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United States Department of the Interior  
National Park Service

# National Register of Historic Places Registration Form

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



### 1. Name of Property

Historic name: Middle Haddam School  
Other names/site number: \_\_\_\_\_  
Name of related multiple property listing:  
N/A  
(Enter "N/A" if property is not part of a multiple property listing)

### 2. Location

Street & number: 12 Schoolhouse Lane  
City or town: East Hampton State: CT County: Middlesex  
Not For Publication:  Vicinity:

### 3. State/Federal Agency Certification

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

<u>Mary B. Dunne / SHPO</u>	<u>8-28-19</u>
<b>Signature of certifying official/Title:</b>	<b>Date</b>
<u>CT State Historic Preservation Office</u>	
<b>State or Federal agency/bureau or Tribal Government</b>	
In my opinion, the property <input type="checkbox"/> meets <input type="checkbox"/> does not meet the National Register criteria.	
<b>Signature of commenting official:</b>	<b>Date</b>
_____ <b>Title :</b> <span style="float: right;"><b>State or Federal agency/bureau or Tribal Government</b></span>	

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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:)

For   
Signature of the Keeper

01/18/19  
Date of Action

**5. Classification**

**Ownership of Property**

(Check as many boxes as apply.)

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

**Category of Property**

(Check only **one** box.)

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



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## 7. Description

### Architectural Classification

(Enter categories from instructions.)

20<sup>th</sup> CENTURY REVIVALS/Georgian Revival

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

Principal exterior materials of the property: BRICK, CONCRETE: concrete and cast stone, ASPHALT

### Narrative Description

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

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### Summary Paragraph

The Middle Haddam School is a simple, one-story, masonry building designed in the Georgian Revival style by the Hartford architectural firm of Haynes & Mason and completed in 1931 as the first consolidated school in the village of Middle Haddam, located within the Town of East Hampton, Connecticut. It consists of two sections with raised basements, including the nearly square, hip-roofed original block (1931) and a flat-roofed, rectangular rear (north) addition constructed in 1949. The addition is completed in a similar style to the original section and is not visible from the façade. The school has a rural setting characterized by adjacent forest, fields, and farmland. The property retains its original location, setting, and majority of its historic design and materials.



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## Narrative Description

### Setting

The Middle Haddam School is located at the center of the small residential community of Middle Haddam, a village in the southwest corner of East Hampton, Connecticut, set on the eastern bank of the Connecticut River (Figures 1 and 2). The building is part of the Middle Haddam Local Historic District, established in 1977 (Figure 3), and is therefore listed on the Connecticut State Register of Historic Places. It is also adjacent to the Middle Haddam National Register Historic District, which was listed in 1984, notable for its eighteenth through late-nineteenth century architecture and maritime associations. The school was excluded from this National Register district because it represents a different period of significance.

While located within a densely populated village, the setting of this country school is rural and bucolic. It is positioned on a sunny hill, facing south, in the center of a dry, level, 2.22-acre lot, surrounded by fields (Photograph 1). It is bordered by woodland to the west and north. The property's eastern boundary abuts a flat grassy parcel, the site of a former municipal tennis court. To the south it overlooks a historic working horse farm that contributes to the National Register Historic District, with its rolling pastures, brook, cut granite fence posts, and field stone walls (Photograph 2).

The school building is set back 90 feet from Schoolhouse Lane. A 5-foot-wide concrete walkway extends north from the road to a central entrance on the façade and continues around the west side of the building (Photograph 3). Approximately 1.5 acres of the lot were originally used as school recreational space and retain landscape features from the period of significance. These include granite ledge, maple shade trees, towering evergreens, and a sledding hill. Playground equipment is not extant.<sup>1</sup> A flag pole, once located in front of school to the south, is not extant.<sup>2</sup> The east side of the property, the driveway, is bordered by a fieldstone and concrete retaining wall (Photograph 4).

### Exterior

The Middle Haddam School is a modest Georgian Revival-style, load-bearing masonry building, constructed of brick and concrete. It has an overall rectangular footprint that measures approximately 100 feet long by 58 feet wide; the 1931 section of the school comprises the southern 60 feet. Both sections of the building have an asphalt-clad roof, brick exterior, and concrete foundation. The 1949 addition is obscured behind the original 1931 section, when

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<sup>1</sup> Playground equipment purchased and installed in 1949, included a six swing outfit with rubber safety seats, 16-foot slide with stainless steel bedway and metal side rails, and a merry-go-round. "Middle Haddam School Addition Given Green Light; Cost Is \$63,318." *The East Hampton News*. 12 August 1949: 1.

<sup>2</sup> Building Inspection Report (Middle Haddam School), September 16<sup>th</sup>, 1931.

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viewing the building's façade (south elevation). Throughout the building, the basement is partially above grade (and is referred to below as the ground floor).

The 1931 original school has a square shape with a pyramidal, hipped roof surmounted by a louvered wood cupola that was originally flashed with copper (Photograph 5). Decorative flat panels in pairs form the base of the cupola. The exterior walls of the building are comprised of brick laid in a Flemish bond pattern with one header brick to several stretchers. The pattern is punctuated with "flare headers" – bricks having a darker end exposed in patterned brickwork (Photograph 6). A horizontal "soldier band" of brick bisects the entire building on all elevations, demarcating the ground floor from the first floor and creating architectural interest (Photograph 7).

The façade (south elevation) features the most Georgian Revival-style detailing (Photograph 8). The front entrance is housed within a central, projecting, enclosed portico topped with a full gable pediment. The tympanum is brick and the wood entablature and raking cornices are decorated with modillions. The entablature is painted white. Brick quoining on the east and west corners of the portico add architectural interest. Blank horizontal panels are symmetrically placed on either side of the portico, for visual balance. A tall central arched opening is bordered by a brick soldier-course and stretches nearly to the entablature on the façade. The arch has a shallow recess ornamented by flat wood panels and moldings (Photograph 9). The main entrance is set into this recess and contains a 6-foot-wide double door comprised of a metal frame and a single glass pane in each panel. These doors replaced the original wood double doors with flat panels set into their base and six lights in each window above (Figure 4). This door is topped by a high arched window, with decorative interlaced muntins, which allows light into the staircase and hallway within (Photograph 10). The Georgian stylistic influence is also seen in the use of a decorative cast stone scrolled keystone projecting from the top of the arch (Photograph 11). A rectangular colonial-style glass lantern hangs from the top of the archway, which once illuminated the cut granite step and landing.

Each side (east and west) elevation has two bands of five large, 12-over-12-light, double-hung wood sash windows with projecting cast stone sills (Photographs 12 and 13). The ground floor features smaller windows, which are also double hung, and set directly under the banks of five. On the east elevation these windows are grouped as follows (from south to north): single, triple, double, double. On the façade there are two, single 8-over-8-light double-hung windows flanking the central doorway (Photograph 8). On the west elevation, the five individual basement windows are larger than on the east. They have 8-over-8 double-hung sash and are symmetrically spaced. A doorway that was originally covered by a bracketed porch (not extant)<sup>3</sup> exists on the ground floor of the west elevation and retains its original brass door pull (Photograph 14).

The 1949 addition is attached to the north (rear) elevation of the original school building. It has similar styling as the 1931 section of the building, but is distinguishable from it by its flat roof, visible demarcation line between the buildings (Photograph 15), and fenestration. The flat roof is trimmed with lead flashing. The original north exterior wall is extant within the building and the

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<sup>3</sup> Building Inspection Report, September 16<sup>th</sup>, 1931.

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former north entrance now functions as an interior door. A brick chimney that was previously on the exterior north elevation of the original structure was also incorporated.

A secondary entrance to the school is located on the east elevation of the addition, near its junction with the original building. Georgian Revival-style detail is evident in the door frame's broken pediment, urn finial, and entablature supported by pilasters flanking a glazed, 6-foot-wide wood double door, each with a lower flat panel and 6 lights above (Photograph 16). Immediately surmounting the doorway is a 7-light transom window, with a larger 14-light rectangular transom window above, which allowed light into an interior stairwell.

Fenestration on the addition is less symmetrical than that on the original block. The east elevation features the same bands of 12-over-12 double-hung windows as the 1931 building (Photograph 17). On the north elevation window placement is freer, with one bank of three 12-over-12 double-hung windows; a single, narrow 4-over-4 double-hung window to the west of it, then a band of five 12-over-12 double-hung windows (Photograph 18). The basement story has five evenly spaced 8-over-8 double-hung windows on the north (rear) elevation to illuminate a gym/auditorium on the interior. There is also a 3-foot-wide doorway leading from a recessed stairwell to this space. The west elevation of the addition (from north to south) has a bank of three 12-over-12 double-hung windows, two narrow 4-over-4 windows not placed symmetrically, and a single 12-over-12 double-hung window (Photograph 19). Beneath, on the ground floor, are three 8-over-8 double-hung windows and a 4-over-4 window. A utilitarian door on the west elevation provides access to the ground floor.

### Interior

The interior of the building contains a total of 12,672 square feet and twelve rooms. The 1931 block is divided into two levels, with the first floor above grade. The plan of the first floor consists of classrooms on both sides of an 8-foot-wide central corridor that runs the length of the building, with a total of four classrooms, each 12 feet deep by 30 feet long by 24-feet-6-inches wide (2-feet-7-inches of this space along the corridor wall of each classroom is comprised of a built-in wardrobe, air shaft and cupboard) (Figure 5). The wall separating the two classrooms on the east side of the building could be removed to create a large assembly hall (Photograph 20).

The lower level, partially below grade, is comprised of a large, 49-foot-long by 58-foot-wide room that served as the school kitchen and cafeteria, with an extant serving counter. Within this space, there is a smaller 17-foot-long by 25-foot-wide utility room that contains the original vapor-steam oil furnace, with a concrete ceiling over the heating plant and draft pipes (Figure 6).<sup>4</sup> This room also features an extant workbench. The girls' and boys' lavatories, each measuring 12 feet long by 21 feet wide are located in the southwest and southeast corners of the ground floor, respectively.

Both floors of the school are accessed from an interior staircase at the southern end of the corridor, featuring a wide central ascending flight to the first floor flanked by two descending flights to the lower level. The balustrade, cased in wainscot with a square newel post, is

<sup>4</sup> Building Inspection Report (Middle Haddam School), September 16, 1931.

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constructed of maple and finished with the same dark varnish stain found on the rest of the original interior woodwork that has not been painted (Photographs 21 and 22).

The first floor framing consists of 3-inch by 12-inch wood joists set 8 inches on center, with floor boards laid on the diagonal (Photograph 23). Ceiling joists are also set 8 inches apart on center (Photograph 24). Roof framing is similarly substantial (Photograph 25). Virtually all framing members are intact and in fine condition. The interior surfaces of the exterior walls are faced with structural terra cotta blocks that have been overlaid with plaster (Photograph 26). Interior walls are comprised of wood studs and wire lath, also overlaid with plaster. The ceilings are similarly constructed of joists and wire lath that have been plastered. The paint color on the walls is cream to reflect light, per the recommendations of inspectors in September of 1931, with ceilings a shade lighter.<sup>5</sup> Contrasting trim is painted a seafoam green.

The bank of five windows in each of the four classrooms is flush with the ceiling, with 10" of space between each window (Photograph 27). Some windows retain opaque mid-window shades that roll up or down (Photograph 28). The ratio of glazing to floor area for each classroom is 21 percent. The windows and an airshaft provide ventilation. The classroom doorways are topped with large, hinged 9-pane transom windows that open into the central corridor as casements, providing light and ventilation to the hallway (Photograph 29). Electric lights hung in each classroom and in the stairwell; with some original light fixtures remain in the building (Photograph 30).

