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United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form*. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional certification comments, entries, and narrative items on continuation sheets if needed (NPS Form 10-900a).

1. Name of Property

historic name District # 5 School

other names/site number _____

2. Location

street & number 2 Old Mill Road

not for publication

city or town Shrewsbury

vicinity

state Massachusetts code MA county Worcester code 027 zip code 01545

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 at the following level(s) of significance:

national statewide local

Brona Simon

July 2, 2013

Signature of certifying official/Title Brona Simon, SHPO, MHC

Date

State or Federal agency/bureau or Tribal Government _____

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official _____

Date _____

Title _____

State or Federal agency/bureau or Tribal Government _____

4. National Park Service Certification

I hereby certify that this property is:

entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:)

Mr. Edison H. Beall

Signature of the Keeper

8-27-13

Date of Action

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5. Classification

Ownership of Property

(Check as many boxes as apply.)

- private
- public - Local
- public - State
- public - Federal

Category of Property

(Check only one box.)

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

Number of Resources within Property

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

Contributing	Noncontributing	
1	0	buildings
	0	sites
	0	structures
2	2	objects
3	2	Total

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

0

6. Function or Use

Historic Functions

(Enter categories from instructions.)

EDUCATION/school

DOMESTIC/single dwelling

Current Functions

(Enter categories from instructions.)

RECREATION AND CULTURE/museum

7. Description

Architectural Classification

(Enter categories from instructions.)

EARLY REPUBLIC/Federal

Materials

(Enter categories from instructions.)

foundation: STONE/granite

walls: BRICK

roof: WOOD/shingle

other:

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Narrative Description

*(Describe the historic and current physical appearance of the property. Explain contributing and noncontributing resources if necessary. Begin with a **summary paragraph** that briefly describes the general characteristics of the property, such as its location, setting, size, and significant features.)*

Summary Paragraph

The District # 5 School is a small, brick, one-room schoolhouse set on a very small lot (5,474 square feet) located at the intersection of Old Mill and Main streets in the central Massachusetts, Worcester County, town of Shrewsbury. Shrewsbury is a suburban town of more than 31,000, which, on its west, adjoins the city of Worcester, the second-largest city in New England. This well-preserved building was built in 1828 about 1½ miles west of the town center, in what was then a rural section of town. What was once farmland surrounding the schoolhouse has since become a residential neighborhood, built up in waves of post-World War II suburbanization during the mid and late 20th century.

The north and east edges of the property are bound by Main Street and Old Mill Road, respectively. Property boundaries on the south and west sides of the lot are marked by low, tumbled-down stone fences. Road widening over the years has gradually brought the two streets at this intersection closer and closer to the school building, eliminating most of the front and side portions of the schoolyard where children once played. What was originally a gentle slope upward from the two roads toward the school building (Illustration # 1) is now an embankment with the schoolhouse perched on top. As a safety measure, a modern two-rail, split-rail fence (with no historical precedent), mounted on split posts, is set at the edge of this embankment along the front of the lot. Despite this notable change to the landscape, the setting still preserves some of its original, tranquil, rural character because Old Mill Street is lined with large old trees, and the school's main façade looks out over an undeveloped wooded area.

Narrative Description

Situated on a rise overlooking Old Mill and Main streets, the District # 5 School is a one-story, rectangular, gable-front, brick building (Photos # 1, 2, 3, 4). Small in size, the schoolhouse measures approximately 21 by 31 feet and rests on a foundation of large dressed-granite blocks with a granite threshold at the entrance. Exterior walls are of handmade brick laid in American bond with narrow mortar joints, as was typical of the Federal period, during which the building was built. The steps at the entrance consist of a rectangular concrete slab with a split granite step attached on each of its north and south sides. Probably dating from the building's 20th-century period as a residence, they differ from the steps shown in historical photographs (oriented eastward toward the road, rather than north and south; Illustrations # 1, 2, 3, 3b). This change in orientation may reflect the 20th-century loss of most of the front lawn to road widening. This same loss also led to the placement (without historical precedent) of a set of five steps made of railroad ties leading to the school entrance from a modern driveway on the north side of the building (rather than from Main Street). A wood sign bearing the name "No.5 School" above the entrance is a modern sign, with no historical precedent. Another wood sign to the right of the door, marked with the school's date of construction, 1828, is also modern with no precedent. These signs, both associated with the building's current use as a museum, can be seen in Photos # 1, 2, and 3.

A slim brick chimney, rebuilt in its 19th-century form in the 1970s, rises through the roof at the west end of the building. This chimney, intended for a woodstove, is seen in 19th-century photographs, and was surely part of the original design of the building. A mid- to late 19th-century ventilator, which appears at the center of the roof ridge in old photographs (Illustrations 1, 2, 3), was removed in the 1970s restoration.¹

Subtle allusions to the classical spirit of the Federal style are seen in the ogee cornice and narrow frieze at the eaves, and at the front and rear of the building in the cornice/frieze gable returns. Otherwise, the schoolhouse is unadorned, and

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¹ Porter, L.S. "No. 5 School House Restoration," two-page typewritten report, September 15, 1976, p. 2.

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possesses little reference to style. The main façade (Photos # 1, 2, 3), facing east toward Old Mill Street, has a single narrow doorway finished with a plain board frame and jamb facings. It is otherwise unornamented. The six-panel, hand-planed, Federal-style door at the entrance is a late 20th-century handmade reproduction. Its stamped and wrought Norfolk latch appears to be of the period. On the north side are four windows, arranged without perfect symmetry (Photo # 1). The space between the two windows on the east end of that façade is wider than the spaces between the three windows at the west end. The easternmost window provides light to the entry vestibule. The other three light the schoolroom. On the south façade are three windows, evenly spaced (Photo # 3). All three light the schoolroom. There is no vestibule window on the south side. Today, the building has no openings on its rear (west) façade (Photo # 4). Evidence in the brickwork makes it clear, however, that there were once two windows in this wall, later bricked in. A small window was reopened in the southernmost of these two bricked-in window openings, probably during the mid 20th-century period when the school was used as a dwelling. It was bricked up again in the 1970s restoration. An undated historical photograph of the interior of the school (Illustration # 7b) shows that, for at least part of the time the building was used as a school, a blackboard occupied all or part of the west wall, making one or both windows unusable.

Window openings are fitted with wood, double-hung 8/12 sash—late 20th-century reproductions—appropriate to the building's Federal period of construction. They replace late 19th-century, 2/2 double-hung sash, which can be seen in late 19th/early 20th-century photographs, and which were still in place until the late 20th century restoration.

The interior is divided into two spaces: an entry vestibule, which extends the full width of the main façade, and a school room west of it. The walls of the vestibule are sheathed in beaded, tongue-and-groove boards in natural wood, laid horizontally from floor to ceiling. Seen on the east wall of this room are numbered holes, evidence of coat hooks (Photo # 7). Most of the wall sheathing in the vestibule appears to date to the late 19th-/early 20th-century period. Earlier, slightly different tongue-and-groove sheathing survives on the east wall on the north side of the main entrance. Little evidence of rough wear and few graffiti are seen on any of the current sheathing, suggesting that it is relatively new in relation to the date of construction of the building. It is likely that the current tongue-and-groove finish was installed due to damaged or defaced earlier wall surfaces.

A Federal-period, four-panel door with a cast-iron and stamped-metal Norfolk latch is installed in the doorway between the entry vestibule and the schoolroom. In the schoolroom (Photos # 5, 6), the lower portions of walls are sheathed to a height of about 41 inches in a wainscot of vertically laid boards in natural wood finish. Most, if not all, of this wainscot was installed in the 1970s restoration. The model on which it was based appears to be an undated historical photograph (Illustration 7b). It is also likely that some original wainscot was found when removing the wall coverings found here at the time of the restoration. The 1976 conditions report states: "The walls are covered with several non-descript boards, wall covering, linoleum and others."

