

4366

United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.



### 1. Name of Property

Historic name: Long Beach School  
Other names/site number: Old School Community Center  
Name of related multiple property listing:  
John Lloyd Wright in Northwest Indiana  
(Enter "N/A" if property is not part of a multiple property listing)

### 2. Location

Street & number: 2501 Oriole Trail  
City or town: Long Beach State: IN County: LaPorte  
Not For Publication:  Vicinity:

### 3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,  
I hereby certify that this X nomination \_\_\_ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.  
In my opinion, the property X meets \_\_\_ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

\_\_\_ national \_\_\_ statewide X local  
Applicable National Register Criteria:  
XA \_\_\_B XC \_\_\_D

Paul C. Paul 7.18.2019  
Signature of certifying official/Title: Date  
Indiana DNR-Division of Historic Preservation and Archaeology  
State or Federal agency/bureau or Tribal Government

In my opinion, the property \_\_\_ meets \_\_\_ does not meet the National Register criteria.  
Signature of commenting official: Date  
Title : State or Federal agency/bureau or Tribal Government

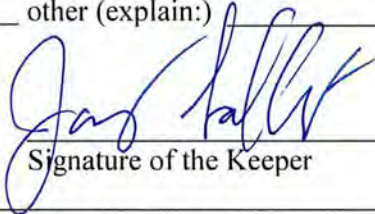
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**4. National Park Service Certification**

I hereby certify that this property is:

- entered in the National Register
- determined eligible for the National Register
- determined not eligible for the National Register
- removed from the National Register
- other (explain:)

  
Signature of the Keeper

9.3.2019  
Date of Action

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply.)

- Private:
- Public – Local
- Public – State
- Public – Federal

**Category of Property**

(Check only **one** box.)

- Building(s)
- District
- Site
- Structure
- Object

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**Number of Resources within Property**

(Do not include previously listed resources in the count)

Contributing	Noncontributing	
<u>1</u>	<u>0</u>	buildings
<u>0</u>	<u>0</u>	sites
<u>0</u>	<u>0</u>	structures
<u>0</u>	<u>0</u>	objects
<u>1</u>	<u>0</u>	Total

Number of contributing resources previously listed in the National Register 0

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**6. Function or Use**

**Historic Functions**

(Enter categories from instructions.)

EDUCATION: school

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**Current Functions**

(Enter categories from instructions.)

RECREATION AND CULTURE: museum

RECREATION AND CULTURE: sports facility

COMMERCE/TRADE: professional

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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>TH</sup> AND EARLY 20<sup>TH</sup> CENTURY AMERICAN MOVEMENTS: Prairie School  
MODERN MOVEMENT: International Style

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**Materials:** (enter categories from instructions.)

foundation: STONE: Limestone

walls: STUCCO

BRICK

roof: ASPHALT

other:

### Narrative Description

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

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### Summary Paragraph

The one-story, brick and stucco Long Beach School was constructed in four phases as part of a lakeside community development on Lake Michigan. The first two phases were designed between 1927 and 1937 by noted local architect John Lloyd Wright in his uniquely-developed Prairie Style. The second two phases created an interior open-air courtyard between 1954 and about 1963. These second two phases were designed in the International Style, but were sensitive to Wright's design aesthetics. The small, single-section elementary school closed during the 1990s and is now a multi-use facility owned by the Town of Long Beach.

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## Narrative Description

Situated on an inland plain of the sand dunes lining the east shore of Lake Michigan in Indiana, Long Beach school is surrounded by a community golf course to the south and west. A parking area with drives connected back to Oriole Drive and Belle Plain Trail is to the north and east. The wooded dunes, dotted with housing from the 1920s-1960s, rises up toward the north and east beyond. Sidewalks and landscaping line the drive leading to the front entry on the northeast side of the building. A small modern playground and landscaping are north of the north-facing wing of the building, between the building and Oriole Drive. A small gambrel-roofed storage shed is near the southeast side of the building. The building, c. 2000, has wood siding and asphalt shingles on its roof and is not counted due to its impermanent nature (seen in photo 0002).

### EXTERIOR

Long Beach School is a one-story building constructed between 1927 and 1963 in four phases. The stone, brick and stucco building features interesting compositions of bays with metal windows and unusual design details of the Prairie Style. Each phase has a long corridor that features classroom space to each side, except the 1954 phase, which is single-loaded (classrooms on one side only). The brick is a sandy-salmon color and the stucco walls are painted light yellow. The first three phases of the building feature hipped roofs with asphalt shingles. The last phase has a flat roof covered with rubber membrane. One of the more unusual design features of the building is the interior open-air courtyard enclosed with the creation of the last phase in 1963 (photos 0007-0008). It has a few mature spruce and flowering trees. Phase one and two of the building are most similar because they were designed by John Lloyd Wright. The community and Wright envisioned several "units" being constructed as part of the school over time, which was done. How closely those followed Wright's intention in terms of plan is unknown, but the style changed from Prairie to International in the final two phases, though the architect continued to use matching limestone for a base and stucco-covered walls.

The original phase of the building was constructed in 1927 and faces northeast toward the intersection of Oriole and Belle Plain roads (right side of photo 0004). This "wing" extends northwest/southeast. The second phase was constructed during the mid-1930s and is Y-shaped. It generally faces northeast and is connected to the southeast end of the first phase with one leg of the Y (photo 0002). Another leg of the Y kinks slightly to the north and forms the gymnasium/cafeteria. The third leg of the Y extends southwest. The third phase of the school was constructed in 1954 as a wing with a single-loaded corridor positioned north/south and its facades are generally true to cardinal points on a compass (left side of photo 0006). It is connected with an enclosed breezeway on the first phase's southwest façade near its north end. The fourth phase was completed in 1963 and attaches to the south ends of the second and third phases of the building (photos 0003, 0006). It extends east/west with a double-loaded corridor and its facades align with cardinal directions of a compass. With the fourth phase construction, an interior courtyard was created. Due to the complexity of building, facades will generally be described according to their phase of construction and how they connect to other phases.

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*Phase One, 1927-1928*

The first phase or “unit” of the building features a stone base composed of two courses of random-laid, smooth-cut limestone, stucco walls, and projecting bays of brick with metal windows. It has a tall hipped roof covered with asphalt shingles and its soffits are covered with stucco. It has an interesting copper flashing detail that is stair-stepped, though much is covered with later gutters and downspouts. The first phase was designed with a corridor flanked with classrooms and toilet rooms with a kindergarten classroom/multi-purpose room at its northwest end. The northeast façade (front) has a corner stone (the only one on the building) in its south end carved with the following (this is seen in the right corner of photo 0001):

Long Beach School  
1927 First Unit 1928  
J. H. Orr  
G. T. Vail  
C. L. Mathias  
Trustees  
John Lloyd Wright  
Architect  
Tonn and Blank  
Builders

The front façade has two identical bays (photo 0004). The stone base is 4-5 courses tall and angled back at its outside corners. The bays have a grouping of three steel windows, each divided into 12 panes with wider panes in the center flanked by narrower panes. The bottom row of panes is short with an awning sash in its center. The bay features vertically stair-stepped brick coursing on each side of the window group. The north end of the northeast façade steps back considerably to an entry that features a modern steel door with narrow window. The entry originally featured a pair of steel doors with a tall transom. The area to each side of the existing door and the transom area is filled in with wood. An original fire alarm station is immediately north of the entry. An interesting custom-made copper ventilator is atop the ridge, generally centered with the north bay of the front façade. It has an octagonal base with louvers on the front and back, and slipper-shaped vents around a rounded core, topped by a wide round, vented cap.

The north end of the façade wraps into a five-sided bay that becomes the northwest façade (left side of photo 0005). It features a tall stone base with windows flanked by brick, but not stepped like the other bays. The corners features open brick coursing that give it a zipper-like appearance. The outer-most two sides of the bay are narrow and generally part of the northeast and southwest facades. They have a single window divided into 12 panes, matching those of the front façade. The remaining three sides of the bay have window configurations (groupings of three) that match those of the front façade. The roof over this part of the building phase is hipped and steps down from the roof over the main part of the phase. At the south end/back of the bay, is a tall brick chimney that projects through the roof at the ridge. It features two square shafts flanking a shorter, wide middle section. The chimney is capped by stone.

