NPS Form 10-900
(Oct. 1990)

OMB No. 10024-0018

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Nat. Register of Historic Places
National Park Service

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories 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 Horace Mann School

other names/site number Craig Street School

2. Location

street & number 602 Craig Street [N/A] not for publication

city or town Schenectady [N/A] vicinity

state New York code NY county Schenectady code 093 zip code 12307

3. State/Federal Agency Certification

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

Ruth A Pierpont DSHPO 10/1/15
Signature of certifying official/Title Date

State or Federal agency and bureau

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

Signature of certifying official/Title Date

State or Federal agency and bureau

4. National Park Service Certification

I hereby certify that the 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)

for Signature of the Keeper Edson H. Beall date of action 11.24.15

5. Classification

Ownership of Property
(check as many boxes as apply)

[X] private
[ ] public-local
[ ] public-State
[ ] public-Federal

Category of Property
(Check only one box)

[X] building(s)
[ ] district
[ ] site
[ ] structure
[ ] object

Number of Resources within Property
(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1	0	buildings
0	0	sites
0	0	structures
0	0	objects
1	**0**	**TOTAL**

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

N/A

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions
(enter categories from instructions)

EDUCATION: SCHOOL

Current Functions
(Enter categories from instructions)

VACANT/NOT IN USE

7. Description

Architectural Classification
(Enter categories from instructions)

EARLY 20th CENTURY AMERICAN MOVEMENT:

Materials
(Enter categories from instructions)

foundation CONCRETE
walls BRICK
roof SYNTHETIC
other WOOD

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

8. Statement of Significance

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

[X] **A** Property 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.

[X] **C** Property embodies the distinctive characteristics of a type, period, or method of construction or that 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 boxes that apply.)

[ ] **A** owned by a religious institution or used for religious purposes.

[ ] **B** removed from its original location

[ ] **C** a birthplace or grave

[ ] **D** a cemetery

[ ] **E** a reconstructed building, object, or structure

[ ] **F** a commemorative property

[ ] **G** less than 50 years of age or achieved significance within the past 50 years

Areas of Significance:
(Enter categories from instructions)

EDUCATION

ARCHITECTURE

Period of Significance:

1907 - 1960

Significant Dates:

1907

Significant Person:

N/A

Cultural Affiliation:

N/A

Architect/Builder:

UNKNOWN (possibly W. Thomas Wooley)

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

9. Major Bibliographical References

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

Previous documentation on file (NPS):

[ ] preliminary determination of individual listing (36 CFR 67) has been requested.
[ ] previously listed in the National Register
[ ] previously determined eligible by the National Register
[ ] designated a National Historic Landmark
[ ] recorded by historic American Building Survey
_____
[ ] recorded by Historic American Engineering Record
_____

Primary location of additional data:

[ ] State Historic Preservation Office
[ ] Other State agency
[ ] Federal Agency
[ ] Local Government
[ ] University
[X] Other repository: Efner History Center and Research Library (City Hall)

10. Geographical Data

Acreage of Property .74 acres

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

	Zone	Easting	Northing		Zone	Easting	Northing
1	18	568596	4737924	3	18		
2	18			4	18		

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

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

11. Form Prepared By

name/title Michael Lopez (edited by Emilie Gould, NYS Office of Parks, Recreation, and Historic Preservation)

organization TAP, Inc. date 01/26/15

street & number 210 River Street telephone (518) 274-3050

city or town Troy state NY zip code 12180

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps A **USGS map** (7.5 or 15 minute series) indicating the property's location
A **Sketch map** for historic districts and properties having large acreage or numerous resources.

Photographs Representative **photographs** of the property.

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

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

name Craig Street Limited Partnership c/o The Community Builders

street & number 744 Broadway telephone (518) 795-3411

city or town Albany state NY zip code 12207

Paperwork Reduction Act Statement: This information is being collected for applications to the National Register of Historic Places to nominate properties for listing or determine eligibility for listing, to list properties, and to amend existing listings. Response to this request is required to obtain a benefit in accordance with the National Historic Preservation Act, as amended (16 U.S.C. 470 *et seq.*)

Estimated Burden Statement: public reporting burden for this form is estimated to average 18.1 hours per response including time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, D.C. 20503

Descriptive Summary

The Horace Mann School (first named the Craig Street School) is located at 602 Craig St. in Hamilton Hill, a densely built-up neighborhood of double-decker, two-family worker housing near the center of the city of Schenectady, Schenectady County, in eastern New York State. Built in 1908 as a public elementary school, Horace Mann is a 38,000-square foot, originally I-shaped building with two stories above a raised basement of reinforced concrete. Designed by unnamed city engineers and architects, the school has decorative Neoclassical elements, including large fanlights above the east (main), north, and south entrances, a projecting modillioned cornice, and monumental corner pilasters. The entire structure has load-bearing red brick masonry walls. The traditional I configuration was altered at some before 1986 by the construction of a one-story addition to the rear. An identical building, the former Franklin School at Avenue B and Mason Street, was listed on the National Register of Historic Places in 1983.

Setting

The Horace Mann School is located on a trapezoidal lot on the west side of Craig Street between Delamont and Lincoln Avenues. The main (east) entrance opens onto a concrete courtyard with three steps that descend to the sidewalk and street; concrete ramps approach and join this courtyard from the north and south. To the north is an asphalt-paved parking lot surrounded by metal bollards, which separate it from the sidewalk of Delamont Avenue; another ramp provides access to a side entrance. A chain link fence demarcates the western boundary of the lot. The rear (west) elevation of the building is landlocked by this fence, which separates the school from neighboring homes and their backyards. The fence continues on the south back of the sidewalk along Lincoln Avenue, enclosing more pavement and a triangular lawn defined by the 45-degree angle where Lincoln Avenue and Craig Street meet.

Exterior

The façade (east) of this I-shaped building has seven bays recessed between two pavilions at the north and south. The first and second stories are raised above the white-painted, reinforced concrete basement, which is separated from the upper stories by a prominent drip edge, also painted white to contrast with the red-brick walls. The entrance is set into the central bay of the recessed section at ground level between the basement and first floor; this placement accentuates the height of the tan brick pilasters which rise to an arch with a large stone keystone. The arch encloses a monumental fanlight above modern metal double doors, flanked by sidelights and a transom, that are set into the original entrance opening. As seen in historic images, the original double doors appear to have been wood with glass in the upper halves. The sidelights were wider than those in the modern entrance, and the doors filled the entire opening. At the second story, a separated pair of one-over-one windows, each with its own lintel and sill, completes the bay.

