United States Department of the Interior
National Park Service

363

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.

RECEIVED 2280
MAY 21 2014
NAT. REGISTER OF HISTORIC PLACES
NATIONAL PARK SERVICE

1. Name of Property

Historic name: Village School
Other names/site number: Old Grammar School
Name of related multiple property listing:
(Enter "N/A" if property is not part of a multiple property listing)

2. Location

Street & number: 69 School Street
City or town: Unity State: Maine County: Waldo
Not For Publication: N/A Vicinity: N/A

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 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 at the following level(s) of significance:

_____ **national** _____ **statewide** **X local**

Applicable National Register Criteria:

X A _____ **B** **X C** _____ **D**

SHPO 5/19/14

Signature of certifying official/Title: **Date**

MAINE HISTORIC PRESERVATION COMMISSION
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:

X 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:) _____

Signature of the Keeper — Date of Action: 6/27/14

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		buildings
		sites
		structures
		objects
1		Total

Number of contributing resources previously listed in the National Register None

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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.)

LATE VICTORIAN: Queen Anne
LATE 19TH AND 20TH C. REVIVALS: Classical Revival

Materials: (enter categories from instructions.)
Principal exterior materials of the property: Brick, concrete (foundation); wood clapboard (walls), metal (roof)

Narrative Description

(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with **a summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph

The Village School in the town of Unity in Waldo County, Maine, is a one-story, wood frame three-room schoolhouse constructed in 1898. Located on School Street, the building is across the road from the 1953 elementary school built to replace the Village School. A former high school was also located across the street, but has been demolished. The school faces south on a rectangular lot 1.217 acres in size with a driveway in the front yard and dense trees behind the building. The building is set back approximately 140' from the street. The school has received minor alterations in order to meet requirements of school buildings, but the overall plan and materials are intact from the original construction. The Village School retains a high degree of integrity of location, design, setting, materials, workmanship, feeling, association, and style as a Late Victorian and Classical Revival schoolhouse.

Narrative Description

EXTERIOR: The Village School is a one-story building set on a combination of fieldstone, brick, and CMU block foundation creating a full basement. The building has a cross-shaped foot print consisting of a small entryway and bathrooms with a gable-front roof on the south, front classrooms to the east and west and a rear classroom to the north. The wood-frame structure is clad in clapboards with an overhanging, standing seam, hipped metal roof

supported by a wood cornice and decorative brackets. The original brick chimney rises through the center of the school, and a later additional chimney rises on the exterior of the north elevation of the west classroom.

Concrete steps rise to the front entry, which is three bays wide by one bay deep. The entry consists of wood double doors, inset with three horizontal lights over a larger square panel. A four-light transom sits above the doors. Over the entry is a shallow, hip roof hood which is supported by two large, decorative brackets. The doors are flanked by two narrow six-over-six original wood windows. Above the windows are decorative wood panels with floral relief, which rises to the frieze board. This treatment is typical of all windows in the school, though some windows are paired, sharing a common sill and architrave and the decorative panel spanning both sash. The east and west sides of the projecting entry have six-over-six wood windows. The front entry mass has a prominent, closed gable with full cornice return and bracketed pediment with decorative diaper-patterned woodwork.

Two sets of paired windows are located on the façade of the east and west classrooms, directly over openings for basement windows. No basement window sash remain. The east and west elevations of the front classrooms have four pairs of windows positioned towards the front of the building. Each pair has their own sill and decorative panel reaching the frieze board above. The rear elevations of these classrooms have no fenestration. The north classroom has another set of four paired windows offset towards the east end of the north wall, and two pairs of windows on the west elevation. There is a door on the east elevation, near the internal northeast corner. Many of the windows on the school retain wood storm sash. Plywood doors access the basement from the rear of the building where the grade allows for full-height access.