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The southwest façade, immediately south of the five-sided bay, features a 12-pane window with a stone sill and a five-panel wood door in its south end at the junction of the enclosed breezeway that is part of and connects to the 1954 phase of the building (seen in the middle of photo 0005). This projecting part of the façade features a simple hipped roof that steps down from the large 5-sided bay/northwest façade. The remaining exposed portion of the southwest façade is visible from the interior courtyard (right side of photo 0007). Its north end once had two doorways that opened into bathrooms inside the building. These appear to have been enclosed and covered with stucco early in the history of the school. The south end of the façade projects forward and features one bay that matches the two bays on the front façade. At its north end, phase one connects to phase two with a short section of wall that faces southwest, but is actually a part of phase two. It features a steel window with a stone sill. The window is divided by five horizontal panes; the bottom pane is an awning sash.

#### *Phase Two, c. 1935*

The second phase of the building is constructed onto the south end of the original phase. It is a Y-shaped addition with a short leg that connects to phase one that forms a large entry and office area for the building. This phase continues the stone base and stucco design of phase one. Also matching are bays, copper flashing, stuccoed soffits and hipped roof. This phase has a large custom-made ventilator positioned on the ridge, roughly centered with the entry (photo 0001). It is octagonal with louvers on each side (corner sides are narrower) and has a wide-overhanging octagonal cap. The front façade of this phase, which is stepped back from phase one, also includes the leg of the Y that extends southeast with a slight angle to the north along the façade. The south leg is composed of the gymnasium/cafeteria. The front façade features an entry in its north end composed of three steel doors with narrow windows (photo 0001). A large steel window is to the north of the entry doors and two large steel windows are to the south of the entry doors. There were originally two pairs of doors and the windows once had transoms, but these have been covered with wood. Original planters composed of limestone that matches the base of the building are at the bottom of the large windows. The remaining front façade kicks outward toward the north. A bay matching those on phase one's front façade is in the south half of the façade, only wider with three windows divided into 18 panes with a wide center row of awning sashes. North of the bay are die-cut aluminum letters that read LONG BEACH SCHOOL near the top of the stucco wall (seen in the left side of photo 0004).

The southeast façade is composed of the south end of the Y's leg containing the gym and the south wall of the southwest-facing Y's leg containing classrooms. The south wall of the gym features a wide three-sided bay with cutaway corners (right side of photo 0002). The bay has a tall stone base and steel windows divided into 18 panes with a wide center row of awning sashes. Narrow metal vents are in the base of the cutaway corners. The remaining façade (southwest-facing leg) features a wide bay in its south end that matches those in phase one, only wider with three windows that match those in the cutaway corners of the gym (left side of photo 0002). North of the bay are two steel windows divided into five horizontal panes with an awning sash at the bottom. The windows have stone sills.

The southwest façade is composed of the south end of the Y's leg containing classrooms and the south wall of the gym (seen in the middle of photo 0002). The south wall of the gym features a

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wide steel door in its east end and a wide bay matching the bay on east wall of the gym. The south end of the Y's leg containing classrooms is covered by an enclosed connector on its west half. The connector is part of the 1963 phase of the building (seen in the far left side of photo 0002). This end of the Y's leg has a gable wall that is covered with white aluminum siding. A tall, narrow slit vent is centered in the gable and a tall square chimney with stone cap is in its west end. The interior courtyard (northwest) facade of the southeastern-facing leg of the Y features a bay matching the bay on the southeast facade in its south end. Two steel windows with stone sills are in the facade's north end. They are divided into five panes with awning sashes in the bottom.

### *Phase Three, 1954*

Phase three broke from John Lloyd Wright's more organic Prairie Style and embraced the International Style in a much more traditional (mid-century) school design. The architects, Beine, Hall & Curran (later, Beine, Hall, Curran, & Kane of Gary), continued the use of Wright's limestone base design, though they kept the height the same around the perimeter of the wing. They also continued a similar style of metal window. Phase three continued a modified gable-on-hip roof design with a small gablet in the north end and a gable wall in the south end (right side of photo 0005). The gablet is filled with a metal vent and the south gable has a triangular-shaped metal vent in its top. The fairly generous soffits match those of Wright's, but are covered with wood car siding. Phase three attaches to phase one, via an enclosed breezeway and forms the west enclosure of the interior courtyard space (middle of photo 0005). Phase four covers the south end of phase three, but it should be noted that a wide entry was once located at this end of the wing.

The breezeway connecting phase one to phase two is part of the north facade of the addition (on its east side, middle of photo 0005). The breezeway wall angles out to the north in order to join phase one at a right angle. This wall has two large square windows with equal-size transoms above. Metal panels are beneath the windows. The breezeway wall that faces due north has two narrow windows with equal-sized transoms. Metal panels are beneath these windows. The remaining north facade has a pair of metal doors with long narrow slit windows in its east end. The entry once had a transom that was removed and filled with wood.

The west facade features three wide recessed bays of windows (one in each classroom) divided by narrow pilasters of stone and stucco (left side of photo 0006). Each bay is divided into eight windows that extend from the stone base to the soffit. The windows are divided into either three or four horizontal sashes. Each contains an awning sash at the bottom. There is a short, window-width metal vent in the stone base, south of center in each bay.

The south facade of the breezeway, facing into the courtyard, is entirely composed of steel doors and windows (left side of photo 0007). There are six bays of windows with equal-sized transoms and metal panels below, and two metal doors with transoms in the southeast facing wall of the breezeway (the wall angles back to the northeast to attach perpendicularly with phase one). The south-facing wall, which attaches to the 1954 wing, is composed of three metal windows with equal-size transoms and metal panels below. The east facade of phase three, facing into the courtyard, is composed of three bays of windows. The middle bay features eight windows,



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matching the west façade. The flanking bays are narrower and feature five windows. These windows look into the corridor of phase three.

### *Phase Four, 1963*

Phase four is similar in composition and design to phase three, and appears to have been designed by the same architects (right side of photo 0006, photo 0003). The biggest difference is the design of a flat roof rather than a gabled or hipped roof. Phase four also has a stone base, stucco walls, metal windows, but in a slightly different configuration, and its soffits are covered with stucco. Phase four is connected to phase two's south end with a wide entry vestibule and boiler room. Phase four is connected to phase three's south end with a teacher lounge/preparation room and corridor. Phase four included a library to its inside (courtyard) side of its corridor which extends east/west and encloses the courtyard on its south side.

The west façade is the narrow end of the wing and features a bay flanked by narrow pilasters of stone and stucco in its north end (middle of photo 0006). The bay matches those of the west façade of phase three, but is narrower with five windows. A pair of steel doors with long, narrow slit windows is south of the bay. The south façade features four equal-size bays of windows divided by narrow pilasters of stone and stucco. Each bay has seven windows divided into either four or five horizontal panes with an awning sash at the bottom. A short window-width metal vent is centered in the stone base of each bay. The east façade/end of the wing has no windows, but has wood picket and lattice fencing attached to it as a partial mechanical equipment enclosure (photo 0003). The enclosed connector to phase two features a row of five metal windows with equal-size transoms and a pair of steel doors with narrow slit windows in its south end.

The north façade, which faces the courtyard, is the north wall of the library (middle of photo 0008). A small square "bump-out" storage room is in the west end of the façade. The east end returns and becomes the west wall of the boiler room/connector to phase two. It features a steel door. The library wall has a slight angle to the south in its middle. The each half of the wall is divided into five steel windows which are then divided into three or four panes with awning sashes in some. Metal panels are below each window and act as a base.