On the first and second stories, three bays flank the central bay with pairs of one-over-one rectangular windows ganged together within simple stone lintels and sills; the first floor windows are shorter than those on the second

floor. Between the floors, a recessed panel outlined in tan brick provides horizontal emphasis by stretching the length of the three bays. The fenestration of the basement repeats that of the first and second stories with smaller, separated pairs of one-over-one windows.

Completing the façade, pavilions form the end segments of the I-shaped plan, flanking the central recessed bays. These pavilions have one window on each floor on their side projection. However, they completely lack windows on the front elevation. Instead, each has massive brick corner pilasters and a large square recessed panel surrounding a central large block, all in the contrasting tan brick used in the decorative panels of the recessed bays. This ornamentation emphasizes the projection of the pavilions and provides visual interest. A metal cornice is located below a brick parapet that rises above a flat roof. This cornice is carried onto the side elevations including all four sides of the pavilions.

The side (north and south) elevations are identical, with the exception of the concrete stairs; the north entrance stairs have 11 risers and the south entrance stairs, six. In addition, a concrete ramp, with metal railing, has been added on the north side. These side elevations are only three bays wide but have more windows than the façade on the flanking bays. Banks of five one-over-one rectangular windows share stone lintels and sills, which form continuous horizontal courses at the first and second stories. The entrances, as on the façade (east), are placed between the basement and first floor with tan brick pilasters, arch, and keystone enclosing wooden fanlights. However, the height of the side entrances is further elongated with tripartite rectangular one-over-windows and a decorative wood panel below the fanlights and above the modern metal double doors with their sidelights.

The original I-shaped footprint of the school is interrupted by a one-story concrete block addition at the rear (west) elevation. Its height reaches just below the first story windows on the recessed section. A stage is identified in 1986 plans for reuse of the school as a health clinic. The addition does not greatly interfere with the fenestration of the five bays. On the first floor, the three central bays originally shared the same height windows. However, the central pair has been replaced with shorter windows with brick infill below surviving stone lintels. Banks of five, one-over-one windows flank the pair in the central bay, and single, shorter windows complete the row. On the second floor, all the windows (pair in the center, flanking banks of five, and single windows on the ends) share the same sill height. However, the central and end windows are short. As on the façade, the pavilions project beyond the recessed portion of the rear elevation, but the projection is less deep, and ornamentation is limited to brick corner pilasters and cornice. A horizontal stone course replaces the cornice below the parapet in the central bays.

Interior (See Section 11 for existing floor plans)

The I-plan of the Horace Mann School is expressed on the interior by its wide north-south corridor with four original classrooms on each side. The pavilions each contain two classrooms on both the first and second floors. The pavilions also have stairwells with brick and plaster walls, utilitarian concrete and metal stairs, and metal balustrades. These staircases coincide with the side entrances.

The first and second-floor corridors are finished in their original brick masonry and plaster walls. Displaced ceiling panels reveal original plaster ceiling heights throughout the structure. Modern wood doors with glazing in the upper halves mark the classroom entrances and also act as fire separation between corridors and stairs. Still in their original sizes and locations, the banks of windows inside each classroom maximize natural light and ventilation.

When the school was converted to a public health center, classroom spaces were partitioned with gypsum wallboard into temporary cubical work stations. These areas are finished with a mix of commercial floor tile, carpeting, and acoustical ceiling panels. Modern finishes have deteriorated considerably since the health center closed in 2005. The building has been vacant since the closure.

Summary Statement of Significance:

Built in 1908 as part of an aggressive building campaign to accommodate soaring student enrollment in the public schools, the Horace Mann School (first named the Craig Street School) is locally significant within the Hamilton Hill neighborhood of in Schenectady, NY. It meets National Register Criterion A for education because of its association with the development of the local public school system and Criterion C for architecture because of its representation of Progressive-period school construction. The design of the Horace Mann School took into account concerns about fire safety, proper lighting, and academic space; its fire resistant materials, fenestration, and layout are representative of the development and standardization of school design between 1900 and 1910. Its period of significance is its date of construction, 1908, to the beginning of the city's population decline in 1960.

Schenectady History

Schenectady is a mid-size, formerly industrial city located on the south shore of the Mohawk River in eastern New York. Due to the travel and trade advantages provided by its rail lines and position on the Erie Canal, Schenectady experienced steady but modest growth during most of the nineteenth century, growing from 2,850 residents in 1810 to about 14,000 people in 1886.

Population began to grow more quickly after the founding of the Schenectady Locomotive Works in 1848 and the General Electric Company in 1886.Through a merger with seven other builders, Schenectady Locomotive Works became the American Locomotive Company (ALCO), the world's largest locomotive manufacturer by 1901. GE developed large-scale electrical distribution systems on the basis of a patent granted to famed inventor Thomas Alva Edison around 1887. By the early twentieth century, GE had become a global concern that employed thousands of Schenectadians for generations.

In particular, GE and ALCO fueled massive population growth in the first decades of the twentieth century, as thousands of immigrants came to work in their plants. The population of Schenectady in 1900 was about 32,000 people. By 1910, the city was home to 72,826 people, and population peaked at 95,692 people in 1930. The local economy hit its pinnacle during and immediately after WWII when ALCO had 15,000 employees and GE employed nearly 40,000 workers.[1] Row upon row of surviving tract houses, mainly wood frame duplexes with double-decker porches, supplied worker housing, with the largest tract located in the Hamilton Hill section. Most of this district was built on land previously owned by the county, including the "poor farm" and fairgrounds. The last land sale occurred in 1901. [2]

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[1] Bill Buell, *Historic Schenectady County: A Bicentennial History* (San Antonio, TX: Historical Publishing Network, 2009), 50.
[2] Neil Larson, *City of Schenectady Historic Resource Survey: A Reconnaissance-level Survey Conducted for the Schenectady Urban Cultural Park and Department of Development,* vol.2, (Troy, NY: Historic Architecture Field Services, 1993), 66-71.

This rapid growth set the stage for the expansion of a public school system that for more than three decades had struggled to accommodate the children of the Schenectady's growing population and at the same time keep pace with educational trends and mandates in the State of New York.

