



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

1. Name of Property

historic name Common School 32 Multiple Property: na
other names/site number Joint District 6 School

2. Location

street & number 25 Bridge Street not for publication
city or town Trout Creek vicinity
state New York code NY county Delaware code 025 zip code 13847

3. State/Federal Agency Certification

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

Michael P. Lynch Deputy SHPO 30 JAN 2017
Signature of certifying official/Title Date

State or Federal agency and bureau

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

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that this property is:

- entered in the National Register. See continuation sheet.
- determined eligible for the National Register. See continuation sheet.
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain:) _____

[Signature] Signature of the Keeper 3/27/17 Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply)

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

Category of Property

(Check only one box)

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

Number of Resources within Property

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

| Contributing | Noncontributing | |
|--------------|-----------------|------------|
| 2 | 1 | buildings |
| 0 | 0 | sites |
| 0 | 0 | structures |
| 0 | 0 | objects |
| 2 | 1 | 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)

SOCIAL/meeting hall

7. Description

Architectural Classification

(Enter categories from instructions)

No style

Materials

(Enter categories from instructions)

foundation Stone
walls wood
roof asphalt
other

Narrative Description

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

8 Statement of Significance

Applicable National Register Criteria

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

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

Criteria considerations

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

Property is:

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

Narrative Statement of Significance

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

9. Major Bibliographical References

Bibliography

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

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested
previously listed in the National Register
previously determined eligible by the National Register
designated a National Historic Landmark
recorded by Historic American Buildings Survey
recorded by Historic American Engineering

Areas of Significance

(Enter categories from instructions)

education
architecture

Period of Significance

C1860-1968

Significant Dates

C1860

Significant Person

(Complete if Criterion B is marked above)

na

Cultural Affiliation

na

Architect/Builder

unknown

Primary location of additional data

- x State Historic Preservation Office
Other State agency
Federal agency
Local government
University
Other

Name of repository:

Common School 32
Name of Property

Delaware County, New York
County and State

10. Geographical Data

Acreage of property .12 acres

UTM References

(Place additional UTM references on a continuation sheet.)

1 18 476956 4672664
 Zone Easting Northing
2

3
 Zone Easting Northing
4

See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Kathleen LaFrank, National Register Coordinator

organization New York State Historic Preservation Office date July 2016

street & number Peebles Island State Park, Box 189 telephone 518-237-8643 x 3261

city or town Waterford state New York zip code 12188

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs

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

Additional items

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

Property Owner

(Complete this item at the request of 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.470 *et seq.*)

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Projects (1024-0018), Washington, DC 20503.

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Common School 32
Trout Creek, Delaware Co, NY

National Register of Historic Places Continuation Sheet

Section number 7 Page 1

Common School 32 is located at the intersection of Bridge Street and CR 27 in the small Delaware County hamlet of Trout Creek. Trout Creek is located in the town of Tompkins, which is at the western edge of the county, about midway between the villages of Bainbridge and Walton. It is named for the creek east of the hamlet that flows to the south, emptying into the Cannonsville Reservoir. The West Branch of Trout Creek bisects the hamlet, flowing southeast until it meets the larger creek. The hamlet sits on flat land but is surrounded by low hills. Trout Creek's built resources are dispersed around the intersection of NY 206 and CR 27, with additional development around Bridge Street, to the north. Buildings are generally spread out and consist of mid-nineteenth to mid-twentieth century residences with at least one historic church. The school is oriented north on a small, grassy lot. What was once farmland to the east and south is now the town highway garage. The nominated building, now used as a senior center, occupies its original lot. The nomination includes two contributing buildings (school and woodshed) and one non-contributing building (a moved and reconstructed jail).