## INTERIOR

Very little of the original interior design of the building has changed, except for some interior finishes. The basic floor plan composition of classroom space, corridors, and large common rooms have remained intact. Each phase provided an addition to the proceeding phase without altering its floor plan. The additions attached to existing doorways which would then typically be removed. The only significant floor plan alteration occurred in the third phase/1954 addition, in which dividing walls for the three classrooms were removed; however, it appears that these were movable walls with some form of folding mechanism. These three classrooms open into each other now without movable walls (photo 0022). Mechanical upgrades and redecorating occurred through the 1980s, but generally did not affect any historic features. The interior layout and historic features shall be described by phase of construction.

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*Phase One, 1927-1928*

Phase one was the original part of Wright's design which included three classrooms and two toilet rooms on either side of a central corridor. The corridor terminated with a short cross-corridor with a large kindergarten room/assembly room on the northwest side of the corridor (this forms the five-sided bay on the northwest end of the building, photo 0016)). A room divided into bathrooms, storage, and a basement stair is on the southwest corner of the kindergarten room. There were doors or pairs of doors at the terminus of each corridor; with the exception of the northeast-facing door, these were removed with subsequent additions. The original door and transom into the kindergarten room were replaced with modern aluminum and glass (right side of photo 0017). The other three classrooms retain their original wood doors and transoms (left side of photo 0014).

The interesting features of phase one include the matching casework in each of the three classrooms (photos 0018-0019). Cabinets below the windows on the outside walls and open shelving with rounded corners on interior (corridor) walls are original to Wright's design. Also part of his design is a wall in each classroom with recessed coat hanging area and niches above for storage, teacher's personal closet and storage. The window bay walls have chamfered corners. Wright designed a fireplace for the kindergarten room in its southeast wall. While the surround is gone, the hearth opening remains (photo 0017). Built-in cabinets are to the east of the fireplace. Built-in glass-front cabinets, probably dating to c. 1945, are at the terminus of the central corridor on the opposite side of the fireplace (photo 0015). These were not part of Wright's original design. The toilet rooms retain their original terrazzo floor, but other areas have modern carpets or wood floors. The walls are covered with drywall and the ceilings are covered with acoustical tiles. The doors are flat (no panel) wood with windows in the top halves and transoms above in the corridors. Two two-panel wood doors with windows in their tops are located in the room off the kindergarten room. Wood trim is confined to baseboards.

*Phase Two, c. 1935*

Phase two was attached to the southeast wall of phase one and features a large entry vestibule, administrative offices, and a gymnasium/cafeteria in its southeast end. A central corridor extends to the southwest and has a large boys and girls toilet rooms to the west and kitchen and storage rooms to the east, followed by two large classrooms that flank the corridor at its south end. This second phase of Wright's design continues some of his casework and trim treatments found in the first phase.

The entry's doors and former transoms are trimmed with wide pine boards. A slight ramp down to the gym is in the southeast corner of the entry (photo 0009). The secretary's office includes a pass-thru window, trimmed with wood and a wood shelf, into the entry. An original metal time clock is inside the office. The gym features a raised stage in its northwest wall (photo 0011). The stage opening is trimmed with a stepped surround of wide pine boards. Wood steps flank the stage (leading northeast and southwest) and storage below the stage is accessed by a wood hatch door on the front of the stage. The gym has recessed bays for windows, cutaway corners in its southeast wall, and a vaulted ceiling (photo 0010). The kitchen, off the southwest corner of the gym, has historic wood base cabinets and a wood pass-thru door to the gym (left side of photo 0011). The stage floor is historic wood, but the gym floor is modern wood. The

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classrooms have a similar arrangement of recessed coat hanging and cabinets. The east classroom retains historic folding doors across the coat area. Built-in cabinets and closets, as well as historic chalkboards, are located in these classrooms (photos 0012-0013). Doors are flat (no panels) wood with windows in their top halves. Wood trim is minimal, but includes a stepped pattern of moldings around doorway openings. The ceilings are covered with acoustic tiles.

#### *Phase Three, 1954*

Phase three is composed of the steel and glass enclosed breezeway at the north end of the addition, connecting it to phase one, and the wing of classrooms (photo 0020). A long corridor extends from the breezeway, south to phase four (photo 0021). It has bays of windows that look over the interior courtyard on its east side. The west side of the corridor has niches for coat hanging (the hooks and shelves were removed) and rows of steel clerestory windows above. There are recessed doors for three classrooms on the west side of the corridor. Inside the classrooms (which have been opened to form one large room, photo 0022) are three teachers' closets along the east wall. The floors are covered with modern carpets and rubber tiles. The walls are drywall (interior) and concrete block (exterior). Window sills are pink marble and doors are steel (see photo 0021 for window sills). Phase three has acoustic tile ceilings.

#### *Phase Four, 1963*

Phase four features a central corridor extending east/west (photos 0023-0024) with four equal-size classrooms along its south side and a library on its north side (photos 0025). A teachers' preparation room, two small toilet rooms, and an exit are in the west end of the addition. The east end empties into a triangular-shaped vestibule/entry that connects to phase two. A boiler room and office are between the library and east vestibule (photo 0024, taken from vestibule and shows office on right side). A small storage room is in the northwest corner of the library.

The corridor features niches for coat hanging with a wood shelf above on its south side (photo 0024). Wood paneling is above the shelves and extends to rows of wood clerestory windows. Doorways to the classrooms are recessed and feature wood doors with side-lites and transoms. Wood teachers' closets are to the east of each door. Wood cabinets extend between the closets and sink cabinets in the east end of each classroom (photo 0026). Metal cabinetry is below the window bays in each classroom; these are to each side of mechanical casework (photo 0027). The windows have pink marble sills. The north wall of the corridor features rows of metal windows for borrowed light from the library (photo 0023). The bottom row are awnings for interior ventilation and metal panels are at the bottom of the windows. The library features a low wood bench along the courtyard wall (right side of photo 0025). The small storage room in the northwest corner is covered with historic wood planks. Floors are covered with modern carpet and ceramic tiles, except in the toilet rooms which have historic linoleum tiles. The walls are composed of concrete block. The doors are wood (flat, with no panels or windows). The ceilings are covered with acoustic tiles.

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## 8. Statement of Significance

### Applicable National Register Criteria

(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B. Property is associated with the lives of persons significant in our past.
- C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D. Property has yielded, or is likely to yield, information important in prehistory or history.

### Criteria Considerations

(Mark "x" in all the boxes that apply.)

- A. Owned by a religious institution or used for religious purposes
- B. Removed from its original location
- C. A birthplace or grave
- D. A cemetery
- E. A reconstructed building, object, or structure
- F. A commemorative property
- G. Less than 50 years old or achieving significance within the past 50 years

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**Areas of Significance**

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1928-1964

\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Person (last name, first name)**

(Complete only if Criterion B is marked above.)

1928

1937

1954

1958

**Cultural Affiliation**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder (last name, first name)**

Wright, John Lloyd

Tonn & Blank

Beine, Hall & Curran Inc.

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### Period of Significance (justification)

The period of significance begins in 1928 when construction of Long Beach School began. Construction on phase one was complete in 1928; three more additions to the building were completed between about 1937 and 1963 to formalize the design of an interior courtyard. The period of significance ends in 1964, the final year in which the school was locally administered (before consolidation) and upper grades transferred to another school in the consolidated system. The building continued strictly as an elementary school until it was closed in 1997.

### Criteria Considerations (explanation, if necessary)

N/A

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

Long Beach School is eligible for the National Register of Historic Places under criterion A, under education as an area of significance. The building is a good example of a mid-century elementary-level graded school that introduces a number of architectural features in pursuit of better educating children, including the thoughtful introduction of daylighting and an interior open-air courtyard. It was the main elementary school for the community, nearly from the town's founding well into the post-war years. The building is also eligible under criterion C, under architecture as an area of significance. The first two phases of the building remain virtually unaltered from their original design by noted local architect, John Lloyd Wright. The second two phases provide a harmonious and interesting whole to the building's design, complimenting Wright's use of the Prairie Style with the introduction of the International Style.

The property meets the associative and physical qualities specified in the registration requirements of the *John Lloyd Wright in Northwest Indiana Multiple Properties Documentation Form*. The latter two phases (1954-1963) do not compromise the overall integrity of the building, but rather, compliment both its architecture and expanded use for education.

