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National Park Service

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National Register of Historic Places Multiple Property Documentation Form

This form is used for documenting multiple property groups relating to one or several historic contexts. See instructions in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Complete each item by entering the requested information. For additional space, use continuation sheets (Form 10-900-a). Use a typewriter, word processor, or computer to complete all items.

X New Submission ___ Amended Submission

A. Name of Multiple Property Listing

EDUCATIONAL RESOURCES OF VERMONT

B. Associated Historic Contexts

(Name each associated historic context, identifying theme, geographical area, and chronological period for each.)

Education in Vermont,]777 to]943

C. Form Prepared by

name/title VT Division for Historic Preservation, University of Vermont Hist. Pres. Program

organization _____ date 5/90, 8/93

street & number VDHP:]35 State St., Drawer 33 telephone (802) 828-3226

city or town Montpelier state Vermont zip code 05633-1201

D. Certification

As the designated authority under the National Historic Preservation Act of 1966, as amended, I hereby certify that this documentation form meets the National Register documentation standards and sets forth requirements for the listing of related properties consistent with the National Register criteria. This submission meets the procedural and professional requirements set forth in 36 CFR Part 60 and the Secretary of the Interior's Standards and Guidelines for Archeology and Historic Preservation. (☐ See continuation sheet for additional comments.)

Signature and title of certifying official — Date 8/20/93

Vermont State Historic Preservation Office
State or Federal agency and bureau

I hereby certify that this multiple property documentation form has been approved by the National Register as a basis for evaluating related properties for listing in the National Register.

for Signature of the Keeper — Date of Action 10/7/93

Table of Contents for Written Narrative

Provide the following information on continuation sheets. Cite the letter and the title before each section of the narrative. Assign page numbers according to the instructions for continuation sheets in *How to Complete the Multiple Property Documentation Form* (National Register Bulletin 16B). Fill in page numbers for each section in the space below.

This Multiple Property Documentation Form is based on the historic context, "Education in Vermont, 1777-1940," Vermont Historic Preservation Plan, Vermont Division for Historic Preservation.

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EDUCATION IN VERMONT, 1777-1943

Education has played a significant and often progressive role in the history of Vermont. The 1777 constitution of the Republic of Vermont was the first constitution in what was to become the United States to include a provision for education. It stated: "A school or schools shall be established in each town, by the legislature, for the convenient instruction of youth, with such salaries to the masters, paid by each town, making proper use of school lands in each town. . ." It also recommended the establishment of institutions of higher learning: "One grammar school in each county, and one university in this State ought to be established by direction of the General Assembly."

During the next fourteen years, schools at all three levels of education were established, including the University of Vermont, founded in 1791. The legislature also worked out a series of provisions regarding the general financing and supervision of common and secondary schools, including the general school law of 1782 that provided for the division of towns into districts and a system of local supervision and taxation. By the time Vermont achieved statehood in 1791, an educational framework had already been established, and a system of local control was firmly in place. Education was thus an important priority for Vermont's first settlers.

From the beginning, education in Vermont was largely a local matter. While the state provided the legal framework, local initiative was primarily responsible for making the system a reality. As early as 1761 Vermont towns such as Guilford had been making their own provisions for the education of their children. By and large, as soon as a community was populous enough, a common school was established, a schoolhouse built, and a teacher hired. Schools and churches were often the first civic buildings erected in a community. Money for building and maintaining the school and the teacher's salary was variously financed by subscription, lottery, revenues from the rental of the school "lease lands" set aside in each town, and a system of local taxation.

The early common schools were typically small, crude, temporary structures built of logs. They contained few windows, and the only heat source came from a fireplace at one end. The schoolhouse was placed in as central a location as possible within the township or school district. Since people were reluctant to waste good farmland on a school lot, the early school sites

were often located on the least desirable land in wooded or swampy areas with little or no yard space. However, as towns grew more populous and their resources greater, larger, more permanent structures were often built.

Up through the first half of the 19th century, secondary schools usually were private rather than public. Although their charters were granted by the state and county grammar school lands were provided by school law, it was nonetheless incumbent upon the individual towns to establish their own schools, and supervision and finance were likewise a local matter. Vermont's first incorporated academy, Clio Hall (1780) in Bennington, was privately established. Two county schools, Windsor (at Norwich, 1785) and Rutland (at Castleton, 1787), were founded before Vermont became a state. Funds to build the Addison County Grammer School (1797) in Middlebury were raised by public subscription.

The early 1800s saw considerable progress in public education. The town of Middlebury was the locus for much significant activity in the early years. In 1800, three years after the Addison County Grammar School was established, Miss Ida Strong founded her female seminary. It was the first school of higher learning for females in Vermont. Classes were first held in the local courthouse until a building was constructed in 1803. After Strong's death in 1804, Miss Emma Hart assumed responsibility of the school. In 1814, five years after her marriage to John Willard, Emma started her own female seminary in her house on South Main Street (listed as a National Historic Landmark on December 21, 1965). Emma Hart Willard became a pioneer in promoting learning for women, and during the next 20 years five academies solely for women were established in Vermont.

