

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Registration Form**



1591

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Varnum School

other names/site number _____

2. Location

street & number 103 Sixth Street

N/A not for publication

city or town Lowell

N/A vicinity

state Massachusetts code MA county Middlesex code 017 zip code 01852

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act of 1986, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register Criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)

Judith B. McDonough

12/13/94

Signature of certifying official/Title Judith B. McDonough, Executive Director
Massachusetts Historical Commission, State Historic Preservation Officer
State or Federal agency and bureau

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

Signature of certifying official/Title _____

Date _____

State or Federal agency and bureau _____

4. National Park Service Certification

I, hereby certify that this property is:

entered in the National Register

See continuation sheet.

determined eligible for the National Register

See continuation sheet.

determined not eligible for the National Register

removed from the National Register

other (explain): _____

Signature of Keeper

Edson H. Beall

Date of Action

Entered in the National Register 1-24-95

Varnum School
Name of Property

Middlesex County, MA
County and State

5. Classification

Ownership of Property
(Check as many boxes as apply)

Category of Property
(Check only one box)

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

- private
- public-local
- public-State
- public-Federal

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

Contributing	Noncontributing	
1		buildings
		sites
		structures
		objects
1	0	Total

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

Number of contributing resources previously listed in the National Register

N/A

0

6. Function or Use

Historic Functions
(Enter categories from instructions)

Current Functions
(Enter categories from instructions)

EDUCATION: school

EDUCATION: school

7. Description

Architectural Classification
(Enter categories from instructions)

Materials
(Enter categories from instructions)

MID-19TH CENTURY: Greek Revival,

20TH CENTURY REVIVALS: Classical Revival

foundation granite
walls brick

roof asphalt
other granite trim

Narrative Description

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

8. Statement of Significance

Applicable National Register Criteria

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

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

Narrative Statement of Significance

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

Areas of Significance

(Enter categories from instructions)

ARCHITECTURE

EDUCATION

Period of Significance

1857 - 1920

Significant Dates

1886: addition

1897: second school building

Significant Person

(Complete if Criterion B is marked above)

N/A

Cultural Affiliation

N/A

Architect/Builder

1857 - unknown

1897 - Arthur M. Burt

9. Major Bibliographical References

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

Previous documentation on file (NPS):

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

Primary location of additional data:

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

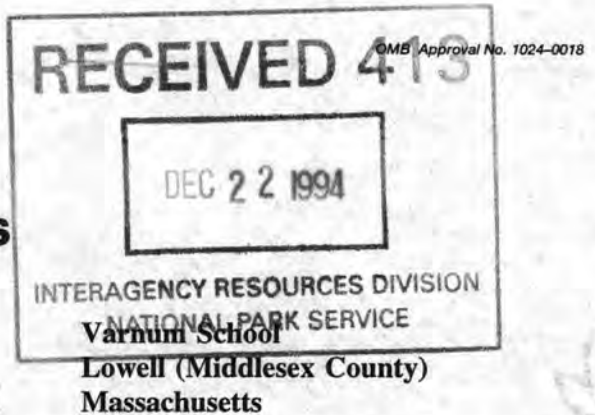
Name of repository:

Lowell Historic Board

United States Department of the Interior
National Park Service

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7. DESCRIPTION

The Varnum School is a composite of two buildings built back-to-back with a link between them. The first was a modestly-scaled, brick, two-story Greek Revival schoolhouse built in 1857. To it, a small two-story addition was added in 1886. In 1897, a much larger Classical Revival school building was added on, abutting the 1886 wing. This three-story brick addition is of considerably greater mass and scale and is the dominant element of the complex. Its facade faces north onto Sixth Street and features a pedimented pavilion across the three center bays. The gable end of the Greek Revival structure faces the street, with the main facade facing south. The entire west side of the site is a paved schoolyard which abuts Myrtle Street. Although the earlier building's cupola has been removed and the dormer windows have been boarded up, both the original structure and the addition retain their historic integrity of location, design, setting, materials, workmanship and feeling. They maintain their association with the development of Lowell's public school system in the mid- and late-19th century.

The school is situated within a densely settled neighborhood of mainly 19th century homes, both single and multi-family. A steep hillside dominates the topography of the Centralville area, and most of the properties are built into the sloping grade. The building's site consists of a 1.24-acre parcel bounded by Sixth Street to the north which runs up the hill, and by Myrtle Street to the west and Beech Street to the east, two cross streets lined with modest 19th century homes. Its southerly edge abuts the lots alongside several small houses fronting onto Myrtle and Beech Streets. The school's site has been leveled out towards its eastern side so that its grade is about four feet lower than Beech Street. A low brick retaining wall with a chain link fence atop it runs the full length of the Beech Street property line.