The upper schoolroom walls and ceiling are plastered. Stencil decoration at the top of the plaster walls in the schoolroom was reproduced from a sample on paper found in the building (Photo # 8). Floors, both in the schoolroom and the entry vestibule, are of random unfinished wide boards attached with cut nails (Photo # 8). Two slate blackboards (apparently installed in the restoration) occupy most of the wall that divides the schoolroom from the entry vestibule at the east end of the room. In a somewhat central section of the schoolroom is a cast-iron stove connected to a long stovepipe leading overhead, near the ceiling, to the chimney at the far west end. The stove sits on a modern brick pad. On the floor are marks left by manufactured student desks (probably those seen in Illustration 7b), which were once screwed in place. Desks now in place in the room are ca. 1870s manufactured desks. They are not original to this school, but have been placed here to reproduce the appearance of a late 19th/early 20th-century schoolroom. It is likely that, at the time of the school's construction, simple handmade desks of wide boards were installed here. No evidence has been found to indicate their design or arrangement in the room; however, Illustration # 7 shows an example of a typical carpenter-made desk of the period. Illustration # 7b shows the northwest corner of the schoolroom at an unidentified date. Details such

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as 19th-century manufactured desks, vertical wainscot, a blackboard on the rear (west) wall, and a long overhead stovepipe attached to the chimney flue can all be seen in this view.

The building was never provided with indoor sanitary facilities during its term as a public school. By the mid 19th century, if not earlier, there would have been separate outhouses for boys and girls. These privies, no longer existing today, would typically have been located on the school grounds, probably behind the building. This study has not determined their former locations. In addition, a woodshed/cartshed, which once stood just north of the west end of the school (see Illustrations # 1, 2, 3), no longer exists. It was located near the current western property line, which was established with the 1950s sale of the more westerly portion of the original lot. Also no longer extant is what must have been a wood-frame addition at the west end of the building with a southerly projecting ell. This addition, which is shown on the current (obviously not updated) Town of Shrewsbury Assessors Map, was probably added as an amenity, purpose not known, during the building's 20th-century life as a dwelling. On the grounds north of the building stands a four-faceted, tapered, wood flagpole, about twelve feet high and topped with a metal ball finial marked with a patent date of 1909 (Photo # 1 & Illustration # 4). This appears to be the same flagpole shown in an undated photograph, mounted at the peak of the roof on the main façade (Illustration # 3), presumably taken in the early 20th century. It is not known if there was a flagpole at that location or elsewhere on the school property before approximately 1909.

Archaeological Description

While no ancient Native American sites are located on the school property, it is possible that sites are present. One ancient site is recorded in the general area (within one mile). Environmental characteristics of the property represent locational criteria (slope, soil drainage, proximity to wetlands) that are favorable for the presence of Native sites. The school occupies well-drained topography that exhibits a slight rise in elevation with a low to moderate slope. The property is also located in close proximity to West Brook, which flows less than 1,000 feet to the east. In general, however, the potential for locating significant ancient Native American resources on the District # 5 School property is low. The small size of the property (approximately 5,479 square feet) and impacts related to construction of the school, at least two (for both boys and girls) and possibly more privies, a woodshed/cartshed, a wood-frame addition to the west end of the building, a possible well, and other potential unidentified outbuildings would have destroyed any potential ancient resources located on the property.

A high potential exists for locating significant historic archaeological resources on the District # 5 School property. Additional historical research, combined with archaeological survey and testing, may locate structural evidence of at least two privies thought to be located behind the school. The exact location of the privies is unknown. Similar research may also identify structural evidence of a woodshed/cartshed, which originally stood just north of the west end of the school near the western property line. Structural evidence of a wood-frame addition, no longer extant, at the west end of the building may also survive. Archaeological evidence of additional occupational-related features (trashpits, wells) and outbuildings may also exist.

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8. Statement of Significance

Applicable National Register Criteria

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

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

Criteria Considerations

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

Property is:

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

Areas of Significance

(Enter categories from instructions.)

ARCHITECTURE

COMMUNITY PLANNING

EDUCATION

ETHNIC HERITAGE/BLACK

Period of Significance

1828-1963

Significant Dates

1828 construction of school

1917 building ceases to be used as a school

ca.1942—post-1963, building used as a residence

Significant Person

(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder

Artemas Dodge Baker (1783-1850)

Period of Significance (justification)

The period of significance reflects the period during which the building was used as a public school and a private dwelling.

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Criteria Considerations (explanation, if necessary)

none

Statement of Significance Summary Paragraph *(Provide a summary paragraph that includes level of significance and applicable criteria.)*

The District # 5 School is significant under National Register Criteria A and C at the local level. It is the oldest surviving schoolhouse in Shrewsbury. It is also among the oldest and best preserved one-room schools in Massachusetts. During the 19th century, nearly all of Shrewsbury's schools occupied one-room schoolhouses; yet, with the exception of the 1828 District # 5 School and the 1858 District # 2 School, none are known to exist intact today. Shrewsbury's ca.1830 Brick School (District # 1 School), opposite the common in the town center, is nearly as old as the District # 5 School. A much larger building, with a meeting hall on the second floor, it did not take the typical one-room schoolhouse form. Other Shrewsbury one-room schools have been converted to new uses, which typically have required additions and alterations, both exterior and interior, or have been moved to other locations and subsequently altered. In many cases, former schools were simply dismantled for reuse in the construction of other buildings. Similar alteration or dismantling has been the fate of most one-room schoolhouses in other Massachusetts towns, too, making the good state of preservation of this school building somewhat unusual.

Narrative Statement of Significance *(Provide at least one paragraph for each area of significance.)*

The District # 5 School is significant under National Register Criteria A and C at the local level.

Under Criterion A, the school is important for its role in public education and community development in the town of Shrewsbury for nearly a century (from the time of its construction in 1828 until its closing in 1917). The property possesses integrity of location, design, setting, materials, workmanship, feeling, and association. Early 19th-century settlement patterns, as well as the educational needs and expectations of the community, are reflected in the location, small size, and plain appearance of the building. In turn, the permanent closing of the school in the early 20th century paralleled the changing character of the town from rural to suburban, and reflected the more stringent requirements included at that time in state and local educational standards for both school curricula and school buildings.

District # 5 History and Community Development

During most of the 18th century, Shrewsbury existed as a settlement of dispersed farmsteads. The community was established as a permanent settlement sometime after 1717. Its first meetinghouse was constructed in 1721, and Shrewsbury was officially incorporated as a town in 1727. Construction of the first school building, "to be set on meeting house land" (in the town center), was begun the following year. In May of 1729 the town voted to hire its first schoolmaster.² School squadrons were first formed ca.1742, and by 1792 there were seven squadrons.

Under the squadron, or district, system, each squadron was responsible for providing a building or a meeting place for the schooling of the children living within its geographical boundaries, as well as for selecting the teachers. The town paid teachers' salaries. In one-room schools, teachers were expected to teach children ranging in ages from approximately five to eighteen. School sessions, which were limited to only a few months a year, were held during seasons when children were not needed to help with farm work at home. Due to lack of agreement among residents in some sections of town,

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² Stone, G. E. "Early Schools and Schoolhouses in Shrewsbury," typewritten transcript of a paper read before the Shrewsbury Historical Society, December 17, 1900, p. 1. Stone was Shrewsbury Town Clerk 1885-1919.

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the construction of Shrewsbury schools in the 18th century was often a slow process. During the period before the construction of the required schoolhouses, school classes were held in the home of a family in that district.

It has not been discovered how early Squadron (School District) # 5 was established. However, it is known to have existed by 1790, when construction of a district schoolhouse was proposed for a location west of the current location, somewhere in the vicinity of the intersection of Main and Holden streets. Around 1816, a District # 5 schoolhouse, believed to have been built around 1805, was standing "on the road leading from Major Jonah Howe's to Deacon Bragg's," which is assumed to have been the proposed 1790 site. The 1805 building, of which no description has been found, is said to have been moved in about 1816 to the approximate location of the current District # 5 School at Main and Old Mill streets.³ It is unclear, however, whether or not the site of the moved school was the same as that of the current building, since a lot of 20 square rods was purchased from Orville Lothrop for \$16.00 (Deed, Book 260, Page 306, Worcester County Registry of Deeds) in 1828, the same year the current building was constructed. This lot had apparently been part of the farm where Lothrop lived. His house still stands today, a short distance west of the school on the opposite side of Main Street. The location of both the school and Lothrop's dwelling can be seen on the 1832 *Map of the Town of Shrewsbury* by Henry Snow (Illustration # 5).