INTERIOR: The Village School generally retains its original plan from construction with only minimal alterations through the period of significance. The front doors open to an entry vestibule and central corridor. The entry contains two small bathrooms (a 1920s alteration moved the bathrooms from the basement to the first floor) positioned against the east and west vestibule walls. To the east and west of the central corridor are large classrooms. The west classroom is accessed from the corridor by a door at the south end; the east classroom by doors at the north and south ends. At the north end of the corridor is a door to the north classroom. Adjacent to this door is a small closet and door to the stairs providing access to the basement. Doors on the north side of the east and west classrooms also connect to the north classroom.

Typical finishes for the rooms are hardwood floors, vertical beadboard wainscoting, horizontal beadboard walls (currently covered with lauan in the classrooms), and beadboard ceilings. Classrooms have chalkboards on the walls that do not contain windows. Interior doors are typically four-panel units with three-light transom above. The doors retain their original decorative trim with bullseye corner blocks, though the transom sash is missing from the door between the west and north classrooms; the hall door to the east classroom appears to have never had a transom. Bathroom doors have simple flat trim. While the west bathroom is missing its door, the east bathroom has a slab door. The bathrooms appear to date from the 1920s when required upgrades relocated them from the basement. An exterior door in the rear

classroom is a six-panel unit with simple trim, a c. 1950 alteration to provide a second mode of egress. The height of the door from the exterior elevation would have required stairs to reach the ground, though none are present currently.

Historic lighting in the corridor and bathrooms consists of hanging schoolhouse fixtures. The units in the bathrooms retain their original globes. Lighting throughout the rest of the building is fluorescent fixtures hanging from the ceilings. Heating registers in the floors and exposed ductwork from the basement are remnants of a heating system in place in the school. The central chimney vented the original heating system with the boiler located in the basement. The secondary chimney was likely added in the late 1940s when upgrades were made to the heating plant in the building.

The basement of the school has a concrete slab floor, exposed foundation walls, and exposed framing on the ceiling. The stairs to the first floor are simple wood construction.

8. Statement of Significance

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

☒ A. Property is associated with events that have made a significant contribution to the broad patterns of our history.

☐ B. Property is associated with the lives of persons significant in our past.

☒ C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.

☐ D. Property has yielded, or is likely to yield, information important in prehistory or history.

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

☐ A. Owned by a religious institution or used for religious purposes

☐ B. Removed from its original location

☐ C. A birthplace or 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.)
EDUCATION
ARCHITECTURE

Period of Significance
1898 - 1953

Significant Dates
1898

Significant Person (Complete only if Criterion B is marked above.)
N/A

Cultural Affiliation
N/A

Architect/Builder
TABER, JAMES R., designer
BROWN, JOSEPH, builder (basement)
SAWYER, JOSEPH, builder (schoolhouse)

Statement of Significance Summary Paragraph

(Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.) (Refer to photographs)

The Village School is a one-story, three-room schoolhouse located in the Waldo County town of Unity, Maine. The school was constructed in a central location in 1898 as smaller, dispersed, rural districts were being consolidated. The school remained the largest grade school in the town until 1953, when a new school was constructed to alleviate the overcrowded conditions plaguing the school. The Village School is eligible for listing in the National Register of Historic Places at the local level of significance under Criterion A, education, as Unity's response to continuous changes in the State's educational system. It represents an intermediary step between the often autonomous nineteenth century district system and the mid-twentieth century full consolidation of town and regional schools. It is also eligible under Criterion C, architecture, as an example of a three-room schoolhouse constructed following State of Maine Educational Department recommendations for school buildings.

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

Criterion A: Education

Unity, Maine is a rural farming community in central Maine incorporated in 1804. A small village center exists in the town with the majority of the remaining land undeveloped or used for agriculture. The population of Unity peaked in 1850 with 1,557 residents before it began dropping steadily to 877 in 1900. After this, the population remained steady until the 1970s when it began growing again, likely a result of the establishment of Unity College in 1965.