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

## **ARCHITECTURE**

Long Beach School is an interesting marriage of two architectural styles over about a forty year period. While both the Prairie Style and International Style are employed in the design and construction of the school, in four distinct phases, they blend harmoniously to form one of the building's most important features, an interior open-air courtyard. Local and well-known architect, John Lloyd Wright, created an overall plan for the building based on an organic response to the building's site and geographical context. Those guiding principles not only gave definition to many of the unusual features of the first two phases of the building, but also established materials, finishes, and the general concept of daylighting for the final two phases of the building designed in the International Style by the Gary-based architectural firm, Beine, Hall & Curran.

John Lloyd Wright's application of the Prairie Style, made famous by his father, Frank Lloyd Wright, evolved and transformed into his own interpretation in Northwest Indiana. John Lloyd Wright had previously relocated to Long Beach from Chicago a mere four years before receiving the commission for designing Long Beach School. But in that time, the lakeside community had embraced this unusual styling or organic architecture that corresponded directly to the natural landscape of the dunes. Wright's design for the school must have seemed unusual in its bays of cutaway corners on a single-story, hipped roof building. Typical school architecture of the early 20<sup>th</sup> century resembled two-story fortresses of dark-colored brick Gothic or classical buildings. Long Beach School was designed to fit tightly with the landscape, with a low base of stone growing from the earth, which evolves into sand-colored stucco walls, and capped by hipped roofs that mimic the dunes themselves (photo 0004). Bays of stone and brick, stepped in a pattern that Wright used over and over in his designs, grew from the base to be terminated by wide-overhanging eaves. Punctuating these bays are groupings of windows that transforms the interior into light and airy spaces, spilling over into the central corridors by tall interior transoms.

The first two Wright-designed phases were constructed at an angle to the intersection of streets they are near, not perpendicular which is what would be expected in typical civic building construction/planning. The phases link together, but bend and angle in varying directions. Each end of the combined phases feature cutaway corners. These form a five-sided cutaway bay on the northwest end which was used as a kindergarten classroom and assembly space (photo 0005), and a broad three-sided bay on the southeast end which forms the south wall of the gym/cafeteria (photo 0002, right side). Wright punctuated the hipped roof design with two unusual copper ventilators, both customized to compliment the design of the building (see in photo 0001). They are octagonal with broad, flat caps. A fireplace designed into the southeast wall of the kindergarten room is vented through an unusual composition of two brick chimneys joined in the center by a shorter wall, extending high above the roof (photo 0005).

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Wright often found a theme and transferred it to a number of design components in his buildings. Long Beach School is no exception. The vertically stepped pattern of brick found in the bays on the outside of the building (left side of photo 0007) is repeated in three other design features of the building. Wright designed a custom eave/fascia wrap of copper that repeats the stepped appearance of the brick, but is horizontal in design to reinforce the wide overhanging eaves and the sprawling, grounded nature of the building (upper left corner of photo 0008). While not found in phase one, phase two followed this theme with door casings composed of narrow wood bands, stepped both vertically and horizontally around doorway openings (photo 0012). Where this themed pattern is maybe most obvious is in the wide trim boards that frame the large opening of the stage. The proscenium-like surround is composed of three wide light-colored pine boards with radius-cut edges, joined by angle-cut miters in the upper corners (photo 0011). The stage floor and steps are wood-capped along their edges similar to the stage surround.

Only the first phase was constructed in keeping with Wright's original design concept. This first "unit" as it is called on the cornerstone, was supposed to be the northernmost wing of a building that would feature a large domed entry rotunda in the middle with teacher and administrative offices to each side. The design was called characteristic of a Moorish temple in a local newspaper article.<sup>1</sup> A second identical wing was supposed to extend to the southeast with an equally-sized five-sided bay to match the kindergarten room at the northwest end and hold a home economics and art department. An assembly hall with beamed ceiling and stage/gymnasium was supposed to extend from the rotunda to the southwest with a balcony in the sky-lit rotunda. The original concept was symmetrical and to be constructed in three units. Alternately, the building was supposed to be brick and stone rather than stucco, and skylights were to be positioned in each classroom. Stucco was likely used to reduce overall costs, as well as the elimination of skylights. It is unclear why Wright went the alternate direction he did with phase two, whether it was cost or possibly his concept changed, but it is clearly not the more grandiose structure he first envisioned. It was thought that the second phase was to be constructed within two years of the first phase, however, the Great Depression in 1929 may have delayed work. Drawings by Wright as late as 1937 that show the connection of roofs in phase one with phase two would indicate he was the architect for the second phase, along with identical design features between the phases. Wright gave up the idea of the grand octagonal rotunda demarking the entry; however, it is interesting to note that the roof ventilator that took its place is octagonal and not completely unlike his conceptual design (photo 0001).

It is unclear how Wright envisioned subsequent phases to be added to phase two, though it seems from the flatness of the gable wall (originally covered with wood shingles) on the southwest-facing wing of phase two, he intended the building to continue (left side of photo 0002). It did on the other end of the building, but not until 1954, almost ten years after Wright moved from Long Beach to California. At that time, the school board selected an architectural firm that translated some of Wright's design philosophy and exterior material treatment from more organic design to the International Style. The result was more typical of school construction during the middle part of the 20<sup>th</sup> century, though in the 1954 phase, the firm used a modified version of Wright's hipped/gable roof design (left side of photo 0006). The final phase,

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<sup>1</sup> Schools History Clippings File, Michigan City Public Library



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completed in 1963, was almost identical to the third phase, but did away with the hipped roof and used flat roof construction instead (right side of photo 0006).

The materials of these later phases followed what Wright set out in the first two phases (photo 0006). A low stone base matching the stone and coursing of the earlier phases was used, but kept at a consistent height rather than its stepped-up design on each bay. The walls were also covered in a sand-colored stucco, matching Wright's design. A continuation of overhanging eaves is widest over individual bays, which are recessed between narrow piers of stone and stucco. The design of these later phases embraced the International Style most dramatically in its bay design which have wide, full-width walls of steel and glass on stone bases. These bays, four outward-facing on each phase of construction, have a "window wall" appearance as they are divided only by narrow pier-like sections of wall composed of stone and stucco (photo 0003). This pattern is repeated in the west wall of the courtyard (1954 phase, right side of photo 0008). The south wall of the courtyard, however, is a full wall of steel and glass with a break/angle near the center (middle of photo 0008). This is the exterior wall of the library.

The International Style is also seen in the interior. The long banks of classrooms, divided by thin interior walls, have built-in cabinetry under the windows (within the bays) and inside the corridor walls (photos 0021, 0024). The corridors feature recessed, integrated coat hanging areas topped by wood shelves for books. Above the shelves are wood panels and clerestory windows which allow light to spill into the corridors. Similar in function, but with nearly floor-to-ceiling windows, are walls looking into the library (photo 0023) and the enclosed breezeway/vestibule walls joining the third and fourth phases of the building to the first and second phases, respectively. See photo 0020 for the 1954/third phase connector.

The Prairie School of Architecture, or Prairie Style, is an outgrowth of the Arts & Crafts movement. It was born in Chicago with John's father, Frank Lloyd Wright being the architect most associated with the style. Frank Lloyd Wright's Winslow House in Chicago, 1893, is thought to be the first example of Prairie style architecture. The style is one of only a few truly indigenous American forms and its highest concentration occurs in the Midwestern United States, particularly near the Chicago regional area. The popularity of the style was short lived; it lasted from about 1900 through 1930. Its emphasis was on the horizontal with architectural features of the house inspired by the vast expanse of the prairie. Particularly important stylistic features are low-sloped roofs and floor levels acting as vertical planes. These are clearly evident on Long Beach School in the delineation of materials on exterior walls and emphasis on the roof and wide-overhanging eaves (photo 0004). John Lloyd Wright's interpretation/use of the Prairie Style was short-lived in his career as well. After a trip to Europe in 1929, John returned to the United States with an appreciation for the International Style he had seen in his travels. This led to a shift in his designs through most of the remainder of his career. In fact, the Long Beach Town Hall, within view of the school, took on a much more industrial, almost Brutalist appearance when John Lloyd Wright designed it in 1931. Wright continued the use of the same brick, in some of the same patterns, but the design was much more about integrating cube-like forms for an overall effect.

