

United States Department of the Interior
National Park Service

SENT TO D.C.

9-23-09

**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 *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 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 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 East Waterford School
other names/site number East Waterford School District 156

2. Location

street & number Intersection N. Dickson Mounds Road and East Prairie Road not for publication
city or town Lewistown vicinity
state Illinois code IL county Fulton code 057 zip code 61542

3. State/Federal Agency Certification

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

Anne E. Heady 9.22.09
Signature of certifying official DSHPO Date

State or Federal agency and bureau or tribal government

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

Signature of commenting 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 of the Keeper

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

Contributing Noncontributing

 1 buildings

 sites

 1 structures

 4 objects

 1 5 Total

Number of contributing resources previously listed in the National Register N/A

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

6. Function or Use

Historic Functions (Enter categories from instructions)

Cat Education Sub: School

Current Functions (Enter categories from instructions)

Cat: Museum Sub: Exhibition Hall
Work in Progress

7. Description

Architectural Classification (Enter categories from instructions)

Other: one-room schoolhouse

Materials (Enter categories from instructions)

foundation brick
roof wood shingles over plywood sheathing
walls brick veneer over interior wood frame

other _____

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

See continuation sheet

8. Statement of Significance

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

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

Criteria Considerations (Mark "X" in all the boxes that apply.)

- A owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or a 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.

Areas of Significance (Enter categories from instructions)

Architecture

Period of Significance 1907

Significant Dates 1907

Significant Person (Complete if Criterion B is marked above)

N/A

Cultural Affiliation N/A

Architect/Builder John (Jack) Lester, general contractor
Job Hughes, brick mason

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

See continuation sheets

9. Major Bibliographical References

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

See 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 Record # _____

Primary Location of Additional Data

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

Name of repository: _____

10. Geographical Data

Acreage of Property 0.5 acres

UTM References (Place additional UTM references on a continuation sheet)

	Zone	Easting	Northing	Zone	Easting	Northing	
1	15	744980	4470370	3	15	745025	4470415
2	15	744980	4470415	4	15	745025	4470370

See continuation sheet.

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

See continuation sheet

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

See continuation sheet

11. Form Prepared By

name/title Marjorie Schroeder, Research Associate

organization Illinois State Museum date June 18, 2009

street & number 1011 E. Ash St. telephone 217 524 0497

city or town Springfield state IL zip code 62703

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. **see attached**

A sketch map for historic districts and properties having large acreage or numerous resources. **see continuation sheets**

Photographs

Representative black and white photographs of the property **attached; also see continuation sheet for photo log**

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 State of Illinois, Dickson Mounds Museum (under Illinois Dept. of Natural Resources)

street & number 10956 North Dickson Mounds Road telephone 309-547-3721

city or town Lewistown state IL zip code 61542

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.). A federal agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number.

Estimated Burden Statement: Public reporting burden for this form is estimated to range from approximately 18 hours to 36 hours depending on several factors including, but not limited to, how much documentation may already exist on the type of property being nominated and whether the property is being nominated as part of a Multiple Property Documentation Form. In most cases, it is estimated to average 36 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form to meet minimum National Register documentation requirements. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, 1849 C St., NW, Washington, DC 20240.

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CONTINUATION SHEET

Section 7 Page 1

East Waterford School
name of property
Fulton County, Illinois
county and state

The East Waterford School is located in the SE1/4 of the SE1/4 of the SW1/4 of Section 1, Township 4 North, Range 4 East, 4th Prime Meridian. This is within the eastern part of Waterford Township, Fulton County. The school is on the western slope of the Illinois River Valley and is sited forty feet west of Dickson Mounds Road (also known as Township Road 1700 East). The school faces east with the front overlooking the T-intersection of the east trending East Prairie Road with the north/south Dickson Mounds Road.

The original school lot was one-half acre in size. Since the early 1960s, when the State acquired the property, the property lines have more or less blended with those of Dickson Mounds Museum, which maintains the property and utilizes it for educational programming.

Current buildings and structures on the lot include the schoolhouse building and an arched-roof concrete structure built into the bluff slope (storm shelter). The schoolhouse is scaled appropriately for its lot size. Objects on the school grounds include a concrete pad for a privy, a concrete pad for a well pump, concrete pad for a flagpole, and twelve linear feet of concrete sidewalk between the wellhead and the schoolhouse's front stoop. The schoolhouse is nominated as the single contributing resource under Criterion C.

The East Waterford Schoolhouse and grounds were investigated in 2000 and 2001 by archaeologists and architectural historians from Fever River Research, Springfield. Fever River prepared a Historic Structures Report (Stratton 2001) for Dickson Mounds Museum, the Illinois Department of Natural Resources, and the State's Capital Development Board to be utilized in planning a rehabilitation of the school. The following descriptions and histories are excerpted from the 2001 Structures report, with text additions that update descriptions or incorporate additional data.

DESCRIPTION OF SCHOOLHOUSE EXTERIOR

General Statement: The East Waterford School is a small, one-story, front-gabled, brick-veneered frame building. The building's plan is a traditional one-room schoolhouse with main block, which is nearly square and houses the single classroom, and a small entrance vestibule centered on the east side of the main block. The vestibule wing contains a cloakroom and a basement stairhall. Although the building reflects vernacular design, it is not lacking in decorative detail. Rock-faced bricks are used for the water table and around the door and window openings. Additionally, the original window and door openings on the main floor are arched.

Dimensions: The main block of the schoolhouse measures 28'-0" (north/south) by 30'-1" (east/west), while the vestibule wing measures 12'-0" (north/south) by 10'-0" (east/west).

Foundations: The foundations of the school are constructed of brick laid in common bond and are three courses thick. The foundations of the school appear to be good condition overall. There is no visible evidence of settling or bulging, nor does there appear to be significant seepage of ground water through the foundations into the basement. There is deterioration of some of the mortar joints visible above grade. In 2001-2002, some joints were repointed with mortar of similar color, hardness, and strike finish; additional repointing will be necessary soon.

Walls: The exterior walls are veneered with red hard-pressed brick laid in a common bond. The bricks are laid with a red-tinted mortar and have slightly raked mortar joints.¹ A brick water table extends around the perimeter of the building. The water table is formed with three courses of hand-chipped, rock-faced brick that are offset roughly 1/2" beyond the principal wall plane. Although the majority of the exterior wall surface is in good condition, the mortar joints along some sections of

¹ Raked mortar joints have a flat profile and are inset slightly from the face of the brick. They thus contrast with flush joints, which are struck flush with the brick.

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the walls have deteriorated. Limited repointing has been carried on some sections of the walls over the last decade. There are deteriorated mortar joints in the walls that need to be repointed, especially near the entrance.

Structural System, Framing: The brick veneer is overlaid over an interior balloon frame. The first floor of the school is carried by 1-1/2"x7-1/2" joists that are set 1'-4" on-center and run east/west. Instead of having a single joist span the entire width of the building, two joists are used that slightly overlap one another and are supported by a central 6"x8" beam. Crossed diagonal bridging is laid between the joists. The ends of the joists rest directly upon the top of the foundation wall and are tied together with a "built-up sill." A variant of a box sill, a built-up sill utilizes a header board that is set on edge and nailed into the ends of the joists and a stud plate that is laid flat and nailed into the top of the joists. The header is the same size as the joists, while the plate matches the studs. Sills of this type were considered to be strong, besides offering the added advantage of stopping the movement of rodents and drafts up the wall (Radford 1909:20-22). The exterior wall studs measure 1-1/2"x5-1/2" and are believed to have 1'-4" centers,² except in the gables, where there they are set 2'-0" on-center above the plate. Wall sheathing, measuring 1"x11-1/2" and laid horizontally, is nailed to the outside surface of the wall studs. The ceiling joists measure 1-1/2"x5-1/2" and have 1'-4" centers. The roof of the school is carried by 1-1/2"x5-1/2" rafters that are set 1'-4" on-center. At the peak of the roof, the rafters are joined by a 1"x6" ridge board. Collar beams (measuring 1"x6") run between the rafters. The lower ends of the joists rest on a 1-1/2"x9-1/2" plate that also serves as the upper stud plate on the north and south sides of the building. The rafters are cut off flush with the outer edge of the plate. The eaves are framed with 1-1/2"x5-1/2" extended rafters, or outriggers, that are nailed to every other rafter. All of the lumber used in the construction of the school is yellow pine or cypress. The sawing technique varies; some lumber is entirely circular-sawn, while other is both circular and vertical-sawn. Similarly, the surface treatment on the lumber varies from unsurfaced to surfaced-two-sides. This mixture of surface treatments is typical of early-twentieth-century lumber.