The first institute of higher learning, the University of Vermont in Burlington, was founded in 1791, the year Vermont became a state, but did not start operations until the turn of the century. In 1800 a charter was granted for Middlebury College, which became the first such institute in operation in Vermont. During its first fourteen years the college, along with the Grammar School, was located in the Addison County Academy Building. Other institutions of higher learning founded prior to 1820 include: (John Pomeroy and his apprentices, c.1807-1818); Daniel Chipman's Law School in Middlebury (1816); and Castleton Medical College (1818), which was the first degree-granting medical college in the nation and is said to have the only original medical college building still standing in the United States (listed in the National Register as

part of the Castleton Village Historic District, April 26, 1979).

The academic movement in Vermont gained considerable momentum during the 1820s and 1830s. In 1823 Samuel Reed Hall founded his "Columbian School" for the training of teachers in the town of Concord. Hall's school is considered to be one of the first formally established normal schools in the United States. Teacher training in Vermont had its origins even earlier, however. Quaker Jacob Eddy offered the first such courses in his select school for young men in Danby between 1785 and 1788, and in 1814 Emma Willard began training women to teach at her Female Seminary in Middlebury, where she developed her nationally influential "Plan of Female Education."

The first state normal school was not established until 1866, but academies around Vermont began to include teacher training classes in their curriculum much earlier. In 1820 Captain Alden Partridge established the American Military Academy in Norwich, which was later incorporated as Norwich University and moved to the town of Northfield in 1866. It was the first military academy in the United States. In the wave of religious revivalism during the 1830s, alongside the growing number of secular schools, religious groups such as the Methodists and Baptists set up numerous denominational academies throughout the state. Catholic schooling was established in 1854 when the first parochial school was founded in Burlington. By 1840, 53 academies had been incorporated, and there were many more private schools.

In the first half of the 1800s, as towns became well established, many of the early school buildings were replaced with more permanent, distinctly civic structures. New England educators began publishing books on the design of schoolhouses, such as William A. Alcott's Essay on the Construction of Schoolhouses (1832), and Henry Barnard's School Architecture (1838). Some authors, such as Barnard, likened schools to temples, an analogy that conformed easily to the Greek Revival style popular at the time. Along with reforms in schoolhouse construction were gradual reforms in instruction. The examination and licensing of teachers was begun in 1827 by the legislature, but was repealed in 1833. Because of the efforts of Thomas Palmer, a local school superintendent in Pittsford who was shocked by the poor training of teachers, a statute was passed in 1845 requiring the examination of teachers and school superintendents. (Palmer's house was listed in the National Register on December 29, 1978.) That same year the Vermont

Society for the Improvement of the Common School was formed, and in 1856 the State Board of Education was established to oversee the school system.

Other educational institutions were established to augment the local school system. Libraries had been established as early as the 1790s in some towns, and at least twelve circulating libraries had been established by 1810. By 1853 there were 95 private libraries in Vermont, including those located in schools.

The Lyceum movement began in the 1820s as an outgrowth of the so-called "New England Renaissance" and numerous lyceums were established throughout the northeast. Thomas H. Palmer of Pittsford, who established a lyceum there in 1829, is credited with fostering the movement in Vermont. Within the next two years the Orange County Lyceum and the Royalton Lyceum were organized. Meetings typically were held in schools or private homes, and rarely, if ever, did lyceum groups have their own building.

The period 1840-60 saw the most substantial increase in the number of schools in Vermont to date. According to Lewis Stillwell, "Between the years of 1840-50 the whole state was going in for education more than ever before. During these years 300 new schools were opened and 10,000 new pupils were added to the system. The number of academies more than doubled. College enrollment went up almost 100%." The rise in the number of academies in Vermont during the 1840s and early 1850s coincided with the rise of public education. Brattleboro (1841) and Windsor (1844) made the first attempts to establish graded secondary schools partially supported by public taxation. By 1860 eleven towns had public high schools.

By 1860 the growth of educational institutions began to level off. The second half of the 19th century witnessed marked progress in educational legislation and reform, as well as in the development of more specialized kinds of education. As early as 1849 the Vermont House of Representatives expressed an interest in beginning agricultural instruction. It was not until the 1862 Federal Morrill Land Grant Act, sponsored by Vermont Representative Justin Smith Morrill (his homestead in Strafford, Vt., listed as a National Historic Landmark on October 15, 1966), that funds became available for such a purpose. In 1863 the Vermont Legislature created the Vermont Agricultural College, which was incorporated as part of the University of Vermont in Burlington in 1865.

