



United States Department of the Interior
National Park Service

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National Register of Historic Places
Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in How to Complete the National Register of Historic Places Registration Form (National Register Bulletin 15A). 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 Ellice School

other names/site number District # 2 Schoolhouse

2. Location

street & number 185 Pleasant Street

not for publication

city or town Millis

vicinity

state Massachusetts

code MA

county Norfolk

code 021

zip code 02054

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.)

Brona Simon August 5, 2010

Signature of certifying official/Title Brona Simon Date
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 the Keeper

Date of Action

Edson H. Beall

9-24-10

Ellice School
Name of Property

Norfolk County, MA
County and State

5. Classification

Ownership of Property

(Check as many boxes as apply)

(Check only one box)

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

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

Number of Resources within Property

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

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

Name of related multiple property listing

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

N/A

Number of contributing resources previously listed in the National Register

N/A

6. Function or Use

Historic Functions

(Enter categories from instructions)

EDUCATION: school

Current Functions

(Enter categories from instructions)

VACANT: Not in Use

7. Description

Architectural Classification

(Enter categories from instructions)

MID 19TH CENTURY: Greek Revival

Materials

(Enter categories from instructions)

foundation BRICK, STONE

walls WOOD: shingles

roof ASPHALT

other

Narrative Description

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

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Ellice School
Millis (Norfolk), MA

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7. Description

The Ellice School, located at 185 Pleasant Street in Millis, MA, is a single-story, Greek Revival, two-room, vacant schoolhouse, that was constructed as a district school for the town of Medway in ca. 1849. This portion of Medway became part of Millis when it was incorporated in 1885. This wood-shingled building, with its gable facing Pleasant Street, is located southwest of Millis Center in an area known as Rockville. It is a few hundred feet south of Village Street and immediately south of the intersection of Pleasant and Dyer Streets. The neighborhood in which the $\frac{3}{4}$ -acre lot is situated is relatively flat but is considered to be on a hill relative to Rockville. Beyond the school house the land slopes down to Rockville and the Charles River to the south. The school is between a mid 19th-century farmhouse (built between 1852 and 1858 by Horace Twichell) and a ca. 1920s Arts and Crafts house (built by Edwin Waite). Opposite the schoolhouse there are modest mid 20th- century residential properties lining the east side of Pleasant Street. Forested land and wetlands stretch out behind the schoolhouse and other dwellings on the west side of Pleasant Street. The Ellice School, although vacant for the last 70+ years, retains historic fabric and important historical association with the history of Millis's schools. The school property follows the lot lines which are shown on Millis Assessors Map #43. The only other features on the parcel are about ten granite posts (3'6" high) along the south property line with a small section of dilapidated picket fencing that once stretched between the granite posts (contributing structure), and a low stone wall (contributing structure) lining the west/rear property line.

Setting

Pleasant Street is a north-south road leading from Main Street just west of Millis Center, south to Village Street where it jogs across and continues south through Rockville to the Charles River. After Pleasant Street crosses the river it becomes Dean Street for a short distance before passing into the town of Norfolk. Just north of the school, Dyer Street branches northwest to connect with Village Street, forming a vacant triangle of forested land (bordered by Village Street on the north, Pleasant Street on the south, and Dyer Street on the west). The $\frac{3}{4}$ -acre schoolhouse lot is at the same grade as the dirt shoulder of the road. The building is surrounded by a grassy and moss-covered area which is bordered on three sides (not the road side) by deciduous and pine forested land. A large oak tree remains at the edge of the road where once there were two oaks. Along the southern property line are remnants of the granite post and picket fence noted above. This fence is on the school property. A stone wall that shows in historic photographs across the back of the school lot remains, but is now behind voluntary growth of forest material.

Building

The Greek Revival two-room schoolhouse on the west side of Pleasant Street rests on a granite block and brick foundation, is sheathed in wood shingles, has wood trim, and is capped by an asphalt shingle roof. The overall size of the building is 35' in width and 53' in length. **Photo #1.** The building served as a schoolhouse until 1931; during the Depression local women sewed clothing for the poor here, and for a short time during World War II women gathered here to make bandages for the war effort. The schoolhouse, presently only used for storage, is in a deteriorated condition with window openings boarded with plywood, its trim removed or eroded, three of the four exterior doors covered with plywood, and steps to all but one entrance have been removed. The plywood was installed in the early 1990s and replaced a planked shutter (tongue and groove boards hung with strap hinges on one side) that had covered the windows

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before the mid 20th century. The two windows on either side of the door on the north long side of the school retain the planked shutters. The interior is deteriorated with caved-in ceilings, failed plaster, and missing windows; however there is enough historic fabric inside and out to gain a clear understanding of this building's appearance over its lively days between 1849 and 1931.

The building is sheathed in wood shingles that have been laid over asphalt shingles. The only remaining evidence of the original clapboard siding is in the gable peak of the rear elevation. There is evidence of the switch from clapboard siding to shingles (not the layer that is visible today) in 1920 photographs of the school that show new shingles and alterations in fenestration due to the relocation of the entrances from the gable front to the sides. The first layer of shingles was laid over the clapboards and retained the templar gable trim in the gable-front elevation; this was removed and the present layer of shingles covers the entire elevation with no break for trim molding. Physical evidence shows that asphalt shingles were applied at some time after the school closed, and wood shingles were applied over the asphalt shingles in the last quarter of the 20th century.

Roofing material is asphalt shingles laid over wood sheathing boards, many of which have been replaced with plywood. The roof sheathing boards are laid on a common rafter system. A patch on the eastern end of the north roof slope appears charred on the interior and in the aerial view of the exterior; however the fire department has no record of a fire, nor do longtime neighbors and historians remember such an event. The present roof was installed in 1972; therefore a fire that charred the roof but did not advance must have occurred since then. A simple brick chimney is centered close to the ridge of the north roof slope.

There is no documentation to indicate that the two foundation materials are a result of an addition. The measurements of the original building are similar to a mid 19th-century Rockville resident's journal which claimed that the building was about 50' long. That part of the school used for classroom space rests on a granite foundation, which is over a full cellar; the section of the building that is on the brick foundation has no cellar, only a crawl space, and originally included the entrance halls/coatrooms and a small stove room. The brick foundation carries the front part of the building extending westerly for 13'4" (12' of which rests on a brick foundation and 1'4" accounts for the large granite blocks that carry the cornerposts in front of the brick foundation wall). Directly in line with the rear end of the brick foundation is a break in the exterior molding – the deep entablature (fascia and cornice) under the eave. The present front classroom is somewhat deeper than the 13 feet of brick foundation so that the interior partition between the front classroom and the cellar stairs is not in line with the foundation change. Cellar windows or coal shuttles on the north side and rear elevation have either been filled with brick or covered with construction board.

Windows once had 6/6 sash, some of which remain on the interior minus the glass. Exterior window frames consist of flat unadorned framing pieces with a slightly projecting sill and projecting molded lintel with a slight pointed arch over each top framing piece. Each of the four cornerposts rests on a tall square granite block and consists of recessed paneled boards and molded capitals. A wide-molded friezeboard lines the north and south sides and once wrapped around at least three sides of the building. It has been removed from the front gable elevation when the shingles were applied. Boxed cornice moldings trim the rake of the eaves in each gable end. These moldings are substantially deteriorated.

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East Elevation. Facing Pleasant Street is the four-bay gable-front elevation with four window bays, each covered with plywood and having an exposed narrow sill and lintel capped with projecting, slightly pointed-arched molding. The raking boxed eaves are partially deteriorated and extend just to the top of the cornerpost caps. The full return (templar molding) has been removed and the entire elevation is covered with shingles as noted above. Cornerposts are as described above. The foundation under this elevation is brick.

West Elevation. Facing the woods at the rear of the building is the gable-end elevation with shingled siding on the main body, and clapboards in the gable peak where there is a single window opening, now covered with louvers. There are two doors, one at each end of the elevation close to the cornerposts; a pair of windows (now covered with plywood) centered on the elevation; and flanking horizontal window openings covered in plywood between the outside edge of the paired windows and the inside edge of each door. Steps to the entrance doors have been removed; trim is either covered over or only consisted of the simple flat narrow board that defines the gable peak. The windows – both the paired and flanking horizontal windows – are likely to be part of an alteration because of their configuration and their location. Each is high on the wall above the line of the cornice molding which has been removed as noted above, and the horizontal windows have small square lights surrounding a larger single rectangular light (as noted inside), which is more of a Victorian-era design than Greek Revival. **Photo #2.** The boys and girls privies were once attached to this part of the building. Each door in the gable end led to a covered porch with attached privy under the horizontal windows.

North Elevation. The 53'-long north elevation rests on a granite and brick foundation (38' of granite, 12' of brick, and 1'4" for each granite block cornerpost). Wood shingles cover the side wall. There are three window bays and the only operable entrance to the building, which is between the second and third window bays. The door is approached by three makeshift wooden steps that are dilapidated and have a modest hand rail. The door is a Victorian five-recessed-panel door set in a plain frame, and probably was reused when the entrances were changed from the façade to the sides based on other historic photographs that show similar doors on the gable front façade. Above the door on the cornice, there is a shadow of the small, hipped-roof open entrance porch that once shielded the door. Each of the windows flanking the door has a single planked shutter, unlike the rest of the openings that have been covered with plywood.

