

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 CAMP HILL SCHOOL

other names/site number DISTRICT SCHOOL No. 12; POMONA VILLAGE HALL

name of related multiple property listing N/A

Location

street & number 100 LADENTOWN ROAD

city or town POMONA

state NEW YORK code NY county ROCKLAND code 087 zip code 10970

not for publication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 X nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

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

 national statewide X local

Signature of certifying official/Title

Date

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):

Signature of the Keeper

Date of Action

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5. Classification

Ownership of Property

(Check as many boxes as apply.)

<input type="checkbox"/>	private
<input checked="" 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
1	0	structures
0	0	objects
2	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**

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION: school

Current Functions

(Enter categories from instructions.)

GOVERNMENT: village hall

7. Description

Architectural Classification

(Enter categories from instructions.)

LATE 19th and 20th CENTURY REVIVALS: Classical

Revival

Materials

(Enter categories from instructions.)

foundation: STONE

walls: STUCCO

roof: SLATE

other: GLASS, METAL, BRICK, CONCRETE

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Narrative Description

Summary Paragraph

The former Camp Hill School, located in the Village of Pomona, Rockland County, New York, was dedicated in 1923 and served as the schoolhouse for Ramapo's District No. 12 from the time of its completion until its discontinuation due to local school centralization. The nominated building has, since the late 1970s, functioned as Pomona's village hall and as a public gathering place for residents and it is presently, along with the nearby Pig Knoll School—now a cultural center administered by Pomona—one of two historic educational buildings which have been sensitively repurposed under the village's auspices for contemporary use. Erected as a two-room schoolhouse, it is a one-story building of load-bearing masonry construction with a finished basement. The cross-gabled building has a raised foundation of mortared field stone with smooth stucco-finished concrete block walls above, a slate shingle roof, and modest detailing of a classically inspired nature. Large banks of windows admitted light to the two classrooms from the east and west, and these remain, along with their original multi-pane wood sash. Although the former school was modified for contemporary use in more recent times by the village, in the later 1970s and most recently in 1990, it retains many aspects of its original school-period form and layout, including its two upper level classrooms, basement auditorium and the vertical circulation which linked the two levels, and it contrasts older treatments and features with changes and modifications necessitated by its newer and current use. In addition to the school, which has been cited as a contributing building, this nomination includes one contributing structure, a stone wall located on the southern side of the nominated parcel.

Narrative Description

Location, Setting & Orientation

The former Camp Hill School, which currently serves as Pomona's Village Hall, is located at the southwestern corner of the intersection of Ladentown Road and Camp Hill Road in the Village of Pomona, Town of Ramapo, Rockland County; it is addressed as 100 Ladentown Road. The north side of the property is bounded by the east-west course of Ladentown Road, while the eastern side is bordered by Camp Hill Road. The nominated building and property are located a short distance to the north of U.S. Route 202, which generally parallels Ladentown Road in this immediate vicinity. Ladentown Road intersects with Route 202 a short distance to the east, as it does to the west, beyond its intersection with Mountain Road. The Palisades Interstate Parkway is located further to the east, in the Mt. Ivy area of Haverstraw. As viewed from the intersection of Camp Hill Road and Route 202, the building is located on a pronounced rise of land with a manicured expanse of lawn framed by a stone wall and interspersed with deciduous trees and ornamental plantings; it functioned historically as a schoolyard. The north elevation, oriented to face towards Ladentown Road, was the principal one and that which contained the main point of access to the interior. Manicured lawn also frames the building on its immediate east and north sides, and a portion of the

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west side, beyond which is a paved parking area bordered by concrete walkway. Two sidewalks laid with gray-hued stone pavers lead to the main entrance, one extending southward from Ladentown Road, the other eastward from the parking lot. The immediate setting is characterized in large measure by residential development, particularly to the west along Ladentown Road, with both older and newer houses disposed on landscaped and in some instances thickly wooded parcels. To the east, across Camp Hill Road, is a large office building used by a religious organization; it has dedicated parking accessible from both Ladentown Road and Route 202. To the northeast, east of Camp Hill Road and north of Ladentown Road, is a property that was at one time owned by Burgess Meredith, the centerpiece of which is an early vernacular frame dwelling.

Exterior

The Camp Hill School is a single-story edifice erected above a high stone foundation with an intersecting gable roof; the superstructure is concrete block masonry finished on the exterior with smooth stucco finish and the roof is laid with slate shingles. The nominated building was symmetrically composed and its form is predicated on simple gabled masses that engage one another with perpendicular roof ridges. The gable-fronted north block, from which an attached entrance vestibule extends, has eaves which are positioned lower than those on the east-west classroom block behind it, and it is wider and has a broader roof than the east-west block. Originally erected above a T-shaped plan, the present building is of cruciform plan. That is the result of the addition in 1990 of a narrow gable-roofed projection that extends southwards from the original rear wall of the east-west block; it was added to accommodate a wheelchair lift which is no longer functional. The building's symmetrical composition, along with its simple pilasters, the fully pedimented gables employed for the vestibule and rear projection, and semicircular attic windows collectively lend the building a modest Neoclassical character.