Blackboards are placed 26, 28, 32, and 36 inches from the floor in each respective classroom. They range between 102 to 140 square feet in area and are surrounded by flat wood moldings (Photograph 31). The slate writing surfaces are no longer extant, but some retain their original wooden molded chalk trays (Photograph 32). Original built-ins in the classrooms consist of glass-fronted book shelves with drawers and storage cabinets beneath (Photograph 33), and open coat cupboards framed with flat wood moldings (Photograph 34). The coat cupboards measure 2-feet, 7-inches deep. Solid maple strip flooring is used throughout the original block.

The layout of the 1949 addition is similar to the earlier portion of the building on the first floor with a continuation of the central hallway, leading through a cased opening with 14-light transom above (Photograph 35), to two classrooms to the east and west (each 31-feet-6-inches by 29 feet) (Figure 7). Transoms above the classroom doors consist of 6-light hopper wood sash (Photograph 36). A small water closet is incorporated into each of the new classrooms, which served the Kindergarten. A double run staircase extends from the east entrance to the first floor. At the top of the stairway is a 6-foot-wide glazed double door comprised of a pair of 3-foot wood doors with flat base panels and six lights each, topped with a 14-light transom window (Photograph 37). Across the hall to the west is a former teacher's room with lavatory (Photograph 38). The staircase descends into the gymnasium/auditorium (measuring 58-feet by 30 feet) (Photograph 39, Figure 8), which is excavated 3 feet deeper than the ground floor of the original 1931 block, to permit a higher gymnasium ceiling for ball sports. The wood stage to the east is not extant, but a basketball hoop and some light fixtures remain (Photograph 40).

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<sup>5</sup> Ibid.

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The 1949 addition is constructed of steel I-beams, reinforced concrete joists and concrete decking. Cinderblock faces the interior of the exterior brick walls. Interior finishes include carpeting that covers the concrete floors, where extant, and dropped acoustical tile ceilings.

Integrity

The Middle Haddam School remains on its original site within its historic rural setting. It has been abandoned since 1980 and was abated of hazardous materials in 1981, but retains the majority of its historic design and materials. The massing and simple classical design of the exterior are original. The structural members of the building are intact, with no settlement or cracking visible. On the interior, some deterioration has occurred to the plasterwork, window sash, and flooring, but damage is not structural in nature. Most historic features remain, with the exception of stair treads on the south staircase. Copper gutters, flashing, brass hardware and other metal has been removed from both the exterior and interior, and graffiti artists have defaced some of the interior surfaces. All significant character-defining exterior and interior features remain in situ – including, notably, the delicate arched window over the entryway on the façade. The building retains its feeling and association as an early twentieth century rural consolidated school.

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## 8. Statement of Significance

### Applicable National Register Criteria

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

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

### Criteria Considerations

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

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

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**Areas of Significance**

(Enter categories from instructions.)

EDUCATION  
ARCHITECTURE  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Period of Significance**

1931-1953  
\_\_\_\_\_  
\_\_\_\_\_

**Significant Dates**

1931 – Completion of original school building  
1949 – Construction of addition  
\_\_\_\_\_

**Significant Person**

(Complete only if Criterion B is marked above.)  
N/A  
\_\_\_\_\_  
\_\_\_\_\_

**Cultural Affiliation**

N/A  
\_\_\_\_\_  
\_\_\_\_\_

**Architect/Builder**

Haynes & Mason (Architect 1931)  
Sellew, Thomas H. (Builder 1931)  
Lamb, Guy Francis (Architect 1949)  
Mazzotta, Carmelo (Builder 1949)

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

The Middle Haddam School building is significant at the local level under Criteria A and C in the categories of Education and Architecture. It derives its primary significance under Criterion A for its association with the national movement of rural schools from one-room schoolhouses to consolidated schools in the first part of the twentieth century. The development of motorized school buses in the 1920's made transporting students longer distances possible, and one-room schools were soon consolidated in most portions of the United States into multiple classroom schools where classes could be held separately for various grade levels, thereby obviating the need for one-room schoolhouses, which were difficult and costly to staff and maintain. The building meets Criterion C as a notable local example of the rural consolidated school property type by embodying the specifications set forth for an ideal "healthful" consolidated school, associated with the new philosophy of learning that focused on segregating age groups and academic ability, character education, physical fitness and extracurricular activities.

The period of significance extends from 1931, when the building was constructed, through 1953 when overcrowding due to post-World War II population growth, and a corresponding district-wide re-organization, resulted in the construction of Memorial School in the Town of East Hampton. The latter school did not conform architecturally to the consolidated model and was purpose-built for select lower grades. From this point, Middle Haddam School began to lose students to the more centrally located Memorial School. Decreased enrollment, coupled with changed educational philosophies resulted in the Middle Haddam serving fewer and fewer grades until 1980 when it operated for Kindergarten alone, closing that same year.

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

## **HISTORY AND SIGNIFICANCE**

### **Criterion A: Education**

#### The National School Consolidation Movement

The Middle Haddam School is significant under Criterion A for its association with the national movement in rural areas to consolidated schools from one-room schoolhouses in the 1920's and 30's. Historian Andrew Gulliford observed that for almost 250 years the country school was the backbone of American education. As late as 1913, one-half of the school children in the United States were enrolled in the country's 212,000 one-room schools" (Gulliford 1984: 35). By 1931, the number of active one-room schoolhouses had been reduced to 143,391; by 1958 there were but 25,341, and by the mid-1960's they were virtually eliminated (Hardaway 1994: 74).

Part of the impetus for school consolidation came from the federal government. In 1908, President Theodore Roosevelt formed the National Commission on Country Life to find



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solutions for rural problems, including “the rural school problem.” A definitive report was released in 1909 that detailed deficiencies in the condition of country schools, asserted that they were “in a state of arrested development,” and implored: “The school must be fundamentally redirected, until it becomes a new kind of institution” (Monahan 1914: 53). This report spurred nationwide interest in rural education reform during the first half of the twentieth century, and a commitment to achieving a certain modernity, an emphasis that waned in the second half of that century when modernity was believed to have been more or less achieved (Biddle 2016: 298-325).

Early education reformers largely concurred that a myriad of “rural school problems” would be resolved by consolidating country schools into centralized institutions, overseen by a qualified administration.<sup>6</sup> School consolidation would be cost effective in that multiple smaller district schools were more expensive to maintain and staff than a single graded consolidated school. A centralized school also resolved the “scattering of effort resulting from many teachers endeavoring to do for many small classes what a few teachers can do for a few larger classes” (Fought 1917: 304). On a practical level, the “motorized carriage,” or school bus, and paving of roads in the 1920’s, facilitated consolidation by allowing students to travel longer distances in shorter amounts of time, thereby decreasing the need for multiple one-room schools built in demarcated districts throughout a town.

A common argument made in favor of consolidation is that the school type was more efficient in securing educational results (Bobbitt 1911). This was attributed to the greater variety of learning opportunities that could be offered in a larger school facility, such as manual training, domestic science, elementary agriculture, nature-study, drawing and music. Further, the consolidated schools were shown to offer a better stepping-stone to high school. The school type also emphasized a social education that comes from belonging to a larger school community and participating in assemblies, newsletters, clubs and student government. Other desirable results from a consolidated school education, noted by Bobbitt (1911), include: (1) a greater number of pupils held through the eighth grade; (2) a greater number directed into the rural high school; (3) improved health conditions to pupils, due to more sanitary buildings and equipment and better opportunities for efficient medical inspection.

It was generally agreed upon by education reformers that new consolidated school buildings should be hygienic, fire safe, with modern equipment, segregated by age and ability, with graded courses of study (Fought 1917:16). Teaching should be visual, direct, applicable, and particular care should be taken in areas of health, sanitation and morality (Monahan, 1914). Essentially, the post-World War I school became a training ground for citizenship – with a focus on teaching civic ideals and duties, physical fitness, life skills and economics. Art, music and extra-curricular activities were encouraged in the pursuit of a well-rounded student.

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<sup>6</sup> This was facilitated by the Connecticut Act of 1903, which provided that: Larger towns may elect a superintendent of schools; two or more towns may unite to form a supervision district; the superintendent must have had at least five years’ successful experience as a teacher or superintendent, or hold a certificate of approval from the state board of education.

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The Town of East Hampton was an early proponent of this national trajectory, incorporating the new educational philosophy and establishing its first consolidated school, Center School, in September 1913 to teach grades one through eight.<sup>7</sup> The Village of Middle Haddam followed suit with the second (and last) consolidated school in 1931, which also taught grades one through eight, and completed the process of consolidation for the town of East Hampton in that all of its school districts had been assimilated (Figure 9).

### The Local School Consolidation Movement

A commitment to education was part of the culture of Middle Haddam since its founding as an ecclesiastical society in 1739. The society made early arrangement for the support of schools, and a committee was appointed from year to year to take charge of educational matters.<sup>8</sup> Middle Haddam had three school districts throughout the eighteenth and nineteenth centuries - Northwest School located at “the landing” in the Northwest District, Center School located at the north end of Hog Hill in the Middle District, and Pine Brook School located at the top of what is now Hurd Park Road in the Pine Brook District. The Northwest School (62 Middle Haddam Road) was the largest, most solidly built, and serviced the most students (Figure 10).

Funding the schools was a challenge for the community and each year the committee convened to ask the question: “Shall there be a school?” The buildings needed to be maintained, the teacher needed to be boarded and paid, wood needed to be provided for fuel. Sometimes funds ran out during the school term, as they did for Middle Haddam in 1897, and in May of that year it was voted by the board of selectmen to appropriate \$91 to the Northwest District for the completion of the thirty-six weeks of school required by law.<sup>9</sup> The proliferation of the automobile in the early twentieth century made combining schools a viable and economically sensible option for the Town. Thus, in an attempt to curtail unnecessary expense, it was decided in early 1922 that Middle Haddam students would be bussed to Center School in East Hampton, the town’s only consolidated school at that time.<sup>10</sup>

The Northwest School was officially closed by a close vote of the school board, which was evidently an unpopular decision. It was reported on October 20, 1922 that Middle Haddam parents and taxpayers would not allow their children to attend the East Hampton school that fall because they claimed the distance was too great and no shelter was provided in which the children could wait for the school bus, which would transport them the roughly 3 miles to East Hampton.

The pressure put on the town officials was eventually effective and in 1930 construction of a new consolidated school in Middle Haddam, at a cost not to exceed \$30,000, was voted upon at a special town meeting (June 11<sup>th</sup>, 1930).<sup>11</sup> The building would take the place of the three schools

<sup>7</sup> The consolidated Center Grammar School took the place of North Center, Clark Hill, Tartia, Flanders and Chestnut Hill Schools (“East Hampton.” *The Hartford Courant*. 8 September 1913: 15).

<sup>8</sup> In 1741 the town voted to divide into 3 school districts, the Eastern part including the present Middle Haddam and East Hampton, and the Northern part toward Glastonbury (Beers 1874:508).

<sup>9</sup> “East Hampton.” *The Hartford Courant*. 7 May 1897: 10.

<sup>10</sup> “Three Miles to School Too Far for Pupils.” *The Hartford Courant*, 19 October 1922: 2.

<sup>11</sup> “Middle Haddam to Have New \$30,000 School.” *The Hartford Courant*, 12 June 1930: 17.

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outlined above. Land for the building was sold to the town by Judge N.B.A Carrier for the nominal sum of \$1. Judge Carrier, E.J. Rich, Mrs. Ethel Butler, Merton Weir and A.F. Collins were named a committee to choose an architect and oversee plans.

