

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: Clarence A. Bingham School

Other names/site number: North Side School

Name of related multiple property listing: _____

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

2. Location

Street & number: 3 North Street

City or town: Bristol State: CT County: Hartford

Not For Publication: Vicinity: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 nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

national statewide local

Applicable National Register Criteria:

A B C D

<u>Mary B. Dunne</u> Deputy SHPO	<u>3-22-17</u>
Signature of certifying official/Title:	Date
<u>CT State Historic Preservation Office</u>	
State or Federal agency/bureau or Tribal Government	

In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
Signature of commenting official:	Date
Title :	State or Federal agency/bureau or Tribal Government

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

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

5/8/17
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

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Number of Resources within Property

(Do not include previously listed resources in the count)

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

Number of contributing resources previously listed in the National Register 0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: School

Current Functions

(Enter categories from instructions.)

VACANT/NOT IN USE

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19TH AND 20TH CENTURY REVIVALS:

Neoclassical

Materials: (enter categories from instructions.)

Principal exterior materials of the property:

Foundation: Stone

Walls: Brick with glazed concrete and limestone trim

Roof: Rolled Asphalt

Narrative Description

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

Summary Paragraph

The Clarence A. Bingham Elementary School sits on a 3.1-acre parcel located on the north side of the intersection of Route 69 (West Street) and State Route 6 (North Street/Terryville Road) in Bristol, Connecticut (Figures 1 and 2). The building is sited almost directly abutting Route 6. The surrounding neighborhood is a mix of commercial, residential, and institutional buildings, with several churches, banks and the West Cemetery located within a one-quarter mile radius. The former New Departure Manufacturing Company factory and its associated Endee Manor neighborhood, which was a catalyst for the construction of the Clarence A. Bingham Elementary School, are located less than one-half mile west of the building, adjacent to Route 6. The building is set close to West Street with only a narrow strip of

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

grass separating the building entrance from the sidewalk. On the west side of the building the lot is mostly cleared with a few mature trees lining the parcel boundary, while on the east and north sides of the structure there are large paved areas used as a driveway and parking lot respectively.

The school complex consists of an original 1916 building, a substantial 1936 addition, and an original 1916 power plant with a brick chimneystack. Erected in 1916, and then greatly expanded in 1936, the Bingham School is two-stories in height and has a reversed L-shaped plan with the auditorium filling the interior corner space on the west elevation. The building is of load-bearing, red-brick masonry construction and was designed in the Neoclassical style by architect George Wilson Potter (Photograph 1). The original block consists of a symmetrical three-ranked façade flanked by projecting end pavilions. The 1936 addition and auditorium spaces mimic the exterior decorative elements found on the original 1916 block, including the rusticated red-brick basement level, wooden cornice, and brick parapet. Fenestration throughout consists of one-over-one double-hung sash replacements. The building throughout has a flat roof covered in a built-up asphalt system. The school was in continuous use until 2010, when new K-8 facilities were constructed by the City of Bristol. Despite over ninety years of use, the overall plan of the building remains unchanged and many original features of both the original building and the addition remain intact. These include most of the floors, walls, coved plaster ceilings, door surrounds and trim, built-in cabinets, and blackboards.

Narrative Description

Exterior Description

The façade (south elevation) of the original building (1916) is composed of a center mass flanked by two projecting pavilions. The main entrance is centered on the façade and is accessed by two concrete steps lined by low cheek walls into a ground-level vestibule. The school rests on a brick and stone foundation set one-half story above grade. The exterior of the raised basement level is finished with a rusticated brick pattern topped by a soldier-coursed red-brick water table. The basement windows are arranged symmetrically and are one-over-one double-hung sash set in simple recessed openings lined by brick headers. The concrete entry surround has a glazed coating and consists of a segmental-arched doorway topped by a keystone and set with a blind “three-light” transom (Photograph 2). A lantern (potentially original) has been installed in the center “light”. The arched doorway is set within a paneled surround topped by a projecting cornice supported by paneled blocks, which are, in turn, supported by

Clarence A. Bingham School

Name of Property

Hartford Co., CT

County and State

fluted plinths. The original doors have been replaced with a pair of modern metal units, each with a single, narrow light. Above the entrance there is a tripartite window set within a concrete surround ornamented with hood molding. This opening is flanked on either side by large bays containing a run of six windows in each. The same arrangement of a tripartite window flanked by openings containing six windows each is found on the second story. All of these openings feature narrow, glazed concrete sills and soldier-coursed lintels. Above the center window on the second floor is a limestone plaque that reads, "CLARENCE A. BINGHAM SCHOOL". The pavilions are each two bays wide on all three levels and feature brick quoins at the corners. A wide, projecting wooden cornice unites the façade at roof level. This is topped by a central stepped parapet set with a glazed concrete date plaque which reads "1916", and is capped by terra cotta coping. The walls of the original portion of the building are constructed in a simple running bond pattern.

The primary decorative elements of the façade, including the wood cornice, quoining, and rusticated basement level, all continue along the east elevation of the original building (Photograph 3). A pavilion at its northeast corner projects slightly from the wall and contains an entry at ground level. This doorway features hood molding composed of a concrete keystone and shoulders set within a brick, segmental-arched surround. Above this doorway there are four windows set in a single opening. The pavilion's central bay is flanked by a single bay on each side; however, it appears that the building originally ended just north of the doorway (as it does on the western elevation). Slight differences in the color and texture of the brick indicate that everything north of the entry was erected as part of the 1936 addition. Furthermore, the sills are limestone throughout the northern portion of the building, as opposed to glazed concrete.

On the east elevation, the center block of the 1936 addition is nine bays long. It features the following symmetrical pattern of openings on both stories: a pair of windows, followed by a run of five within a single opening, one single window, another run of five, and finally a second pair. The nine basement windows are equally spaced along the length of the block. Continuing north, there is a second projecting pavilion matching the proportions and design of the one to the south except for a bay window on the first story, this topped by a copper hipped roof (Photograph 4). North of the pavilion, there is the final block featuring a single bay, run of five, and single bay arrangement. The entire elevation is unified by the symmetry of the design, as well as by the continuous cornice, brick parapet, and concrete coping.

The rear of the school complex (north elevation) has a blind wall on the auditorium with a vent stack near its center (Photograph 5). On the 1936 addition (to the east), the only windows are found on the west side of the elevation lighting the stairwells. The Flemish stretcher bond pattern used for the additions

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

provides a subtle decorative effect to set off narrow limestone sills and hood molding on the segmental arch door surround for the rear entrance. The entrance is set beneath the windows and features a modern, painted, metal double door topped by a single-light transom. There is no cornice on this portion of the building. The brick and mortar used on the basement level east of and including the door surround is lighter and redder than that found on the upper stories, suggesting a later repair. In 1981, a single window on the first story was bricked up (the sill is still visible). On the far western side of this elevation the windows behind the stage were also enclosed. A single story, shed-roofed, red brick power plant with a rectangular brick stack adjoins the rear of the classroom building. Aerial photographs from 1934 indicate that this was original to the 1916 construction.

The original portion of the west elevation is similar to the eastern one with the exception of the auditorium addition (Photograph 6). In addition, the cornice and decorative features do not extend beyond the original block (the auditorium does have a much more simple squared-off cornice at the roofline). The auditorium window openings are simple, double-height, recessed openings and the three windows on the western side of the classroom block are treated the same as those found on the other elevations with the exception that they are all symmetrically placed, single units.

Interior Description

The Bingham School contains 50,505 total square feet, with sixteen classrooms in addition to an auditorium, cafeteria, library, and lavatories on three floor levels. The interior of the building has a central entrance stairwell leading from the primary entry up one-half story to the first floor. A wide east-west corridor runs along the rear wall (referred to here as the south corridor) of the original block. It is connected perpendicularly to a north-south corridor (referred to here as the north corridor) that extends along the west side of the 1936 addition. The corridors connect along their north and west walls, respectively, to the auditorium space (refer to the attached plan). Stairwells are located at the east and west ends of the south corridor, and the north and south ends of the north corridor. Eight classrooms located on the two primary floors of the original block are arranged along the front of the building in pairs lining the south side of the main entry stairwell. Eight additional classroom spaces and the auditorium were added during the construction of the 1936 addition. This section of the building has four classrooms on each floor, along the east side of the corridor. Interior details of the classrooms and hallways in the original portion of the building include: maple plank or tongue-and-groove flooring; wide, ash mopboards, chair

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

rails, chalk trays, window sills and trim; slate blackboards; plaster walls; and coved plaster ceilings. The same details found in the original block are carried throughout the addition with the exception of the coved ceilings and the wooden floors in the halls and some classrooms. The north corridor and many of the classrooms were originally finished with composite tile floors (black and white in the hallways and green and white in the classrooms), the majority of which remain intact.