Common School 32 is a rectangular wood-frame building, three bays wide by three bays deep, surmounted by a steep gable roof. The building rests on a fieldstone foundation and is covered in narrow wooden clapboard with wood corner boards and a wide frieze. The asphalt shingled roof has slightly overhanging eaves and a narrow molded cornice. There is an interior chimney in the rear center of the roof. Fenestration is regular, with a center entrance flanked by openings on the gable end, three regularly spaced windows on each side elevation, and two on the rear. The rear windows flank a shed-roofed projection, which houses the furnace, and an off-center wood-panel door. Most windows on the side and rear elevations are wood, double hung with nine-over-six pane glazing in flat wood frames with slightly projecting lintels. These windows appear to be original to the building. The façade originally featured two identical windows on either side of the door; however, these were altered during the period of significance to accommodate the installation of indoor bathrooms and a kitchen. The original placement of these windows is still evident, and the small window to the right of the door appears to be

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the lower sash of the original window in this location. The first bay of each side elevation also has a small, six-pane fixed-sash window added to light the later bathrooms and kitchen. The door itself is wood with six panels and it is set within a narrow enframingent. The entrance is accessed by a set of deteriorated concrete stairs with metal handrails; these appear to have replaced a wide wooden porch. A small square wood door in the foundation of the north elevation appears to provide access to a crawl space (now inaccessible).

Entrance is into a small vestibule, which once had cloak rooms on either side. In the early twentieth century, the sides were enclosed for the installation of bathrooms and a kitchen, which are accessible from the schoolroom. The schoolroom itself is intact and is characterized by a large open room with three windows along either side and two on the rear. The schoolroom has hardwood floors and the interior walls and ceiling are clad in wallboard, probably added in the early twentieth century. There are built-in shelves, several built-in blackboards, and four hanging lights, c1920s. On the entrance wall are two doors providing access to the men's and women's rooms and an opening providing access to the kitchen. The rear wall retains a stove hole, indicating the location for the original stove. A large furnace pipe now extends across the ceiling from the current furnace, which is located in a small projecting pavilion off the rear elevation. With the exception of the installation of the bathrooms and kitchen and the replacement of original interior finishes, all undertaken during the period of significance, Common School 32 retains a high degree of integrity.

There are two other small wood-frame buildings on the lot. Immediately to the left of the building, also oriented north, is a small building with vertical board siding and a gable roof with overhanging eaves. Its façade features a vertical board door and one large, screened window. This building, built as the local jail in 1909, was moved to the site, placed on a cement block foundation, and substantially rebuilt in 1976. Its original appearance is unknown and its location next to an elementary school is most likely inappropriate; it does not contribute to the nomination. The second building, to the left of the jail, is oriented perpendicular to it, with its gable end

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running east-west. This building, a woodshed for the school, is original to the site, intact and closely related to the school in function. It is a contributing feature. It rests on a low concrete block foundation and is clad in wood clapboard siding with narrow corner boards and surmounted by gable roof with overhanging eaves. Small, square windows with six-pane sash mark each gable end and there is one large sliding barn door on the north elevation.

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Summary

Common School 32 is locally significant as a representative intact example of a vernacular one-room schoolhouse in the village of Trout Creek. School district 32 was established in 1852, and this building was probably built between 1860 and 1880. The school embodies the characteristic features of the majority of New York's nineteenth-century one-room schools. These include its rectangular form, three bay by three bay plan, timber frame, steep gable roof, and modest exterior detailing. The interior is a single open room originally heated with a stove. The characteristics of its design, focusing on providing light and air to students, follow recommendations by educators in this period. Space once set aside for cloakrooms was converted to interior bathrooms and a kitchen in first half of the twentieth century. Other twentieth-century changes include new interior wallboard finishes and a new exterior furnace, which replaced the stove as a source of heat. A small wood-frame woodshed, original to the site, also survives on the property, enhancing our understanding of its use. Over the building's long history it served as both a single district school and as a joint district school with the town of Masonville. It was later consolidated into a multi-town district, and, in 1968, it was the last one-room school in the town to close. Common School 32 retains the iconic form of a nineteenth-century one-room rural school and provides a valuable record of 150 years of educational history in the town of Tompkins.