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As demonstrated from John Lloyd Wright's travels, the International Style's roots were distinctly European, being made popular by Europe's leading architects of the early to mid-twentieth century. Le Corbusier, Gropius, and Mies van der Rohe were all pioneers and well-known purveyors of the style. The style came to the United States during the 1930's with practitioners who emigrated to escape turmoil in Europe. In 1932 the Museum of Modern Art in New York City first exhibited the style to the American public. The companion book to the exhibit, The International Style: Architecture Since 1922, was likely the first to coin the style and its features for the U.S. public. The return to construction after World War II and émigrés before, during and shortly after the war fostered the popularity of the style in the United States.

While Americans were building in styles revived from early European precedents, European architects were experimenting with new and innovative building materials. The structural capabilities of concrete, steel, and glass were tested during this period. This led to the design of buildings with simple skeletal frames and walls that were hung like mere structural skin between the floors.<sup>2</sup> Mies van der Rohe was possibly the best known architect to popularize this building technique, particularly related to the glass box appearance of his designs. Mies was one of the primary proponents of the International Style in the United States after his emigration to the country. His design philosophy was largely disseminated during the 1940s and 1950s from the Illinois Institute of Technology campus, which he redesigned to fit this new architectural style.<sup>3</sup>

Besides the celebration of the structural frame, other important elements of the International Style included the treatment of windows and the interaction glass walls had with the landscape outside the building. Windows were considered the most conspicuous features of modern exterior design. By treating windows with light, simple frames the window became less "a mere hole in the wall" than a related expression of the structure and curtain wall the style promoted.<sup>4</sup> The plans developed under the International Style treated interior walls as mere screens to allow the plan to be compliant to the function of the building. The concept of a flowing interior space, versus enclosed singular rooms, was a development of the International style. Separation could be achieved with screening, and the screening, depending on the use of materials or sheer size, could provide a hierarchy for use of the space.<sup>5</sup> This openness of spaces with simple screening is evident in the last two phase of Long Beach School. The exterior emphasis of the bays that are nearly entirely composed of glass and steel fully embrace the style (photo 0003). The International Style was easily adapted to school construction because of the simple arrangement of rooms that formed bays themselves, typically on double-loaded corridors (classrooms to each side), or in the case of Long Beach School, single-loaded corridors (mostly arranged along one side of the corridor, photo 0021).

It should be mentioned that John Lloyd Wright completed one other school design during his time in Indiana: Coolspring Township Elementary School, located on Coolspring Road in the south part of Michigan City. The building, constructed in 1937, was Wright's largest public commission up until that time, and embraced the International Style whole-heartedly. It included

<sup>2</sup> McAlester, pg. 469-470

<sup>3</sup> Curtis, pg. 261

<sup>4</sup> Hitchcock, pg. 46-47

<sup>5</sup> Hitchcock, pg. 87

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a flat roof and an expansive use of glass block for diffused but ample daylighting. The school has had a significant number of additions and alternations and today, the original Wright design is virtually indistinguishable. Wright's other three public commissions in Indiana include the Arcade Cabins Hotel at Indiana Dunes State Park (1931), Long Beach Town Hall (1931), and the employment office building (and possibly the fire station/guard house building) located at the Kingsbury Ordnance Plant (c. 1942). The Arcades Hotel featured a tiered appearance with mansard-like roof divisions on each floor; it was razed c. 1970. Long Beach Town Hall was previously mentioned and retains a good deal of exterior integrity, though remodeling campaigns have altered the interior. From its general appearance, the employment office building at Kingsbury Ordnance Plant maybe most mirrors the design characteristics Wright used in Long Beach School. However, it was not necessarily what he intended. Wright's original design for the building included a flat roof with virtually no overhang. Ultimately, a hipped roof version was approved by the commanding general. Combined with large bays of steel windows, it has some commonality with Long Beach School. The back portion of the building was razed and interior finishes removed c. 2015, though the front portion and exterior finishes and original opening are extant.

#### *Registration Requirements*

Long Beach School meets the registration requirements of the *John Lloyd Wright in Northwest Indiana Multiple Properties Documentation Form* because it is a documented John Lloyd Wright work and it retains good physical integrity. Very little of the two phases of the school has been modified from Wright's 1927-c. 1935 design and changes that were made do not negatively affect the overall significance of the property. With regard to the site, some new landscaping and playground features were added to the northwest end of the building. The primary interaction between the site and the phases that Wright designed remains.

With regard to the first two phases, few changes have occurred. Those phases retain their significant architectural features and finishes including cabinetry and most doors. It is unclear what the fireplace surround design was for the kindergarten room, but it is no longer extant. It likely was quite simply based on other Wright designs. The gymnasium stage surround and trim in the second phase have a stepped pattern, characteristic of Wright's work, and are extant. The unusual bays, with their windows, openings and placement, have not been modified from the original design. The building has new entry doors and some transom openings have been filled with wood. The exterior stucco, eave flashing, and custom designed metal vents are also extant. While two additional phases were constructed onto the Wright designed phases, they do not negatively impact the overall feel and quality of Wright's design. Some new cabinets and doors were added and some interior finishes are new, such as carpeting and ceiling tiles.

Refer to *John Lloyd Wright in Northwest Indiana Multiple Properties Document* for additional contextual information on John Lloyd Wright and the Lake Michigan resort community of Long Beach, Indiana.

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## EDUCATION

Long Beach was a lakeside residential enclave situated in the sand dunes along Lake Michigan. The area was developed as its own community for summer vacationers, primarily the elite, from Chicago and Indianapolis. The community was envisioned by a Michigan City retail bakery owner, Orrin Glidden, in partnership with a local coal and grain dealer, Orphie Gotto. In 1918 the Long Beach Company was established to develop this natural lakeshore into an elegant showplace community. The company subdivided the land into 750 lots and built roads and leveled areas for home sites. Long Beach was incorporated as a separate municipality July 5, 1921 with its own police force, fire department, and a school system that followed by 1927.

Unlike most educational situations in Indiana, which developed from one-room township schools into graded consolidated township or municipal schools, Long Beach was a planned community. There had been no Euro-American settlement in the dunes and shoreline of Lake Michigan, and therefore, no schools. The developers anticipated its residents would largely be summer vacationers with homes purchased only for that intent. Springfield Township's schools had been developed further east on productive land, well away from the sand dunes of the lakeshore. Because not all of the community's residents were vacationers, but resided in the town year-round, easy access to a school became an important selling point and necessity for the Long Beach Company. By 1930, there were 400 homes in Long Beach and of those, 63 families lived in the community year-round. The nearest schools were located in Michigan City, still a good distance for children to travel by bus, let alone by walking.

Michigan City had graded high schools by 1927, and the Long Beach Company was not interested in making that substantial investment given the nearness of those grades offered. However, it was important for the community to have a school system for elementary grades. Children of year-round Long Beach residents had begun assembling for school at Bob White Cottage, a vacation home on Hermoine Trail owned by W. L. Robertson in September 1927. Initially, there was a total enrollment of 16-17. The school board of trustees formed and included Clarence Mathias, who became Ophie Gotto's partner in the Long Beach Company in 1923, James H. Orr, and G. T. Vail. The three went to Chicago to purchase supplies for the newly-formed school. The first principal and school's only teacher was Mrs. Beryl Knapp. Mrs. Knapp had ten years' experience in primary education and had degrees from Indiana and Columbia Universities.