No written documentation has been found that explains why the 1805 District # 5 School was moved from its earlier location to its Main Street site. However, the change must have been made for the convenience of the larger number of families in the district. Development patterns may have made it easier to reach the new location on Main Street, which was Shrewsbury's primary east-west route. One of the town's earliest roads, Main Street began as part of the Connecticut Path (a Native American trail extending from Massachusetts Bay to the Connecticut River Valley) and later became part of the Boston-Worcester leg of the 17th/18th-century Boston Post Road between Boston and New York. After the Revolutionary War, development in Shrewsbury took place mostly along Main Street, east and west of the town center. Main Street's importance as a major route of travel was further increased in 1800, with the opening of the new Sixth Massachusetts Turnpike. Beginning at the intersection of Main Street and Holden Road, only a short distance west of the District # 5 School, the turnpike led westward to its final destination in Amherst, Massachusetts.

At the time it was built in 1828, the current District # 5 School was operated as an independent district school, with the construction of the schoolhouse and the selection and payment of teachers being the responsibility of the families living within that district. However, over time, the district system came into question because the financial and decision-making independence of individual school districts resulted in a lack of uniform quality in the community's schools—both in the school buildings that were constructed, and in the amount and quality of instruction provided. In a move toward greater uniformity in the town's educational system, Shrewsbury citizens voted as early as 1854 that the School Committee take sole responsibility for teacher selection. Still, inequalities among the various school districts continued to exist until about 1869, when the Commonwealth of Massachusetts abolished district schools. Soon thereafter, the town of Shrewsbury bought all of the district school buildings, giving itself complete control over both the buildings and the educational quality of its schools. From this time on, property taxes were assessed to support the schools, allowing for a gradual improvement in the equality of schools throughout the town.

The town opened a high school for the first time in 1866 and, over the years, the length and number of school sessions in all of the town's schools were increased in order to provide more education for Shrewsbury children. In earlier years there had been only two school sessions, summer and winter. In 1850, for example, most schools operated eight weeks in the summer and eight weeks in the winter. However, by 1874, there were three school sessions per year: Summer Session, ten weeks; Fall Session, eight weeks; and Winter Session, ten weeks. By 1881, the school session had been lengthened to twelve weeks per session (Summer, Fall, and Winter). Still, the school report of that same year indicates that the rural way of life still sometimes interfered with schooling:

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³ Stone, G.E. "Early Schools and Schoolhouses in Shrewsbury," p. 9.

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In the spring, the season was so forward that the older boys had to be in the hayfields the last of the term. The High School, of course, was most affected....In the fall, the abundant apple crop seriously interfered with attendance in nearly all the schools, though the High School suffered the most.⁴

The District # 5 School was located in a rural area and its population, like its building, was small over much of its history. The number of pupils attending the # 5 School was recorded in the 1851 School Report as ten in the summer session, with an average attendance of seven. Attendance was said to be higher during the winter months, but the exact number was not specified. According to that same report, the backgrounds of the student population was mixed: "within its limited number are included representatives of *three* of the great continents of the earth. There are found the swarthy sons of Africa; the dark eyed daughters of 'la belle France' [French Canadian?]; and the true born scions of a New England stock."

The report continues:

Small as this school is, there are bright minds and good scholars here; and the regret we feel, when we think of them, is that they have not the opportunity of being associated with greater numbers, that they may enjoy the benefit of collision with other minds, and be excited to still greater effort and exertion. The school, during the summer, was under the charge of a good teacher, and small as it was, its closing examination furnished much of interest to the visiting committee.

The 1874 School Report lists the number of students attending the District # 5 School as follows: Summer, 12 students (pupil ages over 5 and under 15); Fall, 10 students (pupil ages over 5 and under 15); and Winter, 15 students (pupil ages over 5 and 2 students over 15 years of age).⁵ The average daily attendance at the District # 5 School per session in 1881 was around 20 or 21. According to the *Shrewsbury Chronicle*, issue # 16, of January 12, 1877, there was also a four-legged member of the student body that year: "No. 5 school has among its scholars that attend regularly a large dog. It has been a member of the school for the last three terms. It accompanies the children to school and stays till school is dismissed."

Student ethnic background was not typically included in Shrewsbury school reports, so the specific ethnic makeup of District # 5's school population cannot be traced over time. Since many of the town's foreign born during this period included mostly Irish and French Canadian, it is likely that some of the school's students belonged to these groups, while most must have been of white Anglo-Saxon Protestant, native-born New England stock. The family names of students included in a photograph (Illustration # 3b) taken in front of the # 5 School in 1910 suggests that, again at that date, the student body was made up not only of children of native New Englanders of Anglo-Saxon heritage, but also of children of what may have been immigrant families: two Italian (Ghizzi and Garganigo), one possible French Canadian (Burdette), and one possible Swedish (Peterson).

Despite the often small number of students in the school, the quality of schooling apparently continued to be good over time. The 1870 School Report contains the following remark: "A paper was shown us at No. 5, written by a little girl only ten years old, that, in style and legibility would be creditable to any scholar in the High School." The 1887 School Report also commends the teacher, Miss Minnie E. Dearth, for sending five students from this small school on to the high school. This occurred at a time when a high school education was not every student's goal. Again in 1889 the report

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⁴ Town Report, 1881, p. 31.

⁵ Town Report, 1875, p. 37.

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lauds this same teacher: "Miss Dearth is an experienced and successful teacher, and the result of her work in the school is higher than any words of commendation your committee can write."

During the post-Revolutionary period, Shrewsbury's economy was largely agricultural, bolstered only by a few small industries—mostly handcraft operations, such as tanning, shoemaking and palm-leaf hat making, as well as lumbering, and sawmilling.⁶ Due to the lack of a large waterpower site, and no railroad as late as 1890, major industry never developed here during the mid to late 19th century as it did in many other cities and towns in the state and region. As a result, Shrewsbury grew only gradually during most of the 19th century.

While population declined from 1,610 in 1870 to 1,450 in 1885, it then rose regularly through the early decades of the 20th century. Around the turn of the century, single-family suburban residential development increased in Shrewsbury in response to the great growth and industrial success of the neighboring city of Worcester. The town's population and the rate of housing construction both increased during this period, especially after the advent of electric trolleys linking Worcester and Shrewsbury around 1900. Shrewsbury grew from 1,450 in 1885 to 1,946 in 1900, and to 2,794 by 1915.⁷ Despite this growth, the town's economic base still remained agricultural during the early 20th century, with some small industry and a resort component on Lake Quinsigamond near the Worcester line. During this time, the town's population became more ethnically mixed. In addition to native-born New Englanders, the number of immigrant groups increased. Those enumerated in Shrewsbury in 1905 included, in order of the size of the group, Irish, Swedish, English, French Canadians, Italians, and Finns.⁸

Without any significant growth in the town's own economy, this large increase in population put great pressure on Shrewsbury's schools. As the population swiftly mounted after 1900, it was difficult for the town to provide adequate school facilities in all neighborhoods. For example, in 1914 there were nine public schools, six of which were considered inadequate. One of those was the District # 5 School. The 1916 annual report of the Shrewsbury School Committee noted that this school was seriously overcrowded, with 38 students occupying its small single classroom. With the opening of the new multiclassroom Artemas Ward School the following year, the District # 5 School was closed. Nevertheless, the sustained population growth of this period meant that by the 1917 opening of this modern school, the new building was already too small—requiring its auditorium to be partitioned off for additional classroom space. It is no surprise that the newly constructed school was not able to accommodate the number of students. The 1917 School Report noted that there were more than 600 school-age children between the ages of 5 and 16 living in Shrewsbury, 100 more than the year before. That year the town was operating schools in eight buildings, all of which were overcrowded. Some were one-room schools and some were graded schools, with two or more grades per classroom. The newly built Ward School housed kindergarten through grade 7, with two grades per room (between 35 and 51 students per room and 48 in the kindergarten).⁹ Even by 1920, despite the town's effort to provide better school facilities, four one-room schools were still in operation in outlying areas. Several of them were still equipped with outhouses as restrooms and no running water.¹⁰

Shrewsbury's greatest growth and development took place after World War II and through the end of the 20th century, when the wide availability of the automobile spurred rapid suburban development in towns adjoining the city of Worcester. It was during this period that the land around the District # 5 School began to be transformed from farmland to a suburban neighborhood.

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⁶ MHC Reconnaissance Survey Town Report: Shrewsbury, p. 8.

⁷ *Ibid.*

⁸ *Ibid.*

⁹ Town Report, 1917, "Annual Report of the Superintendent of Schools," p. 147.

¹⁰ Thomas, Dorbert. "Progress in Education: Seventy-five Years in Shrewsbury, 1850-1925", typewritten paper, 1973, unnumbered pages.