Trout Creek

Trout Creek is a small hamlet on the northern border of the town of Tompkins. It was part of Rapalje's Patent, a 40,000-acre land grant awarded to Johannes Rapalje, a New York merchant, in 1770. As Tories, the Rapaljes lost their land after the Revolution, and it passed to William Bryant of Albany in 1784. Bryant had it surveyed into 200-acre lots, which were sold to settlers in the post-Revolution years. Among them was Samuel Teed, acknowledged as the hamlet's first settler. Teed bought a number of lots and sold them to relatives and friends who moved to the area with him. The hamlet that developed around the creek was named Teedville but later both hamlet and creek were rechristened Trout Creek. Settlement was fairly slow and for a number of years there were only a few buildings in the hamlet and much of the surrounding land remained uncleared. Lumber

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was an early industry, along with subsistence farming, until the construction of the Esopus Turnpike (which extended from Kingston, on the Hudson River, to Bainbridge on the Susquehanna) through the village in 1802. The turnpike brought prosperity to the little hamlet, as it boosted trade and facilitated the timber and agricultural economy. By the Civil War, Trout Creek had two dozen homes, three general stores, two taverns, and a Baptist church, and it served as a support center for the surrounding farming community.¹

Education in New York State

New York State's common school system dates to 1812, when a state law required the appointment of a state superintendent of common schools and the election of three school commissioners in each town. These commissioners were responsible for creating school districts, while another group of inspectors was elected to license teachers and ensure regularity. The inhabitants of each district were required to select the site for the school and vote taxes to support it, and trustees were elected in each district to manage the school's business affairs. For those schools that could certify that they had met certain requirements, such as being open for at least three months, state aid was available to help pay teacher salaries; however, this aid could not be used to fund the construction of buildings, a burden that had to be borne by the district voters. The fact that school districts were often rural and poor meant that schools were often built to minimum standards.

The small rural schools built under New York's common school system remained the backbone of rural education until well into the twentieth century. Despite many variations, these schools share an overall similarity of appearance and functional divisions. Most can be described as small rectangular buildings, seldom larger than two or three bays wide and two or three bays deep, with windows on at least three sides. Many were approximately 16 by 20, 18 by 20 or 20 by 24 feet in size; the vast majority were sided in clapboard and surmounted by broad gable roofs. While some entrances were on the side elevation, most were on the end; most

¹ Bruce T. Sherwood and Ralph C. Clark, "Notes on the Hamlet of Trout Creek"
http://members.tripod.com/s_niles/delawateedsville.htm

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schools featured a single open room, with space allocated for storing coats and lunches, for library books and for chalkboards. Nearly all were heated with a single wood stove. Every school had to have storage for wood, either in an attached shed or in a separate building, and every one had to have one or more privies. The main variables, which correlated with the available funds, seemed to be the amount and quality of decorative embellishment: while one might have a door surround with full entablature, another might have a simple trabeated frame. Some roofs featured fully detailed, heavy, raking cornices; others had simple molded cornices. Bathrooms were generally located in a separate privy in the early days but, depending on finances and local initiative, many were later relocated to the interior of the school itself. Nearly all schools had a clearly defined schoolyard marked with a fence or other enclosure, and shade trees were prized. Likewise, the pattern of schooldays and the roles of students and teachers were remarkably consistent. Teachers strove to meet the state's education standards; however, rural schools were also flexible and responsive in trying to meet the specific needs of local farming families.

Beginning in the early twentieth century, New York State began to urge the consolidation of common schools into larger districts. Under the Central School Law of 1925, the state promised substantial aid, including transportation costs, assistance with new building construction, and teacher salaries for districts that consolidated.

Common School 32

According to local lore, Maria Teed, wife of settler Samuel Teed, held a day school in Trout Creek as early as 1790 and, apparently, the first school was constructed in Trout Creek in 1819.² The first documented evidence of a school in Trout Creek is the 1852 Common School Report from the town of Tompkins, which indicates that a school for District 32 was built in Trout Creek in that year. It was described as of frame construction and 25'

² Ibid.

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by 20' in size. The report noted that its pupils sat on benches. It was also noted as valued at \$160, not the most expensive in the town but significantly above the value of the majority of Thompson's common schools, some of which were valued at as little as \$50. Common School District reports from 1854-1865 continued to describe the District 32 school in the same terms; however, none of them provides the same full description as the early ones do, and none lists the dimensions of the school. One interesting fact is that out of the eleven years reported on, in seven of those years District 32 was a joint district with Masonville, to the north. There are no records for the years after 1865, however, leaving a gap in our knowledge.