The education system in Unity included several small schoolhouses through most of the nineteenth century. Like most other communities it had several districts within the town limits. These were centered around population clusters or in rural areas to provide a school for pupils from more remote areas in town.[1] By the late nineteenth century, several acts of legislation changed the educational system in the state and altered the way individual towns organized their schools. In 1887, a new law required that children between eight and fifteen years old attend public school for sixteen weeks each year unless alternative education proved equivalent.[2] By 1904, pupils of the ages five to twenty-one were able to attend public schools, expanding the pupil population in Unity. The most dramatic change occurred in the education system with "An Act to Abolish School Districts and to provide for more Efficient Supervision of Public Schools," which became law on March 1, 1894.[3] In October of 1894, the Unity School

[1] See developmental history for an account of the early schools by the local historian James R. Taber.
[2] State Superintendent of Public Schools of Maine, *A Study of the History of Education in Maine and the Evolution of Our Present School System.* ([Augusta] s.n.,1902), p. 69.
[3] Ibid, p. 70. This publication referenced the 1894 report, which was not consulted directly.

Committee proposed a new consolidated district system with fewer schools.[4] Consolidated schools meant an "increase of interest among the pupils, and the employment of a better class of teacher" while the primary disadvantage was providing transportation for students in the rural community, which was a large expenditure for the town.[5]

In 1897 the State Legislature published a new law (P.L. 1897, ch. 295) stating that any school with less than eight pupils should be discontinued, unless the town voted otherwise to continue schooling.[6] The twelve former districts in Unity were no longer feasible with low enrollment. By 1897, only eight schools remained in the town under one superintendent, who oversaw all of Unity's schools. The result of the new legislation is explained by Janet Hansen in her essay titled: "The Architecture of Maine's Schools:"

> Small rural schools were eliminated, while towns built larger schools to accommodate students from outlying areas. The gradual process of consolidation began in 1897, when the state passed a law allowing several towns to unite and control the schools within their combined boundaries. During this period, the state also initiated a stronger compulsory school law and set up a fund to finance the transportation of students to and from rural areas.[7]

The Village School was constructed in 1898 in conjunction with these consolidation efforts. The town purchased an acre of land from James R. Taber in order to construct the Village School. In *History of Unity, Maine*, written by Mr. Taber in 1916, he writes:

> In 1898 the town purchased one acre of land from James R. Taber for $125.00 and built the present school building. The basement was built by Mr. Joseph Brown of Benton Station, costing $428.92. The house was built by Joseph Sawyer of Fairfield at a cost of $2195.00. The building committee consisted of J. R. Taber, L. H. Mosher and N. C. Knight, the plan being drawn by J. R. Taber.[8]

The three-room Village School included Primary, Grammar, and Intermediate classrooms. The Primary classroom had students through second grade; third and fourth grades were in the Grammar classroom; fifth and sixth grades were in the Intermediate classroom. The seventh and eighth grades were housed in the high school building. Many of the smaller schools in the rural areas of the town were closed. In 1900, only seven schoolhouses remained in the town. By the 1910s, only four schoolhouses other than the Village School were operating, usually with less than twenty pupils per school.

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[4] James Berry Vickery, III, *A History of the Town of Unity, Maine.* (Manchester, Maine: Falmouth Publishing House, 1954), 88-89.
[5] *Annual Report of the Town Officers of the Town of Unity.* (Pittsfield, Maine: The Dazzler Publishing Co., 1901,) 20.
[6] Maine. *Acts and Resolves of the Sixty-eighth Legislature of the State of Maine. (*Augusta, Maine: Kennebec Journal Print, 1897), p 329-330. Chapter 295, entitled *An Act to amend Section three, Chapter eleven of the Revised Statutes of eighteen hundred and eighty-three, as now amended, relating to discontinuing schools and conveying school children,* was approved on March 26, 1897.
[7] Janet Hansen, "The Architecture of Maine's Schools" in *Maine Forms of American Architecture*, ed. Deboarah Thompson. (Waterville, Maine: Colby Museum of Art, 1976), 261.
[8] James R. Taber, *History of Unity, Maine.* (Augusta, Maine: Maine Farmer Press, 1916), 18.