The committee chose the architectural firm of Haynes & Mason, of Hartford, Connecticut, to design the new consolidated Middle Haddam School building. S. Wesley Haynes had partnered with Harold E. Mason in 1921 to form Haynes & Mason, with an office at 410 Asylum Street listed in the Hartford City Directory for 1930, the year construction of the Middle Haddam School began. Haynes & Mason primarily designed public buildings (especially schools) in the Colonial Revival style across New England, several of which have been listed on the National Register of Historic Places.<sup>12</sup>

The contractor was Thomas H. Sellew, a civil engineer and builder from East Hampton, Connecticut, who was associated with Towner & Sellew of Middletown, Connecticut. Towner & Sellew designed and constructed Middletown, Connecticut's, Eckersley Hall School, completed in 1929, which is remarkably similar to Middle Haddam School in its massing, style, and materials used, and is listed on the State Register of Historic Places (Figure 11). The firm also designed Middletown, Connecticut's, Woodrow Wilson High School (1930-1), which is listed on the National Register of Historic Places.

The Middle Haddam School project was overseen locally by Mrs. Casper Barton, Chairman and Chas. E. Rorkelson, Secretary, of the Board of Education. The Supervisor was Superintendent, Mr. Edwin I. Arthur.

Following the national trend for an education that emphasized civics and character development, East Hampton endeavored to create a modern, sanitary, and spacious learning environment in its new consolidated school. The Annual Report for the Town of East Hampton (1930) reported: "A building project now under headway in Middle Haddam will make it possible to close certain one-room schools. The new building, highly fire resisting, will have four standard class rooms, a play room for both boys and girls, and a field of adequate size for group games and supervised outdoor activities."<sup>13</sup> Students were placed in age and ability-segregated classrooms based on intelligence and achievement tests that had been used to place soldiers in World War I. Character education was also stressed in the school system with the teaching of "manners and morals," and a "civic education" was prescribed that would "provide a general education along physical, social and economic lines."<sup>14</sup> Extracurricular activities were encouraged – such as Student Government, Glee Club, Drawing, Dramatics, Journalism, Dancing, Orchestra, and Athletics.<sup>15</sup>

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<sup>12</sup> Teaticket School, Falmouth, Massachusetts, listed individually on 7 November 2017; Groton High School, Groton, Massachusetts, listed individually on 19 January 2010; and Shepardson School, Middlebury, Connecticut, listed as a contributing resource to a National Register District on 9 May 1985.

<sup>13</sup> "Annual Reports of the Town of East Hampton for the Year Ending August 31, 1930." Portland, CT: Middlesex County Printery, 1930.

<sup>14</sup> "33 Subjects Planned For New School: Five General Courses Of Study Are Arranged." *The East Hampton News*. 26 May 1939: 1.

<sup>15</sup> "Annual Reports of the Town of East Hampton for the Year Ending September 1, 1931." Portland, CT: Middlesex County Printery, 1931.

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In addition, all students were given a well-rounded course in physical education and safety education.

Like the one-room schoolhouse that came before it, the rural consolidated school continued to serve multiple functions at the center of community life, as a meeting place for local residents, a venue for activities and performances, and a symbol of civic pride. Country schools, such as Middle Haddam, were a venue for literaries and debates, the site of political events, and served as polling places, concert and dance halls. The country school stood for progress, for as Gulliford states, “A community with a school was a community with a future” (Gulliford 1984: 160). Rural people knew that their school in many ways defined their cultural identity. The school housed the activities that joined people into a community, and the identity of rural communities became inextricably linked with their schools.

The success of school consolidation and the new educational philosophy, coupled with the post-World War II “baby boom,” created an urgent need for more classroom space by the mid-1940’s. A temporary classroom was created in the cafeteria of the Middle Haddam School to accommodate the burgeoning population of students. In response to this need, in August of 1949 the town voted to allocate \$63,318 to hire architect Guy Francis Lamb of Middletown, Connecticut, and the Carmelo Mazzotta Construction Company of Middletown, Connecticut, to design and build a much-needed addition to Middle Haddam School to the north. This addition included two large classrooms and a gymnasium/auditorium, which was used often for community events, meetings and performances, continuing to fulfill the mission of the consolidated school as a center for learning and the community.

The additional space created at Middle Haddam School, however, did not remedy the problem of overcrowding. Enrollment continued to increase and in 1951 it was reported that the largest number of pupils in the history of the town was registered.<sup>16</sup> “East Hampton’s elementary schools are so crowded that classes are being taught in the gymnasium and utility room of the Middle Haddam School . . .”<sup>17</sup> As a result, a twelve room school was constructed at Smith Street in East Hampton, partially completed in December, 1952, and fully operational by September, 1953. In contrast to the Middle Haddam School, with its Georgian Revival elements and design characteristics signifying a post-World War I rural consolidated school, the new school building followed the mid-century educational trend of the time – to create a single floor, well-lit, functional modern space, with little to no adornment or specific architectural style. Memorial School would be used for elementary grades and would relieve the pressure for space felt by Middle Haddam and Center School.

The construction of Memorial School, completed in 1953, marks the end of Middle Haddam School’s period of significance in that all eight grades were no longer consolidated at East Hampton’s two grammar schools. The new purpose-built elementary school provided an alternative for the lower grades, in a modern state-of-the-art building, closer to the nexus of the town’s population. By 1955 enrollments began to decrease at the Middle Haddam School, when parents were given permission to register pupils at either the Memorial School or the Middle

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<sup>16</sup> “School Enrollment Wednesday Biggest in Town’s History,” *The East Hampton News*, 6 September 1951: 1.

<sup>17</sup> *Ibid.*

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Haddam School, “whichever is more convenient.”<sup>18</sup> Evidently Memorial School was a popular choice for parents and that year Memorial’s student body increased by nineteen and Middle Haddam’s decreased by thirty.<sup>19</sup> In 1963 the Middle Haddam School accommodated grades one through four exclusively. Between 1971 and 1984, the national school enrollment decreased each year, reflecting the decline in the size of school-age population over that period. As such, in 1975 Middle Haddam School was reduced to serving Kindergarten through Second Grade. In 1980 it taught only Pre-Kindergarten and Kindergarten, before it was closed by the Board of Education that same year.

### **Criterion C: Architecture**

The Middle Haddam School meets Criterion C as a local representation of the rural consolidated school – a building type that is now rare in Connecticut and was specifically designed to accommodate an educational philosophy that focused on segregating age groups and academic ability, character education, physical fitness and extracurricular activities. Beginning in the 1910’s, architects and educators realized that the needs and functions of the consolidated school were unique, and as such the consolidated school required “its own architecture and adaptations” to the modern school plan to make it work for district students and the surrounding community. As one national educator explained, the consolidated school “should be neither a city school set down in the country or village trading center nor a building of the traditional type” (Rapeer 1919, 36).

During the boom period of school construction beginning after World War I, architects reconsidered the application of familiar architectural styles in modern school designs. As school architect James O. Betelle wrote in 1919: “Careful consideration should be given the style, so as to properly influence future buildings of the town and to make the school a model of good taste, not only in its educational program, but in the building as well.”<sup>20</sup> Betelle stressed that the application of an architectural style to a school building should not increase the cost or the amount of “useless ornament.” On the contrary, “all of the different styles have a distinctive general outline in the mass of the building – the size, shape and spacing of window and door openings, etc. so that a building may be extremely simple, yet be a good expression of a definite architectural style.”<sup>21</sup>

The style chosen for almost all masonry consolidated schools of the period in New England was Classical Revival (also known as Neocolonial, Georgian Revival or Neo-Georgian) – a nationalistic design movement popular across the United States from about 1900 to 1950. The new school building needed to make a statement, to be as modern as the school’s educational program. The Georgian Revival represented the very latest institutional style in 1930, when Middle Haddam School was constructed. More importantly, it was a style that embodied

<sup>18</sup> “Registration Set March 30, 31 For Entering Pupils”, *Hartford Courant*, 16 March 1955: 38.

<sup>19</sup> “Counted at 1,095,” *The Hartford Courant*, 8 September 1955: 41.

<sup>20</sup> Betelle, James. “Architectural Styles as Applied to School Buildings,” *The American School Board Journal*, April 1919: 52.

<sup>21</sup> *Ibid.*

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American traditional values, a most appropriate forum for the educational philosophy being espoused.

Georgian Revival-style buildings of the early twentieth century, such as the Middle Haddam School, expanded on the original eighteenth-century Georgian-style precepts by incorporating Federal, Classical and Colonial design elements. Defining characteristics include two-story brick massing, a hipped roof, large block modillions, a symmetrical façade with an accented doorway often with a pediment, the use of quoins, and evenly spaced windows, trimmed in white. Inside the building the commitment to symmetry and order was maintained. Georgian Revival buildings were well built with an eye to the quality of materials used, and craftsmanship.

Within the limits of budget Haynes & Mason designed a building that possessed many of the architectural elements characteristic of the period's scholastic architecture, including a prominent entrance with Georgian and Classical detailing. To mitigate costs, less expensive materials were utilized to good effect: cast concrete was substituted for carved limestone window sills and standard red brick was chosen over textured or colored brick. Raising the foundation was also cost-effective. It provided another level under the building, but it also served to make the building appear larger and more impressive.

Much of the significance of the Middle Haddam School lies in its well-integrated, formally balanced classical design, the standard for institutional architecture in the early twentieth century. The challenge was to differentiate the façade from the less important elevations and yet fully preserve the style of the entire building. All of the elevations are embellished to some degree with the elements that give the building its Georgian appearance, but as one moves around the building some diminishment of the detailing takes place. That approach is most evident in the simplified subsidiary entrances and the plain cornice on the east, north and west elevations.

Haynes & Mason created a school for the Town of East Hampton that not only met the requirements of its modern educational program, but was also a monument to civic pride. In 1930 the construction of this imposing building represented a major commitment on the part of East Hampton's citizens to the value of education and progress, especially during the midst of the Great Depression.

Great emphasis was placed on the modernization of school buildings to facilitate the new philosophy of learning. Consolidation permitted the construction of newer well-lit facilities, with modern lavatories, and centrally heated buildings. Rural school architecture began to be standardized and desideratum were written regarding aspect and lighting, surroundings, arrangement, construction, ventilation, heating, sanitation, acoustics, attractiveness, and economy in building.

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In addition to a defined style of architecture, the modern Georgian Revival-style school building possessed the following characteristics specified by Professor Harold Waldstein Fought in The American Rural School, Its Characteristics, Its Future and Its Problems, 1917, as essential for a modern consolidated school, and widely corroborated by architects and designers of the period:<sup>22</sup>

- 1) Choice of site –
  - a. The ideal site would be a location high enough to command a good view.<sup>23</sup>
  - b. It should be well sheltered by trees as a background to the north and west.
  - c. There should be a combination of evergreens and shade trees.
  - d. It should be porous and dry, with excellent drainage.
  - e. It should have an inexhaustible supply of pure water.
  - f. The schoolhouse should be set back approximately one hundred feet from the front entrance to the grounds.
  - g. The playground, especially if it contains a baseball diamond, must be entirely level.
  - h. Ideally three separate playgrounds would be provided – for older boys, older girls and smaller children, respectively.
- 2) Walks and drives –
  - a. The drive should run to the side entrance of the building and not less than six feet wide.
  - b. The main walk leading to the front entrance should be five feet wide
- 3) Arrangement of interior floor space –
  - a. The classroom interior must provide at least 15 square feet of floor space for each pupil and should not exceed 32 feet in depth by 26 feet in breadth.
  - b. Cloakrooms should be provided in each classroom.
  - c. The halls must be wide to provide against crowding.
  - d. Ceilings should be 12-14 feet high. The classroom ceiling should be high enough to allow each pupil 250 cubic feet of air space.
  - e. Narrow board maple flooring should be used for its durability.
- 4) Basements -
  - a. A high basement should extend under the entire building, have ample glazing, be light and dry, and be cemented throughout, both floors and walls.
  - b. If heating by furnace, a portion of the basement space must be walled up for furnace and fuel room. A part of the remaining space should be fitted with a workbench for shop purposes.
- 5) Ventilation -
  - a. Large banks of windows and hinged transom windows above doors should be utilized for ventilation, along with ventilator shafts, or a fan system.