The next record of the school appears in 1880, when William and Harriet Austin deeded to Samuel White, a trustee of District 32, the quarter-acre parcel of land on which the school now sits. This might suggest that a new school was built in 1880; however, it could also mean that the 1852 school was originally built on the Austins' land, which they were then officially deeding over to the board. The deed refers to it as the "school house lot," suggesting that the latter explanation might be correct. It was not unusual for a school to be built on a convenient corner of someone's farm and the small site later either donated or sold to the district.

Based on available evidence, it is not possible to date the construction of School 32. Its size, 37' by 26,' indicates that it is not the school built in 1852. However, the nine-over-six sash windows, common in 1850 but much less likely in 1880, lends credence to the suggestion that this is a fairly early building. The building's frame is inaccessible and there is no documentary evidence beyond the town's common school records. Those after 1856 do not record the size of the building and those after 1865 are missing. Other local records give conflicting information about the fate of the hamlet's early schools.³ The consistency of the one-room school form over nearly a century makes it difficult to date a school from its design. Our best estimate is that the

³ One site said that the first school was on the creamery property and that the second was remodeled and moved to Rte. 205 behind the post office. Another said the first school was deemed unsatisfactory and moved away for other uses in 1898; that site said the current building was built in 1899. Others have said that the school was constructed in 1906 or 1915. None of these statements meshes with photographic or physical evidence.

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school was built in the second half of the nineteenth century, perhaps c1860-1880, probably earlier than later. Also on the site is a small wood-frame storage shed, probably original, which was used to store wood for the original stove. Visible in historic postcards the building remains intact and enhances our understanding of the resource.

At some point in the early twentieth century – before 1950 – based on photos – the interior vestibules were enclosed to create bathrooms and a kitchen. To accomplish this, the original large windows flanking the entrance were removed and small sash were installed. (The one of the right appears to be the lower sash of the original window.) While the loss of the original windows is unfortunate, the change accommodated a continuing function. A small sash window on each side elevation was also added. Access to these rooms was provided from the classrooms. On the interior, the alteration to the classroom itself was minimal as the bathrooms were installed in the space originally enclosed for cloakrooms.

In Delaware County centralization began in the 1930s and 40s. As larger schools were built, small districts were combined. In 1963 Trout Creek became Joint Common School District 6 with Masonville. At that time it also became part of Central School District No 1 of the towns of Walton, Hamden, Tompkins, Franklin and Sidney. Despite consolidation, a number of isolated one-room schools remained open until the 1960s. District 6 School was among them, and in 1968 School 6 was the last one-room school in the town of Tompkins to close its doors. In 1973 the building was turned over to the town and is now operated as a senior citizens center. It has changed little in the last fifty years.

See continuation sheet

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Section number 9 Page 1

Cooperstown Graduate Program. *Building Citizens: A History of Public Schools in Otsego County*.
Cooperstown: Smithy-Pioneer Gallery Publications, 1988.

Sherwood, Bruce T. and Ralph C. Clark, "Notes on the Hamlet of Trout Creek"
http://members.tripod.com/s_niles//delawateedsville.htm

Town of Tompkins, Delaware County, NY. "Common School Reports, etc." abstracted by Shirley A. Houck.
1852; 1853; 1857; 1858; 1859; 1860; 1861; 1862; 1863; 1865.

Warren, Suzanne R. "Context Study: The Schools of New York State. Development of the School as a
Building Type," 1990.

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Verbal Boundary Description

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

Boundary Justification

The boundary was drawn to include the lot deeded for the school in 1880.

See continuation sheet

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Common School District 32
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National Register of Historic Places Continuation Sheet

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Photographer: Lynn Van Valkenburg
Town of Tompkins Historian
Town Hall, PO Box 137
Trout Creek NY 13847