The north-facing elevation consists of the projecting entrance vestibule, the front-facing gable of the north block, and the blind north walls of the east-west classroom block. The vestibule, the roof pitch of which echoes that of the north block behind it, contains double-leaf glazed and paneled doors, above which is a painted sign that reads "POMONA VILLAGE HALL." The doors are framed by pilasters with moulded capitals above which is aligned a wood frieze with architrave moulding. The gable roof of the vestibule was treated as a classical pediment, the tympanum of which is finished with stucco, as are the walls, which are lighted by four-over-four window sash on the east and west sides, with a wood frieze above; these windows have brick sills, as all the building's windows do. Behind the vestibule is the broad gabled expanse of the north block, which visually contrasts the variegated surface of a high fieldstone foundation with the smooth stucco-clad upper walls. The stonework consists of unworked and irregular rubble stone bedded in and pointed with a lime-based mortar. There are two basement windows hung with six-over-six wood sash, one to either side of the vestibule and positioned in relation to the windows above.

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The latter windows, corresponding with the principal floor within, consist of two pairs situated to either side of the vestibule, and those are also hung with six-over-six wood sash; there is additionally a rectangular-shaped window opening in the gable field, it having two units with one-light sash. The gable is finished with boxed wood cornice returns and raking mouldings, and a brick chimney with corbelled top rises from the south roof slope, as does a galvanized metal vent.

The west elevation consists of the gable end of the east-west classroom block, in addition to the west walls of the north block and rear projection, and that of the vestibule, which is described above. Natural light was brought into the interior by means of a tall window band consisting of five units of large six-over-six wood sash. Above these, at attic level, is a half-round attic window divided into five lights by outward-radiating muntins. The gable is finished with boxed wood cornice returns and raking mouldings. Recessed from this block is the west wall of the north block, which has a bulkhead basement door with eight-light window above at basement level, and a six-over-six window corresponding with the principal story within, its height and position matching the two windows on the adjacent north wall. The west elevation of the rear, or south projection, has a single offset window corresponding with six-over-six sash, as does its opposite east elevation.

The east elevation, facing Camp Hill Road, largely mirrors the opposite west elevation, with minor exceptions. There is a six-over-six window at basement level corresponding with the north block, above which is a six-over-six window at first-story level; a window band and semicircular window on the east wall of the classroom block echoing the position and treatments of those on the opposite elevation; and, below the band at basement level, an offset window with eight-over-eight sash. There is additionally a stone bump-out with pent roof that accommodates an accessible-at-grade entrance on its south elevation.

The south elevation, the least formal of the four, provides a second point of entry to the building, it being centered within the projecting south block added in 1990. The latter has tall pilasters which frame the doors and a window above, and which rise to a boxed cornice which constitutes the lower portion of a fully pedimented gable that echoes the treatment of the vestibule block on the north elevation. Recessed behind is the south wall of the east-west classroom block. It has four windows, two to either side of the projecting 1990 entrance block, each of which is fitted with eight-over-eight wood sash. As for the wall plane above, corresponding with the first floor within, it is devoid of fenestration. A sign centered between the at-grade entrance doors and window identifies the building as Pomona Village Hall, and the village's circular seal is located on the blind wall of the recessed block, east of the projecting block.

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Interior

The interior of the former Camp Hill School retains its original floor plan and some aspects of its original finish treatments, along with features and treatments introduced in more recent times. The north entrance leads into a short entrance vestibule, with a second set of glazed and paneled doors providing separation from a mid-level hall with a two-flight staircase; one flight of stairs provides communication with the basement level and the other leads upwards to the raised first floor. A wood railing with original square-form newel posts and balusters aligns the rise of the stair and the upper landing above the basement flight. The downward stair provides access to the original finished basement, which was historically given over to a flexible mixed-use recreational and assembly space, but which has since been converted for use by the village as formal meeting space. This room, which aligns the full east-west depth of the classroom block, has hardwood strip flooring and wood wainscot with smooth walls above punctuated on the east and south walls by windows. There is additionally a glazed and paneled door near the southeast corner, corresponding with the pent-roofed bump-out and at-grade access at that location. As for the ceiling, it is features cased beams aligned on a north-south axis, with panels formed by applied mouldings situated between. Suspended between the cased beams are pendant-type electric lighting fixtures and ceiling fans. A dais positioned along the west wall now accommodates seating for village officials and is framed by narrow vertical bead-board wall finish.

The raised first floor, reached via the upper flight of stairs from the main entrance and vestibule, is largely given over to the original two classrooms, which are positioned on the south side of the plan and separated by a short north-south cross hall, in addition to restrooms which occupy the northwest corner of the plan and a room located in the northeast corner. The two classrooms were lighted by the corresponding east and west-facing window bands, which allowed for a single point of natural illumination and light to be cast from the left of students as mandated in period school design; the south walls were presumably in part left blind to minimize distractions relative to nearby Route 202.

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8. Statement of Significance

Applicable National Register Criteria

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

☒ A Property is associated with events that have made a significant contribution to the broad patterns of our history.

☐ B Property is associated with the lives of persons significant in our past.