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<sup>22</sup> See Betelle, James, O. "The Trend in School Building Design." "Architecture" (Volume LXV, No. 5) New York: Charles Scribner's Sons, May, 1932.

<sup>23</sup> T.M. Clark (1880) noted in Rural School Architecture that the longest axis should be due east.

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- 6) Lighting –
  - a. Windows should be set high enough to be above the level of the eyes of the largest pupils when seated.
  - b. The frames should reach to within a few inches of the ceiling and be square.
  - c. The total amount of glass surface should be about one fifth of the floor space of the room.
  - d. The classroom should be arranged so that the light will come from the left and over the pupil's shoulder.
  - e. Opaque shades should be placed at the middle of the window so as to roll up and down.
  
- 7) Blackboards –
  - a. Blackboards should occupy all available wall space except on the window side. Slate is the most satisfactory writing surface.
  - b. They should be 30 inches from the floor and about four feet high.
  
- 8) Walls –
  - a. Walls should be plastered and tinted. The ceilings should be tinted a lighter color than the walls.
  - b. The woodwork should be plain and free from dust catching ornaments and finished in the natural grain, or a paint harmonizing with the wall tint.
  - c. Book shelves should have glass doors and may be built into the wall; or be moveable if added after the construction of the building.

The Middle Haddam School project conformed to the specified ideals in its design, making it a model example of an early rural consolidated school, by creating a safe, hygienic, healthy, and well-ventilated space, conducive to providing a well-rounded mental and physical education.

The Georgian Revival-style building is well-constructed of quality materials in a balanced symmetrical design, punctuated by bold decorative details. It occupies a dry sunny spot, situated with the longer axis due east, set back nearly 100 feet from the road, with a deep prolific well providing healthful drinking water, and a level playground and fields, including a baseball diamond (no longer extant), for physical pursuits. The wide drive runs to the east side entrance of the building, and the walkway to the main entrance spans five feet.

The wide center hallway, along with commodious staircases with low risers, provide an uncrowded safe passage on the interior. The spacious classrooms with interior coat cupboards, conform in scale to Fought's 1914 directives. The lofty rooms, with high ceilings, take advantage of natural light through tall banks of closely-set double-hung windows. Hinged transom windows above the doors in each classroom allow cross ventilation, along with the use of airshafts built into the interior wall space. The plastered tinted walls and ceilings are light reflective with their creamy hue. Close-grain, narrow board, maple flooring is used for its practicality and durability, and its polished linseed-oil finish (not extant) would have also reflected light.



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With a commitment to visual learning, blackboards are large and plentiful – set above the ground at heights reflecting the grades they served. Their trim and other woodwork is plain and either finished in its natural grain or painted to harmonize with the wall color. Cabinets are built into each classroom, with glass doors protecting their bookshelves, as specified.

Staircases are wide enough for safety and set outside the main building block, for fire prevention. The high basement that stretches beneath the 1931 block of the Middle Haddam School building is fire-proofed in its construction and well-illuminated through its generous windows and glazed walls. Modern sanitation was emphasized with the inclusion of boys' and girls' lavatories, and a modern heating system was installed in a fireproof boiler room.

Haynes & Mason designed consolidated school buildings in accordance with generally accepted directives set out by early school reformers and architects. For example, the Teaticket School was a consolidated school designed by Haynes & Mason and completed in 1928, replacing the last one-room school in Falmouth, Massachusetts. Teaticket resembles Middle Haddam School in several aspects, demonstrating design characteristics representative of Haynes & Mason's characteristic approach to consolidated school buildings. While Middle Haddam is smaller in scale, both schools, designed in a Classical Revival style, feature the same key stylistic elements, including a prominent pedimented portico centered on the south-facing façade, a cupola centered on the roof, a wooden modillioned cornice, the use of quoins, and cast stone features. The Teaticket School also resembles Middle Haddam in its layout: "This new elementary school contains six class rooms on the main floor; and on the ground floor a kitchen, lunch room, and facilities for household arts, as well as a manual training shop and rooms for basketry and weaving" (Falmouth School Department Report 1928: 5). As with Middle Haddam School, banks of large windows meet the light and ventilation requirements set out for a consolidated school, and a moveable wall placed between two classrooms to allow for an assembly hall meets the criteria for creating community space, just as it did in Middle Haddam. The spacious school grounds, which included a long front (south) yard and side playing fields also met the aims of the consolidation school model.

The Groton High School in Groton, Massachusetts, designed by Haynes & Mason in 1928 possesses stylistic elements similar to Middle Haddam School, including the use of soldier bricks, cast stone, wide hallways, and narrow maple flooring. Large classrooms filled with abundant natural light from the banks of large windows are a highlight of the building and a predominant characteristic of Haynes & Mason's scholastic architecture. The eight-light transom windows above the first-story classroom doors were an important source of cross ventilation, as they were at Middle Haddam School. The windowless end walls of the classrooms are covered on the interior with blackboards, per the specifications for a consolidated school. Between the classrooms and projecting into the façade pavilion is the main stairwell. To either side of the stairwell are the boys' and girls' lavatories, just as they are located in the Middle Haddam School. Wide stairs and corridors, which made quick evacuation of the building possible, were considered important fire safety features of both schools. A teacher's room was incorporated, as it was at Middle Haddam, along with a well-equipped cafeteria in the basement level.

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The period of school consolidation during the first half of the twentieth century produced standardized designs that reflected modern educational theories, while also responding to the needs of rapidly growing populations. Mass, proportion, correct window placement to admit maximum amounts of natural light and air, and quality construction, were considered key elements of good design. Technical issues like heating, ventilation, sanitation and fire safety were topics of special concern. Judicious use of architectural detail was recommended, reflecting the belief that beautiful surroundings made an important contribution to the learning process, as well as civic pride. The Middle Haddam School embodies the specifications set forth for an ideal “healthful” consolidated school, associated with the new philosophy of learning that focused on character education and citizenship.

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“Annual Reports of the Town of East Hampton for the Year Ending September 1, 1931.” Portland, CT: Middlesex County Printery, 1931.

“Annual Reports of the Town of East Hampton for the Year Ending September 1, 1949.” Portland, CT: Middlesex County Printery, 1949.

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Middle Haddam School

Name of Property

Middlesex County, CT

County and State

East Hampton Land Records, East Hampton Town Hall, 22 East High Street, East Hampton, Connecticut.

Forbes, Anne. Groton High School. National Register Nomination Number- 10000057 NRIS, National Park Service, 1985. Online at <http://mhc-macris.net/Details.aspx?MhcId=GRO.147>.

GIS and Assessors information retrieved from the website  
<http://www.mainstreetmaps.com/CT/EastHampton/>.

“The Greater Hartford Directory.” Hartford : Price & Lee Co., 1930.

Jenkins, Candace., Teaticket School. National Register Nomination Number- 02000082 NRIS, National Park Service, 1985. Online at <http://mhc-macris.net/Details.aspx?MhcId=FAL.1034>

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Ransom, David F., Middlebury Center Historic District, National Register Nomination Number- 85001019 NRIS, National Park Service, 1985. Online at <https://npgallery.nps.gov/pdfhost/docs/NRHP/Text/85001019.pdf>.

Schiller, Eugene A. *Developer’s Kit: Former Middle Haddam School*. Town of East Hampton, Connecticut. September, 1981.

“School Building Inspection Reports.” Connecticut State Archives, Connecticut State Library. Education, Department of, 1845-1997 (RG 010) Box 8. School Building Inspection Reports. Folder – East Hampton: Middle Haddam School (September 16, 1931).

“School Building Inspection Reports.” Connecticut State Archives, Connecticut State Library. Education, Department of, 1845-1997 (RG 010) Box 8. School Building Inspection Reports. Folder – East Hampton: Center School (April 20, 1927).

Middle Haddam School  
Name of Property

Middlesex County, CT  
County and State

**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):** \_\_\_\_\_

---

**10. Geographical Data**

**Acreage of Property** 2.22

Use either the UTM system or latitude/longitude coordinates

**Latitude/Longitude Coordinates**

Datum if other than WGS84: \_\_\_\_\_

(enter coordinates to 6 decimal places)

1. Latitude: 41.552932 Longitude: -72.547897
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

Middle Haddam School  
Name of Property

Middlesex County, CT  
County and State

**Or**

**UTM References**

Datum (indicated on USGS map):

NAD 1927 or  NAD 1983

- |          |           |           |
|----------|-----------|-----------|
| 1. Zone: | Easting:  | Northing: |
| 2. Zone: | Easting:  | Northing: |
| 3. Zone: | Easting:  | Northing: |
| 4. Zone: | Easting : | Northing: |

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

The boundary of the property corresponds to the parcel identified as Lot 20, Block 12, on Tax Map 02C in book 433/909 on file with the Town of East Hampton, Connecticut, Assessor's Office.

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

This boundary encompasses the full extent of the historic resource identified in this nomination. It is consistent with the historic parcel boundary in 1930, when the school was constructed.

---

**11. Form Prepared By**

name/title: Dr. Margaret McCutcheon Faber, Member  
organization: Middle Haddam Association  
street & number: 45 Schoolhouse Lane (Post Office box 326)  
city or town: Middle Haddam state: CT zip code: 06456  
e-mail msmfaber@gmail.com  
telephone: 860-301-5856  
date: August 9, 2018

Middle Haddam School  
Name of Property

Middlesex County, CT  
County and State

---

### Additional Documentation

Submit the following items with the completed form:

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

Middle Haddam School  
Name of Property

Middlesex County, CT  
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### **Photographs**

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

### **Photo Log**

Name of Property: Middle Haddam School

City or Vicinity: Village of Middle Haddam (Town of East Hampton)

County: Middlesex State: Connecticut

Photographer: Margaret McCutcheon Faber

Date: Photographed: October 2016 and July 2017

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

Photo 1 of 40. Middle Haddam School in its setting showing field and forest, camera facing northwest.

Photo 2 of 40. View from Middle Haddam School to the south showing neighboring horse farm, camera facing south.

Photo 3 of 40. Cement walkway from south entry to Schoolhouse Lane, camera facing south.

Photo 4 of 40. Driveway and retaining wall, camera facing southeast.

Photo 5 of 40. Cupola on original 1931 block, camera facing southeast.

Photo 6 of 40. Brick "flare headers" on exterior wall of east elevation, camera facing west.

Photo 7 of 40. Brick "soldier band" bisecting building as seen on exterior wall of east elevation, camera facing west.

Photo 8 of 40. South elevation (façade), camera facing north.

Photo 9 of 40. Recessed arch of south entry, camera facing northwest.

Photo 10 of 40. Arched window of south entry from interior, camera facing south.

Middle Haddam School  
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Photo 11 of 40. Decorative cast stone “keystone” adorning south entry and lantern, camera facing north.

Photo 12 of 40. East elevation of original 1931 block, camera facing west.

Photo 13 of 40. West elevation of original 1931 block, camera facing east.

Photo 14 of 40. Original brass hardware on west door of 1931 block, camera facing east.

