corrosion of the steel and rust staining to the concrete stairs and sidewalk.

- Have a structural engineer perform a structural assessment and a scope of work for repair of attachment components. Any anchoring steel exposed as part of the work should be properly prepared and coated.
- Remove corrosion and flaking paint from metal surfaces, prep and recoat.
- Maintain sealant at locations where flagpole is anchored into masonry.

6 According to Larry Perkins the clock cost $70 and was never very good for keeping time. *Oral history of Lawrence Bradford Perkins, F.A.I.A.*, p 6-7.

7 Phone call with David Lee of Clockworks, Lake Bluff on January 12, 2017. Lee provided clock repairs for the project when the clock mechanism was replaced and the exposed hands, dial, and concentric rings were restored and reinstalled.

The greenhouse located in the central courtyard dates to 1974 (BHC)

GREENHOUSE CONDITION: FAIR

An aluminum and glass greenhouse with concrete basin foundation was installed in 1974 as part of the Resource Center addition. The structure is not historic and is a non-contributing feature on the site. The greenhouse was found to be in fair condition, having displaced, broken and missing glass, cracks in the concrete flooring, and ventilation or heating equipment that was rusted and perhaps not operational.

Recommendations:

- As a non-contributing feature, the greenhouse may be removed or altered in a design that is compatible with the building.
- If the greenhouse will be retained, repair existing aluminum framing and replace broken glass. Repair concrete base. Seal joints between dissimilar materials.

Interior Material Repair Recommendations

INDEX:

The material in this section is organized with specific division numbers, following the Construction Specification Institute's *MasterFormat*, a construction industry standard used to format specifications for construction contract documents. The purpose of this format is to assist the project team to organize information into distinct groups when creating contract documents, and to assist the project team, maintenance staff, and contractors in their search for specific information in consistent locations. This format will allow them to understand the project and perform work efficiently.

Building material conditions are generally described in this section, and may not be specific to any one façade, interior space, or feature. Detailed condition data about the building, its features, and its materials was acquired during the visual survey conducted in 2015 by Benjamin Historic Certifications. Specific details about those conditions are noted in the *Crow Island School: Descriptions, Evaluations, and Recommendations* section (p. 3-39).

<u>General Material Repair Priorities</u>

1. Preserve and maintain existing historically significant materials.
2. Stabilize and repair historically significant materials, as needed.
3. Replace missing components in-kind, only when material is beyond repair.
4. Minimize the impact of visible modifications.
5. Non-contributing features, such as defunct conduit or metal attachments, should be removed, if at all possible. Remove anchors and patch anchor holes with appropriate patching materials.
6. Staff should perform annual interior inspections to observe conditions and identify areas in need of repair. Consult with qualified professionals for repairs beyond routine maintenance.


Stair B at the main level


Stair A at north end of foyer


Illinois common brick walls and red brickbase at corridor (BHC)


Brick walls at workroom in southwest wing (BHC)

The following pages provide general material repair recommendations. This list primarily addresses historically significant and contributing materials, however, replacement materials located in historically significant and contributing spaces, are also listed.

CONCRETE STAIRS CONDITION: GOOD

There are several concrete stairs within the building that have concrete treads and risers. They connect the first floor to the lower level. Stair A and Stair B are the two primary staircases inside the building and are U-shaped. A third stair, Stair C, is a straight stair located off of the activities area (121). The auditorium stair is a short flight connecting the auditorium floor to the stage. It is located to the north of the stage. The concrete for each is in good condition and no visible issues were detected. The details of each stair, however, did have some issues that are listed below. Stair A and B are identical in materials and have steel railings with wood rail attached, and steel newel post with cast iron newel caps. Stair C and the auditorium stairs have wood handrails with cast iron brackets. Work for the hand rails and brackets does not fall under concrete repair, but rather, would occur under metal or wood divisions. For simplicity, they are included here.

Recommendations:

- Repair concrete stairs as needed using materials specifically recommended for concrete repair. Match existing concrete color and finish. Follow material manufacturer's instructions.
- Stair C has a loose handrail. Re-secure loose handrail at Stair C. Retain all existing historic materials, including wood handrail, and metal brackets and other hardware.
- Maintain stained and varnished finishes at wood handrails. Repair gouges and damage to wood and touchup wood finishes as needed using materials specifically recommended for wood repair and finishing.
- Maintain painted finishes at steel and iron surfaces.
- Maintain patinated finishes at bronze and brass brackets and hardware.

MASONRY
BRICK WALLS AND BRICK BASE TRIM
CONDITION: GOOD

Exposed brick is used at walls throughout the interior. Overall, the brick was found to be in good condition, with localized areas of damaged brick, mortar loss and soiling.

Recommendations:

- Provide selective repointing to repair areas of mortar loss and deterioration. New mortar should match the color, aggregate mix, aggregate exposure, and joint profile of the existing mortar. Compressive strength of new mortar should be less than that of the existing brick to avoid damaging the brick. Grinding of joints in preparation for repairs can only be approved by the preservation architect, after having done a mock up sample.
- Repair damaged brick by filling cracks with patching materials specifically designed for this purpose. Spalled or severely damaged or missing bricks should be replaced in kind, matching the color range, surface finish and size of the existing brick.
- Remove unused anchors, nails and other fasteners and patch mortar and brick appropriately.
- Avoid anchoring, nailing or otherwise fastening into the brick walls. If absolutely necessary, anchors should be drilled into mortar joints. Do not drill or nail into brick.

Brick wall at lobby has staining and non-matching mortar at repair locations (BHC)

- Carefully clean areas of soiling and abandoned adhesives using the gentlest means possible. Use only chemicals recommended for cleaning brick. Protect adjacent materials. No pressure washing should be done on the interior. Do not sandblast masonry.
- Do not use joint sealant (also known as caulk) for mortar repairs or as a substitute for mortar. Joint sealants should only be used at expansion joints and at joints between dissimilar materials.

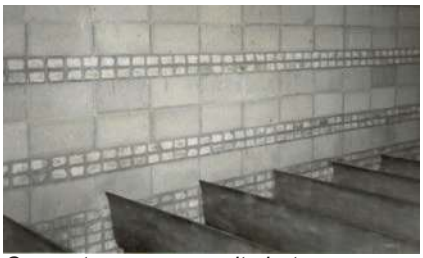
TERRA COTTA MASONRY CONDITION: GOOD

The Northwestern Terra Cotta Co. supplied the glazed terra cotta units that are integrated into the brick walls at the auditorium and that are located below the concrete masonry units at the upper wall of the gymnasium. Mats have been installed over the walls in the gymnasium, so the terra cotta is covered. The individual terra cotta sculpture units are addressed in the *Artwork Priorities* section (p. 4-23).

Recommendations:

- Remove unused anchors, nails and other fasteners. Patch mortar and terra cotta using patching materials specifically designed for this purpose. Any new mortar should match the color, aggregate mix, aggregate exposure, and joint profile of the existing mortar. Compressive strength of new mortar should be less than that of the existing terra cotta to avoid damaging the terra cotta. Terra cotta patches should be coated to match the color and sheen of the glaze.
- Do not anchor, nail or otherwise fasten into the terra cotta unit. If absolutely necessary, anchors should be drilled into mortar joints. Do not drill into terra cotta.
- Carefully clean areas of soiling using the gentlest means possible. Use only chemicals and methods recommended for cleaning terra cotta. Protect adjacent materials.
- Do not use joint sealant (also known as caulk) for mortar repairs or as a substitute for mortar. Joint sealants should only be used at expansion joints and at joints between dissimilar materials.

CONCRETE MASONRY UNIT WALLS CONDITION: GOOD



Concrete masonry units between rows of brick in the auditorium (Winnetka Public Schools Archives)

The auditorium and gymnasium were constructed with Waylite insulating concrete block from the Chicago Insulcrete Co. The bathroom walls in the 1954 southwest wing are painted concrete masonry units. Several other spaces have walls constructed with concrete block. Concrete masonry units throughout were found to be in good condition, with localized areas of cracking in the gymnasium.

Recommendations:

- Repair cracks as needed using appropriate patching mortars.
- Maintain painted finishes.

METALS: STEEL STAIRS CONDITION: UNKNOWN

One set of steel stairs is located at the rear stage of the auditorium and it is used to access the lighting. It has stringers with angle supports and checkered steel treads with bent nosings.

Recommendations:

- Inspect regularly
- Maintain painted finishes at steel and iron surfaces.

Corridor walls are finished with vertical pine planks with v-grooves (BHC)

WOOD, PLASTICS AND COMPOSITES
WOOD, PINE PLANK WALLS CONDITION: FAIR

Corridor and classroom walls have vertical Idaho white pine planks that are ingeniously designed as tack boards, a unique feature. They are dark and discolored from age and have tack holes throughout. The original finish was "natural with waxed finish." The wax was intended to sit on top of the wood and prevents it from oxidizing. The design intention was to provide a freshly cut, unfinished appearance. Localized areas of water damage were noted.

Recommendations:

- Continue to allow walls to be used as tack boards, per the original design intent.
- Avoid using adhesives to attach items to the walls.
- Repair any holes exceeding 1/16" or defects that are a hazard. Patch using a filler of pine sawdust and wood glue.
- A clear wax finish should be maintained on the walls. If the finish is worn and missing, it should be applied and maintained as a standard form of general maintenance. A preservation specialist or wood conservator should determine the level of shine the finished product should reach: matte, dull sheen, or high shine. For any work, either small or large, a mock up and repair submittal should be required prior to any work commencing.
- Repair sources of water leaks that are causing water damage to wood walls. Consult with a conservation specialist to determine whether water damaged wood can be refinished.

Molded plywood wing wall is delaminating at auditorium (BHC)

WOOD, OAK VENEER WALLS CONDITION: POOR

The auditorium has molded plywood panels at the curved wing wall flanking the stage. These plywood panels are oak veneer attached to a wood substrate. Specifications called for quartered white oak "Flexwood" as manufactured by the Flexwood Company of Chicago.[1] The finish was to be exact per the company's specifications of the time in 1939. The original finish of the oak is pickled, the act of treating light-colored wood to make it appear even lighter. The oak veneer is cracked and damaged and pulling away from the substrate.

Recommendations:

- Retain and conserve the existing oak veneer plywood. Consult with a wood conservation specialist to determine appropriate repairs and scope of work. Research suggestion of reinstalling veneer with contact cement and refinishing surface as suggested in 1987 Building Audit by Perkins & Will.
- Retain pickled finish. Do not oil the wood, as it would irreversibly damage the pickled finish.
- Do not post flyers or attach anything to the oak veneer walls. If items must be attached to this location, consider a spline system or other hanging solution that would allow posters to be hung without damaging wood.

This addition of new technology is reversible, but could have been better designed as well as centered within the fibreboard frame.

FIBREBOARD PANEL WALLS
CONDITION: GOOD TO POOR

There are fibreboard panels installed at the art room (room 23), the lunch room (room 24), music room (room 28), and the book room (room 149). Original fibreboard panels were

1 Flexwood is a patented product that was manufactured to have a flexible backing and a facing of thin wood veneer glued to it, where the veneer had no capacity for curling. The Flexwood Company, 919 N. Michigan Avenue, owned the patents to the product. The product was patented September 1, 1931 as Class 19. 286,555 and renewed September 1, 1951.

located in the lobby and a few classrooms and were used to pin papers onto. Specifications note for them to be left unpainted. Over the years the boards have been removed, relocated or painted.

Recommendations:

- Survey all fibreboard locations and conditions. Determine if they are original by comparing to historic photographs, or drawings.
- Create an audio-visual plan to determine how best to integrate historic blackboards and fibreboards with new technology, such as interactive digital displays.

Southeast wing corridor wood door, flush, with grille and transom (BHC)

DOORS AND HARDWARE
WOOD FLUSH PANEL DOORS
CONDITION: GOOD-FAIR

Interior doors throughout are wood, flush panel, unselect birch, 1-3/4" thick. These include both hinged and pocket types. Original doors were New Londoner style, supplied by American Plywood Company. Many have been painted, while others have a stained finish. Most doors exhibit damage, particularly at the base, where the veneer is often split, cracked and missing. Historic wood louvers exist at the base of many doors and have often been covered.

Recommendations:

- Do not alter existing historic doors and door trim.
- Determine if a true restoration of paint colors is applicable and if so, have a conservator conduct a paint analysis. If the current paint scheme is adequate, then retain painted and stained finishes at historic doors.
- Consult with a wood conservation specialist to determine appropriate repairs and scope of work for damaged veneer.
- Delaminated veneer that is salvageable should be re-adhered to the substrate using glues specifically recommended for this purpose.
- Repair damaged veneer by splicing in new veneer at areas of severely damaged and missing material. New veneer should match the wood species, grain density and grain orientation of the existing.

INTERIOR HARDWARE CONDITION: GOOD

Original hardware has been mostly retained at Crow Island School, with newer hardware selectively added. Some locations have mixed hardware. Often new hardware was applied without patching wood holes or repairing door finish. Mis-matched fasteners (i.e. metal screws that are of a dissimilar material to the hardware type) were observed and advance corrosion of both metals, known as galvanic corrosion. Work room drawer and cabinet knob hardware was specified as Bower-Barff, iron with a type of rustless finish. But, due to years of varied maintenance, there are now various resulting finishes. Some of the historic hardware is missing and has been replaced and is mismatched. Window hardware throughout is new, manufactured by Hopes Windows, Inc. It was installed with the replacement sash. There is, however, original window hardware at the few original sash that remain in the lower level.

The interior door hardware installed at Crow Island School in 1939-40 was provided by Sargent & Co., Richards-Wilcox, and Oscar C. Rixson Co. It is iron throughout, except for kitchen and bathroom locations, where it is polished chrome-plated hardware. 1954 hardware and any replaced hardware will need to be further researched.

Bower-Barff iron hardware. Incompatible screws are corroding and false keyhole is visible. (BHC)

Pitted and worn interior hardware located in the 1954 southwest wing addition (BHC)

Cabinet knobs in classrooms are often inconsistent and unmatched (BHC)

Interior door hardware installed in 1939-40 is predominantly a special iron finish and for wet locations, such as bathrooms, is chrome-plated hardware. Besides knobs, the door hardware includes panic hardware, push bars, pull plates, kick plates for hollow metal doors, latches, pivots, mechanical operators for steel sash, and toilet partition latches. The 1940 specifications were reviewed and select information about the hardware is included below.

- All interior door hardware is to be cast.
- The finish on all interior door and cabinet hardware is to be genuine best-quality Bower-Barff rustless iron, except inside of toilet rooms and kitchens, which is to be polished chromium plated.[2]
- Push and pull plates at public toilet room doors, vestibule doors, each classroom door, library door, art room (current teacher's lounge), gym, stage doors, lobby to auditorium doors to be 4" x 16" cast pull and push plates.
- Knobs and escutcheons at all other swinging doors, except cabinet knobs are to be long shanks with supporting thimbles and threaded spindl. Escutcheon plates to be not less than 2-1/2" by 8".
- Closers at entrance doors are to be Rixson #25 and hollow metal vestibule and corridor doors shall be Rixson #20 floor check, no threshold. The public toilet doors, vestibule doors, all interior and exterior auditorium doors, all stage doors, doors to classrooms, library, art room, play room, corridor to nurses' corridor, corridor to nursery office and kindergarten office, nursery kitchen, exterior doors to nursery and kindergarten, teachers' kitchen are to be Norton-Lasier, Norton, Yale and Towne, or Corbin closers (specific dimensions are listed in the 1940 specifications).
- Hinged seats in classrooms, nursery, kindergarten and library (room 146) are to be Soss invisible hinges, spaced not over 24-inches apart.
- Door stops for swinging doors (except cabinet doors and toilet partition doors) are to be a rubber-tipped cast metal stop. Any stops set on plastered surfaces shall be secured in expansion sleeves.
- Classroom sliding doors are to have Richards-Wilcox, #722 Ideal Parallel Sliding Door Hangers complete with special brass floor guide track as detailed, track grooves to end at the limit of door travel, with adjustable graphite door guides, and a back stop on the floor guide with a slotted holder form adjustment. The end door is to have a mortise flush lift ring, by Yale and Towne GL1010.[3]
- Transoms were specified to be fixed, with an alternate to have butts, two to each sash, and 3"x3" lifts to be by Yale, or equal quality.
- The coat hooks in kindergarten coat room are to be heavy steel chrome-plated.

The 1954 addition specifications by Perkins & Will were not provided for review, so the specified hardware is unknown and not included in this report. Much of the southwest wing hardware appears to be oil rubbed bronze, so it is believed that bronze hardware was specified and used throughout the 1954 addition. Iron hardware was not found in the 1954 southwest wing. Some corrosion occurs at bathroom locksets, making it appear that chrome hardware was also not used in the 1954 addition or was of a lesser quality plating. Architects commonly specify chrome hardware for spaces that have wet activities, spaces such as toilet rooms and kitchens, but this may not be the case in the southwest wing. Cabinet pulls in most classrooms appear to be lacquered and have a reflective appearance, but are often mis-matched.

Recommendations:

- Conduct a detailed hardware survey to determine all existing types of hardware and document the conditions of the hardware at each location.

2 The Bower-Barff rustless process was patented in 1882 and fell out of use in the 1940s. It is a metallurgical process that coats iron or steel with magnetic iron oxide, such as Fe2O4, in order to minimize atmospheric corrosion. It became popular in the production of Victorian-era hardware and ironwork due to the desirable blue-grey or blue-black finish that was created, one that preserved the sharp outline of the designs. http://www.urbanremainschicago.com/news-and-events/2016/03/03/de-mystifying-the-bower-barff-process-an-analysis-of-rust-proof-hardware/.

3 1940 Specifications, p. 87.

Original library (room 146) with acoustic plaster ceiling, 1940 (Hedrich Blessing)

Room 146 with replaced, textured, acoustic ceiling tiles, 2015 (BHC)

- Retain existing original hardware and repair as needed to keep in working order. The maintenance staff should have a collection of hardware to be repaired and reinstalled.
- Inventory existing hardware and replace non-historic hardware with original hardware if available. Prioritize main entry doors and doors at the raised play terrace and the kindergarten wing as well as public formal rooms in the interior. Any new hardware that is not an exact match to the original should be compatible with the historic character of the building and located at secondary façades or in utility spaces.
- Repair hardware at sliding doors to allow doors to slide properly.
- Retain original fasteners (i.e. screws). Any new fasteners should match the original and be of the proper material, type and size for the application.
- Repair wood substrates as required for fasteners to work properly. This may require dutchman repairs where screws have pulled out of wood. Do not install screws at an angle to avoid previous screw holes.
- Return the hardware back to its 1940 and 1954 appearance – polished bronze for the exterior and Bower-Barff rustless iron finish for the interior or polished chromium plated for the 1939 building and bronze for the 1954 addition. It is acceptable to retain the oxidation that has occurred over time. Do not clean historic metal with aggressive cleaners or with polishing compounds that would remove patinated surfaces.
- Retain historic hardware at existing original windows. Repair hardware as needed as part of overall window restoration.
- Keep a store of existing hardware for doors and cabinets. Replace non-original hardware with those that are original in one space or more. All hardware should match in a single room.

FINISHES
PAINT — CONDITION: GOOD

Painted surfaces on the interior include wood, metal, plaster and stucco. Providing proper maintenance involves repainting surfaces as needed. Failing paint occurs in numerous locations, such as pipe railings, metal vent covers and grilles, and to surface-mounted specialty equipment attached to walls. Some features that need to be painted are included in other locations in this section.