South Elevation. Also 53 feet long with the same lengths of granite and brick foundation as the north side, this elevation has three windows bays and an entrance door, all of which are boarded over and not functional. All three window bays are west of the slightly off-center entrance bay. The front section of this elevation is shingled, with no windows. As on the north side, the cornice molding over the door has a shadow line showing where the hipped-roof entrance porch was attached to the building.

Interior. The interior plan has three spaces, each spanning the width of the schoolhouse and include: a front classroom; a center entrance hall bay that is divided in two with large heating ducts and an east-west partition that separates the north entrance from the south entrance; and the rear classroom. The interior is substantially deteriorated, with the roof structure exposed due to fallen ceilings, and the cellar structure is visible from the cellar steps, which have also decayed. Window bays, blackboards, wainscoting, and doors are intact enough to know what the schoolhouse looked like when in use.

Photo #3.

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The full basement (cellar) under the rear 38 feet of the building has a dirt floor, stone foundation walls that have been reinforced with mortar topped by the cut-granite block foundation (viewed on the exterior), and an intact floor structure of the schoolroom and entrance bays above. Tall cut-granite posts support the beams and joists. The base of the original chimney remains in the cellar and is painted white. A brick chimney has been installed near the original chimney base and rises through the building.

The roof structure (partially exposed where ceilings have fallen) shows a common rafter plan with rafter ends resting on the ridgepole and each pair braced with a tie beam that is nailed to the side of the rafters (not mortised and pegged). Roofing boards are laid over the rafters. Many have been replaced with plywood sheets. One area on the east end of the north slope appears charred on the inside as described above.

Common features of the interior spaces include the window sash (where they remain), wainscoting, plaster walls, blackboards, and doors. Although all windows are boarded up with plywood, some 6/6 sash with narrow muntin bars remain within the window casings or leaning against the walls in the rooms. Window openings are trimmed with wide casings that have molded sills with apron strips of molding forming recessed panels on the side piece, and wide projecting molded lintels or crowns. Some window sills are integrated into the top molding of the wainscoting. Interior door openings have surrounds that are similar to the windows. Several doors are leaning against the walls and have either five horizontal raised panels or a mixed pattern of four or five recessed panels. Walls are covered with wainscoting of either wide vertical boards that are spaced to form recessed panels similar to the window and door frames, or narrow beaded boards. The latter pattern is found in the corners of the front and side walls of the east room, where the old entrance doors were converted to windows ca. 1915. Above the wainscoting are blackboards framed by a narrow ovolo molding, and above those is plaster on wood lath.

The front (east) classroom has two openings (doors) leading from the middle entrance halls/coat rooms (one near the north exterior door and one immediately next to the south exterior door), four windows on the east wall, two on the north wall, and blackboards lining the full length of the south and west walls above the wainscoting. Above the blackboard on the interior west wall is a large square grill for the heating duct surrounded by a plain slightly beveled frame. An old stovepipe hole has been patched on this same wall. The floor of this room is made of narrow boards, unlike the rest of the building, which has wide board floors. This accounts for the 1908-09 School Committee report that the floor of the east room under the brick foundation needed to be replaced due to rot and drafts.

The rear (west) classroom has similarly positioned openings (doors) from the entrance halls, two window openings on the south wall, two exterior doors, a pair of double-hung windows, two horizontal multilight windows set high on the west end wall, and blackboards lining most of the north and east (interior) walls as well as the west wall between the exterior doors and under the windows. **Photo #4.** The paired windows in the west wall have casings similar to other window casings; however, it is known that they were added later (after the chimney and stove centered on this wall were removed), thus the casings must have been copied or all interior casings may have been adjusted – although there are no records of such an expense. The horizontal windows date from a later era due to the style of window and the surrounds which are flat and plain, unlike other window frames. A closet with shelves is located on the east wall under a large

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metal grill of the heating vent. The door of this closet is made of narrow beaded vertical boards. The large, square heating vent is surrounded by a wide, plain beveled frame similar to the one in the east classroom. A large plaster medallion adorns the ceiling centered north to south, but not east to west. The location accounts for a formerly larger room that included the present middle section of the building, before the entrances were moved from the front of the building to the sides. This plaster round was fitted with a large wooden circular frame from which hung small lights when the building was electrified in the early 1900s. At the time of the writing of this nomination, the frame was on the floor, leaning against piled desks on the back wall of the room.

The middle space between the east and west classrooms has been partially divided with an east-west partition wall. The north side was the boys' entrance and coatroom, and there are pegs and hooks along the wall surfaces. The north wall of this space has an exterior door (the only operable entrance to the building) and a window. Doors with long recessed panels lead into each classroom. A brick chimney (painted white) rises from the cellar in front of the interior partition wall. Also in this space are two wide, metal heating ducts that rise from the dismantled furnace in the cellar and branch at the top to fit into vents that once carried the heated air into each of the two classrooms (accounting for the heating grilles in each room). The south side of the middle space, the girls' entrance, also has some pegs for hanging coats on the walls, although not as many as the north side. The south wall has an exterior door and window aligned with those on the north wall (the boys' entrance). The interior doors are missing from the openings leading to each classroom. Cellar stairs are opposite the exterior door and enclosed by walls and a four-paneled door.

In addition to the building debris in each room, there also are desks and chairs as well as window frames and doors. A stack of wooden desks with no legs is piled in the west classroom. They appear to be early 20th-century wooden desks that once had cast-iron bases. There is some speculation that the bases also were removed for the war effort, just as the furnace steel was taken in the 1940s.

Physical Changes of Ellice Schoolhouse. Exterior changes of entrances and fenestration are shown in three generations of historic photographs that help to explain the evolution of the schoolhouse. A photograph from 1901 (**Photo #5**) and two from 1920 (**Photo #7 & 8**) have definitive dates written by the photographer on the paper sleeves that cover the glass plates. A third photograph is dated 1892 by Edwin Waite's family, and is included in a short essay written by his granddaughter when in fifth grade telling the history of the Ellice School as told to her by her grandfather. (**Photo #6**) The Waite photograph shows the schoolhouse with clapboard siding, templar gable ends marked by a wide molded cornice that wrapped around the building, windows of 6/6 sash with flanking louvered shutters and pointed-arched molded lintels that butted up against the fascia board, and one entrance door in the gable-front east facade. The 1901 photograph shows the gable-front facade with two entrance doors in the two end bays, and the described windows in the middle two bays. Each door was framed by flanking pilasters carrying a wide entablature with projecting lintel. The single door in the Waite photograph had the same detailing.

The 1920 photographs show shingled siding of the main body (not in the gable peaks), the same windows and casings, windows in place of the doors in the gable-front elevation, and new entrances within modern hipped roof entrance porches on each side elevation, an alteration that was made in 1915. Two windows on each side (the front two on the

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south side and the rear two on the north side) were shingled over to provide additional blackboard space in the interior rooms. In all three generations of historic photographs, there is a single chimney with a metal hood centered on the ridge; the earlier photographs (the Waite photograph and 1901) also show a brick chimney extending from the roof just inside the back wall of the building. The former is still in place in the cellar only and no longer extends through to the roof; the latter has been removed. A new, narrow brick chimney rises near the first chimney noted above. The windows in the gable-end wall of the west elevation would have been added after the rear chimney was removed. This would account for the paired windows that are high on the wall under a window (louvered on the exterior, 6/6 sash on the interior) centered in the gable peak (attic). It is possible that the horizontal windows on this west end wall were added when the outhouses were redone ca. 1904. The outhouses, which have been removed, had been attached to the rear of the building – one on each side, corresponding to the two exterior doors on the west end wall. The early photographs also show a wellhouse located in the northwest corner of the property. No evidence of the well remains.

A diagram, drawn by Edwin Waite's granddaughter to accompany her fifth-grade essay on the schoolhouse, shows halls on each side of the building between the exterior (north and south) walls and the small front stove room, with a large classroom behind the halls and stove room. Waite had attended the school from ca. 1892 to ca. 1898. The diagram, drawn by his granddaughter Penny Johnson, accounts for a large classroom behind the small stove room and flanking halls. Waite's granddaughter drew only one entrance door in the gable-front façade as seen in the photograph in the family's possession that was included with her essay. This single door and two halls (one on each side of the building) appears to be an odd arrangement because the hall along the south wall would have had no exterior door and access only from the large rear classroom.

The first change to two classrooms was made by removing a partition between one of the side halls and the small room near the front of the building in which there was a stove for heating the school. This 1904 change created an east (front) room that could accommodate the three primary grades, while the upper grades used the back (west) room, which was the larger of the two. The shift of the front entrance(s) to the sides occurred in 1915 when there was a need for two full-sized classrooms. This major change led to the incorporation of the early halls/coatrooms into the front classroom and the two entrance hall spaces in the middle of the building, which caused shrinking of the back (west) classroom to its present size in order to create these new entrance halls/coatrooms. Interior evidence shows that once the entrances were moved from the gable-front elevation to the north and south sides, the large single classroom was divided into entrance hall space and classroom space behind, and the plaster medallion was no longer centered in the west classroom.