On the whole, the framing in the schoolhouse appears to be good shape. The ends of several joists have termite damage, but no active colonies are present. A failed original concrete window sill on the south side of the building channeled rainwater into the walls, but damage was very localized.

Stoop: An 8'x12' concrete-decked stoop with brick foundation currently abuts the front entrance of the school. This stoop actually represents the base of a gable-roofed brick porch that was added to the school post-1923. The porch superstructure was removed during the 1987-1988 renovation. Some repointing on the brick work was done in 2002.

The porch is absent from a 1923 class photograph but appears in the two photographs of the school from the 1950s. The later photographs show that the porch had a front-gabled roof supported by two square brick columns. The columns appear to have measured approximately 1'-4" to 1'-5" square at their base and then tapered down to 1' to 1'-1" on their upper half. The east side of the porch was closed off by a solid brick balustrade with coping (possibly concrete) topping the bricks between the columns. The north and south sides of the porch were open and could be accessed via a short flight of concrete steps. The porch roof had exposed rafter ends reminiscent of Craftsman-inspired architecture, which also suggests the porch was added circa 1923-1933.

The brick porch is suspected to have replaced an earlier stoop that was unroofed and possibly of frame construction. Although such a stoop is not depicted in any of the historic photographs of the school, its presence is suggested by the stepped arrangement of the school children in the 1923 class photograph. At a minimum, the front entrance to the school would have required a set of exterior steps at the date of the building's construction.

Chimneys: The school has an exterior brick chimney that is positioned in the southern reentrant angle formed by the main block and east wing. The brickwork of the chimney matches that of the veneer used around the rest of the building, including the use of rock-faced brick along the water table. The chimney has always vented a basement furnace. Attention

² The interior of the lower walls were not readily accessible. Hence, the spacing of the wall studs has not been determined. However, 1'-4" had become the common centering used for framing by this date and is the spacing used for the floor and ceiling joists here.

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should be paid to repointing mortar joints. The condition of the clay tile lining the chimney is unknown.

At some point, a second chimney was added to the school. The second chimney appears in the circa 1950-1951 and 1957 photographs of the school but has since been removed. This second chimney was located on the interior of the school and exited the building along the ridge of the roof. It is suspected this chimney was installed as part of the circa 1917 State-legislated school improvement program and was intended to increase ventilation in the classroom.

Doorways and Doors: The school has one exterior doorway, which is centrally located on the eastern side of the building and leads directly into the cloakroom. The door opening (masonry opening) measures 3'-4" and is round arched. The arch is formed with three courses of chipped, rock-faced brick; the lower two courses are rowlock³, while the upper is course has header brick. A three-light fanlight is set within the arch. This same fanlight also appears in the 1923 class photograph and thus is presumed to be an original feature to the building.

The entrance door itself has been replaced several times during the school's history. A 1923 class photograph shows what is likely a four-paneled door in place. In a circa 1950-1951 photograph, the door is five-paneled. In 2002 a steel door that was installed in the 1980s or 1990s was replaced with a five-paneled wooden door in a new wooden frame.

Windows: As originally constructed, the school had a total of nine windows on its main floor. Two windows were located on the east wing, one on the north and one on the south wall. Three windows were on the north side and three were on south side of the main block. The ninth window was centrally located on the west side of the main block. Sometime circa 1917, the three windows on the south side of the main block were removed, the wall between them opened up, and a rank of six windows installed. The original window openings on the main floor measure 3' wide and have segmental-arched openings with arches formed from a single course of rock-faced soldier⁴ brick. The sills are all poured concrete. There is some variation among the windows in respects to the size and character of sash. The window openings on the north side of the main block are quite tall and have double-hung frame sash with two-over-two lights (as did the original windows on the south elevation). The windows on the west side of the main block and in the east wing are squatter and hold a single two-light frame sash. The large, non-original, window opening on the south side of the main block measures approximately 19'-2" wide. It has a poured-concrete sill and a flat-arched brick lintel formed with a single course of header brick. The six windows here have double-hung sash with two-over-two lights (identical to those on the north) and are separated from one another by frame dividers. The concrete-sill associated with one of the original windows on the south side of the building is still in place. Another original sill had failed and was found in 2001 to be channeling rainwater into the interior of the building wall. This sill was replaced in 2002, at which time the window casement was also shimmed with additional wood.

Historic photographs from 1914 through the 1950s indicate the main-floor windows originally were protected with heavy-duty, steel-mesh window screens. The use of such screens is not surprising considering the playground activity that went on around the school building; had they not been in place, broken windows undoubtedly would have been a common occurrence. Historic photographs suggest that the screens were used throughout the entire time that the building was in use as a school. The screens have since been removed from the windows and are stored in the schoolhouse basement.

The school building has six basement windows. These are equally divided between the north and sides of the building and are in line with the windows above them on the main floor. The basement windows have 3'-wide openings, poured-concrete lug sills, and have flat-arched brick lintels that are formed with one course of rock-faced soldier brick. The windows hold two-light awning sash. Due to the difference in elevation on the lot, the basement windows in the north side of the school are located below grade and have poured-concrete window wells, while those on the south are positioned above grade. The westernmost of the basement windows on the north side functioned as a coal chute originally.

³ Rowlock brick have the same face exposure as headers but are set on edge rather than being laid flat.

⁴ Soldier brick are set upright, on end, and have their narrow face exposed.

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Roof: The main block of the school building has a moderately sloped, front-gabled roof. The wing also has a front-gabled roof, which is independent of the principal roof. The original roofing material on the principal roof seems to have been wood shingles, while the roof on the front porch may have had composition (asphalt) shingles. New wood shingled roofs were installed in the late 1960s and again 1996, at which time plywood sheathing was placed under the wood shingles (Stratton 2001:39).

The school has open eaves with enclosed rafters. The cornice is unadorned, except for a bed molding that is laid at the juncture of the soffit and wall. A wide shingle molding also is present. In recent years, the soffits have been rebuilt and have had vents installed down their length.

There are currently no roof gutters. The circa 1950-1951 photograph does not show any guttering on the south side of the main block, east vestibule wing, or front porch. However, a gutter does appear on the north side of the main block in the circa 1957 photograph. It is not known whether this discrepancy is indicative of deterioration (i.e., the guttering on the south having fallen off prior to 1950 and not having been replaced), or whether guttering was seen as necessary only on the upslope (north) side of the building in order to reduce seepage into the basement.

DESCRIPTION OF SCHOOLHOUSE INTERIOR

First Floor Layout: The first floor of the schoolhouse has three rooms: a cloakroom and a stairhall, located in the east wing vestibule, and a single classroom that occupies the main block of the building and which classifies the building as a one-room schoolhouse. The exterior entrance door to the school opens into the cloakroom, which measures 9'-0"x6'-8-1/2"⁵ and is illuminated by a raised window on its south side. A doorway on the west side of the cloakroom (directly opposite the exterior entrance) leads into the classroom. Two rows of coat hooks extend around the entire south half of the room. A recessed bookshelf is located in the north wall. A doorway in the north wall of the cloakroom leads into the basement stairhall, which measures 9'-0"x2'-9-1/2" and has a single window on its north side. A stairway descends, towards the west, into the basement.

The classroom measures 28'-0"x25'-10" and is completely open. There is obvious differentiation in respect to the use of the room's space. A chalk board extends across the west end of room and wraps around a adjacent sections of the north and south walls. Centered on the west wall is a raised, 6'x8' platform that formerly accommodated the teacher's desk. The remainder of the room was devoted to student seating (which faced west, towards the teacher and the chalkboard) and for activities.

Basement Layout: A full basement is located beneath the main block of the school and is accessed via the stairway that descends from the stairhall in the vestibule. Historically, the basement has housed the schoolhouse's heating plant and has served as storage space. A coal room formerly was located in the northwest corner of the basement. Although the walls of the coal room have been removed, the raised 12'x12' concrete platform associated with it remains, and the wall stud locations are still evident. The walls of the coal room were framed with nominal-sized 2"x4" studs and likely were sheathed on the interior with planking. Coal was shoveled into the room through a basement window on the north. A doorway was present on the east side of the coal room, and this door was positioned so that coal could be shoveled easily into the hot-air furnace that originally heated the school. The coal room likely was dismantled at some point after the State's acquisition of the building in 1961. The remainder of the basement has never been partitioned.