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The District # 5 School as a Residence

It is not known how the District # 5 School was used during the years immediately after it ceased to serve as a public school. Following its closure in 1917, the schoolhouse and land appear to have reverted, in name, to the heirs of Orville Lothrop, from whom the land was purchased in 1828. In 1942 (and possibly earlier) the building was occupied as the home of a carpenter, Albert Pliny Knight (1881-1972). His World War II Draft Registration indicates that he was employed by Rolled Thread Die Company, 237 Chandler Street, Worcester. Knight had previously worked as a carpenter for Graton & Knight Company, 356 Franklin Street, Worcester, as shown on his 1918 World War I Draft Registration. In the early 1950s the Town of Shrewsbury took the property (about 21,780 square feet of land and “buildings thereon”) for non-payment of taxes. The Land Court petition that preceded this taking was filed against “Orville Lothrop (deceased 1829-heirs unknown).” The town sold off the western section of the schoolhouse lot, where a dwelling was built in 1954. The school building continued to be occupied by Mr. Knight. According to town records, Knight was still living there as recently as 1964.

No good description has been found of how the school building was subdivided for use as a dwelling. It is assumed that any subdivisions for services were installed in the west end of the schoolroom. Whatever subdivisions were made were removed when the schoolhouse was restored in the 1970s. Evidence of any partitions or location of pipes that may have existed in the floor was removed in the restoration. During Knight’s period of residence, the building seems to have been provided with water, but according to a 1976 report by L. S. Porter, who led the restoration of the building, there was only a single water valve and no piping inside the building at the time restoration was begun. The same report noted that a toilet was found in the building at that time, but there was no explanation of where it was located or how it might have been supplied with water. No heating provisions were found, yet a woodstove could have continued to be the building’s source of heat during Knight’s occupation. A concrete pad is still seen at the western end of the building, perhaps a base for bottled gas (for cooking or heating?). Electrical service to the building was described as very basic. The current (obviously not updated) Town of Shrewsbury Assessors Map documents the existence of an added shed (or privy, possibly of wood construction), which took the form of a small southerly projecting ell at the west end that was part of the building’s life as a dwelling. Never appearing as part of the building’s footprint shown on available 19th-century maps, this ell was removed in the 1970s restoration.

In 1974, the Shrewsbury Historical Society purchased the District # 5 School from the Town for \$1.00. The Historical Society’s goal was to repair and restore the building as a museum focused upon special programs for school children. A restriction in the deed stated that the sale was for historical purposes and that if, at some future time, the property was no longer to be used for that purpose, ownership would revert to the town.

School Architecture

Under Criterion C, the District # 5 School is significant as an example of the unadorned one-room brick schoolhouses that were often built in rural New England school districts during the Federal period. Plain in appearance, with little reference to architectural style, this small building is representative of many one-room schoolhouses, both wood frame and brick, built in this region before the mid 19th century.

While its plain appearance and its form and plan were common for schoolhouses built during this era, its brick construction was less typical, although not rare. During the Federal period following the Revolutionary War, ca. 1790-1830, the choice of brick for dwellings, commercial buildings, and schools in small Massachusetts towns was much more frequent than before or after. A few brick edifices were built in Shrewsbury around this time. Neither the source of brick for the school nor for these other brick buildings has been identified. A possible source might have been a brickyard, possibly in operation in the early 19th century, that is said to have existed in Shrewsbury near the Boylston town line.

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In other Worcester County towns it was not unusual to see several brick buildings, including one or two brick schoolhouses, built during this period. This sudden taste for brick can be seen as an expression of pride in the new nation. In his book, *The Refinement of America*, Richard Bushman notes the greater emphasis on the quality and style of architecture during this period, pointing out that brick buildings, built almost solely by the upper classes during the pre-Revolutionary period, were seen as symbols of refinement. The rarity of brick buildings in small towns often caused them to be identified by their building material. For example, an intersection in the village of Jefferson in the town of Holden, Massachusetts, became known as “Brick City” because three brick buildings stood there in close proximity to one another. In the town center of Sutton, Massachusetts, the single brick commercial building was known as the “Brick Block” (MHC # SUT.84). In numerous Worcester County towns, schools could be found that were identified by their building material rather than by their school district number. This was the case with the West Brick School in Oakham (NR, 2011), as well as with Shrewsbury’s imposing District # 1 School (MHC # SRW.2) in the town center, often called the “Brick School”—its name stealing the thunder from the earlier, smaller District # 5 School, also built of brick.

The design of the District # 5 schoolhouse, built in 1828, is attributed to local cabinetmaker Artemas Dodge Baker (1783-1850) in the 1900 paper, “Early Schools and Schoolhouses in Shrewsbury,” by former Town Clerk George E. Stone. Little has been discovered about Baker, his work, or other buildings that he built.

The plan of the schoolhouse consists of an entry vestibule at the front of the structure with a single schoolroom behind it—a popular arrangement for 19th-century, one-room schools. The building and its amenities reflect a period of improvement in school buildings, which took place both in the Shrewsbury schools and in those across Massachusetts and New England during the decades following the end of the American Revolution. Despite its small size and plain appearance, it represents a marked improvement over 18th-century schools. Its brick, rather than wood, construction is an example of the sense of national pride that arose in this country following the end of the Revolutionary War. Built with more amply sized windows for good lighting and provided with a woodstove for heat (Photos # 5, 6), it offered schoolchildren more comfortable conditions than did 18th-century schools. Especially important for student comfort in the new brick school was the woodstove, then the latest in heating technology. Replacing old-style fireplaces, stoves provided more uniform heat. Stoves were an improvement over fireplaces because they radiated heat not only from all sides, but also through the overhead stovepipe that led to the chimney at the back of the room (Illustration # 7b).

The town’s first schoolhouse, built in 1728, was of an earlier type. In 1900, former Shrewsbury Town Clerk George Stone wrote that specifications had called for a building “23 x 18 foot and 6 1/2 foot clear height. The roof to be covered with boards and shingles, and the sides with boards and clapboards, with 3 lights of glass, each window 20 inches square and a good chimney with stone and carried out of the building.” Its dimensions were small, headroom was low, and its few windows were tiny. Its fireplace would have supplied heat only on one side of the schoolroom. Schools of this description were common in New England through, and well after, the Revolution.

The District # 5 School, like other early 19th-century, Federal-period school buildings, represented an advance over its 18th-century predecessors. Yet it did not fully bear the characteristics of the school reform movement, which gained momentum only a short time after its construction. Gathering force in the late 1830s and continuing through the 1850s and later, this movement was led by prominent American educators, including Horace Mann of Massachusetts and Henry Barnard of Rhode Island. School reform publications of the day promoted school interiors that were carefully planned to offer improvements in lighting, heating, ventilation, and seating, as well as to include separate entrances and separate cloakrooms for boys and girls, private recitation rooms, and teaching aids appropriate to modern educational needs. Reformers also urged the construction of school buildings that possessed the “civilizing” qualities of architectural style and solid construction. The goal of this emphasis on style and quality was not simply to provide teachers and students with high-quality school buildings, but, just as importantly, to provide examples of architecture that would educate and “uplift” students on an aesthetic plane as they used them every day.

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The District # 5 schoolhouse was advanced, by comparison with 18th-century models; however, by the 1850s, it did not meet the rigorous standards of education reformers. It was the opinion of the Shrewsbury School Committee in 1851 that only one of the school buildings in the town's seven school districts "begins to approximate our idea of what a schoolhouse should be." During this period of nationwide concern about the quality of schooling and school buildings, most of the town's schools were described as being unattractive in outward appearance, inconvenient, and uncomfortable. In addition, schools in districts # 4, # 5, and # 7 were listed as being too small for the number of students they served at this time.

The one Shrewsbury school referred to by the School Committee as acceptable was the large and stylish town center District # 1 Schoolhouse, the so-called Brick School. Built around 1830, and still standing today, it is 2½ stories high with a meeting hall on the second floor. Education reformers would have considered the Greek Revival style of the Brick School building eminently capable of educating the aesthetic sensibilities of the pupils in its classrooms. Its brick exterior is treated with column-like pilasters that flank two-story, recessed, blind, segmented arches. A full pediment, accented by a crescent-shaped window in its tympanum, gives the south end of the building the air of an ancient temple as it looks out over the town common (Illustration # 5).