As noted, the primary access to the building is located on the south elevation and leads to a ground level vestibule via a set of modern, metal, double doors. The floors of the vestibule are finished with rectangular, red-orange-colored tiles with coved skirting tiles. The walls are covered in narrow, glazed yellow bricks. The vestibule leads into the south corridor through a pair of full-height, single-light, doors with ash rails and brass handles (Photograph 7). The door surround consists of molded ash trim which is repeated in crown molding at the ceiling. The vestibule doors open to the central stairway, which is constructed of cast iron with paneled risers and concrete treads (Photograph 8). The balustrade is composed of a square newel post decorated with a vertical panel design and topped by a simple cap; a wood rail and banister; and simple, straight, cast iron balusters. The vestibule leads into the south corridor, which provides access to classrooms spaces on the south side and the auditorium space on the north. A second, short flight of stairs above the vestibule leads up one-half floor to the principal's office (Photograph 9). The floors in this office are painted wood and all of the original doors and trim remain intact, as does the private water closet and phone cabinet (Photographs 10 and 11).

The southern side of the south corridor wall has been fitted with two banks of locker cabinets (Photograph 12), each flanked by doors leading into the central classrooms. Beyond these are the outer classrooms (those at the building's southeast and southwest corners), which have only one door each. The frame classroom door surrounds remain intact, however, new doors were installed and many of the transoms were covered as part of a 1957 project.¹

With the exception of modern lighting, the classrooms remain relatively unchanged. The rooms are flooded with light from tall banks of windows lining the southern walls (Photograph 13). Three square windows with wide sills and aprons are set just below ceiling height on the northern walls of the interior classrooms, allowing light to filter into the corridor (Photograph 14). Small coat closets and built-in bookcases can be found on the interior walls of the classrooms, and original paneled wood doors with brass hardware can be found throughout the interior spaces.

In the south corridor, a pair of double doors at each end of the north side of the hall leads into the auditorium. Above each door there is a plaque, one depicting what appears to be the landing at Plymouth Rock, and the other the signing of the Mayflower Compact (Photographs 15 and 16).² The auditorium has

Clarence A. Bingham School

Name of Property

Hartford Co., CT

County and State

22-foot-high ceilings supported by steel trusses and covered in acoustic panels. The space is lit by banks of fluorescent lights and is ventilated by caged ceiling fans (Photograph 17). The stage is located at the north end of the room and is trimmed by a molded wooden surround. Six double-height window openings fitted with tall, paired windows topped by a transom and then shorter, paired windows line the west wall (Photograph 18). On the east wall pairs of windows on the upper half of the wall provide views from the second story corridors (Photograph 19). All of the windows have been covered with diamond-patterned metal screens. The walls are glazed yellow brick and all of the windows, doors, and the stage are lined with red bricks set perpendicular to the openings. These continue to the floor in many areas, resulting in a geometric pattern on the walls. Metal double doors provide access to this space from the north and south corridor, as well as from the area rear of the stage.

The classrooms and hallways in the rear block retain the majority of their original details, however, dropped ceilings have been installed in several spaces including the original administrative spaces at the south end of this block. The level of finish in the addition is slightly more elaborate than on the original block. The north corridor features black and white composite tile floors, glazed yellow brick wainscoting trimmed by red brick headers, and plaster walls above (Photograph 20). The classrooms include green and black composite tile flooring, detailed wood trim, and wood built-ins and closets incised with a repeating diamond pattern (Photographs 21 and 22). Some of the classrooms retain their original brass central vacuum inputs (Photograph 23).

The two northernmost classrooms served as the kindergarten. The south side of the kindergarten retains a high level of detail such as a curved brick hearth, brick fireplace, and chimneybreast in the southwest corner of the room. Paneled benches (with the aforementioned diamond pattern) are located on either side of the fireplace and in a bay window on the east side of the room (Photographs 24 and 25). The benches flanking the fireplace have cubbies built beneath them. Small coat rooms and bathrooms line the north end of both of these rooms.

The stairways throughout the building are well lit and have wood floors and plaster walls in the original building (Photograph 26); and composite tile and brick wainscoting in the addition (Photograph 27). The same design of cast-iron stairs and railings is found throughout the school.

The layouts of the second floors of both blocks are almost identical to the first except that there are four full classrooms along the east wall of the north corridor instead of administrative spaces (Photographs 28 and 29). The second-floor classrooms retain the same level of integrity as those on the first. The large windows looking down onto the gymnasium-auditorium space below from both

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

the south and north corridors and are lined with cast-iron balustrades topped by wood railings (Photograph 30).

Basement classrooms have been fitted out in the original 1916 building. The walls are built of exposed stone at the base with brick walls above and have been painted. The floors are finished wood. Segmental-arched brick openings, including some containing early built-ins, are found throughout the basement (Photographs 31 and 32). The floors in the hallways are composite tile and the walls are brick (Photograph 33). Modern metal doors lead into the cafeteria space. This was constructed in 1981 and contains a full kitchen (Photograph 34). As noted, classrooms continue along the east side of the north corridor, with an art room and library located at the far northern end of the hall. The mechanical room/custodian's space is located in the attached power plant at the far north end of the hall to the west.

Integrity and Alterations

Perhaps the most noticeable change to the building has been the replacement at an unknown date of the original multi-paned windows with one-over-one double-hung sash set in bronze frames. The 1981 renovation of the building resulted in the construction of cafeteria and library spaces in the basement, installation of metal fire doors and glass-block transoms at the stairwells throughout, and the renovation of the existing administrative spaces on the first floor of the north ell. The floor in the auditorium was also covered in composite tile at that time.³ Despite these changes made by the City to meet fire and safety codes, the building has retained a remarkable level of integrity on both the interior and exterior. It stands on its original site and retains the same neighborhood presence that it possessed when it was built. Additionally, it is expressive of a high level of historic design and workmanship and retains a majority of original materials. Finally, it expresses the feeling and associations of an early twentieth century elementary school.

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

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

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Areas of Significance

(Enter categories from instructions.)

EDUCATION

ARCHITECTURE

Period of Significance

1916-1967

Significant Dates

1916: Construction of school

1936: Construction of addition

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Potter, George Wilson (1868-1936)

Hayden, Harold A. (1892-1985)

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

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.)

Summary

The Clarence A. Bingham Elementary School is significant at the local level under National Register Criterion A in the area of Education, and Criterion C in the area of Architecture. The period of significance extends from 1916, the construction date of the earliest portion of the school, to 1967, the standard 50-year significance threshold. Located at 3 North Street in Bristol, Connecticut, the school dates to a period of tremendous growth in Bristol's industrial base, population, and consequently, its school system.

The property meets Criterion A for its association with the Progressive Movement's impact on educational theories and school design. Erected in 1916, the Bingham School was held up as a prime example of a thoroughly modern educational building at the time of its construction. Thanks to the tenets of the Progressive Movement, which spanned a period from roughly 1890 to 1930, the nation's public schools were increasingly idealized as an egalitarian institution in which all children might develop both their minds and bodies in a safe and sanitary environment. One result of Progressive Era educational reform was the replacement of loosely organized district schools with graded schools. This took place throughout Connecticut's municipalities during the early decades of the twentieth century as wood-frame district schoolhouses gradually gave way to well-lit, well-ventilated, sanitation-equipped, fire-proof buildings. The construction and design of the Bingham School, and its subsequent expansion two decades later, were influenced by both the aforementioned educational theories and the explosive population growth that Bristol experienced in the first three decades of the twentieth century. As industry-driven housing developments such as nearby Endee Manor (1916-1917, listed on the National Register of Historic Places in 1996) were built for workers of the New Departure Manufacturing Company and other factories, the number of students in Bristol's Second School District (District No. 2) increased dramatically. This necessitated the construction of larger and more modern school buildings that would meet both the design standards of administrators, and the physical needs of teachers and students. The Clarence A. Bingham Elementary School satisfied both.

The school meets the requirements of Criterion C as a notable local example of a Progressive Movement-influenced school design as expressed in the Neoclassical style. It is also significant as a representative work of regionally-known architect George Wilson Potter, Sr. (1868-1936), and locally prominent architect Harold A. Hayden (1892-1985). In continual use as a school until 2010, and largely

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

true to its original form, Bingham School represents a an excellent example of a public educational facility typical of those found throughout Connecticut, and the United States, at the time of its construction. A fine example of the Neoclassical style, the building was designed by New York architect, George Wilson Potter, Sr., a highly-respected designer of both institutional and residential buildings throughout Connecticut, New York, and Pennsylvania. In Bristol, he was also responsible for the design of both the Bristol Public Library (listed on the National Register as part of the Federal Hill Historic District in 1984) and the Memorial Boulevard High School (listed on the State Register of Historic Places in 2014). The 1936 addition to the Bingham School was designed by Harold A. Haydon, a notable Bristol architect. Hayden was responsible for the design of the Endee Manor development, as well as several significant residential buildings in Hartford County, Connecticut, including Copper Ledges in Bristol (60 Founders Drive (1924), listed on the National Register in 1992). His addition paid homage to Potter's original design while updating it through the use of modern materials, such as glazed brick, and by his use of strong, classical lines throughout.

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

Area of Significance: Criterion A, Education

The Clarence A. Bingham School was one of seven local schools built during the early twentieth century that illustrate many of the ideological priorities popularized by Progressive Era educational reformers. Notable among these were the desire to provide a clean, hygienic, light-filled space in which students would be able to become responsible and able contributors to a democratic society through education. Following a national trend from small district schools to monumental centralized school buildings, Bingham is also significant under the category of Education as one of the three earliest brick neighborhood schools of this kind in Bristol.⁴ The existence of a modern, well-designed school in a neighborhood populated largely by lower income, immigrant factory workers is a significant reminder of Bristol's early commitment to provide a modern safe learning environment for all of its residents.

