

# National Register of Historic Places Registration Form

DRAFT

### **1. Name of Property**

other names/site number Mackilligan Industrial Supply Store/ NYPENN Trade Center

name of related multiple property listing N/A

## 2. Location

city or town   Johnson City    vicinity

state	New York	code	NY	county	Broome	code	007	zip code	13790
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### 3. State/Federal Agency Certification

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**

Signature of certifying official/Title	Date
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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
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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	Date of Action
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## 5. Classification

### Ownership of Property

(Check as many boxes as apply.)

- |                                     |                  |
|-------------------------------------|------------------|
| <input checked="" type="checkbox"/> | private          |
| <input type="checkbox"/>            | public - Local   |
| <input type="checkbox"/>            | public - State   |
| <input type="checkbox"/>            | public - Federal |

### Category of Property

(Check only **one** box.)

- |                                     |             |
|-------------------------------------|-------------|
| <input checked="" type="checkbox"/> | building(s) |
| <input type="checkbox"/>            | district    |
| <input type="checkbox"/>            | site        |
| <input type="checkbox"/>            | structure   |
| <input type="checkbox"/>            | object      |

### Number of Resources within Property

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

Contributing	Noncontributing	
2	0	buildings
		sites
		structures
		objects
2	0	<b>Total</b>

### Name of related multiple property listing

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

N/A

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

N/A

## 6. Function or Use

### Historic Functions

(Enter categories from instructions.)

EDUCATION/high school

### Current Functions

(Enter categories from instructions.)

COMMERCIAL

## 7. Description

### Architectural Classification

(Enter categories from instructions.)

LATE 19<sup>th</sup> & EARLY 20<sup>th</sup> CENTURY REVIVALS/

Tudor Revival

### Materials

(Enter categories from instructions.)

foundation: CONCRETE

walls: BRICK, TERRA COTTA, CERAMIC TILE,  
METAL/Steel

roof: SYNTHETICS/Rubber, METAL/Copper

other: CONCRETE

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**Narrative Description**

(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)

**Summary Paragraph**

The former Johnson City High School occupies a 3.6-acre parcel near the center of Johnson City, Broome County, and includes two main buildings: a three-story brick school building and a two-story brick gymnasium annex to its northeast. The school fronts Main Street and borders First Street to the west, Crocker Avenue to the southwest, Albert Street to the south, and Allen Street to the southeast. Its northern edge overlooks a cliff with views of the former Erie & Lackawanna Railroad corridor. The surrounding neighborhood is predominantly residential, with scattered commercial buildings nearby. A paved parking lot, accessible from First Street and Main Street, extends along the facade, and gravel patches on the northwest and east sides provide informal parking for adjacent commercial tenants. A ground-level terrace connects the school's northern addition and the gymnasium annex.

Binghamton architect Charles Edward Vosbury designed the school, which exhibits elements of the Tudor Revival style (most prominently the front Tudor arched entry and turrets topped by Elizabethan pepper pot domes). The architect designs accommodated phased construction.<sup>1</sup> The east wing, completed in 1915, had a plan featuring central corridors with classrooms on both sides, a main entrance on the east elevation, and a secondary entrance near the coal storage area to the northwest. A 1928 expansion added the west wing, a south-facing main entrance under a Tudor arch, a north auditorium, and the detached gymnasium. The west wing expanded classroom space and created a T-shaped floor plan. Both the auditorium and gymnasium include basement-level classrooms.

Interior renovations undertaken between 1973 and 1975 adapted many original classrooms for storage and commercial purposes, resulting in a variety of finish treatments. Some areas received carpet or sheet vinyl flooring, others were fitted with replacement hardwood, and several retained original wood floors. Historic plaster walls remain intact in many rooms, while altered spaces often include wood veneer paneling or gypsum board partitions, typically applied over existing finishes. Drop ceilings were installed throughout portions of the building, concealing original plaster ceilings that survive above; these remain exposed in the largest classrooms and main corridors. The gymnasium retains much of its historic interior character, including its volume and finishes, although basement-level classrooms were subdivided with gypsum board for secondary commercial and storage uses.

Despite these mid-1970s alterations, the school and gymnasium retain substantial integrity of layout, materials, and design, clearly conveying their original function as standardized early twentieth-century educational facilities. Both buildings remained in use as public schools until 1970 and continue to reflect the planning, materials, and architectural detailing typical of their era. The property maintains integrity of setting, design,

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<sup>1</sup> "Begins work on School Grounds: New Lestershire Institution Will Be Laid Out for Future Expansion," *Press and Sun Bulletin* (Binghamton, NY), April 28, 1915, 11; "Legal Notices: Notice to Contractors," in *Press and Sun Bulletin* (Binghamton, NY),

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materials, workmanship, association, and feeling, supporting its eligibility under Criterion C for architectural significance.

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**Narrative Description**

The Johnson City High School is a three-story brick building whose east wing was constructed in 1915 on a 3.64-acre parcel near the center of Johnson City. In 1928, the building was expanded to include a west wing, a north auditorium addition, and a detached gymnasium to the northeast. The property is bounded by the former Erie Railroad corridor to the north, First Street to the west, a vacant lot adjacent to medical facilities to the east, and Main Street to the south. The surrounding neighborhood features suburban housing in Colonial Revival, Queen Anne, and American Four-Square styles. The school's northern edge is bordered by a wooded slope overlooking the railroad. East of the school lies a vacant parcel, followed by a prominent Queen Anne residence and a mix of medical and commercial office buildings.

Set back from Main Street, the building is approached by sidewalks connecting the east and northwest entrances, flanked by grass lawns. Short concrete staircases edged by decoratively curved retaining walls provide access to Main Street. The building's location places it just west of the village's historic central business district and thus outside the Johnson City Historic District.

Designed in the Tudor Revival style, the school is rectangular in plan and features restrained exterior ornamentation. The landscaped grounds include curved concrete steps, rows of shrubs along the primary path, and a linear planting of alternating trees and bushes in front of the facade. A stair leads from the recessed south entrance to a paved parking area.

The original building (fig. 1), which included the east wing and southeast octagonal tower, was designed to accommodate six hundred students and replaced an earlier school on Hudson Street from the 1890s.<sup>2</sup> The 1915 design incorporated then-modern standards for school construction, emphasizing fire safety, ventilation, natural light, and dedicated vocational training spaces. The building was constructed with structural steel framing, brick faced hollow tile walls, plaster interior finishes, tall ceilings for air circulation, and durable floor materials. Classrooms featured hardwood flooring, and corridors were finished in tile, concrete, or stone—materials selected for their fire resistance and hygienic maintenance. Large, grouped windows allowed maximum daylight in learning spaces before the widespread adoption of electric lighting. These priorities continued into the 1928 expansion (fig. 2), which added the west classroom wing, north auditorium, and gymnasium.

The school's character-defining features include fireproof masonry construction, a T-shaped central hallway with classrooms on the north and south sides, grouped tall one-over-one windows, a recessed south entrance, symmetrical east and west entrances, projecting southeast and southwest bays, a flat roof with crenelated

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September 2, 1927, 29; "Addition to J. C. High School to be up in Fall," *Press and Sun Bulletin* (Binghamton, NY), March 21, 1928, 14; "Johnson City Construction Company Completes \$450,000 School Addition," *Press and Sun Bulletin*, January 2, 1929, 13.

<sup>2</sup> "Three New High Schools for Students of Binghamton and its Suburbs Will Be Officially Opened Tuesday," *Binghamton Press and Leader*, September 4, 1915.

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parapets on the main block, and gabled roof sections with coping tile parapets on the auditorium and gymnasium. The east wing sits on a brick foundation, while the west wing and northern addition utilize concrete, reflecting their respective construction periods. Tudor Revival influence notably appears in elements such as two entrance-flanking octagonal towers with pepper pot domes and strapwork friezes. Dark red brick walls with contrasting terra-cotta quoins and surrounds, the Tudor-arched recessed main entry, crenellations, and decorative diaper work brick panels on the projecting end bays also share this stylistic reference.



Figure 1: "Addition to J. C. High School to be up in Fall," *Press and Sun Bulletin* (Binghamton, NY), March 21, 1928, 14.

## Exterior

The first phase, from 1914–1915, of Johnson City High School included the southeast octagonal tower, northeast coal storage area, and the three-story east wing. A significant 1928 expansion added the west classroom wing, refined the south entrance with a Tudor arch, extended a north wing to house the auditorium, and constructed a detached two-story gymnasium annex to the north. The east entrance bears the date of construction on a cast-stone plaque, while the west entrance bears a plaque reading "GIRLS."

The main school building and the gymnasium are constructed of bare, dark red brick laid in common bond and rest on concrete block foundations. Notable architectural features include decorative recessed brick panels at the



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southeast and southwest corners of the facade. These are framed by recessed stretcher courses and feature raised brick panels in English cross bond. Arcaded corbel tables with brick arches rest on concrete corbels at their crowns. These heavy masonry panels were designed to limit daylight in corner rooms, minimize glare, conserve heat in colder months, and reduce fire risk from magnified sunlight, consistent with the era's construction standards.

The first story projects a few inches beyond the upper wall plane, articulated by cast-stone and unglazed terra-cotta block cap moldings integrated into the frieze trim. Light-colored masonry is used for architectural accents, including the crenellation coping, roof architrave, and molded panels on the projecting southeast and southwest bays. Additional highlights include the "JOHNSON CITY HIGH SCHOOL" plaque above the main entrance, arches over the first-story doors, and cornice details on the twin facade towers. A round-headed stepped parapet caps the central bay and contains an oculus molding framing a clock. The towers are further embellished with staggered quoins, strapwork panels, and copper-clad domes.



Figure 1: Postcard of the school facade after the 1928 construction was completed.

The south entrance features a flat compound arch with a row of embossed Gothic arches above spandrels with *Flamboyant* tracery. The recessed entry includes a multi-light transom over wood double doors.

Throughout the school, one-over-one windows—non-original wood replacements installed before the 1970s—preserve the historic window configuration. Typically grouped in sets of three or four, these windows were

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initially designed to supply ample daylight to classrooms. Above the south entrance, second-story windows are fitted with transom lights to illuminate the mezzanine level.

The east and west elevations feature projecting entry bays adorned with terra-cotta arches and decorative relief work. Each entry is flanked by groups of four one-over-one windows, with triple-window groupings located in the central bays. Above each entrance is a cast-stone panel displaying the gender designations. Metal canopies suspended from the facade by chains shelter both entries. They are further enhanced with historic paneled wood double doors and multi-light transoms.

The crenellated parapet roof wraps the east, west, and south elevations, capped with bright terra-cotta coping. The north elevation parapet features simple ceramic coping. Roof access is available at both ends of the third floor. The roof finish is a non-historic EPDM rubber membrane, likely installed between the 1960s and 1970s, covering the concrete boiler room and the mechanical connection between the gymnasium basement and the north auditorium addition.

The north auditorium addition features a gabled roof, coping on the parapet, and a prominent octagonal chimney located at the southeast corner, where it connects to the school's east wing. The west elevation retains its historic multi-story steel multi-light windows, while the east-facing openings have been boarded over. Although the auditorium and gymnasium additions vary in roof shape and window styles, their materials, scale, and detailing are compatible with the school, enhancing the property's cohesive historic appearance.

## **Interior**

Johnson City High School is organized around a U-shaped floor plan with classrooms flanking double-loaded corridors. The south mezzanine entrance leads to the first floor and includes stair access to the upper levels. Opposite the mezzanine, the 1928 north addition contains classrooms on the first floor, the auditorium on the second floor, and a viewing platform on the third floor overlooking the auditorium. The east wing includes six classrooms on the first floor and seven on the second and third floors. The west wing contains seven first-floor classrooms and eight classrooms on the upper floors. Alterations to the southwest and southeast classrooms created new corridors—one to provide egress and the other to allow access along the south facade.

Interior corridor walls are primarily plaster with stone base trim and, although generally in fair condition, some areas exhibit spalling. Ceilings in most corridors consist of non-historic acoustic panel (ACT) drop ceilings, while the auditorium and stairwells retain original plaster ceilings. Flooring materials vary--historic terrazzo remains in main corridors, mosaic tile is found in portions of the west wing's second and third floors, and some areas of the first-floor feature sheet vinyl. Classrooms typically have hardwood floors and plaster ceilings, though some have been altered with carpet, drop ceilings, and veneer finishes. Pressed steel crown molding survives in several areas where plaster ceilings remain exposed.