Photo 15 of 40. Line of demarcation between original 1931 block and 1949 addition, camera facing east.

Photo 16 of 40. East entry to 1949 addition, camera facing west.

Photo 17 of 40. East elevation of 1949 addition and original 1931 block, camera facing west.

Photo 18 of 40. North elevation of 1949 addition, camera facing southeast.

Photo 19 of 40. West elevation of 1949 addition with 1931 block, camera facing east.

Photo 20 of 40. Removable wall between 1931 southwest and northwest classrooms, camera facing north.

Photo 21 of 40. Interior south staircase in 1931 original block, camera facing southwest.

Photo 22 of 40. Detail of south staircase’s newel post, camera facing southwest.

Photo 23 of 40. First floor framing as seen from ground floor/basement level, camera facing west.

Photo 24 of 40. Ceiling framing as seen from first floor, camera facing north.

Photo 25 of 40. Roof framing in 1931 block as seen from attic space, camera facing southwest.

Photo 26 of 40. Brick wall blocks that original served as “lath” for plaster for interior walls in 1931 block.

Photo 27 of 40. Bank of interior windows in 1931 original block, camera facing west.

Photo 28 of 40. Mid-window shade in southwest classroom of 1931 original block, camera facing west.

Photo 29 of 40. Transom window over classroom doorway in 1931 original block, camera facing east.

Photo 30 of 40. Original light fixture in classroom, camera facing south.

Middle Haddam School  
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Photo 31 of 40. Remains of blackboard in 1931 original block, camera facing north.

Photo 32 of 40. Molded wooden chalk tray under blackboard in 1931 southwest classroom, camera facing west.

Photo 33 of 40. Storage cupboard with glazed doors in a classroom of the original 1931 block, camera facing east.

Photo 34 of 40. Coat cupboard in classroom of the original 1931 block, camera facing east.

Photo 35 of 40. Doorway from 1949 addition into original 1931 corridor, with transom, camera facing south.

Photo 36 of 40. Transom over classroom doorway in 1949 addition, camera facing southeast.

Photo 37 of 40. Interior doorway leading from 1949 addition's main entry on east elevation to classrooms and main corridor, camera facing east.

Photo 38 of 40. Former teacher's room in 1949 addition, camera facing west.

Photo 39 of 40. Stairway from 1949 addition to basement/ground level, camera facing west.

Photo 40 of 40. Former gymnasium, camera facing west.

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

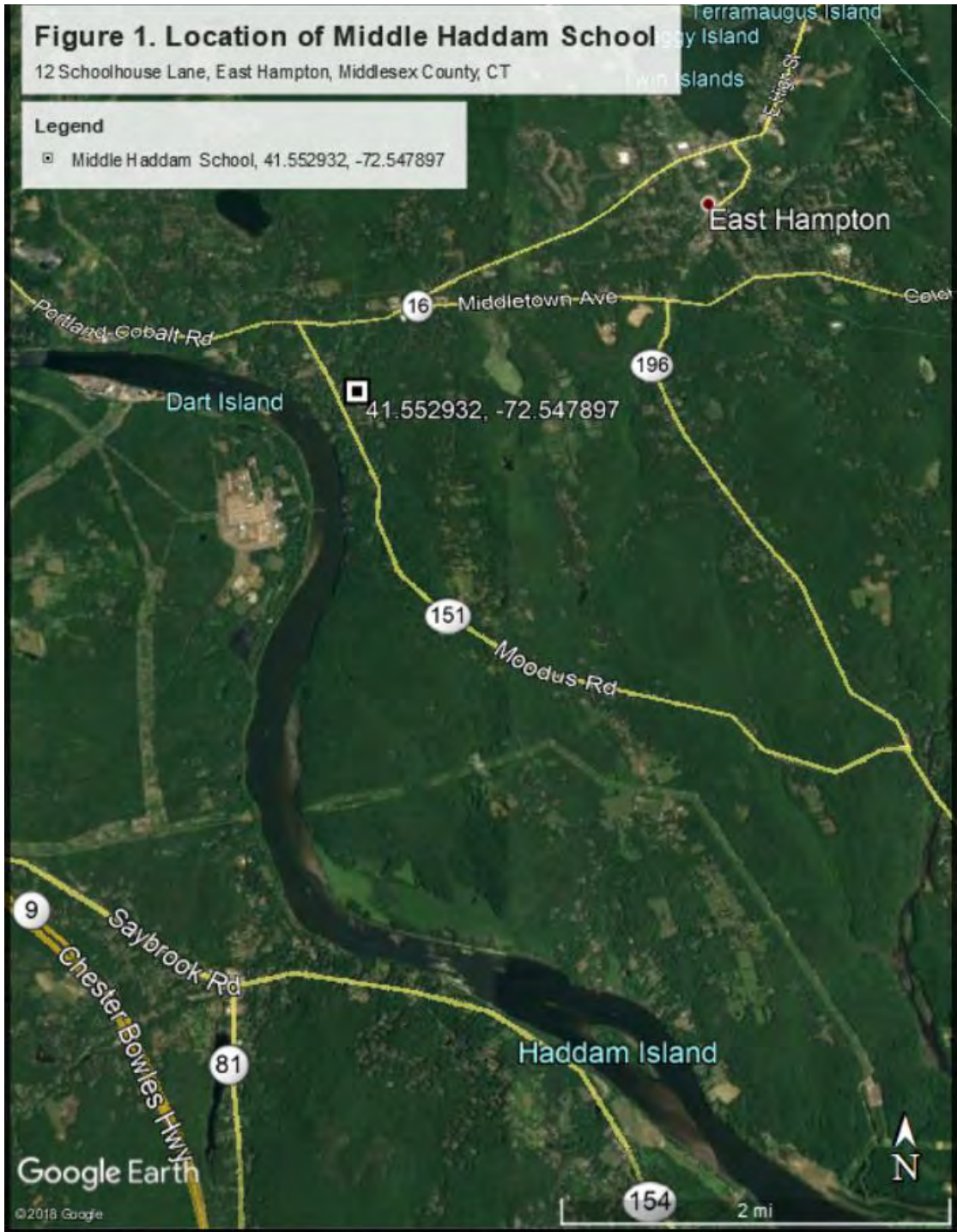
**Estimated Burden Statement:** Public reporting burden for this form is estimated to average 100 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form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



Middle Haddam School  
Name of Property

Middlesex County, CT  
County and State

**GRAPHICS**



**FIGURE 1: Location Map (Source: Google Earth).**

Middle Haddam School  
Name of Property

Middlesex County, CT  
County and State



**Middle Haddam School**

8/15/2019 3:57:17 PM

Scale: 1"=125'

Scale is approximate



**FIGURE 2: Site Plan - 12 Schoolhouse Lane, Boundary of nominated property shown in red.**

Source: Town of East Hampton, GIS Assessment Maps, East Hampton Assessor:  
Online at [http://www.easthamptonct.gov/Pages/EastHamptonCT\\_Assessor/Index](http://www.easthamptonct.gov/Pages/EastHamptonCT_Assessor/Index)





Middle Haddam School  
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**FIGURE 4: Middle Haddam School - south and east elevations of original 1931 block - from 1934 Postcard (mislabeled Cobalt, Connecticut), photographer unknown, published by the Cobalt General Store, camera facing northwest**

Middle Haddam School  
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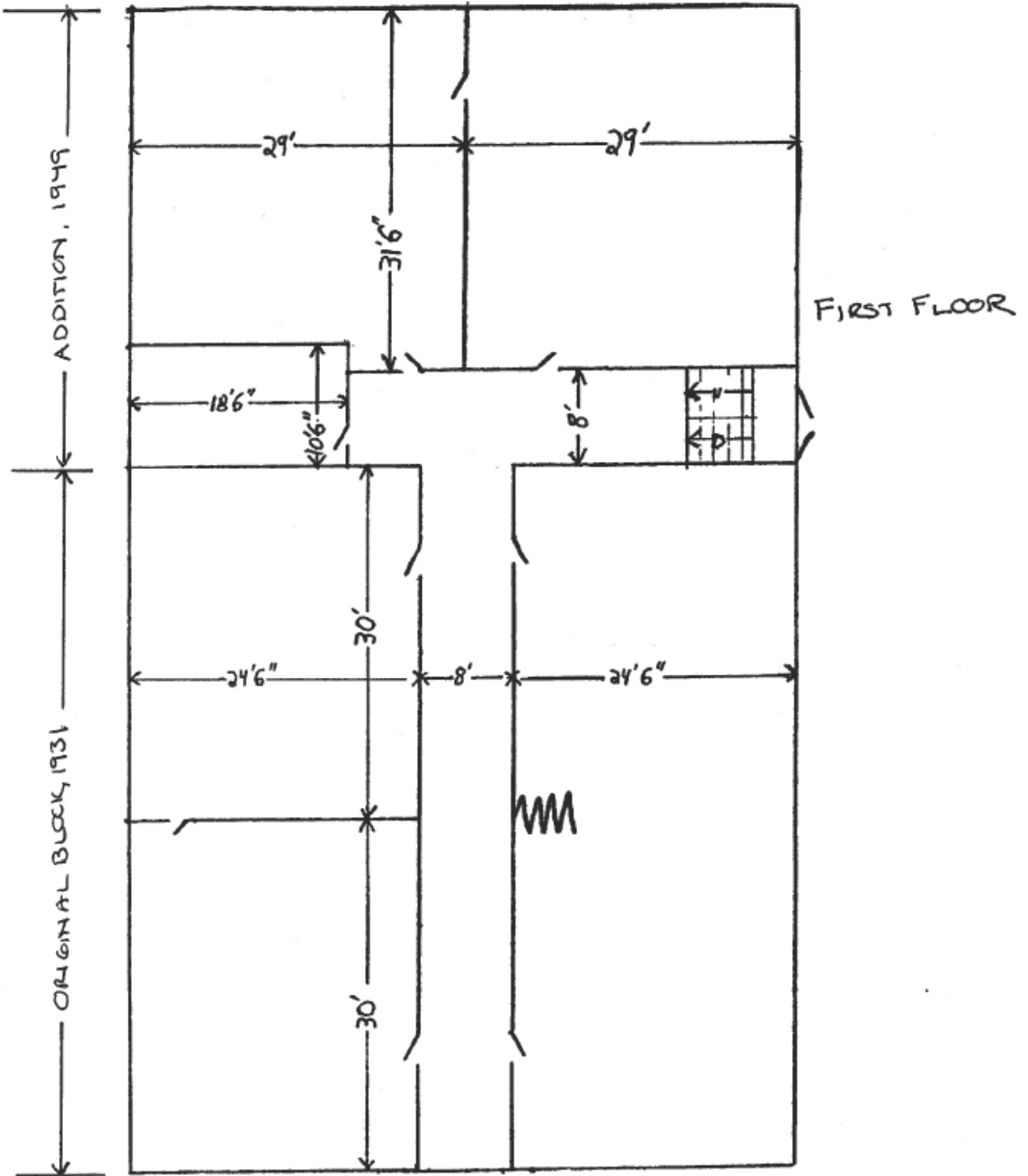


