

3933

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. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name Waterloo High School

other names/site number Main Street Elementary School

name of related multiple property listing N/A

Location

street & number 202-206 West Main Street

N/A

not for publication

city or town Waterloo

N/A

vicinity

state New York code NY county Seneca code 099 zip code 13165

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

national statewide X local

R. Daniel Mackay
Signature of certifying official/Title

3-27-2019
Date

DS/PO
State or Federal agency/bureau or Tribal Government

In my opinion, the property meets does not meet the National Register criteria.

Signature of commenting official

Date

Title

State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

X 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):

R. Daniel Mackay
Signature of the Keeper

5/20/19
Date of Action

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5. Classification

Ownership of Property

(Check as many boxes as apply.)

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

Category of Property

(Check only **one** box.)

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

Number of Resources within Property

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

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

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

Current Functions

(Enter categories from instructions.)

Vacant

7. Description

Architectural Classification

(Enter categories from instructions.)

20th Century Revival/Neoclassical Revival

Materials

(Enter categories from instructions.)

foundation: concrete

walls: steel, brick, tile

roof: EPDM

other:

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Narrative Description

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

Summary Paragraph

Constructed between 1928 and 1929, the former Waterloo High School (later known as Main Street Elementary) was built just west of the commercial district of the village of Waterloo at Main and Virginia Streets. The school building replaced an earlier high school and is a design of Rochester architect Carl Ade, who specialized in large school building construction in the early to mid-twentieth century. The building is a U-shape form of steel frame construction with a brick and cast stone exterior. It consists of a three-story center section that faces the adjacent public park and two, two-story flanking wings. The school also has a full basement. A large paved parking lot is on west side of the property and is accessible from West William Street. The main façade has five bays in the center three-story section, separated by full-height cast stone pilasters. Windows in this section are groups of three windows plus one single window, except for the main entrance, where windows are a band of five windows. Second and third floors are separated by a wide stone frieze band that continues onto the flanking wings. Windows in the third floor are separated by decorative stone urns and are topped with a stone cornice that ends at a broken central pediment. A brick parapet wall is above the cornice. Parapets along the wings are a combination of brick and decorative stone arcading. Windows have stone sills. The south elevation has a one-story rounded bay window and three windows set into large brick arches. All entrances are set into stone surrounds and many feature pediments. The south entrance has a Palladian window over a broken pediment with a centered urn. The interior features double loaded corridors with classrooms on each floor, except for the south wing, which contains a large auditorium. A large lobby and offices are on the east side of the building in the main, central section. The building was in use until recently and maintains much of its historic interior fabric (metal stairs, plaster walls and ceilings, blackboards, wood classroom doors, and lighting and neoclassical features in the auditorium, etc.).

Narrative Description

Location and Setting

The former Waterloo High School is located at 202 West Main Street in Waterloo, Seneca County, New York. It is one-third of a mile west of the Waterloo Downtown Historic District (NR listed 2017) in what could be described as the village's civic center, which contains a small square with a formal, grassy park at the center known as Lafayette Park, the school, and the large, red brick, Greek Revival Seneca County building, now

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occupied by the state and county supreme courts, to the north on West William Street. The street running from West Main to West William is known as Memorial Day Place in recognition of the village being the birthplace of Memorial Day, the annual national observance of those who died in while serving in the country's military forces. The school sits on the western edge of the park facing east and is separated from the public green space by a shallow grassy border and a sidewalk. To the south, the school is set back approximately fifty-five feet from Main Street with a planted lawn, while to the north it is built almost to the lot line and is bordered by a deep sidewalk. A large paved parking area occupies the area behind the school, abutting the residential properties to the west.

East along Main Street is a mix of larger, older residences, several now converted to commercial use and marking the west boundary of the listed historic district. Further east is the heart of the village (Main and Virginia Streets) where the commercial district developed, representing Waterloo's role as part of a major early roadway, connecting to Geneva to the west and Seneca Falls to the east. It was later part of the larger canal network, being along the feeder canal that connected Seneca and Cayuga Lakes to the Erie Canal. Main and Virginia Streets have commercial and residential buildings dating from the early nineteenth century though the early twentieth century, among them an early twentieth century post office building and a late-nineteenth century church.

West of the school are more residences representing a mix of dates and nineteenth and twentieth century styles that become increasingly more modest and less dense westward along Main Street. The remainder of the surrounding area in each direction consists of largely frame residences, generously spaced. Approximately half of the homes date to the mid to late-nineteenth century, while the other half date to within the past fifty years.

General Description and Integrity

Built in 1928-29, the Waterloo High School was designed by well-known Rochester architect Carl Ade, a prolific designer of school buildings throughout upstate New York, and is executed in a Neoclassical style. The building has a red brick exterior with limestone accents over a steel and concrete structure. Its U-shaped plan is composed of a primary three-story, east facing wing and two smaller two-story wings at either end. On the interior, a double height auditorium occupies the larger south wing while the gymnasium is located in the north wing. Office and regular classroom space fills the remainder. From 1929 until 1961, the school functioned as

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the sole high school for the city of Waterloo. When a new high school was constructed, the West Main Street building was used as a middle school and elementary school and then later as overflow classroom space.

The school permanently closed its doors in 2012, but it has been maintained and secured since that time and is in generally good condition. The interior has been updated but still retains its original layout with many original finishes that include tiled floors, plaster walls, wood classroom doors and metal staircases with curving wood handrails. The south wing is very intact and contains a formal entry lobby, a detailed and elegant double-height auditorium with neoclassical features, and formal administration spaces. On the exterior, the building remains much as it was when built with the exception that the replacement windows have infilled transoms. Overall, the building retains its setting, location, design, materials, and workmanship. It was omitted from the listed downtown historic district due to its civic association and feeling with the public park and courthouse. The building continues to play an integral role in the streetscape and the historic character of the village of Waterloo.

Exterior

Waterloo High School is a large neoclassical building that measures approximately 280-feet wide by 150-feet deep at the longer south wing. It sits on a short concrete base and is of steel frame construction with exterior walls in red brick laid in a Flemish bond pattern. Accents and details are of contrasting light-colored cast stone. Each wall is topped by a tall brick parapet with a cast stone coping and cornice that conceals a flat roof. The front and sides of the building have classical details in cast stone that include evenly spaced, full-height framing pilasters between bays, Palladian windows over the north and south entrances, and urns, while the rear elevation is simply executed and lacks decorative details. On all sides (except where noted in the following text), the windows are set into simple brick openings with cast stone sills and a soldier-coursed brick lintel. Large arched windows light the auditorium on the south end. The remaining classroom windows are six-over-six replacement units with a blank spandrel panel transom and are grouped, some with a single window to either side of the grouping. A tall chimney extends well above the roof in the northwest juncture of the central and north blocks.

East Façade:

The primary façade looks east toward Lafayette Park and is slightly set back from the park by a narrow walkway and narrow sections of lawn between the walk and the school. The façade is symmetrically composed and consists of the three-story main block at the center with the two-story wings to either side expressed as slightly projecting pavilions. The main block is made up of five wide bays and is divided into two prominent lower

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stories and a slightly recessed third story. The lower bays are framed by full-height Doric pilasters that support a denticulated cornice composed of cast stone blocks. A smaller version is repeated in the third floor of the center block of the façade. At every story, each of the wide bays contains a group of three windows flanked by a single window to either side, except for the center bay, which has groups of five windows. The center block features cast stone urns above each of the pilasters. In the wings, a parapet is over the cornice and pilasters consist of applied stone panels and arcading.

The center bay is framed by paired pilasters and projects slightly forward. At the first story, it contains the main entry, which is a wide rectangular opening framed by a cast-stone architrave and topped by a frieze and broken pediment with an urn at its center. The words *Books Are the Key to Wisdom* are inscribed into the frieze. The opening has an original multi-light transom window across the top with a pair of non-historic metal doors below, each with a glazed panel in their upper half. A short flight of steps provides access to the door. On either side of the door is a single window. A frieze is over the door and a group of five windows, inscribed with the words *Waterloo High School*. A third-floor group of five windows is flanked by a tall, oval, cast stone inset set into a brickwork panel. At the roofline, the center bay is capped by a brick pediment with a raking cornice and an oval leaded glass window centered in the tympanum. The cast-stone urns above each of the pilasters add a further level of detail and classical formality to the building.