Recommendations:

- Surfaces to be painted shall be thoroughly cleaned before the application of paint or coatings.
- Apply the appropriate paint system for the material being coated.
- Paint surfaces immediately after preparing the surfaces and following the manufacturer's requirements.

Principal's outer office with ceiling finished with rectangular, acoustic tile, 1940 (Hedrich Blessing)

ACOUSTIC PLASTER, ACOUSTIC TILE , FLAT PLASTER AND PORTLAND CEMENT STUCCO CONDITION: GOOD-POOR

The schedule of finishes that are included in the1940 construction drawings designate which rooms were to receive acoustic plaster, acoustic tile, flat plaster or Portland Cement stucco. Acoustic plaster walls and ceilings were historically located at the main lobby, auditorium, stair wells, art room (current teacher's lounge), staff offices, original library (room 146), and walls and ceilings at corridors. Acoustic plaster was also located in 1940 and 1954 classrooms. Due to asbestos material being present in the plaster, most of the original material has been replaced with suspended and applied acoustic tiles and textured plaster. The auditorium ceiling has been replaced with gypsum plaster to aid in sound absorbtion.

Original flat plaster walls and ceilings are located in toilet rooms, some staff offices, the nurse's suite (rooms 129-131), closets and storage rooms and are often applied over hollow

clay tile walls. The south and west corridor entry ceilings were finished with a three-layer, Portland Cement stucco.

The Principal's office was finished with small acoustic tiles, even though the finish schedule calls for acoustic plaster. The tiles have since been removed and replaced with textured, acoustic tiles.

Bathroom ceilings and walls were finished with Keene's cement, a hard-finished gypsum plaster with alum added to the mix. This type of plaster is durable and best for high use locations.

Overall the replacement ceilings were found to be in good to poor condition. Displaced, poorly sized and sagging tiles were observed in addition to water-damaged areas and discolored metal grids. Water damage and discoloration was observed at the textured plaster in corridors. Water damage was observed at the auditorium ceiling.

Recommendations:

- Understand and verify the extent of previous replacement and repairs.
- Identify and correct causes of water damage at ceiling and wall surfaces.
- Existing, non-historic plaster and acoustic tiles may be replaced. However, within historically significant spaces, with a treatment rating of preserve or rehabilitate, new work can replicate the appearance, color and texture of the original ceiling that was removed, if restoration of the space is desireable. Review historic photos or any remaining samples that may be located in closets areas.

Ceramic tile floor pattern, typical for the1940 classroom bathrooms (BHC)

Plaster walls and ceilings:

- Repair existing plaster.
- Do not replace plaster surfaces when localized areas of damage can be repaired.
- Repair plaster using materials specifically designed for this purpose. Repairs should match the existing surface texture and finish, and should be blended into adjacent plaster surfaces.
- Repair textured plaster. Existing, non-historic, replacement materials may be replaced. However, any new work should match the historic appearance of ceilings and walls.

Acoustic tiles at ceiling:

- Reset displaced tiles.
- Replace damaged and poorly sized tiles. Any new tiles should match the texture and color of the existing, adjacent tiles.

Ceramic tile wall adjacent to concrete masonry units in the 1954 southwest wing (BHC)

CERAMIC TILE FLOORING AND WALL BASE CONDITION: GOOD

A combination of historic and non-historic ceramic tile is located throughout the building, primarily in toilet rooms. The 1940 bathrooms have a random pattern of geometrical earth-toned tiles on the floor. The 1954 bathrooms have tan-colored, symmetrical, rectangular tiles on the floors and a dark red, symmetrical, rectangular tiles on the walls as wainscot. Historic ceramic tile is generally in good condition. Localized areas of damaged, missing and poorly matched tile were observed.

Recommendations:

- Retain and repair existing historic tile. The 1940 tile patterns and the 1954 stacked tile is characteristic of their periods and should be retained when any repairs are made or areas replaced.
- Replace tiles that are beyond repair with new tile that matches the existing in size, color range and edge profile. Custom tile may be needed to match existing tile. If custom tile is ordered, order extra to keep as attic stock for later repairs.
- If future changes to the building result in removal of historic tile at select locations, carefully salvage and store the tile to be used for repairs at other locations.
- Do not drill holes into historic tile.
- Clean tile using the gentlest means possible. Only use chemicals specified for cleaning of glazed tile and grout. Protect adjacent surfaces.
- Protect tile when painting adjacent surfaces. Remove paint spatters from surface of tile using the gentlest means possible. Do not scrape with tools that will damage the glazed tile surface.

QUARRY TILE CONDITION: FAIR-POOR

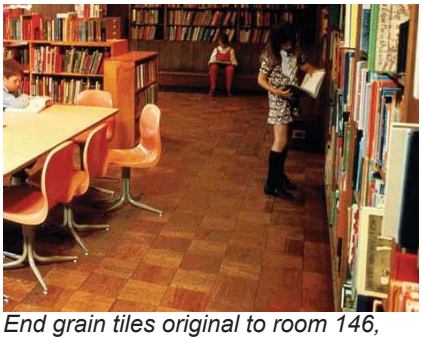
Quarry tile located in activities area (room 121) in southwest wing (BHC)

Quarry tile flooring is located at the interior near the fireplace in the activities area (room 121) in the southwest wing. The tile was found to be in fair condition. It has a waxed finish and areas of spalls and holes were noted. The quarry tile extends to the outside into the central courtyard terrace.

Recommendations:

- Repair damaged quarry tile. Retain and repair existing materials. Materials that are beyond repair may be replaced in-kind, matching the size, color, composition, texture and profiles of the original.

WOOD FLOORING CONDITION: GOOD TO FAIR



End grain tiles original to room 146, the former library (Winnetka Public Schools Archives)

Original and replaced maple flooring is located at the auditorium stage. Elm end grain tiles may possibly exist under the carpet in room 146. Replacement maple flooring is located in the gymnasium, which originally was maple.

Recommendations:

- Retain existing historic wood flooring and maintain protective finishes. Repair as needed.
- Do not replace entire floor when localized damage can be repaired.
- Localized areas of wood that is beyond repair can be replaced in-kind, matching the species, grain orientation, size, color and finish of the original.
- Retain replacement wood flooring at gymnasium. Repair as needed. If replacement of the existing non-historic flooring is required, new flooring should be of maple and should match the board size, configuration, color and finish of the original.
- Investigate flooring in Room 146 to determine if original wood flooring remains beneath carpeting. If it does exist, consider removing carpeting and restoring existing wood floor. Existing wood should be retained and repaired. Do not replace entire floor when localized damage can be repaired. Wood that is beyond repair can be replaced in kind, matching the species, grain orientation, size, color and finish of the original.

RESILIENT FLOORING & BASEBOARDS CONDITION: GOOD

Historic flooring containing asbestos was once located throughout the building. It has been replaced with new resilient tile flooring that is similar in appearance to the original. It is considered non-contributing to the building.

White boards have successfully replaced the slate at many classroom blackboards. This is a good example of rehabilitation of an historic feature. (BHC)

Recommendations:

- Retain and maintain existing flooring.
- Any future floor replacement should be based on historic documentation and can match the appearance of the historic floor.

SPECIALTY ITEMS
BLACKBOARDS CONDITION: GOOD - FAIR

All classrooms historically had blackboards with wood trim and chalk rails. Many of the blackboards have been replaced with white boards.

Recommendations:

- Retain historic blackboards to the extent possible.
- Touch up stained finishes at wood trim and chalk rails as needed.
- If installation of white boards is necessary, set new white board within the frame of the historic wood trim and chalk rails and install in a reversible manner that does not irreparably damage existing historic materials.
- For rehabilitation designations, determine how best to integrate technology, such as interactive digital whiteboards inside of the wood frame and chalk rail and without causing damage to existing historic materials.

BRICK OR STONE FIREPLACES CONDITION: GOOD

Fireplaces are located in the former library (room 146), the activities area (room 121) and the pioneer room (room 14). The former library fireplace is faced in cream-colored brick, has a brick hearth, brick walls, and is set within a wall. The activities area fireplace is freestanding and is of limestone with two openings and has a wood bench catilevered from the stone. The pioneer room fireplace is constructed using red brick with an opening in the wall and a wood mantle above.

Room 146 brick fireplace using light-colored roman bricks in a staggered profiled pattern (BHC)

Recommendations:

- Clean brick and stone surfaces using gentlest means possible. Use only cleaners specified for each specific material. Protect adjacent materials. No pressure washing should be done at the interior. Do not sandblast masonry.
- If selective repointing is required in the future to repair areas of mortar loss and deterioration, new mortar should match the color, aggregate mix, aggregate exposure, and joint profile of the existing mortar. Compressive strength of new mortar should be less than that of the existing masonry to avoid damaging the brick and stone. Do not use joint sealant as a substitute for mortar. Grinding of joints in preparation for repairs can only be approved by the preservation architect, after having done a mock up sample.

Stone fireplace with bench, at activities area, room 121, in southwest wing (BHC)

FURNISHINGS
BENCHES, CABINETS, SHELVING, PEGS, WOOD STAIR AND HALL RAILS CONDITION: GOOD-POOR

Built-in wood benches, cabinets and shelving are located in all classrooms, the lobby (room 148), the art room (room 23), lunchroom (room 24), and the original library (room 146). The lobby has upholstered benches with wood legs. Corridor 147 includes a flat wood railing that curves around the corner to the lobby. The rail design is visually pleasing and stylistic of the period, as well as purposeful. Most stairs have simple wood rails. Most office spaces also

Wood cabinet with pin hole damage (BHC)

Wood benches with worn finish and wood storage bins beneath, 2015 (BHC)

Molded plywood benches in auditorium, graduated in size (Winnetka Public Schools Archives)

have built-in wood cabinets and shelving. The kindergarten classrooms include coat pegs and benches scaled to small children. Selected display cabinets in classrooms include wire glass panels. Laminated tops are located at cabinets throughout and at the top ledge of 1940 classroom benches. These features are in good to poor condition. Worn finishes and gouges in the wood are common, especially at benches. Holes were observed in some of the wire glass panels. Many cabinets are missing doors and some doors have been replaced. Wood veneer at cabinet doors is often damaged or delaminating and the doors are typically covered with small pinholes and adhesive residue. Some pieces have Formica laminate tops that provide a smooth protective finish to the wood. Most of the Formica tops have been replaced and are not original.

Recommendations:

- Retain existing built-in wood features and repair as necessary.
- Touch up damaged finishes. Large areas of finish loss may be refinished. Match historic finish in color, opacity and sheen.
- Repair damaged wood using patching materials specifically recommended for wood repair. Tint materials as needed to match stained finish.
- Patch large areas of damaged or missing wood with dutchman repairs. New wood dutchman to match existing wood in species, grain density and grain direction.
- Retain historic laminated tops at cabinets, counters and benches.
- Identify and retain historic cabinet hardware. Preserve patinated finishes. Re-secure loose hardware. Replace missing hardware with new or salvaged hardware that matches the historic hardware in appearance and patina.

WOOD VENEER BENCHES CONDITION: FAIR

Benches are custom-designed for the space out of molded plywood that was furnished by the F. Eggers Seating Co. of Two Rivers, Wisconsin.[4] Staining is occurring at base of benches due to water and waxes being used to clean and maintain the floor.

Recommendations:

- Have custodians to use mild soap as cleaning agent and have them apply slightly damp mops rather than saturated mops when cleaning.
- Hire an objects conservator to analyze and propose a restoration program so that existing wood laminate is secured and no sharp edges exist. Refinish as needed.
- Consider installing a shoe at the base of the benches to protect the wood. Water damage is currently occurring during floor cleaning.
- Analyze best practices and code requirements for wheelchair and mobility access for the auditorium.

ELECTRICAL: LIGHT FIXTURES CONDITION: GOOD

Light fixtures throughout the building are ceiling mounted and include recessed and suspended fixtures. Many light fixtures have been replaced. The auditorium has retained original fixtures and has had added lighting. Large, historic light shades remain at recessed lighting within the main lobby.

Recommendations:

- Conduct a light fixture survey. Determine how many, and the location of all historic fixtures that remain from 1940 and 1954. Include a survey of new and replaced light

4 Patrick J. Gagnon, *Two Rivers*, Acadia Publishing, Charleston, South Carolina, 2012, p, 52.

fixtures and their location. Note the condition of each fixture.

- Create a plan to retain existing historic lighting as well as contributing lighting that is compatible with the historic fixtures.
- Any future fixture replacements should be based on the appearance of historic light fixtures within each space.

Master List Matrix

This **Master List Matrix** includes historic and condition ratings of individual façades, rooms, spaces, and objects at Crow Island School. These ratings were developed and used in the Crow Island School Historic Structure Report. Each individual façade, room, space, and object may have a treatment approach recommendation and page numbers that reference pages in the report where more information can be found. The façade names are directional and described in relationship to the specific wings or central core of the building. Room and space names and numbers are based on the *2014 Winnetka PSD 36 Safety Reference Plans*. The names, ratings, and codes are based on extensive research and a visual survey conducted in July, 2015 by Benjamin Historic Certifications, LLC. This document repeats information already included in the historic structure report and is intended to serve as a quick reference guide.

Detailed conditions for façades, rooms, spaces, and objects are included in the historic structure report and are not summarized in this Master List Matrix.

EXTERIOR

Main Entrance

Type	*Name*	*Historic Rating*	*Condition Rating*	*Treatment Rating*	*HSR Page Number*
1940 Façade	West Façade - Northeast Wing	Very Significant	Good	Preserve	3-9
1940 Façade	North Façade - Central Core, east of Clock Tower	Very Significant	Good	Preserve	3-10
1940 Façade	North Façade - Central Core, west of Clock Tower	Very Significant	Good	Preserve	3-10
1940 Façades	Clock Tower - east, north, west south	Significant (rebuilt 1993)	Fair	Preserve	3-10
Site and Landscape	Main Driveway	Very Significant	Good	Preserve	3-133
Artwork	Clock-North Façade Tower	Very Significant	Good	Preserve	3-151

Northwest Wing

Type	*Name*	*Historic Rating*	*Condition Rating*	*Treatment Rating*	*HSR Page Number*
1940 Façade	East Façade	Very Significant	Good	Preserve	3-13
1940 Façade	South-facing Brick Screen Wall, Play Terrace	Very Significant	Fair to Poor	Preserve	3-14
1940 Façade	East Façade with Flagpole	Very Significant	Fair	Preserve	3-14
1940 Façade	North Façade	Very Significant	Good	Preserve	3-14
1940 Façade	West Façade	Very Significant	Good to Fair	Preserve	3-15
Site and Landscape	Willow Road Landscaping and Walkways	Significant	Good	Preserve	3-134
Site and Landscape	Raised Play Terrace	Very Signficant	Good	Preserve	3-135
Site and Landscape	Northwest Wing Courtyards	Very Signficant	Good	Preserve	3-136
Site and Landscape	Santiago's Garden	Non-Contributing	Fair	Treat with Care	3-136
Site and Landscape	West Play Area	Contributing	Fair	Preserve	3-136
Artwork	Terra Cotta Sculptures	Very Significant	Good	Preserve	3-148
Artwork	Flagpole - Northwest Wing	Very Significant	Fair	Preserve	3-152
Artwork	Crow Sculpture	Significant	Good	Treat with Care	3-153

(Continued)

Central Core					
Type	***Name***	***Historic Rating***	***Condition Rating***	***Treatment Rating***	***HSR Page Number***
1940 Façade	South Façade	Contributing	Good to Fair	Preserve	3-17
1940 Façade	East Façade	Very Significant	Unknown	Preserve	3-18
1940 Façade	North Façade	Very Significant	Unknown	Preserve	3-18
1940 Façade	West Façade	Very Significant	Unknown	Preserve	3-18
Artwork	Brick Relief Architectural Model	Very Significant	Excellent	Preserve	3-152

Southeast Wing					
Type	***Name***	***Historic Rating***	***Condition Rating***	***Treatment Rating***	***HSR Page Number***
1940 Façade	West Façade North of Classrooms	Contributing	Good	Preserve	3-21
1940 Façade	West Façade, Central Courtyard	Very Significant	Good to Fair	Preserve	3-22
1940 Façade	South Façade	Very Significant	Good	Preserve	3-22
1940 Façade	East Façade	Very Significant	Good to Poor	Preserve	3-23
1940 Façade	North Façade, at Garage Ramp	Very Significant	Fair to Poor	Preserve	3-23
1940 Façade	East Façade, at Garage Ramp	Very Significant	Fair to Poor	Preserve	3-24
1940 Façade	Loading Dock	Contributing	Good	Rehabilitate	3-24
Site and Landscape	South Play Area	Significant	Fair	Preserve	3-138
Site and Landscape	Southeast Wing Courtyards	Very Signficant	Fair	Preserve	3-139
Site and Landscape	East Lawn and Loading Dock	Significant	Good	Preserve	3-140
Artwork	Terra Cotta Sculptures	Very Significant	Good	Preserve	3-148

Northeast Wing					
Type	***Name***	***Historic Rating***	***Condition Rating***	***Treatment Rating***	***HSR Page Number***
1940 Façade	South Façade	Very Significant	Good to Fair	Preserve	3-27
1940 Façade	East Façade	Very Significant	Good	Preserve	3-28
1940 Façade	North Façade	Very Significant	Good	Preserve	3-28
Site and Landscape	Northeast Wing Playground	Significant	Good	Preserve	3-134

Southwest Wing					
Type	***Name***	***Historic Rating***	***Condition Rating***	***Treatment Rating***	***HSR Page Number***
1954 Façade	North Façade	Very Significant	Good	Preserve	3-33
1954 Façade	West Façade	Very Significant	Good	Preserve	3-33
1954 Façade	South Façade	Very Significant	Good	Preserve	3-34
1954 Façade	East Façade at Central Courtyard	Very Significant	Good	Preserve	3-34
Site and Landscape	Southwest Wing Courtyards	Very Significant	Fair	Preserve	3-137
Site and Landscape	Central Courtyard	Very Signficant	Good	Preserve	3-138
Artwork	Mosaic Tile Bench Murals	Non-Contributing	Good to Fair	Treat with Care	3-156

INTERIOR

Main Level

Number	*Original Classification or Type*	*2014 District 36 Room Name*	*Historic Rating*	*Condition Rating*	*Treatment Rating*	*HSR Page Number*
101 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
102 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
103 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
104 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
105 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
106 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
107 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
108 a-c	1940 Classroom	Southeast Wing Classrooms	Very Significant	Good	Preserve	3-67
109 a-e	Kindergarten Wing Classroom	Northeast Wing Classroom	Very Significant	Good	Preserve	3-53
110 a-e	Kindergarten Wing Classroom	Northeast Wing Classroom	Very Significant	Good	Preserve	3-53
111 a-c	1940 Classroom	Northwest Wing Classroom	Very Significant	Good	Preserve	3-59
112 a-c	1940 Classroom	Northwest Wing Classroom	Very Significant	Good	Preserve	3-59
113 a-c	1940 Classroom	Northwest Wing Classroom	Very Significant	Good	Preserve	3-59
114 a-c	1940 Classroom	Northwest Wing Classroom	Very Significant	Good	Preserve	3-59
115, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
116, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
117, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
118, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
119, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
120, a, b	1954 Classroom	Southwest Wing Classrooms	Very Significant	Good	Preserve	3-99
121	Circulation/Flexible Space	Activities Area/Corridor	Very Significant	Good	Preserve	3-103
122	Equipment Storage	Janitor's Closet	Contributing	Fair	Treat with Care	-
123	General Storage	Janitor's Closet	Contributing	Fair	Treat with Care	-
124	Janitor's Closet	Janitor's Closet	Contributing	Fair	Treat with Care	-
125	Utility	Closet	Contributing	Fair	Treat with Care	-
126	Physical Education Office	Nurse Resting Room	Contributing	Fair	Rehabilitate	3-89
127	Utility	Storage Room	Contributing	Fair	Rehabilitate	3-89
128	Utility	Janitor's Closet	Contributing	Fair	Treat with Care	-
129	Nurse's Room Toilet	Nurse's Room Toilet	Contributing	Fair	Rehabilitate	3-89
130	Nurse's Room Exam	Nurse's Office	Contributing	Fair	Rehabilitate	3-89
131	Nurses Resting Room	Physical Education Office	Contributing	Fair	Rehabilitate	3-89
132*	Circulation	Southeast Wing Corridor	Very Significant	Good	Preserve	3-67