The sequence of the three photographs raises some questions about the evolution of the schoolhouse doors. In question is the date of the Waite photograph, which shows three windows and one entrance only in the gable-front elevation. The one door was in the northernmost bay of the elevation and led to a hall with coat hooks that extended along the north wall to the large classroom behind. If the photograph predates the 1901 photograph, which shows two entrance doors on the main façade, it would mean that the second door was added sometime in that nine-year span. If it postdates the 1901 photograph, it would mean that the original school had two entrances – one to each of the coatroom/halls along the long sides of the schoolhouse— and that one was removed after 1901, possibly in 1904 when an interior partition was removed to increase the size of the front classroom, thus losing one of the entrance halls. Another quandary about the

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date of the Waite photograph is the lack of a bank of tall evergreen trees, which are seen in the 1901 photograph. It is hard to imagine that these trees could have grown to be the size that they appear to be in the 1901 photograph in such a short time – nine years. It is more likely that the trees were cut down at some time after 1901, leaving those along the south edge of the property and a small cluster behind the building as seen in later photographs. Only a small cluster of trees behind the school is shown in the 1920 photographs. Thus this fact about the tree line would also argue for a later date for the Waite photograph – probably between 1904, when one hall was incorporated into the front room, and 1915, when the entrances were moved to the north and south sides.

Archaeological Description

While no ancient Native American sites are located on the school property, sites may be present. Eleven ancient sites are located in the general area (within one mile); most located on floodplains, upland terraces, and other landforms bordering the Charles River and its associated wetlands. Environmental characteristics of the school property represent locational criteria (slope, soil drainage, proximity to wetlands) that are favorable for the presence of Native sites. The school is located on a well-drained, level to moderately sloping, upland terrace within 1,000 feet of wetlands. McCarthy Pond is located north of the school, and an unnamed pond, wetland, and tributary stream of the Charles River to the west. The Charles River flows northeasterly, approximately one-half mile to the south and southeast of the school. The entire town of Millis lies within the Charles River drainage. Soils surrounding the school are sandy, formed in glacial till in upland areas. Given the above information, the size of the school parcel (approximately three-quarters of an acre), and the extent of historic-period land use, a moderate to high potential exists for locating ancient Native American resources on the school property.

A high potential exists for locating historic archaeological resources on the school property. Structural evidence of barns, stables, and outbuildings may survive on the school property. Builder's trenches and other structural evidence of changes to the school building may also exist. Archaeological evidence of occupational-related features (trash pits, privies, wells) may also survive. In 1904, an old outhouse (location unknown) was removed and two new outhouses attached to the rear of the school. The latter outhouses have also been removed. Early photographs show a wellhouse, for which no evidence remains, in the northwest corner of the property.

(end)

Ellice School
Name of Property

Norfolk County, MA
County and State

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)

COMMUNITY PLANNING AND DEVELOPMENT

ARCHITECTURE

EDUCATIONAL HISTORY

Period of Significance

ca. 1849 to 1931

Significant Dates

n/a

Significant Person

(Complete if Criterion B is marked above)

n/a

Cultural Affiliation

n/a

Architect/Builder

n/a

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

Primary location of additional data:

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

Name of repository: Millis Public Library

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8. Statement of Significance

The Ellice School is significant for its association with the development of Millis' educational system and as the only remaining district schoolhouse in the town, and has not changed in overall size in spite of its reconfiguration from a one-room to a two-room schoolhouse in 1905-06. The Ellice School is located in the Rockville section of Millis. The Ellice School retains integrity of location, design, setting, some materials, craftsmanship, feeling, and association. It is significant at the local level for a period extending from the construction date of 1849 to 1931, during which time it was used as a schoolhouse. Since 1931, the school has been vacant with no classes held here. However, during the Depression, sewing machines were moved into the building and local women gathered to sew clothing for the poor. The building was also used for a short time during World War II, when local women made bandages here. Otherwise, the school has been used for storage of old desks and chairs. The schoolhouse meets Criteria A and C of the National Register of Historic Places.

Millis was settled as part of Medway in 1717, and incorporated as a town in 1885; thus the Ellice School began as part of the Medway school system. Today, Millis has an area of 12.2 square miles and a population of nearly 8,000 persons. Located in Norfolk County, in southern Massachusetts, Millis is approximately 22 miles southwest of Boston in the Charles River valley. It is bordered by Holliston and Sherborn on the north, Medfield and Norfolk on the east, Franklin on the south, and Medway on the west.

Overview of the Development of the Town of Millis

The political boundaries of Millis were formed through a number of shifts in town lines and separation from larger earlier settled towns. Prior to English settlement, the territory belonged to Native Americans known as the Nipmucs. Its English settlement history began in the 1640s when there was reference to a large area west of the Charles River as part of Dedham. In 1650-1651 the western part of Dedham, including territory that eventually became Millis and Medway, was set off to form Medfield. The part that would become Millis had been known as Boggastowe, named by the Nipmucs and purchased in 1672 by proprietors that included John Ellice, who was appointed to negotiate with John of Boggastowe to purchase land west of the Charles River. Medfield land that was west of the Charles River was incorporated as Medway in 1713.

Millis's situation on the Charles River made it a favored location for substantial Native American activity. Several east-west routes in the vicinity crossed the eastern town boundary, which was the Charles River, from Medfield into East Medway. These routes eventually became main roads in East Medway such as the Old Mendon Road, which followed Dover Road and Village Street in a southwesterly direction; and Union Street, which led from the Dover Road across to the northern part of Exchange Street. Plain Street and the upper part of Exchange Street formed an early north-south route, connecting East Medway with Sherborn to the north. Main Street became a main east-west transportation route

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with the opening of the Hartford and Dedham Turnpike (later to be called Main Street) in 1809. Pleasant Street connected the road to Mendon (now Village Street) with Rockville to the south. Throughout the 18th and most of the 19th century, Medway had two distinct villages – East Medway and West Medway. In 1885, East Medway became incorporated as the town of Millis, named after successful businessman and railroad executive Lansing Millis (1823-1885).

In the early periods of development (well into the 19th century), East Medway was a community of scattered farms engaged in agriculture and cattle grazing. There were two mill sites – saw and gristmills – during the early days: one at Boggastowe Pond and the other at Rockville, where a small mill village evolved in the 18th century, including a scythe and edge tool shop (1780) and a cotton mill and machine shop (1818). Rockville continued to grow as an industrial center with small mills along the river, the most significant of which in the late 19th century was the Waites Felt Mill. This mill was leased by the American Felt Company in 1899, which operated here until 1911. (Today the mills are gone and the Waites Mill Park has been created in place of this mill to commemorate this part of Rockville's historical development.) Industrial development of the early to mid 19th-century led to the evolution of the village at Millis Center (NRDIS), which became the focus of industrial development in Millis with the Steel Edge Stamping and Retinning Plant (1889, MHC #40 NR), Herman Shoe (1896, MHC #128), and later, the Cliquot Club Bottling company.

History of the School System in Medway

Millis' school history began in Medfield in the late 1600s, and was carried on by the town of Medway from 1713 to 1885, when East Medway became Millis. In 1698 the town of Medfield appropriated 50 shillings for schooling of pupils on the west side of the Charles River. Joseph Daniels (some 19th century documents spelled his name "Daniell") was the schoolmaster in 1698, and was probably the first formal schoolmaster. As such, he was soon replaced by Experience (Cook) Adams, a mother of eight who had schooled students in her kitchen before this late 17th-century date. Peter Adams (bef. 1632-ca.1690) settled on Union Street as early as 1678 when this area was part of Medfield. Here, Adams constructed a house (on the site of 226-234 Union Street, MHC #174); his son Peter Adams (1653-1723) married Experience Cook, who is reported to have been the first schoolteacher in the new settlement, which may refer to her teaching of children in her kitchen before Daniels taught here. Besides schooling, the first town meeting and the first public worship were held at Peter and Experience Adams' house following the incorporation of Medway in 1713.

In 1718, there was a grant of 10 shillings made for a school at "ye bent of the River." This referred to the first schooling in Rockville. However, it was not until 1737 that discussion of the construction of schoolhouses began. The town of Medway voted to build three schoolhouses in that year, although funds were not appropriated; therefore it is unclear whether all three were built in 1737 or soon thereafter. The locations of the three were: East Medway, located near Millis Center; the Bent, which was near Rockville; and the New Grant, referring to the westerly part of Medway. This was the beginning of Medway's district school system, which by 1760 boasted five schools. East Parish was #1; Bent was #2; the Neck (north of Millis Center) was #3; New Grant was #4; and the northern part of the New Grant (northwest Medway) was #5. A sixth school was added in 1769 near the county line between Norfolk and Middlesex County.

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Schoolhouse #2 at the Bent, was located at the corner of Village Street and Acorn Street, west of the location of the Ellice School. Over the next several decades, the village of Rockville emerged along Pleasant Street south of Village Street (also known as the road to Mendon).