With a new school constructed to house the majority of the grammar school pupils in Unity, the local School Committee began shaping the "Course" in which a pupil could complete the common school work in nine years and be properly prepared to enter high school. This allowed for meeting the requirements of the State, particularly in the curriculum taught and uniformity of lessons for students of the same grade.[9] Education standards in Unity were constantly praised and evaluated for potential improvements by the Superintendent of Schools for the Town of Unity.

Reports from the Unity Superintendent of Schools, included with the annual town reports, stated various repairs needed for schools in the town and outlined the needs of the schools, teachers, and pupils. By 1935, Superintendent G. M. D. Grant mentioned the need for painting the interiors of the remaining three rural schools in the town, but did not recommend investing much in the schools as he advocated for further consolidation as soon as the road conditions allowed for the transportation of the pupils. In 1937, Grant stated:

> It has always been a recognized fact that the best school work can be accomplished where there is competition, thus there is a State-wide movement in consolidation that is inclosing the small school and taking it to a central school. Our State has a bill before the legislature which no doubt will be enacted into law giving a town one thousand dollars to be expended in providing a room in a central place.[10]

At this time, the Farwell Corner School was closed for the year and students were conveyed to the Village School. According to the report presented by the Superintendent of Schools, better roads saved in transportation costs. By 1939, there were 39 pupils in the rural schools, each costing $40 per pupil against the cost of $25 for pupils in the Village School. In 1940, the Superintendent listed twelve advantages of a consolidated school system, which was partially exercised the following year with the closure of the rural Worth School.

As the town was improving roads and slowly consolidating schools, the Village School began seeing increases in the enrollment numbers as the population of the town grew. Several iterations of the school's grading system were attempted, including the introduction of a Sub-Primary class. By the 1940s, Town Reports show it was not uncommon to have an enrollment of over 100 students between the primary grades through eighth grade in the Village School. At this time, however, the seventh and eighth grades appear to have been held in the high school building, which was constructed in 1922. Extensive work in 1948 introduced a new lighting system, new hot air heating plant, and new toilets on the first floor in preparation for another shift in the composition of the classrooms. Superintendent Karl H. McKechnie wrote about the change and repeated a concern for overcrowded conditions in the school:

> This year for the first time the sub-primary has been placed by itself under the leadership of Mrs. Reynolds. This has been a great improvement in handling this group of beginners especially in making the desirable social adjustments so

[9] 1908 Annual Report, 30.
[10] 1937 Annual Report, 43.

> important to any child at the beginning of his school career. In the other grade rooms crowded conditions have lowered the efficiency of teaching somewhat. It is hoped that more favorable conditions may be available next year and that the teachers may utilize their abilities to better advantage.[11]

By 1950, shortly after the start of the post-World War II baby boom, the Sub-Primary grade was eliminated, though this did not alleviate issues of overcrowding in the school. The population of the town was higher than it had been in over sixty years at 1,014; total enrollment in Unity common schools was 161 pupils. As Superintendent McKechnie writes: "If we can accept the fact that the first years in school are the most important to the child then I would recommend that the Sub-Primary be put back and more emphasis placed on our lower grades."[12] The immediate response to the change in curriculum led to the formation of a grade 1-A, which was for students who were not ready to begin the standard grade 2 work. The intermediary grade was combined with grade 1 in the same classroom. By this time, the school was only able to hold grades 1 through 5 with the remaining students in formerly unfinished space of the high school building, now completed for use. Nearly all of the students had to be downgraded until they could catch up with the curriculum and meet the standards.