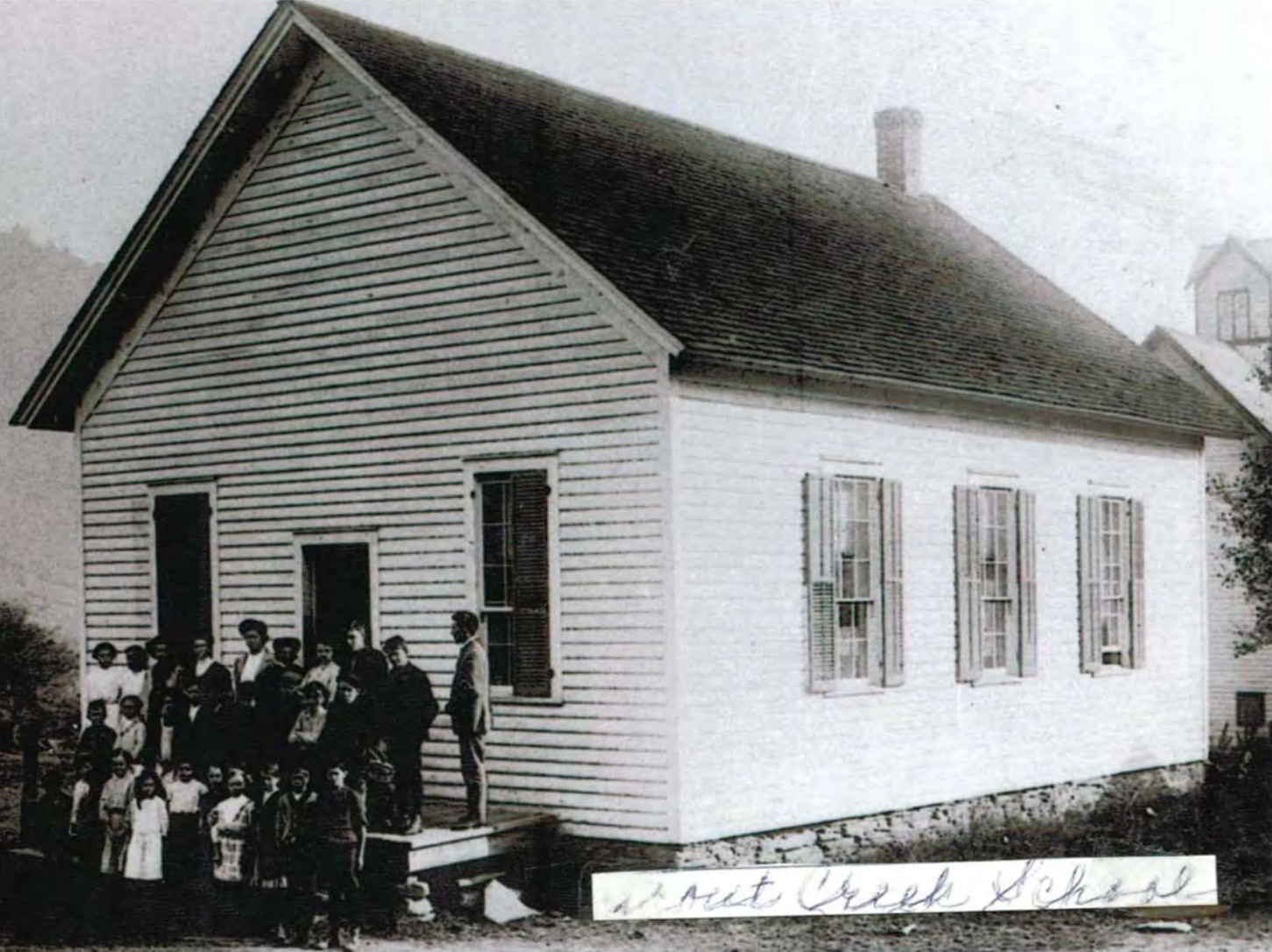
Date: September 2016

Tiff Files: CD-R of .tiff files on file at
National Park Service
Washington, D.C.
and
New York State Historic Preservation Office
Waterford, NY

Photo views:

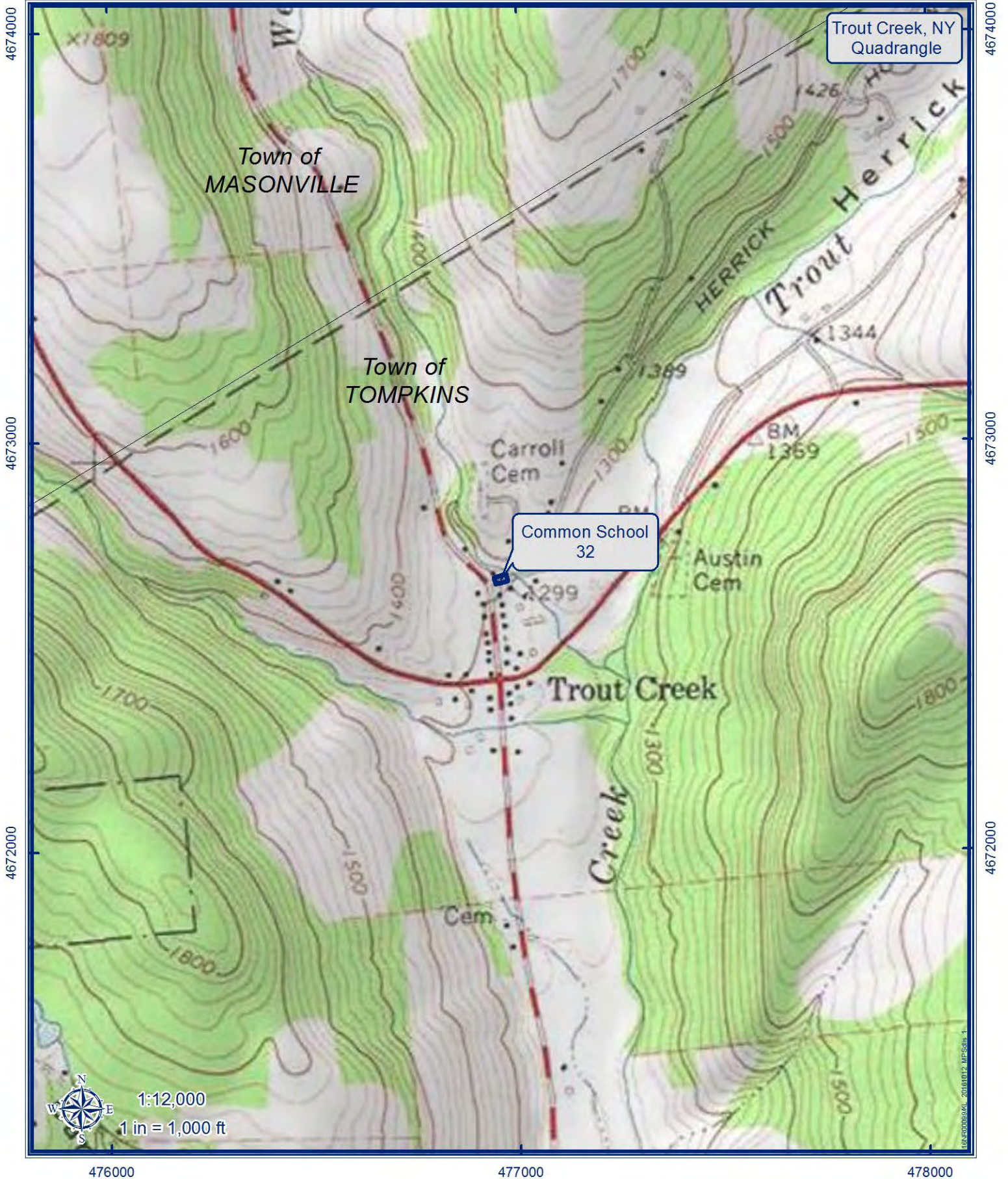
1. school, exterior, façade and west elevation
2. school, exterior, east elevation
3. school, interior, looking toward entrance
4. school, interior, looking toward rear
5. woodshed, exterior, looking south
6. jail, looking south, non-contributing