* Corridor 132 was not labeled on the 2014 floorplans

(Continued)

133	Circulation	North Corridor	Very Significant	Good	Preserve	3-59
134	Conference	Office	Contributing	Fair	Rehabilitate	3-59
135	Playroom	Gymnasium	Significant	Good	Rehabilitate	3-77
137	Stage	Stage	Very Significant	Varies	Preserve	3-47
No #	Properties	Behind Stage	Contributing	Good	Treat with Care	3-47
138	Auditorium	Auditorium	Very Significant	Varies	Preserve	3-47
139	Art Room	Kitchen	Contributing	Good	Rehabilitate	3-85
140	Art Room	Teacher's Lounge	Significant	Good	Preserve	3-85
141	Art Room (part of 140)	Copy Room/storage	Significant	Good	Preserve	3-81
142	Reception Area	Office	Significant	Good	Preserve	3-81
143*	Principal's Office	Principal's Office	Significant	Good	Preserve	3-81
145	Library Workroom	Workroom	Significant	Good	Preserve	3-81
146	Original Library	Museum	Very Significant	Good	Preserve	3-73
147	Circulation	Main Corridor	Very Significant	Good	Preserve	3-81
148	Foyer/Lobby	Lobby	Very Significant	Good	Preserve	3-41
149	Book Room	Flexible Room	Contributing	Good	Rehabilitate	3-53
150	Telephone Room	Flexible Room	Contributing	Good	Rehabilitate	3-53
151	Janitor's Closet	Janitor's Closet	Contributing	Fair	Treat with Care	-
152	Circulation	Northeast Wing Corridor	Very Significant	Good	Preserve	3-53
153	Kitchen	Kitchen	Significant	Good	Preserve	3-53
154	Circulation	Coridor near Lobby	Very Significant	Good	Preserve	3-53
155	Flexible Space	Psych Room	Significant	Good	Preserve	3-53
156	Janitor's Closet	Janitor's Closet	Contributing	Good	Treat with Care	3-93
157	Utility	Girls' Bathroom	Contributing	Good	Preserve	3-93
158	Utility	Boys' Bathroom	Contributing	Good	Preserve	3-93
Stair A	Circulation	Stair	Very Significant	Good	Preserve	3-41
Stair B	Circulation	Stair	Very Significant	Good	Preserve	3-59
Stair C	Circulation	Stair	Very Significant	Good	Preserve	3-103

* There is no room 144 listed on the 2014 floorplans

Lower Level

Room Number	*Original Classification or Type*	*2014 District 36 Room Name*	*Historic Rating*	*Condition Rating*	*Treatment Rating*	*HSR Page Number*
1	Utility	Crawl Space	Non-Contributing	Unknown	Treat with Care	-
2	1954 Storage Addition	1974 Sonic Cell (now storage)	Non-Contributing	Good	Treat with Care	3-121
3	Toilet	Toilet	Contributing	Good	Treat with Care	3-121

(Continued)

4	Toilet	Toilet	Contributing	Good	Treat with Care	3-121
5	Mechanical	Pump Room	Non-Contributing	Good	Treat with Care	3-125
6	Meter Room	Meter Room	Non-Contributing	Good	Treat with Care	3-125
7	Mechanical	Mechanical Room	Non-Contributing	Good	Treat with Care	3-125
8	Greenhouse	Greenhouse	Non-Contributing	Good	Treat with Care	3-121
9	Crawlspace	Crawlspace	Non-Contributing	Unknown	-	-
10	Activity Store Room/Visual Ed.	Photo Lab	Non-Contributing	Good	Treat with Care	3-121
10a	Activity Store Room/Visual Ed.	Main Distribution Frame	Non-Contributing	Good	Treat with Care	3-125
11*	Activity Office	Kitchen/Cooking Barn	Non-Contributing	Good	Treat with Care	3-121
13	Music Room	Work Room	Non-Contributing	Good	Treat with Care	3-117
14	Homecraft and Cooking	Pioneer Room	Very Significant	Good	Preserve	3-109
15	Kiln Room	Kiln Room	Significant	Fair	Rehabilitate	3-117
16	Bicycle Room	Storage	Non-Contributing	Good	Treat with Care	3-125
17 (unlabeled)	Bicycle Room	Storage	Non-Contributing	Good	Treat with Care	3-117
18	Utility	Maintenance Office	Non-Contributing	Good	Treat with Care	3-125
19	Passageway	Publications Room	Non-Contributing	Good	Treat with Care	3-117
20	Work Room	Electrical Room	Non-Contributing	Good	Treat with Care	3-125
21	Toilet	Toilet	Non-Contributing	Good	Treat with Care	3-125
22	Mechanical	Boiler Room	Non-Contributing	Good	Treat with Care	3-125
23/23a/23b	Winnetka Educational Press	Art Room/Office	Contributing	Good	Rehabilitate	3-113
24/24a/24b	Teachers' Room and Kitchen	Lunch Room/Office	Contributing	Good	Rehabilitate	3-113
25, 25a, 25b, 25c	Shop and Science Room	Library Resource Center	Non-Contributing	Good	Treat with Care	3-121
26	Passageway	Garage & Storage	Non-Contributing	Good	Treat with Care	3-125
27	Fuel Room	Fan Room	Non-Contributing	Good	Treat with Care	3-125
28	Teachers' Rest Room	Music or Social Worker Room	Contributing	Good	Rehabilitate	3-113
28a	Toilet	Toilet	Contributing	Good	Rehabilitate	3-113
28b	Closet	Closet	Contributing	Good	Rehabilitate	3-113
29	Janitor's Closet	Janitor's Closet	Contributing	Good	Treat with Care	3-125
30 (mis-labeled 31)	Intermediate Section/Storage	Storage	Non-Contributing	Good	Treat with Care	3-125
31	Circulation	Corridor	Significant	Good	Preserve	3-113
32	Circulation	Corridor	Significant	Good	Rehabilitation	3-121
Stair A	Circulation	Stair	Very Significant	Good	Preserve	3-41
Stair B	Circulation	Stair	Very Significant	Good	Preserve	3-59
Stair C	Circulation	Stair	Very Significant	Good	Preserve	3-103

* There is no room 12 listed on the 2014 floorplans

(Continued)

Interior Artwork and Furniture						
Name	***Original Classification or Type***	***Current Location***	***Historic Rating***	***Condition Rating***	***Treatment Rating***	***HSR Page Number***
Terra Cotta Sculptures	Sculpture	Foyer/Lobby	Very Significant	Good	Preserve	3-148
Ceramic Sculpture "Children"	Sculpture	Foyer/Lobby	Contributing	Good	Treat with Care	3-154
Crow Mobile Sculpture	Sculpture	Foyer/Lobby	Non-Contributing	Fair	Treat with Care	3-154
Plaster Sculpture "Bird Girl"	Sculpture	Foyer/Lobby	Non-Contributing	Good	Preserve	3-155
Original Furniture	Furniture	Throughout the School	Very Significant	Varies	Preserve	3-143, A-173

Historic Value Rating

The Historic Value Rating provides a professional judgment on the historic importance of Crow Island School building components. The rating is based on research in historic documents and on-site observation.

Very Significant – The space or components are essential to the building's architectural and historic character and are original to 1940 and 1954, the designated periods of significance.

Significant - The space or components are a major contribution to the building's architectural and historic character. They are associated with the qualities that make the building historically significant.

Contributing - The space or components may not be particularly significant as isolated elements, but contain sufficient historic character to play a role in the overall significance of the structure. The material may or may not be original to the 1940 and 1954 dates of construction.

Non-Contributing- The space or components are not historic, or if historic, have been substantially modified. Little or no historic character remains. The material most likely does not date to 1940 or 1954, the designated periods of significance.

Condition Rating

A Condition Rating signifies the condition or degree to which the historic fabric has deteriorated. The five-point scale ranges from excellent to unknown.

Excellent - The space or components are in pristine condition and do not require any work.

Good - The space or components are showing wear, but continue to serve as they were intended. They may require routine maintenance.

Fair - The space or components are showing wear and require more than routine maintenance to serve as they were intended.

Poor - The space or components are in need of immediate attention. The items may not meet safety and legal requirements or a special repair project should be requested consistent with District 36 requirements, priorities, and long term management objectives.

Unknown - The space or component was not evaluated or was not visible.

Treatment Approach Rating

Preservation treatments for historic buildings are based on the National Park Service's *The Secretary of the Interior's Standards for the Treatment of Historic Properties*, often referred to as the *Standards*. The *Standards* are a series of concepts developed by professionals over several decades that provide best approaches for treating historic properties through maintenance, repair, replacement, new additions and alterations. There are four distinct but interrelated treatment approaches, of which *Preservation* and *Rehabilitate* align best with Crow Island School.[1] As part of this report, a Treatment Approach Rating of *Preserve*, *Rehabilitate*, or *Treat with Care* has been applied to façades, spaces, and features at Crow Island School and are based on recommended treatment approaches described in the *Standards*. The Treatment Approach Ratings are defined as follows:

Preserve - Places a high premium on the retention of the façade or space and all historic fabric through conservation, maintenance, and repair. It reflects a façade or space's continuum over time, through successive uses and occupancies. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

Rehabilitate - Places an emphasis on the retention of the façade or space and repair of historic materials, but more latitude is provided for replacement because the historic fabric is deteriorated or has been altered over time. Attention should be on preserving materials, features, spaces, and spatial relationships that together give the space its historic character.

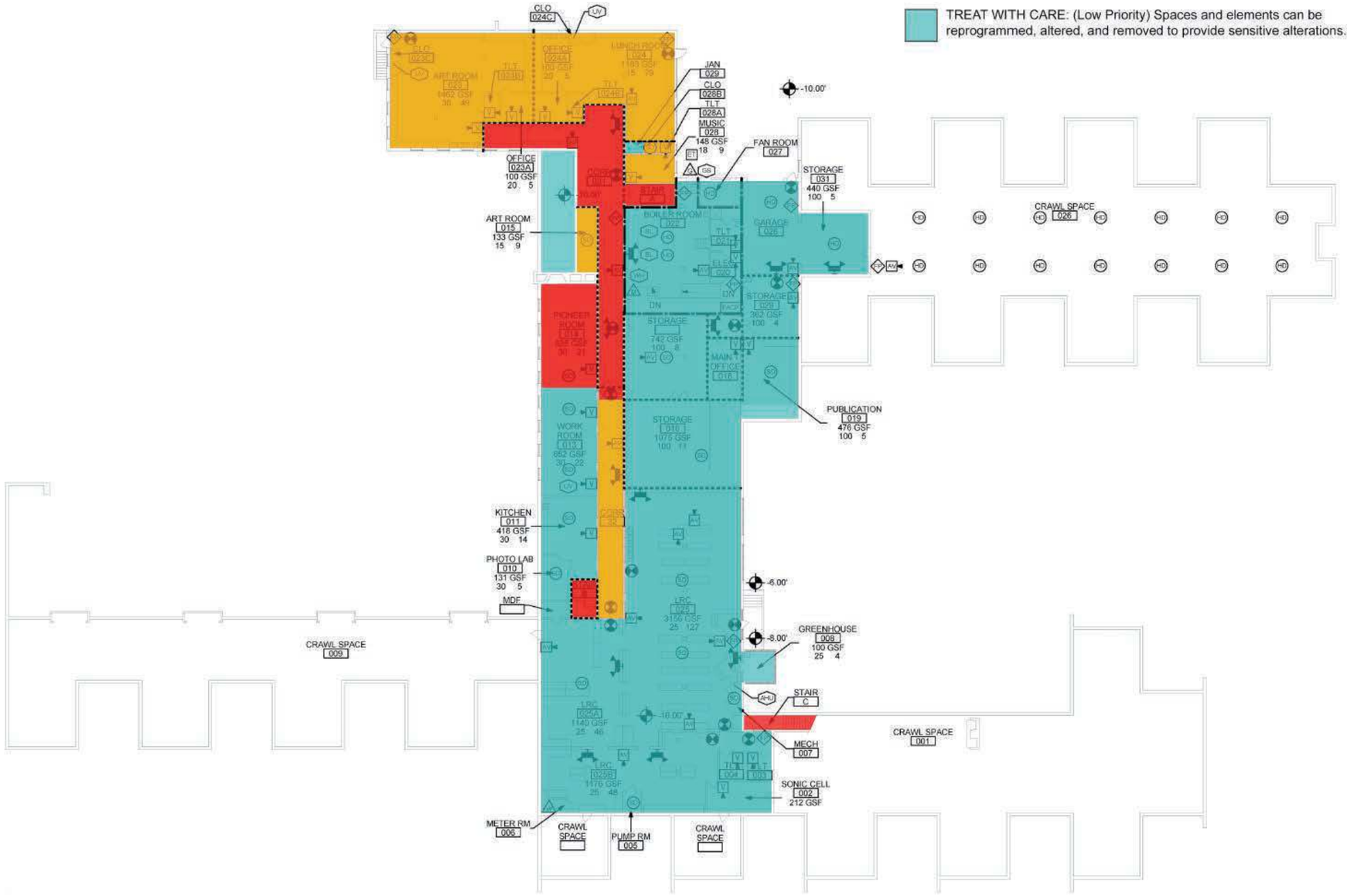
Treat with Care - The façade or space can be re-programmed to have sensitive alterations that incorporate new uses, equipment, methods and materials. The façade, space, or features have had alterations so that their original use or configuration is no longer apparent, there is no historic material remaining, or the spaces or components were built out in years other than in 1940 and 1954, the periods of significance.

1 The *Standards* were developed by The National Park Service. There are four treatment approaches as part of the *Standards*: Preservation, Rehabilitation, Restoration, and Replication. Preservation and Rehabilitation are defined as follows: "Preservation focuses on the maintenance and repair of existing historic materials and retention of a property's form as it has evolved over time." "Rehabilitation acknowledges the need to alter or add to a historic property to meet continuing or changing uses while retaining the property's historic character."

TREATMENT APPROACH MAP

LEGEND

- PRESERVE: (High Priority) Spaces and elements to be conserved, maintained and repaired.
- REHABILITATE: (Medium Priority) Spaces and elements to be retained, maintained and repaired.
- TREAT WITH CARE: (Low Priority) Spaces and elements can be reprogrammed, altered, and removed to provide sensitive alterations.



1 LOWER LEVEL PLAN
NOT TO SCALE 0' 8' 16' 32'

Base Drawing Source: 2014 WINNETKA PSD 36 SAFETY REFERENCE PLANS

TREATMENT APPROACH MAP

LEGEND

PRESERVE: (High Priority) Spaces and elements to be conserved, maintained and repaired.

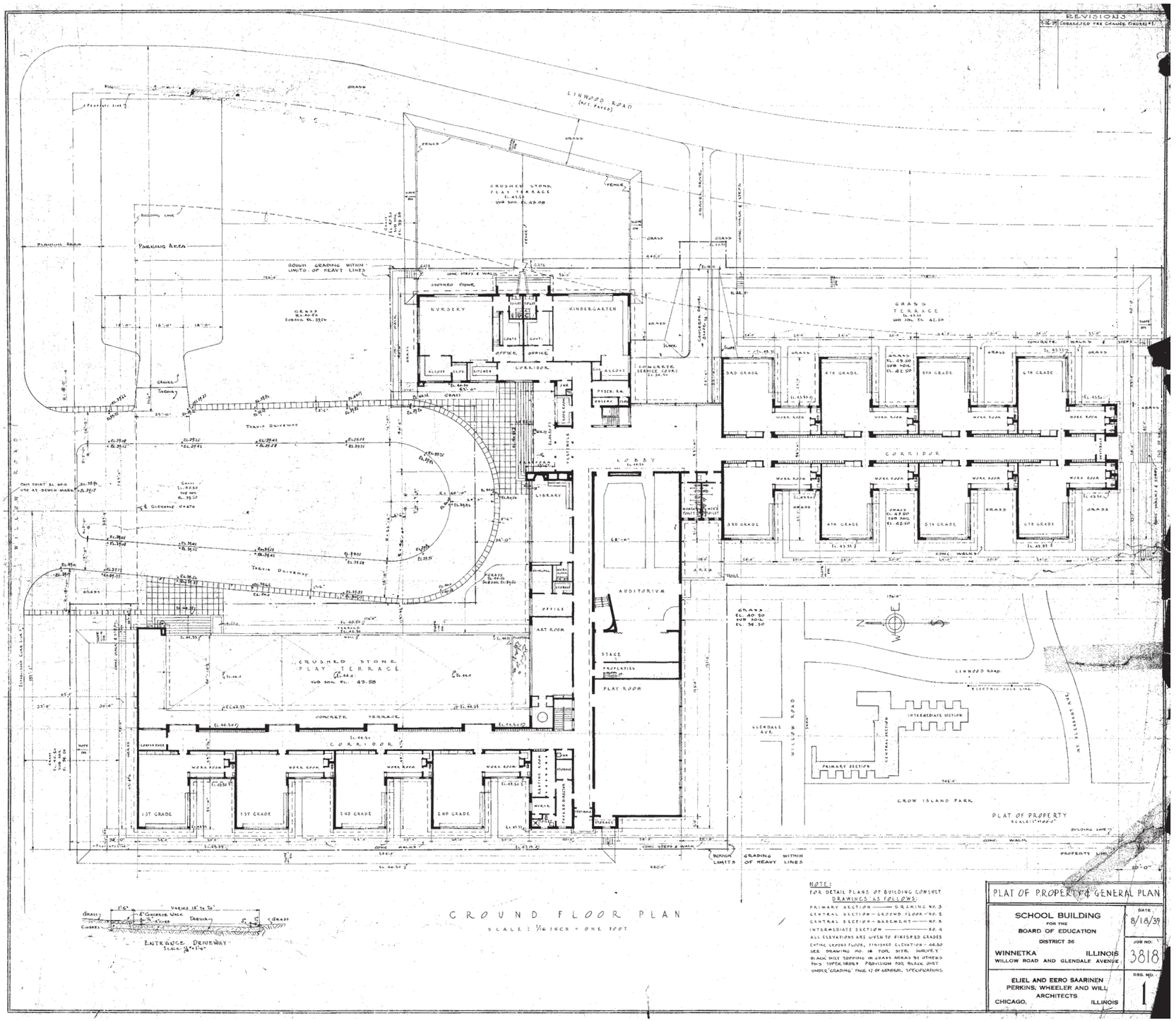
REHABILITATE: (Medium Priority) Spaces and elements to be retained, maintained and repaired.

TREAT WITH CARE: (Low Priority) Spaces and elements can be reprogrammed, altered, and removed to provide sensitive alterations.