Stairways: The only stairway in the schoolhouse is the one that accesses the basement. The existing stairway represents a modern frame replacement, though it occupies the location of the original and likely is of similar construction. Given its

⁵ The interior room measurements provided in the report were taken from plastered wall surfaces on the main floor; they do not factor in the wainscoting present on the main floor.

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utilitarian function and occasional use, the original stairway probably had open, frame steps lacking detailing.

Flooring: The original flooring used on the main floor of the school is $\frac{3}{4}$ "x3- $\frac{1}{4}$ ", tongue-and-groove yellow pine or cypress. At some point, hard maple flooring was laid over the original flooring. Teacher Helen Dickson listed the installation of this hardwood floor as one of the improvements that was made to the school during her twenty-year tenure there (Dickson 1974). The maple flooring was narrower than the original yellow-pine/cypress flooring and ran perpendicular to the latter; it appears in the 1951 East Waterford class photo. During the 1987-8 renovation, the maple flooring was removed, and the original flooring was sanded, stained, and varnished (Franke 2000).

The basement has a poured concrete floor.

Wall and Ceiling Finishes: The walls and ceiling on the main floor of the school are enclosed with sawn lath and plaster and have been painted throughout the school's history. Paint analysis indicates that the walls and ceilings in the classroom and cloakroom each had two coats of light green paint followed by a final coat of white paint, suggesting a total of three paint episodes. The paint chips show a thick dirt layer between the green and white coats.

Decorative Features and Trim: Wood wainscoting extends around the lower extent of the walls in all three rooms on the main floor of the school. The wainscoting is comprised of a molded chair-rail, $\frac{1}{2}$ "x3- $\frac{1}{4}$ " varnished beadboard, and a shoe molding, all of which is yellow pine or cypress. Without wainscoting, the exposed plaster walls no doubt would have been subjected to considerable abuse by students during the nearly fifty years that the building was used as a school. The windows and doors on the main floor have $\frac{3}{4}$ "x4- $\frac{1}{4}$ " dimension, flat, yellow-pine or cypress casing trim and have molded "bulls eye" head blocks. Similar trim is advertised in Sears, Roebuck and Company's 1910 *Home Builder's Catalog* (Sears, Roebuck and Company 1990:67). Paint chip analysis shows the attic scuttle cover was painted white, and the stairhall trim was initially bare, then painted with a white base coat over accumulated dirt, then finally painted with a thick coat of brown.

Doorways and Doors: There are only two interior doorways on the main floor of the school. One is located between the cloakroom and classroom. It has an arched opening and has never had a door installed. The one interior door that was ever present in the building remains in place and has good integrity. This door, which is in the doorway between the cloakroom and stairhall, is a six-paneled, machine-made door with a varnish finish. It measures 2'-6"x6'-6- $\frac{1}{2}$ "x 1- $\frac{3}{8}$ ".

The entrance to the basement apparently has never had a door. A door likely was hung for the coal room, but since that room's walls have been dismantled, this supposition can not be confirmed.

Windows: The character of the windows has been described in some detail in the section of building exterior, but additional discussion is merited on some interior aspects of the windows. The cloakroom and stairhall vestibule is illuminated by two windows that are elevated some distance above the floor. In the case of the cloakroom, raising the window increased the amount of wall space available for coat hooks and also reduced the likelihood of the window getting broken.

Aside from the vestibule windows, the classroom originally was illuminated by seven windows: one small window on the west and three larger, equal-sized windows on each of the north and south walls. The west window was smaller than the others and positioned so as to provide shed light onto the teacher's desk. As early as 1910, U. J. Hoffman, the Illinois Assistant State Supervisor of Country Schools, recommended in a circular published by the state, that the light in a one-room country school should ideally come from the north and be directed to the pupil almost wholly from the left, and that which enters from the rear be from so high as to cast no shadow on the pupils' work (Hoffman 1910:18-19). Hoffman recommended heavy, green roller shades be fitted to be adjustable from the top and bottom. Windows in front of the pupil were recommended to be completely shaded while the children were at work. As mentioned previously, the south wall of

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the East Waterford classroom was remodeled to accommodate an additional three windows. This modification dramatically increased the amount of natural light in the classroom and followed the guidelines called for by the state, which were passed into law in 1915, and which called for increased lighting in schools, specifically to the *left* of the student.

Hardware: A limited number of hardware types were used in the construction of the school building. All of the framing was done with wire-drawn nails. The door between the cloakroom and stairhall (which is the only original door left in the building) has a mortise lock set whose knobs and lock plates are decorated with a raised, Art Nouvelle-influenced design. The 1910 Sears, Roebuck and Company *Home Builder's Catalog* advertised an identical lock set as part of their "Mayfair Design" line of door hardware (Sears, Roebuck and Company 1990:122). The door is hung with butt hinges. The original hooks in the cloakroom apparently were removed at some point but have been replaced with comparable ones (Franke 2000).

Heating, Ventilation: The school originally was heated with a coal-fired, hot-air furnace that was centrally located in the basement. This furnace has been removed, but a number of features associated with the early heating system are still evident. The 3'-6"-diameter brick base upon which the furnace sat, for instance, can still be seen in the floor. Also, the vent that supplied cold air to the furnace is still present on the south side of the building. Typically, with a furnace of this type, the cold air is drawn inside the building through a duct that runs just below the floor surface to the base of the furnace. The brick base upon which such a furnace sits serves both as a support and as a cold air reservoir (Radford 1909:21-23). Unfortunately, the furnace base at the East Waterford School has been filled with concrete, so it difficult to say if cold air was drawn into the furnace there. Hot air from the furnace entered the main floor classroom through several vents. One of the vents was located directly above the furnace. This vent, which was flush with the floor, has since been filled in, but its cutout in the floor is clearly visible. A second vent was located in southeast corner of the room and was framed out above the floor using beadboard that matched the adjacent wainscoting. The corner vent is still present and has been integrated into the existing heating system as an air return. Helen Dickson recalled that the teacher typically was responsible for firing the furnace, though older boys occasionally helped build the fire and carry out the ashes (Dickson 1974). The school currently is heated with a gas furnace.

Lighting: The school originally was illuminated with a combination of natural light and kerosene lamps. The kerosene lamps were used when evening events were held at the school. The building was wired for electric lighting in 1939 as part of the federal government's rural electrification program (Dickson 1974). The original wall sconces behind the teacher's platform are still in place. The other light fixtures on the main floor were removed at some point and were replaced with similar fixtures that occupy the same locations as the originals (Franke 2000).

Plumbing: Prior to the installation of electrical service to the building in 1939, the school was not equipped with interior plumbing. Using a hand pump, water was obtained directly from the well located immediately southeast of the school building. After electricity was installed, water was pumped into the basement (Dickson 1974). The main floor never was plumbed, nor were interior bathrooms ever added.

SCHOOLHOUSE INTEGRITY

The schoolhouse integrity is excellent. Foundations, brick walls, and framing are overall in very good condition. There is only localized deterioration of mortar joints above grade, especially on the east face. Mortar deterioration is an ongoing maintenance issue; it was last addressed in 2002 by repointing all brick-to-brick mortar joints requiring attention at that time. Some spalled wall brick was replaced at the same time.

Termite damage to joist ends and water damage to masonry, wall interior, and floor joists caused by a window-sill

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failure on the south wall did not structurally endanger the building. The termites have been eliminated, and the failed window sill (one of the two original concrete sills on the south wall) was replaced in 2002 with a pre-cast replica set in mortar on a new flashing. The existing brick under the new sill was rebuilt at that time. Also in 2002, cracked concrete window sills on the east elevation (north of door) and west elevation main floors were routed out and sealed, as were cracked basement window sills on the south elevation.

The exterior door is a new five-panel wooden door in a wooden frame installed in 2002 to replace a non-original steel door. The three-light fanlight window above the door opening is original and is in good condition.