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

The Early History of Bristol's Schools and District No. 2

Bristol's first school committee was chosen in 1748 at a meeting of the Ecclesiastical Society. The committee was authorized to hire for "three months a master and three months a dame," who would be responsible for educating the town's children.⁵ Schoolhouses were soon built in the two principal areas of town; the first on Federal Hill near the green (where St. Joseph's Church stands today) and the other on Chippens Hill. In 1764, a third schoolhouse was built in the Stafford District, and just four years later the town was formally divided into five districts: North, Northwest (including Pine Hollow and Chippens Hill), Northeast (comprised of Stafford and North Forrestville), South, and Southeast.⁶ Each district had its own wood-framed, one-room schoolhouse typical of the period. A history of Bristol notes that, "The school-houses were all small, and built on the ancient model, with a bench running around three sides of the room, on which the scholars sat facing the wall for study, and which they climbed over, so as to face the centre of the room in recitation."⁷ The schools were partially supported by the Ecclesiastical Society, with supplemental funding provided by an additional fee paid (often in kind) by each student's family.⁸

By the time the Town of Bristol was incorporated in 1785, the local school system was comprised of ten districts. This included West Bristol, which would not break away in order to form the Town of Burlington until 1806. In the meantime, control of Bristol's schools passed from the Ecclesiastical Society to a town committee in 1796. The establishment of Bristol's School Society allowed the town to take advantage of a public education endowment, known as the Connecticut School Fund, which was collected by the State from the sale of land it owned in the Western Reserve of Ohio. The School Fund was particularly important for the fact that it helped Bristol manage rising education costs in the industrial districts that had sprung up around the town's budding clock manufacturers. With endowment funds at its disposal, the School Society oversaw the subsequent growth of town's school system and addressed any needs that arose. One such decision came at a meeting held on December 14, 1837, in which one of these industrial areas, the Second School District (originally known as the West Center School District), was established.⁹ Five years later, at a Bristol School Society Meeting held on January 19, 1842, the town was again divided, this time into thirteen school districts based upon actual concentrations of population rather than the arbitrary geographical borders that had largely guided previous determinations.¹⁰ While the more densely populated districts, such as the Second School District (also known as District No. 2), could support their own schools, many of the more rural sections of town needed to combine resources in order to educate their students. As the outer areas grew, they in turn erected their own district schoolhouses as needs arose and resources allowed.

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Little changed in District No. 2 for the next 40 years. By the early 1880s, however, the town's population had expanded to over 5,000 people and the district had grown to such an extent that it was faced with the option of merging with District No. 4 in order to better manage local resources, or build a new school as a means of accommodating all of its students.¹¹ Rather than give up their autonomy, the Second School District Committee voted to build a new wood-frame structure at the corner of West Street and Terryville Avenue in 1882 (See Figure 3).¹² The school's first two teachers were Clarence A. Bingham and Sarah Goodenough.¹³ Bingham quickly rose to the position of Principal and went on to serve the district in that capacity for 28 years until his death in 1912.¹⁴

Demand for School Improvements in Bristol

The rate of Bristol's transformation from a rural farming community to a small-scale manufacturing center picked up speed over the course of the nineteenth century. While a burgeoning clock industry had helped push the town's population to over 5,000 people in the 1880s, by the 1890s a diverse array of metalworking firms had driven that number to over 7,000. Even more significant shifts came at the end of the nineteenth and beginning of the twentieth century, whereupon Bristol's various industrial entities evolved into large firms with massive factories capable of competing on a national and international level. These plants required substantial workforces, the arrival of which continued to reshape the size and make-up of the city. According to the 1910 Census Bulletin, Bristol's population had grown to 13,502 people, up from 9,643 in 1900. Of the city's total population in 1910, 3,982 were foreign-born workers drawn to Bristol by factory jobs. The growth was such that the City of Bristol was incorporated in 1911.¹⁵

Bristol's population increases during the late nineteenth century resulted in associated developments in the school system, among the most notable being the establishment of the town's first high school-level classes in 1881. The principal high school courses were conducted in the District No. 3 school on South Street until 1893, whereupon a dedicated building was erected on Federal Hill.¹⁶ By 1907, after the consolidation of two rural districts, the city's school system was comprised of 12 districts staffed by 28 teachers. Of the 2,682 school-age children in the city that year, 2,090 attended public district schools, 174 attended the public high school, and 437 were educated at private or parochial schools. The 12 district schools operated on a combined annual budget of \$47,884 and the High School expenses totaled \$10,000.¹⁷

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

While the city's school enrollment numbers appear impressive, the reality was far from the landscape idealized by Progressive Era reformers, in which the children of the industrialist and the laborer might be educated in a shared environment and at an equitable level. Despite the desire to educate the children of the working class, the reality was that most were concentrated in the city's industrial districts and great many found themselves obliged to drop out of school after just a few years in order to help support their families. This trend is clearly illustrated by the fact that during the 1890s just 45 percent of students in Bristol's working-class Third School District completed grammar school. An even smaller percentage of children in this demographic went on to or completed high school. In 1893, only two of ten high school graduates in Bristol were of non-Yankee lineage, while in 1899 and 1905 they comprised just three of eight and three of nineteen graduates, respectively.¹⁸

The Progressive Era, which lasted from roughly the 1890s to 1930, was a period marked by widespread social and educational reform, and adherents to the ideologies popularized during this period sought to ensure a public level of responsibility for all citizens, including the poor and less fortunate. Included in the latter groups were the factory workers – often immigrants from Southern and Eastern Europe – who worked long hours and often lived in cramped and unsanitary tenements in Bristol's North and South End neighborhoods.

Perhaps the best-known education reformer of the Progressive Era, John Dewey (1859-1952), felt that the loss of small-scale industry resulted in a generation of youth who no longer received training in how to be useful and productive members of society. Schools began to figure more prominently in the social lives of students as the instillation of democratic ideology as part of the school curriculum was one of the major tenants of the movement. Children were not only taught addition and English, but they were taught how to become productive and contributing members of society. Although one of the main tenets of the movement was an alleged respect for diversity, in immigrant communities the national trend was toward a kind of assimilation or "Americanization" of students through education. Dewey tested out his curriculum at the Laboratory School at the University of Chicago from 1896-1904. In *The School and Society*, a series of lectures published by Dewey in 1900, he stated, "When a school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service and providing him with instruments of effective self-direction we shall have the deepest, best guarantee of a larger society which is worthy, lovely and harmonious."¹⁹ One might also argue, however, that the result was less categorized by self-direction than an intended course laid out by the educator.

As academic theories evolved, so too did school buildings evolve in character. The physical structure of schools began to reflect the spirit of the aforementioned ideologies and curricula as designs

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

transitioned from wood-frame district schoolhouses to brick and stone buildings of more public character. Democratic ideals were allegedly expressed by an emphasis on cleanliness, hygiene, space, and light. A variety of classical and European revival styles were the most common choice for school architects during this period – all styles having their origins based on the classical and democratic ideology of symmetry and order.²⁰

By the 1910s, the ideologies of the Progressive Movement had saturated educational systems throughout the country and they likewise seeped into Bristol where they increasingly inspired a shift in how the city's upper class citizens viewed the subject of educating the poor and foreign born. Largely driven by the desire to assimilate, rather than isolate, the working class, the city's elite poured both money and their time into efforts to educate the poor. A common course of study and common graduation exercises were also adopted in an effort to create an equitable and uniform academic system, modern schools were built and staffed to meet the needs of immigrant children, and a variety of English-language Evening Schools were set up to educate working-class adults. As a result, the 1910s and 1920s saw some of the most dramatic changes in the quality and character of Bristol's schools. These efforts were led by both educators, such as Karl A. Reiche, who assumed the role of superintendent of schools in 1914 and served over 40 years, as well as industrialists, such as Albert F. Rockwell, a wealthy industrialist and founder of the New Departure Company who donated land and money for the construction of new, modern schools.²¹

The Clarence A. Bingham/North Side School

As Bristol's manufacturing sector continued to expand during the early twentieth century, a scarcity of housing increasingly created an unstable workforce as employees took jobs in the city but often left shortly thereafter due to the poor living conditions or prohibitively expensive rents. The situation inspired many of the city's factory owners to provide new housing themselves. The New Departure Manufacturing Company, for instance, financed the construction of over 100 houses for its workers in a neighborhood known as Endee Manor (roughly bounded by Mills, Putnam and Sherman Streets) between 1916 and 1917. The Endee Manor development was designed by Bristol architect Harold Hayden and its design, featuring wide, well-lit streets, garden plots, and clean, functional, and attractive private homes, was the epitome of Progressive Era thinking. Endee Manor was the largest of four major housing developments funded by the city's leading industrial or commercial firms, with the Bristol Brass

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Company (1916), the National Marine Lamp Company (1916), and the Bristol Realty Company (1907-1922), financing the others. These projects provided hundreds of new housing units and thus further contributed to rising school enrollment in a number of districts, particularly on the north and south sides of the industrial central city.²²

By 1889, growth in District No. 2 had necessitated that two additional rooms be constructed for the Second District School. Eleven years later, in 1900, another addition was erected to house kindergarten classes.²³ By the mid-1910s the school had come to the bursting point. Various newspapers highlighted the strained conditions at the Second District School and its relationship to local industrial growth. A *Bristol Press* article published in July 1916, announced that the city's North Side would have a new "Model Schoolhouse designed by architect Wilson Potter of N.Y." The author of the article noted that the building committee had completed plans for what they called an "eight room addition measuring 130 x 35 feet to the present building."²⁴ Each classroom in the new brick structure held between 40 and 45 pupils.

