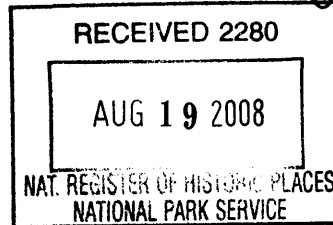


United States Department of the Interior
National Park Service
National Register of Historic Places
Registration Form



This form is for use in nominating or requesting determination for individual properties and districts. See instruction in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Patten Consolidated School

other names/site number

2. Location

street & number 37196 241st St. [] not for publication

city or town White Lake [x] vicinity

state South Dakota code SD county Aurora code 003 zip code 57383

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this [x] nomination [] request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property [x] meets [] does not meet the National Register criteria. I recommend that this property be considered significant [] nationally [] statewide [x] locally. ([] See continuation sheet for additional comments.)

Jay D. Vogt SD SHPO State Historic Preservation Officer 08/14/2008 Date

South Dakota State Historic Preservation Office State or Federal agency and bureau

In my opinion, the property [x] meets [] does not meet the National Register criteria. ([] See continuation sheet for additional comments.)

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the property is:

- [x] entered in the National Register [] See continuation sheet.
[] determined eligible for the National Register [] See continuation sheet.
[] determined not eligible for the National Register.
[] removed from the National Register [] See continuation sheet.
[] other, explain [] See continuation sheet.

Signature of the Keeper Date of Action 3/22/08

Patten Consolidated School
Name of Property

Aurora County, South Dakota
County/State

5. Classification

Ownership of Property
(Check as many boxes as apply)

- private
- public-local
- public-State
- public-Federal

Category of Property
(Check only one box)

- building(s)
- district
- site
- structure
- object

Number of Resources within Property
(Do not count previously listed resources.)

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	0	Total

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

Schools in South Dakota

Number of contributing resources previously listed in the National Register.

0

6. Function or Use

Historic Function

(Enter categories from instructions)

Education - School

Current Functions

(Enter categories from instructions)

Domestic - seasonal residence

7. Description

Architectural Classification

(Enter categories from instructions)

Other

Materials

(Enter categories from instructions)

foundation	<u>Concrete</u>
walls	<u>Brick</u>
roof	<u>Asphalt</u>
other	_____

Narrative Description

(Describe the historic and current condition of the property on one or more continuation sheets.)

Patten Consolidated School
Name of Property

Aurora County, South Dakota
County/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.)

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 of age or achieved significance within the past 50 years.

Narrative Statement of Significance

(Explain the significance of the property on one or more continuation sheets.)

Areas of Significance

(Enter categories from instructions)

Education

Periods of Significance

1914 - 1957

Significant Dates

1914

Significant Person(s)

(Complete if Criterion B is marked above).

Cultural Affiliation

Architect/Builder

Architect - Wherry

Builder - S.W. Pexa

9. Major Bibliographical References

Bibliography

(Cite the books, articles and other sources used in preparing this form on one or more continuation sheets.)

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

Primary location of additional data:

- State Historic Preservation Office
- Other State Agency
- Federal Agency
- Local Government
- University
- Other

Name of repository:

Patten Consolidated School
Name of Property

Aurora County, South Dakota
County/State

10. Geographical Data

Acreage of Property less than one

UTM References

(Place additional UTM references on a continuation sheet.)

1. 14 520209 4859948
 Zone Easting Northing

2. Zone Easting Northing

3. Zone Easting Northing

4. Zone Easting Northing

[] See continuation sheet

Verbal Boundary Description

(Describe the boundaries of the property on a continuation sheet.)

Boundary Justification

(Explain why the boundaries were selected on a continuation sheet.)

11. Form Prepared By

name/title Mike Vogel

organization South Dakota State Historical Society date February 01, 2008

street & number 900 Governors Drive telephone (605) 773-6056

city or town Pierre state SD zip code 57501

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

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.

Photographs

Representative **black and white** photographs of the property.