Two-story wings flank the main center block and project slightly forward. The wings are nearly identical, with each east elevation composed of five narrow bays framed by full-height cast stone pilasters. As previously stated, the pilasters support a cast-stone cornice matching that of the center, but each is topped by parapets featuring an applied cast-stone balustrade. Window openings in the bays consist of paired windows in the center and single windows in the outer bays. The center first-floor bay features a brick compound round-arch opening with a contrasting keystone. The south wing center bay has an entrance and the north wing has brick infill with a cast stone inscribed dedication panel. Over the panel is a cast stone *bas relief* of an urn and swag. The south entry is accessed by a short flight of steps leading to paired, non-historic doors topped by a shallow, multi-light transom. The arch above the door features a stone sill and cast-stone relief infill of an urn and swags.

South Elevation:

The south elevation is eight-bays wide with the five central bays reflecting the double-height auditorium. The bays project at either end of the elevation. Each of the bays is framed by full-height cast stone pilasters supporting an entablature with double pilasters framing the entrance and end bays. Each of the five center bays

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features a recessed brick arcade with cast-stone blocks at the imposts and a keystone at the apex. An original arched and leaded window fills the upper portion of the panels in the three middle bays while those to either side are blank in the upper portion and contain a double door entry at the first floor wrapped by a cast stone architrave. The projecting west end bay is blank and has a small panel centered near the top bearing an urn and swags in shallow relief. The eastern projecting bay contains a side entry. A short flight of steps lead up to a wide rectangular opening with a broken pediment at the first story. Above the doorway is a large Palladian window framed in cast stone which lights an interior stairway. At the roofline, a cast stone balustrade extends across the bay while the remaining bays have a simple brick parapet. The easternmost bay differs from the rest with a curved bay window occupying the first story and a wide opening containing a pair of windows centered at the second story. The bay window is wrapped by a cast-stone entablature and a cast-iron balcony and has five tall, narrow windows.

North Elevation:

Viewed from West William Street, the north elevation is five-bays wide with a blank bay at the east end, an adjacent entry bay and three wide bays to the west. The east bay has framing pilasters at the sides and a small decorative panel near the top. The adjacent entry bay is also framed by pilasters and has a Palladian window over the entrance. A brick porch was added in 1981 to protect the entrance and projects forward approximately twelve feet from the building. The porch has a concrete base and brick half-walls at the perimeter. A cast-stone column is present at each of the corners supporting a flat roof wrapped by a flat architrave that conceals the broken pediment over the doorway. A concrete accessibility ramp with metal railings extends from the west side of the porch. The three west bays each have a wide window opening at the first story, a paired window the middle bay and groupings of three windows flanked by single windows in the other bays. A brick parapet runs the length of the exterior over the cornice with short pilasters at the entrance bay and corners.

Rear (West) Elevation:

The rear elevation of the building is composed of the west elevations and interior walls facing the parking lot of the projecting north and south wings. The rear also includes the west elevation of the main block. The west wall of the north wing is blank and has two flat stone courses below the parapet. A shallow two-story c. 1981 projection is across two-thirds of the north wing with two ground level entries (one on the north side and the other near the center). The rear of the south wing is wrapped by the cast stone entablature and has a pair of first story windows at either end with a decorative panel centered at the top. The north side of the south wing (facing

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the parking lot) has three large rounded windows with stone sills and keystones, indicating the auditorium space. Two non-historic entries are at ground level.

The main block beyond is composed of five wide bays with a flat cast stone belt course running across the top below the parapet. Its three center bays each have a wide opening at each floor with three windows at the center flanked by a single window opening to either side. A loading entry is in the second south bay and to its south is a first-story rear double-door entry reached via a concrete mobility access ramp. This bay also has staggered single window openings lighting the intermediate landings of an interior staircase. A similar bay is at the north end (staggered openings lighting an interior stair); however, a five-story octagonal brick ventilation stack occupies the south half of the bay. A c. 1981 projecting one-and-a-half story brick addition is at the first-story of the northern bay, which has an open entry porch supported on slender steel posts at the corners while the deck above it is used to support mechanical equipment. An accessible concrete ramp with metal railings at the sides extends west from the porch structure at grade.

Interior

On the interior, the school has a U-shaped plan. The three-story main block has a double-loaded corridor at each floor with classrooms to either side and access to the adjacent wings at either end of the corridor. The smaller north wing is mostly taken up by the two-story gymnasium, locker rooms and bleacher seating. The first floor also has a corridor along the east wall at the basement level and a wide corridor and classrooms at the east end. At the second floor, the north wing originally had a double-loaded east-west corridor with classrooms to either side; however, the area was modified into a more open plan when it was used most recently as a kindergarten and elementary area.

The south wing interior is mostly occupied by the large double-height auditorium at the first and second floor. A large lobby and finished administration space take up the east end of the volume on the first floor and a lobby, corridor, and large classroom are present at the east end on the second floor. Staircases are located off the corridor at the north and south ends of the main block, the south end of the south wing, and the north end of the north wing. Only the two stairs at the main block access the third floor and only the north stair at the main block accesses the basement.

Corridors in the upper floors and wings are wide with regularly spaced doorways set into deep openings. The corridors have vinyl tile and baseboards with gypsum walls and dropped acoustic tile ceilings concealing the

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plaster. At the first and second floors, the doors are c. 1980 replacements. On the third floor, the corridor retains its original plaster walls with built-in lockers (presumed to be ca. 1980) and has original stained wood classroom doors, all with a glazed nine-light panel in the upper half and a solid wood panel in the lower half. At the center of the third-floor hallway is a non-historic skylight in the ceiling.

Each of the interior staircases consists of a simple cast-iron stair with rubber tread covers and a balustrade composed of two rows of straight, slender cast-iron spindles with square newels. Hand rails are attached to the walls and the center of the balustrades. The stairs at the main block are modest switchback stairs. Those at the corridor ends within the wings are larger and have a double flight at the first story, both of which lead up to the first landing and then merge into a wide flight up to the second floor. The south stair is slightly more elaborate as it accesses the auditorium balcony. It has polished wood handrails at either side of the stair and the stair hall is wrapped by a deep plaster entablature.

Most classrooms measure approximately thirty-feet long by twenty-feet wide and are naturally illuminated by a bank of five large windows. All classrooms have plaster walls with carpeting or vinyl tile flooring and a dropped acoustic tile ceiling covering the still present original flat plaster ceiling. Some of the classrooms retain built-in closets on the short wall with stained, solid wood, five-panel doors that slide upwards into the wall. Several of the classrooms retain original stained wood baseboard and millwork trim surrounding original chalkboards on the long wall opposite the windows. In several cases, two classrooms have been merged to form a single long classroom. Each third-floor classroom has plaster walls and a flat plaster ceiling with stained wood baseboards at the perimeter and original chalkboards with millwork trim. Original doors remain at each third-floor classroom and have a glazed nine-light panel in the upper half and single solid panel in the lower half.

On the first floor, the main block of the building is very intact. It contains a finished entry lobby area as well as the historic administrative offices. The lobby is a long rectangular space with the south entry and main stairs at one end, the main corridor at the other end, the entry to the auditorium on the north wall, and the entry to the administration offices on the south wall. It has plaster walls, a flat plaster ceiling, and a quarry tile floor with a marble base around the perimeter. Plaster Doric pilasters articulate the walls at the openings and at regularly spaced intervals and a heavy plaster entablature wraps the room. Doors are replacements (possible c. 1981) and each has a stained wood architrave with a small keystone at the center.

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South of the lobby are the administration spaces, reached via a short, wide corridor off the east wall. These consist of a large corner room south of the corridor (which may have been a teacher's lounge) and a suite of small offices to the north. All offices have plaster walls, a dropped acoustic tile ceiling concealing the original plaster, and vinyl tile floors with wood baseboards. At the offices, the doorways that connect each of the rooms are tall openings with original wood doors with a glazed nine-light panel in the upper half and a solid wood panel in the lower half and an original multi-light transom across the top. Each doorway is wrapped by a wood architrave with a keystone at the center and all the doors, transoms, and casings are the original ebony stain. The large room to the south is a generous and well-lit space with a brick fireplace on the west wall. The fireplace has a simple wood mantel and a plastered chimney decorated with a molded plaster panel. On the south wall, a large curved bay window seat has a partial-height built-in bookcase at either end and decorative plaster corbels framing the opening.