☒ C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

☐ D Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations

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

Property is:

☐ A Owned by a religious institution or used for religious purposes.

☐ B removed from its original location.

☐ C a birthplace or grave.

☐ D a cemetery.

☐ E a reconstructed building, object, or structure.

☐ F a commemorative property.

☐ G less than 50 years old or achieving significance within the past 50 years.

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

EDUCATION

Period of Significance

1923- ca. 1962

Significant Dates

1923

Significant Person

(Complete only if Criterion B is marked above.)

N/A

Cultural Affiliation

N/A

Architect/Builder

Ross & McNeil; architects

Chamberlain, Robert E.; associate architect

Wright, George B.; contractor

Period of Significance (justification)

The cited period of significance, 1923- ca. 1962, is initiated with the school's construction and terminates ca. 1962, at which time the school ceased being used for public educational purposes.

Criteria Considerations (explanation, if necessary)

N/A

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Statement of Significance Summary Paragraph

Erected in 1923 and located in the present-day Village of Pomona, Rockland County, the former Camp Hill School remains an important historic resource and one that shares salient associations with the history of education in the Town of Ramapo. Erected as a two-room schoolhouse to serve the town's District No. 12, the building functioned faithfully in that capacity until the 1950s, at which time the area's various rural district schools were centralized; it nevertheless continued to be used for educational purposes into the early 1960s. After laying unused for a period, it was renovated in the later 1970s to function as the municipal offices and as a gathering place for residents of the Village of Pomona, which was formed in 1967 from lands previously contained within the towns of Ramapo and Haverstraw. The school was built to the designs of the New York City architectural office of Ross & McNeil, with Ramapo resident Robert E. Chamberlain serving as an associate architect, and it was built by English-born contractor-builder George B. Wright, who was then also residing in Ramapo. Although a building of modest proportions and decorative treatments, its design nevertheless embodies important design principles associated with standardized practices developed in the early years of the twentieth century in New York State. The former school is being nominated to the NRHP in association with Criterion A, in the area of Education, given its direct association with the history of education in the Town of Ramapo, and also under Criterion C, in the area of Architecture, as a typical and intact example of an early twentieth century two-room schoolhouse erected to the plans of the architectural office of Ross & McNeil and Robert E. Chamberlain.

Developmental history/additional historic context information

Historical & Educational Context

The Village of Pomona, which was established as a municipal entity in 1967, straddles the boundary that separates the towns of Ramapo and Haverstraw. The region was known for a time, in its earliest years of settlement, as Kakiat—a corruption of the Native American name *Hackyackawek*—the name given to a land patent granted to speculators at the end of the seventeenth century, in 1696. As with all of Rockland County, the towns of Ramapo and Haverstraw were originally contained within the bounds of Orange County. When it was set off from adjacent Haverstraw in 1791, the Town of Ramapo bore a different name, New Hempstead, a legacy of its early settlement by Long Islanders, before the present town name was officially adopted. The nominated property is located east of the hamlet of Ladentown and the elevated landmass of the Ramapo Mountains, in an area long known by the name Camp Hill. Located within what was known historically as the Seaman's range of the Kakiat Patent, the name Camp Hill dates to the immediate area's use as an encampment for the Continental Army during the American Revolution. The Rev. David Cole, in his nineteenth century history of Rockland County, described Camp Hill as being a

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place of Revolutionary War interest and little more than a small crossroads defined in large measure by the district schoolhouse and a blacksmith's shop, in addition to scattered farms.¹ The Suffern-Haverstraw road, or present-day U.S. Route 202, is situated a short distance to the south and was an important early overland transportation route that linked the Hudson River, to the east, with the Ramapo Pass and the interior of the county.

During the nineteenth century the educational needs of Ramapo's school-age children were served by common district schools. One of these district schools—Ramapo District School No. 12—was located in the hamlet of Camp Hill, not far from the location of the current school. The origins of the district school system in New York State originated in the later eighteenth century. In 1787 the Board of Regents of the University of New York was established, and in 1793 the regents issued a report in which they advocated for creating a statewide common district school system. In 1795 the state appropriated \$50,000 annually, over the course of a half-decade period, to encourage the development of such a system, and in 1805 the state legislature passed an act which created a Common School Fund.² The year 1812 was a landmark one for the history of education in New York, as a law passed that year established the state's common school district system and authorized the disbursement of money from the Common School Fund; while the 1812 law authorized the creation of common schools by local authorities, an amendment two years later required local participation. By the mid-nineteenth century New York's statewide common school system amounted to a vast constellation of over 10,000 common school districts.³ This system, in which students learned the rudiments of spelling, writing, arithmetic, and geography, remained largely as established until the early 1850s, when the common school system was proving inadequate in more populous areas; in 1853 a new state law mandated the creation of union free school districts to help mediate this issue.⁴

The nominated school was dedicated in 1923 to serve as a new educational home for Camp Hill District No. 12's students, and to serve as a replacement for the older and by then dated schoolhouse located nearby. During its period of operation, the school offered its students a primary education, from kindergarten through grade six. It was built to the designs of the architectural office of Ross & McNeil of New York City, with Robert E. Chamberlain, a Canadian-born contractor and the father of Pomona's first official clerk, Milton Chamberlain (1898-

¹ Rev. David Cole, *History of Rockland County, New York* (New York: J.B. Beers & Co., 1884), 284.