The Varnum School stands out as a major element within an area of small lots with frame houses set close together and close to the street. The school parcel occupies the full block's width and has a large paved playground with several very large shade trees along its western edge. The comparatively large lot size adds to the building's imposing presence within its residential setting.

The massing of the original Greek Revival school consists of a single rectangular block with a ridge roof and broad gabled ends facing the street. The roofline is dominated by three small pedimented dormers along the south facade and an open hexagonal-shaped cupola at the ridge of the slate roof. A domed polygonal cupola no longer survives. The exterior is entirely of red brick and rests on a low, smoothly dressed granite foundation. Two-story brick pilasters define two-bay groupings on each elevation, and a wide brick frieze with a stepped top wraps around the entire structure.

The south elevation is five bays wide and contains the building's main entrance in its center bay. A flat-roofed entrance portico with a modillioned cornice is supported by two square wooden columns which rest on low granite walls. The original entrance doors have been replaced by an unsympathetic modern pair, but the original eight-lite rectangular transom is intact. Above the entrance is a tri-partite

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window: a center four-over-four lite flanked by two-over-two lites. The rest of the windows are four-over-four light sash, and all have straight granite lintels and sills.

The gabled end elevations are four bays deep. A center two-story brick pilaster divides the elevation into two-bay groupings, each with uniform four-over-four light sash, granite lintels and sills, all of which match the south facade. In the center of the gable is a half-round window, now boarded. The gables' stepped brick cornices match the design of the building's simple frieze.

A two-story brick wing added in 1886 to the rear of the original school is of matching height and has a matching frieze and the same granite lintel and sill design. It has a lower ridge roof which intersects the Greek Revival building's roofline below the base of its cupola. This section was erected in 1886 as a two-room addition to the original building.

The main mass of the 1897 addition is a three-story rectangular block which rests on a low concrete foundation. It has a broad hipped roof and a gabled projecting pavilion on the facade. The heavy modillioned cornice, round-arched and Palladian window styles, and an abundance of granite coursing and trim create a strong Classical Revival design. Full-height brick pilasters separate the windows on each elevation into two-bay groupings. As in the earlier building, a wide brick frieze wraps around the building, but here it is capped by a prominent modillioned cornice. At the south end of the broad slate roof rises a wide chimney with stepped brick cornices.

The seven-bay design of the north facade is dominated by a central three-bay pavilion which has a very large gable, adorned on all three sides by a deep modillioned cornice. Centered in the gable is a small oculus. The third story window openings are round-arched, with solid arched panels inserted above six-over-six light sash. The entrance design is a recessed doorway set between narrow brick pilasters supporting a large granite lintel with simply carved granite brackets, which in turn support an ornate iron balcony railing at the second story window. The second story window is a tri-partite design based on a Palladian motif. Its three four-over-four light sash are set below a single granite lintel with tabs, above which is inset a large round-arched brick panel with the name "Varnum School." The outer bays of the facade have pairs of four-over-four light sash set within granite sills and lintels in each bay, except at the third story where there are three round-arched openings of matching design to the pavilion's third story, each with a granite sill course.

The matching east and west elevations are each four bays deep. End pilasters and a central pilaster divide the bays into two two-bay groups. The window pattern matches the facade, with paired openings in each bay at the lower two stories and three round-arched openings at the third story. Granite window trim also matches the facade, creating a strong uniform rhythm.

The exterior of the Varnum School retains its historic design integrity. A few boarded-up openings, non-original south entrance doors, storm windows, and several small enclosures added along the link

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are the full extent of alterations. The building has suffered some from poor maintenance as well. Yet these minor items do not significantly detract from the overall quality of this composite of fine Greek Revival and Classical Revival styles.

The building interior consists of central north/south corridors in each building, with classrooms and small offices extending off to each side. The third story is a single large open space. Period wood trim is employed in the central hallways, in the staircase railings, and within each classroom.

Archaeological Description

While no prehistoric sites are currently recorded on the school property, it is possible that sites may be present. Five prehistoric sites are recorded in the general area (within one mile). In general, however, the potential for significant prehistoric remains is low because locational characteristics for the property, particularly its distance from water, are not particularly favorable for prehistoric sites.

A moderate to high potential exists for the recovery of significant historic archaeological remains on the property. Structural remains may survive from an early 19th century Dracut Academy Boarding house originally reported on the 1857 Varnum School site. Structural remains may also survive from four late 19th century residences originally located in the area of the 1897 Varnum School addition. Occupational related features (trash pits, privies) associated with the above structures or the Varnum School may also survive, however, sheet refuse may characterize most occupational remains particularly with the Varnum School. Sheet refuse deposits or patterns may underlay paving around the school. Impacts from the Varnum School construction, including its basement, grading and later paving, have undoubtedly affected the integrity of potential historic archaeological resources on the school property. The school site was leveled to the east at the time of construction resulting in a grade 4 feet lower than Beech Street. The extent of these impacts is unknown at this time.