A portion of the Long Beach development was set aside as the "town center" with a town hall, fire department, and the Long Beach Country Club Golf Course. It was a site in the northeast corner of the golf course, near three converging streets east of the town hall, which was selected and deeded by the Long Beach Company for construction of the school. It was also near the former Roman Plunge, a community swimming facility. The site was described as "a large area of flat ground with the beautiful Long Beach Golf Course in the background and park in the foreground (that will) give this building a setting unequaled in any part of the country".<sup>6</sup> John

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<sup>6</sup> School History Clippings File, Michigan City Public Library

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Lloyd Wright, a well-known architect who had resided in the community since 1923, was selected to create a design for the building. Wright's conceptual design was called "one of the most unique and unusual schools known to this part of the country, giving space to additional units as the years progress and the enrollment increases."<sup>7</sup> The older part of the building was constructed in two phases over about a ten year span between 1927 and 1937. The first part was geared for educating 30 children on one level, eliminating the need for any steps-an unusual concept at that time in school design. The school board advertised a bond issue to raise the \$20,000 needed to construct the first phase which was to be completed by January 1, 1928. However, it was not until the beginning of the 1928-1929 school year that the building was occupied at a cost of \$25,000. The building was designed "allowing flexibility of interior arrangement that is ideal for the modern methods of instruction and will be something different in design."<sup>8</sup> With the use of the new building, four female teachers were hired and Mrs. Knapp continued as the principal. By the end of the winter term, 50 students were enrolled. Wright's own children were in their late teens by this time, so they would not have attended. Wright not only designed the building, but he also designed classroom furniture. The town must have felt comfortable with his unusual design, because he was selected again to draw plans for the town hall/fire department/police building in 1931.

The first "unit" as it is called on the cornerstone (right side of photo 0001), was only composed of a kindergarten room, which doubled as an assembly space with fireplace (photo 0017), and three classrooms. The first phase broke the norms of school construction during the first decades of the 20<sup>th</sup> century in its general appearance and single-story plan touted as "not a step in the building."<sup>9</sup> It also had a functionally-lopsided plan with the kindergarten room, shaped as a five-sided bay, at the northwest end of the building (photo 0005). The kindergarten room received special design attention and was conceived to double as a nursery for Long Beach residents and visitors in the summer. It included a wrap-around wall of windows for plenty of daylight and sunshine, as well as a "huge fireplace, typifying an old-colonial mansion that will form a conspicuous part" of the room.<sup>10</sup>

Phase two, which Wright altered from his original concept, balanced the overall functionality with a gymnasium space that doubled as a cafeteria and included a stage at its southeast end (photos 0002, 011). The second phase included two additional classrooms and two large toilet rooms. It seems that Wright's design was to continue to the southwest off the south walls of the classrooms and central corridor due to the abrupt termination of the gable/wall (left side of photo 0002). The design also included a spacious new entry into the building with administrative and nurses offices. A slight ramp led down to the gym off the entry (right side of photo 0009). Ample daylighting in bays of windows and casework were in each classroom (photo 0019) and the kindergarten space had three walls of window bays (photo 0016). The gymnasium followed Wright's design of ample daylight with bays on each side of the room and cutaway corners on its east wall for additional windows (photo 0010). Total, the school could then accommodate

<sup>7</sup> School History Clippings File, Michigan City Public Library

<sup>8</sup> School History Clippings File, Michigan City Public Library

<sup>9</sup> School History Clippings File, Michigan City Public Library

<sup>10</sup> School History Clippings File, Michigan City Public Library

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education for children, kindergarten through fifth grade. Upper grade students would continue schooling at Michigan City schools and the Town of Long Beach would pay their tuition tax.

A. Ray Steele was hired as principal in 1952. He became the longest-serving administrator of the school through two final building campaigns and during consolidation in the 1960s. After he retired in 1979, the private drive in front of the building was named in his honor. Feeling the effects of continued growth, the Long Beach School Board of Trustees entertained plans that would add three more classrooms and formalize the concept of an interior open-air courtyard in the building's third phase (photos 0021-0022). This addition in 1954 allowed one classroom for kindergarten through eighth grade. The final phase, 1963, added four more classrooms, a teachers' lounge and preparation room, and a library (photo 0003). The library, on the north side of a central corridor in the fourth phase, enclosed the south end of the interior courtyard with a wall of glass (photo 0023). The architectural firm Beine, Hall & Curran, Inc. was selected to complete the designs for the third and probably fourth phases. The Gary-based firm had completed work of far larger scale for educational institutions in Gary and for Indiana University. The firm continued Wright's heavy reliance on natural light with room-width bays of windows in each of the classrooms (photo 0022), teachers' lounge, and library (photo 0025). This light was transferred via clerestory windows lining the tops of the classrooms' interior walls which permitted it to spill into the corridors (photo 0021, 0024). The library's interior wall was virtually all glass (photo 0025). More expansive casework than Wright included in his phases, was installed along both interior and exterior walls of the classrooms in the final two phases (photos 0026-0027). Recessed coat hanging areas with shelves were outside of each classroom (photo 0024). Glass and steel vestibules connected phase three to phase one, and phase four to phase two (photo 0020).

A wonderful feature of the building is the interior open-air courtyard (photos 0007-0008). It is roughly the shape of a pentagon with a flattened base formed by the third phase of the building. While visibility into the space is mostly limited to the two classroom bays in Wright's phases of construction, the later phases have nearly full walls of windows that look into the courtyard from the corridor of phase three (photo 0021) and the library of phase four (photo 0025). This provided security for children using the space, but also continued the natural flow of light through the building that Wright envisioned. The courtyard has mature evergreen and flowering trees as well as benches and minor play equipment. Its access is through the glass and steel enclosed breezeway between phase one and three (photo 0020). The space provided ample security, protection from the driving winds off of Lake Michigan, and a general quietness from the world outside.

By the early 1960s, enrollment at Long Beach School crested at about 500 students. After two years of planning, a county-wide plan for school district consolidations was proposed in 1963. In that year, enrollment at Long Beach School included 65 children in kindergarten, 259 students in first through sixth grades, and 96 students in seventh and eighth grades. As had been proposed, Long Beach was absorbed into Michigan City Area Public Schools and seventh and eighth grade students were transferred to a new junior high school in Michigan City. Effective January 1, 1965, the school was strictly for elementary grades. Enrollment fell off to about 280 students by 1983 and ultimately closed in 1997. Children were then bused to Springfield

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Elementary School, named for Springfield Township, a few miles east. The historic building was retained by the Town of Long Beach and converted to a community center that serves various functions including health and wellness facilities (photo 0022), offices, a museum (photo 0019), and recreation (photo 0010).

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**Developmental History/Additional historic context information**

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## 9. Major Bibliographical References

**Bibliography** (Cite the books, articles, and other sources used in preparing this form.)

Curtis, William J. R. *Modern Architecture Since 1900*. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Hitchcock, Henry-Russell & Johnson, Phillip, *The International Style: Architecture Since 1922*. New York, NY. W.W. Norton, 1932.

John Lloyd Wright Archives of the Chicago Historical Society, 1601 North Clark St., Chicago.

*LaPorte County Interim Report, Indiana Historic Sites and Structures Inventory*. Indianapolis: Historic Landmarks Foundation of Indiana, 1989.

Michigan City Public Library clippings file accessed 23 January 2018. Files: Schools, School History, and Biographical/John Lloyd Wright

Recollections by Debbie Steele Selma (daughter of Principal Ray Steele) and Carolyn Hill (former first grade teacher)

Van Zanten, Ann & Chappell, Sally. *Barry Byrne & John Lloyd Wright Architecture & Design*. Chicago: Chicago Historical Society, 1982.

Wright, John Lloyd. *My Father Who is on Earth*. New York: G. P. Putnam's Sons, New York, 1946.