There were other educational advances in the area of agriculture, as well as teacher training and children with special needs. The Vermont State Grange was established in 1870 as an educational and social locus for Vermont communities throughout the state. (See the Agricultural Resources of Vermont Multiple Property Documentation Form historic context "Agricultural Social, Educational and Political Institutions.") In 1866 the state recognized the importance of the proper training of its teachers and in the course of three years three county grammar schools were transformed into state normal schools--Randolph (1866), Johnson (1867), and Castleton (1869). The State of Vermont further offered scholarships to one student in each town to attend one of these schools, thereby encouraging better teacher training. It was also around this time that the State began to take a role in providing an education for school-aged children with special needs. In 1865 the legislature created the Vermont Reform School, whose name was changed in 1894 to the Vermont Industrial School (later the Weeks School). The Vermont State School for the Feeble-Minded (later the Brandon Training School) was created in 1912 and opened in Brandon in 1915.

In 1864 the school tax was lifted from pupils, thereby making education entirely free for the first time. The first legislation on compulsory attendance was passed in 1870. In 1874 the State Superintendent replaced the Board of Education, and county and town superintendents were appointed to inspect and report on schools. The reports were published, often yearly, and many times included articles written by experts on better design for schools. These inspections exposed many deficiencies in the system such as problems with the curriculum, unskilled teachers, and schoolhouse conditions. Towards the end of the century, and into the 20th, a number of these problems were addressed, in part through a gradual centralization of the Vermont public school system.

Beginning in the 1880s agitation concerning the age-old system of district control began and educational reformers started fighting for town control to lessen the number of small, poorly run schools in the more remote districts. The controversial move towards consolidation, or unionization, was realized in 1892 when a state law was passed making the town the basic unit of control. One result of the various reforms of this period was the building of new schools, or the enlarging and remodeling of existing ones around the state during the 1890s to conform to more modern, standardized designs promoted in educa-

tional journals and state and federal publications of the day. Moreover, fewer school districts resulted in more students per school, and therefore a need for bigger school buildings.

Other legislative efforts included the passage of a free textbook law in 1894, and in 1896 the State recognized kindergarten as part of its educational system; Vermont was the second state to make legal provision for its adoption.

The 20th century brought more reforms to Vermont's educational system. In 1900 it became obligatory for towns with a population of 2,500 or more to maintain a public high school, and in 1906 a law was passed that made high school instruction available to every child. In 1915 Vermont was the first state to provide by law for junior high schools.

Alongside financial and administrative reforms, increased attention was being paid to the actual physical environment of the schools. In 1904 the State Board of Health began to set standards for the sanitation, ventilation, and lighting of public schools, which led to the installation of banks of windows in older schoolhouses for better lighting as well as better plumbing and ventilation. Each year the Board published a report outlining the conditions in the schools that had been inspected. Schools were inspected and rated, using a scoring system, in the areas of buildings and grounds, equipment, teacher, pupils, and community. Those schools that met these standards were officially designated as "standard" schools and were given a metal plaque stating such to be affixed to the buildings. Those schools that were "nearly perfect in all essentials" were rated "superior" schools and received a superior plaque. In 1912 the state formed the Carnegie Commission to investigate the state of public education in Vermont. Their report was submitted with recommendations for improvements in 1914. Further improvements to school buildings were made possible by a 1925 act of the Legislature, authorizing more state aid to education in order to improve and standardize rural schools.

Vermont's public library system underwent considerable expansion during the late 19th and early 20th century. One of the earliest public libraries in Vermont was built as part of the St. Johnsbury Athenaeum in 1872, and within four years six other public libraries had been established elsewhere in the state. It was not until the 1890s however that the public library movement really got underway. In 1894 the General Assembly passed a law granting state aid to any town organizing

a public library, provided the town had sufficient funds to maintain it. The Vermont Board of Library Commissioners, the fifth such commission in the United States, was also created under this law. In 1895 there were 67 libraries organized and in 1896 there 35 more were started. Regardless of its size, the public library was a source of considerable pride to its community, and as such was often erected in the center of town, and designed in the prevailing civic style of the day. The construction of many of the public libraries at the time was in part due to the Old Home Week movement of the 1890s, which brought Vermont natives who had made fortunes outside of the state back to their home towns where they paid for "memorial" library buildings to be erected in their name. Vermont was also the first state to establish libraries in public institutions such as state prisons and hospitals.

Women's clubs played a significant role in Vermont's educational development during the late 19th and early 20th centuries. In addition to pushing for school reforms they also figured prominently in the expansion of the state's library system by inaugurating a travelling library program for towns that could not afford their own libraries; Vermont was the second state in the nation (after New York) to implement such a program.