Classrooms in the east wing are slightly larger than those in the west wing—closer to the six hundred square foot standard promoted by 1928 school design guidelines—while west wing rooms average around five hundred

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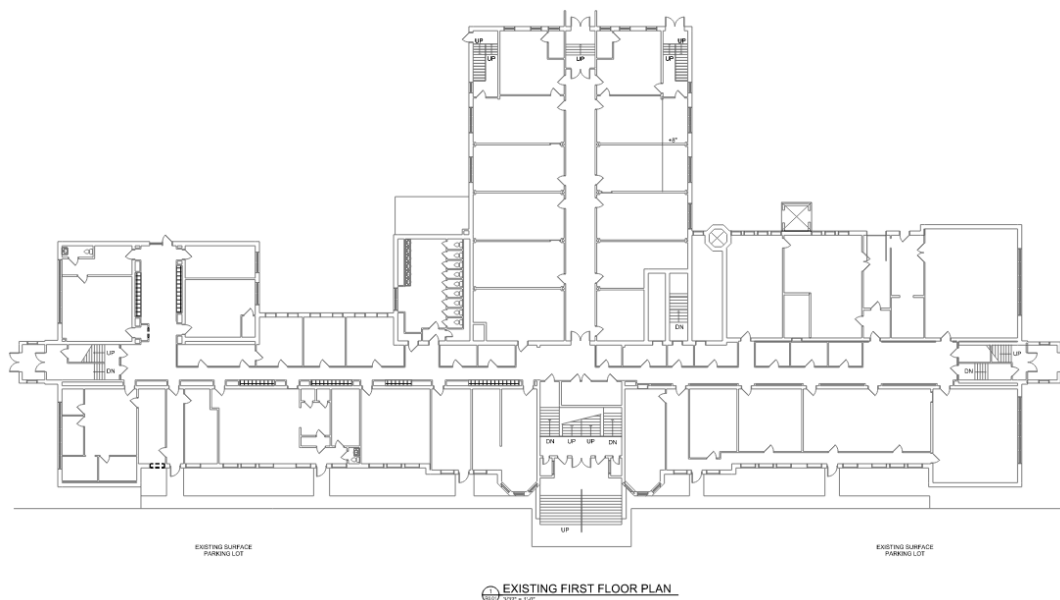
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and fifty square feet. Both east and west stairwells retain original steel components, including door assemblies, risers, and newel posts, with fireproof treads consistent with early twentieth-century construction standards.

Interior modifications between 1970 and 1975 adapted many classrooms into offices, introducing a variety of finishes. These alterations included acoustic tile ceilings, gypsum board partitions, applied wood veneer wall finishes, and non-historic flooring such as carpeting, vinyl sheet goods, and LVT. Some rooms, particularly in the east wing, retain their original hardwood flooring or have been resurfaced with engineered wood over the historic substrate. Larger commercial units created by combining two classrooms often retain more historic fabric, including wood doors, door frames, and chalkboards. Many classrooms feature large single-light interior windows, paneled wood doors with single-light glazing, and recessed wood plank paneling below interior windows. Most classroom doors are stained wood, while hallway and auditorium-level doors are painted.

All three floors include non-historic demountable walls that project into the corridors, narrowing hallway widths and modifying the spatial layout. These walls consist of stained wood framing, large single-light windows above recessed panels of wood plank or gypsum board, and paneled wood doors. Despite these intrusions, the general classroom dimensions remain legible and reflect the original design standards that guided construction in 1915 and 1928.

A common alteration throughout the building is the installation of non-historic acoustic panel ceilings aligned with the window meeting rails. This often obscures the upper sash of the historic one-over-one windows, adapting them into single-light units. In some cases, these ceilings were installed above the meeting rail, with the remaining window opening covered by boards or wood veneer panels.



*Figure 2: Layout of the school's first floor.*

The 1928 west wing includes six classrooms, a first-floor library, and eight classrooms situated above. The north auditorium addition houses six large classrooms, averaging eight hundred and fifty square feet, initially



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designed for home economics instruction following Progressive Era educational reforms. The second floor contains the main auditorium, measuring approximately 6,690 square feet—sixty-eight feet wide and ninety-eight feet deep—closely aligning with dimensions cited in a 1928 *Binghamton Press* article that described the auditorium as ninety-feet wide by seventy-feet deep.<sup>3</sup> The third-floor mezzanine at the rear provides auditorium viewing access.

The south (main) entrance opens to a raised landing that leads directly into the central first-floor corridor where the east and west classroom wings meet the north addition. The east wing contains seven classrooms arranged along a central hallway. The west wing includes two classrooms on the north side, five on the south, a library, and a repurposed classroom converted into a south-facing exit corridor. Staircases provide vertical circulation at the east and west entrances, at the northeast corner of the central corridor intersection, and within the main entrance landing.

First-floor flooring materials include historic terrazzo, mosaic tile at the entrance landing, and areas of sheet vinyl. The west entrance features red brick-patterned sheet vinyl flooring. In 1975, the main corridors on all three floors were altered by installing non-historic wood-framed demountable partitions, narrowing the corridors, and subdividing classrooms into office units. In the southwest corner of the first floor, classrooms were partitioned using gypsum board walls with carpeted floors, acoustic panel ceilings, and hanging rail moldings. On the south side of the west wing, three classrooms were consolidated into a dance studio, retaining plaster finishes and outfitted with carpet, storage areas, and a bathroom enclosed by non-historic partitions. A storefront system replaced the original south-facing triple window with an aluminum entrance door. In contrast, the upper sash of the remaining windows were covered with boards to mimic single-light openings.

The main stair landing retains high-quality original finishes, including marble treads and wainscot, honeycomb mosaic tile, and stained wood handrails. A historic Gamewell fire alarm box between the mezzanine and the corridor remains on the wall. This early twentieth-century unit consists of a recessed button and pull lever housed in a Classical case featuring carved paterae, a pedimented crown with the Gamewell emblem in the tympanum, and decorative moldings. Widely adopted after its 1856 introduction, the Gamewell system transmitted Morse code signals directly to local fire stations. It was used across North America and Europe until the mid-twentieth century, when it was gradually replaced by radio and cellular technology.<sup>4</sup>

The east and west stairwells retain original fire-resistant construction features, including wood handrails, steel stairs, and painted metal components such as pressed-panel risers, monolithic stringers, vertical balusters, and metal-clad doors. These features reflect updated safety standards implemented after a wave of fatal school fires between 1908 and 1916, which shifted priorities from daylight and ventilation toward fireproofing and safe egress.

During the 1970s commercial adaptation, a narrow corridor was inserted between the facade and the repurposed classroom interiors along the south side of the first-floor east wing. This passageway retains plaster ceilings and areas of historic hardwood flooring. New door openings connect this corridor to demountable-walled rooms,

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<sup>3</sup> "J. C. High to Be Completed in Forty Days," *Binghamton Press*, July 11, 1928.

<sup>4</sup> *Fire and Water Engineering* vol. 36 (New York: Shepperd & Burnham) July-December 1904, 138.

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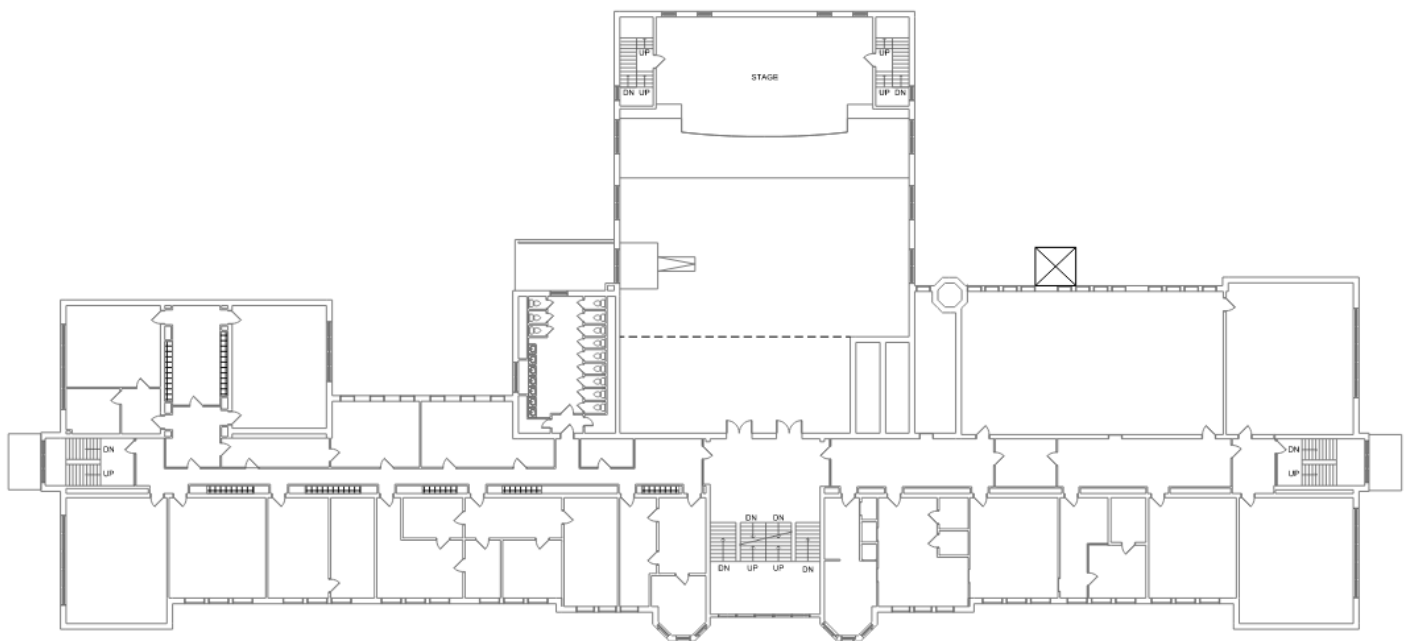
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while brick-patterned sheet vinyl covers a concrete topping slab poured over the original floor between the southeast classrooms and south-facing windows.

The second-floor main corridor features plaster walls, marble wainscot panels, base molding, and historic wood doors. Floors consist primarily of historic terrazzo, with sections of honeycomb and square mosaic tile. The corridor ceiling has non-historic acoustic tiles in metal grids installed, obscuring the original plaster ceiling above.

Classrooms in the west wing underwent significant alterations between 1970 and 1975, with many subdivided into office units using non-historic partition walls finished in applied wood veneer. These spaces typically feature acoustic tile drop ceilings and carpeted floors. One office unit near the south stair mezzanine retains its historic plaster ceiling. The northwest classroom was similarly subdivided into smaller offices, maintaining the same finishes. Two northeast classrooms in the west wing were combined into a dance studio, which retains original plaster walls, though the ceiling was modified with non-historic acoustic panels. The original hardwood flooring was later uncovered and restored.



EXISTING SECOND FLOOR PLAN  
1/16\"/>

Figure 3: Layout of the school's second floor.

In the southeast corner, classrooms were repurposed into a suite of offices, a chapel, and a vault. The southern office has carpeted floors, acoustic panel ceiling, non-historic wood partition walls with gypsum board, and three-paneled wood doors in their original wood frames. The south-facing wall is historic plaster, while upper window sash have been covered with wood veneer. Two adjacent storage closets preserve their original plaster walls and ceilings.

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The chapel retains historic wood flooring, plaster walls and ceilings, picture rail molding on each wall, and a historic wood door with an arched frame. Above the windows, non-historic acoustic boards have been installed to reduce light.

The adjacent vault is situated within a non-historic wood demountable partition inside a former classroom. Access to the vault is provided through a pin-locking steel door made by the Cary Safe Company of Buffalo. The flooring consists of terrazzo, and the walls and ceiling are finished with plaster. The surrounding area features plaster walls, ceilings, chalkboards, original wood flooring, and a historic wood door on the west wall. The upper sash of the south-facing windows is concealed with applied wood veneer.

Three northeast classrooms have been combined to create a fencing studio that preserves its historic features, including original wood flooring, plaster walls and ceilings, chalkboards, and picture rail molding. The room in the northeast corner has chalkboards and original wood trim, connects to the studio through a wood-framed opening and can also be accessed from the hallway via a historic wood door. To reduce glare, the east-facing windows in this room are partially covered with applied wood veneer. The wood flooring in the studio and the corner room has been refinished with a protective finish to accommodate increased foot traffic. The ceiling is finished with plaster.