Evidence of the Influence of School Reform

At the District # 5 School, evidence of the influence of the mid 19th-century school reform movement can be seen in certain changes made during this later period to improve its lighting, ventilation, and seating. Glare from excessive sunlight on the desks of both students and teachers was a concern strongly emphasized in school design publications of the period. Henry Barnard's 1848 *School Architecture* recommends windows on only two sides of the schoolroom to prevent glare. The bricking up of the windows (date unknown) in the rear (west end) of the District # 5 School (Photo # 4) was almost certainly done initially to prevent glare from the afternoon sun on students' desks. This alteration conveniently liberated wall space for the later installation of blackboards there (Illustration # 7b). Another result of school reform was the placement of a ventilator on the roof of the building (seen in late 19th-century photographs of the building [Illustrations # 1, 2, & 3] but no longer extant) for eliminating vitiated air from the schoolroom.

Although we do not know what kind of seats were originally installed in the District # 5 School, the school's date of construction precedes the introduction of manufactured seating. It is likely that carpenter-built desks with accompanying benches served as the original seating (Illustration # 7). Reformer Henry Barnard argued for comfortable writing desks and seating suited to the size of pupils. Illustration # 7 compares the typical carpenter-built desk and the later manufactured desks of the type made before 1860. Barnard encouraged the selection of a variety of sizes of desks, especially important for one-room schools where the ages and sizes of pupils ranged widely. When more ergonomically-designed manufactured desks became available, they replaced the carpenter-built variety in many older schools, such as the # 5 School. Marks seen on the floor of the schoolroom today indicate that the more modern manufactured variety of seating was installed here, but it is not known how early the manufactured desks were introduced. Illustration # 7b shows an undated photograph of the schoolroom with manufactured desks in place. The desks currently furnishing the schoolroom are 1870s manufactured desks from a New Hampshire school, which were brought here as part of the 1970s restoration of the building.

Other Shrewsbury 19th-Century One-Room Schools

Although several one-room schools were still in operation in Shrewsbury as recently as the 1920s, only two of the town's one-room schools are known to still exist intact today: the District # 5 School, and the District # 2 school on East Main Street (Illustration # 9). Photographs of Shrewsbury's one-room schools built during the second half of the 19th century show that, with the exception of the District # 5 School, clapboard buildings were typical (Illustrations # 9-13). Their

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exterior design suggests that their plans exhibited the influence of school reform not yet seen in the # 5 School. Most displayed some interest in architectural style, although overall they were quite plain in appearance.

The surviving 1½-story clapboard District # 2 School is both much more stylish and larger than the District # 5 School. This rectangular, gable-front, Greek Revival/Italianate Style schoolhouse (Illustration # 9) was opened in 1858. The school was enlarged at a later date with additional classrooms built to form a wing on its east side, converting it from a one-room school to a multi-classroom school. Architectural detailing seen on the exterior of its original one-room section includes corner pilasters, friezes, and paired brackets at the eaves, gable returns, and cornice-trimmed window and door caps. In addition to these stylistic features, separate entrances for boys and girls on the main façade with a window between them (perhaps for a recitation room) and a gable window above (for ventilation) are all reflections of the influence of mid 19th-century education reform. None of these elements are seen in the District # 5 School, which was built in the pre-reform era.

The separate entrances seen in the District # 2 School were an expression of a mid to late 19th-century concern for personal modesty, which was also seen in the provision of separate boys' and girls' cloakrooms and outhouses typical at that time. Illustration # 8 shows a plan for a one-room school recommended in Henry Barnard's *School Architecture*. Plans such as this would have served as models for most Shrewsbury one-room schools built in the mid 19th century and later. The building shown in the plan includes separate entrances and, presumably, separate cloakrooms for boys and girls, as well as a "recitation room" situated between the two cloakrooms and lit by a window at the center of the main façade. In the small # 5 School, the entry vestibule served as a mixed, boys' and girls' cloakroom, clearly out of date by the 1850s.

Not shown on the Barnard plan, but advocated in his book, was good schoolhouse ventilation. Windows in the front and rear gables of a one-room school were a typical feature of a ventilation system. Because the District # 5 School was not equipped with such windows, a ventilator was added at a later date to improve ventilation.

Most of the town's other one-room schools were of a rectangular gable-front design with broad eaves, a pair of entrances arranged symmetrically on the main façade, a window between the entrances (for a recitation room), a window in the façade gable (for ventilation purposes), and three or four windows along the sides to light the schoolroom. (See Illustrations # 9 [District # 2 School], # 10 [District # 3 School], # 11 [District # 4 School], and # 13 [District # 7 School].) Schools # 2, # 3, and # 4 each had a small wing on one side at the rear (perhaps a woodshed/storage area). The District # 5 School had a separate woodshed/cartshed (see Illustrations # 1 & 2), although wood needed to stoke the fire in the stove during the school day seems to have been kept in the entry vestibule/cloakroom. It appears that the District # 7 School's cartshed may, like the District # 5 School's, have been separate and freestanding (see Illustration # 13).

The District # 2 School was possibly the most architecturally elaborate of the town's one-room schoolhouses. The District # 7 School (Illustration # 13), probably also built in the 1850s, was similar to the District # 2 Schoolhouse, minus the cornice trim on the door and window caps. The District # 3 School (1884, Illustration # 10) and District # 4 School (probably built about the same time, Illustration # 11) were similar to one another in their plan and Stick Style design. Otherwise quite plain, these two schools were trimmed with narrow bargeboards and stickwork on the front gable, together with a porch roof supported by large Stick Style brackets to shelter the entrances on the main façade.

By comparison to these other reform-era schools, the 1856 District # 6 School (Illustration # 12) was extremely plain. Its only stylistic references were molded door and window trim (although its broad eaves with no returns may have been a

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subtle allusion to the Gothic Revival style popular at that time). This schoolhouse was not only exceptionally plain in its design, but it also lacked some of the amenities of most of the town's later schools. The missing window at the center of its main façade suggests that it may not have had a separate woodshed. The space that likely served as a recitation room at this location in the town's other one-room schools (with the exception of the earlier # 5 School) may have been reserved here for wood storage. Despite evidence of school reform seen here, it is likely that the small size of the school's population and its rural location were the reasons for its fewer amenities.

The District # 5 School Building: 1942 to Present

During the mid 20th century, by 1942 or earlier, the District # 5 School was occupied as a dwelling. Relatively minor changes were made to adapt the building to residential use. These changes seem to have included no more than the subdivision of the schoolroom to provide at least one additional room and the addition of a small, one-story ell at the rear, the purpose of which is unclear (perhaps a woodshed/storage shed or a privy). Heat may have continued to be supplied by a woodstove. Electric light may have been provided by some minimal electrical wiring known to have existed.¹¹ Running water seems to have been supplied to the building during this period, yet whether or not there was a functioning flush toilet is unclear. Cooking may have been done on the same woodstove that provided heat or possibly on a kerosene stove or a stove fueled by bottled gas. A 1976 description of the building's then-current condition makes very little mention of the residential amenities, leaving much to speculation. Whatever they were, they appear to have been quite sparse.¹²

In 1974, the schoolhouse was sold to the Shrewsbury Historical Society for use as a museum. A 1976 report by L. S. Porter, outlining the building's current condition and a proposed restoration plan, noted that "the condition of the schoolhouse is remarkably good except for the roof covering."¹³ A broken tie-beam in the ceiling, some minor exterior brickwork, and a bit of missing wood eave molding were also said to be in need of repair. During the 1970s and 1980s, the society fixed the roof and repaired and restored the above-mentioned elements needing attention. The remainder of the work was oriented toward restoring the building's early 19th-century appearance. The school's 2/2 window sash were replaced with 8/12 sash, appropriate to its date of construction, and the deteriorated original exterior door was replaced with a handmade replica. Changes made to adapt the building for use as a residence (such as the addition of a rear ell and the construction of one or more interior room subdivisions) were reversed. Late 19th-century school desks and a woodstove were installed. The restored building has since served as a one-room-school museum.

Archaeological Significance

Historic archaeological resources described above may contribute important information related to the operation and maintenance of the school, activities conducted at the school, and the social, cultural, and economic characteristics of the Shrewsbury population and the students who attended the school. Structural evidence of outbuildings may contribute information related to the types of maintenance activities conducted at the school, and the support operations needed for the school to function. Outbuilding sites may contain evidence of tools and machinery used in maintenance activities and support operations. Detailed analysis of the contents of a privy or outhouse, known to exist, may contribute important information about the lives of students who attended the school and their activities at the school. Archaeological resources may contribute evidence that separate facilities existed for male and female students. Artifacts found in the outhouse/privy may contribute information related to 19th-century educational methods and the social, cultural, and economic diversity of students and the Shrewsbury population. Detailed analysis of the contents of the outhouse/privy may also contain important information related to ethnic studies in Shrewsbury, especially the social, cultural, and economic characteristics of the Irish and French Canadian population, the largest foreign-born ethnic groups in the town. An 1851 School Report also indicates the presence of African Americans in the student body.