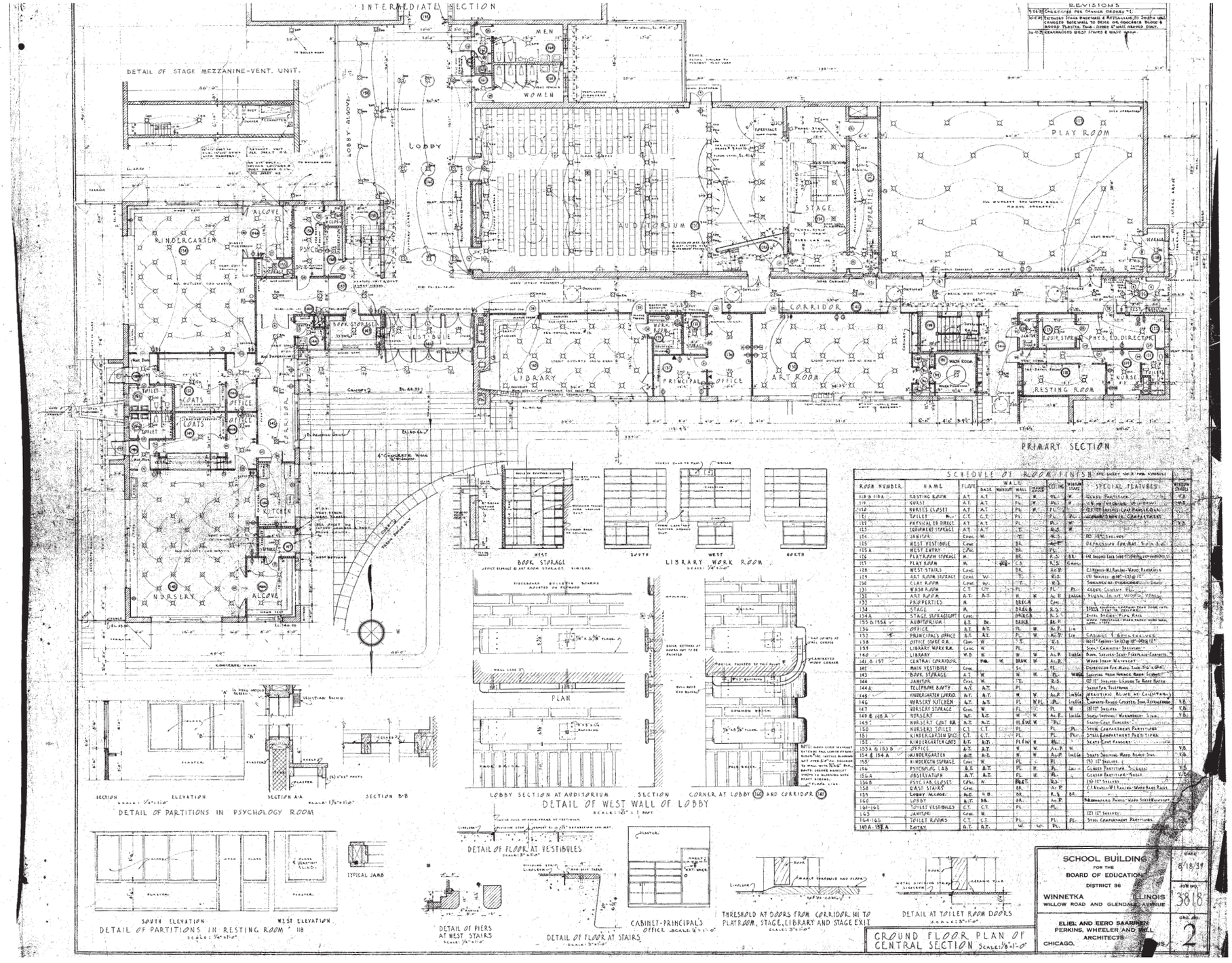
1 FIRST FLOOR PLAN
NOT TO SCALE 0' 8' 16' 32'

Base Drawing Source: 2014 WINNETKA PSD 36 SAFETY REFERENCE PLANS

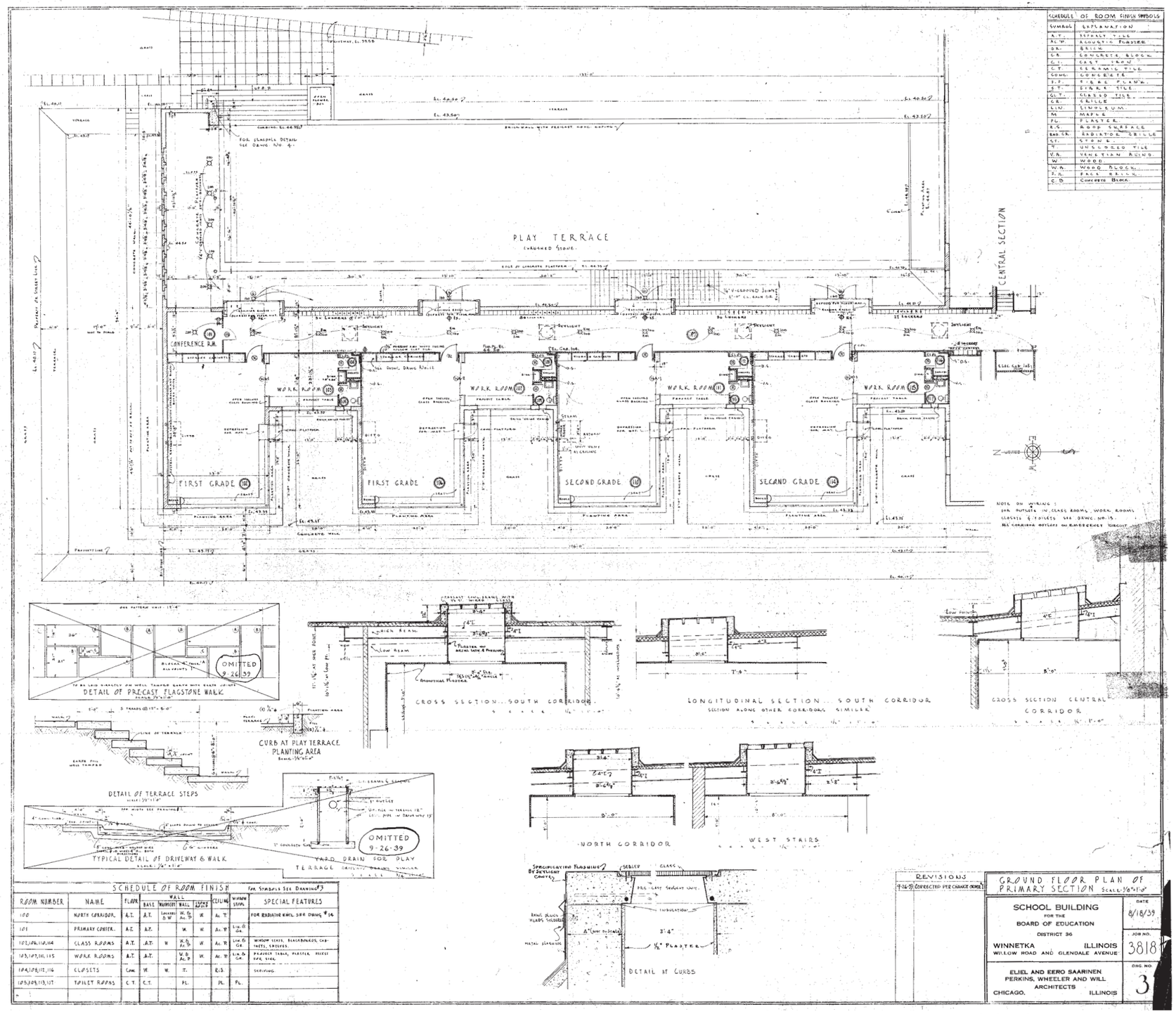
ARCHITECTURAL DRAWINGS & PHOTOGRAPHS



1939 Eliel and Eero Saarinen; Perkins, Wheeler & Will - Not to Scale



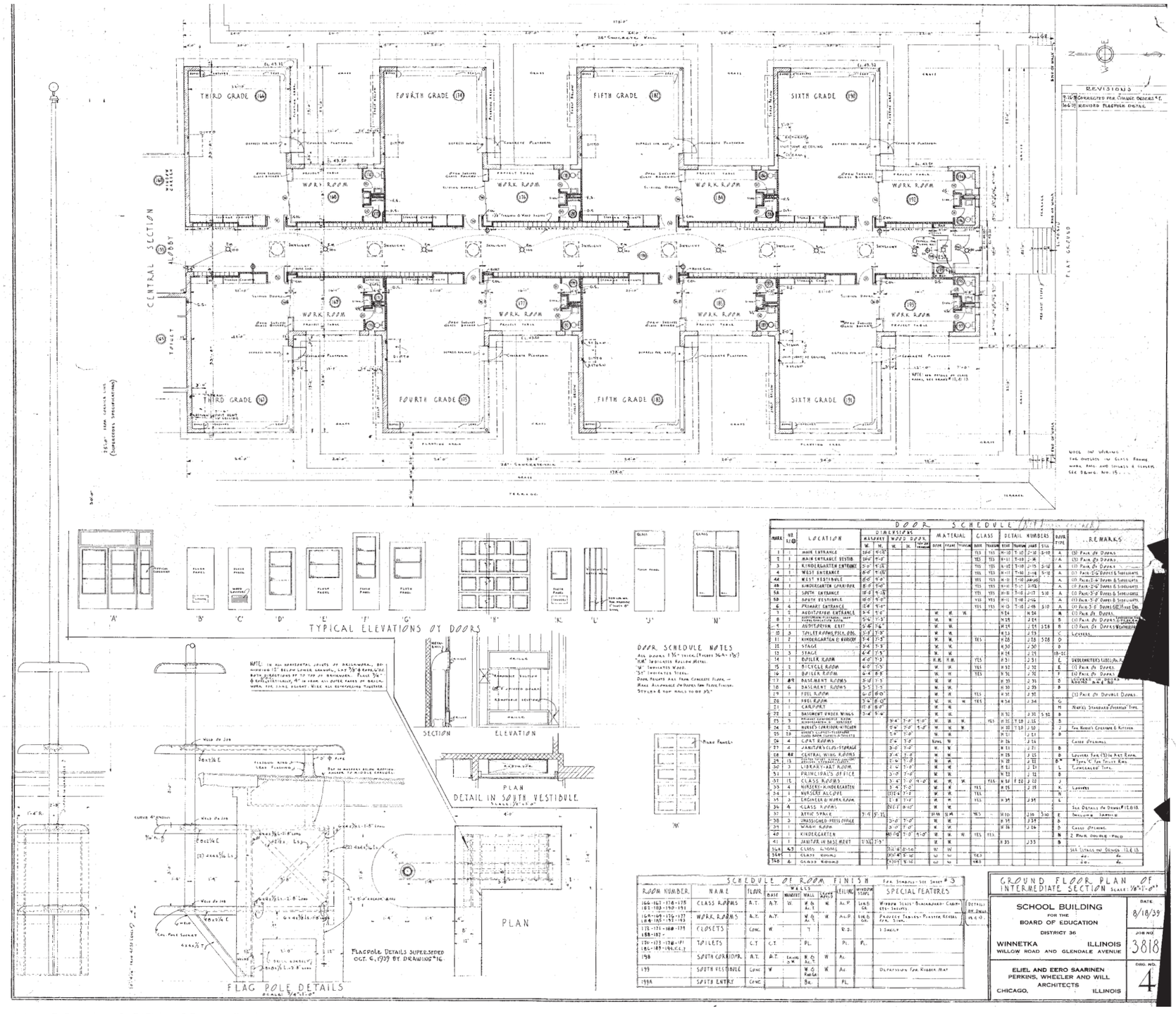
1939 Eliel and Eero Saarinen; Perkins, Wheeler & Will - Not to Scale



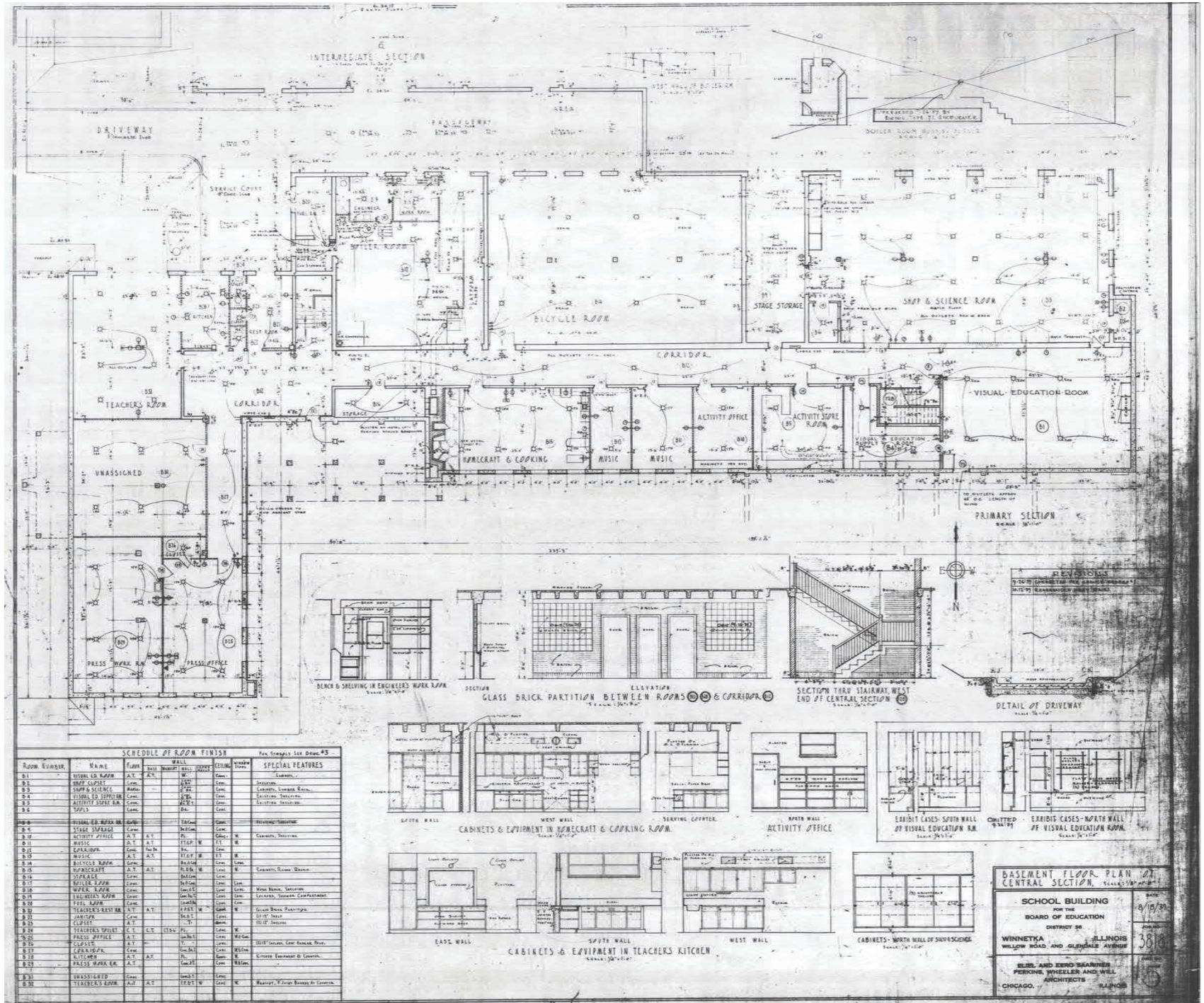
SCHEDULE OF ROOM FINISH SYMBOLS	
SYMBOL	EXPLANATION
A.T.	ASPHALT TILE
ACP.	ACOUSTIC PLASTER
BR.	BRICK
C.B.	CONCRETE BLOCK
C.I.	CAST IRON
C.T.	CERAMIC TILE
CONC.	CONCRETE
F.P.	FIBRE PLANK
F.T.	FIBRE TILE
G.T.	GLAZED TILE
GR.	GRILLE
LIN.	LINOLEUM
M.	MAPLE
PL.	PLASTER
R.S.	ROOF SCREENS
RAD. GR.	RADIATOR GRILLE
ST.	STONE
T.	UNGLAZED TILE
V.B.	VENETIAN BLIND
W.	WOOD
W.B.	WOOD BLOCK
T.A.	FACE BRICK
C.B.	CONCRETE BLOCK

SCHEDULE OF ROOM FINISH — For Symbols See Drawing #3

ROOM NUMBER	NAME	FLOOR	BASE	WALL: WAINSCOT	WALL: WALL	WALL: LOWER APRON	CEILING	WINDOW STOOLS	SPECIAL FEATURES
100	NORTH CORRIDOR	A.T.	A.T.		LAUNDRY W. & D.W.	W. & AC. P.	W.	AC. T.	FOR RADIATOR ENCL. SEE DRWG. #14
101	PRIMARY CORRIDOR	A.T.	A.T.		W.	W.	W.	AC. P.	Lin. & Gr.
103,104,110,114	CLASS ROOMS	A.T.	A.T.	W.	W. & AC. P.	W.	W.	AC. P.	Lin. & Gr. — WINDOW SEATS, BLACKBOARDS, CABINETS, SHELVES.
105,107,111,115	WORK ROOMS	A.T.	A.T.		W. & AC. P.	W.	W.	AC. P.	Lin. & Gr. — PROJECTOR TABLE, PLASTER RECESS FOR SINK.
106,108,112,116	CLOSETS	Conc.	W.	W.	T.		T.	R.S.	SHELVING
109,109,113,117	TOILET ROOMS	C.T.	C.T.		PL.		PL.	PL.	