Three northeast classrooms were consolidated into a fencing studio, which retains its historic wood flooring, plaster walls and ceilings, chalkboards, and picture rail molding. The northeast corner room, which includes chalkboards and original wood trim, connects to the studio via a wood-framed opening and is also accessible from the hallway by a historic wood door. The east-facing windows in this room are partially covered with wood veneer to reduce glare. The wood flooring in both rooms was refinished with a protective coating to accommodate increased foot traffic.

The second floor also provides access to the auditorium located in the north addition. Auditorium entrances retain original wood doors with single-light glazing and recessed lower panels. The auditorium features hardwood flooring, wood stage surrounds, plaster ceilings with decorative pressed steel trim, and exterior egress doors at the northeast and northwest corners. Windows on the east wall have been boarded over, though their openings remain visible.

The third-floor main corridor features plaster walls with marble wainscot panels and base molding, particularly concentrated around the auditorium entrances and along the south side of the hallway. The west corridor retains areas of historic terrazzo flooring. Overhead, the original plaster ceiling is obscured by non-historic acoustic panels in pronounced metal grid frames.

The north addition at this level leads to the spectator seating platform overlooking the auditorium. This space retains historic painted concrete benches and its original spatial configuration.

Non-historic wood-framed demountable partitions project into the hallway from the north side of the west wing, creating new office units. Similar partitions were added in the east hallway to form an additional office space.

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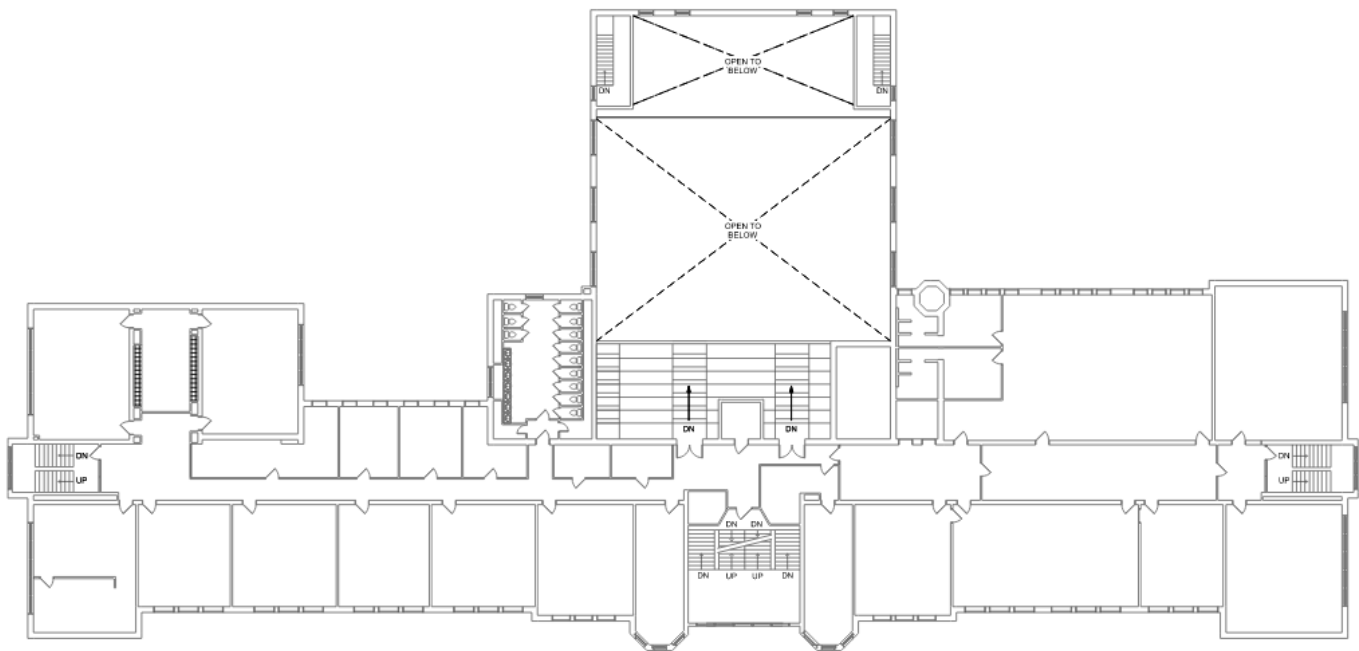
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Many third-floor classrooms retain original hardwood floors, though some have been covered with non-historic carpet.

Ceilings in most classrooms are finished with the same acoustic panel and exposed metal grid system found in the main hallway. In the northeast corner of the east wing, two classrooms were combined to form a martial arts studio, where applied wood veneer has been installed over historic plaster walls. However, the space retains original wood flooring, plaster ceilings, and pressed steel crown molding.



EXISTING THIRD FLOOR PLAN  
0 1/4" = 1'-0"

*Figure 4: Layout of the school's third floor.*

Two classrooms in the southeast corner were consolidated into a larger lounge area that retains its historic hardwood flooring, plaster walls and ceilings, and trim. The northeast and southeast corner classrooms remain largely intact, with original finishes preserved.

A new office in part of the east corridor retains its original plaster ceiling and historic wall finishes. This space has non-historic carpeting installed over the existing terrazzo flooring. East of this office, the remaining east wing classrooms have been altered. However, much of their historic material—such as wood flooring, plaster ceilings, and interior trim—remains visible and intact.

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**Gymnasium Annex**

The rear gymnasium features impressive brick masonry construction, decorative cast-stone and unglazed terracotta elements, large multi-pane windows, a tall chimney, and a parapet with coping tiles. These design features are stylistically consistent with the Tudor Revival architecture of the main school building.

**Gymnasium Exterior**

Located in the northern annex, the gymnasium occupies the first level above grade and has undergone minimal alteration since the main building's adaptive use for storage. Covered entrances are located at the southeast and southwest corners of the building. These are surmounted by cast-stone plaques reading "BOYS" and "GIRLS." The southwest entrance provides access to the first floor and viewing mezzanine, while the southeast leads to the basement via a split-level configuration. The south elevation includes a prominent chimney in an octagonal design matching the school's chimney at the northwest corner of the east wing, reinforcing architectural continuity across the campus. The east and west elevations feature venting, multi-level steel windows with multiple lights, echoing the fenestration of the north auditorium addition. While the east windows have been boarded over, the west elevation windows remain intact and legible, contributing to the historic character of the gymnasium facade.

**Gymnasium Interior**

The gymnasium annex's basement is accessible via split-level stairs at the southeast entrance. These stairs lead to both the first-floor gymnasium and a central corridor. Non-historic partitions have divided a series of spaces off this central corridor. At the north end of the corridor, there is a mechanical room and several smaller storage spaces. The remainder of the basement was used for vocational classrooms, which were converted into commercial spaces between 1973 and 1975. The southeast stairs and ramp to the basement are non-historic additions finished with non-historic carpet.

The interior features original hardwood flooring in the classroom areas, concrete flooring in the central corridor, and wood-framed partition walls covered in gypsum board. The corner stairwells maintain their historic plaster walls, ceilings, and original steel stair components. Non-historic modifications include installing wood interior doors and overhead commercial doors in new openings, removing some interior walls to create larger classroom spaces, and constructing closets using wood stud framing and gypsum board sheathing. Additionally, a non-historic loft was added to the northern commercial space during this period of alterations.

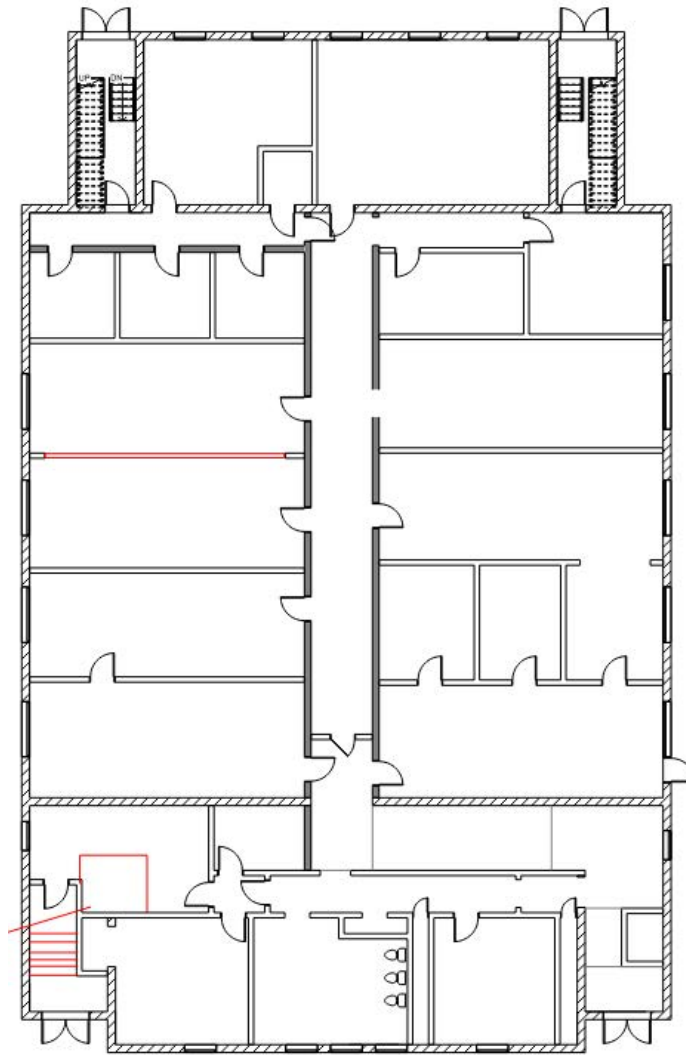
Despite these changes, the basement maintains its historic layout and material distinctions between circulation and classroom areas. It retains enough surviving elements to reflect its original vocational use and support the building's historical function.

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*Figure 5: Layout of the gymnasium basement.*

The first floor of the gymnasium annex contains the main gymnasium space and smaller side rooms, including storage areas, original bathrooms, and shower areas. The gymnasium has remained largely intact since the school's closure in 1970 and has primarily served as a storage area.

The main space retains its historic maple hardwood flooring and glazed brick perimeter walls, which are character-defining features. The gym also has non-original fold-out bleachers that obscure the original door and window openings to the southern support spaces. Surface-mounted pegboard ceiling panels obscure the original ceiling material and structure above. The gym's original volume and material character remain legible despite these later additions.

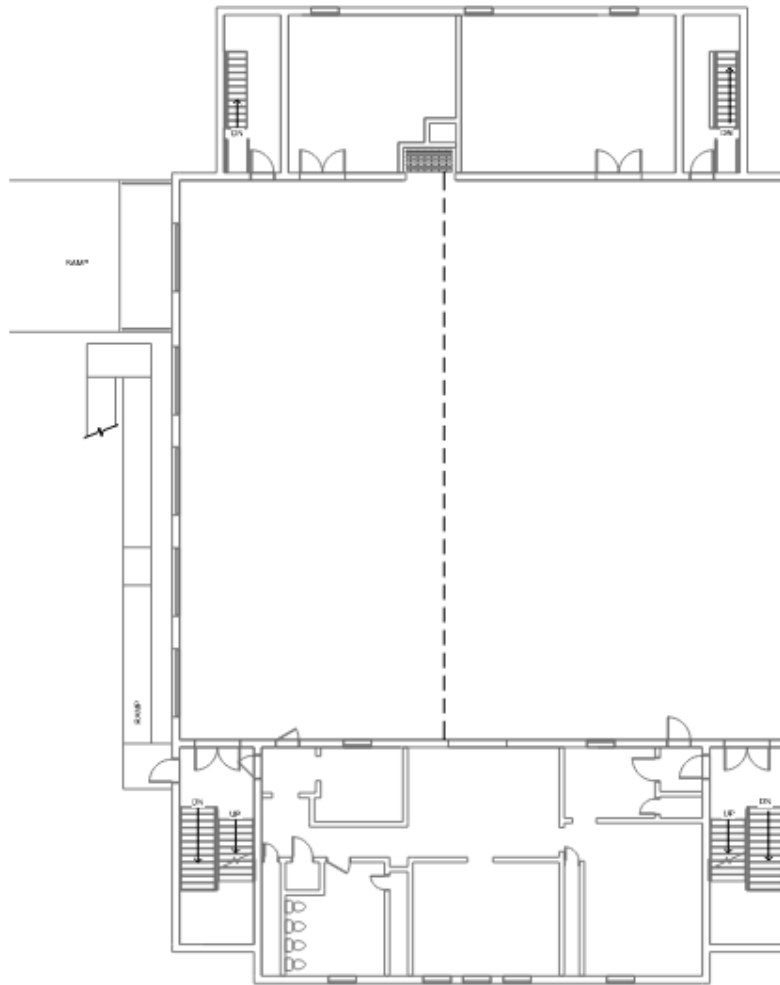


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*Figure 6: Layout of the gymnasium first floor.*

A full height folding partition wall is preserved along one side of the gym, consistent with its historic configuration. This wall separates the east and west areas of the main gymnasium into two sections. Adjacent storage rooms retain plaster walls and ceilings along with wood flooring. The bathrooms and showers feature original mosaic tile flooring. The corner staircases retain their steel risers, balusters, rails, masonry treads, and painted plaster finishes on walls and ceilings.