The school's gymnasium space in the north wing retains several original finishes. The space has a hardwood sports floor with painted brick walls and a dropped acoustic tile ceiling. Bleacher seating is along the north wall and an east cast-iron double stair leads from the first floor. The space balances the auditorium in the south wing. The auditorium space hosted school and community events and is reflected in the size and attention to detail. A separate lobby was accessed by the school's south entry facing Main Street. The north and south walls have tall arched windows and one has a double door exit below with a simple frame and classic entablature.

The focal point of the auditorium is the stage and proscenium at the west end. It features a heavy plaster architrave framing the proscenium and raised stage replaced in-kind with stained wood. It projects approximately ten feet from the face of the north wall with a short flight of steps hugging the flanking wall to either side. Doors are on either end of the stage leading to the backstage area. Seating is divided into three sections facing the stage and consists of rows of non-historic seats on a slightly raking carpeted surface. The room has a marble *scagliola* treatment in the lower wall that resembles coursed tiles of marble while the upper portion is plaster with paired Doric pilasters framing each bay. A heavily molded beltcourse is along the top of the *scagliola* and a plaster entablature wraps the top of the room. The east end of the room has a large balcony that projects to cover one-third of the auditorium. Across its front is a half-wall faced in plaster with a molded top and bottom railing; a simple metal railing across the top was a later addition. The ceiling over the space is flat plaster and has eight regularly spaced original light fixtures suspended on long chains from large pierced plaster rosettes which double as air diffuser grilles.

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Integrity

After the consolidation of the Waterloo Central Schools, the Waterloo High School was replaced by a new high school (1961) and became a junior high school, then a grade school and overflow classroom space at different times during the late twentieth and early twenty-first century. In 1973, the nominated property underwent an interior renovation, receiving new doors, flooring, and an updated heating and ventilation system, but much of the original historic fabric was retained. The stage in the auditorium was enlarged and new seating installed; however, the rest of the room was retained.¹ The district also expanded the office space by eliminating an unused hallway and bathroom and enlarged the industrial arts and library rooms. All renovations were overseen by architect Alfred Krause, a graduate of Waterloo High School.² These were the last significant changes made to the former Waterloo High School, which remained an active and vital part of Waterloo's education infrastructure until 2012, when it closed permanently.³ Due to its long period of use, the nominated property remained in good condition and has a high degree of integrity, particularly in terms of setting, location, workmanship, design, materials, feeling and association.

¹ Betty Auten, "Main St. Opening 'New' School Doors," *The Geneva Times*, December 15, 1973, 17.

² Auten, "Main St. Opening 'New' School Doors," 17.

³ Greg Cotterill, "Sold: Waterloo's Main Street School," *Finger Lakes Daily News*, March 8, 2018, online at <https://www.fingerlakesdailynews.com/2018/03/08/sold-waterloos-main-street-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.)

Property is:

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

Areas of Significance

(Enter categories from instructions.)

education

architecture

Period of Significance

1928-1961

Significant Dates

1928, 1961

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Carl Ade

Period of Significance (justification) The period begins with the construction of the school and ends with the construction of a new high school and the building being used as a junior high school and later, an elementary school for students in the west part of the village.

Criteria Considerations (explanation, if necessary) N/A

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Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance and applicable criteria.)

The former Waterloo High School is locally significant under Criterion A in the area of education for its role in promoting “progressive education,” which fostered vocational training and experiential education rather than rote learning. The building provided basic academic and vocational education for students in the village, all under the leadership of its first principal, Charles E. Foley. The school’s auditorium and gymnasium were also widely used by the local community, underscoring its importance for the community as being one of the few buildings in Waterloo large enough to host public events. The nominated property is also significant under Criterion C in the area of architecture as an excellent example of the work of Carl Ade, a prolific architect from nearby Rochester who specialized in educational buildings that met state standards while providing the best in civic design. As state and federal mandates came into effect, regulations required that schools consider health and safety concerns as well as provide adequate instructional and communal spaces, which included auditoriums, gymnasiums, wide decentralized halls and adequate light and ventilation. In the early twentieth century, schools were considered civic buildings requiring architecture that communicated this role. Neoclassical architecture became a favorite of many school architects, including Carl Ade, for its association with governmental and civic buildings. The building, erected in 1928-1929, falls early in his long career and remains highly intact to Ade’s original design.

Developmental history/additional historic context information (Provide at least **one** paragraph for each area of significance.)

Brief History of the Village of Waterloo

Waterloo is located in central New York State in Seneca County, a county that straddles lands between the north ends of Seneca and Cayuga Lakes, two of the largest of the state’s Finger Lakes. The village developed early in the nineteenth century along a major roadway, New York Route 5, or Main Street, roughly half-way between Seneca Falls to the east and Geneva (Ontario County) to the west. It was also located near the Seneca River, which figured into the establishing of mills and other water driven industries in the village. Waterloo’s first permanent settler, Samuel Bear, opened a grist mill in 1792 and continually expanded the milling apparatus, adding new raceways and enlarging the mill.⁴ Around 1804, Bear purchased 100 acres near the mill and hired a

⁴John E. Becker, *A History of the Village of Waterloo New York and Thesaurus of Related Facts* (Waterloo: Waterloo Library and Historical Society, 1949), 33.

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surveyor to lay out village plots and a public square.⁵ Bear died in 1807, but the community continued to grow. It opened its first school in 1810, operated by Isaac Gorham in a small, one-room building.⁶ During this early period, the village adopted several names until 1815 when it adopted the name Waterloo, celebrating the Duke of Wellington's defeat of Napoleon Bonaparte at the Battle of Waterloo. The village made the name permanent when it officially incorporated as the Village of Waterloo in 1824.⁷ Waterloo also had the privilege of being one of the county's shared seats, with Waterloo covering the northern jurisdiction while the village of Ovid served the southern part of Seneca County.⁸

Waterloo experienced significant growth during the 1820s as transportation improvements in the Finger Lakes region aided settlers in finding new markets for their goods. A direct result was a growth in population. In 1828, the Seneca-Cayuga Canal opened and became an engine of economic growth for the community. The canal consisted of a series of locks and dams along the Seneca River that eased navigation along the waterway and connected it to the Erie Canal. After the canal opened, settlers in Waterloo found new markets for their valuable goods such as flour, pork, potash, wool, whiskey, and lumber. A later feeder canal brought additional commerce through Waterloo, connecting it to the newly built Chenango and Crooked Lake Canals.⁹ In addition to water transportation, Waterloo experienced an increase in road traffic from people traveling along the Seneca Turnpike, which created a market for dry goods, taverns, and hotels in the village.

By the mid-nineteenth century Waterloo was a small but prominent industrial center with locally important industries such as woolen mills, grist mills, and wagon and carriage manufactures.¹⁰ The village also started to play a more active role in social issues, most notably the Women's Rights Movement in the 1840s and the first Memorial Day celebration in 1866. The latter grew into a national commemoration that at first honored those who died during the Civil War.¹¹ Many of these celebrations took place at the public park on the west side of the village and additional monuments were added to the park dedicated to the memory of local soldiers who died in subsequent military conflicts. The park was renamed Lafayette Park in 1922 to honor the approaching centennial

⁵ Becker, *A History of the Village of Waterloo*, 37.

⁶ Becker, *A History of the Village of Waterloo*, 59, 62.

⁷ Becker, *A History of the Village of Waterloo*, 74.

⁸ Ovid is the other seat of Seneca County.

⁹ Becker, *A History of the Village of Waterloo*, 114.

¹⁰ Nicole Martin, "Waterloo Downtown Historic District," National Register of Historic Places Nomination Form, 2016, Section 8, Page 5.

¹¹ "History of the Village of Waterloo," Waterloo Village Website, online at <http://waterloony.com/about-us/history-of-waterloo/>.

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of General Lafayette's visit to Waterloo in 1825.¹² The ceremony was attended by representatives of the French government and the village unveiled a monument to Lafayette's memory.