(end)

8. STATEMENT OF SIGNIFICANCE

The Varnum School meets Criteria A and C of the National Register of Historic Places, with local significance. Under Criterion A, it is significant for its role in the mid- and late-19th century development of Lowell's school system, a system that was forced to grow and change dramatically during this period to accommodate enormous population increases associated with the city's burgeoning textile industry. In particular, construction and expansion of this school responded to the needs of Lowell's recently acquired Centralville area. Under Criterion C, the property is a well-preserved example of a public school building designed to the highest educational standards of its day and is a handsome edifice appropriate to the City's high regard for public education. The original

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building is a fine example of the Greek Revival style, still popular after mid-century in Lowell. The Classical Revival addition is also an exemplary design of its era. It also makes an effort to adopt design elements of the earlier structure into its design. The Varnum School's period of significance spans from 1857, when the first school building was constructed, through 1920, when Lowell's school population began to decline with the wane of the textile industry as a whole.

Criterion A

The Varnum School was the first school building constructed in the Centralville section of Lowell after its 1851 annexation. Centralville is an area north of the Merrimack River, fairly close to Lowell's mill district but accessible only via bridge, or in earlier days, via ferry.

Centralville was originally part of the neighboring town of Dracut, an agrarian community established in the late 1600s. Except for the ferry service and Barron's Hotel, which were run by Joseph Bradley as early as 1737, the area remained largely undeveloped until the early-19th century. A petition to build a bridge in place of the ferry was approved in 1825 and greatly improved access to the area from Lowell.

In those days, the steep hill which comprised most of the area was sometimes known as Christian Hill, a name derived from an early property owner whose profane language earned him the nickname "Christian John." Christian Hill bordered on an 1831 subdivision that attracted workers from Lowell's mills. Further settlement of Christian Hill was slow until the 1840s when bridge tolls were abolished. Most of the Hill was part of the Charles Swan estate and was not subdivided into smaller parcels until the 1860s. After 1860, the area experienced rapid development as a neighborhood of fashionable residences. Many of the homes were built in the popular Second Empire, Stick, and Queen Anne styles. The larger homes were owned by middle class merchants, while the more modest ones were more often owned or at least occupied by mill workers or managers.

Two schools had existed in Centralville prior to 1857. The first was a private school known as Dracut Academy. It was built in the early 1830s by Joseph Bradley and Benjamin Franklin Varnum, another early resident of the area. They also build an adjacent boarding house for its students. It was located on the same site that the 1857 Varnum School would later be built on.

The second school was erected in 1836 by the town of Dracut. It was a one-room, brick schoolhouse located on Tenth Street. Although its site was approved by the Town beforehand, rumors abounded that the building might be moved closer to the town center at a later date. It was built of brick to avoid that possibility. The school was later converted to a residence and still survives as such.

Centralville's petition for annexation to Lowell marked an important step in the character of its educational system. The petition, as stated in the *Lowell Courier* of February 7, 1843, read:

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"That many of them do their business in Lowell, and all of them are wholly dependent on the City for prosperity; that "Centralville" is separated from the heart of the City of Lowell only by the Merrimack River, and is very intimately connected with the city; That the remotest part of Centralville is not more than half a mile distant from the City Hall..."

Following the 1851 annexation, Centralville's public grammar school was held in the upper floor of the Dracut Academy. When completed in 1857, the new Varnum School was the first grammar school building in Lowell to have separate classrooms for each grade.

The roots of this concept actually dated back to 1832, when Lowell's district school system was replaced by a graded system under the direction of Rev. Theodore Edson. The rapid growth of Lowell's new textile industry in the 1820s had generated a dramatic influx of school-aged children, most of whom also worked in the mills. The old system of one-room schools for all age and academic levels was no longer manageable. After much heated debate between Rev. Edson and the corporate interests, led by Kirk Boott who opposed the graded system concept, it was voted to consolidate the system into two large schools, the North and South Grammar Schools, later renamed the Bartlett and Edson Schools.

During the next several decades, the school system underwent rapid expansion directly related to further increases in population. (The population more than doubled from 17,633 in 1835 to 36,827 by 1860.) Additional schoolhouses were built, including the Franklin Grammar School in 1839, the Moody Grammar School and Green School in 1841, the Mann Grammar School in 1844, the Colburn School in 1848 and the Varnum School in 1857.

Typically, the grammar schools were still being built with one large room on each floor which provided a schoolroom for 198 scholars, sometimes with one or two smaller recitation rooms as well. Primary grades (1-3) were separated from the grammar grades (4-8) although they were frequently located within the same buildings. Not until 1856 were the Bartlett and Edson Schools each remodelled into eight smaller classrooms, four per floor. When the Varnum School opened in 1857, it was the first school built to this new standard of education and contained eight schoolrooms, each intended to house sixty students.