Development of Schenectady Public Schools

Schenectady established its free public school system in 1854, three years after the New York State Legislature authorized statewide free schools. Initially, Schenectady retained one-room schoolhouses for students of all ages, but in 1855 it opened its first large public school, the Union School, designed to hold 450 students in four elementary and four intermediate grades. When 1,100 children arrived for the first day of school, administrators hurriedly prepared two additional buildings to be used as schools. Following the national trend, Schenectady city government continued to house schools in rented or re-used facilities until gradually embarking on a modest building program that resulted in additional new, purpose-built schools under the leadership of Superintendent Samuel F. Howe.[3]

However, this effort was insufficient. By the turn of the twentieth century, the school system was primarily defined by its struggle to deal with Schenectady's massive population growth. Student population rose from 2,000 students in 1868 to 7,500 pupils in 1905. Five years later, when Schenectady's population reached 72,500, there were more than 13,500 pupils in the public school system.[4] State legislation and educational regulations added to the pressure. To ensure that children were indeed able to access education, New York State enacted compulsory education twice, in 1875 and again, with greater enforcement by truant officers, in 1894. Additionally, Schenectady, like other New York State municipalities, made an effort to keep children in school as long as possible, rather than have youth quit early to take manual labor jobs in the industrializing city. Of course, both policies exacerbated crowding problems.[5]

City Council and Board of Education proceedings at the turn of the twentieth century show how Schenectady wrestled with the need to accommodate its booming population. Construction of four- and eight-room schools had proved a stopgap measure. The sixteen-room Horace Mann School was one of twenty-three new schools built between 1903 and 1912 – with three grade schools announced in 1906 and another six in 1908. Cost was clearly an issue. Initially, the city hired architects but eventually moved the work internally, using the Bureau of Engineering to churn out schools based on a few designs. W. Thomas Wooley (1900 Rensselaer Polytechnic Institute graduate) is thought to have designed the Brandywine School, which was built in 1904; features of its entrances are similar to those of the Horace Mann School. Wooley left Schenectady and moved to Auburn around 1908 to begin a long career in municipal public works that included a return to Schenectady (twice) as city architect and engineer.[6] A generic blueprint dated 1913 for "Grade Schools for the City of Schenectady"

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[3] Patricia Connolly Altman, *Nott Street School* [National Register Nomination], (Albany, NY: New York State Historic Preservation Office, 2011), 7.
[4] Jeanette G. Neisuler, *The History of Education in Schenectady County, 1661-62 – 1961-62* [Report], (Schenectady, NY: City of Schenectady Board of Education: 1964), Chapter 11. schenectadyhistory.org/education/neisuler/11.html
[5] Neisuler, Chapter 2. schenectadyhistory.org/education/neisuler/02.html
[6] "Personals," *Municipal Journal and Public Works,* 47:4 (July 26, 1919), 62. [Google Books].

(from the Efner History Center and Research Library at City Hall) shows a different set of similarities to the Horace Mann School in terms of the footprint and decoration of flanking pavilions; however, the entrances are more ornate and the fenestration is different.[7] Thus, all that can be claimed is that the Horace Mann School may have been designed – or adapted from a design – by Wooley when he first practiced in the city.

At least three schools shared the same design – the Horace Mann (Craig Street) School, Franklin (Avenue B) School [NR listed, built in 1907] and Seward (Congress Street) School [built in 1908, converted to low-cost housing after World War II, no longer extant]. The mayor reported that the new schools would be:

> *…conveniently located, of the best architectural type, embracing every requirement for health and comfort and effective work, but without unnecessary embellishment, within or without; thus enabling us to construct these buildings at a cost far below the amount expended for recently erected school buildings, and the results ought to be particularly gratifying to the taxpayers.*[8]

These buildings were nonetheless meant to reflect the importance of education through large Palladian windows above their main entrances and generous use of stone and contrasting brick for the cornice, lintels, sills, and decorative panels on the visible elevations. However, even these details were relatively expensive.
The "Craig Street School" opened in 1907 at a cost of $58,935.[9] Principal contractors included Hanrahan Bros. for mason work; Austin Simkins for carpentry; Stevenson Bros. for heating, ventilating, and plumbing; Finch & Hahn for electrical work; and the Bangor Hardy Slate Co. for blackboards.[10]

Something, perhaps the departure of Wooley for Auburn, seems to have provided the opportunity to bring the design work for the new Schenectady schools in-house. In his annual report for 1908, the commissioner of public works said:

> *Early in the year the preparation of plans and specifications for the construction of public buildings was taken up by this office, which is a new departure, as heretofore plans and specifications for public buildings have been prepared by architects employed for this purpose.*[11]

Schenectady showed a very progressive focus in many of its school policies. During his service on the school board from 1911 to 1916, GE scientist and inventor Charles P. Steinmetz campaigned for free textbooks and

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[7] The 1913 blueprint shows that this "I-shape" design was deliberately chosen for expansion – with additional construction, the school could be expanded to a "block" with an open courtyard.
[8] *Proceedings of the Common Council of the City of Schenectady: A.D. 1906,* (Schenectady, NY: Daily Union Printing House, 1907), vol 2, 13.
[9] *Proceedings of the Common Council of the City of Schenectady: A.D. 1908,* (Schenectady, NY: Daily Union Printing House, 1909), vol 1, 80.
[10] *Proceedings, 1906,* Vol. 2, 48; *Proceedings of the Common Council of the City of Schenectady: A.D. 1908,* (Schenectady, NY: Daily Union Printing House, 1909), Vol. 2, 58.
[11] *Proceedings of the Common Council of the City of Schenectady: A.D. 1908,* (Schenectady, NY: Daily Union Printing House, 1909), Vol 2, 289.

lunches for all elementary school students and for special education for students with disabilities.[12] In 1911, the Craig Street School was renamed for Horace Mann, the early nineteenth-century education reformer whose goal in the Common School Movement had been to establish universal, secular education. Other schools were named for inventors Thomas Alva Edison and Robert Fulton, writer Washington Irving, statesmen Benjamin Franklin and William H. Seward, Presidents Lincoln and McKinley, and prominent Schenectady educators Charles S. Halsey (school principal) and former superintendent Samuel Howe.