Additional Items

(Check with the SHPO or FPO for any additional items)

Property Owner

(Complete this item at the request of SHPO or FPO.)

name Marian Anderson

street & number 37196 341st Street telephone N/A

city or town White Lake state SD zip code 57383

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. 470 et seq.).

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 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 Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reduction Projects (1024-0018), Washington, DC 20503.

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
National Park Service**Patten Consolidated School
Aurora County, South DakotaSection number 7 Page 1**DESCRIPTION**

The Patten Consolidated School is located in a rural area at 37196 241st Street approximately twelve miles north of White Lake in Aurora County, South Dakota. The school is located on the southeast corner of a section of land and on the northwest corner of the intersection of two county roads. Evergreen and Juniper bushes are located on the east and south sides of the school. The north side of the school has six small Russian Olive trees. The west side of the school contains a narrow graveled driveway coming in from the south and a small parking area. Limited playground equipment was removed several years ago. The wide open fields that existed on all sides of the school when it was constructed, are still there today.

The Patten Consolidated School is rather unique for a rural school, in that it is constructed of brick. The majority of rural schools in South Dakota that were built in the early twentieth century were made of wood. This vernacular building with a hipped roof, a concrete beltcourse directly above the first floor and long large windows with a centered chimney near the south end was constructed in 1914.

The east elevation (façade) contains some elements of a Neo-Classical type of architecture that none of the other elevations have. The two story front portico with classical column support, the symmetrical façade and the centered main entrance door represent a few Neo-classical features. From left to right on the first floor are three smaller one-over-one double hung windows. The main entrance door is flanked by single pane sidelights and two small transom lights. A concrete landing with four concrete steps leads to the main entrance. The north side of the entrance has an identical set of windows as the south end.

The second story from left to right has three large one-over-one double hung windows. A small amount of wood infill has been built in at the top of these windows when the school had steel combination windows installed to help save energy. Under the portico there is a smaller one-over-one window on the left, a concrete embossed spelling of the Patten School with the number 19 on the left side and the number 14 on the right side, signifying the year the school was built. A window identical to the one on the left is on the right side of the portico. To the right of the portico are another three large windows identical to those on the south end.

In the roof on this elevation a dormer was constructed in order to provide the school principal a private office. A short balustrade surround is located on the east end of the dormer. The dormer contains 4 smaller one-over-one double hung windows. Centered on the top of this dormer is the school flagpole.

The south elevation, first floor, left to right, has a smaller window opening with wood infill at the top, another smaller window with concrete infill at the top, a very small window with concrete infill, a window identical to those on the first floor façade, a multi-paned window the same size as the one to the left and the last window on the right identical to the third one from the left. The second story has six windows identical to those on the second floor of the façade.

The west elevation, first floor from left to right, has two small windows and one large window opening that have been blocked in. A central entrance door on the west side has been enclosed with an entryway constructed during the 1950's. A small three pane fixed window is located on the west side of the entryway. An entrance door with a two pane window is located on the south side of the entryway. To the right of the entryway are two more window openings filled with concrete block. The second floor of this elevation, from left to right, has three large window openings that have been filled with concrete block except for a small fixed three pane window near the top of each. Next to these windows is a large window identical to those windows on the second story of the east elevation. Next are two large windows in the center of the elevation that have wood infill except for small sections at the bottom of each where a fixed six pane window is located. These two large window openings are lower than the large windows on the remaining portion of the second story and

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
National Park Service**Patten Consolidated School
Aurora County, South DakotaSection number 7 Page 2

they appear at the bottom of a stairway landing between the first two floors of the school. To the right of the stairway windows are four large windows identical to the large windows on the second story of the east and south elevations.

The north elevation, first floor, has window openings completely filled in with concrete block except for the two on the left which have small glass block windows at the top. The second story has four large windows identical to the large windows on the north end of the second floor.