The row of six windows on the south elevation of the main room were installed ca. 1917, replacing three original windows, but matching them in style (double-hung, two-over-two lights). Overall, the main floor window casings and sashes are in fairly good condition, having been repaired in 1987-1988, and, with the exception of the south elevation, the windows are original to the 1907 construction. Basement window sashes were replaced in 1987-1988. All windows and trim were repainted and perimeters recaulked in 2002. A minimal amount of treated trim material was patched in at that date on some main floor jambs and sash. The mesh screens that historically protected the window from playground activity are stored in the basement.

New roofs were installed in the 1960s and in 1990, at which time new plywood sheathing was added beneath the wood shingles. The soffits were rebuilt and vents added along their length. Roof trim was repainted in 2002.

In addition to the rank of windows, past alterations to the schoolhouse included a porch and a chimney. A gable-roofed brick porch was added to the east façade sometime after 1923. The porch superstructure was removed during the 1987-1988 renovations, leaving the concrete deck and the brick foundation. The concrete steps leading to this stoop deck were re-poured in place in 2002, at which time the brickwork under the deck was rebuilt. As evidenced in circa 1950 and 1957 photographs, a second chimney was added at some point, but it has since been removed. Unlike the original chimney, which is exterior to the building on the east wall, the second chimney was interior and exited through the roof along the ridge near the east end of the building. The original chimney is present and in good condition.

Changes to the basement interior include the removal of the original basement furnace and coal room walls and installation of a modern gas furnace. Between 1987-1988, a new basement stairway was constructed.

The maple hardwood flooring that was installed sometime prior to 1951 was removed in 1987-1988 to expose the original softwood flooring, which was refinished in 1988. The floor is basically solid, but sagging along the east wall of the classroom.

Failed wall plaster was removed, wooden lath renailed, and walls replastered where needed in 2002; this work was almost exclusively at the top of the walls. Previous (1988) plastering repair lumps were shaved down in 2002. Walls and trim were repainted and the plaster ceiling redone in 2002. A beadboard attic-access latch was also installed. The original wainscoting was refinished and reinstalled in 1987-1988 and is still in excellent condition. Appropriate style light fixtures were installed in 2002.

No intrusive landscaping or buildings are present on the schoolhouse lot. Overall, both the schoolhouse interior and the exterior retain excellent integrity of design, setting, materials, and association.

DESCRIPTION OF ASSOCIATED STRUCTURES AND OBJECTS

The significant resource is the schoolhouse alone; the following are non-contributing, but non-obtrusive resources.

Storm Shelter: This small structure is dug into the slope. It is constructed of poured concrete and has a barrel-arched roof. Interior measurements are 8' x 6' x 5'6" high. A doorway is located at the south end and a window well at the opposite end. The shelter is said by a local inhabitant to have been constructed in 1933 following a tornado. It was referred to as the "storm cave" (Stratton 2001:17). As a storm shelter, it is an unusual structure to find associated with a rural schoolhouse that had a functional basement. The structure closely resembles a cold storage cellar. It is hard to image it could

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accommodate 20-some students.

Well: A well is positioned just south of the front porch of the school and is the only known water source at the site. Water originally was drawn from the well with a hand-operated pump that was set over the wellhead. After electrical service was installed in the school in 1939, water was piped into the basement. The original pump is not present. A concrete well cover was installed in 2002.

Driveways, Sidewalks: A grass-covered driveway runs diagonally off North Dickson Mounds Road (Township Road 1700 East) to the east side of the school house. It is not known if this is the original access road to the property. The only sidewalk visible on the school property covers the short distance between the front porch and wellhead. The walk measures 8' wide and 12' long and is of poured concrete. The date of construction is unknown. There is no evidence of a constructed sidewalk leading to the privy. The sidewalk and driveway are not contributing resources.

Flagpole: A steel flagpole formerly was located on the east side of the school, directly on-line with the front door. The pole itself is no longer present, but the concrete base into which it was set is still present and visible at grade. Historic photographs suggest that the flagpole was a relatively late addition to the site, post-dating 1951. The pole is not visible in the circa 1950-1951 photograph of the school, but does appear in the circa 1957 photograph.

Privy: The last privy at the school was located at the rear (west) of the lot, and circa 1950-1951 photographs indicate it was of frame construction and painted white (or at least a light color). This structure was removed at an unknown date, though the concrete pad on which it sat is still visible in the yard. The yard has not been tested for earlier privy locations.

If the East Waterford School was a front-runner in the move to modernize the schoolhouse, it lagged behind in its treatment of the outhouses. By 1910, the double privy was considered by the Assistant State Supervisor of Country Schools to be "an abomination." He continues that "to build one of them should be a penal offense. Better expose the children to a deadly contagious disease than to subject them to the moral leprosy which lurks in these double outhouses" (Hoffman 1910:74). One of the items on the check list for state inspection of the schoolhouse grounds is the presence of "two widely separated, well kept outhouses" (Hoffman 1910:92).

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STATEMENT OF SIGNIFICANCE

The East Waterford School qualifies for listing on the National Register of Historic Places under Criterion C. The building represents an evolutionary stage of early twentieth-century one-room schoolhouses in which the traditional plan accommodates functional innovations such as the basement physical heating plant and multi-purpose space, a vestibule clockroom and stairhall wing, and a relatively maintenance-free brick façade.

The existing East Waterford School served as a rural elementary school from 1907 to 1957. The school represented a very modern rural schoolhouse at the time it was constructed. The separate cloakroom and classroom areas, basement heating plant, and inside basement access were features lacking in many rural schools of the period. The use of brick veneer and poured concrete in the construction of the East Waterford School also stand out as progressive building techniques for rural constructions of 1907. The interior of the school has excellent integrity and retains features that readily illustrate the building's long history of educational use, such as built-in bookshelves, teacher's platform, plaster walls, wainscoting, shoe rail, chair rail, and chalk boards that wrap around three walls. The East Waterford School is an excellent representative example of an early-twentieth-century one-room schoolhouse that reflects the evolution of rural schoolhouse design during the first half of the twentieth century.

The one-room schoolhouse, although once a ubiquitous feature of rural landscape in Fulton County and elsewhere in Illinois, has become increasingly rare in the decades since the school consolidation movement of the middle twentieth century. The East Waterford Schoolhouse is Illinois' first brick-faced, single-room, vestibuled turn-of-the-century schoolhouse to be placed on the National Register. The period of significance for this structure is 1907, the date of construction.

Settlement History of Waterford Township, Fulton Co.

In 1820, John Eveland established what is regarded as the first permanent American settler in Fulton County. His homestead, in what was to become Waterford Township, was on the north bank of the Spoon River in Section 10, less than two miles from where the East Waterford School would be established. A year later, in 1821, Ossian M. Ross, a veteran of the War of 1812, settled on his 160-acre, government-awarded, Military Tract bounty land in the uplands several miles north of the Spoon River. Ross laid out the County's first town, Lewistown, in 1822. The next year, when Fulton County was organized out of Pike County, Lewistown, which lies just over three miles northwest of the East Waterford School, became the county seat for Lewistown Township. The first public buildings in Lewistown, including the first schoolhouse, were log structures (Chapman 1879:216, 242).

The second town developed in Fulton County was Waterford, which was laid out by John Jackson in 1825, the same year the county achieved its current boundary. Waterford was located on Section 11 of Waterford Township, adjacent to a ferry crossing on the Spoon River. Waterford was positioned along one of the principal emigration corridors through the county and thus had some prospects for success early on. Yet, very few of the town's ninety-seven lots were ever developed. Hopes that the town might develop as a shipping point foundered when the Spoon River proved not navigable by larger boats. Waterford never developed beyond a hamlet, and by 1871 it was reduced to a cluster of residences and a public building that might represent either a school or a town hall. The 1879 history of Fulton County observed, "Few cabins are all that mark the place of Waterford at present" (Chapman 1879:936).

The only other community to develop in Waterford Township was Sepo, which coalesced around a rail stop on the Fulton County Narrow Gauge Railway during the late nineteenth century. Sepo was located on Section 12, only one-half mile east of the old town of Waterford and half a mile south of East Waterford School. Although never large, Sepo functioned as a rural service center, having at different times a blacksmith shop, a shoe/boot shop, a millinery and dress

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shop, two grocery stores, and a post office⁶ (Fulton County Historical Society 1973:261). In 1906, the railroad line was converted to standard gauge by the Chicago, Burlington, and Quincy Railroad. The Lewiston to West Havana line section was abandoned in 1935 (Bateman and Selby 1908:706; Fulton County Historical Society 1973:262).