Overall, the gymnasium's first floor maintains high historic integrity, with character-defining finishes and spatial organization largely preserved.

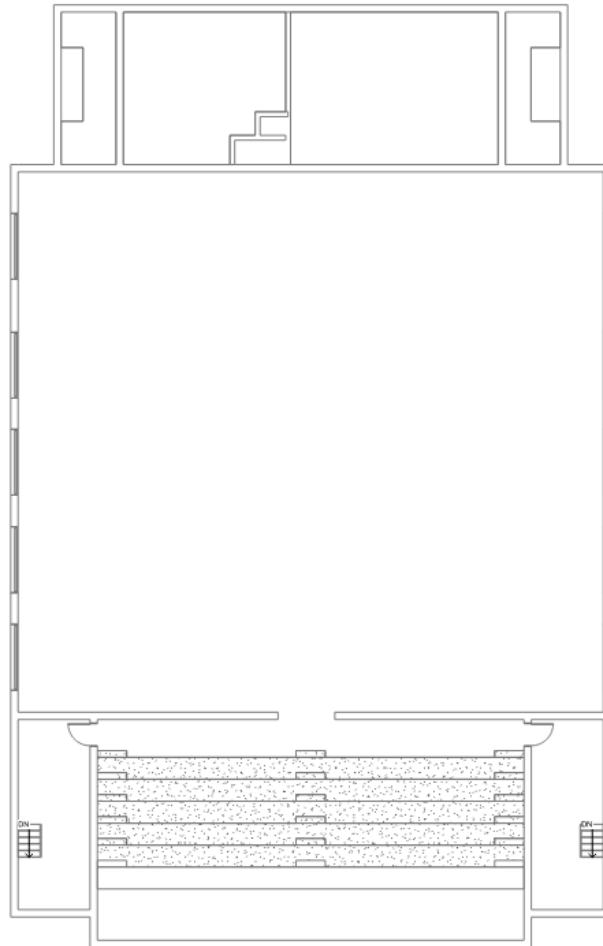
The mezzanine level retains its historic concrete viewing platform overlooking the gymnasium, original wood handrails and newel posts, concrete stair landings, masonry treads, and base trim. The surrounding walls are finished in painted plaster, consistent with the original interior treatments.

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*Figure 7: Layout of the gymnasium second floor.*

## Integrity

Johnson City High School retains an especially high level of integrity, preserving nearly all the key elements of its Tudor Revival design. This includes decorative concrete trim, copper-domed octagonal towers flanking the main entrance, and ornate arches at each entryway. Additionally, the building features crenelated parapets and the original gendered entry panels. The dimensions and arrangements of the windows are consistent with early twentieth-century design standards for state schools from the 1910s and 1920s. The interior boasts a significant number of historic finishes, including terrazzo flooring in the corridors, plaster walls and ceilings, hardwood flooring in the classrooms, pressed steel ceiling trim, and steel stair components with fireproof treads. The auditorium also preserves its decorative wood stage surrounds, the sloped floor and concrete seating platform on the third floor, plaster finishes, window openings and groupings, and the exit doors in the northeast and northwest corners. The plan is readable and retains its character-defining standardized room layouts, despite alterations made in the 1970s to convert many spaces for commercial use. Some demountable wood partitions have been added, extending into corridor spaces, and new exit corridors have been created within existing classrooms. Some classrooms have been consolidated into larger commercial units, especially on the third floor. Part of the east hallway on the third floor has also been adapted for office space. While these modifications changed the usage and finishes of some rooms, they generally preserved the original layout and material configurations.

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The gymnasium annex retains a substantial degree of integrity across all three levels. The first floor maintains its historic hardwood flooring, glazed brick walls, folding partition walls, fireproof corner stairwells, and plaster finishes in the ancillary rooms. In the basement, the original concrete-floored corridor, hardwood classroom flooring, and plaster finishes remain intact, as does the historic layout of rooms flanking the central hall. The second-floor mezzanine features a concrete viewing platform overlooking the gymnasium.

Most alterations to the gymnasium took place in the basement, where vocational classrooms were merged into larger commercial units. Modifications included installing non-historic doors, constructing storage rooms and loft areas, and removing some original partitions. While these changes were functional, they did not significantly compromise the gymnasium's spatial organization or defining features.

The school and gymnasium maintain the integrity of their location, design, materials, craftsmanship, setting, feeling, and associations. They convey their architectural and educational significance as representative examples of early twentieth century standardized school design.

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**8. Statement of Significance**

**Applicable National Register Criteria**

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

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

**Criteria Considerations**

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

Property is:

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

**Areas of Significance**

(Enter categories from instructions.)

Architecture

**Period of Significance**

1915-1928

**Significant Dates**

1915

1928

**Significant Person**

(Complete only if Criterion B is marked above.)

N/A

**Cultural Affiliation**

N/A

**Architect/Builder**

C. Edward Vosbury, architect

Johnson City Construction Company, builder

**Period of Significance (justification)**

The period begins with the date of construction for the Johnson City High School east wing and ends when the complex was completed in 1928.

**Criteria Considerations (explanation, if necessary)**

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**Statement of Significance Summary Paragraph**

(Provide a summary paragraph that includes level of significance and applicable criteria.)

The Johnson City High School is locally significant under Criterion C as one of three outstanding examples of Tudor Revival Style public high schools designed in the 1910s in the triple cities of Binghamton, Johnson City, and Endicott, Broome County, New York. Features such as its low-slung pointed entry arch, turrets with pepper pot domes, and surface patterning such as brick diaper work, light colored quoins, and strapwork all lend the structure a rich set of references to the English Renaissance. Two of the three, including the nominated building, were designed by prominent local architect C. Edward Vosbury. The Johnson City High School is also significant as an intact example of standardized school construction from the 1910s. Schools from this period followed state and national regulations aimed at safety concerns, responding to theories about optimizing student health and preventing school fires. Among other features, the interior was configured with rows of classrooms on each floor's north and south sides, with a central corridor running through the center of the building from the east entrance, reflecting the school design standards of the early twentieth century. While the east wing was constructed in 1914, the plan was completed with the addition of the matching west wing in 1928. At the same time, a compatible gymnasium was added at the rear of the building. The Johnson City High School retains outstanding integrity of its exterior design and many historic features and finishes on the interior. Its high style design is typical of public buildings in the tri-cities area, many of which were donated (although not this example) by members of the Johnson Family, the area's major employers and philanthropists.

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**Narrative Statement of Significance**

**Johnson City**

The Lester Shoe and Boot Company opened a factory in Union, next to the Delaware, Lackawanna, and Western Railroad, in 1889, aiming to expand its operations from Binghamton. In 1892, the settlement was incorporated as Lestershire and was purchased by Henry B. Endicott, who appointed George F. Johnson to manage the company's daily operations. Designed as a company town, Lestershire aimed to provide workers and their families with residences, stores, entertainment venues, churches, libraries, and access to education. The shoe factory complex was located at the village center, bordered by the Erie Railroad tracks to the south, Baldwin Street to the west, Willow Street to the east, and Corliss Avenue to the north. Independent investors developed the surrounding land, creating residential areas that radiated outward from the factory along Main Street, which became a critical connection to broader commercial networks in Union, Endicott, and Binghamton—especially after the rise of the automobile in the early 1910s.

A key driver of the village's growth was George F. Johnson's commitment to year-round employment and fair labor practices, including predictable working hours and improved conditions. His "Square Deal" philosophy embraced welfare capitalism and aimed to foster a clean, wholesome environment to support workers and their families. These ideals were realized through the construction of fire departments, churches, libraries, parks, recreational spaces, medical facilities, and a vibrant commercial core along Main Street. As Johnson's improvements took root throughout the 1890s and 1910s, many of the original wood-frame buildings—including the village's first school—were replaced with more permanent brick buildings, particularly along Main Street and Avenue D. The original wood-frame school on Avenue D was demolished, and a new school

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was built on the southeast corner of Hudson Street and Main Street to accommodate the growing student population.

By 1918, a new manufacturing building was added at the northeast corner of the village, which was also connected to the Erie Railroad. During this time, Main Street featured a mix of commercial offices, retail shops, and residences, with housing located closer to the high school. Many brick buildings along Main Street reflected the architectural styles that were popular in the late Victorian period and early twentieth century. The presence of Queen Anne, Colonial Revival, and later Craftsman styles and the American Four-Square building type throughout the community coincided with periods of economic expansion driven by the shoe company's success, particularly between 1910 and 1945. Even as the company declined in the latter half of the twentieth century, the village had developed a strong enough infrastructure and civic life to sustain itself through new industries and economic ties to neighboring communities. By 1970, the demand for modern educational facilities remained high as the student population grew and new careers became available through evolving technologies.

**Johnson City School District**

Company towns throughout the United States and Europe often adopted a paternalistic approach to community planning to meet workers' daily needs to retain labor and minimize unrest. In Johnson City, this included providing educational opportunities. Initially, a wooden school was established half a mile east of the factory on Avenue D to educate the workers' children. As enrollment grew, it became clear that a larger facility was necessary. In 1890, a more substantial school building was constructed at the northern end of Hudson Street, southeast of its intersection with Main Street.

By the 1910s, the Endicott-Johnson Corporation had fully taken over the shoe factory and commissioned additional residential and infrastructure development to attract a growing labor force. As the population surged, so did the demand for modern educational facilities to prepare youth for industrial and civic life. By 1913, the Hudson Street school was overcrowded; kindergarten classes were even held in the nearby fire station.<sup>5</sup> In response to this need, the community commissioned the construction of a new high school building in 1914.

The new high school was built contemporaneously with similar buildings in Binghamton and Endicott, each with a \$100,000 budget. These projects were part of a broader early twentieth-century movement to expand secondary education and improve literacy rates nationwide. All three high schools reflected the post-1915 standards for school construction and employed Tudor Revival architecture to convey dignity, permanence, and civic pride.

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<sup>5</sup> "Three New High Schools for Students of Binghamton and its Suburbs Will Be Officially Opened Tuesday," *Binghamton Press and Leader*, September 4, 1915.



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**Early Twentieth-Century Standardized School Design**

While in the nineteenth century, schools were treated as an extension of the domestic sphere, the early twentieth century saw them emerge as a distinct building typology.<sup>6</sup> Concerns surrounding fireproofing, hygiene, ventilation, efficient circulation, economy and aesthetics inspired careful review of new buildings in a governmental and civic context (in the instance of the three Broome County High Schools of the 1910s, extensive public meetings were held in preparation for the design and construction of each).<sup>7</sup> These new concerns would lead to the institution of reproducible requirements for school designs. In 1904, New York led the nation in requiring all proposed school plans to go under review.<sup>8</sup>

Standards for school design dwelt particularly on function and hygiene. Among the concerns of school regulations were building orientation, school yards, entrances, staircases, flooring, finishes, toilet rooms, class size, gathering spaces such as gymnasiums and assembly halls, fire-proof construction, and heating and ventilation.<sup>9</sup> These concerns impacted the shape, layout, and aesthetic of school buildings through such decisions as the placement and size of windows, access, and circulation patterns. Spatial usage measured by square foot, known as “Candle of Efficiency,” also became a standard dictated to designers.<sup>10</sup>

While new regulations dictated much about schools, they did not predetermine the stylistic language or outward appearance of the building. Not that aesthetics were ignored. An article in the *American School Board Journal* in 1902 stated that “it cannot be doubted that the appearance, the good adaptation to its purposes, and the general attractiveness of the school building plays a very important role” in a child’s education.<sup>11</sup> Architect Edmund Vosbury was, therefore, typical of his era in choosing the Tudor Revival to give visual elaboration to a building which otherwise had its program dictated by the concerns of school design standards.