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
National Park Service**

Patten Consolidated School

Section number 8 Page 3**SIGNIFICANCE****Introduction**

The Patten Consolidated School is eligible for the National Register of Historic Places under Criterion A for the role that it played in the education of children and the fact that the school was the first in South Dakota to exercise the option of consolidation.

Historical Background

The largest groups of American Indians present in South Dakota directly before white settlement were the Nakota, Dakota, and Lakota, known collectively as the Sioux. Anthropologists believe that the Sioux were pushed out of Minnesota onto the plains where they became the dominant group by the mid to late 1700's, although tribal creation stories tell of the Sioux inhabiting the area since time immemorial. The Dakota and Nakota live primarily east of the Missouri River while the Lakota roamed the western half of the state. The Sioux were eventually forced onto reservations through a series of questionable treaties that opened up land for white settlement.

Aurora County was created by an act of the legislature in February, 1879 and organized August 08, 1881. The county was named Aurora for the Goddess of Dawn.¹ The nearest town to the historic Patten School (ten miles away) is White Lake. White Lake, South Dakota is located in the west central part of Aurora County in the southeast part of the state. The lake north of town got its name because of a phenomenon of light reflection which occurred only during the early years of settlement, about 1880-1882. At that time, the lake was brimful and from a distance the reflection of the sun caused it to glisten and appear white.²

The geographic area (for miles) surrounding the Patten School consists of farmland. Vast fields for growing small grain crops and raising cattle comprise the economy today much the same as it did shortly after the homesteaders relocated to the area in the late 1800's. At the same time, the expansion of the railroad to western South Dakota assisted greatly in helping build the infrastructure in small towns as well as individual farmsteads. Railroads delivered cut lumber which had not been available up to that time. This supply of lumber escalated construction in towns along the rail lines. Towns like White Lake sprung up quickly and became the economic, social and religious centers for those who lived in town as well as the people in the rural area near town.

Education In South Dakota

Americans and Europeans alike recognized the value of education: those who had previously settled in the East were familiar with the publicly funded "common School," while European settlers arriving from Europe likewise brought to America a recognition of the importance of education in society. The rural school, whether public or conscription, inaugurated in a claim shack or cooperatively-erected schoolhouse, often stood as the first communal effort on the Plains. The rural school often represented an important cultural bridge between emigrants and immigrants arriving on unbroken land

¹ Aurora County Historical Society, *Aurora County History*, Argus Printers, Stickney, South Dakota, 1983

² Diamond Jubilee Committee, *White Lake Community History*, Aurora County Standard, White Lake, South Dakota, June 1960

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
National Park Service**

Patten Consolidated School

Section number 8 Page 4

for the first time.³

Schools were built in town and in rural townships. Many townships had their own one room schoolhouse and the fact that there were many of these out in the country, helped to minimize the distance children had to travel to school each day. The majority of the rural schoolhouses are no longer used, but some of the structures are still standing and serve as a reminder of how education needs were addressed decades ago.

The placement of the school is particularly important in that it was part of South Dakota's placement of schools on certain uniform sections of the land throughout the state. The acreage in which the school lies was part of the original school sectioning, thus providing a historical trace of early land division for the use of educational activity in the State of South Dakota.

The public school buildings of the Plains represent an important cultural resource to historians and preservationists. As a frontier institution, the rural school represented the only semblance of a community center in the late nineteenth century across rural South Dakota. As a significant public building within the rural community, the school was used for church services, elections, and local governmental meetings. It existed as a symbol of communal identity, and as an object of material sacrifice in its formation. Sometimes it took a form that expressed a singular pride of community, as distinguished from the non-ornamented, ascetic form of the little white schoolhouse. A schoolhouse that was well-appointed and carefully constructed, adapting architectural styles familiar to settlers from the East, symbolized the *ideal* of the community school. Simplicity in design and use of modest materials in construction of the school, however, always reflected the material limitations inherent in Plains settlement.