These clubs also were responsible for starting schools to teach children manual and vocational work. In 1906 a school for manual training was begun, and two years later a law was passed granting State aid for manual training in the public school systems. State legislators also agitated for the integration of vocational training into schools and by 1917, the year the Federal Government passed an act granting aid for vocational training, Vermont was one of eight states already providing such instruction. In 1910 Theodore Vail pioneered the vocational approach to secondary agricultural education when he endowed a technical school of agriculture in Lyndonville. That same year the Legislature established the Vermont Technical Agricultural School in Randolph (see Agricultural Resources of Vermont Multiple Property Documentation Form historic context "Agricultural Social, Educational and Political Institutions".) Two years later the Springfield Cooperative part-time school was organized as part of the public school and in association with the machine industries of the town. In subsequent years, vocational schools were established in St. Johnsbury (1918) and Barre (1927) in conjunction with the major industries of those towns (platform scale making and the granite industry, respectively).

Various institutions of higher education were founded around the State during the early decades of the 20th century such as St. Michael's College (1904), Lyndon State College (1911), Trinity College (1925), Bennington College (1925), and Goddard College (1938). Other kinds of schooling were also established, such as summer schools in writing, music, and foreign languages, and recreational camps such as Ecole Champlain in Ferrisburgh, which have also had an educational role.

A number of Vermonters have played important roles in the field of education outside the state. Among the most prominent nationally was Burlington-born John Dewey (1859-1952), philosopher and psychologist as well as educator who led the early 20th century progressive education movement. Other significant educators include Hosea Ballou (Guilford), a founder and first acting president of Tufts University; Ichabod Spencer (Rupert), a Union Theological Seminary founder; and Milo P. Jewett (St. Johnsbury), a founder and first president of Vassar College.

ASSOCIATED PROPERTY TYPES

I. Name of Property Type: SCHOOL

II. Description:

Overview

Schools have been important buildings in every Vermont town since the first ones were constructed in the late 1700s. Their form has evolved over time, reflecting the political, economic, and social climate of the eras in which they were built.

The earliest public schools were district schools (all towns were divided into districts under an 1782 state law) and were similar to the earliest houses, being modest in size, usually no more than a single room and roughly built of logs with a crude fireplace and chimney. By the early 1800s, schools were most often built of simple wood frame construction with gable roofs, but some were built of locally made brick or native stone. One room schools continued to be built well into the 20th century, and often were ornamented with details from popular architectural styles. Private academies, established as early as 1780 to prepare students for college or training school, were on a larger scale and noteworthy for their high style design.

In 1892 the town rather than individual school districts became the basic unit of educational control and led to the consolidation of districts and the construction of public schools with multiple classrooms in the late 1800s and early 1900s.

Shortly after the turn of the 20th century, national and state legislation established health and sanitation standards for schools. Large banks of windows for better lighting were added to earlier schools and modern plumbing and heating systems were usually installed. New buildings incorporated these modern requirements into their designs.

After the 1906 Vermont legislation requiring towns to provide public high school education for all students, high schools were built throughout the state. Since village centers usually were already developed, the new schools were built on prominent sites on the edge of town. These high schools had the state's first public school gymnasiums, auditoriums, and science laboratories.

Within the school property type there are a number of types of school buildings Following are brief descriptions of types of schools identified in a 1990 University of Vermont Graduate Program in Historic Preservation study. Further research and study may reveal other school building types or more information on the school types noted below.

Academies

Academies provided Vermonters with what is known today as secondary education from 1780, when the first academy was founded in Bennington, until 1906, when state law mandated free high school instruction for all students. Some academies then were converted to public use, while others continued as private schools with towns paying tuition for the education of its high school students.

The schools functioned the same way as many private schools do today, with tuition fees and boarding arrangements for out of town students. There were entrance requirements and students pursued a rigorous curriculum, which included the classical languages, the sciences, and modern languages, often with the goal of attending college or training school after graduation.

Before towns were required to provide a public high school education (in 1900 for towns of 2,500 or more and in 1906 for all towns), academies established a track to college and professional training schools. They also provided a source of employment, revenue, prestige, and local pride for the towns in which they were located.

Academies often occupied prominent sites--facing greens or commons or on large landscaped parcels of land. They usually were large buildings. The earliest academies were generally built of wood in the smaller towns or brick, although the 1831 Burr and Burton Academy in Manchester is stone. Later academies in the larger towns were often brick. Academies had multiple classrooms and several stories, and often are distinguished by a prominent clock or bell tower or belfry. Some mid 19th century academies look similar to churches or town halls of the period, with their temple front forms, belfries, and Greek Revival style. The entrance was usually the focal point, set off by a prominent feature such as oversized arched doorways, door hoods, or ornamented tower. Roof types varied from broad gables to Mansards and low hips. Windows usually are quite large.