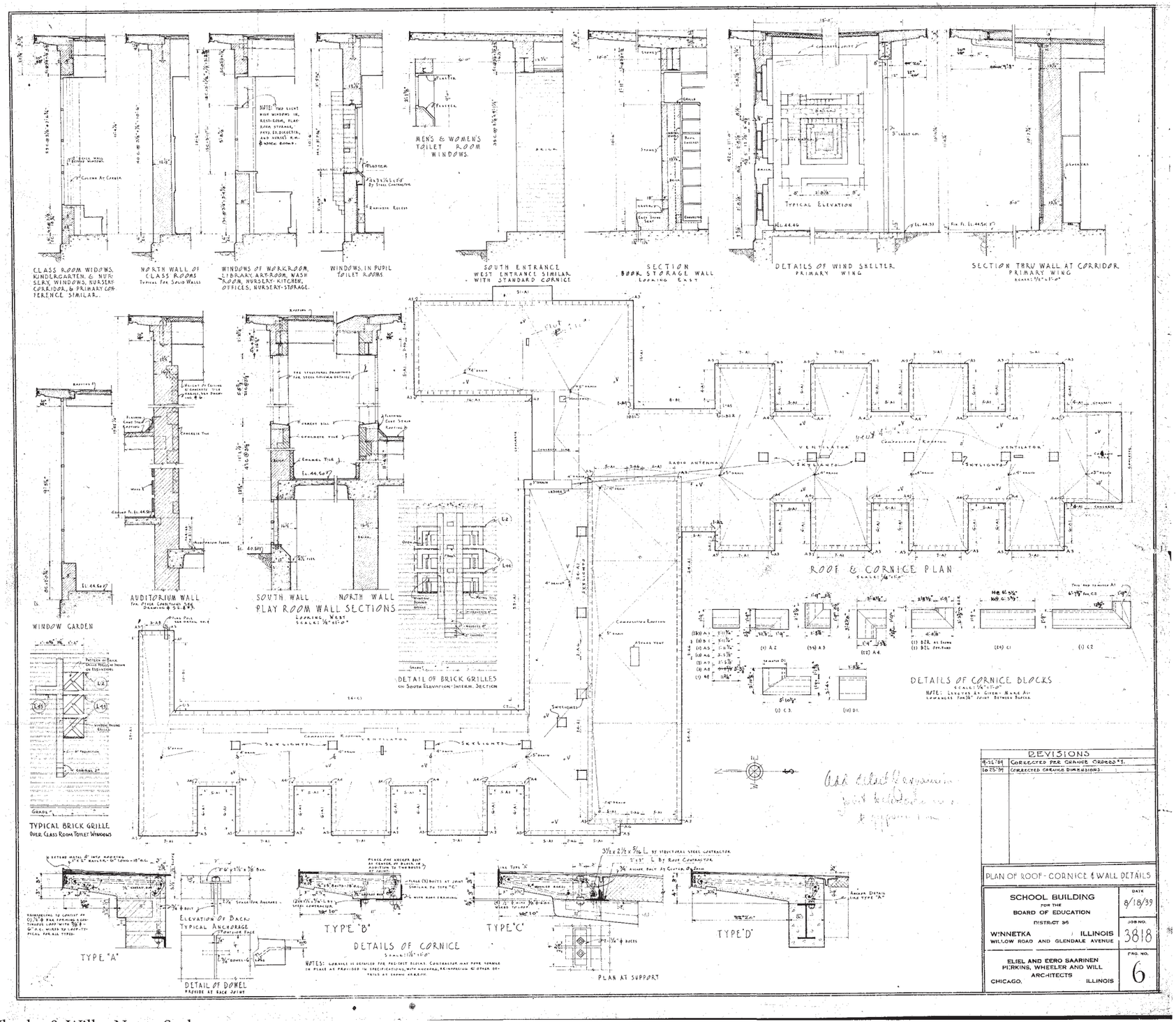
1939 Eliel and Eero Saarinen; Perkins, Wheeler & Will - Not to Scale



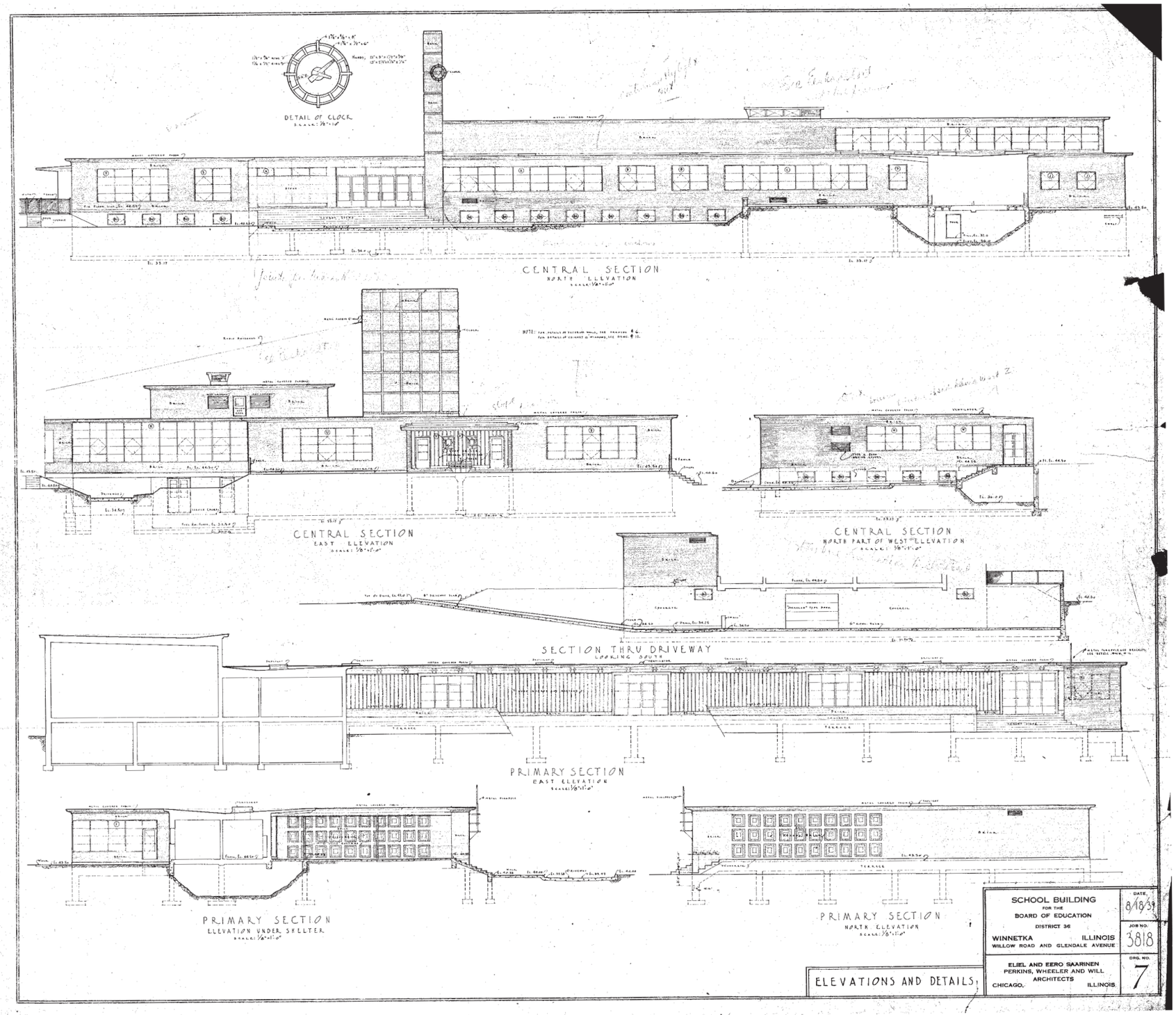
SCHEDULE OF ROOM FINISH

Room Number	Name	Floor	Wall	Ceiling	Special Features
B 1	Visual Ed. Room	A.T.	A.T.	Mineral Tile	Cabinets, ...
B 2	Shop Closet	Conc.	Plaster	Conc.	Shelving
B 3	Shop & Science	Maple	Plaster	Conc.	Cabinets, Lumber Racks, ...
B 4	Visual Ed. Supplies	Conc.	Plaster	Conc.	Exhibition Shelving
B 5	Activity Supply Rm.	Conc.	Acous. Tile	Conc.	Exhibition Shelving
B 6	Tools	Conc.	Brick	Conc.	
B 7	Visual Ed. Work Rm.	Rub.	Tile	Conc.	Projection Equipment
B 9	Stage Storage	Conc.	Pl.	Conc.	
B 10	Activity Office	A.T.	A.T.	Pl.	Cabinets, Shelving
B 11	Music	A.T.	A.T.	Stipl. Pl.	
B 12	Corridor	Conc.	Face Brick	Brick	
B 13	Music	A.T.	A.T.	Stipl. Pl.	
B 14	Bicycle Room	Conc.		Plaster	Conc.
B 15	Homecraft	A.T.	A.T.	Pl. Pl.	Cabinets, Sinks, Range
B 16	Storage	Conc.		Plaster	Conc.
B 17	Boiler Room	Conc.		Plaster	Conc.
B 18	Water Room	Conc.		Conc.	Conc.
B 19	Engineer's Room	Conc.		Conc.	Conc.
B 20	Fuel Room	Conc.		Conc.	Conc.
B 22	Teachers Rest Rm.	A.T.	A.T.	Plast.	Glass Brick Partition
B 23	Janitor	Conc.		Plast.	
B 24	Closet	A.T.		Pl.	
B 26	Teachers Toilet	C.T.	C.T.	Pl.	Conc.
B 25	Press Office	A.T.		Plaster	Conc.
B 26	Closet	A.T.		T.	Conc.
B 27	Corridor	Conc.		Plaster	Conc.
B 28	Kitchen	A.T.	A.T.	Pl.	Equipment & Counter
B 29	Press Work Rm.	A.T.		Plaster	Conc.
B 31	Unassigned	Conc.		Plaster	Conc.
B 32	Teachers Room	A.T.	A.T.	Plast.	Conc.

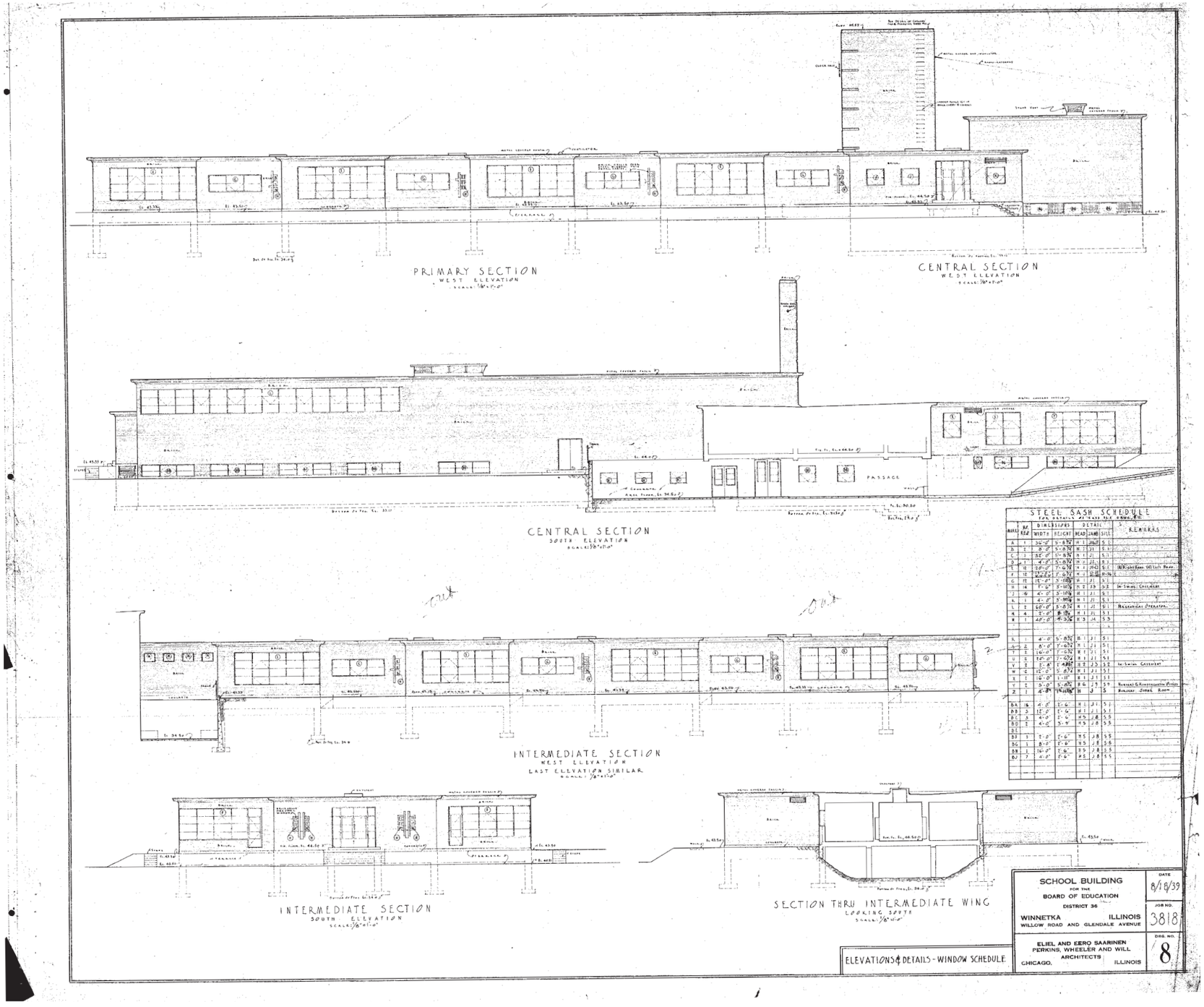
1939 Eliel and Eero Saarinen; Perkins, Wheeler & Will - Not to Scale



1939 Eliel and Eero Saarinen; Perkins, Wheeler & Will - Not to Scale



1939 Eliel and Eero Saarinen; Perkins, Wheeler & Will - Not to Scale



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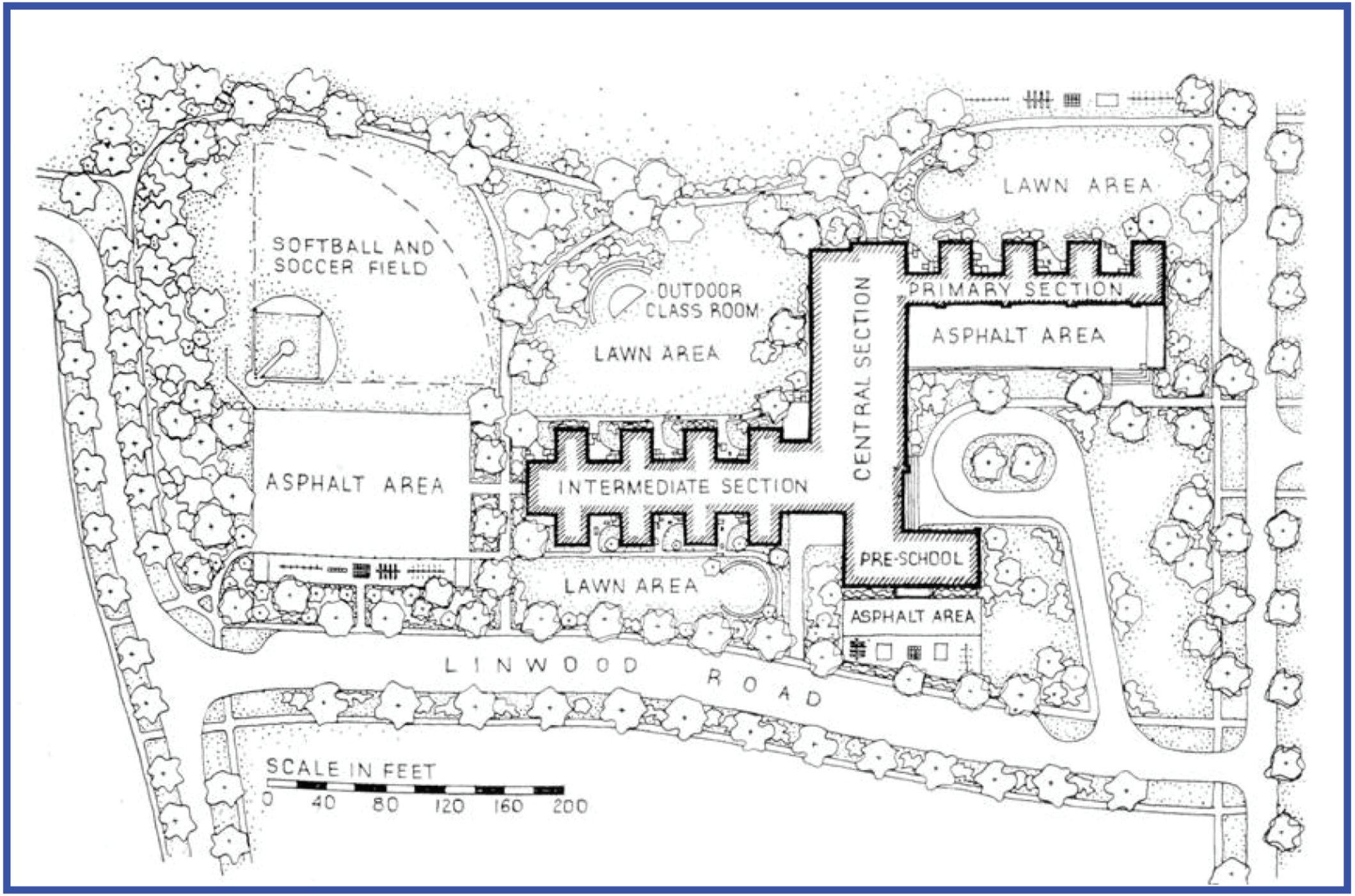
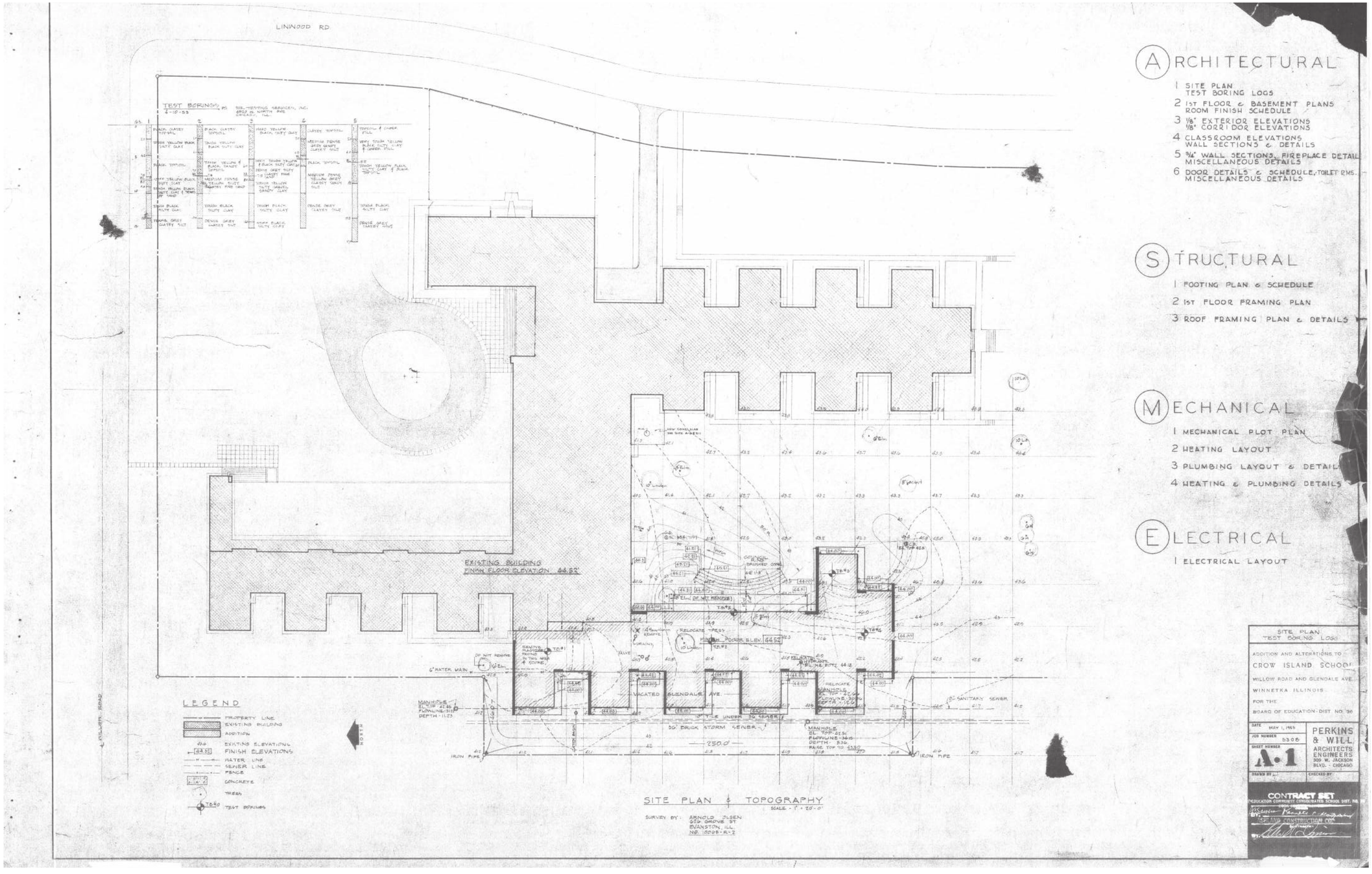
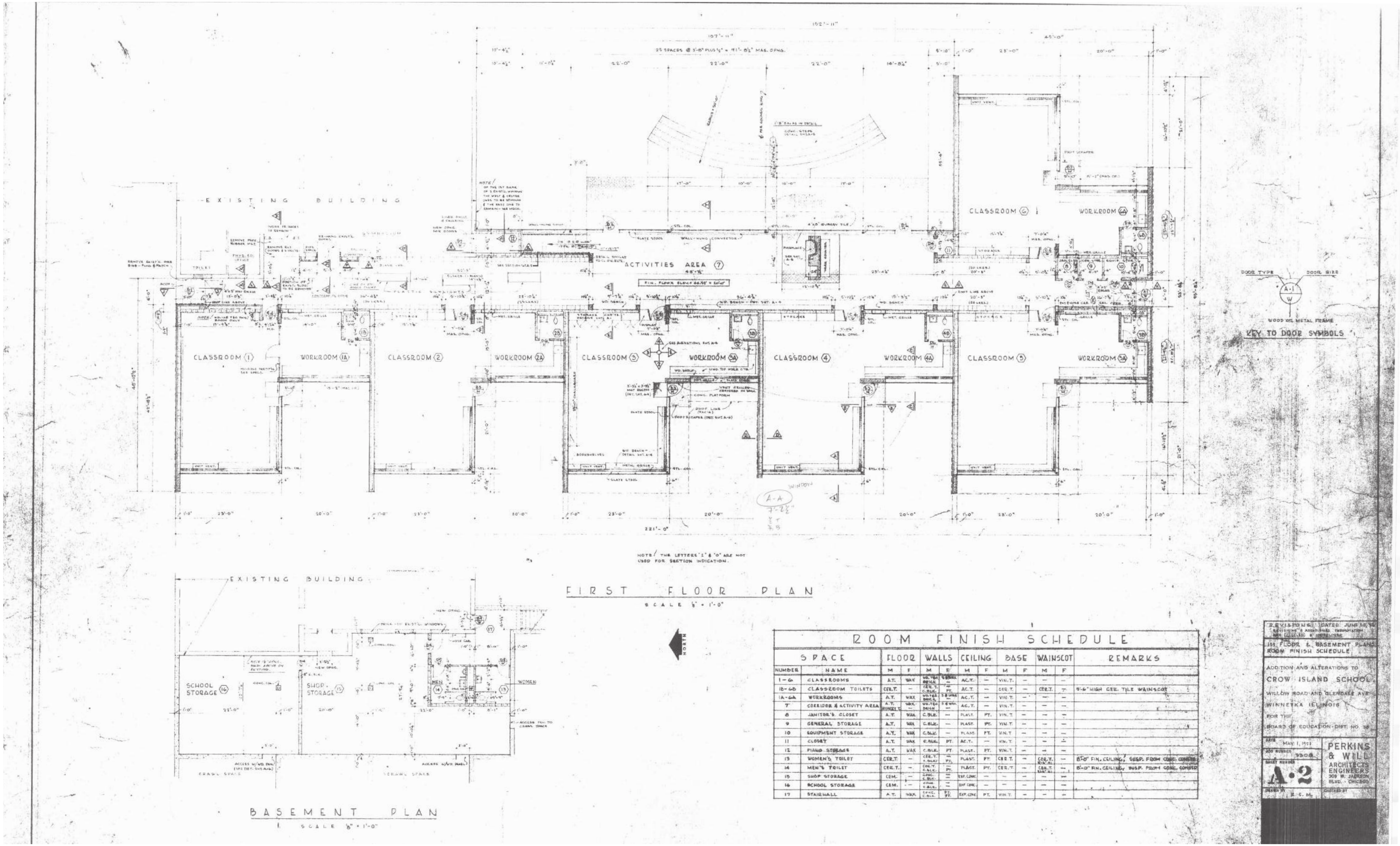