The supplemental space could not come soon enough. In a *Hartford Courant* article from January 1917 the author stated that Bristol had 60 new pupils at the opening of the winter term, including 12 students from Endee Manor who would be enrolled at the North Side School.²⁵ An article in the May 1917 edition of *New Departure News*, a publication for workers of that company, touted "A New Schoolhouse for Endee Manor". In March 1919, *The Bristol Press* reiterated that in regards to the North Side School, "the building at the Manor made it necessary to add on the present new brick building in 1916."²⁶

The formal opening of the remodeled North Side School took place on January 10, 1918.²⁷ It was touted as a "fine modern building" with eight "well-lighted and well ventilated classrooms of ample size."²⁸ Much was made of the fact that the entire structure was fireproof with the exception of the roof. It was also noted that the foundation walls were stone faced with brick, the chair rails and doors were all constructed of ash, and the stairs were iron with "marbeloid treads and safety nosings." The building was heated by "indirect warm air being admitted to each room through air chambers between the walls after being heated."²⁹ This was supplemented by steam radiators.

All those who worked to complete the building were given praise by the *Bristol Press*, among them being: William Potter, the architect; Lewis Miller of Meriden, the general contractor; the F. A. Schaffer Company of Bristol, the heating contractor; and the Cassidy & Son Manufacturing, Co. of New York City, electricians. Interior design was completed by G. H. Elton of Bristol. It was also noted that upon completion of the new structure, the old wood-frame building located on its north (rear) side would

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

be retained to house the kindergarten through third grades (See Figure 4). Once completed, a total of 156 children and 14 teachers occupied the school under the supervision of Principal Caro Gray.³⁰

On June 3, 1920 the *Bristol Press* reported that a bronze tablet featuring a profile of Clarence A. Bingham had been installed on the North Side School and that the building would be rededicated in his honor. The plaque carried the following inscription: “In memory of Clarence A. Bingham faithful teacher, and principal of the north side district school 1883 to 1912. This tablet is placed by his friends and former pupils. That all many know that honest work of the teacher day by day bears fruit not only in the life, but in the heart of the pupil. - Bristol, Conn. 1920.”³¹

Already steadily expanding, the outbreak of World War I caused an additional spike in the breadth of Bristol’s manufacturing base as industries shifted to wartime production. As a result, the city’s population grew significantly during the 1910s and 1920s. Bristol’s citizens numbered 13,502 in 1910, yet boomed to 20,620 in 1920, and 28,451 in 1930. The most significant growth took place on the north and south sides of the city, where numerous housing developments, such as Endee Manor, had been constructed to accommodate thousands of factory workers. As a result, Bristol’s school districts were forced to keep pace with these changes. By the early 1930s, the city’s North and South Side districts had built several new modern schoolhouses in addition to the Clarence A. Bingham School. The earliest and first of Bristol’s Progressive Era school buildings was District No. 3’s Park Street School (later dedicated as the Clara T. O’Connell School), which was erected in 1914. A year later District No. 1 erected a substantial addition to its Federal Hill School (later dedicated as the Thomas H. Patterson School), and then in 1920 added a second school on Burlington Avenue, which was dedicated in honor of local educator John J. Jennings. In 1921, the South End’s Fifth School District erected a modern addition to its school on Pine Street (later dedicated as the Mary A. Callen School), and then in 1925 erected a new facility on Church Street just southwest of its existing building on School Street.³²

Perhaps the most prominent of Bristol’s schools built during the Progressive Era, however, was its new high school, this designed by architect George Wilson Potter and completed in September 1922. The need for larger high school accommodations in Bristol was made clear following the end of World War I. However, it was not until 1919, when Albert F. Rockwell came forward with a proposal to donate 12 acres of land for the site of the school and to finance half of its construction was any traction gained. Rockwell’s desire was to build a sprawling park and boulevard running along the south bank of the Pequabuck River and he felt a grand high school would make the perfect anchor to his vision. Rockwell’s condition was that the City acquire a 100-foot swath of land between Main Street and the proposed high school site in order to complete the Boulevard. Although support for his plan was not unanimous –

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

notable opposition came from John Nolan, a city planner from Cambridge, Massachusetts, hired to complete a comprehensive study of the city in 1920 – a local referendum approved the project in a vote of 5,527 to 362. Upon its opening for the 1922-1923 school year, enrollment at the high school was 560. The \$932,000 building served as a bustling community hub, with the gymnasium, swimming pool, and auditorium in its northern wing remaining open to the public outside of school hours.³³

Continued Growth and the 1936 Addition

The expansion of Bingham School is significant under Criterion A under the theme of Education as an example of a neighborhood school that was expanded to meet the demands of sustained population growth. This was a typical occurrence both regionally and nationally as the steady expansion of urban neighborhoods resulted in struggles on the part of school districts to add adequate classroom space. Even as new schools were completed Bristol's population growth through the 1930s threatened to render them inadequately sized or outdated. The minutes of the Second School District's annual School Board meeting held on June 27, 1934 reflect that changes were already being made at the Bingham School in order to keep it up to date. It was noted that the kindergarten was being remodeled in the old school and a stage was built at one end of the building to serve as an auditorium. The original structure was rewired and new lights installed. The boys' toilets were retrofitted at a cost of \$1271.65, and a new roof was put on the heating plant.³⁴

These changes, however, provided only short-term relief to the building's shortfalls and after a meeting of District No. 2's School Board held on September 5, 1935, the *Bristol Press* reported that the Second School District had voted to build an addition to the school as a part of a new Public Works Administration (PWA) project.³⁵ A month later, on October 8, 1935, members appointed a building commission to accept a grant from the Office of the State Director of the Public Works Administration of Connecticut. The district had been approved for a grant to purchase land adjacent to the school and to remove the old wood-frame school and erect a new two-story masonry addition and auditorium. The PWA would cover 45 percent of the cost of the purchase of the land and construction. The fact that the Federal government recognized the "emergency nature" of this request is a testament to the speed at which the city was growing.³⁶

The new addition to the Clarence A. Bingham School was completed the following year and the dedication ceremony, held on November 13, 1936, was a significant event within the community. A

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

pamphlet was produced detailing both the ceremony and the work completed. The total cost of the project was \$137,596, which included the following:

Six standard classrooms to seat 35 pupils each, one modern kindergarten and play room, one assistant principal's office, one teacher's rest room, one nurse room, one janitor's workroom, one parents and teachers kitchen, one auditorium and gymnasium measuring 48 x 72 with a stage and dressing rooms measuring 18 x 29, one boys playroom, one girls playroom, one shower room and two locker rooms. The heating is a Vacuum Vapor Zone controlled system with 'automatic ventilation'.³⁷

The addition's architect was Harold H. Hayden, who maintained offices at 175 Main Street in Bristol. The pamphlet also named the Loucks & Clarke Corporation of Wallingford, Connecticut, as the general contractors, and gave credit for the stage equipment to the I. Weiss & Company of New York City. A dedication address was given at the ceremony by the Honorable William J. Farley, State Director of the PWA.³⁸

The Bingham School continued to function as an elementary school throughout the second half of the twentieth century. However, following the conclusion of World War II, Bristol's manufacturing sector began a slow but steady decline. The increasing prevalence of the automobile and rise of suburban development drew many families to the suburbs at the expense of Bristol's densely settled north end neighborhoods. This resulted in a significant change in where new schools were built and how they were operated. Buses allowed for greater centralization and the cost of maintaining a large number of "neighborhood" elementary schools became a budgetary challenge. Large, centralized schools were built on undeveloped parcels in the outer reaches of town throughout the 1950s and 1960s. By the 1970s, the majority of the city's larger factories had closed, striking a fatal blow for many of the neighborhood schools in the central city. Maintenance of the Bingham School continued via the installation of new classroom doors at the in 1957, and a larger renovation in 1981. This showed a desire to keep the beloved institution viable, however, after many years of debate, the Bingham school was closed in 2010 amid a handful of protests in the local community.

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Area of Significance: Criterion C, Architecture

The Clarence A. Bingham School is significant as an early local example of a Progressive Era school in Bristol and as a local example of the work of George Wilson Potter, Sr., a prominent school architect in Connecticut, New York and Pennsylvania. The Bingham School, one of Bristol's earliest neighborhood schools, was erected in a largely lower-income, immigrant community and it exhibits many design theories and elements popularized during the Progressive Era. These include large classrooms with tall ceilings and windows promoting both air circulation and abundant natural light; fireproof construction and wide corridors to promote ease of circulation through the space; and the latest modern conveniences such as central heating systems and even a central vacuum to promote sanitary conditions. A modern sense of order was expressed on the exterior through Potter's use of a symmetrical, Neoclassical-style form comprised of a central block flanked by projecting pavilions. Other typical Neoclassical details include the rusticated brick basement level, brick quoining, glazed concrete entry surround with fluted plinths, projecting brick cornice, and brick parapet. The repetitive use of the segmental arch and wide projecting cornice express various elements of the Greek and Roman classical architecture that formed the inspiration for the style. These features lend the building an authoritative, solid quality, and it stands in sharp contrast to the wood-frame schoolhouses of the 1800s. The monumental quality of the Neoclassical style made it a popular choice for all manner of public buildings after the turn of the twentieth century, particularly banks and schools. Harold Hayden's 1936 addition honored Potter's original aesthetic and blended seamlessly with the original design. Little expense was spared and the design, technology, and quality of materials used rivaled the work found in many larger cities at the time, thus creating an amicable environment for students and teachers alike.