Agriculture represented the largest business interest in Waterford Township during the nineteenth century, although a number of sawmills were in operation at an early date.

After the turn of the century, commercial fishing and hunting on Thompson Lake, the largest of a series of bottomland lakes of the Illinois River in Fulton County, became big business. During its peak in 1908-1910, seventy-one commercial fishermen lived in Havana, in adjacent Mason County. As many as 100 train-car-loads of fish were shipped out of Havana in a single year during that period. In 1902, a large gun club was established on Thompson Lake and eventually laid claim to the entire lake. In 1923, the club started to drain the land for agriculture. Thompson Lake Farms, which later expanded as the Morton Farms Company, and later as Norris Farms, eventually became, under Wilder Farms, the largest farm in the State of Illinois (Fulton County Historical Society 1973:269-271; Havera et al. 2003). During the first decade of 2000, the land was restored to an approximation of its natural vegetation and bottomland condition under ownership of The Nature Conservancy.

Waterford Township's most famous feature is Dickson Mounds, a Mississippian-period burial mound group centered on Section 1 of the township. In 1927, Dr. Don Dickson started excavating the mounds and soon opened the site to the public. After a short time, a permanent structure was constructed over the exposed burials. Although the site attracted a great deal of professional interest, it had even greater popular appeal amongst the public. During the first year that the site was open, it had some 40,000 visitors (Franke 2000).

Early Fulton County Schools

The earliest school buildings in Illinois typically were of unshaped log construction, with dirt floors and minimal window and door openings. In some areas, outbuildings were retrofitted for use as classrooms (Bateman and Selby 1908:470). Attendance was not compulsory. Teachers were paid through private subscription, with the tuition paid by parents who wanted and could afford to have their children educated (Bateman and Selby 1908:661; Howard 1972:174-5).

The first school taught within the limits of Fulton County was in a log building on a lot "immediately west of the public square" in Lewistown. It served as a school for two years until the log court house was built (Ross 1899:88). Court house construction was approved in 1823 (Chapman 1879:241-242). Tuition for each pupil was from \$1.50 to \$2.00 per three-month quarter, with the school graded into first, second, and third classes (Ross 1899:85).

School districts were originally numbered by sequence within townships. Around 1900, the numbering system changed to a county-wide code. In Fulton County, the numbering sequence began with Farmington township and progressed back and forth moving south within a named township. One source refers to the original Waterford School as being in District 6 (Leads [sic] 1988:491). Historic maps label East Waterford as District 156, West Waterford as 157, and the extreme northwestern portion of the township as part of district 144 with Lewistown Township (Fulton County News 1916).

In text accompanying the Waterford Township plat for 1871, Andreas, Lyter, and Co. state that "The first School was taught in 1838, by Mr. Steele. First School-house was erected in 1852, known as the East School-house" (1871:119). Mrs. Seth W. Leeds, a local resident, provided a date of 1839 for the construction of the first Waterford School and 1856 for the original construction date of the East Waterford School house (Leeds 1972). The 1871 (Andreas, Lyter, and Co.) reference to first school taught (1838) versus first school house built (1852) suggests that the first Waterford School building was perhaps not built as a schoolhouse, but may have been a residence or building with some other original use. It

⁶ The Sepo post office operated between March 3, 1880 and December 31, 1905, except for two intervals during which it was discontinued: June 7, 1881 to February 18, 1895 and July 18, 1895 to November 16, 1895 (Fulton County Historical Society 1973:261).

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was not uncommon for early schoolhouses to have been used for public or church meetings and especially as polling places (Carney 1912) or for outbuildings to be retrofitted for use as classrooms (Bateman and Selby 1908:470). The 1871 Waterford Township plat shows a public building near the river where a label reads "Waterford" but also shows another public building about a half mile north in the same section (T4N R3E. Sec. 11) in an area locally called cemetery hill (Bordner 1988:490). Both the riverside and the hilltop locations were owned by Lewis W. Ross, the son of Ossian M. Ross, founder of Lewistown and the county's first Justice of the Peace and Postmaster. Ossian's daughter, Harriet, married a man named Steele (Chapman 1879:216), who may well have been the first Waterford schoolmaster. Harriet, as well as her brothers Lewis and Harvey Lee, who published at least one local history (Ross 1899), were all schooled at the county's first school in Lewistown (Chapman 1879:215-216). The siting of schoolhouses on this family's lands may not be a coincidence, given their status in the community and degree of schooling.

The State of Illinois did not become actively involved in public education until the 1850s. In 1851 the state legislature passed a law that gave townships the right to levy a property tax that was earmarked for educational purposes, provided the tax won support amongst the majority of voters in the township. Overall, the revenues from the tax proved inadequate, and only one-third of school-age students in Illinois were receiving an elementary school education in the early 1850s. In 1855 the legislature levied a two-mill (.2%) tax that greatly shored up the state school fund. School distributions by the State, which were \$37,155 in 1854, rose to \$606,809 in 1855. Two-thirds of the revenue was distributed back to the counties on a proportional basis, based on the school-age population within those counties, while the remaining one-third was used for targeted funding, distributed directly to townships according to need. Consequently, the late 1850s era schoolhouses in Fulton County were considerably better than the preceding structures.

The original East Waterford School was built at the same location (Section 1) as the current brick building. The original building, erected in 1856, according to local tradition (Leads [sic] 1988:491), or 1852, according to Andreas, Lyter, and Co. (1871:116), was built on a half-acre parcel of land owned by Amos Eveland and his wife and eventually deeded by them to school trustees in 1896 (DeBusk 1974). The first East Waterford School was a one-story, front-gabled, frame structure that had a bell tower. A class photograph taken in 1897 shows 36 students and their teacher posed in front of the door and two windows at the building's gable end (on file, Dickson Mounds Museum). The original East Waterford frame schoolhouse burned in the spring of 1907.

The current brick schoolhouse was built in 1907 on the same lot as the destroyed frame school and opened in time for the 1907-1908 school year. Despite having had such a large class in 1897, the school was rebuilt with only a single main floor classroom, although the basement area would likely have been pressed into use at times. The number of students at East Waterford appears to have been variable. Mrs. Seth Leeds (1972) lists the names of twenty students attending East Waterford in 1903-1904 and of thirty students in 1910. The East Waterford School class photograph of 1914 shows twenty-seven students and their teacher posed against the south wall of the building (before it had additional windows). An exterior photo from 1923 shows twenty-five children and one teacher posed outside at the school entrance. A 1951 photograph shows fifteen students seated at their old-fashioned desks (one chalked "E. Waterford 1951") and their teacher posed with them against the expanded south bank of windows, which are decorated with snowmen and snowflakes. A 1951-1952 photograph (with date-chalked desk) shows eighteen students and their teacher in their classroom with new, adjustable student desks posed along the north side of the classroom, which is decorated for Halloween (photographs on file, Dickson Mounds Museum). There were "about eight children in the district" when hearings for closure of the school were presented in July, 1957 (Leeds 1972).

Redistricting around the turn of the century created new Fulton County school districts, and East Waterford became District 156, while West Waterford School was District 157. As shown on the 1916 Fulton County News *Atlas of Fulton County* Illinois, the East Waterford District covered an enormous, but sparsely populated area north of the Spoon River and east of the hamlet of Sepo. Nearly half of the thirteen-plus square-mile area of the district was seasonally or permanently

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flooded bottomlands. District 157 started just east of Sepo and extended west for two miles, covering land north of the Spoon River up to the county line. Only one other school district ever fell within Waterford Township; this was District 144, which in 1916 covered under three square miles of Waterford Township on the northwest corner, but which crossed into Lewistown Township, where the schoolhouse, Felkel School, was located. Felkel school is almost identical to the brick East Waterford school in construction.

This first East Waterford schoolhouse remained in use for over fifty years before being destroyed by fire during the spring of 1907. The building and its contents were a total loss from the blaze. Classes were held in the Waterford Town Hall for the remainder of the 1906-1907 school year, while plans were laid for the construction of a new school building. The existing brick-veneered, frame school building was raised in time for the start of the 1907-1908 school year. John (Jack) Lester served as the general contractor on the project, while Job Hughes was responsible for the brickwork (Leeds 1972; DeBusk 1974:9-10; Dickson 1974).