In 1849, Medway decided to build a new schoolhouse in District #1 (Millis Center). A committee of seven prominent citizens of East Medway bought a piece of land on the turnpike (now Main Street) and built the large two-room schoolhouse – later known as the Adams School (demolished ca. 1935). In the same year, the town replaced the old Bent schoolhouse (District #2) with a new schoolhouse at a new location, southeast of the first District #2. The new schoolhouse was only referred to as District #2, not as the Bent School. The $\frac{3}{4}$ -acre parcel on which the new schoolhouse was built was (and is) located on Pleasant Street just south of Village Street. This District School #2 eventually became known as the Ellice School, named for John Ellice an early settler of the Rockville area of Medway (later Millis). In 1848 a fee of \$35 was paid to acquire the land by the inhabitants of School District #2 to Seneca and Nancy Barber. In the deed (recorded February 21, 1849) the Barbers restricted the use of the land to a “site on which to erect a schoolhouse, for a common school, or other literary institution.” The Barbers descended from one of the town’s founders, George Barber. The family homestead in Rockville descended to John Barber, who had a gristmill, dam, and water privileges on the Charles River. Captain Seneca Barber (b. 1770) had married Nancy Boyden in 1797 and settled in Rockville on the west side of Pleasant Street south of this land. Barber’s land stretched along Pleasant Street and surrounded the $\frac{3}{4}$ -acre schoolhouse parcel.

By 1851, there were eight school districts in Medway, of which three were in East Medway. These three were District #1 at Millis Center, District #2 at Rockville, and District #3 on Orchard Street west of Ridge Street. Town reports for each year indicated which age (Primary and Intermediate) students attended each school, listed the number of students in each school, number of teachers, and number of weeks in which the school was in session. The socioeconomic trends tended to have an impact on the success of the schools. Some reports claimed that attendance was poor during some sessions because students had to stay home to work, particularly the boys during the spring and summer sessions. Throughout much of the 1860s, District #2 surpassed other schools in studies and good order. Much of the success of this school throughout the late 1850s to 1865 was attributed to the teacher, Miss Betsy L. Adams. In some sessions there were two teachers at the District #2 school – one regular teacher and one assistant. This trend was only intermittent. In 1865, it was noted that the school was “deeply afflicted” by the loss of the excellent teacher (Miss Adams).

Most district schools had both primary and intermediate-level students, although there were some that only had primary or grammar school pupils. At the District #2 school the educational level was “mixed,” meaning that both primary and intermediate students were taught here. In 1865, towns were notified that they would lose some of their state funding from the Massachusetts School Fund unless they maintained a high school for all students who wanted to attend. Up to this time, Medway had only provided public education through the intermediate level (equivalent to eighth grade today). When the high school was added in the late 1870s, it became the ninth school in Medway, and it was located in West Medway.

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In 1869-1870, all eight Medway schools were appraised. Nearly all sat on a ¼-acre parcel and had stoves, chairs, settees, benches, and supplies such as a globe, books, and maps. At that time, the valuation of District #2 was \$1,575, which was in the middle range, with three valued above District #2, one the same, and three under. Items that made up the appraisal at #2 included two stoves, a funnel and coal hood, three armchairs, two settees, two benches, a clock, a globe, books, a table, maps, and a bell.

One of the payments made in 1871 was for a fence enclosing the schoolyard. A condition of the schoolhouse deed (1848-49) was that the town had to erect a fence around the school and maintain it at all times. In 1871, the town paid \$20.44 to Horace Twichell for building a fence at the school. Twichell had purchased the adjacent house lot to the south in 1850 from Seneca Barber and had built the modest Greek Revival house there by 1858. The fence between his property and the school along the south side of the schoolhouse lot is probably the fence that he built consisting of granite posts (extant) and a picket fence as shown in historic photographs. Twichell's farmhouse passed to E. A. Jones who sold to Edwin Waite's father in the late 1880s. Edwin Waite (b. 1886) attended the school in the 1890s, eventually built the ca. 1920 Arts and Crafts house on the north side of the schoolhouse lot, and sent his children to the Ellice School also. Photographs and oral histories come from this family.

Throughout the next decade, each school was discussed in the Annual School Report noting repairs, painting, and cost of heating, as well as progress of the students and salaries paid to teachers. By 1879, the Annual Report noted that the enrollment of District #2 was back up to 60 students, which meant that an assistant teacher was again needed to help the one regular teacher at the school. The report for 1881 noted that "the school in Rockville is in very good condition, and it is gratifying to observe the progress the children are making, and the good order kept in the school-room." The Annual School Report for 1883 indicated a need to enlarge the District #2 school. It was reported that the students enrolled were "of mixed grade," that this school held the largest number of pupils in any one room in the town, and that a need for making "two departments of this school has been under consideration and left with a subcommittee to determine." In the next year it was reported that 69 students were enrolled at District #2, of which 42 were between the ages of eight and fourteen years; however the average attendance was only 38. This was the end of reports on District #2 included in the Medway town reports. All Medway reports indicate that the District #2 was a one-room schoolhouse.

History of Millis School System

When Millis separated from Medway and became incorporated in 1885, it had three schools, the Adams School (the old District #1, no longer extant) at the center, located on Main Street where the present Police and Fire Station (901 Main Street, MHC #272) is situated; the Daniels School (District #3, no longer extant) on Orchard Street west of Ridge Street; and the Ellice School (District #2) on Pleasant Street. There were a total of 125 students, with 64 attending the two-room Adams School, 19 attending Daniels, and 42 at the Ellice School. Three members were appointed to the first school committee in 1885. One of the early tasks of the committee was to name the schools. Names of prominent historical figures were selected: Adams recalled the location of the first public school in the home of Deacon Peter Adams and his wife, Experience who was the first schoolteacher; Daniels honored Joseph Daniell who was the first schoolmaster on this

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side of the river (1698), albeit for a short time, who owned land along Boggastow Brook and whose ancestors established a small fund for this District #3 school; and Ellice recalled John Ellice (d. 1716), who was one of the early settlers of the Rockville area and who lived on the old Mendon Road (now Village Street) near the Pleasant Street intersection. As noted above, he was part of a committee that negotiated with John of Boggastow, a Native American, for the purchase of land west of the Charles River in 1672. Members of the Ellice (later spelled Ellis) family have lived in Rockville for the past 230 years, and one member of the family taught in District #2 in the 1860s. In addition, the Waites who lived on both sides of the school were descended from John Ellice (now Ellis). In Millis' Second Annual Report (1886-1887) it was noted that the names chosen for each of the schools (Adams, Daniels, and Ellice), honoring historical figures of the town, were well received.

At the time of the establishment of the school committee, four teachers were engaged to teach with one in each classroom (two at the Adams School). In the first year 1885-1886, Miss Leila S. Taylor taught 42 pupils for 35 weeks at the Ellice School. It also was noted in the school committee report of 1886 that the devastating fire destroying the factories of Rockville led to unemployment of many of the inhabitants of the village who then moved, decreasing the numbers in this school substantially. In the Fourth Annual Report of the School Committee, it was recommended that the town begin planning for the "reseating of the Ellice School-room," due to the worn condition of the desks and chairs. The same plea was reiterated in 1895-1896 and it was another 10 years before the plea was answered with new desks.

Some improvements were made to the schoolroom at the Ellice School in 1888, and in the Seventh Annual Report (1891-1892) it was noted that Ellice and Daniel schoolhouses were of a size and convenience suitable to "the present and prospective needs," but that the Adams School was in need of enlargement. Both the 1894 and 1895 Annual School Reports noted that the Ellice School was in need of paint and re-roofing; otherwise, the schoolhouse was in "fair condition." It continued to serve primary and intermediate grades with 34 attending at that time.

Overall changes in the Millis school system made their impact on the history of the Ellice School. During the 1890s, there were discussions of the merits of un-graded versus graded systems as well as appropriate class size per teacher (not to exceed 50 in intermediate levels but no more than 10 or 12 for primary instruction). In 1897-1898, primary and intermediate grades included first through fifth. Sixth was added in 1898 due to changes in grade classification, which was about the time that Millis was moving towards a central system. Consideration of a centralized system led to discussions of the appropriate grade mix in each school – whether it should be six and six (Grade 1-6 in one building, and Grades 7-12 in another) or four, four, and four (Primary, Intermediate, and High Schools in three separate facilities).

In 1892, the town of Millis had purchased the land on the south side of Main Street opposite the Adams School on which to build a secondary school; however, construction of the Memorial School (900 Main Street, MHC #73) – now the Veterans Memorial Building (Town Hall) – did not take place until 1913. At the time of incorporation and for at least the next decade, Millis high school students traveled to Medway, and a fee for their attendance was paid by Millis to Medway. There was an attempt to consolidate the lower classes in 1895 by adding a school at the Grange Hall for primary students only and closing the Daniels School, thus having most students attend school at the center. The only exceptions were those attending the Ellice School in Rockville.

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This new system did not work well due to overcrowding at the center schools, and the Daniels School was reopened, only to burn to the ground in December 1896. In 1897-1898, the Adams school was expanded and in 1905 the Grange School was enlarged to accommodate an ever-increasing population of primary level children. The 1913 Memorial School (900 Main Street, MHC #73) was a five-room brick building, with its main entrances in the Main Street elevation. It housed junior high school students at first. The building was enlarged in 1922-1923 and then substantially expanded in 1931, resulting in nine new classrooms, a library, and an auditorium, as well as the reorientation of the new Millis High School (as the name plaque over the new front entrance stated) to face Park Road. The new Junior and Senior High School opened in November 1931, and housed grammar students as well. The Ellice School did not reopen in September 1931, following its last class in June 1931. Students went to the Adams School until the centralization of the Millis school system. The Adams School was demolished soon thereafter (ca. 1935), and the Ellice School remained vacant except during the Depression and World War II, when local women sewed for the poor and made bandages here. It is reported that the steel from the furnace that was in the basement was removed for the war effort.