**Tudor Revival and Collegiate Gothic Styles**

Two architectural styles that were prominently used in American school design between 1890 and 1930 are Tudor Revival and Collegiate Gothic. The related styles emerged from a broader historicist movement that aimed to express civic purpose and cultural continuity through architecture. They could draw inspiration from the medieval and Renaissance-era universities and grand houses of England. In the fifteenth and sixteenth century, the quadrangles and ranges of universities and great estates and palaces varied relatively little in their architectural expression, and architects of the early twentieth century could freely borrow and blend inspiration from both. They incorporated features such as massive masonry construction, steep or flat parapeted roofs,

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<sup>6</sup> The information in this section is largely drawn from Suzanne Warren, *Context Study: The Schools of New York State; Development of the School as a Building Type*. Submitted to the New York State Office of Parks, Recreation, and Historic Preservation, 1990; Kerry Traynor, “Buffalo Public School #63,” National Register of Historic Places Registration Form, 2016, Section 8, 1-4; Emily Dominijanni, “Buffalo Public School #75,” National Register of Historic Places Registration Form, 2022, Section 8, 7-10.

<sup>7</sup> Kerry Traynor, “Buffalo Public School #63,” Section 8, 3; “Begins work on School Grounds: New Lestershire Institution Will Be Laid Out for Future Expansion,” *Press and Sun Bulletin* (Binghamton, NY), April 28, 1915, 11; “Three New High Schools for Students of Binghamton and its Suburbs Will Be Officially Opened Tuesday,” *Binghamton Press and Leader*, September 4, 1915.

<sup>8</sup> Suzanne Warren, *Context Study: The Schools of New York State*, 104.

<sup>9</sup> Kerry Traynor, “Buffalo Public School #63,” Section 8, 2.

<sup>10</sup> Kerry Traynor, “Buffalo Public School #63,” Section 8, 3.

<sup>11</sup> William George Bruce, ed., “School Buildings,” in *School Board Journal* 35, no. 5 (November 1902): 8.

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pointed low-slung arches, ornamental stonework, and towers anchoring main entrances. These architectural styles conveyed stability, tradition, and academic seriousness in educational settings.

Johnson City High School displays some Gothic characteristics, but its inflection veers Tudor, as the Gothic elements (like the Flamboyant tracery and central arch with its ultimate origin in the English Perpendicular) are late and blended with distinctive English Renaissance elements, such as the turrets with their pepper pot domes. The Tudor Revival style encompasses a range of English building traditions from approximately 1485 to 1603. It includes various architectural influences, from timber-framed rural cottages to grand brick and stone manor houses. The designation Tudor Revival is used for this building as it follows the sixteenth-century predilection for symmetry and abstract ornament instead of the elaborate sculptural and picturesque asymmetry usually associated with the Collegiate Gothic's monastic origins.

Johnson City High School exhibits several hallmarks of the Tudor Revival style. Pale cast-concrete trim contrasts with the red brick. The main entrance features a prominent low-slung pointed arch derived from the English Perpendicular with Flamboyant tracery in the spandrels, flanked by two octagonal towers with cast-stone quoins. Additional Tudor Revival details include grouped one-over-one sash windows, patterned brickwork, and ornamental cresting along the parapet lines. The exterior red brick, pale concrete and terra-cotta trim, flat roof with decorative crenelations, and copper dome roofs capping the octagonal south towers are Tudor Revival features. The Tudor-arched main entrance derives from English Renaissance collegiate architecture such as the towers of Trinity College, Cambridge. The flanking turrets capped by strapwork panels and pepper pot domes, on the other hand, refer to Elizabethan prodigy houses such as Burghley House, Longleat, Wollaton Hall, and Doddington Hall.

In the 1910s and 1920s, the Georgian Revival branch of the Colonial Revival was the chief stylistic rival to the Tudor and Collegiate Gothic in school design, likely because of its patriotic resonance and rational symmetry. However, by the late 1920s, new architectural styles such as Art Deco, Art Moderne, and the early International Style began challenging the dominance of revivalist traditions. These modern styles focused on geometric abstraction, new materials, and a departure from historicist ornamentation. However, in communities like Johnson City, as in much of New York State, revivalist styles continued to be the preferred architectural language for civic buildings, especially those associated with public education. They embodied permanence, order, and the didactic values of their era.

**Johnson City High School**

Johnson City High School was constructed during regional population growth across Binghamton, Endicott, Union, and the surrounding towns. In Johnson City, the existing school on Hudson Street, built in 1890, had become overcrowded by 1913. The demand for a new building coincided with broader educational reforms beginning in the early 1900s that aimed to improve national literacy, raise graduation rates, and shift school curricula toward preparing students for full participation in an increasingly modern and urban society. The village voted in May 1914 to fund the construction of a new high school to serve approximately four hundred students.

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The original 1914–1915 construction included a three-story rectangular core block, an octagonal tower at the southwest corner, and a projecting southeast bay with a prominent east entrance. The building was constructed of fireproof red brick with bright cast-stone and unglazed terra-cotta detailing. These features, including staggered quoins, cornice moldings, and carved panels, aligned with the Tudor Revival style. The octagonal tower, capped with a copper dome, became a defining architectural element. The east elevation was symmetrically composed, featuring grouped windows and a projecting covered entrance stair, while the northwest rear corner included a secondary stair and chimney. The north elevation housed a one-story mechanical and coal storage wing at the northwest corner.

Several distinctive features mark the school's up-to-date design. One distinctive design element was the alignment of classroom windows. The classrooms were designed with windows along only one wall to control glare and heat more easily. The original interior included some tile floors, plaster walls and ceilings, and hardwood floors in the classrooms—materials chosen for their durability and sanitary qualities. Classrooms were laid out on either side of a central corridor extending from the east stairwell to the northwest corner. The school's layout at this time was documented on the 1918 and 1925 Sanborn Fire Insurance maps (see Addendum, Figures 16 and 17).

The 1928 construction added a west wing to mirror the original east wing. The new wing included a projecting side entrance with a stair to the upper floors, like the east wing; both side entrances received carved concrete plaques, and the new side entrance was designated for girls. A projecting bay with a decorative recessed panel was added to the southwest corner facing Main Street, balancing the southeast corner bay on the original wing. A second octagonal tower was constructed to match the original and frame the south-facing recessed front entrance. This front entry was enhanced by a Tudor arch and Flamboyant tracery in the spandrels. The towers were topped with copper dome roofs, a specifically Elizabethan feature that affiliates it with a subset of Tudor Revival buildings. The new addition also ensured compliance with evolving state and federal mandates for fireproof construction in standardized schools through its masonry construction and plaster interior surfaces. Further compliance with evolving fire codes is evinced by most of the new classrooms being closer to five hundred and fifty square feet in size and with more uniform dimensions than those in the older east wing.

The addition increased classroom capacity and allowed for the functional separation of spaces, with the east wing intended for boys' instruction and the new west wing designated for girls. The wings connected to form a T-shaped plan. This configuration facilitated efficient classroom circulation while meeting updated fire codes, emphasizing compartmentalization and protected egress routes. Interior materials—including terrazzo and hardwood flooring, plaster walls and ceilings—matched those used in the original construction, reinforcing the hygienic ideals and fire-resistant qualities prioritized in school building standards. As in the original east wing, west wing classrooms were oriented with windows on only one side.

The north wing introduced a variation in roofline, cornice profile, and window configuration to differentiate it visually from the east and west wings while still using the same fireproof brick construction and standardized design principles. This addition housed a large auditorium on the second and third floors, supporting the cultural curriculum and the growing role of schools as civic institutions, costing \$400,000 to complete.<sup>12</sup> The auditorium featured plaster walls, wood trim with a decorative keystone over the stage lintel, crown molding, and wood floors. A concrete seating platform was constructed on the third floor, overlooking the stage. The auditorium is

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<sup>12</sup> "J. C. High to Be Completed in Forty Days," *Binghamton Press*, July 11, 1928.

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located on the second and third floors of the north addition, rather than on the first floor was more typical. However, this design complied with state standards because the sloped site allows at-grade access through side entrances. The first floor of the north addition was used for home economics classrooms instead.

The design of the 1928 rear detached gymnasium remains largely intact, with original features such as red brick walls, a gabled roof with parapeted coping, an octagonal chimney, large multi-light windows on the east and west elevations, overhead doors on the west elevation, and a parged foundation capped by a stone water table on the east. The gym's details include brick pillars and concrete-capped parapets flanking the southeast and southwest entrance. As with the north addition, the gymnasium employed matching materials—dark red brick with pale concrete accents—and design cues such as roof coping and fenestration, visually unifying the complex.

Internally, the gymnasium retains its historic wood gym floor and second floor viewing platform. A folding partition wall, still in place, allowed the gymnasium to accommodate separate physical education classes for male and female students. Beneath the gym, the basement level originally contained vocational classrooms and shop spaces aligned with early twentieth-century education reforms that sought to prepare students, especially boys, for industrial or mechanical careers.

## Architect

Charles Edward Vosbury, a prominent figure in Binghamton's architectural development, was the architect of Johnson City High School. Vosbury began his career in 1877, working in Michigan and Utica, New York, before opening his own practice in Binghamton in 1887. He gained a reputation for designing elegant and eclectic mansions for the city's wealthiest residents and a number of significant civic and institutional buildings.

Vosbury's firm served as a training ground for several notable architects. Walter H. Whitlock joined the firm and remained until 1902, contributing to the design of Binghamton Central High School.<sup>13</sup> William Bullis joined in 1914 and worked with Vosbury until 1920. Another key figure, Lester J. Kaley, was associated with the firm from 1921 to 1924 and was responsible for several important buildings in Binghamton, including the Christopher Columbus Public School and North Side Public School.

Among Vosbury's most notable surviving works is the Jonas M. Kilmer Mansion (1898), a Queen Anne residence at 9 Riverside Drive in Binghamton, which was listed on the National Register in 2006. Other significant commissions include the Robert McKinnon House (1899) in Utica, part of the First Presbyterian Church complex (listed in 1988), and the Alonzo Roberson Mansion (1904–1906), an Italian Renaissance-style residence at 30 Front Street in Binghamton (listed in 1980).<sup>14</sup>

<sup>13</sup> "Rites for Walter H Whitlock, to Be Held Monday Afternoon," *Press and Sun-Bulletin*, January 2, 1943, 3.

<sup>14</sup> Broome County Department of Planning and Economic Development, *Susquehanna Heritage Area Management Plan Amendment*, 2009, Bergman Associates and John Milner Associates, Inc.,

31, [https://www.gobroomecounty.com/sites/default/files/dept/planning/pdfs/SHAMPA\\_Final%20Appendices\\_12\\_15\\_09.pdf](https://www.gobroomecounty.com/sites/default/files/dept/planning/pdfs/SHAMPA_Final%20Appendices_12_15_09.pdf).

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His educational commissions, such as Binghamton High School (also a large-scale building in the Tudor Revival style), reflect his contribution to the early twentieth-century movement to elevate public school design as a symbol of civic identity. Vosbury continued to practice in Binghamton until retiring after 1928, after which he relocated to Clearwater, Florida, where he lived until his death in December 1951.<sup>15</sup>

## School Comparisons

Vosbury's design for Johnson City High School was part of a coordinated regional effort to modernize educational infrastructure in the early 1910s. He also designed Binghamton High School, which was constructed in 1914, the same year work began on the east wing of the Johnson City building. Both schools are executed in the Tudor Revival style, characterized by dark red brick walls, pale cast stone, unglazed terra-cotta trim, flat roofs with parapets, and expansive facades with recessed and patterned masonry panels.

Both Johnson City and Binghamton schools exhibit Tudor Revival educational architecture traits, such as arcaded corbel tables, deeply recessed decorative panels, and parapeted roofs. If anything, Binghamton High is more English Renaissance (or specifically Elizabethan), particularly because its single-story portico features Doric engaged columns punctuating an arcade that supports a balcony. Other features borrowed from the later Tudor period appear on the roofline: a balustrade, Flemish gables with finials, and Mannerist cartouches.