See continuation sheet



Mount Creek School





Trout Creek, NY
Quadrangle

Common School
32

1:12,000
1 in = 1,000 ft

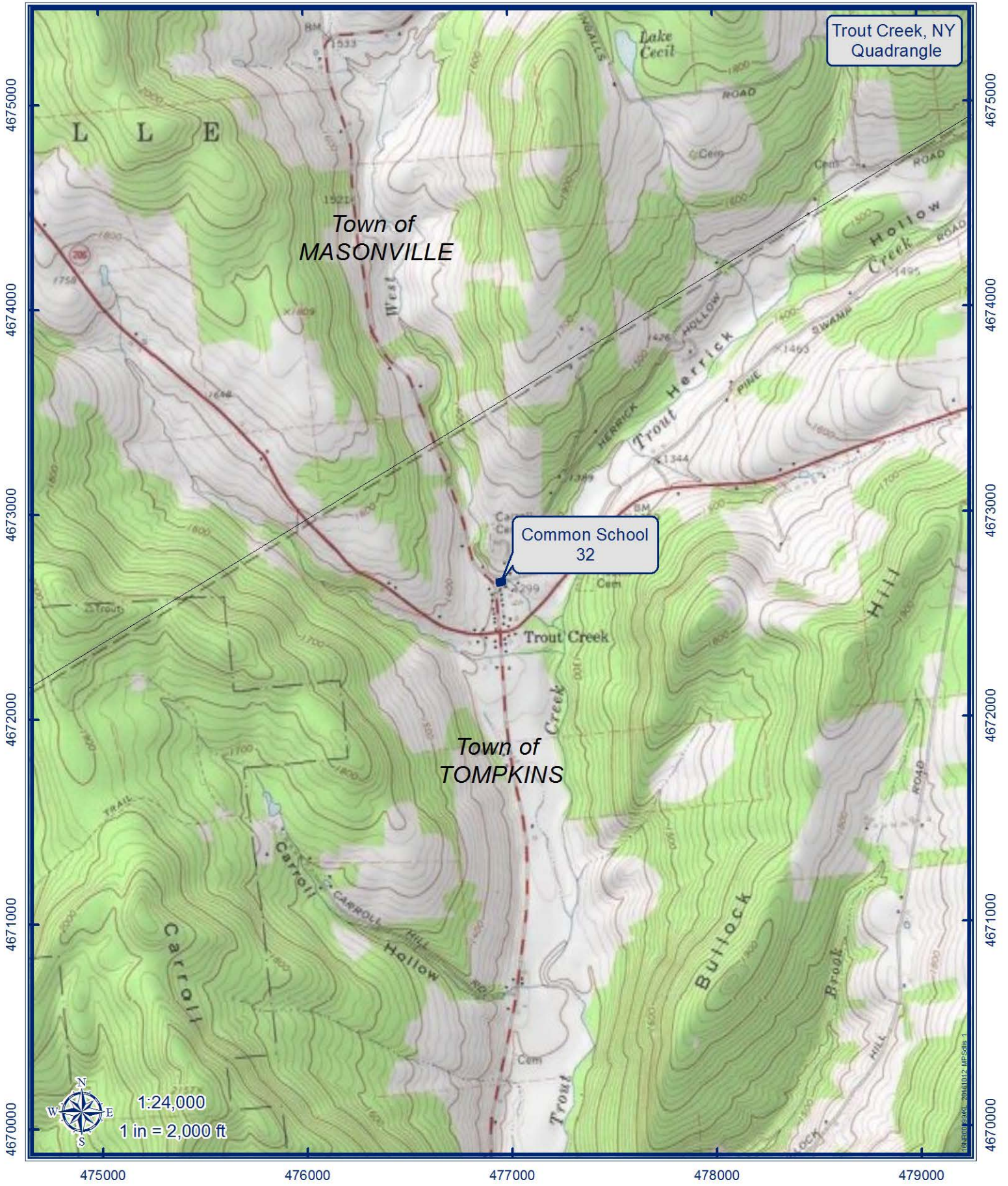
Coordinate System: NAD 1983 UTM Zone 18N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