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### Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # \_\_\_\_\_
- recorded by Historic American Engineering Record # \_\_\_\_\_
- recorded by Historic American Landscape Survey # \_\_\_\_\_

### Primary location of additional data:

- State Historic Preservation Office



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- Other State agency
  - Federal agency
  - Local government
  - University
  - Other
- Name of repository: \_\_\_\_\_

**Historic Resources Survey Number (if assigned):** 091-405-23010

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### 10. Geographical Data

**Acreage of Property** 2.3 acres

Use the UTM system

#### UTM References

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

- |             |                 |                   |
|-------------|-----------------|-------------------|
| 1. Zone: 16 | Easting: 512606 | Northing: 4621562 |
| 2. Zone:    | Easting:        | Northing:         |
| 3. Zone:    | Easting:        | Northing:         |
| 4. Zone:    | Easting :       | Northing:         |

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

Beginning at a point with the centerline of Roslyn Trail and the south right-of-way line of Oriole Trail, face east and continue in a line 100'. This marks the beginning of the boundary. Face east and continue in a line 325' with the south right-of-way of Oriole Trail to the west right-of-way for Belle Plaine Trail. Turn south and follow the west Belle Plaine Trail right-of-way approximately 325' as it curves to the east. Then turn west and follow a line approximately 360'. Turn north and follow a line 305' to the south right-of-way of Oriole Trail, or the place of beginning.

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**Boundary Justification** (Explain why the boundaries were selected.)

The boundary includes the Long Beach School building and the parking area and lawn historically associated with the school to its northeast and play area to the north. The site is surrounded by the community golf course to its west and south, and some play area for the school was part of that property, but it is not part of this nomination because it is on a separate parcel and no historic resources are located off of the site as described in the boundaries above.

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**11. Form Prepared By**

name/title: Kurt West Garner  
organization: Town of Long Beach/Indiana Landmarks PIP  
street & number: 12954 6<sup>th</sup> Road  
city or town: Plymouth state: IN zip code: 45653  
e-mail: kwgarner@kwgarner.com  
telephone: 574-936-0613  
date: January 25, 2018

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**Additional Documentation**

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

**Photographs**

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

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**Photo Log**

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Front entry, phase two, looking southwest

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Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

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

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Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

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

3 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking south at phase one, classroom bays

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Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast at phase one; phase three on right

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Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

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Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast at phase three (left) and phase four (right)

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Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

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

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Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

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

8 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Long Beach School  
Name of Property

LaPorte County, IN  
County and State

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east in front entry

9 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

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

10 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking west in gymnasium toward stage

11 of 27.

Name of Property: Long Beach School

Long Beach School

Name of Property

LaPorte County, IN

County and State

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking south in west classroom, phase two

12 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking south in east classroom, phase two

13 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast down central corridor toward entry, phase one

14 of 27.

Long Beach School  
Name of Property

LaPorte County, IN  
County and State

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest at central corridor termination, phase one

15 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest in kindergarten room, phase one

16 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast at fireplace in kindergarten room, phase one



Long Beach School  
Name of Property

LaPorte County, IN  
County and State

17 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast in northwest classroom, phase one

18 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest in southwest classroom, phase one

19 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Long Beach School  
Name of Property

LaPorte County, IN  
County and State

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking east in phase three connector

20 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking south in main corridor, phase three

21 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest in joined classrooms, phase three

22 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Long Beach School

Name of Property

LaPorte County, IN

County and State

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northeast at library from corridors in phase four

23 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking west down central corridor from connector in phase four

24 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking west in library, phase four

25 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

Long Beach School  
Name of Property

LaPorte County, IN  
County and State

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking northwest in middle-east classroom, phase four

26 of 27.

Name of Property: Long Beach School

City or Vicinity: Long Beach

County: LaPorte State: Indiana

Photographer: Kurt West Garner

Date Photographed: January 4, 2018

Description of Photograph(s) and number, include description of view indicating direction of camera: Looking southeast in middle-west classroom, phase four

27 of 27.

**Paperwork Reduction Act Statement:** This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C.460 et seq.).

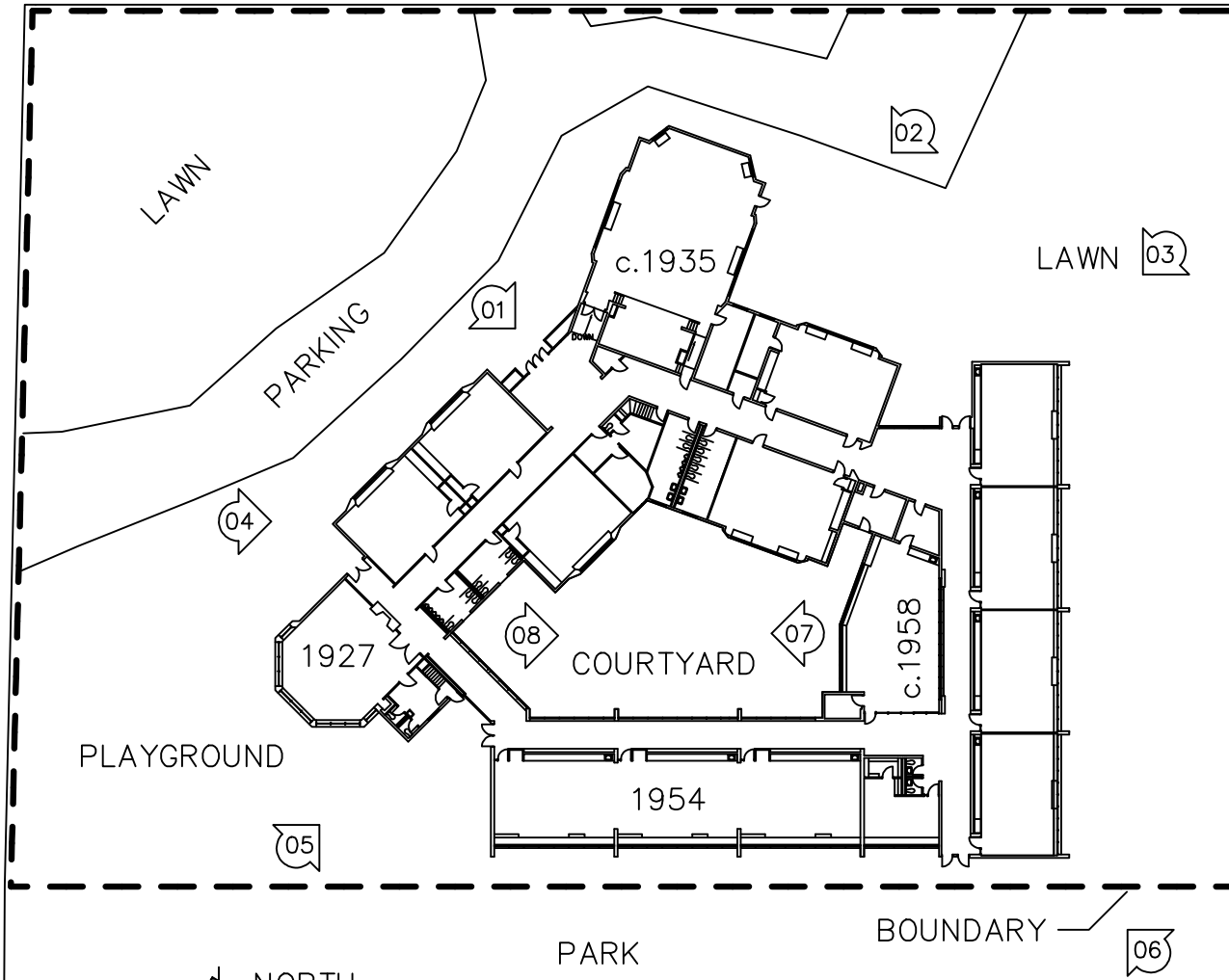
**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