² Cole, *History of Rockland County*, 14.

³ Douglas H. Shepard, "The Common School System in New York State," 2000; <http://chautauqua.ny.us/DocumentCenter/View/6928/The-Common-School-System-in-New-York-State-PDF>, accessed 4 February 2019.

⁴ Shepard, "Common School System."

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1981), serving as an associate architect.⁵ R.E. Chamberlin likely served as an on-site supervising architect, charged with overseeing the work of George B. Wright, an English-born contractor-builder who was then residing in Ramapo and who secured the contract to erect the school. In 1952 the building received considerable renovations, including repairs made to the roof and gutters, while the interior received upgrades, some of which were executed under the auspices of Paul White, a New York city interior decorator and Pomona resident. An account of the work also indicated that a number of parents were involved in undertaking the renovations, though it was understood at the time that the school was likely to close in the future, following the construction of a new central school.⁶ Hot water was introduced to the building in 1953.⁷ In addition to serving as the District No. 12 school, the facility also sustained an important social and civic function, serving as a venue for parties, dances, and meetings of youth, civic and other organizations.⁸

During the early 1950s residents of four local school districts—Camp Hill District no. 12, the English Church and Brick Church districts, and District no. 10—were weighing the merits of whether local schools should be consolidated or centralized. As noted in a local newspaper account, there would be considerable emphasis “placed on getting the most for the tax dollar” as these deliberations proceeded.⁹ At that time it was believed that the costs associated with building a new consolidated school would constitute less of a burden on taxpayers, and in that scenario more power would be retained by local taxpayers.¹⁰ In March 1950 area residents gathered for a meeting at the Camp Hill School in order to discuss the proposed centralization of seven area school districts inclusive of the Camp Hill district. There was not yet a prevailing consensus among residents whether consolidation or centralization offered the best path forward for taxpayers; those opposed to centralization feared losing the control which they currently had by way of their local district board members, while consolidation would allow the smaller districts to retain some measure of self-destiny. Charles C. Marcum, a member of the centralization committee and the president of the Camp Hill School District at that time, was asked during the meeting to offer his position on the matter. Although Marcum indicated that he was first leaning towards centralization, after studying the merit of consolidation he instead favored the latter, though with the understanding that he would still support centralization “if further study of consolidation provided to be less valuable than he believed it to be at the present.”¹¹

⁵ 1920 federal census data for Robert E. Chamberlain; “Milton Chamberlain Dead at 83,” *The Journal-News*, 2 December 1981.

⁶ “Parents Work on Camp Hill Renovations,” *The Rockland County Journal-News*, 20 August 1952.

⁷ “School News,” *The Rockland County Journal-News*, 21 May 1952.

⁸ “Ladentown,” *Orangetown Telegram and Pearl River Searchlight*, 5 April 1942; “Square Dance Saturday,” *Orangetown Telegram*, 24 August 1945; “Ladentown,” *Orangetown Telegram and Pearl River Searchlight*, 14 February 1947; “Pomona Group to Join Hillcrest Post,” *Orangetown Telegram*, 23 May 1947.

⁹ “Centralization Contrasted to Consolidation,” *The Rockland County Journal-News*, 31 March 1950.

¹⁰ “Centralization Contrasted to Consolidation,” *Journal-News*.

¹¹ “Views Vary On Central Plan; Backers of Consolidation Get in Licks for Four Ramapo Districts,” *The Journal-News*, 14 April 1950.

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By the following year momentum towards school consolidation was gathering strength among the Ramapo school districts in question. During the school elections of that year all three incumbent candidates in the Brick Church district were routed at the ballot box; "The result was a clear-cut victory for the group favoring consolidation of the north districts of the township rather than centralization."¹² In Camp Hill, a similarly resounding victory was won by the group which had been termed the "consolidationists."

Consolidation forces in Camp Hill School District No. 12 of Ramapo showed an overwhelming display of strength at the annual district meeting last night. They swept Trustee Harry Stein, a member of the consolidation committee, back into office in a three-cornered race.¹³

Opponents of the group, which sought to consolidate the four northern districts inclusive of Camp Hill, which had by that time assumed the name Ramapo Citizen's School Committee, charged the "consolidationists" with distorting the truth. Among them was J. Hiram Newman, chairman of the Ramapo Centralization Committee, who suggested those in favor of consolidation were continuing "to mislead many good people with implied promises which they can have no hope of fulfilling."¹⁴ In spite of their successes in pushing a pro-consolidation agenda in 1951, it was centralization that ultimately won out, though the divergent views on the subject had continued unabated to the end. "During the last few days before the voting there had been a continuous battle of pamphlets and circulars. Both sides to the controversy used sound trucks on Tuesday urging the voters to cast their ballots."¹⁵ In March 1952 seven local school districts—Camp Hill, Spring Valley, Monsey, Red School, English Church, Brick Church, and Pomona—were united to create the new Ramapo Central School District No. 2 as part of the centralization process; this brought an end to "a campaign that has gone on over a period of many years."¹⁶ This district remains as formed at that time to this day, though it was renamed the East Ramapo Central School District in 1973.