The Binghamton High School consists of the historic square core building with a central courtyard, groups of four and five one-over-one windows for the classrooms on each story, pale stone quoins and decorative trim, arched entrances, projecting solid brick bays on the north and south elevations, and Flemish gables above each entrance. The northern main front entrance had a recessed entrance hallway with an arcaded vestibule. The west side of the school has a non-historic three-story addition constructed in the 1980s, matching the height of the historic building, with dark red brick walls and decoration limited to concrete windowsills, two parallel courses of concrete banding, and concrete water table molding on the north and south corners. The addition also has non-historic two-light and nine-light aluminum windows. The south addition was constructed in the 1950s, comprising a two-story brick gable-roofed sports facility abutting an existing three-story secondary portion of the historic school, and a two-story flat-roofed office to the southwest. The office has recessed window bays filled with one-over-one windows arranged in groups of five and seven on the west elevation, while the south elevation has windows arranged in groups of two and four. Unlike the gymnasium at Johnson City High School, the sports facility has no windows on any elevation, non-historic aluminum entrance doors on the east elevation and the southwest corner of the west elevation, and the rest of the building is connected to the west office and north school buildings at the first story. These similarities and subtle differences between the two schools demonstrate how Vosbury tailored his architectural vocabulary to meet local preferences, site conditions, and evolving educational priorities.

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<sup>15</sup> "C. E. Vosbury, Architect, Dies," *Press and Sun-Bulletin*, December 8, 1951, 12.

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*Figure 8: Looking at the front facade of the Binghamton High School, photo taken in 1920.*



*Figure 9: Aerial photo of the front facade of the Binghamton High School, including the 1980s addition.*

Additional architectural style and planning similarities can be seen in Union-Endicott High School in Endicott, designed by the Binghamton firm of Tiffany & Conrad. Like Johnson City High School, the Union-Endicott building is a brick Tudor Revival school constructed in 1915. The most striking difference between the two buildings is the sheer scale of the Union-Endicott campus, which effectively combines two school buildings into



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one large complex. While Johnson City High School measures approximately 101,000 square feet, Union-Endicott spans 165,000 square feet, having been significantly expanded in 1974 to accommodate growing student enrollment. In contrast, the Johnson City School District chose to construct a new, separate high school campus rather than expand the original building.

Union-Endicott High School is a three-story brick building incorporating design elements reminiscent of Johnson City and Binghamton High Schools. The building facade features two symmetrical projecting panels flanking a recessed central entrance, creating a formal, axial approach. Each of these projecting wings is topped with an octagonal tower that has low-slung Tudor arches above the central entrances, a design echoed in the 1928 south entrance of Johnson City High School. Like its counterparts, the school utilizes dark red brick as the primary wall material, but its ornamental details are a bright white, creating a sharper contrast compared to the pale concrete trim used at Johnson City.

The panels of the Union-Endicott building are adorned with large decorative recessed diaper work brick panels, which are simpler in design than those found at Johnson City but still contribute to the monumentality of the building's appearance. A crenelated parapet, characteristic of the Tudor Revival style, frames the recessed entrance court. The central entryway is enhanced by a broad Tudor arch, featuring an oculus window set into an ornate cast-stone cornice. This is topped by a Flemish-style parapet ornament that closely resembles the one above the south entrance of Johnson City High School.



Figure 10: Architect drawing of the Union-Endicott High School front facade, c. 1915.

Decorative quoins accentuate the corners and the window surrounds, unlike in Johnson City High, where quoins are limited to the octagonal tower. The first story features a continuous design, while the solid parapet above the

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roofline aligns more closely with the roof profile of Binghamton High School. The parapets over the entrance towers include crenelations and white masonry panels.

Each of the three main entrances at Union-Endicott features a Tudor arch, with the projecting entrances showcasing a band of Gothic arches and large transom windows above the doors. The main entrance displays a carved stone panel with the school name—"UNION ENDICOTT HIGH SCHOOL"—between the second and third stories, reinforcing the school's civic presence.

Regarding window arrangements, Union-Endicott uses one-over-one sash windows with black frames, grouped in sets of three, four, or five, as at Johnson City. However, Union-Endicott's larger size and the placement of decorative elements like quoins and arched windows give the building a more formal Collegiate Gothic aesthetic, layered over the dominant Tudor Revival style.

A notable architectural continuity is evident in the design of Union-Endicott's 1964 additions, which were carefully matched to the scale, configuration, and embellishment of the original 1915 building. Recessed behind the 1915 building and the southwest wings, the revised main entrance features an arched doorway topped with a decorative cast-stone panel. This panel incorporates a recessed arcade motif closely resembling the large concrete decorative panel surrounding Johnson City's 1928 south entrance. Additionally, the broad Tudor arch over the 1974 entrance is distinguished from the other front entries by a cornice with bracketed detailing, providing a clear visual hierarchy. The 1964 construction on Union-Endicott included a rear addition containing a swimming pool and alterations to the Ty Cobb football stadium behind the school, creating a four-story rear addition to the historic three-story school building. These alterations have fewer connections to the Tudor style than the rest of the building and have changed some of Union-Endicott's historic character.



Figure 11: Aerial photograph of the Union-Endicott High School front facade, c. 2015.

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Collectively, the high schools of Johnson City, Binghamton, and Union-Endicott exemplify the application of Tudor Revival architecture to early twentieth-century school design, all demonstrating compliance with the educational and fire safety standards of the 1910s and 1920s. These schools reflect the Progressive Era's emphasis on increased student capacity, diversified curricula, and civic identity, with architecture combining aesthetic grandeur and functionality. Each school has become a cornerstone of its community, serving educational needs and embodying the social aspirations and civic pride of its time.

**After the Period of Significance**

The Johnson City High School remained in continuous use in its original function until 1970. By the 1960s, gender separation was no longer enforced at Johnson City High School. While some gym and extracurricular programs remained divided by gender, most academic and social spaces were coeducational. The school faced increasing enrollment pressure during this decade, prompting the relocation of several English and Social Studies classes to temporary portable classrooms. The academic structure had also evolved: students were grouped into Basic, Local, Regents, and Honors tracks. The local curriculum was akin to the earlier "commercial" or "career" track and prepared students for direct entry into the workforce, with many graduates employed by regional employers like Endicott-Johnson, Roberson's Lumber Company, and the 1900 Washer Company. Others pursued opportunities at growing technology firms such as the Computing-Tabulating-Recording Company (later renamed IBM), founded in nearby Endicott in 1911. Students on the Regents track followed a more academic curriculum to prepare them for college and were required to pass different standardized exams. In this way, Johnson City High School fulfilled its original purpose of preparing students for a range of careers and social norms. The school annually graduated two classes, one in January and another in June.

In 1970, student enrollment again exceeded capacity. The final class to graduate from the historic Main Street facility was June. Soon after, staff relocated, marking the end of an era for the original building. That year, a new facility was constructed at 666 Reynolds Road. The Johnson City School District was formally organized in the 1960s and included the high school on Reynolds Road and the middle and elementary schools at 601 Columbia Drive. These newer buildings continued the tradition of developing large, modern campuses equipped to support a diverse and evolving curriculum.

The new Johnson City Central High School was designed to serve students entering a rapidly changing world shaped by new technologies and shifting social expectations. Just as the earlier building had been constructed to meet the occupational and cultural demands of the early twentieth century, the 1970 campus was intended to prepare students for post-secondary education and contemporary careers. The historic high school at 435 Main Street was sold in 1973, and, after several proposals, it was successfully converted into retail and commercial space by 1975.

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Name of Property

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## 9. Major Bibliographical References

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**Previous documentation on file (NPS):**

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

**Primary location of additional data:**

☒ State Historic Preservation Office  
☐ Other State agency  
☐ Federal agency  
☐ Local government  
☐ University  
☐ Other  
Name of repository: \_\_\_\_\_

Historic Resources Survey Number (if assigned): \_\_\_\_\_

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**10. Geographical Data**

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**Acreage of Property** 3.55 acres

(Do not include previously listed resource acreage.)

**Latitude/Longitude Coordinates**

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

- |                        |                       |
|------------------------|-----------------------|
| 1. Latitude: 42.116227 | Longitude: -75.963617 |
| 2. Latitude:           | Longitude:            |
| 3. Latitude:           | Longitude:            |
| 4. Latitude:           | Longitude:            |

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

The nomination boundary is indicated by a heavy line on the enclosed map with scale.

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

The boundary was drawn to include the current and historical legal boundaries of the land associated with Johnson City High School.

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**11. Form Prepared By**

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name/title Alexander Wydell and Johnathan Farris, NYSHPO

organization Johnson-Schmidt, Architect, P.C. date 8/2025

street & number 15 East Market Street, Suite 202 telephone 607-937-1946

city or town Corning state NY zip code 14830

e-mail alexander@preservationarchitects.com

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**Additional Documentation**

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Submit the following items with the completed form:

- **Maps:** A **USGS map** (7.5 or 15 minute series) indicating the property's location.

A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Continuation Sheets**



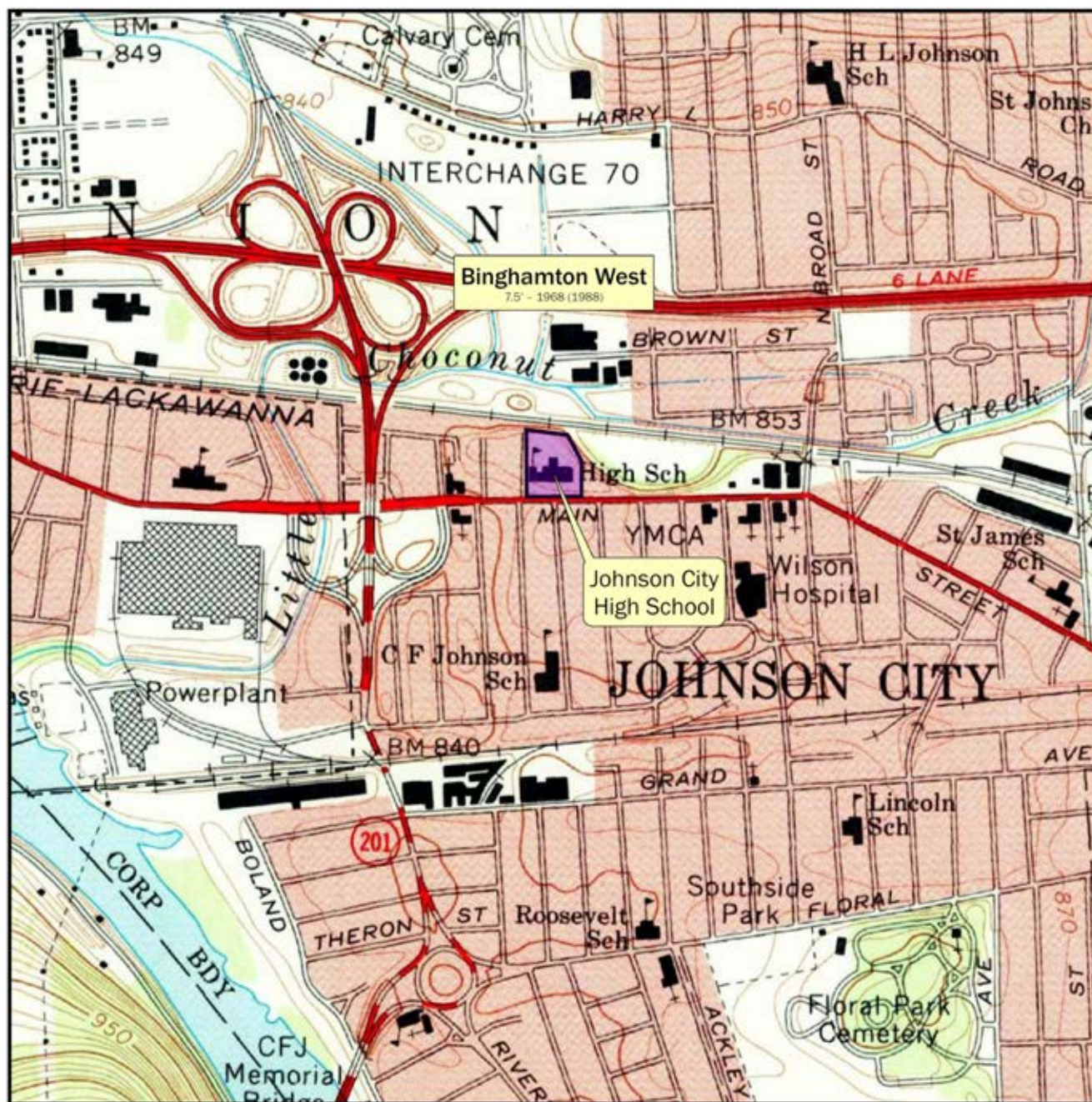
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- **Additional items:** (Check with the SHPO or FPO for any additional items.)