According to the School Committee Report of 1852, the new school was named after Major General Joseph B. Varnum of Dracut, (1751-1821), a distinguished local citizen. Varnum was a Captain of the Militia at age 18, fought in the Revolutionary War, and later earned the titles of Colonel, Brigadier General, and Major General. He served in the Massachusetts Legislature from 1780 to 1795 and as a member of Congress from 1795 to 1817, including four years as Speaker of the House.

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The grammar schools, being the highest level of schooling that most students completed, underwent continual improvements in the 1870s and 1880s. The curriculum was expanded to include music and drawing, as well as the "three R's" of reading, writing and arithmetic, English grammar and geography. New schools erected to relieve overcrowding of the Bartlett and Edson Schools included the Highland School and the Butler School in 1882 and the Pawtucket School in 1884. The School Committee also ran a Training School for teachers which insured that all teachers in the public schools would be of a high caliber.

The rapid subdivision and development of new housing stock on Christian Hill in the 1860s and 1870s produced a new volume of school-aged children which the Varnum School could no longer adequately house. Added to this was new legislation requiring children to attend a certain amount of school to be allowed to work in the mills: for those over age 12, at least one 11-week term within the prior year; and for those under 12, at least one 18-week term every year.

In 1886, a two-room addition was built onto the Varnum School's north (rear) elevation to resolve the overcrowding situation. Throughout the 1890s, School Committee reports continued to refer to the school as one of the finest in the city but also noted its continued overcrowding. Finally, in 1897, four abutting residences along Sixth Street were acquired and demolished, and an eight-room addition to the Varnum School was completed. This made it the largest grammar school in the city.

Changing educational philosophy nationally led to the creation of junior high schools in Lowell, beginning in 1920. Junior highs grouped grades seven through nine together. The Varnum School was among those which were partially converted to junior high schools at that time. The school has remained in continuous use and currently serves as an elementary school.

Criterion C

The original Varnum School was completed in 1857 and is a fine example of Greek Revival architecture, illustrating many characteristic features of the style. Its massing and fine detail reflect an era in which the City placed great emphasis on quality education. The design incorporated the latest teaching philosophy in terms of classroom size and interior layout. The 1897 addition is equally significant as an important example of Classical Revival design adapted to a public building and for its efforts, although not fully successful, at relating to the plan and detailing of the earlier schoolhouse.

The building has been compared to other remaining 19th century school buildings in Lowell. It was selected as one of three schools worthy of National Register listing based on its architectural quality and integrity.

The 1857 "Annual Report of the School Committee" included an elevation and plan for a Federal style Varnum School, three stories high with a broad hipped roof and two Palladian windows above an

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arched-fanlight entrance. The smaller-scaled Greek Revival design which was built instead was more like other Lowell Schools of the 1830s and 1840s, specifically the Lowell High School (1831) and the Colburn School (1848). Although the original architect is not known, similar designs were known from books on school architecture, in particular Henry Bernard's School Architecture. The design employs the standard Greek Revival element of a broad gable facing the street, supplemented by a coherent pattern of granite lintels and sills, a wide banded brick frieze course, full-height brick pilasters, and a large half-round window in each gable. Additional features which enliven the standard design include the pedimented dormers on each side of the roof and the polygonal belltower at its ridge. An ornate domed cupola also adorned the ridge but was later removed. A wooden picket fence surrounded the property, giving it a more landscaped setting than at present.

The building's interior layout was considered the most effective way of teaching when it was built. Each floor contained four large classrooms off a central hall, with an abundance of tall windows in each classroom for light and ventilation.

The small two-story 1886 wing repeats the design features of the original structure. It was both visually and functionally appropriate to the demands for expansion of the day. This addition was designed by Merrill and Cutler, architects of Lowell's Old City Hall and the Eliot School, and was built at a cost of \$10,000.

The 1897 Classical Revival addition is equally important as a product of its time and for the bold, impressive statement it made regarding the City's commitment to public education. Designed by Arthur M. Burt, the addition cost \$32,093. It was described in the "Superintendent's Report" of 1897 as "architecturally from the outside at least,...not pleasing, but within, the school is very conveniently arranged and is giving great satisfaction."

The prominent massing, projecting facade pavilion, and deep modillioned cornice are characteristic of the Classical Revival style. Additional features such as the round-arched windows, paired and Palladian-style windows, granite lintels and sill courses also contribute to the building's design quality.

Certain features such as the full-height brick pilasters which form two-bay groupings, the wide brick frieze band and the straight granite lintels and sills were clearly adopted from the adjacent Greek Revival structure, most likely in an effort to relate the two structures. The larger scale, bolder massing and heavily ornamented main facade along Sixth Street tend to overshadow the more subtle similarities between the two structures and allow the later structure to read as the main building.