William George Bruce, editor of the *American School Board Journal* penned his study of academic buildings, *School Architecture: A Handy Manual for the Use of Architects and School Authorities*, in 1906. In it, rather than favoring a specific plan, he describes aspects of plans that should be incorporated into successful school designs such as wide corridors, well-ventilated cloak rooms and fireproof staircases. According to Bruce, classrooms "should afford fifteen square feet of floor space and two hundred cubic feet of air space for each pupil."³⁹ He also recommended the use of stamped metal ceilings and the maintenance of a constant temperature of 70 degrees Fahrenheit since a "variation from this is likely to result not only in discomforts, but injury to the health of the school occupants."⁴⁰ Many of these details are present in the design of the Bingham School and the quality of the craftsmanship and materials applied in construction is evident throughout the building. This ranges from the coved plaster ceilings in the original classrooms, to the detailed brickwork in the later gymnasium. A great deal of care

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

was taken in the design of both the original structure and the 1936 addition in order to provide a copious amount of light and space to the classrooms, halls, and stairways. These were identified as critical needs by proponents of Progressive Era educational theories, and their successful implementation throughout the Bingham School continue to characterize the experience of visiting the building.⁴¹

George Wilson Potter, Sr. (1868-1936)

Architect George Wilson Potter, Sr. of New York, renowned for his design of school buildings in the northeast, designed the original portion of the Bingham School in 1916. Before opening his own offices at 3 Union Square in New York City, Potter worked in the offices of Richard Morris Hunt (1827-1895) and Henry Van Brunt (1832-1903), two icons of architecture who were based in New York and Boston respectively.⁴² Potter went on to design school buildings throughout the United States, with the majority located in Connecticut, New York and Pennsylvania. Such was his prominence in the field, that he was featured as a spokesperson for the Natural Slate Blackboard Company in the 1921 edition of the *American School Board Journal*. In the advertisement, Potter states, “Enclosed is a list of 63 school buildings in all but three of which we used Natural Slate Blackboards”.⁴³ From this statement we can deduce that he was not only a respected architect of school buildings, but also a prolific one.

In the early part of his career, Potter designed two important commissions in Norwich: the Laurel Hill School (1871, listed on the National Register in 1987) and Broad Street School (1897, listed on the National Register in 1984). These were designed in the Italianate and Richardsonian Romanesque styles, respectively. Potter undertook the design of Bingham School at what appears to have been the height of his career. His design for the South Street School in Torrington was completed the same year and shares many design elements visible in the Bingham School, including projecting pavilions, a raised basement, and flat roof, which result in a monumental and solid form typical among Classical Revival-style institutional buildings erected at the time. It also employs glazed brick and terra cotta details, which although fairly new and innovative materials, were increasingly used to replicate a plethora of Classical designs in institutional buildings during the first quarter of the twentieth century.

Potter appears to have been most comfortable working in variations on the Classical Revival and Renaissance Revival-styles as evidenced by his two other significant commissions in Bristol; the Neoclassical-style Bristol Public Library (1906, listed on the National Register in 1986 as part of the Federal Hill Historic District), and the Italian Renaissance-style Bristol High School (1922, now the

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Memorial Boulevard School, listed on the State Register in 2014). Several of his schools and commercial buildings in Connecticut have been listed on the National Register of Historic Places. These include the Uncasville School in Montville (1918, listed in 2000), the South School in Torrington (1915, listed in 1985), the United Bank Building in New Milford (1904, listed in 1982), and the Southington Public Library (1902, listed in 1989).

Harold. A. Hayden (1892-1985)

Harold A. Hayden was a Bristol native well-known for a number of local commissions by the time he designed the addition to the Bingham School in 1936. A graduate of the Pratt Institute in Brooklyn, New York, Hayden went on to establish a prominent and successful local practice in Bristol during the 1910s.⁴⁴ One of his earliest commissions was to design the Endee Manor neighborhood for the New Departure Manufacturing Company in 1916. He left soon after to join the military, where Hayden served as a sergeant stationed at Fort Devens, Massachusetts.⁴⁵ Hayden's informed, yet restrained style is well represented in his addition to the Bingham School. Not only did he manage to design a large and potentially cumbersome addition in a manner that maintained the bright and open nature of the original space, but his work successfully compliments Potter's original design. Rather than seeking to diverge from the original aesthetic of the building, Hayden took elements of Potter's work, such as the chair rails and other trim found in Potter's classrooms, and extended and somewhat exaggerated them in his own design. He also repeated several new motifs throughout the addition in order to unify the structure, this including the use of a diamond detail on the built-in doors, and kindergarten benches.

Hayden maintained his Bristol office for over fifty years, during which time he designed a variety of commercial, residential, and academic buildings throughout Hartford County. In Bristol, he was most notably the architect of Copper Ledges on Federal Hill in Bristol (1924); a stunning Colonial Revival-style building that was listed on the National Register of Historic Places in 1992, and the City's World War I memorial, erected at the intersection of Memorial Boulevard and Mellen Street in 1922. Among his dozens of other local commissions were a second housing development, known as Cambridge Park, built in 1942, a large addition to the Mary A. Callen School completed in 1951, an addition to the Greene-Hills School erected in 1955, and a gymnasium/auditorium built adjoining the Clara T. O'Connell School in 1960.

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

9. Major Bibliographical References

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

Section 9 – Bibliography

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Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

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Public Records and Reports

District Two School Board Meeting Minutes, June 27, 1934. On file at the Bristol Public Library.

District Two School Board Meeting Minutes, October 8, 1935. On file at the Bristol Public Library.

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Clouette, Bruce and Matthew Roth, consultants. National Register of Historic Places, Federal Hill Historic District, Bristol, Hartford County, Connecticut, National Register Number 86001989).

Ransom, David F. National Register of Historic Places, United Bank Building, Litchfield County, Connecticut, National Register Number 82004447).

Reisner, David and Kate Ohno, consultants. National Register of Historic Places, Endee Manor Historic District, Bristol, Hartford County, Connecticut, National Register Number 96000027).

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

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Other State agency

Federal agency

Local government

University

Other

Name of repository: _____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreeage of Property 3.1

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates (decimal degrees)

Datum if other than WGS84: _____

(enter coordinates to 6 decimal places)

1. Latitude: _____ Longitude: _____

2. Latitude: _____ Longitude: _____

3. Latitude: _____ Longitude: _____

4. Latitude: _____ Longitude: _____

Or
UTM References

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Datum (indicated on USGS map):

NAD 1927 or NAD 1983

- | | | |
|-------------|-----------------|-------------------|
| 1. Zone: 18 | Easting: 670698 | Northing: 4616490 |
| 2. Zone: | Easting: | Northing: |
| 3. Zone: | Easting: | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The boundary of the nominated property corresponds to the parcel identified as Lot 33 on Tax Map 22, on file with the City of Bristol, Connecticut's Assessor's Office.

Boundary Justification (Explain why the boundaries were selected.)

This boundary encompasses the full extent of the historic resource identified in this nomination. It is consistent with the historic parcel boundary in 1936, when the school addition was completed.

11. Form Prepared By

name/title: Lucas A. Karmazinas, Architectural Historian
organization: FuturePast Preservation
street & number: 940 West Blvd.
city or town: Hartford state: CT zip code: 06105
e-mail Lucas.Karmazinas@gmail.com
telephone: 860-428-7982
date: 03/20/2015

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

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 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Clarence A. Bingham School

City or Vicinity: Bristol

County: Hartford

State: Connecticut

Photographer: Lucas A. Karmazinas

Date Photographed: 02/05/2015

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

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

1 of 34.

Façade (south elevation) of the Clarence A. Bingham School, 1916 (building), 1934 (addition).

Camera facing northeast.

2 of 34.

Entry details of the Clarence A. Bingham School, 1916, 1934.

Camera facing north.

3 of 34.

South (front) and east (side) elevations of the Clarence A. Bingham School, 1916, 1934.

Camera facing northwest.

4 of 34.

East (side) and north (rear) elevations of the Clarence A. Bingham School, 1916, 1934.

Camera facing southwest.

5 of 34.

North (rear) elevation of the Clarence A. Bingham School, 1916, 1934.

Camera facing south.

6 of 34.

West (side) elevation of the Clarence A. Bingham School, 1916, 1934.

Camera facing northeast.

7 of 34.

Primary entry vestibule details.

Camera facing north.

8 of 34.

Primary entry vestibule stair details.

Camera facing north.

9 of 34.

Primary entry and principal's office stairs from south corridor.

Camera facing south.

10 of 34.