As the population increased and space became more limited, the School Committee had to grapple with whether or not to construct a new building. All alternative options to quell the overcrowded conditions were no longer feasible with further population growth. A committee was established to report on the cost of a new four-room building. At a special town meeting, the citizens voted to construct the new building.[13] In 1953, the Village School was replaced with a new and larger elementary school, located across the street. Seven teachers were able to teach the first eight grades, totaling 188 students.

From 1898 to 1953, the Unity Village School exemplified changing requirements for the educational system and for school buildings themselves. After the construction of the new elementary school in 1953 the Village School became storage space for the District.

Criterion C: Architecture

The Unity Village School is a typical three-room schoolhouse with a central corridor flanked by two classrooms, with the third at the rear. Stylistically, the building incorporates several trends, most notably the Queen Anne and Neo-Classical styles, from the end of the nineteenth-century. The most prominent Queen Anne style decorative feature may be the pediment over the front entry which contains a decorative wood diaper on the tympanum. In addition, the decorative panels over the windows feature a simple floral relief and extend to the frieze board below the cornice, reflecting an Eastlake sensibility. However, the symmetrical composition of the building, the use of elongated paired windows, modillions under the eaves, and the compound hip roof provide the building a dignity more characteristic of the Neo-Classical style.

[11] 1949 Annual Report, 29.
[12] 1949-50 Annual Report, 27.
[13] 1952-53 Annual Report, 32.

The Village School was constructed following the recommendations of the State of Maine Educational Department. The *Report of the State Superintendent of Public School of the State of Maine* published in 1897 outlines specifications for improvements to schoolhouses and general plans for new construction.[14] This followed an 1895 report, also by the Superintendent of Public Schools, that presented the condition of the existing schools in rural communities.[15] A separate pamphlet entitled *Sketches, Designs and Plans for School Buildings, School Grounds and Outhouses* was issued to communities interested in the recommendations.[16] Although the Unity Village School's plans were drawn by local resident James R. Taber, there was no shortage of recommendations, specifications, or related material on proper school construction he may have referenced. The following recommendations of the State Superintendent were followed at the Village School:

- Site: The school should be on land greater than one acre, and with an elevation to drain naturally. The school should be sited 100 feet from the road.
- School building: The top of the foundation wall should be at least 3'6" above grade. The exterior of the building should be simple, yet dignified in ornamentation, but devoid of ornamentation that may interfere with natural lighting. Furthermore, "the exterior should be comely and attractive, and devoid of any appearance of extravagant decoration. The finish for the cornice, windows, doors and porticoes should indicate taste, judgement and regard for architectural principles."[17]
- Paint color: Although recommending yellow, plain white walls were also recommended as an inexpensive option. A reference to dark green trim may account for the remnants of green paint on the brick foundation and chimneys.
- Interior plan: The corridor should allow for children to walk in both directions simultaneously (not less than 8 feet wide). Classrooms should be sized 2:3 or 3:4 in width to length and the ceiling be between 11 and 14 feet tall in height.
- Windows: Schools should face south or west with windows on the east and north (or west and north) walls.
- Blackboards: Blackboards should span the entire classroom with the exception of spaces occupied by doors and windows.
- Interiors: Wainscoting should extend from the bottom of the chalkboards to the floors. No thresholds should be located at the interior doors, which should have transoms above.

The current appearance of the school can be attributed to continual reforms and laws instituted by the State. During the 1910s, various publications were issued to outline details for improvements to schoolhouses. Throughout the period of significance, work at the Village School improved the conditions for teachers and pupils. For example, by 1918, new

[14] W.W. Stetson, *Report of the State Superintendent of Public Schools of the State of Maine. (*Augusta, Maine: Kennebec Journal Print, 1897.)
[15] W.W. Stetson, *Report of the State Superintendent of Common Schools of the State of Maine*. (Augusta, Maine: Burleigh & Flynt, 1896.)
[16] "Sketches, Designs and Plans for School Buildings, School Grounds and Outhouses" was referenced by W.W. Stetson in the *Report of the State Superintendent of Public Schools of the State of Maine.* (Augusta, Maine: Kennebec Journal Print, 1905), p. 13.
[17] Office of State Commissioner of Education, *Improvement of School Buildings and Grounds*. (Augusta, Maine: State of Maine Educational Department, 1904.)