The later building's site, formerly surrounded by a wooden picket fence and landscaped with many large trees around the building's edge, has changed some. The present chain link fencing and asphalt

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paving create a more urban setting. Yet the school's architectural significance is no less important as a result.

The addition's interior was well-integrated with the existing floor plan and circulation pattern so that the two sections in effect function well as a whole building. The addition included a large assembly hall on the third floor, as well as electric clocks and telephones, which were novel at the time and made it the best-equipped school in the city.

Archaeological Significance

Historic archaeological remains described above how the potential to further document characteristics of Lowell's mid- and late-19th century school system and the town's growing 19th century urban population which forced the school system to change. Structural remains from the Dracut Academy Boarding house and related features could provide important information on the living condition for student, at early 19th century schools. Similar remains from the four residences originally located in the area of the 1897 addition could provide details on 19th century urban life in Lowell and its role in the development and growth of the town's educational system. Sheet refuse deposits, while of limited research potential, could provide general examples of activities around the boarding house and residences described above and recreational or play activities of students at the Varnum School. Limited subsurface testing, possibly including soil cures, could verify the extent of leveling at the site and document the potential integrity of archaeological resources.

(end)

9. MAJOR BIBLIOGRAPHICAL REFERENCES

Annual Report of the School Committee. 1852, 1856, 1857, 1886, 1896, 1897, 1920, 1928.

City Atlases. 1879, 1896, 1924, 1936.

Coburn, Frederick W., The History of Lowell and Its People, NY: Lewis Historical Publishing Co. 1920, Vol. 1, pp. 185-194, 368-370.

Cowley, Charles, History of Lowell, 1868.

Huggins, Carol, Varnum School draft National Register nomination form, 12/85.

Lowell Cultural Resources Inventory, Centralville Area, Christian Hill Area, 1981.

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Lowell Daily Courier, February 7, 1843.

Lowell of To-Day, *Lowell Daily Citizen*, 1893, pp. 86-88.

Lowell, A City of Spindles, Trades and Labor Co., 1900.

(end)

10. GEOGRAPHICAL DATA

Boundary Description:

Beginning at the southeast corner of the intersection of Sixth Street and Myrtle Street, the boundary runs eastward along the northern property line of the parcel occupied by the Varnum School for a distance of 200 feet, until reaching the southwest corner of the intersection of Sixth and Beech Streets. It then turns southward along the west side of Beech Street for a distance of 246 feet, then runs westerly along the parcel's southerly boundary for 100 feet where it jogs northward for 16 feet, then westward again for 100 feet until reaching the easterly side of Myrtle Street. It then turns northward along Myrtle Street's east side and runs a distance of 230.25 feet until reaching the point of beginning. See attached City of Lowell assessor's map #197.

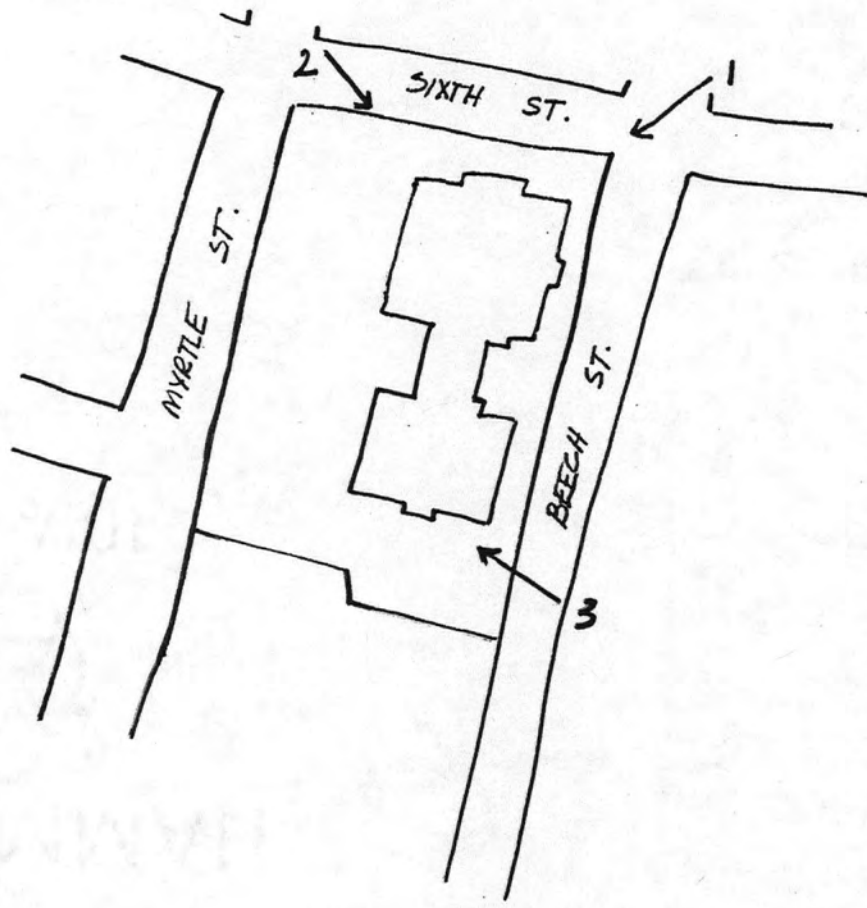
Boundary Justification:

This boundary includes the Varnum School and the 1.24-acre parcel of City-owned land on which it is situated. The site is entirely paved as a schoolyard and is both visually and historically associated with the school. Across the streets to the west, north and east and directly to the property's south is a neighborhood of primarily mid- to late-19th century frame homes. Most are single or two-family homes, and some are larger tenements, but nearly all contribute to a strong residential context which supports our understanding of the school's location and expansion on this particular site.

(end)

VARNUM SCHOOL

SKETCH MAP SHOWING PHOTO VIEWS



NOT TO SCALE

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY NAME: Varnum School

MULTIPLE NAME:

STATE & COUNTY: MASSACHUSETTS, Middlesex

DATE RECEIVED: 12/22/94 DATE OF PENDING LIST: 1/04/95
DATE OF 16TH DAY: 1/20/95 DATE OF 45TH DAY: 2/05/95
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 94001591

NOMINATOR: STATE

REASONS FOR REVIEW:

APPEAL: N DATA PROBLEM: N LANDSCAPE: N LESS THAN 50 YEARS: N
OTHER: N PDIL: N PERIOD: N PROGRAM UNAPPROVED: N
REQUEST: N SAMPLE: N SLR DRAFT: N NATIONAL: N

COMMENT WAIVER: N

ACCEPT RETURN REJECT 1.24.95 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in the
National Register

RECOM. / CRITERIA _____
REVIEWER _____
DISCIPLINE _____
DATE _____

DOCUMENTATION see attached comments Y/N see attached SLR Y/N

CLASSIFICATION

___ count ___ resource type

STATE/FEDERAL AGENCY CERTIFICATION

FUNCTION

___ historic ___ current

DESCRIPTION

___ architectural classification
___ materials
___ descriptive text

SIGNIFICANCE

Period Areas of Significance--Check and justify below

Specific dates Builder/Architect
Statement of Significance (in one paragraph)

- ___ summary paragraph
- ___ completeness
- ___ clarity
- ___ applicable criteria
- ___ justification of areas checked
- ___ relating significance to the resource context
- ___ relationship of integrity to significance
- ___ justification of exception
- ___ other

BIBLIOGRAPHY

GEOGRAPHICAL DATA

___ acreage ___ verbal boundary description
___ UTMS ___ boundary justification

ACCOMPANYING DOCUMENTATION/PRESENTATION

___ sketch maps ___ USGS maps ___ photographs ___ presentation

OTHER COMMENTS

Questions concerning this nomination may be directed to

_____ Phone _____

Signed _____ Date _____



VARNUM SCHOOL
163 SIXTH ST.
LOWELL, MA
MIDDLESEX CO.

PHOTO BY: MARGO WEBBER
OCTOBER, 1992

NEG. AT: LOWELL HISTORIC BOARD
JFK CIVIC CENTER
LOWELL, MA 01852

LOOKING SW AT NORTH FACADE & EAST ELEVATION

PHOTO 1 OF 3



VARNUM SCHOOL
103 SIXTH ST.
LOWELL, MA
MIDDLESEX CO.

PHOTO BY: MARGO WEBBER
OCTOBER, 1992

NEG. AT: LOWELL HISTORIC BOARD
JFK CIVIC CENTER
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LOOKING SE AT NORTH FACADE & WEST ELEVATION

PHOTO 2 OF 3



VARNUM SCHOOL
103 SIXTH STREET
LOWELL, MA
MIDDLESEX CO.