As the village population grew throughout the nineteenth century, the village adopted modern conveniences such as electric lighting in 1886, an electric streetcar railway in 1890, and a railway line operated by the Lehigh Valley Railroad Company in 1897.¹³ Industry remained a small but important part of the village's identity, surrounded by farms and fruit nurseries. Waterloo's economy continues to be tied to agriculture, adding tourism and a resurgence in commerce. These significant trends were recognized in the Waterloo Downtown Historic District (NR listed 2017).

Criterion A: Education

Built between 1928-1929, the nominated property played important role in the history of education in Waterloo by serving as its only high school for a long time and providing secondary education to thousands of students living in Waterloo area. Efforts to provide a basic education to the children of Waterloo long preceded the building's construction, dating back to Isaac Gorham's 1810 schoolhouse. Gorham's school moved several times in the village, occupying a blacksmith shop and various private homes. The village organized its first school district in 1816 and opened the Central School, a two-story building, in 1818. Several private schools followed in its wake:

In 1823, Mrs. Nerval opened a school for young ladies. In 1825, Dr. and Mrs. Elder established a seminary for the same class. The school acquired a reputation, attracted foreign scholars, was encouraged by citizens, and examined by the village clergy. Miss Mary Force taught a term of private school. Miss Philena Gustin taught near the canal in 1828. Subsequently, Miss Grace Staples taught in the basement of a building attached to the present residence of William Burton. The school was under the auspices of her brother-in-law, Moses Lawrence, by whom it was continued down to 1838. Among teachers employed were Miss Nancy Bostwick, now a clergyman's wife, and Miss Mary Beers, teacher of instrumental music, afterwards wife of James C. Ward, formerly editor of the Seneca Observer. For several years a private school was taught by Miss Elizabeth Balch. About the year 1830, Festus Fowler opened an English and classical school in the upper room of the Central School-house, which is yet well remembered by many who were pupils. About 1837 Rev. Festus Thayer opened a school on the corner of Lawrence and Main Streets. He was followed by G. Mills Gilbert, who taught during a year in the room. Mr. Gilbert's successors were E. M. Foot and wife, who primarily taught in the second story of Judge

¹² Waterloo Dedicates Monument to Memory of Gen. Lafayette," *Geneva Daily Times*, June 9, 1922, 5.

¹³ Becker, *A History of the Village of Waterloo*, 316.

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Watkin's store on the south side of the river, and later in a building subsequently used as a cotton-factory. The two years' term of service of Mr. Foot reaches to the time of erecting the Waterloo Academy.¹⁴

Following an 1837 consolidation of districts, a two-story schoolhouse was built at the corner of Mill and William Streets, and, by 1846, a growing student population required a new, larger building followed by a further expansion in 1847, all funded by school levies.¹⁵ In 1842, a group of Waterloo citizens established a private school known as the Waterloo Academy and constructed a building on a lot to the west of the public square (now Lafayette Park). The Waterloo Academy attracted a large number of both male and female students and within a few years of opening, it had an enrollment of 278.¹⁶ Despite the school's sizable roster, the Waterloo Academy closed in 1847 owing largely to the New York State legislature's creation of tuition-free public schools (known as union free schools). The academy became part of the newly organized District No. 1, which remained Waterloo's school district for the rest of the nineteenth century.¹⁷

District No. 1 expanded and remodeled the old academy building at the corner of Mill Street and William Street in 1871 and in 1882 the district opened a primary school called the Waterloo Union School next to the Waterloo Academy.¹⁸ In addition to these two schools, District No. 1 included the Third Ward School (extant) at the corner of Mill Street and William Street. In 1899 the village voted to remodel the existing school buildings, demolish the Waterloo Academy, and replace it with a new high school building. Local architect Martin Van Kirk designed the new high school and oversaw the remodeling campaign for the other schools, completed in 1902.¹⁹ These buildings comprised the core buildings of Waterloo's school district until 1927, when New York State inspectors declared that the facilities were too small for the needs of the school district. After health and safety conditions were determined unsatisfactory, the school district requested that the village finance construction of a new high school.²⁰ After much debate, the village approved \$385,000 to demolish both the Van Kirk designed Waterloo High School and the Waterloo Union School and replace the two buildings with a modern school designed by Rochester architect Carl Ade.²¹

¹⁴ Johnson Crisfield, *History of Seneca Co., New York with Illustrations Descriptive of its Scenery, Palatial Residences, Public Building, Fine Blocks and Important Manufactories* (Philadelphia, PA: Everts, Ensign & Everts, 1876), 91.

¹⁵ Crisfield, *History of Seneca Co., New York*, 90; A school building is still present on the site though it was clearly erected well after 1837.

¹⁶ *History of Seneca Co., New York*, 57.

¹⁷ *History of Seneca Co., New York*, 57.

¹⁸ Edgar Luderne Welch, *Grip's Historical Souvenir of Waterloo* (Syracuse: 1903), 59.

¹⁹ Welch, *Grip's Historical Souvenir of Waterloo*, 59.

²⁰ Frank H. Wood, "Recommendations on the Proposed School Building," *The Seneca County News*, June 1, 1927, 3.

²¹ Becker, *A History of the Village of Waterloo*, 406.

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By January 1928, the school district found temporary classroom space for Waterloo's students in parish buildings, business blocks, and in the American Legion's headquarters.²² In February, local contractor John Bellardino started demolition work and by late March, the Rankin Construction Company started construction on the Waterloo High School under architect Ade's supervision.²³ The Waterloo High School formally opened on September 27, 1929 with an assembly in the new school auditorium where guests were treated to a performance by the high school's band and a speech from John Taber, the congressional representative for the New York 36th District.²⁴ The new Waterloo High School contained thirty-five rooms for offices and instruction, a gymnasium, cafeteria, and an auditorium for high school and middle school students.²⁵ The new school was the first in New York State to contain a radio system that could broadcast to each classroom. The school offered a diversified curriculum, which principal Charles E. Foley described as "progressive."

With inspiration reaching back to the eighteenth century, the progressive education movement developed in nineteenth century America as a rejection of traditional rote learning, harsh discipline and rigid classroom instruction and a focus on a more child centered way of learning. The new or "progressive" view of education saw the child as an active learner, rather than a passive recipient, who should be engaged in the process. As explained by one historian, "...promoters of a gentler pedagogy eagerly publicized the romantic ideals emanating from Europe, which assailed memorization, textbooks, physical discipline, and the usual features of the neighborhood school," but change took time:

Written tests had become the rage after the Civil War, especially in the cities, where admission to high school still required mastery of tradition [sic] textbook knowledge and passing a rigorous test. Recitations, too, retained their high place on all levels of instruction in the 1870s. Learning the value of work, not place, discipline, not doing as one pleased, said many citizens, were among the most important lessons taught at school. Textbook salesmen continued to hawk their ubiquitous stock, a familiar part of the business education. Many teachers still tried to teach caged birds to sing."²⁶

Oswego, New York became a model for progressive education in New York State, through the efforts of Edward Sheldon and his Oswego Normal School, established in 1861. Known as the "Oswego System," Sheldon's object was first to provide competent teachers, trained through the school, who would teach in

²²"Prompt Measures Taken to House School Children in Anticipation of New Building," *The Seneca County News*, December 28, 1927, 1.

²³"Items of the Town," *The Seneca County News*, January 26, 1928, 4.

²⁴Becker, *A History of the Village of Waterloo*, 407.

²⁵"Radio Wins Permanent Place in Schoolroom," *The Ballston Spa Daily Journal*, December 3, 1928, 1.

²⁶William J. Reese, "The Origins of Progressive Education," *History of Education Quarterly*, vol. 41, no. 1 (Spring 2001), 10-11.

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schools composed of the best scholars and teachers. The Oswego system also promoted what was known as object teaching or the objective method of education:

Every child has seen a tree. It is not necessary that one should be brought into the school-room, or even grow in the yard, in order to give him an idea of it... When a clear idea of the object has been produced in the child's mind, then, and not till then, he is presented with the work which represents that object. He spells it, he reads it, he pronounces it. The same course is pursued in regard to actions. They are first actually *presented*, and then *represented* by words.