Rural schoolhouse design did not change appreciably until the first decades of the twentieth century. During this period, educators and social scientists began to call the public's attention to the poor conditions school children often were exposed to while at school. Problems commonly cited included poor interior lighting and ventilation, inadequate heating, unhealthy water supply, an unsanitary environment in the classroom and outside of it, and antiquated or insufficient school furnishings and equipment, such as nonadjustable desks and poor or nonexistent libraries (Pruitt 1908:1, 1910:9; Van Dorn 1904:1).

The general conditions found in the schools of the Military Tract, of which Fulton County was a part, are detailed in a 1917 survey conducted by Caroline Grote for the Illinois State Teacher's Association. Grote surveyed seventy-eight schools in the Military Tract, selecting at least four schools in each county: the county's best school, worst school, and two average schools, as rated by the county superintendents. Grote noted that, "The average age of the school buildings was thirty-six years. This very fact goes to show that the school architecture belongs to a former generation, some of it to the generation of our grandfathers." Twenty of the schools she visited were over fifty years old, with five of these being more than sixty years old. Only six of the schools surveyed had been built within the past decade, and only three of these were "modern in construction." In respect to building materials, sixty-six of the schools were of frame construction, ten were of brick, one was stone, and one was concrete. The heating systems in the Military Tract schools tended to be antiquated. Twenty schools had unjacketed "old fashioned" stoves sitting in the middle of the classroom, ten had jacketed stoves, forty-two had jacketed heaters, and six schools had hot-air furnaces without fans (Illinois State Teachers Association 1917:295-310).

While it is not known whether the "new" East Waterford School was part of the 1917 report, it certainly would have received top marks for construction age, modern building materials, and modern heating system. The decision to use a brick veneer on the school building is of interest. Although by no means a new concept in 1907, veneering was not yet the standard practice that it soon came to be in the United States. Veneering seems to have become more prevalent in certain sections of the country at an earlier date than others. W. S. Hand of Milwaukee had promoted the use of brick veneer over new or existing houses as early as 1860. The practice also seems to have won early acceptance on the East Coast. Advantages posed by brick veneer over solid-masonry construction included more warmth and dryness and lower construction costs. Compared to all-frame construction, veneering offered greater durability, less maintenance cost (e.g. painting), lower fire insurance rates, and a more substantial appearance (*The Country Gentleman* 1860; Radford 1912:66-67). Thus, on the one hand, the decision to use brick veneer on the East Waterford School was extremely practical. It provided for a durable structure that was still affordable (issues of prime importance to the rural taxpayer), partially addressed the heating problems endemic in country schools, and eliminated some of the long-term maintenance costs associated with a frame structure. Yet, aesthetics must also have played a role. The brick veneer provided the school with a more substantial appearance, creating the image that it was solid masonry. Care also was taken to provide modest

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decorative elements to the East Waterford structure, including arched window and door openings that were accented by chipped rock-faced brick. The school was equipped with a modern hot-air furnace located in the basement, rather than the center of the classroom, and provided with an independent cloakroom (although not the separate boys and girls rooms that came into use in later decades). On the whole, the design of the East Waterford School contradicts the conservatism and penury often associated with rural school districts of this period.

The most vigorous proponent of improving and standardizing rural schools was Francis G. Blair, who was elected State Superintendent of Public Instruction in 1906 and who served successive terms into the 1930s (Dunne 1933:13). Blair established a number of general, common-sense criteria for what he considered a to be "standard one-room school." These included improved natural lighting to the left of the student, improved ventilation on the interior of the building, a reliable heat source with a protective jacket, adjustable desks, a safe water supply whose delivery was not dependent upon the common drinking cup, and well-maintained buildings and grounds. Blair's standard school criteria were given legal authority through a school law approved by the state legislature on July 1, 1915. All new schools erected after the law's passage were to have the minimum requirements, while existing schools were given until March 1, 1917 to make any necessary improvements to bring them up to code. School districts failing to comply with the law were to have their state disbursement funds withheld until such time that they did comply (Illinois General Assembly 1915:637-9; Pruitt 1915:7-8).

In many instances school districts were able to comply with the 1915 school law by making a number of modifications to their older school buildings. One of the most common modifications was the enlargement of existing windows openings or the addition of new windows to increase the volume of natural light on the interior of the building. Another improvement that was required for older schools was the installation of a ventilation system to better circulate heat and reduce the level of carbon monoxide in the schoolroom. This typically involved the addition of a second flue (usually positioned close to the chimney, or smoke flue) that drew the warm, fouled air out of the building and hence brought fresh air in through a slightly opened window or vent. The Smith ventilation system was particularly popular with school districts, though it did have competition from the "Waterbury," "Hero," and "Quaker" systems (Illinois State Teachers Association 1917:301; Pruitt 1912:10).

One early improvement made to the second East Waterford School was the installation of additional windows in the south side of the school building. The exact date of this modification is not known. It may have been done as a result of the State school law passed in 1915, but could have been earlier. As early as 1910, U. J. Hoffman, the Illinois Assistant State Supervisor of Country Schools, recommended in a circular published by the state that the light in a one-room country school should ideally come from the north and be directed to the pupil almost wholly from the left, and that which entered from the rear should be from so high as to cast no shadow on the pupils' work (Hoffman 1910:18-19). Hoffman recommended heavy, green, roller shades be fitted to be adjustable from the top and bottom. Windows in front of the pupil were recommended to be completely shaded while the children were at work. As mentioned previously, the south wall of the East Waterford classroom was remodeled to accommodate an additional three windows. This modification dramatically increased the amount of natural light in the classroom and followed the guidelines for increased lighting specifically to the left of the student. Although the different districts had varied success in complying with the law, the ideal was to have the school improvements suggested in 1915 completed by 1917. As such, we date the installation of the additional windows in the East Waterford School to circa 1917.

Schools that were particularly outmoded or deteriorated were replaced with new buildings. The directors of school districts could turn to a number of sources to find representative examples of modern rural schools. One of these was *One Room and Consolidated Country Schools of Illinois*, a circular that was published by the State Superintendent of Public Instruction's Office. One of the floor plans in the 1916 circular provided for a classroom that measured 32'x23'-6", had a heating/ventilation system at the rear of the room, and had windows located to the left and to the rear of the students. The school also provided a vestibule, separate boys' and girls' coat rooms, a library/study, and a fuel room (Blair 1916). This

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same floor plan was reprinted in a subsequent circular published by the State Superintendent that was entitled *Standard Elementary Schools, Illinois 1920* (Blair 1920:72). A more substantial school building was promoted in the 1912 (Radford) publication *Radford's Brick Houses* under the title "Modern Rural School." The Radford school was a single-story, Tudor-Revival style building with a raised basement that featured two classrooms on its main floor and separate boys and girls play rooms, bathrooms, and a central heating plant on the basement level (Radford 1909:203).

Some counties moved faster on the issue of school improvements than others. Sangamon County, for instance, started the process nearly six years before the passage of the 1915 school law. On September 1, 1909 the Sangamon County Superintendent of Public Instruction started a systematic inspection of the schools within his jurisdiction. The purpose of the inspection was to determine whether or not each school met the requirements of a standard one-room school and, if not, what needed to be done to make it standardized. Schools meeting the requirements were presented with a diploma by County Superintendent (Pruitt 1909:16). By the end of 1912, forty-two rural schools in Sangamon County had received standard school diploma. As of September 1917, this number had increased to one hundred, and by the end of 1918 there were only nineteen schools in the county that were still lacking one or more improvements to qualify them as standard schools (Pruitt 1912:1, 1917:9-10, 1918:10).

Based on Grote's 1917 survey, however, counties in the Military Tract were overall significantly slower than Sangamon County in making improvements to their schools. Grote found the results of her survey quite depressing, noting that "Until a year ago I had allowed myself to believe that great progress had been made in the rural schools of Illinois. The high standard established by the State Department of Public Instruction for recognition as Standard and Superior schools and the number securing such recognition, as well as the fact that students coming to our Normal schools were improving in type and strength, had led me to believe that a half-score of years had worked wonders, but I was disillusioned by observations of a year ago" (Illinois State Teacher's Association 1917:296).

Aside from the additional windows, later additions to East Waterford included the construction of a concrete tornado shelter or "storm cave" in 1933 and the installation of a telephone in the school in 1934. These were added following a tornado that narrowly missed the school in May 1933. In 1939, the Rural Electrification Administration (REA) provided electrical service to the school for the first time (Dickson 1974). As evidenced from historic photographs, at some point between 1923 and 1951, a brick porch was added on the front of the school.