¹¹ Porter, L.S. "No. 5 School House Restoration," typewritten report, September 15, 1976, p. 1.

¹² *Ibid*, pp. 1, 2.

¹³ *Ibid*, p. 1.

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9. Major Bibliographical References

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

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(continued)

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1830 Schoolhouse History, Shrewsbury Historical Society, Shrewsbury, Massachusetts.
<http://shrewsburyhistoricalsociety.org/1830-schoolhouse> 11/16/2009

Photographs

Historic photographs of District # 5 School, Shrewsbury Historical Society.

(end)

Previous documentation on file (NPS):

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

Primary location of additional data:

- State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other
- Name of repository: _____

Historic Resources Survey Number (if assigned):

MHC SRW.13

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10. Geographical Data

Acreage of Property Less than one acre

(Do not include previously listed resource acreage.)

Lat/Lon 42.291163 -71.341435

UTM References

(Place additional UTM references on a continuation sheet.)

1	<u>19</u>	<u>273 990</u>	<u>4685 745</u>	3	<u></u>	<u></u>	<u></u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u></u>	<u></u>	<u></u>	4	<u></u>	<u></u>	<u></u>
	Zone	Easting	Northing		Zone	Easting	Northing

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

The boundaries of the nominated property correspond to the current boundaries described in the 1974 deed of sale from the Town of Shrewsbury to the Shrewsbury Historical Society (Book 5616/Page 61, Worcester County Registry of Deeds), as shown on Shrewsbury Assessors Map # 20, Lot 19.

Boundary Justification (Explain why the boundaries were selected.)

These boundaries were selected because they compose the current legal boundary of the lot and because they enclose the only surviving portion of the original school lot, which has not been developed and still retains its association with the historic school building.

11. Form Prepared By

name/title Susan McDaniel Ceccacci, historic preservation consultant, with Betsy Friedberg, NR Director, MHC
organization Massachusetts Historical Commission date July 2013
street & number 220 Morrissey Boulevard telephone 617-72-8470
city or town Boston state MA zip code 02125
e-mail Betsy.Friedberg@state.ma.us

Additional Documentation

Submit the following items with the completed form:

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

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A **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.

- **Continuation Sheets**
- **Additional items:** (Check with the SHPO or FPO for any additional items.)

Photographs:

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map.

Name of Property: District #5 School
City or Vicinity: Shrewsbury (Worcester), MA
Photographer: Susan Ceccacci
Date Photographed: October 2011

Description of Photograph(s) and number:

- 1 of 8. Main (east) façade, north side with flagpole, looking southwest from Old Mill Road.
- 2 of 8. Main (east) façade from Old Mill Road.
- 3 of 8. Main (east) façade and south side, looking northwest from Old Mill Road.
- 4 of 8. West end and bricked-in windows, looking south.
- 5 of 8. Interior, looking east, vestibule and front door seen through doorway.
- 6 of 8. Interior, schoolroom looking in.
- 7 of 8. East wall of vestibule with holes for coat hooks.
- 8 of 8. Schoolroom floor with fragment of stenciled wallpaper.

Property Owner:

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

name Shrewsbury Historical Society
street & number P. O. Box 641 telephone 508-845-5239
city or town Shrewsbury state MA zip code 01545

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

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

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ILLUSTRATIONS

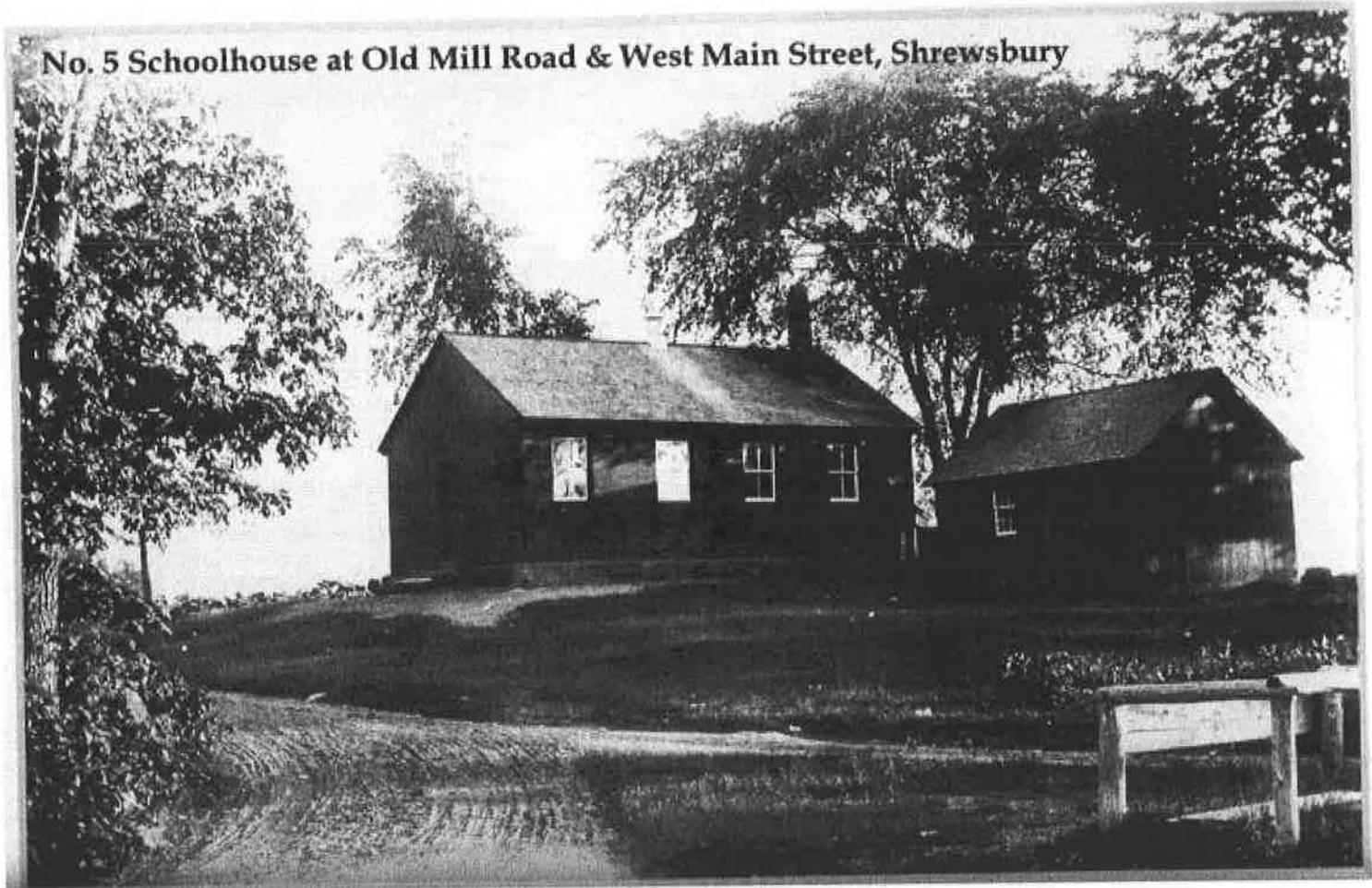


ILLUSTRATION # 1

District # 5 School, looking southwest from West Main Street, probably late 19th century

Taken before the widening of Old Mill Street, this view shows the schoolhouse positioned on a rise with a more ample front lawn than today. Note the ventilator on the roof, the location and slim proportions of the rear chimney, and the 2/2 window sash (late 19th-century replacements of original Federal-period window sash that would have had more and smaller window panes). The school's woodshed/cartshed, no longer standing, is seen to the north of the rear of the schoolhouse. Not easily visible in this view is the low-arched cart entrance located on north end of the east façade of the shed.

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ILLUSTRATION # 2

District # 5 School, probably late 19th century, view of main façade and north side

Teacher stands in doorway and schoolchildren in the foreground. Note ventilator, rear chimney, and 2/2 sash.