Ascending higher, in dealing with numbers, the pupil gains his first idea of them from actual counting of visible objects... If colors are the theme of study, paints are brought into the school, the students are taught to mix them, and learn to name at sight all their minutest gradations. Sounds, too are first "presented" and then "represented,"—a process which in a large school must be more entertaining than convenient, and is somewhat modified in practice...

Nor is the objective method confined to the material world. The same realism above described is carried into the domain of mental and moral philosophy. The emotions, the formation of ideas, the will-power, are first described by the students from their own internal consciousness, and then made the subject of discussion.²⁷

Among the results of the new approach to education was the establishment of kindergartens, teaching science in the primary grades, field trips and the introduction of manual training.²⁸

More colleges and universities began looking at improving teaching training by creating teacher training colleges or departments within the institution with coursework reflecting the influence of progressive education. One of these was Syracuse University, which created a teacher's college in 1906. Students were required to take courses in the history of education, the philosophy of education, educational psychology, sociological aspects of education and specialize into two academic areas, choosing from history, science, mathematics, English and languages. Electives offered included Froebelism, school administration and supervision, school and mental hygiene, and contemporary educational problems, among others.²⁹ By 1918, new electives included vocational education, history of American education, elementary education, and physical education.³⁰

Charles E. Foley was a 1915 graduate of Syracuse University and brought the philosophy of child centered learning and professionalism in teaching with him when he became assistant principal at Waterloo High School in 1922 and, in 1925, supervising principal. Foley advocated for the need to combine academics with outlets for

²⁷ Johnson Crisfield, *History of Oswego County, New York* (Philadelphia, PA: L. H. Everts & Co., 1877), 123-124.

²⁸ Reese, "Origins of Progressive Education," 17.

²⁹ Froebelism is the theory of Friedrich Froebel (1782-1852) that young children learn by playing.

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physical and mental energies that would allow children to discover their own interests and aptitudes and help them realize their place in society.³¹ To achieve these aims, Foley promoted courses in music, art, and public speaking to encourage creativity.³² Foley also supported athletics and promoted high school sports in Waterloo, going so far as to challenge Hobart College's basketball team to an exhibition match in 1930.³³

Waterloo High School offered students courses in economic geography and commercial law, Latin, French, German, manual training, and drawing along with more traditional academics.³⁴ Being part of a larger agricultural community, Foley hired Charles Doxtator to teach a course on vocational agriculture that emphasized scientific farming practices, crop rotation, and yield ratios.³⁵ Waterloo's students planted 5,000 spruce and pine trees as part of a forestry unit and attended animal judging events, displaying the school's cattle.³⁶ Foley's emphasis on providing a progressive education led to a significant increase in enrollment and by the mid-1930s the school graduated approximately sixty students each year and educated children from the village and the surrounding countryside. To support the rural students, the school provided hot lunches that were cooked by students in the home economics course.³⁷ In 1939, the school purchased additional cafeteria equipment, ensuring that students were adequately fed during the school day.³⁸ During World War II, local educators used the cafeteria to teach canning as part of the nationwide war effort in conserving food and easing rationing as more food was sent overseas for the troops.³⁹

Waterloo High School's auditorium and gymnasium also played a key role in Principal Foley's plans, serving both as a gathering place for the students and for hosting community events and teachers' conferences. Waterloo High School hosted guest speakers, public meetings, school board meetings, graduation ceremonies, plays, concerts, and on occasion, the circus.⁴⁰ The auditorium was also the setting of the school's annual public speaking contest, a major event during each school year and, in 1936, Waterloo hosted a major teacher's conference that drew approximately 1,200 educators and administrators from Ontario, Seneca, Wayne and Yates Counties. Conference topics included approaches to teaching social sciences, problems in rural education, and

³⁰ William Freeman Galpin, *Syracuse University, Volume Two: The Growing Years* (Syracuse, NY: Syracuse University Press, 1960), 214-215.

³¹ Charles E. Foley, "Our School's Objectives," *The Waterloo Observer*, October 8, 1936, 4.

³² Charles E. Foley, "Editorial," *The Geneva Daily Times*, October 8, 1932, 10.

³³ "Waterloo High School Challenges Hobart College," *The Waterloo Observer*, January 17, 1930, 3.

³⁴ "Students are Urged to Register Early at Opening of New School in Waterloo Next Tuesday Morning," *The Geneva Daily Times*, August 28, 1929, 2.

³⁵ "Agricultural Department in Waterloo High School," *The Seneca County News*, February 21, 1929, 1.

³⁶ "Agricultural Students Begin Planting 5,000 Pine and Spruce Seedlings," *The Geneva Daily Times*, April 26, 1934, 2; "Three Boys Compete in Annual Judging Contest," *The Geneva Daily Times*, May 10, 1934, 2.

³⁷ "School Notes," *The Seneca County News*, January 30, 1930, 3.

³⁸ "Waterloo School Adds Equipment to its Cafeteria," *Rochester Democrat and Chronicle*, December 10, 1939, 3C.

³⁹ "Food Classes Will Start Tuesday Night," *The Waterloo Observer*, March 31, 1944, 8.

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building curriculum. Speakers came from all over the state including Dr. Helene Hartley from Syracuse University, who addressed teaching English.⁴¹ In addition to regular physical education courses, the school's gymnasium held annual high school athletic competitions, such as basketball games, and social events, such as school dances. Local recreation leagues also used the gymnasium to host exhibition matches and scrimmages.

In 1939, Foley resigned his position as principal of Waterloo High School and later became principal of Split Rock School in Syracuse. The practice of student based education and professionalism of teachers continued with his successors and Waterloo High School continued as one of the premier secondary schools in the region. By the 1950s, the school's success again required larger facilities, including a need for more schools for a growing school age population, one of the results of the post-World War II baby boom. In 1951, the school district opened the Lafayette Elementary School, replacing the smaller, older Third Ward School, and followed this with the construction of the Skoi-Yase Elementary School a year later. Overcrowding in the high school continued and by the mid-1950s, the district used space in church parish halls and other meeting halls as overflow classrooms. By 1955, the school district had an enrollment of 1,921 pupils.⁴² The problem of overcrowding ended in 1960 largely when taxpayers voted to finance the construction of a new \$1,800,000 high school.⁴³ A new Waterloo Central (high) School opened in 1961 and the Waterloo High School was reused as a junior high school.⁴⁴

During the 1950s, architect Carl Ade designed the two new elementary schools for the district.⁴⁵ Ade's elementary schools were sleek, mid-century modern designs with clean lines and minimal decoration, easily adaptable to expansion, which was a stark contrast to the nominated school. The three Ade designed schools reflect the change in architectural taste and, more important, the increasing standardization in school design which was relatively new with the Waterloo High School and common practice with the elementary schools.

Criterion C: Architecture

⁴⁰ "Indoor Circus Plays to Two Full Houses," *The Geneva Daily Times*, February 14, 1942, 2.

⁴¹ "Teachers and Executives of Four Counties Throng Waterloo School Today," *Geneva Daily Times*, April 25, 1936, 2.

⁴² "Enrollment at School First Day is Large," *The Waterloo Observer*, September 8, 1955, 1.

⁴³ "Editorial Comment," *The Waterloo Observer*, December 5, 1958, 1.

⁴⁴ "New Waterloo High School to be Opened in September," *The Seneca County News*, June 15, 1961, 1.

⁴⁵ Roy Elliot, "A School-Minded Village," *Rochester Democrat and Chronicle*, March 23, 1952, 5F.

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Between 1900 and 1930, schools emerged as a distinct building typology. Prior to this, schools were treated as extensions of the domestic sphere, an association conveyed in the term *schoolhouse*, which was replaced by *school building* in the literature, as education became affiliated with civic life.⁴⁶ A variety of factors, including health and safety concerns and the changing role of schools in local communities, spurred the formalization of standard practices into prescriptive legal regulations during the first three decades of the twentieth century. In 1904, New York State became the first state in the country to require the review of all new school building plans.⁴⁷ At the national level, the National Education Association established a Committee on Standardization of Schoolhouse Planning in 1917, advocating for uniform standards and regulation of school buildings.