Period School Design, 1900-1910

In her 1990 history of New York State school architecture, Susanne Warren described school architecture of this period as maturing into a fairly uniform practice that consolidated reforms pertaining to an optimal, healthy learning environment; by 1910, key matters of ventilation, lighting, and style were codified either through legislation or standardization of best practices. From the late nineteenth century to 1900, educators and architects who came to specialize in school design focused on the link between sanitation, hygiene, and the proper means of venting to combat contagious disease. There emerged complicated formulae about ventilation in order to dispel carbon dioxide and other impurities thought to be toxic in expelled air. Uniform lighting, from banks of large, rectangular, closely spaced windows, was to be cast from the left of the students. Exterior design should be restrained, with ornamentation used conservatively to evoke a particular Tudor or Collegiate Gothic architectural style.[13]

With these matters settled, attention after the turn of the twentieth century turned sharply toward fire safety, which was increasingly the focus of discussion among design practitioners and of government legislation. Increasingly, specifications called for outer and interior bearing walls to be built of brick, stone, or reinforced concrete; stairs and stairwells were to be similarly built. Fire safety also evinced itself in layout, with distinctly separated stair halls situated to facilitate quick egress during emergencies. This standard was spelled out in 1904 New York State law, which mandated that "all halls, doors, stairways, seats, passage-ways and aisles … (be) arranged to facilitate egress in case of fire or accident." School designs also required state review beginning in 1904.[14] School design had arrived at the "one best way" to define the optimal school.[15]

Horace Mann as a Standardized School Building

The Horace Mann School exemplifies the best practices in period school design in the first decade of the twentieth century; its design embodies "state of the art" standards fire safety, ventilation, illumination, and style.

The building employs fire-resistant construction methods in its raised basement of reinforced concrete and brick load-bearing walls for the first and second stories. Metal and concrete stair halls, separated by double-wide

[12] Neisuler, Chapter 11. Steinmetz was famous for his work on alternating current and the electrical grid.
[13] Susanne R. Warren, "The School of 1910," *The Schools of New York State Development of the School as a Building Type* [Context Study], (Albany, NY: New York State Office of Parks, Recreation, and Historic Preservation, 1990), 192.
[14] Ibid., 169.
[15] Ibid., 154.

corridors, also reflect design standards intended to facilitate egress in the event of fire. Its flat roof (now covered with rubber and asphalt) is a third measure of fire safety because it eliminates pitched, fire-prone wood trusses. The large 22' x 28' classrooms provide plenty of fresh air, and the school's I-shaped plan accommodated the illumination standards of the day. Its pairs of large rectangular windows on the east-west corridor, and banks of windows on the north and south sides of the pavilions, allow for optimal unilateral lighting. This fenestration defines the architectural style, with symmetrically located windows on all elevations. Restrained ornamentation, limited to the metal cornice, contrasting brick trim, and over-sized Palladian entrances, imparts a Neoclassical appearance that conveys the importance of the school building in the early twentieth century city.

Recent History

Schenectady's population peaked in 1950 at 91,785; ten years later, it was 81,682.[16] Due to Schenectady's declining industrial economy, by 1971 the Board of Education began to grapple with declining enrollment and the resulting excess space. Six elementary schools were closed in the mid 1970s. The Board of Education, faced with public opposition with each closure proposal, ultimately approved the closure of the Horace Mann School in 1981.[17] The former school was converted to a medical clinic in 1986 and has been vacant since 2005.

Summary

Horace Mann School – and its National Register-listed twin, the Franklin School – exemplify the Schenectady School Board's response to the city's rapid industrialization and doubling of population at the beginning of the twentieth century. The creation of new neighborhoods like Hamilton Hill required new community resources. Rather than skimp on education, Schenectady invested in its new residents and constructed structures that reflected the best building standards of the time. Horace Mann's concrete, elevated basement and brick load-bearing walls respond to fire safety concerns of the era, as do its wide brick masonry corridors and separation of stair halls from central classrooms. Rooms were large to provide good ventilation and prevent disease. The arrangement of windows, along one side of each classroom, incorporated best practices for passive lighting. The building's sheer mass and monumental Neo-Classical features imparted a distinct sense of purpose and place. Together with the interior arrangement of spaces, Horace Mann clearly reads as a public school of the early twentieth century and represents a distinctive architectural style used in early twentieth century public school construction.

[16] New York State Office of the State Comptroller (Division of Local Government Services and Economic Development), "Population Trends in New York State's Cities," *Local Government Issues in Focus* 1.1 (2004), 7.
[17] "Expand King School, Board Members Say," *Schenectady Gazette*, March 20, 1984.

Bibliography:

Altman, Patricia Connolly. *Nott Street School* [National Register nomination]. Albany, NY: New York State Historic Preservation Office, 2011.

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Neisuler, Jeanette G. *The History of Education in Schenectady County, 1661-62 – 1961-62* [Report]. Schenectady, NY: City of Schenectady Board of Education: 1964. schenectadyhistory.org/education/neisuler/index.html

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Proceedings of the Common Council of the City of Schenectady: A.D. 1907. 2 Vols. Schenectady, NY: Daily Union Printing House, 1908.

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Schenectady City Schools. "Timeline Splash." schenectady.k12.ny.us/About_SCSD/DistrictTimeline.htm

Warren, Susanne R. *The Schools of New York State: Development of the School as a Building Type* [Context Study]. Albany, NY: New York State Office of Parks, Recreation and Historic Preservation, 1990.

Wooley, W. Thomas. "Grade Schools for the City of Schenectady" [Blueprint]. [Efner History Center and Research Library, Schenectady City Hall].

Additional Information:

City of Schenectady, Assessor's Office.

City of Schenectady, Efner History Center and Research Library, Schenectady City Hall (105 Jay St, Schenectady, NY).

Sanborn Insurance Company Maps.