With centralization looming in the early 1950s, the building's role as an educational venue was approaching an end, thereby meeting the fate that attended so many rural New York schoolhouses in the period. In 1956 the Camp Hill P.T.A. organized a dinner in part to honor some of the teachers who had served the students and community so admirably.¹⁷ The association had played an active role in the district and the lives of the children, and for a time

¹²"Consolidationists Group Picks Up Several Trustees," *The Journal-News*, 2 May 1951.

¹³"Consolidationists," *The Journal-News*.

¹⁴"Newman Says Group Asked Delay on Vote; Deferment of Central Plan Election Sought by Committee, Figure on Fall Action," *The Journal-News*, 11 June 1951.

¹⁵"Centralization Approved by 1,147 Majority," 10 Years Ago, *Orangetown Telegram*, 6 March 1962.

¹⁶"Centralization," *Orangetown Telegram*.

¹⁷"Camp Hill P.T.A. Is No More," *The Rockland County Journal-News*, 14 June 1956.

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was in the practice of giving graduating Camp Hill sixth graders a silver dollar to commemorate the occasion.¹⁸ Despite centralization, classes continued to be conducted at the Camp Hill building into the early 1960s.¹⁹

The creation of Pomona as a municipal entity brought with it new life for the school, as plans were explored in 1977 to bring the building—described then as “an old, unused district school on the corner of Camp Hill Road and Route 202”—back into active and meaningful service:

The village of Pomona is requesting that taxpayers of East Ramapo vote to make possible the restoration of this small derelict building so that it can once again be of service to the surrounding community. We are asking the residents of East Ramapo to return the Camp Hill School to the residents of the area who originally constructed the building before the advent of the consolidated school district... The village of Pomona intends to make the building, which is now an attractive danger for youngsters, into a recreational and social center for the community. It will also serve, part time, as the seat of village government....²⁰

The building was successfully renovated and opened as Pomona’s village offices in 1978. Since that time it has served as the seat of local government and continues to offer itself as a venue for municipal and public meetings and social events. An additional renovation campaign occurred in 1990, which allowed for modifications related to the needs of the disabled.

Architectural Context

In her contextual study of New York State school architecture, Susanne Warren described the school architecture of the early twentieth century period as maturing into a fairly uniform set of practices that consolidated a range of desired reforms; these reforms sought to create an optimal and healthy learning environment for students. By 1910, concerns relative to proper ventilation, lighting, and architectural style were to some measure codified, either through legislation or standardization of what were identified as best practices. From the late nineteenth century to 1900, educators and architects who came to specialize in school design focused increasingly on the link between sanitation, hygiene, and the proper means of ventilation, in hopes of combating contagious disease. There emerged complicated formulae about proper ventilation, centering on the need to dispel carbon dioxide and other impurities thought to be toxic in expelled air, while uniform natural lighting provided by banks of large closely spaced

¹⁸“End of School Exercises Held at Camp Hill,” 28 June 1950.

¹⁹“News of Ramapo 2 Schools,” *Orange Telegram*, 25 February 1960; “Ladentown,” *Orangetown Telegram*, 13 September 1962.

²⁰“Vote Yes For Proposition 2,” *The Journal News*, 24 May 1977.

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windows was deemed best if cast from the left of students. Restraint in exterior design was also extolled, with ornamentation used conservatively to evoke a particular architectural effect.²¹

With those concerns to some extent settled, fire safety became a preeminent concern after the turn of the twentieth century, and it emerged as a subject of increasing focus among architectural practitioners and government legislators. Building specifications increasingly called for outer and interior bearing walls to be built of brick or stone masonry or otherwise reinforced concrete; stairwells were to be similarly built, with fire-retardant steel employed for staircases. Fire safety is also evident in terms of spatial layout, with distinctly separated stair halls situated to facilitate rapid and effective egress in the event of fire and other emergencies. This new standard was spelled out in 1904 in New York State law, which mandated that “all halls, doors, stairways, seats, passage-ways and aisles ... (be) arranged to facilitate egress in case of fire or accident.” School design also required state oversight and review beginning in 1904.²² Thus school design in the state had arrived at the “one best way” to define the optimal educational building.²³

The decade between 1910 and 1920 was relatively static in regards to new developments in school design in New York. As noted by Warren, “An examination of schools built in the years just before and after 1920 reveals that there had not been a great deal of change from the school building practices of 1910, either in plan, evolution of spaces, functions or in external appearance.”²⁴ Debate continued relative to the practices of standardization, fire safety and the idea of the school as a social or community center, as did discussions relative to heating, ventilation and lighting. As such the period was in large measure characterized by the refinement of concepts introduced in the preceding decade.²⁵

The plans for the Camp Hill School were developed by the architectural office of Ross & McNeil, a partnership of James Ross and Charles R. McNeil, which had been working jointly since the later 1890s. Ross (1864-1944), a Virginia native, moved with his parents to Yonkers, New York, in his youth, and later earned a degree in architecture from Columbia University.²⁶ He was, in addition to being an architect, a painter who worked in an Impressionist vein and whose work was exhibited with the Yonkers Art Association and the Society of Independent

²¹Susanne R. Warren, “The Schools of New York State Development of the School as a Building Type” Context Study, New York State Office of Parks, Recreation, and Historic Preservation (1990), 192.