blackboards were installed and textbooks were provided; new steps were constructed at the front of the building, and the toilets in the basement were put into proper condition; a coal bin was installed; and changes were made to the hot air pipes to better warm the school as well.[18] All of this work reflected recommendations and requirements of the State Superintendent of Schools, published in various annual reports and in the Maine Educational Department's *Improvement of School Buildings and Grounds* published in 1904.

Improvements to schools continued to be a discussion among lawmakers. According to the *Journal of the National Education Association*, a 1921 act required upgrades to the toilets in schools with towns given until September 1, 1924 to meet the conditions of the law.[19] Superintendent George M. D. Grant of Unity stated: "this being the last year in fulfilling certain requirements, it becomes necessary to conform to the law and install toilets at the Village elementary school."[20] The following year flush toilets were moved out of the basement and installed on the first floor. Lighting in the three-room schoolhouse was identified as an issue in the Superintendent's Report, stating that cross light was bad and needed to be eliminated. The Superintendent reported, "in order to meet with State requirements it is necessary to rearrange the lighting system at the grade building so that the light may come only from the rear and left."[21] By the following year, the school was "thoroughly renovated" and re-lighted to comply with state requirements.

Developmental history/additional historic context information (If appropriate.)

The following description of Unity is from George J. Varney's *A Gazetteer of the State of Maine*, published in 1881:

> Unity lies in the north-western part of Waldo County. It is bounded by Burnham on the north, Thorndike on the east, Freedom and Albion on the south, and Unity Plantation on the west. A broad belt of the town on this side consists of wooded plain. There are smaller areas of woodland in the eastern and other parts of the town. The surface generally is not greatly broken, and lies in swells and valleys of no great height or depth. The soil is of clay and sandy loam, and a light and a dark loam, and is tolerably fertile. Hay is the crop having the greatest value. Unity or Twenty-five Mile Pond lies partially within the northern part of the town. The principal water-course is Sandy Stream, which runs through the town from the south-east to Unity Pond. Unity village is situated upon this stream about one mile south of the pond. The principal water-powers are on this stream. (Page 548.)

[18] 1917 Annual Report, 20
[19] "Educational Advance" in *The Journal of the National Education Association, Vol. X: January-December 1921.* (Washington, D.C.: National Education Association of the United States), 198.
[20] 1926 Annual Report, 38
[21] 1931 Annual Report, 63

The local historian James R. Taber wrote about the early history of the town's schools in his 1916 *History of Unity, Maine*. Taber had also been the owner of the land on which the Village School was constructed.

> The first schoolhouse in the village was built beyond Chas. J. Barlett's barn, toward the cemetery. It was later moved near the Chas. E. Stevens place, thence by Gorham Hamilton to the Damon place, thence across the street to the land of the late Benj. Fogg. It passed through several hands and was later bought by H. H. Grant and torn down.
>
> This building was followed by a white schoolhouse, upon land purchased from Daniel Whitmore. That was burned and a brick one was erected upon the same lot. This in time was also consumed by fire. A two-story building was built upon the same site. This was afterward sold to Eli E. York, who later sold it to the Masonic Fraternity, Star in the West Lodge, No. 85. It has been enlarged and remodeled into the present fine hall.
>
> In 1898 the town purchased one acre of land from James R. Taber for $125.00 and built the present school building. The basement was built by Mr. Joseph Brown of Benton Station, costing $428.92. The house was built by Joseph Sawyer of Fairfield at a cost of $2195.00. The building committee consisted of J. R. Taber, L. H. Mosher, N. C. Knight, the plan being drawn by J. R. Taber.
>
> In the [eighteen-]sixties there were thirteen schoolhouses in town, to wit:
>
> 1. District number one building, where the Cook Creamery stands.
>
> 2. Village building.
>
> 3. Mill district building. School now discontinued, and the scholars conveyed to the village
>
> 4. Schoolhouse in the Parkhurst district, which was torn down.
>
> 5. Building in the Fowler district, which was burned. The two districts were then consolidated and a new house built. The house and lot cost $420.50. The builder was Edgar Harding.
>
> 6. The Woods house, which was repaired and refitted.
>
> 7. The Ayer house, which was discontinued.
>
> 8. The Clark house, which was burned. The scholars in these districts are conveyed to the nearest schools.