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ILLUSTRATION # 3

District # 5 School, early 20th-century view

A flagpole extends upward from the peak of the gable of the main façade. Also seen are a ventilator on the roof ridge, a slim chimney at the rear, and 2/2 window sash. This photograph shows the school's separate woodshed/cartshed and the low-arched, Federal-style cartshed entrance on its eastern façade. An early 20th-century date is attributed to this photograph because of the patent date on the ball finial of the flagpole found on the grounds today, which is presumed to be the same as that in the photograph.

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ILLUSTRATION # 3b

1910 photograph of teacher Mary Regan (center back) and her students at the District # 5 School

Left to Right: Lillian Nutting, Emma Peterson, Gladys Gummer (front), Isora Whitcomb (back), Milton Whitney (front), Randolph Burdette (back), Herbert E. Edwards (front), Henry Edwards (back), Rose Ghizzi (front), Ruby Edwards (back), Andrew Edwards (front), Everett Nutting (back), Peter Ghizzi (front), Louis Garganigo (peeking out), Henry Vaughan (back), Harold Moulton (front), Charles Moulton (back), William Whitney (back), Walter Nutting (front, last on right)



ILLUSTRATION # 4

Ball finial mounted on the flagpole now located northeast of the schoolhouse

The top of the finial is marked with the name of the style, "Dirigo"; the maker, Boston Brass Company; and the patent date, "Dec. 23-09" (1909). Both the flagpole staff and the finial of the flagpole now standing northeast of the District # 5 School appear to be the same as those seen in Illustration # 3. In that image the school's flagpole is seen in what must have been its original location, attached to the upper portion of the front of the building and rising above the roofline.

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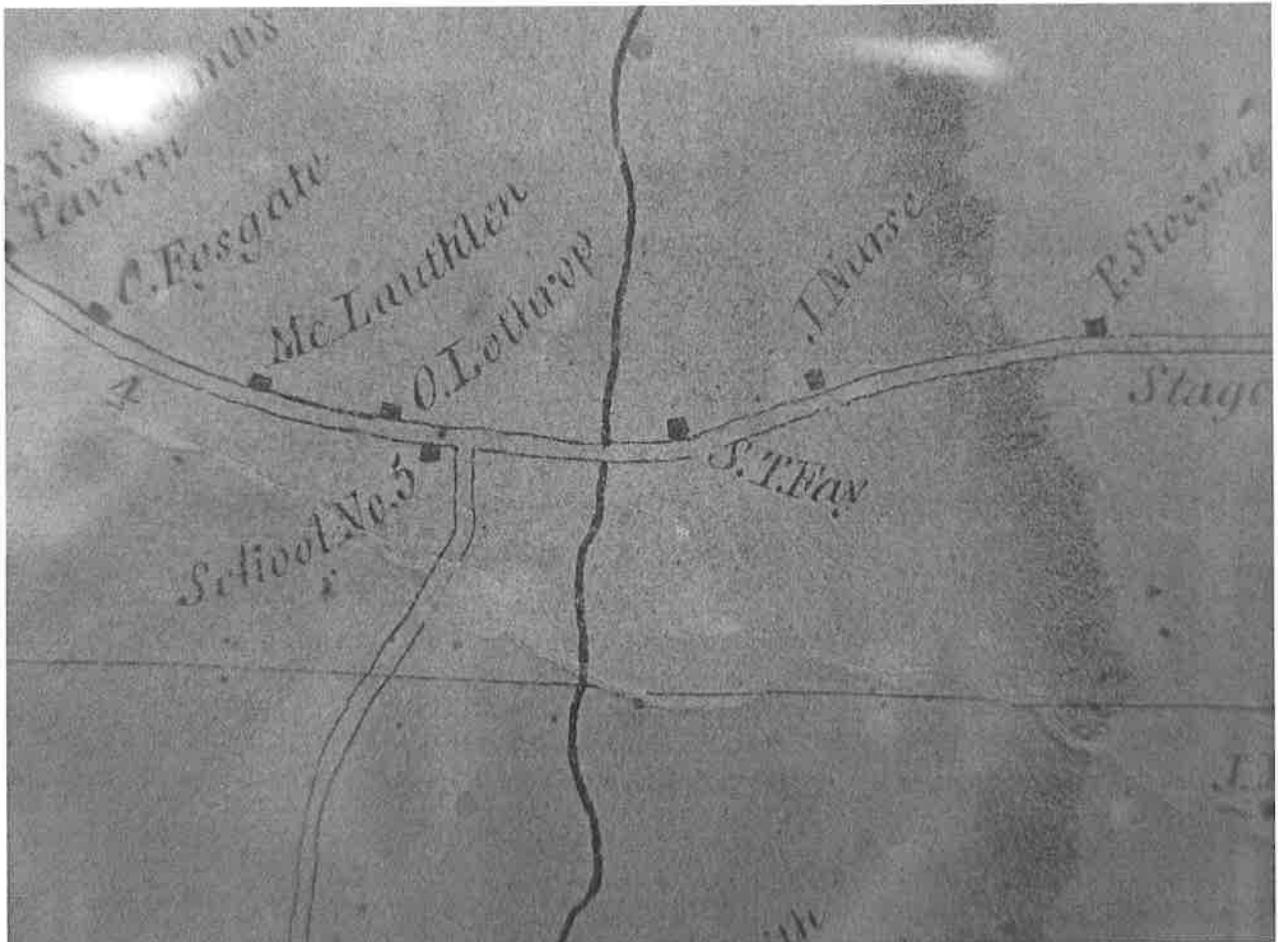


ILLUSTRATION # 5

Detail, Map of the Town of Shrewsbury, Henry Snow, 1832

This map shows the locations of the # 5 School and (a short distance to its west on the opposite side of Main Street) the home of Orville Lothrop, from whom the school lot was purchased in 1828.

District # 5 School

Worcester,
Massachusetts
County and State

Name of Property



ILLUSTRATION # 6

The Brick School (District # 1 School), Shrewsbury, 1830

This is Shrewsbury's second-oldest surviving school building and the only brick school, other than the District # 5 School, built in town during the 19th century. Unlike the # 5 School, this two-story building with a meeting hall on the second floor does not take the typical form of a one-room school.

District # 5 School

Worcester,
Massachusetts
County and State

Name of Property

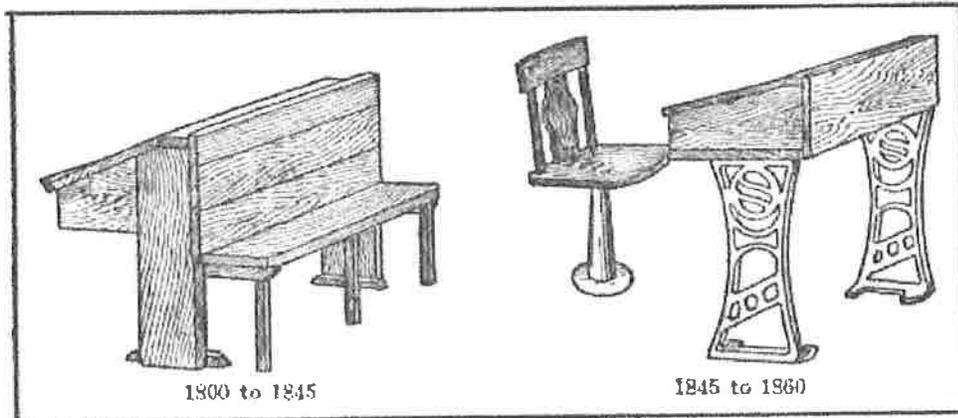


FIG. 50. SCHOOL DESKS BEFORE 1860

These represent the best types of city school furniture in general use at the time.

ILLUSTRATION # 7

Carpenter-built desk, probably the type first used in the District # 5 School (left), and manufactured desk (right)



ILLUSTRATION # 7b

District # 5 School Interior, date unknown (possibly late 19th century)

District # 5 School

Worcester,
Massachusetts
County and State

Name of Property

View of northwest corner of schoolroom showing vertical wainscot, blackboards at rear and on north wall, manufactured desks, and stovepipe running overhead.