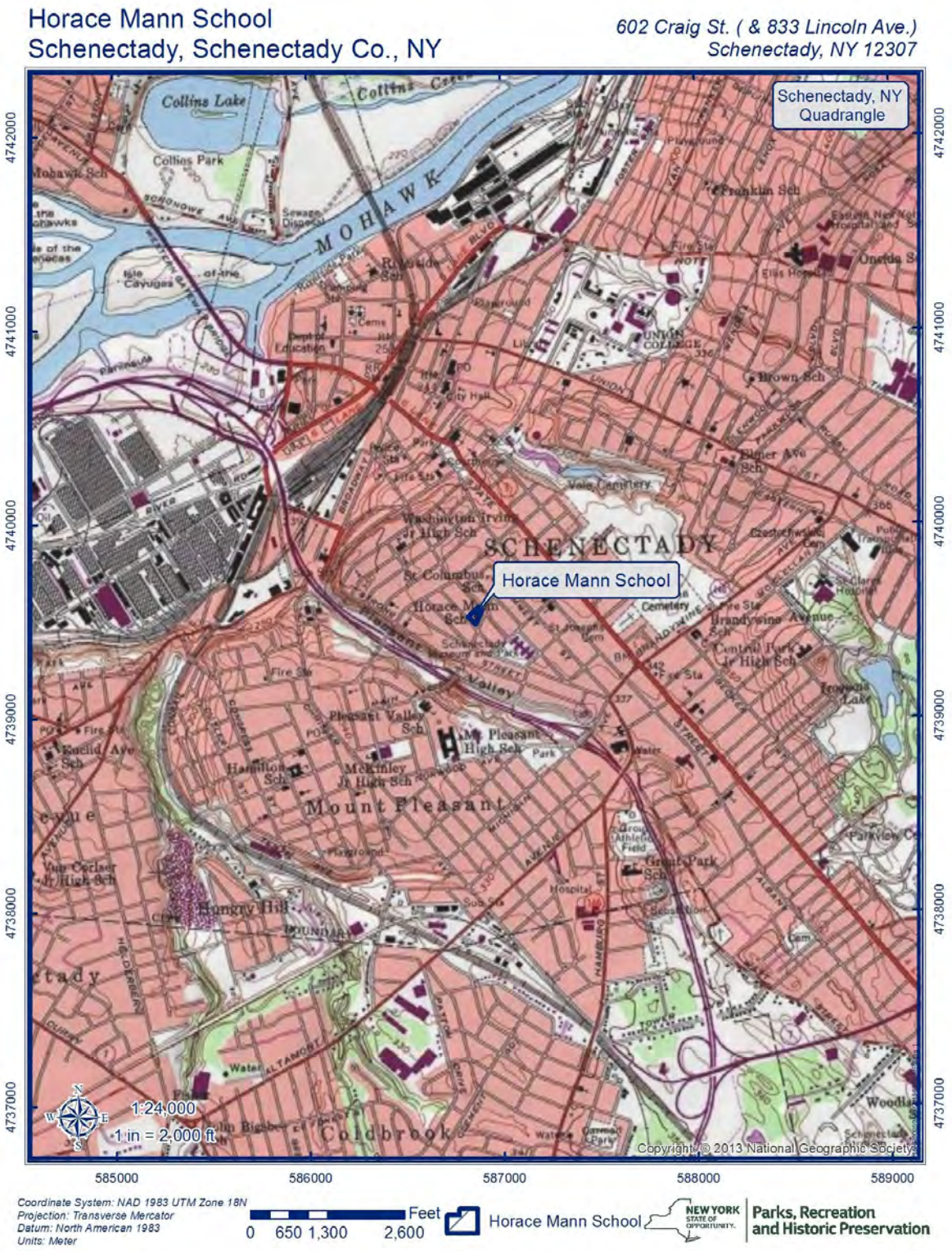
Schenectady County Historical Society (32 Washington Ave, Schenectady, NY).

Verbal Boundary Description

The nominated property (.74 acres) is located in the city of Schenectady on an irregular lot bounded at the east by Craig Street, to the west by the rear yards of Lincoln and Delamont Avenues and to the north and south by Delamont and Lincoln avenues respectively. The nominated property is indicated by the heavy black line on the attached map.