FIGURE 5: Floor Plan - 12 Schoolhouse Lane: First Floor

Middle Haddam School  
Name of Property

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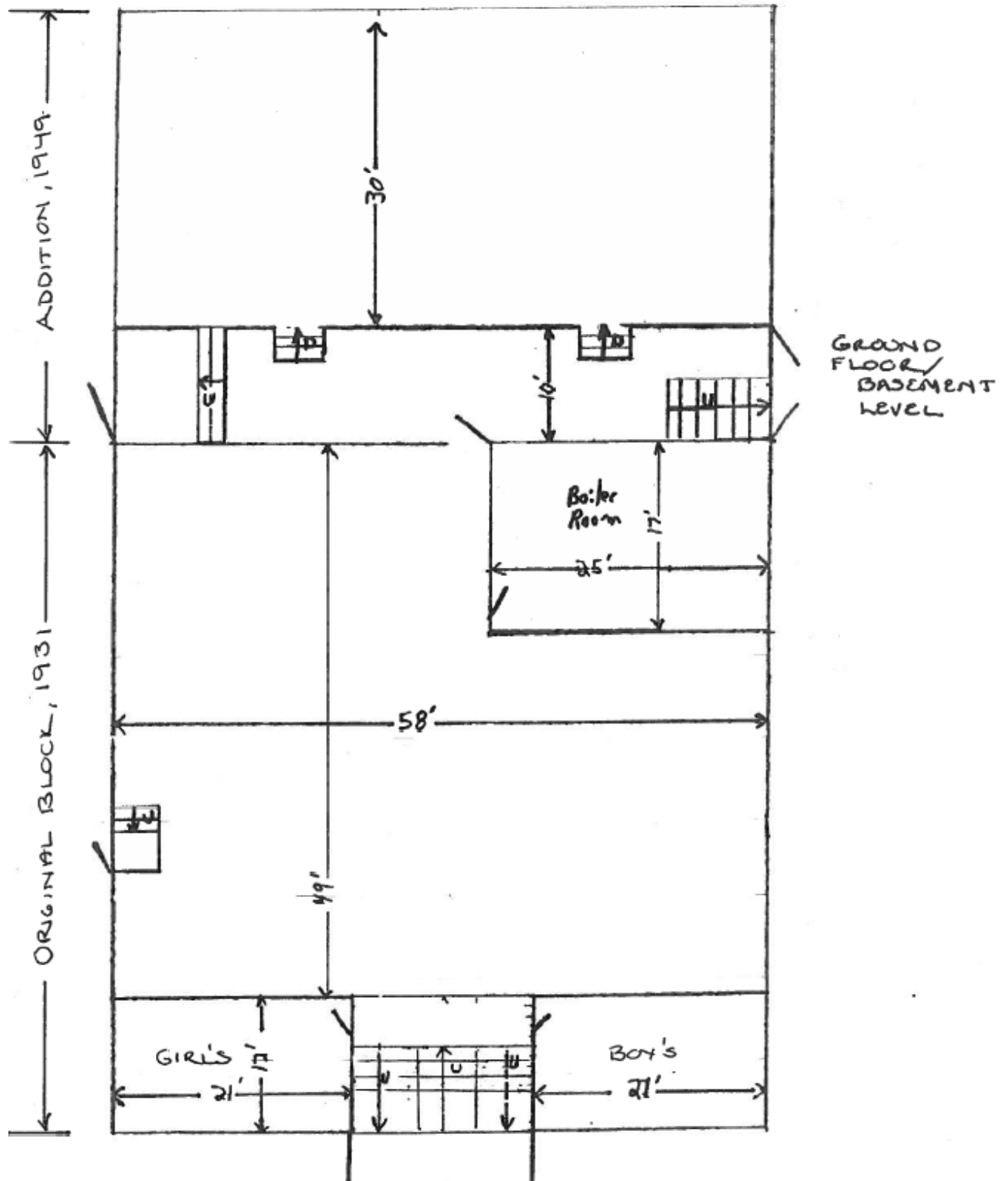
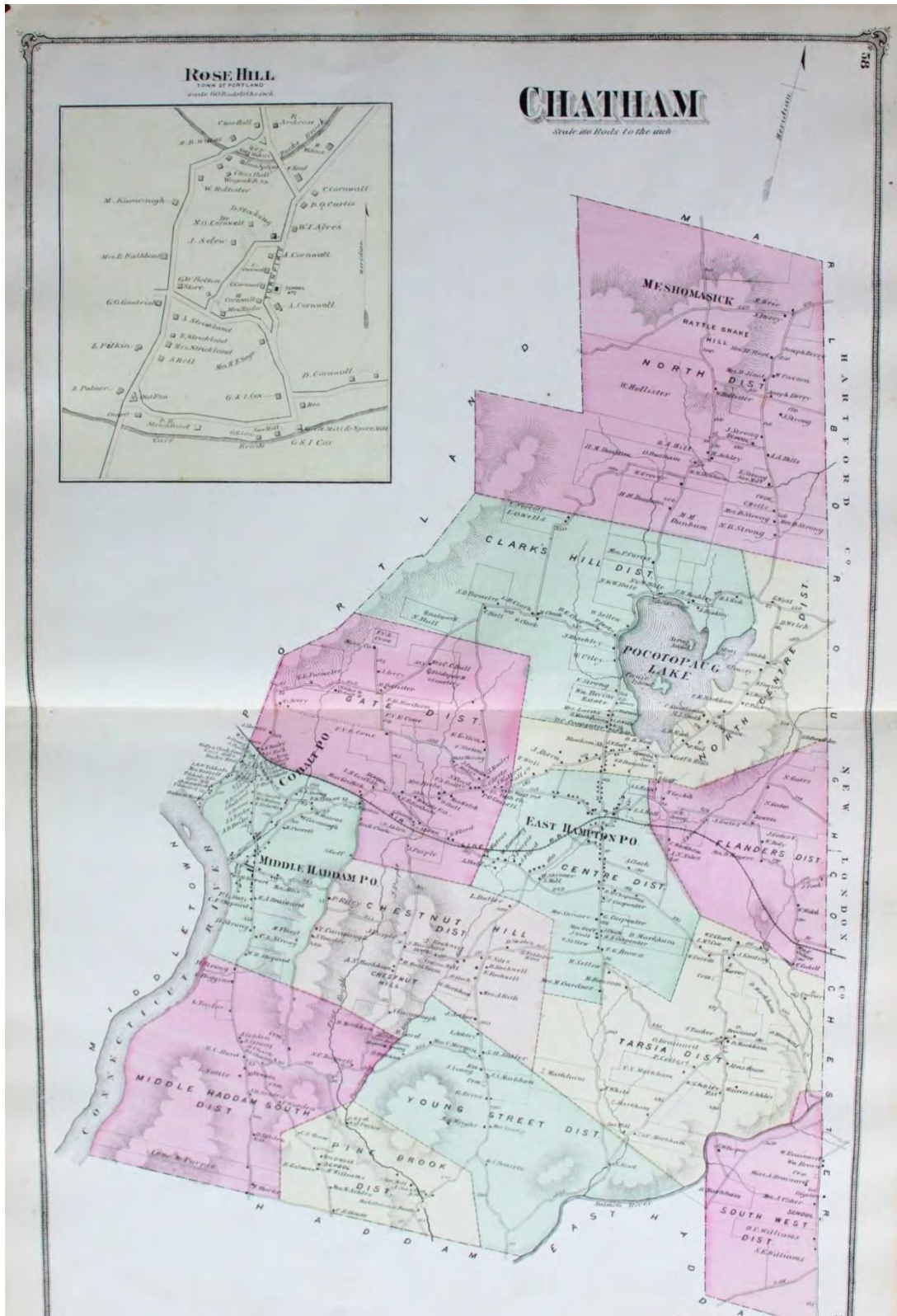


FIGURE 6: Floor Plan - 12 Schoolhouse Lane: Ground Floor



Middle Haddam School  
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Middle Haddam School  
Name of Property

Middlesex County, CT  
County and State

**FIGURE 7 - Map showing East Hampton's School Districts, F.W. Beers (1874) Atlas of Middlesex County**



**FIGURE 8 - Northwest School (62 Middle Haddam Road) c.1840,  
camera facing southeast**



Middle Haddam School  
Name of Property

Middlesex County, CT  
County and State



**FIGURE 9 - Eckersley Hall School (61 Durant Terrace, Middletown, CT) c.1929, camera facing north.**













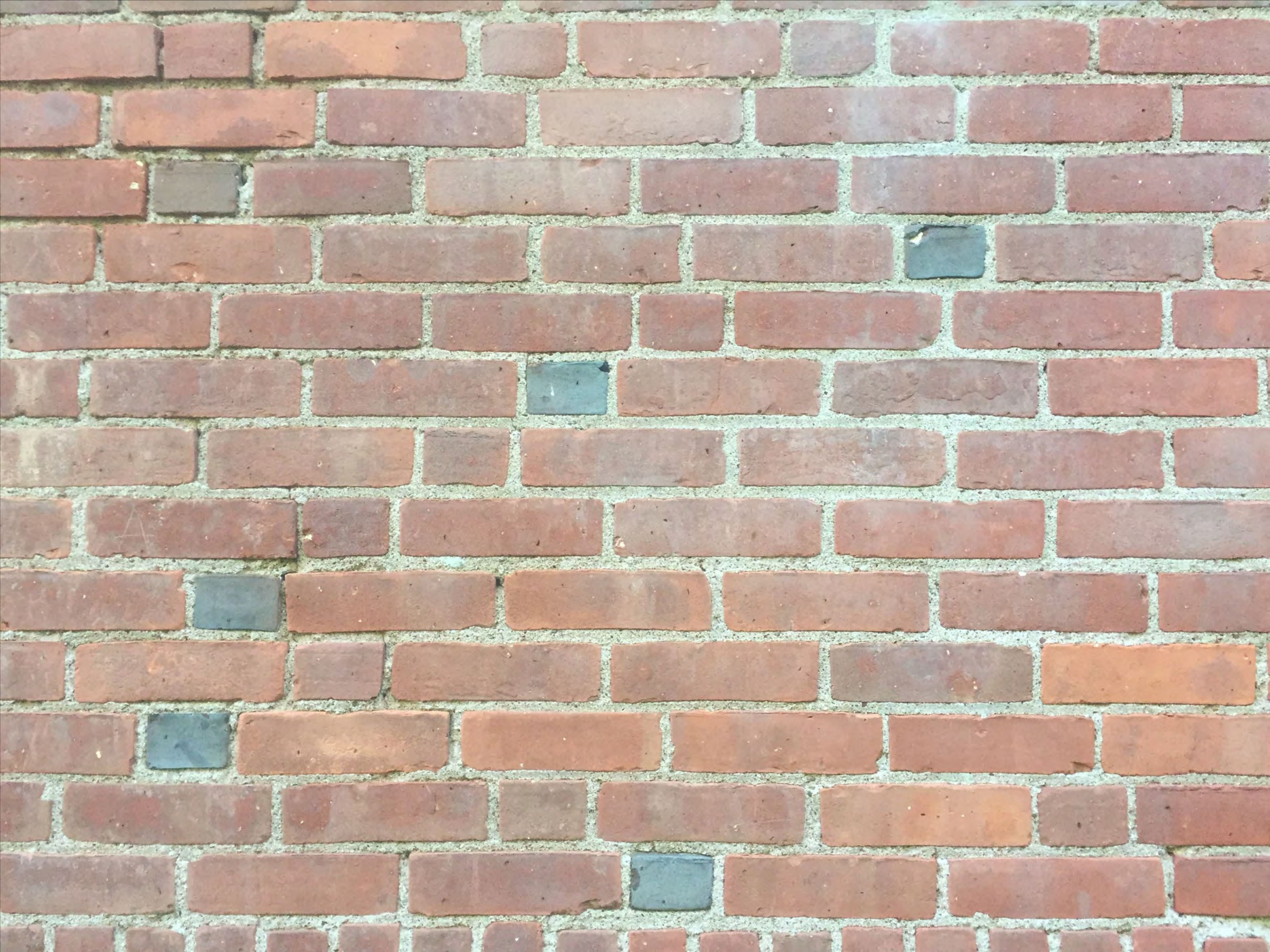




















































NO  
TRESPASSING















Large green graffiti piece with black outlines and white highlights, featuring stylized letters and the word "HIDE" repeated multiple times. Below it, the word "Sadoom" is written in a bubbly, outlined font. To the left, there is a peace symbol and some smaller graffiti.



