As an enduring institution, the community-supported school symbolized, the faith placed in cooperative government to educate our children. The evolving public school would, in its increasing complexity and versatility, come to reflect innovations in curricula that characterized the early twentieth century progressive notions about society and sociability. The public school was assigned the task of educating pupils to be leaders and workers, as evidenced by a cast concrete plaque placed at the entrance to the Hurley Public School which reads, "Enter to Learn, Leave to Serve."

Importantly, the schools were also viewed as the ideal forum for acculturating the arriving immigrants and, in the process, encouraging within them identification with American society. Accordingly, the evolution of the school building from its earliest incarnations, in improvised quarters, to the monumental structures which celebrated the triumph of public education as a community value, reflected the increasingly important role of education within American society.

A large, economically and topographically diverse state, the geography of South Dakota varies from the flatlands of the eastern third of the state, rich in alluvial soil that supports this abundant and productive farming region, to the majestic topography of the Black Hills and Badlands to the west. The variations in climate, particularly rainfall, and the abundance or scarcity of natural and materials determined settlement patterns as well as the very means of inhabitation. Taken together, these elements greatly influenced education development statewide. Accordingly, the public school buildings of South Dakota, as a cultural resource, reflect the variety of the state. The public school buildings which anchor the towns, villages, and cities constitute an important element in the history of community

³ Mark Elliot and Melissa Durr, *Schools in South Dakota: An Educational Development*, South Dakota State Historic Preservation Office, Pierre, South Dakota, 1998

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
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Patten Consolidated School

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in South Dakota. From the fabled one-teacher schoolhouses of the agricultural prairie to the immense and elegant schools of the wealthy mining towns, these structures illustrate the local commitment to education while also reflecting the aspirations of the local community.

Publicly-supported schools, mandated to educate the inheritors of the democratic ideal, found their acceptance in most state capitols and served to instill the values of morality, responsibility, and citizenship borne of patriotism as settlement expanded across the Northwest Territories, what is today known as the Midwest. For immigrants living on the frontier, the common school provided an ethnically neutral, secular public institution amidst the various languages and religions that characterized the frontier of an expanding nation. In 1900 fully 61% of settlers in South Dakota were foreign born: for this reason, education policy in the context of immigration became an important element in the public school movement. Toward that end, the public school advance a program of "Americanization" which sought to bridge the various cultural and religious differences within the community, and in so doing impart a common culture to the children of the community, regardless of origin.

The defining difference that characterized the settlement of the west as fundamentally different from the established New England and Mid-Atlantic states was the land survey. Commissioned by Thomas Jefferson and authorized by Congress as the Northwest Ordinance of 1785, the land survey materially affected the pattern of settlement of the United States and "provided by every possible means that as few as possible shall be without a little portion of land." The Northwest Ordinance reserved public lands for the "common good" and facilitated the later apportionment of public lands for private lease for the support of schools. Specifically, the ordinance stipulated that within the township organization, composed of thirty six sections, that section 16 be set aside for use as "school lands."

In the Dakota Territory, the issue of the sale of school lands spurred the accelerating drive for statehood. William Henry Harrison Beadle, appointed as the first Surveyor General for the Dakota Territories, recognized the need for dedicated school funding. Fearing school lands would be turned over to land speculators for a fraction of their value, thus depriving the schools of their financial support, Beadle recognized the hazards in opening school lands for public sale within the territory. As Surveyor General, he utilized the statehood drive to better control the sale of school lands. At Beadle's insistence, in the Omnibus Bill enabling legislation for statehood, the *minimum* sale priced for school lands was fixed a \$10 per acre, insuring the schools a healthy financial return. Additionally, Beadle insisted on adding an additional section within each township (of 36 sections) to augment section 16, which was previously set aside for education. This resulted in a mandated two section educational land set-aside.