In 1954, the town built the Clyde F. Brown Elementary School. The Junior High and High School continued to be housed in the Memorial Building – Millis High School, until new school facilities that were approved at Town Meeting in 1958 were built on Plain Street in 1960. In the late 1970s, Millis converted its Junior High School to Middle School, remaining on the same 1960 Plain Street campus. After the Memorial Building was vacated by the Junior High and Senior High School students, the building was used for various elementary school classes when needed, due to large class sizes or other construction projects at the Brown Elementary School. This 1913/1931 school building remained vacant for a number of years until converted to its present use as town offices.

Evolution of Ellice School

Alterations to the Ellice Schoolhouse and reorganization of space are revealed through school committee and superintendent reports, oral histories, historic photographs, and physical evidence. The interior space was re-organized into two classrooms, and fenestration patterns changed more than once. The only mention of a need for an addition occurred in the 1883 Medway School Report – the year before the school passed to the town of Millis – where it was noted that expansion of the school was necessary. However there is no evidence that expansion occurred beyond the original walls of the schoolhouse. A journal (transcribed by Francis Donovan) of a mid 19th-century student, Philander Augustus Gay, noted that the school, when built, was about 50 feet long. (His estimate of the width was 25 feet, which is 10 feet short; there is no evidence that the building was widened.)

The lack of a mention of an addition in the first decades leads one to believe that the entire building was constructed in 1849, comprising a 35 foot wide building by 52 feet, 4 inches in length, of which a 39 foot section is on a granite block foundation, and 12 feet on brick with a 1 foot, 4 inch granite corner block (extending beyond the brick foundation) carrying the two front corner posts of the building. The front 13 feet section of the building that is on the brick foundation is over a crawl space, unlike the rest of the building that rests on a foundation of granite block over a full cellar. Reasons for the change in foundation could be related to encountering ledge in the excavation that required a change in plan or a different foundation for the coatroom/entrance as a secondary space, or a way in which to save time

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and money. (Evidence pointing towards an addition is that the cornice and fascia boards break in line with the brick foundation, indicating that the brick section may have been constructed separately; however, there are no records found that document an addition, and oral tradition states that the schoolhouse exterior dimensions have not changed.)

Historic photographs raise more quandaries about the timing of some changes in fenestration. The earliest known photograph is dated 1892 by Edwin Waite's family, showing the brick foundation and a four-bay façade (east elevation) with three windows and one entrance. The entrance door was in the fourth bay – on the north end of the east elevation. This photograph is owned by the family of Edwin Waite, who attended school here from ca. 1892 to ca. 1898. **Photo #6.** However, there is some question about the date of this photograph because the interior plan would make more sense if this photograph was taken between 1904 and 1915, after the partition between one of the side halls and the front small stove—recitation room was removed and before the entrances were moved to the sides of the building. In addition, the tall trees behind the low stone wall (along the rear lot line) seen in the 1901 photograph (**Photo #5**) and not seen in the Waite photograph or later photographs of 1920 (**Photo #s 7 & 8**) could not have grown to their 1901 size in nine years – from 1892 to 1901 if Photo #6 is truly from 1892. It is more likely that most of this line of trees was removed soon after 1901.

The documented changes are the addition or the removal of one of the entrance doors in the main gable-front façade, and later the relocation of the entrances to the side elevations in 1915 and the reconfiguration of the interior space. In spite of the Waite family documentation showing a diagram and photograph of the school in 1892, it is likely that the first iteration of the school had two entrances in the main façade, each entering a hall/coatroom along the north and south sides of the building. When the partition between the south hall and the small stove/recitation room in front of the building was removed in 1904 to enlarge the front room for use as a classroom, it is likely that the door was removed and replaced with a window. Based on school committee reports and interior physical evidence, the original school is likely to have had entrance vestibules and coatrooms (over the brick foundation) in the front of the building, a small anteroom that extended back to the present rear wall of the front (east) classroom, and the large main classroom including the space of the present middle entrance halls and the rear (west) classroom behind. Mr. Waite's description recorded by his granddaughter when she was a fifth grade student shows two halls/coatrooms lining the front section of the north and south walls and flanking a small front room in which there was a stove. He described a large class room behind with doors between the classroom and each of the halls.

In the Medway reports and the early Millis School reports the Ellice schoolhouse was always referred to as only one schoolroom. The first mention of more than one room in the Ellice School is in Millis' Fifteenth Annual Report of 1899-1900, when a request was made for a new furnace at the school. A plan was described in which it was noted that "the smaller room could be heated for the noon use of the children without an additional fire." Two years later (1901-1902), a modern coal stove was installed in the front of the classroom and a wood stove at the rear of the room. At the same time, a new wood stove was installed in the smaller room "now used by pupils during noon hour." By 1903, two teachers taught at the Ellice School, and the school committee noted that a few changes in the arrangement of the building would make it more convenient for the pupils and the teachers. The first known interior changes occurred in the following year

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which was the removal of a wall. The report stated “by the removal of one partition thus uniting one entry with the recitation room, a room is made quite well able to contain 36 children in the first four grades.” The reference to one partition uniting one entry supports Mr. Waite’s description of halls flanking the small room in which there was a stove in Mr. Waite’s time, and which was referred to a “recitation room” in the 1904 account. It is likely that the south entrance hall/coatroom was incorporated into the small room at the front of the building to convert the building into a two-room schoolhouse.

At this time in 1904, the school enrolled students in Grades 1 through 6. In this same year, the old outhouse (location unknown) was removed and “new substantial well arranged closets erected.” These new outhouses were attached to the rear of the building, and the exit doors in the west classroom led to covered porches and to the outhouse on the side of the porch – the one on the north (right) side for the boys, and the other for the girls. The horizontal multilight windows in the rear (west) wall of the schoolhouse directly above the outhouses may have been placed here for additional light and ventilation, as was called for in the 1906 report. Additional money appropriated in that year was made available and used to alter and repair the Ellice School “for two new rooms and ventilation.” Two years later, the east classroom, referred to as the “Primary Room,” needed a new floor. The old floor had rotted due to having no cellar under part of it, as stated in the Annual Report. These references indicate that the new room, created by removal of a partition, referred to the east room.

The other significant change that occurred at the Ellice School was the reorientation of the entrances and the reduction of the size of the rear (west) classroom. This is likely to have occurred between 1916 and 1920 (photograph date showing new orientation). The 1915 School Committee annual report stated that the Ellice School needed paint or should be shingled over loose clapboards to save fuel and add comfort. The choice was shingling, and at the same time fenestration changes occurred. The two doors in the gable-front façade were converted to windows (interior wood work confirms this change); entrances were added on each side (north and south elevations) with the front two windows on the south side shingled over and the rear two windows on the north side shingled over – this act provided more blackboard space in each class room. Two new entrance halls were created between the two classrooms making the rear (west) classroom smaller than its original size. This change in size is confirmed by the location of the plaster medallion on the ceiling, which is not centered on the ceiling of the present room, but would have been centered on a larger room that included the present entrance hall spaces.

Future of the Ellice Schoolhouse

The Ellice Schoolhouse is the only 19th-century Millis school remaining, and the only one that was a one-room and later a two-room schoolhouse. It is the only educational resource extant to remind Millis residents of its early educational history. It began as a one-room schoolhouse and was converted into a two-room schoolhouse by re-organizing interior spaces. The Ellice School has been transferred to the care of the Millis Historical Commission, which plans to develop a restoration plan and anticipates seeking CPA funding to assist in the building improvements. Substantial information about the various iterations of the school is available and should be organized into an exhibition to generate support for restoring the 1849 schoolhouse.

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Archaeological Significance

Since patterns of ancient Native American settlement in Millis are poorly understood, any surviving sites could be significant. Ancient sites located on the Ellis School property may contribute important information relating to Native settlement and subsistence activities in the Charles River drainage, especially the least-documented interior portion of that drainage. Native American sites along tributary streams and ponds of the Charles River may include smaller sites related on a functional and/or seasonal basis with larger sites and core areas along the main drainage of the Charles River. Ancient sites in this area may represent a specialized adaptation to specific resources and environmental characteristics located in the uplands and wetlands to the north and west of the school.

Historic archaeological resources described above may contribute important information related to the evolution of a 19th century one-room schoolhouse in Millis, and its transformation to a two-room schoolhouse in 1905-1906. Historic archaeological resources may also contribute information related to 19th-century educational methods and techniques in Millis, and the social, cultural, and economic characteristics of students and their families in the Rockville area of Millis.

Additional historical research, combined with archaeological survey and testing, may locate the sites of barns, stables, and outbuildings that may have been located on the property during the 1849-1931 period of use for the school. Similar testing may also locate occupational-related features (trash pits, privies, wells) located on the property during the same period. Careful mapping of these structures and features may indicate how their internal configuration changed through time, especially as changes also occurred to the school building.