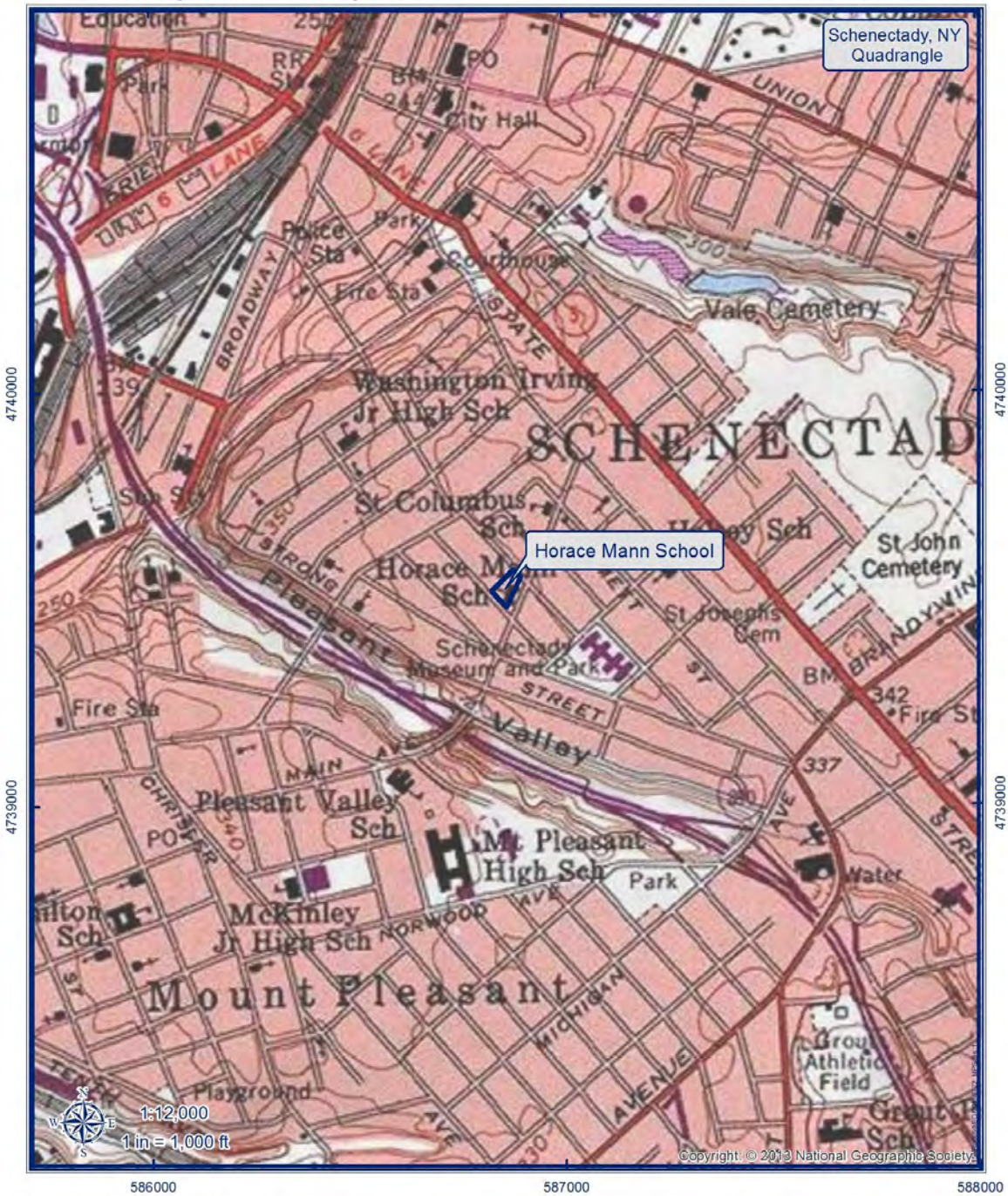
Boundary Justification

The boundary is based on the current tax parcel on which the school is located, which encompasses the entire lot with which the school was historically associated.


Horace Mann School
Schenectady, Schenectady Co., NY
602 Craig St. (& 833 Lincoln Ave.)
Schenectady, NY 12307
Schenectady, NY Quadrangle
Horace Mann School
SCHENECTADY
Mount Pleasant
Collins Lake
MOHAWK
1:24,000
1 in = 2,000 ft
Copyright © 2013 National Geographic Society
4742000
4741000
4740000
4739000
4738000
4737000
585000
586000
587000
588000
589000
Coordinate System: NAD 1983 UTM Zone 18N
Projection: Transverse Mercator
Datum: North American 1983
Units: Meter
Feet
0 650 1,300 2,600
Horace Mann School
NEW YORK STATE OF OPPORTUNITY.
Parks, Recreation and Historic Preservation