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Handwritten graffiti on the left wall, possibly reading "Kamel" or similar, written in black ink.



Blue graffiti on the right wall, possibly reading "De" or similar.









Matthew

~~Matthew~~

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ASH!

is  
CUTER?  
than  
week

GOOD

Resnow // Resnow





















LIK  
BONES

Pe  
r

Blue and yellow graffiti on the left wall.

Black graffiti on the left wall of the hallway.

Dark hallway with graffiti on the walls.

Wooden door with graffiti on the right side.

















SDH  
SHT. P/P



MAR FIVE





National Register of Historic Places  
Memo to File

# Correspondence

The Correspondence consists of communications from (and possibly to) the nominating authority, notes from the staff of the National Register of Historic Places, and/or other material the National Register of Historic Places received associated with the property.

Correspondence may also include information from other sources, drafts of the nomination, letters of support or objection, memorandums, and ephemera which document the efforts to recognize the property.





Evaluation/Return Sheet For Single/Multi Nomination

UNITED STATES DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES  
EVALUATION/RETURN SHEET

Requested Action: Nomination

Property Name: Middle Haddam School

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

State & County: CONNECTICUT, Middlesex

Date Received: 9/11/2019    Date of Pending List: 9/30/2019    Date of 18th Day: 10/15/2019    Date of 45th Day: 10/28/2019    Date of Weekly List: \_\_\_\_\_

Reference number: SG100004545

Nominator: \_\_\_\_\_

Reason For Review:

- Appeal
- SHPO Request
- Waiver
- Resubmission
- Other
- PDIL
- Landscape
- National
- Mobile Resource
- TCP
- CLG
- Text/Data Issue
- Photo
- Map/Boundary
- Period
- Less than 50 years

Accept     Return     Reject    10/18/2019 Date

Abstract/Summary Comments: \_\_\_\_\_

Recommendation/ Criteria: Nominated under A and C for Education and Architecture, the documentation does and excellent job or both in terms of the consolidated school movement for small towns during the second quarter of the twentieth century.

Reviewer Roger Reed    Discipline Historian

Telephone (202)354-2278    Date 10/15/19

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

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

Back





## State of Connecticut

### HOUSE OF REPRESENTATIVES STATE CAPITOL

**REPRESENTATIVE MELISSA ZIOBRON**  
THIRTY-FOURTH ASSEMBLY DISTRICT

LEGISLATIVE OFFICE BUILDING, ROOM 4200  
300 CAPITOL AVENUE  
HARTFORD, CT 06106-1591

CAPITOL PHONE: (860) 240-8700  
TOLL FREE: 1-800-842-1423  
Melissa.Zlobron@housegop.ct.gov

**RANKING MEMBER**  
APPROPRIATIONS COMMITTEE

**MEMBER**  
ENVIRONMENT COMMITTEE  
GENERAL LAW COMMITTEE

August 10, 2018

Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, Connecticut 06103

Dear Jenny,

It is my pleasure to write to you today in support of the Middle Haddam School Property, located at 12 Schoolhouse Lane, East Hampton Connecticut, to be individually listed on the National Register of Historic Places.

The Middle Haddam School is a historic staple in our community. I, along with generations of others, went to this school and have wonderful memories of our schooldays there. I would love to see this beautiful, historic building restored and utilized by our community in a positive way.

I hope the State Review Board will recognize the historic importance of this building and will vote favorably to nominate the Middle Haddam School to the National Register of Historic Places. If I can be of any assistance to this process, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Melissa Ziobron".

Melissa Ziobron  
State Representative  
34<sup>th</sup> District



August 12, 2018

Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, Connecticut 06103

Dear Ms. Scofield:

I am writing to offer our warm support for the nomination of the Middle Haddam School at 12 Schoolhouse Lane to the National Register of Historic Places. The Middle Haddam School is a handsome, and well-proportioned example of a post-WWI Georgian Revival school, with a fine entryway and accompanying gothic window. The later 1949 addition, built after the interruption of the Second World War, is harmonious with the original style and construction. As a whole, the structure provides a tangible reference point of a post-WWI sense of place, as changed and structured by the broader educational reforms of the time.

As a regional 501c(3) nonprofit devoted to issues of preservation, development, and the environment, with a following of several thousand residents across the southern New England coastline, we are keenly aware of the relatively rarity, and thus particular value, of these structures on the less-developed eastern bank of the lower Connecticut river for future adaptive reuse in keeping with the character of the region. Given an aging population, the need for new housing, and the likely need for structures to accommodate future regionalization, it is our view that the Middle Haddam School will provide for the future as much as it protects a meaningful past.

For these reasons, we hope that the State Review Board will support the nomination of the Middle Haddam School to the National Register of Historic Places.

Kind Regards,



Gregory Stroud, Ph.D.  
Executive Director  
SECoast



August 13, 2018

Ms. Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, CT 06103

Re Middle Haddam School, Middle Haddam, CT 06456  
National Register Designation

I have been a resident of Middle Haddam for 57 years. The Village of Middle Haddam has a rich maritime heritage with many fine examples of late 18th and early 19th Century buildings protected by a Middle Haddam Historic District Commission in addition to being a National Register District.

The proposed application for the Middle Haddam School to be a National Register recognized building with a future reuse makes sense and I totally support this effort.

Yours truly,



Lois E. McCutcheon  
Secretary  
Middle Haddam Association  
PO Box 5  
51 Long Hill Road  
Middle Haddam, CT 06456



Paula Funk  
16 Schoolhouse Lane  
Middle Haddam CT 06456-0139

August 14, 2018

Jenny Scofield  
State and National Register Coordinator  
450 Columbus Boulevard  
Hartford, Connecticut 06103

Dear Ms. Scofield,

It is with great interest that I write to you in support of nominating the Middle Haddam School property at 12 Schoolhouse Lane to the National Register of Historic Places.

The Middle Haddam School borders my property. The school is an impressive building and efforts are being made to preserve it. It would be gratifying to see the school restored to its original glory and become an important building in the community again.

The School was an integral part of the Middle Haddam Village. The building still holds fond memories for many of the children that attended school there. Several have come back to the school as adults to gaze upon the building and to take pictures of themselves in front of it. Adapting the building to a productive use will keep the building available to be enjoyed by generations to come.

Thank you,

  
Paula Funk



August 15, 2018

Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, CT 06103

Dear Ms. Scofield:

The Middle Haddam School at 12 Schoolhouse Lane, Middle Haddam, CT has significant historical life and future use potential for generations to come and would complement the well preserved historic town library across the street along with local historic neighborhoods a short walk from the Connecticut River.

My first experience to the area was in 1979 on a trip to Hurd State Park. I still remember the wonderful ride through the Middle Haddam Village, never thinking I would someday live here.

This is a property which was a focal point during the war period, displaying the architectural contributions of local citizens' and needs preservation.

While it presently appears to suffer from vacancy, it is not too late to be salvaged and provide important community service. However the time is now because of the potential adverse catastrophic event of roof loss.

I have inspected hundreds of century plus old properties as a real estate broker and insurance company Engineer also owning one of the oldest early settlement homes in East Hampton, CT.

My thinking is what the property will be in 100 years if it can be successfully included to the National Register of Historic places, given the chance of community reuse and hoping for your support.

Sincerely,

William Lawler  
14 Main St.  
East Hampton, CT 06424  
860-841-4258



----- Forwarded message -----

From: **William McDonald** <mcdonaldcustomcabinetry@gmail.com>

Date: Sun, Aug 12, 2018 at 10:07 AM

Subject: MH School

To: Margaret McCutcheon Faber <msmfaber@gmail.com>

To Whom It May Concern,

I am voicing my support of the efforts to save the Middle Haddam School. As librarian of the Middle Haddam Library, I have over the years heard from many patrons, and out of town visitors, saddened that the building has been sorely neglected. Many of the people had attended the school, and have fond memories of their time spent there. I urge the State of Connecticut and the Department of the Interior (National Register of Historic Places) to fund and list this iconic building which was such an integral part of the history of Middle Haddam.

Respectfully submitted,  
Janet McDonald



August 12, 2018

Ms. Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, CT 06103

Re: National Register Designation nomination  
Middle Haddam School, Middle Haddam, CT 06456

As a long time resident of Middle Haddam, I enthusiastically support the preservation of the Middle Haddam School and its acceptance as a National Registered Historic Property.

Middle Haddam School is an architecturally beautiful building, virtually unchanged since its period of significance. In addition to being a beloved school with hundreds of signatures in support of its future reuse, it has served the community for decades as a meeting place for many community and town functions as well as a voting center.

This proposed designation, if accepted, should insure Middle Haddam School's continued existence as a contributing resource for future generations.

Sincerely,



Ronald W. McCutcheon  
51 Long Hill Road  
Middle Haddam, CT 06456



----- Forwarded message -----

From: **Geralyn Yocher** <geralynyocher@gmail.com>

Date: Thu, Aug 16, 2018 at 1:20 AM

Subject: Re: Middle Haddam School

To: Margaret McCutcheon Faber <msmfaber@gmail.com>

Geralyn Cole Yocher

[9 North Cone Road](#)

[East Hampton, CT 06424](#)

Jenny Scofield

State and National Register Coordinator

[450 Columbus Boulevard](#)

[Hartford, Connecticut 06103](#)

Dear Ms Scofield,

As an active member of the Middle Haddam community in my formative years, I would very much like to see the Middle Haddam (Elementary) School at [12 Schoolhouse Lane](#) nominated to be individually listed on the National Register of Historic Places. Very fortunately, I attended this school from first through sixth grade and hold many, many fond memories there in.

The building itself has a lovely, welcoming entrance and beautiful gothic windows, standing as a classic example of a post WW I Georgian Revival School. Over the years, it has sadly fallen into considerable disrepair.

To witness this building rehabilitated; serving the community once again would be a wonderful tribute to this beautiful structure which has contributed so much to so many generations within and beyond our community.

I sincerely wish that the State Review Board will cast a favorable vote nominating the Middle Haddam School to the National Register of Historic Places.

Respectfully submitted,

Geralyn Cole Yocher

A few memories:

First grade: watching praying mantis  
hatch between the screens  
and window panes of the  
huge classroom windows

Second grade: Distributing valentines  
from our class made  
Valentine box

Third grade: Receiving large pepper-  
mint spiral cookies from



our teacher/Principal  
for Christmas

Fourth grade: Learning to play baseball  
as our "Patriotic Duty"

Fifth grade: Escaping the hissing winter  
radiators to go sliding

Sixth grade: Developing good citizen-  
ship skills through honesty  
and fairness practices in  
the classroom



George J. Bartok  
Post Office Box 110  
Middle Haddam, Connecticut 06456-0110  
*gjbarto@yahoo.com*

August 16, 2018

Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, Connecticut 06103

Dear Ms. Scofield,

I enthusiastically support the nomination of the Middle Haddam School property at 12 Schoolhouse Lane in Middle Haddam to be individually listed on the National Register of Historic Places. Because this school has been such a vital part of our historic village and has served so many of its current and past residents, it is important that it be preserved and recognized. Beautiful and sound structures, such as this, define the character of the community. This Georgian Revival structure sits prominently on high ground above the village and serves as a constant reminder of our past.