Additional historical research, combined with archaeological testing of areas beneath and immediately surrounding the school building, may contribute important evidence whether or not the school building was enlarged beyond the original walls of the schoolhouse. The school's foundation is made of two different materials and two structurally different forms, suggestive of an addition; however, no documentation exists to support such a conclusion. That part of the school used for classroom space rests on a granite foundation over a full cellar. That section of the building that rests on a brick foundation has a crawl space only. While historical evidence contained in the 1883 Medway School Report (the school was then part of Medway) notes that expansion of the school was necessary, there are no known records that document an addition, and oral tradition states that the schoolhouse's exterior dimensions have not changed. Archaeological research may contribute important evidence to document that an addition has or has not occurred.

Detailed analysis of the contents of occupational-related features may contribute important information related to the lives of the students who attended the Ellis School and by extrapolation their families and the general Rockville area population. Artifacts and macrofossil evidence from the contents of privies and wells may contribute important social, cultural, and economic evidence related to the students who attended the school. Similar evidence may also contribute evidence related to the diet and pathologies that affected the students and their families. Much of the information described above may be related to the lives of factory workers and their families in Rockville, who comprised a major

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portion of the Ellis School student body. The former statement is supported by the fact that following a devastating fire in 1886 that destroyed the factories of Rockville, subsequent unemployment resulted in many of the village inhabitants moving and the number of students at the school decreasing dramatically.

Detailed analysis of the contents of occupational-related features may also contribute important evidence related to the history of education in Millis and the changing methods and techniques related to that educational history. Artifacts contained in occupational-related features may contribute physical evidence of the curriculum used at the school and the methods and techniques used to teach that curriculum. The potential for stratified deposits in occupational-related features also indicates the potential to contribute evidence related to education and the lives of students over time, rather than a synchronic view of the past.

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Historic Photographs:

- 1892 (given to Flossy Waite Johnson by her father, Edwin Waite, who attended school in 1890s – date reported by owner of photograph which accompanies history of school written by 5th grader in mid 20th C.)
- 1901 (by Walter Prescott – glass plate #520 – owned by Wayne Simpson)
- 1920 (by Walter Prescott – glass plate #719 – owned by Wayne Simpson)
- 1920 (by Walter Prescott – glass plate – owned by Wayne Simpson)
- late 1920s (by Edwin Waite – in scrapbook owned by daughter, Flossie Waite Johnson)

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Oral Histories: Flossy Waite Johnson, Julius Rosen, Gertrude Rosen Block.

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Ellice School
Name of Property

Norfolk County, MA
County and State

10. Geographical Data

Acreage of Property less than one acre

UTM References See continuation sheet. (Medfield Quad Map)

(Place additional UTM references on a continuation sheet)

1. 19 Zone	305139 Easting	4668608 Northing	3. Zone 19	Easting	Northing
2. 19 Zone	Easting	Northing	4. 19 Zone	Easting	Northing

See continuation sheet

Verbal Boundary Description

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

Boundary Justification

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

11. Form Prepared By

name/title Gretchen G. Schuler, preservation consultant, with Betsy Friedberg, MHC NR Director

organization Massachusetts Historical Commission date July 2010

street & number 220 Morrissey Boulevard telephone (617) 727-8470

city or town Boston state MA zip code 02125-3314

Additional Documentation

Submit the following items with the completed form:

Continuation Sheets

Maps

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

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

Photographs

Representative **black and white photographs** of the property.

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

Property Owner

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

name Town of Millis

street & number 900 Main Street telephone 508-376-7040

city or town Millis state MA zip code 02054

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

Estimated Burden Statement: Public reporting burden for this form is estimated to average 18.1 hours per response including the time for reviewing instructions, gathering and maintaining data, and completing and reviewing the form. Direct comments regarding this burden estimate or any aspect of this form to the Chief, Administrative Services Division, National Park Service, P.O. Box 37127, Washington, DC 20013-7127; and the Office of Management and Budget, Paperwork Reductions Project (1024-0018), Washington, DC 20503.

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Ellice School
Millis (Norfolk), MA

Section number 10 Page 1

GEOGRAPHIC DATA

Verbal Boundary Description

The boundary follows the lot lines of Parcel # 13 on Assessors Map # 43 and encompasses the full $\frac{3}{4}$ acre of the parcel.

Boundary Justification

The boundary includes the entire parcel as it was defined in the deed of 1848 when the land was sold to the inhabitants of School District #2 for the construction of a schoolhouse. The boundary lines of the lot on which the Ellice School sits remain the same today.

(end)

Photographs

All photographs, except historic photographs (#5 - #8) included with this nomination were taken in June 2007 by Gretchen G. Schuler, preservation consultant writing the nomination. Historic photographs #s 5, 7 & 8 were taken by Walter Prescott, and reproduced from glass negatives stored in paper sleeves that are marked with photograph date and subject matter.

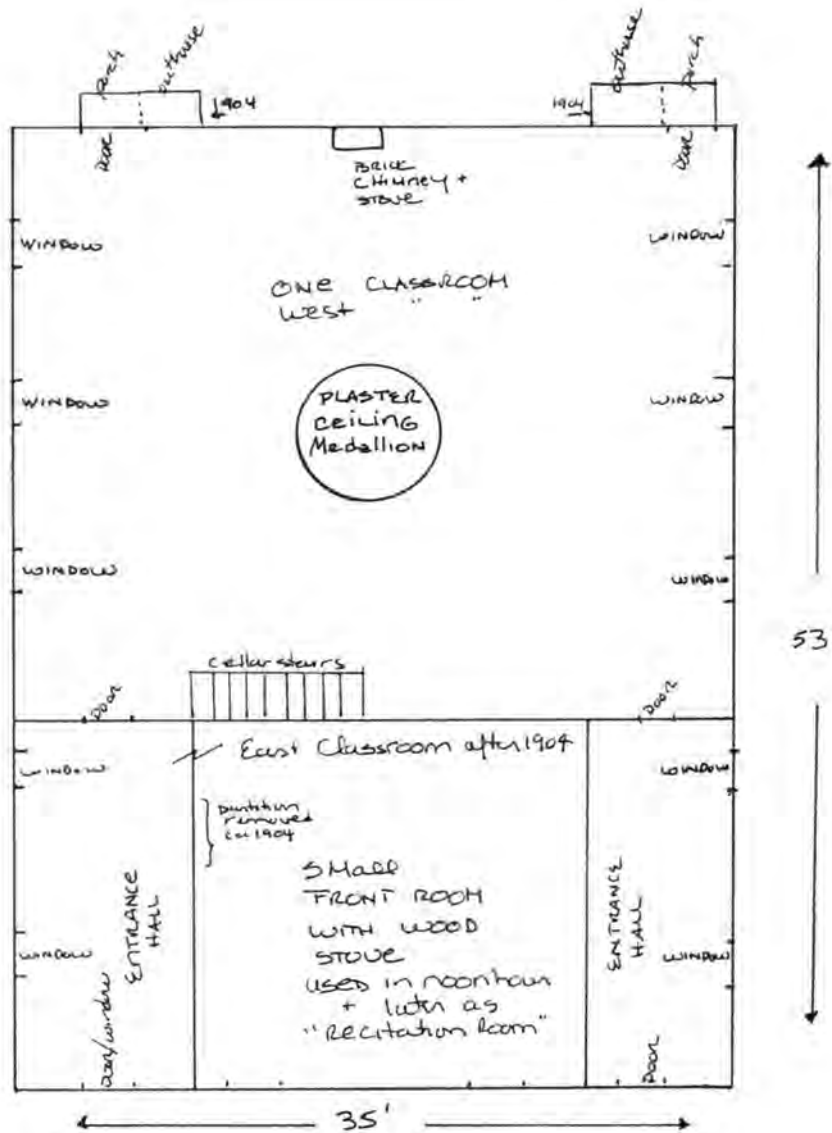
<u>Photo #</u>	<u>View</u>
1. Ellice School	$\frac{3}{4}$ view of east and south elevations looking northwest
2. Ellice School	rear elevation looking north
3. Ellice School – Front room	front wall of front room looking southeast
4. Ellice School – Rear room	back wall of rear room looking northwest
5. Ellice School	1901 view of schoolhouse – façade and north side
6. Ellice School	ca. 1892 or early 20 th C. view of façade and north side
7. Ellice School	1920 view of schoolhouse – façade and north side
8. Ellice School	1920 view of schoolhouse – façade and south side

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Ellice School
Millis (Norfolk), MA