Horace Mann School
Schenectady, Schenectady Co., NY

602 Craig St. (& 833 Lincoln Ave.)
Schenectady, NY 12307



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

0 330 660 1,320 Feet

Horace Mann School

NEW YORK STATE OF OPPORTUNITY. Parks, Recreation and Historic Preservation

Horace Mann School
Schenectady, Schenectady Co., NY

602 Craig St. (& 833 Lincoln Ave.)
Schenectady, NY 12307

587000

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

Feet
0 87.5 175 350

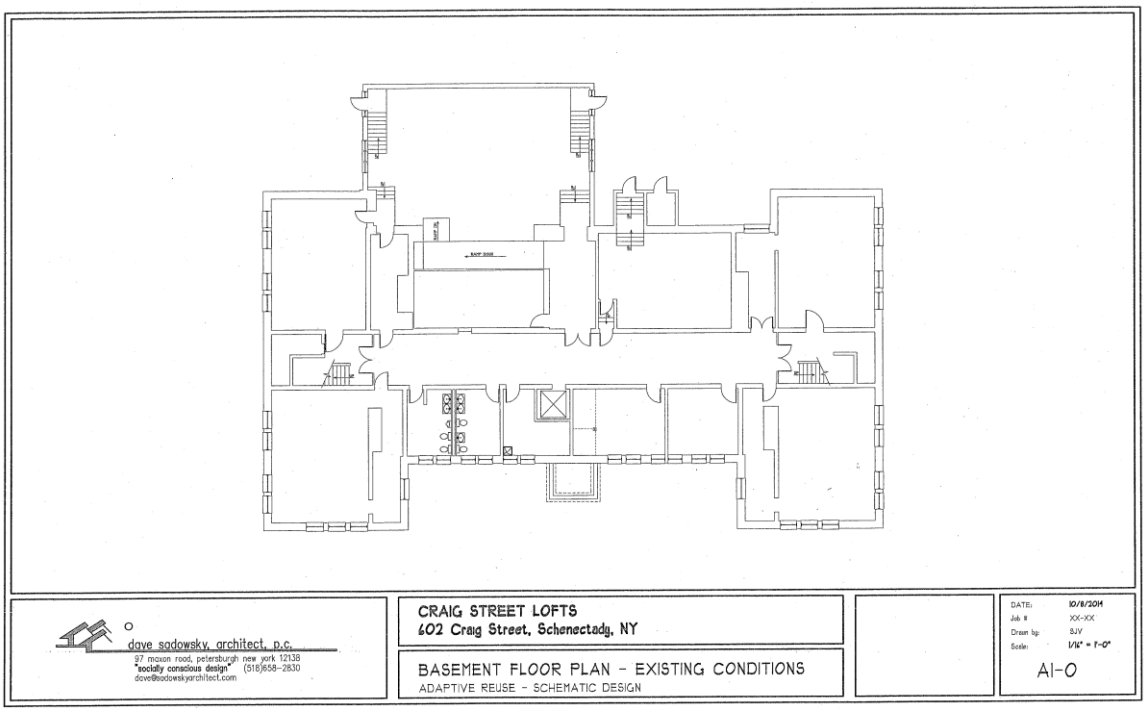
Horace Mann School

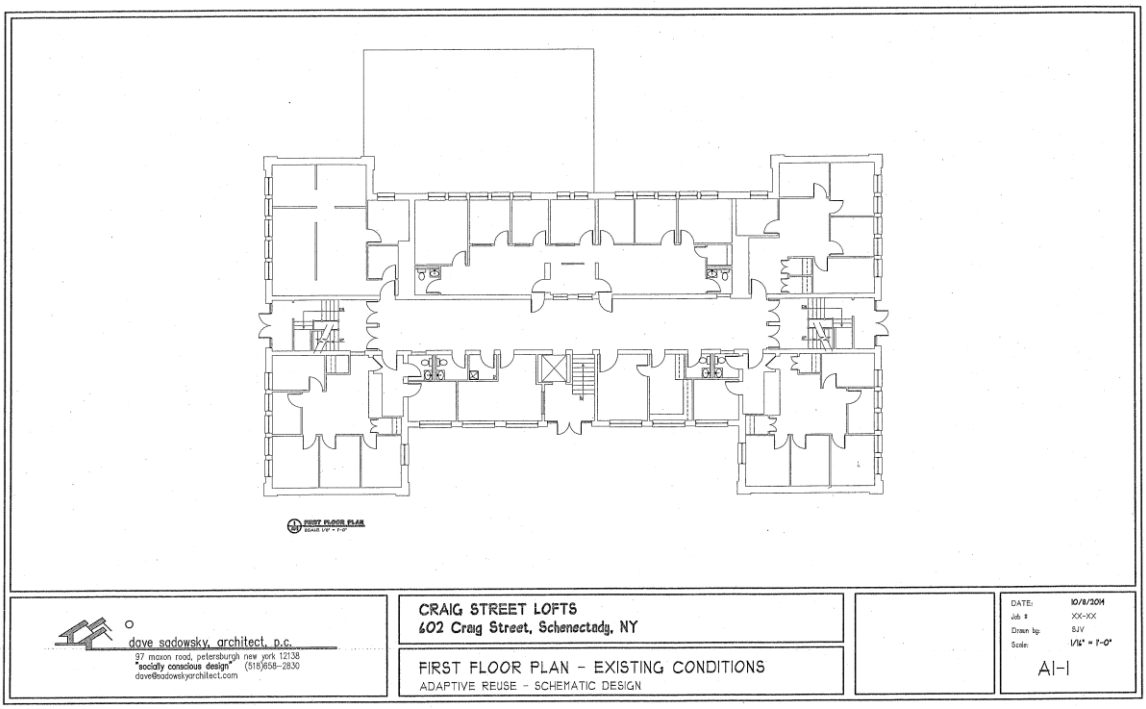
NEW YORK STATE OF OPPORTUNITY.
Parks, Recreation and Historic Preservation

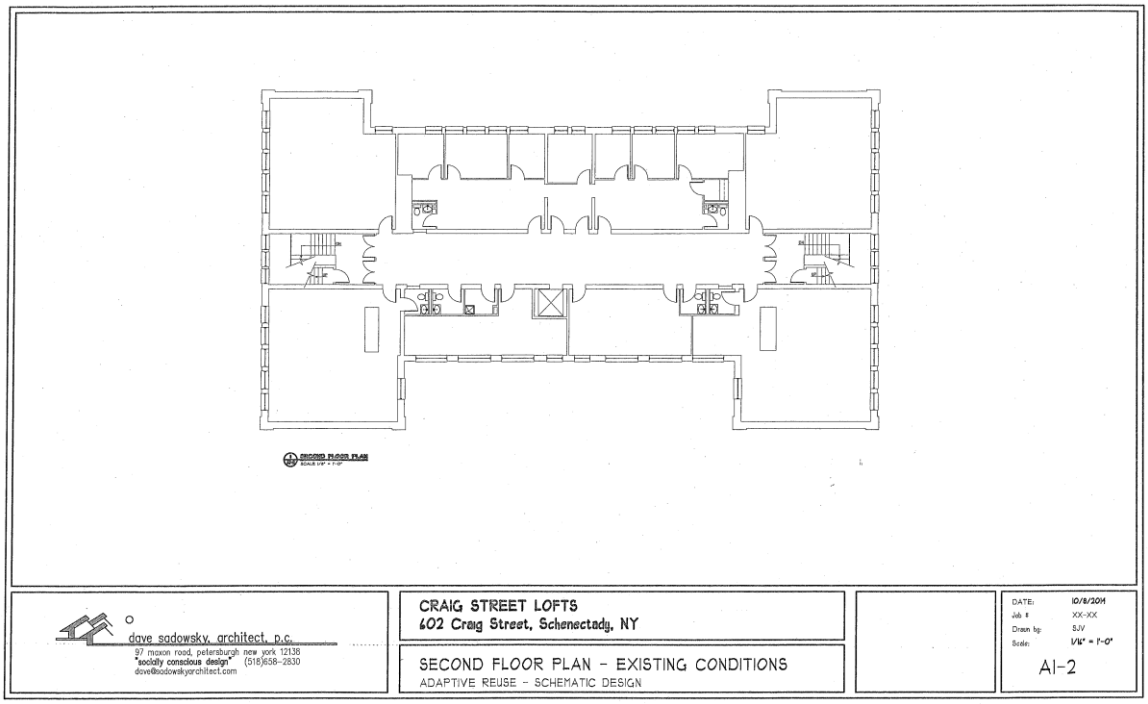
Tax Map: Horace Mann School (602 Craig Street, Schenectady, NY)