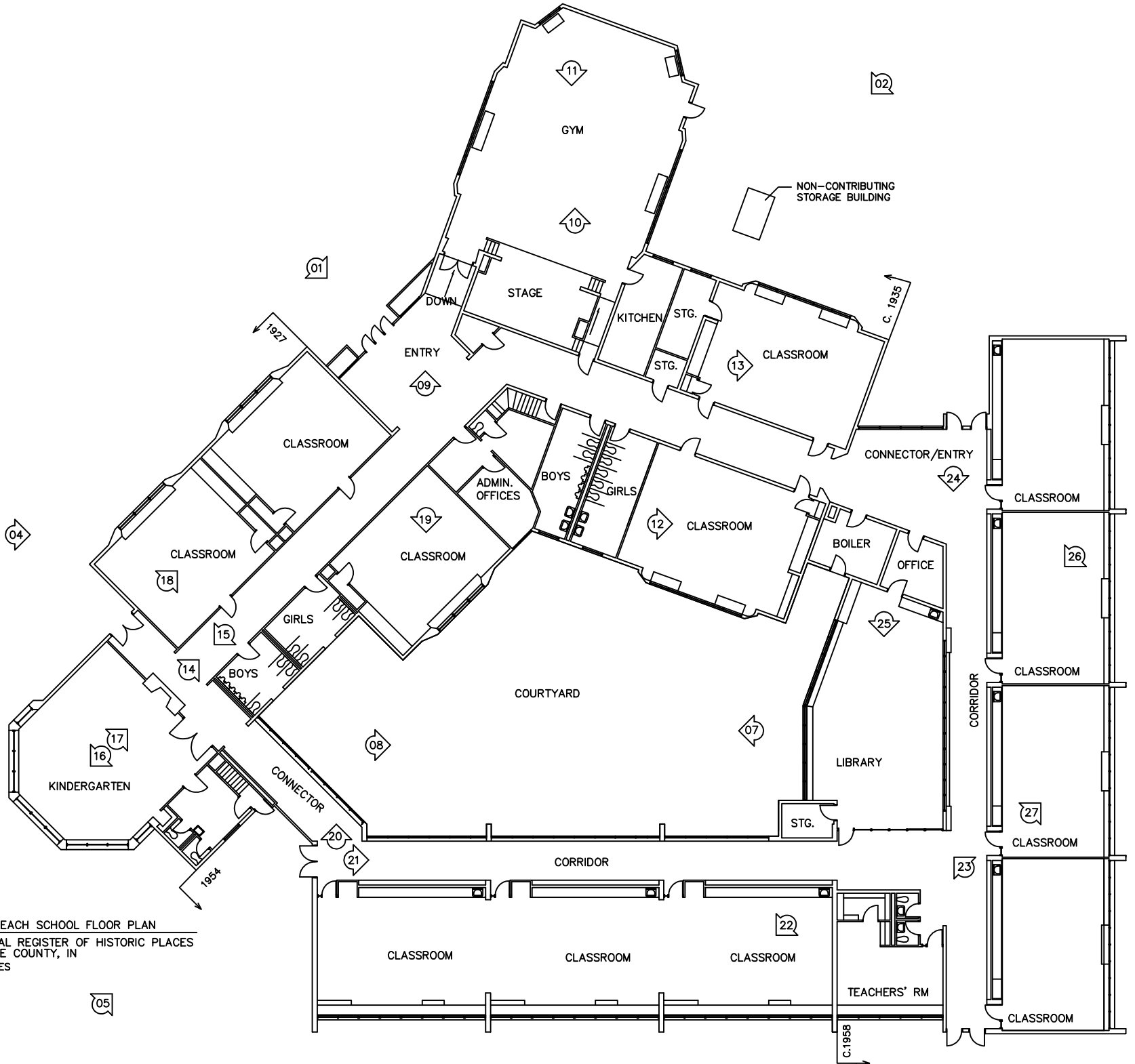
BELLE PLAINE TRAIL

ORIOLE TRAIL

ROSLYN TRL.



LONG BEACH SCHOOL  
 NATIONAL REGISTER OF HISTORIC PLACES  
 SITE MAP, LAPORTE COUNTY, IN 2.3 ACRES



LONG BEACH SCHOOL FLOOR PLAN  
 NATIONAL REGISTER OF HISTORIC PLACES  
 LAPORTE COUNTY, IN  
 2.3 ACRES

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2501

**Long Beach**  
COMMUNITY CENTER DIRECTORY

ACTIVITY	DATE
YOGA WITH LORRAINE	DATE 8
BOY'S BOAT CLUB	DATE 9
STAIN 11	DATE 10
LONG BEACH YOGA	DATE 11







evapco





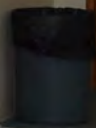






EXIT

1



**HOURS OF OPERATION**  
Winter: Monday - Saturday 10:00 AM - 12:00 PM  
Summer: Monday - Saturday 10:00 AM - 12:00 PM  
Sundays: Closed

**RULES AND REGULATIONS**

- ALL VISITORS ARE TO SIGN IN UPON ENTERING BUILDING ALONG WITH RECORDING THE TIME OF THEIR ARRIVAL AND DEPARTURE
- CHILDREN UNDER 18 MUST BE ACCOMPANIED BY AN ADULT AT ALL TIMES
- THIS IS AN ALCOHOL AND TOBACCO FREE BUILDING
- PLAY OF TOYS AND GAMES ARE NOT PERMITTED
- NO BIKES, SKATEBOARDS, HOLLER SKATES OR HOVER BOARDS
- NO PETS ALLOWED IN BUILDING
- PLEASE NOTE: PREMISES MONITORED BY SECURITY CAMERAS







VISITORS		HOME	
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4











EXIT

















## FOR HEALTHY LIVING

The health of a community is as important as the health of an individual. At Y, we believe that a healthy community is one where everyone has the opportunity to live a healthy and active life. We provide a variety of programs and services to help our members and the community achieve their health goals. As a result, we have seen a significant increase in the number of people who are active and healthy. We are committed to providing the resources and support needed to help our members and the community live a healthy and active life.

## FOR SOCIAL RESPONSIBILITY

We know that when we work together, we move our communities forward. Since 1844, the Y has responded to society's most pressing needs by developing innovative, community-based solutions and uniting people from all walks of life to participate in and work for social change. Whether providing job training to a young person, advocating for affordable, healthy food options in underserved communities, or helping newcomers to our neighborhoods, the Y is committed to empowering people with the resources and support they need to thrive. We are proud to be a part of a healthy, connected and secure future.















QUOTE OF THE WEEK  
BE WHO  
God  
Means you to BE  
+ you will set  
THE WORLD ON  
FIRE! St. Ignace of Loyola

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Long Beach School

Multiple Name: \_\_\_\_\_

State & County: INDIANA, La Porte

Date Received: 7/23/2019      Date of Pending List: 8/9/2019      Date of 16th Day: 8/26/2019      Date of 45th Day: 9/6/2019      Date of Weekly List: \_\_\_\_\_

Reference number: SG100004366

Nominator: SHPO

Reason For Review: \_\_\_\_\_

X Accept       Return       Reject      9/3/2019 Date

Abstract/Summary Comments: Meets the registration requirements of the MPS under criterion C. The John Lloyd Wright portion of the complex is intact and not overwhelmed by the later, international style addition. The school played an important role in local education as the town sought to provide a convenient and independent school for full-year residents.

Recommendation/ Criteria: Accept / A & C

Reviewer Jim Gabbert      Discipline Historian

Telephone (202)354-2275      Date \_\_\_\_\_

DOCUMENTATION:    see attached comments : No    see attached SLR : No

If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



Division of Historic Preservation & Archaeology • 402 W. Washington Street, W274 • Indianapolis, IN 46204-2739  
Phone 317-232-1646 • Fax 317-232-0693 • [dhpa@dnr.IN.gov](mailto:dhpa@dnr.IN.gov) • [www.IN.gov/dnr/historic](http://www.IN.gov/dnr/historic)



July 18, 2019

Ms. Joy Beasley  
Keeper of the National Register  
National Register of Historic Places  
Mail Stop 7228  
1849 C St, NW  
Washington, D.C. 20240



Re: Long Beach School, LaPorte County, Indiana

Dear Ms. Beasley,

Enclosed is a National Register of Historic Places nomination for the Long Beach School, LaPorte County, Indiana. The Indiana Historic Preservation Review Board reviewed the application and voted to recommend its approval to the National Register of Historic Places.

The enclosed disk contains the true and correct copy of the nomination for the Long Beach School, LaPorte County, Indiana to the National Register of Historic Places.

Please address any questions you or your staff may have about this nomination to my National Register staff members, Paul Diebold or Holly Tate.

Sincerely,

Cameron F. Clark  
State Historic Preservation Officer

CFC:PCD:pcd

enclosure: nomination package