1941 McFadzean & Everly Site Plan - Not to Scale



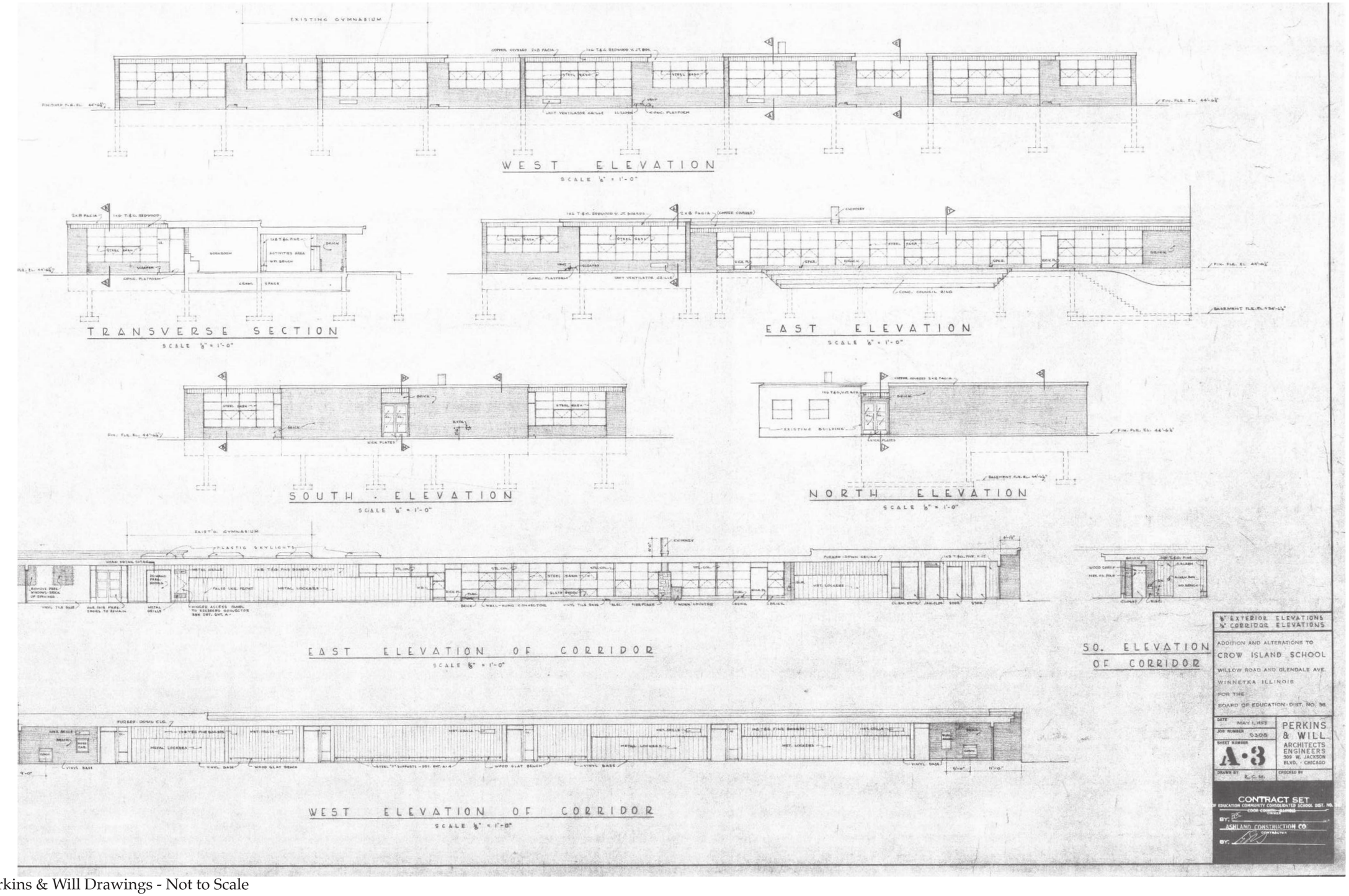
1953 Perkins & Will Drawings - Not to Scale



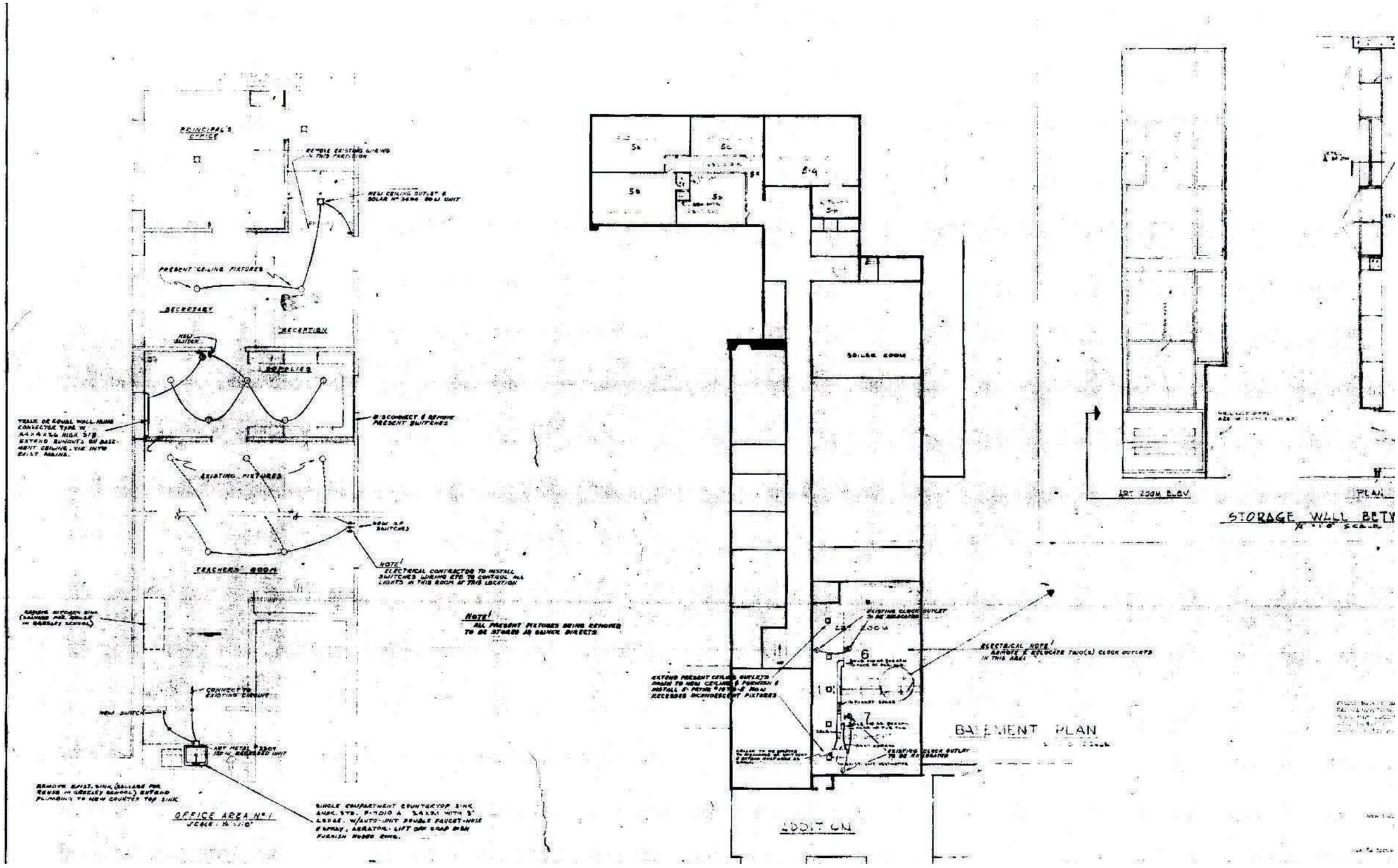
ROOM FINISH SCHEDULE

SPACE		FLOOR		WALLS		CEILING		BASE		WAINSCOT		REMARKS
NUMBER	NAME	M	F	M	F	M	F	M	F	M	F	
1-6	CLASSROOMS	A.T.	WAX	WD. T&G BRICK	S.B. WAX —	AC.T.	—	VIN.T.	—	—	—	
1B-6B	CLASSROOM TOILETS	CER.T.	—	CER.T. C.BLK.	— PT.	AC.T.	—	CER.T.	—	CER.T.	—	5'-6" HIGH CER. TILE WAINSCOT
1A-6A	WORKROOMS	A.T.	WAX	WD.T&G BRICK	S.B. WAX —	AC.T.	—	VIN.T.	—	—	—	
7	CORRIDOR & ACTIVITY AREA	A.T. [illegible]	WAX —	WD.T&G BRICK	S.B. WAX —	AC.T.	—	VIN.T.	—	—	—	
8	JANITOR'S CLOSET	A.T.	WAX	C.BLK.	—	PLAST.	PT.	VIN.T.	—	—	—	
9	GENERAL STORAGE	A.T.	WAX	C.BLK.	—	PLAST.	PT.	VIN.T.	—	—	—	
10	EQUIPMENT STORAGE	A.T.	WAX	C.BLK.	—	PLAST.	PT.	VIN.T.	—	—	—	
11	CLOSET	A.T.	WAX	C.BLK.	PT.	AC.T.	—	VIN.T.	—	—	—	
12	PIANO STORAGE	A.T.	WAX	C.BLK.	PT.	PLAST.	PT.	VIN.T.	—	—	—	
13	WOMEN'S TOILET	CER.T.	—	CER.T. C.BLK.	— PT.	PLAST.	PT.	CER.T.	—	CER.T.	—	8'-0" FIN. CEILING, SUSP. FROM CONC. CONSTR.
14	MEN'S TOILET	CER.T.	—	CER.T. C.BLK.	— PT.	PLAST.	PT.	CER.T.	—	CER.T.	—	8'-0" FIN. CEILING, SUSP. FROM CONC. CONSTR.
15	SHOP STORAGE	CEM.	—	CONC. C.BLK.	—	EXP. CONC.	—	—	—	—	—	
16	SCHOOL STORAGE	CEM.	—	CONC. C.BLK.	—	EXP. CONC.	—	—	—	—	—	
17	STAIRHALL	A.T.	WAX	CONC. C.BLK.	PT. PT.	EXP. CONC.	PT.	VIN.T.	—	—	—	

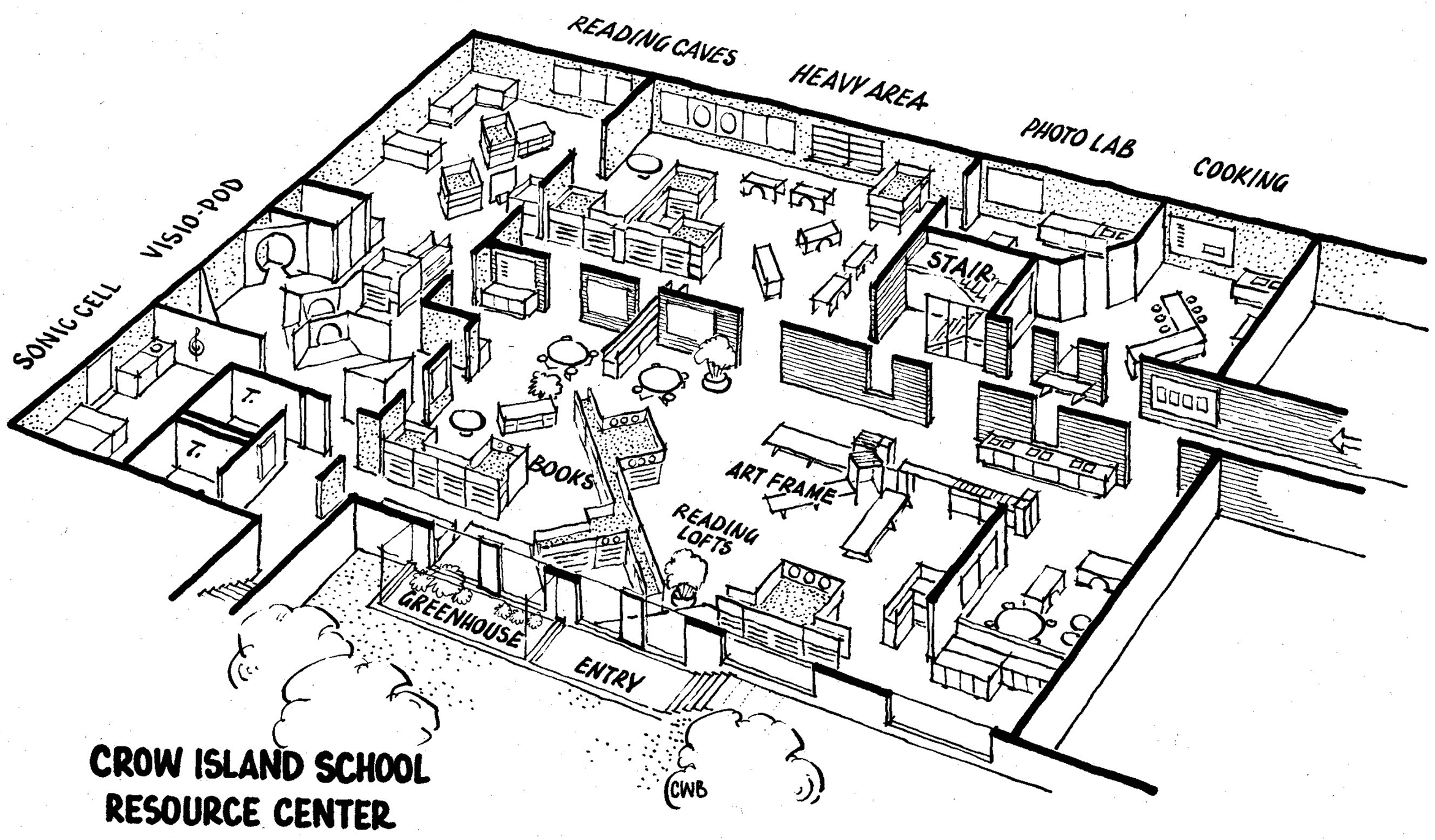
1953 Perkins & Will Drawing - Not to Scale



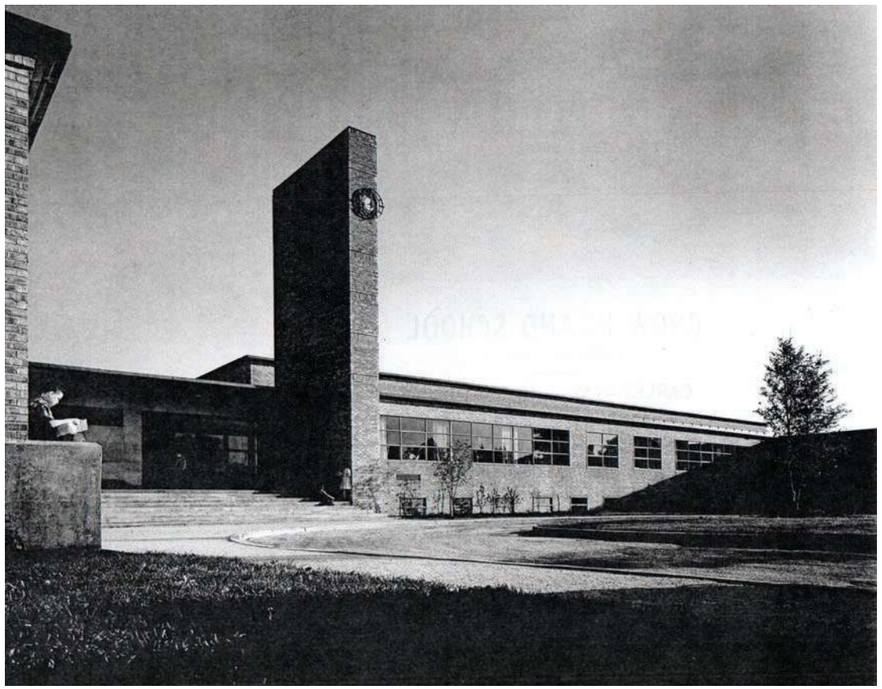
1953 Perkins & Will Drawings - Not to Scale