Additional Information

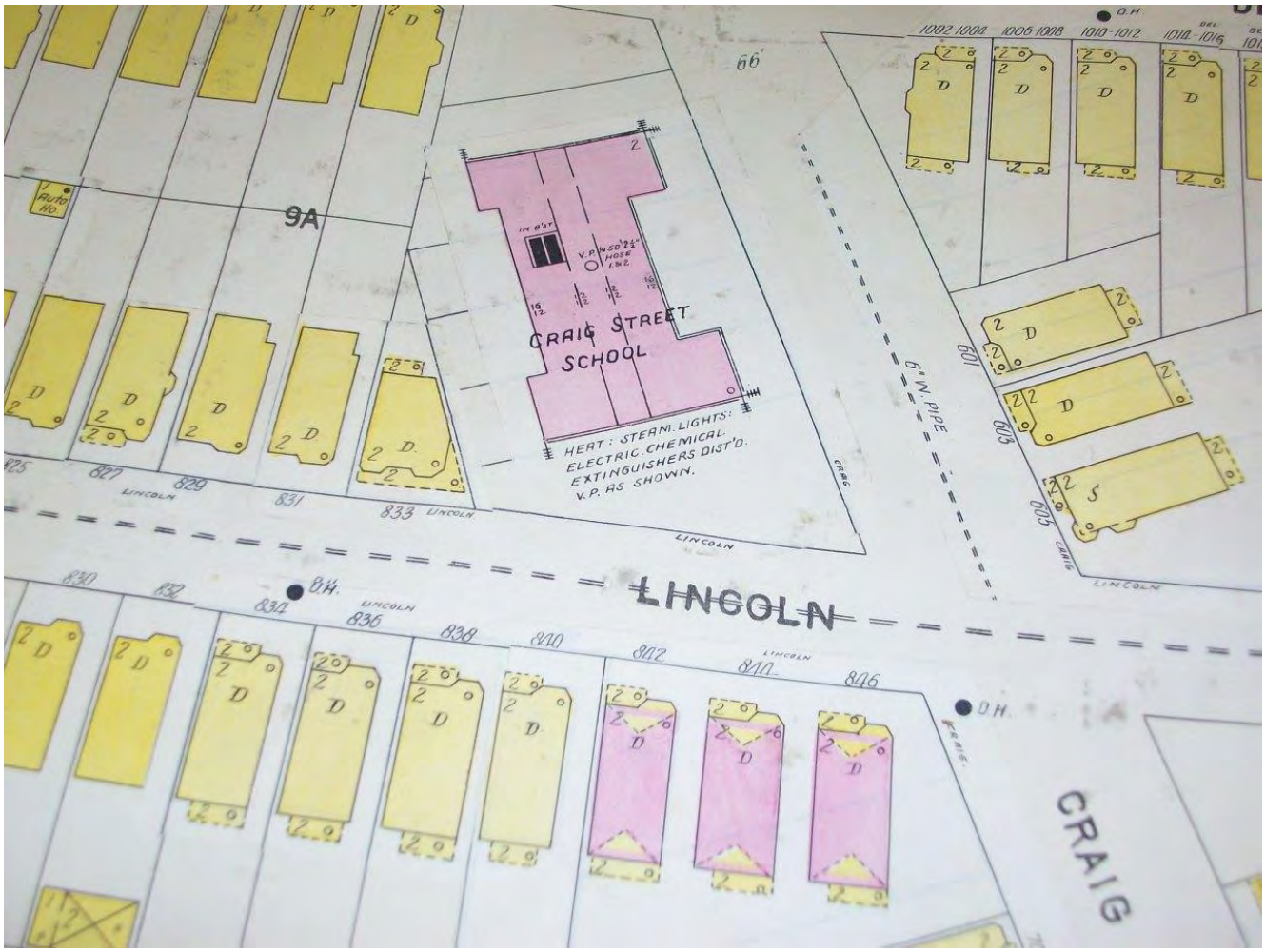
Floor Plans – Note basement floor plan included as well as first and second floors.




FIRST FLOOR PLAN
dave sadowsky, architect, p.c.
97 maxon road, petersburgh new york 12138
"socially conscious design" (518)658-2830
dave@sadowskyarchitect.com
CRAIG STREET LOFTS
602 Craig Street, Schenectady, NY
FIRST FLOOR PLAN - EXISTING CONDITIONS
ADAPTIVE REUSE - SCHEMATIC DESIGN
DATE: 10/8/2014
Job #: XX-XX
Drawn by: SJV
Scale: 1/16" = 1'-0"
AI-1


SECOND FLOOR PLAN
dave sadowsky, architect, p.c.
97 maxon road, petersburgh new york 12138
"socially conscious design" (518)658-2830
dave@sadowskyarchitect.com
CRAIG STREET LOFTS
602 Craig Street, Schenectady, NY
SECOND FLOOR PLAN - EXISTING CONDITIONS
ADAPTIVE REUSE - SCHEMATIC DESIGN
DATE: 10/8/2014
Job #: XX-XX
Drawn by: SJV
Scale: 1/16" = 1'-0"
AI-2

Horace Mann School (then known as the Craig Street School), *Sanborn Map*, 1910-1912.



Comparison of Horace Mann School with Franklin Street School (National Register Listed, 1983):

Horace Mann School (Efner History Center and Research Library, Schenectady City Hall, dated 1952):

Franklin School (Efner History Center and Research Library, Schenectady City Hall, undated):

Note the small windows in the end pavilions and the fire escapes; otherwise, the buildings appear identical.

List of Photographs

Name of Property:	Horace Mann School (602 Craig Street)
City or Vicinity:	Schenectady
County:	Schenectady
State:	New York
Name of Photographer:	Michael Lopez
Date of Photographs:	October 22, 2014, and August 6, 2015
Lcation of Original Digital Files:	Troy Architectural Program (TAP), 210 River Street, Troy, NY 12180
Number of Photographs:	9

NY_Schenectady County_Horace Mann School_0001	East façade, looking north	Aug 6, 2015
NY_Schenectady County_Horace Mann School_0002	North elevation	Aug 6, 2015
NY_Schenectady County_Horace Mann School_0003	South elevation	Aug 6, 2015
NY_Schenectady County_Horace Mann School_0004	West (rear) elevation, looking northeast	Aug 6, 2015
NY_Schenectady County_Horace Mann School_0005	Corridor, first floor, looking south	Oct 22, 2014
NY_Schenectady County_Horace Mann School_0006	Office, first floor, looking north	Oct 22, 2014
NY_Schenectady County_Horace Mann School_0007	Office, first floor, looking south	Oct 22, 2014
NY_Schenectady County_Horace Mann School_0008	Fanlight, south stair, second floor	Oct 22, 2014
NY_Schenectady County_Horace Mann School_0009	Corridor, second floor, looking south	Oct 22, 2014

DEPARTMENT OF DEVELOPMENT
City of Schenectady

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May 26, 2015

Ms. Ruth L. Pierpont
Deputy Commissioner, Division for Historic Preservation
NYS Office of Parks, Recreation and Historic Preservation
P.O. Box 189
Waterford, NY 12188-0189

Dear Ms. Pierpont:

Thank you for giving the City of Schenectady the opportunity to comment on the proposed historic designation of the Horace Mann School at 602 Craig Street and the St. Columba School at 400 Craig Street. The Development Office referred the proposal to the Historic District Commission for their input.

The Schenectady Historic District Commission met on April 29, 2015 and reviewed the application provided by your office. It was unanimously agreed that both properties are worthy of historic designation. The Commission also recommended that prior to the State's approval of the designation, the applicant should provide a completed application form, as the draft reviewed by the Commission did not include owner information and some minor details.

We hope that our input has been helpful. If you require any additional information, please do not hesitate to contact me at (518) 382-5149 or jmancini@schenectadyny.gov.

Sincerely,

Jaclyn L. Mancini
Director of Development

cc: Historic District Commission file

RECEIVED
JUN - 3 2015
CITY COMMISSIONER
HISTORIC PRESERVATION

RESERVED
FOR
DOCTORS

NUTRITION

EXIT

STOP