Principal's office details.

Camera facing southeast.

11 of 34.

Principal's office details.

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

Camera facing northeast.

12 of 34.

South corridor details.

Camera facing west.

13 of 34.

Original south corridor classroom.

Camera facing southeast.

14 of 34.

Windows on north wall of one of the original classrooms.

Camera facing north.

15 of 34.

Detail of plaque over west auditorium door.

Camera facing north.

16 of 34.

Detail of plaque over east auditorium door.

Camera facing north.

17 of 34.

Detail of auditorium, view towards the stage.

Camera facing north.

18 of 34.

Detail of auditorium, view towards western exterior wall.

Camera facing northwest.

19 of 34.

Detail of auditorium showing windows along the second-floor corridors.

Camera facing south.

20 of 34.

North corridor details.

Camera facing north.

21 of 34.

Details of classroom in 1936 addition.

Camera facing north.

Clarence A. Bingham School

Name of Property

Hartford Co., CT

County and State

22 of 34.

Detail of closet in 1936 addition.

Camera facing northwest.

23 of 34.

Detail of brass-plated port for central vacuum system.

Camera facing west.

24 of 34.

Detail of kindergarten, showing fireplace and built-in benches and cubbies.

Camera facing southwest.

25 of 34.

Detail of kindergarten, showing built-in bench and cubbies.

Camera facing southwest.

26 of 34.

Detail of south corridor stairwell.

Camera facing southwest.

27 of 34.

Detail of north corridor stairwell.

Camera facing south.

28 of 34.

Corridor detail, second-story of 1936 addition.

Camera facing north.

29 of 34.

Classroom detail, second-story of 1936 addition.

Camera facing southeast.

30 of 34.

Windows in north corridor overlooking auditorium.

Camera facing southwest.

31 of 34.

Basement level classroom detail, 1916 building.

Camera facing southwest.

32 of 34.

Basement level classroom detail, 1916 building.

Camera facing east.

Clarence A. Bingham School
Name of Property

Hartford Co., CT
County and State

33 of 34.
Basement corridor, 1936 building.
Camera facing north.

34 of 34.
Basement level cafeteria, 1936 building.
Camera facing north.

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.

¹ "Gym Among Equipment Under Study by Board", *Hartford Courant*, May 10, 1957.

² Further research is required to identify the artist and subject matter of these plaques that appear to date from the time of the PWA-funded addition in 1936.

³ Plans for Renovation of the Clarence A. Bingham Elementary School, from the Hartford Design Group, dated January of 1981.

⁴ The others being the Park Street School (1914) and the Federal Hill School (1915).

⁵ Eddy N. Smith, George Benton Smith and Allena J. Dates, comps. *Bristol, Connecticut (In the Olden Time "New Cambridge")*. Hartford: City Printing Company, 1907., 36; Bruce Clouette and Matthew Roth, *Bristol, Connecticut: A Bicentennial History, 1785-1985*. Canaan, N.H.: Phoenix Publishing, 1984.

⁶ Smith, et al., 36.

⁷ Ibid.

⁸ Ibid.

⁹ The district's first schoolhouse was constructed at the rear of the original Methodist Church building on West Street. Smith, et. al., 534; Roth, 37, 78.

¹⁰ Epaphroditus Peck, *A History of Bristol, Connecticut*. Hartford: Lewis Street Bookshop, 1932., 240.

¹¹ Peck, 241.

¹² Smith, et. al., 535.

¹³ "Historical Sketch of the North Side School District", *Bristol Press*, March 6, 1919., p. 8.

¹⁴ "School Principal dies at Hospital: C. A. Bingham", *Hartford Courant*, March 22, 1912., p. 1.

¹⁵ Roth, 134; United States Census Bulletin, Connecticut Excerpt, 1900.

¹⁶ Supplementary departments were maintained in Districts No. 1 and No. 13 into the early-twentieth century.

¹⁷ Smith, et. al., 36, 525.

¹⁸ Roth, 147.

¹⁹ "A Brief Overview of Progressive Education" The John Dewey Project, University of Vermont, accessed April 18, 2015, www.uvm.edu/~dewey/articles/proged.html.

Clarence A. Bingham School

Name of Property

Hartford Co., CT

County and State

²⁰ Although the O'Connell School is overtly Gothic Revival in style, its overall symmetry and order of the basic form is essentially classical.

²¹ Roth, 150.

²² National Register of Historic Places, Endee Manor Historic District, Bristol, Hartford County, Connecticut, National Register Number 96000027).

²³ "Historical Sketch of the North Side School District", *Bristol Press*, March 6, 1919., p. 8.

²⁴ "New School House; North Side Will Have a Model One Designed by Wilson Potter of New York", *Bristol Press*, July 27, 1916, p. 1.

²⁵ "Bristol Shows Growth in Schools", *Bristol Press*, January, 4, 1917, p. 17.

²⁶ "Historical Sketch of the North Side School District", *Bristol Press*, March 6, 1919., p. 8.

²⁷ "Opening of New School", *Bristol Press*, January 10, 1918, p. 2.

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

³¹ "Tablet for C. A. Bingham", *Bristol Press*, June 30, 1920, p. 2. The tablet was not found upon inspection of the building, and its current location is not known.

³² Roth, 191. All of the schools referenced are extant, however, they retain varied degrees of historical integrity and none continue to be used for educational purposes. Although the author has only toured the interior of the Bingham and Park Street Schools, the Bingham, Park Street, Church Street, and Burlington Avenue Schools all have minimal exterior alterations (primarily window replacement) and retain their historic character. The Federal Hill School was converted for residential use in 1981, yet its exterior historic character has been minimally impacted. The Pine Street School was adapted for office use during the 1980s and its historical integrity has been compromised.

³³ Peck, 244; Roth, 199-200.

³⁴ District Two School Board Meeting minutes, June 27, 1934.

³⁵ "Second School District Votes to Build Addition as New PWA Project", *Bristol Press*, Sept 5, 1935, p. 1.

³⁶ Grant receipts found in on file at the Bristol Public Library refer to the PWA as the "Federal Emergency Administration of Public Works" (a name used by that agency until 1935). The PWA did not employ workers directly, as did the Works Progress Administration, but rather gave out grants to public and private entities that then hired workers and paid them directly from the grant funds. District Two School Board Meeting minutes, October 8, 1935.

³⁷ "Bingham School" brochure in the vertical files of the Bristol History Room, Bristol Public Library.

³⁸ Ibid.

³⁹ William George Bruce, *School Architecture: A Handy Manual for the Use of Architects and School Authorities*, Milwaukee, Wisconsin: Johnson Service Co., 1906, p. 17

⁴⁰ Ibid, p. 49.

⁴¹ Ibid, p. 49.

⁴² Hunt is perhaps best known for his role in designing the façade of the Metropolitan Museum of Art and as co-founder of the American Institute of Architects.⁴² Van Brunt designed both the Memorial Hall at Harvard University and the Public Library in Cambridge, Massachusetts.

⁴³ Susanna Crocutt, *American School Board Journal*, Volume 63, Milwaukee, Wisconsin: Bruce Publishing, 1921.

⁴⁴ National Register of Historic Places, Endee Manor Historic District, Bristol, Hartford County, Connecticut, National Register Number 96000027).

⁴⁵ *American Architect and Architecture*, Volume 113, p. 48.

Location Map:



Site/Aerial Images:

Figure: 1

Site/Aerial Images:



Aerial image of Clarence A. Bingham School, 3 North Street, Bristol, Connecticut.
Camera facing north. Accessed from Bing.com December 29, 2016.
Figure 2.



Aerial image of Clarence A. Bingham School, 3 North Street, Bristol, Connecticut.
Camera facing west. Accessed from Bing.com December 29, 2016.
Figure 3.