Academies often were designed by architects or master builders in the style popular at the time of their construction. Among these styles were the Greek Revival, Gothic Revival, Italianate, French Second Empire, Queen Anne, Romanesque, and Colonial Revival.

In addition to the interior features found in one room schools (see above), academies often had libraries, laboratories, large meeting rooms with stages, and gymnasiums (usually added after the turn of the 20th century). Late 1800s and early 1900s academies may have pressed tin ceilings.

Changes over time:
Heating and lighting systems and restrooms have likely been modernized. To accommodate some of these changes, dropped ceilings may have been added.

District Schools

The district school system was put in place in 1782. In 1892 towns were made the basic unit of control, but many district schools continued to operate well into the 20th century. The most common district school was the one room school, but there also were a variety of multiple classroom schools built.

One Room Schools

This category consists of Vermont school buildings that have only one classroom. Towns were divided up into a number of school districts and one room schools were usually built as district schools, which served students of all ages. They were built from the late 1700s up until the 1940s, and can be found throughout the state. More usually remain in rural rather than urban towns. With the construction of centralized schools at the turn of the 20th century, the number of one room schools built decreased greatly. Today, very few one-room schools are still in educational use and they usually house only one or two grade levels.

One room schools often were located on marginal land--small tracts unsuited for cultivation. As Horace Eaton, State Superintendent of Education noted in 1846, "their location seems to be determined by. . . the worthlessness of the ground on which they stand--that being selected which is of the least value for any other purpose." The expected size of one room school lots is quite small, one quarter acre or less. Often

they had only enough land around the school to accommodate the privy, woodshed or wood pile, and possibly a well.

These schools were generally built in wood of post and beam construction or balloon framing, and sheathed in clapboards. Many were very simple buildings with little stylistic detail, probably to keep costs down, while others were built in the styles common to the period. In roughly the second quarter of the 19th century, some schools were built of stone or brick. Brick schools can be found in regions where there were plenty of brickyards and local clay. Stone schools are found in areas that have other stone buildings. The stone is usually local, such as Panton or Isle LaMotte stone, and roughly quarried. Several snecked ashlar schools were built in the Chester and Plymouth area where such construction was a specialty. The oldest schoolhouse still standing in Vermont, Springfield's Eureka School (built 1785-1790, listed in the National Register on 3/11/1971), is unusual for its sheathing--pine boards that are scored to look like cut stone.

Most one room schools are rectangular in shape with gable roofs and 1 or 1 1/2 stories in height. Highly unusual is the 1822 round brick school in Brookline (listed in the National Register 11/23/77) and the octagonal District #1 school (c.1850?) in Bethel. The Eureka Schoolhouse originally had a hip roof (restored in 1968).

Other exterior features often found on one room schools are stove chimneys, and belfries or bell towers. Windows were usually similar to those on other contemporary buildings, but may be larger than domestic windows. One room schools that were in use or built after the turn of the 20th century may be expected to have large banks of windows, a result of a mandate by the State Health Department in 1904 to provide adequate lighting. Doors may be located on any wall, either symmetrically placed or off to the side. There may be two front doors, one for boys and one for girls. Some schools have entry porches or vestibules, original or added later and again either symmetrically located or off to the side.

There may be appendages to the basic one room school, original or added later. The most usual are woodsheds and the enclosed entries, vestibules, or entry porches. Over time woodsheds often either have been removed or converted into classroom, office, or storage space. Some schools were expanded with the addition of more classrooms. Privies generally were detached. Most privies have disappeared over time. As populations grew

in districts or districts were consolidated, some one room schools received an addition of another classroom.

The interior plans of these schools vary somewhat. In some buildings, the classroom is entered directly from an outside door and the building is one large room. In others, the classroom is entered from a vestibule, porch, or "mudroom." Some schools may have small closets in addition to the main classroom. Walls were usually plastered. After the mid 1800s schools may have wainscoting (of plain boards or later on beaded board) with plastered walls above. The schools usually were heated with wood stoves. School desks and/or benches often were built in or attached to the floor, and blackboards (either painted wood or slate) were attached to the walls.

Changes over time:
The major historic change to one room schools is the addition of banks of windows after 1904 for better lighting. Reflecting health, safety, and educational regulations, one room schools still in use today usually have one large classroom with smaller rooms used as supply closets, restrooms, offices, and boiler or furnace rooms.

Few one room schools survive in their original use and fewer survive in their original condition. Because of safety regulations, schools still in use that originally were heated by a woodstove now have furnaces or boilers located in an enclosed area or in the cellar. Historic lighting fixtures may have been replaced by fluorescent lights. Smaller rooms or enclosed compartments may have been constructed within the large classroom or in the attached woodshed for offices, storage space, and restrooms.