One-room schoolhouses remained the norm in Illinois through World War II. At the end of the war, Illinois had 12,000 school districts, which was the most in the nation. The state also had the largest number of one-room schoolhouses of any state at that time. Consolidation had been a topic of discussion for several decades, but it wasn't until 1945 and 1947 that legislation was passed allowing the consolidation of these schools into larger districts. The next fifteen years were marked by rapid consolidation, particularly during the 1950s. By 1963, the number of school districts in the State had been reduced to 1,430 (Pease 1965:270).

The 1956-1957 school year marked the end of the East Waterford School's long history of formal educational use. On July 1, 1957 the Board of School Trustees voted to dissolve District No. 156 and annex its territory and property to District No. 141 (Lewistown common). At the time this decision was made there were only eight children of elementary school age within District No. 156. On October 25, 1960, the board of education for District No. 141 passed a resolution directing that the East Waterford School and its associated one-half acre lot be sold to the State of Illinois, Department of Conservation. The County Board of School Trustees confirmed this resolution on June 12, 1961, provided that the State was willing to pay \$1,200 for the property (Hansberger n.d.). East Waterford School District 156 was dissolved in July 1957, and the eight remaining students were transferred to school at Lewistown. In 1959, the building started being used as a field house and laboratory by archaeologists working at regional sites, a practice that continued until 1973, when artifacts were placed in the recently completed Dickson Mounds Museum. The building was never extensively modified, as was the fate of many rural schoolhouses remodeled as residences

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Section 10
Verbal Boundary Description

The property consists of ½ acres (roughly 147.6 x 147.6 feet) in the extreme southeast quarter of the southeast quarter of the southwest quarter of Section 1, Township 4 North, Range 3 East of the 4th Prime Meridian. The southern line of this legal section is the southern edge of the property. The centerline of Section 1 marks the eastern edge of the property, which for practical purposes is equated to the western edge of North Dickson Mounds Road.

Boundary Justification

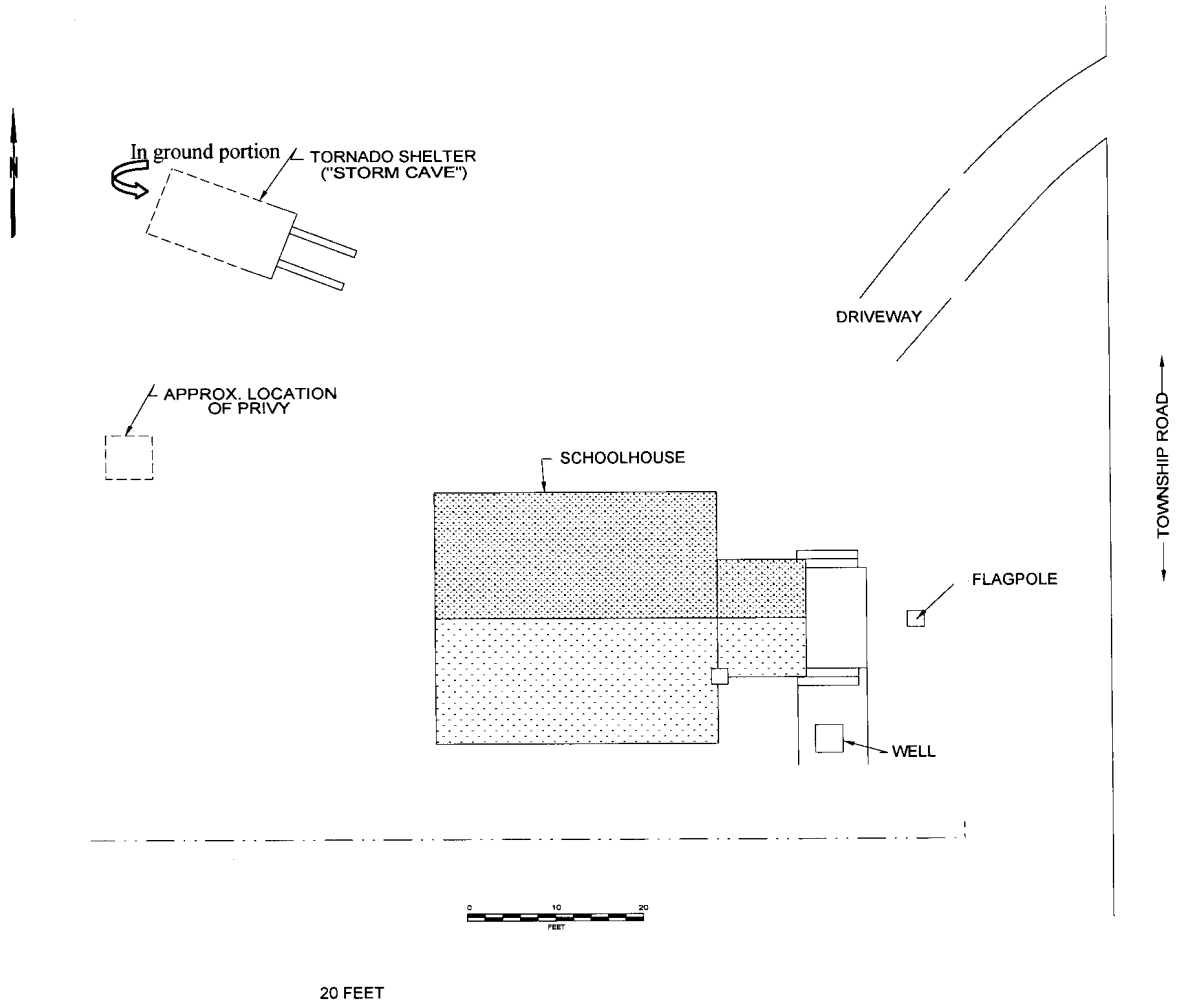
The boundary encompasses the square half acre historically associated with the school.

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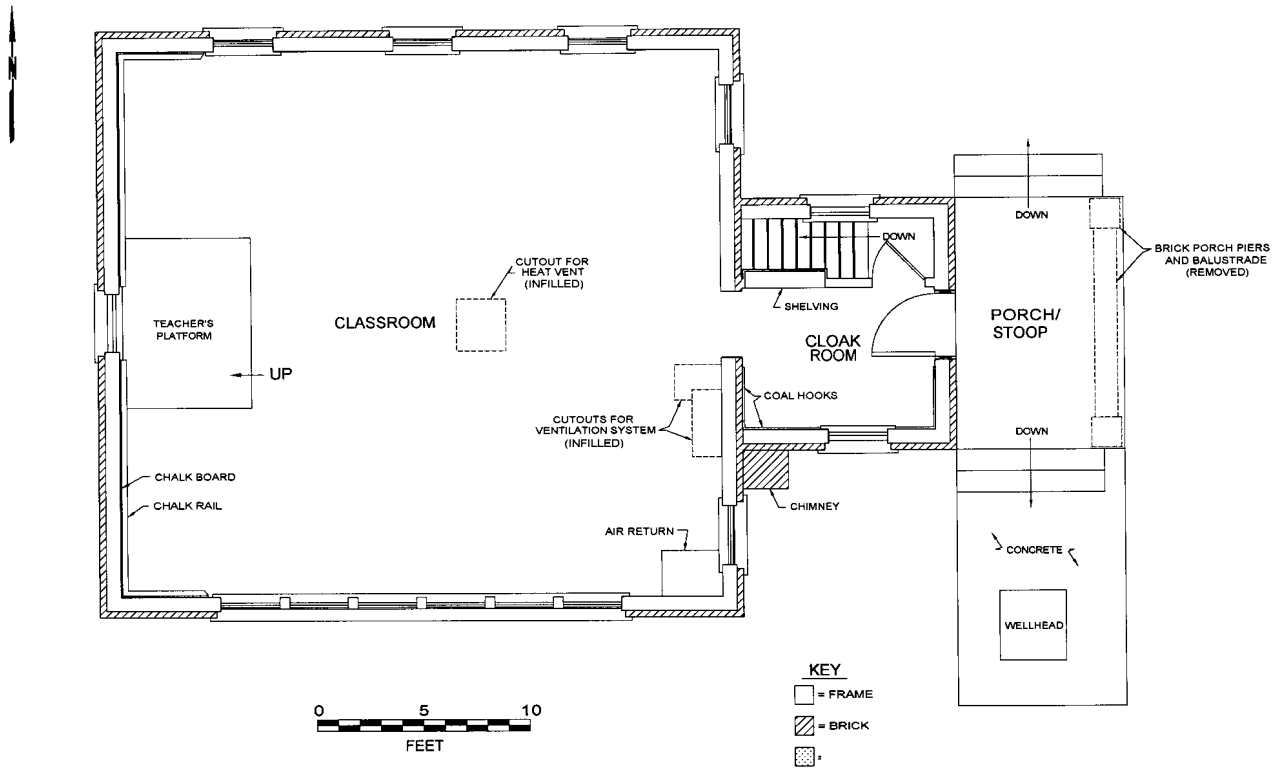
EAST WATERFORD SCHOOLHOUSE GROUNDS PLAN MAP (after Stratton 2001).