PHOTO BY: MARGO WEBBER
OCTOBER, 1992

NEG. AT: LOWELL HISTORIC BOARD
JFK CIVIC CENTER
LOWELL, MA 01852

LOOKING NW TOWARDS SOUTH ELEVATION

PHOTO 3 OF 3



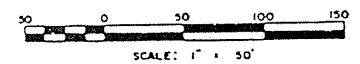
VARNUM SCHOOL
 103 Sixth Street
 Lowell, MA
 Assessor's Map #197



REVISIONS		SHEET INDEX		
DATE	REV. BY	175	196	214
		176	197	215
		177	198	216

PROPERTY OWNERSHIP MAPS
 CITY OF
 LOWELL, MASSACHUSETTS

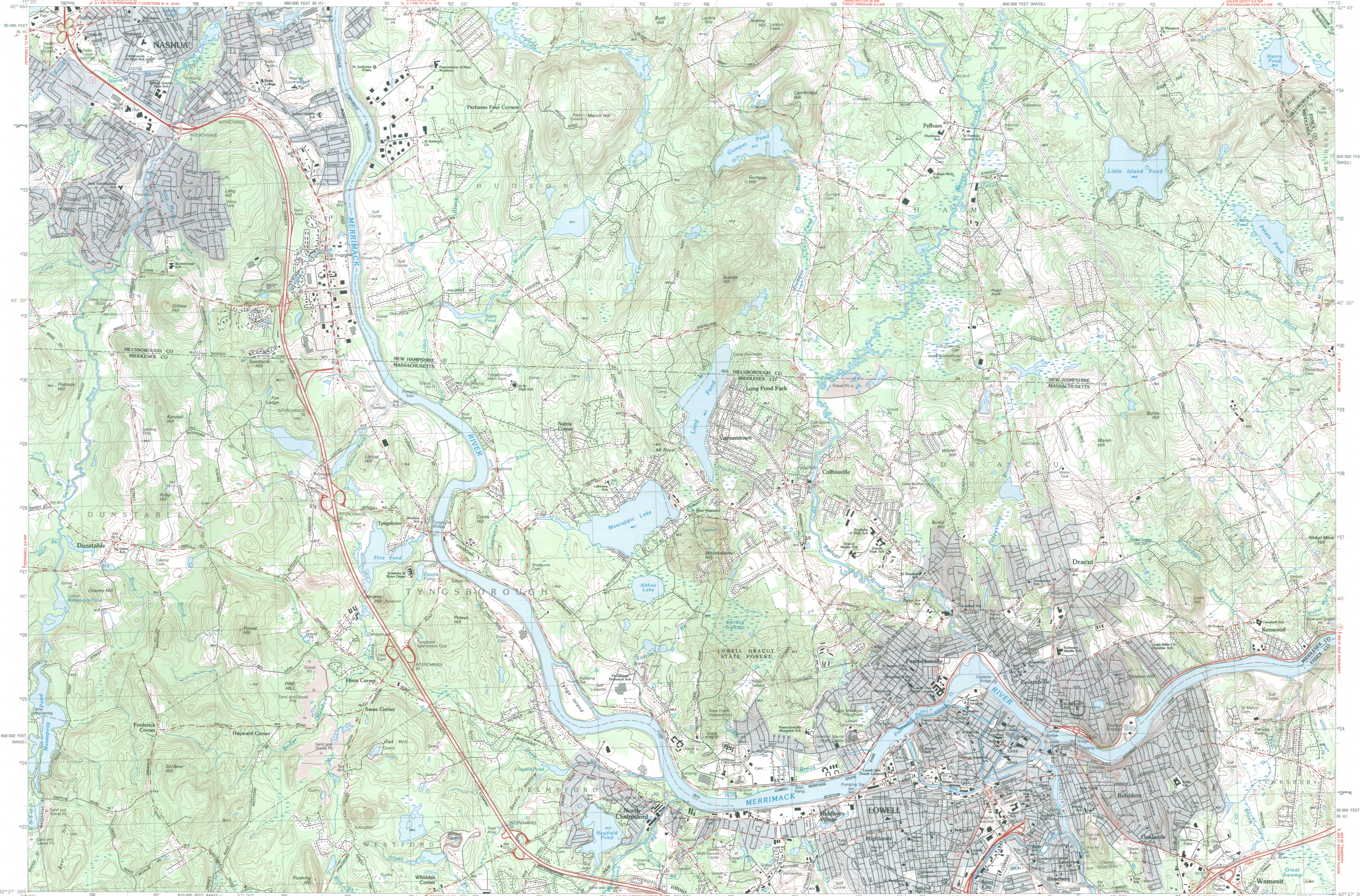
DATE: JAN. 1, 1982



PREPARED BY
HUNNICUTT & ASSOCIATES, INC.
 A DIVISION OF L. ROBERT KIMBALL & ASSOC.
 ENGINEERS - APPRAISERS - CARTOGRAPHERS
 ST. PETERSBURG, FLORIDA

TOPOGRAPHIC PLANS DATED 4-20-80
 USED AS BASE FOR OWNERSHIP MAPPING

LOWELL, MASSACHUSETTS-NEW HAMPSHIRE



Lowell MASSACHUSETTS-NEW HAMPSHIRE 1:25 000-scale metric topographic map



7.5 X 15 MINUTE QUADRANGLE SHOWING

- Contours and elevations in meters
- Highways, roads and other manmade structures
- Water features
- Woodland areas
- Geographic names