One room schools no longer used for education generally have been converted to other uses. Because many were on land leased from farmers and the land reverted back to its owner after the school was no longer in use, some are used for farm storage. Others have been converted to housing, and therefore have been modernized with bathrooms, kitchen facilities, and additions. Fenestration may also have been altered. Still others have been reused for commercial purposes, such as offices or stores.

Multiple Classroom Schools

Schools in districts with large populations had more than one classroom, and were built in several different forms.

The most common multiple classroom schools in the 19th century had two classrooms with a central entryway. As districts grew in population, these schools were often built to replace the old one room schools. Many are vernacular, while some are built in the styles of the period. They were 1 or 1 1/2 stories high with gable roofs. Much more rare are two story schools with one classroom on each floor and an interior staircase. After the turn of the 20th century, two classroom schools generally had a raised basement, which housed mechanical systems and perhaps other small rooms. Many of these were built in the Colonial Revival style and have a central entry portico.

Nineteenth and early twentieth century schools with more than two classrooms usually are symmetrical in form and two stories tall.

The symmetrical schools with more than two classrooms are usually symmetrical and rectangular in form, with a gable or eaves front. Many were built in small towns after 1892 to consolidate district schools. They were most commonly balloon frame with clapboard siding, but also were brick or stone. Expected styles are Greek Revival, Italianate, Queen Anne, and Colonial Revival. There are also many vernacular examples with little or no detail. Exterior features include a central entrance that sometimes takes the form of an engaged tower or belfry. Main doors are usually framed by some combination of sidelights, fanlights, or transoms; recessed behind a formal surround or Syrian arch; or covered by a door hood or entry porch. The windows are regularly spaced, many of the schools having banks of windows added later.

In plan examples of this type usually have a central front entrance leading into a central vestibule or hallway, with either one or two classrooms on each side. The plans of the two floors may be identical or the second floor may be open for use as a meeting place or assembly hall.

Typical additions to these 19th century schools include large banks of windows added after 1904 and 20th century changes associated with the need to create more classrooms out of the existing space, such as new interior walls or small additions housing a second set of stairs.

There is a small group of two story cross axial plan schools, with four to six classrooms and a belfry or bell tower, that were built between the 1850s and just before the consolidation

period at the turn of the 20th century. They have a T, L, or cross-shaped plan, which requires little hall space and allowed a maximum of natural light in each classroom. Styles range from Greek Revival to Italianate to Colonial Revival, although most are modestly embellished. Almost all of these schools are of wood-frame construction and have simple gable or hip roofs. Facades are arranged symmetrically for the most part, with the entry and perhaps an open cloakroom located in the center of the projecting section.

Interiors likely will have the same features as one room schools. One of the upstairs rooms may be a large meeting room, perhaps with a stage. Staircases, usually open, are often prominent features. They may be single or paired, and usually have solid sides rather than balusters.

Graded Schools, High Schools, Combination High School-Graded Schools

In the late 1800s many of the larger Vermont towns and cities constructed new graded schools, in which children were assigned to classes based on similar age levels. Some towns had just one new school, while cities constructed a number of schools in various neighborhoods. In 1900 towns with populations of 2,500 or more were required to provide a public high school and in 1906 legislation was passed to make high school education available to all Vermont students. Rural students either made a long trip every day (often on a local stage coach) to the closest town with a high school or boarded during the week, coming home on weekends. Some existing high schools were enlarged or new larger schools were built in urban locations.

New village schools often were built at the edges of villages, because the centers had usually been built up and there were no large lots available. City schools were in the middle of established neighborhoods and often were the largest and most imposing buildings around. Many of these new schools were Colonial Revival in style, symmetrical, with a dominant entrance often recessed within an archway or between pilasters or were sheltered by a portico. These buildings were often brick with wooden, cast concrete, or stone classical embellishments, such as quoins, stringcourses, or cornices. Roof types varied: often these large buildings had hipped or gable roofs and later some had parapets with flat, rolled tar and pebble roofs.

These schools often had eight to ten classrooms, perhaps an

auditorium and a library, and a raised basement, which housed mechanical systems, restrooms, other rooms, and perhaps a gymnasium. They had ample windows so each classroom received plenty of sunlight to supplement either gas lights or electric lights. Many of these schools also had air ducts that allowed for the circulation of fresh air through the classrooms and steam heat that provided a clean dust-free environment in the winter. Advances in plumbing and sanitation can be seen in the modern bathrooms.

Changes over time:
Likely changes to these schools include minor additions or alterations to comply with health and safety codes, such as fire escapes and handicapped access ramps. Most schools have also introduced fluorescent lights to replace incandescent fixtures. More extensive additions may include wings connected to the rear center of these schools (to form a T-shape) or an addition to the side of the building that lengthens its shape. These additions generally have more classroom space, a multi-purpose room with kitchen facilities, and/or a gymnasium.