1:12,000

0 500 1000 ft



Johnson City High School



New York State  
Parks, Recreation and  
Historic Preservation

- Projection: WGS 1984 UTM Zone 18N

Mapped 07/16/2025 by Matthew W. Shepherd, NYSHPO

**Johnson City High School**

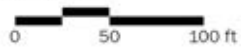
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1:1,200



Projection: WGS 1984 UTM Zone 18N



Nomination Boundary (3.55 ac)



Tax Parcels

Broome County Parcel Year: 2024



New York State  
Parks, Recreation and  
Historic Preservation

Mapped 07/16/2025 by Matthew W. Shepherd, NYSHPO



**Johnson City High School**

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1:1,200



Projection: WGS 1984 UTM Zone 18N



Nomination Boundary (3.55 ac)

New York State Orthoimagery Year: 2022



New York State  
Parks, Recreation and  
Historic Preservation

Mapped 07/16/2025 by Matthew W. Shepherd, NYSHPO

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**Johnson City Parcel Mapper**

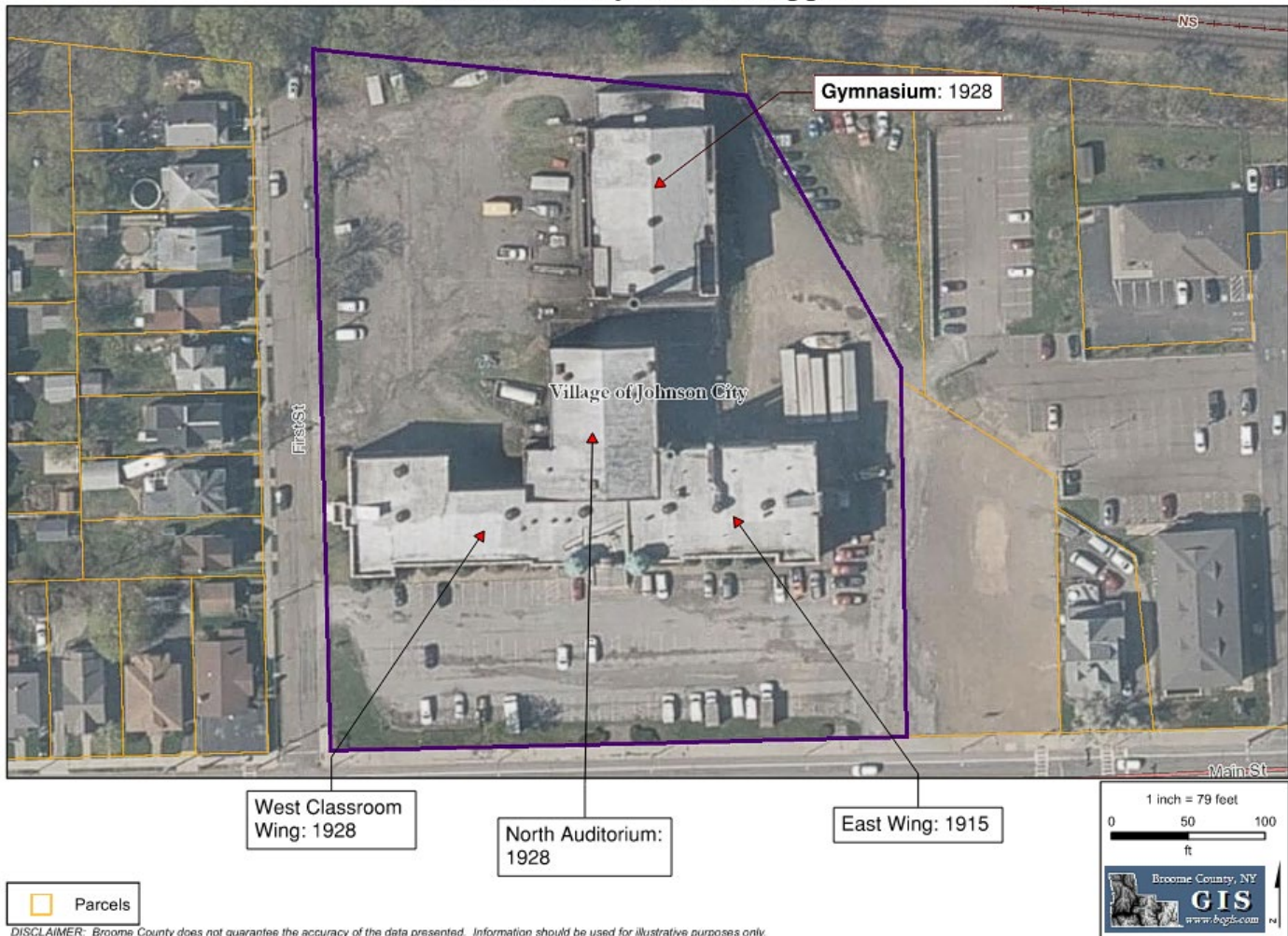


Figure 12: Map of the two buildings on the 435 Main Street, Johnson City property including the years of construction for each wing and addition.



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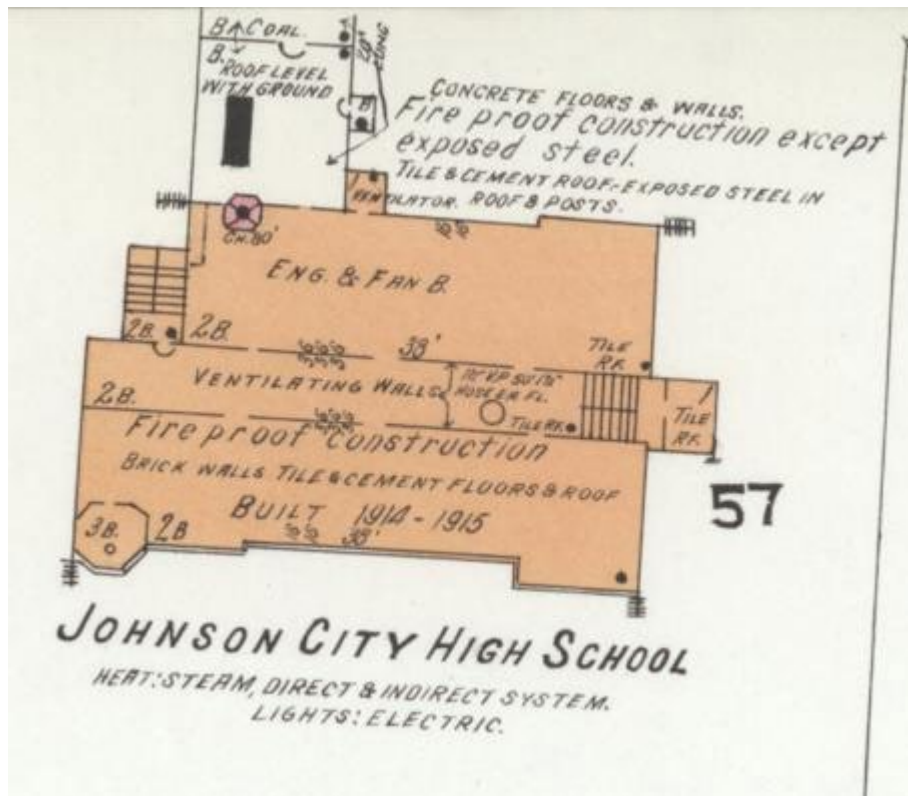


Figure 13: 1918 Sanborn map of Johnson City High School, page 2.

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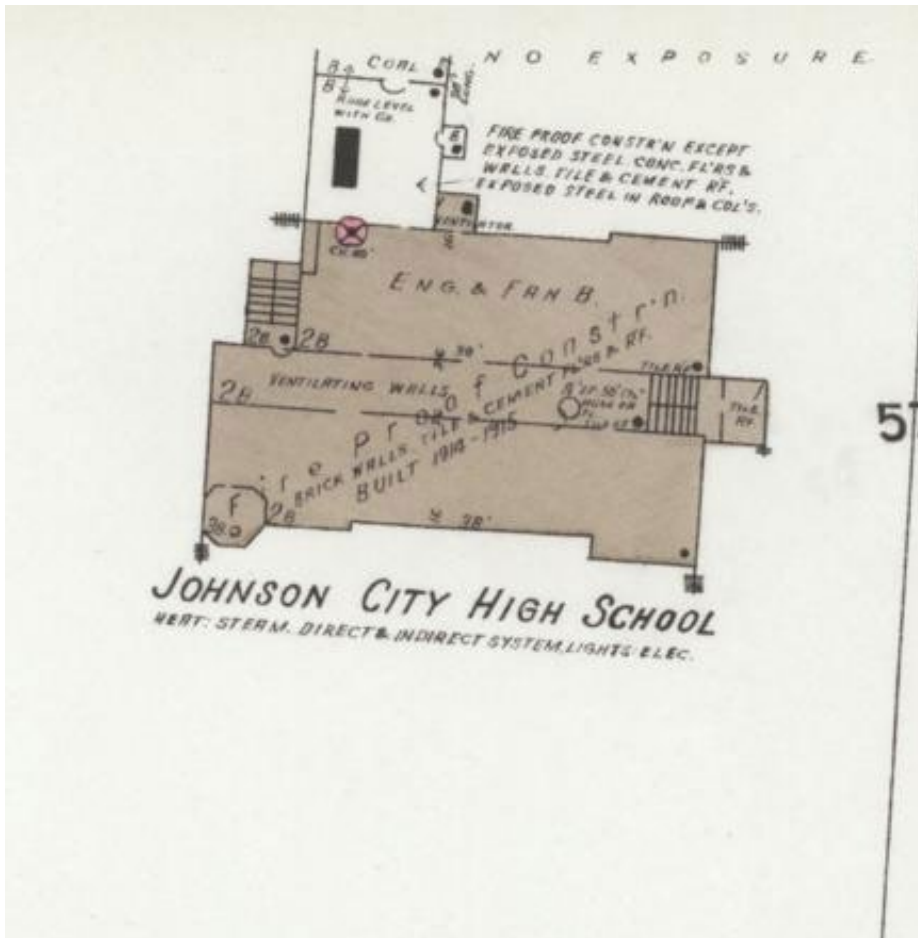


Figure 14: 1925 Sanborn map of Johnson City High School, page 2.

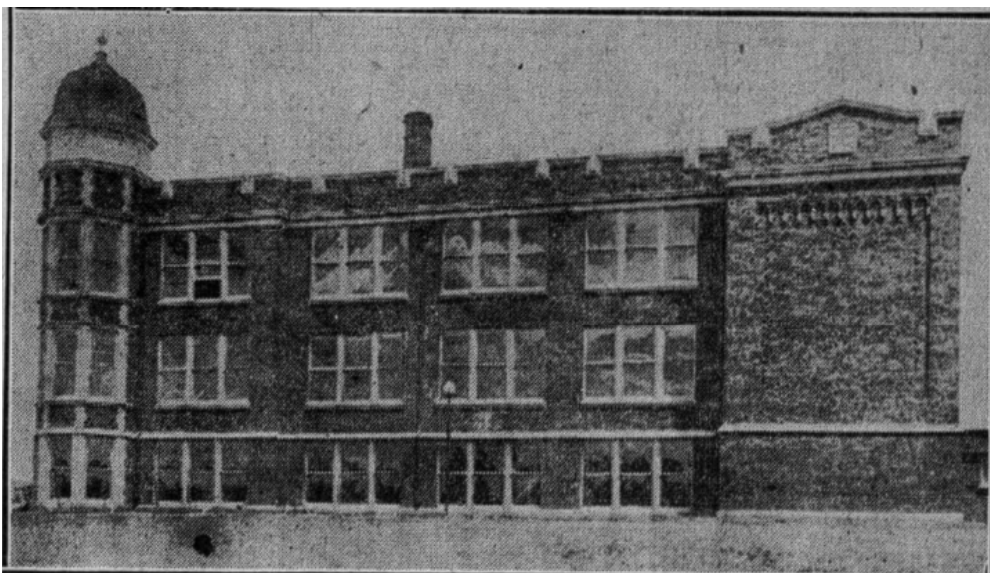


Figure 15: South facade of Johnson City High School, September 4<sup>th</sup>, 1915.