The progression of school design and standardization in the United States followed both scientific theories and lessons from experience. Over the course of the early twentieth century, guidelines first targeted student health and then promoted more rigorous fire safety and a diversifying curriculum. Design requirements resulted from scientific beliefs such as the “Carbon Dioxide Theory,” which attributed the spread of disease to an overabundance of expired air well into the 1920s, even with new understandings of contact contamination. Additionally, the theme of sanitation extended beyond air circulation to building materials and interior finishes. Architects promoted materials that were “durable and easy to clean,” which included wood or tile floors and smooth, painted walls with simple detailing that avoided collecting superfluous dust.⁴⁸ These concepts impacted the shape, layout, and aesthetic of school buildings through such decisions as the placement and size of windows, access, circulation patterns, and architectural style with standards that included formulas for air exchange, classroom size, and ideal ratios for lighting based on the size of windows compared to floor area.

Another key development in school design was the rebranding of school buildings in the public imagination as civic public institutions that served their communities by creating democratic citizens. As local governments gained more control of schools, new school buildings were regarded as community centers, used for night classes and community gatherings, making the buildings important assets to the local community. This also impacted school design. Architects increasingly employed the same neoclassical aesthetics for school buildings that they used for town halls, libraries, and other civic buildings, marking the school as a “full-fledged public

⁴⁶ Suzanne Lichtenstein Warren, “The American School Building: 1890-1920” (master’s thesis, Cornell University, 1985), 192.

⁴⁷ Warren, “The American School Building: 1890-1920,” 104.

⁴⁸ Warren, “The American School Building: 1890-1920,” 135.

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entity.”⁴⁹ High schools included a variety of room sizes to accommodate diversifying curriculums and night classes. Large auditoriums, mandated in New York State by 1916 for schools containing over eight classrooms, served as grand public places.⁵⁰ After World War I, gymnasiums became a mandated space, necessary to ensure that the nation’s young men received the physical training necessary to achieve basic fitness for the army.⁵¹ Fitness and physical activity were also deemed important to ensuring mental health and physical vigor.

In addition to health concerns, efficiency became a driving factor in school design in the second decade of the twentieth century. The National Education Association (N.E.A.) likened the school building to an industrial plant that should be strategically planned to eliminate wasted space and sponsored studies to determine “optimum proportions” for the area devoted to particular uses within a school.⁵² The results suggested that no more than 12 percent of a school be devoted to administration, 50 percent to instruction, and 20 percent to stairs and corridors. Public spaces where students gathered became a source of concern in terms of safety and emergency situations. This concern largely resulted from two tragic fires in Collinwood, Ohio, in 1908 and Peabody, Massachusetts, in 1915, where students and teachers were trapped by few exits, prompting more attention to fire safety regulations.⁵³ Advocates promoted well-defined corridors and easy exit strategies, re-envisioning school corridors and auditoriums in the process. Ground level auditoriums replaced upper floor assembly spaces, and open hallways were enclosed to enhance emergency exit patterns.

Built in 1928-1929, Waterloo High School’s design embodied the changes to school architecture that occurred over the preceding thirty years. Its architect, Carl Ade, was an experienced school designer, who embraced fire safety with decentralized hallways and multiple exits to allow for rapid and organized evacuations in the event of a fire. He used fireproof materials wherever possible, including concrete and brick walls and tile floors, which had the added benefit of being easily cleaned, helping to maintain a sanitary school environment.

Born and raised in Rochester, New York, Carl Ade (1892-1962) attended college at the Mechanical Institute, now the Rochester Institute of Technology, graduating in 1910.⁵⁴ He worked for several Rochester architects before going into business for himself at the age of twenty. In 1917, he enlisted in the military as an engineer,

⁴⁹ Warren, “The American School Building: 1890-1920,” 190.

⁵⁰ Warren, “The American School Building: 1890-1920,” 223.

⁵¹ Warren, “The American School Building: 1890-1920,” 263.

⁵² Warren, “The American School Building: 1890-1920,” 202.

⁵³ Warren, “The American School Building: 1890-1920,” 207.

⁵⁴ “Carl Ade Funeral Saturday; Architect Designed Schools,” *Rochester Democrat and Chronicle*, May 24, 1962, 19.

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becoming part of the World War I American Expeditionary Force and remained in the service until 1919, designing military camps in Texas, Virginia, and Puerto Rico.⁵⁵ After returning to Rochester, Ade resumed his architectural practice, developing a specialization in industrial buildings and, later, schools. Ade recognized that industrial construction techniques, such as steel frame with fireproof curtain walls could be applied to schools, which meshed well with the requirements for improvements in school architecture during the early twentieth century. Government regulations stressed health and safety, while school administrators and educators placed an increased emphasis on natural lighting and minimizing wasted space. These concerns were frequently encountered in industrial design and Ade quickly developed a reputation as one of the foremost school architects in New York State who designed high quality educational buildings that met standards and were cost effective.⁵⁶

School administrators and government leaders considered fire safety and lighting as crucial and architects were tasked with these concerns for designing schools. Ade applied New York State's design standards for school architecture to his buildings that required spaces such as gymnasiums, auditoriums and cafeterias in addition to adequate classroom size. His schools featured flat roofs (recommended), a central entryway and uncluttered exteriors with an emphasis on clean lines, decorative columns and a symmetrical composition. In addition to including the "expected" or required spaces, the Waterloo High School incorporated elements that addressed safety issues such as wide, unobstructed hallways, multiple exits with doors opening outwards, and stairs with straight runs to landings, all arranged to "facilitate egress."⁵⁷ Classrooms were required to have at least 30 cubic feet per student and long banks of windows for adequate light and fresh air. Ade also designed schools that were large enough to accommodate a growing school population, eliminating the need for constant expansion or costly new construction.

In 1920, New York State recommended that high schools display a symmetrical architectural plan with simplified or restrained detail "restricted to entrances, windows, eaves, cornices, parapets and blank end walls." Styles most commonly used during this period were Tudor and Collegiate Gothic and designs with "restrained use of classical vocabulary."⁵⁸ By the early twentieth century, architects regarded the school building as a civic space and the recommended architecture was an opportunity to foster community pride with its investment in the school building and the education provided within its walls. Ade used the restrained classical vocabulary for

⁵⁵ "Carl C. Ade of Rochester, Architect," *The Livonia Gazette*, June 29, 1928, 10.

⁵⁶ "School Board Engages Architect," *The Bolivar Breeze*, December 6, 1928, 1.

⁵⁷ Warren, "The American School Building: 1890-1920," 40.

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the Waterloo High School, balancing its rectangular core with flanking wings for the gymnasium and auditorium. He continued the symmetrical composition with repeated banks of windows in the school's main façade and accented the main entrance with a pediment and decorative concrete urns. He stressed the building's role by including motivational quotations at the building's entryways.⁵⁹ Elsewhere, the school's staircases are lit by large Palladian windows encased in wood and in the auditorium, an arrangement of pedimented columns and Palladian windows drew the eye towards the stage.



During his career, Ade designed over 350 schools in New York State, among them the nominated property, the Holley High School (1931, NR listed 2015), the Watkins Glen High School (1929, NR listed 2015), the Cato-Meridian Central School (extant, 1939), and several buildings on the campus of Alfred University, which gave Ade an honorary doctorate for his contributions to the campus.⁶⁰ Ade designed other civic buildings as well, such as the David A. Howe Memorial Library (extant, 1937) in Wellsville, New York, and the Allegany County Courthouse (extant, 1938) in Belmont, New York.⁶¹ In addition to his school designs and civic buildings, Carl Ade served as a consulting architect during the construction of the Genesee Valley Trust Building (1930, NR listed 1976), a major landmark in the Rochester skyline and one of the city's first skyscrapers. Ade died in 1962

⁵⁸ Warren, "The American School Building: 1890-1920," 38.

⁵⁹ Quotes carved into the stonework are "Not for Today but Forever" (north door); "Books Are The Keys To Wisdom," (main entrance); "These Doors Are Open To All Who Wish To Learn" (south door).

⁶⁰ "Carl Ade Funeral Saturday; Architect Designed Schools," *Rochester Democrat and Chronicle*, 19.

⁶¹ "West Almond Native Gives Fortune for Public Use," *The Alfred Sun*, May 6, 1937, 1; "Court House Bonds Sold to New York Firm," *The Alfred Sun*, April 29, 1937, 2.