III. Significance

It is expected that schools will be individually eligible for the National Register primarily under criterion A for their associations with the broad patterns of the history of education in Vermont and criterion C for their distinctive characteristics of their periods and the property type. Under criterion C, they may also represent the work of a master or have high artistic values. Schools also are often eligible for the National Register as integral parts of historic districts. Further research may show that some schools may be eligible under criteria B and D.

It is most likely that schools will be nominated under the areas of significance of education and architecture. It is expected that the level of significance will be state and/or local. The Emma Willard House in Middlebury, significant on a national level, is a National Historic Landmark.

The historic context and significance of schools is described more fully in section E, Statement of Historic Context, and is summarized below.

Schools are clearly reflective of Vermont's long history of education and its trends. They were and still are important public buildings in their districts, neighborhoods, or towns. They also played significant roles in their communities because they were used for other public functions, such as singing schools, dances, suppers, temperance meetings, lectures, town meetings, religious services, club meetings, and lyceums.

Vermont's historic schools were built in response both to the concerns of townspeople in providing an education for their children and to governmental and legislative mandates (mostly at the state level). They also reflect the architectural trends and building traditions of their periods. The earliest schools were established by the first settlers and in 1777 public education was mandated by the constitution of the Republic of Vermont. Schools generally were held in other buildings and the few schools actually constructed during the early period were rough structures that were not long-lived.

In 1782 a general school law was passed that provided for the division of towns into school districts and a system of local supervision and taxation. This led to the construction of district schools throughout the state. Many towns had a dozen or more school districts. The district school system remained

in place until 1892, when a state law was passed making the town the basic unit of educational control. None-the-less many district schools, run by the towns, continued to be operated, and even built, for the rest of the historic period of this context. District schools throughout Vermont's history therefore clearly reflect the 1782 law, which was enacted before Vermont became a state. District schools also are clear indicators of district population growth and decline, the economic state of the district when the school was built, what the district residents felt about local education, and what they were willing to support financially. Their state of repair over time also shows the fortunes of the districts. Early schools often were modest structures. By the mid 1800s many distinctively civic looking schools were built, usually in the Greek Revival style. They reflected both the influence of books published by New England educators on schoolhouse design and the establishment in many towns of a sound local economy, which could afford schools that would be a source of local pride.

In 1864 the school tax was lifted from pupils, making a public education available for everyone who wanted it, and in 1870 a law was passed on compulsory school attendence. This led to an increase in school enrollments and the construction of new schools or expansion of old schools.

In 1874 the State Superintendent of Education replaced the Board of Education, and county and town superintendents were appointed to inspect schools. Inspections exposed many deficiencies in curriculum, teacher qualifications, and the conditions of schoolhouses. Reports were published yearly or every two years. This led to an effort to improve public education. Articles were published on better schoolhouse design. Some districts did indeed build new schools, often with details from the Italianate style, while others made repairs and other improvements to old schools.

The reform movement finally led to the passage in 1892 of a state law making towns rather than school districts the basic unit of control. Badly run schools in remote districts were shut down, and either disappeared over time or were converted to other uses (farm storage or houses being the most common).

The 1892 consolidation effort led to a large number of "modern" schools built throughout the state. They often were high style buildings, particularly in the larger towns and cities, reflecting popular architectural tastes of the day with their

use of Queen Anne, Romanesque, and later Colonial Revival styles. They were usually larger than the old district schools as they served more students. Many had a large public meeting room, so they also served as town halls.

The State Board of Health set standards for lighting, ventilation, and sanitation, beginning in 1904. This led to the installation of large banks of windows in existing schools and larger windows in new schools. The banks of windows are often the only major historic change made to many district schools. Desks were to be arranged so the windows were to the left or front of student's desks, so they wouldn't shade for themselves as they did their work.

In 1900 towns with populations of over 2,500 were required to maintain a public high school and in 1906 high school education was to be made available to every child. This led to the construction of high school buildings in the larger towns or expansion of existing schools to accommodate high school students. Imposing buildings, they were ornamented by Romanesque or Queen Anne style features or were built in the Colonial Revival style.

The architectural characteristics, including scale, materials, and style, of historic schools, as well as their setting and location are described in the school property type description section. It is known that some schools were designed by architects and may be examples of the work of a master, but further research needs to be done in this area. Schools, as well as government buildings and churches, are Vermont's most important and numerous historic public buildings. They clearly are reflective of popular architectural trends and contemporary construction methods. They usually were built of local materials--wood, stone, and brick--and are important physical evidence of the development of Vermont's architectural heritage.

III. Registration Requirements

The physical characteristics and design integrity of schools are as stated in the property type description.

In general schools will meet the registration requirements because they reflect trends and influences significant to the history of education in Vermont and/or because of their distinctive architectural form and character. Schools should retain the form and materials that reflect their historic use, period of construction, and, if applicable, later historic changes or modifications.