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Figure 16: Postcard of the Johnson City High School building finished in 1915.

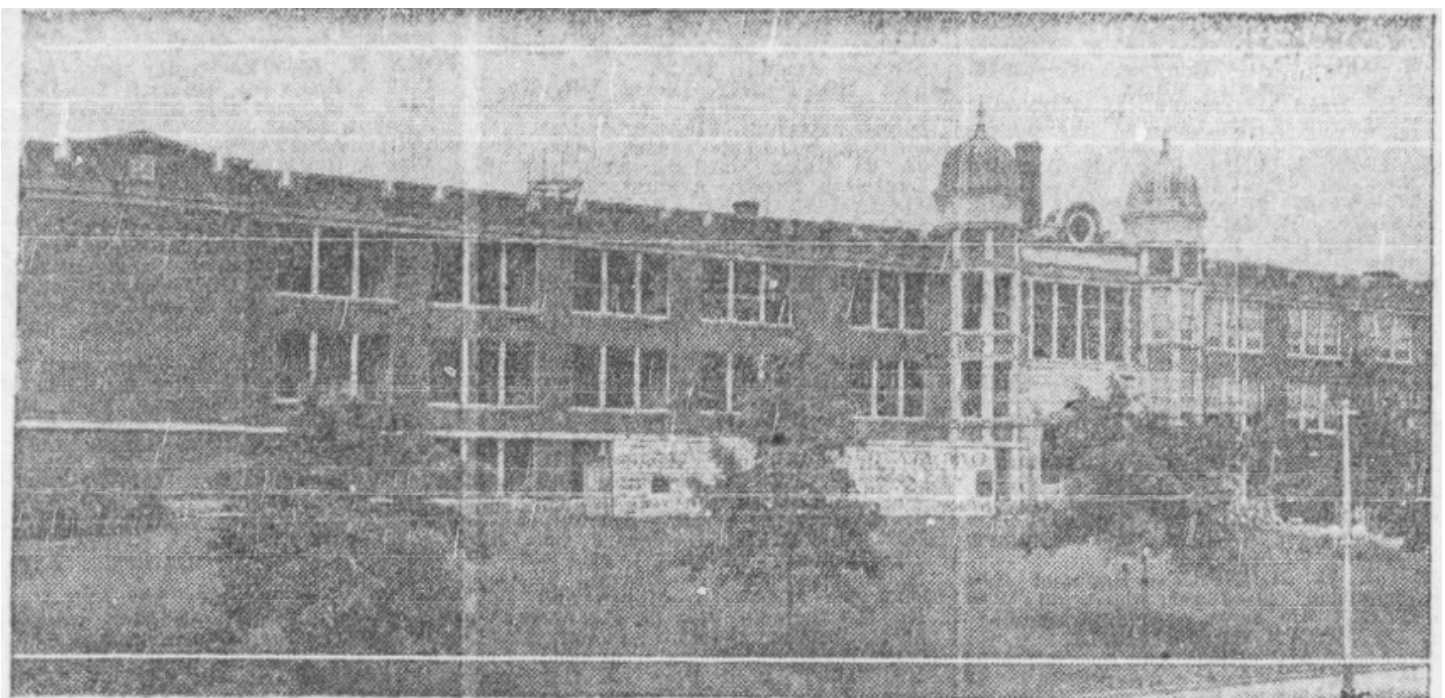


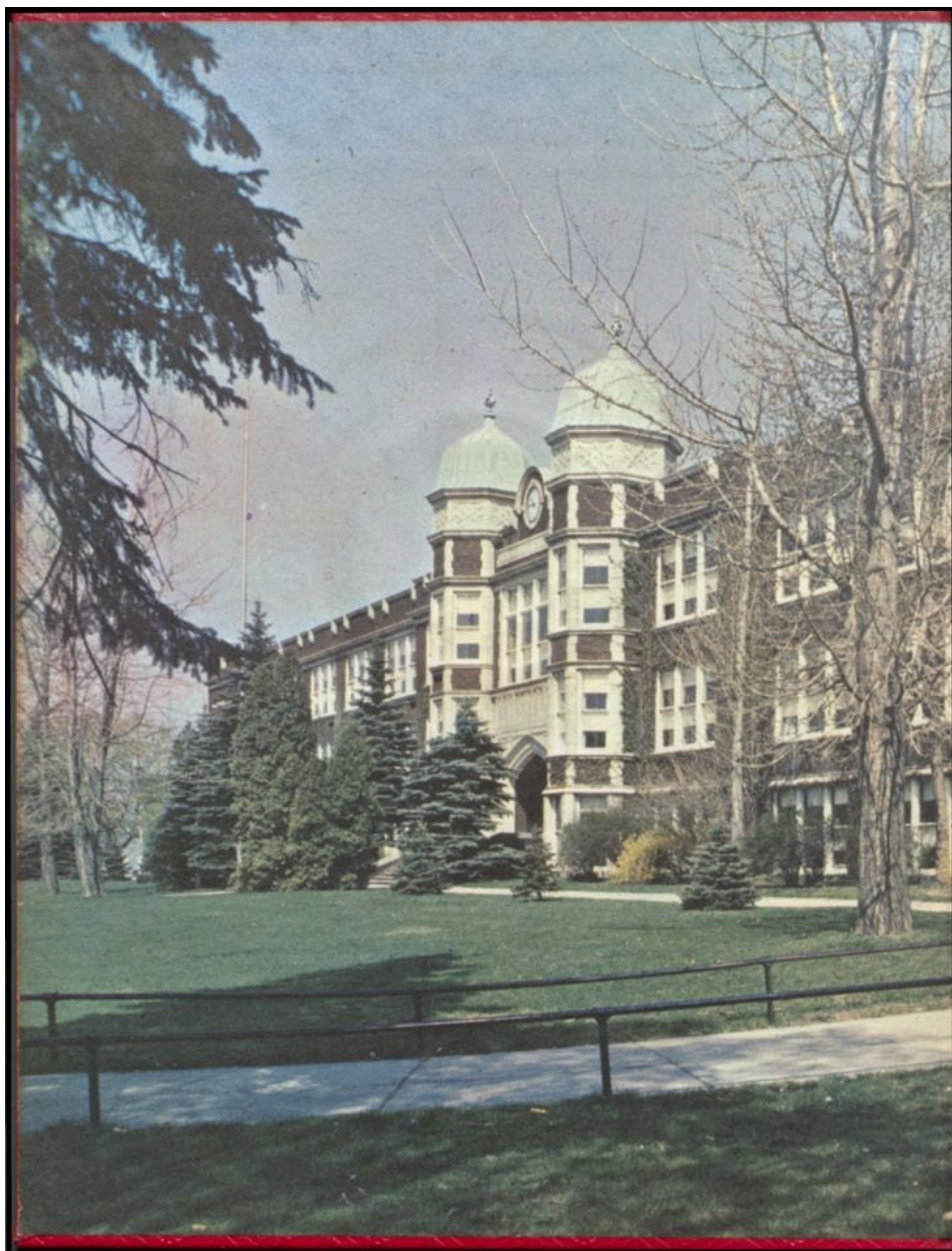
Figure 17: Photograph of the south facade, Binghamton Press, July 11<sup>th</sup>, 1928.

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*Figure 18: Yearbook photograph looking across the south facade, 1967.*



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*Figure 19: Yearbook photograph looking at the southeast corner of the school building, 1967.*

**Photographs:**

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

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Name of Property: Johnson City High School, 435 Main Street

City or Vicinity: Johnson City

County: Broome

State: NY

Photographer: Erik Lundberg, Michael Sheredy

Date Photographed: January 30<sup>th</sup>, 2024, July 23<sup>rd</sup> 2024, June 19<sup>th</sup> 2025 (Michael Sheredy)

Description of Photograph(s) and number:

The following photographs were selected from the 100-photograph collection submitted for a Tax Credit Part 1 application. The photograph numbering corresponds to their position within this Tax Credit photo collection.

- 001 of 055. Looking north at the facade of Johnson City High School.
- 002 of 055. Looking west at the east elevation of the main school building.
- 003 of 055. Looking southeast at the northwest corner of the main school. Depicts the west side of the north addition, as well as the north and west sides of the west wing including the west entrance.
- 004 of 055. Looking south at the north rear elevation of the school west wing.
- 005 of 055. Looking east at the west elevation of the gymnasium and north auditorium addition.
- 006 of 055. Looking west at the east elevation of the school building's north auditorium, rear gymnasium addition, and the underground concrete shelter.
- 007 of 055. Looking south at the north rear elevation of the east wing.
- 008 of 055. Looking southwest inside the first floor of the south entrance mezzanine.
- 009 of 055. Looking southeast at the doors separating the first-floor main corridor from the south entrance mezzanine.
- 010 of 055. Looking east across the first-floor main hallway from the west wing.
- 011 of 055. Looking west across the east side of the first-floor main hallway.
- 012 of 055. Looking south across the first-floor space inside the west octagonal tower
- 013 of 055. Looking north inside the rear stairs accessing the first-floor north addition classrooms.
- 014 of 055. Looking south out the south mezzanine windows from the split level between the second and third floors.
- 015 of 055. Looking east inside the stairs above the west entrance.
- 016 of 055. Looking east across the second-floor central corridor.
- 017 of 055. Looking east across the second-floor east hallway.
- 018 of 055. Looking east across the second-floor east hallway.
- 019 of 055. Looking east across the northeast classroom, now a fencing studio.
- 020 of 055. Looking south across the second-floor northeast corner classroom.
- 021 of 055. Looking north inside the west bathrooms.
- 022 of 055. Looking northeast across the second-floor southeast corner classroom.
- 023 of 055. Looking south across the auditorium.
- 024 of 055. Looking north across the auditorium.
- 025 of 055. Looking northeast inside a second-floor east hallway south classroom.
- 026 of 055. Looking north at the entrance to the second-floor historic vault.
- 027 of 055. Looking west across the third-floor main corridor.
- 028 of 055. Looking east across the third-floor historic concrete balcony overlooking the north addition auditorium.
- 029 of 055. Looking east across the third-floor main corridor.
- 030 of 055. Looking east across a third-floor southeast classroom space.
- 031 of 055. Looking northwest across a third-floor southeast corner classroom.
- 032 of 055. Looking northeast across the third-floor southeast classroom space.
- 033 of 055. Looking west across the third floor east main hallway, between the east stairs and the office unit inside the hallway.
- 034 of 055. Looking northwest across the northwest corner classroom inside the west wing.
- 035 of 055. Looking southwest across a third-floor southwest classroom.
- 036 of 055. Looking south across the room inside the third floor west octagonal tower.
- 037 of 055. Looking south from the school roof at pepper pot domes.

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- 038 of 055. Looking east across the school roof.
- 039 of 055. Looking east at the west elevation of the gymnasium.
- 040 of 055. Looking west at the gymnasium east elevation.
- 041 of 055. Looking southeast at the gymnasium's northwest corner.
- 042 of 055. Looking northeast across the south elevation of the gymnasium building.
- 043 of 055. Looking north down the stairs from the gymnasium southeast corner entrance to the basement.
- 044 of 055. Looking west across the gymnasium south corridor.
- 045 of 055. Looking south across a southwest bathroom.
- 046 of 055. Looking east up the ramp from the gymnasium southeast entrance to the split-level central basement corridor
- 047 of 055. Looking north through the gymnasium central basement corridor.
- 048 of 055. Looking west into a gymnasium basement commercial space.
- 049 of 055. Looking south down the gymnasium northwest corner stairs.
- 050 of 055. Looking south towards the gymnasium southeast stairs.
- 051 of 055. Looking southwest across the main gymnasium space.
- 052 of 055. Looking west inside a gymnasium north storage room.
- 053 of 055. Looking west across the gymnasium historic concrete bleachers.
- 054 of 055. Looking southwest at the gymnasium southwest stairs.
- 055 of 055. Looking northwest at the southeast corner of the gymnasium, including the south elevation and, obscurely, the east elevation.

**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 18 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.