²²Warren, “Schools of New York,” 169.

²³Warren, “Schools of New York,” 154.

²⁴Warren, “Schools of New York,” 199.

²⁵Warren, “Schools of New York,” 199.

²⁶Henry F. and Elsie Rathburn Withey, *Biographical Dictionary of American Architects (Deceased)* (Los Angeles, CA: Hennessey & Ingalls, 1970), 528.

CAMP HILL SCHOOL

Name of Property

ROCKLAND CO., N.Y.

County and State

Artists. As for McNeil, who was born in Litchfield, Connecticut in 1860 and who like Ross was a Columbia University alumnus, he died in 1923, the same year in which the school was completed.²⁷ Thus the school represented one of the two men's final collaborations, though the partnership was carried forward for a time by Ross following McNeil's passing. It is not presently known how Ross & McNeil came to field the school project, or how Robert E. Chamberlain, an area contractor-builder, came into the service of the firm as an associate architect. One possibility is that their securing of the commission came about as the result of other work the office was fielding in the area at the time. In 1922 the firm had secured a commission to provide revised drawings for a house located "...4 1/2 miles from Suffern sta[tion]" for William J. McKenney.²⁸

Erected in the early 1920s for service in a rural quarter of Rockland County, the Camp Hill School nevertheless retains spatial, lighting and other distinctive features which associate it with standardized school design practices of the early twentieth century. The building's stone and concrete-block masonry construction, straightforward and rational plan, generous natural lighting provided by large window bands, and restrained ornamental program relate it to the standardization of best practices in school design that had become increasingly commonplace after 1900 and with which Ross & McNeil were presumably well familiar. The division of the schoolhouse into two tiers of usable interior space, with upper-floor classrooms and a basement area devoted to a meeting/recreation space, had become increasingly common for rural and smaller suburban schools by this time. Three examples of the two-room type with this manner of arrangement, one consisting of interpenetrating gable-roofed masses and the other two combining gabled and hip-roofed masses, were illustrated in the 1899 book *Modern American School Buildings* by Warren R. Briggs.²⁹

²⁷Obituary, New York Times, 2 May 1923.

²⁸Contracts Awarded, *The American Contractor*, vol. XLIII, no. 21 (27 May 1922), 55.

²⁹Warren Richard Briggs, *Modern American School Buildings* (New York: John Wiley & Sons, 1906), plates 46-47, 49-50, 53-54.

CAMP HILL SCHOOL

Name of Property

ROCKLAND CO., N.Y.

County and State

9. Major Bibliographical References

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

Briggs, Warren Richard. *Modern American School Buildings*. New York: John Wiley & Sons, 1906.

Cole, Rev. David. *History of Rockland County, New York*. New York: J.B. Beers & Co., 1884.

Shepard, Douglas H. "The Common School System in New York State," 2000.

<http://chautauqua.ny.us/DocumentCenter/View/6928/The-Common-School-System-in-New-York-State-PDF>, accessed 4 February 2019.

Warren, Susanne R. "The Schools of New York State Development of the School as a Building Type." Context Study, New York State Office of Parks, Recreation, and Historic Preservation (1990).

Withey, Henry F. and Elsie R. Withey, *Biographical Dictionary of American Architects (Deceased)*. Los Angeles, CA: Hennessey & Ingalls, 1970.

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 .97 acres

(Do not include previously listed resource acreage.)

UTM References

(Place additional UTM references on a continuation sheet.)

1 18 57926 4559465
Zone Easting Northing

3 _____
Zone Easting Northing

2 _____
Zone Easting Northing

4 _____
Zone Easting Northing

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

The boundary for this NRHP nomination is depicted on the enclosed mapping, all of which have been entitled "Camp Hill School, Pomona, Rockland Co., NY." Maps were drawn at a scale of 1:24,000, 1: 12,000 and 1:4,000.

Boundary Justification (Explain why the boundaries were selected.)

The boundary reflects historic conditions and the historic extent of the associated parcel; no additional or "buffer" land has been included within the nomination boundary.

CAMP HILL SCHOOL

Name of Property

ROCKLAND CO., N.Y.

County and State

11. Form Prepared By

name/title William E. Krattinger

organization NYS Division for Historic Preservation

date February 2019

street & number PO Box 189

telephone (518) 268-2167

city or town Waterford

state NY

zip code 12188

e-mail William.Krattinger@parks.ny.gov

Additional Documentation

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:

Photographs by William E. Krattinger, May 2018; TIFF file format, original digital files at NYS Division for Historic Preservation, Peebles Island State Park, Waterford, NY 12188.