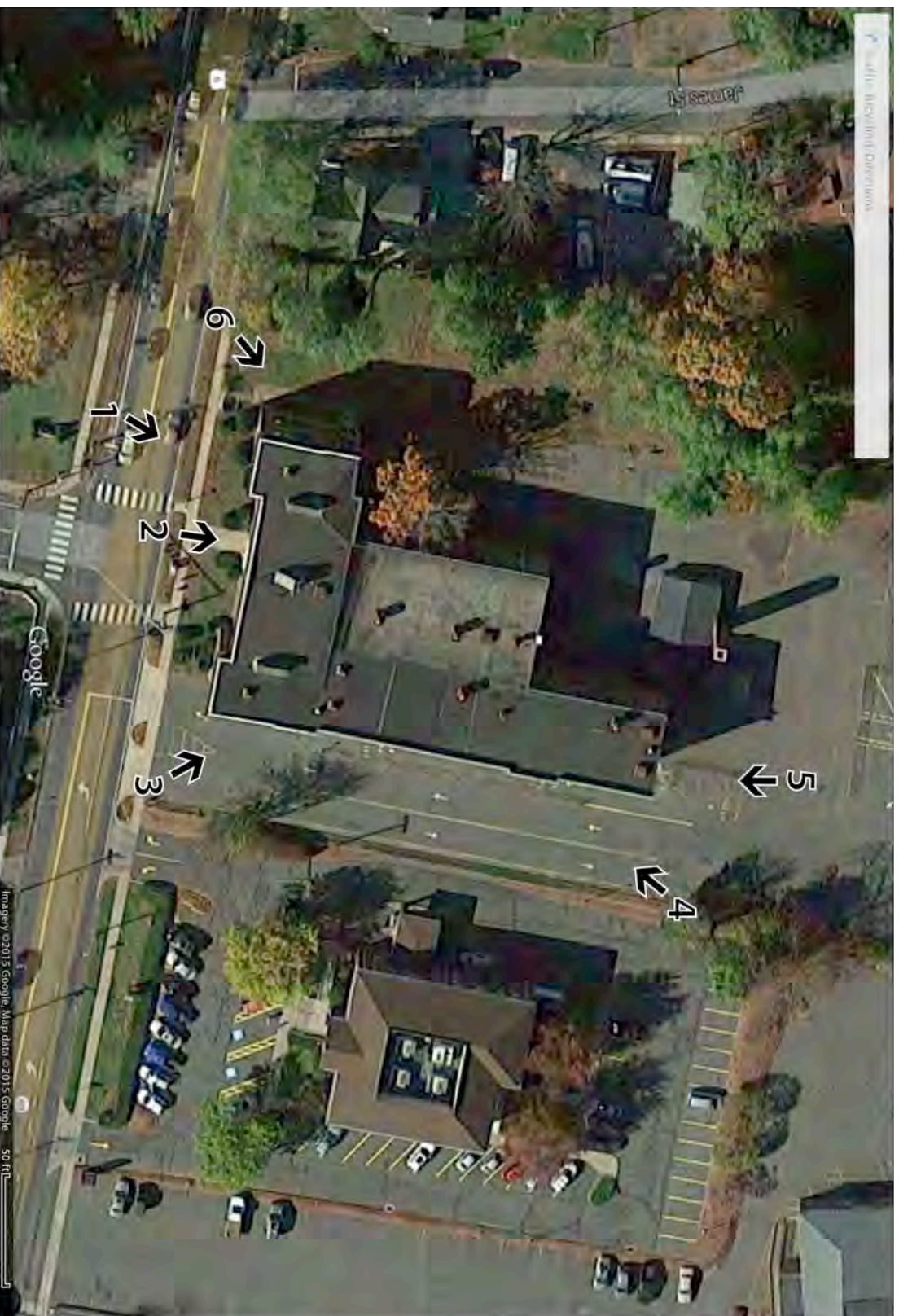


Detail of Bailey's *Bird's Eye View of Bristol, Conn.*, 1907, showing original school building on site of current building.
Figure 4.



Aerial photograph from 1934 showing the original wooden building located behind the 1916 building. Note the extant boiler house at the rear.
Figure 5.

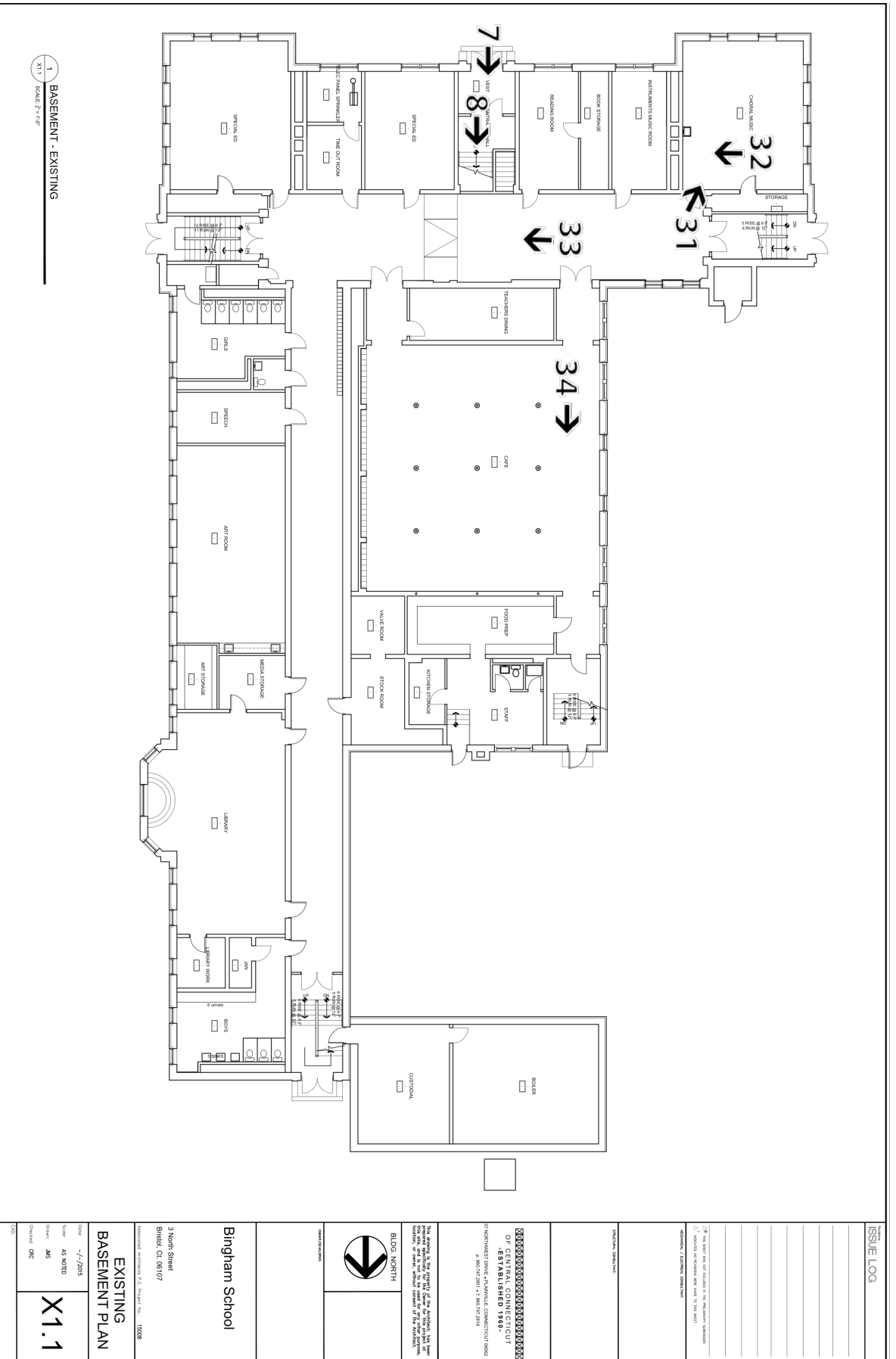
Photo Directions and Floor Plans:



Exterior.

Figure: 6

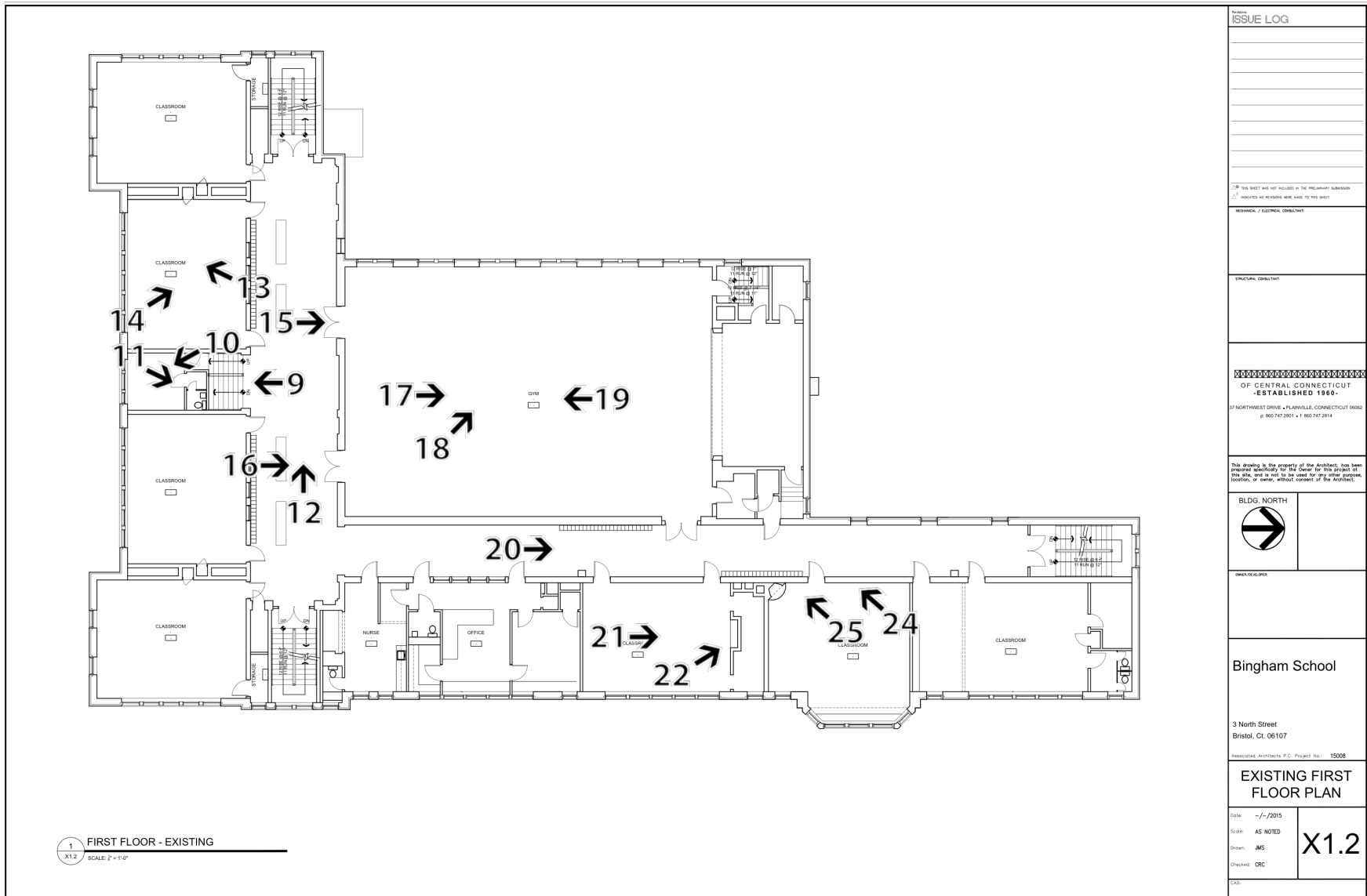
National Register of Historic Places Continuation Sheet
 Clarence A. Bingham School; Hartford Co., Connecticut



Interior - Basement Level.