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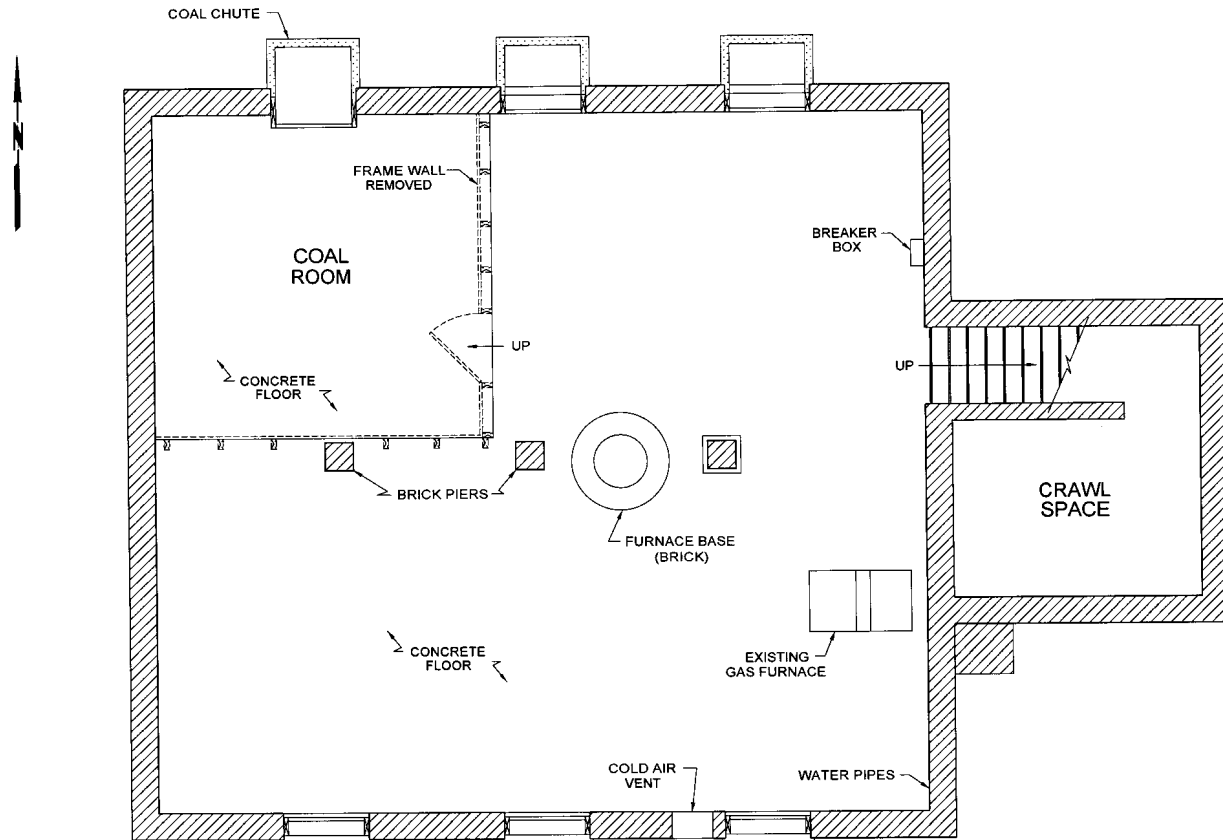
FIRST FLOOR PLAN (after Stratton 2001).

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- KEY**
- = FRAME
 - ▨ = BRICK
 - ▤ =

BASEMENT FLOOR PLAN (Stratton 2001).

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PHOTOGRAPHIC LOG CONTINUATION SHEET

- #IL_FultonCounty_EWaterford1. East Waterford School, Lewistown vicinity, Illinois. Photographed by Marge Schroeder, February 5, 2008. Illinois State Museum anthropology section. Looking northwest at east and south elevations.
- # IL_FultonCounty_EWaterford2. East Waterford School, Lewistown vicinity, Illinois. Photographed by Marge Schroeder, February 5, 2008. Illinois State Museum anthropology section. Looking southwest at north elevation.
- # IL_FultonCounty_EWaterford3. East Waterford School, Lewistown vicinity, Illinois. Photographed by Marge Schroeder, February 5, 2008. Illinois State Museum anthropology section. Looking east at west elevation.
- # IL_FultonCounty_EWaterford4. East Waterford School, Lewistown vicinity, Illinois. Photographed by Marge Schroeder, February 5, 2008. Illinois State Museum anthropology section. Looking west at east façade entrance detail.
- # IL_FultonCounty_EWaterford5. East Waterford School, Lewistown vicinity, Illinois. Photographed by Marge Schroeder, February 5, 2008. Illinois State Museum anthropology section. Looking east from classroom into vestibule, with stairhall to the north.
- # IL_FultonCounty_EWaterford6. East Waterford School, Lewistown vicinity, Illinois. Photographed by Kelvin Sampson, February 8, 2008. Dickson Mounds Museum and Illinois State Museum anthropology sections. Looking northeast at built-in bookcase in vestibule.
- # IL_FultonCounty_EWaterford7. East Waterford School, Lewistown vicinity, Illinois. Photographed by Kelvin Sampson, February 8, 2008. Dickson Mounds Museum and Illinois State Museum anthropology sections. Looking west at teacher's platform.
- # IL_FultonCounty_EWaterford8. East Waterford School, Lewistown vicinity, Illinois. Photographed by Kelvin Sampson, February 8, 2008. Dickson Mounds Museum and Illinois State Museum anthropology sections. Looking south at basement wall.
- # IL_FultonCounty_EWaterford9. East Waterford School, Lewistown vicinity, Illinois. Photographed by Unknown, 1913 or 1914. Photograph on file, Dickson Mounds Museum. Scanned by Kelvin Sampson, June 3, 2005. Looking north at south elevation of school house and East Waterford Class of 1914.

Malawy, Terri

From: Edson_Beall@nps.gov
Sent: Friday, November 20, 2009 12:55 PM
To: WASO_CR_NR-NHL@nps.gov; WASO_CR_HISTORY@nps.gov
Subject: National Register Weekly List 11/20/2009

November 20, 2009

The Director of the National Park Service is pleased to send you the following announcements and actions on properties for the National Register of Historic Places. For further information contact Edson Beall via voice (202) 354-2255, or E-mail: <Edson_Beall@nps.gov> This and past Weekly Lists are also available here: <http://www.nps.gov/history/nr/nrlist.htm>

Our physical location address is:

National Park Service 2280, 8th floor
National Register of Historic Places
1201 "I" (Eye) Street, NW,
Washington D.C. 20005

Celebrate National American Indian Heritage Month:
<http://www.nps.gov/history/nr/feature/indian/Index.htm>

WEEKLY LIST OF ACTIONS TAKEN ON PROPERTIES: 11/09/09 THROUGH 11/13/09

KEY: State, County, Property Name, Address/Boundary, City, Vicinity, Reference Number, NHL, Action, Date, Multiple Name

ILLINOIS, FULTON COUNTY,
East Waterford School,
Jct. N. Dickson Mounds Rd. and the E. Prairie Rd., Lewistown vicinity, 09000897, LISTED,
11/10/09

ILLINOIS, OGLE COUNTY,
Indian Statue,
Lowden Memorial State Park, 1411 N. River Rd., Oregon, 09000871, LISTED, 11/05/09

ILLINOIS, SANGAMON COUNTY,
Garvey, Hugh M., House,
8 Fair Oaks Dr.,
Leland Grove, 09000898,
LISTED, 11/10/09

LOUISIANA, EAST BATON ROUGE PARISH,