I have lived in Middle Haddam since 2001 and often take walks through the village and past the schoolhouse. As a member of the Middle Haddam Association's Board of Directors, I am reminded that, although the Association owns the school, it is the greater community who are the rightful owners and we are simply stewards and caretakers. It is the building itself that carries the legacy. It is my sincere hope that the State Review Board will vote to nominate the Middle Haddam School to the National Register of Historic Places.

Sincerely,

George J. Bartok  
*Member, Board of Directors*  
*Middle Haddam Association*



August 16, 2018

Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, CT 06103

Dear Ms. Scofield:

I have been a resident of Middle Haddam CT for 3 years as a renter and 12 years combined currently owning two historic homes nearby the Schoolhouse Lane, School.

A community of people who appreciated the history of houses and individual structures.

We are fortunate for community volunteers that give the time for these investments of our heritage.

The Schoolhouse reportedly could have been included in the Historic Registry years ago when Middle Haddam was approved, so doing the same today seems sensible and the committee would be doing a valued service to approve it.

Sincerely,

Mary Jo Shaffer  
20 Knowles Landing  
Middle Haddam, CT 06424



Jenny Scofield  
*State and National Register Coordinator*  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, Connecticut 06103

August 16<sup>th</sup>, 2018

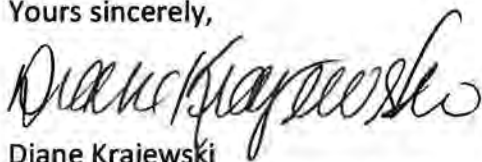
Dear Jenny:

I attended Middle Haddam School for Kindergarten in 1977. My memories of the rural school are vivid and plentiful. I fondly recall tapping the maple trees on the school's property and making maple syrup with my class. The cook then produced the most wonderful pancakes for us to enjoy with our sweet creation.

I hope that the State Review Board will vote favorably to list the Middle Haddam School on the National Register of Historic Place. It is a very special building, significant to our community, and it would be a terrible shame to see this resource disappear.

Thank you for your consideration –

Yours sincerely,



Diane Krajewski

Alumna, Middle Haddam School



Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, Connecticut 06103

August 20<sup>th</sup>, 2018

Dear Ms. Scofield,

I began my schooling at Middle Haddam School in 1935. At the time, it was a grand, modern institution – very different from the one-room school houses scattered around town. Some students walked many miles to reach the new school and some were fortunate to be able to take a school bus. I generally walked, through the woods. I attended Middle Haddam School through the eighth grade, and received an excellent education there.

I toured the school in 2017 with my friend and schoolmate, Harry Nilson. Harry was a couple of years ahead of me, starting school in 1933, just two years after it opened. The building and its grounds brought distinct memories flooding back – of the baseball diamond (the cages they put up over the windows to protect them from stray balls), and the unwritten rule that if you hit the school you got a home run!

Especially vivid were certain events visible from the large classroom windows, such as the time Louis Hurd, a neighbor and keen horseman, galloped toward a tall jump and was sent flying from his horse. Or, the time Will Child's chicken coop burned during the school day, causing a giant raucous. Another, was the time the oil tank sprung a leak and flooded the hand dug well. The children had to carry water from a distant neighbor's spring in jugs until it could be properly cleaned by the janitor, Pat Cavanaugh. Pat was a very special man – he would care for the children - fixing a broken toy, and even giving kids haircuts in the boiler room when their parents couldn't afford to during the depression

Touring the basement level brought back clear memories of graduation – of processing into the space to a stage set on the east wall. I was the class president at the time. On the first floor I recollected the layout of my classrooms exactly – down to the placement of the school clock. While it has fallen into disrepair, the architecture has not changed. There were many modern conveniences in our “new” school, such as a water bubbler in the hallway.

I left Middle Haddam School after eighth grade and attended High School at Center School in East Hampton, which prepared me well for my career as an electrician.



Revisiting Middle Haddam School was a bittersweet experience – while I was delighted to walk through the familiar rooms with my good friend classmate, I was sad to see the structure’s state of deterioration. I hope that your Board will vote in favor of listing the building on the National Register of Historic Places. It deserves the recognition as it retains so many original features and is a relatively untouched example of a modern consolidated school.

Sincerely,

*Roy Hallberg*

Roy Hallberg  
Middle Haddam



Harry Nilson (right) and Me (left)



## Marjorie Anderson

Post Office Box 295  
Middle Haddam, Connecticut 06456

Telephone: (860) 267-1951

August 21, 2018

Jenny Scofield  
State and National Register Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, Connecticut 06103

Dear Ms. Scofield:

I am a resident of Middle Haddam, Connecticut, and I am writing to voice my support for the nomination of the Middle Haddam School at 12 Schoolhouse Lane to the National Register of Historic Places.

The Middle Haddam School is an attractive old brick schoolhouse in a lovely setting. It is located adjacent to our house. The building is important to many local residents, some of whom attended school there. I taught elementary school in the town of East Hampton in the 1960s during which time the Middle Haddam School was still a vibrant neighborhood school. I hope it can be restored and repurposed.

For these reasons, I hope that the State Review Board will support the nomination of the Middle Haddam School to the National Register of Historic Places.

Sincerely,



Marjorie Anderson



## Marjorie Anderson

Post Office Box 295  
Middle Haddam, Connecticut 06456

Telephone: (860) 267-1951

August 21, 2018

Alyssa Lozupone  
HRF Grant and Homes Tax Credit Coordinator  
State Historic Preservation Office  
450 Columbus Boulevard  
Hartford, Connecticut 06103

Dear Ms. Lozupone:

I am a resident of Middle Haddam, Connecticut, and I am writing to voice my support for the application for an Historic Restoration Fund Grant to stabilize and rehabilitate the Middle Haddam School at 12 Schoolhouse Lane.

The Middle Haddam School is an attractive old brick schoolhouse in a lovely setting. It is located adjacent to our house. The building is important to many local residents, some of whom attended school there. I taught elementary school in the town of East Hampton in the 1960s during which time the Middle Haddam School was still a vibrant neighborhood school. I hope it can be restored and repurposed.

For these reasons, I hope that Historic Preservation Council will vote favorably on the application and provide the needed funding for the stabilization and rehabilitation of this structure.

Sincerely,



Marjorie Anderson



Frank H. McLean IV  
28 Depot Hill Road  
Cobalt, CT 06414

August 29, 2018

To whom it may concern:

I understand there is the possibility that the Middle Haddam School might be listed on the National Register of Historic Places and I support the nomination.

I was born the year before the Middle Haddam School closed and I never went there as a student. It has, however, been a part of my life in many ways.

Having grown up in the area, many in my family went to the school – some of my family even worked there! I am currently in possession of the original bell that would be used to end recesses and call the day to order. My father has the original office clock. His uncle, my great uncle, served as a (much beloved) janitor for decades. It is remarkable that, nearly forty years later, people still mention on how spotless he kept the school.

As a child with many friends in the same neighborhood as the school, it always loomed large in the background of our playdates and imaginations. The unfriendly place you walked or rode your bike (quickly!) past. A magnet for trouble and danger. It was the place you were told not to go to – broken glass, snakes, poison ivy and sharp, rusty metal. It was the place where the ‘bad’ kids hung out earning their fearsome reputations, doing what unsupervised ‘bad’ kids do in abandoned buildings. Through the eyes of a sheltered child, it was a place of local folklore and ghost stories. I’ve seen the school recently. I can confirm, unfortunately, that both warnings are probably still issued with reason to a new generation of neighborhood children with their own ghost stories and familiar folklore. Through the eyes of a slightly less sheltered adult, I realize that even in its decay it is beautiful building of classical, pleasing proportions in need of a champion and steward. Perhaps a team of them. Listing on the National Register is a first step toward garnering such a team.

I would be hesitant to write this letter if I was not impressed with the research, work and effort that went into researching and writing the National Register nomination, and assessing the viability of saving and repurposing the building. The fact that the community has come out and come together to form an association to manage and preserve the school is heartwarming. This school was, and could be again, a community center. We owe it to our community and ourselves to not let it remain the place where unsupervised youth congregate or crumble into a more dangerous site. The fact that the building is structurally sound means there is time – not a lot, but some. That this team of focused, compassionate members of the community have devised a reasonable, multi-faceted approach to its preservation through different stages of renovation is inspiring. The champions and stewards the school needs perhaps?

In saving Grand Central Station, former First Lady Jacqueline Kennedy Onassis said ‘If we don’t care about our past, we can’t have very much hope for our future.’ The Middle Haddam School is a vast cry from Grand Central Station, but the notion is the same. What do we hope for our future? How do we bring the past into it? How can we capitalize on the assets we have? Do we invest and try now or do we accept defeat and eventually drive by another unremarkable housing development? Perhaps forty years from now, when the memory of a once spotless school is gone, people will remark out loud or think to themselves how fortunate they are that a building with character was saved and remained, a proud, utilized link to another community from another time.

Sincerely,

Frank H. McLean IV







Department of Economic and  
Community Development

State Historic Preservation Office

August 28, 2019

Mr. Roger Reed  
National Park Service  
National Register and National Historic Landmarks Programs  
1849 C St., NW  
Mail Stop 7228  
Washington, D.C. 20240



Subject: Middle Haddam School, Middlesex County, Connecticut, National Register Nomination

Dear Mr. Reed:

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

- Printed cover sheet
- CD of National Register text. The enclosed disk contains the true and correct copy of the nomination for the Middle Haddam School to the National Register of Historic Places. The disk also contains scans of letters received in support of the nomination
- 1 CD of Digital Photographs
- 14 Letters of Support (hard copy)

This National Register nomination was approved by the Connecticut State Historic Preservation Review Board (SRB) on September 14, 2018. A member of the Middle Haddam Association, the entity that owns the property, initiated and authored the nomination. Notice of the SRB meeting was sent to the association, East Hampton Town Manager, East Hampton Planning and Zoning Commission, and the Chatham Historical Society. The town is not a CLG. Fourteen letters of support were received including letters from: Melissa Ziobron, State Representative for the 34<sup>th</sup> district, Greg Stroud of Southeast Coast, an abutting neighbor, residents, the local librarian, former students, and members of the Middle Haddam Association. No letters of objection were received. Three members of the Middle Haddam Association attended the SRB meeting in support of the nomination.

If you have any questions, or if this office can be of assistance, please call Jenny Scofield at 860-500-2343.

Sincerely,

Jenny F. Scofield,  
National Register Coordinator

Enclosures

State Historic Preservation Office

450 Columbus Boulevard, Suite 5 | Hartford, CT 06103 | [ct.gov/historic-preservation](http://ct.gov/historic-preservation)

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Department of Economic and  
Community Development

State Historic Preservation Office

October 4, 2019

Mr. Roger Reed  
National Park Service  
National Register and National Historic Landmarks Programs  
1849 C St., NW  
Mail Stop 7228  
Washington, D.C. 20240

Subject: Middle Haddam School, Middlesex County, Connecticut, National Register Nomination

Dear Mr. Reed:

Replacement CDs for the Middle Haddam School National Register nomination materials are enclosed, including:

- CD of National Register text. The enclosed disk contains the true and correct copy of the nomination for the Middle Haddam School to the National Register of Historic Places. The disk also contains scans of letters received in support of the nomination
- 1 CD of Digital Photographs

The signed cover form and hard copies of the support letters were previously received by NPS.

If you have any questions, or if this office can be of assistance, please call Jenny Scofield at 860-500-2343.

Sincerely,

Jenny F. Scofield,  
National Register Coordinator

Enclosures

State Historic Preservation Office

450 Columbus Boulevard, Suite 5 | Hartford, CT 06103 | [ct.gov/historic-preservation](http://ct.gov/historic-preservation)

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