Produced by the United States Geological Survey in cooperation with Massachusetts Department of Public Works. Control by USGS, NOS/NOAA, and Commonwealth of Massachusetts agencies. Compiled by photogrammetric methods from aerial photographs taken 1981. Field checked 1983. Map edited 1987. This area also covered by 7.5-minute 1:25,000-scale maps: Nashua South 1965 and Lowell 1966. Projection and 1000-meter grid, zone 19 Universal Transverse Mercator 10,000-foot grid ticks based on Massachusetts coordinate system, mainland zone, and New Hampshire coordinate system 1927 North American Datum. To place on the predicted North American Datum 1983, move the projection lines 6 meters south and 40 meters west as shown by dashed corner ticks. There may be private inholdings within the boundaries of the National or State reservations shown on this map.

CONTOUR INTERVAL 3 METERS
NATIONAL GEODETIC VERTICAL DATUM OF 1929
CONTROL ELEVATIONS SHOWN TO THE NEAREST 0.1 METER
OTHER ELEVATIONS SHOWN TO THE NEAREST 0.5 METER

THIS MAP COMPLIES WITH NATIONAL MAP ACCURACY STANDARDS

CONVERSION TABLE		DECLINATION DIAGRAM		ADJOINING MAPS		
Meters	Feet	MAGNETIC		1	2	3
1	3.2808			4	5	6
2	6.5616			7	8	
3	9.8424					
4	13.1232					
5	16.4040					
6	19.6848					
7	22.9656					
8	26.2464					
9	29.5272					
10	32.8080					

To convert meters to feet multiply by 3.2808
To convert feet to meters multiply by 0.3048

UTM grid convergence (GM) and 1987 magnetic (M) at center of map. Diagram is approximate.

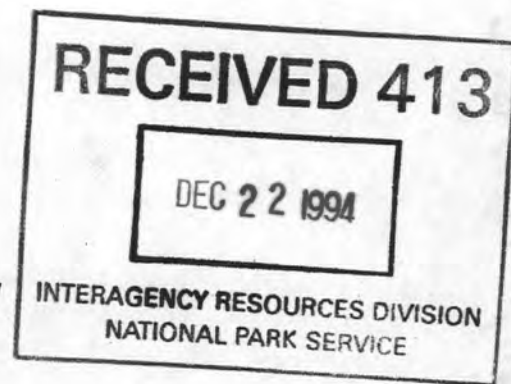
1 Merrimack
2 Nashua
3 Haverhill
4 Townsend
5 Lawrence
6 Ayer
7 Billerica
8 Reading

FOR SALE BY U.S. GEOLOGICAL SURVEY DENVER, COLORADO 80225, OR RESTON, VIRGINIA 22092

Topographic Map Symbols

- Primary highway, hard surface
- Secondary highway, hard surface
- Light-duty road, hard or improved surface
- Unimproved road, trail
- Route marker: Interstate, U. S. State
- Railroad: standard gauge, narrow gauge
- Bridge: drawbridge
- Footbridge: overhead, underground, suspension, depression
- Bulk-up area: only selected landmark buildings shown
- House: barn; church; school; large structure
- Boundary: National, with monument; State; County, parish; Civil township, precinct, district; Incorporated city, village, town; National or State reservation; small park; Land grant with monument; found section corner; U. S. public lands survey: range, township, section; Range, township; section line: location approximate
- Fence or field line
- Power transmission line, isolated tower
- Dam: dam with lock
- Cemetery: grave
- Contour: index, intermediate, supplementary, depression
- Distorted surface: strip mine, lava, sand
- Bathymetric contours: index, intermediate
- Perennial lake and stream; intermittent lake and stream
- Rapids, large and small; falls, large and small
- Swamp; marsh
- Submerged marsh; land subject to controlled inundation
- Woodland; scattered trees
- Scrub; mangrove
- Orchard; vineyard

A pamphlet describing topographic maps is available on request



December 12, 1994

Carol Shull
National Register of Historic Places
Department of the Interior
National Park Service
P.O. Box 37127
Washington, DC 20013-7127

Dear Ms. Shull:

Enclosed please find the following nomination form:

Varnum School, 103 Sixth Street, Lowell (Middlesex County),
Massachusetts, 01852.

The nomination has been voted eligible by the State Review Board and has been signed by the State Historic Preservation Officer. Because the city of Lowell is a participant in the Certified Local Government program, the owners were notified of pending State Review Board consideration 60-120 days before the meeting and were afforded the opportunity to comment.

Sincerely,

Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure

cc: Mayor Richard Howe
City of Lowell School Department
Steve Stowell, Administrator, Lowell Historic Board
Margo Webber, Preservation Consultant
Anne O'Brien, Librarian, Pollard Memorial Library