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at the age of seventy after suffering a heart attack during a consulting visit to the Canastota School District (Madison County).⁶²

Rankin Construction Company

Based in Rochester, New York, the Rankin Construction Company was extremely active in western New York during the 1920s and 1930s. Schools were one of the firm's many areas of expertise and they served as the general contractors for the Waterloo High School.⁶³ The company incorporated in 1922 under the leadership of John Rankin, Oscar Heech, and Frank Kurtz with a capital stock of \$100,000 and received multiple school contracts during the 1920s, erecting schools in Batavia, Oakfield, Livonia, Rochester, and Watkins Glen (all in New York State).⁶⁴ The firm also collaborated with Carl Ade on several occasions. In addition to school construction, the Rankin Construction Company laid portions of roads in Seneca County and built the new powerhouse for the Monroe County Tuberculosis hospital in 1927.

Conclusion

When it opened in 1928, the Waterloo High School served pupils from Waterloo and the surrounding countryside who took advantage of academic courses and vocational instruction. The school's auditorium and gymnasium were also used both the school and the local community through a mix of social, athletic, and academic events. By the mid-twentieth century, schools throughout the state went through a period of consolidation and expansion, including Waterloo. After it was determined too small for current needs, the Waterloo school district erected a new high school in 1961 and the former high school served for several years as a middle school, before it was reused again as an elementary school and overflow classroom space. The school permanently closed in 2012 and has since sat vacant, but plans are being investigated to convert the building into housing. The Waterloo High School remained an educational and community hub in the village until 2012 and the proposed plans for housing will retain this role for the nominated property.

⁶² "Carl Ade Funeral Saturday; Architect Designed Schools," *Rochester Democrat and Chronicle*, 19.

⁶³ "Certificate of Incorporation," *The Rochester Daily Record*, March 12, 1923, 5.

⁶⁴ "New School Contract Awarded for \$254,956 to Rochester Firm," *The Batavia Times*, March 17, 1928, 1; "School Building Operations Started on South Side Site," *The Batavia Daily News*, March 30, 1928, 6; "Rochester and Elmira Firms Get Glen School Contracts; Will be Done in July, 1930," *The Elmira Star-Gazette*, May 24, 1939, 15.

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- "Enrollment at School First Day is Large." *The Waterloo Observer*. September 8, 1955, 1.
- Foley, Charles E. "Editorial." *The Geneva Daily Times*, October 8, 1932, 10.
- _____. "Our School's Objectives." *The Waterloo Observer*, October 8, 1936, 4.
- "Food Classes Will Start Tuesday Night." *The Waterloo Observer*. March 31, 1944, 8.
- "Indoor Circus Plays to Two Full Houses." *The Geneva Daily Times*. February 14, 1942, 2.
- "Items of the Town." *The Seneca County News*. January 26, 1928, 4.
- "New School Contract Awarded for \$254,956 to Rochester Firm." *The Batavia Times*. March 17, 1928, 1.
- "New Waterloo High School to be Opened in September." *The Seneca County News*. June 15, 1961, 1.
- "Prize Speaking Contest in Waterloo Next Tuesday." *The Geneva Daily Times*. March 26, 1942, 2.
- "Prompt Measures Taken to House School Children in Anticipation of New Building." *The Seneca County News*. December 28, 1927, 1.

Waterloo High School
Name of Property

Seneca County, NY
County and State

“Radio Wins Permanent Place in Schoolroom.” *The Ballston Spa Daily Journal*. December 3, 1928, 1.

“Rochester and Elmira Firms Get Glen School Contracts; Will be Done in July, 1930.” *The Elmira Star-Gazette*. May 24, 1939, 15.

“The Romulus Local.” *The Ovid Gazette and Independent*. July 20, 1928, 4.

“School Board Engages Architect.” *The Bolivar Breeze*. December 6, 1928, 1.

“School Building Operations Started on South Side Site.” *The Batavia Daily News*. March 30, 1928, 6.

“School Head at Waterloo Hired for Next Year.” *Buffalo Courier-Express*. March 10, 1929, 10.

“School Notes.” *The Seneca County News*. January 30, 1930, 3.

“Students are Urged to Register Early at Opening of New School in Waterloo Next Tuesday Morning.” *The Geneva Daily Times*. August 28, 1929, 2.

“Teachers and Executives of Four Counties Throng Waterloo School Today,” *Geneva Daily Times*, April 25, 1936, 2.

“Three Boys Compete in Annual Judging Contest.” *The Geneva Daily Times*. May 10, 1934, 2.

“Waterloo Dedicates Monument to Memory of Gen. Lafayette.” *The Geneva Daily Times*. June 9, 1922, 5.

“Waterloo High School Challenges Hobart College.” *The Waterloo Observer*. January 17, 1930, 3.

“Waterloo School Adds Equipment to its Cafeteria.” *Rochester Democrat and Chronicle*. December 10, 1939, 3C.

“Waterloo’s New School Building Which was Formally Dedicated Last Evening and Inspected by Many Visitors.” *The Geneva Daily Times*. September 28, 1929, 2.

“Wayland Specialty Co. To Erect Plant Costing \$150,000 in 1921.” *The Corning Evening Leader*. December 20, 1920, 2.

“West Almond Native Gives Fortune for Public Use.” *The Alfred Sun*. May 6, 1937, 1.

Wood, Frank H. “Recommendations on the Proposed School Building.” *The Seneca County News*, June 1, 1927, 3.

Waterloo High School
Name of Property

Seneca County, NY
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: Preservation Studios LLC Buffalo, NY

Historic Resources Survey Number (if assigned):

10. Geographical Data

Acreage of Property 1.83 acres
(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>18N</u> Zone	<u>347513</u> Easting	<u>4751942</u> Northing	3	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing
2	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing	4	<u> </u> Zone	<u> </u> Easting	<u> </u> Northing

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

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

Boundary Justification (Explain why the boundaries were selected.)

The boundary is the same as for the period of significance.

11. Form Prepared By

name/title Kelsie Hoke, Project manager (edited by Virginia L. Bartos, Ph. D., NYS OPRHP)
organization Preservation Studios LLC date 21 March 2019
street & number 170 Florida St telephone 716-725-6410
city or town Buffalo state NY zip code 14208
e-mail virginia.bartos@parks.ny.gov

Additional research and preliminary text by Matthew Shoen and Caitlin Moriarty, Architectural Historians

Additional Documentation

Waterloo High School

Name of Property

Seneca County, NY

County and State

Submit the following items with the completed form:

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

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

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

Photographs:

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

Name of Property: Waterloo High School

City or Vicinity: Waterloo

County: Seneca State: New York

Photographer: Virginia L. Bartos (NYS OPRHP)--photos 1-10 (March 13, 2019)

Preservation Studios--photos 11-20 (May 10, 2018)

Description of Photograph(s) and number:

0001 of 0020: Waterloo High School, east elevation (façade) viewed from park looking southwest.

0002 of 0020: East elevation, view looking northwest.

0003 of 0020: North (gymnasium) wing, looking southwest.

0004 of 0020: Dedication plaque on east elevation center bay of north wing.

0005 of 0020: North and west sides of north wing, looking southeast.

0006 of 0020: West elevation of main block, viewed from parking lot looking southeast.

0007 of 0020: North side of south (auditorium) wing, looking south.

0008 of 0020: South side of south wing, view looking northeast.

0009 of 0020: West elevation of south wing, looking northeast.

0010 of 0020: Detail view of southeast end of south wing.

0011 of 0020: Detail view of façade (east elevation) main entrance.

0012 of 0020: Interior view of main entrance corridor.

0013 of 0020: South wing corridor with entrance to auditorium on right.

0014 of 0020: Second floor corridor.

0015 of 0020: Detail view of interior stairwell.

0016 of 0020: Palladian window in main stairwell.

0017 of 0020: Third floor science classroom.

0018 of 0020: South wing meeting room/interior view of bowed projection (southeast end of building).

0019 of 0020: View of auditorium, looking northwest toward stage.

0020 of 0020: View of auditorium looking east from stage.