- 001 EXTERIOR, view roughly southwards showing north elevation and portion of west elevation
- 002 EXTERIOR, view to southwest showing portion of north elevation and east elevation
- 003 EXTERIOR, view roughly west showing east elevation
- 004 EXTERIOR, view north showing south elevation
- 005 EXTERIOR, view looking to northeast showing portions of south and west elevations
- 006 INTERIOR, east classroom, view towards southeast corner of room
- 007 INTERIOR, east classroom, view east towards window bank
- 008 INTERIOR, west classroom, view towards southwest corner
- 009 INTERIOR, basement, view looking to southeast corner of room
- 010 INTERIOR, basement, view looking to southwest corner of room
- 011 INTERIOR, view south from vestibule showing original staircase

Property Owner:

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

name _____

street & number _____ telephone _____

city or town _____ state _____ zip code _____

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

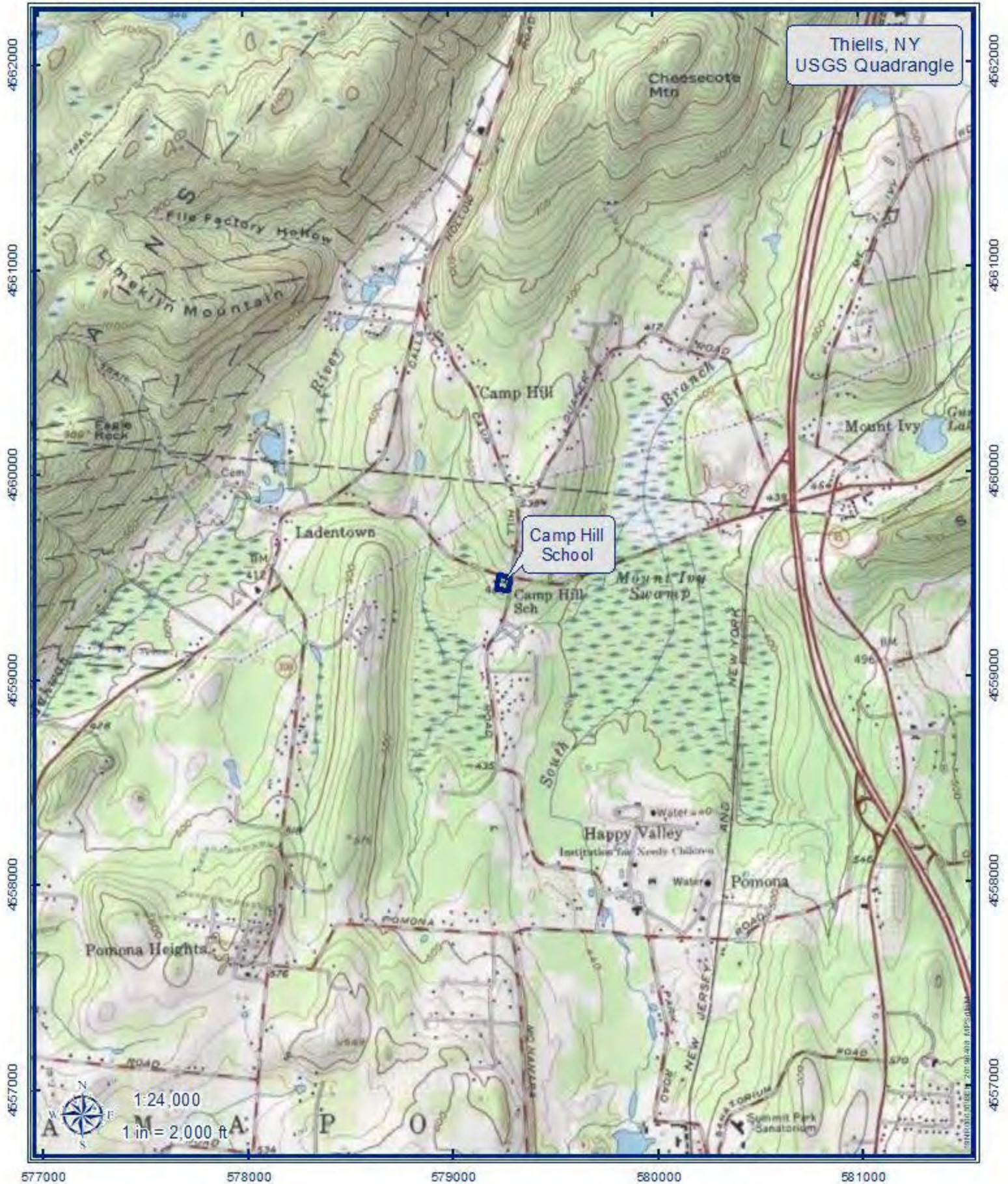
Estimated Burden Statement: Public reporting burden for this form is estimated to average 18 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to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