It is expected that historic schools will remain on their original locations. It is acceptable if they were moved during the historic period of this context. Schools moved after the historic period must meet National Register criteria consideration b.

It is recognized that many historic school buildings in use for educational purposes after the period of this context have been altered and added to since the time of original construction. Some of these additions and alterations, such as handicapped access ramps, fire escapes, enclosure of originally open stairways, fuel storage and rubbish sheds, bathrooms, climate control equipment, and other mechanical equipment, will have been made in order to comply with state and federal health, education, and safety codes. Such mandated alterations are acceptable, provided they do not significantly detract from the historic architectural integrity of the building.

Major additions to expand educational facilities, such as wings, auditoriums, and gymnasiums, have also often been made to historic school buildings. Such changes made before 1944 are acceptable unless such additions negatively affect the integrity of design and workmanship of the building as a whole. Post-1943 additions to schools may also be acceptable if these additions are compatible in scale and sympathetic to the historic building and its character, and do not obscure and are not adversely disproportional in size to the historic form of the building. The fenestration pattern, which is distinctive on historic schools, should be clearly readable. Over time it is possible that there may be some loss or deterioration of windows.

For schools converted to residential uses, residential features such as decks, porches, dormers, vestibules, and attached

garages should not compete with the school's historic characteristics. Their cumulative effect also should not compete with the historic character. If attics are converted into living space there should be no major changes to the roofline(s), such as dormer windows, that negatively affect the historic appearance of the building from the public right of way. Such additions that are small and to the rear of the building may be acceptable, as would be skylights if they are flat.

Interiors should maintain in large part the sense of their defining historic characteristics. Important interior features that characterize historic schools include woodwork, flooring, attached blackboards, ceilings (plastered, board or sometimes pressed metal), wall surfaces, and sometimes picture rails and support posts. Features such as flooring and ceilings may be may be covered by non-historic materials.

Historic Schools in Educational Use since 1943:

Changes made after 1943 to the interiors of historic schools in use since 1943 may also be acceptable. The extent of such acceptable changes depends on the size and character of the building under consideration and the purpose of these changes.

In small schools of one or two rooms, their major defining features are the large open room or rooms and the windows. The partitioning off of small spaces for restrooms, storage closets, mechanical systems, and/or offices is acceptable providing that the sense of the historic open space remains. The remodeling of the interiors of attached sheds or attached privies is acceptable if this remodeling was necessary to provide additional educational space.

In schools larger than two rooms the changes acceptable for small schools are also applicable. The division of large rooms into smaller rooms as a response to changing educational needs is acceptable, providing that some original space remains.

Historic Schools No Longer in Educational Use:

Some changes made to the interiors of historic school buildings after they are no longer in use as schools may be acceptable.

For small schools of one or two rooms, acceptable changes are the partitioning off of small spaces for bathrooms, storage closets, and mechanical systems providing that the sense of the

historic open space remains. For schools whose exteriors have significant architectural character, their exterior qualities may outweigh negative interior changes. Larger schools should retain a sense of their important historic interior characteristics.

GEOGRAPHICAL DATA

The geographical area is the state of Vermont.

SUMMARY OF IDENTIFICATION AND EVALUATION METHODS

The multiple property listing for education in Vermont is based on the Vermont Historic Sites and Structures Survey (VHSSS), which was begun in 1971. This survey has generally been conducted on a town by town basis, starting in the southern part of the state and moving northward. While the earliest surveys are considered to be less comprehensive than those done later, schoolhouses that retained their architectural integrity often were surveyed in the early surveys because of their landmark status within towns.

The historic context on which this multiple property listing is based was developed as part of the Vermont Division for Historic Preservation's statewide planning process. The geographic area for this context was determined to be the entire state because many of the trends in education were the direct results of acts of the state legislature. The time period is from 1777, the date of the Vermont constitution (the first in the country to provide for public education), to 1941.

The initial property type documented in the multiple property listing is school. These schools historically housed primary and/or secondary students. To provide further information on how the form of school buildings developed, the property type description also includes information on a number of categories of school buildings. The initial typology for the categories of schools within the property type was based upon a 1990 study by graduate students of the University of Vermont graduate program in historic preservation of a sampling from the VHSSS. Surveys of towns in Addison, Caledonia, Chittenden, Franklin, Lamoille, Rutland, Windham, and Windsor counties were reviewed. All schools found in these surveys were analyzed and placed into categories. The typology was based on the factors of physical appearance, style, date, and historic association. Further study of the survey may reveal additional categories of school buildings.

The standards of integrity were based on the National Register of Historic Places standards for assessing integrity. Information from the VHSSS and knowledge of the condition of existing properties was used to determine the degree to which allowances should be made for alteration and deterioration.

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