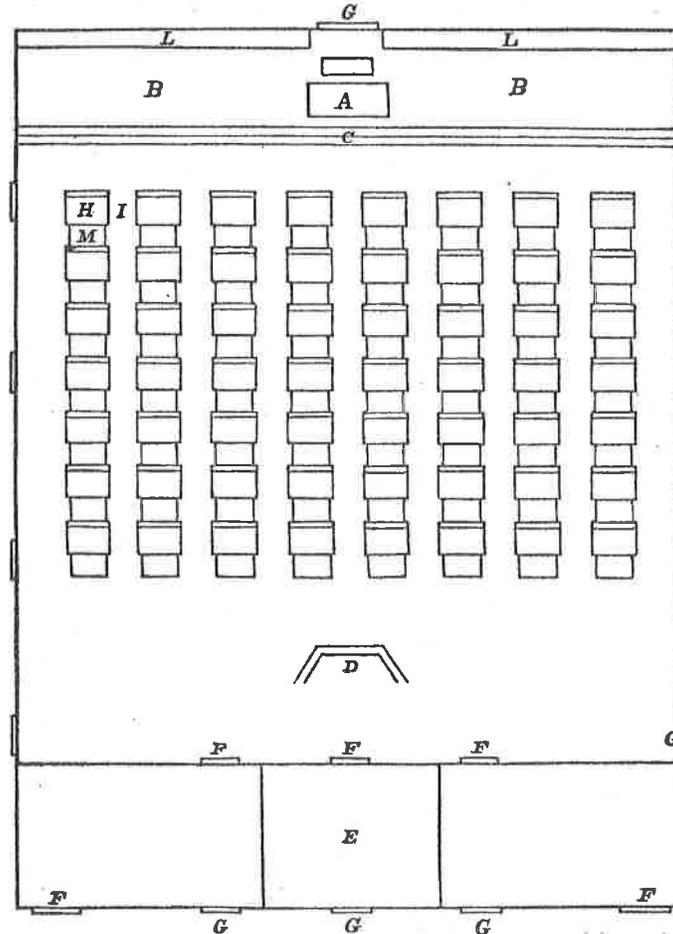


ILLUSTRATION # 8

Plan for a one-room schoolhouse recommended by Horace Mann and published in Henry Barnard's 1848 *School Architecture*

Plans such as this were widely adopted in the mid to late 19th century across the country as part of the school reform Movement, and would have served as models for Shrewsbury one-room schools built during this period (after the date of the District # 5 School). Of note on this plan (in comparison to the plan of the # 5 School) are the separate entrances and separate cloak rooms for boys and girls and the inclusion of a recitation room between the two cloakrooms, as well as a platform for the teacher's desk.

Explanation of Plan:

A – represents the teacher's desk; B, B – teacher's platform; C – step for ascending platform; L, L – cases for books, apparatus, cabinets, etc.; H – pupil's single desk; M – pupil's seat at the desk; D – location of stove; E – room for recitation, for retiring in case of sudden indisposition, for interview with parents, etc., or may be used for a library; F, F, F, F, F – doors into boys' and girls' entries, from entries into the schoolroom, and from the schoolroom into recitation room. Rooms on either side of E, the recitation room, are separate cloakrooms for boys and girls; G, G, G, G, G -- windows. Windows on the sides are mostly not lettered.

District # 5 School

Worcester,
Massachusetts
County and State

Name of Property



ILLUSTRATION # 9

Shrewsbury District # 2 School, Greek Revival/Italianate Style, 1858

Still surviving, this school has an attached woodshed at its rear and a later classroom wing added to its east side (on right, behind bushes). Arguably Shrewsbury's most architecturally elaborate 19th-century one-room school, this building currently serves as a club house and meeting hall.

District # 5 School

Worcester,
Massachusetts
County and State

Name of Property



ILLUSTRATION # 10
Shrewsbury District # 3 School, Stick Style, 1884, no longer standing



ILLUSTRATION # 11
Shrewsbury District # 4 School, Stick Style, ca. 1880s, no longer standing
This building was very similar in both plan and style to the town's District # 3 School.

District # 5 School

Worcester,
Massachusetts
County and State

Name of Property



ILLUSTRATION # 12

Shrewsbury District # 6 School, vernacular, 1858, no longer standing

This small rural school was the least adorned of the town's one-room schools built in the mid-to-late 19th century.

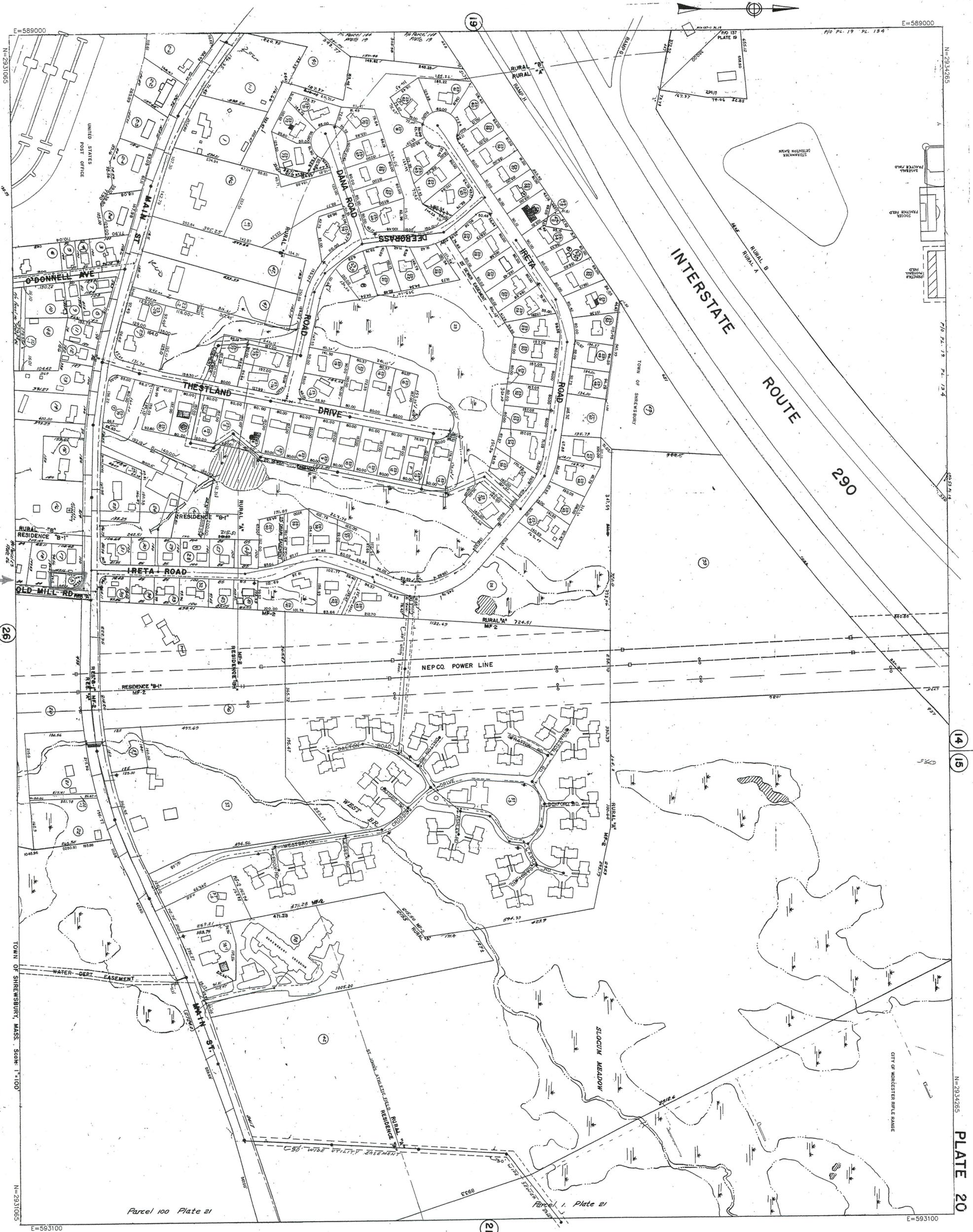


ILLUSTRATION # 13

Shrewsbury District # 7 School, Greek Revival/Italianate Style, ca. 1850s, no longer standing

What may be a separate woodshed/cartshed is seen to the rear and right of the building.

DISTRICT #5 SCHOOL
SHREWSBURY (WORCESTER COUNTY)
MASSACHUSETTS
ASSESSORS MAP # 20, LOT 19



DISTRICT #5 SCHOOL
SHREWSBURY (WORCESTER COUNTY)
MASSACHUSETTS
ASSESSORS MAP # 20, LOT 19

Parcel 100 Plate 21

Parcel 1, Plate 21

PLATE 20



NO 5 SCHOOL

1828



No 5 SCHOOL

1828



NO 5 SCHOOL

1828









3

4

5

6