9. Worth house, originally built by Elisha Mosher, which was repaired at a cost of $311.70. The first teacher was Alonzo Roberts of Brooks.

10. Farwell's Corner school. The first building was sold and moved to a location near the Hussey bridge. The present building has been repaired and refitted

11. The Crosby house.

12. The Adams house. The two latter buildings have been torn down and the children are conveyed to the village school.

13. The Reynolds house, which was sold to Eugene Reynolds. The scholars are conveyed to the village.

At this date there are four houses occupied outside of the village. Here a standard high school is maintained for scholar from all parts of the town. There are also primary, intermediate and grammar schools in the same building. (Pages 17-19.)

9. Major Bibliographical References

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

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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
X Other
Name of repository: Unity Historical Society

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property 1.217

Use either the UTM system or latitude/longitude coordinates

Latitude/Longitude Coordinates
Datum if other than WGS84:
(enter coordinates to 6 decimal places)

1. Latitude: Longitude:
2. Latitude: Longitude:
3. Latitude: Longitude:
4. Latitude: Longitude:

Or

UTM References
Datum (indicated on USGS map):

☒ NAD 1927 or ☐ NAD 1983

1. Zone: 19	Easting:	473243	Northing: 4939915
2. Zone:	Easting:		Northing:
3. Zone:	Easting:		Northing:
4. Zone:	Easting:		Northing:

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

The boundaries of the property outline 1.217 acres of land, centered on the Unity Village School. The boundaries coincide with the property shown on the Town of Unity tax map number 17, lot 16.

Boundary Justification (Explain why the boundaries were selected.)

The boudaries of the property are those that have existed historically and are currently associated with the Unity Village School.

11. Form Prepared By

name/title: Matthew Corbett
organization: Sutherland Conservation & Consulting
street & number: 295 Water Street, Suite 209
city or town: Augusta state: Maine zip code: 04330
e-mail: mattcorbett@sutherlandcc.net
telephone: 207-242-4727
date: January 31, 2014