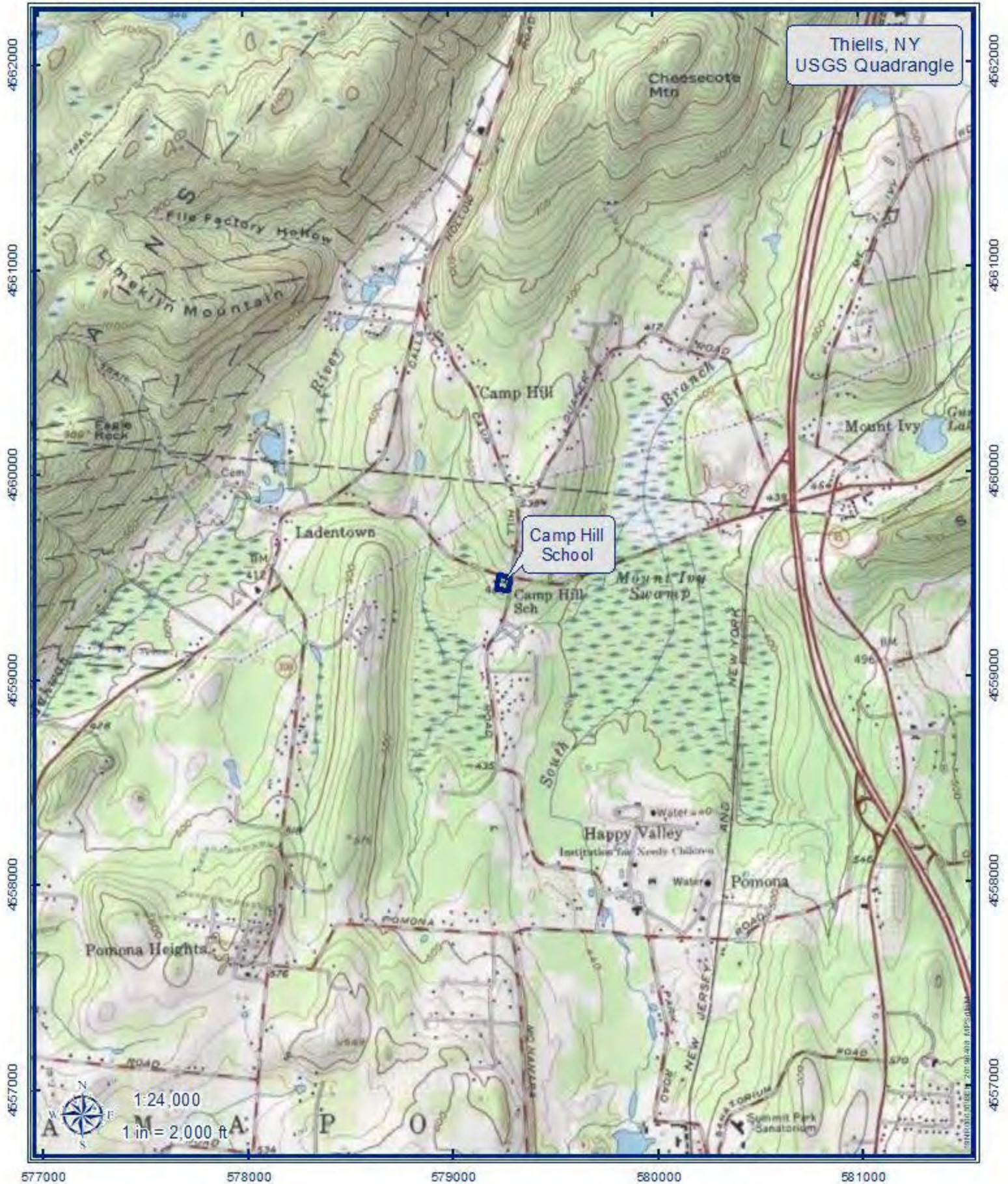
ROCKLAND CO., N.Y.

County and State



17







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

0 125 250 500 Feet

Camp Hill School



NEW YORK
STATE OF
PARKS, RECREATION
AND HISTORIC PRESERVATION
Division for Historic Preservation





POMONA
VILLAGE HALL

100







POMONA
VILLAGE HALL















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: 6/24/2019 Date of Pending List: 7/19/2019 Date of 16th Day: 8/5/2019 Date of 45th Day: 8/8/2019 Date of Weekly List: 8/9/2019

Reference number:

Nominator:

Reason For Review:

☒ Accept ☐ Return ☐ Reject 8/8/2019 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



17 June 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

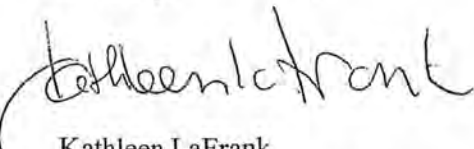
Dear Ms. Abernathy:

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

Fourth Avenue Methodist Episcopal Church, Brooklyn, Kings County
Camp Hill School, Pomona, Rockland County ✓
32 Police Precinct Station House Complex, New York, New York County
Fultonville Historic District, Fultonville, Montgomery County (280 owners, 0 objections)
McNaught Family Farm, Bovina Center Vicinity, Delaware County (3 owners, 0 objections)
Frederick and Annie Wagner Residence and St. Patrick's Roman Catholic Church, Smithtown, Suffolk County
Dorrance Brooks Square Historic District, New York, New York County (115 owners, 0 objections)
East Marion Road Historic District, East Marion, Suffolk County (158 owners, 10 objections)

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

New York State Office of Parks, Recreation and Historic Preservation

Division for Historic Preservation, Peebles Island, PO Box 189, Waterford, New York 12188-0189

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