Figure: 7

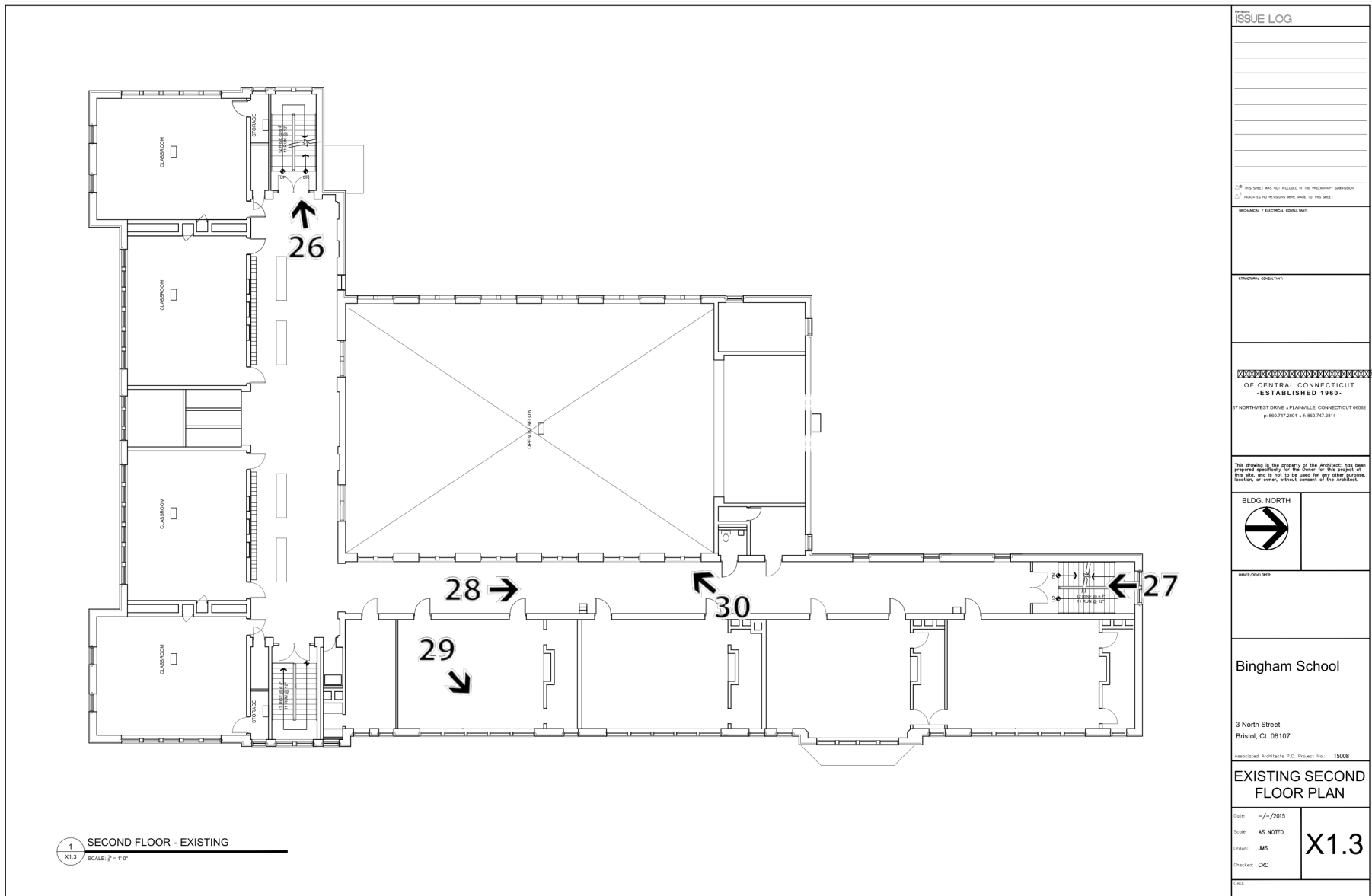
National Register of Historic Places Continuation Sheet
 Clarence A. Bingham School; Hartford Co., Connecticut



Interior - First Floor.

Figure: 8

National Register of Historic Places Continuation Sheet
 Clarence A. Bingham School; Hartford Co., Connecticut



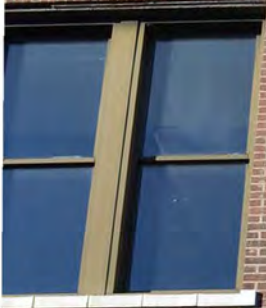
Interior - Second Floor.

Figure: 9



1916

CLARENCE A. BINGHAM SCHOOL



POSTED
NO PARKING
IN FRONT OF THIS
BUILDING
EXCEPT AS
AUTHORIZED BY
SCHOOL OFFICIALS

STED
STOL PROPERTY
ING OF ANY KIND
TO PUBLIC
PERSONNEL ONLY
E NOTICE







BRICK BUILDING WITH A TALL CHIMNEY

BRICK BUILDING WITH A TALL CHIMNEY

HANDICAPPED
PARKING
&
STREET PAVING
REQUIRED
REPEATED BY 1995





PLEASE CHECK IN
ALL VISITORS MUST
REGISTER FOR THIS
BUILDING AND FLOOR
AND A CHECK BY
THE SECURITY GUARD





EXIT





































★
POST
OFFICE

Plumber's seal
100% UCCOM

















UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: Date of Pending List: Date of 16th Day: Date of 45th Day: Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

- | | | |
|---------------------------------------|--|---|
| <input type="checkbox"/> Appeal | <input checked="" type="checkbox"/> PDIL | <input type="checkbox"/> Text/Data Issue |
| <input type="checkbox"/> SHPO Request | <input type="checkbox"/> Landscape | <input type="checkbox"/> Photo |
| <input type="checkbox"/> Waiver | <input type="checkbox"/> National | <input type="checkbox"/> Map/Boundary |
| <input type="checkbox"/> Resubmission | <input type="checkbox"/> Mobile Resource | <input type="checkbox"/> Period |
| <input type="checkbox"/> Other | <input type="checkbox"/> TCP | <input type="checkbox"/> Less than 50 years |
| | <input type="checkbox"/> CLG | |

Accept Return Reject Date

Abstract/Summary
Comments:

Recommendation/
Criteria

Reviewer Roger Reed Discipline Historian

Telephone (202)354-2278 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.

March 22, 2017

Mr. Roger Reed
National Park Service
National Register of Historic Places
1201 Eye Street, NW
Washington, D.C. 20005



Subject: Clara T. O'Connell School and Clarence A. Bingham School, Bristol, Hartford County,
Connecticut, National Register Nominations

Dear Mr. Reed:

The following National Register nomination materials are submitted for your review:

- 2 Printed cover sheets (1 for each school nomination)
- CD of National Register text. The enclosed disk contains the true and correct copy of the nomination for the Clara T. O'Connell School to the National Register of Historic Places.
- CD of National Register text. The enclosed disk contains the true and correct copy of the nomination for the Clarence A. Bingham School to the National Register of Historic Places.
- CD of Digital Photographs for Clara T. O'Connell School
- CD of Digital Photographs for Clarence A. Bingham School

These National Register nominations were approved by the Connecticut State Historic Preservation Review Board on June 22, 2015. The photographs included with the nomination are the same as those reviewed by the Board at the June, 2015 meeting. Bristol is not a CLG community. No letters of support or objection were received for either nomination; the nominations were initiated by the current owner.

The National Park Service completed the following HPCA approvals:

- O'Connell School Part 1 approved on November 10, 2015
- O'Connell School Part 2 approved on March 24, 2016
- Bingham School Part 1 approved on November 16, 2015
- Bingham School Part 2 approved on January 29, 2016

If you have any questions, or if this office can be of assistance, please call Jenny Scofield at 860-256-2766.

Sincerely,

A handwritten signature in cursive script that reads "Jenny F. Scofield".

Jenny Scofield,
National Register Coordinator, CT SHPO

Enclosures