Within the sparsely populated yet expansive western region of the state, policy allowed placing a school within a couple of miles from every homesteaded claim. This came to be a hindrance, representing both an administrative and financial burden for the under-attended, and under-funded, rural school. Despite the low enrollment in the typical rural school, 4102 schoolhouses populated the territory by 1887.⁴

⁴ Ibid

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
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Patten Consolidated School

Section number 8 Page 6

Prior to statehood, formal school administration was organized in the Dakota Territory in 1862 with the enactment of the Dakota Territory's first school law. The legislation mandated that the local district function both as a means of administration and as geographic unit of funding. The district was to be administered by three board officials and organized under county supervision, an intermediary point of administration between that of the district and the Territory. Thus, the foundation of local school administration, the local district, was replicated in South Dakota despite its different pattern of settlement.

In South Dakota the district system was administered by James S. Foster, appointed Superintendent of Territorial Instruction in 1864. Relocated from the New York Colony, Foster brought his familiarity with district administration with him from the eastern United States. Under his tenure, the number of small district quickly began to grow; in 1867, 29 school districts attended by 421 pupils had been organized. By 1878, the number of districts had increased to 401 and enrolled 7,150 pupils. To reformers, the administration and supervision of so many small districts was seen as an obstacle to efficient rural education in the Territory. The district system functioned efficiently in localities with a higher population density, such as eastern South Dakota, yet the difficulties encountered in maintaining enrollment and financial support in the western reaches of the state attested to the unsuitability of applying the local district of Administration to a state as diverse as South Dakota.

The earliest schools in South Dakota were supported individually through donation, or "subscription," and formed the basis for local districts that remain the foundation of school administration and funding throughout the state. Settlement occurred late in many areas of South Dakota, particularly the regions west of the Missouri River. Such settlements were locate far from established towns of the eastern regions of the state, which formed earlier with the arrival of Americans and Europeans migrating from settlements further east. As development was often contingent upon the arrival of the railroad across the northern Plains, sparsely settled regions remained frontier lands well into the 1890's. Few permanent school buildings were constructed as communities opted for claim shacks, sod dwellings, or borrowed space above retail establishments. However, with the arrival of the railroad, town sites were established around which a community could form. More often, in the central and western regions, settlement preceded the railroad. For these homesteaded settlements, the frontier community often formed around the rural schoolhouse.

With the formation of schools came the need for a funding mechanism to support school construction and employ teachers. The establishment of schools arose on the frontier before any formal provision for financial support of education was implemented on the district level. Often these schools were rotated among settlers sod homes or remained with the claim shack, which was sometimes moved with little difficulty to follow the progress of the frontier. Schools were often the first public buildings erected, using volunteer labor and donated materials. Where communities were more established or successful, volunteer efforts were supplanted by financial contribution or bonding, which would shift the burden of payment into future settlers.

Even the earliest efforts at community school building were characterized by disagreements over the apportionment of school funds. Occasionally a school was move several times on the demand of the family providing greatest financial support to the school, so that it might reside closes to their claim.⁵

⁵ Elliot and Durr

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
National Park Service**

Patten Consolidated School

Section number 8 Page 7

As a consequence of politics and prejudice, the allocation of resources for construction and maintenance of schools across the state would also reflect deep social divisions within society. Through the early decades, the Dakota Territory was populated by variety of groups: farmers and miners seeking fortune on the Plains, European immigrants, religious pilgrims such as the Hutterites, and of course the American Indians that constituted the indigenous population. Thus, the Dakota Territory was comprised of disparate social elements accommodating themselves to the Northern Plains topography while establishing societies important for their cultural identity. The political and economic struggle over state assistance to education, school funding at the local district level, and administrative policy reforms throughout the century exposed these divergent interests within society. The universal right to education prescribed by nineteenth century reforms was claimed by both rural and urban communities, the white and the American Indian, and the secular and the sectarian. Between the competing needs of these communities developed the history of education in South Dakota.⁶