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Village School

City or Vicinity: Unity

County: Waldo State: Maine

Photographer: Matthew Corbett

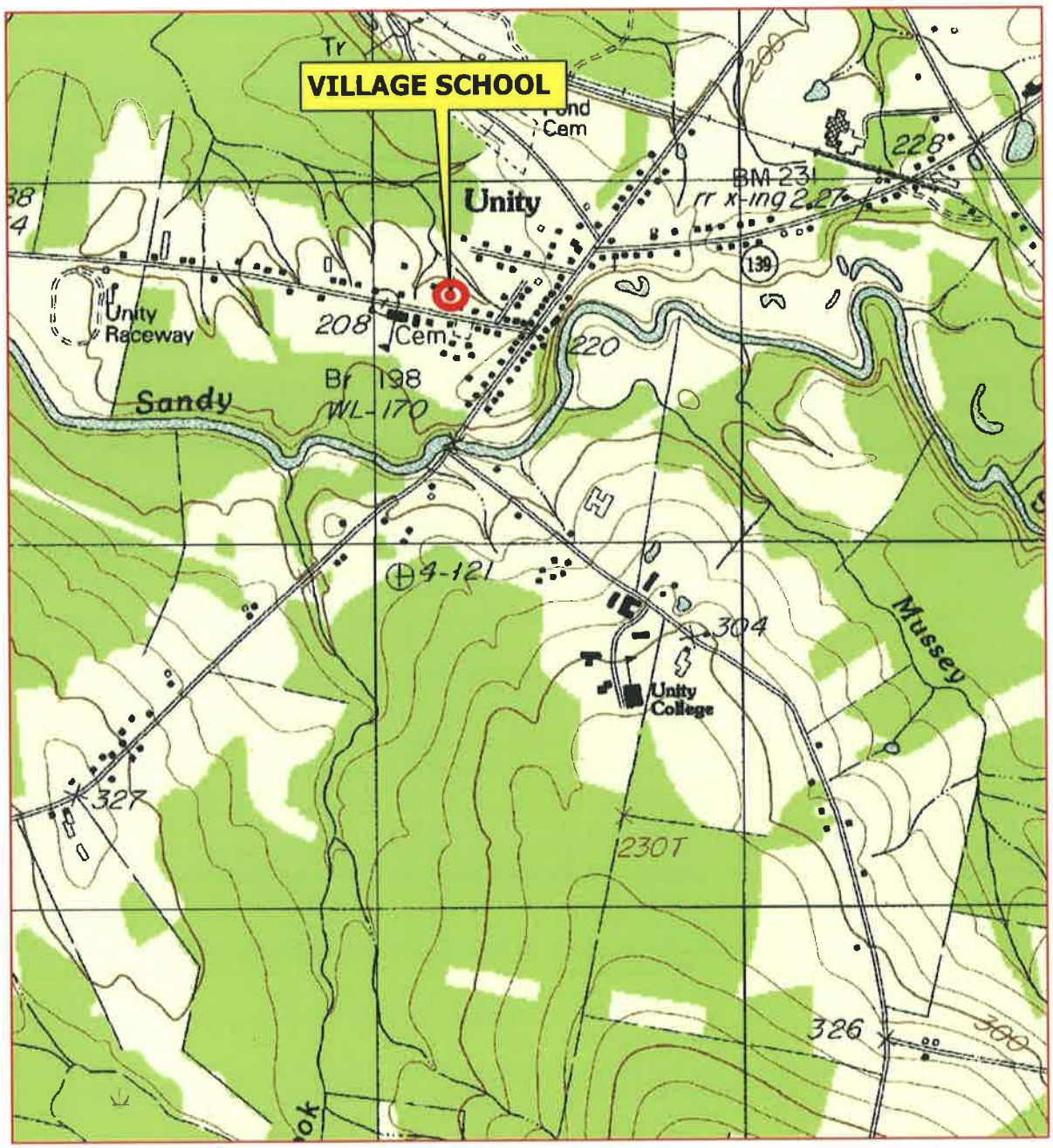
Date Photographed: January 10, 2014

Description of Photograph(s) and number, include description of view indicating direction of camera:

All digital image labeled as follows: ME_WaldoCounty_(Unity)VillageSchool_#.tif

0001. View north of the south façade of the Village School.
0002. View northeast from the front lawn of the Village School.
0003. View east at the rear of the Village School showing north classroom.
0004. Detail view north of the main entry to the school at the center of the south façade.
0005. View north of the central corridor from the main entry.
0006. View southeast in the west classroom.
0007. View southeast in the east classroom.
0008. View south in the north classroom.
0009. Detail view west of the original doors to the classrooms.
0010. Detail view west of a typical bank of windows.

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 100 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.



VILLAGE SCHOOL WALDO COUNTY, MAINE 21 FEBRUARY 2014
UTM Coordinates, NAD 27: 19 / 473243 / 4939915
200 0 200 400 600 Feet

N

Pros
Cons

Get High
I'll pwn u Motherfuckers