Property Owner:

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

name N/A

street & number

telephone

city or town

state

zip code

Seneca County, NY
County and State

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Office of Planning and Performance Management, U.S. Dept. of the Interior, 1849 C. Street, NW, Washington, DC.



Waterloo High School
Name of Property

Seneca County, NY
County and State

Waterloo High School
City of Waterloo, Seneca Co., NY

202-206 West Main Street
Waterloo, NY 13165

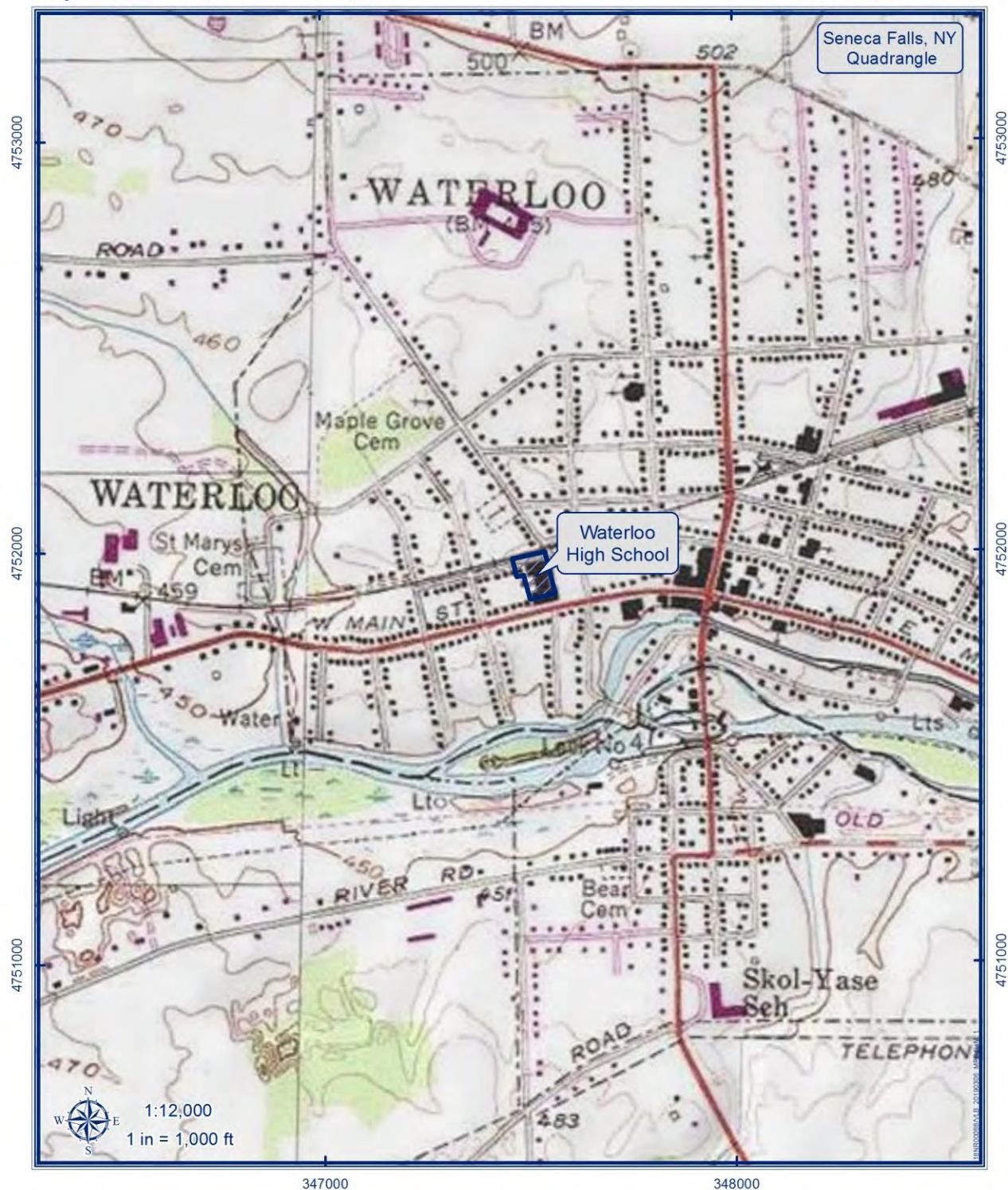


Waterloo High School
Name of Property

Seneca County, NY
County and State

Waterloo High School
City of Waterloo, Seneca Co., NY

202-206 West Main Street
Waterloo, NY 13165



Coordinate System: NAD 1983 UTM Zone 18N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter

0 330 660 1,320 Feet

Waterloo High School



Parks, Recreation
and Historic Preservation

Waterloo High School
Name of Property

Seneca County, NY
County and State

Village of Waterloo

Seneca County, New York

Municipal Offices
41 West Main Street
Phone (315) 539-9131
Fax (315) 539-2144

P.O. Box 188
Waterloo, New York 13165

February 21, 2019

NYS Office of Parks, Recreation, and Historic Preservation
Division of Historic Preservation
Peebles Island
PO Box 189
Waterford, NY 12188-0189

RECEIVED

Feb 1 - 2019

**DIVISION FOR
HISTORIC PRESERVATION**

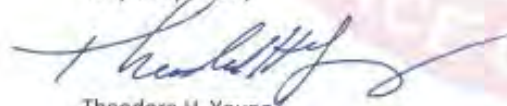
Dear SHPO:

As Mayor of the Village of Waterloo, I am writing in support of the proposed listing of the former Waterloo High School located at 206 W. Main Street in the National and State Registers of Historic Places. This property location has always been a significant part of the Village of Waterloo community as part of its history, architecture, culture (education), engineering, and landscape design.

We believe that it will continue to provide a unique sense of place linking the past with the present and providing the community an ability to pass along the Village's true history from one generation to the next. As you know, the Village of Waterloo has already established itself, through the nomination process, as a historic downtown with the Main Street being recognized by the National American Planning Association as a "Great Street."

Thank you for this important consideration.

Very Truly Yours,


Theodore H. Young
Mayor

www.waterloony.com









A.D. MCMXXVIII
ERECTED BY THE
CITIZENS OF TO-DAY
AS THEIR OBLIGATION
TO THE PAST AND
DUTY TO THE FUTURE
GENERATIONS









302
114A
50K

188





THESE DOORS ARE OPEN
TO ALL WHO WISH TO LEARN



WATERLOO HIGH SCHOOL

BOOKS ARE KEYS TO WISDOM



















UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

Requested Action:

Property Name:

Multiple Name:

State & County:

Date Received: 4/3/2019 Date of Pending List: 4/22/2019 Date of 16th Day: 5/7/2019 Date of 45th Day: 5/20/2019 Date of Weekly List: 5/28/2019

Reference number:

Nominator:

Reason For Review:

☒ Accept ☐ Return ☐ Reject 5/20/2019 Date

Abstract/Summary
Comments:

Recommendation/
Criteria

Reviewer Alexis Abernathy Discipline Historian

Telephone (202)354-2236 Date _____

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

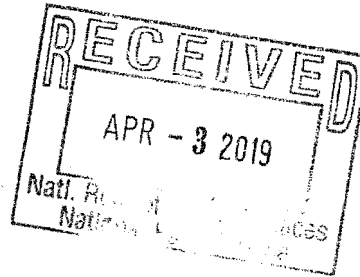
If a nomination is returned to the nomination authority, the nomination is no longer under consideration by the National Park Service.



**Parks, Recreation
and Historic Preservation**

ANDREW M. CUOMO
Governor

ERIK KULLESEID
Acting Commissioner



28 March 2019

Alexis Abernathy
National Park Service
National Register of Historic Places

Mail Stop 7228

1849 C Street NW
Washington DC 20240

Re: National Register Nominations

Dear Ms. Abernathy:

I am pleased to submit the following five nominations, all on disc, to be considered for listing by the Keeper of the National Register:

Alku & Alku Toinen, Brooklyn, Kings County
St. Luke's Hospital, New York, New York County
George Washington Hotel, New York, New York County
Waterloo High School, Waterloo, Seneca County
Sidney H. Lowndes House, Northport, Suffolk County

Please feel free to call me at 518.268.2165 if you have any questions.

Sincerely:

Kathleen LaFrank
National Register Coordinator
New York State Historic Preservation Office