Plans Page 1



THE ELlice SCHOOL - 19th C. to 1915
Millis, MASSACHUSETTS



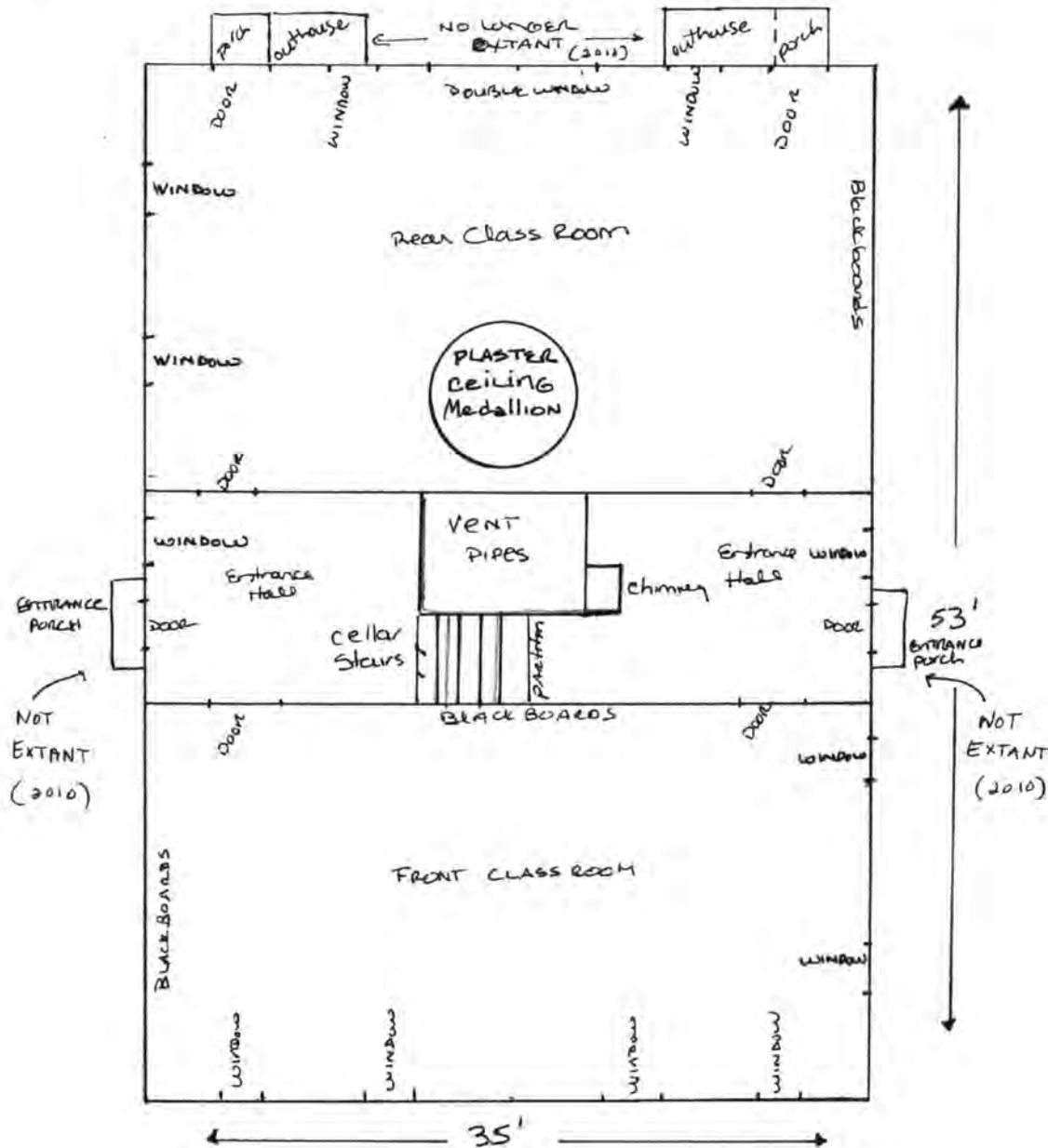
Not to Scale

United States Department of the Interior
National Park Service

National Register of Historic Places Continuation Sheet

Ellice School
Millis (Norfolk), MA

Plans Page 2



THE ELlice SCHOOL - 1915 →
Millis, MASSACHUSETTS

Plan drawn 2010
(not to scale)

UNITED STATES DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL REGISTER OF HISTORIC PLACES
EVALUATION/RETURN SHEET

REQUESTED ACTION: NOMINATION

PROPERTY Ellice School
NAME:

MULTIPLE
NAME:

STATE & COUNTY: MASSACHUSETTS, Norfolk

DATE RECEIVED: 8/11/10 DATE OF PENDING LIST: 9/08/10
DATE OF 16TH DAY: 9/23/10 DATE OF 45TH DAY: 9/25/10
DATE OF WEEKLY LIST:

REFERENCE NUMBER: 10000785

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 9.24.10 DATE

ABSTRACT/SUMMARY COMMENTS:

Entered in
The National Register
of
Historic Places

RECOM./CRITERIA _____

REVIEWER _____ DISCIPLINE _____

TELEPHONE _____ DATE _____

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

If a nomination is returned to the nominating authority, the nomination is no longer under consideration by the NPS.



Ellice School
185 Pleasant Street, Millis
Norfolk County, MA

Gretchen Schuler

6/07

East South elevations Looking northwest

Photo #1



Ellice School
185 Pleasant Street
Hills, Norfolk County, MA
Gretchen Schuler

6/07

Rear elevation looking north
Photo #2



Ellice School
195 Pleasant St
Millis, Norfolk County, MA

Gretchen Schuler

6/07

East classroom

Photo # 3



Ellice School

185 Pleasant St.

Mills, Norfolk County, MA

Gretchen Schuler

4/07

West Classroom

Photo #4



Ellice School

185 Pleasant St

Mills, Norfolk County, MA

Walter Prescott - glass plates

1901

View of main facade + side elevation

Photo #5



Mills, MA
Norfolk County
185 Pleasant St

Ellice School

Write Photograph ca 1892 or ca 1905

Photo #6

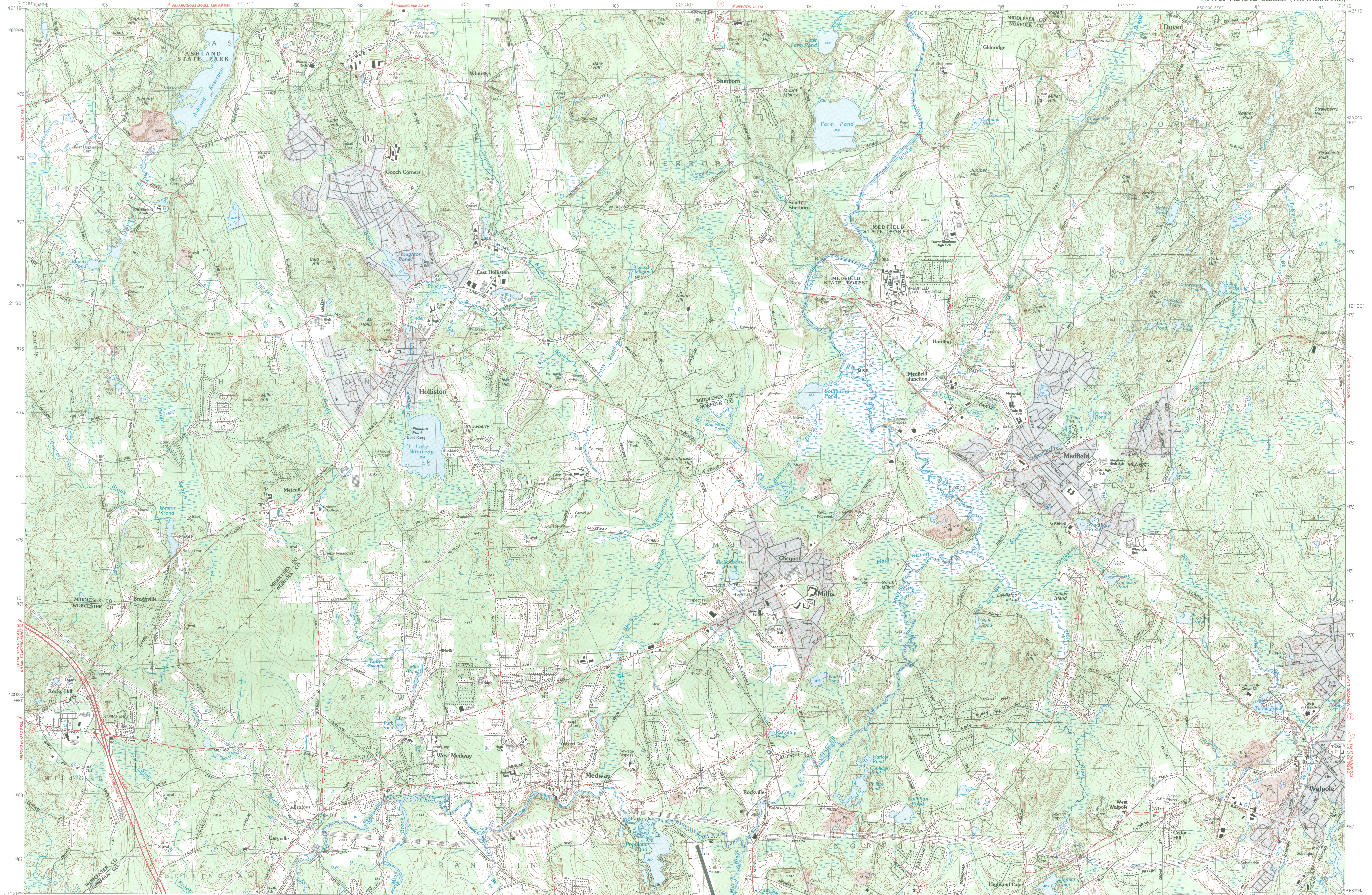


Ellice School - 1970's -

Mills, MA
Norfolk County
185 Ellie School
Ellie School
Proscott Photo - 1920
Photo # 7