Common School 32



**Parks, Recreation
and Historic Preservation**



Trout Creek, NY
Quadrangle

Common School
32



1:24,000
1 in = 2,000 ft

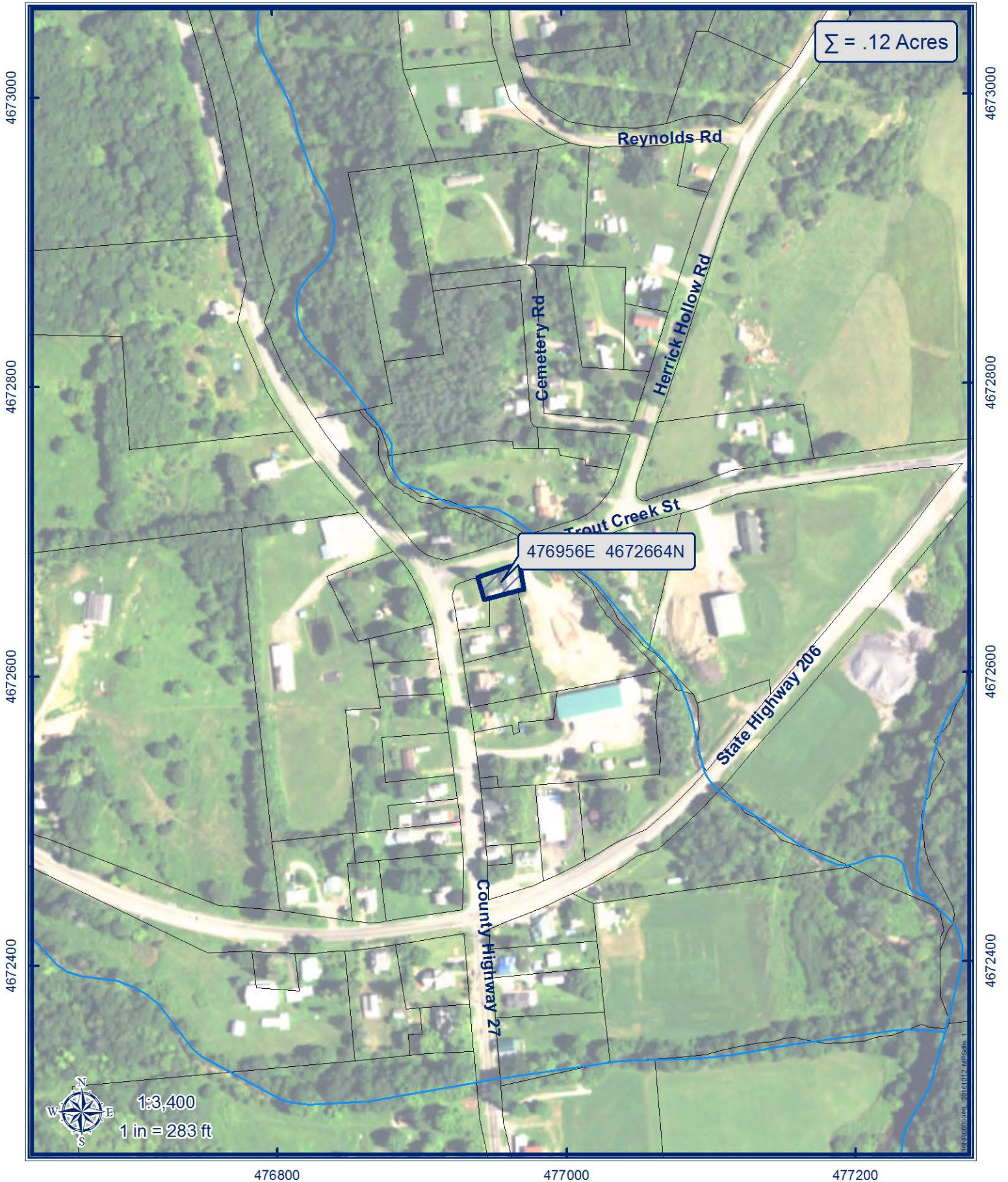
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Projection: Transverse Mercator
Datum: North American 1983
Units: Meter



Common School 32



Parks, Recreation
and Historic Preservation



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



Common School 32



Parks, Recreation
and Historic Preservation



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



 Common School 32



**Parks, Recreation
and Historic Preservation**



LIGHT CREEK
No. 4

6001





EXIT

WOMEN

T.C.S.C.



EXIT

T.C.S.C.





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: Date of Pending List: Date of 16th Day: Date of 45th Day: Date of Weekly List:

Reference number:

Nominator:

Reason For Review:

Accept Return Reject 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

ROSE HARVEY
Commissioner



6 February 2017

Alexis Abernathy
National Park Service
National Register of Historic Places
1201 Eye St. NW, 8th Floor
Washington, D.C. 20005

Re: National Register Nomination

Dear Ms. Abernathy:

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

Common School 32, Delaware County
First Methodist Episcopal Church of Walworth, Wayne County
South Presbyterian Church, Onondaga County
Bushwick Avenue Central Methodist Episcopal Church, Kings, County

I am also submitting additional information for the:

Alice Austen House, Richmond County (see letter).

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