History and Significance of the Patten School

The Patten Consolidated School was constructed in 1914 for the township of Patten. The Patten Consolidated School represents the first school in South Dakota to take advantage of new education legislation passed by the legislature in 1913 regarding the organization of school districts and the allowance for townships to consolidate their efforts in the mandatory provision of education. On December 4th, 1913, a vote was taken in the Patten Township concerning the potential consolidation of 4 one room schoolhouses. The voters overwhelmingly supported the consolidation plan and on March 30, 1914, the school district voters approved bonds in the amount of \$10,000 for the erection of the Patten Consolidated School. DF Baughman, Superintendent of Aurora County schools, assumed the responsibility for the implementation of the innovative approach.⁷

Obviously this approach to education was watched closely by other small school districts around the state. The major concern of most was whether or not compatibility could be achieved by all four schools affected by the significant change. Each of the four schools had to surrender a certain amount of local control in order to have a larger, more modern school with more than one classroom, and a small gymnasium and stage. In addition to those attractive features, the school children would have indoor bathrooms and plumbing in there for the first time. The consolidation effort proved to be very successful and later many other school districts followed the same strategy.

The Patten School still maintains its architectural integrity from its period of significance. Although some window openings have been enclosed and interior modifications completed, former students would easily recognize the location and setting as they might have more than a half a century ago. The Schools in South Dakota Context allows for some window change without negatively impacting the historical significance of the school. Since the Patten School is being nominated under Criteria A, the window changes in the school do not affect the school's eligibility for the National Register of Historic Places. The environment in this rural area is unchanged from the time the school was built and the feeling and association with the building definitely retains the linkage to education. Because the building served as a school until 1964, the period of significance is 1914, the date of construction, to 1957, the accepted fifty-year cut off date.

⁶ Elliot and Durr

⁷ Dorothy Baughman Headly, *Personal Correspondence*, December, 2007

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Continuation Sheet****United States Department of the Interior
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Patten Consolidated School

Section number 8 Page 8

Conclusion

The Patten School is eligible for the National Register of Historic Places under Criterion A as a very good example of what the old county schoolhouses represented to the rural community in South Dakota. Even as important however, is the fact that the Patten School represents the first consolidation of schools in the State. Not only did the consolidation effort bring together four different schools for educational purposes, it brought these same small rural townships together for social, cultural and governmental purposes. The effort put forth by the individuals in these four small school districts exemplified a vision that can be achieved when all parties are willing to give up individual autonomy in order to improve the conditions for the whole.

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
National Park Service**Section number 9 Page 10 Patten Consolidated School
Aurora County, South Dakota

BIBLIOGRAPHY

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Diamond Jubilee Committee, *White Lake Community History*, Aurora County Standard, White Lake, South Dakota, June 1960

Dorothy Baughman Headly, *Personal Correspondence*, December, 2007

**National Register of Historic Places
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National Park Service**

Patten Consolidated School
Aurora County, South Dakota

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GEOGRAPHICAL DATA

VERBAL BOUNDARY DESCRIPTION

Legal Description: Patten Township, 105 North Range 66 West, School Section 16 SE ¼, Aurora County

BOUNDARY JUSTIFICATION

The boundary follows the tract of land historically associated with the school.

**National Register of Historic Places
Continuation Sheet****United States Department of the Interior
National Park Service**Patten School
Aurora County, South DakotaSection number 10 Page 11**PHOTOGRAPH LOG**The following information pertains to photograph numbers 1-4 except as noted:**Name of Property:** Patten School**County and State:** Aurora County, South Dakota**Photographer:** Mike Vogel**Date of Photographs:** September 26, 2007**Location of Originals:** South Dakota State Historic Preservation Office, Pierre, SD

Photographer:

Date of Photographs:

Negatives:

<u>Photo No.</u>	<u>Photographic Information</u>
1	West Patten School (PattenSchool_AuroraCounty_SD1tiff)
2	Northwest Patten School (PattenSchool_AuroraCounty_SD2tiff)
3	Southeast Patten School (PattenSchool_AuroraCounty_SD3tiff)
4	Northeast Patten School (PattenSchool_AuroraCounty_SD4tiff)