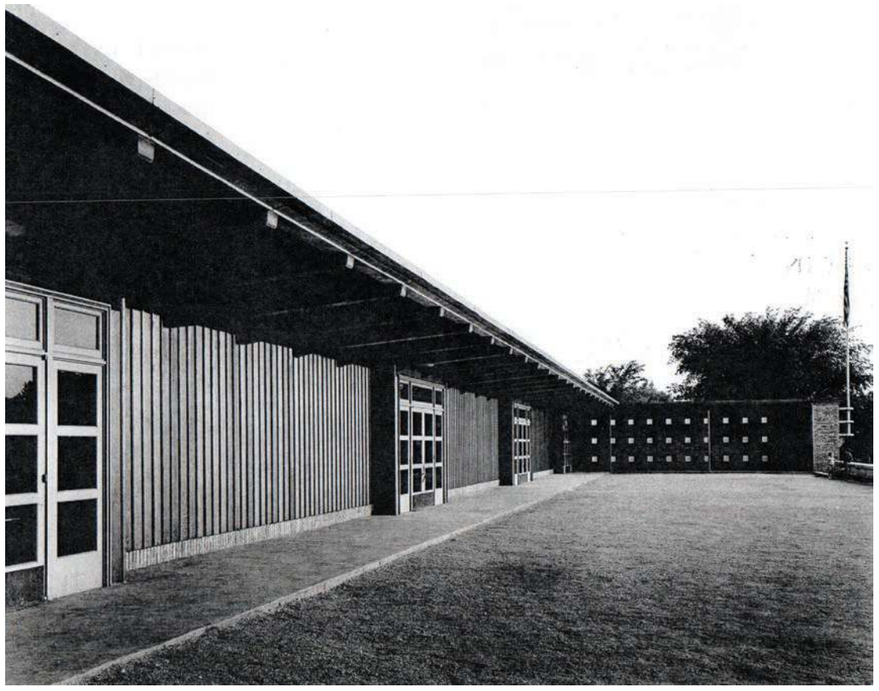


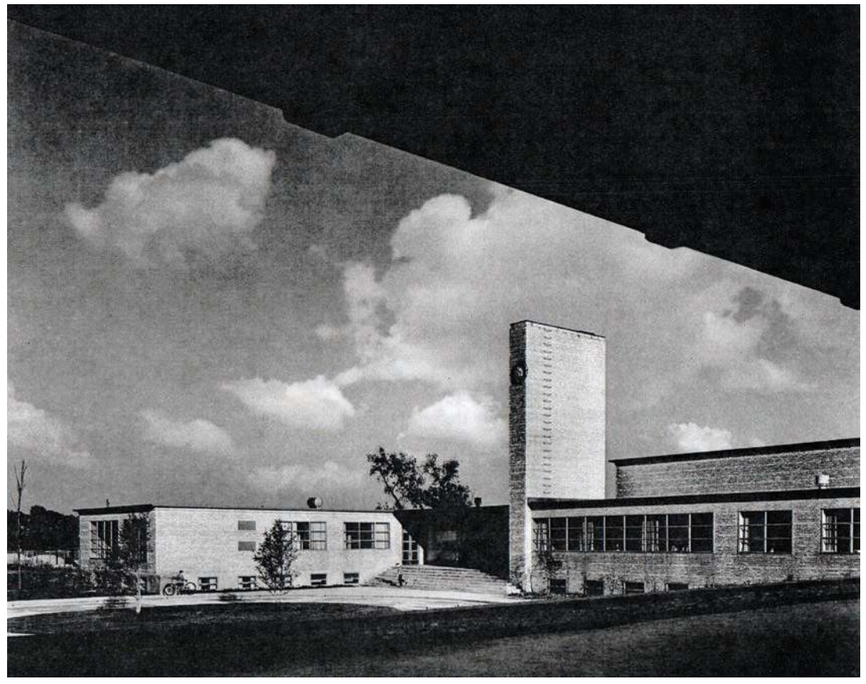
1954 Perkins & Will Drawings, Office Area and Lower Level Remodel - Not to Scale



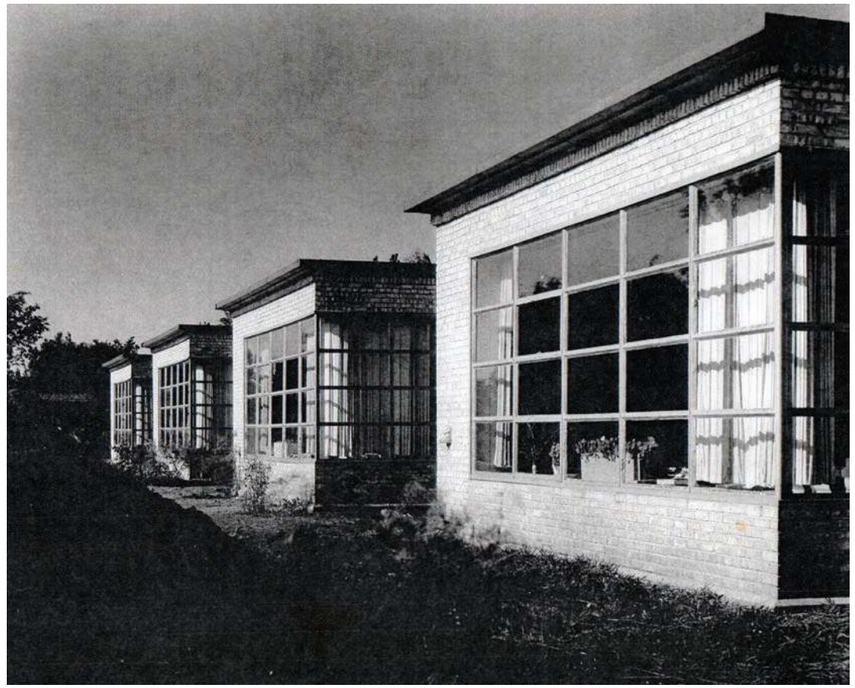
1972 Perkins & Will Axonometric Drawing, Resource Center - Not to Scale