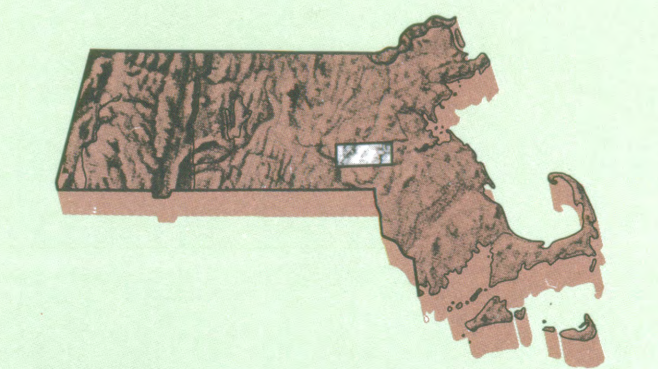


Mills, MA
Norfolk County
185 Pleasant St
Ellice School
Prescott Photo - 1920
Photo # 8



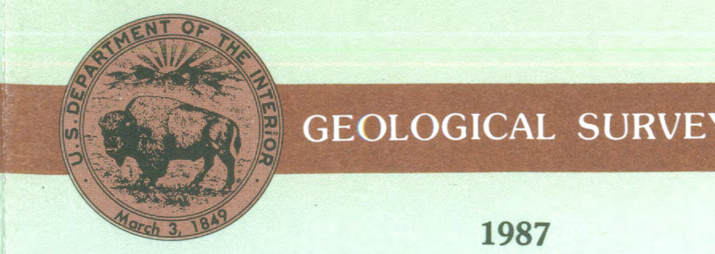
Medfield MASSACHUSETTS

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



GEOLOGICAL SURVEY

1987

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 1981 and 1982. Map edited 1987
 Supersedes Holliston 1969 and Medfield 1970 1:25,000-scale maps
 Projection and 1000-meter grid: Universal Transverse Mercator, zone 19
 10,000-foot grid ticks based on Massachusetts coordinate system, mainland zone
 1927 North American Datum
 To place on the predicted North American Datum 1983, move the projection lines 6 meters south and 41 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 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

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

CONVERSION TABLE	DECLINATION DIAGRAM	ADJOINING MAPS
Meters	Feet	1 2 3
1	3.2808	4 5
2	6.5617	6 7 8
3	9.8425	
4	13.1234	
5	16.4042	
6	19.6850	
7	22.9659	
8	26.2467	
9	29.5275	
10	32.8084	

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

UTM grid convergence (00 and 101 degrees) and 1987 magnetic declination (MN) at center of map. Diagram is approximate.

1 Marlborough
 2 Framingham
 3 Boston South
 4 Medford
 5 Norwood
 6 Ludlow
 7 Franklin
 8 Brockton



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; overpass; underpass	Built-up area: only selected landmark buildings shown	House; barn; church; school; large structure	Boundary	National, with monument	State	County, parish	Civil township; unincorporated 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, located tower	Dam; dam with lock	Cemetery; grave	Campground; picnic area; U.S. location monument	Well; water well; spring	Mine shaft; prospect; shaft or mine	Control: horizontal station; vertical station; spot elevation	Distorted surface: strip mine, levee, sand	Barometric contour: index; intermediate	Perennial lake and stream; intermittent lake and stream	Rapids, large and small; falls, large and small	Submerged marsh; marsh, swamp	Land subject to controlled inundation; wooded	Scrub; mangrove	Orchard; vineyard
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A pamphlet describing topographic maps is available on request

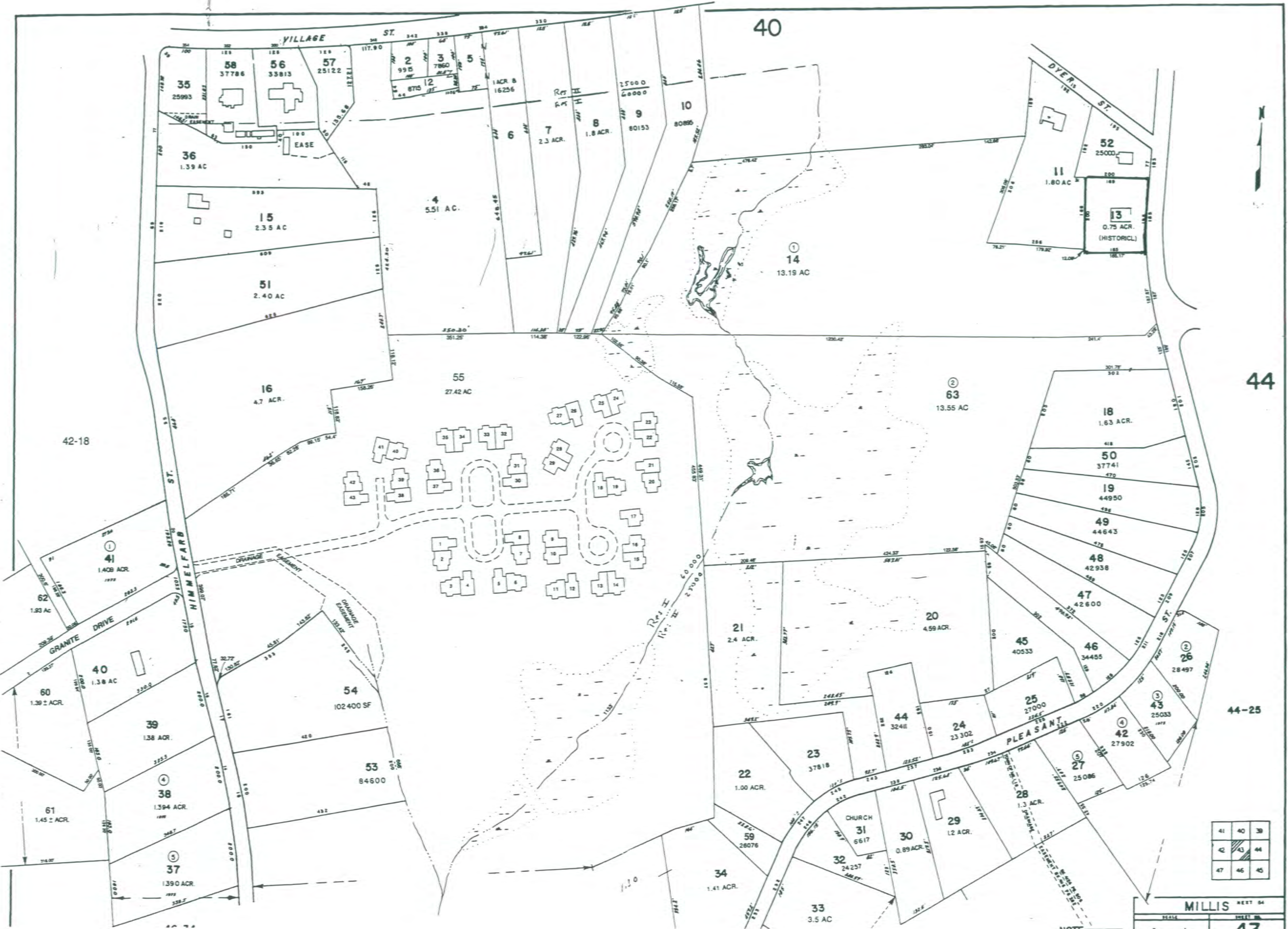
Norfolk County
MILLS, MA
Ellice School 185 Pleasant St.

NORFOLK COUNTY

Millis, MA

Ellice School
185 Pleasant St.

Assessors
#43-13



44

41	40	39
42	43	44
47	46	45

MILLIS WEST 94

12



The Commonwealth of Massachusetts

William Francis Galvin, Secretary of the Commonwealth
Massachusetts Historical Commission

August 5, 2010

Mr. J. Paul Loether
National Register of Historic Places
Department of the Interior
National Park Service
1201 Eye Street, NW, 8th floor
Washington, DC 20005

Dear Mr. Loether:

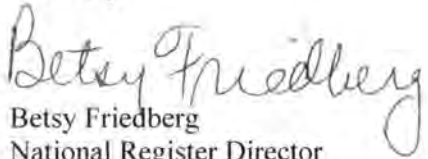
Enclosed please find the following nomination form:

Ellice School, 185 Pleasant Street, Millis (Norfolk), MA

The nomination has been voted eligible by the State Review Board and has been signed by the State Historic Preservation Officer. The owners of the property were notified of pending State Review Board consideration 30 to 45 days before the meeting and were afforded the opportunity to comment.

One letter of support has been received.

Sincerely,


Betsy Friedberg
National Register Director
Massachusetts Historical Commission

enclosure

cc: Gretchen Schuler, consultant
Beth Krimmel, Millis Historical Commission
Donald Hendon, Millis Board of Selectmen
Catharine Macinnes, Planning Board Chair



TOWN OF MILLIS

RECEIVED

MAR 26 2007

MASS. HIST. COMM

BOARD OF SELECTMEN

March 15, 2007

Betsy Friedberg
Massachusetts Historical Commission
220 Morrissey Blvd.
Boston, MA 02125-3314

Dear Ms. Friedberg,

This letter is to indicate support for National Register Nominations for the Oak Grove Farm House and Ellice School. The Town of Millis would benefit greatly with these listings; as it would enhance the importance of the structures for the residents.

The Selectmen would like to thank the Massachusetts Historical Commission for the help and advice given to the town through the Millis Historical Commission.

Sincerely,

Jeffrey M. Hardin
Chairman

Charles V. Vecchi
Vice Chairman

Andrea J. Wagner
Clerk