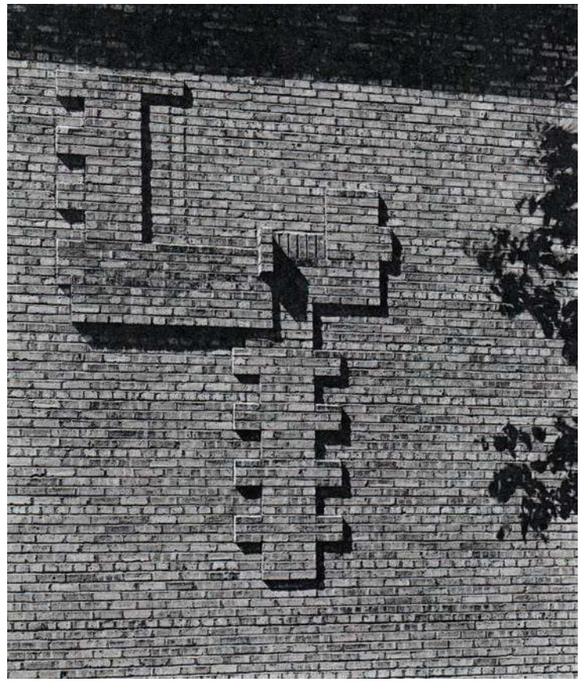




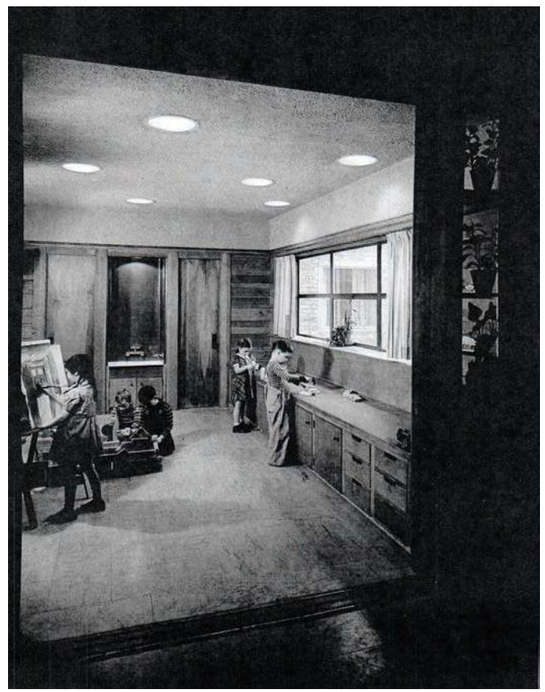


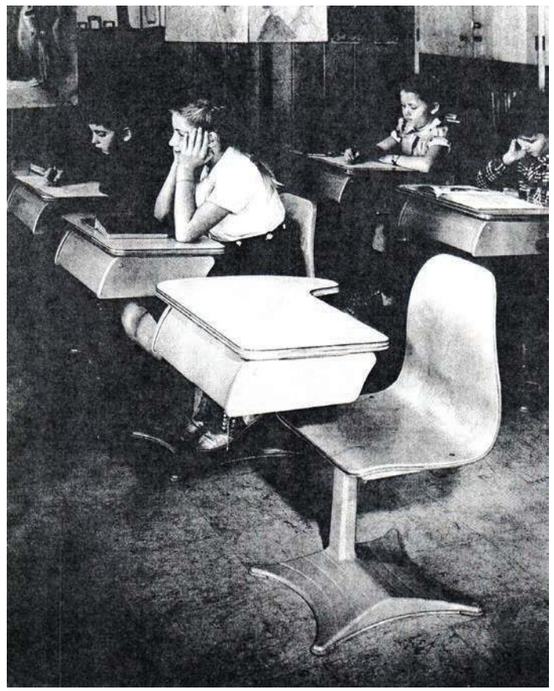
Hedrich Blessing Photographs, ca. 1940

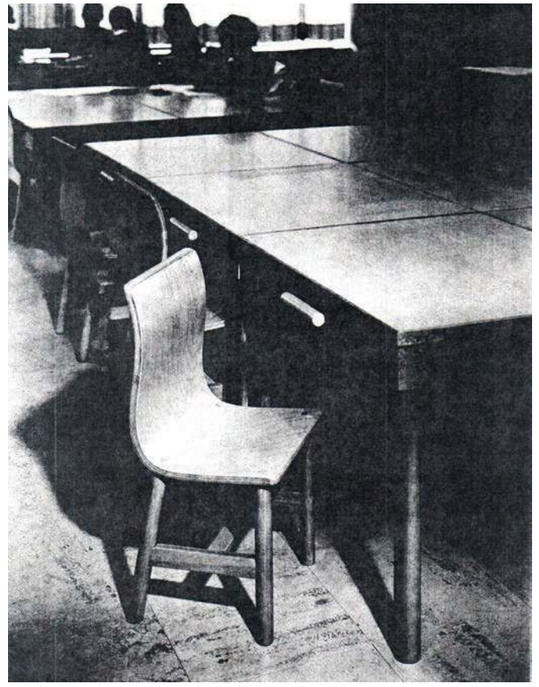




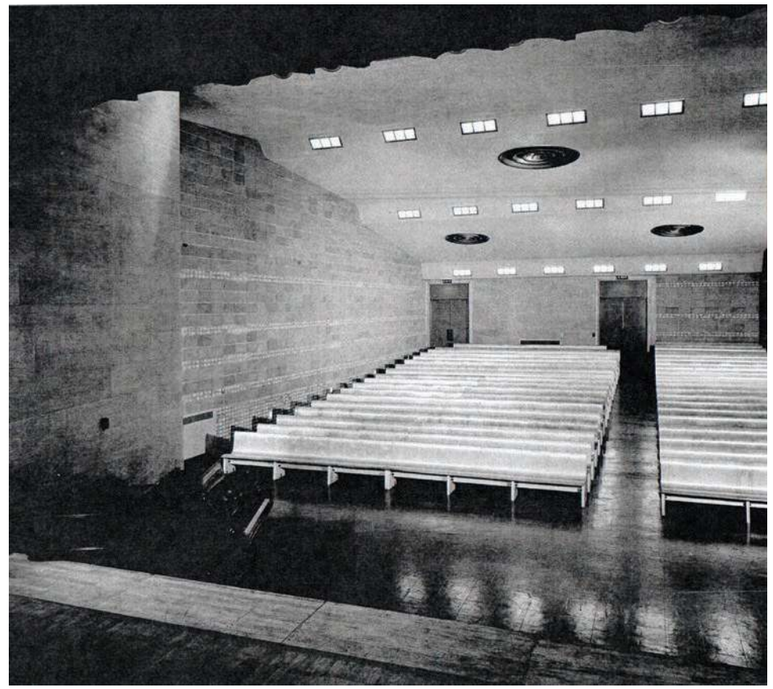
Hedrich Blessing Photographs, ca. 1940

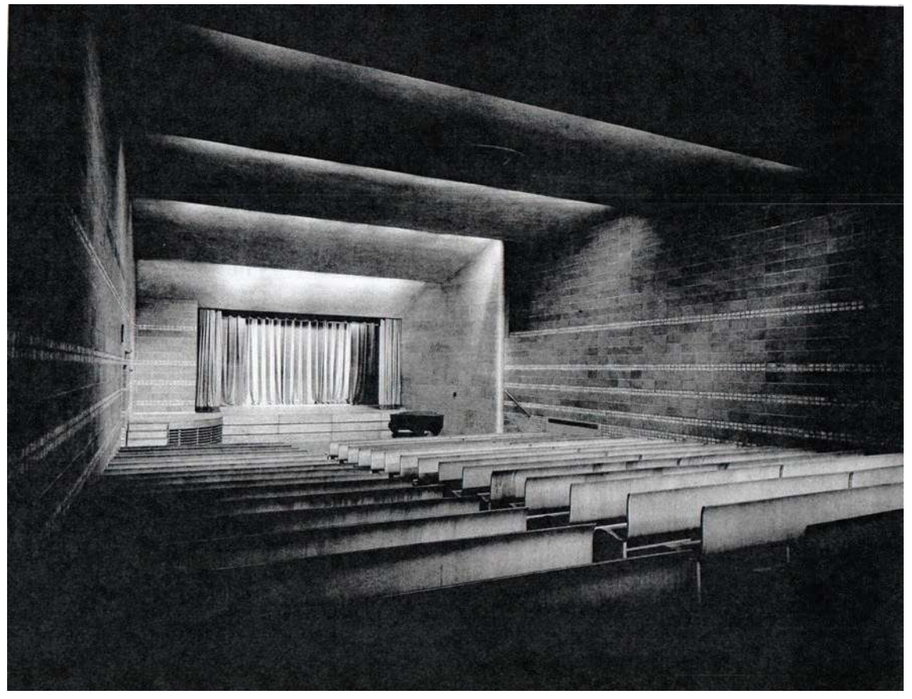


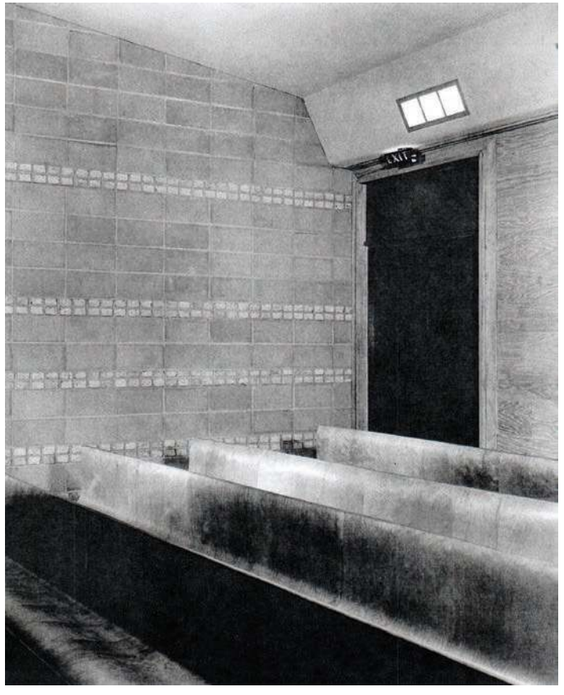




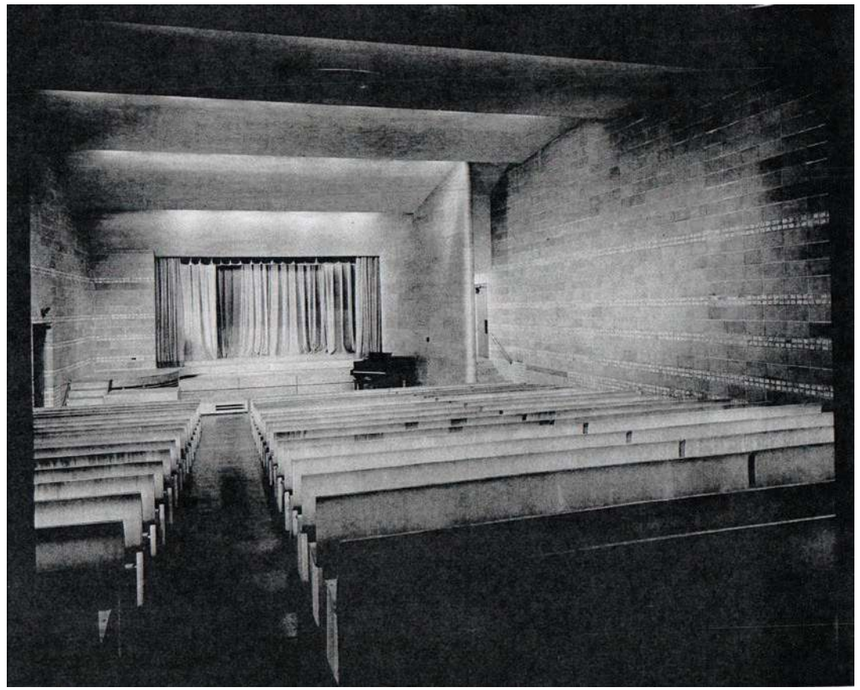
Hedrich Blessing Photographs, ca. 1940







Hedrich Blessing Photographs, ca. 1940



Hedrich Blessing Photographs, ca. 1940

Hedrich Blessing Photographs, ca. 1940

LEGENDS FOR CURRENT (2014) PLANS

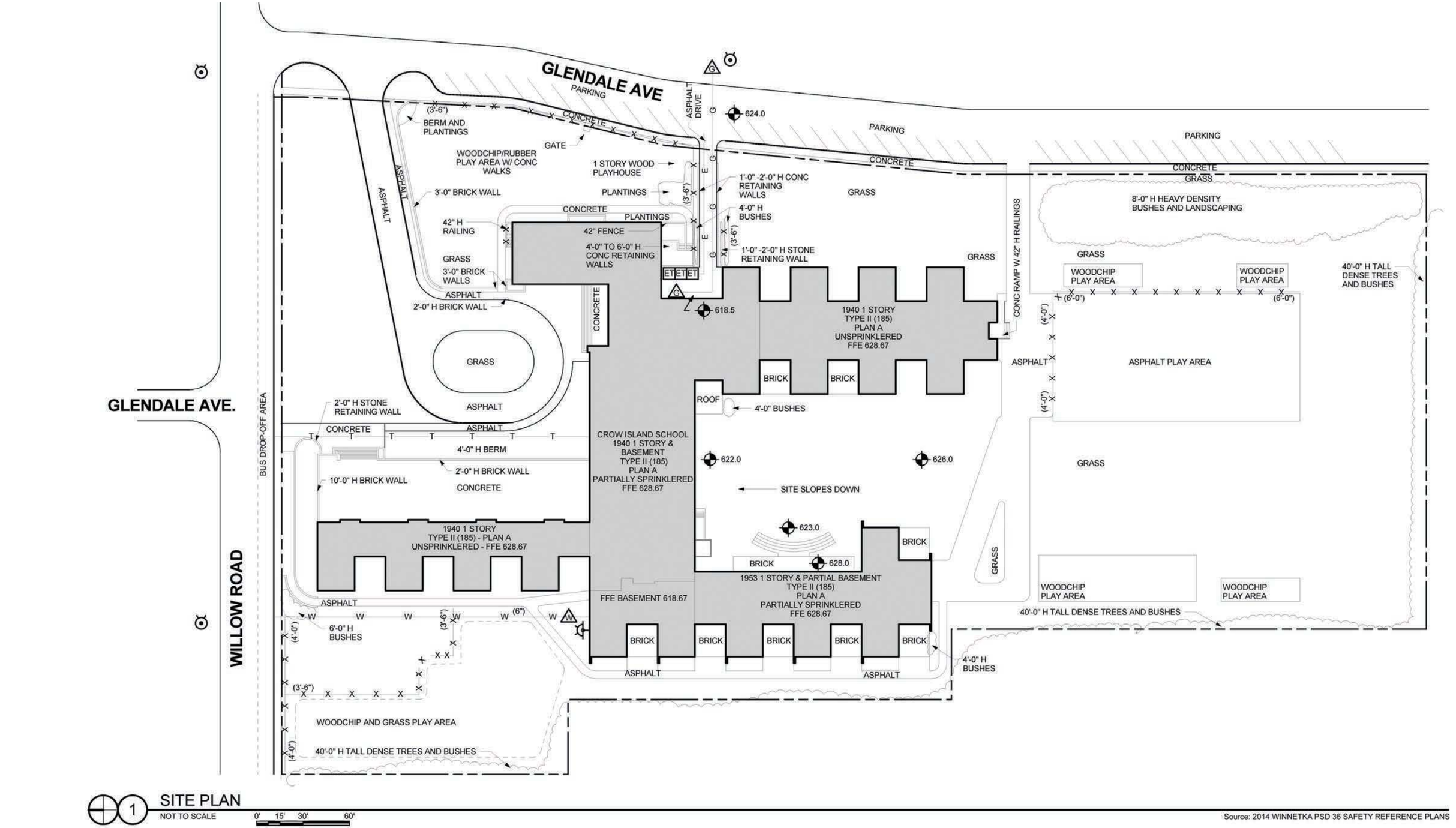
SAFETY REFERENCE PLAN LEGEND

- AHU — AIR HANDLING UNIT
- RTU — ROOFTOP UNIT
- UV — UNIT VENTILATOR
- BL — BOILER
- WH — WATER HEATER
- CH — CHILLER
- GN — GENERATOR
- K — KILN
- GS — GAS SERVICE
- ES — ELECTRIC SERVICE
- WS — WATER SERVICE
- MEDP — MAIN ELECTRICAL DISTRIBUTION PANEL
- FACP — FIRE ALARM CONTROL PANEL
- FAAP — FIRE ALARM ANNUNCIATOR PANEL
- G — GAS SHUTOFF
- W — WATER SHUTOFF
- M — MECHANICAL EQUIPMENT EMERGENCY SHUTOFF
- FK — FIRE KEY LOCK BOX
- FE — FIRE EXTINGUISHER
- SD — FIRE ALARM SMOKE DETECTOR
- HD — FIRE ALARM HEAT DETECTOR
- DD — FIRE ALARM DUCT DETECTOR
- FP — FIRE PULL STATION
- FHC — FIRE HOSE CABINET
- A — FIRE ALARM AUDIO SIGNAL
- V — FIRE ALARM VISUAL SIGNAL
- AV — FIRE ALARM AUDIO/VISUAL SIGNAL
- EMERGENCY EXIT SIGN
- EMERGENCY LIGHTING FIXTURE
- AREA PROTECTED BY SPRINKLERS
- ROOM NAME / XXX — ROOM NAME AND NUMBER
- 150 NSF / 20 165 — ROOM SQUARE FOOTAGE (NET OR GROSS) AREA PER OCCUPANT / OCCUPANT LOAD
- 800M — DOOR TAG
- 3 — EXTERIOR EMERGENCY DOOR NUMBER
- 0.00' — ELEVATION MARKER

SAFETY REFERENCE SITE LEGEND

- FIRE HYDRANT
- FIRE STANDPIPE
- ET — ELECTRIC TRANSFORMER
- FK — FIRE KEY LOCK BOX
- FB — FIRE ALARM BOX
- G — GAS SHUTOFF
- W — WATER SHUTOFF
- GS — GAS SERVICE
- 0.00' — ELEVATION MARKER
- E — ELECTRIC LINE
- T — TELEPHONE LINE
- G — GAS LINE (WITH SIZE) (2")
- W — WATER LINE (WITH SIZE) (4")
- X — FENCE (WITH HEIGHT) (5' - 0")

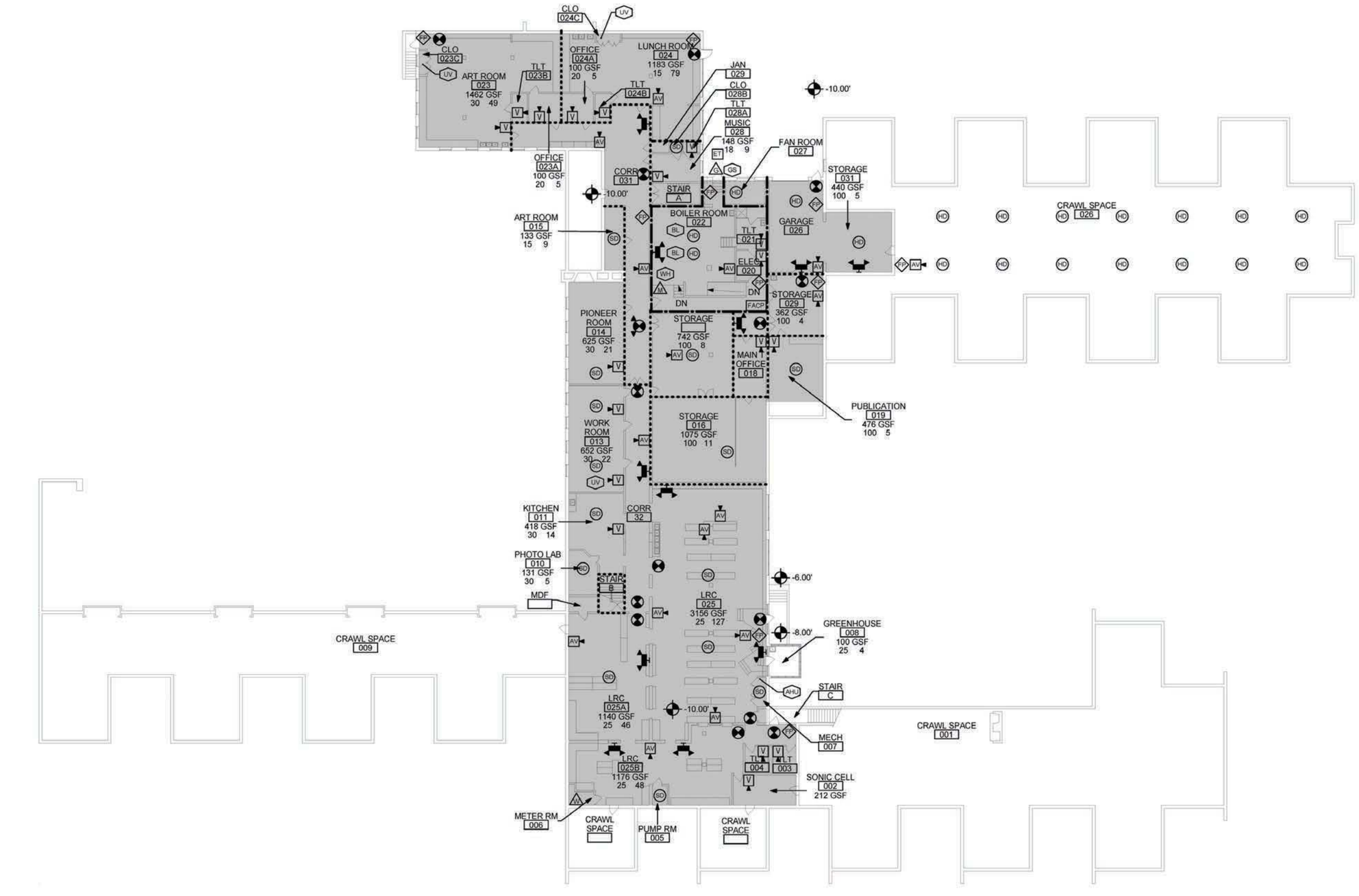
2014 Winnetka PSD 36 Safety Reference Plans - Not to Scale



1 SITE PLAN
NOT TO SCALE 0' 15' 30' 60'

Source: 2014 WINNETKA PSD 36 SAFETY REFERENCE PLANS

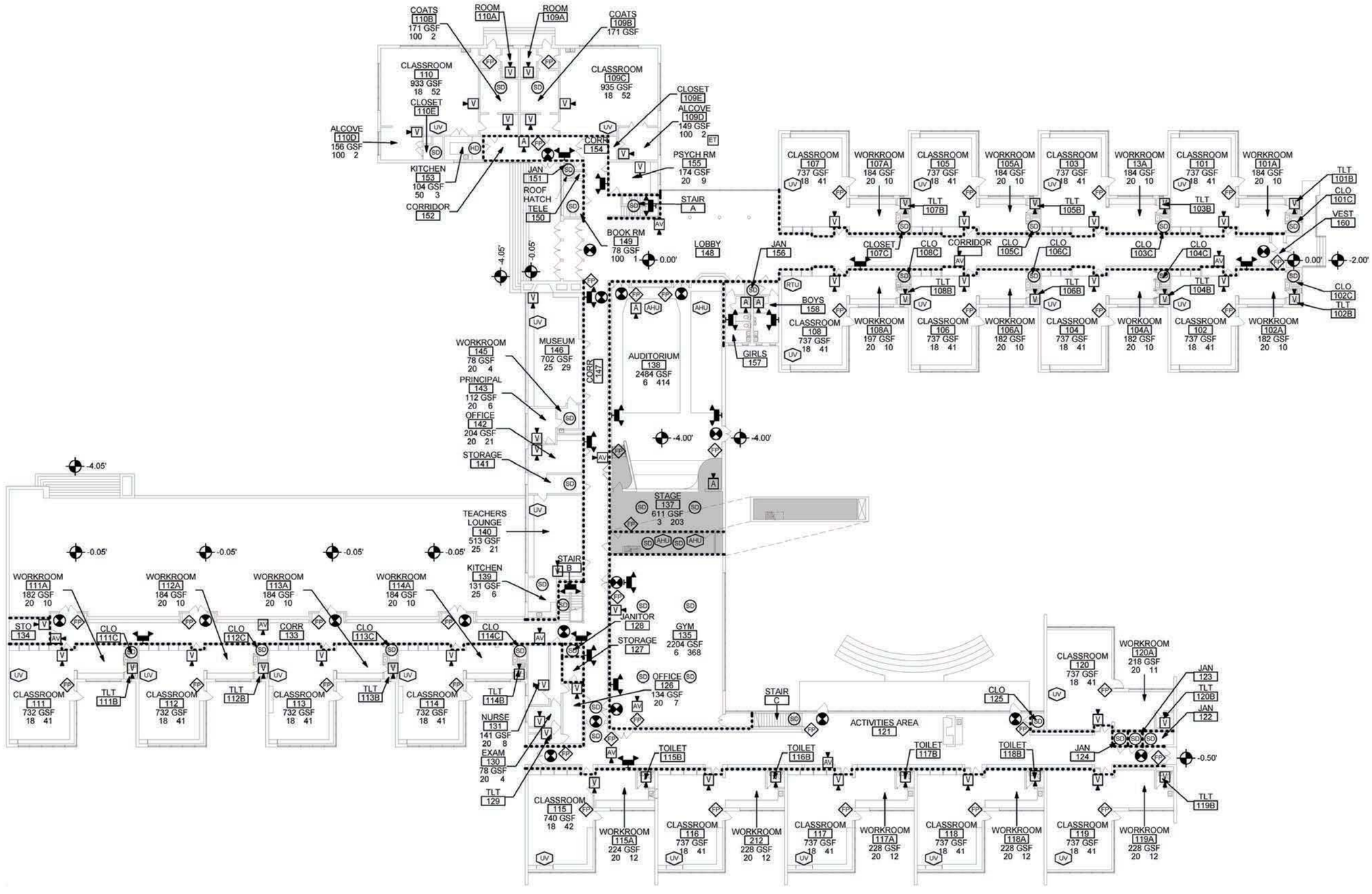
2014 Winnetka PSD 36 Safety Reference Plans - Not to Scale



1 LOWER LEVEL PLAN
NOT TO SCALE 0' 8' 16' 32'

Source: 2014 WINNETKA PSD 36 SAFETY REFERENCE PLANS

2014 Winnetka PSD 36 Safety Reference Plans - Not to Scale



1 FIRST FLOOR PLAN
NOT TO SCALE 0' 8' 16' 32'

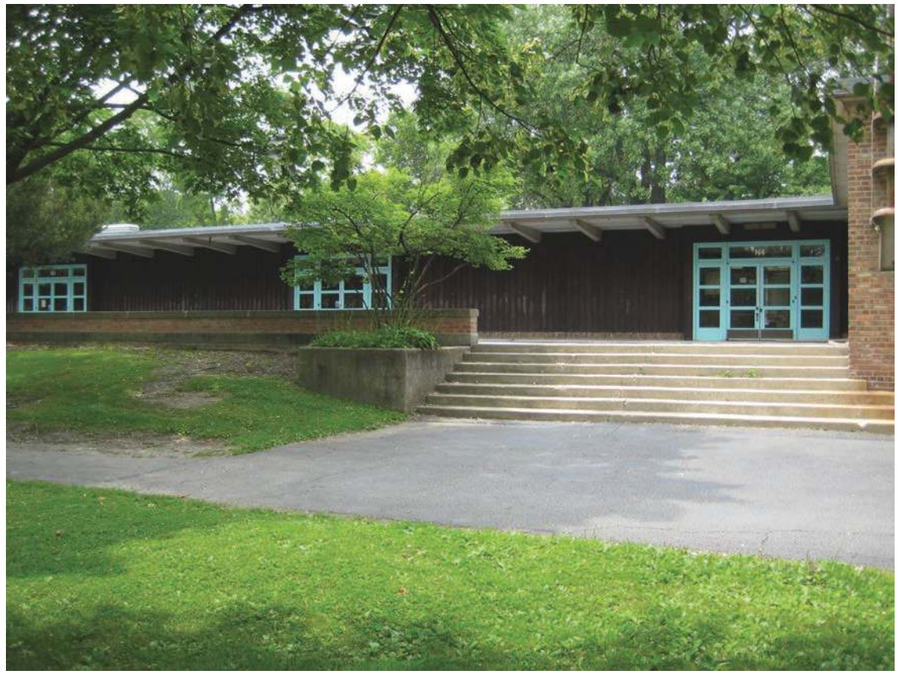
Source: 2014 WINNETKA PSD 36 SAFETY REFERENCE PLANS

2014 Winnetka PSD 36 Safety Reference Plans - Not to Scale

Main entrance, northeast wing and central core

Main entrance, clock tower, central core

Photographs by Benjamin Historic Certifications (BHC)



Northwest wing, raised play terrace

Northwest wing

Northwest wing classroom courtyards

Photographs by Benjamin Historic Certifications (BHC)

Northwest wing classroom courtyards

1940 wing and 1954 addition connection

Photographs by Benjamin Historic Certifications (BHC)

1954 addition, classroom courtyards

1954 addition, classroom courtyard

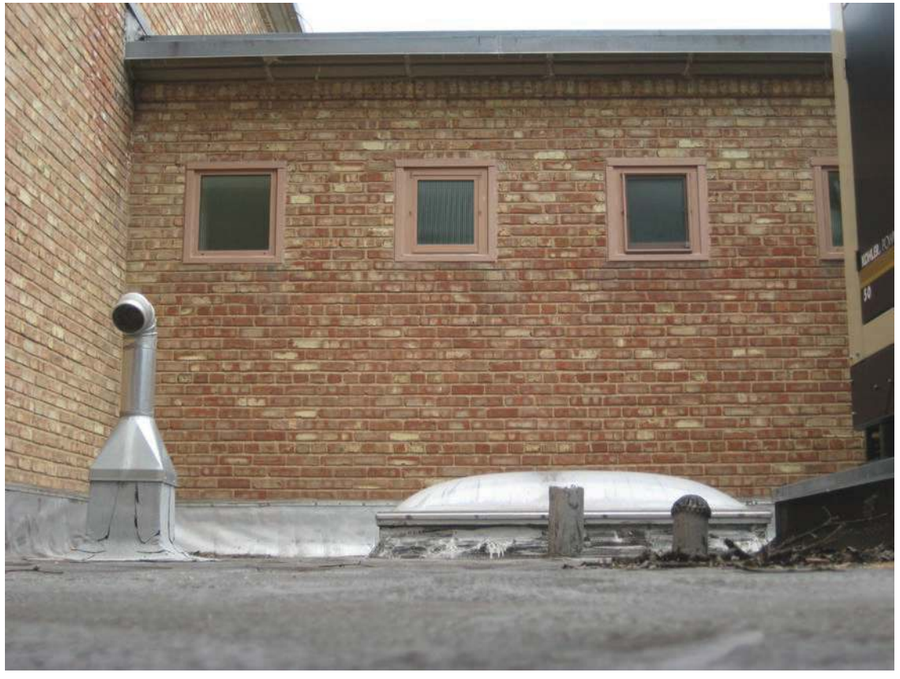
Photographs by Benjamin Historic Certifications (BHC)

1954 addition, classroom courtyards

1954 addition, south façade and classroom courtyard

1954 addition and amphitheater, brick relief on south façade of 1940 central core

South facade of 1940 central core and view of mechanical area



Photographs by Benjamin Historic Certifications (BHC)

West façade of southeast wing and classroom courtyard

West façade of southeast wing and classroom courtyard

Photographs by Benjamin Historic Certifications (BHC)

West façade of southeast wing and classroom courtyards

South façade of southeast wing and overall view of east façade classroom units and courtyards

East façade of southeast wing and classroom courtyards

Photographs by Benjamin Historic Certifications (BHC)

East façade of southeast wing and classroom courtyards

East façade of southeast wing and classroom courtyards

Photographs by Benjamin Historic Certifications (BHC)

East façade of loading dock and northeast wing entrance

East and north façades of northeast wing

Photographs by Benjamin Historic Certifications (BHC)